

The Development of Tactics

Continuity of Play Vs Continuity of Possession

In the early years of Super 12 there was a need to attract a wider audience to the game. To this end, games have increasingly been held in the evening and have been attended by affluent “ theatre goers”, attending for sheer entertainment. To achieve the spectacle that it was assumed these people wanted to see, large numbers of points were scored through continuity of possession. This reflected the game’s emphasis on gaining possession and attack and its relative neglect of defence. However, it was not long before defence became the emphasis.

This was because the ball became incontestable at the tackle with priority being given to the team in possession. Continuity of possession was given priority ahead of the contest for possession so that teams conceded possession and strong defence was emphasised.

What seems to not have been realised was that the contest for possession, in grouping players around the ball, is complementary to the continuity of play, because the grouping, which is, of course, space in which to attack, creates lateral space.

In addition, continuity of possession eroded positional specialisation, as there were fewer scrums and lineouts and there was no need to have specialised skills to retain the ball, because there was no contest for it.

It is this balance between the contest and continuity that is the cornerstone of rugby.

The Game Plan

The ability to take any advantage in the era of professional rugby can be clouded by distractions that have their roots in the amateur game. The most fundamental of these is the need to entertain, while at the same time achieving a result. This

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assumed pressure could make teams play outside their comfort zone, outside the mode of play that best uses the team's strengths.

This does not mean that a team should not play rugby that entertains but this ability should be to the team's advantage to win the game. It must therefore reflect the team's character or profile so that the game plan avoids weaknesses and plays to strengths. The emphasis on the way the game is played may change from game to game, but the fundamentals of the patterns of play will not change. Against the team's closest opponents strengths, weaknesses and needs will be substantially the same.

This allows the team to develop a mode of play, which will be as successful for the team as it can be. It will be based on an in depth analysis of strengths and weaknesses from which needs will emerge. These may be both the enhancement of strengths and the elimination of weaknesses.

Given the nature of rugby the key components will be the contests for possession, attack and defence. If a team is strong in the contest for possession, this can be used to dilute weaknesses in defence and to develop attack as strength. If, on the other hand, the team is unable to effectively contest possession, this weakness will prevent the development of attack and demand that defence is improved to compensate.

What is apparent in the professional era, as it was previously, is that winning is everything and that the result will long be remembered after the character of the game has been forgotten.

The primary role is therefore to develop a game plan based on the team's profile that will allow the team to play to its strengths. At best this will allow a team to impose its play on opponents dominating them. At the very least it will allow a team to probe for and find a relative weakness and to exploit it so that the team achieve a result that is the best it can achieve.

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The game plan should use the principles of attack and the principles of defence as a check list for its development. The reason for this is that the principles are the dynamics of the game and directly reflect the mode of play. The second advantage is that they identify the priorities of attack and defence so that each step is facilitated by successfully performing those preceding it. And, of course the principles are in sequential order.

Principles of Play

In sequential order the **Principles of Attack** are:

1. To **Gain Possession** of the ball.
2. Using the ball to **Go Forward**,
3. With the **Support** of teammates or in support of team mates.
4. To **Maintain Continuity** which
5. **Exerts Pressure** resulting in **points** being scored.

Principles of Defense

In sequential order, the **Principles of Defense** are:

1. To **Contest Possession** and to then
2. **Go forward** to a pattern.

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3. **Applying Pressure** by tackling to
4. **Prevent Territory being gained**, depending on the quality of the tackling
5. **Supported** by or in Support of team mates to
6. **Regain Possession** to
7. **Counter Attack**

The principles explained above can be used for this purpose, however, they are not definitive and coaches are encouraged to develop their own. What is definitive is that the principles identify the dynamics of the game, they must explain what has to be achieved, in attack and defence, to be successful and they must be in sequential order, which is both an order in which they are performed and an order of priority.

In addition the use of principles in team profiling and game planning are dynamic i.e. they can accommodate change. Over time the detail will have greater specificity and certainty as each game familiarises the coach with the team's abilities.

Core Attributes and the Game Plan.

At national team level even casual observation makes it apparent that the mode of play of teams is best served by developing a game plan that is not just for the national team but also for the game as a whole in that country. The game plan will evolve over time based on the core national character of that country. By basing the game plan on this character it has a sound foundation in the country's culture. Anecdotally, a national style of play played by unions can be seen to reflect this character as it does in provinces and clubs.

This may change over time as individual societies change, but the game plan should still be based on this culture. French flair has always been a trademark of any French

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team and recently a more disciplined approach has provided a more stable platform without stifling the flair. As New Zealand has moved from a society in which its rugby strength was based in rural areas to one in which the strength is urban based, the game plan has had to change because the changing character has led to teams having a less reliable source of possession. Australia has taken advantage of professionalism to extend its recruiting arm to rugby league and maybe in the future basketball and Australian Rules. The very deliberate game plan that led to two Rugby World Cup victories in the 90's looks like being expanded as the recruitment of talent has given them greater options. These are just some examples.

By developing the game plan on the core values of a society the union can ensure that their teams are achieving as great a success as they can hope for.

While teams may learn from the practice of others, care must be taken not to blindly copy the practice of others if it doesn't fit. Borrow, by all means and learn from others, but be discriminating in applying what suits the union's teams. To copy blindly invites disaster, but to borrow where it fits will improve the union's mode of play.

The Perfect Game - A Fallacy

Success can create the inclination that a team can develop the perfect game without referring to the strengths and weaknesses of its opponents. This usually occurs when ongoing success creates confidence in a mode of play that has been responsible for that success.

Superficially, this says little for the play of opponents and their ability to force a team to play to relative strengths and avoid relative weaknesses. If a team is able to play to a perfect game plan, it could well be that they are entered in a competition in which they are miss-matched against weak opponents. They should perhaps be playing at a higher level, or if there is no higher level, they should enjoy their success.

From a broader point of view, it must be recognised that a game plan developed correctly is a continually evolving beast and care must be taken to recognise the

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ingredients of the game plan that has led to success. Inertia must be avoided i.e. the on-going use of aspects of the patterns when they are no longer meeting a need. The orthodox positioning of the attacking backline is an example that comes to mind.

From the 1987 World Cup until 1999 the All Blacks had great success. The success in the first World Cup was unexpected, given the teams record in 1985 and 1986. The attitude they took into the World Cup was an expansive one, stimulated by John Kirwan's try in the opening game.

The expansive rugby they played put them far ahead of the rest until 1990. However, a decline in their performance culminated in a poor Rugby World Cup in 1991. A major contributing factor was that the team stopped playing the expansive rugby that created their success. In order to play the perfect game options were limited to those that could be performed perfectly. They lost the expansive approach; the attack seemed to be based on the high ball, # 8 moves and moves on the blind side. Continuing success was gained by superior goal kicking. So the "less than perfect" quality, that of expansive rugby, which led to earlier success, was unconsciously forgotten as the team tried to play under the guise of the perfect game.

If they had resisted this and based their developing game plan on their strengths, the plan would have changed, but it would have still been based on the qualities of expansive rugby that led to earlier success.

In a general sense it is unrealistic to regard a combative game like rugby as a sport that can score a perfect 10. It is better to seek success basing the pass, the scrum, the backline attack and support play on the degree to which an outcome is achieved. Does the pass result in the ball being caught by a team mate so that the catching is not a challenge and the player who receives the ball is in a better position to choose options so that play can continue?

The major advantage in making the outcome of performance success and not perfect execution is that it frees players to find solutions and to take the initiative, to think laterally - "outside the square"

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Pro-active and Re-active Game Plans

While we want to play pro-actively, imposing our game plan on opponents, at the very least we need to subconsciously take into account their play. In this analysis the pro-active attitude is to base the game plan on what we are going to do to them, all be it with many elements being reactive to their strengths and weaknesses.

What must be avoided is a reactive approach i.e. when they do this we will then counter it by doing that.

Why is this wrong?

Because we are reacting to opponents and by its very nature this approach hands the initiative to those who are making the first move, our opponents. They act first and we follow. A follower is never a winner. An astute team will anticipate a reactive approach and alter its patterns of play accordingly playing to them proactively.

Re-activity and Notational Analysis

The use of computers has given the game the ability to use notational analysis to analyse the play of opponents. The use of notational analysis to produce a game plan must be critically used to avoid this reactive mentality. The systems can produce an abundance of information; it is the use to which this information is put that is critical.

In the analysis of a game plan, the variables fed into the system must be those of the game plan. They may be for individual players, mini units, units and the team, but they must all reflect the team's overall game plan. Once again the checklist, under which details that are team specific, is the principles of play.

The coach must be able to identify these variables so that the team's ability to play to the game plan can be evaluated against the data that is gathered during the match.

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The programme should be produced specifically for the team's game plan.

Those producing the analysis must not dictate to the coach, as this will lead to irrelevancies being included. This can be compounded by a lack of prioritisation if it is not based on what the team is trying to achieve and how it is going about achieving it.

The analysis is a means to an end not an end in itself. It is a tool against which performance can be judged, with the most vital element, interpretation, being provided by the coach and players. In addition, practice shows that statistical analysis' greatest value is to confirm aspects of play that the coach is uncertain about. It is not a substitute for the subjective interpretation of the game, made under pressure to heighten their concentration. What it can do is confirm or deny an opinion already formed.

The most hamstrung coach is the statistics dependent coach who tries to make a science out of an art form.

Patterns of Play

Field Position and Kicking

Field position can become the outcome of a pattern of play in two ways. To get out of the defensive quarter and secondly, to establish a position from which a points scoring attack can be launched, exerting maximum pressure.

Frustration can be great when the ball is won close to the goal line only to have it kicked out at around the same field position the only difference being that the opposition will now have the throw in.

To counter this, other kick options may have to be used. The diagonal punt to the open side by #12 is something that has gone out of vogue in recent years. Often it is outside the range of skills that #12's have and they have been selected for other purposes. Another option is the kick directly behind the opposition forwards scrum or lineout by #12 or #13.

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One difficulty is the lack of space to kick into from scrum and lineout, leaving the touch kick as the only worthwhile option. While it does involve risk, phase play can be used to create space. Each phase should be played conservatively with the intention of going forward, but more importantly, retaining possession. At each phase and in the play linking the phases together, the defence will be threatened and will change its positioning. This deliberate manipulation by the attack is designed to draw the defence forward thus creating space to kick into behind them. The three players that this aims to draw forward are the wings and the fullback.

An attacking field position can be created in the same way.

The return obtained by the kicking down field, but not out, is only as good as the pressure applied to the catcher. The best option is to be able to catch the ball, but kicks made to gain territory seldom give this opportunity. In all situations the team should put pressure on the catcher by having two mini units, one which chases to a pattern and one which positions to receive the return kick from which they may counter attack.

Sequencing and Taking Options

Every action invites a reaction. This reaction changes the situation and the character of the options that are available will change. In rugby the situation is never static and the situation is continually changing. Within the team's game plan there will be a number of patterns of play and tactics that will be used based on the situation in the game. From each pattern the team will have a move that will generate a number of options. This will cause a reaction by other players. The players must learn to "read" these cues so that the option that is next chosen is the one that gives the best results.

The ability to recognise the change and to react to it to gain an advantage is called **reflexivity** - the ability to adapt successfully to an ever changing situation. This is the ability to alter playing options as the situation continually changes.

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An example is play in which the attacking line outnumbered the defensive line. In this situation an overlap is created and to avoid the situation in which all defenders are committed to the initial ball carriers leaving the attacking players furthest from defensive support the defence will have to change its behaviour. To each of the changes the attack will have to read the cues and react successfully.

The initial defensive reaction may be to hold back conceding space while keeping the defensive line intact. This is done in the hope that ball carriers will pass prematurely allowing the defence to drift away from the initial ball carriers evening up the numbers. The attacking reaction would be to attack the space the defence has drifted away from. A second alternative for the defence is to rush the defence taking away the time and space to pass the ball. In this situation the attack should increase the speed of pacing and a miss-pass may be used so long as the ball is not too long in the air inviting the intercept. If a player is "set" for the intercept it may be necessary to kick the ball behind enabling an attacker to chase and recover the ball.

In reacting to the situation the advantage may not initially be great but as play develops all the small advantages that have been taken will build momentum creating a greater and greater opportunity to score in attack and to regain possession in defence. The advantage that leads to a score seldom takes place immediately it is built out of discipline and patience, discipline to continually support to retain possession without becoming isolated and the patience to persist with the play without looking for miracle cures.

Having gained possession from the set piece, the attacking team will have a move that they will use to threaten the defence. If the move is unsuccessful, the attacking team will form a post tackle/ruck or maul and try again. From this they will read the play to attack space that has been created or, if none has been created, go to the next phase with the same outcome in mind.

For the initial move to have a successful outcome the players must be proficient at not only the initial mechanics of it but the options that are then generated. For this to happen the range of moves should be limited as the players must not only be

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competent at performing the move but also at identifying and performing the options that are generated by it. This can apply to any aspect of the game from scrum and lineout to attack and defence and the general play aspects of support and phase play.

Any move, be it the throw to a particular player in the lineout, the entry of a player into a backline attack or the use of a rolling maul to move play forward and in-field, creates options based on the behaviour of the defence. So it may be better to have a limited number of options, perform each of them well based on the ability to read the behaviour of the defence so that the greatest advantage is gained.

From both the restart and the play that follows there are a limited number of options available at each phase based on the initial move. These options can be prioritised, from those most likely to occur to the least likely. It will follow the 80/20 principle in which 80% of the situations can be based on the 20% of the opposing team's actions. This makes the situation manageable and means, from any given move, to be successful, the opposing team's cues that have to be read by the players are manageable.

In dynamic play the ball carrier will react to the opposition, taking one of three or four options. At practice these options can only be performed by practising against opposition. Care must be taken to regulate the opposition to the most likely reactions, but also, to limit the variations to those that are within the player's capabilities. Over time these will increase, but the skill of learning to read another player's behaviour is an instinctive one that some players will find difficult and practising needs to ensure that any progress players make is permanent and not temporary.

An Example

The outcome of the move is to create space outside #13 in which there are fewer defenders than attackers, allowing the team to penetrate and maybe score.

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- From a scrum the team intends attacking to the right and therefore wishes to advance the right hand side of the scrum. This will take the opposition loose forwards to the left enabling our loose forwards to be closer to play as it develops.
- In going to the right, it is intended to use the #8 to clear the ball so that the #9 can become a running back committing an opposition defender.
- In addition # 12&13 are intended to cut inside #10 as he runs across the field, acting as decoys, holding the defence close to the scrum and drawing their defenders back to the left.
- The next step is for #10 to make a wide pass to #11 who has come from the blind side to a position outside and behind #13, to enter play.
- #11 will be accompanied by # 15 & #14 who should be in space to penetrate.

From each of these stages in the move things may go wrong or alternatively, opportunities may present themselves because the defence behaves differently. For example:

- From the scrum the forwards may not be able to advance the right or tight-head side. The scrum may turn the more natural way, which is to advance the left hand side. The original move would now take place under less than ideal circumstances. However, the option of attacking down the left hand side offers greater advantages, and should be taken. As play develops down this side the ball carrier will perform a limited range of options based on the behaviour of the defence and supporting teammates should react to these so that play continues.
- If the scrum is successful in advancing the right hand side, the #8 may find that the flanker moves to tackle #9. The #8 should take the gap.
- The same applies to #9 in passing to #10. If the defence drifts out the ball carrier should penetrate into the space.
- As #10 runs across the player may find that the defence drifts across too and is not held by #12 and 13 running as decoys. In these circumstances the ball should be passed to one of them.

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- As #10 ready to pass to #11 the defence, upon seeing #11,14&15 being available wide out, may drift onto them. The space to penetrate is now available for #10. Alternatively, #10 may be marked and the defence may be marking the back three. If this defence uses the defending #15 and there is not defence in depth, a grubber kick into the space behind will allow the back three to run onto the ball to penetrate and maybe score.

The same applies in defence.

- A direct feed from a line-out may allow the loose forwards to move immediately to defend the mid-field. The mid-field backs will be able to shuffle across the field and defend there. The opposition in anticipation of this occurring start to maul from the line-out. The re-action may be to collapse the maul immediately rather than later in a worse field position. The collapse may not result in a penalty.
- Stationary, slow ball may allow the defence to become established in numbers.
- Good passing with receivers maintaining their depth and receiving the ball flat when running at pace will force the defence to maintain it's discipline and show patience. Orthodox tackling will ensure territory has not been gained and that the defensive line has not been penetrated.
- Poor passing and receivers catching the ball standing still will create the option to "tackle the ball" i.e. a tackle that will contest the ball in order to regain possession.
- Regained possession may create the option for an immediate counter attack or force a ruck to be formed to create space to attack.

At practice a menu of skills that enables each situation to be taken care of should be developed. The next step is to simulate each situation enabling players to learn to read the cues and react to them. Finally these should be built into the team's patterns of play. By being aware of the opportunities that may occur at each stage the team is able to work cohesively, complementing each other's actions as the attack develops.

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Each episode is an opportunity to go all the way, but if it is countered, the counter triggers the next episode with its range of options and so on until the attack succeeds.

It is relatively easy for players to cope with a situation that develops in an orthodox way from a set piece. Coaching players to “read” play beyond this, challenge coaches to familiarize players with the opportunities that exist from continuing dynamic play. To ensure this is based on a thoroughly prepared foundation, the team may operate to very few patterns of play, but these will generate options. This will ensure that the players find the situation manageable.

The most basic understanding for players is that at each stage the situation changes and they must be aware of the key elements that do change and the new opportunities that are created.

Basic Principles and Moves

There are some basic principles upon which attacking moves can be based.

The first is that rugby is a game **expansion and contraction**. By taking the ball forward, players are drawn in to either support the ball carrier or to defend. By grouping players in as small channel, space will be created on the periphery.

Conversely, by passing the ball across the field the defence will be spread, creating the opportunity to penetrate down a narrow channel where the defence is thin.

The second is to **retain possession** for as long as it is necessary within the point-scoring zone, until points are scored. The longer possession is retained, the greater the pressure on the defence and the greater the opportunities to score points. This may lead to a conservative attack in which there are always support to make sure possession is retained and that the play moves forward.

Thirdly, there is need to **accelerate play** once the gain-line has been crossed so that the defence has insufficient time to regroup and defend effectively. Each phase

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should result in the quick recycling of the ball and an appreciation that the team is better to work together in maintaining the pace. An individual ball carrier must avoid isolation and team-mates must support to ensure this does not happen.

Tactics

The Opposing Team

Tactics are a change of emphasis in the patterns of play to meet the team's needs in a particular game. In doing this, the coach is continually reinforcing the patterns of play, the adjustment of which could in many cases be relatively minor.

The variables that change from game to game are most importantly the profile of the opposing team. In analysing opponents, they can be profiled by using the principles of play as a checklist. As a result, the criteria for both the team's profile and that of opponents are the same, making comparisons easier.

Each of the principles can be subdivided into strengths, weaknesses and needs. Needs can be the elimination or reduction of a weakness, or, the enhancement of strengths. Tactics become an exercise in avoiding their strengths and exploiting their weaknesses.

The mechanics of doing this are to compare attack with defence and defence with attack. Where teams have strengths that cancel each other out becomes areas of contention and the team that prevails on the day may eventually win. Where a weakness is faced with strength the exercise is one of avoidance. And where a strength is met by an opponent's weakness this becomes an area of exploitation. By going through this process the options available for the game are both easily identified and, often, so few in number that there is the opportunity to practice them intensively prior to the game.

The strengths, weaknesses and needs analysis is aimed at forcing opponents out of their comfort zone. An example of this is to make a team play continuous rugby when

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they are more comfortable going from set piece to set piece or the reverse. With greater analysis the variations will be more specific and may even focus on the attributes of individual players in the opposition.

If a team has strength, it should not be held in reserve. It is best to use it as often as possible to gain an advantage. In using it the opposition will become pre-occupied by it, distracting them from what they want to do themselves,

“Do it to them before they do it to you.”

As the opposition commit greater effort to this area, opportunities will open up elsewhere.

A team with a strong lineout can afford to play to touch more frequently. Their opponents will become so conscious of the deficiencies of their own lineout play and their anxiety will only make matters worse. This will effect their overall play and they may become hesitant or, in desperation, they may change to a style of play with which they are uncomfortable.

A team with a strong forward pack may force others to play open rugby, even when they don't have the strength to do so. A team that plays with flair will create apprehension in their opponents who spend time waiting for the flair to strike. This will aggravate the situation as they haven't put first things first and played to their own game plan. A team with an outstanding individual will find that the opposition will devote more and more players to that individual, creating opportunities for others elsewhere.

The Weather

The weather conditions are another factor. Superstition often surrounds the use of a downfield wind. Teams who often play in these conditions can create a mystique around when and how to use the wind. This can create a “wait and watch” attitude in the opposition. It must be realised that the wind will not win the game, playing rugby

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to score points will. At best it can be used to create field position from which points can be scored. However, this cannot be achieved without possession.

Playing with the wind can allow a team to play with more freedom. The wind being an insurance policy if difficulties arise, as if possession is lost the opposition is less likely to immediately regain a good field position if they are playing into the wind.

By attacking in the centre of the field, greater space is created, should the team wish to kick for field position. In addition, the opposition are far from the touch line which they may wish to hug, to play a controlled set piece game, their priority will be the retention of possession and the security of the touchline when they are battling into the wind. Kickers playing into the wind are using the Aussie Rules drop punt, in which the ball is kicked on its point, very successfully.

The main consideration deciding when to play with the wind, are based on the fitness of the forwards. They may be so tired retaining possession in close quarter play as they battle into the wind in the first half they may have run out of energy in the second half. A further factor is the relative strength of goal kickers and whether a team is better at defending points that have already been scored or better coming from behind and playing “downhill” in the second half.

There are many other factors particular to the situation. The sun is seldom used, by putting high balls behind the opposition’s front line defence, but it is used at kick-offs. Maybe teams are unwilling to do it in the first half, knowing they will give their opponents guidance on what could be successful when they are playing with the sun behind them in the second.

Whether to take the kick or receive it, is interesting. A contestable kick will depend on the relative strength of the teams to contest the ball in the air. A long kick made with the wind and backed by strong defence may result in sufficient territorial pressure being applied, from which points can be scored.

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Playing in South Africa at altitude creates its own set of tactical variables as the ability to kick goals from 50metres or more could well cause a team to try and not have contests for possession in its own half. In these circumstances teams can't afford to get bored by the kicking duel and "have a go".

Passion and Emotion

At any venue there are factors that impact on players. The closeness of the crowd, the passion surrounding a local "derby", traditional rivalry, and the impact of the media, especially at international level, are all examples. Each of these creates an emotionally charged situation, often called passion.

Passion may win a battle, but it can rarely be sustained for a sufficiently long period of time to win the war. This is what makes one-off trials or matches a poor basis for selection. Players may have only one impassioned game in them per season.

To separate players from a traditional passionate situation can be difficult because of the expectations of those who have gone before and return to replay past glories. What they fail to take into account is the change in the rugby environment between then and now, even if it is only in a greater number of games, has improved fitness and coaching is better, teams are better prepared.

In an emotionally charged environment the first twenty minutes of a game are usually "no brainers", patterns go out the window and play degenerates into "Roy of the Rovers", boy's own comic book stuff, as individuals try to save the ship and play for glory. Commitment is essential, but it is commitment to the player's performance and not to the event, nor the result. The focus is what has to be done and how it is to be achieved. Once the game begins the focus must be on how it is to be achieved, as it is the aspect that the player has some control over, the players physical and mental actions that will give the best possible result.

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The media can aggravate the situation for the home team as parochial comments merely increase the resolve of the visitors. This has often happened in England where assumed or real controversy is used to create tabloid interest prior to the game. Some opponents ignore it while others use it to galvanise their resolve.

In New Zealand it has had the opposite effect in recent years because past glories are seen with rose tinted glasses. Sustained success over one hundred years has created an expectation, which focuses only on past glories and even ignores score lines, which in the past were so close as not to matter. It is often a case of victories papering over what was a mediocre performance while losses make mountains out of molehills. This is because the result of a game creates a situation devoid of any real analysis of the situation. A report that is written retrospectively about a result does so with the benefit of hindsight. In addition there can be few comparisons between the amateur and professional eras of rugby that can be accurately made. Major changes have taken place making past experience marginally valuable.

This leads to an unhealthy preoccupation with the game. One is unsure whether the public feeds off the media or vice versa. The net effect is to create unreasoned expectation based on comparing results 10, 20 or even 50 years ago as if they are relevant to the teams participating currently.

While players may try their comments imply that they have great difficulty ignoring the media. We all like to read something complimentary however we don't know if it's going to be complimentary until we read it. This is the trap for the players. A suppose the message is that if you can't take the good with the bad, then don't read, listen to or watch any of it. Be your own counsel or seek counsel from those who really know.

But the real solution lies in the player creating a playing environment in which constructive self-criticism and personal standards are integrated into those of the remainder of the team and its' culture.

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Not only for this reason but also for player and team development, personal motivation, pre-match routines and individual [reparation are becoming standard practice especially in the professional game.

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