

in this issue

1. Current Trends in Coaching (part 1)
2. Applying the implicit – explicit continuum

editor's comments

Dear All,
Not long to go now until RWC '07 and we wish all the FORU unions the success they deserve. For the three Tier 2 unions, the increasing consistency they showed in the Pacific Nations Cup will be the basis of their success. Higher honours will be possible if even greater consistency is achieved in gaining possession to initiate play, in confidence to use possession as a team rather than as individual, and in being able to do the business through 80 minutes. I will let you guess who I am referring to above.

A huge bonus is the number of players who have experienced the professional game in a number of overseas unions. These players should not be overawed by the occasion and will be able to switch on when it counts but also relax when they need to as it will be impossible to keep the pressure on the whole time. While the quarter finals are the aim, realise that this is everyone's aim and that patterns and team selection against the closest opponents will make all the difference on the day. The progress that is made in 2007 will be a building block for 2011 and the fruition of the IRB investment in the unions. Hopefully by 2011 others in the region will be pushing to be included. All must realise that the IRB will only assist unions that will take advantage of all the opportunities available to them including the development grant, competitions and assistance.

In this newsletter I have looked at coaching. I hope it is not too serious because it is not all I have to say but I will save the remainder for the next 2 months plus some comments on how the RWC is going. I hope you enjoy both the newsletter and the tournament.

Yours in Rugby,
Lee Smith

AUGUST-NOVEMBER CALENDAR OF EVENTS

Date	Union	Activity	Trainers/Attendees
1 AUG	All Unions	Trust Grant Applications & Quarterly Reports due	
28 AUG	IRB	RDM and TRWG Meeting in Dublin	General Manager & RDM
29 AUG-2 SEP	All Unions	South pacific Games Sevens in Apia	All Qualifying Teams. The General Manager will also be in attendance.
2-5 SEP	IRB	RDM and Trust Grants Meeting in	General Manager & RDM
6-8 SEP	IRB	Level 1 Resources Edit	RDM and Representatives from Northern Hemisphere Unions.
7 SEP		RWC Starts France v Argentina	
20 OCT		RWC Final	
TBC	Cook Islands, Niue, Tahiti & American	Oceania Cup Eastern Division (venue TBC)	
1-11 NOV	PNG, Solomon Islands, Vanuatu, New Caledonia & Wallis and Futuna	Oceania Cup Western Division New Caledonia	RDM and IRB Trainers for New Caledonia.
6 NOV	NZRU & IRB	Level 4 Review 2007 and Preview 2008	RDM
10-11 NOV	Crusaders	Crusaders Level 3	RDM and selected coaches from Tier 2 unions.
16-18 NOV	Blues	Blues Level 3	RDM and selected coaches from Tier 2 unions.
19-24 NOV	FORU	IRB Educators Course at the Millenium Institute.	General Manager, RDM, IRB Licensed trainers and salaried development staff from unions.
25-28 NOV	FORU	FORU Planning Workshop at the Millenium Institute.	General Manager, RDM, Consultants, union CEO's and HP Managers and salaried development staff

Current Trends in Coaching (part 1)

*To copy without discrimination is to follow;
To follow is to be second!*

Over the years there has always been a tendency to copy the most successful teams both in their mode of play and in the coaching method that has been adopted by their coaching staff. This can be positive so long as a degree of discrimination is exercised. However frequently the ability to be discriminating doesn't exist and the blind copying that occurs, while understandable, and is detrimental to the development of both the players and the team.

Those of an older generation may have experienced an even more extreme version of this where we were coached as the coach was coached and to have more than one ball at practice was cause for a meeting of the club committee to review the sanity of the coach.

Those who have license to blindly follow their role models are the teenagers and pre-teenagers who choose to emulate their heroes in appearance and mannerism. Few emulate them in performance because they lack the skill to do so and don't yet understand the nuances of the role model's play.

This is perfectly understandable and is the basis of the game's marketing. But what is not understandable is the lack of discrimination on the part of the coaches to both condone and adopt blind copying of elite performance.

This equally applies to sporting bodies who, on the assumption that one model fits all, promote the coaching method of an "expert". A quoted definition of an "expert" is someone from out of town and the situation reflects a lack of self confidence amongst the countries coaching fraternity when they adopt this approach. This can be worthwhile if discrimination is used using what is worthwhile when appropriate but often it has the detrimental effect of degrading local talent, talent that has been successful in the local environment.

Don't think that new is better and off-shore new is even better still.

Further to this are the methods that lead to success in a sport which are then applied to other sports. In New Zealand success at middle distance running in the 60's and 70's led to rugby players training like these athletes rather than training using anaerobic, interval training more akin to the game they were playing. Once again the ability to discriminate, this time between sports, was lacking.

Play As a Reflection of National Character

Rugby is a game in which the differences between unions commence at the national level to the degree that the "best" way for a union to play lays at the core of the countries character. The game has diversity inherent in its principles and the resulting mode of play that allows all unions to analyse their game and play to a mode of play that will maximise their success.

Current trends in coaching (continued)

It is this that is at the heart of the games diversity. It creates interest and enables the union to refine it's mode of play to get the best result. A lack of success can influence a union to copy others to success. Frequently this is because they focus on outcome goals, results, and the score of the game and not on the performance goals that have been achieved in order to get the results. It may be that those making the decisions lack the ability to do this, which is a real worry as there is no way out.

A Discrimination Checklist

This is not to say that we can't learn from others but we learn from others in a discriminating way. To do this it is useful to have a checklist. Bloom's Taxonomy of Cognitive Skills is a useful one to follow. It sounds challenging but the reality is quite simple.

1. The steps of the method of analysis are:
2. To gain knowledge by observation.
3. To understand the knowledge, comprehend it.
4. To apply the knowledge judiciously.
5. To observe the application and analyse what has happened.
6. To take what is working and synthesise it into the team's play.
7. To evaluate the play to ensure the performance is achieving the result. This may not happen immediately but, if the modification is worthwhile it can then be integrated into the team's mode of play.

This applies not only to the tactics and techniques of the game but also the coaching and management methods. The new is not necessarily sound, just different. For each we must analyse the situation using a checklist, take what is appropriate and put the rest in the fridge so that it can be thawed out when it is needed. Leftovers taste pretty good when their time comes.

Practising What is Preached

Both from the world of business and from sports experts have emerged in recent times, each with some good ideas that can be evaluated and applied where they are relevant but not to be adopted wholesale as a short cut to success.

The key to this evaluation is to see what assumptions have been made to "sell" the method, what assumptions in culture, team personnel, team fitness and application etc.

Many will have established a reputation based on the method they put forward. Often there is a contradiction between the way the method is sold, which is often dogmatic, and the nature of the method which may be laissez faire. In other words, if the proponent is not practicing what is being preached the alarm bells should start ringing. Of vital importance is to make sure that all are "singing off the same song sheet" which, in this sense is based on having the same definition for the same terms, the same jargon that is not there for it's own sake, but to ensure clarity.

Current trends in coaching (continued)

When the proponent does not practice what is preached frequently the situation starts off in good faith but deteriorates because the implied assumptions, exposed by questioning, gets in the way of the argument being proposed. This happens when the method assumes that we get the best results by questioning the players, letting them come to their own conclusions and building on their answers.

In good faith the proponent starts off with open questions but finds that the “wrong” answers are given because of the unsaid assumptions. Little progress is being made. In these circumstances the questioner must give the listeners time to answer the questions. The questioner must learn to tolerate long periods of silence as the audience gesticulates. This can create pressure and the temptation is to “bail out”. One strategy is to have them write down their responses either individually or in larger groups. The value of this is that, when responses are asked for, most will have something they can read out. It also allows the presenter to circulate and, when all have something recorded the process can continue.

What can be more confusing is the acceptance of any and all responses, all accepted, all recorded. Do we assume that any will do? They are all options but are not some options “more equal than others”. A qualitative evaluation of the answers is necessary based on the most common circumstances in which each will offer successful outcome.

When conducting a practice session a coach may receive many answers from the players using experience to arrive at the most relevant one or two. The players may wonder why he didn't settle for these in the first place and just get on with it.

In the more formal setting the next step may be to write the answers on the white board. Perchance the “right” answer may arise but if it doesn't the list on the board serves little purpose and is ignored. This is followed by reverting to closed question. And, finally, the presenter, feeling the pressure, fills the space by answering the questions making those being talked to redundant. This is to be avoided.

The Concept of a Continuum

It is here that the concept of a continuum becomes important. A continuum is not an absolute but represents a range of possibilities along the path between two extremes. A continuum mixes varying proportions of each extreme along the path between them. So, for example, we may have player centred coaching at one end and coach centred coaching at the other and depending on the situation the coaching will take place somewhere between, seldom at the extremes. Another example is the continuum from the multi-skilled player at one end to the totally specialised player at the other. Some positions may require greater degrees of specialisation while others may require a greater range of skills.

If we are to meet the needs of the players at their practice so that they are able to perform to a higher degree of self-satisfaction in a game; and, if we meet the needs of coaches at courses and clinics so they can coach the players to achieve this – then we need to know where along the continuum between autocratic to laissez faire we need to be. In addition we need the flexibility to vary that position based on the changing circumstances within the practice session,

Current trends in coaching (continued)

course, clinic etc. What we can be dogmatic about is that the place that we arrive at must reflect the needs of those being instructed not those of the instructor.

The Concept of a Continuum

A whole range of factors contribute to the optimum mode of play. National character has been mentioned as a characteristic that needs to be included. It is at the core. But this is too general and needs to be broken down by identifying characteristics of greater specificity. The greater the detail the more accurate will be the result. The variables should be prioritised based on their relevance to the task.

Time

A fundamental variable is the time available. Limited time limits the number of issues/patterns that can be fine-tuned. The coach must have a hierarchy in mind that will prevent the trivial being confused with the important. A few well done is preferable to many issues covered superficially.

The principles of attack and defence are the first step in the process of prioritisation and, within the various skills of the game, key factor analysis and functional roles analysis provide the same service in greater detail.

It is usually better to practice a few things well than many superficially. A compromise is to cover a relatively large number autocratically, “Just Do It”, and risk some misunderstanding and to cover those that really matter with a higher level of understanding. Remember the principles of attack and defence are a starting point for this prioritisation exercise.

For most teams practice time is limited and it is essential that the technical, tactical, pedagogical and physical are integrated so that they complement each other and save time. After all the integration of them all is the playing of the game. If one of the elements is given greater emphasis than the others then this is based on an analysis of the needs of the team.

I remember assessing a coach following his attendance at a course in which a forceful presentation was given on questioning. The coach wanted to fulfil the competencies but, in his mind, questioning, which I found subsequently was new to him, was the main competency he had to demonstrate. Questioning resulted in the players getting cooler after the warm up than they were before it. The skill activities could not get going. After a few minutes they were stopped and asked questions. The players were puzzled firstly because they just wanted to get on with it and secondly, because they were not used to being asked “How they felt about their passing?”

Culture

A further variable is the culture of the country and the philosophy behind its education system.

In some unions age means wisdom and younger players will have to take a backseat no matter how valid their opinion. In this society the coach is “God”, he who must be obeyed.

Whether they are healthy or not, historically there are often hierarchies within a team based on longevity in the team.

Current trends in coaching (continued)

The attitude towards the new recruits is that age old dictum; children should be seen and not heard. We may say that someone's opinion should be based on the strength of their argument. In many situations this is idealistic. It can mask the senior players knowing that their time may be up and their need to stick to the status quo when change is necessary. On the other hand it may be a deeply ingrained attitude in the society and the society may work very well by all the standard measures of success.

Some unions are more resistant to change than others, pride may be involved.

In this environment the continuum is from "this is the way we have always done it and it has worked pretty well" to "new is better". Once again it depends on the situation. It is seldom throwing the "baby out with the bath water" nor is it the dogged resistance to change. Discrimination is needed.

I have personal experience of coaching in a foreign land and, initially, my security blanket was "you should do it this way because we are a more successful rugby playing country than you. Frequently it suits people from my country to judge all countries by their standing in rugby; it helps our self-esteem but may also hide our insecurity. After all it would be foolish to choose criteria in which we don't excel of which there are many.

I think I realised soon enough that telling those I was working with that "this is the way we do it back home" followed by name dropping anecdotes to show them I had been around those whose opinion should count. The funny part about this was that they seldom new who I was "name dropping" about to boost my own status. Even in a society as similar to my own as Ireland, Irish tolerance was stretched by this approach. I think I realised what had to be done – live in the present – but many don't. They criticise rugby in a country based on their own criteria, not those of the union, and from this point the two part company.

Coaches who move from their own union to another must take time to mould their approach into that of the visited union. This period of adjustment may vary but it will always exist. Coaches who go from union to union may do so because they never make this adjustment.

Japan is a good example of a society, by my understanding, in which collective decision making is the preferred method of decision making with the associated benefits of group commitment to the final decision. Frequently feedback from ex-patriot, rugby people in Japan expresses frustration but we cannot overlook the fact that collective decision-making and group empowerment are becoming increasingly common elsewhere. Surely those involved in Japan can mould their knowledge to this approach.

Most are Still Amateurs

A further factor is the amateur status of all the players most of us will be coaching. As we know historically rugby's amateurism meant, in most unions, it was played by the leisured classes and those who could afford the time and the risks involved in playing. This prevented the working class playing the game and the game was a middle class game

Current trends in coaching (continued)

frequently based on the universities. Until 1996 players at all levels needed to work outside the game for a living and many still do. When it comes to commitment and priorities the game is an optional extra. It is the same today for most of the players.

At the one extreme in first world economies is an amateur game from which most players are ill prepared to compete against their professional counterparts and their attitude and commitment will be conditioned by this approach. They want to do well at their own level.

This is in direct contrast to the game in less affluent societies in which the employed cannot afford time to practice, especially if the lights on the practice field go off when the sun goes down and this coincides with the end of the working day. If we assume that the more able are those employed, then this group is unavailable to the game for continuous dedicated training. However the not inconsiderable number of those not employed, are available provided they can be motivated to regiment their considerable "leisure" time.

And the situation is forever changing.

Education Systems and Learning Methods

The inquiry method, in a society in which the method is common, enables questioning to draw out of others answers that will ensure a better understanding.

In other societies teaching is by rote and teacher knows best. The society's traditional hierarchy can reinforce this. It is very easy for them to assume that a coach who asks questions of them is not a good coach because otherwise they wouldn't need to ask questions, they would know the answers.

At the higher end of the playing continuum this approach is counter productive as the players security is in doing exactly as the coach wants no matter what is happening in front of them. When coaches are being instructed the evaluation of options is the first step in overcoming this.

Other union's education system may, of necessity, be an innovative one because the country is isolated and may lack resources. In this society the players may be able to play to what is in front of them having some basic patterns but given latitude within this range.

In others the emphasis may be on a broad philosophical approach to enable the student to see society from a number of points of view and detail takes care of itself. In these circumstances the lack of attention to detail may lead to inconsistency but it has the salutary effect on the opposition as you cannot be sure which team will turn up, the one that can't get going because of a lack of precision or the one that overwhelms the opposition because they can see the big picture.

In still others the game can offer a way out of poverty. The large population creates competition from which only the fittest survive. Out of this competition a strong team results. Few unions in the top echelons fall into this category but, with the passage of time in the professional game, it is bound to be a factor.

Current trends in coaching (continued)

Age

There are many ways of determining the age of players. Player's chronological age may be different from their biological age and their psychological age let alone their intelligence and emotions.

Recently I have observed pre-teenage practices in another sport. They were not practices because all the players did was play a game. I realise that players can learn by doing but they do need some tools in the tool box that they can then apply, a menu from which they can choose to best meet their needs.

Even though all the players were about the same chronological age they were of markedly different biological ages. Those with greater co-ordination and size dominated while the others got in the way no more skilful or appreciative of the game than they have been all season. The outcome for a group of this diversity was the result, how many goals can my boy or girl score, whereas the outcome should be in the performance, but of what as the kids didn't know what to perform. Do we load up the tool box and then let them play or do we play in the hope that the kids will develop the tools by playing? Is this once again a situation in which we have a continuum and the approach is based on the many variables seldom at one end or the other? Me thinks so.

A further problem is the rate of growth of players. Prior to the NZ U19 team departing for the World Championships they played against a Northern Region U21 team, the game also serving as a U21 Trial. I was asked by the coach to watch the loose forwards. One, the least physical, had an instinct for going to the ball at the breakdown to secure it. All of the others, and there were 8 of them at various stages of the game, were strong but not evasive ball carriers and "big hitters" in the tackle if the ball carrier was silly enough to run at them. This was the bread and butter of their game and I later found out that they had a representative pedigree as long as your arm.

From the set piece on attack they didn't seek the ball but pulled back to second receiver from the breakdown. They didn't feel they needed to contribute to quick ball at the breakdown. In defence they didn't feel the need to stop any close in runners and didn't feel the need to lead the defensive line forward. They cut back to just jog in the general direction of the ball conceding the gain line. When the tackle was made their instinct was the same as they had in attack.

All these players were faster locks. Their success was based solely on the physicality of their game once they had the ball. Basically they won by being able to run over the opposition and batter them to death. Their skills were limited and a number were resistant to change because the success they had achieved prior to this gave them a false sense of their own ability. Mum and Dad are mystified too and support the player. The "puny" kid was the best player because, out of necessity, he had to increase his menu of skills to gain selection and, without really knowing it, had set himself up for a future in the game, something the others had not.

The alternative scenario to this situation is the all too frequent one in which the less physical give up the game because of a lack of success due to a short term view of selection or just because it hurt. Few are retained because they have a greater range of skills.

Current trends in coaching (continued)

In this situation learning by playing comes down to success base on a single variable physicality. This is not a plea to delay talent identification or to invest more heavily in players later rather than sooner, although these are implications. But it does show that lazy coaching that is based on physicality is not in the interest of the player and the game.

The coach must ensure that there is a sound foundation that is balanced to ensure the longevity of the player. The menu is not just one of general and specialised skills but also the ability to select the right skill at the right time and to sustain the choice by being able to physically perform the skill based on tactics and not confined by the limits of the player. Selection is an issue because short term gain can compromise long term benefits at a more advanced level. For selection to take a long term view could well be uncomfortable in the short term. It is in this that support is needed from administrators.

Recent games have shown the innate ability of the player to react to adversity, to assess the situation as it is arising and to image the range of options and, instantaneously, choose the most successful. Even in a semi-stunned state the ability of players to react ensuring success is the difference between the able and the rest.

Learning Styles

Learning styles questionnaires show that players and coaches are predominantly kinaesthetic learners, but not exclusively so. While one style might be more dominant than the rest it would be highly unusual for an individual to prefer learning in one way only. And in some learning situations it may be very difficult to accommodate the learner. To move to a more marginal method, for the learner, may take more time but it may also assist the learner to learn more effectively using a mode that is not dominant for them.

Further to this it would be interesting to under take research into the balance of preferred learning styles by playing position. In this context the key decision maker comes to mind. If this player is a verbal or visual learner and can learn, make decisions, without having to perform the task i.e. learning by doing, it would seem that the player is capable of changing the game plan quickly and with a lot of insight.

A further avenue of inquiry could relate to coaching roles. As the professional game evolves the specialisation of roles amongst the management team becomes increasingly specific and the size of the team continues to grow.

Currently the standard method of appointment for the person co-ordinating all this is to appoint a head coach from the ranks of the most successful hands-on coach. In a previous life in education a similar process took place with the best classroom practitioners being promoted out of the classroom to administrative positions for which they may or may not be suited for. The current All Black coach has had to get used to taking in the big picture, delegating and, as he said to me, in areas in which he has been a coach specific, he has had to pass the ball to someone else, so that he can take the broad view. One point he did make is that he feels he is always working on his own redundancy as he takes the broader view and delegates more and more.

Current trends in coaching (continued)

This is not to say that the coach specific roles that most of these people have been through are not useful, in fact they are essential, but then the change is to incorporate in the job description, a whole new range of skills for which the coach may or not be suited. This could relate significantly to learning styles, the dominant style, the balance of styles and the ability to improve in the styles that are less innate.

Further to this is payment. Does this mean that there should be a hierarchy of payments from the head coach down or does this mean that there is no hierarchy but a flat management system in which a person with the perspective to take the big picture and plan, delegate and facilitate at that level is on a par with the expert specialist in sports science, sports psychology, scrums, defence, match and team analysis and skill development.

Force of Personality

A coach may be successful because the method that is used works. The coach may be good because he/she is comfortable with the method and this familiarity makes the delivery effective.

If it ain't broke don't fix it.

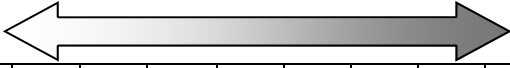
An example is the NBA. There is a world of difference between the coaching styles of Phil Jackson with the Chicago Bulls and Phil Jackson with the Los Angeles Lakers, between this approach and Pat Riley with the Los Angeles Lakers and the Miami heat and of Chuck Daley with the Detroit Pistons. There is equal variation in the NFL and the NHL. The Head Coaches in the most experienced professional leagues in the world show a preference for dominants and strong personalities, they may well adapt but they are there because of a strong familiarity with the way they do the job and this familiarity accommodates the delivery and results in success. And what about Bobby Knight?

Nothing is static and all are evolving in their coaching style but there is no doubt that success will be optimised by coaches being themselves. Don't follow models that don't fit. There are no rights and wrongs it is all relative, the way you see the situation. Have confidence that your coaching style will develop as best suits the needs of your players.

Just a couple of exercises based on a continuum from implicit coaching to explicit coaching that you may find useful.

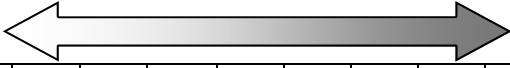
Applying the implicit – explicit continuum to introducing rugby

If you are introducing the game to a group of players new to the game, where along the continuum would you coach the following aspects of the game?

"Introducing The Game" Progression	Implicit  Explicit											
	0	1	2	3	4	5	6	7	8	9	10	
1. Pass in any direction when touched.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pass or Kick in any direction when touched.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Only pass backwards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Replace any touch with a two handed touch on the hips and progress to the side-on tackle. Also introduce falling in the tackle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Picking up the ball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Off-side – the player who next plays the ball must have come from behind the ball carrier - The Penalty Kick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Recovering the ball at the tackle – The Ruck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When a player is held but not tackled– The Maul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. What happens if the ball goes forward off the hand – The Scrum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. What happens when the ball goes outside the field- The Line-out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How do we start and re-start play – Kick Starts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Applying the implicit – explicit continuum to the team you are currently coaching

Based on the team you are currently coaching, where along the continuum would you coach the following aspects of the game?

Meeting the Team's Needs	Implicit  Explicit											
	0	1	2	3	4	5	6	7	8	9	10	
1. The right hand side of the scrum is not being advanced on our ball cutting out options based on playing to the right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The line-out is working well – is there anything more we can do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The backline from set pieces is not reaching the Gain Line.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our maul at the line-out very good, can we use this skill more often elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Players supporting laterally in attack from phase play are getting ahead of the ball carrier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our low tackling is very good – could we use it better to increase turnovers in our favour?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When the back three counter attack they are getting isolated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Handling a wet and/or sweat covered ball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. At the line-out when the opposition contests the ball we are tapping back reducing out attacking options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. From phase play our defence is being penetrated because of miss matches in the line.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>