

SAMPLE



RUGBY

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About the card sort

- The cards describe competencies, behaviours and qualities in the game of Rugby.
- The sort can be completed by athletes on their own, or in a conversation with a coach, parent or mentor.
- The cards should be used to identify competencies to grow into super strengths or areas to work on.
- On the back of the cards are ideas for actions to support development planning.
- Use the cards at the beginning and end of the season, and following key milestones.

Select cards to sort appropriate for your roles in the team.

Categories of competencies for rugby include:

- team and character
- mental
- physical
- athlete life
- rugby skills – backs
- rugby skills – forwards
- tactical

Turn over to see the full list of competencies.

Mental Skills	Leadership and Character	Athlete Life	Physical	Rugby Skills Forwards	Rugby Skills Backs	Tactics
Motivation and Passion	Growth Mindset	Wellbeing, Life Balance and Career Plan	Avoiding Injury	Catch and Pass	Kicking in General Play	Game Sense and Tactical Play
Self-Belief and Confidence	Team Values and Culture	Support Networks	Aerobic Fitness and Speed Endurance	Tackling	Clearing and Distribution	Tactical Leadership
Performance Preparation	Programme Ownership	Financial Skills, Facilities & Equipment	Strength	Ball Carry	Ball Carry and Evasive Running	Positional Understanding
Performance Focus	Team Person	Mental Health	Speed	Support Play	Support Play	
Performance Review	Leadership	Identity, Purpose and Self-Awareness	Agility	Cleanout	Cleanout	
Composure	Drive and Ambition	Nutrition	Recovery	X-Factor	X-Factor	
Resilience	Competitiveness			Scrum	Place Kicking	
	Work Ethic			Lineout Throwing	Catch and Pass	
	Mastery			Lineout Jumping	Aerial Skills	
	Communication			Lineout Lifting	Tackling	
				Driving Maul		
				Kick-Off Receive		

2

How to use the cards

ATHLETE

1

SORT FOR STRENGTHS

Sort the cards into roughly three even piles with the following black cards forming the top of each set:

- high/strength
- middle/average
- low/work-on; and
- not applicable.

Sort based on your highest level of competition.

2

EXPLAIN/RECORD

Explain reasons for placement, focusing on strengths and areas to work on. Take a photo or fill in the worksheets to record placement to refer back to on review.

3

PRIORITISE

Once completed, pick up the cards sorted as areas to work on. You may also wish to select some strengths to include in your development plan that could become super strengths. Flip over the header cards and sort again for priorities for the next season or training block using the black cards (high, medium, low). Aim to narrow down to not more than two development priorities per category.

Once you have identified your priorities, turn over the cards. The back of the cards have development planning ideas.

Please Turn Over

2

How to use the cards

COACH/ MENTOR

1

INTRODUCTION

Explain the purpose of the process.

Explain the process (see website for more detail) and discuss confidentiality.

Check for comfort and questions.

2

GUIDE

Guide the process.

Question, clarify and summarise to help the athlete identify the critical priorities.

Listen with an open mind, avoid making judgements.

3

PLAN

Record placement of cards with notes. Select priorities emerging from the second sort and identify development actions (see ideas on the back of cards) in collaboration with the athlete.

TIP: You can complete a separate card sort for comparative discussion.

STRENGTH



COMPETENCIES ASSESSED AS A STRENGTH AT THE HIGHEST LEVEL
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

HIGH PRIORITY



COMPETENCIES ASSESSED AS A HIGH PRIORITY FOR
THE NEXT COMPETITION AND TRAINING BLOCK

MIDDLE/AVERAGE



COMPETENCIES ASSESSED AS MIDDLE AT THE HIGHEST LEVEL
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

MEDIUM PRIORITY



COMPETENCIES ASSESSED AS A MEDIUM PRIORITY FOR
THE NEXT COMPETITION AND TRAINING BLOCK

WORK-ON



COMPETENCIES ASSESSED AS AN AREA TO WORK-ON AT THE HIGHEST
LEVEL OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

LOW PRIORITY



COMPETENCIES ASSESSED AS A LOW PRIORITY FOR
THE NEXT COMPETITION AND TRAINING BLOCK

NOT APPLICABLE



THESE ARE EITHER NOT APPLICABLE OR TO BE SORTED AT A LATER DATE



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MENTAL SKILLS[©]

— SORT CARDS —



Composure

- Cool under pressure.
- Does not become defensive or irritated when times are tough.
- Can be counted on to hold things together during tough times.
- Can handle stress.
- Is not knocked off balance by the unexpected.
- Doesn't show frustration when resisted or blocked.
- Continues to communicate positively and effectively with teammates under pressure.
- Maintains confidence in others.
- A settling influence in difficult situations.

Developing Composure

Reflect on the consequences

Discuss with someone (a mentor or coach) the outcomes and impacts of losing your composure. Discuss high profile examples.

Experiment with ways to stay calm, manage focus and eliminate distractions

Feeling stressed or anxious affects your focus. Ask other athletes what they do to manage their mood and focus and stay calm in high-pressure situations. Experiment with different strategies, e.g., breathing control, routines, music, mental imagery or visualisation, cue or focus words, perceptual positioning (NLP) and/or thought dumping/thought stopping.

'Key moment' planning

Performance preparation is key to maintaining composure (*see performance preparation card*).

Write down key moments that might arise and plan what you need to focus on at this time. Assess key moments where you have been super composed or times you have lacked composure, and reflect on what you were thinking. Discuss these moments and the outcomes with a training partner or coach.

'What if' planning

Brainstorm some 'what if' scenarios with a mentor or coach and plan what reaction(s) you will have to each scenario so that you have pre-planned your responses.

Focus on what you can control

Draw a circle. Inside the circle write down everything about your performance that is within your control/sphere of influence (e.g., your actions and attitudes). Next, write down everything that is outside of your control, outside of the circle. Observe and review how much time you spend thinking about and worrying about things on the outside. Practice focus activities. *Also, see performance focus card.*



Motivation and Passion

- Intrinsically motivated to play rugby for the love of the game.
- Enjoys the game, has fun.
- Motivated by internal rather than external rewards.
- Often stays at the end of the training to do something extra.
- Loves to learn more, talk more, and watch more rugby.

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Developing Motivation and Passion for Rugby

Celebrate success

Think about how you can acknowledge and celebrate little milestones or day-to-day success.

Understand your why

Being clear on what drives you and why it is important affects your motivation, self-confidence and enjoyment. Ask yourself the 5 whys, i.e., why do I play my sport x5? Each time you answer the question, drill down to a deeper level of understanding.

OK to make mistakes

When it gets hard, find ways to focus on what you are doing right. Learning from mistakes is important, but don't linger on them. Remember mistakes are part

of learning: 'the biggest mistake you can make, is to not make any'. Talk with your training partners and coach(es) about how you can have fun celebrating successes. Recognise the effort and courage that is required to master a new thing.

Focus on process goals

Are you measuring your success with process goals or outcome goals? Set process goals or checklists to tick off as part of your training week.

Bring back the fun

Brainstorm and implement some ideas to add fun and competitions into training sessions.

Have down time

Plan your down time and use it wisely to recharge your batteries.

Thrive/survive score

Rate yourself regularly on the thrive/survive scale (where -10 is barely surviving and +10 is thriving). Discuss the reasons behind your score with your coach or mentor.

Ownership builds motivation

Reflect on any areas you could take more control or ownership over your programme, discuss it with your coach.



LEADERSHIP AND CHARACTER

— SORT CARDS —



Growth Mindset

- Committed to own improvement and accountable for it.
- Open to advice/feedback, views it positively without defence or excuses, able to evaluate it.
- Learns from successes and failures.
- Uses questioning to engage in self-analysis, increase self-knowledge and assist decision-making.
- Flexible; can adapt to demands in different situations.
- Practices attentive and active listening; has patience to hear people out.
- Can accept and align to coaches' decisions or directives regardless of personal opinion.
- Keen to learn new competencies; willing to try new things.
- A creative problem solver.

Developing Growth Mindset

Learn from 'learning-agile' people

Do you know people who are fast learners? Make a list of those people and talk to them about their attitude to learning.

Self-reflection

When you are learning a new skill, try to figure out for yourself what is going right or wrong. Try different techniques or strategies to see what happens.

Welcome feedback

Feedback is a gift, ask for feedback and welcome it. Make a point of thanking someone who has given you feedback. You get to decide what you will take on board and what you will discard at the end of the day.

Self-reviews

In this card sort process you have been open about your strengths and areas to work on. Make a daily commitment to the action plan you develop from this process.

We get worse before we get better

When you are working on new skills, understand that you may get worse before you get better. Set aside time to practice your weaknesses (e.g., add in 10 mins before or after team training).

Questioning

Does your coach provide opportunities for questioning and self-review? If not, could you discuss with him/her opportunities to do this?

Are you brave enough to ask what might seem like a silly question? As long as your timing and intention is good, you should be treated with respect.



Team Values and Culture

- Aware of self and impact on others.
- Acts in line with team values (during both good times and bad times) and encourages others to do the same.
- Is widely trusted. Is seen as a direct, truthful and humble individual.
- Respects the leadership/shows leadership.
- Is selfless and willing to support the development of others in the team.
- Doesn't misrepresent him/herself for personal gain.
- Can quickly sense what will help or hinder the team to accomplish a goal.
- Can see the bigger picture.
- Builds confidence in others.

Developing Team Values and Culture

Understanding our culture

- Has your team discussed how they are seen from the outside, and how they want to be seen?
- Has your team discussed what moments or events have created those perceptions and how you might go about changing them?
- Is everyone absolutely clear on what behaviours are expected within the 'desired' culture and which are not?
- Have you discussed scenarios and what you would be expected to do?
- Have you discussed consequences of falling short of expectations with the team?

If needed, talk to your coach or captain and encourage them to create this clarity.

Supporting the leaders

If you are a senior player in the team, encourage your captain to organise a regular informal catch up to talk with the other senior players and coach(es). Discuss what you have observed and how you can work together to build the culture you desire. If you are a junior player and you see something that's not quite right, approach a senior player you trust to ask if you can help.

Reflecting on the past

Reflect on the times when you have known a behaviour was outside of what is expected.

Reflect on what action you took and what your motivations were. Reflect on any barriers to taking action and how you would approach the situation in hindsight?

Knowing why it's important

Have you drawn a clear line of sight between the impacts/consequences of not respecting team agreements and the team's ability to be successful?

Using humble enquiry

If you see or hear something that doesn't sit right, try asking a humble question to check others' perceptions.



ATHLETE LIFE[©]

SORT CARDS



Wellbeing, Life Balance and Career Plan

- Actively considers the balance between personal/professional life and rugby.
- Has review processes and practices in place that allow for small or bold adjustments to safeguard alignment with purpose, goals and aspirations.
- Has friends and interests outside of rugby that allow some variety, challenge and stimulation.
- Has a career plan and is actively taking steps towards life after rugby (e.g., study, work, building relationships).
- Thriving (as opposed to surviving).
- Healthy most of the time (no ongoing sickness).

Taking Care of Wellbeing, Life Balance and Career Plan

What is your thrive/survive score?

Rate yourself regularly on the thrive/survive scale (where -10 is barely surviving and +10 is thriving). Discuss the reasons behind your score with your coach or mentor.

Keep getting sick?

Your gut is the centre of your immune system. Research whether there are actions you can take to reduce stress and improve your immunity.

Examine how you spend your time

Is your life one-dimensional? Do you spend all of your time on your sport and only hang out with people related to your sport? Having another way to engage the brain, e.g., study, a job or interest, can help you

stay fresh, continue to enjoy your sport, work towards a career after you retire and provide perspective.

Plan your down time

Look at your week and plan when you have spare time that you could use. Think about how best you can use this time to refresh mentally and physically.

Planning in and using breaks effectively

Look at whether you can plan a complete break in your annual programme. Use this time wisely to refresh; e.g., try something new, do something outside your comfort zone, meet new people. TIP: keep your fitness up during your break through cross training.

Not sure what career you would like to follow?

Write down your strengths/talents and what you are passionate about. Write down the times in your life you have been in flow (when everything has clicked and you've been in your element). Identify industries or the type of work you are interested in. List jobs in which your skills, passions and interests would be matched. Research; have conversations with people you know in careers you are interested in. Consider study to work towards a career pathway.



Mental Health

- Copes with the normal stresses of life, can work productively, and is able to contribute to social groups, work groups and community.
- Can think, feel and act in a way that allows enjoyment of life and an ability to deal with the challenges it presents.
- Will speak easily and openly around feelings when needed.
- Can acknowledge when things become more difficult, identify there is a problem and get help or guidance from a trusted person/advisor.
- Doesn't suffer from feelings of helplessness and hopelessness, loss of interest in daily activities, loss of joy and pleasure, loss of appetite, significant weight changes or sleep changes, anger, irritability or anxiety, loss of energy, self-loathing, escapist or reckless behaviour, concentration problems, and/or unexplained aches and pains.

Taking Care of your Mental Health

Recognising when you need help

Do you have in place (and trust) the mechanisms that trigger you to seek assistance for ongoing periods of mental health challenges?

Support structures

Do you have well developed mental wellbeing support structures (friends, family, mentors)? Think about whether you need to add other people to your support network, identify options and approach them for support.

Use of support structures

Do you **regularly** use your support structures to assist you to work through pressures and challenges that impact the way you think or feel? Think back through when you have used your support structures in the past and whether you are seeking help early enough and whether the support you are receiving is helping you.

Use of professional support people

Do you utilise a range of professional support people to assist with mental wellness planning and coping strategies? Consider:

- Using apps or similar to monitor your mental wellness and state regularly and consistently.
- Seeking recommendations on professional support people from within your network.

Make sure you have contact details of support people in case you need them at all times.



PHYSICAL SKILLS[©]

— SORT CARDS —



Avoiding Injury

- All basic movement patterns are pain free, free of dysfunction and able to be loaded safely to maximise athletic potential in all planes of movement and landing positions.
- Has not had a major injury (or a series of minor injuries) in the past year and does not have a longer-term history of being injury prone.
- Manages workload for repetitive actions progressively, proactively and sensibly.
- Has identified areas of potential weakness (e.g., through a muscle balance assessment) and incorporated strengthening into training.
- Is proactive in dealing with any niggles or injuries, seeing a physiotherapist quickly and communicating well with the coach.
- Follows the physiotherapist's advice when recovering from an injury and is diligent with the rehabilitation programme set.

Tips for Avoiding Injury

Muscle balance assessment

A muscle balance assessment may help you to identify where your weaknesses are and how you can develop whole-of-body functional strength. It may also help you to identify the source of your injuries.

Preventative maintenance

Work with your physiotherapist to identify what you can be doing as part of your everyday routine to help you avoid injury; i.e., stretching and strengthening, technique work, cross-training, off-road running vs on-road running, etc. Once you have identified these things, work on how you can build them seamlessly into your weekly routine, e.g., 10 mins before a gym session or training.

Full recovery post-injury

If you are feeling pressured from your coach or teammates to go back to competing too early, discuss it with your doctor or physiotherapist. Coming back too early can lead to re-injury.

Dealing with niggles proactively

Are you dealing with niggles or injuries proactively? It is important to see a physio quickly and communicate well with your coach to avoid little things turning into bigger problems.

Substituting training content

Discuss with your trainer and physio if there is anything you can change in your training plan to reduce the stress on your body without compromising your physical targets.

Being diligent

Have you set aside time in your day to complete any prevention or recovery exercises? Keep track of your adherence and progress with a chart or diary. If you are struggling with motivation, think about the links between your goals and your ability to be 100% fit, create little reminders, rewards or milestones.



Aerobic Fitness and Speed Endurance

- Optimum aerobic fitness to maintain concentration and technique.
- Strong aerobic base to maintain consistent performances throughout a game and competition (i.e., right volume of aerobic work completed to develop optimum level of aerobic capability for position).
- Ability to perform work at a high intensity over a time period.
- Can perform repeated speed efforts without a significant drop off in speed or skills (despite the build-up of fatigue/acid).
- Can perform in a state of fatigue.

Developing Aerobic Fitness and Speed Endurance

Types of aerobic workouts

When working on your aerobic base, there are different types of work-outs you can include in your training programme:

- **Fartlek workout** – A fartlek workout can range anywhere from 30 seconds to 5 minutes of harder running with a long recovery between each repeat. Aim for moderate effort.
- **A steady state run.** Like the fartlek, the steady state run is designed to be a moderate effort – not hard. Start with 20 to 30 minutes and slowly build up to an hour as you get stronger.
- **A long run.**

Each workout helps stimulate a different system. Fartlek runs help improve turnover, efficiency and neuromuscular function. Steady state running improves your aerobic threshold. Long runs help build mitochondria, capillaries and myoglobin content. The easy miles in-between help develop your aerobic endurance. To add mileage, increase the long run by about 2km every 1–2 weeks. Add 1–2 more runs per week and add 2–5km to steady state runs every 1–3 weeks. Aim for a gradual, progressive increase in mileage that will help build endurance, injury resistance and economy.

Speed endurance

Speed endurance training should form the later part of pre-season training and in-season training. It is important to develop a solid fitness base beforehand, which includes strength and endurance conditioning. When doing speed endurance, repetitions should last from 30 seconds up to 2–3 minutes (as opposed to 5–10 seconds for speed drills) and rest intervals between repetitions should be reduced to prevent complete recovery. As speed endurance training can be demanding, typically you would keep session duration to 20–30 minutes, 1–2 times per week. Rest intervals should consist of active recovery exercises such as walking or jogging slowly on the spot.



RUGBY SKILLS

— SORT CARDS —

SELECT CARDS TO SORT FOR PLAYER POSITION AND ROLES



Forwards



Backs



All Players



Ball Carry and Evasive Running

Half Back,
First Five, Midfield



- Makes good decisions on when to carry the ball (vs. kick, pass or take ball into contact), runs excellent lines and holds good depth. Makes adjustments for different types of defence (e.g., rush defence).
- Works well with the other backs to create line breaks on counter attack.
- Possesses strong footwork and body balance (swerve and side step).
- Strong scanning, vision/peripheral vision.
- Effective technique when carrying the ball into contact (carries ball in two hands for strong ball security or away from the defender, maintains low body position, effective pre-contact footwork to become the dominant person in the contact, can use 'power step' and stays square in contact, strong fend).
- Following contact, works hard on the ground in order to present the ball well for the support players to recycle.

Developing Ball Carrying and Evasive Running

Mastery

Skill development is about repetitive practice, whilst managing training loads without getting injured. Find a training buddy to do extras with.

Ball carrying techniques

Understand different ball carrying and evasive running techniques.

- Watch video clips of the world's best and understand why this is a strength.
- Video yourself (at training and in games) and get a coach to analyse you and give you feedback.

Specific practice

Identify the specific areas you need to work on and ask your coach to set up drills that help you to develop this.

Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to make improvements.



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Ball Carry and Evasive Running

Full Backs, Wings



- Great vision and timing for when and where to enter the backline. Runs excellent lines when entering the backline with the ability to commit the opposition and create space. Can adjust timing for different types of defence (e.g., rush defence). Holds good depth.
- Works well with the other backs to create line breaks on counter attack.
- Possesses strong footwork and body balance (swerve and side step).
- Strong scanning and vision allows for consistently good decisions on whether to pass, run or take the ball into contact.
- Effective technique when carrying the ball into contact (i.e., carries the ball in two hands for strong ball security or away from the defender, maintains low body position, effective pre-contact footwork to become the dominant person in the contact, can use 'power step' and leg drive while staying square in contact, strong fend).
- Works hard on the ground in order to present the ball well following contact for the support players to recycle.

Developing Ball Carrying and Evasive Running

Mastery

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Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to make improvements.



Raise My Game



Support Play

All Players



Attack:

- Works hard off the ball to provide support to the ball carrier.
- Runs good lines in support of the ball carrier; can anticipate the point of attack; stays inside the ball (initially); maintains depth (doesn't get too flat or overrun the ball); communicates position/options effectively.
- When needed, is able to support security and retention of the ball (cleanout) through organising the support players and/or working to protect the ball.

Defence:

- Makes good decisions about what support play role to fill (e.g., steal the ball, contest for space over the tackled player, tackle assist or re-load into the defence line).
- Trusts players to do their job in the defensive line, communicates with other players effectively.

Developing Support Play

Analyse the best

Watch video clips of people regarded as excellent at support play and analyse what makes them good.

Analyse yourself

Video yourself and ask a coach to analyse you and give feedback. Consider the elements of support play listed on the front of this card.

Specific practice

Identify the specific area(s) you need to work on and ask your coach to set up drills that help you to develop this.

Small games and challenges

Set up small games, competitions or challenges to create pressure.

Also, see communication and work ethic cards.

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Cleanout

All Players



- Scans the situation on arrival to identify the main threat.
- Removes the threat to either protect the ball or make it available (low body position, leg drive, shoulder contact).
- Has the ability to apply different cleanout techniques as required by the situation.
- Always enters 'through the gate' (as per the referee's interpretation on the day).

Developing Cleanout

Analyse the best

Watch video clips of players regarded as the world's best at cleanout and analyse what makes them good.

Analyse yourself

Video yourself and ask a coach to analyse you and give feedback on your technique. Consider the elements of cleanout listed on the front of this card.

Specific practice

Identify the specific area(s) you need to work on and ask your coach to set up drills that help you to develop this.

Small games and challenges

Set up small games, competitions or challenges to create pressure.

Also, see communication and work ethic cards.

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Scrum/Back of Scrum

No.8



- Uses a split legged set-up with pressure on the balls of the feet and good balance.
- Can set up and maintain a strong bind.
- Able to set up and achieve a flat body shape on engagement (i.e., shoulders and hips in a horizontal line, leg angle at the back of the knee – roughly 110°).
- Can maintain pressure and continue to apply pressure after the engagement; then can catch feet up effectively to re-load after a push (quick feet movement).
- Able to operate within the laws of the game – very seldom gets penalised (i.e., able to maintain body shape, keeping shoulders in line with hips, not too long, maintain binds, stays connected until ball is played in a defensive scrum, etc.).
- Excellent timing and decision-making as to when to clear the ball off the back of the scrum and set up a running halfback.
- Protects the ball if the halfback is clearing the scrum, or if carrying, runs good angles off the back of the scrum and achieves go forward into contact.

Developing Scrum/Back of Scrum

Analyse the best

Watch video clips of players regarded as the world's best and analyse what makes them good.

Analyse yourself

Consider the elements of your role at the back of the scrum listed on the front of this card and ask a coach or mentor to analyse your technique and give you feedback.

Specific practice

Ask your coach to set up scenarios to give you the opportunity to practice the specific areas you need to work on.

Also, see strength and agility.





Scrum

Props, Openside,
Blindside, Locks



- Can set up and maintain a strong bind.
- Is balanced on set-up and achieves square feet just prior to engagement.
- Able to set up and achieve a flat body shape on engagement (i.e., shoulders and hips in a horizontal line, leg angle at the back of the knee – roughly 110°).
- Can maintain pressure and continue to apply pressure after the engagement.
- Able to operate within the laws of the game – very seldom gets penalised (i.e., able to maintain body shape, keeping shoulders in line with hips, not too long, maintain binds, etc.).
- Can catch feet up effectively to re-load after a push (quick feet movement).

Developing Scrummaging

Analyse the best

Watch video clips of players regarded as the world's best and analyse what makes them good.

Analyse yourself

Consider the elements of your scrum technique listed on the front of this card and ask a coach or mentor to analyse you and give you feedback.

Specific practice

Ask your coach to set up scenarios to give you the opportunity to practice the specific areas you need to work on.

Also, see strength and agility cards.



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TACTICAL

Sort Cards





Game Sense and Tactical Play

- Understands tactical plans proposed by the coach and can implement them on the field.
- Understands role within the game plan and how it relates to other players.
- Understands how to adjust the style of play depending on the score line and/or time left on the clock.
- Understands how to play different defensive structures, e.g., rush defence or drifting defence.
- Understands how to play tactically when playing with less than 15 players (i.e., player(s) in the bin).
- Reacts well to the picture he/she sees, reads the game and makes good decisions.
- Will react quickly and accurately to calling.
- Will complete role in set-plays consistently accurately.
- Uses video footage effectively to learn and identify opportunities to improve.

Developing Game Sense and Tactical Play

Talk with your coaches

Ask your coach(es) or senior members of your team what they see when watching games. Talk through different styles, tactics, systems and patterns, to understand their strengths and weaknesses.

Use of video analysis

Use video to:

- Scout opposition strengths, weaknesses and set plays (including options used under pressure).
- Recognise patterns of play or movement.
- Ascertain tactical strategies and when they are used.

TIP: Careful not to overuse video at the expense of innovative or instinctual play.

Be humble and open

Being humble makes you more open to learning and therefore improving. Identify times when your attitude to feedback has been clouded by emotions, such as fear of looking bad. Reflect on whether you contribute to a safe space for making mistakes and learning within your team.

Stay high level

If you are feeling bogged down with information, aim to focus on a few high-level concepts to guide your decision-making under pressure.

Learning styles

Do you know your preferred learning style? i.e., do you prefer to learn/take in information that is visual (pictures), spoken, read or do you prefer to learn by doing (kinesthetic)? Encourage your coach to present information in different ways to help you understand and learn.



Tactical Leadership

- Has excellent general awareness and alertness.
- Drives the game, is demanding: 'sees it, says it'.
- Has outstanding tactical understanding of the game and consistently shows clear leadership and excellent communication with others.

Backs:

- Is trusted by other players to call back line moves. Is clever, confident and clear with calls made.
- Has the ability to 'change the picture' to create opportunities.

Developing Tactical Leadership

Clarify the scope of your leadership role

Discuss with your coach any areas of the game that you are expected to show tactical leadership.

Review

Review and discuss the situations that arose in the game and your leadership contribution with your coach and teammates. Review the direction you gave, the timing, and whether the changes were heard, understood, trusted and implemented.

Making changes

Focus one or two areas of change to focus on.



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