



Adapted from Level 3 Rugby Periodisation & Planning Module

Introduction:

The nature and degree of planning that you will need to undertake will be determined to a large extent by the team that you coach. Here are examples from Rugby Union. For the purposes of this module I have categorised the coach by which players s/he coaches according to the following groups:

International Players (Group 1):

Players involved in an international team, who you as a coach see on an irregular basis e.g., England Men, U20 etc

International Players (Group 2):

Players involved in an international team, who you as a coach see on a regular basis e.g., England Women, England Sevens who do not have single periodised season

Professional Players:

Those who play in the English Premiership, Championship or equivalent

Semi Professional Players:

Those who play in the English National Leagues, or their equivalent. These players will probably get some income from rugby but their rugby sessions are likely to consist of two or three evening sessions per week. These players will almost certainly have a strength & conditioning programme.

Recreational Adult Players:

These players train once or twice a week and play at the weekend. Very few of these players will do extra strength & conditioning in their own time.

Academy/AASE College Players

These players are developing players. Some maybe in full-time or part-time education, and they are likely to be attached to a Premiership Club. They may also be playing for another club on a "dual registration" agreement.

Aspiring Schoolboy Player:

These players are developing players. They are in full-time education, and they are likely to be attached to a Premiership Club. The school that they attend may have a very good relationship with the Premiership Club or it may not. The school may prioritise rugby, it may "over-prioritise" rugby, it may be a "one-term" rugby school or it may have no rugby programme.

Aspiring Schoolgirl Player:

These players are developing players. They are in full-time education, and they are likely to be linked to a Women's Club. The school that they attend may have a very good relationship with the Women's Club or it may not.

Student Player:

These players are developing players. They are in full-time education, and some may be attached to a League Club. The College/University that they attend may have a very good relationship with the League Club or it may not.

Youth Player:

These players are developing players. They are in full-time education, and they play most of their rugby at the "community" club, and may play some rugby at school.

Junior Player:

These players are developing players. They are in full-time education, and they play most of their rugby at the "community" club, and may play some rugby at school.

If you are the head coach/Director Of Rugby of a Premiership Club you will probably plan your year in conjunction with a whole host of other staff. Player's strength & conditioning will be taken care of by specialist members of staff. And the integration of this will be planned in conjunction with those staff, the same will largely be true for coaches of Championship teams, Academy/AASE College Players and International Players (Group 2), and to some extent coaches of Aspiring Schoolboy Players at certain schools.

If you are coaching a team below the National Leagues you are likely to be working in cooperation with one other rugby coach, and no strength and conditioning coach. Most of your players are unlikely to extra weight training, however for those players who wish to do so then you should be able to at least signpost players as to where they can obtain advice. You should also have knowledge of how to integrate rugby specific strength work into your field sessions.

The most complicated team groups are probably those at or around the National League standard, where players should be following Strength & Conditioning programmes, but you as a coach will be faced with questions around monitoring, programming and location.

Think about the various levels within the structure of Volleyball, e.g. International, Super Eight, Divisional, University etc and the challenges that each of these faces in terms of availability, clashes of priority etc. Be prepared to discuss these at the conference.

Task 1 – Written Task: Working with Others:

a) From the groups described above decide which type of team it is that you coach.

b) As a coach, you may be responsible for coordinating a larger coaching programme, or you may need to coordinate with others who spend time with your players. This may mean you may require the **support of others** to aid in participant achievement/success. In the table below, explain how the following people can support the identified participant goals. Highlight any conflicts that may occur. Not all the following may apply to you in your current situation.

Other Technical Coach	
Parent	
Teacher	
Strength & Conditioning Coach	
Nutritionist	
Other Sports Coach	
Analyst	
Other	
Other	

Task 2 – Written Task

Profiling - Evaluation of the previous and current situation

The Task

Carry out a SWOT analysis of your current team situation. You may take into account the previous year's performance.

Areas to consider are:

- Technical ability of the players
- Tactical awareness of the players, and of you the coach
- Current playing strength and recruitment/retention strategy
- Pre season programme, e.g., contact time, facilities etc
- Suitability of competition, e.g., level, number of matches etc
- Physiological needs covering:
 - "Metabolic fitness"
 - Strength
 - Speed
 - Flexibility/mobility
 - Player resilience
 - Pre-habilitation, injury reduction and rehabilitation
 - Recovery and regeneration
- Nutritional support
- Psychological and welfare needs.

Complete in a format such as:

Strengths	Weaknesses
Opportunities	Threats

As you become more adept at planning, different SWOT analyses will be developed for different areas of performance.

Task 3 – Written Task **Action Planning**

The Task

Produce an action plan that should take into account the outcome of the performance profile developed in Tasks 1 and 2. (Take into account SMART objectives). These may be physical, technical and tactical; however, they could also include "recruit xxx", "secure facilities for", "arrange fixtures for" etc

	Primary Objectives	Secondary Objectives	Review dates and mechanisms
Short term (define)			
Medium term (define)			
Long term (define)			

Task 4 – Written Task

Planning the review process

The Task

It is important to measure the efficacy of the training programme and make adjustments accordingly on a regular basis depending upon the training status of the team and the response to the training programme.

a Decide upon the methods of programme evaluation. What methods will you use to judge the programme in the following time frames? Daily and weekly monitoring, except results on court, will largely be the preserve of coaches of full time players. Coaches of players in full time education may carry out daily or weekly monitoring of factors related to physical development.

	Method of programme evaluation
Daily	
Weekly (microcycle)	
Monthly (mesocycle)	
Phase	
Yearly	

b Decide how you will review the work of your athlete(s) and other coaches/support staff.

c Decide how you will review your own work. This should include the production of a personal action plan to develop coaching practice. This should be based on a review of coaching practice and can be supported by evidence from a range of sources including feedback from participants and others, coaching logs, video and documented evidence of ongoing self reflection.

Simpler Method

1. Evaluate the previous year's plan
2. Determine the objectives of the plan
3. Establish current year's priorities and long term goals
4. Identify the start date of the season and major events such as training camps, holidays and exams.
5. Work backwards from the start date and divide the non-competitive phase into transition, general preparation, specific preparation and pre-competition.
6. Divide each phase into blocks incorporating appropriate loading and unloading (recovery) periods.
7. Divide the competitive phase into appropriate blocks
8. Determine training loads for each phase.
9. Incorporate a method of monitoring the progress of the athletes into the plan
10. Does your reflect your philosophies as a coach? Is it realistic?