

**TASK 12**

**LEVEL III**

**“STATISTICS”**

**LIVE  
COLLECTION  
AND  
IMPLEMENTATION**

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## **INTRODUCTION**

The scope of this paper is to show the potential of statistics collected live at the game. This is achieved by the eye with no use of videos analysis or a software packages. To help complement a coaches own observations and confirm their own instincts. They can also highlight problem areas that one may not be aware of. As coaches, we only remember really good or bad events during half a game of football. As studies have shown by Franks and Miller in 1986, that a coaches can only recall as much as 30% of events in one half of football. Examples may include good defensive tackles or the one good turn over in the half of football, etc. These don't always reflect the underlying issues that may require to be addressed. As coaches, we must constantly ask ourselves questions of how to improve our on field performance and increase our chances of winning the game.

The objective of gathering these statistics is to provide information that a coach can use to make informed TACTICTAL, TECHNICAL and STRATIGIC decisions relating to necessary adjustments to the game plan. Special reference here is for the half time talk.

The information gathered can also be use in conjunction with the game review, to maximum's effectiveness in the training arena, in problem areas and to produce better future game performances.

## **COLLECTION**

Data collection occurs through the use of a simple spreadsheet (see next pages). There are two ways of collecting the data via a log of events starting from the first to the last or another is by dividing the field into four areas. i.e. try line to twenty-two, twenty two to halfway. This is designed to break the field up zone so each area/zone can be analyzed. Certain factors that are the most influential a game have been highlighted as the most useful KPI (key performance indicators). Not all factors within a game are used but the individual can either add or subtract from the list or design their own KPIs. The key criteria here is that the KPIS, by definition relates to success or failure. These can result in success or failure to the outcome of the game. The following selected groups of KPIs are those have I found most effective.

|                 | try | 25   | 25 | half | half | 25   | 25 | li  |
|-----------------|-----|------|----|------|------|------|----|-----|
|                 | us  | them | us | them | us   | them | us | the |
| lineouts        |     |      |    |      |      |      |    |     |
| scrums          |     |      |    |      |      |      |    |     |
| kickles missed  |     |      |    |      |      |      |    |     |
| line breaks     |     |      |    |      |      |      |    |     |
| turn overs      |     |      |    |      |      |      |    |     |
| penalties scrum |     |      |    |      |      |      |    |     |
| Other           |     |      |    |      |      |      |    |     |
| Free kicks      |     |      |    |      |      |      |    |     |
| Phase 2 more    |     |      |    |      |      |      |    |     |

The data collection process needs to be done by a person whom can be trusted and with a reasonable knowledge of the game and your game plan; an ideal person would be the assistant coach. The assistant coach would ideally hand this information to the coach just prior to the half time or constantly update you as a coach during the game as to areas of concern in conjunctions with your goals, strategies and game plan for the game.

After the game a debrief of all coaching staff and players leadership group should go through the events of the day and any data collected to formalize a plan of attack for training and next weeks game.

## **DECIPHERING THE DATA AND IMPLACTIONS**

### **LINE OUTS:**

#### **EXPLANATIONS:**

Each lineout is marked with a \ in the field position whilst the catching position marked with 2, 4, 6 etc, and L for a lost lineout.

This will give us a win/lose ratio % to see if you have achieved your teams goal and benchmarks

#### **POSSIBLE SOLUTIONS ON THE RUN**

- Mix up options i.e. not keep throwing to the same jumper
- Oppositions keep losing at one jumping position (to make aware)
- Wrong options in relation to field position – Game plan
- Keep throwing to 6 in high wind conditions- Change tactics

#### **TRAINING IMPLEMENTATIONS**

- Technical reinforcement for Throwing-Jumping-catching and supporting
- Tactical option taken in relation to field position

### **SCRUMS:**

#### **EXPLANATIONS:**

Each scrum is marked in the field position with a \ or @ for a wheeled scrum or an L for a lose/tight head. Also the reason why the scrum was formed marked using F or U for forced or unforced errors, underneath the \, @ or L

This will give us a win/lose ratio % to see if you have achieved your teams goal and benchmarks

#### **POSSIBLE SOLUTIONS ON THE RUN**

- Counter the wheel of the scrum
- Player positional changes

#### **TRAINING IMPLEMENTATIONS**

- For scrums against the head ( possible striking of the ball or feeding of the scrum)
- Technical problems (feet placement, body shape, binding, etc)
- Techniques for countering wheels
- Mental status at scrum time e.g.: is fatigue affecting technique in the later parts of each half

## **MISSED TACKLES:**

### **EXPLANATION:**

There are a number of issues that relate to missed tackles. They can be technical or tactical or a combination of both. For example Technical factors may be related to Body position at the point of contact or foot placement. Whilst tactical factors, may relate to poor decision making, by an individual. Coaches can add their own interpretation to this KPI and reason why it occurs.

Each missed tackle is marked with \ and the player's number below

Can be used in line with you teams own goals and benchmarks for defense

### **POSSIBLE SOLUTIONS ON THE RUN**

- Player changes
- Readjustment of defensive alignment and or pattern
- Reinforcing of correct technique
- Make aware the oppositions weak defence points

## **TRAINING IMPLEMENATIONS**

- One player missed many tackles, is it technique or positional?
- One area of the field there are a high number of tackles missed, Why is it the defensive pattern or a players inability to defend on one side of the field

### **LINEBREAKS:**

#### **EXPLANATION**

Where a clear, breach in the defensive line has occurred. Mark with a \, to indicate the field position.

Can be included as part of you benchmarking and game plan from a field position aspect as to weather the right option or not is taken.

### **POSSIBLE SOLUTIONS ON THE RUN**

- Defensively where the line breaks are being made
- In conjunction with the missed tackle count, make awareness of the weak points in the defensive line
- Wrong option used, with relation to field position

## **TRAINING IMPLEMENTATIONS**

For

- From a counter attack possession
- Structured play possession.

Against

- In conjunction with your defensive pattern
- Running lines

## **TURN OVERS**

### **EXPLANATION**

While in possession of the football. The ball is lost in play in a ruck (R)/maul (m) or general play (g), while in possession. Marked with a \ and the number of the player who has lost the football, along with the R, M or G

### **POSSIBLE SOLUTIONS ON THE RUN**

- Make awareness of the numbers at the breakdown for cleanout or support.
- If one player is the culprit, could be a player interchange
- One of the opposition players is creating the turnovers. Try to tie them up
- Apply more pressure in the breakdown situation to create turnovers.

## **TRAINING IMPLEMENTATIONS**

- Ball presentation
- Decision making process
- Option taking

## **PENALTIES:**

### **EXPLANATION:**

In the game where and what are the penalties for? Are they a defensive problem for off side or are they scrum penalties or high tackles? Can or do we make adjustments on the run. However this KPI is also subject to the referee's interpretation on the day, with some referees having different traits. This KPI can also be benchmarked throughout the year and a record could be kept for each referee to make adjustment to your game plan.

## **POSSIBLE SOLUTIONS ON THE RUN**

- Be able to make aware of high percentage of penalties that are being created and implement changes i.e. to take a step back in the defensive line to stop off side penalties at the break down
  - Captain to question why the penalties are going that way
  - Opposition or your player, creating the penalty situation i.e. for continually not releasing the ball

## **TRAINING IMPLEMENTATIONS**

- Defensive drill for the line behind the ruck or maul
- Tackling technique
- Referees to attended training for finer adjustments

## **NUMBER OF PHASES PER POSSESSION**

### **EXPLANATION**

This KPI is rarely used as mostly the phases in possession at club level are 1-2 drop the ball, kick the ball or a penalty is awarded. Even at Test and Super 12 levels the average is 2.2 phases per possession.

## WHAT CAN WE DERIVE FROM THE STATISTICS?

The statistics and their use has played a major role in shaping of the modern game of rugby today. With the various hi tech software programs available and the army of people needed to run these systems. These are normally out of the budget for most clubs throughout. By keeping the collections of data, as simple as we can, we can still take advantage of the statistics of each game. Statistics can show the shape of the game or direction into which the game is heading to. Some examples, which have been revealed from the Rugby World Cup of 2003, are as follows:

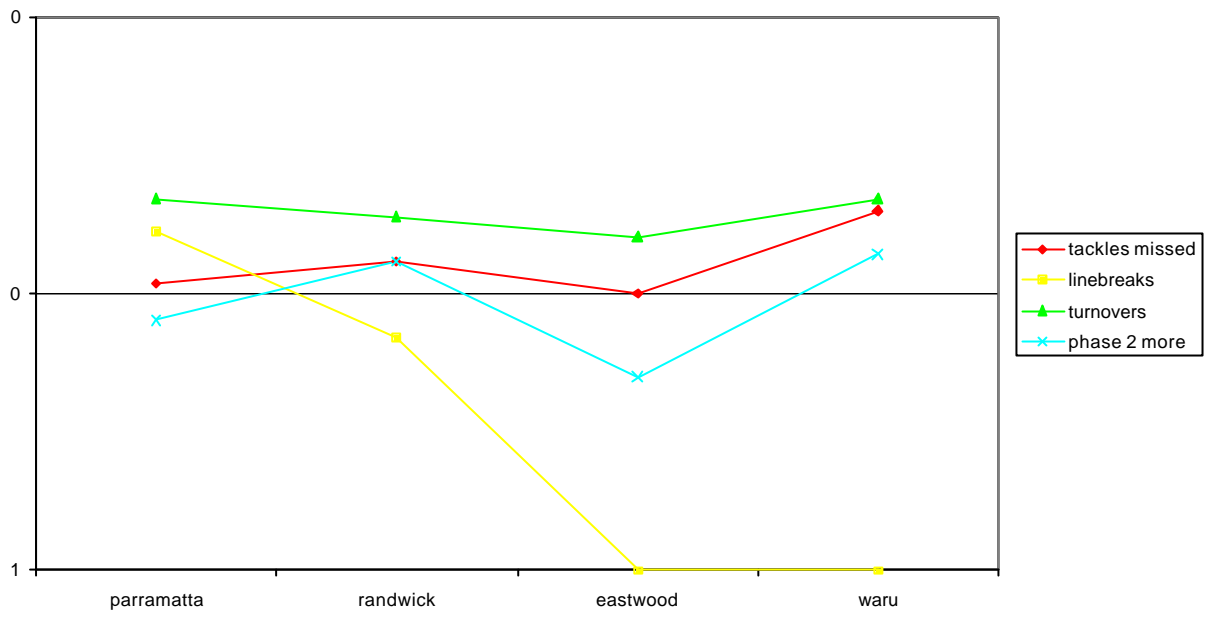
1. Average number of Lineouts per game 35
2. Average number of Scrums per game 29
3. Average number of Passes per possession is 1.6
4. Average number of Penalties per game 25
5. Average number of Turnovers per game 18
6. Average number of Line breaks per game 8
7. Average number of Rucks and Mauls 180
8. Average number of Tackles 180 to 200 per game
9. The game is made up of 140 to 160 Breakdowns per game

We can see just from this selection of statistics, what shape the game is in today at the international level. From these Statistics we can deduced that the game is played not far from the breakdown situation, only 1.6 passes away. There are fewer scrums than lineouts. And this also leads into training implications and time management of these sessions. We need to make our training sessions as close to a game situation. By using these static's we can now concentrate on general field applications in training. The breakdown situation is now more important than the traditional scrum and lineout.

We can also use our statistics gained from the game, to benchmark ourselves against our goal and objectives set for the year. (See attached data sheet). From the graphed items, the coaching staff where amazed at the high turnover rate. As the coaching staff had assumed that turnovers where not a problem. The statistics however told a different story that the turnover rate was out of control. From the stats we commenced devoting extra time to addressing this area of concern. You can see the steady improvement, until the last game. The line breaks on the graph takes a nose dive in the 3<sup>rd</sup> game this was due to the number one 5/8 breaking his ankle in the first 20 minutes of the game.

Statistics can be a powerful tool but they alone don't tell the whole story and I believe should only be used in assisting you as a coach in making decisions. These decisions can have a bearing on the result of the game or influence you as a coach to make that Tactical, Technical or Strategic decision.





|                | Parramatta | Rand wick | Eastwood | Waru |
|----------------|------------|-----------|----------|------|
| Tackles missed | 11         | 13        | 10       | 20   |
| Linebreaks     | 17         | 7         | 1        | 1    |
| Turnovers      | 22         | 19        | 16       | 22   |
| Phase 2 more   | 8          | 13        | 5        | 14   |

