

COACH
DEVELOPMENT

RUGBY
AU



**FOUNDATION
COACHING MANUAL**

Welcome to the Rugby AU Foundation Course

Youth Rugby participation should be enjoyable and rewarding for all involved in the game. The Foundation course provides coaches and teachers of U12-U15 athletes with the essential ingredients to develop the participants.

This course has been designed to assist you in creating an atmosphere at training that is **REALISTIC** to the participants level of development, **ENJOYABLE**, requires players to be **ACTIVE** most of the time and is a genuine **LEARNING** experience. We call this **REAL** Rugby and, if you can put this into practice, your players will develop their skills, knowledge and teamwork.

We hope you enjoy the course and utilise the resources provided. These will give you the starting point on your journey towards Level 1 Coach accreditation. Following this course there are a number of tasks they will need to be undertaken to gain accreditation but these are not onerous and should be seen as part of your development as a coach.

On behalf of Rugby Australia, best of luck to you and your youth team for a safe and enjoyable season.

RugbyAU Coach Development

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INTRODUCTION

Aim of the Course

The Foundation course is directed at entry level for referees and those coaching U13-U18 youth rugby. It provides the necessary information on the technical, tactical, coaching and refereeing at a foundation level.

The Foundation Course is a training program to support the assessment requirements of the both Level 1 Coach and Referee accreditations. The course has been structured so that if properly completed by an individual it is expected that they should be able to be assessed for competency for Level 1 accreditation. The Foundation Course is only part of the equation and variables such as personal experience and the participation environment will also play significant roles in the development of a coach or referee's ability and, therefore, may contribute to the ability to demonstrate competency.

How the Course Operates

The Foundation course allows participants the opportunity to understand Law, Technique, Tactical application and Safety in either a coaching or refereeing framework. By completing the morning sessions participants will gain their Smart Rugby accreditation.

This program is delivered by the State Unions or licensed Rugby AU trained presenters.

The following general guidelines provide a starting point:

Modules	Time	Title	Duration
		Combined Stream	
0	8:30	Welcome and Introduction	10 Mins
1	8:40	Foundations of the Game	45 Mins
	9:25	Movement to field	5 Mins
2		Game Elements - Law, Safety and Technique	
	9:30	Tackle	30 Mins
	10:00	Tackle Contest - Ruck & Maul	25 Mins
	10:25	Scrum	30 Mins
	10:55	Lineout	25 Mins
	11:20	Movement indoors	5 Mins
	11:25	In-Goal, Advantage, Foul play, Kicking	45 Mins
	12:10	Lunch Break	30 Mins
3		Coaching Stream	
	12:40	The Coaching Process	30 Mins
	13:10	Movement to field	5 Mins
	13:15	Coaching Skills	30 Mins
	13:45	Coaching Attack	30 Mins
	14:15	Break	5 Mins
	14:20	Coaching Defence	30 Mins
	14:50	Coaching Tackle Contest	30 Mins
	15:20	Coaching Set Piece	30 Mins
	15:50	Movement indoors	5 Mins
4		Refereeing Stream	
	12:40	The Referee Process	60 Mins
	13:40	Movement to field	5 Mins
	13:45	Refereeing in Practice - Restarts, Tackle	30 Mins
	14:15	Refereeing in Practice - Ruck and Maul	30 Mins
	14:45	Break	5 Mins
	14:50	Refereeing in Practice - Kicks in General Play, Lineout	30 Mins
	15:20	Refereeing in Practice - Scrum, In-Goal	30 Mins
	15:50	Movement indoors	5 Mins
		Title	
5	15:55	Accreditation	5 Mins
	16:00	Close	7.5 Hours

The Rugby AU Pathway and Education Framework

The Rugby AU Pathway identifies the movement and transition of players within the player pathway. For Foundation Rugby this diagram shows the various levels of participation opportunities available for the U13-U18 age brackets.



YOUTH PARTICIPANTS 13-19 YEARS

- Club Rugby*
- Secondary School Rugby*

Coaching Manuals found at:

<http://www.rugbyau.com/participate/coach>

1.
**COACHING
BEHAVIOURS**

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COACHING BEHAVIOURS

A successful coach will develop well defined coaching behaviours and a learning environment that will aid the athlete to develop and play to their potential.

The coaching behaviours that coaches need to develop include:

- a) Managing
- b) Teaching
- c) Communication.

Managing

Managing the team or squad is a difficult task for the uninitiated. Coaches should develop set routines that players quickly understand. For instance, how to group players into small teams so that practices can commence is important. The strategy for the coach is to count the players as they arrive at training so that groupings can occur quickly. This practice will ultimately save the coach valuable time.

The coach should also position their self in an appropriate position during drills/games so that all players can be viewed. The use of time is another coaching behaviour that must be developed. Training should begin and conclude on time. Nothing upsets parents more than waiting around for 15 or 20 minutes while the coach addresses his/her players.

Teaching

This is the essence of coaching a team. The aim is to provide technical and tactical advice (commensurate with the players' age) that takes the player to a higher level. Players should also enjoy training, where they feel challenged and can achieve both individually and collectively.

Good coaching practice includes error correction, asking open questions and providing technically correct demonstrations. It should be emphasised that the coach does not have to do all the demonstrations.

Players should be provided with an environment where they are encouraged to attempt things. Coaches should not be negative when players fail to achieve all tasks.

Communication

Whilst this topic is covered separately, coaches must provide positive feedback to players and take the time to listen to what the players have to say. Being negative produces boring rugby. Young players should be allowed to express themselves and the way in which a coach communicates with them can have far reaching effects – either negatively or positively.

SELF EVALUATION AND MENTORING

As part of the coaching process each Coach will be assessed by your State Union Education Manager. Coaches are also encouraged to seek out mentors throughout your coaching lifecycle.

To make an assessment about competency, clear learning outcomes within each level of accreditation must be stated. Each module within the Rugby AU coaching accreditation scheme has learning outcomes. Coaches are judged on their level of competence of these prior to the 'accreditation' being awarded. The concept of competency focuses on what is expected and embodies the ability to transfer and apply skills and knowledge to athletes within a team structure.

To aid trainee coaches and Mentors, the forms on the following pages itemise both personal and professional qualities that should be developed during the 'practical coaching experience' component of the accreditation. The Mentor coach should meet with the trainee after each session that is viewed so that each can reflect and evaluate the performance and discuss areas for improvement.

2.

WHAT YOU MUST KNOW

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FOUNDATION COACHING

What You Must Know

Introduction

The game of rugby has survived on the volunteer and in particular the coaches and referees that have given freely of their time so that children can enjoy the game.

The game has developed at a rapid rate since professionalism and keeping coaches abreast of the latest coaching techniques is a great challenge for the Rugby AU and state Unions. The game has changed from a primarily 'side on' game to a 'front on' game.

The information below will outline what coaches must know so that they are aware of best practice policies and procedures. Further information can be gained through your state Union office or on the website.

Coaching responsibilities

Coaches should be aware that before any player plays a game of rugby the club/school should organise training sessions so that the player is physically prepared for the contact nature of the game. State Union full time staff will co-ordinate coaching activities for coaches so that they are in-serviced in the identified areas of the game.

It is recommended that players train for a minimum of four sessions (minimum of two hours) prior to playing a game. In these training sessions the coach should concentrate on the appropriate contact aspects of the game including, tackling a ball carrier, falling to ground with the ball, scrummage (for forwards) and contact situations including ruck and maul.

The Legal Situation: Your Duty of Care

People who organise and conduct any sporting activities, including at school and club level, have a duty of care in relation to all participants in their sport. This is a legal responsibility, which must not be ignored. It applies to coaches, coordinators, officials, administrators and teachers alike.

The SmartRugby program has been designed to help clubs and schools fulfil their legal responsibilities regarding safety in all levels of Rugby, by assisting them to:

- (a) be aware of the underlying legal issues relevant to the organisation and conduct of Rugby activities and related services; and
- (b) put safeguards in place to help protect them and their participants. A club, association, school, administrator, teacher, coach or referee who has implemented the practices recommended in the SmartRugby program to their players should be better equipped to meet their duty of care.

Code Of Conduct - Coaches

- The safety, health and welfare of players comes first. Be aware of, and always comply with, the Rugby AU Safety Policies and Guidelines and be alert to minimise dangerous or foul play.
- Treat everyone equally regardless of gender or gender identity, sexual orientation, ethnicity, cultural or religious background or disability. Any form of bullying, harassment or discrimination has no place in Rugby.
- Be aware of, and always comply with the Rugby AU Participation and Inclusion Policy(s) and Guidelines.
- Obtain and maintain all required coaching accreditation/s and complete all training and education associated with such accreditation.
- Maintain a thorough knowledge of the Laws of the Game and current coaching methods.
- Actively discourage foul play and/or unsportsmanlike behaviour of players.
- Maintain appropriate, professional relationships with players at all times.
- Do not make any public comment that is critical of the performance of a match official, player, team official, coach or employee/officer/volunteer of any club or a Union; or otherwise make any public comment that would likely be detrimental to the best interests, image and welfare of the Game, a team, a club, a competition or Union.
- Use Social Media appropriately. By all means share your positive experiences of Rugby but do not use Social Media as a means to breach any of the expectations and requirements of you as a coach contained in this Code or as required in any Union, club or competition rules and regulations.
- Do not encourage, promote or turn a blind eye to any fixing or attempt to achieve a contrived outcome in a match or any moment or aspect of a match. If you notice something, you must report it immediately.
- Do not otherwise act in a way that may adversely affect or reflect on, or bring you, your team, club, Union or Rugby into disrepute or discredit.
- Do not provide inaccurate and/or misleading information during the course of an investigation or hearing under this Code or in relation to any other disciplinary proceedings.
- You must disclose any incident that does or has the potential to render you unfit to be a Participant in Australian Rugby or violates Rugby AU Core Values, irrespective of when such event occurred.

Safety and Participation Policies 2019

POLICY AND PROCEDURE CHANGES

From the Australian Rugby Strategic Plan 2016-2020, under the Pillar “Make Rugby a Game for All”, Australian Rugby is committed to ensuring that Rugby is safe, inclusive and fair. The key aspects of this direction are underpinned by the Australian Rugby Safety Policy that states:

The primary consideration in all participation decisions must be the safety of all participants as a requirement that overrides all others.

The Rugby Australia Participation Policy defines the framework for safe participation to take place stating:

All endeavours must be made for Rugby participants with broadly compatible physical development in conjunction with ability and/or experience to play with and against each other.

To further enable safe, inclusive and fair participation, a series of dispensation procedures from participation policy positions that provide step-by-step processes to achieve this policy objective.

Starting Policy Positions

Eligible Age Grades

Subject to available dispensations, between the Under 8 and the Under 18 age group, a player may play in the age group he/she is turning in the playing year and in the age group one year above. For example, a player turning 15 in the calendar year (1 January – 31 December) is eligible to play in the Under 15 age group and the Under 16 age group.

Senior Rugby

Subject to available dispensations, a player can participate in Senior Rugby when he/she has turned 18 years of age.

Dispensation To Enable Safe, Inclusive And Fair Participation

The procedures to be followed to apply for any of the following dispensations will be available online at: www.rugbyaustralia.com.au/runningrugby

Age Dispensation

A player's physical development in conjunction with their ability and/or experience may be such that he or she may be allowed to participate in an age grade competition that is one year above or one year below their Eligible Age Grades.

For example, the player turning 15 in the calendar year (1 January – 31 December) who is already eligible to play in the Under 15 age group and the Under 16 age group, may receive dispensation to be able to participate in the Under 14 age group or Under 17 age group.

Players who turn 19 in the relevant calendar year and are therefore considered senior rugby players, may receive dispensation to play in the under 18 age grade.

Senior Rugby Dispensation

A player's physical development in conjunction with their ability and/or experience may be such that:

- Players who turns 18 in the relevant calendar year but have not yet turned 18 at the start of or during the competition, may be eligible to participate in Senior Rugby with parental / guardian approval.
- Only in exceptional circumstances, players turning 17 in the relevant calendar year may be eligible to participate in Senior Rugby with parental / guardian approval and coach / competition manager assessment.

Other Dispensation Procedures

The Mixed Gender Dispensation procedure allows in exceptional circumstances girls over the age of 12 to participate with boys up to and including the year that they turn 15 years of age. This provides more opportunities for girls to continue to participate in Rugby where no other opportunities exist.

The Disability Dispensation Procedure and the Gender Identification Dispensation Procedure provide further opportunities for inclusion where it is safe to do so. Expert external third party organisations have assisted the Rugby AU develop these major inclusion policies.

Terms & Conditions of Participation

Unless otherwise stated, the terms in this manual shall have the same meaning as defined in the Rugby AU Code of Conduct. A copy of the Rugby AU Code of Conduct is available in the Policy Register.

1. By completing this Registration Form, you (or if the participant is under 18 years of age, that participant's parent or legal guardian on behalf of the participant) agree:
 - i. The information you have provided is true, correct and accurate.
 - ii. The information you have provided will be used and disclosed for the purposes specified in the Privacy Policy, including being used by your club and Member Union to administer the Game and providerugby activities and rugby-related services. A copy of the Rugby AU Privacy Policy is available in the Policy Register.
 - iii. To comply with and abide by the rules and regulations which govern the Game and its authorised variations, including, World Rugby Laws of the Game and Regulations (www.worldrugby.org), the Rugby AU Code of Conduct By-Law, the Rugby AU Policies (including Rugby AU Anti-Doping Code and Rugby AU Member Protection Policy) and the competition rules governing sanctioned competitions and events, available at Running Rugby.
 - iv. You have fully disclosed any suspension you may be serving imposed by any sporting body, and will disclose any suspension imposed in the future.
 - v. You must pay all fees, including but not limited to, registration fees.
 - vi. The Rugby AU, your Member Union, Rugby Body or Club may use your name or image in any form or medium for marketing, promotional and research activities.
 - vii. The Rugby AU may deregister you at any time by notice.

Risk and Liability

2. The Game and its variations can be hazardous and incidents may happen. To the extent permitted by law, by accepting these Terms of Registration, the participant and/or his/her parent or legal guardian assume the risks associated with participating in the Game and acknowledge this warning of the injury risks involved, and in doing so, waives all claims for liability against any participant and releases every participant from all liability, provided that such liability arises while the participant is participating in the Game.

3. Rugby AU will hold the benefit of this release and waiver on trust for all participants. Rugby AU makes no warranties regarding services associated with the Game or the fitness for purpose of materials provided.

Insurance

Whilst performing their Role as a club official or volunteer, registered participants of the Game are provided basic levels of cover under the Rugby AU Insurance Plan for Sports Injury (Accident) cover, excluding cover for medical expenses where there is any Medicare Contribution (i.e. Medicare Gap). It is recommended that all participants consider Private Health and other Insurances as required for their individual circumstances, over and above the coverage provided under this Plan. Insurance is not applicable to those members with no defined volunteer role, i.e. life and social members. Further information is available at Running Rugby and Rugby AU Insurance plan.

Match Official Abuse

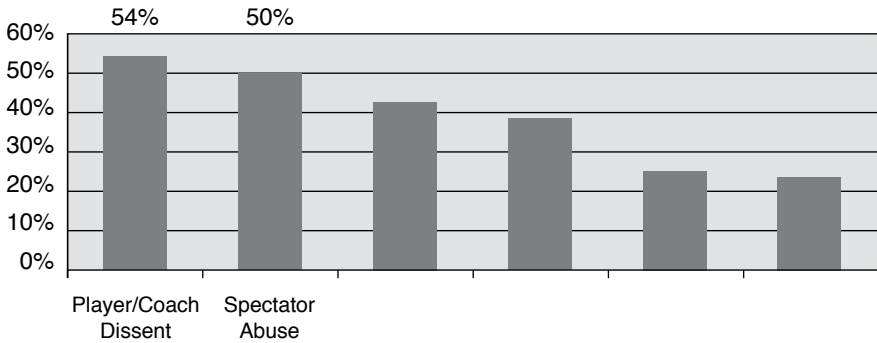
Rugby should be an enjoyable experience for all participants in the game including Match Official and referees. In accordance with the Rugby AU Code of Conduct any form of abuse, dissension, displeasure or disapproval towards Match Officials will not be tolerated.

Match Official abuse has many negative consequences for Rugby. The match environment is less enjoyable for players and spectators. Furthermore, abuse can effect the referee's concentration, confidence, control and level-headedness. This can lead to poor decision making which equals poor outcomes for both teams.

Players often take their cues from the sideline behaviour of their coach and spectators. Negative messages from the coach about the refereeing can effect the way players interact with the referee, usually to the detriment of the team involved.

Match Official abuse is the single greatest factor preventing the recruitment and retention of referees. If we don't have referees, we don't have a game. Have you ever seen a referee whose performance has improved after he was abused? There is no excuse for abuse! It is unacceptable and must be removed from our game.

Issues of most concern for Rugby Australia



The graph above illustrates the issues that most concern referees in Australia. Coaches need to understand that their behaviour has a direct impact on player dissent and the ripple-effect this has on spectator abuse of match officials.

What can you do?

- Ensure your sideline behaviour is positive towards match officials, supporting their on-field decisions and taking responsibility for any poor player behaviour.
- Focus on coaching your team and do not get caught up with referee decisions or the opposition.
- Censure any negative sideline behaviour from your supporter group and if assistance is required to achieve this make sure the Ground Marshall is alerted.
- Remember, the game is supposed to be an enjoyable experience for all involved in the game and this includes referees.

Coaching within the Laws

It is important that coaches firstly know the Laws of the game, and their implication and then coach to those Laws. Coaching outside the Laws is a breach of the Code of Conduct and may create a risk with players.

Coaches should attend Rugby AU coaching accreditation courses so that he or she is exposed to best practice procedures. Accreditation last for four years, after which time every coach, who wishes to continue to coach a team should re-accredit. The re-accreditation process can be gained from the Rugby AU website or from your state Union office.

World Rugby conduct a regular review of Laws following each World Cup. There are several minor changes to Law which will apply from 1 January 2019.

More details about these can be found in the Australian Rugby Union Game Management Guidelines 2019 which is available at

<http://www.rugbyau.com/participate/referee>

TACKLE

Laws 14.5(b) and 14.6

The tackler must get up before playing the ball and then can only play from their side of the tackle 'gate'. (PK)

Note: A tackler who ends up on their opponents' side of the tackle must roll away immediately. Previously a tackler (player who goes to ground in the act of making a tackle) could play the ball from any direction after getting up.

RUCK

Law 15.2

A ruck commences when at least one player is on their feet and over the ball which is on the ground (tackled player, tackler). At this point the offside line is created. An arriving player can either create an offside line by being on feet and over the ball, or they may use their hands to pick up the ball as long as this is immediate.

Note: There is **NO CHANGE** to the 2017 approach regarding when arriving players may play for the ball. Even if an attacking player gets over the ball first (forming a one person 'ruck'), a defensive jackal player can still go for the ball with their hands if they are the first arriving player from their team. As in 2017, if two opponents make physical contact over the ball first, no hands can be used.

Law 15.14

A player must not kick the ball out of a ruck. The player can only hook it in a backwards motion. (PK)

SCRUM

Law 19.15

There will be no signal from the referee to the scrum-half to feed the ball. However, the scrum must be stable before the ball is fed, and there must be no delay of feed from the scrum-half once the ball has been presented to the scrum. (FK)

Law 19.16(f)

The scrum-half must throw the ball in straight, but is allowed to align their shoulder on the middle line of the scrum, therefore allowing them to stand a shoulder width towards their side of the middle line.

Laws 19.21 and 19.24

One front-row player from the team who put the ball in must strike for the ball. (FK)

The Number 8 can reach into the scrum and pick up the ball from under the feet of the second-rows.

Australian U19 Law Variation

Crutch-binding by locks is illegal in age groups U15 and below (previously U19 and below). (PK)

MARK

Law 17.1(a)

To make a Mark, a player must catch a ball that has reached the plane of the 22-metre line.

Protective clothing and equipment

To make rugby a safer sport coaches should encourage that players: a) wear a mouthguard for training and games. A laminated mouthguard provides the best protection and is available from a dentist.

b) have the correct training equipment, including balls, hit shields and padded goal posts.

c) wear shoulder pads as long as they are made from soft, thin material which may be incorporated into an undergarment provided they cover the shoulder and collar bone only. For women players, the above applies, as well as covering the chest.

d) Wear shin pads under the socks with padding incorporated, in non-rigid fabric, with the padding no thicker than 0.5cm when compressed.

e) Wear a headgear made of soft and thin material provided the headgear is no thicker than 1cm when compressed. Headgear does not stop concussion, but can reduce the incidence of lacerations.

Hazard reduction

A hazard is an danger that can be reduce the incidence of risk. For instance, uncovered sprinkler heads (are a hazard to players) and can be covered with sand or turf so that they are not a danger. Further, training or games should never commence when there are unpadded goal posts.

Other hazards around a field include 'star posts' (to rope off the playing area) too close to the field; corner posts made of hard or rigid material and scrummage machines left unattended and close to a playing field. Scrum machines should be in good working condition and should be checked by the coach prior to any training taking place.

Body shapes for playing positions

Coaches must be cognisant that players with long, thin necks should not play in the 'tight five'. There are particular body shapes that are not appropriate for scrummaging, and players should not be placed into these positions under any circumstance.

Players (and especially forwards) should undertake neck strengthening exercises so that their body is conditioned for this phase of play.

Safety policy

Player safety is the games highest priority. As a result, coaches should be aware of the Safety Directives poster that are forwarded to clubs and schools on an annual basis.

Included in the safety directives are issues relating to:

- a) scrum engagement sequence
- b) scrum collapse and the disassembly procedures
- c) blood rule
- d) concussion protocols
- e) major catastrophic injury protocols, and
- f) management of injuries.

Coaches should make themselves aware of the safety directives poster and inform players of the issues raised in the poster. to respect this decision in the spirit in which it has been made.

Warm-Up And Cooling Down

General principles. Why warm-up?

The Warm-up and cool down are fundamental elements required for the effective preparation of a team/individual before training or playing and for the recovery process post exercise.

The major physiological benefit include:

- To increase blood flow to the muscle groups to be used in the activity. (This increases the supply of oxygen to the muscles and enhances the removal of carbon dioxide).
- To increase muscle temperature. Increasing muscle temperature to 39°-40°C increases flexibility, increases metabolism and increases neural firing rate, ie optimal states for the muscles to move quickly and efficiently.
- To prepare the main muscle groups and muscles specific for the coming activity, ie. stretching and moving muscles/joints and rehearsing movement patterns.
- To distribute hormones such as adrenalin which help prepare the body for exercise. This involves the re-directing of blood flow away from unnecessary areas to areas that require it such as the muscles.
- To assist the player's arousal level so that their mind is familiar with the relevant motor programs of the game.
- To rehearse movement patterns shortly to be used in the game or training session – this assists the motor programs to work more effectively.

The warm-up and cool down are both performed in the interest of injury prevention and to enhance performance. ***A poor warm-up will result in poor performance and an increased risk of injury.***

When do we warm-up?

On cold days the warm-up should not end more than ten minutes before the kick-off or training, and on extremely cold days (freezing temperatures) the whole warm-up should be performed in the change room. Alternatively, in warm climates, the warm-up could finish up to twenty minutes before the kick-off.

Most importantly, at all times players should avoid significant decreases in muscle temperature as the game approaches. A good indicator of optimal muscle temperature is when a player just begins to sweat.

When and why cool down?

The cool down should occur immediately after activity (as part of the recovery process), while the players are still warm.

Recovery time is very important. It helps to:

- maintain joint mobility
- enhance the removal of lactic acid
- prevent blood pooling
- transfer excess heat from the muscles to the environment in relatively cool conditions
- return the body to normal functioning state.

Cool downs are especially important when teams are expected to play several games during a short period of time.

Warning

Be careful not to introduce drills that are too intensive where the body has not prepared for that level of activity. Complex drills performed with speed before completely stretching can do more harm than good. Ensure that the players are fully prepared for the upcoming drills.

3.

SMART RUGBY TECHNICAL PROGRAM

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FOUNDATION COACHING

Smart Rugby Overview

3.1 Balance & Stability

Explanation – Balance & Stability

Balance and stability are fundamental to tackling, scrummaging, push and resist mechanics, jumping and supporting in lineouts.

Coaching Tips – Balance & Stability Staying on Your Feet

Unless a player has good balance and stability they can neither generate and deliver force nor resist it. In many cases players in contact situations will end up off their feet, unable to participate in the game and do anything to assist their team. With this in mind it is imperative all players are taught balance and stability techniques to enable them to stay on their feet in contact.



Rugby is a leg-based game where the strong muscles of the legs generate power to overcome opposition. Although legs are the major source of power, the force is frequently delivered through the upper body. It is necessary for the “core of the body” to be both strong and controlled for this process to be successful.

Often, during a match, players tend to concentrate on upper body activity, to the detriment of effective use of the legs. It is important that coaches emphasise correct footwork in practice activities to ensure that it becomes automatic in a match situation.

Key points for balance and stability are:

- Maintain balance by widening feet position, rather than narrowing.
- Bend at both the knees and the hips, to lower the centre of gravity.
- Keep weight on balls of feet, not heels.
- Use dynamic foot and hand movements to resist and apply force.

Safety Considerations - Balance & Stability

- There are many instances in Rugby when players go to ground because they lack balance, stability and body control. Injury statistics indicate players on the ground are more likely to be injured.
- Leg drive can only be generated when the feet are in contact with the ground to lower the centre of gravity.
- Stability can only be provided in one direction. To generate or resist forces in another direction, it is necessary to change the position of the feet.
- When changing position under force, feet should move from wide to wider in the first instance to preserve stability.



Well balanced but not in a position to apply or resist force



Lowered centre of gravity, able to apply and resist force

3.2 Tackle Technique

Explanation – Tackle Technique

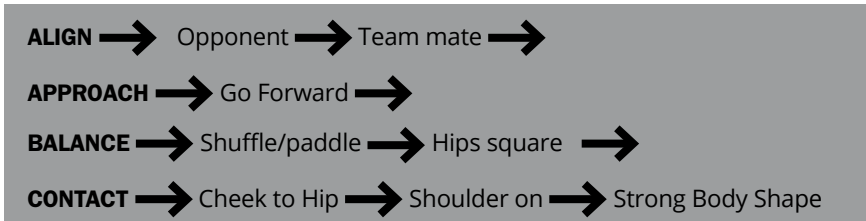
Fifty percent of rugby injuries occur at the tackle. Whether you are the ball carrier or the tackler, the best tackle technique is also the safest technique.

Coaching Tips – Tackle Technique

Tracking

- More tackles are missed through poor positioning by the tackler than by poor tackling technique. Coaches should separate the skill of tracking, which permits the tackler to gain the correct field and body position to execute a tackle, from the skill of tackling.
- Correct tracking involves the tackler taking the space from the ball carrier, and then establishing balance and stability before stepping in close with the lead foot to permit leg drive in the tackle. The tackler should not approach the ball carrier directly, but ideally will approach from inside the ball carrier and create an angle of approximately 15-45 degrees for the contact.
- Tracking should always be practiced before tackling and is fundamental to developing effective and safe contact.

Tracking Cues



Tackling

Tackling is a fundamental skill of Rugby that is developed over time. Coaches should ensure that it is taught as both a lower and upper body activity and practiced on a regular basis.



Approach



Balance



Contact

Key points for the tackler (ABCs):

Approach

1. Position the ball carrier to the side if possible 15-45 degrees
2. Approach in an upright position with hands up in front, and thumbs up
3. Sight the target - above the knees



Balance

4. Balance and dip the body late, keeping the head up, looking forwards
5. Place lead foot in close
6. Position head to the side of opponent (ear against thigh), and look forwards



Contact

7. Drive with the legs and make firm contact with front of shoulder
8. Wrap arms and lock (hand to elbow), cheek to thigh (no gaps) and squeeze
9. Finish on top of the ball carrier
10. Release ball carrier and either quickly regain feet or roll away



Taking the Ball into Contact

The skill of taking the ball into contact is as important as the skill of tackling. It is imperative that ball carriers have confidence when taking the ball into contact, to go to ground safely.

The shaded area is the correct impact area using the front of the shoulder, rather than the more easily damaged point of the shoulder.



Tackle Contest – Ball Carrier

Target

1. Eyes Up (Look)
2. Accelerate/Decelerate (Speed Up / Slow Down)
 - › Positive › Dynamic › Balance
3. Ball away from contact

Control

1. Keep Moving Forward
2. Strong body shape

Adapt

1. Pump the legs
 - › Feet active & under body
2. Present



Tackle Contest – Support

Target

1. Eyes Up (Look)
 2. Speed up / Slow Down
- › Positive › Dynamic › Balance

Control

1. Skim & Win Space
2. Drive Up (Airplanes taking off)
3. Keep Moving Forward
4. Strong body shape

Options available to the ball carrier when tackled: A tackled player must immediately:

- pass the ball to a supporting player; or
- release the ball by placing it on the ground in any direction; or
- push the ball away from him/her (but not in a forward direction).

Type of Tackles

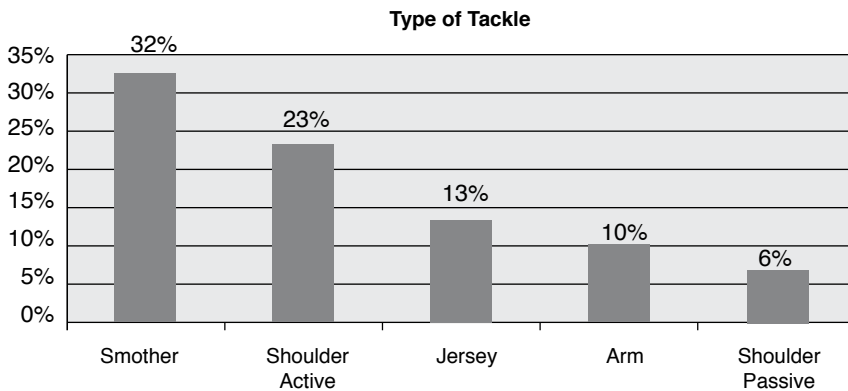
Recent tackle research by UNSW and World Rugby has identified the different types of tackles made in matches across five levels of play from Under 15 to senior rugby. The five most common are:

- Smother (tackler wraps his arms around the ball carrier, trapping the ball).
- Active Shoulder (tackler makes initial impact with shoulder and provides leg drive).
- Passive Shoulder (tackler makes initial impact with shoulder but is not in a position to provide leg drive).
- Jersey (tackler holds the ball carrier's jersey to execute the tackle).
- Arm (tackler throws an arm out when caught off balance).

The active shoulder tackle is the most effective type of tackle in bringing the ball carrier to ground and also the safest to perform. It is performed from in front, behind or from the side of the ball carrier.

The smother tackle is a more advanced and confrontational type of tackle that is not recommended for younger or less experienced players. The impact area is above the waist and below the line of the shoulders.

Jersey, arm and shoulder passive tackles are ineffective tackles, seen more in junior rugby than senior rugby. They are the result of poor technique and can be reduced by practicing effective tracking and tackling at training on a regular basis.



Team Tackles

With team defenses better organised than ever, ball carriers often meet more than one defender in the tackle. In fact research shows they meet two defenders between 30-40% of the time and three defenders or more up to 5% of the time.

Subsequently, the nature of contact in the tackle changes as ball carriers endure more tackle impacts whilst holding the ball, and heavier ground impacts when falling to the ground.

To prevent injuries in team tackles it is recommended ball carriers meet each defender powerfully and squarely, driving forward as far as possible, before going to ground quickly in a rolling motion. In this way players do not jeopardise their safety to retain possession of the ball for their team.

Refereeing Tips – Tackle Technique

Referees should be strict in dealing with dangerous tackles, to ensure a safe environment for all players.

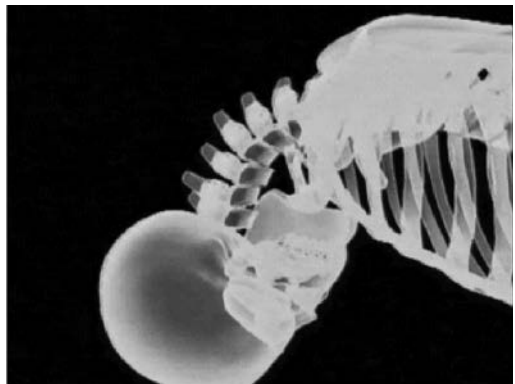
Key points for the Referee to focus on are:

- Tackles above the line of the shoulder (high tackle), including collar slings (note that if contact is made with the neck or head after initial contact below the line of the shoulders, then it is still a dangerous tackle).
- Tackling of a player without the ball.
- Tackling of a player who is in the air.
- Tackling of a player after he has kicked or passed the ball.
- Attempts to tackle a player without using his/her arms.
- World Rugby has issued a directive for referees to be strict on all lifting tackles. Tackles where the lifted player is “speared” into the ground or dropped from a height must result in a Red Card.



Safety Considerations – Tackle Technique

- Statistics indicate that the majority of serious injuries are now occurring during or consequent to the tackle. Many of the serious injuries are to the tackler through hitting an opponent headfirst. The risk of injury can be reduced by teaching correct head positioning as an essential component of a safe tackle.
- Serious injuries are also occurring to the ball carrier, particularly when going to ground in the tackle. The risk of injury can be reduced by teaching balance and stability techniques in contact and correct body position when falling to the ground.
- Illegal and dangerous tackling should be discouraged, such as crash tackling the defenseless, tackling players without the ball, early, late, 'stiff arm' and high tackling. Match officials are to be particularly severe in dealing with offenders.



Hyperflexion of the spine resulting in possible fracture or dislocation

3.3 Tackle Law

Explanation - Tackle Law

Law 14 – Tackle Definition

- A tackle occurs when the ball carrier is held by one or more opponents and is brought to ground.
- Opposition players who hold the ball carrier and bring that player to ground, and who also go to ground, are known as tacklers.
- Opposition players who hold the ball carrier and do not go to ground are not tacklers. These players are known as 'assist tacklers'.

Coaching and Refereeing Tips - Tackle (Law 14)

Tackler

- The Tackler must get up before playing the ball and then can only play the ball from their side of the tackle 'gate'
- A tackler who ends up on their opponents' side of the tackle must roll away immediately. 'Rolling Away' means to get out of the way and not interfere with either team's drive-out of opponents. If the player is 'caught' he must show clear intention to open up such that he is lying flat to the ground.
- A tackler who regains his feet may play the ball from any direction at the tackle and does not need to worry about the 'gate'.

Assist Tackler

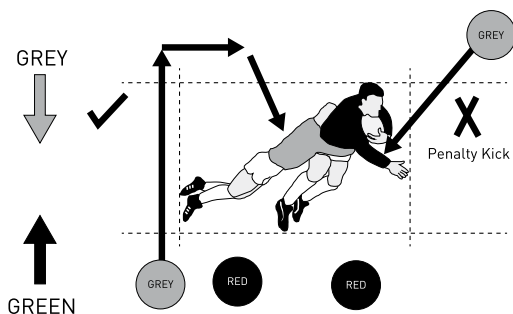
- Assist tacklers must clearly release the tackled player and ball before going back to play the ball. Assist tacklers must show clear release, ie. 'daylight'.
- In order to play the ball, assist tacklers may only play the ball if they enter through their 'gate'.

Tackled Player

- The tackled player must not position their body (eg. 'squeeze ball') to delay the release of the ball when isolated or under pressure. The issue here is the immediate availability of the ball.

Arriving Players

- Players who play the ball after a tackle must do so from the direction of their own goal line and directly behind the tackled player or tackler nearest to their goal line (ie. 'through the gate').
- Arriving players must demonstrate positive intent to stay on their feet (ie. 'plane taking off' not 'plane landing').
- Attacking players must arrive supporting their own body weight and not deliberately go to ground to seal possession or deny a contest.
- Zero tolerance on wide hits and shoulder charges. 'Driving out' at the tackle must be near the ball - ie. 1 metre width either side of the ball.



Post-Tackle

- Any player on their feet who has their hands on the ball immediately after a tackle and before a ruck forms is allowed to keep contesting for the ball even if a ruck forms around them. No other arriving player at this point may play the ball with their hands.
- These poaching players have one shot at the ball. If such a player is driven off the ball by the opposition then his opportunity to play the ball with his hands has ceased.



Refereeing Tips – Tackle Law

Early arrival and good positioning at the tackle zone will assist referees to manage this phase, to identify infringers and deal with them effectively. Use clear and directive communication to players, identifying them by team colour and/or number.

Best practice positioning is for the referee to arrive at the tackle early, positioning himself / herself on the 'A-line', a horizontal line that runs through the attacking team's gate. Once a ruck forms, this line becomes the attacking team's offside line.

Referees should always be square, facing goal lines, not touch lines. This allows the referee to see both the tackle/ruck and then manage the defensive team's offside line by simply turning his or her head.

Safety Considerations – Tackle Law

Tackles that are above the arm pits are liable to penalty, and late tackles, shoulder charges, and lifting tackles are all dangerous and referees must be strict. Tackles where a player is lifted, tipped and either driven or dropped into the ground should result in a caution or send off.

3.4 Support at the Tackle and Ruck

Explanation – Support at the Tackle and Ruck

Law 15 - Ruck Definition

A ruck is a phase of play where one from any team, who are on their feet, over the ball. Open play has ended.

Coaching Tips – Support at the Tackle and Ruck

Effective support once a tackle has been made requires players to arrive on their feet, enter through the 'gate', and target the ball. Their feet must support all weight and their head should be above their hips with eyes looking forwards.

A player may secure the ball by:

- Picking it up.
- Positioning themselves over the ball in a strong and stable position, prior to a ruck being formed.
- Driving out an opposition player.

To enable effective drive out of an opponent who is attempting to gain possession of the ball, players should make contact directly underneath their opponent and drive forwards and upwards (ie. be a plane taking off, not a plane landing).

Once a ruck is formed, players may secure the ball by rucking it with their feet. Players joining the ruck must bind onto a team-mate, and join alongside or behind the hindmost team-mate in the ruck.

Key points for players supporting at a tackle or ruck are:

- Reduce speed and shorten strides.
- Lower centre of gravity to stay on feet.
- Chin up, hands up, looking forward at target.
- Crouch into a squat position, with weight on balls of feet.
- Make contact with front of shoulder and drive with the legs.
- Close arms around opponent and stay on feet.

Refereeing Tips – Support at the Tackle and Ruck

Once the referee has managed the tackle and a ruck has formed, it may be appropriate for the referee to back away slightly along the 'A-line', to provide space for the attacking players to run one-out off the ruck.

Key points for the Referee to focus on are:

- Players must not charge into the side of the ruck – this is dangerous play and should be penalised immediately.
- Players must not go to ground in the ruck to kill the contest or prevent the ball from emerging.
- Players must not stamp or trample on other players who are on the ground at the ruck – this is dangerous play and should be penalised immediately. In U19 matches this action is an automatic Red Card.
- The ball is not out of a ruck until it is completely clear of bodies, and the half-back may dig for the ball without being touched (ie. "Hands on" is not out).



Safety Considerations – Support at the Tackle and Ruck

- Support players arriving at the tackle and ruck must do so with decreased speed and a lowered centre of gravity, to improve their chances of staying on their feet.
- Once there, they should assume a strong stable position, with chin up and eyes looking forward, so they are able to resist opposition pressure and secure the ball.
- Correct drive out technique must be taught to all players. The risk of injury can be reduced by teaching correct head positioning and body position as essential components of a safe drive out.
- Players 'driving out' other players over the ball should also improve their chances of staying on their feet by driving slightly upwards into the opposition players (ie. be a plane taking off, not a plane landing).

3.5 Support at the Maul

Explanation - Support at the Maul

Law 16 - Maul Definition

A maul occurs when a player carrying the ball is held by one or more opponents, and one or more of the ball-carrier's team-mates bind on the ball-carrier. Open play has ended.

In the situation where there is a ball-carrier and two opponents, no maul has formed.

Coaching Tips - Support at the Maul

A maul is often the result of an incomplete tackle where the ball carrier is still on their feet. Support players must decide how best to assist the ball carrier. If the ball carrier is stable, the support should secure the ball; if the ball carrier is unstable, the support should bind onto him/her and provide leg drive.

Support for players on their feet and ripping of the ball is to be taught as a leg-based activity. To enable forward momentum, players should bind (latch) firmly around the waists of their team-mates and drive with the legs. If possible, transfer the ball to the rear of the maul, away from the opponents.

Key points are:

- Join from behind last man's feet.
- Lower centre of gravity to stay on feet.
- Shorten strides and bind around team mate.
- Secure the ball and maintain leg drive.



Refereeing Tips – Maul

The referee should recognise when a maul has formed and communicate this to the players. Best practice positioning is again on the 'A-line', being the attacking team's offside line.

Standing here allows the referee to both maintain vision of where the ball is in the maul and to manage players joining the maul.

Key points for the Referee to focus on are:

- Players do not charge into the side of the maul – this is dangerous play and players should be penalised immediately.
- Players must not collapse the maul.
- Players must not pull a player out of the maul – this is dangerous play and players should be penalised immediately.
- World Rugby has issued a directive for referees to be strict in observing obstruction of defenders in the formation of mauls, especially at kick-offs and at lineouts.

Safety Considerations - Support at the Maul

- Balance and stability are essential ingredients for safe and effective mauling. Players should focus on maintaining correct body position whilst the maul is in motion.

3.6 Scrum

Explanation – Scrum

Law 19 - Scrum Definition

The purpose of the scrum is to restart play quickly, safely and fairly, after a minor infringement or stoppage.

A scrum is formed in the field of play when eight players from each team, bound together in three rows from each team, close up with their opponents so that the heads of the front rows are interlocked. This creates a tunnel into which a scrum-half throws in the ball so that the front row players can compete for possession by hooking the ball with either of their feet.

Coaching Tips – Scrum

Body shape

The key to safe and effective scrummaging is correct body shape. It is far more important to spend time on acquiring and maintaining a good body shape than it is to pack a full scrum.

It is important also that players selected in the front row have a short neck and flexible shoulders, hips and ankles. Players with thin, long necks should not be selected in the front row.

Much of the preparation for scrummaging should involve individual activities. The most effective position for scrummaging and to protect the participant's neck, is to have the chin and chest as far through as possible.

The key points for obtaining correct body shape are:

- Feet shoulder width apart, toes pointing directly forward.
- Knees bent directly beneath the hips, in front of the toes.
- Crouch into a squat position, with weight on balls of feet.
- Ensure a flat back and buttock 'out' (pelvic tilt).
- Push chest 'out' by drawing shoulders back.
- Chin up off the chest and look forwards.
- Tighten abdominals and breathe.



Building a Front Row

The front row is built step-by-step so that it is safe, square, solid and stable.

Hooker (No.2)

- Must be the first forward on the 'mark'.
- Feet shoulder width apart, toes pointing directly forward.
- Ensure right foot heel is in line with left toe.
- Crouch by bending knees with weight on balls on feet.
- Place hands behind head with chin off chest and look forwards.

Loose Head Prop (No.1)

- Approach from behind, not from the side.
- Plant right foot first, next to hookers left foot, toes pointing directly forward.
- Take a chest high bind on hooker (No.2).
- Chin off chest and look forwards.



Tight Head Prop (No.3)

- Approach from behind, not from the side.
- Plant left foot first next to hookers right foot, toes pointing directly forward.
- Take a jersey/shorts bind on hooker (No.2).
- Chin off chest and look forwards.



To begin, the front rows should assemble 'off set', which means players are lining up to the left of their immediate opponents ie. hookers are opposite the gap between opposition hooker and tight-head prop. This enables the players to target the space between their opponents heads prior to engagement.

They should also assemble with a 'tight head lead', which means the tight head prop on the right side is aligned a boots length in front of the hooker and the hooker is aligned a boots length in front of the loose head prop. This enables the tight head prop to lead the front row into engagement and reduces the chance of the scrum rotating or wheeling on impact.



Hip bind for under 8-15 players



Crutch Bind for U16 Senior players

Scrum Engagement Sequence (For games at all levels)

The scrum engagement is managed in sequence by the referee to ensure that it occurs safely, squarely and in synchronisation. If any part of the scrum set-up is not right, the referee should call the front rows up and re-start the process.

The Law requires that referees will call the scrum engagement in the sequence CROUCH, BIND and then, when both front rows are ready, SET. This is to be strictly observed.

Front Row Replacements

In the event of a front row forward being ordered off, or temporarily suspended, the referee will confer with the captain of the players' team to determine whether another player is suitably trained/experienced to take their position. The captain shall nominate one other forward to leave the playing area and the referee will permit a substitute front row forward to replace that player.

This substitution may take place immediately prior to the next scrum, or after another player has been tried in the front row.

When no other front row forwards are available due to a sequence of players ordered off or injured or both, the game will continue with non-contested scrummages.

An uncontested scrum is the same as a normal scrum, except that the teams do not compete for the ball, the team throwing in the ball must win it, and neither team is allowed to push. The referee must take additional care to ensure a soft engagement.

Refereeing Tips – Scrum

The referee should remain on the centre line of the scrum, close to the front rows, to manage the engagement until the scrum is steady, square and stable and the ball can be thrown in. The referee may choose to take up a position on the other side of the scrum (tight-head side) to manage any associated problems.

The referee should not stand or put their hand or arm between the two front rows as this prevents the front row players being able to sight the target area for their engagement. Neither should they use their hands to hold the front rows apart as this can cause an unsafe early engagement when they are removed.

The referee should look for players in the scrum who are in an incorrect position or who change their position (to obstruct or disrupt the opposition), or who are not bound.



Key points for the Referee to focus on are:

Pre-Engagement

- When all players are ready, commence the engagement process by calling CROUCH
- Correct binding by all players in each scrum, including no crutch binding by the locks in U19.
- Crouch binding from U16 upwards from 2018.
- Body positions for all players – spines in line, flat backs, heads and shoulders above hips
- When crouched, the distance between opposing front rows should be close enough that players' heads are interlinked (approximately ear to ear)
- The height of the two packs is the same

Bind

- Once all front rowers are steady and stable, call BIND
- Each prop binds on the side or back of their opposing prop (not on the arm or shoulder).
- Props should grab onto the jersey, not just rest their hand in place.
- Call SET only after there has been a visible 'pause' after the BIND call, and all players are steady and stable.

Engagement and Post-Engagement

- Deal strictly with teams that engage prior to the SET call.
- The scrum-half should feed the ball without delay once the front rows have engaged.
- Deal strictly with teams that push off the mark prior to the throw-in.
- When the scrum is steady, the ball should be fed without delay.
- Front row players should drive straight through and not up, down or across – these actions are illegal and dangerous.
- Deal strictly with front row players who cause the scrum to collapse – this is illegal and dangerous.
- Reset the scrum where it collapses accidentally before the ball is out.
- Recognise a "Mayday" call and the correct procedure to be followed.



1. CROUCH

Front rowers should adopt a CROUCH position with their head and shoulders at or above the level of the hips, feet square, and knees bent sufficiently to make a simple forward movement into engagement. Players should keep their head straight, in order to maintain the normal and safe alignment of the cervical spine.



Once all front-rowers are crouched, there must be a non-verbal pause, during which time the referee should be checking that:

- the distance between opposing front rows should be close enough that players' heads are interlinked (approximately ear to ear)
- the height of the two packs is the same
- all players are balanced, and are set up straight (not at an angle)

2. BIND

The BIND call requires each prop to bind on the side or back of their opposing prop (not on the arm or shoulder). Props should grab onto the jersey, not just rest their hand in place.



Once all front-rowers are bound, there must be a non-verbal pause, during which time the referee should check that all players are balanced and stationary.

3. SET

On the SET call, and not before, the front rows should engage the opposition firmly with a short horizontal movement and the props should draw with their outside binds. In this position, all players must be able to maintain body shape and pressure on the opposition scrum.



Referees must ensure that the scrum is stationary and stable before the feed (no hit and chase off the mark). A call of "steady" may, on occasion, assist in steadying the scrum. When the scrum is steady, the referee should give a **non-verbal** indication to the scrum-half and the ball should then be fed without delay.

Safety Considerations – Scrum

There are four major situations in scrummaging that have the potential to cause injury. These should all receive attention from coaches and be carefully supervised by referees during matches.

1. During engagement – Injuries may occur during engagement if some players are not ready. The players who are not ready may attempt to pull back and avoid the engagement. The remaining players may drive directly into the torsos of their opponents risking injury to themselves.

The risk is reduced if front row players keep their head straight, sight the target area, and engage horizontally from a crouched position. The referee must manage the engagement clearly and with appropriate pauses between the calls to ensure stability at each stage.

2. Scrum collapses after engagement – Injuries may occur if players lose their footing or over extend after engagement and face-plant. This risk is reduced by having players wear good sprigs and maintain correct body shape with knees bent directly beneath the hips, over the toes.

In the event of a scrum collapse, the referee must blow the whistle immediately so that players stop pushing. When face-planting, front row players must keep the chin and chest through and avoid hyperflexion and rotation of the neck.

3. Extreme pressure – Injuries may occur to hookers and tighthead props in scrum situations where they experience extreme pressure on their necks. The risk is reduced if they achieve a position with their chin and chest thrust into the opposition's scrum. The Mayday procedure has been designed to cope with this situation.

4. Wheeling of the scrum – A legal wheel goes forward and through the opposition scrum. A wheel that goes back and around is illegal and should be penalised. This is otherwise known as a 'whip wheel'.

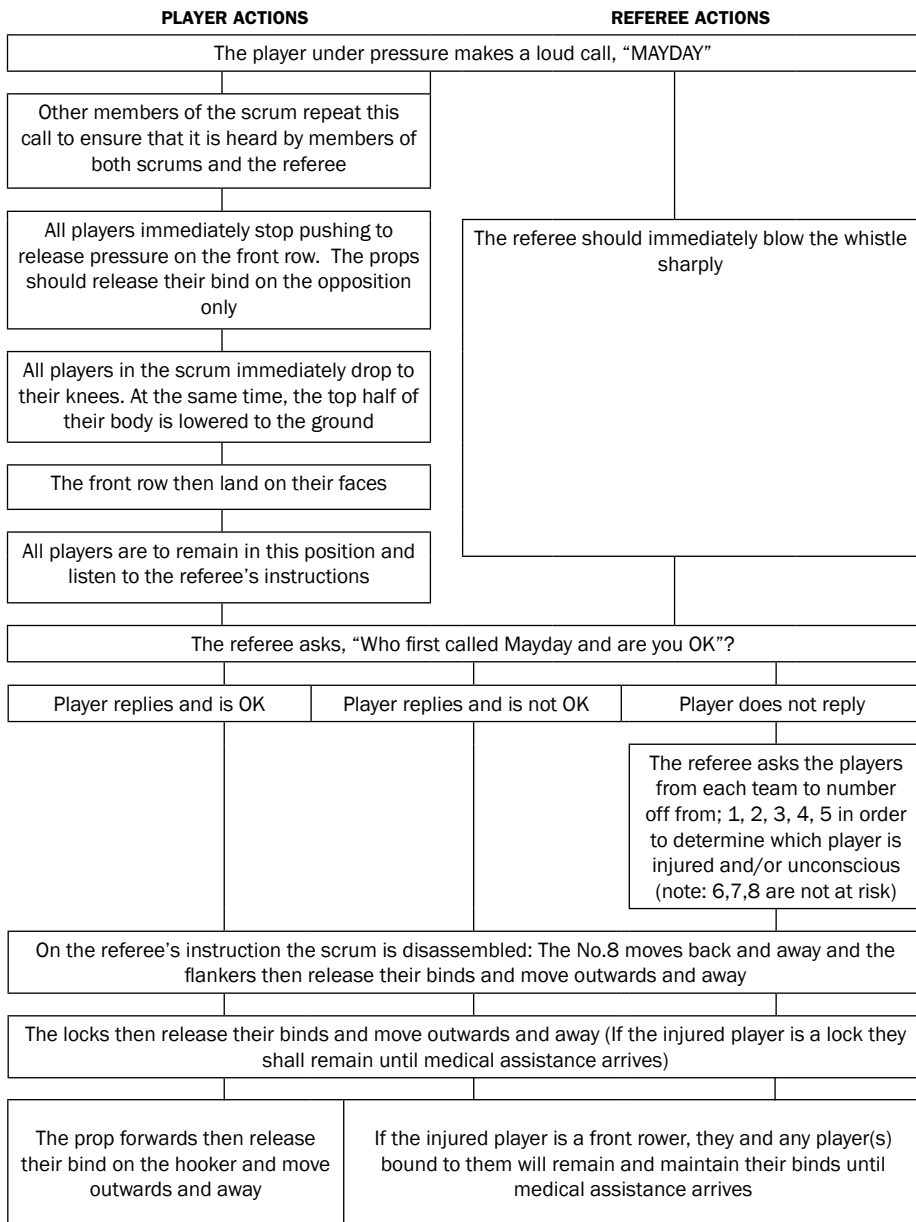
Mayday Safety Procedure

Occasionally, individuals in a scrum may find themselves in a situation where there is significant pressure on their neck. It will nearly always be a hooker or tighthead prop.

The Mayday Safety Procedure has been developed to enable players to take prompt action to relieve the pressure, if this situation occurs in a scrum.

The following is a detailed flowchart to be followed in sequence when a "Mayday" call is heard.

Mayday Call & Procedure



Player Priorities

- Upon hearing MAYDAY, repeat loudly.
- Stop pushing and drop to your knees immediately.
- Do not turn your head to the side. Rotation and flexion increases the chance of neck injury.
- Keep your chin and chest through and face plant on the bridge of your nose and forehead.
- Whilst on the ground, listen to the referee.
- Do not move an injured player. Leave them exactly where they are until medical assistance arrives.

Referee Priorities

- Upon hearing MAYDAY, blow your whistle immediately.
- Identify the injured player and their status.
- Disassemble the scrum safely.
- Do not move an injured player. Leave them exactly where they are until medical assistance arrives.
- If no player is injured, reset the scrum when players are ready.

Isometric Neck Exercises

These neck exercises will strengthen you and your game:

- All Rugby training programs should include the most vulnerable part – the neck.
- The following simple exercises, which will take a matter of minutes, will develop the neck muscles and increase their strength.



1. Static stretch, press head firmly forward. Hold for 15 seconds and change.



2. Static stretch, pull head back into hands. Hold for 15 seconds.



3. Static stretch, use both hands for added resistance. Complete both sides holding each stretch for 15 seconds.



4. Static stretch, pushing chin into firm hands. Hold for 15 seconds.



5. Apply pressure to the forehead with both hands. Continue applying pressure while simultaneously moving the head forward and back in a nodding action. Ensure the movement is slow and controlled.



6. Apply pressure to the back of the head with both hands. Continue applying pressure while simultaneously moving the head forward and back in a nodding action. Ensure the movement is slow and controlled. Complete 5 repetitions



7. Using one hand, apply pressure to the side of the head. Continue applying pressure while simultaneously moving the head toward and away from the shoulder. Complete 5 repetitions on both sides.



8. Using both hands, apply pressure under the chin. Continue applying pressure while simultaneously moving the head up and down in a nodding action. Complete 5 repetitions.

3.7 Lineout

Explanation – Lineout

Law 18 - Lineout Definition

The purpose of the line-out is to restart play, quickly, safely and fairly, after the ball has gone into touch, with a throw-in between two lines of players.

Coaching Tips – Lineout

Support for jumpers in the lineout covers the actions of assisting the jumper into the air and returning them safely to ground.

Lineout Lifting Laws

- 13s, 14s, 15s support is provided on the shorts
- 16s and above, support may be provided on the thighs by the front support player.

For both methods, stability is enhanced by the support players compressing towards the jumper once they are in the air. The initial lift by the support players must come from their leg drive and then progress to the locking out of their arms. The support practice should also include this movement in reverse as the jumper returns to the ground.



For under 13s, 14s and 15s support is provided on the shorts

Key points for support are:

- Feet shoulder width apart, knees bent directly beneath hips, over the toes.
- Crouch into a squat position with weight on balls of feet.
- Ensure a flat back and buttock out.
- Use leg drive to provide force for the lift.
- Maintain strong body position to return jumper to the ground.

Refereeing Tips – Lineout

The Referee should arrive early at the Lineout to manage the formation and position



For 16s and above, support may be provided on the thighs by the front support player

themselves to ensure they have a clear view to observe the safety aspects of the Lineout.

Key points for the Referee to focus on are:

- Correct support of the jumpers:
 - U13s, U14s and U15s level on the shorts.
 - U16s and above on the level on the thighs (front), shorts/upper leg.
- Support of the jumper by teammates until the jumper is back on the ground.
- Interference with support players by the opposition.
- Interference with the jumper whilst still in the air.
- ‘Sacking’ (tackling the jumper) may be done immediately the jumper returns to ground by one opponent only. Otherwise, it is likely a maul will have formed and the opponent will be guilty of collapsing a maul.

Safety Considerations – Lineout

- The lineout has been relatively free of serious injuries, however a jumper whilst in the air has a potential for injury. The most effective way to guarantee the safety of the jumper is for the support players to keep them stable until they are able to look after themselves.
- If the ball is delivered from the top, the support players’ role ends when the jumper is stable on the ground. If the jumper brings the ball down, the support players’ role continues until the jumper has delivered the ball to another player.



3.8 Restarts

Explanation – Restarts

Law 12 - Kick off and Restart Kicks Definition

The kick off occurs at the start of the match and the restart of the match after half-time. Restart kicks occur after a score or a touchdown. Drop outs occur after an attacking player puts or takes the ball into the in-goal, without infringement, and a defending player makes the ball dead there or it goes into touch-in-goal or on or over the dead-ball line.

Coaching Tips – Restarts

Support for a contested catch will be similar to that provided in a lineout. Because of the open nature of the skill involved, it is advisable for the support players not to make contact with a catcher immediately after the ball has been caught. Support for the catcher should be practiced with the support players attaching to the catcher after the ball has been secured. For U19 level, as with lineouts, support is provided on the shorts.

Key points for support are:

- Use dynamic foot movements to stay close to jumper.
- Crouch into a squat position with weight on balls of feet.
- Ensure a flat back and buttock out.
- Use leg drive to provide force for the lift.
- Maintain strong body position to return jumper to the ground.

Refereeing Tips – Restarts

The Referee should get to where the ball lands as quickly as possible to observe the contest for the ball.

Key points for the Referee to focus on are:

- Players contesting the ball in the air are not interfered with (i.e. playing the ball, not the man).
- Players jumping for the ball are brought to the ground safely.
- Players are not obstructed nor interfered with whilst contesting the ball.
- Players are not taken out whilst supporting the jumping receivers.

Safety Considerations – Restarts

- The most effective way to guarantee the safety of the jumper is for the support players to keep them stable until they are returned to ground.
- A player catching a restart is frequently standing still, whereas the chasers have considerable momentum. It is advisable to provide the catcher with protection in the form of support.
- If catchers are taught to attack the ball at the last moment, creating momentum, instead of waiting under the target area, they will be better able to contest the ball in the air. At the same time, this makes the provision of support more difficult.

3.9 Foul Play

Explanation - Foul Play (Law 9)**Law 9 - Foul Play Definition**

Foul Play is anything the player does within the playing enclosure that is against the letter and spirit of the Laws of the Game. It includes obstruction, unfair play, repeated infringements, dangerous play and misconduct, which is prejudicial to the game.

Coaching Tips - Foul Play

Players should be made aware that foul play will not be tolerated in the game of Rugby. Referees will be strict in dealing with the following:

- Stamping/punching – automatic red card offence at U19.
- Sledging - a breach of the Code of Conduct.
- Bad language.
- Intentional and repeated infringements.

A team that engages in foul play will incur more penalties than their opponents. This reduces their chances of winning.

Refereeing Tips - Foul Play

Referees should ensure that they are in a good position to have a clear, uninterrupted view of play at all times and be able to observe all actions of players during the game, particularly in relation to Foul Play.

Key points for the Referee to focus on are:

- Be strict in dealing with all incidents of foul play, particularly obstruction and dangerous play.
- Focus on those players who instigate foul play and those players who retaliate as a result of it.
- The Laws provide clear sanctions for players who infringe the Foul Play Law (Law 9), including the use of Yellow and Red Cards.
- Please note that for Under 19 competition within Australia, a Yellow Card is now a 10 minute period in the sin bin with no replacement and a Red Card is sent from the field with no replacement. The numbers in the scrum must remain even.
- Players who receive a 2nd Yellow card (regardless of the offence), must be sent off (Red Card).

Conclusion to the Technical Program

The SmartRugby program is designed to promote both the use of safe techniques and to create a mindset of providing for the wellbeing of all participants.

It is intended to function in a similar way to occupational health and safety regulations, that apply in the workplace.

The pre-season technical program is a minimum introduction to the area and should be revisited frequently during practice sessions. This is not an area in which we can ever become complacent.

5. CONCUSSION

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FOUNDATION COACHING

3.2 Head Injuries and Concussion Guidance

Coaches, team managers and officials need to act in the best interest of player safety and welfare by taking responsibility to **RECOGNISE**, **REMOVE**, **REFER** and **RECORD** players with head injury and suspected concussion to a medical doctor and ensure players are appropriately managed, as per the Rugby AU Concussion Guidance.

- **RECOGNISE** head injury and concussion.
- **REMOVE** the player from the game immediately.
- **REFER** the player as soon as possible for appropriate medical assessment (a medical doctor or emergency department), and ensure the player is in the care of a responsible adult.
- **RECORD** the player on the team sheet as removed from the field due to concussion or a suspected head injury.

Why are head injuries and concussion important?

Head injuries may result in a variety of outcomes, including:

1. Superficial injuries to scalp or face such as lacerations and abrasions
2. Concussion - an injury resulting in a disturbance of brain function
3. Structural brain injury - an injury resulting in damage to a brain structure for example fractured skull or a bleed into or around the brain

Structural brain injuries are potentially life threatening and may present with very similar signs and symptoms to a concussion. The signs and symptoms of a structural brain injury will usually persist or deteriorate over time e.g persistent or worsening headache, increased drowsiness, persistent vomiting, increasing confusion and seizures.

Medical assessment of a concussion or a head injury where the diagnosis is not apparent is recommended to exclude a potential structural brain injury.

All head injuries should be considered to be associated with cervical spine (neck) injury until proven otherwise.

Concussion Facts

- A concussion is a brain injury.
- All concussions are serious.
- Concussion causes a disturbance of brain function.
- Concussion can occur without the player being “knocked out” i.e. losing consciousness.
- If a player is “knocked out” they have a concussion.
- Children and adolescents are more susceptible to concussion, and take longer to recover.

Recognise

Head injuries or concussion must be suspected or recognised if a player has any of the following signs or symptoms after a head or body collision.

If any of the following warning signs (“red flags”) appear, the player must be taken to the closest emergency department or call 000 immediately for an ambulance:

SIGNS (WHAT YOU MAY SEE)	SYMPTOMS (PLAYER MAY REPORT)	RED FLAGS (WARNING SIGNS)
<ul style="list-style-type: none">• Dazed, blank or vacant look• Lying motionless on ground / Slow to get up• Unsteady on feet / Balance problems or falling over / Incoordination• Loss of consciousness or unresponsive• Confused / Not aware of plays or events• Grabbing / Clutching of head• Seizure (fits)• More emotional / Irritable than normal for that person	<ul style="list-style-type: none">• Headache• Dizziness• Mental clouding, confusion, or feeling slowed down• Visual problems• Nausea or vomiting• Fatigue• Drowsiness / Feeling like “in a fog” / Difficulty concentrating• “Pressure in head”• Sensitivity to light or noise	<ul style="list-style-type: none">• Severe neck pain• Deteriorating consciousness• Increasing confusion or irritability• Worsening headache• Vomiting more than once• Unusual or uncharacteristic behaviour• Seizure (fitting)• Double vision• Weakness or tingling or burning in arms or legs

Remove

- Any player with a suspected or recognised concussion must be removed from the rugby field immediately.
- The player must not take further part in any rugby training or games (including other sports) on this day.
- Any player with a head injury may also have a neck injury. If a neck injury is suspected, the player must only be removed by experienced health care providers with spinal care training.

**RECOGNISE AND REMOVE.
IF IN DOUBT, SIT THEM OUT.**

Refer

All players with suspected or recognised concussion must be referred to a medical doctor or emergency department as soon as possible.

This referral must happen even if symptoms or signs have disappeared.

Ideally, the medical doctor who reviews the player should have experience in the diagnosis and management of sports concussion.

- The player must at all times;
- Be in the care of a responsible adult.
- Must not consume alcohol.
- Must not drive a motor vehicle.

Record

Any player removed from the field due to concussion or a suspected head injury must be recorded on the team sheet.

Children/Youth Participants

<u>Wk</u>	<u>SAT</u>	<u>SUN</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THURS</u>	<u>FRI</u>
0	Concussion or 'head injury' occurrence	<u>REST</u>	<u>REST</u>	RECOVER	RECOVER	RECOVER	RECOVER
1	<u>RECOVER</u>	RECOVER	RECOVER	RECOVER	RECOVER	RECOVER	RECOVER
2	<u>RECOVER</u>	G RTP Stage 2	G RTP Stage 3	G RTP Stage 4	G RTP Stage 5	G RTP Stage 6	
3	<u>Return to Play</u>						

Adult Participants

<u>Wk</u>	<u>SAT</u>	<u>SUN</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THURS</u>	<u>FRI</u>
0	Concussion or 'head injury' occurrence	<u>REST</u>	RECOVER	RECOVER	RECOVER	RECOVER	RECOVER
1	<u>RECOVER</u>	G RTP Stage 2	G RTP Stage 3	G RTP Stage 4	G RTP Stage 5	G RTP Stage 6	
2	<u>Return to Play</u>						

Rest, Recover And Return To Play

If any player is diagnosed as having concussion, the above stepwise process must be followed including REST, RECOVER and RETURN TO PLAY, as outlined in the Rugby AU Concussion Guidance.

Rest

- Rest is the cornerstone of concussion management.
- The player should rest completely until all symptoms and signs of concussion have disappeared.

Recover

Once symptoms and signs are settled and medications are stopped, the player then returns to activities of normal daily living (school, study or work).

They must not perform any exercise during school (recess, breaks) or any organised sport during or after school.

If any symptoms re-occur during recovery, the player may need more complete rest time.

If symptoms re-occur they should be reviewed by their medical doctor.

Children & Youth players 18 years and younger must have a minimum 14 days Recovery (which includes the 'Rest' period).

Return

Exercise can only start after a player has returned to activities of normal daily living without signs or symptoms of concussion and does not require medication for their symptoms.

Players must follow the Graduated Return to Play (GRTP) before resuming normal play.

This summary is NOT intended as a substitute for reading Rugby AU Concussion Guidance.

The Rugby AU Concussion Guidance supersedes all other Concussion Guidance given by World Rugby, the Australian Sports Commission and/or other statutory bodies.

Stage	Exercise Mode	Exercise Activity	Progression
1	Rest	Complete rest of brain and body	Medical doctor decides on amount of time needed.
2	Light Cardiovascular exercise	Light jogging for 10-15 mins. swimming or stationary cycling at low to moderate intensity. No weights training	If no symptoms, start Stage 3 after minimum of 24 hours. If symptoms occur, rest 24 hours & repeat Stage 2, then progress.
3	Rugby specific exercise	Individual running drills and skills without contact No weights training	If no symptoms, start Stage 4 after minimum of 24 hours. If symptoms occur, rest 24 hours & repeat Stage 2, then progress
4	Rugby specific non-contact training	More complex training drills e.g. passing drills May start progressive (low level) weights training	If no symptoms, start Stage 5 after minimum of 24 hours. If symptoms occur, rest 24 hours & repeat Stage 2, then progress.
5	Rugby practice	<u>Full contact practice following medical clearance certificate being handed to the club or school sports master</u>	Player, coach, parent to report any symptoms to medical doctor. If symptoms occur, then medical doctor to review.
6	Rugby game	Full contact game	Monitor for recurring symptoms or signs.

Multiple and more complex concussions

The Rugby AU Concussion Guidance applies only to players who have suffered their first concussion in a 12 month period. The guidance does not apply to players with potentially more complex injuries. The following players must see a medical doctor experienced in sports concussion management.

- ≥ 2 concussions in 12 months.
- Multiple concussions over their playing career.
- Concussions occurring with less collision force
- Concussion symptoms lasting longer than expected i.e. a few days.

Download the Australian Rugby Union Concussion Guidance (Rugby Public) for more detailed information on concussion management or view additional resources at www.rugbyaustralia.com.au.

5.
**COACHING
AND PLAYER
SELF-ASSESSMENT**

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FOUNDATION COACHING

Rugby AU Coach Self-Assessment and Development

Personal Analysis = Performance Progress

The ability to be objectively and intelligently critical of your own coaching performance through a systematic analysis process is an important aspect of continuous improvement.

This simple three step process takes you through the various elements of your coaching and asks you to look critically at your behaviour and effectiveness in key coaching areas in three coaching situations:

1. **ON FIELD – analysis of on-field coaching**
2. **COACHING EFFECTIVENESS**
3. **GAME DAY (pre / during and post-game)**

The information will be used to help you develop your coaching skills and forms the basis for ongoing self-assessment, self-reflection and development.

Step ONE – Self-Analysis of on field coaching

Complete this step of the self-analysis process prior to the commencement of the championships.

Positives – things I do well are:

Positives – things I do well are:	Areas I can improve and develop further skills in are:
Constraints / Limitations that prevent me from being as effective as I can be are:	Opportunities available for me to improve my on field coaching are:

Discuss your responses and observations with your fellow coach or manager.

Additional Notes:

Step TWO – Coaching Effectiveness

In addition to your on field coaching, your behaviour and skills in several key areas has an impact on your effectiveness as a rugby coach.

For each of the statements below, circle the number the best represents the effectiveness with which you display these behaviours.

For example, if you effectively “involve your players in decision making during training” circle 5.

Key:

- NA - Not applicable
- 1 - Ineffective – not working at all
- 2 - Moderately ineffective
- 3 - Adequate
- 4 - Moderately effective
- 5 - Effective

Coaching Effectiveness Self-Analysis

Working directly with players							
1	I provide positive and constructive feedback to each player during training	N/A	1	2	3	4	5
2	I involve the players in decision making during training	N/A	1	2	3	4	5
3	I ensure players UNDERSTAND the technical / tactical / strategic corrections and decisions I make during training sessions	N/A	1	2	3	4	5
4	I am available to each player after training and games to discuss their issues	N/A	1	2	3	4	5
5	I understand when and how to talk to each player before games	N/A	1	2	3	4	5

Support of my coaching program							
1	I am able to store and retrieve information on the players	N/A	1	2	3	4	5
2	I maintain regular contact and communication with the sports science / sports medicine staff	N/A	1	2	3	4	5
3	I ensure players are proactively seeking out "life balance" and non rugby activities	N/A	1	2	3	4	5
4	I have a comprehensive, detailed written plan for each season	N/A	1	2	3	4	5
5	I get to know each player as an individual and a person	N/A	1	2	3	4	5

Program Management							
1	I ensure that everyone involved in my coaching process – staff, players, other coaches, team manager etc clearly understand what is expected of them	N/A	1	2	3	4	5
2	I have a strong and positive relationship with the management of the organisation	N/A	1	2	3	4	5
3	I make time each year for professional development	N/A	1	2	3	4	5
4	I ensure that players are taking responsibility for themselves and their preparation (ie being professional)	N/A	1	2	3	4	5
5	I can alter / adapt the program if weather, injury, change in training time / venue impacts on the players' training	N/A	1	2	3	4	5

Strategic skills							
1	I ensure each player is able to identify their own and the overall team goals	N/A	1	2	3	4	5
2	When the team is not performing, I handle the pressure well	N/A	1	2	3	4	5
3	I have a clear understanding of world trends in Rugby and what our leading competitors are doing	N/A	1	2	3	4	5
4	I formally evaluate the progress of each player and the team each season	N/A	1	2	3	4	5
5	I look to be innovative in my integration of support services to gain a performance edge over competitors	N/A	1	2	3	4	5

Step THREE – Game Day Coaching

This step in the self-analysis process should be completed as soon as possible after a competition game.

Critically evaluate your coaching performance during each of these three key Game Day coaching periods:

- **PRE GAME**
- **DURING GAME**
- **POST GAME**

Evaluate your coaching behaviour on game day through a simple three step process

1. What do you do well? – ie. what do you do that works and is effective?
2. What needs improvement? – ie. what are you doing that doesn't work or isn't effective?
3. What can you start doing? – ie. what are some things that you can do on game day to improve your coaching performance?

Pre Game

Activity	What do I do well?	What do I believe needs improving?	Strategies to achieve improvement.
Pre Game player briefing			
Individualised player instructions			
Interaction with team coaches, head coach			
Interaction with support staff, team management			

DURING GAME

Activity	What do I do well?	What do I believe needs improving?	Strategies to achieve improvement.
Behaviour during game			
Analysis of game and players			
Decision making under game pressures			
Feedback to players during game and ½ time			
Interaction with coaches and support staff			

POST GAME

Activity	What do I do well?	What do I believe needs improving?	Strategies to achieve improvement.
Feedback and communication with players			
Analysis of game and players			
Dealing with media / organisation stakeholders / fans etc			
Self-management – personal recovery and post-game regeneration			
Interaction with coaches and support staff			

Appendix 2: Individual Development Plan

Individual Performance Plan	
Name	
Role:	
Date:	

Answer the following questions in relation to your role and performance – now and over the next 12 months.

What do I want to do less of?	How?	Who?

What do I want to start doing?	How?	Who?

What do I want to do more of?	How?	Who?

What do I want to achieve in the next 6/12 months?

What do I want to do less of?	How?	Who?
Outstanding Achievements: Next 12 months	How?	Who?

PLAYER SELF ASSESSMENT

Name _____

Position _____

Date: _____

How do I rate in key areas of Rugby

What are the key focus areas
for the stage of my development

Needs Competent Strength
Improvement

(Tick a rating for each element)

GAME UNDERSTANDING

Game Sense (ability to understand the game)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Awareness (ability to understand the game)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

SKILLS

Attack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Catch/Pass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Defence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Tackle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Tackle Contest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Position Specific Skills (including Unit Skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

PHYSICAL

Strength	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Conditioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

MENTAL

Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

Player Notes:

Coaches Notes:

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6.
**ASC TIPS
AND TOOLS**

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FOUNDATION COACHING

PLANNING A TRAINING SESSION

How to structure a training session

It is important a coach takes time to plan each training session. Training sessions should be developed from two or three goals that have been identified for that session.

The elements of a training session that all coaches should include are a session introduction, a warm-up, games, skill and fitness activities, a cool down, a session review, and goal setting for individuals and team or squad.

Ensure that each session has variety, appropriate activities and opportunities to practise and progress.

Gathering information and setting goals

Before planning a training session, coaches should gather information about the participants and set goals. If you are working with a new group, the type of information you might need includes:

- previous experience in the sport
- level of development, both with the technical and tactical skills of the sport, as well as their level of physical fitness
- why they like to play the sport and what motivates them
- goals and aspirations in the sport
- any illness, injury or medical condition that might restrict their ability to participate.

Goals should be established for the season as well as each training session. Goals help to guide the program and provide a reference point to monitor progress throughout the season.

Tips for planning training activities

- **Session content:**
 - Over plan rather than under plan. It is easier to omit planned drills than to add unplanned drills.
 - The session must have a variety of activities to ensure the participants stay active and enthusiastic. Look for new ideas and adapt old favourites or games from other sports.
- **Appropriate activities:**
 - Avoid activities that require inactivity or drills that eliminate participants. It is likely that the first eliminated participants will be those who are less skilled – those who need the most practice.
 - Use more groups with a small number of participants, rather than a few groups containing large numbers.
 - The activities must be appropriate for the participants' ability and age.
 - Develop activity station cards that explain the drill to be practised.
- **Progression:**
 - Plan so that activities flow smoothly from one to the next. Have equipment close at hand and develop routines so that participants know what to do next.
- **Practice:**
 - Ensure enough time for participants to practice and experiment with activities. Practising in small sided games is beneficial as it allows skills as well as techniques to develop.

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CONDUCTING A TRAINING SESSION

During the session

- Briefly introduce the session, explain what is going to happen and establish a few basic rules.
- Get things moving quickly.
- Spend the first few minutes on the warm-up – make sure this becomes a habit and is fun to complete.
- Allow plenty of time for game play and select a range of games that will develop skills, using questions and challenges to assist the participants to learn.
- Use skill demonstrations at key points to assist participants to understand techniques that may assist them to perform better. Ensure that techniques are shown in the context of how they will be performed in competition and not in isolation.
- Provide lots of opportunities to practise and learn to master a skill. Making mistakes is a natural part of the learning process.

After the session

- Conclude the session properly. Include a slower game activity, or a slow walk if the session has been particularly strenuous.
- Encourage stretching at the end of the session as it can be beneficial for developing flexibility, as well as reducing muscle soreness.
- Talk to the participants as they cool down and revise the key points of the session through questioning. Provide lots of praise.
- Remind participants of the time and venue of the next practice session or competition.
- Distribute any flyers, information or other items that you may have for them.

Reflect and review

Evaluate the session by asking yourself:

- was it fun?
- did the participants enjoy themselves?
- what might be done to improve the session?
- did everyone participate enough?

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ORGANISING A GROUP

Establishing routines

By establishing routines and giving the responsibility for maintaining the routines to the participants, the coach can devote more time to nurturing the sport skill development of the players.

Coaches should:

- establish set-up and put away systems for the equipment and facility that participants can assist with. These must be supervised by the coach
- use consistent warm-up and warm-down routines
- set up areas and equipment in advance for specific elements of the program
- ask more experienced participants to help the less experienced ones
- have a consistent routine for moving between coach instruction and activity, to reduce management time. If the players know where to go, how quickly they need to be there and what behaviour is expected of them on arrival, then more time can be devoted to activity.

Engaging participants

The following strategies can be used to engage participants:

- **Voice and expression** – by varying voice quality and volume to suit the situation coaches can gain the participants' attention, and add qualities such as excitement, concern and annoyance.
- **Eye contact** – by maintaining eye contact, the coach can personalise things, give the impression of confidence, and add expression to the message.
- **Signal for attention** – some coaches use a whistle and others use a variety of commands. Whatever the method, it should be loud and different and gain attention.
- **Ask questions** – questioning and discussion techniques shift the focus from the coach to the participant. The participant takes on some responsibility and becomes more involved in the learning process.
- **Praise and compliment** – sincere and equitable praise and compliments to the group and individuals provides incentive and motivation to participants.
- **Quality instructions** – combining clear brief instructions with demonstrations helps the coach to maintain the interest of participants. One of the most difficult things for many coaches is limiting instructions to one or two key points and then returning to the activity.
- **Increase participation** – long lines of participants waiting for a turn, and 'adult games' with large playing areas and large numbers of players on each team greatly reduces the opportunities for players to be actively involved and the level of enjoyment for participants.

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DEMONSTRATING A SKILL

Everybody has heard the old saying that a picture paints a thousand words. Demonstrating new skills is an important component of coaching.

Tips for demonstrating a skill

- Make sure all participants can see the demonstration. Be aware of distractions, such as the sun, traffic or other groups.
- The coach does not always have to do the demonstration. Other options include one of the participants you know can perform the skill, a picture, a diagram, a video or props.
- Ensure the skill is demonstrated in the context of a game situation so participants understand why as well as how it is done.
- Highlight the main points of the skill. Keep explanations simple and brief. Try not to emphasise more than two or three key points at a time.
- Avoid pointing out things not to do as this will only overload the participants.
- You can break the skill into separate components for the purpose of the demonstration. Be sure to complete the skill at normal speed at the beginning and end of the demonstration.
- Let the participants practice – new information stays with people for only a short period of time unless they are able to try the skill.
- Verbal instructions are sometimes unclear – accompany verbal instructions with a complimentary visual.
- Always show the correct skill last. If you are showing a participant the difference between what they are doing and what you want them to do, demonstrate the correct skill after you have shown them their current method.

After the initial skill demonstration, participants need an opportunity to practise before the skill is progressed. This provides an opportunity for the coach to give individual feedback.

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THE WARM-UP AND COOL DOWN

Warm-up and cool down activities should be incorporated into training and competition routines. The warm-up prepares the body for activity, as well as helping to prevent injury to muscles, which can be more susceptible to injury when cold. The cool down helps the body clear lactic acid that builds up during any activity. Less lactic acid means less soreness and stiffness the next day!

What is the ideal warm-up?

The ideal warm-up will depend on the sport, the level of competition and the age of the participants. The warm-up should incorporate the muscle groups and activities that are required during training or competition. The intensity of the warm-up should begin at a low level gradually building to the level of intensity required during training or competition. For most athletes, 5 to 10 minutes is enough. However in cold weather the duration of the warm-up should be increased.

The warm-up aims to:

- prepare the body and mind for the activity
- increase the body's core temperature
- increase heart rate
- increase breathing rate.

What about the cool down?

Too many coaches neglect the cool down at the end of a session. It is just as important, especially after vigorous exercise, because the body needs time to slow down and it is an important step in aiding recovery. The cool down should occur immediately after training activities and should last 5 to 10 minutes.

The cool down can be the same sort of exercise as the warm-up but with low intensity body movement such as jogging or walking substituted for running. Stretching after activity helps to ensure maximum flexibility, relaxes the muscles and returns them to their resting length.

Stretching

Stretching activities can be included in the warm-up and cool down. There is now less emphasis on static stretching during the warm-up, so stretches should move the muscle groups through the full range of movement required in the activity being performed (active stretching).

Static stretching is still appropriate during the cool down and can be used to improve flexibility.

Some rules when stretching

- Warm up the body prior to stretching.
- Stretch before and after exercise (active stretching during the warm up, static stretching during the cool down).
- Stretch all muscle groups that will be involved in the activity.
- Stretch gently and slowly – never bounce or stretch rapidly.
- Stretch gently to the point of mild discomfort, never pain.
- Do not hold your breath – when stretching; breathing should be slow and easy.
- Do not make stretches competitive.

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WHAT IS EXPECTED OF A VOLUNTEER COACH?

Coaches play an important role not only in the sporting life but also in the everyday lives of the participants they coach. Coaches influence not just the development of sport-specific skills and sporting performance, but also a participant's development as a person and their approaches to other aspects of their life. While at times it can be challenging, coaching is also a very satisfying role.

To be an effective coach you will need a number of skills. A coach needs knowledge of the sport but, more importantly, they need to know how to pass that knowledge on to the participants they are coaching. To do this, a coach needs skills in:

- organising
- observing
- analysing
- adapting
- communicating
- improving performance.

Coaches should:

- be a good role model for the participants
- show enthusiasm and enjoyment for the task of coaching – make it fun!
- be self-confident, assertive, consistent, friendly, fair and competent
- ensure the safety of all participants
- behave ethically and dress appropriately
- maintain discipline throughout the session
- be very organised, not only for each session but for the entire season
- be able to justify, if necessary, why things are being done, and to be 'big enough' to ask for suggestions when not sure and to admit and apologise when they make a mistake
- treat everyone fairly and include participants of all abilities and disabilities, ages, genders and ethnic backgrounds.

Do you have a coaching philosophy?

A coaching philosophy will include aspects such as:

- how the coach communicates
- will the coach encourage athletes to ask questions and take some responsibility?
- will the coach seek to remain up-to-date and improve their coaching knowledge and skills?
- how behavioural issues will be dealt with
- will the coach include everyone, irrespective of ability or background?
- the coach's emphasis on winning, losing and cheating
- promoting respect for others.

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INCLUSIVE COACHING

Good coaches adapt and modify aspects of their coaching to create an environment that caters for individual needs, allowing everyone to take part and experience success within the activity. The onus of inclusion rests with the coach.

Many people think that you need special skills or knowledge to coach participants with a disability. This is not the case. The basic skills of good coaching, when applied with an inclusive philosophy, will ensure that all participants including people with disability can participate.

Qualities and skills of an inclusive coach

Qualities	Attributes
Patience	Recognising some participants will take longer to develop skills or make progress than others
Respect	Acknowledging difference and treating all participants as individuals
Adaptability	Having a flexible approach to coaching and communication that recognises individual differences
Skills	Attributes
Organisation	Recognising the importance of preparation and planning
Safe practices	Ensuring every session, whether with groups or individuals, is carried out with the participants' safety in mind
Knowledge	Utilising knowledge of training activities and how to modify them in order to maximise the potential of every participant

Planning for inclusion

When preparing a coaching program, examine what, if anything, needs to be adapted or modified. Two strategies coaches can use when planning and conducting activities are TREE and CHANGE IT. By modifying the factors listed, coaches can meet the individual needs of the participants.

TREE

T	Teaching / Coaching Style
R	Rules / Regulations
E	Environment
E	Equipment

CHANGE IT

		Example
C	Coaching Style	Demonstrations, use of questions, role models, verbal instructions
H	How to Score	Rules
A	Area	Size, shape or surface of the playing environment
N	Numbers	Number of participants involved in the activity
G	Game Rules	Number of bounces or passes
E	Equipment	Softer or larger balls, or lighter, smaller bats/racquets
I	Inclusion	Everyone has to touch the ball before the team can score
T	Time	'How many ... in 30 seconds?'

Sports CONNECT

Coaches looking at furthering their knowledge in inclusive coaching can contact their sport or attend Inclusive Coaching workshops as part of Sports CONNECT Education.

For more information visit: ausport.gov.au/disability

Tips for coaches working with participants with disability

- The basic principles of coaching apply when coaching participants with disability.
- Accept each participant as an individual.
- Ask the participant what they are able to do; the needs, strengths and weaknesses of individuals will differ.
- Assess each participant's aspirations, needs and ability and plan a training program accordingly.
- Understand how the impairment (disability) affects the participant's performance; it is not necessary to acquire extensive knowledge of the disability.
- Set realistic and challenging goals as you would for all participants
- Be aware of the risks associated with all participants in your care, and be prepared to deal with emergencies should they arise.

COACHING INDIGENOUS ATHLETES

All athletes are individuals and bring different backgrounds, cultures and understanding to your coaching sessions. As a coach you are not expected to have an in-depth knowledge of every athlete's background and culture, but having a little bit of cultural sensitivity can only make you a better coach.

Indigenous athletes are less likely to be critical to your face. If they don't like your coaching, they will very quickly vote with their feet and not turn up again. The following considerations will not apply to every individual, but knowledge of them may help avoid misunderstanding and conflict.

Importance of family

The family network plays a very important role in an Indigenous athlete's life. Family approval and acceptance of you as a coach and your training program is important. This is even more crucial if you want an athlete to relocate for their sport.

'Shame job' is a term used to explain the reluctance of some Indigenous athletes to be singled out for achievement or recognition. Even if the recognition is positive, it may be that the athlete does not want to be seen as better than their peers. This attention can result in the athlete actually performing below their skill level in order to gain less attention or they may even stop participating.

Eye contact

This varies between different groups of people, but in traditional Indigenous communities, looking someone in the eye, particularly elders, is extremely rude and disrespectful. This may also follow that some younger athletes may not look a coach in the eye. Rather than not paying attention, they may simply be showing respect for your position.

Culture

Various ceremonies can result in unexplained absences from training or a fairly vague reason for non-attendance, such as 'family business'. As a coach, you should respect and be sensitive to the different cultural requirements of individuals.

Communication

English may be an athlete's second or even third language, so assuming a high level of understanding of technical terminology may result in misunderstandings. Vary your methods of communication and use appropriate terminology for your group to minimise breakdowns in communication. Simply asking 'does everyone understand?' does not always help, as many Indigenous athletes are less likely to say they don't understand or ask questions for clarification. Providing good demonstrations is important.

Respect

This is not always given just because you are a coach. Particularly if you are young or female, this may need to be proved. One way to assist in gaining respect is to have the support of someone who already holds a position of respect in the community.

Time

The concept of time can be fairly flexible in some communities and it may take 'time' and education for athletes to understand that 5pm training means 5pm. An athlete turning up late may not be a sign of disrespect or lack of commitment, but simply that the concept of structured time is less important. This is certainly something that can be worked on.

Health and socioeconomic status

While it may seem a generalisation, research tells us that Indigenous Australians face a number of health and socioeconomic disadvantages. Indigenous Australians suffer a higher level of illness and infectious diseases, are more likely to be hospitalised, are more likely to live in crowded accommodation or be homeless, and are more likely to be long-term unemployed or low income earners. Therefore, you shouldn't assume that all athletes have had a good night's sleep and a meal before training or games. This may be the reason for lethargic performance or lack of attention.

Protocol

When working with an Indigenous community, you need to be aware of the organisational structure of the community and protocols involved. Permits and permission from local councils may be required before an activity can be conducted, so find out what is required first and follow the correct procedures and protocols.

It is highly recommended that all coaches working with Indigenous athletes participate in a cross-cultural awareness course. To find out more visit ausport.gov.au/indigenous

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COACHING JUNIORS: MODIFIED SPORTS

Many sports have recognised that the needs and abilities of children are different from those of adults and have developed modified sports.

Successful modifications to sports include changes to:

- size of equipment
- playing area and goals
- duration of games
- team sizes and interchanges.

These modified games use equipment that better suits the size and ability of children, smaller playing areas, goals that are smaller or lower, smaller teams, and/or more interchanges.

An effective coach of children and young adolescents:

- recognises the motivation behind a child's involvement in sport
- makes children feel comfortable and happy with practice sessions and games
- aims to improve the quality of the experience for each child
- thinks about relationships formed with each child and between children
- provides children with accurate technical information
- is able to relate to all groups involved in sport (parents, officials, visiting teams)
- is aware that there are many styles of teaching and that children respond in different ways to different styles
- appreciates that children have differing ability levels and organises appropriate skill practices to cater for all levels.

One of the challenges facing junior coaches is to understand how best to motivate their young athletes.

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COACHING OLDER ATHLETES

After 30–40 years of age, athletes will generally experience physiological changes, including a reduction in work capacity, heart–lung efficiency, endurance, power, strength, agility and coordination.

When coaching older athletes it is important to:

- check with the athlete regarding any health or injury issues. A medical clearance may be advisable for some types of activity
- include longer warm-up and cool-down periods
- provide alternatives to reduce intensity of activities
- include longer recovery periods between activities
- encourage feedback on the intensity of training
- encourage the individual. Fitness levels can still be improved, regardless of the current standard
- be aware that endurance capacities slowly decrease between 25 and 65 years. Greater decreases occur after 65 years
- be aware that while strength decreases with age, it can be improved with training
- be aware that the reasons Masters athletes participate may be different to their younger counterparts. Social reasons and health may be more important than performance outcomes to many Masters athletes.

Training programs may differ when coaching Masters athletes, however the general principles of coaching are still applicable.

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COACHES WORKING WITH OFFICIALS

Officials (referees, judges, umpires, scorers, etc.) are often placed in the unenviable position of alienating 50 per cent of the crowd and players at any given time, and can be subject to criticism, abuse and harassment. It is important to remember that officials have the same needs and motivations as others involved in sport and that they have a critical role to play in ensuring the safe and fair management of competition.

Coaches can help to minimise the abuse of officials and maximise the standard of officiating by developing positive and supportive relationships with officials.

It is important that coaches are good role models to participants in regard to how officials are treated. A coach who abuses or berates an umpire is giving the message to participants that this type of behaviour is acceptable. Coaches should display professionalism in their behaviour towards officials and encourage participants to do the same. The coach should warn and/or counsel a participant who behaves abusively towards an official.

Tips for working with officials

- A meeting with officials at the beginning of the season is a good idea. The coach can use this opportunity to introduce themselves and any support staff, to get to know the officials (get to see the human side) and to start developing open lines of communication away from the heat of competition.
- Invite officials along to pre-season team functions or meetings, where appropriate, in formal capacities – to explain any new rules, how competitions will run – and informal capacities – so that athletes and others involved in the program get to know them as people and not just as the face on the other end of the whistle or flag.
- Maintain open and positive lines of communication throughout the year – discuss any issues, as they arise, in an open and non-threatening manner away from the heat of competition. In this way the coach can help reduce the risk of small points of contention becoming major issues, minimise the abuse of officials and help ensure competitions are played in a safe and fair manner for the enjoyment of all involved.

- **Display professionalism in your behaviour towards officials, and encourage participants to do the same.**
- **Invite officials to pre-season meetings.**
- **Maintain open and positive lines of communication throughout the year with officials.**

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INCIDENT MANAGEMENT

Stop, Talk, Observe, Prevent further injury (STOP)

Coaches need to be able to respond to emergency situations. These can range from a minor injury to something more serious. It is good practice for all coaches to undertake first aid training, should a more serious incident occur.

Coaches should:

- have access to a telephone to call an ambulance
- have information about the participants' medical history (especially for ongoing health issues such as asthma, epilepsy or diabetes)
- know how to access first aid equipment (blankets, first aid kit, ice, etc.)
- ideally, be able to administer basic first aid
- ensure an injury report form is completed.

STOP procedure

The STOP procedure helps the coach to assess whether an injury may be severe and to determine whether the participant should continue with the activity.

S	Stop
T	Talk
O	Observe
P	Prevent further injury: <ol style="list-style-type: none">1 Severe injury: get help.2 Less severe injury: RICER (Rest, Ice, Compression, Elevation, Refer and record).3 Minor injury: play on.

Summary

STOP procedure: Stop, Talk, Observe and Prevent further injury.

INCIDENT MANAGEMENT

Rest, Ice, Compression, Elevate, Refer and record (RICER)

RICER regime

For management of sprains, strains, corks, bumps and bruises, follow this procedure:

What	How	Why
REST the participant	<ul style="list-style-type: none"> Remove the participant from the competition area using a method of transport that will prevent further damage. Place the participant in a comfortable position, preferably lying down. The injured part should be immobilised and supported. 	Further activity will increase bleeding and damage.
ICE applied to the injury	<p>The conventional methods are:</p> <ul style="list-style-type: none"> crushed ice in a wet towel/plastic bag immersion in icy water commercial cold pack wrapped in a wet towel. <p>Apply for 20 minutes every two hours for the first 48 hours.</p> <p>Caution:</p> <ul style="list-style-type: none"> Do not apply ice directly to skin, as ice burns can occur. Do not apply ice to people who are sensitive to cold or have circulatory problems. 	Ice decreases: <ul style="list-style-type: none"> swelling muscle spasm secondary damage to the injured area.
COMPRESSION applied to the injured area	Firmly apply an elastic compression bandage over a large area, covering the injured part as well as above and below the injury.	Compression reduces swelling and provides support for the injured part.
ELEVATE the injured area	Raise the injured area above the level of the heart whenever possible.	Elevation decreases bleeding, swelling and pain.
REFER and record	<ul style="list-style-type: none"> Refer to an appropriate healthcare professional for definitive diagnosis and continuing management. Record your observations, assessment and initial management before referral – send a copy of your records, with the participant, to the healthcare professional. 	To obtain an accurate definitive diagnosis and for continuing management (including anti-inflammatory medication) and prescription of a rehabilitation program.

Summary

RICER regime: Rest, Ice, Compression, Elevate, Refer and record.

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7. **SESSION AND SEASON TEMPLATES**

**RUGBY
AU**

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FOUNDATION COACHING

ANNUAL CALENDAR

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
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10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
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18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22
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30	30	30	30	30	30	30	30	30	30	30	30
31	31	31	31	31	31	31	31	31	31	31	31

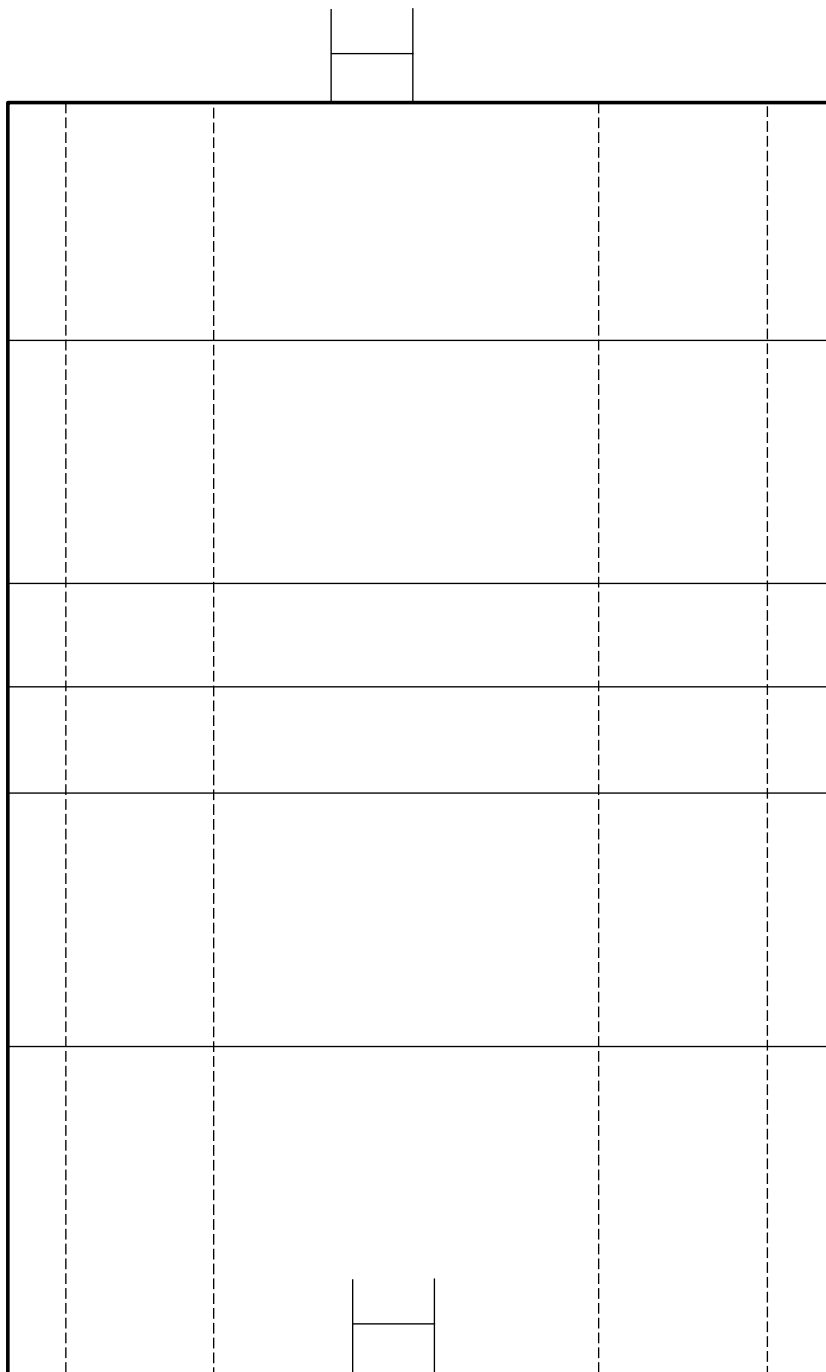
Player Attendance Sheet

	Date
Name	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	

Session Plan Template

Date:	Attendance:		Equipment needed:
Venue:			
Duration:			
Introduction (aims for session, reminders, etc.):			
Warm-up activities:	Training Activities:	Cool-down activities:	
Coaching tips/questions/challenges:			Class management/energisers:
Review/evaluation (key points from session, what worked and what did not, modifications for next session, etc.) :			

FIELD DIAGRAM



GAME SHEET

v's	Date	Conditions
1.	13.	Scorers
2.	14.	
3.	15.	
4.	16.	
5.	17.	
6.	18.	
7.	19.	
8.	20.	
9.	21.	
10.	22.	
11.	23.	
12.		
Pre-game talk points		
•		
.....		
•		
.....		
•		
.....		
Half-time talk points		
•		
.....		
•		
.....		
•		
.....		
Follow-up actions		Scrum
•		
•		Lineouts
•		Penalties

MATCH SHEET

Opposition:

Venue:

Date:

Time:

Referee:

TEAM SHEET

	Name	T	PG	DG	C	Notes
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
RESERVES						
16						
17						
18						
19						
20						
21						
22						
23						

Pre-Match

Half-Time

Post-Match

8.

COACH EVALUATION & MENTOR OBSERVATION

RUGBY
AU

#part of More

FOUNDATION COACHING

Coach Self Evaluation

Name: _____

Date: _____

Venue: _____

Team: _____

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach Self Evaluation

Name: _____

Date: _____

Venue: _____

Team: _____

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach Self Evaluation

Name: _____

Date: _____

Venue: _____

Team: _____

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
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b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach Self Evaluation

Name: _____

Date: _____

Venue: _____

Team: _____

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach Self Evaluation

Name: _____

Date: _____

Venue: _____

Team: _____

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentor's Observations

Name:

Mentor Coach:

Date:

Venue:

Team:

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentor's Observations

Name:

Mentor Coach:

Date:

Venue:

Team:

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentor's Observations

Name:

Mentor Coach:

Date:

Venue:

Team:

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentor's Observations

Name:

Mentor Coach:

Date:

Venue:

Team:

On a sliding scale between 'poor, fair, satisfactory, good, excellent', mark a cross (x) in evaluating your own observations.

Personal Qualities

1. MANNER

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
a. Is pleasant, friendly, courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays confidence and assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treats players with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Co-operates with Mentor and team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is able to justify/modify willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is dressed appropriately for training/game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Displays emotional maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ATTITUDE

a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to routine matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Displays interest across whole season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shows awareness of personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. COMMUNICATION

a. Listens to mentor and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicates at level understandable by the player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays player empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets up training aids prior to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Includes individual and unit sub-sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of support staff and utilises them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Displays good mental preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is aware of professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. BEHAVIOUR

a. Displays professional behaviour to players/referee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays an ability to motivate players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays enthusiasm and interest verbally and non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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f. Has initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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a. Seeks guidance and is willing to accept it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Displays keenness to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. COMMUNICATION

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Professional Qualities

4. PLANNING AND KNOWLEDGE

a. Has planned a structured session for the team's ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Displays knowledge of game foundations/principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Displays application of game principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Actions advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OBJECTIVES

Team

1
2
3

Coaching

1
2
3

9. NOTES

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#part of More

FOUNDATION COACHING

Developed in February 2005

Rugby Australia would like to acknowledge the work completed by Gaven Head (QRU) in the development of this document. This document has been produced by the QRU in association with Rugby AU for Rugby Australia's Coaching and Officiating Plan.

Reviewed in December 2005

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Updated December 2017

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There are inherent risks associated with participating in the game of Rugby and in Rugby-related activities. Accidents can happen. Rugby Australia does not accept any responsibility or liability in relation to any injury, loss or damage suffered by persons seeking to replicate activities demonstrated in this guide, or participating in Rugby-related activities generally.

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