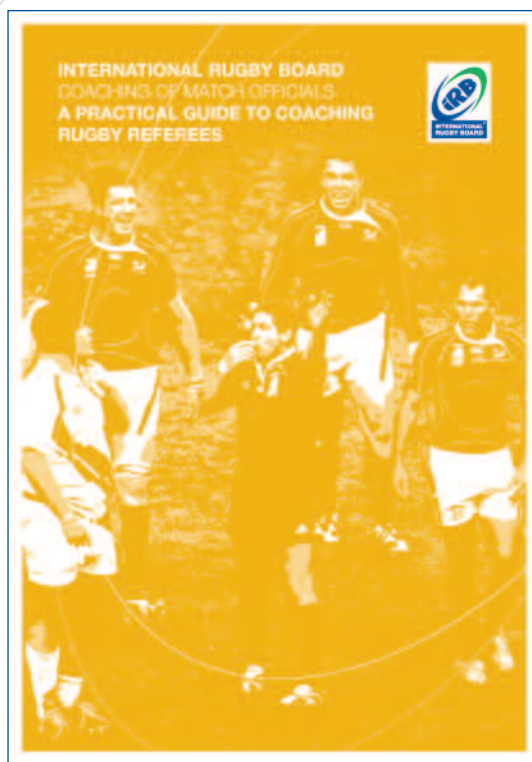




Coaching of match officials



Level 1 Workbook



Coaching of match officials

Level 1 Workbook

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General course information

Entry requirements

Level 1

At least three seasons of refereeing experience and a desire to support other referees through the medium of coaching.

Level 2

At least five seasons of refereeing experience, Level 1 CMO (or equivalent) and a desire to support other referees through the medium of coaching.

Module resources required

Level 1

- CMO manual 'A Practical Guide to Coaching Rugby Referees'
- Level 1 CMO workbook
- IRB Laws of the Game book / DVD.

Level 2

- CMO manual 'A Practical Guide to Coaching Rugby Referees'
- L2 CMO workbook
- IRB Laws of the Game book/ DVD.

Assessment

Level 1

This course is an attendance only course. Participants will be awarded the IRB Level 1 Coaches of Match Official Certificate if they attend all modules of the course and contribute fully.

Level 2

At Level 2 the participant can choose a Certificate of Attendance or Certificate of Accreditation. In order to achieve the IRB Level 2 Coach of Match Officials Accreditation the participant must:

- attend and participate in all modules of the course
- demonstrate competencies across a range of criteria
- submit a CMO diary.

Delivery methods

The Level 1 course will be delivered by:

- presentations • video analysis • role play • problem solving tasks.

The Level 2 course will be delivered by:

- presentations • video analysis • live match attendance and referee coaching
- role play • practical sessions.

Acknowledgments

The IRB would like to formally acknowledge the commitment, effort and professionalism of the author, editorial team and consultancy team. Their contribution to the development of this program is gratefully received.

Author:

Keith Hole

Editorial Team:

Mike Luke and Mark Harrington

Consultancy Team:

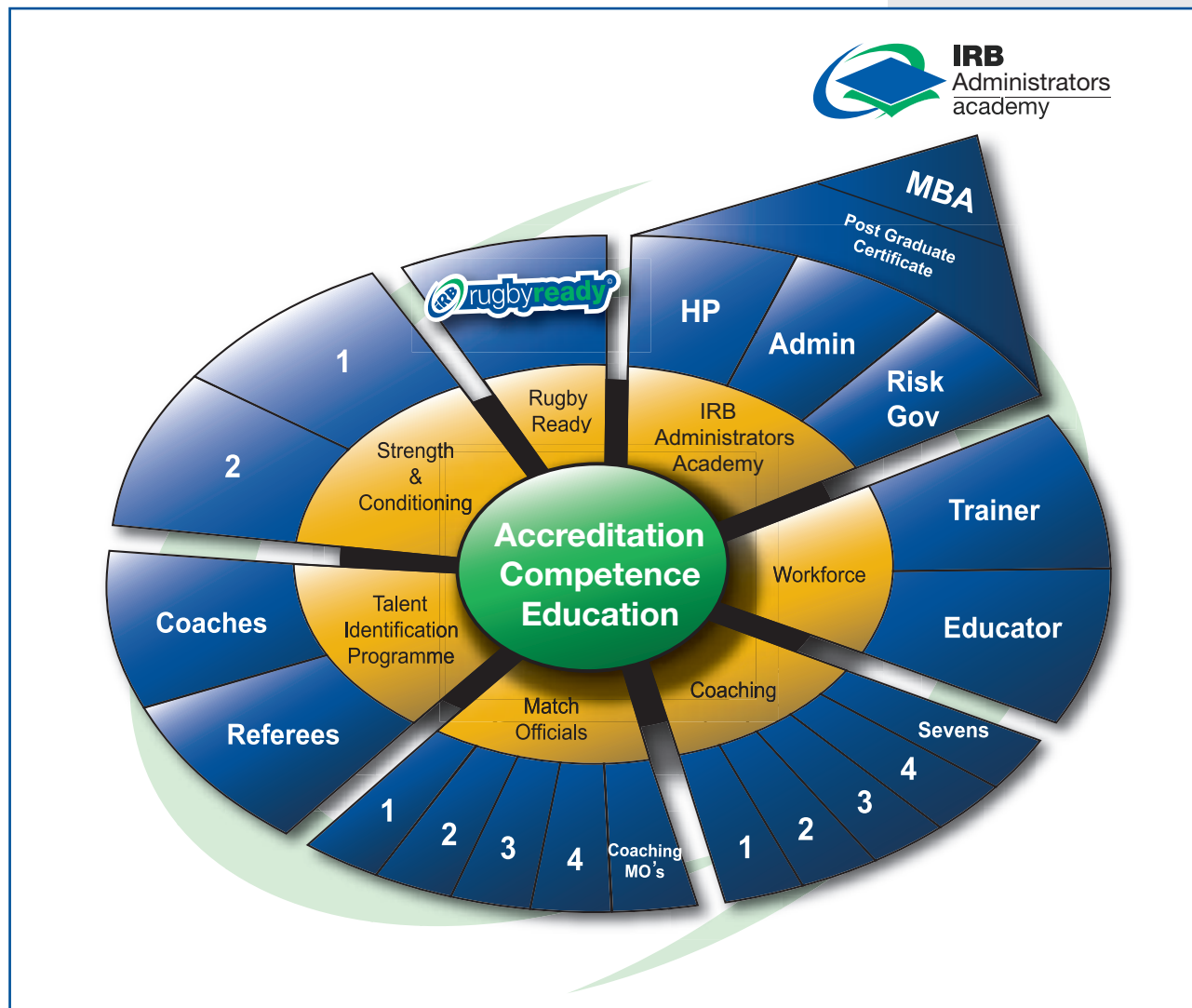
Bruce Cook (IRB), Steve Griffiths (IRB), Andy Melrose (RFU), Bernd Gabbei (DRV)

About this resource

This workbook is intended to accompany the Coaching of Match Officials generic course manual, entitled 'A Practical Guide to Coaching Rugby Referees'.

The relevant workbook(s) can then be added into the folder as a CMO attends a relevant course.

IRB coaching and officiating courses



IRB Coaching and Officiating courses were first developed in the mid 1990s. In 2003, it became apparent that the content of these courses was becoming dated, and the courses were critically reviewed.

As a result of this review, in early 2004 a Strategic Workshop for Coaching and Officiating Development was held in Lensbury, England, with invited participants who were actively involved in coaching and officiating education and development.

The set of benchmark competencies that were developed at this workshop formed the basis for the updating and redevelopment of these courses according to the structure shown above.

Since 2006 the new portfolio of courses shown above has been developed. Now all IRB courses are competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

Preliminary practical tasks

A. Imagine yourself in the role of the coach of match officials.

Watch the referee (and touch judges) in the video you'll now be shown, and make a note of the things that you consider to be the most important for you to record in your role as a coach of match officials. Try to look at the broader aspects as well as the purely technical.

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B. In your small group, share the following:

- What did you look for?

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- What did you learn about the referee (and touch judges)?

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- How did you record that information?

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- What would you do next, in order to best fulfil your role as a coach of match officials?

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Module 1 - Understanding coaching

Why do coaches want to coach?

Task 1.1

List below some possible reasons why you believe coaches want to coach.

1	To assist in the development of match officials
2	
3	
4	
5	
6	
7	
8	
9	
10	

Task 1.2

Identify your own motivation to become a coach of match officials.

1	
2	
3	
4	

Be prepared to share this reflection with your colleagues in the workshop.

Knowledge, skills and attributes

Task 1.3

List some desirable personal attributes/skills of a referee coach:

1	Approachable - courteous and shows referees respect. Relaxed in general approach.
2	
3	
4	
5	
6	
7	
8	
9	
10	

Task 1.4

List some management/organisational skills which a referee coach could use:

1	Helps the referee set and record realistic and achievable goals
2	
3	
4	
5	

Task 1.5

Use the tables below to rank the relative importance of your skills to the referee.

Firstly, assess the importance (out of 5) of each skill of the referee coach to the referee. That is, if you think the referee would rank **your** leadership skills as being very important, circle 4 or 5.

Then, in the next column, indicate (again out of 5) how **you** rank **yourself** (as a referee coach) in each of those skills, i.e. 5 as very good, 1 or 2 as needing a lot of work.

Skill	Importance to the referee					How you rank yourself				
Technical	1	2	3	4	5	1	2	3	4	5
Tactical	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Organisational	1	2	3	4	5	1	2	3	4	5
Motivational	1	2	3	4	5	1	2	3	4	5
Communication	1	2	3	4	5	1	2	3	4	5
Listening	1	2	3	4	5	1	2	3	4	5
Observation	1	2	3	4	5	1	2	3	4	5
Social	1	2	3	4	5	1	2	3	4	5
Administration	1	2	3	4	5	1	2	3	4	5

Now list those skills which you need to develop, as a referee coach, in priority order.

1	
2	
3	
4	
5	

Module 2 - The coaching process

There are several key stages in the coaching process:

- Building a positive coach-learner relationship with the match official.
- Gathering useful information about the current performance of the match official.
- Providing feedback to the match official.
- Planning a learning program to help the match official improve his or her performance.

Task 2.1

In your small groups discuss at least one of the following:

- Possible ways of building a positive coach-learner relationship with the match official.
- Possible ways of gathering useful information about the match official.
- When, where and how to provide feedback to the match official.

Be sure to consider these issues in the longer term, not just with regard to match day itself.

Task 2.2

Now note some suggestions for a learning program. Again, plan for the longer term.

Task 2.3

Based on your observation of the match official in Task 1, prepare to give some feedback to the match official. Work in threes, with one person acting as the match official, one person being the coach, and one person observing and recording what happens. The coach will share his or her observations with the match official. Try to incorporate the ‘REVIEW’ process.

The 'REVIEW' process

The REVIEW process described below provides some guidelines to assist you in the provision of coaching feedback to a referee following the game.

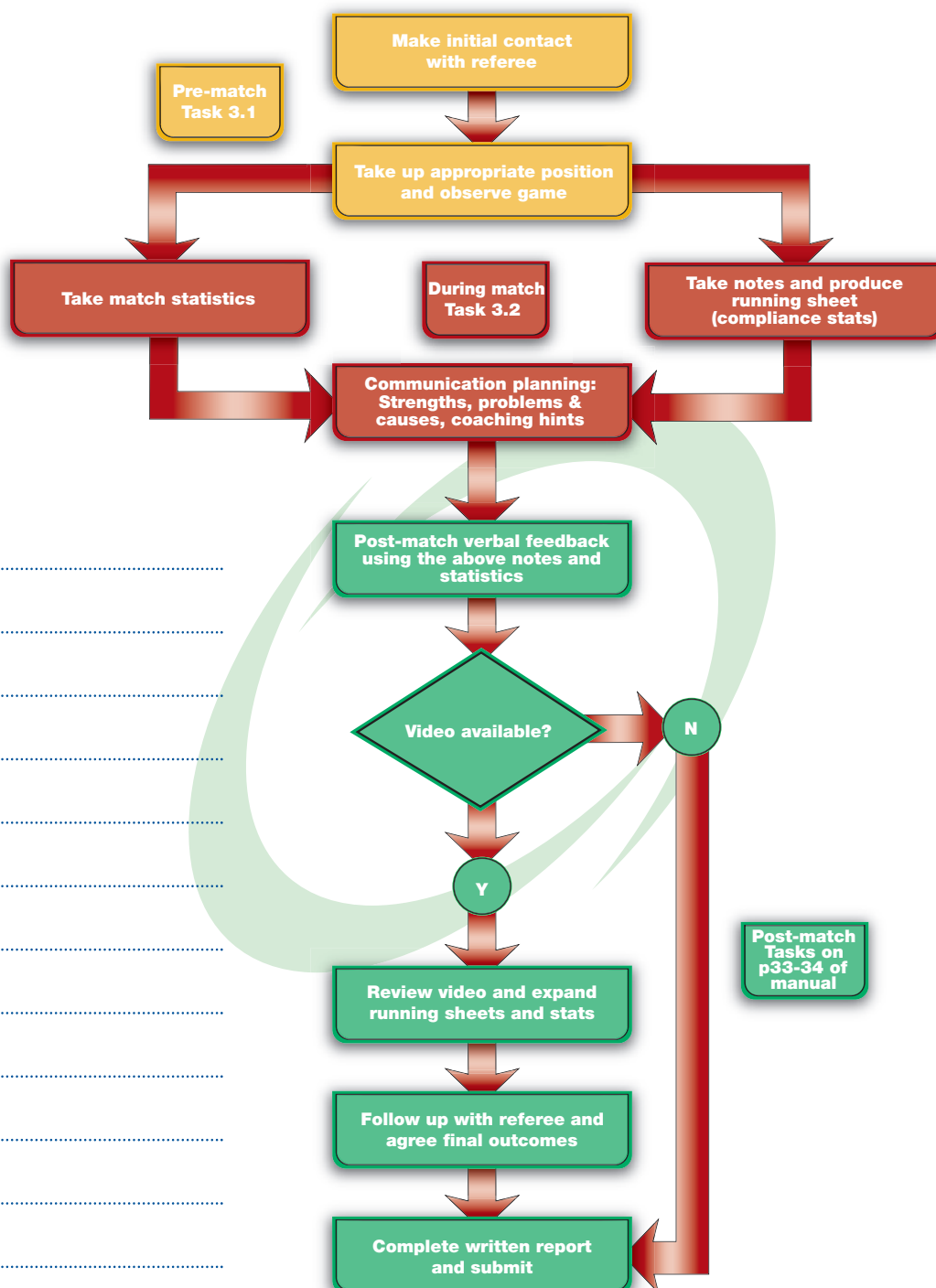
Stages	Sample statements / questions
R: Re-assure and Re- integrate (N.B. start quickly, be honest but reassuring and non-judgmental)	I really liked the way you... It was great the way you... You did really well when...
E: Establish focus on the referee's objectives	What did you want to achieve yourself? What was your personal goal for today? How did you approach today's game?
V: Visit through questions	In trying to achieve your goals, what went particularly well? What else went well? What about..., how did that go? When you have the chance to do it again, what would you do differently? What didn't go to plan? What were you less happy about?
I: Invite referee to contribute in a structured way and add your own input when the time is right It helps to keep it structured at this point; if necessary start with more positives and then move on to other observations and helpful feedback, focussing on things the referee will be able to improve	What else did you think went well? What about...? How else could you have handled...? What could you have done to deal with...?
E: Emphasise and summarise the key learning points	Lots of useful things here... Let me try to summarise them...
W: What has been learned from the experience?	What have you learned from today? What do you think you need to work at? How do you plan to address that issue?

Learning Outcomes from Module 2

Note here the learning outcomes achieved together with any comments or suggestions.

Module 3 - Functions of a referee coach

Overview



Notes

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Plan - pre-match

Task 3.1

List what you think would be appropriate for pre-match coaching.

1	Have a pre-match discussion about the referee's objectives for the day
2	
3	
4	
5	
6	
7	
8	

Execute - during the match

Task 3.2

List what you think would be appropriate for the coach to do during the match.

1	Take up a suitable position to observe specific aspects of play
2	
3	
4	
5	
6	
7	
8	
9	

Follow-up post-match

The various tasks are described in detail on pages 33 & 34 of the CMO resource. These will be discussed by your trainer, and group discussion may generate some variations / modifications. Note them here.

Follow-up reporting

Following are several blank coaching reports, for use when doing the coaching exercise, and also for future use (copying). There is also a sample completed coaching report, not based on your exercise, but merely to show the general format.

Guidelines for completion of a referee coaching report

- The first section of the form is for recording the main details of the game, and a description.
- The next section of the form is 'Areas to look at'. If, on the majority of occasions, the referee has displayed the required level of competence according to the competence statements, a tick should be placed beside the appropriate area of competence.
- If, on the majority of occasions, the required level of competence has not been displayed, a cross should be placed beside the appropriate area of competence.
- Do not write anything beside an area of competence that did not occur or was not tested in the game.
- Then check how many competency areas are ticked or crossed. This is where the 'Rule of 3' comes into play. It is recommended not to tick or cross more than three areas under competent or not competent. You therefore have to be able to prioritise the three major areas in each category.
- Identify the principal strengths by analysing the competencies and list these referee's strengths in the 'Positive points' area on the form.
- Then identify three (recommended) areas where there are major problems, having identified the cause of the problem by using the analysis of the competencies. Then, in conjunction with the referee, provide some coaching advice.
- Finally, go on to the 'Matters to consider' section.

REFEREE'S COACHING REPORT

Name: Chris Demagio

Date: 27/5/2006

Teams: Hamilton

v Singleton

Grade: Premier 1

Result: 36-11

Coach's name: Rui Alvariz

Venue: Main Road Ground

Areas to look at (tick if mentioned in PP, cross if mentioned in AWRI):

- | | | | | |
|---|---|---|---|--|
| <input type="checkbox"/> Control | <input type="checkbox"/> Mobility / fitness | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Advantage | <input type="checkbox"/> Obstruction |
| <input checked="" type="checkbox"/> Positional play | <input type="checkbox"/> Near in-goal | <input type="checkbox"/> In-goal | <input type="checkbox"/> Line-out | <input type="checkbox"/> Line-out offside |
| <input type="checkbox"/> Scrum | <input type="checkbox"/> Scrum offside | <input checked="" type="checkbox"/> Ruck / maul | <input type="checkbox"/> Ruck / maul offside | <input type="checkbox"/> Open play offside |
| <input type="checkbox"/> Kicks | <input type="checkbox"/> Foul play | <input type="checkbox"/> Reading game | <input checked="" type="checkbox"/> Consistency | <input checked="" type="checkbox"/> Tackle |

Description of game: A game well-contested for about two-thirds, then Hamilton scored 4 tries to win easily. Conditions deteriorated significantly for the last quarter, causing an increase in stoppages. Reasonably good skills were displayed by both teams – Singleton contested the breakdown well and made Hamilton work for possession. There were 95 stoppages (33 scrums 5 resets; 34 line-outs; 26 penalties / frees 18 at the breakdown), advantage played 25 times, 10 converted. 6 tries, no yellow cards. Game played in good spirit, especially considering the frustrations caused by the conditions.

Ground and weather conditions: Cool, rainy, slight breeze, ground got slippery as rain increased later in the game.

Positive points (PP):

Communication was very good throughout, and good rapport established early, and maintained throughout. Intelligent application of advantage in the main (see also below) helped the continuity. Tackle / ruck was supervised and managed very well, and infringers quickly learnt that there was no quarter being given - I was pleased to see your preparedness to penalise the team in possession when required – too often we are seeing the attacking side being allowed too much leeway. Set pieces were good, except for some early scrum collapse problems which got sorted by mid 1st half.

Areas which require improvement (AWRI):

Consistency: At the line-out, you sometimes managed the numbers well, and avoided the necessity for any free kicks, however on other occasions you went straight to the sanction without any attempt to get them to adjust. A good example is shown 28th and 29th minutes 2nd half on the tape where you f/k for numbers, then at the next line-out ask several times “comply!” which they duly did so avoiding the need to penalise.

Advantage: Generally you showed good reading of the game in your application of advantage, but I suggest you have a look at the following, where I feel you could have waited a bit to see what evolved. These are all penalty advantages:

- 16th first Hamilton penalised for not retiring inside 10, S had the ball and were developing an attack
- 20th first S penalised for not allowing release, H still had managed to get good ball and were ready to move
- 25th first Hamilton penalised in their red zone and S had good ball and were attacking;
- 7th second, f/k to S for numbers, played advantage, S kicked 40m downfield, came back for adv, S free-kick was poor. I suggest this whole sequence could have been avoided in light of my comment above re management / consistency.

Positional: You showed reluctance to follow the ball back when defending team executing a clearance near their own line, then followed this with a short-cut. (See 3:50 7:00 and 8:00 first half for examples) 38th minute 1st, there are a series of H mauls near the S line – you seemed to lose the ball and spent quite a bit of valuable time in and out of in-goal. The tape shows that, if you had stayed at the back of the maul you would have had a good view all along. In the 12th second half, you did just that and followed it in nicely for the try at your feet.

Matters to consider:

If you are having scrum reset issues, consider the merit or otherwise of calling up perfectly well-set scrums to talk to them about something which could have waited until the next scrum.

When you play three (penalty)advantages to the attacking team, heavily in the red zone, then finally award a penalty, consider the control issue if you don't then talk to / admonish the offender(s) , or at least the captain, reminding them of the yellow card in your pocket! (See 38th min 1st half).

You agreed that your penalty count (26) was higher than you would have wished – consider the three “numbers” f/k's, plus the adv opportunities mentioned above, plus several (non-material) breakdown penalties and you could well have had a number down around 18 perhaps?

Summary:

Chris, you are a highly experienced and very competent referee, and your management of this game, between two teams unknown to you, was very good. You handled the unpleasant conditions, the approaches by the captains (esp Hamilton's), and the key technical aspects of the game with calm and intelligent demeanour. Well done. Enjoy your stay; I have enjoyed coaching you and your colleagues from previous exchanges very much.



REFEREE'S COACHING REPORT

Name: Date:

Teams: v

Grade: Result:

Coach's name:

Venue:

Areas to look at (tick if mentioned in PP, cross if mentioned in AWRI):

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> Control | <input type="checkbox"/> Mobility / fitness | <input type="checkbox"/> Communication | <input type="checkbox"/> Advantage | <input type="checkbox"/> Obstruction |
| <input type="checkbox"/> Positional play | <input type="checkbox"/> Near in-goal | <input type="checkbox"/> In-goal | <input type="checkbox"/> Line-out | <input type="checkbox"/> Line-out offside |
| <input type="checkbox"/> Scrum | <input type="checkbox"/> Scrum offside | <input type="checkbox"/> Ruck / maul | <input type="checkbox"/> Ruck / maul offside | <input type="checkbox"/> Open play offside |
| <input type="checkbox"/> Kicks | <input type="checkbox"/> Foul play | <input type="checkbox"/> Reading game | <input type="checkbox"/> Consistency | <input type="checkbox"/> Tackle |

Description of game:

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Ground and weather conditions:

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Positive points (PP):

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Areas which require improvement (AWRI):

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Completing a match statistics form

The primary purpose of this form is to facilitate the collection of data. All forms should be completed in ink.

General

- Mark each team using a pen stroke in opposite directions (e.g. Team A \ and Team B /). Different letters can be used to signify each team (e.g.

R = Rovers, B = Bulls. Colours (e.g. red and blue) can also be used to differentiate between teams, but remember that when the form is photocopied the colours may not show.

- As a general rule, all events are recorded to the team receiving the ball (exceptions are: marks, drop outs, kick-offs and restarts, kicks in general play, injuries and TJ reports).
- Offside penalties are recorded under the phase of play at which they occur (i.e. all offside at scrum, including players not in the scrum are recorded under scrum offside).
- When the signal from the referee is unclear or not given, the stoppage should be recorded against 'Other' under the relevant phase.

Scrum

- Each time the referee calls engage, record a scrum to the team throwing in the ball.
- Where a team attempts to engage before the referee has called engage, record this as a scrum and a reset for poor engagement.
- When a scrum is reset, write the original scrum number against the relevant line (i.e. collapse, poor engagement, etc.) and record another scrum.
- For PK/FK (including offside) record the scrum number against the relevant line.

Line-outs

- Each time a line-out is awarded, record a line-out to the team throwing in the ball.
- Quick throw-ins should be recorded as a quick throw in only, and not as a line-out.
- For 'won against the throw', 'not straight' and PK/FK, record the line-out number against the relevant line.
- All offside offences (including backs offside) should be recorded under this phase.

Tackle, ruck and maul (TRM)

- Unplayable - record each unplayable TRM (i.e. when a scrum is awarded at this phase) by recording this event to the team (using the appropriate team identifying mark) which is to receive the throw-in at the scrum. Also record the resultant scrum. Make a note to identify which type of unplayable it was, e.g., 'T', 'R' or 'M'.
- Turnovers - mark off each time a team wins a turnover at the tackle / ruck / maul phase (i.e. this is when one team

takes the ball into a tackle, ruck or maul and the other team comes away with it).

- Penalties - record each penalty given at this phase against the relevant line, to the team receiving the penalty. The time in the half at which the penalty was awarded may be recorded in lieu of a pen stroke. All offside offences (including backs offside) should be recorded under this phase.

General play penalties

- Record each penalty given at this phase against the relevant line, to the team receiving the penalty. The time in the half that the penalty was awarded may be recorded in lieu of a pen stroke. Offside offences under this category relate only to offside offences in general play. Note that there is also a line for 'offside at kick' offences.

Kick off, drop outs and marks

- Kick offs - record each kick off to the team making the kick off.
- Drop out & mark - record the drop out or mark to the team to which these are awarded (the time of the event may be recorded in lieu of a pen stroke).

Injuries

- Record the stoppage against the team which has the injury.

Touch judge reports

- Record the number of the player reported and the time in the half at which the report was made.

Sin bin / send off

- Record the number of the player sent to the sin bin or sent off and the time.

Advantage

- Each time the referee signals and/or calls advantage, record this by a diagonal line through the box for the team receiving the advantage.
- Where the referee 'plays on' (i.e. calls advantage over) no further mark is required.
- Where the referee returns for the infringement, record either a P or S over the diagonal line.
- If a try is scored as a result of the referee playing advantage record a T over the diagonal line.

Kick in general play

- Each time a team kicks the ball in general play, record this event. These events should be recorded in sequence of occurrence differentiating between each team.

Summary

- At the end of each half, total the number of events for each category in the summary section.
- Penalties and free kicks should be summarised by team in each half and for the whole match.

Sample match statistics form

Referee . MARK EADES
 Match . WANDERERS V M. CARLTON
 Venue . NO. 2 Date 14.4.07
 Conditions . FINE, MILD, BREEZY

	6	9	21	31	34	36	38	43	5	6	Total
SCRUMS	6	9	21	31	34	36	38	43	5	6	24
Resets etc	8	10	17	19	20	20	22	27	30	32	
Poor engagement	32										
Not stationary / square											
Wheel - before feed											
Collapse / stand up											2
Same tunnel											
Tighthead											
Turnovers - wheel >90°	10										
Penalties											
Binding - all players											
Collapse											
Driving up											
Offside											
Other											
Free kicks											
Push off mark											
Delayed feed											
Crooked feed	8										1
Incorrect engagement											

	1	6	7	10	16	17	22	25	27	28	Total
LINE-OUTS	1	6	7	10	16	17	22	25	27	28	29
Won against throw	29	30	34	36	39	3	4	4	6	14	
Quick thrown-in	15	16	16	23	27	28	30	33	35		
Not straight											
Penalties											
Jumper taken in air											
Holding down											
Barging											
Offside											
Other											
Free kicks											
Gaps											
Early lifting											
Numbers											
Not in 5 metres											
Other											

TACKLE / RUCK / MAUL												
Unplayable T/R/M												4
Turnovers	28	29										6
Penalties												
Tackle												
Not allowing release												
Not releasing ball	7	10	30	45								
Enter tackle wrong side	11	39		29								
Not stay on feet	13	27	33	1	32							12
Ruck / Maul												
Incorrect joining R/M	18	35	37	26								
Offside	19			24								9
Hands in ruck				9	12	40						21
Collapse												
Hands - player off feet												
Other												

GENERAL PLAY - PENALTIES										Total	
Foul play											
Obstruction											33
Early tackle											
Late tackle											
High tackle	3										
Dangerous tackle											
Tackle player in air											4
Deliberate knock on											
Offside at ruck											
Offside in general play											40 46
Not 10m at PK/FK											
Extra 10m at PK/FK											
Other											

KICK OFFS	/	/	/	/						
DROP OUTS	/	/	/	/						
MARKS										

INJURIES	/	/	/	/	/	/	/	/	/	/	6
-----------------	---	---	---	---	---	---	---	---	---	---	---

TJ REPORTS - #											
TIME	24										

SIN BIN											
SENT OFF											15 2

ADVANTAGE	X	X	X	/	/	X	X	/	X	X	
	X	/	X	X	/	/	X	X	X	/	26
	/	/	X	/	/	X					15

KICKS IN GENERAL PLAY	/	/	/	/	/	/	/	/	/	/	31
------------------------------	---	---	---	---	---	---	---	---	---	---	----

SCORES												
Team	T	T	T	T	T	T	T	T	T	T	T	T
WANDERERS	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time	1	12	2	4	1							
Score	5	8	11	14								
Team	T	T	T	T	T	T	T	T	T	T	T	T
CARLTON	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time	20	40	13	45								
Score	3	10	13	16								

SUMMARY			
	First half	Second half	Total
Scrum	8	16	24
Line-outs	15	14	29
Penalties	13	13	26
Injuries	2	4	6
TOTAL	38	47	85

PENALTIES & FREE KICKS						
	First half		Second half		Total	
Team names	W	C	W	C	W	C
Scrum	-	-	1	-	1	-
Line-outs	-	-	-	-	-	-
T/R/M	5	7	3	6	8	13
General play	-	1	1	2	1	3
TOTAL	5	8	5	8	10	16

Match statistics form

Referee

Match

Venue Date

Conditions

											Total
SCRUMS											
Resets etc											
Poor engagement											
Not stationary / square											
Wheel - before feed											
Collapse / stand up											
Same tunnel											
Tightheads											
Turnovers - wheel >90°											
Penalties											
Binding - all players											
Collapse											
Driving up											
Offside											
Other											
Free kicks											
Push off mark											
Delayed feed											
Crooked feed											
Incorrect engagement											

											Total
LINE-OUTS											
Won against throw											
Quick thrown-in											
Not straight											
Penalties											
Jumper taken in air											
Holding down											
Barging											
Offside											
Other											
Free kicks											
Gaps											
Early lifting											
Numbers											
Not in 5 metres											
Other											

											Total
TACKLE / RUCK / MAUL											
Unplayable T/R/M											
Turnovers											
Penalties											
Tackle											
Not allowing release											
Not releasing ball											
Enter tackle wrong side											
Not stay on feet											
Ruck / Maul											
Incorrect joining R/M											
Offside											
Hands in ruck											
Collapse											
Hands - player off feet											
Other											

											Total
GENERAL PLAY - PENALTIES											
Foul play											
Obstruction											
Early tackle											
Late tackle											
High tackle											
Dangerous tackle											
Tackle player in air											
Deliberate knock on											
Offside at ruck											
Offside in general play											
Not 10m at PK/FK											
Extra 10m at PK/FK											
Other											

											Total
KICK OFFS											
DROP OUTS											
MARKS											

											Total
INJURIES											

											Total
TJ REPORTS - #											
TIME											

											Total
SIN BIN											
SENT OFF											

											Total
ADVANTAGE											

											Total
KICKS IN GENERAL PLAY											

SCORES												
Team	T	T	T	T	T	T	T	T	T	T	T	T
	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time												
Score												
Team	T	T	T	T	T	T	T	T	T	T	T	T
	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time												
Score												

SUMMARY			
	First half	Second half	Total
Scrum			
Line-outs			
Penalties			
Injuries			
TOTAL			

PENALTIES & FREE KICKS			
	First half	Second half	Total
Team names			
Scrum			
Line-outs			
T/R/M			
General play			
TOTAL			

Stats and note-taking

Task 3.3

Why keep match statistics – what do they tell us?

In your groups, evaluate the sample match statistics form above and note, by section (scrum, line-out, etc) what information they convey to you, recognising that you have **not** seen the match in question.

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Learning Outcomes from Module 3

Note here the learning outcomes achieved together with any comments or suggestions.

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Module 4 - Referee coaching in practice

Identification of competencies

Task 4.1

In your groups, discuss and note some general competencies, under the headings of 'Management' and 'Law knowledge and game understanding'.

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Task 4.2

In your groups, discuss and note some technical competencies, under the headings of 'Tackle / Ruck' and 'Scrum'.

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Practical coaching exercise

Task 4.3

Your trainer will explain the steps in detail. In general terms, the session will consist of:

1. A simulated pre-match discussion with the referee to obtain his/her goals and areas he/she would like to address.
2. Watching a DVD of a match for a period of time and the group should individually practise take running notes.
3. The group(s) then consult and develop a set of points to discuss with the referee (a role played probably by your trainer).
4. A simulated feedback session with the coach working through the various positive points, areas which require development, and matters to consider. This should incorporate the 'REVIEW' process discussed earlier.
5. Individuals develop a written coaching report (forms included above). The trainer may review these reports and feed back comments to the individual participants.

Learning Outcomes from Module 4

Note here the learning outcomes achieved together with any comments or suggestions.

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CMO Level 1 - evaluation questionnaire

Name (optional):

How well did course help you to:	LOW	HIGH
understand the IRB Match Official Training Programme?	1 2 3 4 5 6 7 8 9 10	
understand the role of coaches of match officials?	1 2 3 4 5 6 7 8 9 10	
communicate as a CMO with match officials?	1 2 3 4 5 6 7 8 9 10	
understand the functions of a referee coach?	1 2 3 4 5 6 7 8 9 10	
use competency checklists to support match officials?	1 2 3 4 5 6 7 8 9 10	
generate CMO Reports?	1 2 3 4 5 6 7 8 9 10	
coach match officials in a 1:1 context?	1 2 3 4 5 6 7 8 9 10	
plan as a CMO?	1 2 3 4 5 6 7 8 9 10	
improve your skills as a coach of match officials?	1 2 3 4 5 6 7 8 9 10	
How satisfactory did you find the:	LOW	HIGH
pre-course administration?	1 2 3 4 5 6 7 8 9 10	
venue / lecture room?	1 2 3 4 5 6 7 8 9 10	
refreshments?	1 2 3 4 5 6 7 8 9 10	
course format?	1 2 3 4 5 6 7 8 9 10	
practical activities?	1 2 3 4 5 6 7 8 9 10	
support resources, e.g. workbook, Laws DVD, etc.?	1 2 3 4 5 6 7 8 9 10	
Please assess the educator's skills:	LOW	HIGH
Creating and maintaining a learning climate	1 2 3 4 5 6 7 8 9 10	
Presentation skills	1 2 3 4 5 6 7 8 9 10	
Questioning and listening skills	1 2 3 4 5 6 7 8 9 10	
Knowledge of officiating and Law application	1 2 3 4 5 6 7 8 9 10	
Giving honest and accurate feedback	1 2 3 4 5 6 7 8 9 10	
Investing in students	1 2 3 4 5 6 7 8 9 10	

In what way(s) could the workshop be improved?

What part of the workshop did you find most useful?

Thank you for completing this form fully and honestly - it will help us to go on improving our training workshop administration, delivery and content.

PLEASE REMOVE THIS PAGE AND HAND IT TO THE COURSE ORGANISER BEFORE DEPARTING.