

VOLUME TWO

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APPENDIX A.1

NEW ZEALAND SPORT INVOLVEMENT

1. New Zealand Males Involved in Team Sport: Age Group Percentages

Age Group Years	Baseball/ Softball	Cricket	Hockey	Rugby League	Rugby Union	Soccer	Volleyball
15-18	17	28	5	20	33	18	16
19-24	6	17	1	4	15	4	7
25-44	5	11	1	3	6	5	2

Source: Russell & Wilson (1991).

2. Percentage of New Zealand Men Actively Participating in Sport

	%
Athletics/Harriers	6
Basketball	5
Cricket	11
Hockey/Lacrosse	2
Rowing	2
Rugby League	4
Rugby Union	10
Soccer	5
Tennis	15
Weightlifting	10

Source: Russell & Wilson (1991).

3. Registered Team Sport Competitors 1990 - 1991: Highest Memberships

Sport	Age Range Years	Males	Females	Total
Rugby Union	13 - 35	205,000	2,000	207,000
Indoor Cricket	9 - 50	75,000	30,000	105,000
Netball	16 - 40	900	100,000	100,900
Cricket	>20 - Adult	60,000	5,000	65,000
Touch Rugby	16 - 60	37,100	15,900	53,000

Source: Perkins & Cushman (1993, pp. 186-187).

4. “Research undertaken during the year confirmed the status of rugby as not only the premier sport in New Zealand but also in holding a real place in the heritage of the country.”

Source: New Zealand Rugby Football Union (1992, p.11).

APPENDIX A.2

AN HISTORICAL OUTLINE OF RUGBY FOOTBALL

Beginnings

Variants of football occurred in civilisations as different as those of classical Greece and early Mexico. In ancient China, some 2,500 years ago, a football type game called tsu chu was played, being later adopted by the Japanese as kemari. Contests were held between the Chinese and Japanese about 50BC. The Emperor Ch'eng Ti (36-32BC) was said to be fond of football and Chinese football flourished in the mighty Han dynasty which ended in AD220.

Some sport historians also see the Greek games of episkyros and harpaston as possible progenitors of lasting forms of football. Upon conquering the Greeks, the Romans took the latter of these for their game of harpastum -- with its clear similarities to forms of modern rugby football in the use of a rectangular playing field, with two teams attempting to force a ball over the line defended by the opponents (see: Dobson, 1989, p.9; Macrory, 1991, p.5). This football variant was possibly taken by the Roman invaders to England from the time of Claudius (10BC-AD54).

References to various forms of football are apparent in social commentary literature from the fourteenth century onwards (see Dobson, 1989; Macrory, 1991; McIntosh, 1963). A Welsh game of cnapan survived into the twentieth century, a rough ball carrying game in which Macrory, a Rugby School archivist, perceives an ethos similar to that of present day Welsh rugby (see Macrory, 1991, pp.6-7).

Increasingly, however, football was deemed by various local authorities in England to be excessively violent and to promote anti-social behaviour amidst large gatherings of "ordinary working people" (Viney and Grant, 1978, p.15). Indeed, in the Middle Ages football was barred in London and other cities as it was said to detract from archery practice. Despite such controls, in the twelfth century Fitzstephen speaks of activity on a Shrove Tuesday when, following dinner, all the youths went into the fields to play ball (McIntosh, 1963). On the European continent that day was known in some places as "Football-day", and Henderson (1947, p.36) records that "At Auxerre [in Burgundy, France], in the twelfth century, the ball was handed to the Dean of the Chapter by a clerical student". Shrove Tuesday, especially, and other days of annual festivity were often linked with football games (Macrory, 1991). These often associated the round ball with fecundity or rites of fertility or saw football games such as medieval soccer associated with the rebirth of life after a deathly cold season.

Some three centuries before the “Rugby School game”, in Scotland at the Cross of Stone on Shrove Tuesday, football was played from 2 p.m. to sunset. In England the sturdie plowman was seen by Alexander Barclay of Ely, in early sixteenth century England, as one who

*lustie, strong, and bold,
Overcometh the winter with driving the foote-ball,
Forgetting labour and many a greivous fall.*

The sixteenth century is sometimes noted as the century of Shakespeare, whose play *King Lear* includes Kent's insult of Oswald as a “base foot-ball player” (Act 1, Scene IV). In that same era any minister or deacon at Cambridge (1574) or Oxford (1584) who was convicted of playing football was to be banished and reported to the bishop. Scholars over 18 years engaging in the sport were to be “imprisoned and fined, and those under 18 were to be flogged” (McIntosh, 1963, p.40). James I (1566-1625) of England barred football as he deemed it “meeter for mameing than making able the users thereof” (Young, 1973, p.58). Indeed, between 1314 and 1667, “football” was banned at least 30 times.

Restrictions on the sport occurred not only in England. In Italy the nobility engaged in a relatively refined form of football called calcio -- found today as an Italian word for soccer -- in which “only men of standing” were welcomed as participants as the game was seen as appropriate for the upper class. The Normans played a form of football with a similar etymological derivation of “choule”, the Flemish had *sollen* and the French played *la soule*.

Even so, the game survived through ad hoc rules, local variations and wild encounters to reach more ritualistic forms of contestation often embodied in an annual engagement, games between neighbouring towns, or encounters between town and country teams. The games would be played over the terrain between opposing towns or in the town itself. Some variants saw the involvement of “players” on horseback and others carrying weapons. Virtually all included carrying the “ball”, which could be made of animal hide or rags, unlike the game later called soccer.

By the nineteenth century “folk football” had become subject to social control by the police. Towards the eighteenth and nineteenth centuries some public schools developed their own football codes, especially in schools such as Harrow, Winchester and Eton. An old Etonian of the mid-nineteenth century wrote that “Football was a game fit for butcher boys” and a headmaster condemned the same sport and added, as a summary condemnation, that the Yorkshire common people played it (McIntosh, 1963). As played in streets and open spaces, the game was seen as violent and dangerous, devoid of grace and skill. Ironically this was apparent in the town of Rugby where the constable's report for 31 December, 1743, noted the payment to “Baxter for crying no football play in ye street, 2d” (Macrory, 1991, p.14).

The Origins of Rugby.

In 1835 the Highways Act prohibited street football in England. Some social historians suggest that nineteenth century public schools kept football alive and socially acceptable (Dunning,1975; McIntosh,1963). Across the schools there were both similarities and differences. Scrummaging, a phase of play where the forward players vigorously pack together in an effort to claim the ball, was common but handling the ball was not a common play. Hacking, the lusty kicking of an opponent in the shins, was a cruelly common element in much of school football. By 1823, the football game played at Rugby School allowed catching the ball, provided it was then kicked back to the opposition. It was in that same year when a pupil of the school, William Webb Ellis, is said to have broken with traditional football play by picking up the ball and running with it. Thus, Ellis allegedly engendered the resultant modern form of football known as rugby from its school of derivation. The validity of the claim for this origin of rugby has not been universally accepted, with some suggesting that memories of this by former Rugbeians were inaccurate, other variants allowed running with the ball, or other pupils were responsible for the innovation attributed to Webb Ellis. To many historians this seems to be another reductionist origin myth whereby the individual is credited with founding the movement, despite substantial contrary evidence.

In the educational climate at the time public schools were asserting their special character and seeking to maintain their own particular forms of football. Although the reality of Ellis actually carrying out his action may not be sustained upon critical examination, it became integral to the Rugby School game of football. Dunning and Sheard (1979) note “Rugby's position in a social configuration which led the boys to differentiate their football from the forms in other public schools and society at large” (p.89). They make a strong case for rugby football having emerged from a complex interweaving of public school football, social class and school specific factors rather than any single action of genesis.

From a late twentieth-century perspective it may seem surprising that the rationalising and regulating was so recent and so rapid. In the 1850s it could be said that there were as many different football games as there were public schools or townships with centuries-old traditions of folk football. By the end of the 1860s two major codes were in operation.

Blackheath was the first rugby club, founded in 1862, and a year later meetings were held to establish standardised rules for regulating the game of football. One meeting was held at Cambridge University of students from public school backgrounds. An example of debate was seen in the attitudes towards hacking, a much criticised aspect of the rugby game. Hacking was opposed by proponents of non-rugby codes and not to be fully eradicated until the advent of national rules.. At the first of the London meetings the Blackheath representative emphasised the need for hacking and running-in, and when these were not included in the adopted football rules

Blackheath withdrew, paving the way for the separation of two national organisations -- the Football Association code (known as soccer) formed that year from those discussions and, eight years later, the 1871 foundation of the Rugby Football Union.

Sport expanded for the “lower” social classes after the cessation of work at midday on Saturdays by the 1870s, (Beashel and Taylor, 1986), illustrating confluent social and economic forces. Technological advancement, increased leisure time, a greater focus on results, paid and unpaid players, national competition and the control of sport organisations were illustrated in all facets of rugby union. This sport saw a breakaway by a northern league of players and administrators who initially wanted reimbursement of pay lost through playing rugby. This escalated into a split, influenced by social class attitudes (in the views of many observers, such as Dunning and Sheard, 1976), which led to the new sport of rugby league in 1895. Soccer was entrenched as being particularly identified with the working class. Although this particular class connotation for soccer may also have applied to rugby participants in northern England and Wales, with an input of working class players, and many clubs founded by industrialists and businessmen, rugby was seen as being ruled by the upper classes from Southern England (Dunning, 1975; Dunning and Sheard, 1979; Holt, 1990).

Spread of Rugby

The 1870s were a key decade in the spread and consolidation of rugby. In 1871, when few working men participated in the game, the first international was played between Scotland and England. The Scottish union was formed in 1873, to be followed by the founding of the Irish union in 1871 and the Welsh union in 1880. The size of the ball was regulated in 1872, for the first time.

Arguably the variants of football were standardised more in the 20 years through the 1870s and 1880s than in the preceding timeless manifestation of its multiple forms, in a game being played from Afghanistan to Argentina, and Fiji to France. Indeed, the 1880s saw a burgeoning of rugby in France, although the French had been playing rugby since the formation of the Le Havre club in 1829, a move which was influenced by British wine shippers taking the game to that locale. In Germany, the British sport was adopted by university students before the century drew to a close. French rugby was also found along the banks of the Gironde, leading to Bordeaux and spreading south of the Loire River.

In South America rugby was introduced as early as 1873 by British engineers working on the railways of Argentina and adopted by pockets of the upper class. The widescale migration of Italians to that country ensured a national dominance of soccer’s round ball game over the possible appeal of rugby.

North American rugby had a distinctive role in the same period. In Montreal, Ontario and British Columbia, the influence of British immigrants, soldiers and young Canadians returning from an English education had, by 1890, two decades of shaping the organisation of Canadian rugby. Contemporaneously, at a time when a soccer-like game of football was played in the major North American schools, Harvard played its "Boston game", similar to that of rugby. The first football game in the USA was played in 1869, when Rutgers defeated Princeton 6-4 in a soccer-rugby game. An exchange of "rugby" games with McGill University of Montreal, from May 15, 1874, led to the more complete rugby game of McGill being adopted by Harvard, who were followed by other institutions such as Princeton and Columbia. Lester (1951) suggests that rugby, as inter-collegiate football, was fostered in the United States through cricket clubs. In 1876 the Intercollegiate Football Association was formed and a common code of rugby rules agreed upon. Modifications were made which facilitated greater running and introduced judges and referees. The English game to this stage had primarily depended upon the captains to act as official and arbiters in the United States and all other adherent rugby countries.

Within six years the nature of American football was irrevocably shaped and the game of rugby as the pure code was quickly pushed aside (see Baker, 1988, p.129-131; Oriard, 1993, p.26-35). The ball was "hiked" back from the "scrimmage" from 1880, positional changes came in and in 1906 the legitimised "forward pass" irrevocably signposted a different path for American football. A significant figure in the changes was the famed Yale coach, Walter C. Camp. (Baker, 1988). The United States were to go on and win the gold medals in rugby at the 1920 and 1924 Olympic Games.

On the Asian continent the sport was introduced by expatriate Britishers but was often slow to develop, as the case of Japan illustrates. Although rugby was introduced before the twentieth century, it was not until the 1960s and 1970s that the 15 player game accelerated. In 1971 Japan lost 3-6 to England, under the "highly successful and charismatic coach", Tetsunosuke Ohnishi (Quinn, 1991, p.137), and defeated Scotland in 1989. Today the sport is burgeoning on the Pacific rim, as the highly acclaimed tournaments, such as the Hong Kong Sevens, indicate. Japan has recruited a range of All Blacks to promote the game, particularly with factory teams (McConnell, 1996). Today, the spread of the "fifteen man" football code, and its resultant diversity of international support, reveals a range of playing styles, player commitment and national structures.

Rugby football's history in its distinctive form, is little more than 170 years at most despite its long and sometimes convoluted football ancestry. Subsequent to its public school origins there have been modifications by rule makers and play shaping by influential innovators. These included the number of players, size of the ground, time-frame, rules and basic moves.

Today rugby is still predominantly a team game, based on obtaining possession and running with the ball to gain territory in an effort to score by grounding the ball over the opposition goal-line. The ball may be handled, unlike its rival football game of soccer, but it may not be passed forward or have its possession protected with a defensive screen as in its offspring game of American Football. In marked contrast to rugby, its other offshoot of rugby league has no lineouts, has teams of 13 players, and scrums which restart phases of play rather than serve as combative features to obtain possession in set play.

The sport today faces intense debate at the ruling International Rugby Board level, particularly on implications of rugby having become professional and increasingly globalised. The Board executive is dominated by the British Isles, with two members from each of England, Ireland, Scotland, Wales, France, Australia, New Zealand and South Africa. The rugby playing nations of Canada, Argentina, Japan and Italy have one member each. A wide range of minor rugby countries have associate membership.

Rugby is now faced with compelling challenges : the need to retain elite players; financial appeal of Japanese rugby-based employment; reconciling demanding schedules of top-level games with players' professional obligations and career needs; governing body security and the need to generate income; media demands and income from televised matches; sponsorship forces; payment of players and coaches at diverse levels; variable infrastructures in member countries for developing top administrators, coaches and players; contending with competition from other football codes, especially rugby league; and, reconciling the ethos and practices of club and voluntary/supporter dimensions with commercialisation at elite levels. Rugby today is more than a game. On one side is still an apparent adherence to upper class values and governance, as evidenced by IRB and national administrators, particularly in England, who struggled to accept the realities of the rise of professionalism (FitzSimons,1996). On the other side of the ledger -- and of the revolving world -- are the more egalitarian and less tradition bound perspectives on rugby that have evolved on Southern Hemisphere playing fields where the Union Jack no longer holds sway. It is one such country, the former British colony of New Zealand, that has provided the setting for the study outlined in this present thesis.

APPENDIX B.

REVIEW OF RELATED LITERATURE ON ELITE RUGBY TEAM LEADERSHIP

- B.1 Elite Coach Influence Upon a Match.**
- B.2 Elite Captain Influence Upon a Match.**
- B.3 Examples of Elite Captaincy Roles of the 1950s
Often Subsumed by Later Decade Coaches.**
- B.4 Rugby Leadership in Action:
British Isles Tour 1971.**

APPENDIX B.1

ELITE COACH INFLUENCE UPON A MATCH

- Q. Do coaches or captains really affect the course of a game? If so, can you give me an example of how a coach (or captain) has caused a game to take a certain course through coaching (or captaincy) decisions made before or during the game?
1. [In 1970, Johann Claasen coached South Africa to a 17-6 win over New Zealand.] Claasen had a hand in coaching some of the teams we had played against before the first tests, so they tried different tactics against us to see what worked best. They had everything filmed so they could study us, and our tactics were rarely changed. We virtually played into their hands (Gifford, 1991, p.62).
 2. [Jack Gleeson was the New Zealand coach in the Third Test, 1977, won 19-7 by his team.] Conceding a lack of forward dominance and consequently developing a mobile, running game with an emphasis upon attack, Gleeson set a new level (All Black).
 3. [Gleeson went on to France as All Black coach, where another memorable test win came when the All Blacks planned to play a test at pace with speed in all phases of play.]
 - (a) It is the only game I have ever played through [in] which, for the whole 80 minutes, the plan did not alter. And as it unfolded you could see, as a player out there, the French defeat developing inexorably (All Black wing, in Veysey, 1984,p.80).
 - (b) Coach, along with the captain, influenced the team to change the traditional game for a quicker paced game plan (All Black, 1981).
 4. [The Ranfurly Shield match between Otago and Auckland in 1947 has passed into rugby mythology. It illustrates the impact of an elite rugby coach and the vagaries of player memories. The teams came into their changing rooms at halftime, with Auckland leading 12-3. Variant accounts are provided by players.]
 - (a) We could hear Auckland in their room laughing and joking. Cavanagh [coach] did not come into our room for a couple of minutes. He walked up and down with his head bowed. "Look, I'll be the first to congratulate a better team that takes the Shield off us but this isn't the team. What are you going to do about it?" We were jammed at the door trying to get back onto the field (Otago forward and All Black captain).
 - (b) Vic said, "I've done a lot for the rugby of you blokes -- what about you doing something for me?" (Otago loose forward and All Black).
 - (c) The coach said, "You're wearing the blue jersey with the gold 'O' on it." (Otago forward and All Black).
 - (d) He stated that Auckland were imposing their style on us but we should carry on as we could do (Otago centre and All Black captain).
 - (e) An Auckland opponent declared he listened through the skylight and Cavanagh stated, "You pack of lily livered so-and-sos, none of you are going on the northern tour... you're going to get Scott in the first few minutes, all eight [forwards] of you" (Auckland back).
 5. In the third test against the British Isles in 1930, at Auckland, we were on the north side towards the Sandringham Road end, when I would have gone on the blindside nine times out of ten. I heard Mark Nicholls yell, "I want the bloody ball." As the ball came out from the forwards I passed it quickly to Mark and he pushed the ball right into the spot for Lucas to score. This was a pre-planned option, where he came wide into first-five and it was carried out to perfection (All Black, 1930).

6. At Carisbrook against the British Isles we [All Black Coach and All Black selectors] had decided to put player D on if FE wanted to come off. When FE did come off injured I decided, however, to send player C on to centre, telling CT to move into first-five. "Tell [captain] we'll keep them pinned down in that corner. Player C, you're fresh, tell RW to be ready because you'll get the ball and can have a go." It was a real thrill when [Player C] became a key figure in the consequent try by the right wing (All Black coach).
7. In the Bledisloe Cup test match against Australia (1994) at Sydney, [Coach] gave us a talking-to at half time, basically telling us to pull our heads in. Our second half was some of the best rugby we have played (All Black, 1992-94).
8. In our match, Junior All Blacks vs. The All Blacks in August 1973, Eric Watson's team talk was inspirational and accounted for desperation in holding out the All Blacks. Particularly illustrative of this was Dick Myers' tackle on the All Blacks winger by the corner flag (All Black, 1974).
9. Yes! The Counties vs. Wellington [provincial] game in the late 1970s. Everyone expected Counties backs to run the ball from any situation. Coach changed the game plan to bring everything back to the forwards. Result: Counties won easily (Counties and All Black player, 1973).
10. Ted Griffin, the coach of North Auckland [provincial team], certainly changed the match situation on several occasions in my playing career...all in a favourable result. Against arch-rivals Auckland, Ted's manner and words at the half-time break lifted our work rate and determination (North Auckland and All Black player, 1970-73).
11. The whole course of the 1976 tour to Argentina was changed by Jack Gleeson's observation that opposition teams "Wanted no part of the ball on the ground and consequent rucking" (All Black, 1976).
12. Maori XV vs. Invitation XV, Kawerau, October 22, 1995. The Maori XV trailed Invitation XV by 32 points at halftime. Coach Te Pou within 5 minutes, had refocussed his Maori team and inskilled a simple plan of attack as the best form of defence. The Maori XV won the game 63-61 in the last seconds of the game (Maori All Black and All Black, 1969-73).
13. In 1988 in the second Test, Australia vs. New Zealand, we were down 19-3 at halftime. Alex Wyllie, our coach, emphasised discipline and to increase the speed of the game and we eventually drew 19-19 (All Black, 1984-91).
14. Our Waikato [provincial] team played Otago in 1988. Glenn Ross, our coach, came on at half time and instructed us to play tight and in the Otago half. We won (Waikato and All Black player, 1988-91).
15. Playing for the All Blacks (the Baby Blacks) in 1986, B.J. [All Black coach] gave us, the players, the self-confidence to believe we were going to win, before the game started (All Black, 1986).
16. I remember our Ranfurly Shield match, Canterbury vs. Wellington, 1953. The plan was to give the ball to Wellington. After approximately 15 minutes the captain assessed they had had enough and changed that plan, and subsequently Canterbury ran them ragged (Canterbury and All Black player, 1953-54).
17. New Zealand vs. France, 1961 at Athletic Park saw the influence of the team leaders. The All Blacks played No.7 as an extra fullback while playing into wind in the first half and that kept the score right down even though France had the strong wind behind them (All Black, 1955-56).
18. For the provincial match Hawkes Bay vs. Wairarapa in 1945 Keith Reid was the coach of Wairarapa. Down at halftime, Wairarapa eventually won 27-6. I was taken from wing to a five-eighth position and that shifted the balance of the game (Wairarapa and All Black player, 1947-49).

19. I recall a secondary school match, Massey High School 1st XV vs. Rosmini College 1st XV, won by Rosmini 6-4. Massey had huge Polynesian backs and forwards, skilled players, whose fitness was about 80%. Rosmini had a small pack with skilled players, excellent halfback and key players whose fitness was 100%. Rosmini eliminated mistakes, played at real pace, used a short lineout, never kicked for touch, ran everything, and kept defensively flat (All Black).
20. In 1981 we had a [Ranfurly] Shield game, Waikato vs. Auckland. Coach Simpkins' theory of having our backs standing on offence and using quick passing skills was supported by our captain, Pat Bennett. Pat's ability to convey to his players during the game that we were going to succeed sustained the Coach's plan (Waikato and All Black player).
21. Our Manawatu [provincial side] played Australia at Palmerston North Showgrounds in 1978. Our coach, Graham Hamer, recognised the danger of the Aussie outside backs. His strategy was to place the blind side flanker outside 2nd 5/8 from lineouts. The superior Australia lineout ensured they got 80% of the ball. However Australia couldn't turn that into points, through lack of space to penetrate wide. Manawatu won the match 20-10 (Manawatu and All Black player, 1985).
22. In my student days, 1924-29, at Stellenbosch University we had as our coach "Mr Mark", Mark Markotter, who achieved more renown and publicity as a coach than a player. His age at that stage prevented him participating very actively in the coaching process, but his forte was the discovery of talent in lower teams for promotion to greater heights.... He was rather stern and uncompromising. He, however, knew talent when he saw it and many a player at Stellenbosch had been promoted from the 3rd team to the 1st team as a result of his insight into hidden talent. He was responsible for promoting A.MacDonald, who was one of our 1931 team in England. Mac was, at that time, playing centre for the second team, and "Mr Mark" made him loose forward, which gained Mac a place in our 1931 Springbok touring side in Great Britain (South Africa player, 1928).

APPENDIX B.2

ELITE CAPTAIN INFLUENCE UPON A MATCH

- Q. Do coaches or captains really affect the course of a game? If so, can you give me an example of how a coach (or captain) has caused a game to take a certain course through coaching (or captaincy) decisions made before or during the game?
1. (a) Yes. The Springboks visited the UK in 1930-31. I was then a young Leicester player. I was crocked and watched Springboks beat London by about 40 points. When I was chosen to play for my joint county side, Leicestershire and East Midlands, I was delighted but highly alarmed. I travelled to Leicester on the morning of the game. My fly half, Charlie Slow, and I had never met! I asked him before the game what we should do if we were 40 points down at half time! But our captain, George Beamish of Ireland, had other ideas. He told us he had watched and studied South Africa's play and we could beat them. He told us their covering in defence was phenomenal and they ran like springboks. He said that immediately they lost the ball they covered at great speed for the corner. Therefore he had worked out that we would start to move the ball towards the wings to get their defence on the move. But on no account was the ball to go beyond the centre but was to be brought back into the middle as fast as possible. When has a man's game plan proved more successful! The South Africans suffered that day the only defeat of their tour in a high scoring game. Towards the end of the game, George Beamish obtained the ball about 35 yards out and progressed rather like a majestic liner and, despite much battling, scored a wonderful try. With, I guess, all his Irish gremlins sitting grinning on the crossbar. [It was] the captain's own plan. The captain's example. The captain's play. The captain's day. I played against Danie Craven that day. Whenever I have met him since there has been a strange feeling of unease!
(Leicester and England player, and later England captain).
 - (b) "It was George Beamish's example and general play which helped defeat us at Leicester in 1931. He never stopped encouraging his men. He led them and did not drive them." Craven (1953b).
[South Africa lost one match of 26 played on tour.]
 2. (a) On September 10, 1938, Sam Walker captained the British Isles to a win over South Africa, 21-16. British Isles had lost the first two of the three tests and been beaten by four provincial teams. Craven (1956) notes Walker's "genius" in leading his team to win "when all the odds were against him."
 - (b) In the third and final test [British Isles vs. South Africa] in 1938 we were 3-10 at halftime and people were leaving the ground. Our captain, Sammy Walker of Ireland, gave us a tremendous "pep talk" at halftime and we returned to the fray and won 21-16. His talk inspired us all (British Isles player, 1938).
 3. (a) In 1950, July 1, the British Isles were defeated by a depleted New Zealand team, 6-3. The All Blacks lost Johnny Simpson through injury (no substitutes allowed) and their captain, Ron Elvidge, was severely injured. The British Isles did not capitalise on their opponents being virtually two men short, especially in forward play such as in lineouts (All Black, 1950s).
 - (b) In the 3rd test against the British Lions in Wellington in 1950 Ron Elvidge was badly injured but stayed on because of the no replacement rule and certainly helped New Zealand...(All Black, 1950).
 4. [Another match illustrates the changing acceptance of onfield violence as well as the influence of a captain's premeditated plan of action. An Auckland player, who was also an All Black, recounts the Ranfurly Shield challenge against Hawkes Bay, September 8, 1934.]
In Captain's team talk the night before the Shield game he reminded us that we had bumped into the defeated Taranaki team, at the airport, who were all in bandages. "I want the fullback to kick the ball deep into their 25 and then I want everyone in the lineout to hit, push or punch the guy opposite...." Captain took the ball and kicked it out. Lineout! I punched my opposite and there were boots flying... they were so used to dishing it out, Captain thought that giving it to them would unsettle them! They got a shock. The ball came back to halfback, to five-eight, and centre scored under the bar! Then bloody war started and there was blood everywhere. Players lying everywhere! Suddenly they realised we were up about 16-3 and they forgot about punching and fighting and played rugby, but it was too late and we won the Shield by four points (Auckland and All Black player).

5. In the 1970s New Zealand drew with a country assumed to be of lesser ability. Captain did not change what was happening and attempt to get ball back to the backs. We had the legs on them in the back line but for some reason we seemed to need to keep it in the forwards. The plan had been to move the ball (Coach).
6. In 1959 Auckland played Southland to win the Ranfurly Shield 13-9. Whineray, the Auckland captain, told his team, "Guys, at some stage today I'm going to have to call for the supreme effort...." At a critical stage he went along the lineout and asked for that effort... You felt you would make every effort for him and I know I played as hard as I could (Auckland and All Black player).
7. In our last game of the 1929 All Black tour of Australia we were about 15 points down at halftime, partly because we had been to the New South Wales Rugby Ball the night before! Cliff Porter, our captain, harassed us at halftime, no doubt about it. I can still see him pounding that floor! He emphasised the honour we should uphold for New Zealand. Although we were tired from the previous night there was no question then of losing...(All Black, 1929).
8. We were playing Taranaki and could hear [Taranaki coach] saying to his team, "These are only city bloody slickers. If you get stuck in they'll fold up." I'll never forget that. Our captain just looked at us and said, "We know what to do." We hit them from the word go and never looked like losing (Provincial player and All Black).
9. Our team had [All Black] as captain. He picked up that ball and was determined to make the line. I've never forgotten that, it got everyone behind him in the championship final. It turned around our whole approach (All Black).
10. One incident I will remember forever is when Western Province played against the International Invitation XV in our Centenary year at Newlands. We trailed and there was a break because of injury on the opponents' 25 yard line. I called our wing, (the most skilful player I ever saw!), and our centre and said that I knew he could beat his opponent and that we needed a try. Our centre said he could beat his opponent and that we needed a try. Our wing said that he could beat his man on the outside and [our centre] must be on his inside. I instructed my forwards that I wanted a slight wheel to the left, got it and swung a long pass past the flyhalf to the wing, who beat his man on the outside, and passed inside to our centre who scored. We all had gooseflesh and that became a set move in later games, called "Centenary" (South African test player).
11. In 1978 our Waikato [provincial] team played Wanganui in the second division final of the North Island. Dick Myers was vice-captain. At halftime Dick felt we were all going through the motions. In his last year he was giving his all. In his disappointment at halftime he picked up the drink bottle and slammed it into the ground saying, "Don't you guys want to win?" He fumed and walked away to get ready for the kick off. The team accepted the challenge and won the game (Waikato and All Black player, 1976-80).
12. Lions 3rd Test, 1966. The Lions were attacking and had us on the ropes for ten minutes-plus early in the second half when they narrowly missed scoring. During an injury break we were called together and told to concentrate on our defence pattern and just deny them points, and to nail them when we got into their half. We were reminded that if we didn't score when next in their half we would lose. We kept them out and scored three tries in 15 minutes the next time we were in their half (All Black, 1966-68).
13. (a) Wayne Shelford, as All Black captain [1989-90], on many occasions changed the course of games by his ability at number 8 to dictate a change in tactics and to lead onfield with his inspirational fearlessness (All Black of previous years).
- (b) New Zealand 'B' vs. Australia 'B' in 1991. Shelford lifted the performance of the team with his leadership from the front and commitment (All Black, 1991-93).
14. I recall when Canterbury met. New Zealand Universities in 1977. At halftime N.Z.U. were slightly ahead but Alex Wyllie, the Canterbury captain, changed tactics. It was a wet day. Canterbury kept possession, shut the game down under Wyllie's personal leadership and direction, and Canterbury pulled ahead (All Black, 1957).

15. The All Blacks played Queensland in 1980, at Ballymore. The All Blacks lost 3-9 to Queensland. The All Black captain of the day [and tour] did not possess the leadership ability to rally the team against a determined Queensland through effective control on his team members. As a team we lacked cohesion and the will to win in that All Black jersey (All Black).
16. (a) After 20 minutes of the 1980 Welsh Centenary test [New Zealand vs. Wales] Mourie decided to speed the game up -- it was an easy win (All Black, 1980s).
 - (b) Mourie's leadership illustrated by his try versus Wales in 1980 was an outstanding performance of leading from the front (All Black, 1979-81).
17. Auckland - Counties, 1979. We were 0-9 down with 15 minutes to go in the final and our skipper got us all together. He spoke about how we were playing and said not to change a thing but to continue as we were going. We won 11-9 and kept the [Ranfurly] Shield (All Black, 1977).
18. B.J. Lochore in the 1967 Barbarians match at Twickenham was an example of onfield leadership. We were behind, and getting beaten with time running out, but 'B.J.' never gave up and his leadership by example and word kept the team firing and we eventually won the game (All Black, 1963-70).
19. I remember playing a [South African provincial] semi-final when Morne du Plessis saw that the opposition flank was injured. We then started to play towards that player, driving and breaking around the scrum towards him. It changed the game. We won it (South Africa player, 1981).
20. Bernie Osler our 1931-32 captain, in his team-talk before we took the field against Wales said, "We will assume that we shall be able to handle the wet and slippery ball. If we can't I shall tell you what to do." The game had hardly started when he said to me, "Kick every ball you get and, if you can't, give it to me to do so.... Forwards, give them the ball. Loose forwards capitalize on all loose balls." And we won. And a wet ball in those days was a wet ball! (South Africa player, 1930s).

Players' onfield decision-making may also influence the result of the game.

Playing for Scotland at Twickenham, against England, a kick to the far corner just crossed the line. I was the fullback and arrived with the English centre and we finished in a heap. The ball shot into the side stand, like a rocket. The small Welsh referee was at the 25 yard line, and on arrival asked me, the defender, "Was it a score?" As the ball had touched the ground over the line the Englishman had got his hand to it. It was a score, and I said so, and Scotland lost 9-8. A good loser? Not at all. You play the game by the rules, or not at all (Scotland player, 1930).

APPENDIX B.3

**EXAMPLES OF ELITE CAPTAINCY ROLES OF THE 1950s OFTEN
SUBSUMED BY LATER DECADE COACHES**

OFF FIELD	ON FIELD
MAINWARING (1950)	MAINWARING (1950)
Learn about opponents. Identify with team selection.	Members watch progress. Keep talk to minimum. Encourage players. Spirit of the game emphasised. Accept referee decisions. Profound knowledge of the game.
ELLIS (1953)	ELLIS (1953)
Discuss previous match. Formulate tactics for next. Ensure understanding of new players. Delegate duties to forward or back leader. Prepare for positional changes through injuries. Prepare kickers. Ensure forwards know set field play. * Taking care of insecure team members. * Ensuring team mixes well. * "Gently persuading" others not to interfere. * Ensuring rest on match evening. * Speech making. (* = For club captain.)	Examine the state of ground. Check on referee and touch judges. Arrange duration of play. Monitor course of game for decisions needed. Give orders, praise publicly and blame privately. Lead by example and keep talk to a minimum. Inform kickers of kicks needed and delegate catchers. Give clear half-time directions. Take close control of game in final stages.
HIGHAM & HIGHAM (1960)	HIGHAM & HIGHAM (1960)
Plan tactics. Prepare kickers. Contingency plans for injury. Warm up players. Substitute half backs if designated player is caught up in play. Check boots. Thank officials.	Gain initiative and keep it. Adjust inaccurate positioning. Use alternative tactics if needed. Not chatter too much. Close coordination with forward/back leader.

APPENDIX B.4

RUGBY LEADERSHIP IN ACTION: BRITISH ISLES TOUR 1971.

(Coach : Carwyn James Captain : John Dawes)

The 1971 and 1974 Lions, in New Zealand and South Africa respectively, played eight tests, won five, drew two and lost one. The marked impact of the 1971 British Isles team in New Zealand caused critical examination of their play and the impact of their team leadership. The Welshman, Carwyn James, was acclaimed for his coaching, just as Willie John McBride (a 1971 Lions forward leader) was to be acclaimed in 1974 for his Lions captaincy and generation of team spirit. The 1971 Lions' open play and pivotal play of the fly-half, Barry John, caused a revaluation of New Zealand coaching.

The literature on the 1971 tour offers a particular focus upon the coaching and captaincy of one test series. Prior to the tour, Carwyn James sought the advice of players who had toured New Zealand previously, changed Home Union tactics to a style of play which fitted the New Zealand setting, and emphasised the building up of confidence. He noted that, before the tour, he had read a great deal about New Zealand rugby. Tactically he planned his team selections in the interests of the test teams and to give opportunity for all players. He skilfully withheld Barry John from the critical and potentially injury-threatened Canterbury game. Two Lions were invalided out of the tour from this game.

Willie John McBride, for whom the tour was a big career breakthrough, noted that James had a special strength in using the players' knowledge. McBride, who played in all Lions tests 1971-74, commented :

The 1971 team was a reflection of the thinking which had been developed for some years...coaches in the four home countries, responsible for helping our players muster the essential basis to play at a high standard and adopt the right attitude.... (O'Connor,1975,p.100).

The testimony of All Black Colin Meads, that the 1971 Lions were the greatest touring team he played against, supports a special consideration of their leadership. He noted that they had intelligent planning allied to dedicated and inspiring players in key positions.

In the key front row positions, the New Zealand players were noted by the prop forward McLaughlin (James et al.,1972) as not having been coached thoroughly in techniques and set scrums. Their binding was not tight and they did not combat the Lions' low set scrum. He also suggested that New Zealand "had not thought very much about what to do" to negate the eight man drive at scrums. McLaughlin raises questions that a New Zealand coach should have specifically addressed to his props (pp.11-12) and outlines a range of techniques that the New Zealand front row could have utilised to prevent the Lions front row establishing themselves (ibid., p.20).

Evans, a lock with the 1971 Lions, noted that most of what the Lions did in the lineout was illegal, adopting "when in Rome..." as their maxim. On the legitimate tactical side, the Lions made plans to make the All Blacks openside flanker go backward, to reduce his effectiveness. In one test the Lions flanker, John Taylor, noted how he remained on the scrum pushing against the All Black pack unaware that despite the All Blacks going backwards, they had won the ball and used it. Coach James altered this play for the next test with more effective tactics for the Lions back row when their scrum went forward. Taylor noted the success of the Lochore Number 8 move in breaking off the

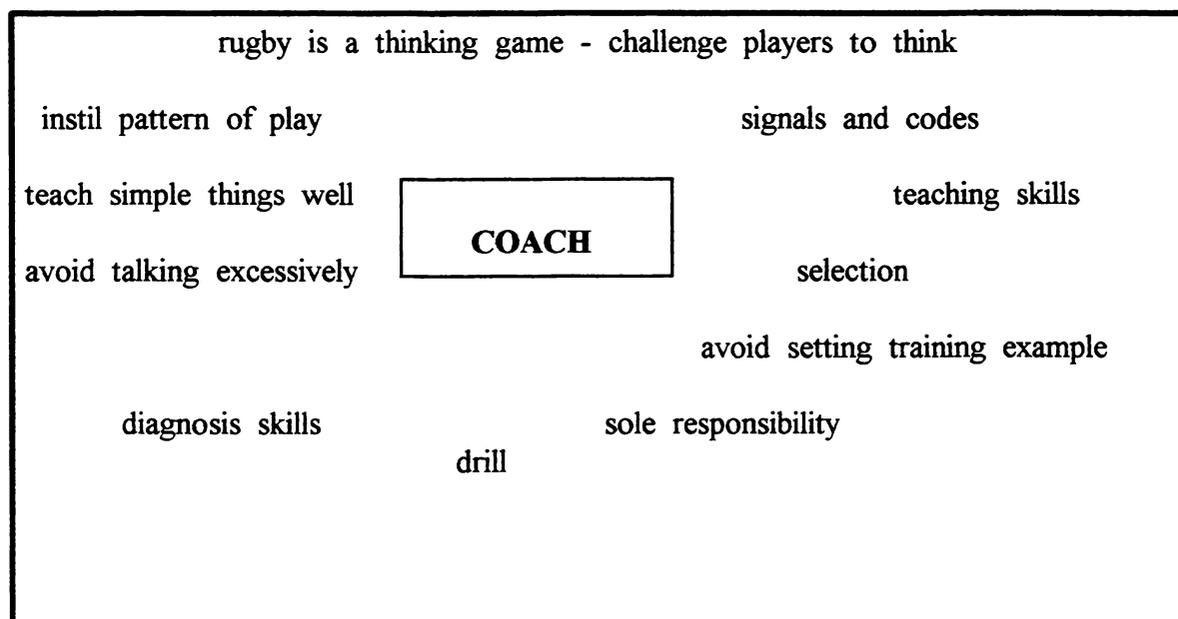
scrum as the ball was put in to enhance attacking options (see James et al., 1972, p.38-39). He also advocated more coaching of back row moves.

How often we see the situation in this country where a back row move is called which hasn't been practised enough and when it fails the whole thing is discarded because the captain is a bit dispirited, and the other side have gained 50 yards. The skipper curses the back row. I would suggest that this is probably a fault in the way we practise (ibid., p.40).

James developed the strategy of placing the last man to a ruck on the other side from the scrum half to abort the propensity of Sid Going, the All Blacks' halfback, to come around the ruck. "The All Black pattern was too predictable, and therefore it could be contained," John Dawes asserted (James et al., 1972, p.83). James' coaching not only contained the opposition but was seen by his players as a liberating force for his own team. Gerald Davies (James, 1983) described his coach as the rugby world's philosopher-king, emphasising James' qualities as a teacher, guiding players to self-discovery.

James' wing-threequarter captain, Dawes, noted (Dawes, Evans, Morgan and James, 1979) that he wanted players to think for themselves, to assess the situation, modify their ideas and control segments of play.

James' coaching beliefs are drawn from his writing (James 1983) and expressed, in summary below.



APPENDIX C.

RESEARCH METHODOLOGY

- C.1 Participant Observation.**
- C.2 Interview Guidelines for Study.**
- C.3 An Example of Applied Grounded Theory:
The Referee.**

APPENDIX C.1

PARTICIPANT OBSERVATION

Participant observation takes different forms, each of which entails the researcher's commitment to an "accurate" personally framed observational record of a social setting. In the world of multiple realities that marks any collective social situation the accepted observer is uniquely positioned to record the context, participant behaviours and participant understandings of that social situation. Penetrating the boundaries of such settings enables the researcher to view the world "from the inside". In turn, this may lead to clearer understandings of the specific or awareness of what is possibly universal. No other mode of research provides the data on subtleties of context and behaviour with non-judgemental descriptions nor uses the self as the agent for exploring the social process, to observe, question and record (Fetterman,1989) or follows the informants' way of life (Burgess,1984; Fine and Kleinman,1979).

How this is carried out is dependent upon how the researcher is defined by informants. The level of rapport between the researcher and individuals or group is critical (Jacob,1987). Constructions placed upon the observed settings become clear to the researcher through the epistemology of the participant observation methodology, which is dependent upon reciprocal discourse and interaction. In the milieu of such observation the social world is seen as problematic, with the researcher's mind, eyes, language and sensitivities at once considering, and responding to, the scene around and merged in this.

The social setting of a sport team has temporal and spatial dimensions which interlock with the point of researcher focus. Given the complexity of any such team setting, the researcher is faced with a potentially full and rich record of observations to discern idiosyncrasies, patterns or regularity of behaviour. The participant observer role may be carried out with minimal involvement, partial or full involvement. The role relates to the type of information sought by the researcher, the extent of observer involvement permitted or accepted in the setting, the interaction of researcher and informants, and the researcher's personality (Templin and Griffin,1985).

Locke (1989) emphasises the importance of the researcher staying for a prolonged period, maintaining regular habits in an unobtrusive manner, being non-judgemental with an active interest in all participants, and with "reduced overt signs of reaction" (p.8). "The longer an individual stops in a community, building rapport, and the deeper probe into individual lives, the greater the probability of his or her learning about the...subtle elements of the culture" (Fetterman,1989, p.27).

Becker (1958) warns against a view of participant observation that sees this as data immersion and "having insights". He raises the need for systematic and ongoing review of data, critical reflection on the researcher's role, relationships and conceptualisations of the settings, checking the data and statements, and

presenting the results. The acceptance by key informants of the accuracy of the data is integral to the methodology -- key informants being persons who are usually the subjects under study or related to the source of data and actual social behaviours being observed. Identifying such informants is linked with developing a schedule for observation. This may be drawn up entirely by the researcher or based upon an existing schedule. Such schedules can provide information on key settings, locales for the coach's actions, bases for comparison of behaviours in different settings, and provide for the relating of independent observations.

In the field the initial entry stage informs participants about the nature of the research, with the researcher negotiating entry into the setting and the modes of observation and interaction with informants and participants. Setting dates and times assists the research process but the researcher must decide on what to observe, translating research questions into prompts for appropriate descriptive observation. In the human and social setting the researcher describes the subjects and ways in which people interact, their activities, behaviours and perceptions. This necessitates the researcher losing any novelty status associated with being present in a social setting and being unobtrusive and non-threatening in manner, dress, language or behaviour (Locke,1989).

Fetterman (1989) considers that a research project reaches maturity when the researcher has been fully accepted by the group being studied. Such acceptance improves the quality of the research data as a result of "opening up new levels of previously undisclosed symbols and cultural knowledge" (p.133). The data gathering stage is marked by an increasing identification with the setting and people under study. In some settings the key informants may need some development in their roles. Routines are established and the process of observation begins. This level of familiarity engenders a greater awareness, by the researcher, of non-verbal language and behaviour. This can include dress, gestures, symbolic representation, and body language. Documents similarly heighten awareness of a setting and its varied dimensions. The researcher has a focus upon behaviours, events, event sequence, perceptions, relationships. Such revealing dimensions as seating observations and patterns, observation of groupings and verbal interactions may be integral to this (Whyte,1984).

Informal interaction and unplanned activities will deepen the researcher's rich description record through their additional insights, as do ongoing informal interviews. Recording exact language and key dialogue or discourse provides a lens through which the social world is seen and a mirror of this for researcher reflection (Karp,1989).

Individual informants might provide inflated or misleading accounts in interviews, discussions or conversations noted in the course of participant observation. This lessens as the researcher adjusts to the environment and gets to know the informants. The observer is concerned with the avoidance of false or misleading trails and trapping of misconceptions before they become embedded in the observer's record. Cross checking adds assurance to this, with the use of multiple data sources as a process of triangulation. Modes of

validation, category formulation and cross-checking, use of a peer as a sounding board and the processes of critical review are drawn upon in maintaining a rigorous approach to the generation and critical consideration of participant observational data. (See also the discussion on Grounded Theory, Chapter Four of this present study.) Such procedures may also lessen or avoid the researcher “going native”, an ethnographic term denoting the identification of the researcher with the observed group to the extent that objectivity is at risk and bias may enter into the procedures and recording. When this does occur, the researcher’s recognition of this occurrence is critical and the resultant observational data demands careful examination, analysis and validation.

The closure of the participant observation comes with the saturation of data, the researcher attaining the concluding frames of the time allocated to the observation period, funding cessation, meeting deadlines, confirmation of the evident law of diminishing returns, or lack of site accessibility (Templin and Griffin, 1985). Formal and informal interviews at the end of data gathering, or critical reviews of the observation record by key informants, provide a means of validating and modifying data and elements within the data as well as clarifying perceptions. The project may have small errors tolerated in the observational record but “conceptualised propositions based on idiosyncratic interviews are not” (Fetterman, 1989, p.9).

The test of the observer’s record “rests not as a forum of methodological rigour and an logical cogency, but it depends above all on a recognisably faithful replication of the structures of social life” (Rock, 1979, p.11). The participant observer will have a naturalistic, sensitive, accurate, human record which is subject to critical reflection and data analysis. In the final stage of the observation record the researcher must critically consider the data in case it is misleading and vet the data through triangulation (see above). The participant observer, operating in a sport context, may face problems of time limitations, lack of quantifiable data, the need for notes and the research path to be replicable, and critical self-reflection upon the researcher’s role and oneself as a participant, whatever the limitations. Schultz (1989) emphasises the need for accurate living data, and the reader should be provided with sufficient data* to validate the researcher’s interpretations and conclusions. (Fetterman, 1989).

* It is the generation of such “sufficient data” which underpinned the primary research modes of the present study. See Chapter Four for further discussion, and Appendix H.1 for a major subject’s perspectives on a primary participant observation phase, the New Zealand All Blacks.

APPENDIX C.2

INTERVIEW GUIDELINES FOR STUDY

A. Interviewee

Reason for selection and fit with research purpose.

Stage of research to which the interview relates.

Relevance of interview to research questions and structure of study.

Linkages with various sectors of the study.

Background reading to prepare interviewee background and noting of critical life incidents by the researcher.

B. Setting

Advising purpose of interview and anonymity of informant.

Arrange convenient day, time and location.

Advise probable duration, with maximum of one hour.

Send advance basic questions to interviewee. [See Appendices G.1 and G.12.]

Check time of day and travel time to ensure punctuality.

Small cassette tape recorder: check tape, batteries, volume setting, and ensure spare batteries are at hand.

Unobtrusive notebook with basic biographical data in it from background notes.

Dress to fit the subject's age, circumstances and interview setting.

C. Interview

Acknowledge value of interview and information.

Interview is seen as a learning conversation, not an interrogation.

Request permission for interview to be recorded.

Establish rapport before raising sensitive or controversial topics.

Make questions clear and be prepared to rephrase key questions.

Maintain direction of interview, and use silence judiciously.

Be attentive to shifts in interviewee voice and tone.

Do not distract the interviewee by continuous writing.

Consider eye contact and non-verbal body language.

Allow for cultural considerations (e.g., food, initial rapport, eye contact).

Be sensitive to off-air comments (use pause button).

Use camera, if agreed and needed.

Greetings and farewells may be in non-English, Maori or Samoan.

D. Post-interview

Ensure the interview record is accurate, checking accuracy of notes with taped record.

Send a note or telephone call of thanks.

Transcribing is costly: consider selecting key interviews or core questions.

Listen to all tapes.

Send transcription when appropriate.

Double-check factual data and interviewee recounting of match information.

APPENDIX C. 3

AN EXAMPLE OF APPLIED GROUNDED THEORY: THE REFEREE

The referee is a key figure in an elite rugby match and the referee's decisions influence onfield leadership and decision-making. As the four research phases in the present study were developed, the researcher found that the *referee*, rarely noted in elite rugby coaching and captaincy literature, emerged as a significant consideration, in field data. Initially noted in Chapter Five as a property, *referee* gathered evidential force to be subsequently noted as a category, then recurred as an important but lesser product of data, and was ultimately expressed as a property of the category *Game Plan* in the results synthesis chapter, Chapter Nine.

An outline of developmental considerations of *The Referee* provides an example of grounded theory research realities illustrating the present study.

Part A: Introduction: Chapter One.

The researcher had not expected the referee to emerge as an important element of this study and had literally "not given the matter much thought".

Part B: Literature Reviews: Chapters Two and Three.

In the social framework of New Zealand sport, and history of rugby in New Zealand, the referee emerged in the later nineteenth century as a match official, the captains having previously and jointly adjudicated in matches (Rainey, 1982). The literature on elite rugby team leadership has rarely noted the referee. Biographies and rugby tour books occasionally noted the impact of this arbitrator upon match fortunes (see, for example, McLean, 1976a; Scott and McLean, 1956). The manuals and discussions on elite rugby coaching and captaincy rarely discussed team leadership in relation to the referee and onfield officiating. Frost and Uttley (1981), the latter being an international rugby player, provided one of the few instances of discussion relating team leadership and the referee. McDavitt (1982), an international referee, noted the need for the referee to know what coaches expected each player to do.

Part C: Methodology: Chapter Four.

In discussing qualitative methodology drawn upon in this study, the researcher had anticipated a range of interviews with persons in the domain of elite rugby team leadership. The referee was not expected at that stage to be one of the interview subjects, who were expected to be past or present elite players. Although grounded theory precepts underpinning the study meant that immersion in elite rugby settings would generate data and lead to theory construction, the researcher had no reason at that stage of the study to anticipate the referee emerging as a distinct element.

Symbolic Interactionism

At all stages of the research the emerging data were considered in terms of symbolic interactionism. This was discussed in each research phase and influenced the eventual

frameworks of properties and categories. One example was seen in the All Blacks' symbolic code of action against illegal play which had been unchecked by the referee. In the Provincial Team a similar attitude was noted. The referee, a key figure symbolising authority in a role of arbitration and interpretation of transgressions, assumed an unexpected additional dimension for the researcher as an onfield voice providing insights on the realities of captaincy in action.

Part D: Research Phases

(i) Provincial Team: Chapter Five.

The Provincial Team participant observation data generated a category of *Officials* and property of *referee*. Interviews in the PT environment suggested a centrality of the *referee* to the team's onfield leadership and fortunes. They also provided insights from the referee on leadership roles enacted on the field and the *referee* was briefly rated significant enough to be a category.

Captain G is unobtrusive. He doesn't seem to direct his players. He may do so but this is not readily observed by the referee. When the pressure was really on in today's Ranfurly Shield game, [senior player] was urging the players and organising them. [PT captain] is in the traditional forward captaincy style. He gives his utmost as a player, leading from the front. [Captain] is vocal and cajoles some players and drives others as he treats players differentially and they seem to respond. (Shield Match Referee.)

Document analysis indicated the *referee's* role in responding to illegal play and professional fouls. *Referee* behaviour, in turn, influenced player and coach behaviour and the captain's onfield decisions (see 5.2.3 in the present study). The players' questionnaire (Appendix D.5) indicated a high acceptance of illegal actions by the team. Overall, however, the Provincial Team research led to the *referee* as a property in the category of *Matches*.

(ii) Provincial coaches and captains: Chapter Six.

The provincial coaches and captains indicated that the *referee* could facilitate or hinder onfield play. "The referee didn't help [the course of the game]." The *referee* proved, as in the previous research phase, to be a source of information on the captain's match leadership. For example: "His leadership style is based on his ability to read a game, predict strengths of team mates and opponents, respond quietly and effectively, and communicate appropriately ..." (Elite match referee).

This phase of the research generated the *referee* as a property of the category *Game Plan*, as the *Match* (previous category) and *referee* were seen as integral to the outcome of the *Game Plan* and appropriately placed within this.

(iii) All Blacks: Chapter Seven.

The All Blacks phase of the research reinforced the researcher's enhanced awareness of the *referee*. In the participant observation the *referee* was a factor in team talks in relation to illegal play and was met with in test week by the coach to discuss interpretations of law. Consequently, the central role of the *referee* led to a property listed in the category of *Match* for this phase.

Interview data in the All Black phase led to the category of *Game Plan*, which subsumed the previous category of *Match*, as the game plan was generated by data as the major focus of All

Black test week and the *match* was integral to this. Thus, the *referee* became an important property in the *Game Plan* category.

All Black Questionnaire One in September 1993 (see Appendix F.5) sought player views on possible recommendations to national administrators. Three players noted referee standards, typified by, "There is a need to focus upon refereeing standards and the role of a referee managing rather than controlling games."

All Black Questionnaire Two of December 1994 (see Appendix F.7) contained a question (3.0) which sought player views on weightings of relevant factors affecting a test result. There was no nil response in terms of the referee's match impact, and players indicated a belief that the referee's influence on a test ranged from 10% to 23%.

Prior to test match day, the All Black coaches met with the referee. The coach and captain, in post-match interviews with the researcher, commented upon referee decisions and their impact. This All Black phase of the research thus reinforced the *referee* as a property in the category of *Game Plan*, as in the provincial coaches and captain's research phase previously.

(iv) Multiple perspectives: Chapter Eight.

The interviews with past All Blacks led to a number of them recounting tests in which *referees* were perceived as influencing match results. An All Black captain recalled touring South Africa when South African test *referees* were thought to rule in favour of their home team. (In contrast, a South African test player described New Zealand *referees* with the same perceived bias.)

Historical perspectives were recounted which illustrated players testing the referee's vigilance, the match impact of the referee upon the course of a game or the *referee's* perceptions of onfield leadership.

Before the big wartime match against South Africa, at Baggush in Africa, I told the forwards, "At the first scrum we'll try the ref. out." At the first scrum the referee blew his whistle, "Free kick to South Africa." We thought he was on to us and didn't try any more tricks. What I didn't realise was that the referee had remembered me coaching a school team at Silverstream, in New Zealand, and giving the same advice to the 1st XV! So he was ready for me in the war test! (Past All Black hooker and pack leader.)

I do recall [an All Black captain] lifting his team after the opposition scored two tries. The All Blacks were on the back foot but he showed damned good captaincy, quietly pulling his team together and always communicating. The team's respect and consequent effort was clear. (New Zealand test referee, personal communication.)

Figure 8.10 set out international rugby players' major criteria for judging an elite team, which included "Sportsmanship" and "Accept referee rulings". These were reflected in personal notes given to the researcher by a past All Black who was also a test referee.

The captain should be...working in conjunction with the coach and gaining the confidence of his fellow players so we, [the referees] in turn, have on the field with us a leader of men who can control his own team and leave us to our efforts in trying to play God and be right every time. (Past All Black, personal communication, 21 April, 1993.)

The referee's influence may be one of commission or omission. One past All Black recalled the impact of referees not stopping illegal play and players having to take retaliatory action. "We always accepted in our era that one player had the role of enforcer." One example may be noted, from a province's match against a high intensity international team, when a captain's young hooker was playing well until violently hit in the testicles by opponent X.

The referee didn't handle it, or couldn't handle it, so about six scrums later I said to H [a fellow All Black], "This is it." And so I hit opponent X and so did H. Player X staggered a bit and we got on with the game.

An All Black of the 1970s reflected others' beliefs in noting that, "Refereeing is more about man-management than about the meticulous application of the rulebook." Past referees of elite rugby team matches also provided perspectives, directly and indirectly, on team leaders.

I knocked on the door of the changing rooms for the captains to toss for their Ranfurly Shield game and I could hear this coach yelling, "Get so and so, he's got to be immobilised." Three penalties put them well back in the first 20 minutes - Shield games are almost as tough as test matches.

The 1956 series was a "win at all costs" series. When you sum it up in your own mind, then win, and win at all costs, comes through time and again.

Waikato vs. Auckland for the Shield -- those captains got the last ounce out of those chaps.

Another referee provided an unusual perspective of the referee's role in previous decades, in passing on elite level rugby knowledge.

I don't remember such things as courses and training for coaches. Top coaches got together and discussed methods but the great majority of club coaches did not know how to pack a scrum properly, particularly if they had played in the backs themselves. Even in the 1950s, when refereeing lower grade club football I often stopped games and showed the forwards how to pack in the scrum to improve the game and do as the first-class teams did. (New Zealand test referee.)

The impact of referees on the quality of play, and onfield game plans and decision making, is reflected in a letter from a British rugby journalist who toured New Zealand with a British Isles team: "I am certain that if British referees interpreted the rucks as in New Zealand, the game would improve" (Letter supplied in personal communication from Coach A, January 23, 1994).

The overall thrust of data from this phase of the research led to a category of *Evaluation of Team Leaders*, which included properties of *Ethical play* and *Accept referee rulings*.

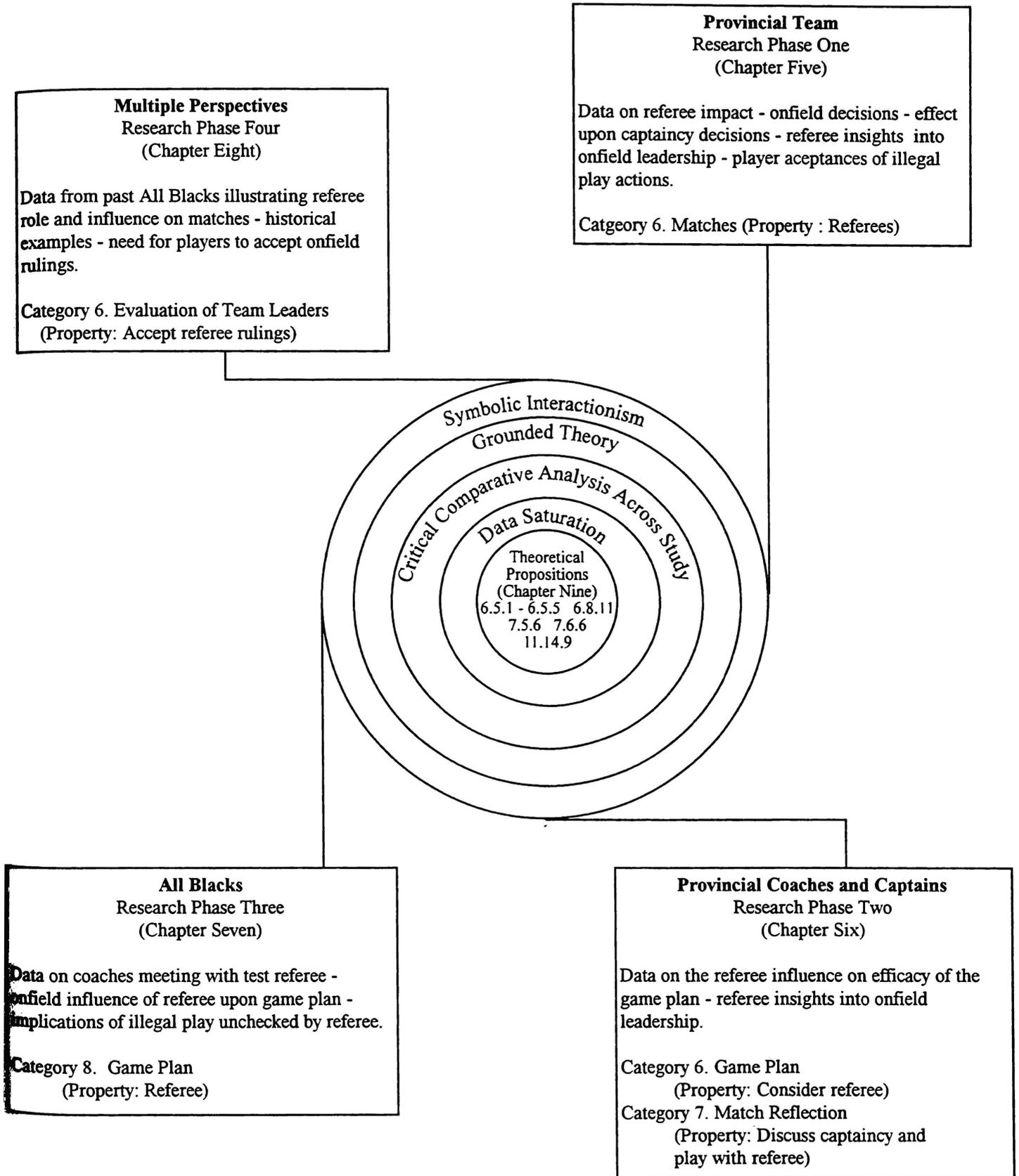
Part E: Research Results

The master set (Section 9.2), which drew upon the categories formulated in each research phase, contained a category *Game Plan*, which included a property, *Consider the referee*. This property, given the impact of research data and perspectives noted above, generated the theoretical propositions in Chapter Nine (Section 9.3) listed as 6.5.1 - 6.5.5. Further, the property of *Game plan review*, generated a theoretical proposition 6.8.19 related to the *referee* as a source of information on onfield leadership. Additionally, within the category of *Team Leader Evaluation*, the property of *Matchplay* (11.4) led to a proposition related to a team accepting *referee* decisions (11.4.9).

Thus, *the referee* had been generated by the field data as a property in the first phase of the present study, was then perceived as a category, and became modified by subsequent research data to be seen as an eventual important property in the *Game Plan* category. Consequently, *referee* was retained in the final master set of categories in that category, and led to the formulation of theoretical propositions (Section 9.3) which reflect the impact of research data.

Examples of *Consider the Referee* may be considered in a visual perspective:

Match control	Onfield decisions	Generates captain decisions
Influence on results		Crowd comment
Laws		Penalties
Arbiter		Link with linesmen
Distinctive uniform	REFEREE	Communication
Whistle signals		Symbolic language
Appointed by administration		Perceives onfield leadership
“Cause” of players’ illegal retaliatory actions		Role can be analysed by coach



Representation of referee theory generation

APPENDIX D.

THE PROVINCIAL TEAM

- D.1 Observation of Provincial Team**
- D.2 Provincial Team Observation of Gender Settings.**
- D.3 Provincial Team : Court Session.**
- D.4 Provincial Team Semi-structured Interview Questions.**
- D.5 Provincial Team Questionnaire and Results.**
- D.6 Provincial Team Perceptions of Coach.**
- D.7 Provincial Team Coach Notes for Ranfurly Shield Challenge.**

APPENDIX D.1

OBSERVATION OF PROVINCIAL TEAM

The following verbatim extracts from the researcher's notebooks are provided to illustrate the contextual record from which the accounts in Chapter Five are taken, and to allow consideration of the accuracy with which such extracts represent original observations. (See Figure 4.5, p.99, for the dates of the matches.)

Match Three

Thinking back on the Shield match... On one hand there have been apparent professional fouls, on the other the played-out commitment from both sides. Words of one PT player's Maori people come to mind.

<i>Reia te ihi</i>	<i>Uncover your excellence</i>
<i>Reia te mana</i>	<i>Disclose your power</i>
<i>Reia te tapu</i>	<i>Unveil your sacredness</i>

I sense that in some small way the encounter of sport today has evinced this man's excellence as he played himself out for 14 team mates and his coach. This was his game as much as anyone's. Our playing fields may be flawed with violence or an undue emphasis upon winning but they may still have potential to reveal the mettle of men and women who run onto them. And sometimes, as on today's winter turf, just enough to sustain our belief in sport's capacity to transcend the commonplace, we sense the mana tangata of the ordinary man made extraordinary. (Researcher's notebook 14.9.91).

[After match]....The Shield captain, appears in eleven sentences to mention sponsors in five or six of them. His speech addresses the challengers in part: "You can go home with your head held high."...."You really took it to us...we had to dig deep." (I am struck by the clichés from this All Black captain. Echoes of my interviews with other elite rugby captains recur as I recall their comments on the difficulty of public speaking.)

Speeches are exchanged with the ritualistic exchange of ties for captains and cuff links for the referee. The PT manager speaks, with a straightforward and simple speech, followed by the captain.

[See Appendix D.2, Match Three, for further extract.]

Match Five

(Verbatim Extract from Researcher's Notebook, September 26, 1991.)

6:10 p.m. Waiting for players to arrive, Coach jotted down answers to a questionnaire of the researcher's as the skipper's dog wandered in to seek his master out and sit beside him...The coach addressed the team. "We'll shoot straight over to the recreation ground and do a warm-up, a team run, grids, and then forwards back here for a few scrums, and then into the showers."

6:27 p.m. In the damp early evening air, the captain is taking the limbering up and loosening runs. The 22 players turn in the dark shadows at the end of the freshly cut field and run in line

into the wind. They turn again and run from the gloom with increased urgency -- Pakeha, Maori, Samoan, short and tall, All Blacks and club players, caught in the lights of the park. The surrounding hills hunch into darkness. The field has cones marking out lines to run and defining the PT practice area. The coach now calls them over. "Okay, no stuffing around guys, we're right into it." They simulate a dropout, with their ex-All Black lock taking the ball. There is an urgency about their actions now. The team bursts upfield with their coach urging, "Score the try, let's score the try. Over there where L is. Let's get into a little bit of habit. Score the try, guys." They scrum on the try line....."Score the try, guys." The tall brown wing, emerges at pace from the shadows...."Let's be organised, be quick," urges the coach. Now the backs run in an orthodox movement. The coach calls "penalty", and the forwards break into position and the backs cover their field positions as though the opposition have been awarded a penalty. The team gets a bit too hasty and errors start to appear. "Slow it down HB, good passes, eh?" There is a lot of chatter and vocal support but the clearest voices reaching onlookers are those of the halfback and the captain. The coach pulls the team into a group. "Let's get the ball quickly to the centre. I want you up here," he indicates to the centre, "and breaking here and thinking." They practise such a break. The backs run in a try. "Good work, good work. Stay there and stay involved," he encourages his new young winger.

They rehearse their lineouts, with "7, 4, 81" as the hooker's call, preparatory to throwing the ball in. The halfback repeats the call, but Coach steps in and stops the move. "Where exactly are you TQ? If we're going to play at speed we can't piss around."

The lineout forms again. Coach is still not satisfied. "C'mon guys, let's think. Concentrate guys, let's demand it of ourselves." They line out.

7:15 p.m. "Good training guys." Coach is concerned now that HB must quickly get on with his game at scrum-time. The captain points out that this Saturday's opponents put a lot of practice into their scrums, and he's not satisfied yet with the feel of the PT scrum. They pack down again. HB calls, "Coming, weight, heave." Captain instructs his pack, "Tighten up. Tighten our grips. Good set position and heave on you FR." They go through the scrummage. They repeat it. The captain now takes the forwards to the other side of the field. They come back and scrummage again. "Let's think about the last scrum of the game and it's on defence." They try out a move from the scrum, twice. Twice it is stuffed up. "Let's get it right. Slow it down and let's get the drive right. Slow it down, slow it down." The coach's sideline admonitions, now forceful and critical, are supported by the captain's onfield directives.

Everything is done non-stop...."Come on, there's no time in the game for walking, that's why we have the grids. Come on, you have to bend your bodies. Another try is to be gone through." Coach speaks to FB about the line he is running, as a few of the players with hands on their hips, gulp in some steadying breaths. "Right, let's get into a kick-off. Skipper, cover the back, eh?....Good kick. Well taken. Now march forward pack." Then HB's voice cajoles, directs and whips his pack as they move forward together in the moist evening air....and so the final practice continues.

A lock, who has been watching because of a slight injury, comments favourably on the scrummaging as we walk back in the dark. The players move off to their showers.

I wonder about the teaching role of the coach in practice situations such as the move tonight with the fullback coming into the line...."Score the try HB," directed Coach. The fullback didn't. I wonder what his coach thought? Did he notice? Is it important? The backs haven't

scored many tries in the last few games. They need to get the feeling of that physical action of being over the line and grounding the ball. FB, as an inexperienced player, needs that ingraining, or does Coach want to keep up the pace of the training and not want to admonish FB so soon in his rep. training in front of his team mates? (Researcher's notebook 26.9.91).

7:30 p.m. Guys are coming out of the showers...there are new shirts from the sponsor and match tickets to collect. The captain and coach are sitting together talking. *(The captain-coach relationship is a vital aspect of rugby team leadership and players have commented to me on the good relationship they have. It is apparent in all the settings I've observed but I wonder at the specific detail of their discussions and apparent lack of individual player analysis.)*

The onfield details now confirmed, Captain calls to his dog, Kingpin, and walks off into the night with a couple of cans of soft drink. Other players drift away. Coach, masseur and manager are the last to leave. In two days this PT side plays their last game of the season.

APPENDIX D.2

PROVINCIAL TEAM OBSERVATION OF GENDER SETTINGS

[The following notes are verbatim extracts from the Researcher's Notebook.]

PT Match One

I chat with FB's stepmother, an accountant. Having played a range of sports, she enjoys watching rugby, "But not as much as 15 or 20 years ago. I feel a lot of players today are too individualistic and selfish. But if he wasn't playing, I would still watch rugby." Her job affects the amount of rugby she can watch. With FB's father, she assists the young footballer through watching, organising him, providing financial support and discussing games. FB's father is an ex-club captain who comments on the changing face of the game through recent laws, higher skill levels, and increased speed. "But I would like to see more women and families involved at club level."

PT Match Two

A female view of rugby's social context, from an observer with a non-rugby background came from the partner of the PT manager. At 46 years of age she had never been to a rugby match until meeting the manager. She knew rugby as New Zealand's national sport and knew the All Blacks were the New Zealand team but that was virtually her sum total of rugby knowledge.

In my mind I'd had a stereotype of rugby players as drinking a lot of beer and womanising and expected that their behaviour might be a bit suspect. I'm certainly quite impressed, however, with the guys. They are polite, at a much different level from what I had expected. They seem more intelligent than I expected...What does impress me is that it's a great leveller in the way diverse people mix, and wherever you go people know someone and they get on well together...My impression of the team is that they are very friendly; they remember your name and generally at social functions I see the same girls with the same guys, which was certainly not my expectation before I got to know a rugby team.

PT Match Three

6:03 p.m. ...After-match function.

The speeches are not lengthy. The large room has one bar area roped off for the teams to get their drinks and then join friends, family or fellow players. Mrs [Surname] and Mrs [Surname], mothers of [Shield Holder] players, sit by a wall. The players pause to greet them with a smile, a brief chat or a kiss. There is no marked imbalance of men and women here. Parents, partners and players mix in a crowded environment, with past players often recognisable through their physical appearance, cragginess, red faces, or older visages which have a familiarity lingering from their glory days of the *8 O'Clock* Saturday evening sport paper. There is a smattering of taller men, former locks and lineout leapers, like strange human rocks discernible above the surface of this sea of rugby socialising. Shorter men thread their way to the bar through the labyrinth of bodies awash with conversation, liquor, fervent opinion or the simple pleasure of meeting up with old friends ...

[See Appendix D.1, Match Three, for a further extract.]

6:45 p.m. At the Supporters Club, which is in temporary premises as new clubrooms are being built. *(The setting tonight reminds me of public bars in the 6 o'clock closing days. There is a bar, and crowded tables with mainly men and few women at them. Here I notice smoking, the noise and a greater gender imbalance than were noted at the more formal aftermatch function.)*

...On the bus, and on the way back to the PT motel. One player comments that there should be no women on the bus. A couple of others disagree and point out that parents and wives give a lot of support and that 3½ hours after a game ended was okay for them to be sharing the bus. The bus heads back to the motel...

PT Match Four

Two women, aged 68 and 75 years, talk about their experiences as members of the Supporters Club. They are grey and white haired, smiling, in slacks and good humour. "I had to make a life as a widow, and as I like rugby, common-sense told me to get out and meet people, even if I miss a lot of the finer points of the game." Having had one of her family play rugby originally, she kept up links with the sport after he moved away.

We've always been made very welcome. The players are a pleasure and treat us with respect. It would be very lonely if we didn't have this. Look at the boys around here tonight. They are all well mannered. When we go on a bus trip they don't swear or use filthy language. The wives and girlfriends have much more of a role socially. Of course, not all teams are at the same level of good behaviour, but whatever they do privately is nothing to do with us.

The evening is low-key and sociable, with all of the team in the team room area. Then, at 11:30 p.m., a message has gone around that a team meeting was called. The players gather, only to find a striptease girl appears whom the motel owner has paid for. (I can hardly believe this. One moment the team is relaxed, singing, young guys chatting to girls, fellows drinking, and some players with family members. Then the motel owner says he is providing this entertainment!) The girl is now the centre of attention. Music comes on and she goes into her practised routine, more elastic than erotic. She approaches one of the team, who is relatively reserved and a regular church attender with a girlfriend. I feel for him. Does he avoid any part in this, and thus not be part of the team happening, or does he, at some personal discomfort, respond? He adopts the latter course, and escapes as her attention is turned to a group of his more boisterous mates, who are quite unashamed in their prurient gaze, as she gyrates inches from their priapic eyes. Minutes later there are grins from players as I suddenly realise that she is slowly moving towards me. Unlike the reluctant participant, I quietly slide back and leave to drive home....The Sunday morning at departure time saw a player come out to the bus with a girl who had spent the night with him.

PT Match Five

One weekend later was the PT end-of-year barbecue with their supporters. In the crowded room the players sit in a corner just around from the bar. There is little room. A recent All Black and his girlfriend chat about touring, and perspectives on women and rugby. She comments on the segregation of the sexes.

Look around here, it's still a macho game in the way women are secondary to rugby. I think there's still an old boys' network operation. I do worry about him [on tour] and what could be happening. I get concerned and know I might not be right. I talk to the priest and people near me. Then, their comments on rugby behaviour don't often help as they aren't close to rugby and have stereotypes in mind. I think of players on an All Black tour and the talk of their sleeping around, and yet I know he isn't like that.

There are differences between the club and representative scenes. The rep. people might treat you more equally, but you see club wives and partners more often than rep. ones, so there's more cohesion among the club women. I didn't know much about rugby though, at first. Yesterday I was quite sad when the season was over. Once I got to know positions, and more about the game, and what rugby is, I enjoyed it and now get more out of following [my boyfriend].

The international players talk of the macho image of rugby and the traditions of the back seat of the All Black bus being occupied by senior players. As a "new boy" in the All Blacks, one sat in the front of the bus. He provides a picture of the touring team, with its endurance of the "heavies" who become a problem pushing their attentions on to the All Blacks. "Like some of the women, the heavies just zero in on you and show an interest. It's difficult to get rid of them." He describes his first game for New Zealand, when he thought of everyone who'd helped him develop his rugby, who mattered in his life and were important to him. This All Black thought of his girlfriend deliberately just before running out in his All Black jersey for the first time. ("I'll play this one for her...")

The 23 year old girlfriend of a player is a sales person:

If we didn't come to these functions we wouldn't see the guys, they are always training...I play soccer and touch rugby. If I pack a sad, and really get at [rugby player boyfriend], he comes to watch. We do play touch rugby together, and indoor netball. Our rugby club decided to have a touch team, and we decided to play...I think, though, that he gets everything out of rugby – fitness, enjoyment, friends. It fills a big space.

A 21 year old female clerk discussed rugby's culture and her boyfriend:

Rugby is number one in his life. He gets everything out of rugby. It comes before me until he makes his goal. But I love it too. I love club rugby because you know everyone. The club is old-fashioned and you have to make yourself seen. Women aren't really involved. At rep. level, we get invited to all of the functions, and we're included in everything, but it would be nicer to be included in the tour or to go away with the team. A lot of players have a mental block about rugby being everything. When I have suggested us going home one night, from a "rugby do", players criticised [player] and said, "You're under the thumb." In the Colts' team they gave him a hard time about the woman at home when they had no partners themselves.

A 29 year old marketing agent, active in fitness programmes, is here to support her husband. "It's hard when they are away, so I enjoy being with him here."

APPENDIX D.3

PROVINCIAL TEAM: COURT SESSION

A Verbatim Extract From The Researcher's Notebooks 21/22-9-91.

Back at the team motel, before the evening meal, in the team room, the Court Session preliminaries are under way. No outsiders are allowed to be present. In the second match of the observation period the court session had included two local union liaison men, and was mainly a series of fines and punishments for individuals who misused numbers and confused sequences, or alphabetical puzzle segments. Hats had to be worn at that court, and each member was assigned a number. (The researcher had number 26.) Punishments for not following instructions, or for incorrect answers, or disputing the court leaders' decisions, were inevitably in the form of compulsory drinking--of beer, fruit juice, or water--the choice of drink was up to the group member. (This is unlike one national level team whose coach informed me that, upon taking up his position, he found all players had been expected to only drink alcohol. He was concerned about this aspect of court sessions to such an extent that he cut them out in that form.) Tonight, we each sit next to our number-mate: 1 and 2, 3 and 4, up to 25 (masseur) and 26 (myself). It is a big circle and everyone has to have on a white shirt. Each person has a choice of drink, and spare jugs of orange juice, water and beer are placed around the floor. An experienced loose forward and second-five duo are the Judges in charge, as in the previous team court. (They are quick masters of repartee and tolerate little questioning of their powers or decisions, regardless of the fairness or logic of the defendant's reply or defence!) The manager quickly covers a couple of organisational points, before the session gets fully under way. He notes the need for good behaviour and details the duty boys for tomorrow.

(I had heard about rugby team court sessions and some of the alleged extremities of behaviour associated with them. I did not feel comfortable in that setting but having been accepted as one of the team group, and having been assigned a team number, I could hardly withdraw. Ironically, where usually I was happy to be involved in a social PT team setting because I enjoyed the guys, this time I participated only because I was the researcher-observer. I am very careful to not write too obviously in this session as I don't want to be punished by the Judges!)

Drinking is to be done by the left hand only. "Pimps" are named to inform the court leaders of any court member who does not follow instructions, or who is a disruptive influence. A compulsory fast round is called. Each player, in turn, jumps to his feet and unloads the contents of a large glass or small jug down his throat as soon as the player on his left has done so. Any laggard is punished with an extra drink. (I hardly swallow as the water gushes down, mainly in my throat and some on my shirt. I want to be inconspicuous and unnamed by the pimps...a Samoan winger downs his orange juice at the pace he outsprinted the Shield holders' defence.) The restaurant sends a message to come to dinner, but it is put to the side by the judges. The ritual continues.

Another round, to break the time speed record. Like a single-line Mexican wave of spray we stand, gulping down a drink each, to then individually subside. A chant follows each person by name, building up to the players sitting at the end of the circle alongside the Judges. "Okay, the next penalty is for dishonesty. You must name every woman you have slept with in the last month." Each player jumps to his feet, gives a name, downs a drink and

sits. Player X begins to name a list, but is penalised for lies and boasting, and punished with a fast jug to drink. The restaurant sends another message that dinner is ready.

(The coach and his partner are adjudged guilty of a misdemeanour in front of the Judges for not drinking with their left hand. They are compelled to drink a fast jug, but when the coach disputes the ruling, they are ordered to repeat this punishment.)

One of the Judges, tells a joke which evokes little response. He declares, "When the Judge tells a joke it's always bloody funny, so I want to hear you laughing--or face your punishment." The short and dumpy masseur, rolls around in laughter at the team reaction. The Judges finally decide to respond to the now irate final message from the restaurant. The manager checks with the duty players, and everyone heads down to evening dinner.

The Court Session had been informative and the team leadership passed to two players, with the official leaders placed in subordinate roles. This is a role of the captain and coach not observed at training and practice. Comments made at the dinner table indicated that the captain and coach were respected, in part, because of their ability to participate in such a situation with no obvious rank, yet did not "overstep the mark" by becoming drunk or behaving in a demeaning way. Examples were given of team leaders who had not been like this....At the researcher's table over dinner there was a wave of brain teaser mental challenges and general knowledge quizzes--won by a forward.

APPENDIX D.4**PROVINCIAL TEAM SEMI-STRUCTURED INTERVIEW QUESTIONS**

- A. 1. What is the main role of the coach?
2. What are the most important qualities of an excellent coach?
3. Was, or is, there a coach, in your experience, who had these qualities?
- B. 1. What is the main role of the captain?
2. What are the most important qualities of an excellent captain?
3. Was, or is, there a captain in your experience who had these qualities?
- C. 1. Can coaches or captains be developed?
2. Could you explain your answer? [If “yes”, do you have any suggestions on how this could best be done?]
- D. 1. Does a coach or captain actually influence the result of a match?
2. Could you explain your answer?
3. Is there a match that comes to mind which illustrates your answer?
- E. 1. What is the best playing position for a captain?
2. What are the reasons for your answer?

NOTE:

[] indicates supplementary interview question asked if appropriate to the course and context of the interview.

APPENDIX D.5**PROVINCIAL TEAM QUESTIONNAIRE AND RESULTS****1/1991**

Dear

Enclosed is a copy of the player questionnaire which I discussed at the team meeting. I have enclosed a stamped self-addressed envelope for its posting back to me. Could we aim for a return date of _____.

Although your answering all questions provides valuable insights, please do not feel compelled to do this if you do not wish to answer a particular question.

Please be assured of the main points Paul and I made at our team meeting:

- (a) no player will be named in this research
- (b) no player will be identified to any team official or team member
- (c) the player code (A.1) is to provide a name known only to the player and myself so I could contact that player for further information or clarify any point
- (d) sibling refers to brothers and sisters, or people raised as your sisters and brothers

I am grateful for your assistance, just as I have been deeply appreciative of your acceptance and assistance towards my being with the team.

Many thanks.

Robin McConnell

COASTAL PROVINCE PLAYER QUESTIONNAIRE

[NOTE: Italics indicate responses of 13 players. For some questions a player may have more than one response.]

PART A PROFILES

1. **Code Name** _____

2. **Age** *25.5 years average*

3. **Your place in birth order** *2.85 average*

4. **School type:**
 - (a) **private** 4
 - (b) **integrated** 3
 - (c) **state** 2
 - (d) **single-sex** 8
 - (e) **co-ed** 4
 - (f) **city** 4
 - (g) **town** 5
 - (h) **rural** 2

5. **Occupations of Home Adults (parents or guardians)**
 - (a) **Mother** *Housewife: 7*
 - (b) **Father** *Managers: 6*

6. **Home Adults' sporting background**
 - (a) **Mother** *Tennis: 2 Netball: 5 Various: 5*
 - (b) **Father** *Hockey: 2 Cricket: 6 Rugby: 7*
Athletics: 2 Shooting: 2 Golf: 2

7. **Sibling involvement in sport**
 - (a) *Players with siblings 11*
 - (b) *Players with rugby siblings 11*
 - (c) *Players with siblings playing sport other than rugby 11*

8. (a) **Your present career or occupation**

Blue collar: 4 White collar: 6

 - (b) **Part-time employment:** *Nil*

9. **Please note any present Leadership role (a) in rugby (b) in community**
 - (a) *Rugby captains or vice captains: 5*
 - (b) *Community group leaders: 3*

10. (a) **Favourite TV programme**

The Simpsons: 4 *News/Documentary: 5*
Sport: 5 *Comedies: 13*

(b) **Hobbies**

Socialising: 3 *Listening to music: 3*
Playing Non Rugby Sport: 9

(c) **Clubs/organisations**

Non-Rugby Sport Club: 4

(d) **Church attendance**

Infrequent: 2 *Regular: 3* *Nil: 8*

11. **What are the three ways you mostly spend time out of work hours, excluding rugby matches?**

- (a) *Training: 12*
 (b) *Girlfriend/friends: 6*
 (c) *House work: 4*

12. **What time is spent on sport in a typical winter week? This includes practice, training, matches and social rugby. (Please tick.)**

9 - 10 hours	10-12	13-15	16-18	19-21	22+
0	4	4	2	3	0

13. **If you have any sporting heroes, please name your top 1 or 2.**

Heroes named came from:

- (a) *Basketball: 2* *Athletics: 3*
Rugby: 3 *Rugby league: 4*
Cricket: 5

14. **In the last month which have you been to? (Please tick.)**

- (a) **art gallery** 0
 (b) **swimming pool** 8
 (c) **public library** 6
 (d) **movie** 8
 (e) **video parlour** 7
 (f) **hotel** 12
 (g) **gym** 9
 (h) **beach** 7
 (i) **live theatre** 3

20. Why do you play rugby?**Challenge:** 4**Camaraderie and friendship:** 8**Enjoyment:** 10**21. What other sports do you play?***Squash:* 3 *Tennis:* 4 *Touch:* 5 *Cricket:* 8**22. If you have a partner / special friend / wife, do they have an involvement with your rugby? (Please tick.)***Yes:* 10 *No:* 1**Please comment***Social Support:* 3 *Encouragement:* 7**23. What is the place of rugby in your life?***Not No. 1 at all:* 5 *Very important:* 6

PART B THE GAME

1. **Goals for a rugby game**

Can you put the following goals in order, from 1-5, that you might have for playing rugby ... what you want out of a game. (1 is the first and most important goal you have for playing.)

Can you also put the order in which you think your coach ranks these.

Goals for Playing Rugby	Your order as a player	Please indicate how you think your coach ranks these
Game enjoyment	1	3
Personal Achievement	2	5
Winning the game	3	1=
Developing skills	5	4
Team Unity	4	1=

NOTE: The numbers indicate the overall ratings by the team

2. **Positional Characteristics**

Please read the following phrases carefully. If any of them make you think of a particular rugby team position, please write down that position. If a position does not come to mind, then move on to the next phrase.

T = Team's selection of position

C = Coach's selection of position

Cp = Captain's selection of position

(a) **Cool and analytical (can analyse play and calmly evaluate the state of the game).**

* T = 1st 5/8 * C = 2nd 5/8

(b) **Physically strong**

T = Prop C = 2nd 5/8 Cp = Prop

(c) **Physically aggressive**

T = Loose Forward C = 2nd 5/8 Cp = Prop or lock Cp = Hooker

- (d) **Tough-minded (does not buckle down to accept dominance, not overwhelmed).**
T = Prop
- (e) **Emotionally stable (calm, does not get unduly elated or depressed).**
T = 1st 5/8, 2nd 5/8 C = HB Cp = 1st 5/8
- (f) **Decisive (decision maker, makes up his mind quickly and acts).**
T = 1st 5/8 C = Centre Cp = HB
- (g) **Initiator (can initiate new move or implement game plan moves).**
T = 1st 5/8, HB
- (h) **Reliable (will not let the team down).**
T - FB
- (i) **Risk-taker (willing to take risks, may be needed to take risks).**
T = Wing C = "I don't like that kind of footballer" Cp = LF

[Note: T = Team's selection C = Coach's selection
CP = Captain's selection]

PART C**PERCEPTIONS OF TEAM PLAYERS**

Please read the following phrases carefully. If any of them make you think of a particular team mate would you write down their name. If a name does not come to mind then move on to the next phrase.

T = Team Selection C = Coach Selection Cp = Captain Selection

1. (a) **Co-operative (that coach and captain would find co-operates readily.)**
T = Beng (4) C = F E Cp = L F
- (b) **Ball skills (has the best all-round ball skills).**
T = John (5) C = L F Cp = John
- (c) **Most promising (will reach the highest level of rugby).**
T = John (6) C = F R Cp = John
- (d) **Idiosyncratic (unpredictable in their play, sometimes it works, sometimes not)**
Various
- (e) **Stable (steady, calm, unruffled).**
John (3) Various
- (f) **Adaptable (could be put in different positions, can handle different game plans)**
T = Randy (6) and Aaron (3) C = F B Cp = F B
- (g) **Aggressive (physically aggressive, hard but not an unlawful player)**
Kaha: 4 Various C = L F Cp = F R

PART D QUALITIES OF RUGBY COACHES AND CAPTAINS

1. What are the characteristics of an excellent rugby coach?

Uses good training and technical knowledge: 2

Shows loyalty: 3

Is a communicator and motivator: 8

Possesses tactical and planning skills: 8

Has personal qualities: 8

Is respected: 9

Has man management skills: 10

2. What are the characteristics of an excellent rugby captain?

Is tactically sound: 3

Makes sound decisions: 4

Is respected: 7

Is a good leader: 7

Leads by example: 8

Motivates the team well: 9

3. Can you give actual examples of coach influence and leadership influencing play on the field?

Talking to the team at half time: 4

Motivating players: 6

Developing and implementing the game plan: 12

e.g. "Players following a well thought game plan with players being motivated for eighty minutes on the field."

4. Can you give actual examples of coach influence and leadership off the field?

Achieving in motivation and communication: 3

Engaging in individual relationship and being supportive of players: 4

Being a role model in social settings: 6

Having an effective game plan and team building: 7

5. Can you give actual examples of captain influence and leadership influencing play on the field?

Motivating and encouraging players: 7

Adapting the game plan and taking the right options: 11

Leading by example: 11

e.g., "Strong leadership ability to change tactics to suit situation - rapport with referee - ability to diffuse potential trouble situations."

6. **Can you give actual examples of captain influence and leadership off the field?**

Showing discipline and commitment: 2

Relating positively to players: 3

Being one of the players, relating well with coach: 4

Communicating and setting an example in social situations: 4

Having input and role in team development: 4

7. **Have you been a rugby team captain?**

(a) Yes 12

(b) No 1

8. **If you have been a rugby team captain, please describe what you learned from the experience.**

Having to develop clear tactics: 2

Having to "cop all the flak" if things go wrong: 2

Setting an example: 4

Providing support and encouragement: 5

Needing to bond with players and relate to them, appreciating their differences: 6

9. **Have you been a rugby team coach?**

(a) Yes 7

(b) No 6

10. **If you have been a coach, describe what you learned from the experience.**

A coach has a lot of different things to think about and must treat each team member differently: 2

Enjoyment, responsibility, encouragement

e.g., "Tough job but also particularly satisfying".

PART E**ETHICS OF RUGBY PLAY**

When we play rugby we are sometimes placed in positions where we have to decide on our action, or reaction, to a situation in the game. Please read the descriptions below of game situations. Could you please write your response to each situation. Please remember that you do not have to answer any of these questions.

1. **A fast-running opponent must be stopped from scoring the match-winning try for the other side. You think you can stop him but you are not absolutely sure. Would you use unlawful play to stop him?**

(a) Yes 9
(b) No 4

Any comment: *"Push the law to the limit"*

2. **The coach - at half time - points to an opponent and tells you that player is the biggest threat to your team. The coach tells you to "take that player out", by any means, lawful or unlawful. Would you?**

(a) Yes 8
(b) No 4

Any comment: *"Anything for the team"*
"I would do this to the utmost, but legally"

3. **Your team badly needs points. You know that with this particular referee you can win a penalty if you pretend to be badly fouled ... in other words you could 'throw a Hollywood' to 'suck in the opposition'. Would you do that?**

(a) Yes 4
(b) No 8

Any comment: *"If I was taken out of play I might exaggerate a little"*
"I would rather use lawful tactics by the team"

4. **The captain pulls the team together with a quarter of an hour to go in the big game. He says "We're ahead now so we'll keep kicking the ball out and play for time". Would you agree with this decision?**

(a) Yes 4
(b) No 10

Any comment: *"Defensive play often leads to relaxation in commitment, mistakes, and you can play right into the opponents' hands."*

5. **The half-back on your team runs from the base of the scrum without the ball to fool the opposition. Is that an okay thing to do?**

(a) Yes 12
(b) No 1

Any comment: *"Yes, if we can get a penalty"*

6. **"You should attempt any means to achieve a win without being caught." Do you agree with this statement?**

(a) Yes 7
(b) No 6

Any comment: *"Winning makes the aftermatch more enjoyable"*
"You must play to the limit but draw the line at foul play"

7. **You are watching your team play its biggest match of the year. You are not playing because you are injured or you are a reserve player. Your winger breaks away from play and runs hard, putting one foot in touch, as he scores in the corner. The linesman is 30-40 yards away, as play has moved so quickly. He runs up and asks you "Did that player put his foot over the sideline?" What do you answer?**

(a) Yes 2
(b) No 3

Any comment: *"You are the linesman mate"*

8. **"The coach should forbid rough play and punching under any circumstances." Do you agree?**

(a) Yes 2
(b) No 11

Any comment: *"You cannot lie down on the rugby field and take foul play and punching from the opposition."*

9. **"Any player should question the referee if he thinks the referee has made a mistake." Do you agree?**

(a) Yes 3
(b) No 10

Any comment: *"No, that's part of the captain's job"*

10. **An opposing player has been persistently pulling your jersey. You warn him, and your captain has complained to the referee, but the jersey pulling continues. Is it acceptable to punch the jersey puller?**

- (a) Yes 13
(b) No 0

Any comment: *“Sometimes you need to do this so you can continue on playing your game without getting interfered with.”*

11. **You see player “X” of the opposing team viciously kick one of your team mates in the back. In a ruck you have the opportunity to hit player “X” knowing the referee is on the other side of the ruck and would not see this. Would you hit player “X”?**

- (a) Yes 11
(b) No 2

Any comment: *“Kicking a player is completely unacceptable in rugby so I do not consider a punch unworthy in this case!”*

12. **We sometimes hear the statement “You are entitled to protect yourself on the field.” What does this mean to you?**

Any comment: *“If an opponent attacks or attempts foul play, you can retaliate in a controlled manner, not losing your head.”*

APPENDIX D.6

PROVINCIAL TEAM PERCEPTIONS OF COACH

(a) QUESTION

Next to each quality of a coach ring the number which shows your assessment of how highly you rate that quality of your coach. (1 is the lowest rating of Very Poor, and 5 is the highest rating of Very Good.)

1	Ability to communicate effectively	1	2	3	4	5
2	Has clear goals	1	2	3	4	5
3	Willingness to work hard	1	2	3	4	5
4	Knowledge of rugby skills and techniques	1	2	3	4	5
5	Organisational ability	1	2	3	4	5
6	Degree of conviction in his own beliefs	1	2	3	4	5
7	Degree of concern for others	1	2	3	4	5
8	Understanding of people	1	2	3	4	5
9	Accepts responsibility for team	1	2	3	4	5
10	Motivates players to attain goals	1	2	3	4	5
11	High interaction with players	1	2	3	4	5
12	Fosters positive team training	1	2	3	4	5
13	Involves players in goal setting	1	2	3	4	5
14	Treats players with respect	1	2	3	4	5
15	Takes pride in player achievement	1	2	3	4	5
16	Gives clear feedback	1	2	3	4	5
17	Perception of factors that affect team performance	1	2	3	4	5
18	Is consistent	1	2	3	4	5
19	Has clear values and integrity	1	2	3	4	5
20	Ability to make decisions	1	2	3	4	5
21	Enthusiasm	1	2	3	4	5
22	Imagination	1	2	3	4	5

(b) PROVINCIAL TEAM PERCEPTIONS OF COACH

Players were asked to rate their coach's qualities. 1 is the lowest rating of Very Poor, and 5 is the highest rating of Very Good.

- Key:**
1. Shading indicates coach's self rating
 2. Player respondents N=14
 3. Number of players responding is shown in italics

	Coach Qualities Rated by Players	1	2	3	4	5
1	Ability to communicate effectively			<i>2</i>	<i>5</i>	<i>6</i>
2	Has clear goals			<i>2</i>	<i>2</i>	<i>8</i>
3	Willingness to work hard			<i>0</i>	<i>5</i>	<i>7</i>
4	Knowledge of rugby skills and techniques			<i>1</i>	<i>5</i>	<i>7</i>
5	Organisational ability		<i>1</i>	<i>0</i>	<i>3</i>	<i>8</i>
6	Degree of conviction in his own beliefs			<i>1</i>	<i>2</i>	<i>9</i>
7	Degree of concern for others			<i>1</i>	<i>6</i>	<i>7</i>
8	Understanding of people			<i>2</i>	<i>5</i>	<i>5</i>
9	Accepts responsibility for team				<i>5</i>	<i>7</i>
10	Motivates players to attain goals			<i>4</i>	<i>5</i>	<i>5</i>
11	High interaction with players		<i>1</i>	<i>1</i>	<i>4</i>	<i>6</i>
12	Fosters positive team training			<i>1</i>	<i>4</i>	<i>7</i>
13	Involves players in goal setting		<i>1</i>	<i>4</i>	<i>5</i>	<i>4</i>
14	Treats players with respect				<i>4</i>	<i>8</i>
15	Takes pride in player achievement		<i>1</i>	<i>1</i>	<i>5</i>	<i>6</i>
16	Gives clear feedback		<i>1</i>	<i>3</i>	<i>3</i>	<i>7</i>
17	Perception of factors that affect team performance			<i>4</i>	<i>2</i>	<i>6</i>
18	Is consistent			<i>2</i>	<i>2</i>	<i>9</i>
19	Has clear values and integrity				<i>4</i>	<i>9</i>
20	Ability to make decisions			<i>1</i>	<i>5</i>	<i>7</i>
21	Enthusiasm			<i>1</i>	<i>4</i>	<i>8</i>
22	Imagination			<i>3</i>	<i>5</i>	<i>6</i>

APPENDIX D.7

PROVINCIAL TEAM COACH NOTES FOR RANFURLY SHIELD CHALLENGE

(Fictitious names are used.)

I believe that come Saturday, 14th [SHIELD HOLDERS] will have their minds elsewhere - - What they should and should not pack. It is the last game for them before heading to the WORLD CUP. Having watched many of their games there is one aspect that continues to stand out. The [HOLDERS'] TEAM, because of the high opinion of themselves, feel they have the total right, bordering on Arrogance, to set the PACE of the GAME. Once they lose control of the PACE they become indignant and even sulk. **REMEMBER WESTSHORE.** Last year the "no-scrum" rule was invoked and the Shield Super Stars sulked for the remainder of the game. They had quite simply lost control the Pace of the Game.

I believe by the 14th September they, the [HOLDERS'] ALL BLACKS, will have their minds on self preservation and thinking how they can exploit every cent out of the Mega Bucks on offer through sponsorship etc. I believe it is comforting to know that we are catching them up as individuals and as a team.

We have come a long way since April 1990. We are playing them at the **RIGHT TIME.**

LET'S THINK ABOUT [THE SHIELD PROVINCE].

They are a side who thrive on a very slow, very well patterned game, very conscious of being in the right TERRITORY, slowing building up to the last 20 minutes where most sides crumble under the continual PRESSURE; where making MISTAKES will get BADLY PUNISHED. So we recognise that we must speed up the PACE of the GAME. **BUT** this must be done in a very controlled way.

[Other challenging provinces] tried but did not have the Skills and Ability to carry it off. I believe they had no set game plan. They just took it to [Holders] willy-nilly from all over the place. MADE MISTAKES -- got punished and that was that. **PLAINS PROVINCE:** Had the skill and the flair to carry it off. **BUT** once again did it in an uncontrolled way. MADE MISTAKES and the better side on the day lost.

FIRSTLY -- TERRITORY. We must **NEVER** , on any occasion, play in our own HALF.

Here we must concentrate on a very normal disciplined Game, winning good ball back and getting it out of [Holder's first-five] kicking range. So many sides become undone in the first 20 minutes by trying to attack from their own TERRITORY and at a time when most REFS are going through the bit where they feel they have to stamp their AUTHORITY on the game handing out penalties all over the place. Next thing they have kicked 3 or 4 penalties.

PANIC SETS IN -- THE GAME PLAN goes out the window.

We must be aware at all times of the TERRITORY and never lose sight of it in the heat of the GAME.

A DISCIPLINED CAUTIOUS GAME
GOOD BALL THE ULTIMATE AND MOVE OUT OF OUR OWN TERRITORY
THEN SUDDEN CHANGE TO THE SPEEDED UP GAME
IT WON'T JUST HAPPEN

SECONDLY -- SPEEDING UP THE GAME ONLY IN THEIR HALF

(A) PENALTY AND TAP KICK TIME

[CAPTAIN]: Huge responsibility here to decide quickly if points are on or not (i.e. kick at goal). No good waiting for [Goal-kicker] if he wants a kick or not. We must cover all these possibilities before we go onto the PARK. So we can go into our TAP KICK ROUTINE.

WE MUST RUN THIS BALL AT THEM and it must be in a controlled manner.

It will be a disaster if we just tap and run with anybody grabbing the ball.

If the SHORT SIDE is BIG ENOUGH always use it and move it WIDE QUICKLY.

[SHIELD HOLDER] FORWARDS are very Bad and vulnerable at Penalty time. They often argue and feel hard done by and 3 or 4 often walk back with their backs to the Ball. **REMEMBER** There is always the chance of another 10 meters by using it quickly which could well become 3 points.

The **KEY FACTOR** is that the options and decisions must be made QUICKLY and EXECUTED QUICKLY.

(B) LINE OUTS

1. In our TERRITORY 7 man lineouts AT ALL TIMES.

2. In their half continually change the numbers

say 2 4 3 5 4 2 5 3

3. QUICK LINE OUTS

We must be looking to do this at all times in THEIR HALF.

In our half, when clearing, the 1st option if time allows should always be to kick LONG and DEEP down the TRAMLINES. The Winger MUST ALWAYS make a challenge and force their FULL BACK to clear to touch. HALF BACK must be up very quickly in support to retrieve the ball. At least 3 BACKS, say **SECOND-FIVE, CENTRE and OTHER WING** to receive the Quick Throw. So FULL BACK has to cover any cock-ups.

This is GAMBLE TIME. But to beat [the Holders] I believe we have to take these risks. I base these thoughts on the observations that the [SHIELD] BACKS have been regrouping slowly and with their BACKS to the ball.

I also believe there is genuine OPPORTUNITY to score from **QUICK DEEP LINE OUTS**. A long throw then move it quickly to our wings, i.e. 1/2 -- 2nd -- Wing Scrum Time. Hit and Run. In Quick.

[FIRST-FIVE] use and run the **SHORT SIDE ALL THE TIME**.

APPENDIX E.

PROVINCIAL COACHES AND CAPTAINS

- E.1 Coaches and Captains Questionnaire Letters.**
- E.2 Coaches Questionnaire.**
- E.3 Captains Questionnaire.**
- E.4 Coach and Captain Match Perspectives.**
- E.5 Match Leadership Perspectives of Opposing Coaches and Captains.**

APPENDIX E.1**COACHES AND CAPTAINS QUESTIONNAIRE LETTERS**

[Researcher's Address]

21 September 1991

[Coach Name]

[Team]

[Address]

Dear [First Name and Surname of Coach],

I am carrying out research into rugby coaching and captaincy for my Doctor of Philosophy degree. A practical element of my study is the information I will make available to rugby unions that may assist their coaching development.

Could I ask for your assistance and that of your captain in my research? A critical aspect of this is the reality of leadership in the game situation and your views would greatly help the focus of my research. Could you please pass the enclosed letter onto your captain?

Section A of the enclosed questionnaire is answered before the game against [opposing province] on [Date] and Section B is answered after the game. I have enclosed two stamped addressed envelopes for their return. If you wish to make particular points and I have not provided enough space please feel free to write on the back of any page.

I apologise for the intrusion on your time as I understand the demands upon coaches and captains in the lead up to, and after, a game. Your information will be of critical value to my study and to any practical guide or recommendations I can produce for rugby coaches and captains.

I am appreciative of any support you can provide. I would be pleased to send a summary of my findings when the study is completed.

With thanks

Yours sincerely

Robin McConnell
Lecturer in Education

[Researcher's Address]

18 September 1991

[Captain Name]
[Team]
[Address]

Dear [First Name and Surname of Captain],

I am carrying out research in elite rugby leadership for my Doctor of Philosophy degree. Would you assist me by taking a little time to answer the enclosed questions? Some would be answered before the game against [opposing province] and some after the game.

Apart from my study I will be making results of my research available to rugby unions for them to consider when developing coaching courses.

Your information will greatly help my research and add to the perceptions of other coaches and captains.

With thanks.

Yours sincerely

Robin McConnell
Lecturer in Education

APPENDIX E.3**CAPTAINS QUESTIONNAIRE****NEW ZEALAND FIRST CLASS RUGBY : CAPTAINCY ROLE****Team:** _____**Coach:** _____**Game:** _____**At:** _____**On:** _____**A Before the Game**

1. (a) What are the most important qualities for a rugby coach?

(b) What is his role?

2. How and why were you selected as captain?

3. (a) What are the most important qualities of an excellent captain?

2

(b) What is his role?

4. Could you describe your proposed game plan for the game vs. _____?
(e.g., broad strategy, opposing players to consider, players in your team with certain roles, your expectations of the opposing team...)

5. What leadership do you expect/wish your captain to provide in the game vs. _____?
(e.g., strategy, tactics, relationships, players, the unexpected, team strengths)

B **After the Game**

1. How did the game plan work out? (Factors that influenced this: players, unexpected elements, tactics, opposition....)

APPENDIX E.4

COACH AND CAPTAIN MATCH PERSPECTIVES

All names are fictitious.

A. LOSING MATCH TEAM LEADERS

Peter Edwards (Captain)

Before

- They will have a good tight 5.
- Play our game at pace, quick delivery of the ball, work the ball around, wide, crashes, bombs, the lot.
- Have to attack, attack, always create.
- Try something new, even if it appears to be the wrong option play it through.
- Our tight 5 have to concentrate on all set plays.
- 1st 5 has to control his kicking: don't waste pill.
- Cheverell will play hard, open rugby.

After

- Had plenty of chances, but too often they broke down e.g., at the last pass.
- I was annoyed at too many people throwing a 50/50 pass instead of hanging on to it to set up second phase and keep possession.
- Commitment was good and defence generally improved too.
- They had a superior scrum and scored three pushover tries (made big difference to score).
- I perhaps should have called some short lineouts.

Reflections

- I wish we had a better scrum practice as we got split and could not maintain our set.
- I think not everyone believed they were going out there to win, which puts you on the back foot from the start.
- Our team loses a lot of games and has to believe in itself, has to have confidence.
- We do play some great phases, but don't seem able to sustain it or have the killer instinct to ram it home to a team. We let the opposition off the hook too easily.

Tane Peters (Coach)

Before

- Cheverell have strength in tight 5.
- Their 1st 5 and 2nd 5 are very capable.
- Our game plan is to win possession and work them across paddock.
- Get quick turnover at breakdown.
- Use our loose forwards to take the ball over the advantage line and count their backs to tackle from 1st and 2nd phase play.
- Retain possession and utilise our backline players from 2nd and 3rd phase.

After

- Game plan worked well for first 30 minutes when we had opposition under lot of pressure.
- Missed three early penalties.
- Lack of concentration from our players allowed Cheverell back in game.
- We turned over possession in tackles and players failed to commit themselves to defensive tackles.

Reflections

- Our players lacked the necessary strength and understanding of the intensity and speed and commitment necessary in representative rugby.
- Game plan and tactics would work for first 30 minutes.
- How do you get players to maintain maximum concentration and commitment levels? Very frustrating and disappointing.

However, you can speak all day and not get through if you're not careful, so knowing what (and how much) to say to whom is all important. You learn with experience.

- The coach has tried and given us every opportunity and in the end it has to come from the players.

B. LOSING MATCH TEAM LEADERS

Philip Davis (Captain)

Before

- We are not adopting a game plan as such but look to exploit their weaknesses: blindside defence and their fullback under high ball.
- Tight five are expected to influence the game.

After

- Wind changed, we started slowly and didn't win enough ball.

Reflections

- Nothing more could have been done by coach.
- As I was a new captain, some actions may have changed the attitude of some players towards their game preparation.
- I could have involved myself more.
- Toss major influence.

Michael Andrews (Coach)

Before

- Look to front of lineout.
- Go blind to turn their forwards.
- Keep ball off the ground and drive as Northshire are very good on the ground.
- Use their 2nd 5's persistence for offside to look for outside 2nd 5 breaks.
- Form scrums quickly and face ball to reduce Northshire speeding up game.

After

- We made simple errors (e.g., Kit's not reading 22m line, kick off on full led to two tries).
- Our marking and driving grew.
- Missed too many shots at goal.
- Good defence by Northshire.
- Some crummy decisions by ref.
- Wind changed to be against us each half: stiff shit!

Reflections

- We had something more to play for ... reduction of simple errors would have kept us well in the game, we were not able to capitalise on Northshire's extremely "wound up" state.

C. LOSING MATCH TEAM LEADERS.

David Buckingham (Captain)

Before

- To win at all costs and play the game in their half. Compete with them, taking the game to them. Keep the guys on the level as they're pretty hyped up. They are young and enthusiastic.

After

- Quite well. Both teams scored evenly with the wind, but they scored more into it. Players gave their all.

Reflections

- We couldn't have done any more!

Marcus Barnes (Coach)

Before

- To play with strong wind in first half. To play second half using forward and short side play.

After

- Play worked well, but very windy conditions did not help.

Reflections

- The losing of toss made the difference.

D. WINNING MATCH TEAM LEADERS

Reg Marat (Captain)

Before

- Play it in their half as they have strengths of a goalkicker and pace out wide.
- We will emphasise tackling and pressure.

After

- Very well - we won. We had a flat period for 20 minutes, but turned pressure into points. High kicks proved an unexpected strength.

Reflections

- I think we've been on a rise all season.
- We couldn't have done any more because we've got a lot of young guys who don't do too well.

Lea Ming (Coach)

Before

- To play as much as possible in the opposition half to keep away from penalties by their fullback.
- By taking the ball up on the short side with forward or halfback.
- Use long kick by 2nd 5/8 or fullback.
- Make back play from second phase created by these plays.

After

- We scored points by using these tactics, but they were not carried out as well as we expected, owing to very spirited play by Ballinrobe Bays depriving us of the usual possession we have been getting.

Reflections

- Team performance affected by fact we played three top teams in a week.
- I don't think coaching or leadership needed to do much more.

E. WINNING MATCH TEAM LEADERS

Wayne Lynne (Captain)

Before

- Get down their end e.g., kick for possession, put the bomb up to their fullback.
- Opposition 1st 5, centre and fullback are very dangerous runners.
- Our 1st 5 to play the corners and keep the ball in front of us.

After

- Game went very well.
- They had young backs and ran from anywhere and we scored the tries off their mistakes.

Reflections

- Everything went very well, but we did miss three scoring opportunities which we couldn't finish. That's about the only thing I wasn't happy about.
- Our concentration was very good for the second time this season . (The other time was against Northshire which we also won.)

Selwyn Williams (Coach)

Before

- Defensive pattern must work.
- Use kicking game with plenty of chasers.
- Forwards must get around the field quickly.
- We have no stars so everyone has a role to play to make our pattern work.

After

- Game plan worked very well, especially because of discipline of the whole team toward our team pattern.
- The two things that stood out were our defence and the pressure we kept on the Kitchener side.

Reflections

- I wished that we had had more games for we were just coming right.

APPENDIX E.5

**MATCH LEADERSHIP PERSPECTIVES
OF
OPPOSING COACHES AND CAPTAINS**

The following were responses to the Coaches and Captains Questionnaire (Appendices E.2, E.3) from the opposing pairs of coaches and captains in one provincial match. They provide perspectives on actual match leadership, with expectations noted before the match, and post-match reflections. All names are fictitious.

Team A

vs.

Team B

A. Before the Game

1(a) What are the most important qualities for a rugby coach?

Coach:

Always be prepared and have good organisation in all areas.
Keep things simple, but to the high standards you intend to set.
Be a good communicator and listener, also a friend, but keep your players at a certain distance at times to maintain credibility.
Always be positive.

Captain:

To have absolute belief and confidence in members of his squad.

Coach:

Ability to communicate ideas and thoughts.
Ability of man-management.
Diplomacy and reading "politics" of particular situations.
Ability to press on with own thoughts.

Captain:

Give players the necessary skills and knowledge to play the game.
Make players aware of necessary physical demands and prepare them adequately.

1(b) What is his role?

Coach:

Have a sound knowledge of the total scene and be able to pass this on to the players.
To ask for advice on problems you cannot solve.
Always listen to others and respect what they say, but in the end be prepared to stand by it.
Honesty to the players and when things aren't happening the way you want, look at your own performance first. (Self analyse.)

Captain:

To pass on knowledge and experiences to his players to achieve the ultimate in which we all strive for - Success!

Coach:

Create best possible environment for players both on and off paddock.
Give all necessary skills and decision making processes for players to play properly and enjoyably.
Make players aware of physical needs of game.

Captain:

Make sure the above two conditions in 1a are fulfilled.

2. How and why did you select your team's captain?

Coach:

As this is my first year coaching this team, and looking to the future, I looked for someone who was young and, after talking with him, very capable.

I also like a forward to be captain where possible. I was looking for a captain who would gain the total respect of his team.

Coach:

Someone understanding my thoughts on how and why I wish the game to be played.

Someone able to communicate to players, myself, media and public.

A role model for these four groups.

Captain:

Rebuilding is a high priority with our union so a whole new approach was taken with a new captain on the youthful side so there is plenty of scope for rebuilding in years to come.

Captain:

Because of my playing ability, my experience and my ability to talk with players and earn their respect.

3(a) What are the most important qualities of an excellent captain?

Coach:

Be a really good decision maker and take the time to listen to the players and others around him.

He must also have good communication skills.

Coach:

Communicator

Diplomat

Understanding of game - physical and mental.

Captain:

To be able to represent players, coaches, union and supporters on the paddock, make the right decision readily and accurately.

Captain:

Communication, respect, diplomacy; aid and back-up the coach.

3(b) What is his role?

Coach:

He must be able to lead by example and set standards both on and off the paddock.

While on the paddock he must be able to make the right decisions for his team at the appropriate times.

Coach:

Carry out the above (3a) to his best ability.

Captain:

To lead by example.

Captain:

Ensure the onfield performance of players is to standard and the coach's wishes are adhered to.

4. **Could you describe your proposed game plan for the game between Borderlands and Dalesborough? (e.g., broad strategy, opposing players to consider, players in your team with certain roles, your expectations of the opposing team....)**

Coach:

Our game plan was to play at pace, using all players by getting possession and managing it, being positive in all areas.

1. Our kick off, knock receiver to ground, drive over, clear to centre, take options from here, if the ball is slow coming back use runner (forward).

(1) Out, then ruck and clear to backs

(2) Receiving kick off, take ball forward in maul, use pivot to set a forward in the clear from back of maul, quick ruck as he commits opposition and goes to ground, quick ball cleared wide once again - maintaining forward momentum at all times.

(3a) Good early communication

(3b) Depth on ball carrier and in

(3c) Defence

All opposition must be knocked to the ground in first tackle.

Captain:

To play the expansive 15 man game once dominance has been won up-front, to do a lot of attacking off quality and fast second phase ball. I expect the opposing team to be well drilled, well organised and fit, to the extent where they may put pressure on us.

Coach:

They have a strong forward pack, inexperienced, but defensively strong backs.

Win set phase, shift to midfield, draw in defenders - shift quick ruck ball.

Take no chances in our sectors.

No self inflicted pressure.

Make their forwards chase us, ball retention.

Captain:

Win our set ball and put pressure on theirs.

Move ball out and look to create ruck ball for our backs. Must trap in their loose defenders.

Do not put ourselves under pressure.

5. **What leadership do you expect/wish your captain to provide in the Borderlands - Dalesborough game? (e.g., strategy, tactics, relationships, players, the unexpected, team strengths....)**

Coach:

Stick to same plan and try to maintain our direction, encourage players as often as possible to play our game, by good clear communication.

Captain:

As I stated earlier, I wish to lead by example, and take every opportunity available to talk to the boys and hear their comments about the game and basically stick to game plan.

Coach:

Keep pointing players in right direction, but able to recognise if the plan is not working and act accordingly.

Correct individuals who are not correctly fulfilling their roles.

Keep motivation at high levels.

Captain:

Make sure players understand. Keep trying to achieve our objectives.

Make sure players as individuals give of their best.

B. After the Game

1. How did the game plan work out? (Factors that influenced this: players, unexpected elements, tactics, opposition...)

Coach:

We basically failed to play to our game plan for most of this game.

As we are a young and inexperienced side I don't believe in concentrating on any opposition players, but try to set all my players to believe in their own ability at all times.

Coach:

Basic plan worked well, led 12-7 at half time, but had created three more try scoring opportunities.

Second half however, our young inexperienced forwards could not respond to the pressure applied by the opposition, and hence could not win enough ball to keep enacting plan.

No complaint about players, they were the best available.

Captain:

Basically we stuck to our game plan, it was extremely warm, the opposition took the game to us in the first half and, after the break, we tidied up some areas where we thought we were letting them in, came up the victors at the end, but not a vintage display, for rugby.

Captain:

Worked well in first half.

Players struggled to compete for possession in second half which meant that plan fell down.

2. Please describe your [captain's] leadership in this game.

Coach:

I thought he tried hard to lead by example from the front, bearing in mind his own inexperience in this role, but it was a difficult assignment because everyone was so lethargic, especially the first half and playing often as individuals.

Coach:

Leads well by example, both physically and discipline wise.

Realistic enough to accept their forwards were bigger and stronger and did not place unachievable objectives in front of forwards, whilst still keeping them to their best.

Captain:

As I felt I had a very good scrummager opposing me, I concentrated on gaining parity for the scrum, and let the game go through its paces the way we wanted. It eventually paid off.

Captain:

Satisfactory.

3. **Looking back on the game: What do you wish had been done, in coaching or leadership, before or during the game to achieve an even better performance from your team?**

Coach:

Before the game I don't believe that a lot more could have been done as our preparation had gone quite good.

Coach:

Very little.

We were beaten by a stronger (physically) more experienced side.

Cannot expect players to do things they're not capable of doing yet.

Captain:

If there is one thing I would like to alter, it would be great if we started with a lot more urgency, something we had discussed previous to the games, and shut down their attack with some big hits to knock back their never-lie-down approach.

Captain:

Bugger all.

The match was won by Team A.

APPENDIX F.**A NATIONAL TEAM : THE NEW ZEALAND ALL BLACKS**

- F.1 All Blacks Participant Observation Extracts.**
- F.2 All Blacks Coach Coded Training Behaviours.**
- F.3 All Blacks Semi-structured Interview Questions.**
- F.4 All Blacks Coaching Questionnaire Letter.**
- F.5 All Blacks Coaching Questionnaire (September 1993).**
- F.6 All Blacks' Expectations of All Black Coach.**
- F.7 All Blacks Questionnaire (December 1994).**
- F.8 All Black Selectors' Strategy (Team Vision) 1992.**
- F.9 All Black Selectors' Positional Requirements for Players (1992).**
- F.10 All Black Coach's Video Analysis Notes.**
- F.11 All Black Players' Match Critiques.**
- F.12 All Black Coach Analysis of Player Errors in Test.**
- F.13 All Black Players' Self-analysis of Test Play.**
- F.14 Sample of Public Messages to All Blacks.**
- F.15 Sample of All Black Coach's Itinerary.**

APPENDIX F.1

ALL BLACKS PARTICIPANT OBSERVATION EXTRACTS

The following extracts were taken verbatim from the Researcher's Notebooks, with only the names being changed to team position abbreviations. They provide a form of validation as the extracts may be checked against the extracted pages in Chapter Seven. In addition, where the extract below is not contained in Chapter Seven, the elements of data saturation may be seen which would have made repetition of that extract redundant. (See Figure 4.5, p. 99, for the test match days and sequence of participant observation test matches in the present study.)

MATCH ONE

(New Zealand vs. Ireland)

Tuesday, June 2, 1992.

(This test had some 40 pages of typed field notes, with only 23 used in Chapter Seven of the present thesis. Section 7.2.1 comprised one page in the present thesis text, and may be compared with the eight pages here, from which it is drawn.)

The 1992 All Blacks arrive in a large disparate group with the unifying sponsor's presence of the green Steinlager casual jersey... "G'day mate!" as they greet each other in the foyer of the motel, drop their bags and wait to register. Most are in jeans. The office staff inform players that there is to be a team meeting in the bar area today. Players check out their arrangements for their rooms and head off to the various floors. Coach greets me at Manager's door with a smile. He is with the local liaison officer, and makes me feel easier about my presence. *(It is not the fact that this group are the All Blacks, but in the early stages of any observation the degree of acceptance is important. I feel this especially myself, being a relatively private person.)*

On the bus, Captain introduces me to the team before it leaves for the training ground. *(I cannot help but notice FER and RW, especially, looking quizzically, "What is this guy doing here?")* I briefly explain my study and the participant observation in which I am engaged.

I had assumed -- like a number of the team -- that they were assembling to practise and train for the test one day earlier than usual. RW and FER voiced concerns to the management...the use being made of them [to make a NZRFU rugby video], and their criticism of the lack of communication with the players. There are adverse comments on the NZRFU. If this situation is the reality of union-player interaction it is difficult to disagree with the views they express.

The team attitude appears to be reflected by the player who looks disenchanted and mumbles, "Oh hell, let's get it over and done with, we're here now so sort it out later." The filming for the video will start at 11:00 a.m. The team now turn to Coach,

who leads an open discussion of the last test and its implications for the forthcoming test. The players are serious, intent upon their coach as they sit in the anonymous changing room. I am the only additional person present. A week ago this national team had 20,000 spectators. This day, in the cold changing room of a suburban rugby club, they attend to Coach's words. "We need to get into the mental frame of mind that there are certain areas of the ground where we don't piss around...we thought we could go on how we did in the last of the Centenary tests, and that affected our mental view." He pauses....

FB, the new fullback, looks intently at his coach. He is in his provincial team tracksuit and the thought is inescapable -- why couldn't simple planning have had this new All Black's tracksuit ready for him today? The coach goes on, noting that cold winds last week affected the preparatory times spent together on the field. He is directing his own self-criticism that, "We didn't have a really effective strategy in place against the Irish. In all the games of theirs we hadn't seen enough to base a policy on, and I take responsibility for that."

The half-back is leaning forward as he is addressed. "Some balls you got HB from the end of the line-out you passed to first-five, but a dive pass straight to FE2 at second would have gone boom!" (Coach smacks his hands across each other as HB looks at him and FE2 gazes at the floor.) "And have been more effective." He shifts his feet slightly standing on the stubbled floor squares. RW adds that, "All Blacks have always used the high kick as an attacking weapon, and we didn't do enough." "Absolutely," agrees his coach. "We didn't do enough work on punting. You cannot play test match rugby without bloody good kicking skills." RW goes on, "We reacted like Frenchmen, not All Blacks under pressure." He notes FE1 throwing the ball to FE2, and HB and LW with examples of play which were not good enough. He perhaps explains his directness by saying that, "We've all been a little nice to each other over the last five or six days. You know if you are in trouble root the f--g thing out, who cares? Let's keep control." Coach points to LW, who is RW's fellow wing. "That was basically your fault, you let the guys down. You've got to think as a team member."

(This strikes me as a skilled comment by the coach. He has drawn the attention of an individual to that player's own faults, but he has brought him back into the wider reassurance of being a member of the group with the responsibility of a group member. Of course here are attendant complexities, including culture, but the direct comment is absorbed.)

Coach's most experienced winger goes on.

"It might take sixty minutes to crash a test side. If we think we can do it in ten we can easily get dinged by a team. No matter how it's going in the first twenty minutes I'd kick the bloody ball out. Okay," he smiles with an acknowledgment of reality, "If we're up by twenty points I might have a go. But on the 25 kick it out, on the 60 use the wipers."

(There is a mix of smiles at the improbable prospect of RW not attacking if the All Blacks were quickly up by twenty points but the air of intentness is not dissipated.)

Coach takes a half step forward and then eases back as he speaks. He doesn't pace up and down or rant and rave. "We are going to spend a lot of time as a team this week, now let's go out and practise." The team sit momentarily, apparently reflecting on what they have heard. FER's voice breaks the silence. "Don't go out and think Ireland can't play any better. We thought that about Scotland two years ago and they nearly dorked us. They'll be thinking about what they can do differently." RW reinforces the latter point of FER's. "I had two Irish come up to me asking about fitness and moves and so on, and in the end I lied to them. They are obviously here to learn."

The team moves through their exercises under the eye of the doctor and physiotherapist. The air is cool, faintly chilled. There are few onlookers. Sue, 28 years old, and her four year old son chat to each other as she points out players. "We watch rugby on TV. I guess I couldn't escape it anyway as my father-in-law was an All Black in South Africa in 1949." Behind her, leaning on the fence, is the driver of a waste disposal truck. Its engine is running in an action sound that is a counterpoint to the repose of its operator. Then he slowly turns and climbs into his cab.

One of the quartet of the watchers has his own business. Joe is 43. "I'm lucky to be here. I wondered who these guys were, and as I got closer and closer I could see it was the All Blacks. First time I've seen them this close." He enjoys rugby, being an ex-player, and reckons the All Blacks, "Are still trying to get their game together. There's been quite a mixture of players this year. They've used quite a few guys which I think is good to build up for the tours ahead." He gazes at the field and muses. "You wouldn't think they were All Blacks, I mean, to really have them here."

Some girls in red jerseys walking across the ground break off their chatter and point to the All Blacks. They become animated as they recognise certain players. This is mirrored by the local intermediate school class that is crossing the field and chattering about the players. "Look, there's RW." "I told you it was the All Blacks." They call out to players by name and nickname. "See, they've got FER at first-five", as the team run through a move with FE1 doubling with FE2 on the code call of *Rosetta, Rosetta*.

In the absence of the forwards, Coach rolls the ball to HB with FE1 his first five-eight. "Right HB, right HB," yells FE1 and the field practice moves up a notch in intensity.

The calls reach the spectators. "Two wide." "Two short." FER takes the ball and slows his momentum as he swings a pass. LW calls, "One close." FE2 now calls "Two wide, two wide," but Coach stops him and points out that this is an incorrect call. "That's not wide, that's short, let's do it right."

RW is dominant. He runs past me as he is thrown a high overhead pass that I am prepared to catch but he effortlessly reaches up and pulls it in at speed. He's the most serious hard runner. When he gets the ball he hunches into an imaginary opponent or dodges them. Now I notice FE2 is starting to do the same. In my perception LW and others seem to think that receiving or recovering the ball is the training exercise, but for RW (and FER?) it appears to be the start of something. It

will be interesting to see how this week's training unfolds further. It would be foolish to be judgemental without an awareness of the players' thinking and synthesizing of skills with needs.

FER stands behind FE1 advising him. FE2 has to repeat a cut that he has run incorrectly just as a school bus passes and its occupants squeal and yell from the travelling windows, "Hello the All Blacks. "Look, it's the All Blacks." "Hey, there are the All Blacks."

They move into their test back line formation, with Coach checking on the backs' perception of their alignment, "Would we not start a little wider in a game? I think we might be cramping in a bit." Players respond with their comments and adjust the line as a result. They are in the middle of the field. HB kicks the ball high, but his kick is slightly misdirected. FER, standing behind him, advises him on kicking more effectively with this wind. HB tries a longer and lower kick into the wind. FER grunts an approving comment. *(HB has the intelligence and independence of thought to couple with an appreciation of FER's gifts and experience. I wonder how Coach and AC will involve FER in the scheme of expert preparation.)*

The practice has been going for 45 minutes. The back pairs have worked their way to different parts of the field, but the seagulls on the far touch line are undisturbed. RW talks with LW and CT in mid-field about kicking from their positions. Another red bus passes, with the driver this time waving to the All Blacks and honking his horn.

FER comes up to explicate the play in which an in-field scrum can readily lead to a kick back into an opposing corner. *(A stocky fair-haired figure, whom I have heard described by past team-mates as selfish or arrogant, FER today appears as a senior adviser with his views seriously given and seriously considered.)*

Coach with his new full-back, who has ironically replaced his brother as the fifteenth man in the All Blacks, checks that FB is satisfied with his own understanding of moves. He is. He talks with his wings and coach about lines and moves. RW explains a call he uses to LF2 and the resultant move on the open side, although it was "confused a bit last Saturday."

They discuss the lineout moves. *Manly* and *Balmain* and moves from scrums. One intricate move is explained to FB but, "We don't call it that often. If you're not happy enough about that FB, we can look at changing it."

The discussion moves to defence. "We went man on man and did that well early on Saturday." The players have a brief break and a Pakeha woman, about 30 years of age, in green slacks and red jersey, asks RW for his autograph and then moves to FB. A sturdily built man, Maori or Pacific Islander, in a Waikato Beer jacket, approaches LW and FE2, and then comes to Coach, FB and LW. "Excuse me, can I have your autograph?" There are now about thirty onlookers.

12:00 p.m. Coach asks "You all right there, R?" as I stand on the side line. The forwards have completed their video work, and Coach calls to the backs "Okay, backs

now.” FER replies, “No way, you said 12:30 for the backs.” But the coach moves them over and back to the camera crew by the sheds.

It is 12:50 p.m. After some filming and lunch, Coach and Captain discuss whether to do lineouts today. *(I recall the interview with Captain and his comments that he and Coach are developing an increasingly positive relationship as they learn more about each other.)*

The backs are sweating in the intensity of their training. A trainer, from Otago University, is testing their aerobic fitness. *(I get the impression from players' interest in their results and their consequent comments that they have more interest in their own improvement than in competition with each other.)*

FER calls to the liaison officer, appointed by the Wellington Rugby Union, “Can we get any drink around here?” *(The reply is hardly an indicator of foresight and planning, as FER is informed that the liaison officer will get something at the motel for them later. I go around the back of the building, across the road to a dairy for containers of fruit juice. They are quickly passed around and consumed by the backs.)*

The video filming concludes, and the players are confronted by a throng of kids, all shapes and sizes, seeking their autographs. RW comes out of the changing room.” Look, there’s RW.” The boys and girls press around their heroes as RW tells them “Okay, let’s get organised here.” They shuffle into an animated line and he signs their papers, autograph books and sweatshirts. A woman teacher emerges from the rear of the group, as the boys and girls eventually disperse, and speaks to the All Black backs who have been signing autographs. “Thank you very much, you’ve made their day.” Players board their bus to return to the motel. RW and FER wave to the kids who are watching the bus leave.

At the motel, the researcher talks with AC, the back coach. He discusses the need to have a back coach, for communication with players to help them understand how the coach perceives them and for the coach to understand the player. He talks about the Newport-New Zealand game in which he played, a game lost 0-3. He explained that he needed a 30% improvement in his play but, “Nobody ever told me what I had to do or how.” Now that the tyro back of 1963-64 is the back line coach of the 1992 All Blacks, what does he want for the test, now four days away? “I want the cerebral part, I want to see FE1 getting back under pressure and clearing the ball effectively. We’re not yet playing to a pattern because of the dominance of individual skills. We can’t wipe a ball across to their wings and haven’t used the blind. We’ll be working better to get the ball faster through to RW. We would like to see the tight five driving and not standing off so much and watching the other poor bastards working, giving HB a decent ball. FE1, I expect, will take more right options. Part of the difficulty is having had him at second five eighth for two years but he can open up guys at the national level and away he goes, can’t be stopped!”

9:00 p.m. LF2 is still trying to get some fruit in his room. Selector, the third selector, has arrived and discusses the Ireland-[Provincial Team] game with Coach and AC. They are agreed on the need not to underestimate the Irish. They talk about player fitness in

the light of Saturday's test. The All Blacks have now virtually disappeared to their rooms, although LFR and FR1 chat quietly over a drink in the bar.

Friday.

Out in the car park by the motel, Captain and the forwards gather. A ritual of first class football, the car park practice cements calls and, I suspect, a little more team interdependence. The call is "A,R,O,I", and a planned move with Starman results, to be followed by "G,J,K,J" with a drive off the experienced lock.

There is a late afternoon chill as two boys stop to watch. The practice becomes a little more insistent. LFR pulls out a comb and a \$5 from his pockets and hands them to me to hold. The young fellows observing are in faded jeans, one wearing gum boots and one in sneakers. They comment on some of the moves that unfold as the girlfriend of one of the watchers stands silently. One comments with a smile that they have no rugby themselves tomorrow because of these blokes. Two Pacific Islanders in red and brown jackets stand watching.

(I wonder at the risks of All Blacks leaping on this rough surface. Is it too fanciful to have one of the fans, an All Black group person motel staff member or liaison officer check the area first or even sweep the ground. At some stage a test result will be affected by a leaping lock's withdrawal through twisting an ankle in a car park...) Meanwhile, as I reflect, the forwards drive off FR1 and then it's LF2 to L1 and drive. LF2 suggests authoritatively, "Let's go through a tap move eh?"

4:33 p.m. in Team Room

The team are signing rugby balls before they watch the video of the preceding test. The balls have not been inflated as they will be retained by team members as a souvenir of the test. Usually the autographed balls have numbers on them so players have a ready check on whether they have signed or not. "Don't number them FR1." Players are getting a little bit tense now. There is not as much joking today as there was at yesterday's signing session. FE1 tells FR1 just to get them around and get it done. (I am quietly given one of the signed balls. It is a gesture I deeply appreciate.)

The team settles in to watch the video of the last test. Their All Black coach has made written notes from his dictaphone comments to anchor his points. He has recorded reminders, at the top of his two pages, of "Team Spirit and Attitude"....

MATCH TWO

(New Zealand vs. British Isles)

Tuesday, June 29, 1993.

12:35 p.m. Coach, "If you've got any comment on training or the game plan or anything I've said, tell me. If I'm not doing something right or I've done a miscall you've got to tell me". There is a long interactive session. The discussion then opens up with FE1 and the skipper as they note the need for faster rucking, speed to support, timing the ball over. Captain, "Can we just clarify that? Go to the advantage line, ball goes to deck, then we go again." The need for communication and direction from the halfback is noted. The coach says there'll be no

coming back towards a key forward. "I don't know who called that and I don't want to know now - but we're not cutting back in." Veterans note a need to train more as a team and less as backs and forwards. Detailed analyses of one-on-one or drift defence develop with the coach seeking assurances on understandings of which defence and when to use it - - and whether his backs can tell when the opposition full back is going to run. They can, "If you can read him I'll wear it" (i.e., the defensive training tactic.) Coach emphasizes "The old All Blacks who came up to me said they never remembered an All Black side being physically weak...the old All Black fraternity, some of you will be part of that soon, they don't want the legend to die. The greatest part of their lives is revisiting young men recreating what they did." His fellow past All Black and assistant coach adds a contemporary perspective about the national divisional team who couldn't believe that they had the chance to play with the All Black jersey on. "Do we, as selectors, go and pick a mad dog like XX who would die for an All Black jersey?"

6:00 p.m. Team Room

Players discuss the need for their concentration upon the second test video. There are many more critical comments than in the previous tests observed. Players are self-critical and direct about each other faults and achievements. The coach freezes the video to make points such as: "In this lineout, can you see W out beyond the 15 meter line, past LF1? Can you see that? Why not hold up the throw till he's drawn in? Captain, wouldn't it be easier for HB at halfback to see that and call it?" The captain is a strong figure in the viewing as he calls for replays and makes notes. The team suggest the opposition know the All Black lineout calls...

The coach notes aspects of the game where their loose forwards can be drawn in. "Once they're sucked in, once their loosies have been sucked in, then it's red hot ball HB and you send play in the direction their loosies have been pulled in from." There is humour at LF1 trying to blame the others for a penalty he incurred, when the replay shows him at fault. LW goes far and wins a high ball and the coach said he didn't need to, that plenty of men were there to call for it and one of the senior players admits, "It was my fault, I called him up." At one passage Captain asks Coach, "What exactly are we trying to do here?" The video ends at 8:02 p.m.

MATCH FOUR

(New Zealand vs. Western Samoa)

Wednesday, July 28, 1993.

Breakfast time in the Team Room

The team is addressed by a nutrition expert who takes them through energy requirements, fluids, strength and recovery. Some questions on meals, and there are grimaces from All Blacks who have their traditional meal preferences, but others nod understandingly. At times the terminology is too esoteric. The guys smile approvingly when the speaker notes the needs to ensure muscle and liver energy are maximised before the game by reducing the volume and intensity of training two or three days before a match. Similarly, given the coach's propensity for pushing bananas at this team, there is a ripple of laughter at the nutritionist's support for Coach's query about bananas. "They're excellent Coach, especially if they are ripe."

A later query evokes a response, "On match day you wouldn't want to be having bacon for breakfast," which raises a slight smile from a veteran back whose test match breakfast is invariably bacon and eggs. He later declares quietly to the researcher, "I've never done anything different and I'm not starting now, I'll still have my bacon," following jokes from his two veteran provincial and All Black team mates.

The team meeting then moves to specific individual errors from the previous test. Some players slip away to get their notes and hurry back. The coach addresses the training session. He emphasizes the lineouts with the locks to work on strategies to combat the Samoans who are familiar with the All Black's play. The practice is to reflect match situations. "I want the match practice kept basic. Only stuff that you'll do in the game, in the positions you're to do them in, in the game. I want to hear the defence tackling it up as they move to shut them down. These guys'll run you ragged given half a chance -- let one fellow get up on some game plan calls, and also to be aware that players in this position are expected to make five tackles in the game."

11:20 a.m. At practice, Coach takes his backs and gives the forwards to Captain and AC. Captain is concerned that the All Blacks pack will underestimate the Samoans. Coach works throughly with the two half backs, having passes made either side of the body. As the captain makes points critical of his forwards, with an urgent tone to L2, Coach joins them and suggests they can grip each other's jersey to come through on the line...and five minutes later the captain was applauding his men, "Good stuff...much better, good stuff RW." At times now the pack is too keen and haste creeps in so their captain slows it down. Reserves are interchanged with first selection players in the pack. The *Tawa* moves are practised. One of these moves does not lead to fast grouping so the exercise is repeated. The coach walks out onto the field clapping his hands after a forward drive from kick off, "Good stuff Captain."

Thursday 9:57 a.m. Team Room

Manager covers arrangements for the day. The coach notes the Western Samoan team from the newspaper. He then asks the players to use five minutes to think about their opposites in the Samoan team, "You might want to talk with other members of the team who know the player better than you do." The responses are talked through player by player, with the coach adding pointers -- sometimes demanding of his players, sometimes supportive. Captain checks defensive blind side tactics and later makes key points about the All Black use of the ball, with LF3 adding to this.

Practice at College in the rain. Then back at the motel when the sun is out. Seven guys watch Oprah Winfrey, some are interviewed and FE2 sits in the courtyard strumming a guitar with L1. Team photograph at 5:00 p.m., then off to the sponsor's chief operating officer's home.

APPENDIX F.2

ALL BLACK COACH CODED TRAINING BEHAVIOURS

The literature review in the present study noted the use of observation schedules and assessment scales in recording observed coach behaviour. The summary below is an example of the All Black Coach's training behaviour, with analysis of the 64 continuous minutes at a typical training session (29.7.93). The communication behaviour classifications are based upon those noted in the literature review (see Figure 3.2 of this study).

<u>Instruction</u> (5 occurrences)	e.g., LF2 to correct lineout formation. "Okay, we'll do four scrums, all of them right."
<u>Hustles</u> (5)	e.g., "Let's go. Come on fellas." "Move it, move it, move it," (To hurry up movement from kick-off.)
<u>Modelling : positive</u> (5)	e.g., Showing halfback how to place his hands.
<u>Modelling : negative</u> (0)	
<u>Praises</u> (6)	e.g., "That's more like the effort needed - feel the difference?" "Good timing guys."
<u>Scolds</u> (3)	e.g., "It shouldn't take me to come and put some aggression into your scrum - it should be there from the start." (Coach is critical of the forwards not being as aggressive as at the previous day's training.)
<u>Instruction</u> (5)	e.g., Explains a lineout move in response to a player query. "Here H B, you need to call 'red hot' if that [piece of play] happens."
<u>Scold/Re-instruction</u> (4)	e.g., Criticism of scrum by opponents' line and revision of his commands to the forwards for a better scrum.
<u>Non-verbal Reward</u> (2)	e.g., Coach claps his hands as a back scores.
<u>Non-verbal Punishment</u> (2)	e.g., Coach shakes his head critically at the throw-in. The thrower repeats this, looks at the coach, and asks, "That right?"
<u>Other</u> (2)	e.g., "Where are the backs?"
<u>Uncodable</u> (3)	e.g., Coach drop-kicks out to start a phase at play. Coach stares at his notes to check a point.

APPENDIX F.3**ALL BLACKS SEMI-STRUCTURED INTERVIEW QUESTIONS**

- A. 1. What is the main role of the coach?
- 2. What are the most important qualities of an excellent coach?
- 3. Was, or is, there a coach, in your experience, who had these qualities?
- B. 1. What is the main role of the captain?
- 2. What are the most important qualities of an excellent captain?
- 3. Was, or is, there a captain in your experience who had these qualities?
- C. 1. Can coaches or captains be developed?
- 2. Could you explain your answer? [If “yes”, do you have any suggestions on how this could best be done?]
- D. 1. Does a coach or captain actually influence the result of a match?
- 2. Could you explain your answer?
- 3. Is there a match that comes to mind which illustrates your answer?
- E. 1. What is the best playing position for a captain?
- 2. What are the reasons for your answer?

NOTE:

[] indicates supplementary interview question asked if appropriate to the course and context of the interview.

APPENDIX F.4**ALL BLACK COACHING QUESTIONNAIRE LETTER**

[Researcher Address]

[Date]

Dear [Player name],

Greetings! I reluctantly intrude upon your time. This questionnaire will greatly assist my doctoral research and has [Coach's] full support. [Coach] has suggested some of the questions as he will appreciate the anonymous feedback from the team.

You may be concerned that a player's completed questionnaire could be identified. No player will be identified to [Coach] or any other person. The 'Player Code' on the first page is simply for me, to keep a record of responses received. I will make some summaries of the information and give them to [Coach].

You will note that part of the questionnaire relates to the more general aspects of rugby. I will be submitting a set of recommendations to the NZRFU upon completion of my thesis. Your views, unidentified by person, will be reflected in my recommendations.

The final part of the present questionnaire relates to practical information which could be made available to players.

Thank you for your help. I do appreciate the time that you give answering the questionnaire.

Kia ora ra,

Warm regards,

(Robin McConnell)

APPENDIX F.5

ALL BLACKS COACHING QUESTIONNAIRE (SEPTEMBER 1993)

ALL BLACK COACHING QUESTIONNAIRE

Please return to:
Robin McConnell

BACKGROUND

1. **Birth date:** _____ **Occupation:**

2. (Number) (tick one)

(a)	S	Single	<input type="checkbox"/>	Older brothers	<input type="checkbox"/>
(b)	SP	Single with Partner	<input type="checkbox"/>	Older sisters	<input type="checkbox"/>
(c)	M	Married	<input type="checkbox"/>	Younger brothers	<input type="checkbox"/>
(d)	No. of Children		<input type="checkbox"/>	Younger sisters	<input type="checkbox"/>
				Twin	<input type="checkbox"/>

3. **Highest formal educational qualification:**

4. **Time spent on rugby training and activities. In rugby season I usually spend the following hours per week.**

(a) **In training (tick one)**

0-5 5-10 10-15 15+

(b) **On rugby or rugby related activities per week other than training (tick one)**

0-5 5-10 10-15 15+

5. (a) **Father's occupation:**

(b) **Mother's occupation:**

6. **Type of secondary school attended (tick one):**

Private Single Sex

State Co-ed.

State Single Sex

Private Co-ed.

TEMPO 1: The Coach**Team : All Blacks****Player Code :****Coach : [Coach Name]****Date :****This questionnaire has the support of your coach****PART I**

1. Next to each quality of a coach ring the number which shows your assessment of how you rank that quality of your coach (i.e. of [Coach name]).

1 is the lowest ranging of 'Very Poor' and 5 is the highest ranking of 'Very Good'.						
i	Ability to communicate effectively	1	2	3	4	5
ii	Communication of clear goals	1	2	3	4	5
iii	Willingness to work hard	1	2	3	4	5
iv	Knowledge of rugby skills and techniques	1	2	3	4	5
v	Organisational ability	1	2	3	4	5
vi	Degree of conviction in his own beliefs	1	2	3	4	5
vii	Degree of concern for others	1	2	3	4	5
viii	Understanding of people	1	2	3	4	5
ix	Acceptance of responsibility for the team	1	2	3	4	5
x	Relationship with assistant coaches	1	2	3	4	5
xi	Relationship with captain	1	2	3	4	5
xii	Sensitivity to players as people	1	2	3	4	5
xiii	Motivation of players to attain goals	1	2	3	4	5
xiv	Interaction with players	1	2	3	4	5
xv	Fostering of positive team training	1	2	3	4	5
xvi	Involving players in goal setting	1	2	3	4	5
xvii	Treating players with respect	1	2	3	4	5
xviii	Taking pride in player achievement	1	2	3	4	5
xvix	Giving clear feedback	1	2	3	4	5
xx	Perception of factors that affect team performance	1	2	3	4	5
xxi	Willingness to consider adapting a game plan as a result of player input	1	2	3	4	5
xxii	Is consistent	1	2	3	4	5
xxiii	Has integrity	1	2	3	4	5
xxiv	Shows the ability to make clear decisions	1	2	3	4	5
xxv	Is imaginative about game possibilities	1	2	3	4	5

PART II

Please comment briefly in response to the questions below.

A. 1a. To what extent should players have an input into the team game plan?

1b. How would you describe this process under the present coach?

2a. To what extent should preparation for a test match include opportunities for developing individual skills?

2b. How would you describe such opportunities under your present coach?

3a. What are your main expectations of an All Black coach?

3b. To what extent does [Coach] achieve these expectations? (circle a number)

1	2	3	4	5
Never	Sometimes	Moderately	Often	Always

4. In order of importance what are the three (3) most important requirements for your playing position in the All Blacks team?

1. _____

2. _____

3. _____

5. What, in your opinion, is the greatest strength of [Coach's] coaching?

6. If there is one aspect of [Coach's] coaching that you would like to see developed more, what would this be?

7. If there is one change you would like to see made to the week leading up to a test match, what would it be?

PART III

1. If you were to make up to three (3) recommendations to the national rugby administrators, what would these be?

1. _____

2. _____

3. _____

PART IV

- A. 1. Rugby players develop a range of skills. Could you read each line below and then circle the number that best describes yourself.

	1	2	3	4	5					
	Virtually nil	Very Poor	Poor	Average	Good					
	6	7								
	Very Good	Excellent								
i	Personal playing skill			1	2	3	4	5	6	7
ii	Knowledge of the structure and operation of the NZRFU			1	2	3	4	5	6	7
iii	Self-talk and control of your thoughts at times of pressure			1	2	3	4	5	6	7
	(a) I understand methods of doing this effectively			1	2	3	4	5	6	7
	(b) I effectively use these methods in a game			1	2	3	4	5	6	7
iv	Knowledge of time management skills			1	2	3	4	5	6	7
v	Knowledge of how to control your motivation			1	2	3	4	5	6	7
vi	Competency in communication			1	2	3	4	5	6	7
	(a) Social and informal			1	2	3	4	5	6	7
	(b) Formal and speech-making			1	2	3	4	5	6	7
vii	Self-relaxation methods			1	2	3	4	5	6	7
	(a) I understand methods of self-relaxation			1	2	3	4	5	6	7
	(b) I effectively use methods of self-relaxation to reduce stress			1	2	3	4	5	6	7
viii	Knowledge of physiology			1	2	3	4	5	6	7
ix	Time Management			1	2	3	4	5	6	7
	(a) I understand methods of time management			1	2	3	4	5	6	7
	(b) I effectively use methods of time management			1	2	3	4	5	6	7
x	Knowledge of current rugby laws			1	2	3	4	5	6	7
xi	On-field effort in All Black jersey			1	2	3	4	5	6	7
xii	Ball skills (handling, kicking, running with ball)			1	2	3	4	5	6	7
xiii	Ability to form and control images in your head			1	2	3	4	5	6	7
xiv	Knowledge of nutrition			1	2	3	4	5	6	7
xv	Ability to concentrate in team talks at All Black level			1	2	3	4	5	6	7
xvi	Understanding of team game plans at All Black level			1	2	3	4	5	6	7
xvii	Ability to concentrate on the field at All Black level			1	2	3	4	5	6	7

- B. 1. Why do you play rugby?
2. Do you play rugby at All Black level for any different reason?
3. As a All Black, if practical information was available to you on the topics listed below, please circle the letter which best indicates your interest in receiving this information.

	D	P	M	N
	Definitely	Probably	Maybe	Not wanted
a				D P M N
b				D P M N
c				D P M N
d				D P M N
e				D P M N
f				D P M N
g				D P M N
				(a) Social and informal D P M N
				(b) Formal and speech-making D P M N
h				D P M N
i				D P M N
j				D P M N
k				D P M N
l				D P M N
m				D P M N
n				D P M N
o				D P M N

Are there any other topics on which you would like information? If so, please list these below.

C. 1. Listed below are different ways you could have a complex new move explained so that you would fully understand your own involvement.

Consider each method in turn. Circle the letter(s) indicating how much you would agree with its use.

	SA Strongly Agree	A Agree	D Disagree	SD Strongly Disagree
a				
b				
c				
d				
e				
f				

2. (a) Look again at the methods above. If you had a free choice to **choose one of the methods** to best help you understand a complex new move what would you choose?
- (b) **If you prefer a combination of methods, or have a preferred method not listed above**, please feel free to describe this here.

Thank you for your time. I will send a summary to you and the team and provide a full summary to [Coach]. Every effort will be made to provide relevant information to players noting this in Part IV.

APPENDIX F.6

ALL BLACKS' EXPECTATIONS OF ALL BLACK COACH

The following responses to Question 3.a of the September 1993 All Black questionnaire (see Appendix F.5) indicate expectations of an All Black coach held by the All Black players (N=16).

Devise a plan to win the game and communicate his/her ideas across to the team effectively so the players are able to reach their maximum potential each time they play. Honest, organised and inspirational.

Knowledgeable, positive and fair.

Knowledge, authority, consistency and clarity.

To study his opposition, formulate plans and tactics accordingly, and motivate.

Guidance, motivation, support, decisiveness and authority.

Must express his views on how he wants each player to perform and what he wants from the team as a whole. Never leave the player wondering.

Consistency, honesty, loyalty.

A very decisive and open thinking man who can command the respect, not fear, of the entire squad.

Fair, honest, and have respect for himself and his players.

Integrity, honesty, ability to transmit what he wants, and a knowledge of rugby - All Blacks don't tolerate fools.

Inform you exactly of what is required of you in your position, help improve areas of weakness, provide positive criticism of performances.

Honesty, consistency and being able to communicate with his/her team or an individual player.

Develop individuals and a team to play a style of pattern which suits that team. It's personal, it's aesthetically pleasing and one which will manipulate the opposition and lead to winning.

To have mana, good personal discipline, organisational skills, honesty.

Creating a good environment for the players to be motivated to play at their best level. Integrity, honesty, clear consistent communication of the game plan, good knowledge of techniques and of opposition strengths and weaknesses.

To be honest as a person, understand the players as people, and plan effectively.

APPENDIX F.7

ALL BLACKS

QUESTIONNAIRE

(DECEMBER 1994)

Please Return to:
Robin McConnell
Management Systems
Massey University
Private Bag 102 904
North Shore Mail Centre
AUCKLAND

Player Code:

INTRODUCTION

This questionnaire gives you the opportunity to express your views confidentially and anonymously on coaching, rugby and progress to the World Cup. All squad members are to complete and return this questionnaire. The 'player code' is for checking off returned questionnaires and is then removed. At no stage will your individual responses be made known to myself or anyone else by the collator of the responses. Last year a similar questionnaire was of real value to me. With the critical importance of the World Cup preparation your views here will be closely considered by me. I will give you feedback on pointers that come through your responses.

Feel free to write on the back if you wish.

Please post your completed questionnaire by 16 December 1994.

[Coach]

*

PART A

To be answered only by those who have played two or more tests from 1992 - 1994.

- 1.0 Looking back at the tests, are there any points that should be made to the coach about test game plans, practice, training or test week preparation?
- 1.1 Was your role in the test game plan(s) clear enough, or can this be developed? (If so, do you have any suggestions?)
- 1.2 Were the team game plans clear for the test(s)?

PART B

To be answered only by those who played two or more tests 1992 - 1994

2.0 Next to each quality of a coach ring the number which shows your assessment of how you rank that quality of your coach (i.e. of Coach)

'1' is the lowest ranking of 'Very Poor' and '5' is the highest ranking of 'Very Good'.

i.	Ability to communicate effectively	1	2	3	4	5
ii.	Communication of clear goals	1	2	3	4	5
iii.	Willingness to work hard	1	2	3	4	5
iv.	Knowledge of rugby skills and techniques	1	2	3	4	5
v.	Organisational ability	1	2	3	4	5
vi.	Degree of conviction in his own beliefs	1	2	3	4	5
vii.	Degree of concern for others	1	2	3	4	5
viii.	Understanding of people	1	2	3	4	5
ix.	Acceptance of responsibility for the team	1	2	3	4	5
x.	Relationship with assistant coaches	1	2	3	4	5
xi.	Relationship with captain	1	2	3	4	5
xii.	Sensitivity to players as people	1	2	3	4	5
xiii.	Motivation of players to attain goals	1	2	3	4	5
xiv.	Interaction with players	1	2	3	4	5
xv.	Fostering of positive team training	1	2	3	4	5
xvi.	Involving players in goal setting	1	2	3	4	5
xvii.	Treating players in goal setting	1	2	3	4	5
xviii.	Taking pride in player achievement	1	2	3	4	5
xix.	Giving clear feedback	1	2	3	4	5
xx.	Perception of factors that affect team performance	1	2	3	4	5
xxi.	Willingness to consider adapting a game plan as a result of player input	1	2	3	4	5
xxii.	Is consistent	1	2	3	4	5
xxiii.	Has integrity	1	2	3	4	5
xxiv.	Shows the ability to make clear decisions	1	2	3	4	5
xxv.	Is imaginative about game possibilities	1	2	3	4	5

2.1 To what extent should players have an input into the team game plan?

- 2.2 How would you describe this process under the present coach?
- 2.3 What are your main expectations of a test match week preparation?
- 2.4 What are the three most important things that need to be achieved with the All Blacks, before the actual World Cup games, to most fully prepare them to win the World Cup?
- 2.5 What - in your opinion - is the greatest strength of [coach's] coaching?
- 2.6 If there is one aspect of [coach's] coaching that you would like to see developed more, what would this be?

PART C

To be answered by all players

- 3.0 In order of importance, list the three most important requirements for your playing position in the All Blacks team.

1.

2.

3.

3.1 In the preparation for a test, or big game, do you prefer to have: (tick one)

(a) The requirements for your position and your play explained first (including discussion of your play from the previous game) and then the team game plan. **Yes ()**

OR

(b) The team game plan explained first and then your part in this explained. **Yes ()**

3.2 Have you ever had a one-to-one in-depth discussion with [Coach] on :

(a) Your role as a team member? **Yes ()** **No ()**

(b) The requirements of your playing position? **Yes ()** **No ()**

3.3 Do you have any comment on the value of such player-coach discussion?

3.4 What do you value most about a coach at provincial level?

(i)

(ii)

(iii)

3.5 What do you value most about a coach at All Black level?

(i)

(ii)

(iii)

PART E**To be answered by all players**

- 5.0 What were the main achievements of the first two All Black Camps?
- 5.1 Describe the essential features of the style of play you would like to see the All Blacks play through the World Cup qualifying matches.
- 5.2 Would this change for the final? If so, in what way(s)?
- 5.3 What are the main playing strengths of the All Blacks for the World Cup?
- 5.4 What are the aspects of play which the All Blacks most need to develop for the World Cup?
- 5.5 Do you have any suggestions or comments you want considered in the planning of the next two All Black camps?

PART F**To be answered by all players**

6.0 Rugby players develop a range of skills. Could you read each line below and then circle the number that best describes yourself at All Black level.

	1=Virtually Nil	2=Very Poor	3=Poor	4=Average				
	5=Good	6=Very Good	7=Excellent					
Personal playing skill	1	2	3	4	5	6	7	
Knowledge of structure and operation of the NZRFU	1	2	3	4	5	6	7	
My understanding of self-talk and controlling my thoughts	1	2	3	4	5	6	7	
My effective use of this in a game	1	2	3	4	5	6	7	
Ability to successfully motivate myself for a big match	1	2	3	4	5	6	7	
Competency in communication socially and informally	1	2	3	4	5	6	7	
Competency in communication/speech making	1	2	3	4	5	6	7	
Competency in speaking with the media	1	2	3	4	5	6	7	
My understanding of methods of self-relaxation	1	2	3	4	5	6	7	
My successful use of self-relaxation to reduce stress	1	2	3	4	5	6	7	
My successful management of time	1	2	3	4	5	6	7	
My knowledge of current rugby laws	1	2	3	4	5	6	7	
My understanding of forming and controlling images	1	2	3	4	5	6	7	
My successful use of this for a game	1	2	3	4	5	6	7	
My understanding of how to concentrate	1	2	3	4	5	6	7	
My ability to concentrate during a big game	1	2	3	4	5	6	7	

6.1 If practical information was available to you on topics listed below please tick below if you have a definite interest in receiving this.

- | | | |
|----|---|--------------------------|
| a. | Relaxation and Stress Control | <input type="checkbox"/> |
| b. | Developing Concentration | <input type="checkbox"/> |
| c. | Developing and Controlling Images | <input type="checkbox"/> |
| d. | Financial Planning | <input type="checkbox"/> |
| e. | Time Management | <input type="checkbox"/> |
| f. | Effective Communication (i) Informal & Social | <input type="checkbox"/> |
| | (ii) Formal & Speechmaking | <input type="checkbox"/> |
| | (iii) Speaking with the Media | <input type="checkbox"/> |
| g. | Furthering your trade or professional qualifications | <input type="checkbox"/> |
| h. | Controlling your thoughts and using self-talk | <input type="checkbox"/> |
| i. | A short history (10 pages) of the All Blacks | <input type="checkbox"/> |
| j. | An outline of the NZRFU structure and operation | <input type="checkbox"/> |
| k. | List any other related topic which you would definitely wish to learn more about or receive information on. | |

PART G

To be answered by all players

- 7.0 What are the qualities in a coach that get the best out of you as a team member off the field?
- 7.1 What are the qualities of a coach that get the most out of you as a team member on the field?

- 7.2 There are many factors which affect the result of a test, and our knowledge of their importance is never exact. Could you indicate however what you see as the overall balance between the influences below which affect an All Black test result against an opposing team who are broadly of the same standard? (Your % will add to 100%)

Influence of the players e.g., skills, opportunism, efforts	_____ %
Influence of the opposition e.g., skills, tactics, efforts	_____ %
Influence of the referee and linesmen	_____ %
Influence of the coach e.g., preparation, game plan	_____ %
Influence of other factors e.g., luck, injuries, weather	_____ %

- 7.3 Some coaches use a 'team talk' in the dressing room before a test or big game. Which of the statements below most accurately describes your feelings about this. (tick one)

- | | | |
|------|--|--------------------------|
| i. | I feel I am concentrated on the game in my own way and this team talk does not really affect me, but I don't mind it. | <input type="checkbox"/> |
| ii. | I am definitely helped by the team talk | <input type="checkbox"/> |
| iii. | I am concentrated on the game, and although the team talk does not really affect me I do respond positively to the coach's brief personal contact with me (e.g. speaking briefly and privately to me, shaking my hand ...) | <input type="checkbox"/> |
| iv. | I want to be free to mentally prepare in my own way without a team talk or anyone talking to me, except for the briefest of comments which don't disrupt my concentration. | <input type="checkbox"/> |

- 7.4 Are there any points you would want [Coach], [Manager] or others in the team management to consider in the build-up and playing for the World Cup and/or the 1995 season?

THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE

APPENDIX F.8

ALL BLACK SELECTORS' STRATEGY (TEAM VISION) 1992

[Drawn up by the All Black Coach, Assistant-Coach and third All Black selector.]

1. TO ESTABLISH A PLAYING PATTERN FOR TEAMS SELECTED BY THE ALL BLACK SELECTORS, COMPATIBLE WITH THE FOLLOWING CRITERIA:
 - A) Success.
 - B) The playing philosophy of the All Black panel.
 - C) Best utilisation of the strengths and resources of New Zealand Rugby.
 - D) Being innovative and evolving, with a view to re-establishing New Zealand as the leader in World Rugby.
 - E) Fostering spectator interest, player enjoyment and marketability.

2. TO IMPLEMENT A SELECTION POLICY THAT GIVES ALL PLAYERS IN NEW ZEALAND AN OPPORTUNITY TO REPRESENT THEIR COUNTRY BY:
 - A) Re-assessing the experienced, well performed provincial players that have not been selected in recent seasons.
 - B) All Black selectors giving adequate attention to Second and Third Division Unions.
 - C) Establishing 'Spotters' to bring to our notice players worthy of our consideration and viewing.
 - D) Requesting appropriate trial systems.
 - E) The All Black selectors meeting all provincial coaches in small groups at the combined seminar, to discuss their players and nominations.

3. TO STRIVE FOR UNITY IN NEW ZEALAND RUGBY BY:
 - A) Being united as a panel.
 - B) Keeping the N.Z.R.F.U. Council informed and suggesting to Council policy to achieve this aim, within the panel's portfolio.
 - C) Keeping Unions and Provincial coaches informed, and encouraging reciprocal communication.
 - D) Selecting Maori teams on merit in accordance with the status of the games they play.
 - E) Encouraging players to stay with their Second and Third Division provinces by assuring them of, and creating adequate, opportunities to achieve higher honours.
 - F) Portraying rugby, through media and personal contact and playing style, as an attractive exciting game for players, spectators and administrators.
 - G) Assisting, as required, in the marketing of the game of rugby and to meet all obligations to N.Z.R.F.U. sponsors where reasonably possible.
 - H) To work with the N.Z.R.F.U. to devise methods and incentives to keep All Blacks from changing codes i.e. career opportunities, business, guidance, long term incentives etc., teams.

PHILOSOPHY AND OBJECTIVES

ALL BLACKS

- A) Select a group of players, excluding most under-21 and Divisional XV players, (who have been given a programme and will be assessed during their internal tour), to undertake a fitness programme with greater emphasis on aerobic programme.
- B) Begin rebuilding by introducing selected new players and retaining sufficient experience to assist development of new players.
- C) Develop the team to be a role model for Rugby and to produce individual personalities in the game.
- D) Develop discipline on and off the field.
- E) Demonstrate the objectives set out in 1 A - E.
- F) Encourage a philosophy of goals and achievements first. Then rewards.
- G) Plan and implement a 1992-93 summer programme.

DEVELOPMENT XV

- A) Selection to provide:
 - continuity through to the All Blacks.
 - develop a second tier of players in preparation for All Black rugby.
 - to create pressure on incumbent All Blacks.
- B) Use experimentation that is not practical at test level.
- C) To request suitable tours and matches to meet the objectives of a New Zealand XV and a Divisional XV.
- D) To create an expanded group of players under the All Black selectors as an encouragement to stay in rugby.
- E) Introduce players to the pattern and philosophy of A.B. rugby.
- F) Another vehicle to take top level techniques and knowledge back to provinces and clubs.
- G) Include selected players in All Blacks' summer programmes.

NEW ZEALAND UNDER 21

- A-G As for Development XV [above].
- H) To continue with and refine the Under 21 Coaching School and trials.
- I) Provide the 70 players at the trials with the best possible coaching and experience during their transition to first class rugby while they are at their most receptive age for knowledge and development.
- J) Attempt to find a solution to the problems of N.Z. Under 21 forwards suffering a halt in their development because:
 - 1.They are not selected for their province's top side through lack of maturity or other.
 - 2.There is no other opportunity for selection to first class teams, e.g., the former N.Z. Juniors.

PRELIMINARY SQUAD AND FITNESS PROGRAMMES 1992

1. Compile a list of all Provincial Players in New Zealand in 1991 from which a group of potential trialists will be selected, to be contacted and supplied with controlled fitness programmes, where players are not already on an approved provincial programme.
2. Supply a list of names to fitness instructors to ensure aerobic and strength programmes are supplied, or available through own unions.
3. Arrange for assessments at regular intervals with all results forwarded to a central co-ordinator for perusal and distribution - suggest [NZRFU Coaching Director].
4. Review fitness programmes / instructors after Centennial tests.
5. Standardisation of tests.
6. All Black selectors' panel to make contact with potential trialists who are overseas, and key players to indicate our interests and requirements.

SERIES AIMS

CENTENNIAL MATCHES

- 1) To win the Centennial tests.
- 2) To field a team with a style of play befitting the Centennial occasion.
- 3) Use these tests as Stage 1 in the development of the above philosophy, pattern of play, and new test players, in preparation for the test series against Ireland and Australia.
- 4) To assess the ability of some established All Blacks to play our style of rugby.
- 5) To enhance relationships and co-operation with the national media.
- 6) To set standards of behaviour and discipline in the All Black team.

TESTS AGAINST IRELAND

- 1) To win the test series.
- 2) To continue with the assessment and development of players, pattern and selection policy.

AUSTRALIAN TOUR

- 1) To win the test series against the World Champions.
- 2) To retain the Bledisloe Cup.
- 3) To continue the development of players, pattern and variation of tactics.
- 4) To introduce new players to the nuances of touring and assess their potential to become long term All Blacks.

DATES FOR TEAM ANNOUNCEMENTS

As per schedule with following changes:

- 1) Colts to assemble noon 7 July.
- 2) Trial teams named 2:00 p.m. April 1.

ANALYSIS OF N.Z. STRENGTHS AND WEAKNESSES

- 1) Request Council convene a think-tank to meet twice per year (April and September) to make observations and review.
- 2) Panel to have mid-season assessment of our strengths and weaknesses in relation to our pattern and the abilities of N.Z. players.

MONITORING OF OPPOSITION / ANALYSIS / REVIEW/ N.Z. PLAYERS

- 1) T.V. and video of the *Five Nations*, *CANZ*, and *South Pacific* competitions.
- 2) Interview key All Blacks.
Interview 1991 A.B. Manager.
Interview 1991 A.B. Convenor.
- 3) All Black squad watch World XV versus Hannon Shield.
- 4) Appoint appropriate people to assess Australian players during South Pacific Series.

REVIEW OF PLAYERS' FORM & IDENTIFY NEW TALENT

- 1) Aim for a selector or spotter to view all pre-season, *South Pacific* and *CANZ* matches.
- 2) Conduct expanded trial system (approval already given).
- 3) Meet in small groups all provincial coaches at the combined seminar to explain what we are looking for, and ask about new talent.
- 4) All Black panel to place greater emphasis on Second and Third Division unions during the national championship season. (All Blacks finish for the year on July 25.)

PLAYER DEVELOPMENT

- A) Positional specialist schools in conjunction with coaching committee.
- B) Encourage the formation of a fitness panel under the direction of the N.Z.R.F.U.
- C) Request tours committee arrange meaningful fixtures and tours for the Divisional XV and Development XV.
- D) Use of Think-Tank.
- E) One-on-one discussions with developing players, All Black selectors.
- F) Summer programmes to develop physical attributes.

NEW ZEALAND RUGBY FOOTBALL UNION SUPPORT

- A) Computer recording of:
 - Nomination forms.
 - Under 21s assessment and nomination forms.
 - Fitness programmes, material and assessments.
- B) Think Tank.
- C) Fitness Panel - involving experts in each area of fitness for Rugby.
- D) Communications manager - player careers etc.

MEETING WITH NEW ZEALAND RUGBY FOOTBALL UNION

As required by selectors of N.Z.R.F.U.
The panel advocates regular communication.

APPENDIX F.9

ALL BLACK SELECTORS' POSITIONAL REQUIREMENTS FOR PLAYERS (1992).

Drawn up by the All Black coach, Assistant-Coach, and third selector in 1992 in conjunction with their Strategy (see Appendix F.8).

WE RECOGNISE THE NEED TO HAVE A FALL BACK POSITION

FULLBACK

- 1) Defensively complete: Tackles
 - All angles
 - Takes high kick
 - Positional sense
- 2) Attacking skills:
 - Create Overlaps
 - Punch Centre
 - Run Outside Wings
 - Astute Use of Blind
- 3) Astute reader and user of 2nd phase ball.
- 4) Counter attack with good judgement.
- 5) Should be big and strong.
(Create a fullback with the pace of wings.)

WINGS

- 1) High 'fullback skills' level.
- 2) High work-rate
- 3) Full range of 'beating man' skills.
- 4) Understanding of defence patterns and covering.
- 5) Encourage ability to play left and right.
- 6) Pace, big and strong.

MID-FIELD BACKS

(Two types - could play as a combination or, possibly, two of the same type - second option not preferred)

- A)
 - 1) Good distribution skills.
 - 2) 100% tackle - all angles.
 - 3) Defensive intelligence and discipline.
 - 4) Range of attacking kicks - ideally left and right.
 - 5) Big and fast.
- B)
 - 1) Quick reactions.
 - 2) Line breaker - Good footwork etc.
 - 3) Good distributor.
 - 4) Quick and dangerous from broken play.
 - 5) Defensive intelligence, discipline and flexibility.

- 6) Range of attacking kicks - Ideally left and right.

1ST 5/8

- 1) High distribution skills.
- 2) Ability to make decisions.
- 3) Must have 3 options- Pass
 - Kick
 - Run

HALF BACK

- 1) Clear ball quickly, accurately and with variation of length and speed - Full range of passing skills.
- 2) Must tackle - Especially around rucks and forwards.
- 3) Full range of tactical kicks.
- 4) Run.
- 5) Run loose forwards.
- 6) Direct his forwards.
- 7) Work-rate.
- 8) Speed to tackle and the breakdown.
- 9) No fear.

NUMBER 8 AND BLINDSIDE FLANKER

(They are interchangeable.)

They are complementary to the loose forward trio and team pattern.

A The Buck Shelford type whose strengths are:

- 1) Taking ball up from scrum.
- 2) Ball winner at 6 in lineout.
- 3) Very good block in lineouts for jumpers.
- 4) Support player for flankers.
- 5) Very good distribution skills around scrums.
- 6) Very good liaison with half back.
- 7) Strong aggressive tackler.
- 8) Good understanding of moves around scrums
(Communication) and defence patterns.
- 9) Strong compact physique.

B

- 1) Main ball winner of back 3.
- 2) Enough speed to support three quarters.
- 3) Good running and passing skills.
- 4) Strong aggressive runner.
- 5) Good understanding of moves around scrums and defence patterns.

OPEN SIDE FLANKER

- 1) Speed and acceleration -Extremely fit.
- 2) Can play on the ground or in the air.
- 3) Very good continuity skills.
- 4) Attacking player.
- 5) Real pressure player - Hungry.

- 6) A lot of rugby intelligence.
- 7) Ability to fit into all defensive patterns.
- 8) Ability to win some ball at the tail of the lineout.

LOCKS

Two Types

- 1) One should be a very good scrummager for right hand or tight head side.
- 2) Win own ball and nullify opposition.
- 3) Speed to breakdowns to play an effective driving role at rucks and mauls.
- 4) Good body position at second phase.
- 5) One should be an exceptional jumper for guaranteed ball when needed.
- 6) Be prepared to interchange lineout positions.
- 7) Tackle around legs and be part of a defensive and attacking pattern.

PROPS

- 1) Must be able to keep the scrum up and push.
- 2) Good leg position for locks to push on.
- 3) Effective block and support for lineout jumpers.
- 4) Good body position and must be in the guys of second phase and driving.
- 5) Aggressive with ball in hand.

HOOKER

- 1) Accurate lineout thrower - He is the best lineout forward in the team.
- 2) At scrum time he pressures opposition.
- 3) When required he must play the loose forward role as a loose forward.
- 4) Must be able to tackle like a loose forward and act as cover on the blind from a lineout.

APPENDIX F.10

ALL BLACK COACH'S VIDEO ANALYSIS NOTES

The following notes were made by the All Black coach after watching the video of the first test Ireland vs. New Zealand, 1992. They were used as a guide for preparation before the second test of that 1992 series.

ATTITUDE. TEAM. NOISE.

1. They hit and feed well - they must be hit low and driven back.
2. Too often forwards went high and they set up mauls -- must go around legs.
3. They upset us in the 1st five minutes. Quick lineouts etc. We didn't react well. Get more numbers to lineouts. All tall timber, then pull out. It also slows them down.
4. After we scored our first try they had no one in their long box, we've got to use it.
5. Appeared to be no communication for defence in the backs when they won midfield rucks.
6. Pick your man up. Tackle someone.
7. FE you ran one up straight after half time and ran out. Should have fed into a forward. We just gave them the ball.
8. Cover the wipers.
9. Chasing high kicks. Go in and find the ball.
10. FE improve physical contact - pull ball into chest.
11. Big kick to corners.
12. We took on up touch - when we are unsettled go for ground.
13. Up after high kicks turn back so we don't knock on.
14. Wings outside 1 or 2.
15. Aggression factor.
16. Commit body to ball on ground and in the air.
17. Runners.
18. LF3 late scrums.

Into Wind - 5 man lineout. LF3 up.

22m kick offs for us and them.

APPENDIX F.11

ALL BLACK PLAYERS' MATCH CRITIQUES

(New Zealand vs. Australia, Dunedin, 17.7.93.)

[The following extracts were taken from the Researcher's Notebook.]

Coach Thinking about the try they scored - not a criticism of players there in support, but let's have a hindsight analysis of what happened.

FB I couldn't go up until the support comes in.

Coach RW, you were one. Who was the other, FE ?

RW No. That was one of the negatives from the test. I didn't talk it up or get around urgently.

Coach Have a quick look and don't muck around any more on the goal line. RW, go in front of FB and blocking as if you're going to go up.

FE Maybe I should have held my line as I was going to link with RW.

RW I don't think I should do that as LW and I have to go behind FB for anything bobbling behind or going loose.

Coach Okay.

(FB makes another point.)

AC You've got to yell first - make it clear : "He's on you FB." Use our code. We don't want opposition players using terms we use.....

(FE speaks to RW on urgency.)

Coach FE's right, we weren't urgent enough to get players there.

FE He [opposition player] had to go back to the touch line before he hoisted it. Shit, if that didn't give it away...

Coach RW, what did you have ?

RW I chip kicked once when I should have had a go. I didn't pass to L2 when I should have. I think I'm looking for support too early, so you guys tell me to go.

Coach RW, I've got to say you've improved a hell of a lot in the way you go into tackles - there's been a huge improvement.

FB, in relation to the third Lions test you're reasonably happy with your self-criticism from that game?

FB What do you mean?

Coach Are you pleased about what you wanted to improve for the Australian game?

(FB nods affirmatively.)

AC I don't know if you're aware of it but your positional play is better also.

- LW I tidied up my third Lions test mistakes.
- Coach You hit [Australian wing] early on - he knew you were going to hit him and you didn't let him down! Centre ?
- CT Yep. Comparing the third Lions test to the last one, I picked up three or four after the Lions test and think I improved - have to watch my giving away penalties. When I think back, I've given away one per match. I also see I have to get out of rucks and mauls a lot quicker. When I was chasing kicks with FE2 we talked a bit and there was more communication. I'm still not doing enough tackling.
- Coach I didn't see any fear in [opposing player's] eyes...You're still not at your best as you were last year [Centre]. I did think you got a rough call from the referee on the 'high tackle' but you've got to go a little bit lower. We must play to the way the ref sees it.
- FE2 In the Lions test I wasn't too happy with my chasing of kicks. I was happy with a couple of tackles this time. There was one try missed before the break and when FE1 made his break. I wasn't really watching, and when I went back into position [opposition player] had gone!
- Coach Okay, that's a pretty good self-criticism, FE2. I think you missed four tackles on the inside shoulder - coming back, basically head-on. I think you're hesitating, not summing it up and driving in. It's a mental thing. It seems as if you're looking at seeing if someone else was coming in. The Samoan coach, says we have a weakness and I guarantee they'll be coming at you and FE1. [Samoan player] likes coming back in. (Coach explains live body practice and mental aspects needed.) Visualise it FE2, visualise it fifty times. see it on the video at the end of training, get someone with the tackle bag to drift across. Do you see it like that?
- FE1 I don't really approve of my missed tackles in this last test. The charge down of my kick was a bad error.
- Coach FR2, when we come to you, I want you to tell me why FE1's kick was charged down. We're getting better at doing this, fellas. The level of honesty coming through is clear. HB ?
- HB One of my kicks went too far. I missed a tackle. I was out of my position at a key time.
- Coach We spoke about mistakes yesterday. What are you going to do?
- HB Get my body position lower and concentrate on the ball.
- (Coach explains a point of play to HB and Captain seeks clarity on this.)
- HB What do we do if the opposition have their hands on the ball?
- Coach There's no question, you're in there like hell fighting for the ball - they might lose control of their fingers.
- AC HB, can you get the ball back okay? Are you happy with the way it comes back to you?
- HB There's a bit of a problem when we're on the deck and they're whacking it with their hands - what do we do about that?
- Coach That's what this top two inches is about. (He points to his head.) To make good ball for HB. I think you're standing too tall, HB. You've got to get this communication going with FE1. You simply can't take your eyes off that ball!
- LF3 I only got halfway around on the Shotgun move. I missed a tackle on their wing coming across. I think I called two lineout options wrongly and I gave away a penalty.

Coach Was it a legitimate piece of play as you saw it?

LF3 Yeah. I thought it was okay what I did, but I got the penalty. I felt I controlled the ball better in this test.

LF2 About four decisions I was wrong, one ball on ground and I should have dived on it but I tried to pick it up....I tackled [opposing three-quarter], the way I stood up to tackle him, I should have gone for the ball.

Coach On watching the video I think we were fortunate [opposing three-quarter] was penalised first.

(Coach and LF2 talk about that and a fortuitous quick penalty....)

Coach It's easy now, but the main way to become better players is by looking at what we can do better.

(Coach and RW talk in reply to a point about the tackled ball.)

Coach Fellas, we have to keep communicating. Communicate, help each other make decisions.

LF2 I'm a bit like FE2, I'm slightly hesitating in a front-on tackle. Then I tend to go high or try and slip them on. And in my lineout I didn't get any bloody ball really, I didn't crowd them enough.

Coach That's pretty good, LF2, you've gone into it thoroughly. Now to make it effective you need to think, "I'm making too many wrong decisions, what can I do about it?"... You need to talk to Captain...sometimes play as a third lock...But remember, when you're desperately on defence, if you think of anything except regaining the ball you're thinking too much!

LF1 There were things at the lineout....I tackled but didn't drive them back...

(Coach asks about the opposing half-back getting away. HB replies and LF3 admits that it was his fault.)

FE1 It's actually hard to stop!

Captain They suck a lot of ball in.

(Other players pinpoint certain skills of the opposition.)

Captain We're going to practise that this week, aren't we Coach?

L2 And kick-offs?

Coach If you're going to the ground, (and tell me if I'm going soft on you), then what could you have done to improve the situation for your team-mates?

L2 On defence I got around the back quickly enough as we shifted around but I missed a couple of tackles, one on [opposing wing]. A few scrums I didn't hit in properly.

Captain From the Lions test on it's been positive. I didn't give away too many penalties, and I was happy with my tackling. I took a couple of bad options, and a couple of bad lineouts. I didn't put any real pressure on [opposition halfback]. The urgency onto the ball wasn't good enough.

Coach I think some decision making got a little complicated.

Captain Yeah, we need to check on some decision making to be clearer, and a couple of better scrums as L2 said. There was good general control, and making decisions onfield, overall, was pretty good.

Coach Yesterday, Captain and I talked about his decisions, such as times to consider standing off.

LF3 Our first option is to get in on the ball, and the rest of you look and take it from there.

(AC checks on opposition knowledge of calls.)

FR2 Still need more improvements in my scrummaging. When the ball spilled out from the maul or ruck situation we panicked...hands on the ball, we didn't secure it.

Coach (Discusses a charge down kick from a scrum, then moves on.....)

FE1 If these guys come flying at one man, someone yell out so that you know you haven't got much time!

The discussion is wide-ranging, with Coach grinning as he concludes, "Maybe for some it's a bit like confession...It's no good recognising mistakes without being committed to going out there and correcting them."

APPENDIX F.12

ALL BLACK COACH ANALYSIS OF PLAYER ERRORS IN TEST

KNOCK ONS	BAD KICKS
8 Kick offs	10 - 10m > middle of the 22. 2 in kicked
8 Scrum	10 - Drop kick
7 Pass from 12	11 - Tried to kick up touchline, out on full
8 Off a Tawa move	15 - 2r to touch
13 After a good tackle	9 - Kick from ruck
12 Knock on in midfield	10 - Kick from ruck
12 Knock on in midfield	11 - Defensive kick
8 At lineout	10 - Midfield scrum went right, not far enough corner
MISSED TACKLE	KICK OFFS
9 on 10	5 Knock on
7 + 12 on 8	4 Good down 6
11 + 6 on 14	4 Knock on
12 Last try	
11 Last try	
13 Last try	
MISTAKES	
6 Kicked ball at ruck, on ground	
9 Option passing open when 12 knocked on	
11 Lost ball in tackle	
13 Intercept try	
7 Killing ball, 8 Tackle - France - <u>3 Points</u>	
11 Late tackle on 14	
8 Playing ball on ground	

APPENDIX F.13

ALL BLACK PLAYERS' SELF-ANALYSIS OF TEST PLAY

(New Zealand vs. British Isles, July 3, 1993.)

The following is part of the verbatim observation record of the All Blacks' critical self-assessment of errors they recorded from their own play in the 3rd test New Zealand vs. British Isles, Auckland, July 3, 1993. The evaluation was used to focus training and individual preparation for the ensuing Bledisloe Cup match vs. Australia in Dunedin, July 17, 1993.

Coach What did you have FB?

FB I probably could have slotted [opponent] when he scored. Missed a tackle on [their wing]. *(Coach goes over this and explains that FB was doing the right thing based on that opponent's previous play.)* In some tackle situations I could have done better to place the ball for support. Organised counter-attack with FE1 better with the kick he put up.

Coach What did you have L1?

L1 Too early up on kick off and took the man out. One of the first lineouts I gave away a penalty. I thought it was my fault for a penalty till I saw the video but it was really FR1! *(Laughter at FR1 getting the blame.)*

Coach *(Smiles.)* What did you have FR1?

FR1 Well, for a start, I didn't have that penalty! *(Laughter.)* I can be more aggressive on their second phase. Make more tackles.

Coach What did you have L2?

L2 Kick-offs. I think I was hanging back too far on their kick-offs to back up L1 and cover behind him and [their loosie] came through the gap. More support play and talking - one time FR2 was there and I should have called on to him. *(Makes a point re crowding [opposing lock] in phases of play.)*

Coach That's pretty good L2, you picked up more about your play than I did.

Coach What about you Captain?

Captain Discipline. A couple of throw-ins to lineouts. From the front of the lineout I could have put more pressure on them. Controlled aggression.

Coach Let's not get too carried away with *controlled* aggression. We want aggression. Number Eight?

LF3 Bad pass to HB. I called an *Annie Nelson* and it came on me instead of alongside of me. I slipped over during *Shotgun* and didn't make the advantage line. Get body position even lower.

Coach Did you add any after watching the video?

LF3 Yes, loss of control down back of a lineout.

Coach LF2?

LF2 Penalty they scored from. Jumping off opponent's shoulder. [Ball winning opposing loose forward] got the ball early and I didn't close him down enough. There was a scrum at the end when I didn't worry about the blindside, I was too busy worrying about pushing in the scrum and they shut down the blind. My early error was at their kick-off.

Coach Okay, what do we want from their kick-off to us? HB?

HB Control, move it up.

Coach Yeah, getting it down in their half. Control ball from their kick-off, graft it up a metre, as soon as things are stable, get it out to HB then get it down in their area. We're getting a principle established here.

(FE1 sits at his side listening. Captain also. The rest look at Coach who sits toward the end of the group.)

Coach At that time of the game, what pass was on?....

(LF2 explains how he felt a lack of aggression in phases of play...)

Coach The more buggered you are at that time, so are they - fatigue is very much a mental thing - if you're concentrating mentally you are advantaged. There's no such thing as fatigue in the bouts of ten minutes at practice today!

(Players are encouraging about the intensity and level of practice. They talk of back-up for the hooker, blindside forward and dominant lock.)

Coach L1, you've got real responsibility, you're a senior member of this pack. I'll be bloody honest fellas, Captain and I have had it hard this year because you've been so bloody quiet.. Let's move on....

FE1 I had two misdirected kicks. Gave away a penalty. Once I kept the ball and kicked it when I should have passed it.

Coach And once you should have scored a try!.

FE1 I didn't think I had pressure on me and I was waiting for the bounce. I should have picked it up.

Coach I'm not saying you should have done that. It might have been the one time that happens.

CT I gave away the penalty, but I must confess I did enjoy it - a hard high tackle! I've got to do more on attack. As [Third Selector] said last week, be proactive, not reactive. My biggest problem is getting out of rucks and mauls quick enough.

Coach FE2?

FE2 Aggression in tackles. I didn't get anywhere near FE2's bombs. I think I expected an alley to open up for me - I should be more aggressive. Talk to fellow chasers, such as when Centre and I went for the same guy.

(Coach agrees.) "RW?"

RW I shouldn't have jostled [their fullback]. I made a bad decision with the high kick overhead. I'm not very happy at chasing box kicks, if anyone here is good at it, I'd enjoy having a talk.

Coach But I thought you were doing it pretty well today at practice.

(The analytic first-five suggests RW moves a little deep on the blind side for this.)

LW I should not have thrown the ball away. I must shut my man down on the blindside, especially [next wing opponent]. Contest the ball in the air, especially in our 22. And I missed a tackle. I could do a little more off the ball, get more involved, do more on the blind.

FR2 I made some silly mistakes in the lineout. I let the ball go past me when Captain scored. Running with the ball, there were bonuses there for me and I left it to JP when I could have had a go. Three scrums on attack -- we were too stationary without the greed.

Coach Did you set a smack *every* scrum -- 100%? Were those three scrums...

FR2 Maybe we were tired.

Coach You talk it up, if you need help flankers and locks, then talk it up, don't be afraid to talk it up. You're quite athletic...I want at least one set of ribs to feel your power on Saturday...Believe me, there is nothing worse than losing to an Aussie!

LF1 I gave a 50/50 pass when I did a *Leeston-3* with LF3, my instinct was to pass which I did and LF2 recovered it. And I missed a tackle -- I hate missing tackles! I had a lack of urgency in my support play -- I did that stupid dive when I should have been up there in support. Didn't get up on my feet quickly enough -- I must need more down-'n-ups!!
(*This triggers immediate reactions as Coach's down-'n-ups are notorious in the team, being very physically demanding. FE1 throws a bit of paper at LF1 and others grin as they retaliate so LF1 smiles and declares, "I mean for me!"*)

APPENDIX F.14

SAMPLE OF PUBLIC MESSAGES TO ALL BLACKS

To All the All Blacks. You did the whole country proud!!! Especially all the Kiwis here. Kia Kaha Boys! (The NZ Consulate General Passports Staff).

You may not have won the game but you surely won our hearts. You are the awesome ABs.

[Another fax from Kiwis in Sydney.] You have done youngsters and the rest of us proud ...

['From a 'couch potato' in Auckland.'] Morning chaps. We played well 2nd half was totally enjoyed! Thanks.

"Well done, we're proud of your efforts. It bodes well for the 1995 World Cup campaign. (Bank Branch, Wellington).

".... you showed us what All Black rugby is all about, "Great stuff". You answered our great knocking machines. This game I will remember all my life. (Farmer, Wairarapa).

Congratulations Guys, you were Awesome!!!

I just wanted to say that I hope you don't just hear what the moaning media and certain loudmouths in NZ have to say ... there are a lot of us over here who think you are all the best!! We just don't get the opportunity to say it very often!

In my opinion you were the better team last night and I have no doubts about us taking back the World Cup. (But even if we don't, I know you guys always give it your all and it makes us real Kiwis very proud that you're our team!).

Have one or two for me and hold your heads high when you come home - you're all No. 1 in my book. Cheers. Sonia - a totally unbiased supporter.

Best wishes to [coach], [captain] and the team for a very successful game on Saturday and for the return of the Bledisloe Cup to N.Z. (From the Southland Rugby Football Union).

A series of faxes from: a Postbank branch; an Inland Revenue office; a clothing firm; a motel; a group of small town under-10 year olds; a school; a transport company; a confectionery firm, offering a private tour of their factory; and various school children, on their school letterhead, wanting the opposition "wasted", "smashed" or "creamed".

Dear guys, you can count on our support. We are behind you 100 per cent. Enjoy the game -- we will! (Shopping Centre management and retailers, rural town).

To [Captain and the All Black]. Give 'em hell Guys! It is amazing the difference 80 minutes can do to the taste of a beer. (Support Group from a Royal New Zealand Naval Base).

To the All Black team. [Manager], all the very best to you, [Coach], [Assistant Coach] and the team for a well-earned victory. Tell the boys to chase everything. Regards, [Captain's father, mother and family.]

To All Blacks. Looking forward to a meal of wallaby this Saturday!! Minister of Sport, Fitness and Leisure.

To [Coach] and the All Blacks. Kia ora from McMurdo Station, Ross Island, Antarctica. All the best for the game against the Aussies tomorrow. Sorry we can't be there to watch the game but we'll be listening to the broadcast on the radio. Give 'em heaps. P.S. It is not the strength of body but rather strength of will which carries a man farthest where mind and body are taxed at the same time to their utmost limit. ("The Worst Journey in the World" -- Apsley Cherry-Garrard.)

Congratulations on a great game ... good luck for the future .. from a middle aged female fan (Auckland).

A radio station fax with 15 messages illustrated the range of All Black support – ranging from “Kick arse” and “The only good Wallaby is a beaten Wallaby”, to “Hello [Captain], I think you’re beautiful. From a stunning 36” 24” 36” blonde who loves your buns.” One moderate message was included from a woman radio worker: “Jump high, run hard, scrum hard, and I know they’re the Aussies but keep your discipline in check and you’ll come out on top. Good luck!”

A fax from a past All Black Captain to the All Black Captain, July 23, 1994.

Best wishes for a comprehensive team performance to clinch the series. The All Blacks can approach this test with confidence and assurance, knowing they are good enough to beat the Springboks. It will take a massive effort as the Boks will see this as their most significant match since their re-entry to international rugby. Continue your impressive form and lead from the front as always. Have a top game

APPENDIX F.15

SAMPLE OF ALL BLACK COACH'S ITINERARY

Itinerary 15 February-1 AprilFebruary

28-29	To Christchurch	South Island 7s, Greymouth Invitation Match
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March

7-8	To Palmerston North	Telecom 7s
14	To Christchurch	
15	To Whangarei	
20	To Takapuna	Night Match
21	To Otorohanga	Join Divisional XV
22	To Home	After Divisional XV match
25	To Hamilton and Takapuna	Night Game
29	To Christchurch	
31	To Whangarei	

April

1	To Wellington	Name Trial Teams
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APPENDIX G.**MULTIPLE PERSPECTIVES : PAST AND PRESENT PARTICIPANTS.**

- G.1 Past All Blacks Semi-structured Interview Questions.**
- G.2 Past All Black Questionnaire Letter.**
- G.3 Past All Black Questionnaire.**
- G.4 Past All Blacks' Perspectives of Essential Team-mate Qualities.**
- G.5 Past All Blacks' Perspectives of Essential Qualities of Captain and Coach.**
- G.6 All Black Test Captains.**
- G.7 All Black Test Coaches.**
- G.8 International Rugby Player Questionnaire Letter.**
- G.9 International Rugby Player Questionnaire.**
- G.10 International Rugby Players' Perspectives of Essential Team-mate Qualities.**
- G.11 International Rugby Players' Perspectives of Essential Qualities of Captain and Coach.**
- G.12 Elite Non-rugby Team Leaders Semi-structured Interview Questions.**

APPENDIX G.1**PAST ALL BLACKS SEMI-STRUCTURED
INTERVIEW QUESTIONS**

- A. 1. What is the main role of the coach?
2. What are the most important qualities of an excellent coach?
3. Was there a coach, in your experience, who had these qualities?
- B. 1. What is the main role of the captain?
2. What are the most important qualities of an excellent captain?
3. Was there a captain in your experience who had these qualities?
- C. 1. Can coaches or captains be developed?
2. Could you explain your answer? [If “Yes”, do you have any suggestions on how this could best be done?]
- [D. 1. Does a coach or captain actually influence the result of a match?
2. Could you explain your answer?
3. Is there a match which comes to mind which illustrates your answer?
- E. 1. What is the best playing position for a captain?
2. What are the reasons for your answer?
- F. 1. Is leadership basically the same across different team sports -- or across sport and other areas of society?]

NOTE:

- i. Questions D-F are asked as appropriate to the interview situation.
- ii. In 36 interviews, in which the setting noted in Appendix C.2 was one of mutual ease and time parameters were not stringent, an additional question was asked on team-mate qualities, identical with that of Appendix G.4.

APPENDIX G.2**PAST ALL BLACK QUESTIONNAIRE LETTER**

[Date]

[Past All Black Address]

Dear [Past All Black],

I am the Senior Lecturer in Sport Management and Coaching at Massey University, completing my doctorate on rugby coaching and captaincy. A key part of this has been the eight test match weeks I have spent with the All Blacks in all situations, with a special focus upon the coach and captain.

Would you mind assisting my research by completing the enclosed questionnaire? I have included a stamped addressed envelope for its return. The results will be valuable in my study and made available to rugby coaches. If you wish, I would be pleased to send you a summary of the findings from my doctorate. I hope that the results will assist coaches and captains.

I am very appreciative of your insights and support. No All Black returning this questionnaire will be identified in the doctorate.

Yours sincerely

Robin McConnell
Senior Lecturer

APPENDIX G.3**PAST ALL BLACK QUESTIONNAIRE****ALL BLACK QUESTIONNAIRE**

Player's Name: _____

1.(a) What are the most important skills of an excellent captain?

1.(b) Can you name the captain who had, or mostly had, these qualities?

2.(a) What are the most important skills of an excellent coach?

2.(b) Can you name the coach who had, or mostly had, these qualities?

3. Can you describe a match or match situation where the influence of the coach and/or captain has changed the course of the match?

4. Has the art of captaincy or coaching changed since your playing days?
If so, how?

5. As a player indicate the qualities you wish your team mates to have. In the box put:
- A. If the quality is absolutely essential
 - B. If the quality is desirable though not absolutely essential
 - C. If the quality is not really very important
 - D. If the quality is not important at all

Individual playing skill	
Willingness to accept being part of the team	
Sportsmanship	
Commitment to winning	
Self-confidence	
Fitness	
Intelligence	
Aggression	
Giving maximum effort	
Co-operation	

6. How do you judge the success of the coach?

7. How do you judge the success of a captain?

The Qualities of Leadership

Please read through the qualities below. If you believe any of these are essential for a captain or coach could you tick the relevant box.

	CAPTAIN	COACH
Communicates effectively		
Has clear goals		
Possesses a willingness to work hard		
Has a high level of knowledge of rugby skills and techniques		
Has a high organisational ability		
Has the conviction of their own beliefs		
Exhibits a concern for others		
Understands people well		
Accepts responsibility for team		
Motivates players to attain goals		
Fosters positive team training		
Involves players in goal setting		
Treats players with respect		
Takes pride in player achievement		
Presents an excellent public image		
Is a very good role model		
Is a good public speaker		
Gives clear feedback		
Is loyal to the team		
Has charisma		
Has a clear perception of the factors that affect team performance		
Is consistent		
Has clear values and integrity		
Makes clear decisions		
Has enthusiasm		
Has imagination		

Is oriented to winning		
Is intelligent		
Has (had) high level of personal playing skills		
Fosters team unity and spirit		
Analyses a game well		
Relates well to administrators		
Is emotionally stable		
Is an able problem-solver		
Is part of the team socially but still retains a little distance		
Possesses self-confidence		
Knows the rules and laws of rugby		
Is lucky - plays their hunches		
Is respected by the players		
Can change a game plan if needed		
Maintains a positive approach in adversity		
Represents the team well in public		
Is willing to take considered risks		
Appreciates rugby's values and traditions		
Develops a clear team plan or strategy		
Is a firm and fair disciplinarian		
Is in a good coach-captain relationship		
Is sensitive to individual ethnic/cultural considerations		
Has a friendly recognition of players' families		
Accepts decisions and results in a sporting manner		
Has a sense of vision		
Is sensitive to players' needs and perceptions (as people, not necessarily as rugby players)		
Works well with others		

APPENDIX G.4

PAST ALL BLACKS' PERSPECTIVES OF ESSENTIAL TEAM MATE QUALITIES

As a player indicate the qualities you wish your team mates to have.

- A. If the quality is absolutely essential.
- B. If the quality is desirable though not absolutely essential.
- C. If the quality is not really very important.
- D. If the quality is not important at all.

	A	B	C	D	Total Responses
Individual playing skill	80	57	2	1	140
Willingness to accept being part of a team	119	20	0	0	139
Sportsmanship	81	55	4	3	143
Commitment to winning	94	44	1	3	142
Self-confidence	74	60	4	0	138
Fitness	119	19	0	0	138
Intelligence	59	65	14	3	141
Aggression	33	77	21	4	135
Giving maximum effort	133	8	1	0	142
Co-operation	117	19	4	0	140

N= 143. [107 past All Black questionnaires + 36 past All Blacks completing answers at interview.]

APPENDIX G.5

**PAST ALL BLACKS' PERSPECTIVES OF ESSENTIAL QUALITIES
OF CAPTAIN AND COACH**

Please read through the qualities below. If you believe any of these are essential for a captain or coach could you tick the relevant box. N= 107.

	CAPTAIN	COACH
Communicates effectively	92	96
Has clear goals	70	84
Possesses a willingness to work hard	88	88
Has a high level of knowledge of rugby skills and techniques	68	94
Has a high organisational ability	60	84
Has the conviction of their own beliefs	82	84
Exhibits a concern for others	80	72
Understands people well	76	86
Accepts responsibility for team	84	82
Motivates players to attain goals	90	88
Fosters positive team training	74	68
Involves players in goal setting	56	74
Treats players with respect	90	90
Takes pride in player achievement	80	92
Presents an excellent public image	72	56
Is a very good role model	80	62
Is a good public speaker	66	62
Gives clear feedback	58	78
Is loyal to the team	94	84
Has charisma	68	64
Has a clear perception of the factors that affect team performance	70	90
Is consistent	86	90
Has clear values and integrity	90	90
Makes clear decisions	86	80
Has enthusiasm	94	92
Has imagination	68	78

Is oriented to winning	80	76
Is intelligent	76	78
Has (had) high level of personal playing skills	80	48
Fosters team unity and spirit	96	88
Analyses a game well	76	90
Relates well to administrators	58	68
Is emotionally stable	80	74
Is an able problem-solver	62	76
Is part of the team socially but still retains a little distance	60	74
Possesses self-confidence	88	74
Knows the rules and laws of rugby	88	88
Is lucky - plays their hunches	30	32
Is respected by the players	98	96
Can change a game plan if needed	98	64
Maintains a positive approach in adversity	86	78
Represents the team well in public	78	62
Is willing to take considered risks	74	56
Appreciates rugby's values and traditions	86	84
Develops a clear team plan or strategy	70	94
Is a firm and fair disciplinarian	74	86
Is in a good coach-captain relationship	90	96
Is sensitive to individual ethnic/cultural considerations	60	64
Has a friendly recognition of players' families	56	60
Accepts decisions and results in a sporting manner	62	96
Has a sense of vision	62	76
Is sensitive to players' needs and perceptions (as people, not necessarily as rugby players)	68	70
Works well with others	82	84

[N= 107 past All Blacks]

Note:

1. Most essential captain qualities are:

Can change a game plan if needed	98	(of 107)
Is respected by players	98	
Fosters team unity and spirit	96	
Is loyal to the team	94	
Has enthusiasm	94	
Communicates effectively	92	

2. Most essential coach qualities are:

Communicates effectively	96
Is respected by the players	96
Is in a good coach-captain relationship	96
Accepts decisions and results in a sporting manner	96
Has a high knowledge of rugby skills and techniques	94
Develops a clear team plan or strategy	94
Takes pride in player achievement	92
Has enthusiasm	92

APPENDIX G.6

**ALL BLACK TEST CAPTAINS
(15.8.03 TO 1.1.95)**

	TESTS PLAYED	CAPTAINCY YEARS	TESTS AS CAPTAIN	W	L	D	WIN %	PLAYING POSITION
Fitzpatrick S.B.T.*	96	1992-95	22	13	8	1	59.09	Hooker
Whineray W.J.*	32	1958-65	30	22	5	3	73.3	Prop
Mourie G.N.K.*	21	1977-82	19	15	4	0	78.9	Flanker
Lochore B.J.*	25	1966-70	18	15	3	0	83.3	No. 8
Dalton A.G.*	35	1981-85	17	15	2	0	88.2	Hooker
Whetton G.W.*	58	1990-91	15	12	3	0	80.0	Lock
Shelford W.T.*	22	1988-90	14	13	1	0	92.3	No. 8
Kirk D.E.*	17	1986-87	11	9	2	0	81.8	Halfback
Leslie A.R.*	10	1974-76	10	6	3	1	60	No. 8
Kirkpatrick I.A.*	39	1972-73	9	6	2	1	75	Flanker
Porter C.G.	7	1925-30	7	4	3	0	57.1	Wing frd
Allen F.R.*	6	1946-49	6	4	2	0	66.6	Five-eight
Elvidge R.R.*	9	1949-50	5	2	2	1	40	Five-eight
Stuart R.C.*	7	1953-54	5	3	2	0	60	Flanker
Stead J.W.	7	1904-08	4	4	0	0	100	Five-eight
Hunter J.	11	1907-08	4	2	0	2	50	Five-eight
Johnstone P.*	9	1950-51	4	4	0	0	100	Loose frd
Gallaher D.	6	1905-06	4	3	1	0	75	Wing frd
Brownlie M.J.	8	1928	4	2	2	0	50	Flanker
Kilby F.D.	4	1932-34	4	2	1	1	50	Halfback
Manchester J.E.	9	1935-36	4	2	2	0	50	Flanker
Meads C.E.*	55	1971	4	1	2	1	25	Lock
Norton R.W.*	27	1977	4	3	1	0	75	Hooker
Hobbs M.J.B.*	21	1985-86	4	2	1	1	50	Flanker
Oliver F.J.*	17	1978	3	2	1	0	66.6	Lock
Roberts F.	12	1910	3	2	1	0	66.6	Halfback
Roberts R.W	5	1914	3	3	0	0	100	Centre
Richardson J.*	7	1924	3	3	0	0	100	Flanker
King R.R.	13	1937	3	1	2	0	33.3	Lock
Clarke I.J.*	24	1955	3	2	1	0	66.6	No. 8
Graham D.J.*	22	1964	3	2	1	0	66.6	No. 8
Loveridge D.S.*	24	1980	3	1	2	0	33.3	Halfback
McDonald A.	8	1913	2	2	0	0	100	Loose frd
O'Leary M.J.	4	1913	2	1	1	0	50	Fullback
Aitken G.G.	2	1921	2	1	1	0	50	Centre
Griffiths J.L.*	7	1936	2	2	0	0	100	Five-eight
Duff R.H.*	11	1956	2	1	1	0	50	Lock

	TESTS PLAYED	CAPTAINCY YEARS	TESTS AS CAPTAIN	W	L	D	WIN %	PLAYING POSITION
Mitchell N.A.	8	1938	2	2	0	0	100	Centre
Smith J.B.	4	1949	2	0	2	0	0	Centre
Skinner K.L. *	20	1952	2	1	1	0	50	Prop
Vincent P.B.	2	1956	2	1	1	0	50	Halfback
Reid A.R. *	5	1957	2	2	0	0	100	Halfback
Wilson S.S. *	34	1983	2	0	1	1	0	Wing
Duncan J.	1	1903	1	1	0	0	100	Five-eight
Spencer J.C.	2	1905	1	1	0	0	100	Loose frd
Roberts E.J.	5	1921	1	0	0	1	0	Halfback
Lilburne H.T	10	1929	1	0	1	0	0	Five-eight
Strang W.A.	5	1931	1	1	0	0	100	Five-eight
Page J.R.	6	1934	1	0	1	0	0	Five eight
McKenzie R.M. *	9	1938	1	1	0	0	100	Flanker
Laidlaw C.R. *	20	1968	1	1	0	0	100	Halfback
Tremain K.R.	38	1968	1	1	0	0	100	Flanker

* Indicates captain alive at time of study. All such captains were interviewed

APPENDIX G.7

ALL BLACK TEST COACHES

1960-96

1996-	J.B. Hart
1992-95	L.W. Mains
1988-91	A.J. Wyllie
1985-87	B.J. Lochore
1983-84	D.B. Rope
1981-82	P.S. Burke
1979-80	E.A. Watson
1976-78	J. Gleeson (1976 All Blacks to Argentina)
1973-76	J.J. Stewart (1976 All Blacks to South Africa)
1972-73	R.H. Duff
1972	J. Gleeson (Non-test internal tour of New Zealand by All Blacks)
1969-71	I.M.H. Vodanovich
1966-68	F.R. Allen
1963-65	N.J. McPhail
1962	R.G. Bush (Assistant Manager)
1961	R.G. Bush, J. Finlay, N.J. McPhail (All Black Selectors)
1960	J.L. Sullivan (Assistant Manager)

Prior to 1963 the designated All Black coach is difficult to confirm as the NZRFU do not have such a record and teams frequently had “Assistant Managers” (e.g., the 1962 All Blacks team) who were de facto coaches. Some All Black teams prior to 1963, usually in New Zealand, had an experienced past-player or national selector act in a coaching capacity (e.g., Stuart in 1956).

Sources

- (i) Chester, McMillan, & Palenski (1987).
- (ii) Geoff Miller, rugby statistician, (Personal communication, August 1, 1996).
- (iii) NZRFU Rugby Operations Officer, (Personal communication, November 27, 1995).

APPENDIX G.8**INTERNATIONAL RUGBY PLAYER QUESTIONNAIRE LETTER**

[Date]

[Address of Player]

Dear [International Player],

I am studying national level rugby team leadership for my Doctor of Philosophy degree. A valuable perspective for my study has been provided by past players of international rugby.

I am writing to ask for your assistance in helping me to understand your views on rugby and New Zealand rugby. If you had time over the next month would you mind assisting my research by answering this questionnaire? I realise that it is of some length but it would provide appreciated insights for my study. If you feel that it is too demanding I would be grateful for your completion of any parts of it.

I enclose international reply coupons to cover return postage of the questionnaire. I would be pleased to send you a summary of my results.

With thanks for any assistance you can give.

Yours sincerely

(Robin McConnell)

APPENDIX G.9**INTERNATIONAL RUGBY PLAYER QUESTIONNAIRE**

RUGBY TEAM LEADERSHIP

Your assistance in completing this questionnaire is deeply appreciated as it provides valued research information for the Doctor of Philosophy study of rugby captaincy and coaching. Please write on extra pages if you wish. (A summary of the questionnaire responses will be sent to all participants and the findings will be written up in a report for each national rugby union.)

Robin McConnell

INTERNATIONAL RUGBY PLAYER QUESTIONNAIRE

Player Name : _____

Country : _____

Years of Games v NZ : _____

Playing Position _____

PART A : CAPTAIN/COACH

A1. What is the job of the rugby captain as a leader?

(a) On the field of play

(b) Off the field

2. What qualities should the captain have?

3. Was there a captain in your experience who had these qualities? Could you name that captain and describe their captaincy.

4. What is the role of the rugby coach?
(a) On the field of play

- (b) Off the field

5. What qualities should the coach have?

6. Was there a coach in your experience who had these qualities? Could you name that coach and describe their coaching?

PART B : STATE OF RUGBY

B1. How has rugby changed since your playing days?

2. What are the particular qualities of rugby that you value(d)? (i.e. what are the 'non-negotiable' qualities that should be retained in rugby?)

3. What are the critical factors affecting the future of rugby?

PART C : NZ RUGBY

- C1. What is the character of New Zealand rugby as you have perceived it? (e.g., what makes it distinctive, style of play, its place in New Zealand life?)

2. Is there any test which illustrated - for you - the qualities of rugby as played between South Africa and New Zealand? (What are these qualities - how were they illustrated?)

3. Who have been your most outstanding New Zealand opponents? What was outstanding about them?

4. Have there been any outstanding New Zealand coaches or captains in your experience? If so, who were they and what was outstanding about them?

PART D : LEADERSHIP INFLUENCE, SUCCESS AND CHANGE

D1. Are captains 'born or made'? How do captains best develop?

2. Do coaches or captains really affect the course of a game? If so, can you give me an example of how a coach (or captain) has caused a game to take a certain course through coaching (or captaincy) decisions made before or during the game?

3. How do you judge the success of a captain?

4. How do you judge the success of a coach?

5. Has the art of captaincy changed since your playing days? If so, how?

6. Has the art of coaching changed since your playing days? If so, how?

PART E : SOCIAL SETTING OF RUGBY

- E1. Is the social setting of rugby different from your playing days? (e.g., type of behaviour, women and their place in rugby, rugby's place in society).

PART F : RUGBY LEADERSHIP QUALITIES

- F1. Please read through the qualities below. If you believe any of these are essential for a captain or coach could you tick the relevant box.

	CAPTAIN	COACH
Communicates effectively		
Has clear goals		
Possesses a willingness to work hard		
Has a high level of knowledge of rugby skills and techniques		
Has high organisational ability		
Has the conviction of their own beliefs		
Exhibits a concern for others		
Understands people well		
Accepts responsibility for team		
Motivates players to attain goals		
Fosters positive team training		
Involves players in goal setting		
Treats players with respect		
Takes pride in players achievement		
Presents an excellent public image		
Is a very good role model		
Is a good public speaker		
Gives clear feedback		

Is loyal to the team		
Has charisma		
Has a clear perception of the factors that affect team performance		
Is consistent		
Has clear values and integrity		
Makes clear decisions		
Has enthusiasm		
Has imagination		
Is oriented to winning		
Is intelligent		
Has (had) high level of personal playing skills		
Fosters team unity and spirit		
Analyses a game well		
Relates well to administrators		
Is emotionally stable		
Is an able problem-solver		
Is part of the team socially but still retains a little distance		
Possesses self-confidence		
Knows the rules and laws of rugby		
Is lucky - plays their hunches		
Is respected by the players		
Can change a game plan if needed		
Maintains a positive approach in adversity		
Represents the team well in public		
Is willing to take considered risks		
Appreciates rugby's values and traditions		
Develops a clear team plan or strategy		
Is a firm and fair disciplinarian		
Is in a good coach-captain relationship		
Is sensitive to individual ethnic/cultural considerations		
Has a friendly recognition of players' families		
Accepts decisions and results in a sporting manner		
Has a sense of vision		
Is sensitive to players' needs and perceptions (as people, not necessarily as rugby players)		
Works well with others		

2. As a player, indicate the qualities you wish your team mates to have.

In the box put :

- A If the quality is absolutely essential
- B If the quality is desirable though not absolutely essential
- C If the quality is not very important
- D If the quality is not important at all

Individual playing skill	
Willingness to accept being part of a team	
Sportsmanship	
Commitment to winning	
Self-confidence	
Fitness	
Intelligence	
Aggression	
Giving maximum effort	
Co-operation	

PART G : GENERAL

- G1. What did you get out of rugby?

2. Are there any other important aspects of rugby that you wish to note, or suggestions for research or study on rugby?

3. Is the off-field behaviour and leadership of a captain or coach important? Why?

Thank you for your assistance with this questionnaire.

APPENDIX G.10

INTERNATIONAL RUGBY PLAYERS' PERSPECTIVES OF ESSENTIAL TEAM-MATE QUALITIES

- Q. As a player, indicate the qualities you wish your team-mates to have.
[The qualities below were seen as absolutely essential.]

Individual playing skill	34
Willingness to accept being part of a team	36
Sportsmanship	33
Commitment to winning	26
Self-confidence	25
Fitness	42
Intelligence	15
Aggression	14
Giving maximum effort	47
Co-operation	39
	N=51

APPENDIX G.11

**INTERNATIONAL RUGBY PLAYERS' PERSPECTIVES
OF ESSENTIAL QUALITIES OF CAPTAIN AND COACH**

Please read through the qualities below. If you believe any of these are essential for a captain or coach could you tick the relevant box. N= 51.

	CAPTAIN	COACH
Communicates effectively	46	48
Has clear goals	35	42
Possesses a willingness to work hard	44	44
Has a high level of knowledge of rugby skills and techniques	34	47
Has a high organisational ability	30	42
Has the conviction of their own beliefs	41	42
Exhibits a concern for others	40	36
Understands people well	38	43
Accepts responsibility for team	42	41
Motivates players to attain goals	45	44
Fosters positive team training	37	33
Involves players in goal setting	28	37
Treats players with respect	45	45
Takes pride in player achievement	40	46
Presents an excellent public image	36	28
Is a very good role model	40	31
Is a good public speaker	33	31
Gives clear feedback	29	39
Is loyal to the team	47	42
Has charisma	34	32
Has a clear perception of the factors that affect team performance	35	45
Is consistent	43	45
Has clear values and integrity	45	45

Makes clear decisions	43	40
Has enthusiasm	47	46
Has imagination	34	39
Is oriented to winning	40	38
Is intelligent	38	39
Has (had) high level of personal playing skills	40	24
Fosters team unity and spirit	48	44
Analyses a game well	38	45
Relates well to administrators	29	34
Is emotionally stable	40	37
Is an able problem-solver	31	38
Is part of the team socially but still retains a little distance	30	37
Possesses self-confidence	44	37
Knows the rules and laws of rugby	44	44
Is lucky - plays their hunches	15	16
Is respected by the players	47	48
Can change a game plan if needed	49	32
Maintains a positive approach in adversity	43	39
Represents the team well in public	39	31
Is willing to take considered risks	37	28
Appreciates rugby's values and traditions	43	42
Develops a clear team plan or strategy	46	47
Is a firm and fair disciplinarian	47	43
Is in a good coach-captain relationship	45	48
Is sensitive to individual ethnic/cultural considerations	30	32
Has a friendly recognition of players' families	28	30
Accepts decisions and results in a sporting manner	31	40
Has a sense of vision	31	38
Is sensitive to players' needs and perceptions (as people, not necessarily as rugby players)	34	35
Works well with others	41	42

Note:

1. Most essential captain qualities are:

Can change a game plan if needed	49 of 51
Fosters team unity and spirit	48
Has enthusiasm	47
Is loyal to the team	47
Is respected by players	47
Is a firm and fair disciplinarian	47
Communicates effectively	46

2. Most essential coach qualities are:

Communicates effectively	48
Is respected by the players	48
Is in a good coach-captain relationship	48
Has a high knowledge of rugby skills and techniques	47
Develops a clear team plan or strategy	47
Takes pride in player achievement	46
Has enthusiasm	46

APPENDIX G.12**ELITE NON-RUGBY TEAM LEADERS
SEMI-STRUCTURED INTERVIEW QUESTIONS**

- A. 1. What is the main role of the coach?
2. What are the most important qualities of an excellent coach?
3. Was there a coach, in your experience, who had these qualities?
- B. 1. What is the main role of the captain?
2. What are the most important qualities of an excellent captain?
3. Was there a captain in your experience who had these qualities?
- C. 1. Can coaches or captains be developed?
2. Could you explain your answer? [If “Yes”, do you have any suggestions on how this could best be done?]
- [D. 1. Does a coach or captain actually influence the result of a match?
2. Could you explain your answer?
3. Is there a match which comes to mind which illustrates your answer?
- E. 1. What is the best playing position for a captain?
2. What are the reasons for your answer?
- F. 1. Is leadership basically the same across different team sports -- or across sport and other areas of society?]

NOTE:

Questions D-F are asked as appropriate to the interview situation.

APPENDIX H.**RESEARCH RESULTS : A MODEL FOR ELITE RUGBY
TEAM LEADERSHIP.**

- H.1 Participant Observation : Reflections of A
Major Subject.**
- H.2 All Black Symbols.**
- H.3 Teaching Guide**
- H.4 Sample of Possible Elite Rugby Leadership
Programme Content**

APPENDIX H.1

PARTICIPANT OBSERVATION: REFLECTIONS OF A MAJOR SUBJECT

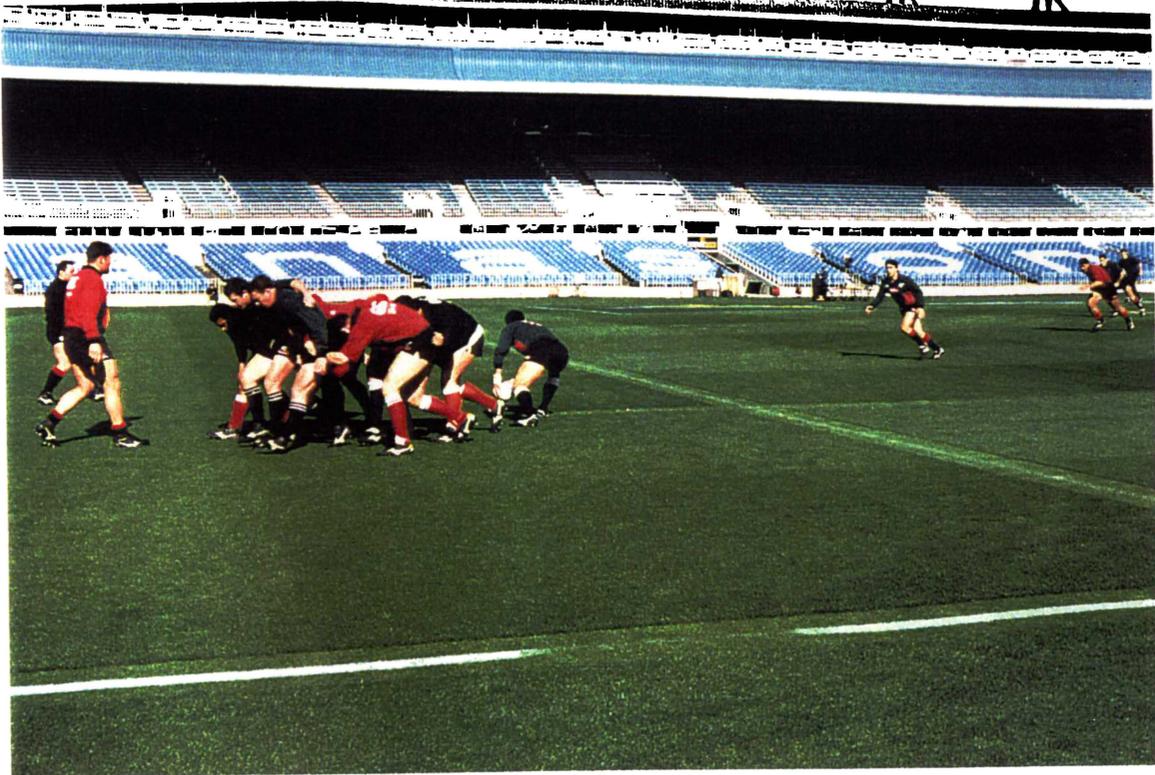
Note : R = Researcher C = Coach of All Blacks

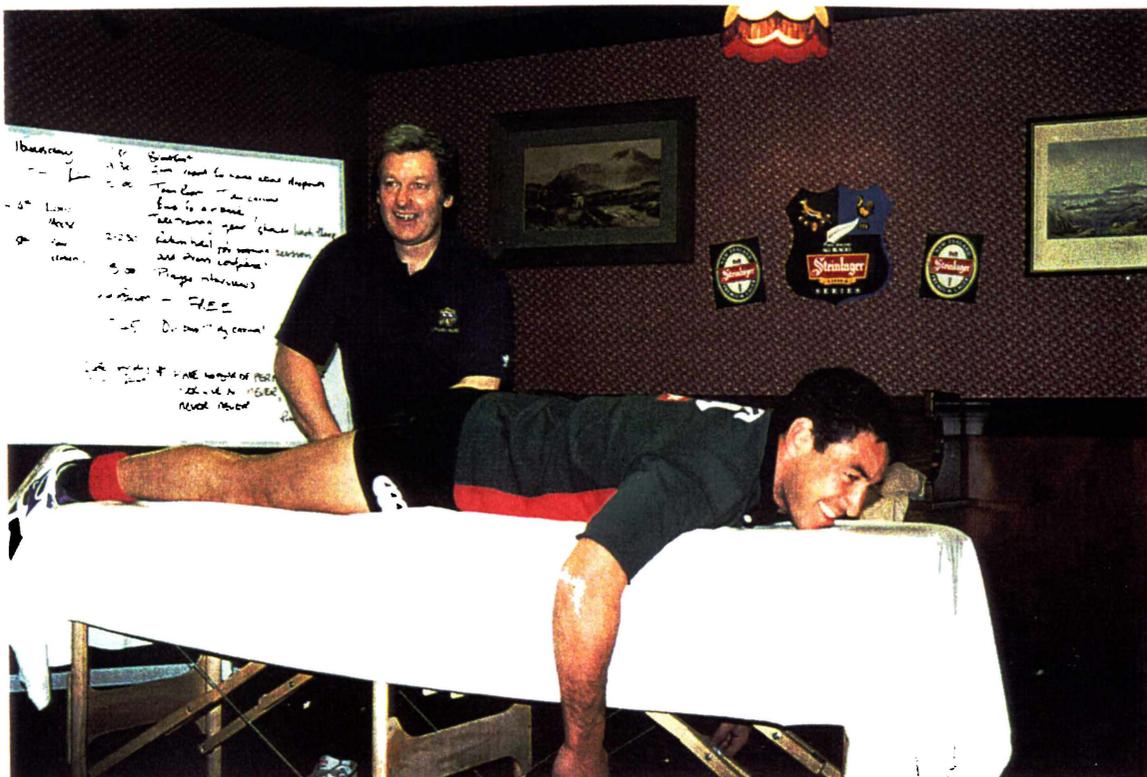
- R. How would you describe the research process of which you were a part?
- C. I found it extremely enlightening and refreshing that an academic was so engrossed in research and wanted to find out the way top teams were coached. I think it was mutually beneficial. The researcher had the special ability to be completely accepted by the subject group yet retained a little distance from them.
- R. There is an interaction, in such a study as the one I have been engaged in, between the participant observer researcher and the subject coach. It may be thought that this could influence coach behaviour and even change what the coach does. How do you respond to this thought?
- C. It was not a one-way process. As the research period intensified and you discovered how and why I did things, and what was happening inside the team environment, I found a two-way thing was happening for each of us and I think more dialogue and information occurred because of this. I mean that the observation did make me think but you [the researcher] also increasingly found me discussing and explaining things more than one would probably see on the surface. I was never unduly influenced by the researcher or research record. The researcher presented a full academic record of what had been seen; it would be naive for an international coach to say they knew it all so I did reflect on your observations, player comments or implications of some of your questions. I discussed coaching with many people and the researcher was only part of that circle.

- R. If another researcher and elite coach asked your advice on a similar research project for them how would you respond?
- C. I was not wholeheartedly in favour of the research at first as I wasn't sure of the effect of an "outsider" on the All Blacks. I think I went into it with an open mind and asked, "Where is the researcher coming from?"; "What effect will this have on the team?"; and, "How will the guys be with this?" I can say now, that the researcher never -- in any shape or form -- had any noticeable effect on what we did in any setting, including team meetings. Individually, I do feel that, because of the absolute trust the players had in the researcher, the researcher's questions to players helped some of them to reflect and clarify things and this helped them understand what they were doing. In the three years there was never an intrusion or negative effect on the welfare of the team. You have said how much you learned but I have learned a lot also.

It would take a rare researcher to carry out such a unique role -- to be a fly on the wall, in effect -- with integrity, commonsense and a rare sense of man management, and not be considered intrusive. It was a unique situation which I did not see developing to the extent that it did. To have been completely accepted by this elite team, and to successfully run the gauntlet of scrutiny and interaction of such strong men as the veteran All Blacks and leading players, is a tribute to a rare researcher.

It is critical that a researcher with an elite team such as the All Blacks, has academic professionalism, integrity and discretion of the highest order as this researcher did. He also had a warm, understanding and confidence-building personality which enabled him to be an integral person of the team group, with players and coaches totally comfortable with his presence. The researcher's record was very accurate and led to us [subject and researcher] exploring the coach role and actions in more detail than I have seen in print in my coaching career.

APPENDIX H.2 - ALL BLACK SYMBOLS**H.2.i Practice.****H.2.ii The post-match dressing room.**



H.2.iii The team room corner.



H2.iv The team room signing session.

APPENDIX H.3

TEACHING GUIDE

*“In its generic sense, teaching is a system of action intended to induce learning”
(Smith, 1960, p.230).*

(The groupings below are not mutually exclusive but noted for coaches-as-teachers in order to illustrate considerations in the interactive coaching-teaching process.)

I. The Coaching-Teaching Session.

A. **Introducing the Coaching-Teaching Session.**

Planning.

- Plan with assistant coach, captain and senior players.
- Draw upon research, theory, good practice, participant knowledge, and experience.
- Be thoroughly prepared.
- Have specific objectives, making these clear to the players (e.g., technical knowledge, tactical concept, self-development, carry out new actions, conceptualisation).

Know the participants.

- Know the players and their backgrounds; understand players’ prior knowledge, preferences, previous experience, familiarity with teaching style, perceived importance of the task and self-expectancies as learners.
- Understand players’ learning styles.

Prepare the Participants.

- Train players to learn.
- Teach learning strategies (e.g., skimming, memorisation, rehearsal, imaging).
- Teach transfer skills.
- Outline sequences or skills to be acquired.

Consider the Teaching Process.

- Plan to present key actions and new material in varied ways.
- Anticipate problems.
- Approach learning as a form of problem solving.
- Have teaching materials and learning/practice resources available.
- Implement a sound model of teaching.

B. **The Coaching-Teaching Session in Action**

Goals.

- Goals of teaching and practice should be relevant to, or integrated with, matches.
- Define the current situation.
- Define the goals in terms of the learner’s goals.

Start.

- Make a prompt and brisk start.
- Introduce main point of the session clearly and early.

Communication and Questioning.

- Question to: elicit the main theme; keep players attentive; check understandings; elicit data; generate recall; facilitate data processing; help players infer, interpret, and validate.
- Balance lower level and higher level questions.
- Hold back questions which require in-depth consideration and responses until all players are on-task or in small groups.
- Give the answer if necessary as the group focus may be on the answer and not the failure to respond.
- Do not over-emphasise the correctness of responses (or literal exactitude) but seek logic, reasoning and understandings of personal relevance.
- Use an incorrect response by: giving the answer; asking another participant; seeking group corroboration; taking a correct segment of the answer and enlarging this; eliciting an improved response; explaining its lack of validity; empathising; and rephrasing the response.
- Avoid vagueness (e.g., ambiguous statements, approximation, bluffing and recovery, indeterminate quantification, possibility and probability).
- Directions should be brief and clear.
- Speak clearly and simply, using clear language.
- Pitch vocabulary to the players' level.
- Give appropriate praise.

Coach-Teacher Behaviour.

- Stand in a prominent position while coaching/teaching.
- Avoid distracting behaviour, habits, movements, or tension in stance.
- The coach/teacher should be relaxed and confident.
- Engage in eye contact as appropriate.

Session Flow.

- Pace and vary the session.
- Avoid unnecessary breaks.
- Use time well.
- Cover the content.
- Pace the session.

Learner Engagement.

- Utilise player interests.
- Understand misconceptions players may bring to their learning.
- Practise the new behaviour or concept in different contexts
- Hold learner attention.
- Encourage learner self-sufficiency.
- Make the session challenging, but easier for the player to undertake activity than to avoid it.
- Ensure a high proportion of time on-task.

- Ensure that academic learning time is high.
- Principles of adult learning should be known and applied (see below).

Learning Considerations.

- Consider incorporating mastery learning principles (diagnosis and prescription, orientation and task clarification, feedback and correction).
- Demonstrate a relationship and involvement with the content.
- Make the content relevant to the state of the learner/player.
- Model information or content to learners.
- Move from basal skills (easy, simple, short, explicit, familiar) to difficult (complex, long, implicit, unfamiliar, abstract).
- Analyse ideas (e.g., inconsistencies, commonalities, classify, principles, apply).
- Minimise the significance of failure.
- Build-in reinforcement opportunities.
- Utilise direct instruction.
- Recognise and consider performance variables.
- Use wait time.
- Use synonyms and analogies.
- Ask for explicit reasons for actions, errors or responses.
- Participants predict, and test predictions.
- Be enthusiastic.
- Focus on key ideas with simple focusing and structured focusing.
- Avoid over-emotionality.
- Employ strong personal qualities.
- Slowly but surely increase pressure.
- Ensure teaching process is culturally appropriate.

Standards and Behaviour.

- High standards should be expected and enacted.
- Maintain an orderly environment.
- Eliminate incorrect or negative behaviour -- do not suppress.
- Utilise positive reinforcement (e.g., praise, positive body language, impart feeling of achievement, social approval such as status, group recognition, performance feedback, material reward, primary rewards such as food, activity, internal or vicarious rewards, be specific, recognise attainment, be spontaneous, avoid blandness).
- Back up negative reinforcement warnings.
- Be fair and consistent.
- Control reaction to disruption and put aside disputes for later one-to-one or group discussion.
- Ensure reprimands are consistent.
- Manage inappropriate behaviour quickly as it arises.
- Avoid lengthy reprimands and self-validation.
- Direct players to appreciate their own behaviour rather than unduly compare themselves with others.

Activity Elements.

- Structure activities.
- Provide for practice and workshop situations.
- Use simulation, in-basket, problem solving, and player presentations: link with more structured methods such as lecture, demonstrations, key tasks.
- Utilise role-play, simulation, problem solving, modelling.
- Use multi-sensory experiences.
- Match activities to player needs.

Resources.

- Utilise technology appropriately.
- Rehearse the use of technology.
- Be cost effective in terms of time, money and resources.

Monitor the Session.

- Monitor success rates and levels.
- Give prompt feedback.

C. Concluding the Coaching-Teaching Session.Monitoring.

- Monitor individual participation.
- Keep individual records.
- Make feedback clear and supportive.
- Consider videotaping the session or using a skilled observer.
- Accept responsibility for player outcomes.

Planned Conclusion.

- Plan for an organised and clear end to the session.

Session Evaluation.

- Evaluate the session.
- Have clear evaluation modes for use by individuals and the team.
- Ensure players understand evaluation criteria.
- Provide knowledge of the results.
- Consider tasks needing modification.
- Have players evaluate session.
- Review the session in terms of its objectives.
- Critically appraise team session with captain.
- Review player learning styles.
- Evaluate learning in terms of match-play or goal effectiveness.
- Assess session in terms of group's long-term development.

Future Sessions.

- Revise planning for further sessions.
- Confidence leads to competence which leads to commitment.
- Apply principles to new situations.

II. Basic Principles of Long-term Team Development .

- Clarity of the long term team programme is important.
- Goals are known, and contributed to, by all.
- All participants are informed of the team development plan.
- Outlines are made of resources and support.
- Target dates are set.
- The plan is derived, in part, from views of the team but is the responsibility of team leaders.
- Team development has an internal focus.
- Identify key players.
- Follow principles of change.
- The team plan is a contract.
- A time frame is drawn up for developmental stages.
- Priorities are agreed and identified within the plan and stages.
- Participation and collaboration is desirable in planning and review.
- Team development is constant.
- Team is trained to accept change.
- The coach should be reflective and analytic.
- Institutionalise change and its boundaries.
- Monitoring the plan's development is essential.
- Knowledge based development is integral to the plan.
- The plan fuses individual and group aspirations.
- Burnout and undue stress are avoided.
- The coach responds to irregular and inappropriate occurrences.
- The team becomes increasingly self-aware, knowledgeable about each other, committed to shared leadership and coach authority, and increasingly skilled.

III. Factors Influencing Learning and Development .

A. Principles of Change Factors.

- Prepare for change.
- Ensure awareness of need for change.
- Players should feel the change is theirs.
- Understand threat of change.
- The plan for change should have the support of senior management and administrators.
- Values and ideas should be in accord with those of the participants.
- Participants' support is vital.
- Autonomy and security of participants threatened by change should be respected.
- Define parameters and rate of change.
- Build in career or playing-future prospects.

B. Environmental Factors.

- Sound or quiet?
- Warm or cool?
- Bright or low light?
- Formal or informal seating?
- Food and drink available or not?
- Seating?
- Resources needed?
- Time of day or night?

C. Emotional Factors.

- Motivation.
- Persistence.
- Responsibility.
- Conformity or non-conformity.
- Use of reflective self-management (e.g., self-talk, relaxation).
- High or low structure.
- Values.

D. Sociological Grouping Factors.

- Learn alone, with peers, in groups.
- Learn in combined ways.
- Choice of groupings.
- Groups change for varying activities.
- Principles of adult learning.

E. Physiological Factors.

- Auditory, visual, tactile, kinaesthetic or whole body learning is considered.
- Perceptual preferences are considered.
- Normal energy levels are provided for.
- Intake needs are met.
- Mobility requirements are allowed for.

F. Team Climate Factors.

- Creates an atmosphere conducive to learning.
- Norms are complied with.
- Beliefs of leaders and players are reflected.
- Practices reinforce team values and the game plan.
- Orderly and disciplined learning activities are evident.
- Team culture is an ongoing consideration.

G. Learner Factors.

- Cognitive.
 - ◊ Thinking operations (comparing, interpreting, observing, summarising, classifying, decision making, identifying assumptions).
 - ◊ Global-spatial, discrimination, categorisation.
 - ◊ Concentration.
 - ◊ Reflection (players reflect on their ideas and analyse these, including basal assumptions, alternative ideas and weight of data).
 - ◊ Analytic skills.
 - ◊ Learning skills.
 - ◊ Use of metacognitive strategies.
 - ◊ Utilise levels of cognition (knowledge or recall or location of information; comprehension or understanding; application; analysis or categorisation; synthesis or creation with more than one piece of information or concept; evaluation or judgement, with evidence).
 - ◊ Questions which stimulate player expression of concepts
(e.g., *Can you explain the relation between? Can you clarify? Could you identify? Could you match? In what order would we do the following? Could you explain this to a team-mate? What is the main idea? What is the key point of this new idea? How could I show this in a diagram? How do I incorporate this in my play? How will this change my play? How would I explain this to another team or player? If I was going to interview Coach about this what would I ask? How will this change my play? What other example can I give of Coach's main point?*)
- Player Background.
 - ◊ Race and culture.
 - ◊ Skills.
 - ◊ Education.
 - ◊ Social class.
 - ◊ Achievement.
 - ◊ Experience.
 - ◊ Team membership.
 - ◊ Team role.
 - ◊ Playing experience.
 - ◊ Experience in playing position.
- Psychological.
 - ◊ Global analytical.
 - ◊ Hemispheric preference.
 - ◊ Impulsive/reflective.
 - ◊ Perceptual strengths utilised.
 - ◊ Lateral thinking considerations.
 - ◊ Motivational (task proclivity, persistence, perceptual preferences, simultaneous processing).
 - ◊ Motivated by coach/teacher, team-mates, or self-motivated.

H. Adult Learners.

- Personal Perspectives.
 - ◊ Have decisions to make and problems to solve.
 - ◊ Give clues to thoughts and feelings which may indicate a limited response.
 - ◊ Are of set habits and strong task orientations.
 - ◊ Have a sense of pride.
 - ◊ Have intangible things to lose.

- Experiential.
 - ◊ Are in established social roles and relationships.
 - ◊ Have defined personalities with values, attitudes, tendencies.
 - ◊ Have environmental experiences.
 - ◊ May define themselves in term of experience.
 - ◊ Can use past experience.
 - ◊ Have grown through time, location and achievements.
 - ◊ Bring biases and mind-sets to the learning situation.
 - ◊ Have confronted change in their lives.
 - ◊ May be afraid of failure.
 - ◊ See themselves as capable of self direction.
 - ◊ Are in positions of prestige.
 - ◊ Exhibit a readiness to learn, linked with social-occupational and playing-learning competence.

- Have Needs.
 - ◊ Need a sense of personal worth.
 - ◊ May have needs in terms of what is perceived as real at the moment.
 - ◊ Have preoccupations outside a particular learning situation.
 - ◊ Have developed group behaviours consistent with their needs.
 - ◊ See the teaching as meeting a need for individual and/or team playing competence.
 - ◊ Have relatively large bodies demanding of gravitational and spatial stimuli.
 - ◊ See learning as problem solving for today's needs.
 - ◊ Need to apply learning.
 - ◊ Need breaks and time-out or variations.

- Learners.
 - ◊ Can adjust to dualities.
 - ◊ Show a reflex towards authority.
 - ◊ Respond to reinforcement.
 - ◊ Have strong feelings about learning situations.
 - ◊ Can bypass certain basics.
 - ◊ Prefer to learn in a setting of mutual interaction.
 - ◊ Are capable of self-direction and want others to see them that way.
 - ◊ Respond to an emphasis upon learners learning rather than teachers teaching.
 - ◊ Want practical information and recounting of experience rather than being told what to do.

*WHAT THE COACH THINKS ABOUT COACHING-AND-TEACHING
AFFECTS WHAT THE COACH DOES IN COACHING-AND-TEACHING.*

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APPENDIX H.4

SAMPLE OF POSSIBLE ELITE RUGBY LEADERSHIP PROGRAMME CONTENT

This module could be an intensive one day course, with follow-up as noted. (See Chapter Nine.)

PROGRAMME MODULE : TEAM AND CAPTAIN SELECTION

Objectives

1. To develop coach understandings of linkages between vision, team strategy and selection.
2. To develop a range of criteria for captain and team selection, with understandings of their implications.
3. To provide activities which simulate team and captaincy selection.
4. For programme participants to selectively apply the learning acquired on the programmes to real team leadership issues.

Delivery Modes

- A. 1. Programme participants are asked to bring a written outline of their elite rugby philosophy and vision for their own or a nominated team. This could include such elements as playing style, team goals, player characteristics and personal coach values. (This could be compared with the All Black coach's vision noted in the present research. See Appendix F.8.)
2. (a) Implications of the coach philosophy and vision in terms of team play, team selection, relationships, captaincy selection, media relations, technical knowledge, game plan and match play, are explicated through panel discussions with "successful" coaches and captains.
- (b) Mock interviews of course participants on their philosophies-in-action are subsequently carried out, after time for reflection and preparation.
3. Four different rugby team profiles are provided and participant coaches are to choose one team which most approximates to their philosophy and vision for elite team play. Coaches are to explain their decisions.
4. Actual match video segments are shown, with programme participants asked to note (and later explain) key incidents in terms of coach/team philosophy in action.
- B. 1. Pre-recorded video or in-person presentations are given by "successful" (non-programme) coaches and captains on team and captain selection.

2. (a) Discussion groups respond to these presentations with the formulation of group criteria for captain selection. These could be compared with the reasons given for captain selection in the present research (see Chapter Six) by provincial coaches and captains.
 - (b) A list of captain qualities could be provided for programme participants, (see Appendix G.3), who are to note those which are essential or to select the five most critical qualities and explain their choice. The selections could be compared with those made by past All Blacks and international players in the present study (see Appendices G.5 and G.11).
 3. Individuals, then groups, provide an outline of their preferred process for captain selection, appointment and induction (e.g., meetings with prospective captains, eliciting potential captains' philosophies and beliefs, announcement of captain selection, expected captaincy roles, and coach-captain interaction). The espoused processes could be compared with those noted by provincial coaches and captains in the present research (see Chapter Six).
- C. 1. Simulation activity. A set of 30 player profiles is provided with personal and playing outlines. These include mock interview records, previous coach perspectives, prospective team information (e.g., place in the competition, resources, administration information), and the coach's responsibilities and action parameters. Exercise, sport psychologist and medical reports are also made available on the players.
- (a) Programme participants are to select players for "their" teams and explain their choices, particularly that of the captain.
 - (b) Alternatively, each programme participant could have an assigned mentor (such as a "successful" non-programme practitioner) with whom they discuss and explain their selections.
2. A panel of "outside" coach and captain practitioners respond to the selections, outline their choices, and answer participant queries.
 3. Programme participants undergo interviews with "media" or "administrators" on their captain and team selection.
- D. In the ensuing season, programme participants have a tele-conference or meet for a weekend and report on their actual team and captain selection in terms of processes and criteria formulated in this module. This transfers learning from the programme to the team environment, facilitating the inter-relationship of theory-practice-change, enabling the course members to critically reflect upon, and identify, what they need to learn or develop.

(The basis for the above module is the research content from the current study -- see over, and Chapter Nine.)

Basis for the above Programme Module.

The sample module is based on the theoretical propositions and elite rugby team leadership model developed in the present research (see Chapter Nine). The relevant components of the model are:

Coach Role (Propositions 1.1-1.3, 1.5) and Coach Qualities (Propositions 2.1-2.2).

The propositions may be traced back to the master set of categories of elite rugby team leadership in Chapter Nine which, in turn, were primarily drawn from the categories noted at the conclusion of each research phase. Within these phases were such field data forces as:

- The Provincial Team selection of the captain and reasons for this (see Chapter Five).
- Provincial team leaders who answered questionnaires outlining reasons for captain selection (see Chapter Six and Appendices E.2 and E.3).
- All Blacks who outlined qualities they wished their captain to possess, the All Black coach's outline of his philosophy and vision; and the All Black coach discussing the selection and qualities of the All Black captain (see Chapter Seven).
- Past All Blacks and overseas players provided perspectives on essential qualities of the captain, which were complemented by views of non-rugby team leaders (see Chapter Eight and Appendices G.5 and G.11).

Verbatim or other data from these research phases, such as interview comments and questionnaire responses would be drawn upon for participant consideration in the outlined module.

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**You have given me the confidence
to let you play the way I have dreamed
the game should be played**

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**Laurie Mains
New Zealand Rugby Coach
Final team talk of his tenure
Paris, 1995**