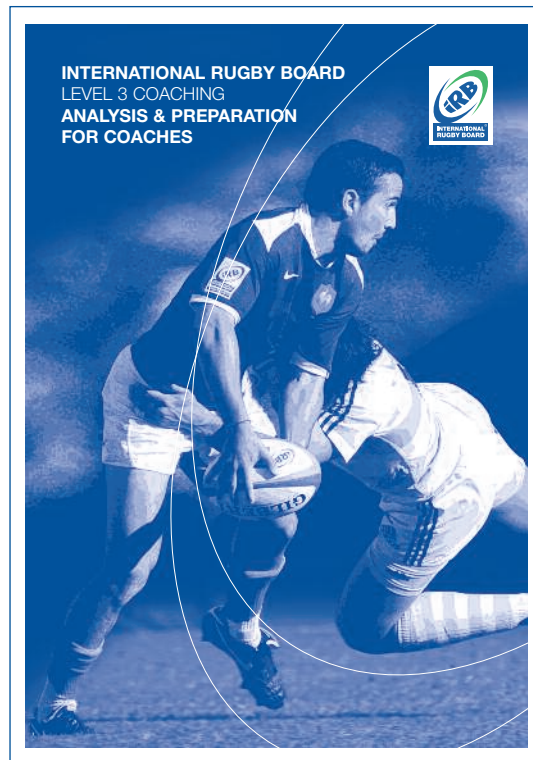




# Level 3 Coaching

## Analysis & preparation for coaches



# Workbook



# Level 3 Coaching

## Analysis & Preparation for Coaches

### Workbook

## Contents

Overview .....	3
Module 1: Selection and succession planning .....	10
Module 2: Developing a team profile .....	15
Module 3: The game profile .....	21
Module 4: Patterns of play .....	31
Patterns of play: restarts .....	37
1 Kick starts .....	37
2 Scrumm .....	47
3 Lineouts .....	52
Patterns of play: continuity .....	57
1 Attack .....	57
2 Support play .....	62
3 Phase play .....	67
Patterns of play: defence .....	72
Patterns of play: counter-attack .....	77
Module 5: Developing a game plan .....	82
Module 6: Achievement strategies .....	94
6.1 Periodised planning .....	94
6.2 Pre-game logistics planning .....	106
6.3 Critical incident analysis .....	110
6.4 Practice planning .....	115
Module 7: Sports science .....	118
Module 8: Risk management and Laws .....	120
8.1 Risk management .....	120
8.2 Law knowledge .....	121

# Overview

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## General course information

### Course description

Plan, implement, analyze and revise an annual coaching programme while demonstrating advanced coaching competence.

The IRB Level 3 course will support coaches through a season and will focus on planning, delivery and review. The contacts over the season will be varied including face-to-face and observation of the coach at work in their own environment. Assessment will be ongoing and tracked using the IRB Level 3 Coach transcript (see below)

### Duration

- Over a season with four days face-to-face
- Two assessments in own coaching context.

### Pre-requisites for participation

1. IRB Level 2 Coaching accreditation (or equivalent)
2. Nomination from own Union
3. Application by C.V. to IRB Regional Training Co-ordinator (RTC)

### Assessment

To achieve this accreditation, coaches must:

- achieve excellent or competent assessment in every criteria of the Level 3 competency-based assessment transcript
- develop a team profile and season plan which should be constantly reviewed
- provide a season diary for a team that is being coached. The diary provides evidence of a coach's ability to Plan, Do & Review.
- be assessed twice in their own coaching environment
- attend and participate in all modules of the course
- complete all tasks / attend all modules within two years of starting the course. (N.B. There is a three year window for completion of the transcript.)

### Pre-course work to be completed prior to attendance

1. Complete a personal coaching profile
2. Assess your current team and outline a vision for the season (driven by your team strengths & weaknesses)
3. Complete the online exam at [www.irbrugbyready.com](http://www.irbrugbyready.com)
4. Complete the online exam at [www.irblaws.com](http://www.irblaws.com)

Coaches should use the IRB Coach's diary (or similar) to record their coaching over the season. This will be reviewed by an IRB Educator at different stages of the season.

## Acknowledgments

*The commitment to the task and efforts of the author and the editorial team as well as the consultancy team in contributing to the development of this education program are gratefully acknowledged.*

### Author:

*Lee Smith*

### Editorial team:

*Mark Harrington (IRB), Mike Luke (IRB), Douglas Langley (IRB), Norm Mottram (USA Rugby), Fred Ollows (Kenya Rugby Union)*

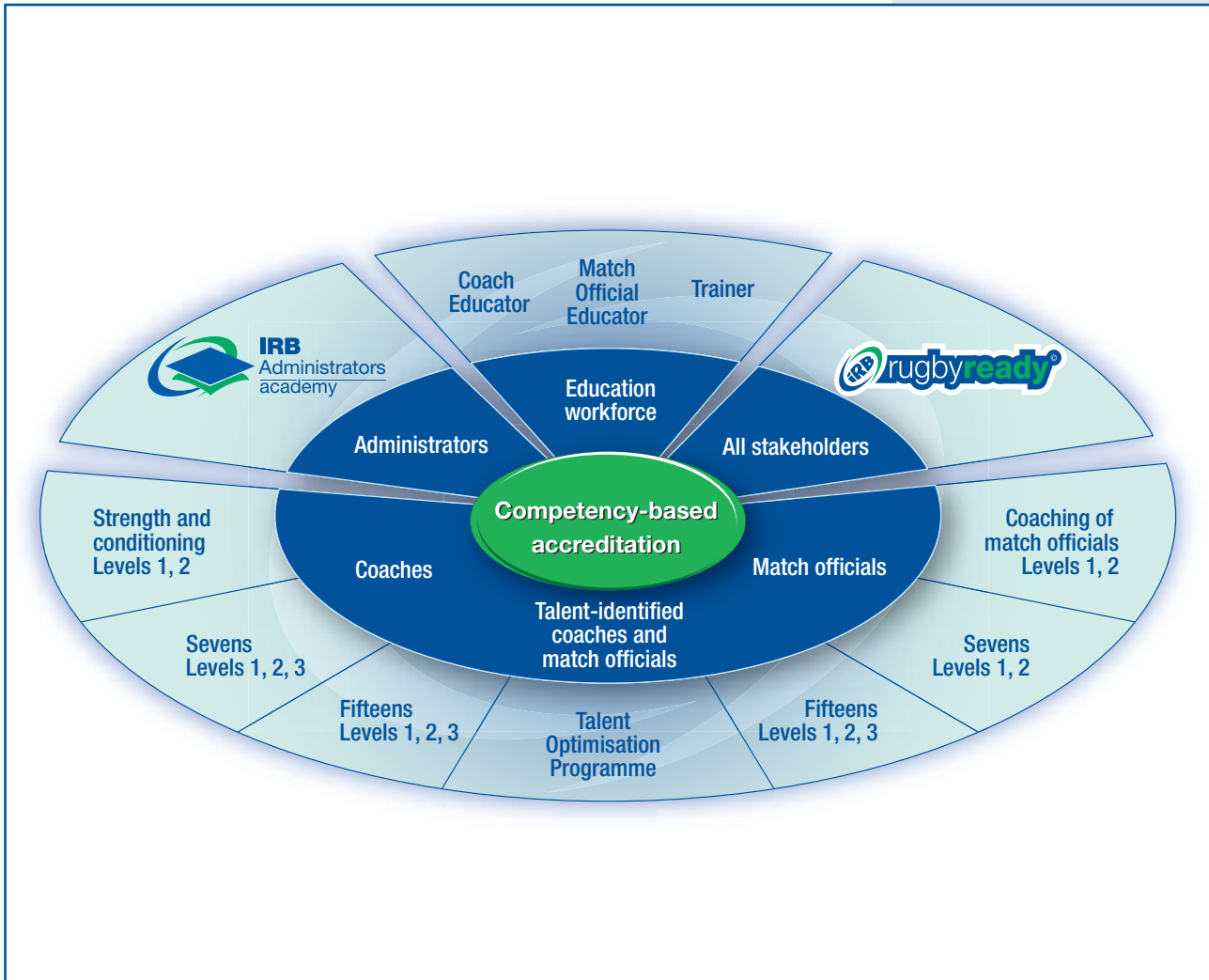
### Consultancy team:

*Eliseo Perez (Union Argentina Rugby), Hilton Adonis (South African Rugby Union), Gary Townsend (Rugby Football Union), Richard Skelly (New Zealand Rugby Union)*

### Design and production:

*Sport Development  
[www.sport-development.com](http://www.sport-development.com)*

## IRB Training and Education courses



IRB Training and Education courses have evolved since the mid 1990s, and have been updated regularly since then using the expertise in member Unions and the skills of a select number of IRB Trainers who are also ‘content experts’.

Since 2006, the IRB provision has extended to serve more stakeholders, as demonstrated in the portfolio above. All courses are now competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

In addition, IRB courses can now only be delivered by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards. All record keeping and certification is undertaken from the IRB’s headquarters in Dublin, Ireland.

## TRANSCRIPT FOR ACCREDITATION AS AN IRB LEVEL 3 COACH

<b>COACH</b>	
<b>COURSE DATE(S) &amp; VENUE(S):</b>	
<b>ASSESSMENT 1 DATE &amp; VENUE:</b>	
<b>ASSESSMENT 2 DATE &amp; VENUE:</b>	
<b>EDUCATOR(S)</b>	

Core competencies	Criteria The coach is able to:	*NYC C E	Comments / action required
<b>A PLANNING</b>	1. Define a vision for the upcoming season.		
	2. Produce a season plan with defined outcomes integrating psychological, physical, tactical and technical aspects of performance		
	3. Periodize the season plan into cycles with specific achievement strategies		
	4. Base the tactical and technical aspects of the season plan on the team profile of the previous season		
	5. Involve players and other staff in the season planning process		
	6. Involve players in developing a code of conduct.		
	7. Develop a selection process including criteria for selection		
	8. Maintain a coaching diary		
	9. Review progress during the season and amends plans accordingly		

\* NYC = Not yet competent, C = Competent, E = Excellent

Core competencies	Criteria The coach is able to:	*NYC C E	Comments / action required
<b>B MANAGEMENT &amp; ORGANISATION</b>	10. Prepare detailed practise plans with the input of the coaching team where necessary		
	11. Implement the chosen selection process		
	12. Ensure the coaching environment is safe		
	13. Manage all game-related logistics for matches and training sessions		
	14. Develop individual improvement plans with players		
	15. Provide specialist support to help players improve their performance		
	16. Monitor and review the performance of the coaching team		
<b>C OBSERVATION &amp; ANALYSIS</b>	17. Evaluate the effectiveness of the coaching programme based on feedback from a variety of sources		
	18. Apply the principles of play to attack and defence		
	19. Apply functional roles to analyze player performance		
	20. Apply key factors to analyze accurately the performance of functional roles by players		
	21. Identify critical incident within an episode of play and analyzes root cause		
<b>D TECHNICAL &amp; TACTICAL APPLICATION</b>	22. Use observation and analysis to develop a team and game profile of the opponents		
	23. Develop player profiles (strengths and weaknesses)		
	24. Develop a team profile (strengths and weaknesses)		
	25. Provide the players and team with practices and appropriate progressions to address weaknesses and reinforce strengths (as identified in the team profile)		

Core competencies	Criteria The coach is able to:	*NYC C E	Comments / action required
<b>D TECHNICAL &amp; TACTICAL APPLICATION (cont)</b>	26. Develop a game profile including patterns of play		
	27. Coach restarts safely and effectively based on the game profile		
	28. Coach continuity safely and effectively based on the game profile		
	29. Coach defence safely and effectively based on the game profile		
	30. Coach counter-attack safely and effectively based on the game profile		
	31. Develop a game plan for a specific opposition team based on their game profile		
	32. Modify practice activities to achieve the game plan		
<b>E COMMUNICATION &amp; INTERACTION</b>	33. Brief the players prior to starting practice		
	34. Provide feedback which helps players improve performance		
	35. Provide opportunities for players to improve decision-making within the game		
	36. Provide opportunities for players to perform skills with appropriate levels of opposition		
	37. Seek feedback from players		
	38. Adapt to player needs during the practise session		
	39. Demonstrate effective questioning skills		
	40. Demonstrate effective listening skills		
	41. Give clear, concise and meaningful explanations		
	42. Self-reflect honestly and accurately		

**Progress after part 1 of Level 3 course (to be completed by Educator on course)**

**Comments from coaching 1 (to be completed by Educator who attends session)**

**Comments from coaching 2 (to be completed by Educator who attends session)**



Progress after part 2 of Level 3 course (to be completed by Educator on course)

Coach's self-reflection on the course (to be completed by coach)

**FINAL DECISIONS**

Status	Tick	Comments
<b>EXCELLENT (E)</b> - performed beyond competency standards. This student will receive accreditation.		
<b>COMPETENT (C)</b> - performed at the minimum standards defined by the competency criteria. This student will receive accreditation.		
<b>NOT YET COMPETENT (NYC)</b> - performed below the minimum standards. The course staff will need to action plan for this student to achieve accreditation e.g. provide written assignment, video performance, observation of performance etc.		

EDUCATOR SIGNATURE	COACH SIGNATURE	DATE

# Module 1 - Selection and succession planning

---

## Task 1 - Selecting a composite team

Use the squad lists provided to select a composite or 'All Star' team.

### Performing the task

1. Your educator will divide the course participants into groups and provide you with several squad lists comprising players with whom you are familiar.
2. Select a composite or 'All Star' team from the squads lists.
3. Present the selected squad to the other groups, giving reasons for your selections.
4. Explain to the other groups the selection method that you used. Explain the process used, roles adopted, etc.

## Task 2 - Reinforcing the selection method

Build your understanding of the team selection process.

### Performing the task

1. In the following table, arrange the steps in order so that they demonstrate a logical selection method.
2. Then, link each step to the definition (from the following page) that best fits it.
3. Explain the order you have chosen to the rest of the group, linking your conclusions to the level at which you are coaching.

STEP ORDER	STEP TITLE	DEFINITION LETTER
	<b>Positional requirements</b>	
	<b>Intuition</b>	
	<b>Selection responsibilities</b>	
	<b>Observing games</b>	
	<b>Team profile</b>	
	<b>Selection meetings</b>	
	<b>Attitude</b>	
	<b>Analysis of players</b>	
	<b>Game profile</b>	
	<b>Co-ordination and consistency</b>	

## Definitions

- A. It is at this stage after the situation has been thoroughly analysed objectively that the selectors' subjective judgement or \_\_\_\_\_ becomes important. We are dealing with a situation that involves people who have opinions and feelings. Because of this, no selection can be entirely correct or entirely wrong. In a competitive situation, the reaction of players will vary from match to match.
- B. A checklist of player requirements by position that can be modified to suit the team's mode of play.
- C. A profile that explains what the team is to achieve in attack and in defence.
- D. Players competing for a position may be of equal ability. The strengths and weaknesses of a player may be matched by different strengths and weaknesses of another. Selection in these circumstances will be based on \_\_\_\_\_.
- E. From the pool of players available for the team, the principles of play are used to categorise strengths and weaknesses so that a comprehensive assessment of the team can be made. Implicit here is a knowledge of the strengths and weaknesses of the individual players who are available.
- F. The use of player profile forms to rank players and to provide a record of the players' development during the season so that the players' strengths and weaknesses are tracked throughout the season and maybe their career.
- G. When selectors are watching players they must be constantly referring to the positional requirements. This task is different from coaching. The selectors are watching individual players. They should not be distracted from this by watching the match as a whole. This takes considerable discipline.
- H. It is essential to hold these regularly to monitor the development of players. There are two types - those which take place prior to the selection of the team and those which take place once the team has been selected.
- I. Selectors should have a prioritised order for selecting. This order should state what is the first priority, what is second priority and so on. In addition, this involves selecting to a game plan using the ranking system based on positional requirements. This ensures that the selectors understand each other's thinking.
- J. Once the players have been ranked and the rankings received throughout the selection period, players can be categorised into three groups - 'in', 'out' and 'unsure', enabling selectors to concentrate on a more manageable smaller group, the 'unsure' players. Their task is now more manageable and selecting can become more specific. The player requirements will become very specific so that the minor differences between players of equal calibre can be identified.

### Task 3 - Selecting your team

1. Develop a list of positional requirements.
2. Place these requirements in order of importance.
3. For each position, rank the players by position from your team lists using the revised requirements.
4. Review your team selection.

Playing position	Prioritised positional requirements	Players in rank order
1	1 2 3	1 2 3
2	1 2 3	1 2 3
3	1 2 3	1 2 3
4	1 2 3	1 2 3
5	1 2 3	1 2 3
6	1 2 3	1 2 3
7	1 2 3	1 2 3

Playing position	Prioritised positional requirements	Players in rank order
8	1 2 3	1 2 3
9	1 2 3	1 2 3
10	1 2 3	1 2 3
11	1 2 3	1 2 3
12	1 2 3	1 2 3
13	1 2 3	1 2 3
14	1 2 3	1 2 3
15	1 2 3	1 2 3

# Module 2 - Developing a team profile

## Task 1 - Analyse field position

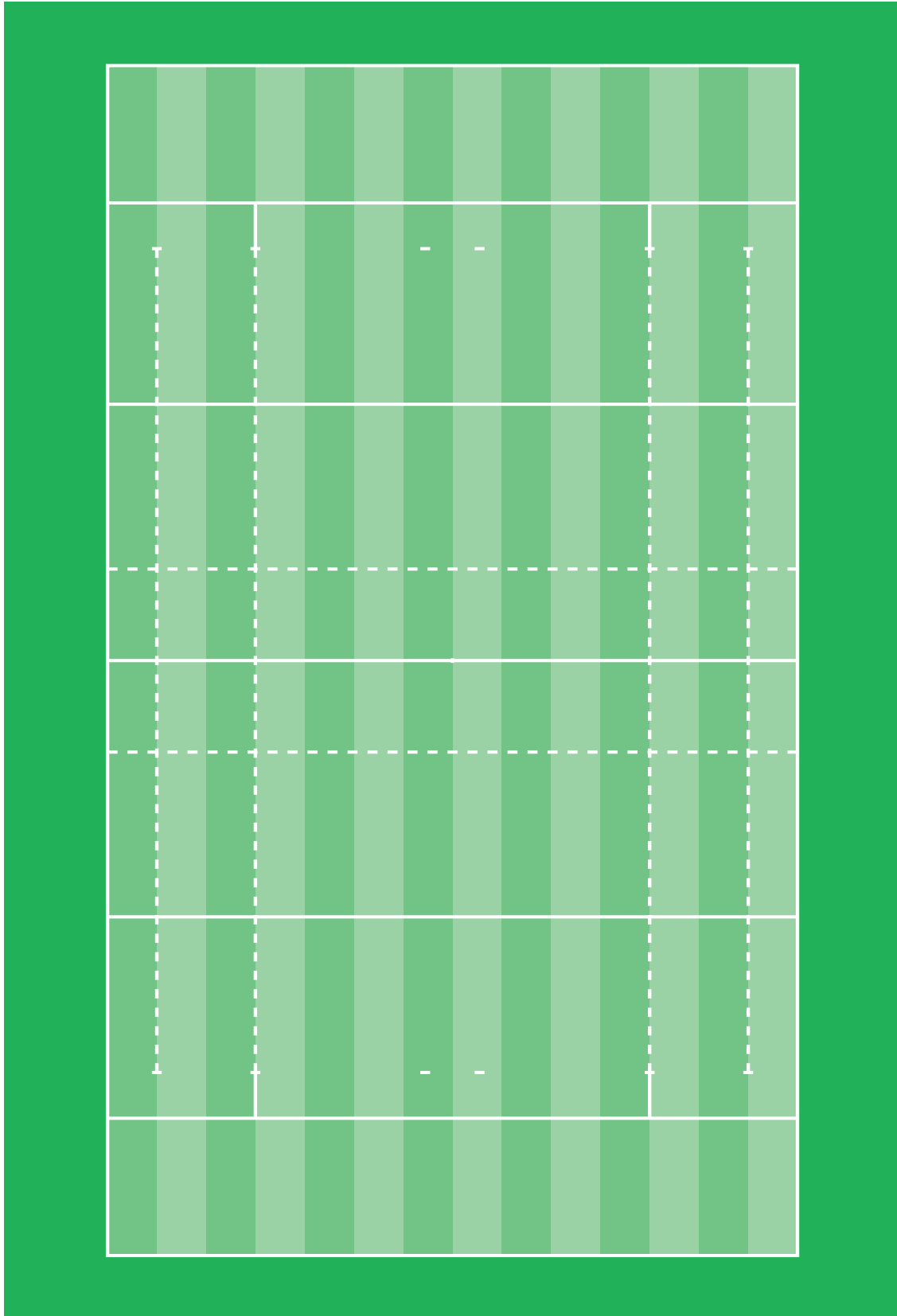
From a live match or video footage, work out the percentage of play taking part in each area of the field.

### Performing the task

1. On the plan on the following page, plot a map of the position of each scrum, lineout, ruck and maul.
2. Use abbreviations appropriate to your language (see below for a table of abbreviations appropriate to English) so that each occurrence doesn't take up too much space.
3. At the end of the game, the proportion of play in each part of the field can be visually assessed. If you are watching a broadcast feed of a game, the broadcast feed may provide you with this and other useful data.

### Abbreviations

Principle	Phase of play
<b>Gain possession / Contest possession</b>	S=scrum; LO=lineout; L=long kick-off or 22-metre drop-out
<b>Go forward</b>	K=kick (you might like to include the distance gained either from the initial kick or at the next contest for the ball)
<b>Create continuity</b>	R=ruck; M=maul
<b>Score points</b>	T=try; C=conversion; P=penalty kick; D=dropped goal





## Task 2 - Create your team profile

Based on your team's past performance and the likely composition of the team for the upcoming season, build a team profile.

### Performing the task

1. Assess the strengths and weaknesses of your team, relating each to the principles of attack and defence.
2. Define your team's needs in priority order, focussing particularly on the key areas for improvement.

PRINCIPLES OF ATTACK			
Principle	Strengths	Weaknesses	Priorities / needs
<b>Gaining possession</b> Kick starts and restarts Scrums Lineouts			
<b>Going forward</b> Gain-line in attack from set pieces and phase play			
<b>Providing support</b> Role of ball carrier and support players			

**PRINCIPLES OF ATTACK**

Principle	Strengths	Weaknesses	Priorities / needs
<p><b>Maintaining continuity</b> Post-tackle Ruck Maul</p>			
<p><b>Applying pressure</b> Possession Field position Pace</p>			
<p><b>Scoring points</b></p>			
<p><b>Allowing turnovers / ball lost</b></p>			

**PRINCIPLES OF DEFENCE**

Principle	Strengths	Weaknesses	Priorities / needs
<b>Contesting possession</b> Kick starts and Restarts Scrums Lineouts			
<b>Going forward</b> Patterns at scrum, lineout, tackle, post-tackle, ruck and maul using the gain line			
<b>Applying pressure</b> Tackle success			
<b>Preventing territory being gained</b> Tackle effectiveness			

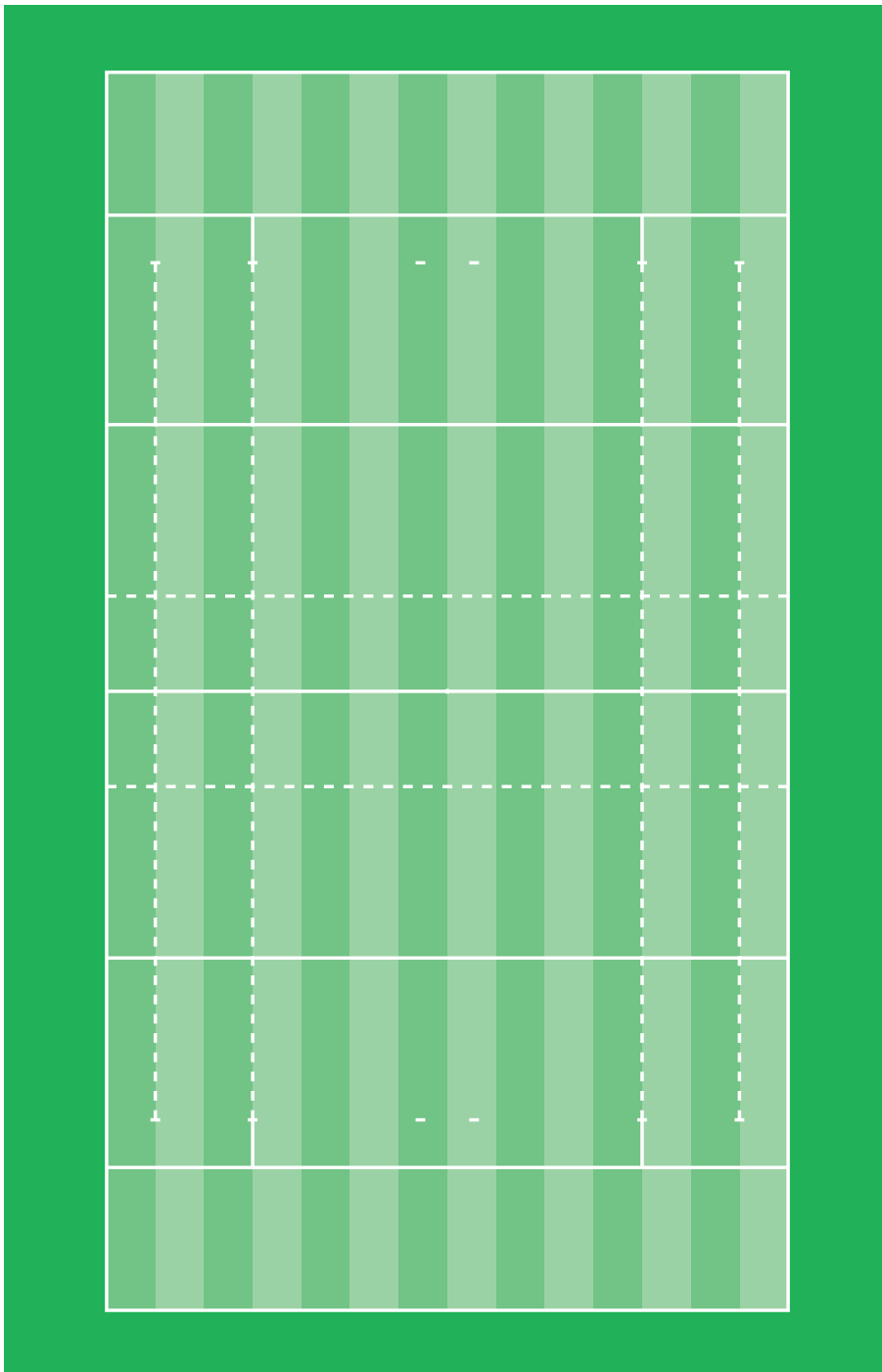
**PRINCIPLES OF DEFENCE**

Principle	Strengths	Weaknesses	Priorities / needs
<p><b>Providing support</b> Complementing the tackle and play that follows</p>			
<p><b>Regaining possession</b> Turnovers gained</p>			
<p><b>Counter attacking</b> Progress made down the field</p>			

# Module 3 - The game profile

## Task 1 - Identify game profile zones

Use the diagram below to identify game profile zones.



## Task 2 - Develop a game profile with lateral zones

Based on zones and referencing the principles of attack and defence, develop a game profile.

PRINCIPLES OF ATTACK			
Principle	Zone 1 (goal line to 22m line)	Zone 2 (22m line to 22m line)	Zone 3 (22m line to goal line)
<b>Gaining possession</b> Kick starts and restarts Scrums Lineouts			
<b>Going forward</b> Gain-line in attack from set pieces and phase play			
<b>Providing support</b> Role of ball carrier and support players			

**PRINCIPLES OF ATTACK**

Principle	Zone 1 (goal line to 22m line)	Zone 2 (22m line to 22m line)	Zone 3 (22m line to goal line)
<p><b>Maintaining continuity</b> Post-tackle Ruck Maul</p>			
<p><b>Applying pressure</b> Possession Field position Pace</p>			

### Task 3 - Modify the game profile

Based on the lanes across the field, or the positioning of the defence, list any modifications to the game profile that may be necessary.

#### ATTACKING GAME PROFILE MODIFICATIONS

Based on lanes across the field

Based on the positioning of the defence: scrums, lineouts, tackle, post-tackle, ruck, maul and in general play, e.g., when there is a kicking duel and counter attack.



## Task 4 - Present a game profile to the course

Taking everything in this module into account, build a game profile and present it to the course.

### Performing the task

1. Decide which of the game profiling methods you will use to organise how you would like the team to play in attack and defence, i.e., zones down the field, lanes across the field, the positioning of the opposition or a combination of two or more of these.
2. Make notes about how the team should play based on this framework. Brainstorm these using the team profile, priorities and aims so that all information that may be useful is recorded.
3. Discuss and finalise the information that you will use.
4. From the mass of information summarise what you want the team to achieve. This is your game profile. Save what information is left as these will probably be the basis for the patterns of play. The patterns are how you will play to achieve the game profile.
5. Use the principles of play as a checklist to ensure your game profile is comprehensive.
6. Present your game profile to the course.

## Attacking game profile

### 1. Gaining possession

### 2. Going forward

## Attacking game profile

### 3. Providing support

### 4. Maintaining continuity

### 5. Applying pressure

## Defensive game profile

### 1. Contesting possession

### 2. Going forward

## Defensive game profile

### 3. Applying pressure

### 4. Preventing territorial gain

## Defensive game profile

**5. Providing support**

**6. Regaining possession**

**7. Counter-attacking**

# Module 4 - Patterns of play

## Task 1 - From the game profile, develop patterns of play

Develop patterns of play in each zone of the field.

### Performing the task

1. Link the principles of play with patterns of play.
2. Develop patterns of play for each zone of the field.
3. Present one attacking pattern and one defensive pattern in at least one zone of the field to the rest of the course.

ATTACKING PATTERNS OF PLAY – ZONES DOWN THE FIELD - LATERAL			
Principle	Zone 1 (goal line to 22m line)	Zone 2 (22m line to 22m line)	Zone 3 (22m line to goal line)
<b>Gaining possession</b> Kick starts and restarts Scrums Lineouts			
<b>Going forward</b> Gain-line in attack from set pieces and phase play			

**ATTACKING PATTERNS OF PLAY – ZONES DOWN THE FIELD - LATERAL**

Principle	Zone 1 (goal line to 22m line)	Zone 2 (22m line to 22m line)	Zone 3 (22m line to goal line)
<p><b>Supporting</b> Role of ball carrier and support players</p>			
<p><b>Maintaining continuity</b> Post-tackle Ruck Maul</p>			
<p><b>Applying pressure</b> Possession Field position Pace</p>			



### ATTACKING PATTERNS OF PLAY MODIFICATIONS

Based on lanes down the field

Based on the positioning  
of the defence


### ATTACKING PATTERNS OF PLAY MODIFICATIONS

Based on lanes down the field

Based on the positioning  
of the defence

## DEFENSIVE PATTERNS OF PLAY

1. From scrums

2. From lineouts

3. Receiving kick-offs and drop-outs

4. From mauls

## DEFENSIVE PATTERNS OF PLAY

5. From tackles, post-tackle situations and rucks

6. From phase play in which there are more attackers than defenders

7. From phase play in which there are more defenders than attackers

8. During the kicking game - chasing and receiving, including counter attack

# Patterns of play - restarts

## 1a - Kick starts (kicking team)

---

### Task 1 - Functional roles and key factors

Identify the functional roles players assume during the restart, and then go on to identify the key factors associated with each functional role.

### Outcome

To regain possession of the ball, or to gain territory.

#### PRINCIPLES OF KICK STARTS

1.	Kick accurately so that team-mates can regain possession.
2.	Follow the kick to a pattern that reduces the opposition's options.
3.	Compete for the ball in an organised way to regain possession.
4.	Use the regained possession to apply the principles of attack.

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		



### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection

# Patterns of play - restarts

## 1b - Kick starts (receiving team)

### Task 1 - Functional roles and key factors

Identify the functional roles players assume during the restart, and then go on to identify the key factors associated with each functional role.

### Outcome

To gain possession of the ball.

#### PRINCIPLES OF KICK STARTS

1.	Anticipate the side of the field to which the ball is going to be kicked.
2.	Position so that the maximum number of players are close to and behind the position at which the ball will most likely be caught.
3.	Position support for shallow kicks so that practised roles can be performed.
4.	Contest possession to a pattern so that the ball is won.
5.	Based on field position and the positioning of the opposition, perform the best attacking option.

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection

# Patterns of play - restarts

## 2 - Scrum

### Task 1 - Functional roles and key factors

Identify the functional roles players assume during the restart, and then go on to identify the key factors associated with each functional role.

### Outcome

To deliver the ball to the halfback from a stable protected position to that the team has the greatest range of attacking options.

#### PRINCIPLES OF SCRUMMAGING

1.	All players bound and balanced at the setup prior to engagement.
2.	All members use their core strength to generate muscle tension prior to engagement.
3.	Form far enough away to exert force while maintaining stability upon engagement.
4.	Follow the referee's call to drive through into engagement from a crouch with the back five driving the front row into a firm engagement.
5.	Win the race to the centre line while at the same time maintaining the scrum as one bound formation.
6.	Tight-head prop lead in so that the hooker is turned towards the ball. The axis of the scrum is on the opposition hooker's right shoulder.
7.	Upon contact, maintain forward pressure with all members pushing straight so that their spines are in line.
8.	Ensure that contact, forward pressure, the throw-in by the number 9, the strike and the delivery of the ball are all part of one consecutive dynamic movement.
9.	Deliver controlled ball from a stationary or forward-moving platform through the desired channel.

Functional role	Key factors
1.	
2.	
3.	
4.	



Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection

# Patterns of play - restarts

## 3 - Lineout

---

### Task 1 - Functional roles and key factors

Identify the functional roles players assume during the restart, and then go on to identify the key factors associated with each functional role.

### Outcome

To obtain controlled possession of the ball so that the team has the greatest range of options with which to go forward.

#### PRINCIPLES OF LINEOUTS

1.	Assemble to create a tactical advantage.
2.	Call a jumping option that will ensure that possession is gained.
3.	Manoeuvre to create space for the catcher.
4.	Throw accurately to the space.
5.	Move quickly into the space to jump for the ball.
6.	Support the jumper so that the player is stable at maximum height.
7.	Gain controlled possession by catching the ball or deflecting the ball to a team-mate.
8.	Bind with team-mates to protect the ball.
9.	Delivery the ball so that the best option can be used.

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection



# Patterns of play - continuity

## 1 - Attack

### Task 1 - Functional roles and key factors

Identify the functional roles players assume while creating and maintaining continuity, and then go on to identify the key factors associated with each functional role.

### Outcome

To create a space through which one member of the attacking line is able to penetrate the opposition's initial line of defence and break the gain line so the team is able to go forward in attack.

#### PRINCIPLES OF ATTACK

1.	Align with sufficient distance between players to isolate defenders.
2.	Base the attacking options on the opposition's defence patterns.
3.	Communicate the position of the move.
4.	Align in sufficient depth to ensure there is sufficient time to pass the ball to that position.
5.	Commit the defence by running straight prior to passing.
6.	Pass the ball to the position at which the move is to take place close to the tackle line.
7.	Take the gap that the defence has left and accelerate through the gap.
8.	Support and use support to maintain continuity and retain possession.
9.	Base ball distribution to supporting players on the principle that the space that has been created is the space the ball carrier has moved away from, not that which the ball carrier is running into.

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

Blank space for writing the session goal.

##### Activity

Blank space for writing the activity details.

##### Post-session reflection

Blank space for writing the post-session reflection.

# Patterns of play - continuity

## 2 - Support play

---

### Task 1 - Functional roles and key factors

Identify the functional roles players assume while supporting, and then go on to identify the key factors associated with each functional role.

#### Outcome - attack

To be in a position that gives the ball carrier options to continue play.

#### Outcome - defence

To assist the first defender to contest the ball and regain possession.

### PRINCIPLES OF SUPPORT PLAY

PRINCIPLES OF SUPPORT PLAY	
	<b>SUPPORT IN ATTACK</b>
1.	Support in depth.
2.	Support on both sides of the ball carrier.
3.	Pass to the support so that possession is retained.
4.	Use support to keep the ball in play.
	<b>SUPPORT IN DEFENCE</b>
1.	Ensure that the player's primary defensive task has been completed.
2.	Move in anticipation of the likely position of the ball.
3.	Move in support from inside the ball, choosing the best option.
4.	Perform the best option.

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	



## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection

# Patterns of play - continuity

## 3 - Phase play

---

### Task 1 - Functional roles and key factors

Identify the functional roles players assume while engaged in phase play, and then go on to identify the key factors associated with each functional role.

### Outcome

To maintain continuity of play by recreating the time and space needed to mount an attack.

#### PRINCIPLES OF PHASE PLAY

PRINCIPLES OF PHASE PLAY	
	<b>GENERAL</b>
1.	Retain possession / avoid isolation.
2.	Create space by going forward as a bound and stable unit.
3.	Create a protective screen in width rather than depth.
4.	Deliver the ball to exploit the space that has been created before the phase play has become stationary.
	<b>RUCKING</b>
1.	Drive forward before falling to the ground and placing the ball.
2.	Identify and remove attacking threats.
3.	Either individually or as a bound unit, drive past and through the line of the ball to ensure quick delivery.
4.	Control delivery so that the ball does not come out of the ruck too quickly, thereby allowing the opposition to pick it up.
	<b>MAULING</b>
1.	Keep the ball off the ground.
2.	Transfer the ball back from the line of contact.
3.	Protect the ball carrier.
4.	Drive forward to create space.
5.	Deliver at the best time for the space to be used.
6.	Use possession options to exploit the positioning of opponents.

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection

# Patterns of play - defence

## Task 1 - Functional roles and key factors

Identify the functional roles players assume while defending, and then go on to identify the key factors associated with each functional role.

### Outcome

To prevent the opposing team gaining territory and to regain possession of the ball.

#### PRINCIPLES OF DEFENCE

1.	Align to improve peripheral vision so that play can be seen as it develops.
2.	Identify and align inside the player to be marked by being at least inside the player's inside shoulder so that the player's only option is the outside break.
3.	Move forward, but don't get ahead of those inside, so that the line is not broken.
4.	Move directly forward initially and once the ball carrier has passed, slide across so that the space that a cutback move may aim to use is defended.
5.	Tackle the legs from an inside position so that territory is not gained.
6.	If the situation presents itself, tackle the ball so that possession is contested and, at the very least, the attack slowed down.
7.	Support by defending the channel on the inside of the tackler so that the offload can be defended or the ball can be contested.



Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

Blank space for writing the session goal.

##### Activity

Blank space for writing the activity details.

##### Post-session reflection

Blank space for writing the post-session reflection.

# Patterns of play - counter-attack

## Task 1 - Functional roles and key factors

Identify the functional roles players assume while counter attacking, and then go on to identify the key factors associated with each functional role.

### Outcome

To move the ball, once possession has been regained, as far as possible down the field, while either retaining possession or creating a situation in which possession may be regained.

### PRINCIPLES OF COUNTER-ATTACK

- |    |   |
|----|---|
| 1. | Determine the amount of lateral space available.  |
| 2. | Hold the defence in one section of the field while moving the ball to the lateral space elsewhere.  |
| 3. | Use ball carriers to continue play by running and passing or by establishing phase play, to create space, and recycling quickly to use the space created. |
| 4. | Select the best option to retain possession, to continue play and/or to gain territory.   |

Functional role	Key factors
1.	
2.	
3.	
4.	

Functional role	Key factors
5.	
6.	
7.	
8.	

## Task 2 - Functional role analysis

From the video clips, identify which functional role was not executed successfully and which key factor caused this.

Clip	Functional role	Key factors
1.		
2.		
3.		
4.		
5.		
6.		
7.		



### Task 3 - Design a coaching session

Plan a coaching session for this skill based on your analysis.

#### SESSION PLAN

##### Session goal

##### Activity

##### Post-session reflection

# Module 5 - Developing a Game plan

## Task 1 - Opposing team profile

Using the principles of attack and defence for reference, develop a team profile of the opposition.

### Performing the task

1. Thoroughly observe the opposing team, either live or using video footage.
2. Produce an accurate team profile of the opposing team, showing strengths and weaknesses of the team in attack and defence.

PRINCIPLES OF ATTACK		
Principle	Strengths	Weaknesses
<b>Gaining possession</b> Kick starts and restarts Scrums Lineouts		
<b>Going forward</b> Gain-line in attack from set pieces and phase play		
<b>Providing support</b> Role of ball carrier and support players		

**PRINCIPLES OF ATTACK**

Principle	Strengths	Weaknesses	Priorities / needs
<p><b>Maintaining continuity</b> Post-tackle Ruck Maul</p>			
<p><b>Applying pressure</b> Possession Field position Pace</p>			
<p><b>Scoring points</b></p>			
<p><b>Allowing turnovers / ball lost</b></p>			

**PRINCIPLES OF DEFENCE**

Principle	Strengths	Weaknesses	Priorities / needs
<p><b>Contesting possession</b> Kick starts and Restarts Scrum Lineouts</p>			
<p><b>Going forward</b> Patterns at scrum, lineout, tackle, post-tackle, ruck and maul using the gain line</p>			
<p><b>Applying pressure</b> Tackle success</p>			
<p><b>Preventing territory being gained</b> Tackle effectiveness</p>			

**PRINCIPLES OF DEFENCE**

Principle	Strengths	Weaknesses	Priorities / needs
<p><b>Providing support</b> Complementing the tackle and play that follows</p>			
<p><b>Regaining possession</b> Turnovers gained</p>			
<p><b>Counter attacking</b> Progress made down the field</p>			

## Task 2 - Opposing team profile summary

Link the opposing team's profile to your team's patterns avoiding their strengths and exploiting their weaknesses.

OPPOSING TEAM PROFILE SUMMARY - ATTACK			
Principle	Opposition attacking strengths	Opposition attacking weaknesses	Your team's DEFENSIVE game plan (modifications to the patterns of play)
Gaining possession			
Going forward			
Providing support			

**OPPOSING TEAM PROFILE SUMMARY - ATTACK**

Principle	Opposition attacking strengths	Opposition attacking weaknesses	Your team's DEFENSIVE game plan (modifications to the patterns of play)
<p><b>Maintaining continuity</b></p>			
<p><b>Applying pressure</b></p>			
<p><b>Scoring points</b></p>			

**OPPOSING TEAM PROFILE SUMMARY - DEFENCE**

Principle	Opposition defensive strengths	Opposition defensive weaknesses	Your team's <b>ATTACKING</b> game plan (modifications to the patterns of play)
<p><b>Contesting possession</b></p>			
<p><b>Going forward</b></p>			
<p><b>Applying pressure</b></p>			



**OPPOSING TEAM PROFILE SUMMARY - DEFENCE**

Principle	Opposition defensive strengths	Opposition defensive weaknesses	Your team's <b>ATTACKING</b> game plan (modifications to the patterns of play)
<p><b>Preventing territory being gained</b></p>			
<p><b>Providing support</b></p>			
<p><b>Regaining possession / counter attacking</b></p>			

## Task 3a - The game plan

Prepare your own attacking game plan.

ATTACK	GAME PLAN
<b>Gaining possession</b>	
<b>Going forward</b>	
<b>Providing support</b>	

ATTACK	GAME PLAN
<b>Maintaining continuity</b>	
<b>Applying pressure</b>	
<b>Scoring points</b>	

### Task 3a - The game plan

Prepare your own defensive game plan.

DEFENCE	GAME PLAN
<b>Contesting possession</b>	
<b>Going forward</b>	
<b>Applying pressure</b>	

DEFENCE	GAME PLAN
<b>Preventing territory being gained</b>	
<b>Providing support</b>	
<b>Regaining possession</b>	
<b>Counter attacking</b>	

# Module 6 - Achievement strategies

## 6.1 - Periodised planning

### Task 1 - Complete a series of questions

Complete the following questions which introduce the concepts of yearly, monthly and weekly practice planning during off-season, pre-season and competitive season.

1a. Do you keep records of session, weekly, monthly or yearly plans?

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1b. If so, what records do you keep? Please provide examples if you have them.

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2. What are some of the responsibilities or commitments that your players have to balance to make sure that they can achieve goals in all areas of life?

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### Acknowledgement

*It is acknowledged that the resources for this module have been developed by the Australian Institute of Sport and provided to the Oceania National Olympic Committee through the Oceania Sport Education programme.*

**3. How do you as a coach help your players to achieve their sporting goals, while still allowing their sport to fit into their busy lives? What role does your planning play in this process?**

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**4. Think back to a time as a coach when you did not put much effort into planning and the session was not as good as you would have hoped. Discuss this situation, including how planning may have helped the session to be more effective.**

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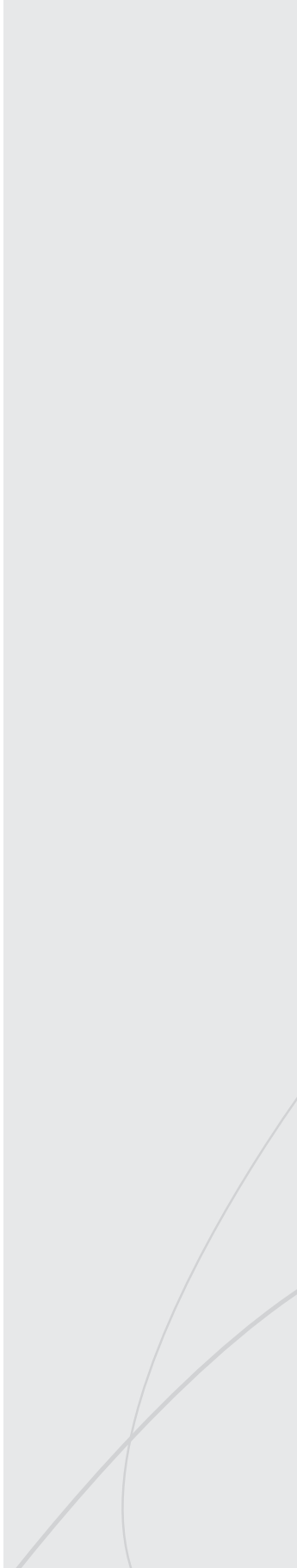
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5. Use the table below to list examples of activities that you use in coaching sessions which develop the following capacities: skill, fitness, tactics and psychological skills.

Capacity	Coaching activity
<b>Sport specific skill development</b>	
<b>Sport specific fitness development:</b> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Strength</li> <li>• Power</li> <li>• Agility</li> <li>• Endurance</li> <li>• Flexibility</li> </ul>	
<b>Tactical Development</b>	
<b>Psychological skill development:</b> <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Relaxation techniques</li> <li>• Goal Setting</li> <li>• Concentration</li> </ul>	



**6. How can a coach involve the players in the planning process and what benefits could this have?**

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**7a. Do your players have periods off between training phases or major tournaments?**

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**7b. If so, what type of training activities do you have your players do during the transition period?**

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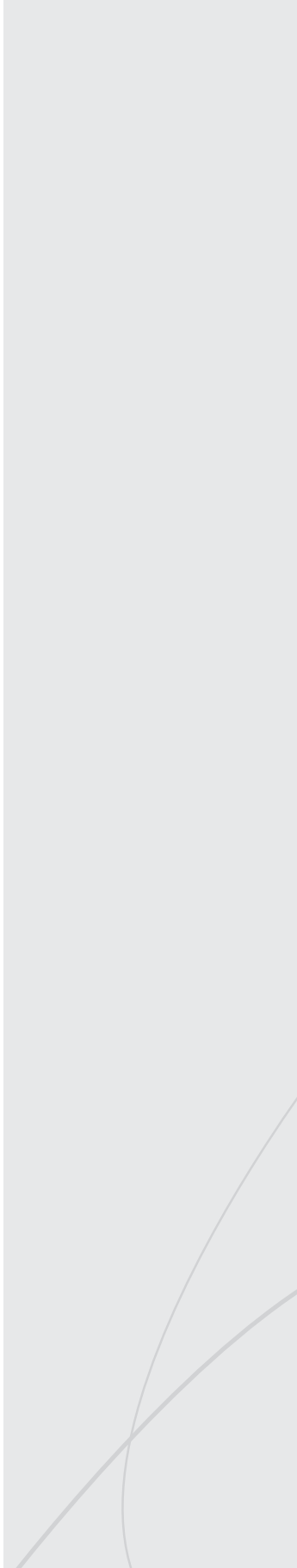
**8. What could happen if you have your players do the same type of training activities all year round, instead of designing activities to meet the needs of each phase within the training year?**

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**9. What might cause a coach who has developed detailed session plans a month in advance, to have to totally re-develop these session plans?**

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**10. Do you currently undertake monthly planning activities? If so, how do you go about this process? Please provide examples if you have them.**

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### **Weekly plans**

Weekly plans allow the coach to develop more detailed plans, running parallel to the skeletal monthly plan. Some coaches like to develop detailed session plans for the week (in advance), whilst others like to develop a more skeletal weekly plan and only develop each detailed session plan after they have delivered the most recent session – the choice is yours.

**11. What might be a reason for some coaches not developing detailed session plans for the entire week, but rather developing a more skeletal weekly plan, and then develop individual session plans after the most recent session has been delivered?**

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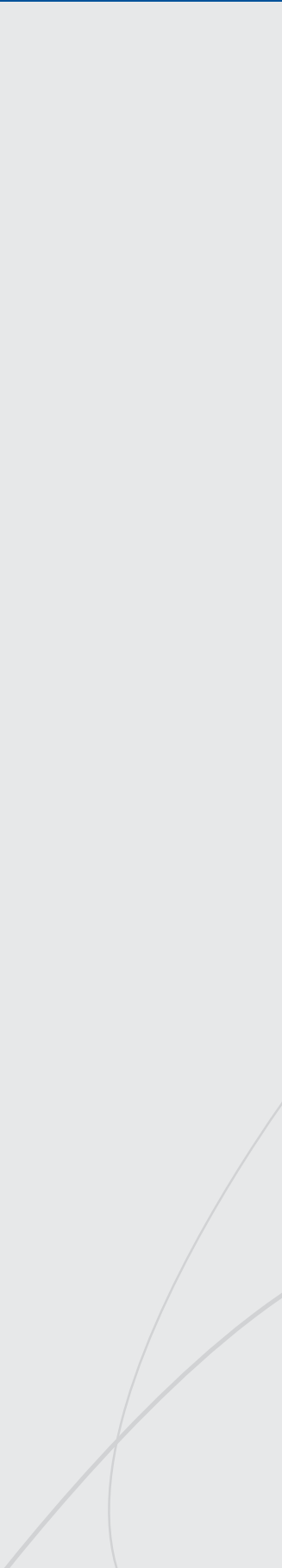
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**12. Do you currently undertake weekly planning activities? If so, how do you go about this process? Please provide examples if you have them.**

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**13. Do you currently undertake session planning activities? If so, how do you go about this process? Please provide examples if you have them.**

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**14. Have you ever planned a session and for some reason, you have not been able to follow the plan? Please discuss a situation when this happened and how you dealt with the situation.**

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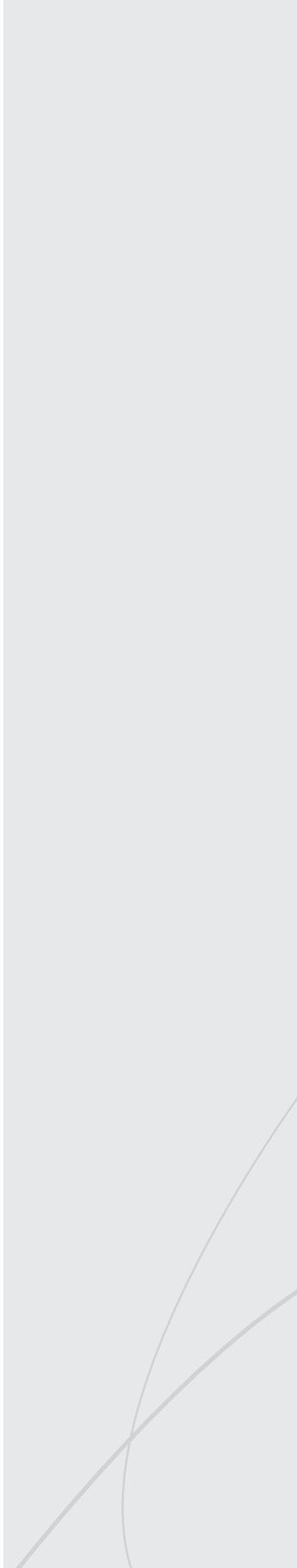
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## Task 2 - Monthly planning

1. Use the monthly planning template on the next page to develop a skeletal (broad) monthly coaching plan for a development or advanced level players, team or squad who you are currently coaching.
2. In addition to the skeletal plan, please provide the following information using the space provided below:

### Training phase (transition, preparation or competition)

.....

### Player'/s' name/s and age/s

.....

### Player development level (physical and skill)

.....

### Level of competition experience and success

.....

.....

### How you involved the players in the development of this monthly training plan

.....

.....

### Any other information that you feel is relevant to the development of the monthly plan (e.g. recent injuries, illness, etc).

.....

.....

Capacity	Week 1 training activities	Week 2 training activities	Week 3 training activities	Week 4 training activities
Skill development				
Speed development				
Strength development				
Power development				
Agility development				
Endurance development				
Flexibility development				
Psychological skills				
Recovery activities				
Competition				

### Task 3 – Weekly planning

Based on the monthly training plan you developed in task 2, use the weekly planning template on the following page to develop a skeletal (broad) weekly coaching plan for a development or advanced level player/s, team or squad whom you are currently coaching. You can choose any week from your monthly plan.

Once you have developed this weekly plan, use the space below to explain how you involved the players in the development of this weekly training plan.

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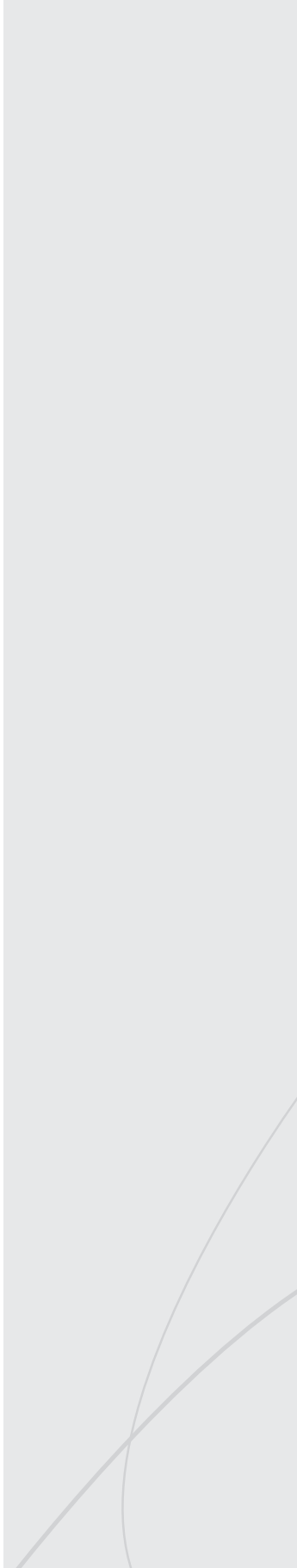
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Capacity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Skill development							
Speed development							
Strength development							
Power development							
Agility development							
Endurance development							
Flexibility development							
Psychological skills							
Recovery activities							

## Task 4 – Contingency planning

Based on the skeletal monthly coaching plan you developed in Task 2, develop a new monthly plan, this time for a player who has a slight hamstring strain which will not allow them to undertake the activities that you had planned for them. The tear will require recovery training to be undertaken and the player will not be able to resume full training for two weeks.

Please use the table on the following page.



Capacity	Week 1 training activities	Week 2 training activities	Week 3 training activities	Week 4 training activities
Skill development				
Speed development				
Strength development				
Power development				
Agility development				
Endurance development				
Flexibility development				
Psychological skills				
Recovery activities				
Competition				

# Module 6 - Achievement strategies

## 6.2 - Pre-game logistics planning

### Task 1: Event planning

Using the checklist in the corresponding module in the Level 3 Coaching manual, complete the following table. List some meeting applicable to your coaching situation, which planning group you would involve in each meeting, and decide whether the event is fixed or flexible.

Meeting	Planning group	Fixed / flexible

Meeting	Planning group	Fixed / flexible

## Task 2 - Prioritisation

Arrange the events from last to first in following table. Schedule the fixed items first and work around them.

Item	Duration	Date	Start time	End time
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

### Task 3 - Communication

To whom should the action plan be communicated, and what is the purpose of the communication?

Communication to	Purpose of communication				
	Consult	Fulfil accountability	Assign responsibility	Support	Inform
Head coach					
Team manager					
Union operations manager					
Assistant coach					
Doctor					
Physio					
Fitness and conditioning trainer					
Leadership team					
Forwards					
Backs					
Team					
Individual players					
Media liaison manager					
Masseur					
Captain					

# Module 6 - Achievement strategies

## 6.3 - Critical incident analysis

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### Task 1: Critical incidents during play

1. Use your powers of observation and quick thinking to identify critical incidents for a number of episodes of play by watching in real time and, intuitively, tracing back play to the incident that was critical to the final outcome of the episode for the team.
2. Once you have identified the critical incident, replay the incident to check your accuracy.
3. Complete the exercise for a number of episodes so that you are able to identify where the emphasis needs to be when you plan your teams practice sessions.

#### INCIDENT 1

1. Is your team in attack or defence?

2. What was the critical incident?

3. What were the functional roles of the players involved?

4. What were the key factors?

Now discuss the critical incident with the group comparing notes before reviewing the episode.

## INCIDENT 2

1. Is your team in attack or defence?

2. What was the critical incident?

3. What were the functional roles of the players involved?

4. What were the key factors?

Now discuss the critical incident with the group comparing notes before reviewing the episode.

## INCIDENT 3

1. Is your team in attack or defence?

2. What was the critical incident?

3. What were the functional roles of the players involved?

4. What were the key factors?

Now discuss the critical incident with the group comparing notes before reviewing the episode.



## INCIDENT 4

1. Is your team in attack or defence?

2. What was the critical incident?

3. What were the functional roles of the players involved?

4. What were the key factors?

Now discuss the critical incident with the group comparing notes before reviewing the episode.

## INCIDENT 5

1. Is your team in attack or defence?

2. What was the critical incident?

3. What were the functional roles of the players involved?

4. What were the key factors?

Now discuss the critical incident with the group comparing notes before reviewing the episode.

# Module 6 - Achievement strategies

## 6.4 - Practice planning

---

### Task 1: Plan a practice session

1. Based on the critical incident analysis you completed in the previous section, plan a practice to address the issues arising from it.

## PRACTICE PLAN

### Areas of concern

1

2

3

### Session aims

1

2

3

### Equipment

Practice plan	Time	Coaching points & techniques	Drills / details
Briefing / administration			
Warm up			
Individual / team skills			
Unit skills			
Mini-unit skills			
Team play			
Warm down			
De-briefing / administration			

# Module 7 - Sports science

## Task 1: Strength and conditioning, nutrition and diet, sports psychology

As the specific needs of the coach in these specialist areas vary so widely, your Educator will establish your priority interests and concerns in the field of sports science and invite a specialist expert speaker to engage in a question and answer session with the course.

From this session, you should attempt to build your knowledge so that these learning outcomes are met:

- Describe the current level of strength and conditioning of at least two players in your team and plan to improve these players' performances in this area of the game.
- Demonstrate the ability to apply current knowledge and practices in the areas of strength and conditioning, nutrition and diet, and sports psychology in rugby.
- Demonstrate the ability to integrate current knowledge and practices in the areas of strength and conditioning, nutrition and diet, and sports psychology into a periodised plan for a team.

### Notes

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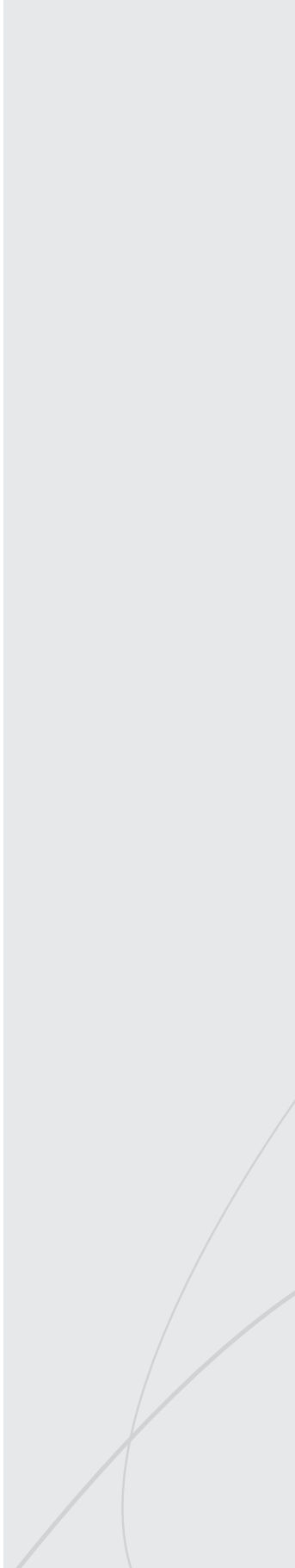
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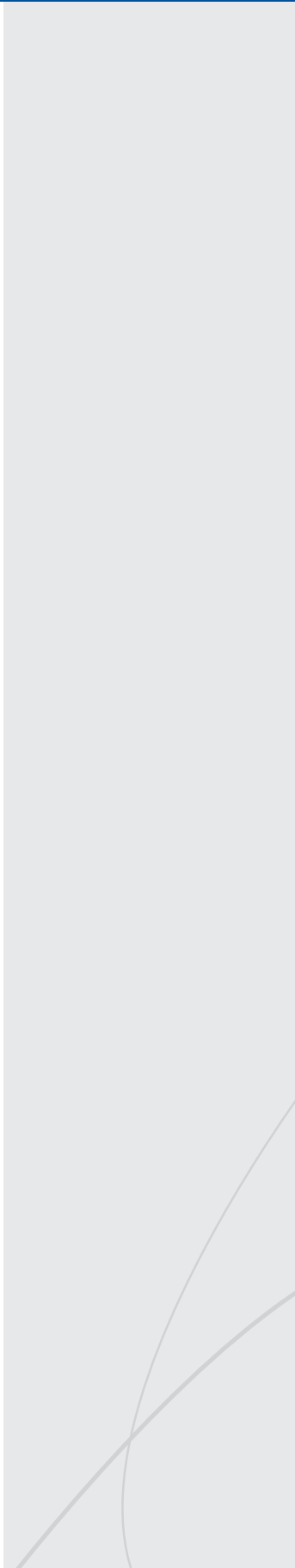
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**Notes**

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# Module 8 - Risk management & Laws

## 8.1 - Risk management

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### Task 1: Complete IRB Rugby Ready online

If you have not already done so, log onto [www.irbrugbyready.com](http://www.irbrugbyready.com), complete the online exam, and download your certificate.

### Task 2: Emergency plan

Identify your club / school emergency plan and record in your coaching diary.

### Task 3: Risk management action plan

Identify three actions to which you will commit in order to improve your personal risk management knowledge and practices.

1.

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.....  
.....

2.

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3.

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# Module 8 - Risk management & Laws

## 8.2 - Law knowledge

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### Task 1: Complete the IRB Law exam online

If you have not already done so, log onto [www.irblaws.com](http://www.irblaws.com), complete the online exam, and download your certificate.

### Task 2: Contemporary Law issues

Identify three contemporary Law issues.

1. ....  
.....

2. ....  
.....

3. ....  
.....

What will you do to improve the performance of your players and team in these areas?

1. ....  
.....

2. ....  
.....

3. ....  
.....