



LONG TERM PLAYER DEVELOPMENT FROM 6 TO 6 NATIONS





FROM 6 TO 6 NATIONS

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FOREWORD

The Irish Rugby Football Union is proud to present its Long Term Player Development Model which, for the first time, provides an integrated framework to facilitate the development of rugby players at all levels of participation and experience. It outlines a philosophy of sound practice and long-term participation, performance and enjoyment of Irish rugby.

An extensive process of discussion and consultation between world-renowned developmental expert Dr. Istvan Balyi, the National Coaching and Training Centre, and the I.R.F.U. Coach Development department, provided the impetus for the design of this Long Term Player Development Model. The collective intention is to provide the best possible rugby experience for all participants “from 6 to 6 Nations”. The L.T.P.D. framework will help to ensure that the experience of training and playing the game is always appropriate for the developmental stage of the player involved.

The model is a Player-Centred one, in that the specific characteristics pertaining to each stage are based on the particular capacities of players at each stage of development.

The nature of rugby union required a close examination of the demands of the game itself at each stage, as well as the capacities of players. This analysis, coupled with extensive validation from coaches “on the ground” at all levels, resulted in the establishment of Player Capacities across 5 specific areas:

Technical, Tactical, Physical, Mental and Lifestyle.

These player capacities provide the compass by which the I.R.F.U.’s Coach Development Department designs and promotes rugby coaching courses at all levels, believing that all coaches should be appropriately trained and qualified to work with players at each stage in the Model.

An integral aspect of the L.T.P.D model is the “essence” of Player, Game and Coach at each stage - this single word summation of the characteristics of these three components throughout the stages acts as a guideline to all participants.

It is important to remember that the L.T.P.D. model is not intended to be a production line of world-class players but rather an integrated series of stages (based on scientific principles and participant experience) to maximise the potential of players according to their own ability and ambition. Ultimately of course, the successful establishment and maintenance of a long-term programme of development will be essential to that small number of players with the talent and aspiration to become elite performers.

The true effectiveness of the Irish Rugby Union’s L.T.P.D. programme will be evidenced by its integration into all of our structures and systems and by the rewarding experiences of players, coaches, parents, referees, supporters and administrators of the game.

**Coach Development Department
Irish Rugby Football Union
2006**



**IRFU LONG-TERM
PLAYER DEVELOPMENT
FROM 6 TO 6 NATIONS**

IRFU Long Term Player Development Model Outline

The LTPD model is intended to provide a common reference point for all participants in Irish Rugby with the aim of ensuring a more enjoyable and productive experience for all (players, coaches, parents, spectators, referees & officials).

The three key principles underlying the IRFU LTPD are:

1. The model is **Player-centred** - all aspects of the model are appropriate to the capacities of participants at each stage. These capacities are: Lifestyle, Physical, Tactical, Mental and Technical.
2. The model is **Long-term** - the reality is there are no short-cuts in developing competencies to levels of excellence. A widely accepted belief is that it takes ten years of proper coaching to produce a world-class athlete or player.
3. **Collective alignment** between relevant people & structures throughout a players rugby playing experience is the final principle behind the LTPD. This requires all participants who contribute to the development and experience of players to co-operate ensuring that all aspects of the LTPD are aligned.

The IRFU LTPD is a six-stage model, servicing participants 'from 6 to 6 Nations'. These stages are shown below;



In each stage the essence and characteristics of the player, game and coach are outlined to act as a reference point for all who participate in the playing, officiating and administration of the game. These are outlined on the following pages:



FUNdamental



THE PLAYER - PLAYS

Players in this category are age-grade players (5 - 12 approx)

The capacities of young players dictate that most learning activities are best promoted through the medium of play. This theme does not just apply to modified games but also to reduced exercises and drill activities. Specific techniques and corrections can be integrated throughout the activity while still maintaining maximum participation and enjoyment. This will also ensure that players receive a positive and motivating experience.

THE COACH - GUIDES

To facilitate the needs and capacities of younger players the coach should act as a Guide, providing the environment for players to explore in a safe and exciting way. Corrections and guidance should be subtle and simple, dealing with issues in a broad rather than detailed perspective.

THE GAME - FUN

The end product should be a fun and safe experience. The emphasis is placed on open play (general movement) with all players running, passing and tackling. Younger players will continue to participate in activities that are enjoyable and rewarding. As players mature and develop greater capacities their needs and the demands of the game will also change.



2

LEARN TO PLAY & PRACTICE

THE PLAYER - EXPLORES

Players in this category are age-grade players (12-14 approx).

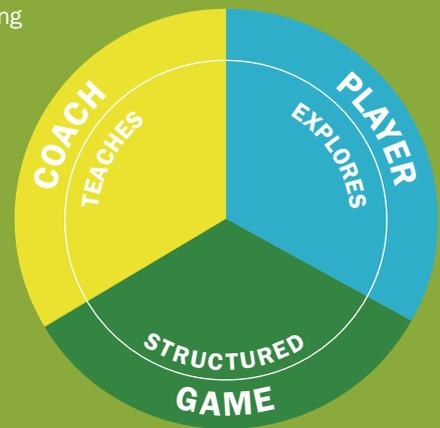
At this stage the players' capacities allow them to learn through exploring. Trying out new approaches, pursuing solutions and new experiences in a controlled environment will facilitate the development of the player. Individuals are capable of problem-solving and should be encouraged to express their opinions.

THE COACH - TEACHES

Due to maturation, the players are now capable of longer periods of concentration and attention; therefore teaching rather than guiding is more appropriate for accelerating learning. Knowledge of how to facilitate learning through understanding is critical together with skill development and progressions.

THE GAME - STRUCTURED

With the capacity for greater understanding and technical competence the game develops from open play to a more structured format to include the development of basic unit play (restarts - forwards & three-quarters). The game is still fun, safe and enjoyable with ample running, passing and tackling.





TRAIN TO TRAIN

THE PLAYER - FOCUSES

Players in this category are two-fold; age-grade players (15-17 approx) & adult 'junior' players. Age-grade players have the capacity to focus and therefore can increase their competencies radically with the correct attention & application. Greater self-awareness and responsibility are characteristics of players at this stage, which if nurtured will form the foundations for future realization and success. Players are highly competitive and foster a greater awareness of team spirit and common goals and values.



Adult players (junior) have similar technical and tactical competencies due to limited development, but have greater physical, mental and lifestyle capacities due to greater maturation and experience/achievement.

THE COACH - CHALLENGES

Given the greater capacities of players, the requirement for the coach is to go beyond teaching and challenge players to become more proficient and achieve higher standards of performance. Therefore the coach extracts a higher level of performance through appropriate challenges and application of pressure.

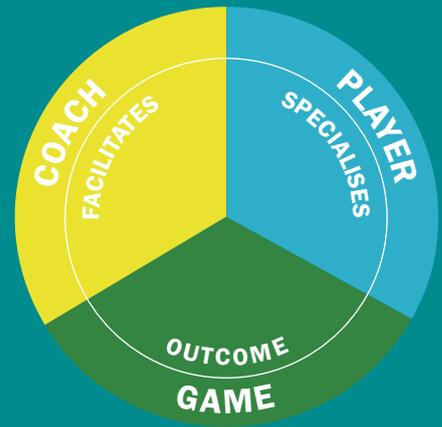
THE GAME - PERFORMANCE

Even though players are now highly competitive and play in league & cup competitions the essence at this stage is precise performance of the individual, units and team in the pursuit of achieving goals. The game is clearly structured and cohesive, with a greater emphasis on the role of the units. However, to maximise development, the focus should be on performance in the pursuit of desired outcomes and results.



4

TRAIN TO COMPETE



THE PLAYER - SPECIALISES

Players in this category are two-fold; players (18-21 approx) & 'junior 1 & above' players. Players have now committed themselves to rugby as their chief sport and are willing to invest a significant amount of time and energy to become successful. They are driven and are fiercely competitive with a greater capacity for all game related competencies. Players pay more attention to developing themselves as positional specialists in order to undertake their functional roles.

With their increase in knowledge and maturity, players are capable of strong opinions and of taking greater responsibility while also contributing more towards problem solving.

THE COACH - FACILITATES

Since the characteristics of players are such that they have the capacity for greater input, the role of the coach shifts towards facilitation. Allowing opportunity for opinions and problem-solving is critical if players are to develop confidence and relative autonomy.

The coach will still need to employ teaching, challenging and guiding skills where appropriate, the emphasis should be on developing players' ability to 'navigate' rather than 'replicate'.

THE GAME - OUTCOME

The game is fiercely competitive with positional specialists clearly influencing events, mini units & units well synchronised and team play concentrated on reducing error and maximising success. The focus is on achieving desired outcomes in respect to attack & defence goals (team, unit, mini-unit).

For example, winning the lineout is more important now than thinking about the performance; however the essences of the previous stages (performance, structured, fun) are all brought to bear in the pursuit of achieving the 'outcomes'.

5

TRAIN TO WIN

THE PLAYER - INNOVATES

Players in this category are adult representative players.

These players have the capacity to go beyond the rehearsed repertoires, strategies and tactical solutions and innovate when the situation demands. Highly competitive and driven they should be excellent in their positional & functional roles as well as have the capacity to fulfil multiple roles in general movement play.

They must have the ability to deal with the pressure of public expectation, interest and intrusion together with self-management and self-development.

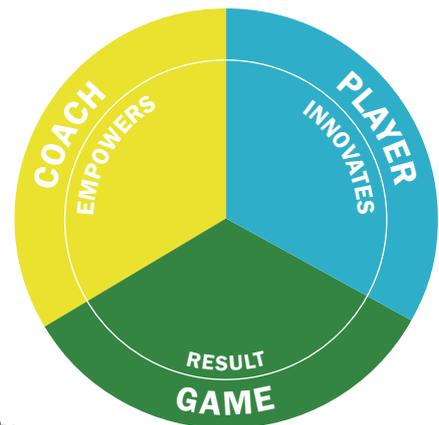
THE COACH - EMPOWERS

The principles of adult learning together with the characteristics of champion athletes imply that coaches must release rather than restrict the potential of the players and other coaching staff, otherwise the potential for creativity and responsibility will be stifled. With player accountability comes player responsibility and relevant player control. For this to occur the coach must create an environment where trust and respect between all squad members is established while still maintaining ultimate responsibility for team performance and results.

THE GAME - RESULT

This is the 'business end' of rugby, elite/professional sport is about winning and there's not much consolation in losing. Analysing & exploiting opponents weaknesses while hiding and protecting your own weaknesses is a main characteristic of this stage.

However, by consistently improving performance and achieving desired outcomes the incidents of winning will ultimately increase.



6

RETIREMENT & RETENTION

Players finish playing for many reasons: age, injury, family commitments, business and vocational goals, etc... For the game to develop and for the next generation to benefit from the knowledge and support of those who have gone before, there are many areas where ex-players can 'put something back':

SUPPORT RUGBY:

Potential roles open to ex-players include:

- **Official/administrator** - become an active member of a club, region, branch, union or group either as a volunteer or paid position.
- **Development** - become involved in player and/or coach development by undertaking education as a coach, tutor or mentor.
- **Referee** - become involved in refereeing/officiating and or referee development by undertaking education as a referee, coach or assessor.

PROMOTE RUGBY:

- Promote rugby by relaying positive personal experiences and highlighting the 'spirit of rugby' as a parent, friend, relative, teacher, sponsor etc., .

ENJOY RUGBY:

- Enjoy rugby as a supporter, contributing to the identity and social aspects of rugby at all levels.



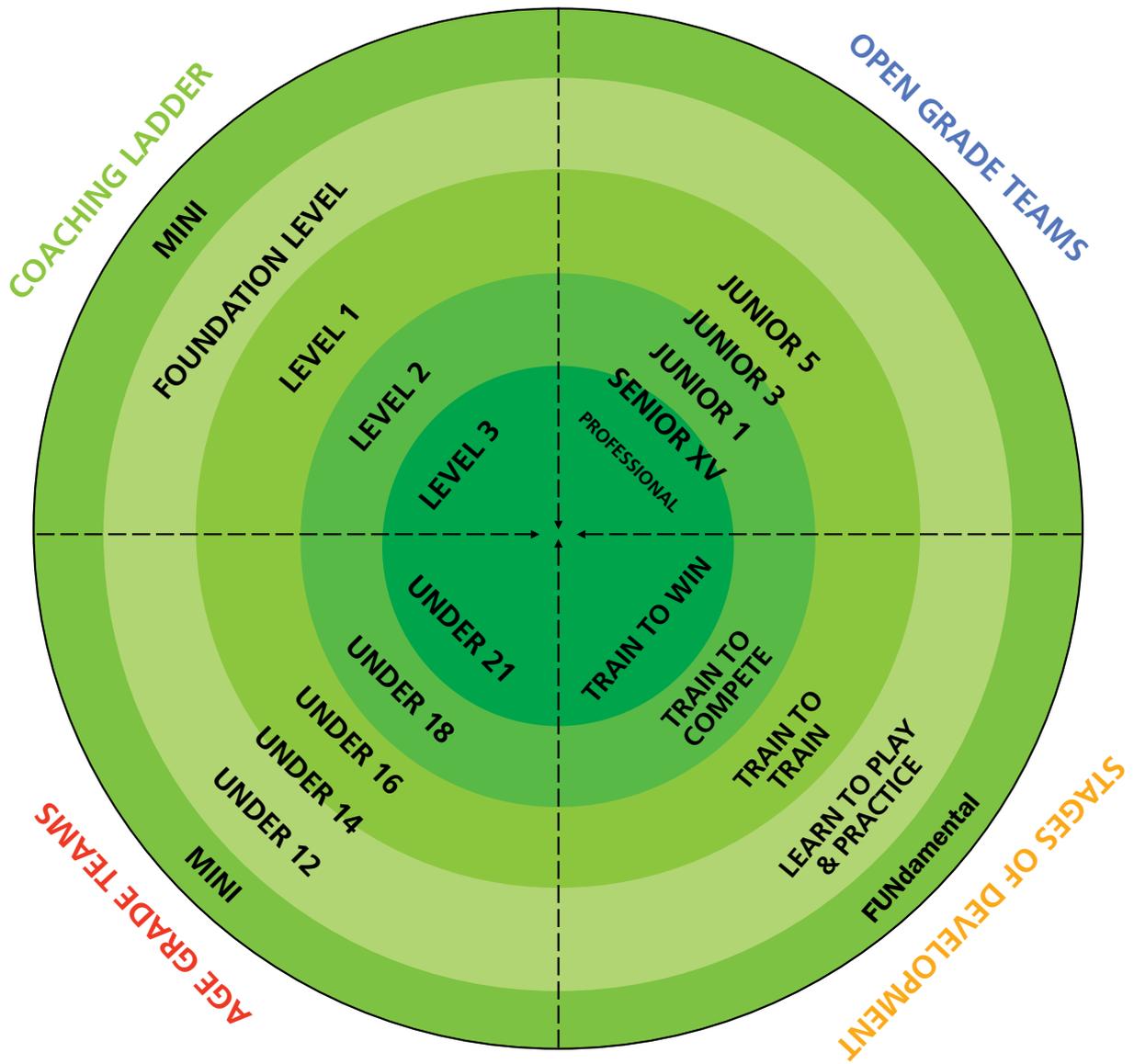
IRFU INTEGRATED PATHWAY

The Integrated Pathway Model on page 11 illustrates the placement of players and/or teams in relation to the Long Term Player Development Model, the I.R.F.U.'s Coaching Pathway and the various grades of club/school teams.

This model is deliberately shaded to highlight that it is often not possible to determine with absolute certainty where one should be positioned within each component – however, considering the capacities of the players at each stage of the LTPD, coupled with the content and processes of each coaching course provides an essentially accurate overview of the relationship between these components.

One important distinction of rugby in Ireland is the division of the game into “Age-grade” and “Open-grade” teams. An essential aspect of the Integrated Pathway Model is its recognition that players’ abilities do not necessarily develop in conjunction with chronological age, i.e. just because a player is in their 30’s does not mean that they, or the game they play, is better than an International U/21 player. Therefore it has been necessary to link players of different ages in relation to their capacities and the demands of the game at their particular level, rather than propose a more linear model where age equates ability.





LONG TERM PLAYER DEVELOPMENT

STAGE		FUNdamental			LEARN TO PLAY AND PRACTICE
CHRONOLOGICAL AGE		5-7	7-10	10-12	12 - 14
DEVELOPMENTAL STAGE		Early Childhood - Late Childhood			Late Childhood Early Puberty
SUMMARY		"Fun. Safety, Basic Skills and Understanding"			"Safe and Enjoyable experience of the 15-a-side game"
WINDOWS OF OPTIMAL TRAINABILITY		FUNdamental Movement Skills First Speed Window F ; 6-8; M: 7-9			FUNdamental Sports Skill Major Motor Learning Window
PLAYER CAPACITIES	TECHNICAL	<ul style="list-style-type: none"> Individual Skills Intro. to Unit Skills Intro. to Tackling at Phase 2 Intro. to Continuity Skills at Phase 3 Mini 			<ul style="list-style-type: none"> Further development of Individual and Unit Skills Intro. to Position Specific Skills
	TACTICAL	<ul style="list-style-type: none"> Pass backwards Offside Go Forward Support Continuity (Phase 2 Mini) 			<ul style="list-style-type: none"> Identify with Positional role Basic Attack and Defence principles Basic Tactical preparation – awareness of Opposition
	PHYSICAL	<ul style="list-style-type: none"> ABCs of movement Co-ordination and Manipulation Flexibility Speed and Locomotion Warm-up / Cool Down 			<ul style="list-style-type: none"> Agility Flexibility Co-ordination and Manipulation Balance – static and dynamic
	MENTAL	<ul style="list-style-type: none"> Self-confidence Self-esteem Positive attitude to sport Tolerance 			<ul style="list-style-type: none"> Goal setting- short term Patience Control Concentration
	LIFESTYLE / PERSONAL	<ul style="list-style-type: none"> Social skills Fairness Self-control Creative thinking 			<ul style="list-style-type: none"> Personal responsibility Interpersonal skills Ambition to improve

TRAIN TO TRAIN	TRAIN TO COMPETE	TRAIN TO WIN	RETIREMENT / RETENTION
15 – 17 +/- & ADULT to JUNIOR 2	18 – 21 +/- & ADULT JUNIOR 1 AND ABOVE	21 +/- & SENIOR REPRESENTATIVE	Enter at any stage
Early Puberty Late Puberty	Late Puberty Early Adulthood	Early Adulthood Adulthood	
“The performance of Rugby Skills to achieve the Principles of Play in a match”	“The performance of Multi-Functional Roles under match conditions”	“Improvisation and Problem-solving under match conditions”	‘To enjoy a healthy lifestyle & retain participants for administrative, coaching, officiating, mentoring or supporting roles’
Build the Engine Endurance with the on-set of PHV Strength with the on-set of menarchie for females And 12-18 month after PHV for males Second Speed Window F: 11-13; M: 13-16	Individualise and optimise fitness	Individualise and maximize fitness	
<ul style="list-style-type: none"> Unit and Ind. Skills used to achieve Team Play Development of Position Specific Skills 	<ul style="list-style-type: none"> Development of Functional Roles and problem- solving abilities within Individual, Unit and Team skills 	<ul style="list-style-type: none"> Mastery of Individual and Position Specific skills at a High-Performance level. 	<ul style="list-style-type: none"> Retain appropriate recreational interest Apply knowledge in coaching / mentoring / tutoring capacity.
<ul style="list-style-type: none"> Understanding “Game Plan” Implement Patterns of Play Selection of Tactical options Pressure – achieving the Principles of Play 	<ul style="list-style-type: none"> Implement problem-solving strategies Identities of Rugby Develop Mini-unit strategies Game Appreciation 	<ul style="list-style-type: none"> Implement Performance Analysis Ability to Adapt Tactical strategies during a match Prioritise Pressure – Possession / Position / Points Identify Opposition tactical strengths and weaknesses 	<ul style="list-style-type: none"> Retain appropriate recreational interest Apply knowledge in coaching / mentoring / tutoring capacity.
<ul style="list-style-type: none"> Strength Power Speed and Acceleration Pre-habilitation Sports specific multi-activity endurance Individual specific flexibility due to PHV 	<ul style="list-style-type: none"> Multi-sprint Endurance Strength and Power Speed, Agility & Quickness Position specific conditioning Periodised training Recovery routines 	<ul style="list-style-type: none"> Multi-sprint Endurance Strength and Power Speed, Agility & Quickness Position specific conditioning Periodised training Recovery routines Individualised programs 	<ul style="list-style-type: none"> Keep active through recreational and other sporting activities Flexibility, endurance, strength training
<ul style="list-style-type: none"> Motivation Goal setting – medium term Determination 	<ul style="list-style-type: none"> Pre-match preparation Controlled breathing Coping with Arousal and Anxiety Goal setting – long term 	<ul style="list-style-type: none"> Mental relaxation Imagery Coping strategies Self-Awareness Profiling 	<ul style="list-style-type: none"> Adjustment to non-participation environment
<ul style="list-style-type: none"> Independent thinking Ambition – career options Self-identity Role model role 	<ul style="list-style-type: none"> Principle-centred values Life management Self-reliance Coping with failure 	<ul style="list-style-type: none"> Self-reliance Patience to achieve long-term goals Positive use of Power / Influence Life management 	<ul style="list-style-type: none"> Pursue personal & family goals Pursue further self-development Possible engagement in rugby development initiatives Appropriate nutrition



DEFINITIONS

Technical Capacities

Knowledge and understanding of rugby specific skills necessary to play the game efficiently.

Tactical Capacities

Knowledge and understanding of the game and application of its principles to achieve goals.

Physical Capacities

Knowledge and understanding of the physical components specifically related to maturation and development.

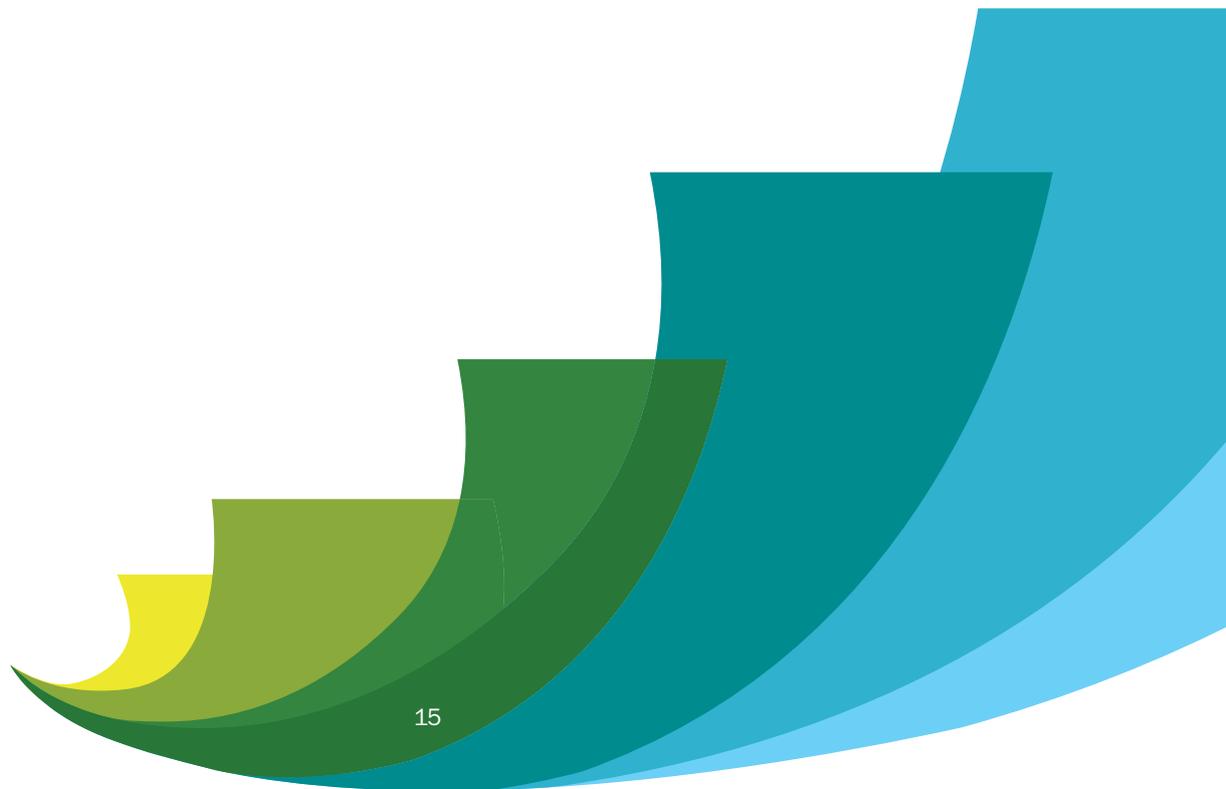
Mental Capacities

Knowledge and understanding of the psychological skills and strategies related to effective performance.

Personal & Lifestyle Capacities

Knowledge and understanding of issues related to self-awareness, self-development and establishing a balanced perspective.

LONG TERM PLAYER DEVELOPMENT PLAYER CAPACITIES



A photograph of three young boys in rugby gear on a grassy field. They are wearing dark jerseys with light-colored accents and dark shorts. The boy on the left is wearing a dark helmet with a white stripe and has his mouth open as if shouting or cheering. The boy in the middle is looking towards the boy on the left. The boy on the right is wearing a dark helmet with a white stripe and has a serious expression. The background is a blurred green field. The entire image has a blue tint.

STAGE 1 FUNdamental PHASE

Mini Rugby Coaching Course

“Fun, Safety, Basic Skills and Understanding”

Technical Capacities

Phase 1 “Fun and Enjoyment” (age 6-8) Development through structured Play	
1	EVASION SKILLS <ul style="list-style-type: none"> • Change of Pace
2	HANDLING SKILLS <ul style="list-style-type: none"> • Throwing • Catching • Lateral Pass • Picking Ball off the Ground • Placing the Ball on the Ground
3	CONTACT SKILLS <ul style="list-style-type: none"> • Confidence in contact • Modified tackling
4	SCRUM SKILLS <ul style="list-style-type: none"> • Individual Body Positions - Safety • Feeding the Scrum • Striking the Ball
5	LINEOUT SKILLS <ul style="list-style-type: none"> • Throwing • Jumping and Catching • Delivery of the Ball
6	BACKLINE ATTACK <ul style="list-style-type: none"> • Alignment • Running and Passing

Phase 2 “Fun, Safety and Basic Skills” (age 8-10) Consolidate and Develop Phase 1 Skills	
1	EVASION SKILLS <ul style="list-style-type: none"> • Side Step
2	HANDLING SKILLS <ul style="list-style-type: none"> • Lateral Pass/Decision Making (2v1 and 3v2) • Pick and Pass • Sweep Pass
3	CONTACT SKILLS <ul style="list-style-type: none"> • Side Tackle • Front Tackle • Falling and Placing the Ball • Getting Back on your feet – rejoin the game
4	MAUL SKILLS <ul style="list-style-type: none"> • Ball Carrier – Stability and Ball Presentation • Link Player – Body Position, Secure and Deliver Ball • Support Players – Bind and Protect



5	RUCK SKILLS
	<ul style="list-style-type: none"> • Ball Carrier – Ball Presentation
	<ul style="list-style-type: none"> • Link Player – Body Position & Ball Protection
	<ul style="list-style-type: none"> • Support Players – Bind and Drive
6	SCRUM SKILLS (UP TO 5-MAN)
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Engagement
	<ul style="list-style-type: none"> • Striking and Channelling
	<ul style="list-style-type: none"> • Delivery
7	LINEOUT SKILLS
	<ul style="list-style-type: none"> • Formation – Supports and Catcher
	<ul style="list-style-type: none"> • Support and Protect the Catcher
8	BACKLINE ATTACK
	<ul style="list-style-type: none"> • Re-Alignment
	<ul style="list-style-type: none"> • Support Running

Phase 3 “Basic Skills and Understanding” (age 10-12) Consolidate and Develop Phase 2 Skills	
1	EVASION SKILLS
	<ul style="list-style-type: none"> • Swerve
	<ul style="list-style-type: none"> • Hand-Off
2	HANDLING SKILLS
	<ul style="list-style-type: none"> • Switch
	<ul style="list-style-type: none"> • Loop
	<ul style="list-style-type: none"> • Decision Making-Creating Space
3	CONTACT SKILLS
	<ul style="list-style-type: none"> • Tackle from Behind
	<ul style="list-style-type: none"> • Passing out of the Tackle
	<ul style="list-style-type: none"> • Gaining Possession in the Tackle
4	MAUL SKILLS
	<ul style="list-style-type: none"> • Support Players-Bend, Bind and Drive
5	RUCK SKILLS
	<ul style="list-style-type: none"> • Ball Carrier – Drive and Place
	<ul style="list-style-type: none"> • Link/Support Players –Bend, Bind and Drive
6	SCRUM SKILLS (5-MAN)
	<ul style="list-style-type: none"> • Individual Body Positions – Stability
	<ul style="list-style-type: none"> • Develop Co-ordination of the Unit
	<ul style="list-style-type: none"> • Safety – Managing a collapsed Scrum
7	LINEOUT SKILLS
	<ul style="list-style-type: none"> • Catcher and Supports – Lineout to Maul
8	BACKLINE ATTACK
	<ul style="list-style-type: none"> • Identify and Attack Space
	<ul style="list-style-type: none"> • Using Patterns of Attack
9	KICKING AND CATCHING
	<ul style="list-style-type: none"> • Grubber
	<ul style="list-style-type: none"> • Chip



	<ul style="list-style-type: none"> • Punt
	<ul style="list-style-type: none"> • Fielding of the Ball in the air.

Tactical Capacities

Phase 1 “Fun and Enjoyment” (age 6-8) Development through structured Play	
1	LAWS/ETHICS
	<ul style="list-style-type: none"> • Knowledge of Leprechaun Rugby/Mini Rugby Laws
	- Pass backwards
	- Offside
	- “Tackle”
	<ul style="list-style-type: none"> • Concepts of Fair Play and Friendly ‘competition’
2	THE GAME
	<ul style="list-style-type: none"> • Play Modified Contact/Leprechaun Rugby (up to 8-a-side)
3	PRINCIPLES
	<ul style="list-style-type: none"> • Go Forward – Running and Evasion (attack) & modified tackling (defence)
	<ul style="list-style-type: none"> • Support – Pass Backwards to Support (attack) & assist to regain possession (defence)
Phase 2 “Fun, Safety and Basic Skills” (age 8-10) Consolidate and Develop Phase 1 Skills	
1	LAWS/ETHICS
	<ul style="list-style-type: none"> • Knowledge of Mini Laws
	- Lineout
	- Scrum
	- Ruck and Maul
	- Advantage
	<ul style="list-style-type: none"> • Concepts of Honesty and Responsibility
2	THE GAME
	<ul style="list-style-type: none"> • Play Full tackle – small sided games (up to 10-a-side)
3	PRINCIPLES
	<ul style="list-style-type: none"> • Possession – Units as sources of possession
	<ul style="list-style-type: none"> • Continuity – maintain Possession
Phase 3 “Basic Skills and Understanding” (age 10-12) Consolidate and Develop Phase 2 Skills	
1	LAWS/ ETHICS
	<ul style="list-style-type: none"> • The Tackle situation
	<ul style="list-style-type: none"> • Concepts of Sporting Conduct & Perspective on Sport
2	THE GAME
	<ul style="list-style-type: none"> • Play up to 12-a-side
	<ul style="list-style-type: none"> • Awareness of Basic Positional roles at set-piece
3	PRINCIPLES
	<ul style="list-style-type: none"> • Defence-regaining Possession
	<ul style="list-style-type: none"> • Introduction to Team Play (collective action in Attack & Defence)



Physical Capacities

Phase 1 “Fun and Enjoyment” (age 6-8) Development through structured Play	
1	AGILITY
2	AWARENESS OF BODY IN SPACE
3	BALANCE – STATIC AND DYNAMIC
4	CO-ORDINATION AND MANIPULATION
5	SPEED AND LOCOMOTION
Phase 2 “Fun, Safety and Basic Skills” (age 8-10) Consolidate and Develop Phase 1 Skills	
6	AGILITY
7	AWARENESS OF BODY IN SPACE
8	BALANCE – STATIC AND DYNAMIC
9	CO-ORDINATION AND MANIPULATION
10	SPEED AND LOCOMOTION

Phase 3 “Basic Skills and Understanding” (age 10-12) Consolidate and Develop Phase 2 Skills	
11	AGILITY
12	AWARENESS OF BODY IN SPACE
13	BALANCE – STATIC AND DYNAMIC
14	CO-ORDINATION AND MANIPULATION
15	SPEED AND LOCOMOTION
16	WARM-UP AND COOL-DOWN
17	TRIPLE EXTENSION (INTRODUCTION)

Mental Capacities

Phase 1 “Fun and Enjoyment” (age 6-8) Development through Structured Play	
1	SELF CONFIDENCE
2	POSITIVE ATTITUDE TO SPORT
3	SELF ESTEEM
Phase 2 “Fun, Safety and Basic Skills” (age 8-10) Consolidate and Develop Phase 1 Skills	
4	TOLERANCE
5	FOCUS AND CONCENTRATION
Phase 3 “Basic Skills and Understanding” (age 10-12) Consolidate and Develop Phase 2 Skills	
6	DEVELOPMENT OF SELF-IMAGE
7	SOCIAL CONFIDENCE – RESPONSE TO POSITIVE REINFORCEMENT
8	ENTHUSIASM AND COMMITMENT



Personal & Life-Style Capacities

Phase 1 “Fun and Enjoyment” (age 6-8) <i>Development through structured Play</i>	
1	CO-OPERATION
2	BASIC SOCIALISATION SKILLS
3	SHARING
4	FAIRNESS
Phase 2 “Fun, Safety and Basic Skills” (age 8-10) <i>Consolidate and Develop Phase 1 Skills</i>	
5	POSITIVE RESPONSE TO DISCIPLINE AND STRUCTURE
6	SELF-CONTROL – BALANCE PERSONAL NEEDS/WANTS WITH OTHERS
7	SELF EXPRESSION
Phase 3 “Basic Skills and Understanding” (age 10-12) <i>Consolidate and Develop Phase 2 Skills</i>	
8	IDENTIFICATION WITH POSITIVE ROLE MODELS
9	CREATIVE THINKING
10	COMMUNICATION SKILLS
11	WORK AS PART OF A “TEAM”
12	AWARENESS OF HEALTH AND SAFETY ISSUES





STAGE 2
LEARN TO PLAY &
PRACTICE PHASE

Foundation Level Coaching Course

“Safe and Enjoyable experience of the 15-a-side game” (age 12-14)

Technical Capacities

1	EVASION SKILLS -1V1
	• Change of Pace
	• Side Step
	• Swerve
	• Hand Off
2	HANDLING SKILLS-MAINTAINING CONTINUITY OF ATTACK
	• Throwing and Catching
	• Lateral Passing and Receiving
	• Decision Making – Preserving Space
	• Decision Making – Creating Space
	• Spin Pass
	• Pick and Place
3	CONTACT SKILLS – DEFENCE
	• Gaining Possession in the Tackle
	• Front, Side and Rear Tackles
	• Contact Skills – Attack
	• Placing the Ball in the Tackle
	• Passing Around the Tackle
	• Passing Out of the Tackle
4	MAUL SKILLS - MAINTAIN CONTINUITY IN A “STANDING “ TACKLE
	• Ball Carrier – establish strong base and protect Ball
	• Link Player –Secure Possession and deliver Ball
	• Support Players – Bend, Bind and Drive
5	RUCK SKILLS – RECYCLE QUICK POSSESSION IN THE TACKLE
	• Ball Carrier – Ball Presentation
	• Link/Support Players – Protect Ball Carrier and Secure Ball
	Ruck Skills – Creating a Ruck to maintain Continuity
	• Ball Carrier – goes to ground/places ball while driving
	• Link/Support Players – Protect Ball Carrier & Secure Ball.
6	SCRUM SKILLS – ATTACK (8 MAN) – INTRODUCTION OF BACK-ROW
	• Formation
	• Engagement
	• Put-in and Strike
	• Channelling – Channel 1 and 2
	• Delivery and Use of the Ball
	Scrum Skills – Defence (8 man)



	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Engagement
	<ul style="list-style-type: none"> • Contesting Possession
7	LINEOUT SKILLS –ATTACK – (8 MAN)
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Calls, Communication & Variations
	<ul style="list-style-type: none"> • Movement & reaction
	<ul style="list-style-type: none"> • Throw, Jump, Catch and Bind
	<ul style="list-style-type: none"> • Delivery and Use of the Ball
	Lineout Skills – Defence – (8 man)
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Movement/Reaction
	<ul style="list-style-type: none"> • Contest Possession
	<ul style="list-style-type: none"> • Prevent Territory Being Gained
8	BACKLINE ATTACK – FROM SCRUM, LINEOUTS AND PHASE PLAY
	<ul style="list-style-type: none"> • Positioning and Alignment – (to allow range of options)
	<ul style="list-style-type: none"> • Identification of Space – (selection of pattern)
	<ul style="list-style-type: none"> • Angles of run – (to preserve/create Space)
	<ul style="list-style-type: none"> • Timing of Pass – (to hold defenders)
	<ul style="list-style-type: none"> • Penetrating defence –(with an unmarked player)
	<ul style="list-style-type: none"> • Support Ball Carrier (to continue Attack)
9	KICKING AND CATCHING – TO GO FORWARD AND EXPLOIT SPACE
	<ul style="list-style-type: none"> • Grubber and Chip (1v1)
	<ul style="list-style-type: none"> • Punt (to gain ground)
	<ul style="list-style-type: none"> • Fielding the Ball-gain/regain Possession
10	DEFENCE-PREVENT PENETRATION THROUGH INITIAL DEFENCE LINE
	<ul style="list-style-type: none"> • Alignment (to one another)
	<ul style="list-style-type: none"> • Move Forward (maintain alignment)
	<ul style="list-style-type: none"> • React to emerging threat (flexibility)
	<ul style="list-style-type: none"> • Tackle (to prevent territory being gained)
11	RESTARTS – TO GAIN/REGAIN POSSESSION OF THE BALL
	Receiving team -
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Catch/Deflect the Ball
	<ul style="list-style-type: none"> • Protect and Deliver the Ball
	Kicking Team -
	<ul style="list-style-type: none"> • Drop-Kick
	<ul style="list-style-type: none"> • Move Forward in a Pattern (to apply Pressure)
	<ul style="list-style-type: none"> • Contest Possession



Tactical Capacities

1	LAWS/ETHICS
	<ul style="list-style-type: none"> • Personal Responsibility for Behaviour and Actions • Understand basic Laws of 15-a-side game
2	THE GAME
	<ul style="list-style-type: none"> • Play 15-a-side game • Basic Tactical preparation – awareness of Opposition • Introduction to structured Competition • Identify with Positional Role
3	PRINCIPLES
	<ul style="list-style-type: none"> • Go Forward – include basic Kicking strategies • Support – to maintain Continuity in Attack • Team Play –Attack and Defence (collective action in Attack & Defence)

Physical Capacities

1	BALANCE
2	CO-ORDINATION AND MANIPULATION
3	SPEED AND LOCOMOTION
4	AGILITY
5	AWARENESS OF BODY IN SPACE
6	FLEXIBILITY AND MOBILITY
7	STRENGTH – (INCLUDING TRIPLE EXTENSION)

Mental Capacities

1	GOAL SETTING – SHORT TERM
2	PATIENCE
3	SELF-CONTROL
4	CONCENTRATION – FOCUS ON KEY FACTORS

Personal & Life-Style Capacities

1	PERSONAL RESPONSIBILITY
2	AMBITION – COMMITMENT TO IMPROVE
3	INTERPERSONAL SKILLS
4	AWARENESS AND ACCEPTANCE OF PUBESCENT DEVELOPMENTS
5	SOCIAL RESPONSIBILITY
6	GOOD HEALTH AND HYGIENE PRACTICE





STAGE 3 TRAIN TO TRAIN PHASE

Level 1 - Coaching Course

“The performance of Rugby Skills to achieve the Principles of Play in a match” (Age 15-17 & Adult up to J2)

Technical Capacities

Development of Skills

1	EVASION SKILLS – MODIFIED GAMES/MATCH CONDITIONS
	• Change of Pace
	• Side Step
	• Swerve
	• Hand off
2	HANDLING SKILLS - TO BEAT DEFENDERS
	• Throwing and Catching
	• Lateral passing and Receiving
	• Decision making – Preserving Space
	• Decision making – Creating Space
	• Spin Pass
3	CONTACT SKILLS – DEFENCE – (MATCH CONDITIONS)
	• Gaining Possession in the Tackle
	• Front, Side and Rear Tackles
	Contact Skills – Attack –(select best option in match)
	• Placing the Ball in the Tackle
	• Passing Around the Tackle
	• Passing Out of the Tackle
	• Pick and Play
4	MAUL SKILLS – DEVELOP PLATFORM FOR ATTACK
	• Ball Carrier – establish strong base and protect Ball
	• Link Player – secure Possession, perform best option
	• Support Players – Support Link Player
5	RUCK SKILLS – RECYCLE QUICK POSSESSION IN THE TACKLE
	• Ball Carrier – Ball presentation
	• Link/Support Players-Protect Ball Carrier & secure Ball
	• Ruck Skills - Creating a Ruck to facilitate Attack
	• Ball Carrier - goes to ground/places ball while driving
	• Link/Support Players-Protect Ball Carrier & secure Ball/perform best option
6	SCRUM SKILLS - ATTACK-DEVELOP PLATFORM FOR ATTACK
	• Formation
	• Engagement
	• Application of Pressure
	• Put in and Strike



	<ul style="list-style-type: none"> • Channelling – Channel 1 and 2
	<ul style="list-style-type: none"> • Delivery and Use of the Ball
	<ul style="list-style-type: none"> • Scrum Skills - Defence-Disruption of quality Possession
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Engagement
	<ul style="list-style-type: none"> • Application of Pressure
	<ul style="list-style-type: none"> • Contesting Possession
7	LINEOUT SKILLS – ATTACK - DEVELOP PLATFORM FOR ATTACK
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Calls, Communication & Variations
	<ul style="list-style-type: none"> • Movement & reaction
	<ul style="list-style-type: none"> • Throw, Jump, Catch and Support
	<ul style="list-style-type: none"> • Delivery and Use of the Ball-best option
	Lineout Skills - Defence-Disruption of quality Possession
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Movement/Reaction
	<ul style="list-style-type: none"> • Contest Possession
	<ul style="list-style-type: none"> • Prevent Territory being gained
8	BACKLINE ATTACK-MULTIPLE PHASES IN MATCH CONDITIONS
	<ul style="list-style-type: none"> • Positioning and Alignment – (to allow range of options)
	<ul style="list-style-type: none"> • Identification of Space – (selection of pattern)
	<ul style="list-style-type: none"> • Angles of run-(to preserve/create Space)
	<ul style="list-style-type: none"> • Timing of Pass – (to hold defenders)
	<ul style="list-style-type: none"> • Penetrating defence-(with an unmarked player)
	<ul style="list-style-type: none"> • Support Ball Carrier-(to continue Attack)
	<ul style="list-style-type: none"> • Awareness of formal Role in a pattern
9	KICKING AND CATCHING – TO GO FORWARD AND EXPLOIT SPACE
	<ul style="list-style-type: none"> • Grubber and Chip (in game context)
	<ul style="list-style-type: none"> • Punt (to gain ground)
	<ul style="list-style-type: none"> • Fielding the Ball – Gain/regain Possession
10	DEFENCE-PREVENT PENETRATION THROUGH INITIAL DEFENCE LINE AND ATTEMPT TO REGAIN POSSESSION
	<ul style="list-style-type: none"> • Alignment (to one another)
	<ul style="list-style-type: none"> • Move Forward (maintain alignment)
	<ul style="list-style-type: none"> • React to emerging threat (flexibility)
	<ul style="list-style-type: none"> • Tackle (to prevent territory being gained)
	<ul style="list-style-type: none"> • Support (to regain Possession)
11	RESTARTS-TO GAIN/REGAIN POSSESSION OF THE BALL
	Receiving team -
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Catch/Deflect the Ball
	<ul style="list-style-type: none"> • Protect and Deliver the Ball
	<ul style="list-style-type: none"> • Use platform to Attack
	Kicking Team-



	<ul style="list-style-type: none"> • Drop-Kick
	<ul style="list-style-type: none"> • Move Forward in a Pattern –(to apply Pressure)
	<ul style="list-style-type: none"> • Contest Possession/Prevent territory being gained
12	SUPPORT-TO FACILITATE ATTACK AND DEFENCE PATTERNS
	<ul style="list-style-type: none"> • Anticipate how play will develop
	<ul style="list-style-type: none"> • Appropriate lines of running
	<ul style="list-style-type: none"> • Appropriate Positioning-Depth and Width
	<ul style="list-style-type: none"> • Perform best option of Support

Tactical Capacities

1	LAWS/ETHICS
	<ul style="list-style-type: none"> • Appreciation of the consequences of Actions • Knowledge of Law 'penalties'/sanctions
2	THE GAME
	<ul style="list-style-type: none"> • Effective set-piece play • Understand Game Plan • Choice/Selection of Tactical Options - exploit Space • Develop Position Specific requirements
3	PRINCIPLE
	<ul style="list-style-type: none"> • Pressure-achieving Principles of Play

Physical Capacities

1	FUNDAMENTAL SKILLS
2	STRENGTH
3	POWER (INCLUDING TRIPLE EXTENSION)
4	MOBILITY
5	SPEED, ACCELERATION
6	MULTI-ACTIVITY ENDURANCE-SPORTS SPECIFIC
7	PRE-HABILITATION

Mental Capacities

1	MOTIVATION
2	GOAL SETTING-MEDIUM TERM
3	DETERMINATION
4	CONCENTRATION ON KEY TASKS AND KEY FACTORS



Personal & Life-Style Capacities

1	INDEPENDENT THINKING
2	AMBITION - PLAN CAREER OPTIONS
3	ACCEPTANCE OF STRUCTURE AND DISCIPLINE
4	ROLE MODEL FOR YOUNGER CHILDREN
5	ESTABLISHED SELF-IDENTITY
6	LIFE-BALANCE-COPING WITH PRESSURES





STAGE 4 TRAIN TO COMPETE PHASE

Level 2 - Coaching Course

“The performance of multi-functional Roles under match conditions” (Age 18-21 & Adult J1 to Senior XV)

Technical Capacities

Selection and Performance of Skills under match conditions

1	EVASION SKILLS
	• Change of Pace
	• Side Step
	• Swerve
	• Hand off
2	HANDLING SKILLS – TO BEAT DEFENDERS
	• Throwing and Catching
	• Lateral Passing and Receiving
	• Decision Making-Preserving Space
	• Decision Making-Creating Space
	• Spin Pass
3	CONTACT SKILLS-DEFENCE
	• Gaining Possession in the Tackle
	• Front, Side and Rear Tackles
	• Contact Skills-Attack –(perform Multi-Functional Roles)
	• Ball Carrier-choose best option
	• 1st Support Player-react to Ball Carrier
	• Other Supporting Players-react appropriately to the situation
4	MAUL SKILLS-(PERFORM MULTI-FUNCTIONAL ROLES)
	• Ball Carrier-establish strong base and protect Ball
	• Link Player-secure Possession, perform best option
	• Support Players-Support Link Player
5	RUCK SKILLS-(PERFORM MULTI-FUNCTIONAL ROLES)
	• Ball Carrier-Choose best option
	• Link/Support Players-react to Ball carrier/situation
6	SCRUM SKILLS-ATTACK-REACT TO OPPOSITION PRESSURE
	• Formation
	• Engagement
	• Application of Pressure
	• Put in and Strike
	• Channelling-Channel 1, 2 and 3
	• Delivery and Use of the Ball
	• Scrum Skills - Defence-Attacking Opposition weakness
	• Formation
	• Engagement
	• Application of Pressure
	• Contesting Possession



7	LINEOUT SKILLS - ATTACK – PERFORM MULTI-FUNCTIONAL ROLES
	• Thrower-specialist role
	• Jumpers/Catchers
	• Decoys/Options
	• Supports
	• Distributors
	Lineout Skills - Defence-Perform Multi-Functional Roles
	• Jumpers/Catchers
	• Supports
8	BACKLINE ATTACK – PERFORM MULTI-FUNCTIONAL ROLES
	• Distributor
	• Decoy
	• Playmaker
	• Support
	• Striker
9	KICKING AND CATCHING – TO GO FORWARD AND EXPLOIT SPACE
	• Grubber and Chip (in game context)
	• Punt (to gain ground)
	• Fielding the Ball-gain/regain Possession
10	DEFENCE - PERFORM MULTI-FUNCTIONAL ROLES
	• Tackler-prevent territory being gained/regain Possession
	• 1st Support Player-react to Tackler
	• Other Supporting Players-react to situation
11	RESTARTS - PERFORM MULTI-FUNCTIONAL ROLES
	• Receiving Team
	• Catcher
	• Supports
	Kicking Team
	• Kicker-specialist role
	• Jumper/Catcher
	• Supports
12	• SUPPORT-PERFORM MULTI-FUNCTIONAL ROLES
	• 1st Support Player - choose best option
	• Other Supporting Players - react appropriately to the situation
13	COUNTER ATTACK-PERFORM MULTI-FUNCTIONAL ROLES
	• Catcher/Ball Carrier
	• Initiator
	• Supporting Player



Tactical Capacities

1	LAWS/ETHICS
	<ul style="list-style-type: none"> • Appreciation of Laws, Rulings and interpretations. • Appreciation of 'Role Model' responsibilities
2	THE GAME
	<ul style="list-style-type: none"> • Implement problem-solving strategies-Identities of Rugby • Implement Tactical Options to achieve Game Plan • Develop and Implement mini-unit/partnership strategies • Awareness of Opposition tactical strengths/weaknesses • Evolve Position Specific requirements
3	PRINCIPLES
	<ul style="list-style-type: none"> • Game Appreciation – Choosing best options

Physical Capacities

1	MULTI-SPRINT ENDURANCE
2	STRENGTH AND POWER
3	SPEED, AGILITY & QUICKNESS
4	SPORTS AND POSITION SPECIFIC CONDITIONING
5	PERIODISED TRAINING PROGRAMME
6	INDIVIDUALISED TRAINING PROGRAMME
7	ESTABLISH RECOVERY ROUTES

Mental Capacities

1	PRE-MATCH PREPARATION
2	INDIVIDUALISED WARM-UP ROUTINES
3	CONTROLLED BREATHING
4	PHYSICAL RELAXATION – P.M.R.
5	UNDERSTANDING / COPING WITH AROUSAL AND ANXIETY
6	GOAL SETTING - LONG TERM
7	CONCENTRATION – FUNCTIONAL ROLES



Personal & Life-Style Capacities

1	PRINCIPLE-CENTRED VALUES
2	PURSUE FURTHER EDUCATION / DEVELOPMENT
3	INTEGRATION OF SPORT, CAREER AND LIFE GOALS
4	ECONOMIC AND INDEPENDENCE MANAGEMENT
5	AWARENESS OF LEADERSHIP DEMANDS AND RESPONSIBILITIES
6	COPING WITH SET-BACKS / FAILURE
	<i>(ADULT / NON-AGE-GRADE RUGBY)</i>
1	SELF-RELIANCE
2	PATIENCE TO ACHIEVE LONG TERM GOALS
3	PROFESSIONAL – PERSONAL LIFE MANAGEMENT
4	OPENNESS TO FURTHER DEVELOPMENT OPPORTUNITIES





STAGE 5
TRAIN TO WIN
PHASE

Level 3 - Coaching Course

“Improvisation and Problem-solving under match conditions” (Senior Representative)

Technical Capacities

Ability to Improvise Individual Skills to Enhance Performance

1	EVASION SKILLS
	• Change of Pace
	• Side Step
	• Swerve
	• Hand Off
2	HANDLING SKILLS – TO BEAT DEFENDERS
	• Throwing and Catching
	• Lateral Passing and Receiving
	• Decision Making – Preserving Space
	• Decision Making – Creating Space
	• Spin Pass
3	KICKING AND CATCHING – TO GO FORWARD AND EXPLOIT SPACE
	• Grubber and Chip (in game context)
	• Punt (to gain ground)
	• Catching/Fielding the Ball – gain/regain Possession
4	CONTACT SKILLS – DEFENCE
	• Gaining Possession in the Tackle
	• Front, Side and Rear Tackles
	• Ability to Problem-solve through the application of Multi-functional roles
5	CONTACT SKILLS- ATTACK –(PERFORM MULTI-FUNCTIONAL ROLES)
	• Ball Carrier-Choose best option
	• 1st Support Player-react to Ball Carrier
	• Other Supporting players – react to situation.
6	• Maul Skills – (perform Multi-Functional Roles)
	• Ball Carrier – establish strong base and protect Ball
	• Link Player – secure Possession, perform best option
	• Support Players – Support Link Player
7	RUCK SKILLS – (PERFORM MULTI-FUNCTIONAL ROLES)
	• Ball Carrier – Choose best option
	• Link/Support Players – react to Ball carrier/situation
8	SCRUM SKILLS – ATTACK – REACT TO OPPOSITION PRESSURE
	• Formation
	• Engagement
	• Application of Pressure
	• Put in and Strike
	• Channelling – Channel 1, 2 and 3



	<ul style="list-style-type: none"> • Delivery and Use of the Ball
	Scrum Skills – Defence – Attacking Opposition weakness
	<ul style="list-style-type: none"> • Formation
	<ul style="list-style-type: none"> • Engagement
	<ul style="list-style-type: none"> • Application of Pressure
	<ul style="list-style-type: none"> • Contesting Possession
9	LINEOUT SKILLS – ATTACK – PERFORM MULTI-FUNCTIONAL ROLES
	<ul style="list-style-type: none"> • Thrower –specialist role
	<ul style="list-style-type: none"> • Jumpers/Catchers
	<ul style="list-style-type: none"> • Decoys / Options
	<ul style="list-style-type: none"> • Supports
	<ul style="list-style-type: none"> • Distributors
	Lineout Skills - Defence-Perform Multi-Functional Roles
	<ul style="list-style-type: none"> • Jumpers/Catchers
	<ul style="list-style-type: none"> • Supporters
10	BACKLINE ATTACK – PERFORM MULTI-FUNCTIONAL ROLES
	<ul style="list-style-type: none"> • Distributor
	<ul style="list-style-type: none"> • Decoy
	<ul style="list-style-type: none"> • Playmaker
	<ul style="list-style-type: none"> • Support
	<ul style="list-style-type: none"> • Striker
11	DEFENCE - PERFORM MULTI-FUNCTIONAL ROLES
	<ul style="list-style-type: none"> • Tackler-prevent territory being gained/regain Possession
	<ul style="list-style-type: none"> • 1st Support Player - react to Tackler
	<ul style="list-style-type: none"> • Other Supporting Players – react to situation
12	RESTARTS-PERFORM MULTI-FUNCTIONAL ROLES
	Receiving team
	<ul style="list-style-type: none"> • Catcher
	<ul style="list-style-type: none"> • SUPPORTS
	Kicking Team
	<ul style="list-style-type: none"> • Kicker – specialist role
	<ul style="list-style-type: none"> • Jumper/Catcher
	<ul style="list-style-type: none"> • Supports
13	SUPPORT - PERFORM MULTI-FUNCTIONAL ROLES
	<ul style="list-style-type: none"> • 1st Support Player-choose best option
	<ul style="list-style-type: none"> • Other Supporting Players-react to situation
14	COUNTER ATTACK - PERFORM MULTI-FUNCTIONAL ROLES
	<ul style="list-style-type: none"> • Catcher/Ball Carrier
	<ul style="list-style-type: none"> • Initiator
	<ul style="list-style-type: none"> • Supporting Player



Tactical Capacities

1	LAWS/ETHICS
	<ul style="list-style-type: none"> • Utilisation of Laws/rulings to develop match strategies • Fulfil "Role Model" responsibilities
2	THE GAME
	<ul style="list-style-type: none"> • Implement Performance Analysis – Individual/Team • Identification of Opposition tactical strengths / weaknesses • Implement specific Game Plan(s) – based on Opposition • Ability to Adapt Tactical strategies during a match • Consideration of tactical developments in world rugby • Mastery of Position Specific requirements
3	PRINCIPLES
	<ul style="list-style-type: none"> • Prioritise 'Pressure' – Possession/Position/Points

Physical Capacities

1	MULTI-SPRINT ENDURANCE
2	STRENGTH AND POWER
3	SPEED, AGILITY & QUICKNESS
4	SPORTS AND POSITION SPECIFIC CONDITIONING
5	PERIODISED TRAINING PROGRAMME
6	INDIVIDUALISED TRAINING PROGRAMME
7	WELL-ESTABLISHED RECOVERY ROUTINES

Mental Capacities

1	MENTAL RELAXATION
2	MENTAL IMAGERY
3	COPING STRATEGIES – MATCH & PRE-MATCH STRATEGIES
4	SELF AWARENESS - THROUGH PROFILING
5	CONCENTRATION-STRATEGIES AND TACTICS

Personal & Life-Style Capacities

1	SELF RELIANCE
2	PATIENCE TO ACHIEVE LONG TERM GOALS
3	PROFESSIONAL AND PERSONAL LIFE MANAGEMENT
4	OPENNESS TO FURTHER DEVELOPMENT OPPORTUNITIES
5	POSITIVE USE OF INFLUENCE/POWER
6	THE PURSUIT OF EXCELLENCE



How do I find out more about the I.R.F.U. Long Term Player Development Programme?

Please contact your local Rugby Branch and ask for the Rugby Development office.

Munster Branch	Musgrave Park Pearse Road, Cork 021 4323563
Leinster Branch	55 Main Street Donnybrook, Dublin 4 01 2693224
Connacht Branch	Galway Sportsground College Road, Galway 091 561568
Ulster Branch	Ravenhill Grounds 85 Ravenhill Park, Belfast, BT6 ODG 048 90 493111

What other resources are available?

Please log-on to the I.R.F.U. website at: www.IrishRugby.ie to view and download this booklet as well as the accompanying brochure and other information about the I.R.F.U. Long Term Development Programme.

Acknowledgement

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