



## Continuous Personal Development

**Introduction:-** The Continuous Personal Development series in coaching rugby union has been developed by the RFU Coaching Department. It is a series of 2/3 hour theoretical and practical courses which is usually specialising in one of the following areas (although, as there is close association between them all, other aspects listed are likely to be covered):- technical, tactical, mental, lifestyle & physical, coaching process.

	Mini Course	Youth Participation Course	Adult Participation Course
<p><b>Continuity in Attack</b></p> <p>By the end of this module, coaches will have a better understanding of and material to coach, continuity of possession in the contact area by appropriate and effective support to utilise the ball carrier's needs and options.</p>	<p>Develop their understanding of the principles of play and how to incorporate these principles with a child centred approach.</p> <p>Assist young players to learn and understand the concepts of the contact area and not just coaching contact skills.</p> <p>Develop the ability of passing and offloading from the ball carrier.</p> <p>Develop the repertoire of ball retention and use from a breakdown.</p> <p>Develop the support lines of the attacking players in a manner that children may be able to associate and understand.</p> <p>Develop an understanding of spatial awareness.</p> <p>Recognise and encourage innovation from players.</p>	<p>Develop their understanding of the principles of play and how to incorporate these principles while maintaining continuity in attack with ball in hand.</p> <p>Assist players to understand the concepts of the contact area and not just coach contact skills. Challenge traditional methods of coaching the contact area.</p> <p>Develop an understanding of high tempo attack and the benefits and dangers.</p> <p>Explore the repertoire of passing and offloading from the ball carrier.</p> <p>Explore the repertoire of ball retention and use from a breakdown.</p> <p>Develop the support lines of the attacking players to maximise continuity in attack with the ball in hand.</p>	<p>Develop their understanding of the principles of play and how to incorporate these principles while maintaining continuity in attack with ball in hand.</p> <p>Challenge players to influence and disrupt defence structures.</p> <p>Challenge and develop player understanding the contact area.</p> <p>Develop an understanding of high tempo attack and the benefits and dangers.</p> <p>Develop a repertoire of passing and offloading from the ball carrier.</p> <p>Develop the repertoire of ball retention and use from a breakdown.</p> <p>Develop the support lines of the attacking players and develop better decision making through scanning.</p>

	Mini Course	Youth Participation Course	Adult Participation Course
<p><b>Maul &amp; Ruck</b></p> <p>By the end of this module, coaches will have a better understanding of and material to coach, continuity of possession in the Maul &amp; Ruck area by appropriate and effective support to utilise the ball carrier's needs and options.</p>	<p>Develop their understanding of the principles of play and how to incorporate these principles with a child centred approach.</p> <p>Assist young players to learn and understand the concepts of the contact area and the skills required to retain possession when in contact.</p> <p>Encourage the coach to develop good technique in both Ruck and Maul.</p> <p>Develop the support roles of the attacking players in a manner that children may be able to associate and understand.</p> <p>Recognise and encourage innovation from players.</p>	<p>Develop their understanding of the principles of play and how to incorporate these principles while maintaining continuity at the breakdown and contact areas.</p> <p>Assist players to understand the concepts of the contact area and not just coach contact skills.</p> <p>Challenge traditional methods of coaching the contact area.</p> <p>Develop an understanding of high tempo attack and how to maintain tempo at the break down and contact.</p> <p>Clarify the role of each player arriving at the contact and examine why players may not understand their role.</p> <p>Explore the benefits of micro maul, set up maul, driving maul, rolling maul.</p> <p>Develop better decision making from attacking support players regarding the breakdown and contact areas.</p>	<p>Develop their understanding of the principles of play and how to incorporate these principles while maintaining continuity at the breakdown.</p> <p>Challenge traditional methods of coaching the contact area.</p> <p>Challenge and develop player understanding of the contact area.</p> <p>Develop an understanding of high tempo attack and how to maintain tempo at the break down.</p> <p>Explore the benefits of micro maul, set up maul, driving maul, rolling maul.</p> <p>Examine the relevance rucking techniques:- sealing off, clearance rucking, pick and drive.</p> <p>Develop better decision making from attacking support players regarding the breakdown through scanning.</p>

	<b>Mini Course</b>	<b>Youth Participation Course</b>	<b>Adult Participation Course</b>
<p><b>The Line-Out Game</b></p> <p>By the end of this module the coaches will be able to plan and implement innovative and action packed line out sessions while maintaining a focus on the specific skills required.</p>	<p>Establish a line out philosophy. Develop the technical and tactical roles of each player in the line out.</p> <p>Challenge the traditional methods of selecting which player does what in the line out.</p> <p>Plan a session to develop and improve each player and develop an understanding of their role within the line out.</p> <p>Plan a session that maximises the involvement of every player.</p> <p>Use a whole part whole approach to coaching line out.</p> <p>Identify the relevance and use of the line out call.</p> <p>Incorporate learning into the game.</p>	<p>Establish a line out philosophy. Develop the technical and tactical roles of each player in the line out.</p> <p>Challenge the traditional methods of selecting which player does what in the line out.</p> <p>Plan a training session to challenge and assess the abilities and versatility of every player.</p> <p>Plan a session to develop and improve each player and their role within the line out.</p> <p>Plan a session that maximises the involvement of every player.</p> <p>Use a whole part whole approach to coaching line out.</p> <p>Identify the relevance and use of the line out call.</p> <p>Devise a basic line-out game plan.</p>	<p>Establish a line out philosophy. Develop the technical and tactical roles of each player in the line out.</p> <p>Challenge the traditional methods of selecting which player does what in the line out.</p> <p>Plan training sessions to develop the dynamics of support and jumping techniques.</p> <p>Develop an understanding of planning a line out game plan.</p> <p>Plan a session that maximises the involvement of every player.</p> <p>Use a whole part whole approach to coaching line out.</p> <p>Explore tactical options for defending the line-out.</p> <p>Identify the relevance and use of the line out call.</p>

	<b>No Mini Defence Course</b>	<b>Youth Participation &amp; Performance Course</b>	<b>Adult Participation Course</b>
<p><b>Defence</b></p> <p>By the end of this module the coach should be able to coach defensive policies &amp; structures in a simplified system achievable for both participation and performance players.</p>	<p>There is no Defence course for coaches of mini players.</p> <p>The focus for these age groups should on the attack. However it is most important to work continually on good tackle technique.</p>	<p>Establish a Defence philosophy.</p> <p>The coaches should now be in a position to emphasis to their players the importance of 'COMMUNICATION' and the principle leaders of the defence.</p> <p>The coaches should now be able to focus the players not only to a system but also the responsibility to identify and adjust to 'PRIMARY' threat.</p> <p>The coaches should be able to work with players to align the defence with appropriate ' LATERAL' spacing at the breakdown.</p> <p>The coaches should be able to highlight the importance of recognising the team members either side of them and 'SPACE ACCORDINGLY' to prevent mismatches in speed or tackle ability.</p> <p>The coach should be able to work in mini units in order to keep tight control and identify a system of FOLDING in defence.</p>	<p>Establish a Defence philosophy.</p> <p>The coaches should now be in a position to emphasis to their players the importance of 'COMMUNICATION' and the principle leaders of the defence.</p> <p>The coaches should now be able to focus the players not only to a system but also the responsibility to identify and adjust to 'PRIMARY' threat.</p> <p>The coaches should be able to work with players to align the defence with appropriate ' LATERAL' spacing at the breakdown.</p> <p>The coaches should be able to highlight the importance of recognising the team members either side of them and 'SPACE ACCORDINGLY' to prevent mismatches in speed or tackle ability.</p> <p>The coach should be able to work in mini units in order to keep tight control and identify a system of FOLDING in defence.</p> <p>The coach should be able to build tackle techniques that enhance possible turn over opportunities.</p>

	<b>Mini</b>	<b>Youth Participation</b>	<b>Adult Participation</b>
<p><b>Goal Setting</b></p> <p>Two hour indoor workshop</p> <p>By the end of this module the coach should be able to identify a range of factors that motivate individuals through goals.</p> <p>Recognise the importance of Goal Setting in the short, medium and long term.</p> <p>Action plan to modify their coaching behaviour to facilitate goal setting to motivate both themselves and their players.</p>	<p>How to identify specific short, medium and long term goals for coaches and players appropriate to the level and ages involved.</p> <p>Identify why children play rugby and identify appropriate areas in which to set goals.</p> <p>Develop an understanding of process, performance and outcome goals and their importance in relation to each other.</p> <p>Develop methods of goal setting with adults who may be predominately outcome focussed.</p> <p>Develop techniques to action plan to monitor and achieve goals.</p> <p>Establish the key traits that will facilitate goal setting as a motivation tool.</p>	<p>How to identify specific short, medium and long term goals for coaches and players appropriate to the level and ages involved.</p> <p>Identify why people play rugby and others wish to set goals to improve their rugby experience.</p> <p>Identify that many teenage players have high aspirations from either their own motivation or imposed by others. Develop method and understanding to deal with such scenarios.</p> <p>Develop an understanding of process, performance and outcome goals and their importance in relation to each other.</p> <p>Develop techniques to action plan to monitor and achieve goals.</p> <p>Establish the key traits that will facilitate goal setting as a motivation tool.</p>	<p>How to identify specific short, medium and long term goals for coaches and players appropriate to the level.</p> <p>Identify the fact that adults play rugby for different reasons. Identify and manage those that may have ambition and those who may not.</p> <p>Develop techniques to action teams and individuals that may motivate to attain higher performance.</p> <p>Develop an understanding of process, performance and outcome goals and their importance in relation to each other.</p> <p>Develop techniques to action plan to monitor and achieve goals.</p> <p>Establish the key traits that will facilitate goal setting as a motivation tool.</p>

	<b>No Mini Course</b>	<b>Youth Participation</b>	<b>Adult Participation</b>
<p><b>Game Planning</b></p> <p>Two hour indoor Workshop</p> <p>By the end of this module, the coach should be able to plan a basic game plan, which builds upon your coaching &amp; playing philosophy &amp; the strengths and weaknesses of your players and team.</p>	<p>There is no Game Planning course for coaches of mini players.</p> <p>It is considered that to structure mini games would restrict the long term development of the players.</p> <p>Experimentation and discovery are key elements to developing innovation and individual craft. These are the skills to encourage during these informative years.</p>	<ul style="list-style-type: none"> <li>• Prepare and out line Game Plan ready to present to players before a period of competitive matches.</li> <li>• Understand the balance of philosophy in relation to the reality of player ability within the squad.</li> <li>• Describe the strategy in concise and accurate terms.</li> <li>• Outline the methods of winning and using the ball.</li> <li>• Focus on the attack element of the game.</li> <li>• Out line the focus of the training and preparation periods before and during the playing programme.</li> <li>• Plan the intensity to volume ratio of the training programme in accordance to the varying demands of the season.</li> <li>• Plan evaluation and review periods.</li> </ul>	<ul style="list-style-type: none"> <li>• .Prepare and out line Game Plan ready to present to players before a period of competitive matches.</li> <li>• Understand the balance of philosophy in relation to the reality of player ability within the squad.</li> <li>• Describe the strategy in concise and accurate terms.</li> <li>• Outline the methods of winning and using the ball.</li> <li>• Focus on the attack element of the game.</li> <li>• Out line the focus of the training and preparation periods before and during the playing programme.</li> <li>• Plan the intensity to volume ratio of the training programme in accordance to the varying demands of the season.</li> <li>• Plan evaluation and review periods.</li> </ul>

	No Mini Course	Youth Participation	Adult Participation
<p><b>Performance Profiling</b> Two hour indoor Workshop</p> <p>By the end of this session, coaches should be aware of the benefits of effective profiling and devise templates to assist accurate information gathering.</p>	<p>There is no Performance Profiling course for coaches of mini players.</p> <p>Players at these age groups should be encouraged to play and express themselves without analytical pressure.</p> <p>Mini players take part in the game for different reasons and some may be involved at the desire of others and not through their own fruition.</p>	<ul style="list-style-type: none"> <li>• Understand why Performance Profiling is a valuable tool.</li> <li>• Establish dangers of inaccurate profiling.</li> <li>• Devise own ways to gather information.</li> <li>• Produce data that is accurate and specific and produce action plans.</li> <li>• Establish ways to measure progress in technical, tactical, mental and physical elements.</li> <li>• Devise was to develop mental performance.</li> <li>• Understand why some performers may resist developing through profiling</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why Performance Profiling is a valuable tool.</li> <li>• Establish dangers of inaccurate profiling.</li> <li>• Devise own ways to gather information.</li> <li>• Produce data that is accurate and specific and produce action plans.</li> <li>• Establish ways to measure progress in technical, tactical, mental and physical elements.</li> <li>• Devise was to develop mental performance.</li> <li>• Understand why some performers may resist developing through profiling</li> </ul>

	No Mini Course	Youth Participation	Adult Participation
<p><b>Planning &amp; Periodisation</b> Two hour indoor Workshop</p> <p>This module will provide you with a model of periodisation for a 1 year rugby season. It will enable you to demonstrate an understanding of planning an annual programme that builds on your coaching and playing philosophy and the strengths and weaknesses of your players and team</p>	<p>There is no Performance Profiling course for coaches of mini players.</p> <p>The RFU publish a Structured Season document each year. This publication is the result of extensive research into the effect of over playing and under developing young players in rugby union.</p>	<ul style="list-style-type: none"> <li>• Understand the relevance of periodisation planning and how the year can be split into phases.</li> <li>• Be able to appreciate the planned ratio of intensity to volume according to the demands of the phase.</li> <li>• Be able to fully understand the terminology of periodisation planning and programming.</li> <li>• Be accomplished in the use of process, performance and outcome goals.</li> <li>• Be able to plan, do and review an annual coaching programme and formulate with support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the relevance of periodisation planning and how the year can be split into phases.</li> <li>• Be able to appreciate the planned ratio of intensity to volume according to the demands of the phase.</li> <li>• Be able to fully understand the terminology of periodisation planning and programming.</li> <li>• Be accomplished in the use of process, performance and outcome goals.</li> <li>• Be able to plan, do and review an annual coaching programme and formulate with support staff.</li> </ul>