

**INTERNATIONAL RUGBY BOARD
COACHING OF MATCH OFFICIALS
A PRACTICAL GUIDE TO COACHING
RUGBY REFEREES**





Coaching of match officials

A practical guide to coaching rugby referees

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INTERNATIONAL RUGBY BOARD COACHING OF MATCH OFFICIALS

OVERVIEW



COACHING OF MATCH OFFICIALS OVERVIEW



Overview

Foreword

Welcome to the IRB's practical guide to Coaching of Match Officials (CMO). This manual is designed to be used in three separate ways:

- as a stand alone resource
- to support Level 1 CMO courses
- to support Level 2 CMO courses.

If you are attending a course this resource will be used to support the development of your skills as a Coach of Match Officials.

The presence of sport in a person's life carries enormous benefits for social, physical and personal development while broadening cultural awareness. Rugby is a uniquely inclusive sport, and you, as a referee coach, hold a position of genuine influence over the referee and ultimately the players' safety and game enjoyment.

The Level 1 CMO course aims to give new CMOs some tools to help them in the field. The course concentrates on providing practical experiences for novice CMOs. This course is an attendance only course and delegates receive an IRB Certificate of attendance.

The Level 2 course is an accreditation course and aims to develop CMOs who have already collected some CMO experience. The course examines the coaching process in much more depth, and is formally assessed. Throughout the course, you will be encouraged to practise your CMO skills. Grasp the opportunity for feedback from your IRB Educator and your peers. These opportunities will also form the foundation of your competency-based assessment.

I sincerely hope you enjoy reading the resource and/or attending the course.

Kind regards,



Mark Harrington

Training Manager, International Rugby Board

Acknowledgments

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About this resource

This resource is essentially a generic course manual for IRB CMO Level 1 and 2 courses. The relevant workbooks can be added into the folder as a CMO attends a relevant course.

Educator notes are available separately from the IRB.

Coaching of Match Officials - Introduction

The coaching of match officials is a recent innovation in the development of rugby across the world. It had its roots in only a couple of the tier one countries, and didn't really expand a great deal from those unions. Recently, however, the IRB has sponsored the development of resources to enable the dissemination of these techniques and skills, hence the production of this resource.

When asked to be the strand leader for this project, I sought the opinion of a leading IRB panel and Australian RU contracted referee - James Leckie - and asked him a series of questions regarding referee coaching and what part, if any, it had played in his development and in his career progression. Some of his answers follow.

When did you start refereeing? 1995. I also refereed before this whilst at school.

How old were you then? 19

How many games (approx) you have done so far? 250

Were you receiving coaching from the start? Yes, in various forms

What was your initial reaction to receiving coaching feedback?

Apprehension, as I didn't feel like the coaches wanted to see me improve. They were more interested in finding fault.

Approximately, what percentage of the coaching you have received to date would you classify as:

- | | | |
|----|--------------------------------------|-----|
| 1. | Highly constructive and helpful: | 20% |
| 2. | Moderately informative/constructive: | 20% |
| 3. | Of little value: | 40% |
| 4. | Negative and destructive: | 20% |

In your early days, what was your reaction to coaching that was in categories 3 and 4?

Confusion as I did not realize how unhelpful it actually was.

How highly do you rate the value of electronic recording of your games as a coaching tool?

Essential as it makes the coach accountable and makes issues easier to visualize.

Does written feedback rank as a high / medium / low value tool for you?

Essential as it reinforces what has been discussed and can be referred to later.

Does verbal feedback rank as a high / medium / low value tool for you?

High, as I like a general feel of how the game has gone from the coach on game day.

Have you had, or do you have, a 'personal' coach or mentor? Yes, both.

What value do you put on this resource?

If you have a mentor or coach that you trust, this is incredibly valuable.

Do you use your mentor coach for issues other than solely refereeing?

I discuss other issues such as training and time management with them. We are also good mates.

Do you like to socialise with your coach / coaches?

I socialise with my mentor and if my coach was a mate, I would have no problem socialising with him.

Is conflict with your coach / coaches ever an issue?

It can be, but if it is, it needs to be resolved quickly as trust is the key ingredient to a successful coach / referee relationship.

Do you and your mentor coach set and review short / medium / long term plans?

Yes.

How do you rate this planning exercise?

High value, as you both must be working to the same realistic aims.

Is the coach's credibility a major / medium / minor element (i.e. his refereeing background, game knowledge, law knowledge, etc.)?

Initially, a coach's credibility may be an issue and subconsciously you listen more to someone who has 'been there and done that'. How recently a coach last refereed can help a coach's credibility as well. I, now, am happy to listen to any coach who is willing to give up his time to try and help. I do, however, think that I am now in a better position to disregard poor coaching, whereas a new referee can't necessarily do that.

James Leckie – Sydney – August 2006.

As can be seen from the above, the coaching of match officials, to be effective, requires a philosophy which embraces a number of skills, both technical and personal. I have attempted to address these in this resource. It also exemplifies how a referee has to 'grow' into the concept and utilisation of coaching and being coached, and the critical role that the coach has in this process.

I trust you will enjoy your referee coaching career - *enjoy* being the operative word - as we all endeavour to continue the development our wonderful game.

Keith Hole

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"Competencies of Rugby Referees", University of New England NSW Australia
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New South Wales Rugby - Referees Department - Ron Mancell
Coaching and grading board - Brian Kinsey

"Refereeing in Practice" IRB
Author: David Fryer

"Touch Judging in Practice" IRB
Author: Keith Hole

"Referee Coaching in Practice" IRB
Author: Keith Hole

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

- This CMO manual
- Level 1 CMO workbook
- IRB Laws of the Game book / DVD.

Level 2

- This CMO manual
- Level 2 CMO workbook
- IRB Laws of the Game book/ DVD.



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.

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:

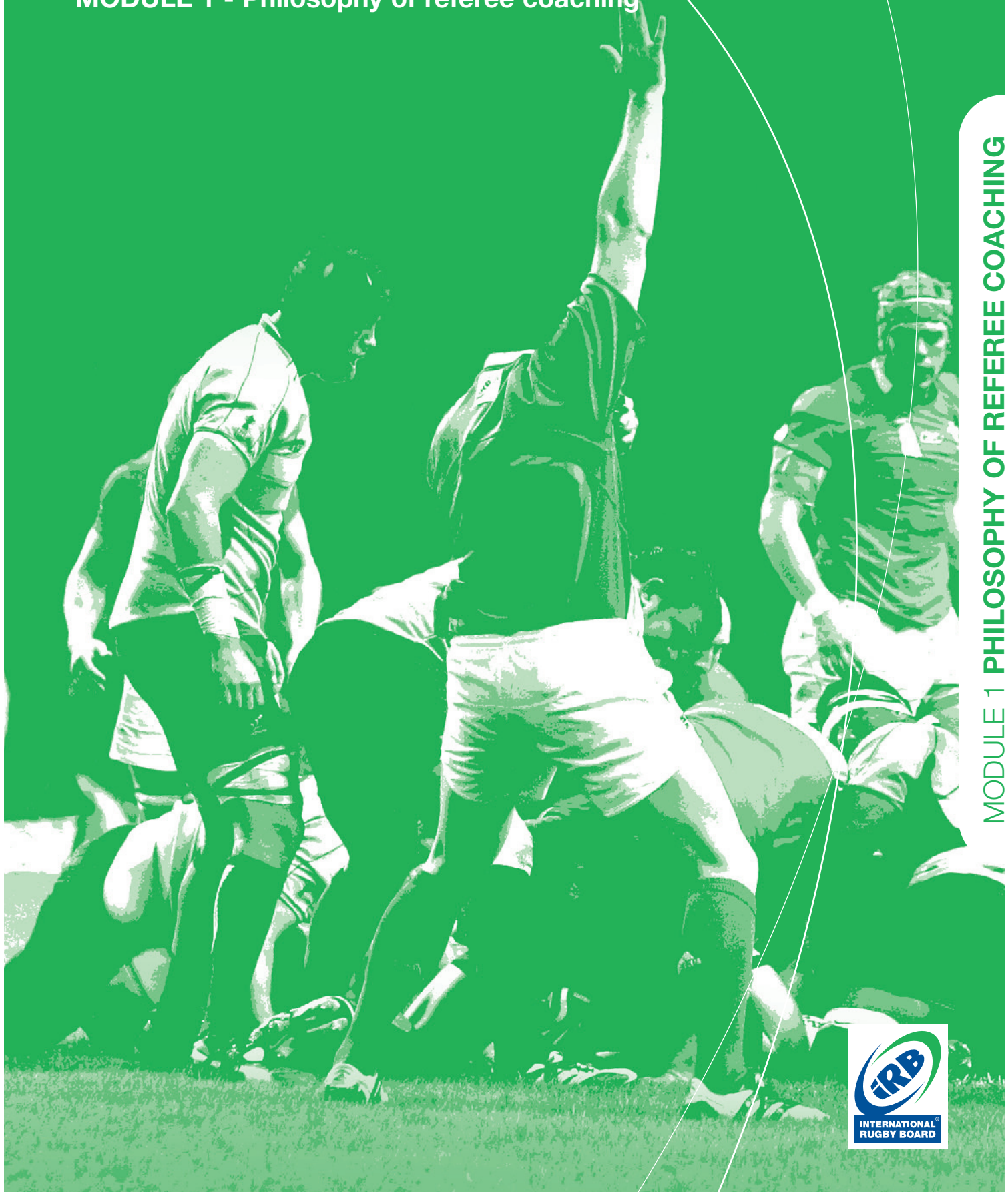
- attend and participate in all modules of the course
- demonstrate competencies across a range of criteria
- submit a CMO diary.



NOTES

INTERNATIONAL RUGBY BOARD
COACHING OF MATCH OFFICIALS

MODULE 1 - Philosophy of referee coaching



MODULE 1 PHILOSOPHY OF REFEREE COACHING



Module one - Philosophy of referee coaching

1.1 What is coaching?

1.1.1 Definitions of coaching

In order to begin to understand referee coaching philosophy, let's first look at some definitions.

"Coaching is the knowledge and wisdom which allows best practice principles to be utilised in the environment of referee coaching."

"Coaching develops people through improving their performance."

These definitions encompass three crucial principles:

- The welfare and development of the referee is central to quality coaching (i.e. good coaches coach people, not simply techniques, skills and tactics).
- Coaching is about improving performance at all levels and includes more than just providing opportunities for participation.
- Coaching involves setting increasing challenging tasks to match improvements in knowledge, skills and attitude.

Sports coaching is primarily concerned with developing people through improving performance. This involves understanding the needs and ambitions of referees, creating an environment which meets those needs, motivates referees to achieve their potential and encourages them to remain involved in sport. Coaching should be centred on the needs and goals of the referee and guided by the knowledge and experience of the coach, to facilitate the:

- gaining of knowledge (improving what the referee knows)
- learning of skills (improving what the referee can do)
- changing of attitudes (what the referee believes) to develop the referee and improve performance.

As referees become more knowledgeable and experienced over time, they can guide their own development with the help from the coach.

What is a coaching philosophy?

A coaching philosophy is a set of guidelines governing a coach's actions and behaviour. It is based on the coach's beliefs about issues such as the:

- role of the coach in relation to others (e.g. referees, other coaches, team coaches, officials & administrators)
- role of referees in determining their own goals and the extent to which they should be responsible for their own behaviour and development
- relative importance of the outcome of competition in relation to the long-term development and well-being of the referee
- importance of adhering to the Laws and Playing Charter
- importance of sport for people.

The coach's philosophy should emanate from "Why do you want to coach?" and "What do you want to get out of coaching?"

Furthermore, coaches should also know what the motivation is for their officials to be involved.

Why do coaches coach?

Some possible reasons:

- To assist the development of officials
- To help others
- To seek recognition
- To put something back into officiating
- To do something worthwhile
- Because no one else will do it
- To have success
- To have fun
- To develop knowledge of refereeing and Rugby
- To help referees enjoy what they do
- To promote officiating (e.g. recruitment.)
- To see a referee improve as a result of their input.

Sport can contribute positively to the development of individuals, not just physically but also socially and emotionally. This can only happen if sport is in the right hands - those of the informed, thinking and enlightened coach.

1.1.2 What is a coach?

Coaches can be many things to different people, so this is not an easy question to answer. However, it is generally agreed that coaches set exercises, practices and tasks to accelerate skill learning and produce improvements in performance.

More experienced and enlightened coaches recognise that they also have a responsibility towards the social, emotional and physical needs and development of their referees.

Therefore, the key responsibilities of the referee coach are to:

- identify and meet the needs of each referee
- improve performance through a progressive programme
- evaluate the success of the programme
- create an environment both in and outside the competitive arena in which referees are motivated to maintain participation and/or improve performance and possibly also to acquire and extend game knowledge.

To carry out these responsibilities successfully, coaches may be required to undertake a variety of roles. They may play the part of the:

- **teacher**, in directing activities and practices and sharing information
- **motivator**, in creating a positive and decisive environment in which the referee can develop, and encouraging referees to take more responsibility for their own development and performance
- **friend**, in supporting, counselling, advising and sustaining the referee
- **manager / administrator / facilitator** in organising and planning
- **analyst** in analysing, evaluating and solving problems
- **student** in listening, learning and developing their own coaching skills and knowledge
- **guardian** in protecting referees from unfair and unreasonable behaviour by others involved in the game
- **counsellor** in facilitating problem solving.

1.1.3 Whom are we coaching? (And what do they need from the referee coach?)

Continual growth and interest in sport has created enormous demand for high quality sport officials. This has resulted in administrators, at all levels of sport, constantly seeking people who are competent at officiating. However, it would seem that the determination of what constitutes a competent official, and their subsequent identification and development, is far more complex than simply finding someone who exhibits a thorough knowledge of the Laws. Skills related to communication, athleticism, decision-making, legal responsibilities, and player management, are increasingly being viewed as necessary, as are game knowledge tangibles and intangibles. Additionally, issues such as referee coaching and assessment, stress, and referee retention, are now inextricably linked to modern officiating.

Officials are pivotal to the orderly conduct of a sporting contest.

Part of the problem lies in defining the role of the official. Various descriptions have ranged from 'crisis containment', to 'facilitation', to 'maintaining social order', however no substantive agreement has been reached.

Despite such lack of clarity, the most recognisable role of the referee is to uphold the Laws of the game. Yet, in upholding the Laws, their strict application may not necessarily be seen as 'good' officiating. It is maintained that referees should exercise some degree of discretion in their rulings, even though such discretion can lead to numerous complications. Moreover, the complexity of the referee's role multiplies when controlling sporting contests which are contextually based, yet framed by specific and objective laws. This is particularly so in rugby, where game dynamics ensure that very few, if any, decisions are based on exactly the same set of circumstances.

The people we are coaching are from varying backgrounds, playing levels and skills, educational / academic standings, and so on. This resource, the Role of the Referee Coach, addresses a whole spectrum of coaching including the roles mentioned above, hopefully to cater for all levels of referees and refereeing.

1.1.4 What is the coaching process?

Some guiding principles

- Building a working relationship with the match official.
- Observing the match official at work.
- Gathering and recording some data.
- Analysing and interpreting the data.
- Providing feedback to the match official.
- Setting some goals for the future.
- Planning a learning program.

This process is described and discussed in detail in Module 3 “Functions of a referee coach”.

In summary:

Coaches should:

- identify and meet each referee’s needs
- plan, conduct and evaluate progressive programmes to improve performance
- consider factors such as the age, maturity, skill and ambitions of the referee
- create environments to help motivate, encourage continued participation and/or improve performance.



1.1.5 Coaching methodologies

Probably the key to successful coaching is **the ability to provide meaningful feedback**. This subject is addressed at various times throughout this document and the courses in various guises, from varying perspectives, in other modules - “Communication”, “Functions of a referee coach”, and “Referee coaching in practice”, and is included here to emphasise its importance to the overall methodology of coaching.

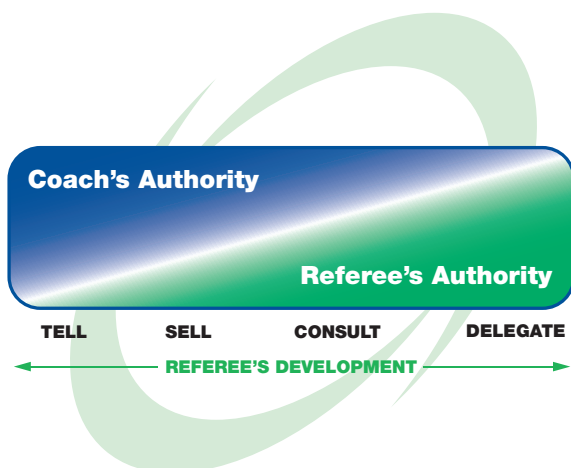
Golden rules:

- You have to be **selective** in the feedback provided. Using the various schemes described in other modules, a great deal of information is accumulated about the referee. To attempt to feed back all the information obtained would take an eternity and keep the referee away from his important customers, the players and team coaches.
- In being selective, you will need to find things to **praise**. What did the referee do particularly well?
- In terms of the areas for development, select those Key Components and Descriptors which are going to make the **greatest difference** to the next performance of the referee.
- When a ‘negative’ is detected, coach it to be a ‘positive’.
- In most situations select a limited number of areas for development.
- Select only development areas that the referee can do something about.
- Provide **information** and **data** from your observations and be **specific** on what the issues were.
- Conduct a two-way discussion regarding what the referee could have done differently to **improve**.
- Finish on a **positive** note.
- Summarise.

Mechanisms for providing feedback (verbal, reports etc) are covered later in the modules mentioned above.

Continuum of coaching behaviour

The following model was developed from a “Continuum of Leadership Behaviour” by Tannenbaum and Schmidt of Harvard Business School.



Whilst this model indicates ‘tell’, rarely should a coach ‘tell’ to a referee at any level - more likely it should be questioning and discussing. Many coaches have a singular process, i.e. they tell, consult or delegate. The continuum of coaching behaviours should provide a range of behavioural approaches applicable in different circumstances. The following factors may affect the coaching behaviour to be used:

- **Time:** If you and referee have little time to go into the consultation or selling process, you should reduce the amount of information being discussed or defer to a more suitable time.
- **Ability & knowledge:** The referee may well be inexperienced and may be reluctant to contribute to the consultative or delegation process.
- **Coach's skills:** Having used one method of coaching in the past, it may be difficult to extend behaviours to other behavioural approaches.

In cases where the referee's ability and knowledge extend to a more advanced level, it may be more appropriate to consult or even delegate the process of coaching. The process of consulting and delegating requires questioning skills, e.g.:

- There were 10 collapsed scrums today, what was the problem?
- So what do you think the solution is to your positioning at rucks and mauls?

The limiting factor for using consultation or delegation may be time available after a match. However, this is also a time for you to clarify situations, e.g., “What happened when...?”

Again, these differing techniques are fully covered in subsequent modules.

1.1.6 Coaching v assessment

It should be made clear that in rugby refereeing, **assessment** is the giving of a mark for each of the descriptors attached to the key components of referee performance. This process occurs in International matches, in some domestic representative matches, and in a limited number of other matches where referees are, by nature of their elite representative position, required to be assessed. The process by which this is done is covered in the IRB publication “International Match Officials Performance Reviewing”. It could be argued that assessment does not give the tools to a referee to help improve performance.

Coaching uses descriptors (which in coaching terms are called competencies) in order to determine the proficiency of a referee's skills. There is a link which is evident in Module 4 “Referee coaching in practice”:

- required competency
- indicators of non-compliance
- possible causes
- nature of shortcoming
- coaching hint.

Coach	Assessor
Guiding	Grading
Problem solving	Future progression
Advice	Rating and ranking
Development	Quantifying
Why did you?	You did!
Improving process	Evaluating process
Future	Present
Internal reflection	External analysis
Rectify faults	Comparison

A brief summary of the differences:

Coaching is about the **process** and the **future**
Assessment is about the **outcome** - **today**

1.2 Attributes

1.2.1 Areas to encompass

In this section we examine the attributes that as a coach you should possess, or acquire as part of your on-going development.

The attributes that the philosophy of a rugby referee coach should encompass would include:

- appropriate assistance to referees at all levels of the game
- game knowledge
- law knowledge
- sensitivity
- approachability
- confidence
- honesty and trust
- empathy
- man management (e.g. handling a difficult referee)
- part of a team with other coaches
- part of a team with other referees
- consistency between coaches
- consistency within
- support
- encouragement
- facilitator of discovery.

This list is not exhaustive, nor is it set out in any particular priority.

1.2.2 Skill set

Examination of coaching skills

Personal skills and qualities:

- **Approachable.** Courteous and shows referees respect. Relaxed in general approach.
- **Humour.** Uses plenty of humour and avoids sarcasm. Laughs with referees not at them.
- **Listening.** Listens carefully and encourages referees to contribute.
- **Challenging.** Challenges the referee to continually improve or consolidate his/her performance.
- **Informing.** Gives accurate information about the referee's performance.
- **Questioning.** Uses questioning as a coaching methodology.

- **Advising.** Agrees with referees in terms of what they could / should be doing.
- **Praising.** Uses praise effectively when deserved.
- **Communicating.** Are able to express themselves so that the referee understands.
- **Socialising.** Socialises with the referee outside of rugby.
- **Supporting.** Is prepared to provide supportive actions for the referee's development.

Management skills

- **Goal setting.** Helps the referee set and record realistic and achievable goals.
- **Time management.** Manages own time and that of the referee.
- **Organising.** Organises events / training sessions / feedback.
- **Planning.** Plans the development of referee's techniques, skills or tactics.
- **Observing.** Observes games accurately.
- **Analysing.** Analyses the referee's strengths and weaknesses in games.
- **Recording.** Records information / data.
- **Reflecting.** Reflects on situations thoughtfully and does not rush to judgments.
- **Feeding back.** Verbally feeds back information that is understandable to the referee.
- **Reporting writing.** Writes reports, in whatever format, that are useful to the referee.

What skills does a coach need?

Coaches need a range of skills to fulfil the many different roles they are asked to play – this creates a regular on-going challenge for coaches.

As an exercise, use the table on the following page to rate the importance of each skill to the referee you are coaching. Maybe join with other coaching colleagues, or referees, or both. It will provide you with a guide as to which skills you and your colleagues should be working on to improve.

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

1.2.3 Required knowledge

What knowledge do coaches need?

Effective and successful coaches have open and inquiring minds and never assume they know everything about their sport or coaching. The qualities of inquisitiveness and thoughtfulness, combined with a willingness to challenge traditional views, are important. However, there is no substitute for having a firm knowledge of:

- the game
- referees and their specific needs
- factors that influence performance (e.g. fitness, sports psychology, injury prevention and treatment)
- Factors that influence the effectiveness of coaching (e.g. methods, skills and styles).

Good coaches coach people, not the game (the game is the medium through which coaches help referees to develop). Coaches must base their programmes, sessions and practices on the individual needs and aspiration of the referees to help motivate them to progress. To do this, coaches must know and understand each referee's:

- goals and ambitions
- personality
- developmental stage, strengths and weaknesses (e.g. technical, tactical, physical and mental attributes, the degree of maturity in younger people, the potential problems with older referees)
- Response to different sporting situations (e.g. anxious when approaching competition, frustrated with decisions by officials, excited by the prospect of a challenge, etc)
- personal background.

1.2.4 Who makes a good coach?

Coaches come from a variety of backgrounds. They bring with them unique personal characteristics and qualities. Effective coaches need to develop these personal attributes to contribute positively to the development of participants in their sport.

You may be able to think of people (perhaps other coaches) who have inspired you to try coaching, or perhaps you want to share your experience and expertise with other participants in the sport. The reasons why you want to develop as a coach are important in understanding what you are looking for from your coaching.

A good coach will possess most of the skills and attributes mentioned above, and will:

- use a variety of coaching styles and methods to help referees learn
- identify strengths, errors and weaknesses, build on strengths, reduce errors and strengthen weaknesses
- communicate effectively
- use demonstrations and explanations appropriately
- analyse performance and adapt practices to help development
- apply strength of mind and purpose.

1.3 Manage and plan

As a referee coach, as described in the previous section, you must have management skills. One of these is the ability to manage yourself, as well as a group of referees and their needs. Goal-setting is a key area of self-management, and of managing the athlete (in your case, the referee you are coaching).

1.3.1 Goal setting for the referee coach

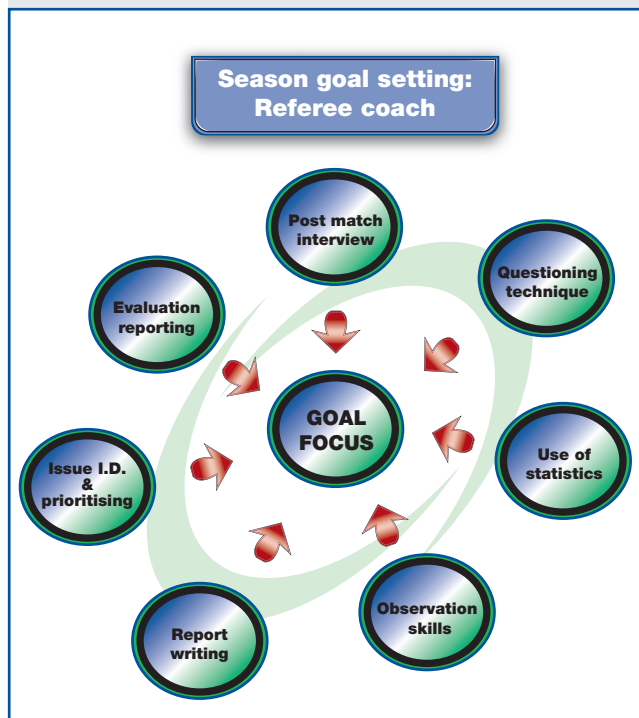
1. How many of us regularly set goals?
2. Why is it we are reluctant to set goals?
"Too lazy!"
"I fear how I would feel being successful."
"I do not want to appear different from my refereeing colleagues."
"If I do not set goals then I cannot fail."
3. Of those who do set goals, who writes them down?

We are often too lazy, or consider ourselves too busy, to set goals. We fear being different from others at the same level as us. We call this, 'following the followers' rather than adopting the winning approach of 'following the leaders'. We fear the risk of failure - let us avoid the chances of setting ourselves up for a failure! And lastly, some of us actually fear success - we think that the responsibility of success, the guilt we may feel, is better to avoid.

Success is driven by a dream. Many of us fall into the trap of training harder, believing that this will inevitably lead to success. However, the truth of the matter is, the only thing that keeps us going when the going gets tough, is our dream, focussed into a set of specific goals. **Nothing else and no-one else will help!**

SMART Goal Setting

The following example below might be a set of goals the referee coach would set as things to work on as part of his coaching for the upcoming season.



1.3.2 Goal setting for the referee

Some goals the referee may set, preferably with the assistance of a mentor / coach:



Goal setting

It is important to ensure that both the long-term goal and any intermediate goals are clarified, carefully set and have a sense of purpose. Vague, unrealistic or imposed goals are likely to be forgotten (or dismissed) long before they are attained. The mnemonic **SMART** detailed here can help set appropriate goals.

Specific

Goals should be as specific as possible. If the goal is too vague (e.g. "I want to get faster"), or too broad, it does not help the referee to focus attention and plan the route to achieve the goal(s).

Measurable

Goals should be measurable. Unless a goal is quantifiable it will be difficult to assess progress. Goals that are under the referee's control are also more effective (e.g. "I want to decrease the time for my 800m run by three seconds by June 30th").

Agreed and achievable

Goals should be agreed and accepted by both you and the referee. If both referee and coach are involved in discussing the goals, those goals are more likely to be accepted by both parties, by assessing current abilities and potential. Goals must be controllable by the referee. Goals like "I am going to referee the (x) grade grand final this year" are beyond their control. Appointments to games are based on how well the referee performs for the season. They can control their level of effort, enthusiasm, attitude etc.

Realistic and reviewed regularly

Goals should be realistic. If the goal is too difficult, the referee will probably fail to achieve it. If too easy, it will not hold any challenge or motivation. The referee and coach must agree that "improvement of three seconds" is within the referee's capability. Review progress on a regular basis, both yourself and with the coach.

Time bound

Goals should be achieved by an agreed date. The referee and coach should determine the time needed to achieve the goal. If dates for completion are not set, there is the possibility that postponement or indefinite

delay will occur. Often, people over-estimate what they can do in the short term, and under-estimate what they can do over a longer time-span.

1.3.3 Planning the coaching regime

Planning is the first step towards effective coaching. This can only be done if you first identify what you want to achieve from the activity. (For referee coaches a "session" could be a telephone call, a one-on-one meeting, a referees / coaches meeting, watching a video or a live match etc.)

Systematic planning has already been identified as an important component of the coaching process. While it may occasionally be possible to run a one-off session successfully without thorough planning, it is unlikely you will run a meaningful series or programme of sessions without identifying the referee's needs, establishing appropriate goals and planning the route to achieving them.

Why plan?

Planning is something everyone does to a greater or lesser degree, with more or less success. Many people plan how they will save and spend their money, when and where they will travel when they undertake a journey. If travelling by car to new destination, the chances are motorists will spend time studying maps and deciding the best route to take. There may be two or more options. However, once the route has been decided, the motorist will estimate the overall travelling time and refer to the map periodically or whenever necessary to check landmarks along the way. If everything goes smoothly, the motorist reaches the destination on time and without any problems.



Planning coaching programmes and sessions is very similar to planning, for example, a trip somewhere. First the coach identifies where the referee wants to go (the goal). Then the coach establishes where the referee is at the moment (technically, tactically, mentally, physically and socially).

The coach and referee discuss the timescales and possibility of achieving the goal. The coach plans the route to the final goal and identifies clear performance goals (landmarks) along the way. According to progress, the coach may re-establish the sub-goals and subsequent timescales to achieve the main goal. This level of detailed planning enables the coach to devise the most appropriate coaching programme to reach the referee's goal.

Without a plan, it is difficult to identify the starting and finishing points or the best route between the two. There is also no real focus in the coaching sessions and little to help sustain the referee's motivation or ensure a sense of achievement.

Planning and goal setting is also most important for the referees and coaches as a group (association, society etc). Short and long-term strategies should be established, and plans put in place to achieve these (using **SMART** if appropriate).

These strategies could include, for example:

- referee recruitment and retention
- referee coach development
- accreditation and education programs
- law review meetings and testing
- exchanges with other associations / societies
- policy in relation to appointments
- regular fitness training sessions and testing
- planning with external resources (e.g. IRB Trainers and Educators) for scheduled visits etc
- group social functions



1.3.4 A 'coaching and grading' structure

In most associations or groups of referees, there is the constant issue of who is appointed to which games, and why. Lack of transparency in appointments is a major source of discontent among the refereeing fraternity. Whilst it could be argued that 'grading' is more akin to 'assessing' rather than 'coaching', many associations / societies have few coaching personnel and no assessors / selectors. This means that the only realistic way of achieving transparency in appointments is for a grading process to be performed, using coach's input, either in the form of coaching reports or some other form of feedback wherein grading can be performed.

A most effective way of overcoming, or at least addressing these issues, is to have in place a group of (refereeing / coaching) experienced people who are responsible for the areas of operation which can be seen as a credible body with the appropriate level of authority to implement. We shall call this a *Coaching and Grading Board (CGB)*.

A job description for members would contain at least some of:

1. Principal accountability

- Through the Chairman of the board, is responsible to the Association Executive, or the Union.

2. Duties

- If not already accredited, to complete in their first year of membership, the appropriate referee coaching accreditation course, or to undertake the next level of accreditation.
- To attend meetings.
- To view referees at specific matches on a regular basis as directed.
- To work within a framework determined.
- To demonstrate an appropriate level of professionalism in areas such as:
 - being persuasive in communication but not stubborn
 - maintaining confidentiality of discussion
 - maintaining solidarity of the respective board
 - remaining objective and politically unbiased
 - remaining consistent in views.
- To contribute to the process of ensuring that all referees are viewed and coached.

- To attend and contribute to review sessions throughout the season.
- To contribute to the process of talent identification.
- To contribute to the process of reviewing and refining the overall program with which the board is charged.
- To appoint to matches as designated by the Union with regard to policy which will be decided from time to time.

The 'grading' process

1. The grading of referees should be on a merit based scheme, utilising the coaching reports which have been written on referees performances during the course of the season.
2. The CGB is accountable, and shall be able to reasonably account for their delineation of referees into their graded positions.
3. The age of a referee should not have any influence on the outcome of grading done by the CGB, all other things being equal.
4. Two very important areas which require policy initiatives: one is the procedure for informing a referee that he is to be downgraded and the second is informing a referee that the CGB is in doubt as to his ability to continue refereeing at the current level in the near future.
5. For referees who are downgraded an interview should take place. This should be done by a member of the board, and he should be aware that the referee will want concrete answers as to why he has been downgraded. Prior to this interview, the CGB member should be familiar with the coaching reports of the referee, and the reasons as to why he has been highlighted by the CGB. The interviewer should have at his disposal, advice which will enable the referee in question to improve on his performance, and also be able to direct the referee to various resources which will enable him to fulfil his goals.

6. Those referees who are near the end of their career at the current level at which they are refereeing, should be interviewed face to face if possible, by an appropriate member of the CGB, and told of the decision taken by that board. This no doubt will be the hardest interview. There are various options which the interviewer can offer the referee.
 - a) To continue refereeing, bearing in mind that at some time during the season, if those referees who are close in grading to him/her keep performing better, then he/she will be downgraded. Some referees may choose this option, and be quite prepared to continue refereeing.
 - b) To retire from active refereeing and follow a different focus in rugby, that of a referee coach.

It is important to note that in each of the above options, the interviewer should have at his disposal, a range of suggestions and plans to help accommodate the referee. It must be borne in mind, that this in the first instance is a PR exercise which will highlight your endeavours of referee retention in this area.



INTERNATIONAL RUGBY BOARD
COACHING OF MATCH OFFICIALS

MODULE 2 - Communication



Module two - Communication

2.1 Learning

In this section, there are two types of learning processes discussed. One has very practical application (VARK) where the different types are clearly identifiable. The other styles is in more depth, and also addresses the learning styles of both the referee and the referee coach.

As referee coach you should therefore make a decision as to which style is the more appropriate, and even 'mix and match' aspects from each if thought preferable.

2.1.1 Recipient Types (1)

Effects Of Learning Styles On Coaching

In another module, we discuss the various methods and types of feedback and how it should be provided. However, it is important to understand and appreciate that different referees have different preferences and styles for actually learning. We look at two groups of styles, which, when taken together, become a good guide to how the referee can best learn.

Peter Honey and Alan Mumford (*The Manual of Learning Styles*) researched the ways in which groups of managers learnt. It became clear that some learning processes were useful and positive for some of the managers, while for others they were not. Could the same be true for referees who should be involved in a learning process with the coach? It seems logical that, if the preferred learning style of the referee is incongruent with the way in which the coach provides feedback, the process is likely to be ineffective. Equally, the preferred learning style of the coach will influence the way feedback is provided and this, in turn, will affect how the referee perceives and reacts to that feedback.

Whilst we are examining learning styles, it must be recognised that they are but one element in the assessment and learning process. Other factors play an important part in the ways in which individual referees approach coaching. These factors include:

- the credibility of the coach in the eyes of the referee (i.e. the desirable attributes and skills as already defined in module 1)
- the referee's previous experience with coaches
- the personalities of the two participants (this is addressed in section 2 of this module).

Nevertheless, an understanding of different learning styles may give some clues as to why some referees have very fixed views on how they would prefer the coach to work with them.

Honey and Mumford identified four principal learning styles. They are the:

- **Activist**
- **Reflector**
- **Theorist**
- **Pragmatist.**

They describe **Activists** as:

- involve themselves in new experiences
- are dominated by immediate experiences
- will "try anything once"
- "dash in where angels fear to tread"
- like short term fire fighting
- are gregarious
- are the life and soul of the party
- are always looking for the next piece of excitement
- are bored with implementation and long term consolidation.

They describe **Reflectors** as:

- stand back and ponder experiences
- collect data and consider before coming to conclusions
- postpone decisions for as long as possible
- cautious and thorough
- thoughtful
- take the back seat in meetings
- keep a low profile and can be slightly distant
- act based in the wider picture including the past, the present and the views of others.

They describe **Theorists** as:

- adapt and integrate observations into logically sound theories
- think through problems in a logical step by step approach

- perfectionist
- analyse and synthesise
- detached, analytical, dedicated to rational objectivity
- uncomfortable with subjective judgements, lateral thinking and anything flippant.

They describe **Pragmatists** as:

- are keen to try out theories and techniques to see if they work
- look for new ideas and experiment
- return from courses and try to apply what they have learnt in an enthusiastic way
- get on with things
- are practical, down-to-earth, like solving problems
- believe that “There is always a better way”.

As a coach yourself, can you recognise these styles in some of the referees you have worked with? What is your preferred learning style?

It can be seen that a coach's preferred learning style might well have an effect in the way he communicates during his conversation with referees. Since particular referees may learn differently, different approaches may be required when you try to provide the learning opportunity. Honey and Mumford state that, *“Differences in learning styles between the person giving and the person receiving the coaching experience are likely to be crucial.”*

Activists would not like non-directive explanations or non-directive questioning. These would be too long-winded for ‘get up and go’ people like Activists.

Reflectors would react well to observing others and to being involved in a question and answer process. They would probably not react to the straight-tell process, as they would be looking for you to justify what you are saying.

Theorists would react better to a well-prepared and structured debrief in either a directive or a non-directive way. They would need to understand the underlying logic behind the coaching and would need to be able to reason through the process. They would not accept things at face value from an authority figure or a coach.

Pragmatists would need to see how the feedback would directly affect their current performance and would be satisfied if they could see this as the outcome, especially if the person providing the coaching is seen as an authority. Having accepted your

feedback, pragmatists will use the ideas provided by you in order to improve their performance.

An understanding of learning styles provides some clues as to why the interaction between each coach and each referee can or may be different. One can also see how the preferred learning styles of the referee and of the coach can affect the effectiveness of the assessment and coaching intervention.

2.1.2 Recipient Types (2)

Acknowledgement

The information contained in this section is from *Sports Coaching and Learning* by Neil Fleming, Graeme Robson and Richard Smith, published by the authors May 2005. ISBN Number: 0-476-01461-1. The mnemonic VARK summarises four predominant learning styles that are the most common. This does not mean that one particular learning style dominates to the exclusion of all others, but that in the mix of learning styles one will be predominant in the individual, while that individual may possess varying proportions of the other three.

In the mnemonic:

V = Visual

A = Aural

R = Read / write

K = Kinesthetic (tactile, learning by doing)

Visual

Visual learners learn best from charts, graphs, plays and moves as the predominant means of explanation in which the coach uses symbols - arrows, lines and circles, etc. These may be shown on whiteboards, etc. (This learning style does not include videos, etc, as these use more than one learning style.)

Aural

Aural learners learn best through speaking, listening, discussing, hearing lectures, tapes, speeches, talking on the telephone, and just plain ‘talking things over’. (This learning style involves both talking and listening.)

Read / write

These learners learn best from the written word. This learning style works best in a text-based society. It is represented in lists, bullet points, handouts, manuals, the internet, Powerpoint presentations and books. It is often preferred by those with a tertiary education / academic background.

Kinesthetic

This is the predominant style for athletes and coaches. It uses experience and practice. The proportions of explanation, demonstration and practice should focus on practice with this group. It is learning by doing, and is dominant in cultures in which the traditional way of learning is learning by doing from one's elders.

It should be emphasised that each individual learns by a mixture of all four of these learning styles and all four should be used, as appropriate, to get your message across (though usually two at most will dominate). For example, it may be necessary to follow up an explanation by drawing on a whiteboard using both words and diagrams and then practising what has been explained.

The VARK reference table

V Visual	A Aural	R Reading / writing	K Kinesthetic
REFEREE'S CHARACTERISTICS			
<p>To take in new information I like:</p> <ul style="list-style-type: none"> • plans of plays • charts • graphs • symbols • diagrams • brochures • underlining • flow charts • highlighters • different colours • strong designs • training books with diagrams & pictures • whiteboards • different spatial arrangements on the page (like this list) 	<p>To take in new information I like to:</p> <ul style="list-style-type: none"> • explain new ideas to others • explain what happened to others • discuss topics with other athletes • discuss topics with coaches • use a tape recorder so I can listen again and again • attend discussion groups and other opportunities to share ideas • describe any overheads, pictures and other visuals to somebody who was not there 	<p>To take in new information I like:</p> <ul style="list-style-type: none"> • lists • notes • books • reports • headings • contracts • definitions • quotations • printed handouts • coaching manuals • websites • biographies of famous athletes • listening to coaches who use words well and have lots of information in their sentences and notes • statistics 	<p>To take in the information I like:</p> <ul style="list-style-type: none"> • just doing it • trial and error • case studies • statistics on my performance • recalling previous events • examples of training principles • video analysis • coaches who demonstrate new skills
RECOMMENDED APPROACH FOR THE COACH			
<p>Praise your referee's performance in a graphic way, using a card with strong visual elements, or a vivid description of what you saw.</p>	<p>Praise your referee's performance with a phone call, a chat or an email. Remember to let the athlete talk about it too. Your referee has a heavy reliance on verbal feedback.</p>	<p>Praise your referee's performance in a written way with a note or letter. Mention their strong points listed in rank order. Your referee has a heavy reliance on the written report.</p>	<p>Praise your referee's performance by arranging a meeting and going over it again using video or talk. Ask frequently what they felt, or thought about or were doing at different times during that performance.</p>

2.1.3 Helping referees learn

It is important to ensure that practices, sessions and programmes are structured and managed to maximise learning by using current information about how people learn. It is generally accepted that people learn best under certain conditions.

Referees learn best when they are:

- actively involved in their own learning (i.e. they are doing more than simply watching or listening).
- able to recognise how and when techniques are used (e.g. in the game, move, competition or routine)
- able to build on their own experience and skills (i.e. techniques are introduced progressively and linked to previous skills whenever possible)
- interested and motivated (i.e. when the session is fun and enjoyable)
- able to see their own improvements (i.e. the emphasis is on the positive aspects of their performance, not the negative elements); praise is usually more effective than criticism.

It is possible to identify three stages in the learning process. Each of these requires a slightly different approach from the coach.

Stage one

In the first stage, the referee is trying to understand what is required. Therefore, to help the referee, you should first explain the aim, and then explain what the referee has to do to achieve it.

Stage two

By the second stage, referees have grasped the basic idea and are trying to improve the way they perform. The size and number of errors start to reduce. Referees begin to make corrections automatically. At this stage, you should encourage referees to use their own senses to obtain feedback about their actions. External feedback may be available from a variety of sources (e.g. coach, video, match analysis, other referees, etc).

Stage three

Finally, by the third stage, referees have become skilled and can perform effectively and mostly automatically. They are generally able to detect their own errors and make appropriate corrections. You should use minimal intervention and deal only with highly specific elements.

Demonstrations

Demonstrations play an important part in the learning process, though it is not essential for demonstrations to be provided by coaches. It is often better to use other referees to emphasise a specific point, or to use video clips.

When providing demonstrations to groups, you should ensure that:

- the attention of the referees is gained
- the group is positioned so all can see, hear, be seen and be heard
- attention is directed to the appropriate coaching points
- the demonstration is at an appropriate level for the abilities of the referees
- successful aspects of performance are highlighted to encourage referees to learn from each other's success.

PRICELESS learning principles for a referee

- **P**ractice – time to practice their refereeing.
- **R**elevance – relevant to their own refereeing situation.
- **I**nvolve – involved in their own learning & from each other.
- **C**limate – supportive & non-threatening climate – mistakes are OK.
- **E**xperience – build on their existing skills, knowledge & experience..
- **L**earner-centred – learn at their own pace & in their own way.
- **E**njoyable – they are having fun.
- **S**elf-reflection – they are helped to examine & reflect on their current behaviour.
- **S**uccess – they gain some success & their self-esteem is raised.

2.2 Managing challenges

2.2.1 Conflict resolution

Introduction

On most occasions your involvement with coaching referees and touch judges will see little or no conflict being exhibited by either party. However, there will be occasions when things do not run so smoothly. An example might be when you are coaching a referee and ultimately your report will have some effect on his/her grading or appointment to a future game. The referee has a view about a particular incident, and you have yours. The two parties' views are poles apart. As you have probably seen in the past, this is a recipe for disaster. The situation could also arise from within the 'Coaching and Grading' structure, as described in Module 1, when you have to interview the referee to advise of a downgrading.

The following points will provide you with some skills to handle these difficult situations and, hopefully, get a 'win-win' result.

1. Do not take a strong position

To adopt a strong position that you fully intend to justify and defend will get you nowhere in your negotiations. If you feel so strongly about the issue, then the other party will probably take the same line, and you will have very little common ground over which you can come to an agreement.

2. Establish what led to the problem

It is important to determine what led to the problem - from both perspectives.

3. Identify what is at stake for each party

If there is a 'win-loss' outcome, does this mean, for example, that the referee will not be appointed to a representative game, or that you will lose face amongst your colleagues?

4. Separate personality from the problem

This may be the basic cause of the problem, so it is important to distance yourself from the personalities at play. This will allow for a far less clouded start to negotiations.

5. Focus on the interests of the other party

As a referee coach at a higher level, you should have a good idea of the goals of your referees, and in reality be

there to support them. You must look to their goals when negotiating the outcome.

6. Invent options for mutual gain

Each party must get something out of the negotiations that they perceive to be of value. There must be a 'win-win' situation with no one walking away with an "I told you I was right" perception of the event. You must maintain a professional and collegiate association for your next meeting.

7. Decide on a fallback position

This is an outcome which will be acceptable if things do not work out to your entire satisfaction. You must know this stance ahead of time, and it must be realistically achievable within the negotiation framework. You are in a better position to bargain from this point.

8. Never attack the position the other party is taking

You should be looking at the personal values and issues that motivate the other party. To attack the others views will lead to a 'lose-lose' outcome.

2.2.2 Personality profiles

Introduction

Good management of referees by referee coaches is considered an essential part of the philosophy of the process of coaching. In this section you will be exposed to a basic technique which will assist you in determining the personality type a referee. This will then enable you to structure your discussions with referees appropriately in order for the referee to get the most from the session.

DISC profiling

This task below requires you to answer a series of questions or statements about yourself, and mark them with a score from one to ten. Your score should be determined by whether you perceive that statement as being true or not (1 being very untrue, 10 being very true).

Answer each statement quickly with the first number that comes into your head - and remember, there are no right or wrong answers! Then add up the totals of each column, so that you have a total for each of D, I S and C. Now, on the chart which follows, plot your scores on the line for each letter and then connect the dots with straight lines.

Statement **Mark 1-10**
1=very untrue, 10=very true

D

- I am results-oriented
- I accept challenges
- I am strong-willed
- I take initiative
- I am willing to confront
- I make decisions easily
- I am ambitious
- I have a sense of urgency
- I take authority
- I am assertive
- I like solving problems
- I question the status quo
- Total of D:**

I

- I am persuasive
- I am socially outgoing
- I am informal
- I am fun-loving
- I am energetic
- I show a lack of concern
- I participate in groups

Statement **Mark 1-10**
1=very untrue, 10=very true

- I see possibilities
- I create a motivational environment
- I am open with my feelings
- I am a user of others
- I don't like to be hemmed in
- Total of I:**

S

- I am eager to please
- I am helpful
- I am not highly competitive
- I have difficulty saying no
- I am loyal
- I can calm excited people
- I am a good listener
- I am patient
- I lack interest in goal-setting
- I let others take the initiative
- I enjoy assisting others
- I need security
- Total of S:**

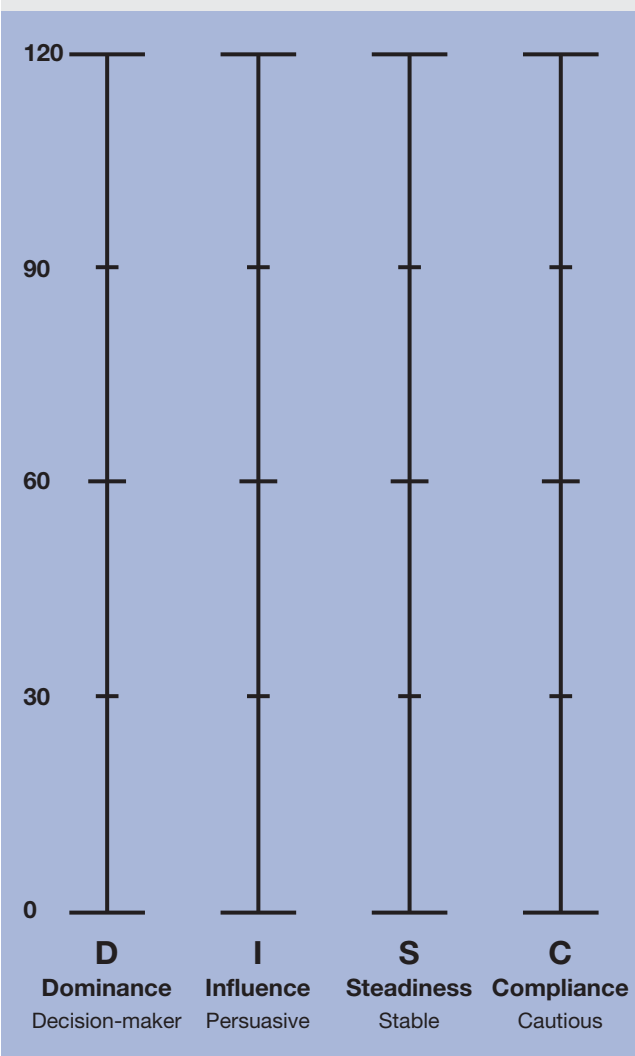
Statement **Mark 1-10**
1=very untrue, 10=very true

C

I am orderly and systematic	<input type="text"/>
I am deliberate and unaggressive	<input type="text"/>
I enjoy study and analysis	<input type="text"/>
I am a critical thinker	<input type="text"/>
I am detailed and thorough	<input type="text"/>
I am well-organised	<input type="text"/>
I like accuracy	<input type="text"/>
I weigh up the alternatives	<input type="text"/>
I need standard procedures	<input type="text"/>
I like having detailed guidelines	<input type="text"/>
I have a steady, quiet manner	<input type="text"/>
I dislike sudden changes	<input type="text"/>
Total of C:	<input type="text"/>

Now plot your results on the disc graph in the next column. Some questions for you to consider:

- What are your main personality traits?
- Having completed the exercise, are you surprised with the results?
- Do you agree that the results provide an accurate assessment of the kind of person you are?
- Can you see benefits of working to increase other personality traits in certain situations?



Conclusion

It is important to keep in mind that no-one's personality is completely one-dimensional. Some of us have more than one strength, and some of us are able to switch into different roles depending on the situation.

The critical thing about this exercise is that you can better understand your own personality traits, and can more readily identify the profile of others. This ultimately helps you in the way that you would communicate with that person.

Further, with the learning styles discussed earlier, and this method, it can be seen that as coach you have the tools to establish a worthwhile profile of your referee; a valuable aid in your dealings, both short and long term.

2.3 Inter-personal skills

2.3.1 The 'REVIEW' process

Stages	Sample statements / questions
R: Re-assure and Re-integrate (N.B. start quickly, be honest but reassuring and non-judgemental)	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?

In Module 3 'Functions of a referee coach', the procedures under 'Practical tasks' examines the actual coaching process before, during and after the match. The use of *REVIEW* is a valuable tool to employ during this process, to ensure the best inter-personal environment.

2.3.2 During feedback

In Module 1.1.5, the 'golden rules' for feedback were described. In summary, they encompass:

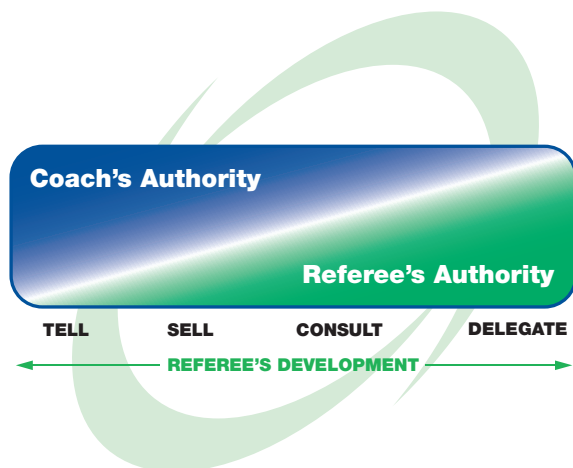
1. You have to be selective in the feedback provided. Inevitably a new referee will make many errors and it would only be too easy to overload the referee with too much feedback, about which they will be able to do very little.
2. In being selective you will need to find things to praise based upon the strengths listed on the coaching form.
3. Select those areas for improvement which are going to make the greatest difference to the referee's performance the next time he/she officiates.
4. Select only three areas for development, make them important ones and make sure the coaching advice is specific and something that the referee can achieve.

It is important to realise that people receiving feedback react to it in different ways:

- in delight
- gratefully
- defensively
- non-committally
- matter of factly
- non-acceptingly

The reaction will depend on the personality of the referee, how they react to feedback, and their preferred learning style.

There are a number of ways of giving feedback in coaching environments. The model on the following page was developed from 'A Continuation of Leadership Behaviour' by Tannenbaum and Schmidt of Harvard Business School. We have already discovered this in the 'Philosophy' module, but it is worth repeating here, as it is very relevant to the inter-personal aspects when providing feedback.



Whilst this model indicates 'tell', rarely should a coach 'tell' to a referee at any level - more likely it should be questioning and discussing. Many coaches have a singular process, i.e. they tell, consult or delegate. The continuum of coaching behaviours should provide a range of behavioural approaches applicable in different circumstances. The following factors may affect the coaching behaviour to be used:

Time: If you and the referee have little time to go into the consultation or selling process, you should reduce the amount of information being discussed or defer to a more suitable time.

Ability and knowledge: The referee may well be inexperienced and may be reluctant to contribute to the consultative or delegation process.

Your skills: Having used one method of coaching in the past, it may be difficult for you to extend behaviours to other behavioural approaches.

In providing feedback, remember to:

- Praise the strengths
- discuss three areas for development which will make the greatest difference to performance in the next match
- be specific in identifying the performance issues and providing solutions
- ask the referee to summarise learning points
- summarise then finish on a positive note.

2.3.3 Building relationships

Communication

Effective coaching is not just about developing skills and improving performance; it is about building good relationships - with referees, other coaches and administrators. The skills of good communication are therefore a central component of coaching.

Communication is a two-way process where listening is equally important as, if not more important than, talking. This is especially true when attempting to establish each referee's needs and goals. Coaches are often good at talking and giving information but not so good at listening. You need to develop good communication skills within and outside the practical coaching situation, not just with referees but with team coaches, officials and administrators.

Analysis and evaluation

Analysis is another component central to the coaching process and therefore a key coaching skill. Coaches need to analyse the technical and tactical aspects of performance, the physical condition and mental skills of the referee and the extent to which goals have been achieved, as well as their own coaching performance. This analysis initially takes place within the first few meetings. The skills, knowledge and experience of the coach are often required to revise practices to meet the changing needs and demands of the referee.

Analysis is also an important part of the overall evaluation of the coaching session or programme, which ultimately strongly influences the planning of future sessions and goals.

Keeping an open mind

An open mind is crucial to effective coaching and can be defined as being receptive to new ideas and amenable to change and different ways of doing things. Coaches should acknowledge their strengths and weaknesses. Meetings, conferences, courses and workshops provided structured opportunities to learn and discuss current and future developments. In addition, a great deal can be gained from observing and ideally establishing a more formal mentoring relationship. All coaches, regardless of age and experience, should constantly strive to improve their knowledge and skills.

2.3.4 Listening, telling, asking

Effective communication

A key element of successful coaching is effective communication. This is a two-way process – one of giving and receiving information. It is often assumed that giving information is more important but this is rarely the case. Coaches can learn a great deal about their referees, their strengths and weaknesses, hopes and fears, if they listen to them and ask questions. Similarly, if referees are involved in their own learning and encouraged to take increasing responsibility for their own development, they should be actively involved in all discussions (not simply passively receiving information).

Listening is probably the most important but least developed communication skill for most people. Coaches are typically good at talking, being in charge and giving instructions but are often poor listeners.

Talking involves conveying messages that have both **content** (i.e. what is said) and **form** (i.e. how it is sent). Most coaches are good at conveying messages high in content, particularly when introducing a new skill or technique. However, confusion, boredom and even frustration can result if too much information is given at once.

Coaches should recognise the impact of the non-verbal information they send, often unconsciously (through facial expressions, gestures, bodily posture, etc). Eye contact is particularly important, as it confirms interest when listening and increases sincerity when speaking. Appearance can create an immediate first impression, which can be either positive or negative. *You never have a second chance to create a first impression.* Therefore, it is important that coaches develop their verbal and non-verbal communication skills.

Hints to improve communication:

- Ensure you have the referee's attention before you start to speak.
- Gain and maintain eye contact.
- Improve your voice quality so the pitch, level and tone are comfortable and interesting to the receiver.
- Check your non-verbal message to ensure they match the verbal messages you are sending.
- Improve your listening skills by making a conscious effort to listen and ask more than you take. Be attentive when listening, never interrupt or finish

sentences. Ask questions and summarise what you have heard to ensure you have received the information correctly.

- Simplify the words you use with coaching. Avoid unnecessary technical language or jargon, particularly with newer referees. Be sensitive to language which may offend different groups (e.g. gender-biased language).

Coaching styles

Coaches tend to develop their own natural personality, knowledge and experience. Typically coaches use a combination of telling (giving information), showing (using demonstrations) and asking (questioning) when coaching referees. Many feel more comfortable with telling and showing than they do with asking. No one style is necessarily right or wrong. Each has a place in a particular situation or with a certain referee.

Many coaches feel at ease using this instructional coaching style because it allows them to plan in advance, set the pace and control the situation. However, it tends to discourage a referee-centred approach. It may be valuable in certain situations (e.g. in an emergency, with a very large unfamiliar group or with novice or young referees).

In the sell (informing) style, the coach makes the decision, shows what is required, provides explanations and encourages referees to ask questions. The questions help explain and provide a rationale for the coach's decisions.

In the share style, the coach outlines the situation or problem, poses questions and invites suggestions. The coach then makes the decision based on the referees' suggestions. This process involves referees more directly in decision-making. Coaches adopt a more questioning approach but still make the final decision. Initially coaches tend to be uncomfortable with this approach because they feel less in control of the pace and direction of the session or discussion.

In the allow style, the coach and referees outline the situation or problem together, the coach defines the limits, uses questioning to explore possibilities but allows referees to make decisions. It can be time-consuming to carry out but has lasting long-term benefits for the referees.

Although coaches may find questioning a little uncomfortable at first, it is a valuable coaching skill.

In addition to helping referees accept greater personal responsibility, it can:

- establish whether referees understand what they are doing
- help referees to use their own feedback during the session
- encourage referees to notice when things happen
- focus referees' attention.

As you increase in confidence using the questioning approach, you should endeavour to use open questions (i.e. those which do not simply result in a one word answer such as yes or no). The use of the word how will eventually become more valuable in helping referees to learn and in encouraging them to take greater control over their own development.

Relationships with others

In addition to developing good relationships with your referees, you also need to build and foster relationships with, for example, other coaches, team coaches and players, administrators, officials, etc.

Communication between coaches

Referees may sometimes be under the guidance of more than one coach (e.g. club, representative, school,

etc). In these circumstances, it is desirable that coaches work together to ensure training and coaching programmes are complementary, and contribute successfully to the achievement of the referee's goals. This co-operative approach protects the referee from excessive demands, potential conflict and unnecessary confusion.

Summary

To conduct effective feedback sessions, coaches need to:

- possess the skills and knowledge to identify each referee's strengths, reduce errors and strengthen weakness
- use a variety of coaching styles to help referees learn successfully
- communicate effectively
- use demonstrations, explanation and feedback appropriately
- analyse performance and adapt practices to help referees to develop.

In the 'Coaching of Match Officials' Level 1 and Level 2 courses, there are a number of tasks and role playing exercises which provide practical application of these principles.



NOTES

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MODULE 3 - Functions of a referee coach



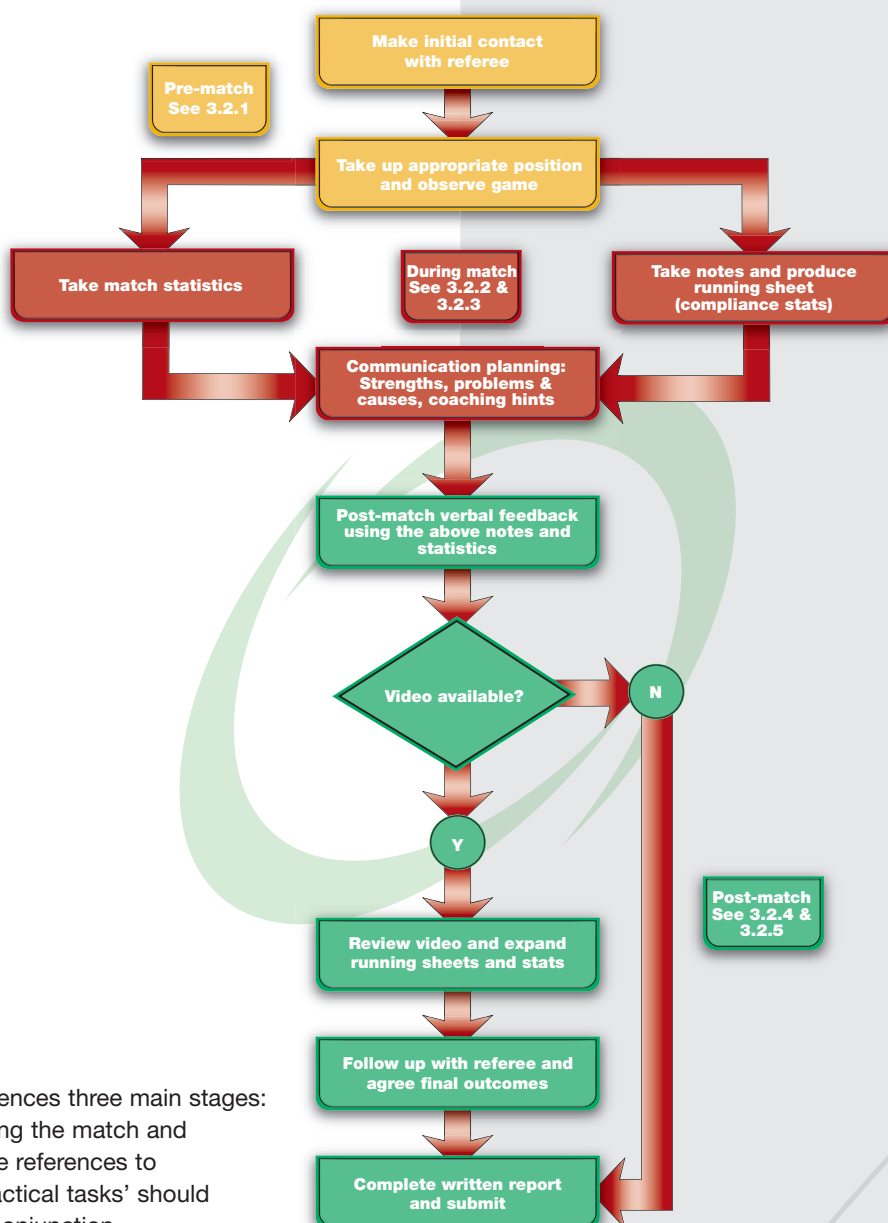
MODULE 3 FUNCTIONS OF A REFEREE COACH



Module three - Functions of a referee coach

3.1 The coaching process

3.1.1 Overview



This chart sequences three main stages: pre-match, during the match and post-match. The references to Module 3.2 'Practical tasks' should be followed in conjunction with reading this flowchart.

Pre-match (detailed in 3.2.1)

Making contact with the referee is an important factor, whether it is the first time you have coached them or it is a regular occurrence. Each time the referee undertakes their task it is a new experience for them, possibly with different goals and priorities. Taking up an appropriate position is also important to ensure concentration as well as a suitable viewing location.

During the match (detailed in 3.2.2 and 3.2.3)

The process of coaching a referee requires the coach in the first place to observe the referee against the competencies. There are a great number of things to observe. You would have observed them anyway, but the list of competencies provides a consistent way of gathering the information and then providing coaching information to the referee. Some coaches produce checklists which help them refer to the competencies when observing the game or to summarise their views after the game. Other coaches have an ability to observe a game without using a checklist, while some use a notebook to make notes throughout the game. Competencies and their importance are discussed at some length in Module 4 'Referee coaching in practice'.

Post-match (detailed in 3.2.4 and 3.2.5)

It is essential that before feedback is undertaken, the referee coach prepares and plans the feedback session. Module 3.2.3 describes communication planning - a mechanism by which the coach builds a plan with all the relevant issues noted - and shows how to approach the essential coaching required (coaching hints etc). Also, it is important to appreciate the different approaches for referees of differing experience levels.

Note also from the chart above the extra steps involved if there is an electronic record of the match. It's pointless to have one available and not use it; hence the additional tasks in reviewing it and (probably) updating your coaching notes / report and so on.

3.1.2 Coaching at different levels

It is intrinsic in the coach's role, at the junior level of refereeing, that you guide the referee in terms of his/her decision-making and role as a referee, literally having to instruct at times. However, it was the ethos that we used that was going to enable a change in behaviour in the referee, i.e., get the referee to self-discover the issue and solution by strong questioning techniques.

The following golden rules for feedback will help in preparing for discussion with a new or junior referee.

1. You have to be selective in the feedback provided. Inevitably a new referee will make many errors and it would be only too easy to overload the referees with too much feedback about which they will be able to do very little.
2. In being selective you will need to find things to praise based upon the strengths listed on the coaching form.
3. Select those areas for improvement which are going to make the greatest difference to the referee's performance the next time he/she officiates.

Now let's examine your role as a coach with a referee who is much further advanced, one who has made it into the higher levels or grades. You need to understand the differences in approach for these types of referees. This fits into the four steps of coaching, which in general terms relates to the level of refereeing, game experience and competition standard.

1. Start by conducting a discussion with the beginner, that you are coaching. You are the one who makes the critical decisions (albeit by dialogue!). A referee at this early stage in his career is looking for answers, and often needs to be handled delicately by thoughtful questioning and agreeing on outcomes.
2. The second stage is more discussion, but as the coach you still end up making the decision (or at least influencing it).
3. As the athlete becomes more confident, the third stage is a discussion which is followed by an agreement - the referee helps to drive the direction, or solution.

The final step is dealing with the elite referee, where you provide feedback and guidance ("How may I help you?"), and the referee decides what to do. It is, in fact, a growing cycle, where you empower the referee by transitioning decision-making from yourself to the referee.

NOTE: What you should not forget however is that we are all individuals, and there will be referees, who whilst having little refereeing experience, have plenty of ability to self-assess and form their own conclusions. Do not have the misguided perception that a referee needs your 'sermon on the mount' at the outset of a discussion. Referees may indeed have the ability to solve their own problems - when exposed to your superb questioning skills! Always respect the IQ and cultural background of the listener.

3.2 Practical tasks

3.2.1 Plan

Pre-match

- Have a pre-match discussion with the referee if it is appropriate. This should be the case in nearly all circumstances at the participation level of the game, and even in some performance level games.
- Ensure you comply with the pre-arranged location and time for the pre-match discussion.
- Find out what the referee wants from you, the coach, and make a note of these requirements
- Put the referee at ease; try not to heighten anxiety.
- Try to ensure that you have the confidence of the referee, encourage him/her to open up and, for example, highlight a previous problem which is being worked on.
- Keep the discussion short and focused.
- Organise with the referee a venue and time for the post match feedback session.
- See if you can gain from the referee the style of game that he/she is expecting.
- Finish in a positive manner.

3.2.2 Execute

During the match

- Take up a suitable position from which to watch the game.
- If it is possible and practical, move around to gain a better perspective on the referee.
- Maintain your level of concentration throughout the game.
- Avoid the temptation to talk to people and time any breaks appropriately.
- Take notes during the game.

- Take some form of basic statistics during the game, even if only rudimentary - anything will help during the feedback / analysis process.
- When taking some statistics during a game, do not allow it to interfere with your holistic viewing of the game. There are many coaches who are unable to perform any statistics gathering while watching the referee.
- Ensure that time notation is part of your procedure.
- You need to be able to look at the game as a whole, as well as specific aspects.

3.2.3 The communication planner

During the match

The form 'Referee coach communication planner' is shown in Appendix 1 – it is a useful tool in planning a feedback session. It relies heavily on use of the referee coaching in practice detail as described in module 4. It is extremely valuable in ensuring that the various strengths and areas requiring improvement are noted, the possible causes assessed, and an action plan prepared. It also serves as a useful check-list to facilitate a productive feedback session. This planner should be used by all coaches until they become totally accustomed to the process.

3.2.4 Follow-up meeting

Post-match

- This is the time to give coaching feedback to the referee.
- Choose a location such that the session can be conducted in an appropriate environment.
- It is important that you and the referee arrive at the venue agreed upon at about the same time.
- Introduce the session in a positive, non-threatening manner.
- Remember the REVIEW principle introduced in Module 2.3 "Inter-personal skills" put it into practice during this session.

- Ensure the session is conducted with a balance between game-wise and issue-wise.
- Allow the referee to take ownership of critical issues.
- In Module 2.2 “Managing challenges”, you considered the issues involved in conflict management; if there is any conflict, make sure you put into practice those techniques which will assist you in managing that conflict.
- Be prepared with suggestions and alternatives when issues arise; if the referee argues or disagrees with your advice / comments, have your fallback position ready.
- You need to gain, or have, the respect of the referee. Be careful that, having gained it, you don’t then lose it.
- It is imperative that you are up to date on game knowledge, coaching knowledge and law knowledge.
- Avoid the temptation to walk away from dead ends without getting an answer. For example:
Question: *‘How do you think the scrum engagement went today?’ (an open question)*
Answer: *‘Alright.’*
Your response: *‘Well let’s go through what you did’,* rather than say *‘OK’* and just move on.
- Try to ask open questions which do not offer the opportunity for the referee to respond with a simple yes or no.
- Having gone to the trouble to take some statistics, ensure that you use your statistics successfully and effectively.
- Avoid going over issues which have been previously covered.
- Module 2.2 “Managing challenges” also describes the personality (DISC) profile of the referee. Use this approach to assess the major profile strength and weakness of the referee and utilise this in your discussion.
- Don’t forget to address the pre-match requirements of the referee; there is nothing more disappointing for the referee, than to feel that you have ignored his request for help.
- Have a ‘graceful’ finish to the session - summarise the session briefly as a conclusion.

The follow-up (after video viewing if applicable)

- Ensure that the written report contains the same issues, comments and advice as the verbal report.
- Ensure that the written report is produced in a timely manner.
- Ensure that it will be useful to the referee.
- Take the time and care necessary to ensure it is well written, both in content and expression.

As described in 1.1.4 ‘Coaching process guiding principles’, it is essential that the above ‘when, where and how’ of providing feedback must be carried out in such a way as to achieve the best **learning outcome** for the recipient. It may therefore be necessary to vary times / locations / methods for feedback to achieve this.

Coaching hints

In order to ensure a good outcome from your coaching:

1. Work diligently to ensure that you have a good idea of the competencies required of referees and the indicators of non compliance. A sound knowledge base in this area will ensure that you develop the correct framework within which to build your coaching skills.
2. Once this basic knowledge is acquired, it is then necessary for you to pinpoint areas where the referee has problems.
3. It is important to identify the cause of the problem before identifying the applicable coaching hint; the coaching hint has to supply a solution which will work. The area than can make or break you as a referee coach is establishing what is the *cause* of a problem. This analysis is not a skill which will come easily, and there may be many causes, but you have to get to the major cause.
4. Once the cause is determined, you must come up with a coaching hint to help the referee solve the problem. Use Module 4 ‘Referee coaching in practice’ to help you with this.

3.2.5 Follow-up reporting

Post-match

Examples of the referee coaching report are given in Appendix 2. This section will guide you through the 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 on the coaching report form.

Do not write anything beside an area of competence that did not occur or was not tested in the game.

The question then arises as to 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.

The whole area relating to submitting coaching reports is addressed in detail during the various accreditation courses, where real games are viewed and the whole coaching process is examined, explained and executed.

Appendix 3 shows a completed report as an example.



3.3. Observation

3.3.1 Location

As a coach, there is a subtle difference in the way that you watch the game of rugby. Many referees say that since taking up the whistle, they have never been able to watch a game, “like they used to”. They always have to scrutinise the referee’s performance.

Well, the same applies to you, as a referee coach. It is very hard, having started to coach referees, to see a game purely as a game of rugby. Some people are lucky enough to be able to switch off and enjoy just the game, but for most of us, it’s a labour of love! So, presumably, something must have changed in the way we watch the game, if nearly all of us relate to that statement. You will analyse a game differently, looking at the referee’s patterns, and at player responses - the list goes on. In this section, we will establish why, when observing a game, you should stand (or sit) in certain locations, and what you need to be able to see.

Consider the strengths and weaknesses of the different locations from which you can view a game:

- The grandstand and ground level
- The half-way line and near the touch line
- Near the goal line and behind the dead ball line.

Being able to visualise all aspects of a referee’s performance is critical. You have to realise that there are going to be times when the only way to be sure of something is to move to adopt a better position for what you need to see.

It is also sometimes important to hear what the referee and players are saying, and this therefore can also influence your position for some of the game. This issue may be overcome by the use of electronic communications equipment, if available. If you want to retain the highest possible level of credibility in today’s world of refereeing, you will need to be able to justify your position during a game to the referee. For example, many referees will expect you to be able to pass comment on their verbal communication - can you do that if you sat in the grandstand for the whole game?

What to put in the ‘kit bag’

Below is a list of aids which you might want to have with you when observing a referee:

- coloured pens
- a notebook
- knowledge of required referee competencies
- coaching pad
- stop watch
- statistics sheet
- binoculars.

3.3.2 Reading the game / trends

Module 4 ‘Referee coaching in practice’ deals with key components of referee performance and the competencies attached to each one.

Each of the competencies indicates the expected outcomes from the official’s performance.

Each competency is dealt with in isolation to a large extent, i.e., no attempt is made to link components, or competencies, in relation to possible causes, and therefore coaching hints. This section, whilst not exhaustive, is included to alert you to the interrelationship of components. Under each subsection, general examples are given. It is suggested that you develop your own list, over time, and use it as a reference.

Note: Some of the issues discussed below may not be appropriate for a new or inexperienced referee who is still coming to grips with the key components / competencies.

It is also recognised that the referee coach may, sometimes, have additional resources available, e.g. a set of match statistics. The use of match statistics, both absolute numbers and trends, is a source of indicators which can assist the coach in establishing patterns and thereby, possible causes, for non-compliance. Match statistics are covered in detail in 3.3.4.

Other aids (video coverage, and possibly communications equipment) can also be of great value to the coach. Each of these is explored to further assist you in offering the best coaching advice. Note also, that nowhere in this publication is an attempt made to designate required or preferred field positions for the

referee. The issue here is that individual referees have different physical attributes, different levels of mobility, and different skill levels in game reading, match experience, etc. Each, or a combination, of these elements can have a bearing on best practice for referee positioning at the various phases. It is up to you to analyse these attributes and advise accordingly.

Cross-component linkages

1. The purpose of this segment is to alert you to the existence of causal factors, which are not immediately apparent when looking at an individual competency or even a key component.

Scenario

A referee is having scrum problems, with a high number of resets associated with technical issues, and is unable to improve the situation. This is addressed in the relevant key component and competency in Module 4 “Referee coaching in practice”. What is not described is how this may impact on other key components and competencies.

You note also that the referee has been starting to apply a different style of advantage, and shows increasing generosity with forward passes and knock-ons.

Possible cause: The referee is, consciously or sub-consciously, limiting the awarding of scrums.

Coaching hint: Alert him to this style change and when during the game it became apparent to you, with examples, and suggest he develops a method of detecting this type of shortcoming.

2. There are a multitude of permutations here, and some of these will be examined in more detail in the accreditation courses in a more practical fashion.
3. Typical cross-component linkages could be grouped as follows:
 - a. Control - persistent infringements - which can emerge in virtually any of the components, individually or collectively. The referee may well be compliant according to the individual competencies but is not collating and mentally processing this information and applying the appropriate control component.
 - b. Control - unfair play - wherein non-compliance in the ‘red zone’ can be far more significant compared to other parts of the field, and should be treated as such.

- c. Control - dangerous / foul play - where it is often appropriate for the referee to change the application of advantage and tackle / ruck unplayable to keep the heat out of the game.

- d. Communication - interaction with captains and players - a vital tool for the management of the game, and particularly in relation to the above linkages.

- e. Significant events - where non-compliance by the referee (at virtually any key component level) could result in an incident which influences the outcome of the match.

4. Game-reading and consequent outcomes. Here we note the effect of relative strengths and weaknesses of the teams, plus issues which may arise, or change, during the game, and how the referee could be expected to manage the game.

- a. Recognition of the impact of a change of playing personnel during the game, e.g. temporary suspensions, replaced front-row players.

- b. Recognition of one team’s superiority over another at a phase or phases, e.g., a strong scrummaging team, will have different preferences with regard to advantage application compared to a weaker team. Or a superior team at the line-out may prefer a kicking oriented game.

- c. Recognition that the inferior team, at those phases, will attempt to counteract that superiority, which may well result in infringements and/or unfair play.

- d. A team who, for example, is strong at the tackle / ruck, and prefers quick re-cycling, probably would prefer more advantage at this phase when the other team infringes, if it isn’t materially affecting the play.

5. Use of match statistics. Whilst not an end in themselves, statistics can reveal an array of useful information when coaching a referee.

- a. Absolute numbers - where the totals of any section can be indicators in their own right, e.g., scrum reset counts, penalty counts at the various phases, etc.

- b. Trends - where the time notation, and/or 1st half v 2nd half statistics could indicate:
- changes in the nature of the game, conditions
 - changes in the approach or diligence of the referee
 - numbers of penalties at a particular phase over short time-frames (batch penalties).

Any of these should be viewed in the context of the game, the referee's game knowledge, in combination with factors above (e.g. game reading), which indicates either positive or negative refereeing outcomes that require appropriate coaching. You will be much better prepared for this task if you have some such statistics in your possession.

Materiality

In any match with a number of physical and technical contests, there will be offences that the referee will regard as having a non-material effect. The difficulty with non-materiality is that the referee has to take into consideration if a particular offence is non-material in the context of:

- the incident itself
- the match as a whole (creating a permissive environment)
- the game of rugby across all matches.

Bearing this in mind, it is very important that when a referee considers an offence to be non-material, that the referee:

- acknowledges an offence has occurred
- makes the offending player aware of the infringement and potential consequences of further infringements.

In a presentation on materiality, Corris Thomas (IRB Game Analyst) introduces the concept of 'De minimis' as:

The object of the game is **not**
'To score most points and **never break the law**',
but
'**To win through fair play according to the laws.**'

It's the job of the referee to see that this happens in order to keep the game moving; the referee has to decide what is and what is not important.

'De minimis non curat lex'

'The law does not concern itself with trivialities'.

This is a principle of law that, even if a technical violation of the law appears to exist according to the letter of the law, if the effect is too small to be of consequence, the violation of the law will not be considered as a sufficient cause for action. This does not mean the omission of any laws. All laws are enforced – but only when the circumstances for which those laws were created actually happen.

Two requirements for a penalty award are:

- a law has been broken, **and**
- there has been a material effect, i.e.
 - one side has received an unfair advantage
 - one side has been denied a fair advantage

Materiality has nothing to do with advantage.

Advantage says, "A law has been broken, there has been an effect, there should be a sanction, but there may be more benefit to the non-offending team if play continues."

De minimis says, "A law has been broken, but there has been no effect and so the law has no application in the circumstances."

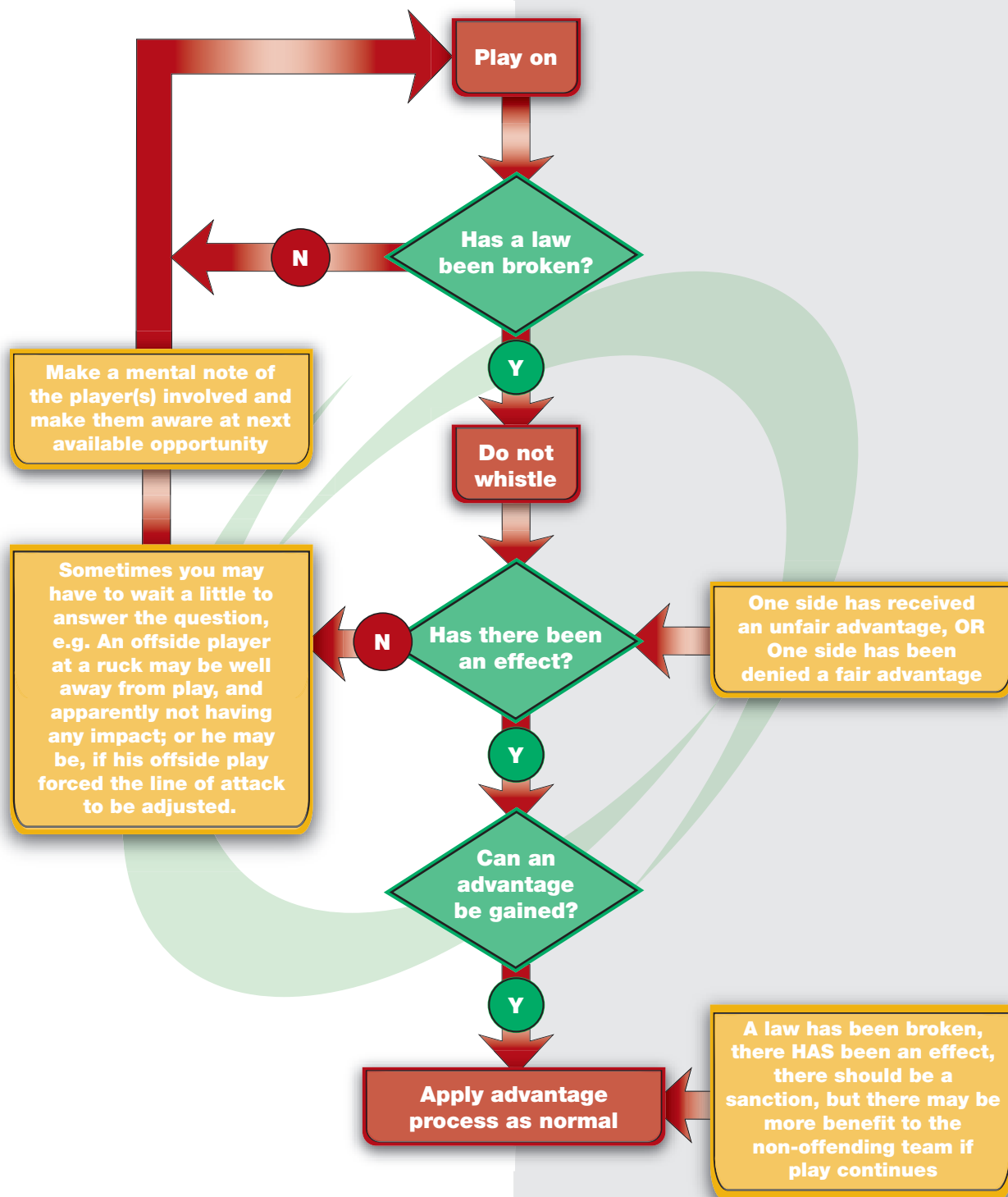
For referees to blow the whistle just because a law has been broken is neither good enough or acceptable.

There has to be a good reason for a team to be punished by a penalty.

When applying 'de minimis', players should still be made aware, wherever possible, that they are on dangerous ground even though they had not been penalised.

By doing this, the referee is making players think about what they should, or should not do.

Applying 'De Minimis'



Basic positional play and ball line running

Where should the referee go to manage kicks, passes, tackles, rucks, mauls, scrums and line-outs? And why? What is 'ball line running'?

Ball line running means literally to be in line with the ball at all times (a metre in front or behind is acceptable.) It puts the referee in the best position to rule on forward passes and knock-ons, and generally gives the referee the best view of the ball carrier in general play. It also ensures that the referee:

- does not arrive late to the breakdown
- consumes less energy
- is less likely to be caught up in 'traffic'
- can adjust easily to game situations, e.g. line-breaks.

How do you measure ball line running?

For about a ten-minute interval, two or three times during a game, the referee coach should try to measure ball line running. This may have to be done at the expense of match statistics, or sometimes carried out for the coach by a colleague.

For each instance when there is a pass, kick, tackle, ruck formed, maul formed, ruck completed, maul moving / completed, scrum commenced, scrum completed, line-out commenced, line-out completed, or a restart kick, do the following:

Under a heading of either 'L' (in-Line), 'A' (Ahead) or 'B' (Behind), note with a mark [|] the position of the referee in relation to the ball or ball carrier. A kick chase is measured as being in line provided that the referee moves with the kick. Similarly a pass back for a clearing kick again is measured as in-line provided movement is made back towards the kicker.

For each (10 minute) batch, the overall count (L + A + B) is established, then each individual count is calculated as a % of the total. Research has shown the optimum count for a referee's running lines is approximately:

- 85% in line with the ball at all times
- 10% in front of play
- 5% behind play

Research has also shown that more mistakes occur if:

- 85% in line with the ball decreases
- 10% in front of play increases
- 5% behind play increases

However, if the in front percentage increases, a referee will make proportionally more mistakes. In other words being in front of the play is worse than being behind.

This is not intended to be a hard and fast statistic, merely a guide for the referee coach which may assist in the analysis of the referee's match performance, particularly in relation to accuracy in decision-making, and in providing coaching feedback on positional aspects and why shortcomings may be resulting from poor positioning. It is a relatively straight-forward concept for the referee to grasp and adjust when it is pointed out in feedback, and even more so when the referee can examine it visually in video recordings.

3.3.3 Performance analysis

Coaches need to become effective observers and analysers of performance. This process can either be carried out purposefully as part of a planned programme, or in an ad-hoc manner without any conscious effort.

Inevitably there are a number of limitations if observation by you is the only method through which information is gathered. The **speed** at which events happen limits the amount of information you may be able to record in your notes.

The **amount** of information can be considerable, resulting in difficulty in initial interpretation and subsequent recall. How much information can be accurately stored in your mind during an 80 minute rugby match?

Different coaches appear to observe different things. Their ability to recall information is typically unreliable and often inaccurate. There is a tendency for people to see what they expect to see. This **bias**, which is often unconscious, inevitably reduces the accuracy of the coach's observations.

There is evidence that memory is both **limited** and subject to **highlighting**. Highlighting is the tendency to remember features of an event (e.g. controversial officiating decisions, individual moments of excellence) which can distort the reliability of the information gained through observation. The speed and amount of information should be analysed during the game from a 'big picture' perspective, so that trends can be detected and confirmed (see 3.3.2 above). The four stages of the performance analysis process are:

Observation, which involves gathering and recording information. Most coaches have strategies for observing behaviour based on their knowledge and experience. Coaches may employ a variety of means to help them with this process, such as:

Analysis, which establishes what actually happened and for what reason. Knowledgeable and experienced coaches can provide detailed analysis from the information obtained by observation. The information can be used during the session to amend practices to suit the changing needs of the referees and/or the situation.

Evaluation, which usually takes place after the session and follows the observation and analysis stages. It draws on the coach's knowledge and experience to provide recommendations for future development.

Feedback, which concerns the provision of appropriate, accurate and positive information to the referee following observation, analysis and evaluation. With good communication and knowledge of the factors that affect performance, coaches can help the referees to learn and develop.

3.3.4 Statistics and note-taking

There are several levels of referee coaching. The Level 1 Referee Coach is predominantly a coach for less experienced referees. The Level 2 Referee Coach is associated with referees at higher levels.

To assist with the coaching process and to ensure that referee coaches are using a consistent measurement process there is an established set of competencies. You can use these to measure the referee's performance and then complete a coaching form indicating where the referee has performed well, and identifying areas for development or requiring attention. This enables the identification of the referee's strengths and also assists the identification of the cause of the problem areas. Having identified the cause of problem, you can use coaching hints to assist in this feedback to referees.

How important are notes, and are statistics of benefit to your coaching, or are they simply a 'necessary evil'? This section aims to help you understand the importance of notes and statistics, for the benefit of not only your coaching technique, but also for the needs of the referee.

1. Why keep statistics?

- Establishing patterns in a referee's performance / management
- To know more detail about the sort of game you are watching (e.g., how many scrums versus line-outs, etc)
- How many penalties are awarded and in what phases of the game.

2. Do statistics always tell the same story?

- Ultimately, the answer is no
- It depends on the type of game it was. The style of the teams has to be taken into account, and aspects like, for example, the weather. A penalty count of, say, 30 one day is perhaps high, whereas in another game that count might be perfectly acceptable.
- So, statistics are dependent on the game that you are watching, and your ability to read the game. Not only that, but surely that tells us that collecting statistics is as much about understanding the type of game that the referee was managing and how he/she in fact manages the game, as it is about establishing what the referee might have been doing well or not so well.

3. What are the different statistics you want to collect, and why?

New and relatively inexperienced coaches should not get involved in large statistic collection exercises. The statistics that you collect should be basic, e.g. scrums / resets, penalties at the breakdown, etc. You usually should not forsake the holistic view of the game and let statistic collection affect your referee coaching.

4. What are the techniques you would use for note taking during a game?

You should concentrate on the outcome rather than the means of achieving it. If you don't like where the referee stands at the line-out, but the referee gets the right result, what does it matter? If the referee gets the right outcomes, he/she is doing well.

See Appendices 4 and 5 for examples of completed note-taking and match statistics sheets.

3.4 Data collection

3.4.1 Gaining information

The observational skills examined in previous modules are important, but they must be supplemented with additional information. The methods of gathering information commonly used by coaches are:

- questionnaires
- peer review
- notation (e.g. match analysis)
- video footage.

Questionnaires

These provide information from referees on a range of issues including their own feelings about their performance, your performance as coach, a particular coaching session, etc. To increase the likelihood of gaining honest information, it is important to explain the reason for the questionnaire, how the answers will be used and who will have access to the information (confidentiality).

Peer review

This is the process by which referees evaluate each other. It is useful for teams and groups in which all referees have the opportunity to discuss each other's strengths and weaknesses. The process can help referees to communicate and learn from each other, which promotes team building. However, sensitive management of the process is required to ensure the information is used in a positive manner for all concerned. This technique is further examined in Module 5.3 'Self help'.

Notation techniques

By developing notation techniques, you can obtain detailed information about each referee's action. Notation systems are often used to record information such as:

- patterns of play
- technical errors
- achievements.
- ball-line running
- positional pattern data.

We see examples later in this section with the use of 'compliance statistics' and 'match statistics'.

Information can be recorded either during match with a pen and paper, or by watching a video of a game after the event and recording the data then.

Video

This can provide objective information to enhance performance analysis. It can:

- act as a permanent record of performance
- provide immediate feedback
- be stored for subsequent analysis and editing. The facility to freeze, review and slow down action can provide greater detail than is possible during a live performance.

3.4.2 Compliance statistics

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.

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COACHING OF MATCH OFFICIALS

MODULE 4 - Referee coaching in practice



MODULE 4 REFEREE COACHING IN PRACTICE



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											

KICK OFFS											
DROP OUTS											
MARKS											

INJURIES											
-----------------	--	--	--	--	--	--	--	--	--	--	--

TJ REPORTS - #											
TIME											

SIN BIN											
SENT OFF											

ADVANTAGE											

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			

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, recorded 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.

Module four - Referee coaching in practice

4.1 Competencies

4.1.1 Concept

Continual growth and interest in sport has created enormous demand for high quality sport officials. This has resulted in administrators, at all levels of sport, constantly seeking people who are competent at officiating. However, it would seem that the determination of what constitutes a competent official, and their subsequent identification and development, is far more complex than simply finding someone who exhibits a thorough knowledge of game laws.

Skills related to communication, athleticism, decision-making, legal responsibilities and player management, are increasingly being viewed as necessary. Additionally, issues such as referee coaching and assessment, stress, and referee retention, are now inextricably linked to modern officiating.

From within this context, a clear and concise description of what constitutes effective officiating has proved elusive. Relatively few attempts have been made to quantify systematically the criteria by which practitioners interpret and assess effective or desirable performance in sport. In this regard, officiating is no exception. This is surprising, given that officials are pivotal to the orderly conduct of a sporting contest.

Part of the problem lies in defining the role of the official. Various descriptions have ranged from 'crisis containment', to 'facilitation', to 'maintaining social order'. However, no substantive agreement has been reached.

Despite such lack of clarity, the most recognisable role of the referee is to uphold the laws of the game. Yet, in upholding the laws, their strict application may not necessarily be seen as 'good' officiating. It is maintained that referees should exercise some degree of discretion in their rulings, even though such discretion can lead to numerous complications. Moreover, the complexity of the referees' role multiplies when controlling sporting contests which are contextually based, yet framed by specific and

objective rules. This is particularly so in rugby, where game dynamics ensure that very few, if any, decisions are based on exactly the same set of circumstances.

Referee competencies are a set of parameters that a referee must adhere to in order to ensure that the game is refereed by the laws. They provide the framework for coaching a referee. The question a referee coach should ask about a new referee's performance is, in the majority of situations, "Did the referee display the required level of competence?"

It is important to effective referee coaching that the **competencies** are used. This provides referees with consistent feedback.

4.1.2 Identification of competencies

The framework on which to build sound coaching advice is the International Rugby Board key result areas, key components of referee performance and the competencies attached to each of these key components. Also used are touch judging key components and their competencies. These competencies have been developed in consultation with international referees, and international performance reviewers.

Elements of the game are under the headings of Technical and Management.

Key Components of an official's performance have been identified. These are the broad areas that make up the Technical and Management facets of the coaching function.

Competencies make up the framework of the Key Components, and indicate the expected outcomes from the official's performance. Essentially these are related to technical elements of the game.

For example, under the **Element** heading of **Technical**, we will see (in a later section) a **Key Component** entitled **Tackle**. Then, under **Tackle** we have these **Competencies**:

- Ensured that the tackler released and moved away.
- Ensured that the tackled player made the ball immediately available.
- Ensured that the arriving players did not voluntarily go to ground.
- Ensured that arriving players entered the tackle 'phase' from the correct position.

For each key component, competencies have been produced which indicate the expected outcomes from the official's performance. It is in these that the official is required to be proficient. In the tables in Module 4.1.5 are five headings. The first is '**Required competency**', which has been explained above.

The second is '**Indicators of non-compliance**'. This assists you in linking events during a game to the competency area.

The third is '**Possible causes**'. This will give you a possible cause of the non-compliance with the competency.

The fourth is '**Law cross reference**'. This gives any laws which bear relevance to the issues being discussed.

Lastly is a '**Coaching hints key**' column. It is linked by keys to the coaching hints table that follows in Module 4.2. The letters in the 'coaching hints key' column correspond to the key in the table. By looking up the key in the appropriate table, it will give you the nature of the shortcoming of the referee or touch judge, and some suggestions for coaching hints which may rectify the problem.

If you apply the competencies and the information contained under the other headings, along with the explanation of keys, diligently, it will contribute greatly to a consistent approach to the coaching of officials.

It would be impossible, without frequent reprints, to incorporate law changes in this publication. This section emphasises coaching, not law knowledge, which is implied in any coaching that is performed. It is the duty of referee coaches to stay abreast of law changes, interpretations and rulings.

4.1.3 Relevance and relativity

Too often, refereeing skills are described in one of two ways. Firstly, they may be written in general terms. While such descriptions usually encompass the entire domain of refereeing work, they are broad based and cover only the general aspects of referee performance. Secondly, competencies may be written in very specific terms. This method enables explicit and precise descriptions of refereeing work. Sometimes, during the course of a game, the occurrences of certain competencies is minimal (this can open questions of competency relevance).

Nevertheless, no matter how competencies are described, they need to be relevant to specific sports. The differentiation between generic officiating skills and sport-specific skills is important. While there are underlying competencies that all officials require, there are specific skills needed by officials to excel in their chosen sport. Consequently, officiating criteria that are sport-specific require identification and clarification.

More deeply, the identification of the essential skills required by officials is fundamental in two emerging areas of officiating - coaching and assessment. Firstly, effective coaching programs for officials require clear, unambiguous and relevant performance criteria. This ensures focused and relevant curriculum for all officiating levels. Secondly, officials should only be coached with, or assessed against, criteria that are specific and important to sport.

The following section contains the table, as described above, showing the required competency and the associated coaching material to assist the referee and you, the referee coach. These competencies are very specific in relevance to the game being watched, reviewed and processed in accordance with the coaching process described earlier.

However, there exists a further array of more generalised competencies which the referee and mentor should also be aware of. These tend to address the more personalised aspects of a referee's skills and personal make-up, as well as the 'relativity' towards other people involved in the game of rugby, e.g., other officials, player / team coaches, the players, administrators, the media, etc.

4.1.4 Generalised competencies

Management

- Judge player indiscretions consistently.
- Be impartial with all players (e.g. ignore personality clashes, player status, etc.).
- Organise the mechanics of set plays (e.g. make sure the scrum packs safely).
- Work with touch judges collaboratively (e.g. making decisions, player management, etc.).
- Utilise captains and senior players to manage difficult players or situations (e.g. chat on the run).
- Be aware of field marking anomalies.
- Discourage negative tactics, e.g. sledging, time-wasting.
- Provide a safe environment for players (e.g., check studs for sharp projections).
- Avoid being overly serious, arrogant, pedantic or 'policeman-like'.
- Display humility and empathy with players and coaches
- Develop your ability to manage on-field conflict with coaches, captains, etc.
- Apply various strategies to actively and effectively discourage dissent and referee abuse.

Communication

- Demonstrate composure when communicating to players. Develop a positive rapport with:
 - players
 - coaches
 - administrators
 - officials (other referees and touch judges)
 - support staff (e.g., trainers).
- Show the ability to produce concise, accurate and meaningful incident and/or sending off reports.
- For verbal communication, remember:
 - less is better
 - specific - say it once and use Law Book terms
 - informational - preventative, set standards
 - directive - it gets the required outcome
 - non-repetitive - effect is not lost by over-use.

Decision making

- Demonstrate consistency in applying the laws.
- Adapt decision-making to the specific conditions of each game (e.g., weather, interpretation of laws, playing surface, skill levels of different grades).
- Adjudicate fairly and correctly throughout the game based on accurate law knowledge.
- Show even-handedness when adjudicating on 50-50 decisions.

Game preparation and analysis

- Demonstrate outcomes of undertaking specific training programs (e.g., physical, psychological).
- Display a professional appearance at all times (e.g., dress on and off the field, calm and controlled manner).
- Prepare physically for each game (physically, psychologically, nutritionally).
- Demonstrate a level of athleticism appropriate to the standard of the game.
- Evaluate performance through:
 - self analysis (e.g., video, worksheets)
 - referee-coach reports
 - player feedback
 - coach feedback.
- Demonstrate a willingness to implement suggested feedback (an action plan) to improve performance.

Law knowledge and game understanding

- Take appropriate actions which are applicable to specific situations (e.g., injury, collapsed scrums).
- Understand strategies and techniques used by players (e.g., player organisation in scrums and line-outs, variations of binding, etc.).
- Understand what the players in various positions are trying to do. What are their key factors to fulfil their roles?
- Display effective positional play (e.g., best view of critical incidents, avoid player movement).

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
ADVANTAGE				
Played territorial / tactical advantage in accordance with the spirit / nature of the game.	Inconsistent application, i.e., same infringement treated with differing application of advantage. Showed uncertainty, e.g. by sometimes staying at place of infringement. Indefinite signalling of advantage. Player frustration with application. Made little or no distinction between penalty and non penalty infringement. Did not or could not read the game. Did not take account of match scores and time remaining.	Confusion regarding what constitutes an advantage Inability to read the game. Not understanding tactical v territorial. Weather and ground conditions not being taken into account, also skill levels of players. Lack of confidence to back judgement. Inability to recognise either team's strengths and weaknesses (e.g., strong scrum, weak line-out).	8.1	K CL ²⁰
Did not return the original infringement after territorial / tactical advantage had been gained. Managed advantage so that 'ball-in-play' time was maximised.	Referee travelled long distances to return to original infringement. Inability of team to capitalise on their advantage caused by their own inadequacies / mistakes. Inconsistency / confusion between clear advantage opportunities rather than possible advantage opportunities.	Non-appreciation of skill levels, and when and how advantage is able to be taken. Not taking weather and ground conditions into account.	8.1	K
Played advantage without putting non-offending players under undue pressure.	Made no distinction regarding field position and/or player numbers, playing similar advantage irrespective of attacking / defending status of non-offending side.	Inability to accurately read the game. Non-appreciation of skill levels, and when and how advantage is able to be taken. Not taking weather and ground conditions into account.	8.1	K
Communicated advantage by signal and voice (including advantage over).	Did not communicate advantage via voice or signal. Hesitant or unclear hand signals.	Does not appreciate importance of signalling / advising players that advantage is being played or is over.		K C

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
RUCK / MAUL				
Ensured that players joined from on-side positions.	Ball / carrier being 'sealed-off' from support players. Melées developing with players on wrong sides from either team. Frustration / retaliation from players already correctly joined / bound. High count of unplayables and turnovers. Players not in ruck being taken out of play.	Inadequate communication. Late arrival, poor positioning on arrival (probably too close). Not focused on players arriving. Lack of understanding of the 'clean-out' - one metre limit. legal v illegal (shoulder charge).	16.5 17.4	C P K CL ¹⁵
Ensured that participants and non-participants remained on-side.	Players (both attacking and defending) loitering in offside positions. Players not bound coming through / around before ball out. Players detaching, not retiring, fringing. Team entitled to possession not being able to clear the ball quickly / cleanly.	Inadequate communication. Poor position to see offside lines, and players' positions relative thereto (e.g., too square on, too far from breakdown, or too close, etc.). Lack of understanding of Law as to when ruck / maul is over.	16.5 17.4 11.8 16.6 17.5	C P
Ensured that players hands were not used in the ruck.	High number of unplayables / penalties. Players on the ground playing the ball. Increasing levels of player frustration / infringements.	Lack of understanding re the formation of a ruck. Late arrival / poor positioning on arrival. Lack of meaningful communication (that a ruck has formed).	16.4	L C P K
Ensured that rucks / mauls were not collapsed and players did not voluntarily go to ground in a manner contrary to law.	Players engaged in a moving maul suddenly go to ground. Players trying to pull participants out of maul / ruck. Maul stops / moves sideways / backwards and allowed to proceed. Pile-ups and melées occurring after ruck formed.	Lack of directions re release of ball ("use it or lose it"). Lack of understanding of law and mauling techniques. Poor reading of the game - difference between a re-started maul and a new one formed. Cannot differentiate between driving through & diving over.	16.3 17.2	C L K CL ¹⁶
Awarded scrum put-in to the correct side when the ball becomes unplayable.	Player frustration. Confusion whether the phase was a ruck or a maul. Feed given to side not entitled.	Law knowledge lacking re definitions and requirements. Inability as to the type of phase (ruck or maul, collapsed maul or pile-up after a tackle).	16.7 17.6	L K

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
KICKS & GENERAL PLAY				
Ensured that all restart kicks (kick off, drop out, penalty kick, free kick) were taken correctly (method and place), and players remained on-side.	<p>Execution of the kick, or place where taken, not correct.</p> <p>Quick taps being missed / incorrectly called back.</p> <p>Kicks being taken behind referee's back.</p> <p>Referee is missing players ahead of kicker - often evidenced by infringing player's early arrival to where the ball alights or where the receiver is positioned.</p>	<p>Poor positioning at KO / DO.</p> <p>Speed of restart not being recognised / acted upon.</p> <p>Not anticipating timing / direction of kick.</p> <p>Not reading game - quick restarts v tactical - planned moves from kick-off.</p> <p>Insufficient communication.</p> <p>Law knowledge lacking.</p> <p>Lack of concentration.</p> <p>Speed of game not being embraced, e.g., quick taps.</p> <p>Game knowledge lacking.</p>	13 21	L I K C P
Ensured 10-metre space available to non-offending side at penalty kicks and free kicks.	<p>Observation of kicker and opposing players' positions.</p> <p>Ball carrier being obstructed after quick tap - not being allowed to make ground (10m).</p> <p>Players slow to retire after penalty / free kick awarded.</p>	<p>Lack of meaningful communication / direction to players to stay out of play.</p> <p>Behind / ahead of play - unable to accurately assess 10 metre space.</p> <p>Not correctly managing the situation, especially in the 'red zone'.</p>	21	F C K
Ensured that players were on-side at kicks taken in open play.	<p>Players ahead of kicker, or 'down-town', being allowed to move towards receiver / position of alighting of the ball.</p> <p>Blind-side chasers getting a head start.</p> <p>Players of kicker's team not beyond the imaginary line drawn ten metres in front of the player waiting to play the ball, ball receiver being put under pressure.</p>	<p>Referee watching the ball and/or not focussed on players of either side.</p> <p>Ahead of or behind play too far, not able to assess positions of key players.</p> <p>Not looking behind to check blind-side chasers.</p> <p>Too close to have good breadth of vision.</p> <p>Not communicating with players in offside positions to stay out / back or stop moving.</p>	11	P C F CL ⁹
Ensured that all obvious knock-ons and forward passes were detected.	<p>Player / crowd reaction.</p> <p>Players slowing up, looking to referee in anticipation of adv. being called / signalled, or whistle; player frustration if allowed to proceed.</p> <p>Angle / position of hands / arms of the passer indicating forward momentum.</p>	<p>Running lines not straight.</p> <p>Too far ahead of, or behind, play - mobility problems.</p> <p>Too far away from play - view being obstructed by traffic.</p> <p>Little help from touch judges if appointed.</p>	12	C L K CL ¹⁶

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
SCRUM				
Ensured that the mark was indicated and scrum engagement procedure of “Crouch, Touch, Pause and Engage” was followed.	Numerous resets for poor engagement. Hesitation by the front rows as to when to attempt engagement. One side going early. Front rows and scrum-halves constantly seeking referee’s attention or asking questions. Players being allowed to dictate the engagement. Engagement process too fast. Front row is showing uncertainty as to where the mark is.	Lack of understanding / appreciation of the mechanics of a scrum. Insufficient confidence to communicate with the tight five re engagement issues. Unable to detect relative strengths and weaknesses of either scrum. Lack of forcefulness / conviction when making the prescribed calls, changing the engagement call during the game, and not applying the appropriate sanctions when regular non-compliance is evident.	20.1	K C CL ¹⁷
Ensured that, after engagement, the scrum was steady and square to touch until the ball was put in.	Again, numerous resets, often for wheeling. Scrum already at an angle when ball being fed, often finishing up being wheeled. Scrum fractures due to initial unsteadiness. Scrum half is moving as he feeds the ball, again due to unsteadiness.	Not concentrating - or not applying standards consistently. Lack of confidence in the phase, applying a ‘let’s get it over with’ approach. Not staying close to scrum, on centre-line, to verbally manage the process. Lack of appreciation of the physical advantage of a team being able to wheel and hence get a turnover. Communication to tight five not effective, or maybe inappropriate. Lack of detection of relative strengths of the two scrums.	20.1	K C P
Ensured that all front row players were bound correctly until the scrum was over.	Numerous resets, usually for collapsing or unsteadiness / poor engagement. Scrum being allowed to finish, but still collapsing, even after ball out. Front rows being too far apart at time of engagement.	Not looking at the full picture - concentrating on ball. Not managing pre-engagement enough, particularly re positioning of front-rows relative to each other (angle / distance). Post-engagement, moving away to back of scrum too quickly, giving poor view of non-feeding tight five.	20.3	I K

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
SCRUM (continued)				
Ensured that there was a fair contest for the ball, including throw-in, foot up and delayed throw-in.	Ball going under hooker's feet. Non-feeding hooker gives up striking for the ball. Scrum-half approaches the scrum on the right shoulder of the referee (who should be standing at the tunnel on the centre line) and feeds the ball from that position. Stance of feeding scrum-half not square, and hand / arm movements not in equilibrium. Positioned too close to scrum.	Sanctions not being applied for regular occurrences. Requirements not made known pre-match or at early scrums. Movement away from the tunnel / centre line too early, i.e., too quickly towards the number 8, rather than backing away level with the middle of the scrum. Lack of concentration / intensity. Lack of effective communication with scrum half.	20.6 20.7 20.8	C I P CL ¹⁸
Managed and applied appropriate sanctions for collapsed (and standing up) scrums.	Non-compliance by one or both scrums with the required engagement sequence, causing repeated collapses. Scrums too far apart (collapse) or too close together (standing up of front rows) prior to engagement. Front rows not square on to each other (one prop overtly leading in), or props boring in on opposition hooker. Front rows standing up during the scrum when being shunted backwards. Props on side opposite to the referee slipping their bind, especially if being pushed backwards. Incorrect binding evident, either before or during.	Not managing the pre-engagement properly. Lack of understanding of the mechanics of a scrum. No allowance made for ground conditions. Poor reading of the game regarding the relative strengths / weaknesses of the two scrums. Pre-match instructions not issued, or not applied. Lack of confidence in applying sanctions - too many resets of the same scrum for the same reasons. Has not sought assistance from touch judges. Poor understanding of the law, especially regarding fractured scrums, popping, etc. Not moving to opposite side of scrum to check.	20.1 20.2 20.3 20.9	K C L
Ensured that participants (e.g., back row binding) and non-participants remained on-side.	Scrum-half crowded while clearing the ball. Flankers harassing fly-half too quickly. Flankers / No 8 standing up. Screwing scrum being assisted by flanker pulling scrum around. Flankers joining back-row movements too early.	Poor positioning / angle at post-engagement - remaining static / too ball-focused. Lack of communication. Not maintaining overall vision - probably ball-focussed, or overly attentive to the non-participants. Not concentrating sufficiently - using the scrum as a 'rest'. Not communicating with the loose forwards.	20.3 20.10 20.12	P I C

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
LINE-OUTS				
Managed quick throw-ins and quick line-outs effectively.	<p>Evidence of law not being complied with, re who has handled the ball, same ball etc, and also position for same.</p> <p>Not aware of quick throw-in happening, or has allowed one when a formed line-out already exists.</p> <p>Referee has not sought assistance from the touch judges (when appointed).</p>	<p>Evidence of law not being complied with regarding who has handled the ball, same ball, etc, and also position.</p> <p>Referee not aware of quick throw-in happening, or has allowed one when a formed line-out already exists.</p> <p>Referee has not sought assistance from the touch judges (when appointed).</p>	19.2	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #800000; color: white; padding: 2px 5px; margin-bottom: 2px;">I</div> <div style="background-color: #000080; color: white; padding: 2px 5px; margin-bottom: 2px;">K</div> <div style="background-color: #008080; color: white; padding: 2px 5px;">L</div> </div>
Ensured that there was no delay in line-out formation.	<p>Formation of 'huddles'.</p> <p>Undue delay from one team.</p>	<p>Using delay as a 'rest' time.</p> <p>Lack of communication of requirements, either pre-match or during.</p>	19.7	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #008000; color: white; padding: 2px 5px; margin-bottom: 2px;">C</div> <div style="background-color: #800000; color: white; padding: 2px 5px; margin-bottom: 2px;">I</div> <div style="background-color: #000080; color: white; padding: 2px 5px;">K</div> </div>
Ensured that there was a fair contest for the ball / including maintaining the gap.	<p>Players of non-throwing side jumping early, probably due to feinting / balking by the thrower.</p> <p>Catcher or throwing side has to lean off the vertical and towards his own receiver, to secure the ball.</p> <p>Non-throwing side not jumping at all, implying persistent crooked throws.</p> <p>Thrower being permitted to take up a position not on the line-of-touch prior to throwing.</p> <p>Evidence of a reasonable gap initially when line-out formed, but movement of players causes closing prior to ball being thrown in.</p> <p>Players jumping for the ball are being impeded by opposition jumpers.</p> <p>Players falling dangerously, due either to being obstructed whilst off the ground, or supporters being barged.</p>	<p>Lack of communication of requirements, either pre-match or during.</p> <p>Not remaining diligent throughout the game - letting standards drop as game progresses.</p> <p>Poor position at the line-out, unable to effectively monitor the thrower / throw-in.</p> <p>Lack of understanding of the line-out technique.</p> <p>Not remaining diligent throughout the game - letting standards drop as game progresses.</p> <p>Drop in concentration and using line-out as a rest time.</p>	19.5 19.6 19.7	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #800080; color: white; padding: 2px 5px; margin-bottom: 2px;">P</div> <div style="background-color: #008000; color: white; padding: 2px 5px; margin-bottom: 2px;">C</div> <div style="background-color: #800000; color: white; padding: 2px 5px; margin-bottom: 2px;">I</div> <div style="background-color: #000080; color: white; padding: 2px 5px;">K</div> </div>

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
LINE-OUTS (continued)				
Ensured that across and along the line-out offences were managed or penalised.	Players fall dangerously or awkwardly due to supporters being obstructed / impeded. Players regularly appearing on their opponent's side of the line-out after the throw-in	Poor positioning, obstructing a view of the line-out in progress. Too focused on the ball, not getting a broad enough view. Lack of appreciation on the techniques in a line-out, especially in relation to obstruction, barging etc.	19.9 19.13	P K
Ensured non-participants remained on-side	One or both back lines, or individual backs, obviously inside the 10m from line-of-touch whilst line-out still in progress . Throwing team's players advancing as ball thrown in without regard to where the ball is being thrown. Forwards, who have withdrawn from the line to reduce the numbers, returning to the line-out when the ball is thrown in. Non-recognition of a ruck or maul being formed from the line-out, and still not having crossed the line-of-touch and non-participants advancing.	Lack of directions to players during progress of the line-out to stay on-side. Law knowledge deficient, especially restart and end of a line-out, participating vs non-participating players etc. Drop in concentration / diligence. Poorly positioned to see all aspects.	19.10 19.12 19.15	C L P CL ¹²

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
CONTROL				
Used appropriate preventative measures to control the game.	<p>Game gets heated and no steps taken to restore balance.</p> <p>Little or no preventative action on potentially explosive confrontations, non-recognition of rising levels of off-the-ball obstruction, potential flashpoints, retaliation and over-reaction to hard tackles, etc.</p> <p>Little or no effort to initially try to 'manage' first before penalising.</p> <p>Misses opportunities to be pro-active to foresee potential problems, and convey the information to the captains / players.</p>	<p>Lack of ability to recognise when the game is getting heated - due possibly to poor game knowledge combined with inadequate person-management skills.</p> <p>Inability to vary between 'short' game when play gets heated, and 'flowing' when play settles down.</p>	<p>19.9</p> <p>19.13</p>	<p>K</p> <p>C</p> <p>I</p> <p>CL²²</p>
Used appropriate punitive measures to control the game.	<p>Penalising of foul play inconsistent relative to the infringements.</p> <p>Shows hesitancy when firm action required.</p> <p>Opportunity for the players to 'play rugby' being hindered by many penalties / little advantage, etc.</p>	<p>Lack of knowledge of coaching trends; poor law knowledge.</p> <p>Lack of balance between decisive and conciliatory approach.</p> <p>Inability to relax - too tense.</p> <p>Lack of confidence to apply stern measures when warranted.</p> <p>Poor concentration / attention to actions of players away from the ball / breakdown, etc., or out of play.</p>	<p>10.1</p> <p>10.2</p> <p>10.3</p> <p>10.4</p>	<p>L</p> <p>C</p> <p>K</p>

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
CONTROL (continued)				
Managed foul play (dangerous play and misconduct) effectively, utilising admonishment, cautioning and temporary suspension, and sending off, appropriate to the offence.	Players who deliberately and/or repeatedly infringed not penalised accordingly. Inappropriate / inconsistent sanctions relative to the infringement, including dangerous tackles, players on the ground in rucks not being protected, players charging into side of rucks / mauls. Repeated foul play. Control deteriorating.	Lack of confidence to apply stern measures when warranted. Inability to set / apply standards of discipline for the entire match. Poor law / game management knowledge, and the requirements of the foul play provisions in the laws.	10.1	C
			10.2	L
			10.3	CL ²¹
			10.4	
			10.5	
			10.6	
Managed and/or applied sanctions for incidents of obstruction / unfair play and repeated infringements effectively.	Consistent infringements (especially at the breakdown) of a similar nature, and particularly in the 'red zone', being penalised but no other communication evident. No use of temporary suspension available for such occurrences. Non-distinction between 'professional fouls' versus other infringements, again particularly in relation to the attacking / defending status of the teams, and tactical and territorial implications. Kickers being (repeatedly) checked / bumped etc. Frustration / retaliation evident from kicker / kickers players / chasers. Legitimate chasers impeded; not arriving as expected. Receiver, focussed on the ball, unexpectedly no longer in position, or out of play, indicating obstruction / physical interference.	Lack of game knowledge; inability to spot slowing-down, obstructive and negative tactics / techniques. Insufficient skills in reading the game relative to conditions, player skill levels, state of the game, etc. Ineffective or non-existent communication. Attention not directed to appropriate area, in accordance with the sequence of kick / chase / receive. Takes eye off kicker too quickly, or watches the ball in the air, or does not anticipate approximate area of alightment; finishes up either too close to receiver, or at wrong angle or position to see receiving of the ball. Other players preventing a good view of proceedings. Not communicating with players to stay away and not impede.	10.1	K
			10.2	C
			10.3	I
			10.4	P
			10.5	F
			10.6	

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
COMMUNICATION				
Communicated effectively with the whistle and voice. Demonstrated ability to vary communication.	Whistle muffled, monotonous or difficult to hear. Play often continuing after whistle blown. Tone of voice not varied. Player confusion and/or dissent evident.	Hasn't had any instruction / advice re whistle usage. Lack of confidence. Lack of appreciation of effective voice control and body language to assist level of positive communication.		<div style="background-color: green; color: white; padding: 2px; display: inline-block;">C</div> <div style="background-color: blue; color: white; padding: 2px; display: inline-block;">K</div>
Communicated effectively with signals (primary / secondary / tertiary) and non-verbally in accordance with protocol. Communicated effectively with other match officials.	Body language / outcomes (especially at the breakdown) indicating inadequate voice communication from the referee, or non-specific as to player(s) (e.g., colour / number) or potential infringement (hands, etc.). Players / spectators unsure whether infringements have been detected. Arm signals indecisive or inconsistent. Arm signal dropped then reappears for same advantage, etc. Discussions with other match officials / captains / players drawn out and excessive, or conducted at inappropriate times / locations.	Lack of game knowledge / techniques as to players intentions at the various phases leading to inability to be pro-active / preventative. Lack of knowledge re prescribed signals (law book). Lack of understanding of the protocol, and 'team of three' concepts.		<div style="background-color: green; color: white; padding: 2px; display: inline-block;">C</div> <div style="background-color: blue; color: white; padding: 2px; display: inline-block;">K</div> <div style="background-color: blue; color: white; padding: 2px; display: inline-block;">L</div>
Ensured that interactions with captains / players were effective.	Decisions difficult to decipher players / captains often querying reasons for penalties / stoppages / determinations of put-ins, etc. Body language of referee indicates little player rapport with referee. Communication attempts with captains not producing the desired outcomes.	Lack of communication skills and protocol.		<div style="background-color: green; color: white; padding: 2px; display: inline-block;">C</div>

4.1.6 Touch judge competencies in detail

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
TOUCH & KICK AT GOAL				
Signalled correctly for ball in touch, touch-in-goal. Signalled correctly for place where ball was to be thrown in. Signalled correctly for which team was to throw in the ball.	Uncertainty or hesitation in signalling touch. Errors in adjudging ball in touch. Confusion / errors as to whether or not a kick was taken inside the 22m area, or the ball carried back first. Confusion / dissension from the players as to who is entitled to the throw-in. Lack of assistance from/to the other TJ as to indicating position for ball out on full, etc.	Poorly positioned to make accurate judgements. Too close, or too far away, from place where ball goes into touch. Low levels of concentration / application. Inadequate law knowledge. Little effective anticipation / reading of play. Lack of teamwork between TJs.		<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #800080; color: white; padding: 2px 5px; text-align: center;">P</div> <div style="background-color: #008080; color: white; padding: 2px 5px; text-align: center;">L</div> <div style="background-color: #800000; color: white; padding: 2px 5px; text-align: center;">I</div> <div style="background-color: #000080; color: white; padding: 2px 5px; text-align: center;">K</div> </div>
Complied with law relating to quick throw-ins.	Incorrect ball used. TJ unaware of other players / spectators handling the ball. Frustration / confusion shown by players of team attempting a valid quick throw-in being incorrectly called back.	Lack of concentration / application. Poor law knowledge.		<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #800000; color: white; padding: 2px 5px; text-align: center;">I</div> <div style="background-color: #000080; color: white; padding: 2px 5px; text-align: center;">L</div> </div>
Signalled correctly for kick at goal,	Indecision / lack of cohesion between the two TJs. Need for referee to obtain clarification of decisions.	Low levels of concentration / application. Lack of teamwork between TJs.		<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #000080; color: white; padding: 2px 5px; text-align: center;">L</div> <div style="background-color: #008000; color: white; padding: 2px 5px; text-align: center;">C</div> </div>

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
FOUL PLAY				
<p>Detected incidents of foul play, and signalled such incidents in the correct manner.</p>	<p>Incidents in play incorrectly reported as foul play. Uncertainty or hesitation in signalling foul play. Undue delay in reporting incidents of foul play. Seemingly obvious incidents of foul play not being reported. Frequent occurrences of the referee not acting on the reports. Inconsistency of reporting / non-reporting.</p>	<p>Poor positioning to detect the incident. Lack of game knowledge / confidence to recognise foul play as opposed to hard but legal play. Inability to read the game, and to detect changes in the tone of the game.</p>		<p>K P</p>
<p>Communicated foul play reports to the referee in accordance with accepted protocol.</p>	<p>Reporting process drawn out, with referee often requiring more information, asking a lot of questions. Wrong players called out, or captain called out because no number given. Inappropriate action / sanctions applied for the offence. Overly demonstrative descriptions / demonstrations during the reporting process.</p>	<p>Poor positioning to detect the incident. Inability to focus on clarity and brevity whilst reporting. Lack of game knowledge / reading of the game. Lack of confidence in adequately describing the severity of the incident. Inability to remain detached and give a calm, balanced report, maybe reacting to crowd / player pressure.</p>		<p>P F K C</p>

Required competency	Indicators of non-compliance	Possible causes	Law cross-ref	Coaching hints key
COMMUNICATION				
Communicated correct information to the referee for assistance with in-goal decisions.	<p>Actions / signals / movement near or in in-goal not consistent with the referee's decision.</p> <p>Referee appears to lack confidence in TJ's advice.</p> <p>Timing of arrival into in-goal makes it obvious that touch judge could not have been of assistance.</p> <p>Positioning totally inappropriate for the type of play that led up to the in-goal action (e.g., rolling maul , front-of-line-out, pushover scrum, etc., compared to a defending side's error, intercept, long distance back line movement and so on).</p>	<p>Lack of anticipation.</p> <p>Poor reading of the game / game knowledge.</p> <p>Low levels of concentration / application.</p> <p>Inappropriate movement upfield away from in-goal, or getting caught in 'no-man's land'.</p> <p>Following play into in-goal, rather than being there to observe play coming in.</p>		<p>K</p> <p>I</p> <p>F</p>
Communicated essential information to the referee for assistance with set play and general play management.	<p>Referee often seen to be seeking help / assistance with little or none being forthcoming.</p> <p>No teamwork evident with the other touch judge re marking of positions for restarts, detection of other TJ's flag out for a report, etc.</p> <p>Frequent infringements by players on referee's blind side not being acted upon.</p> <p>No communication between referee and TJ during breaks in play, or during line-out formation.</p>	<p>Positional play, and or fitness / mobility deficiencies.</p> <p>Poor reading of the game, conditions, skill levels, etc.</p> <p>Lack of understanding / appreciation of the 'Team of three' concept.</p> <p>Lack of game knowledge, especially re set play infringements (e.g. props boring in, line-out barging, etc.).</p>		<p>P</p> <p>F</p> <p>K</p> <p>C</p>

4.2 Coaching hints in detail

Key code	Nature of shortcoming	Coaching hints
<p>K Knowledge</p>	<p>Knowledge of game, ability to read the game, understanding of techniques applicable to the various phases. Appreciation of / adapting to ground / weather conditions.</p>	<p>Attend team training sessions, observe what coaches are instructing their players to do at each phase. Obtain a player coaching accreditation. Talk to (selected) players / captains / coaches. Keep abreast of playing / coaching trends. Watch / talk to higher level referees.</p>
<p>F Fitness</p>	<p>Slow to, and late arrival at, the next phase. Lapses of concentration, especially late in each half.</p>	<p>Regime of exercises - sprint training and endurance training in right mixture. Consult fitness coaches, colleagues, etc.</p>
<p>P Positioning</p>	<p>Positioning at the phase, movement from the previous phase, running lines, angles. Problems with 'traffic'.</p>	<p>Build appreciation of importance of running lines, speed, anticipation. Understand differing requirements relative to field position, attacking / defending offside lines. Appreciate positional issues relevant to each phase. Watch and talk to other (experienced) referees. Understand requirements for positioning at in-goal v others.</p>
<p>C Communication</p>	<p>Communication / player management. Ineffective / non-existent communication. Poor signals, whistle technique.</p>	<p>Watch video recordings of higher level refs. Develop knowledge of effective verbal communication at each phase, and vary it so that it doesn't become overly repetitious. Work on confidence levels by improving game and law knowledge. Seek advice on, and practice, whistle skills.</p>
<p>L Law</p>	<p>Inadequate law knowledge. Poor application.</p>	<p>Re-sit law examination(s). Fine-tune law knowledge by: - presenting modules in referee accreditation courses - study associated documentation, such as consolidated rulings, game management documents, etc.</p>
<p>I Intensity</p>	<p>Poor application. Lack of concentration.</p>	<p>Acquire discipline for: - pre-match preparation - personal triggers / check-points used during the game. - seeking assistance of other match officials if appointed.</p>
<p>CL Check list</p>		<p>Refer to the coaching checklists which appear below in Module 4.3. These are numbered as they appear in the IRB's 'Refereeing in Practice'.</p>

4.3 Checklists

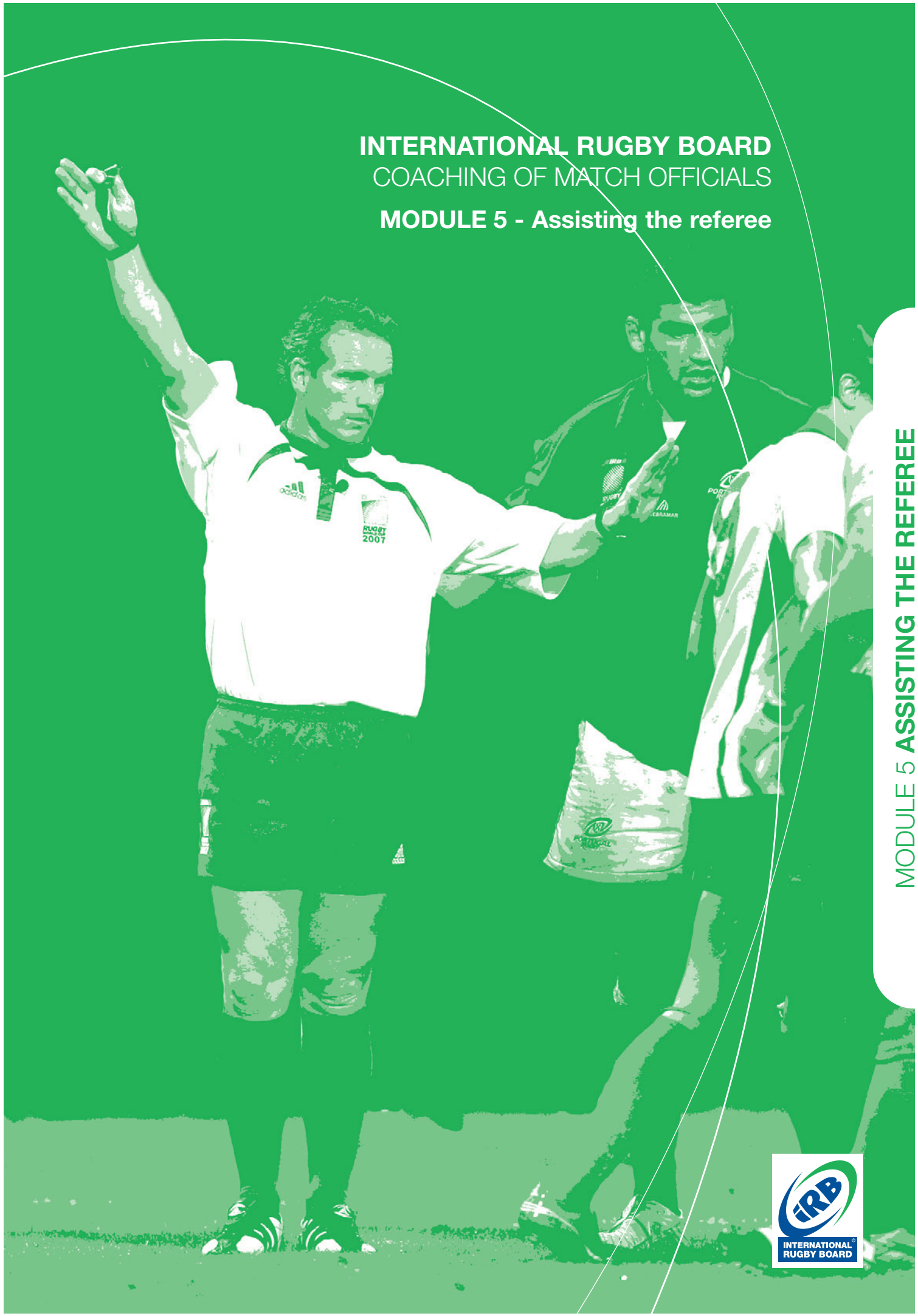
Check list no	Elements
9	<p>Checklist 9 - Kicks</p> <ol style="list-style-type: none"> Check that the kicker is not late tackled or obstructed. Remember that when the team mate of an offside player has kicked ahead, the offside player is considered to be taking part in the game if that player is in front of an imaginary line across the field which is 10 metres from the opponent waiting to play the ball. Watch for attacking players in front of the kicker continuing to move forward. Note the exact location from where the kick was made and where it will land or be caught - in case players are offside. Watch for the kicking team's players being put onside, especially by a player who is not the kicker. Watch the outside backs (including any that may be behind you), putting their opposing players onside. <p>Don't forget the various ways a player can be put onside either by his own team or opponents.</p>
12	<p>Checklist 12 - The line-out</p> <ol style="list-style-type: none"> Watch for incorrect support in the line-out - a jumper being abandoned in mid air. Watch for players jumping early across the line-of-touch, and thereby being offside. Check that the ball is thrown in at least five metres. Check that the last feet of a ruck or maul cross the line-of-touch before the backs advance across the 10-metre line. Check that forwards in the line-out join an ensuing ruck or maul from the back. Watch for forwards from the line-out not joining the ruck or maul becoming offside. <p>Know when a line-out ends and when players not in the line-out can advance. Be prepared for the quick throw in.</p>
14	<p>Checklist 14 - Tackle, ruck and maul</p> <ol style="list-style-type: none"> Watch for the ball carrier being brought to ground and observe whether the ball touches the ground. Observe whether the ball carrier is held by an opponent when brought to ground. Check that the tackler releases the tackled player immediately. Check that the tackled player passes, places or releases the ball immediately. Check that both players move away and endeavour to get to their feet before playing the ball again. Watch for either the tackler or the tackled player interfering with the ball on the ground. Check that players joining, or the next player handling the ball, are on their feet. Check that players joining the tackle come from behind that part of the body of a player from their own team which is closest to their own goal-line.

Check list no	Elements
15	<p>Checklist 15 - Ruck</p> <ol style="list-style-type: none"> Check that the ball is on the ground. Check that all players involved in the ruck are on their feet. Check that players joining the ruck enter from behind the rear feet. Watch for players coming in over the top. Watch for incorrect binding on players, especially when holding the ball in the back row of the ruck. Watch for rucking of the player and not the ball. Watch for hands in the ruck.
16	<p>Checklist 16 - Maul</p> <ol style="list-style-type: none"> Check that the ball is in possession of a player. Check for the correct formation (ball carrier and one from each team). Note the person or team responsible for taking the ball into the maul. Watch for the maul becoming stationary and not moving forward again within five seconds. Watch for the ball being grounded and the maul becoming a ruck. Check that players joining the maul enter from behind the rear feet. <p>Remember</p> <ol style="list-style-type: none"> Only a ruck can develop from a tackle situation. A line-out does not finish until the hindmost feet of a ruck or maul cross the line-of-touch. As for a scrum, the ruck and maul finishes once the ball has crossed the goal line.
17	<p>Checklist 17 - Scrum</p> <ol style="list-style-type: none"> Check that the scrum is put down at the correct place, e.g., five metres in from the touch line. Ensure that eight players from each team form the scrum if each team has 15 players. Check that numbers in the scrum are the same for each team - for U19s. Check that all players are bound on fully. Check that front rows with the hooker are bound correctly. Manage distance between front rows. Ensure players have heads and shoulders above hips. Ensure no crutch binding by U19s.
18	<p>Checklist 18 - Scrum</p> <ol style="list-style-type: none"> Check that the ball is thrown in straight down the centre line. Watch for the ball being twisted towards attacking side when thrown. Check that the ball lands beyond the width of the nearest prop's shoulders. Check that the scrum-half stands one metre back to put the ball in. Watch for the attacking side breakaway moving out to obstruct the opposing scrum-half following the ball through the scrum. Watch for back row forwards without the ball breaking from the scrum before it has ended. Ensure all forwards remain bound correctly until the scrum has ended. Watch for the defending backs creeping up offside. Watch for excessive wheeling (90 degrees for seniors, 45 degrees for u19s) Remember the U19s rules which states not more than 1.5 metres shove.

Check list no	Elements
20	<p>Checklist 20 - Advantage</p> <ol style="list-style-type: none"> After foul or dangerous play near the goal-line don't play advantage, especially for U19s games. Consider a penalty try in lieu of a penalty, especially if a try would have been scored. If dangerous play occurs in general play, don't play advantage unless a try is likely to be scored. Establish guidelines to decide whether the advantage has been obtained. Should the play return to the original infringement or continue? (e.g., if an advantage is being played and a further knock-on occurs.) This will come with experience. A good practice is to ask, "What advantage did the non-infringing team gain?" <p>As well as playing advantage referees should call "playing advantage" and "advantage over".</p>
21	<p>Checklist 21 - Caution & temporary suspension</p> <ol style="list-style-type: none"> Identify the offending player by: <ul style="list-style-type: none"> - the number of the player - the team the player is in - by colour if that is easier - the position of the player / description of the player and any other assistance for identification if there is no number on the jersey or it is not easily seen. Identify the offence. Remember in a fracas, the third person in should be identified. Record where the offence occurred. Invite a recommendation if the report is from a touch judge, e.g., temporary suspension and penalty.
22	<p>Checklist 22 - How to caution / send off a player</p> <ol style="list-style-type: none"> Give a loud blast on the whistle. Step well back from the incident, out of earshot of the players. Listen to the touch judge's report and then send the touch judge back to the touchline. Call out the offending player/s and the captain/s. Clearly state the nature of the offence without elaborating or getting into an argument. Issue the necessary caution, temporary suspension or send off. Show the red or yellow card, if necessary. Proceed to the position of the incident and award the necessary penalty.

NOTES

INTERNATIONAL RUGBY BOARD
COACHING OF MATCH OFFICIALS
MODULE 5 - Assisting the referee



MODULE 5 ASSISTING THE REFEREE



Module five - Assisting the referee

5.1 Areas to develop

5.1.1 Roadblocks

As referees advance in both experience and ability, they will then, more than likely, look to further advance their careers, and seek higher honours. The general consensus is that the practitioner could be affected in these endeavours in different ways, some of which will hinder their progress, others which will assist.

In the referee coach competency criteria (see Appendix 8), several of the criteria refer specifically to the all-important area of 'self-discovery' for the referee. The following are included here to remind the referee coach of this most important responsibility:

- The positive aspects of the referee's performance were re-enforced by the RC.
- The RC used a balance of providing solutions and leading the referee to self-discovery, taking into account their experience.
- The RC showed an interest in the views of the referee.
- The RC ensured that the referee left the discussion with a clear understanding of the points raised and the solutions agreed.
- The RC was able to provide solutions to issues identified that will assist the referee towards improved performance.

As the referee coach, you can also provide some guidance to the referee to aid in the identification of any possible 'roadblocks'. In consultation with the referee, ask them to:

1. Compile examples of competitive thinking that could block them from achieving your goals.
2. Compile examples of achievement motivation that could assist them in achieving those goals.
3. Contrast the difference between competitive thinking and achievement motivation.

Defining roadblocks

1. List the factors that have an effect on their refereeing. The following list is by no means complete but can serve as an example:

- Injury • Personal interests • Politics • Financial circumstances • Competition • Attitude • Perceptions • Commitment • Opportunities • Technical resources • Referee coaches • Mental state • Off-field behaviour

2. Decide which of these factors that you can affect.

3. Decide which factors you have no control over.

This appears to be a common set of roadblocks in most avenues of life. Only three areas can cause you problems:

- Perceptions
- Politics
- Mental state.

4. Resolve how you can solve these three roadblocks noted above.

5.1.2 Mistake-free refereeing

1. Think of the ways in which an official can make a mistake during a game. To name just a few, some ideas could be:

- mistake in law
- daydreaming
- not fit enough.

2. Now group these mistakes together under headings. Again, to name just a few:

- law knowledge
- mental skills
- physical condition.

3. Now list the reasons why an official would make a mistake in each of these headings.

5.1.3 Enhancing performance

The primary concerns of coaches are to help their referees develop and enhance performance through improvements in physical conditioning, psychological skill, tactics and sport-specific skills. This can only be achieved if monitoring, analysis and evaluation is undertaken to assess developments in physical

conditioning, psychological and technical skills. It is important initially to establish each referee's starting point to help set goals, and then to monitor progress. In addition to measuring various attributes of the referee, coaches need to assess the effectiveness of their own coaching performance, the coaching sessions and programmes. All these factors need to be taken into consideration when planning subsequent sessions or competitions and in adjusting goals.

This section examines analysis and evaluation techniques as key components of the coaching process and suggests ways of developing a systematic approach to analysing and evaluating performance. It outlines the roles that analysis and evaluation play in:

- initially establishing goals and planning programmes and sessions
- improving performance
- planning future coaching sessions
- enhancing your effectiveness as coach.

It also examines ways of monitoring, analysing and evaluating performance (both of you as coach and of the referee) and determining how and when feedback should be given.

What do coaches measure?

A key part of coaching is referee development and performance improvement, so it is important that coaches can determine and measure the components of good performance.

For many sports, these include:

- physical conditioning (e.g., strength, speed, power, endurance, flexibility, etc)
- psychological skills (e.g., emotional control, concentration, motivation, commitment, etc)
- technical skills (e.g., passing in netball, starting in swimming, putting in golf, etc)
- tactical skills and decision-making (e.g., defending corners in hockey, full court press in basketball, pace running in track athletics, etc).

Each sport will place a different emphasis on these components. For example, in gymnastics, the successful application of techniques is the most important component, and movement is directly assessed against a model of perfection. Gymnasts require strength, power and flexibility to execute techniques proficiently. In contrast, in team games

(e.g. soccer), the outcome of the movement (e.g. the direction of the pass) is more significant than the way it is executed (e.g. inside or outside of the foot) although there may be a generally accepted movement pattern which underpins consistent and efficient action. Therefore, the demands on the referee are different (e.g. tactical awareness and decision-making may be important to success).

There is a tendency to think that monitoring, analysis and evaluation is simply about the identification of faults and weaknesses. This is not the case. They form part of a systematic process that provide a balance between confirming strengths (and praising good performances) and identifying weaknesses. There is a number of ways in which the components of performance can be measured.

Improvements in performance are partially dependent on the quality of the coaching and the structure of the sessions and programmes. However, as a coach you should be able to analyse and evaluate referees within a coaching session. This is dependent upon your skills, knowledge and experience. Having analysed referees within a session, effective coaches should be able to adapt practices or their coaching style to suit the changing needs of the referees and the environment. Therefore all coaches should identify the qualities and skills of effective coaches, and assess their own knowledge, skills and performance against these.

After each coaching session, its effectiveness should be assessed by:

- the extent to which the referee and coach enjoyed the session
- the extent to which goals have been achieved, improvements made and how they contribute to the long-term goals.
- how practices and session were structured (e.g., appropriate practices and progressions, relevance to competition situations, etc)
- the frequency and duration of practices and sessions (e.g., rest time between attempts, number and duration of training sessions per week, etc).

Assessment needs to be conducted in an objective and systematic way for the information gained to be of value. The results should be written down, interpreted and used to determine the goals for future coaching sessions and programmes.

5.2 Needs

5.2.1 The newer referee

One of the issues facing a referee coach is learning to coach referees of different standards and levels of experience. One of these is the relatively new referee - one who has maybe only just, or is about to, obtain their first accreditation level. The following is a list of points which should be borne in mind when working with such individuals. It should also be read in conjunction with the points raised in Module 5.3.2 "Peer support".

In addition to raising some of the issues, the points also offer some suggestions on how they can be addressed, not only by the referee, but by those who provide the support for these individuals when they begin their refereeing career.

Summary points

Assist the referee to developing a checklist for their first team chat and practice going through this checklist with them. See also the "Before the game" section of "Refereeing in practice".

1. The positive nature of the referee - referee coach relationship should be emphasised.
2. The ability of the referee in applying the laws during the first couple of games is secondary to the need of the referee to feel supported and encouraged by the referee coach to build up their confidence.
3. The development of checklists and strengthening of law knowledge and application is essential as the new referee begins to make a transition from 'not knowing what they don't know' to 'knowing that they don't know'.
4. It is important to direct the needs of a new referee to appropriate resources within the association that can best develop the referee.
5. The referee association plays a critical role in ensuring that enough attention and resources are provided to the referee via its membership.
6. Equal peer discussions can provide a learning opportunity for discussions at a common issue level.

7. Senior referee discussions can provide a learning opportunity for new referees to learn from the experiences of others.
8. Development of new referees by referee coaches should be through a directing style with a high emphasis on passing on of knowledge from the referee coach to the referee.
9. As the new referee begins to make a transition from 'not knowing what they don't know' to 'knowing that they don't know', the referee coaching style should move towards a more traditional referee coaching role of directing and supporting the referee.
10. The emphasis for developing new referees should be on referee coaching rather than mentoring (see next section).
11. Senior referees with a certain level of experience can provide additional coaching resources and a role model for new referees.
12. Professional referees can be used to assist a new referee in understanding their own style and their style's strengths and weaknesses.
13. Referee appointments should be at a level that will allow the new referee to gain confidence and experience and allow them to apply the coaching principles that they are taught.
14. Assessment of a new referee will be more subjective and should apply additional emphasis on the ability of the referee to apply the coaching advice they have been given, game management techniques and safety.



5.2.2 The role of the mentor

In the previous section, we discussed how a referee coach can provide assistance to another referee, especially a newer one, in a one-on-one environment. This leads us into an examination of mentoring.

A mentor can help someone to:

- see their strengths and weaknesses
- clarify what goal and needs they have
- identify future options and directions
- determine the action necessary to achieve their goals
- assist in overcoming barriers to progress (including the mentee's own deep seated fears)
- access the skills and knowledge they require to move forward.

Mentoring styles

Coach

Showing how to perform a task or activity - this role may use a variety of teaching methods such as inform, question, model and confirm.

Facilitate

Creating opportunities for the mentee to use new skills or suggest ways the mentee can move toward their goals.

Counsel

Helping the mentee explore consequences of potential decisions or actions - the mentor should listen, probe, clarify and provide advice when asked.

Sponsor

Promoting or referring the mentee to others - providing access to a wider network.

Support

Encouraging the mentee to grow by providing support, acceptance, inspiration and challenge - trying to relate to the mentee and share experiences.

The coaching / mentoring environment

Historically, the officiating environment has been one shaded with a degree of negativity. Much of the informal feedback officials' coaches receive is negative. Rarely are positive remarks and comments directed toward officiating groups in general, and officials' coaches in particular.

The official's coach / mentor is a key person in encouraging a positive atmosphere within the official's ranks. That also applies to the learning environment. A lot of the negativity stems from a general ignorance about the official's role.

The coach / mentor who projects a positive outlook and engenders a positive spirit within the officiating group usually has a very significant effect on the overall officiating environment.

Coaching / mentoring skills

A coach / mentor must have a number of basic skills to function effectively. These should be based on:

- a **knowledge** of the sport
- an **understanding** of coaching techniques.

The coach / mentor must be able to:

- plan - assess officiating needs and develop programs to address those needs
- organise - activities & programs for officiating
- communicate - to individual or a group, showing an ability to get the message across.
- observe - aspects of an official's performance
- analyse - details of an official's performance, strengths and weaknesses
- evaluate - the standard of performance
- improve performance - develop strategies and actions to address identified weaknesses of a previous performance.

5.2.3 How a mentoring system works

A referee coach might see a range of referees over a weekend and not see these referees again for some time. However, usually there is no formal monitoring of referees, except those at the top end.

It is feasible to adopt a mentor-coach model as well as continuing with the random approach. The program is not unique and has been tried in various associations. It initially requires the identification of referees that have potential. These referees are invited to participate in the mentor program and conditions are outlined before they are accepted and make a commitment to be a part of the program. Accredited referee coaches are then invited to apply for consideration to be part of the mentor system.

The referee coaching group profile, reflects a membership consisting of active senior referees (say, more than 6 years experience), active premier rugby referees about to make the transition to coaching, recently retired referees and those well experienced in referee coaching and the appointment of referees at various levels.

Steps should be taken to try to ensure that all mentored referees and coaches have access to at least one tape/DVD during the season and that the both view the tape together and the coach provide supporting evidence of comments in his coaching report.

All referees should establish written goals for the season, and these must be discussed with their coach.

Mentors must be committed. Active referees need not be a part of the mentor program but should and could still coach in the more random manner.

Careful consideration must be given to who is with whom. It is of little value having a mentor who is in conflict with his mentee, whether it be a personality clash or a more deep-seated cause.

There should be a limit of one referee per coach. It is often difficult for a coach to allocate sufficient time to mentor a number of referees simultaneously and give each his/her full attention.

Both parties must be committed.

Identify a small group of referees who are committed to self-improvement and have the potential to referee at the higher / highest level. Look for a demonstrated commitment through regular attendance and participation at training, meetings, etc.

Prior to the commencement of the season hold a meeting of the mentee referees and mentor coaches to set clear guidelines as to the goals of the program and the commitment required of both groups.

As part of goal setting the referees should take responsibility for their own self-analysis in consultation with the coaches. Detail of how this will be organised should be outlined early in the season and monitored. Coaches will be required to observe and write reports on their mentees, on at least three occasions during the season.

Referees accepted into the program will be required to take responsibility for some of their own self analysis in consultation with their coach and they also will be involved in the coaching of new referees.

5.2.4 The use of diaries

In conjunction with the above processes, it is also of enormous benefit if the referee keeps a diary for the season, to record the key areas of development for reference both for his coach (if being mentored), but more importantly for his own self-analysis / evaluation, as described further in Module 5.3.1 "Self analysis".

The diary should consist of five sections:

1. Calendar

List of all refereeing activities undertaken - including courses, training, meetings, games, etc.

2. Goals

As set either personally or with a mentor. The referee should list approximately five goals that they wish to achieve in their refereeing 'career' during the season. Goals should be achievable and not subject to being influenced by somebody else, e.g., to referee the first grade grand final depends on the thoughts and actions of CGB members, however a goal of refereeing the scrum engagement process so that there are 50% less resets is something that your referee can work on and achieve.

3. Competencies

The referee has to think about the game refereed. They should read through each of the competencies and place the number of non-compliances that they can remember for each competency in the match in the appropriate cell.

4. Match summary

The referee should write a summary of the match which corresponds to the competencies entered above. A good example of what should be recorded here can be seen by the sample diary shown in Appendix 6.

5. Coaching summary

The referee should give an honest summary of the referee coaching report for each game, including the name of the coach.

5.3 Self help

The most significant way in which the referee coach can assist the referee, irrespective of at what level, is to be available to offer help and guidance for them such that they can continue to learn and develop without having to rely on a referee coach. This is vital for the referee, as they must quickly become self-sufficient, either in isolation or in company with refereeing colleagues.

Many unions have few, if any, qualified referee coaches, and often rely on visiting coaches for their support (in the form of IRB Trainers, for example). The fallout from this scenario is that the union, its referee society or association, and the rugby community have to take every opportunity to utilise the trainer's skills, resources, etc., when the trainer is available. Likewise, the referee coach (or trainer) has to have the skills to guide the 'remote' referee(s) individually and as a group, to this end.

However, self analysis is just as important when the referee is receiving regular or intermittent coaching - the referee coach is supplying information, advice and encouragement, but it is the referee who is responsible for accumulating, absorbing and analysing that feedback in an on-going and long term time frame.

This leads us to two different methods which should be adopted to cover both these situations - self analysis (or evaluation), and peer support, and how the referee coach should advise and guide the practitioners to carry them out.

5.3.1 Self analysis (evaluation / assessment)

In the IRB booklet "Refereeing in Practice" the chapter "Before the Game" states:

"If a referee coach has come to see you referee, introduce yourself prior to the game. Don't expect the coach to come and find you. Be ready to let him know any key areas of your refereeing with which you may wish assistance. These could be refereeing areas requiring improvement commented upon by a previous coach that could be improved.

"If there is another experienced referee available to watch your game, when no coach is available, ask that

referee for some feedback in lieu. Don't forget to find that referee or referee coach after the game to thank them and to obtain their comments. Alternatively, telephone them later."

And the chapter "After the Game" states:

"If a referee coach has been watching, make a point of thanking that person as well and making a time later to meet up or to telephone. Don't be afraid to talk to the referee coach. They are there to assist the referee with improvements in refereeing. Make a point of listening to the coach's comments even if you don't necessarily agree with them. A discussion with a referee coach will give the referee the opportunity to explain why certain decisions were made and allow the referee the opportunity to consider alternative solutions to certain aspects of play. If the referee has made a wrong decision on a point of law then as soon as possible after a game when back at home the referee should check in the law book and ensure that the law in question is interpreted correctly at the next game.

After each game it is good practice for a referee to do a self analysis of the game to try to overcome any weaknesses or errors prior to the next game.

Try and speak with the coaches, captains and players of both sides after a game. The referee can learn a lot from them. However, don't be afraid of criticism. Listen and check the comments later. If explanations are required they should be given in simple terms.

Don't sneak off after a game. The players and coaches will realise referees are human after all and the referee will make many good friends and continue the unique camaraderie of rugby football."

We will now address some of these suggestions in more detail, since self-analysis embraces a number of activities, all of which combine to provide valuable support to the referee.

The two main areas pinpointed above are:

Game analysis

This involves a closer examination of the match, preferably from a DVD or video, and then drawing information from that review. This may be carried out by the referee, or by a colleague - preferably someone whose experience is at least the equal of the referee. This second alternative is covered below in "Peer support".

Seeking feedback from other personnel

This is simply the process of making contact with team coaches, managers and players. This is probably best achieved by having some sort of formalised mechanism for the coaching and support staff to supply feedback using a common reporting mechanism. If there is no such structure, then the feedback could very easily become counter-productive due to inconsistencies between coaches. A suggested feedback style of report is shown in Appendix 7 “Team management report on referee”.

Game analysis

As discussed earlier in Module 3 “Functions of a referee coach”, the two main tasks carried out by a referee coach during a game are note-taking (recording the time and nature of incidents which could be useful for further analysis), and notational (match statistics). For a referee to self-coach, if a video is available, the exercise should be the same.

The collecting of match statistics does, however, require certain skills and a significant amount of practice. It is recommended, therefore, that initially the referee collects limited statistics only, concentrating on the application of the competencies. This would therefore suggest only recording:

- penalties and free-kicks under the various categories
- scrum management, resets, wheels, turnovers, etc.

(Instructions for the use of the match statistics form are contained in Module 3.3 “Observation”).

This should be done as regularly as possible, as the accumulated data is invaluable in measuring the referee’s progress. Then, armed with these statistics, and a copy of the video, use Module 4 “Referee coaching in practice” to check performance:

- Competency. It is recommended that only the high incidence competencies be given preference initially until more experience has been gained. Here, tackle, ruck, scrum (safety in particular), control and advantage are probably the components of most significance.
- Indicators of non-compliance. Watch the game with particular emphasis on checking for signs and patterns as described.

- Possible causes. This can assist in homing in on the factors which have been responsible for the non-compliance.
- Coaching hints. Here, pay particular attention to the checklists. They are taken from “Refereeing in Practice”, and are invaluable for the referee to apply ‘real-time’, i.e. they should be memorised for application in real live game situations, as well as forming the basis for planning individual progress and development when self-evaluating / analysing.

Taking of appropriate notes is essential to ensure ongoing review each time this exercise is undertaken (the referee should write him/herself a ‘coaching report’ along the lines described in Module 3.2.5 “Follow-up reporting”, that highlights:

- positive points
- areas requiring improvement
- matters to consider.

Another very fruitful exercise to undertake is to examine positional execution. This is an area which can, if not performed well, can lead to multiple problems. The particular areas to watch for, in the early stages, are:

- at the tackle / ruck
- in-goal or near in-goal
- ball-line running - is the referee getting ahead of or lagging behind play?

Some golden rules relating to self analysis / evaluation / assessment follow. These should be put to the referee for their guidance.

1. Define self evaluation as it relates to refereeing.

Basically, self evaluation is the ability to self reflect. It is thinking about your refereeing, evaluating your performance and identifying what needs to be done to make it better. It is a skill that needs to be overtly practiced and developed in order to enhance performance

2. What are the major components of self evaluation?

Firstly, you have to have something to evaluate. This could be your memory of a game, or it could be something more tangible such as a video, referee coaching report, assessment report etc.

Analysis and identification (both strengths and challenges) is the second component.

Evaluation of those areas that you consider to be challenges is the third component. That is, are they major or minor challenges?

Next comes planning for improvement, followed by implementation of the plan. Then it's back to the top to start the process again after the next game to see if the referee has improved.

3. In the major component areas (noted below), compile a list of the practical aspects which would make up the area.

- Analysis and identification.
- Reflect on the game or look at the video.
- Management aspects (control, safety, continuity).
- Communication aspects.
- Decision making aspects (consistency).
- Game understanding (positional play).
- Evaluation.
- How effective was I in the various aspects of the game?
- What did I do well and what areas present a challenge to me?
- Planning.
- Develop a goal to improve each of the challenges.
- Ensure that the goal is practical.
- Ensure that you focus on a specific action which you can actually change.
 - Implementation.
- Some goals will take some time to implement properly.
- Be patient and follow up the implementation process as required.

5.3.2 Peer support

Extremely important to the success of referee development and support is that obtainable from one's peers. This support can take many forms, ranging from a phone call or email to or from a refereeing colleague to a formal meeting of a structured association / society of referees and coaches. The need for such a body cannot be over-emphasised, as we will see below some of the benefits of same to both its members, and the union to which it provides refereeing services.

The aims and objectives of a typical society / association would probably look like:

- To foster the game of rugby within the area controlled by the Union, including any successors to such body, and in particular to control, organise and manage all matters relating to the refereeing of such games of rugby.
- To appoint referees when invited.
- To support the objects of the Union and to work in affiliation with that body.
- To disseminate knowledge of the laws in force from time to time.
- To encourage referees and refereeing generally.
- To coach and examine persons as to their knowledge of the laws and where appropriate certify such persons to be proficient.
- To assist in the administration of rugby generally.
- To join and/or affiliate with other associations having like or similar objects.
- To sponsor associations having like or similar objects and to encourage them to affiliate with the Association.
- To promote, encourage and foster the interchange of rugby referees between associations having like or similar objects.
- To employ such person or persons as may from time to time be necessary to further the objects of the Association.
- To prepare, print, distribute and otherwise deal in publications of all kinds relating to rugby union.
- To promote the care, welfare and advancement in life of members or their families.
- A person is eligible to apply to be a member of the Association if the person:
 - holds relevant qualifications to referee rugby and wishes to referee games of rugby controlled by the association; or

- proposes to obtain relevant qualifications to referee rugby and to referee games of rugby controlled by the Association; or
- is or has been a member of the Coaching and Grading Board or similar or other body of the Association; or
- has an interest in the refereeing of rugby and is considered by the Committee as being able to make a contribution in the affairs of the Association.

Planning and goal setting is also most important for the referees and coaches as a group (association, society etc). Short and long-term strategies should be established, and plans put in place to achieve these (using 'SMART' if appropriate).

These strategies could include, for example:

- referee recruitment and retention
- referee coach development
- accreditation and education programs
- law review meetings and testing
- exchanges with other associations / societies
- policy in relation to appointments (use of a CGB – see below)
- regular fitness training sessions and testing
- planning with external resources (e.g. IRB Trainer of Educators) for scheduled visits, etc
- group social functions.

Establishing a Coaching and Grading Board

In most associations or groups of referees, there is the constant issue of who is appointed to which games, and why. Lack of transparency in appointments is a major source of discontent among the refereeing fraternity. Also, there is often insufficient organisation and planning regarding referee coaching, feedback, measuring, goal-setting and so on.

A most effective way of overcoming, or at least addressing these issues, is to have in place a group of (refereeing / coaching) experienced people who are responsible for the areas of operation which can be seen as a credible body with the appropriate level of authority to implement. We shall call this a Coaching and Grading Board (CGB). The more detailed specification of a CGB's operation is described in Module 1.3.4 "A coaching and grading structure".

Briefly, its responsibilities are:

- appointing referees to officiate at matches under the control of the Association, and for grading referees for that purpose
- appointing persons to coach members and prospective members in the interpretation and practical application of the laws and refereeing generally
- nominating or appointing referees to officiate at representative matches or for the purposes of referee exchanges as required or desirable from time to time;
- nominating recipients of prizes or awards granted by the Association for refereeing.

The CGB should attempt to ensure that coaches are appointed to observe referees in action in matches to which they have been appointed as often as practicable for the purposes of coaching those referees to improve their performance and for grading referees for appointment to matches.

Other activities and support services

Members of the association can support each other, with or without coach assistance, in assisting in some or all of the self-analysis exercises detailed in the previous section. For example, they could carry out the game viewing, stats collection, and review for a colleague.

Similarly, in a meeting / seminar environment, group coaching exercises could be carried out, where the various tasks are carried out by different individuals. Another useful activity is to have members make presentations to the meetings on various topics, aimed at generating discussion and therefore learning.

If the referee coaching support is not local (e.g. is delivered by an IRB Educator), it is important to try and set up a routine where selected video footage is sent away, with coaching feedback being sent back. Then, when the remote coach visits, the recipient referees can then have one-on-one sessions based around the earlier coaching reports.

NOTES

INTERNATIONAL RUGBY BOARD
COACHING OF MATCH OFFICIALS

MODULE 6 - Extended roles



MODULE 6 EXTENDED ROLES



Module six - Extended roles

This section is intended to embrace a number of functions and roles that a referee coach may be required to perform over and above the various tasks already covered. By the nature of the role, there invariably arises the need to assist in the peripheral aspects of refereeing and referee coaching. It could be something as basic as, for example, being on the committee of the Referee Association / Society, taking on the responsibility for ensuring law updates are conveyed to all the members, through to the identification, training and promotion of new referees and referee coaches, mentoring them through their development, and so on.

The following sub-sections cover, in some detail, the more common and productive roles a referee coach could, with the appropriate experience, be expected to perform.

6.1 Coach the coach

6.1.1 Introduction

Experience with coaches, particularly those who don't get together very often, has shown a need for them to have on-going support for their coaching activities. Referee feedback only goes so far - it may point out some of their shortcomings, and suggestions for improvement, but doesn't tell them **how** to improve. Also, feedback can be very spasmodic in appearance and quality. It is also often only used for evaluation by the coach's superiors, and often doesn't even get back to the individual coach.

6.1.2 Preparation by the coaching coach (CC)

1. **Explain** the process to the participating coaches, i.e., the **logistics** (arranging time and place for referee feedback, and the ensuing coach's feedback). Coaches must keep the CC apprised of their movements at the ground, which game(s) they are doing, etc. CC to advise the coach of their presence.

2. Like coaching itself, the CC must be prepared mentally for his job, and also with appropriate tools, e.g. notebooks, watch, maybe a checklist.

6.1.3 Process

1. Observation of the coach before the match

- Has the coach had a pre-match discussion with the referee?
- What was the outcome? (e.g. What did the referee want attention paid to, etc?). Did the coach take notes of the discussion?
- Was the coach calm and organised prior to kickoff, or still running around (talking to previous referee), etc?
- Did the coach comply with the pre-arranged locations, times, etc?

2. Observation of the coach during the match:

- What was the level of concentration (talking to others, moving about, going to the canteen, etc)?
- Did the coach use the prescribed tools effectively, as in note-taking, stats (full or reduced), time keeping in conjunction with his notes, etc?
- The CC should not be located next to the coach, but should be both observing the coach **and** the game. Don't forget that the CC will be sitting in on the feedback session, and hence have made his own assessment of the game and the referee's performance.

3. Observation of the coach in the feedback session

- Was the session conducted in the right physical environment?
- Was it conducted in the principles of 'REVIEW'?
- Was it constructed logically, i.e., were the various issues followed through in an organised manner, both game-wise and issue-wise?
- Did the session require the CC's intervention?
- Did the referee understand the concept that you are there purely as an observer, or was the referee expecting your input?
- Did the coach allow the referee to take **ownership** of the critical issues?

- Did the coach have a fall-back position when the referee didn't agree, i.e., was conflict managed well?
- Did the coach have suggestions and solutions ready, or alternatively arrange a follow-up?
- Did the coach have / gain the respect of the referee?
- Was the coach across all relevant issues, e.g., current law / game management documents, player coaching trends, etc?
- Did the coach follow through well, i.e., raising an issue with a question to the referee and following through to see if the referee did have an answer? (For example: a scenario like, "did you feel you applied the checklist for offside in GP from kicks?", Answer "Yes", should be followed by, "OK then let's go through it" rather than just "OK".)
- Did the coach use his stats properly? Were they any good? To what purpose were they put?
- Did the coach unnecessarily re-visit issues that were already covered adequately, or start meandering to prolong the session, etc?

The CC's tasks

(again, maybe a checklist, and/or use of a tape recorder):

- Take notes to ensure written report (below) matches discussions, and also to assist with the feedback session with the coach.

- View the coach's notes and stats and evaluate their effectiveness, accuracy etc.
- Watch the body language of both parties to gauge the degree of communication / resentment / conflict / understanding / taking ownership, etc.

4. Follow up

Written report

Here we address the usual issues as to the content of the report: timeliness, expression, usefulness, etc, as set out in previous sections of this manual. If an assessment has been done as well, then there should be strong emphasis that it has been prepared in accordance with the IRB guidelines - the score matches the comments etc.

Prepare a report for the coach

Prepare a verbal follow-up as well as the written report, ensuring that this CC's report matches his/her words to the coach. To assist with this report, it is useful to get (written if possible) feedback from the referee being coached. The report can then cover not only the CC's views, but also those of the practicing referee.



6.2 Self-analysis for the referee coach

As with refereeing, it is important that the coach too can conduct self-analysis to develop their skills, and this need not be solely reliant on another coach assessing performance(s) as described above.

6.2.1 Evaluating coach performance

Coaches need to be as fastidious about analysing and evaluating their own performance as they are about that of their referees. Coaches are accountable to their referees, the sport and ultimately themselves. They have a professional responsibility to monitor their own performance and strive to improve their knowledge and skills.

Coaches should examine their objectives and clarify their coaching philosophies. The best coaches put referee's well-being first and aim to help them to:

- grow and develop as individuals
- achieve their goals and success
- enjoy themselves and have fun.

Coaches should adopt a systematic approach based on the performance analysis process to find ways constantly to improve their own effectiveness.

The coach's performance can also be enhanced by:

- encouraging referees to give the coach feedback after a session or competition (either verbally or perhaps more readily on paper)
- asking other coaches to observe sessions and provide constructive feedback. (See Module 6.1 "Coach the coach" above).
- recording the session on video (or audio tape) and then reviewing it afterwards. One of the most effective ways of changing coaching behaviour has been shown to be through self-reflection and analysis, following a course on coaching methods.

Listed below are some suggestions how as referee coach you can contemplate your own progress, and review the way in which your coaching is being delivered.

Analyse the issues associated with the way you may be coaching

- Formulate the process of rethinking the way that you coach.
- List the traits of the innovative coach.

Issues in the way you coach

- Let go of your rigid models.
- Your vision should be the same as the national vision.
- Shape behaviour through concepts - not elaborate checklists.
- View yourself and the referee together.
- Realise the dynamic and interconnected nature of the game and the environment.

Issues in the way you coach (2)

- Watch for trends and flows, rather than causes and controls.
- Do not use your own mental models to justify a refereeing problem in your eyes, that may disrupt the self organising process of the referee.
- Chaos in a game (not referee driven) may help to facilitate superior performance.

Issues in the way you coach (3)

- Do not expect immediate solutions. Solutions are temporary events, specific to context and are relationship dependent.
- Do not base plans entirely on past experiences - each referee and each situation is unique and deserves a clean slate upon which to develop the potential of the referee

6.2.2 Traits of the innovative coach

The innovative coach will:

1. **Have the courage to recognise self-deficiencies and act appropriately.**
2. **Know how to handle self-deficiencies as well as the deficiencies of referees.**

The choice to dominate, control and manipulate stems from the fear of not getting what is wanted by any other method. Trust is not something which can be accomplished by a report or meeting. Instead, it is an on-going process of eliminating deficiencies from the workplace. An innovative coach will work diligently at creating an environment where the seeds of deficiencies cannot survive.

An innovative coach will know never to scorn a referee for speaking the truth - that referee must feel able to speak his/her mind without retribution if they are to be creative and committed.

3. Know how to communicate with referees.

It is essential to learn superior communication skills to deliver criticism. Thoughtless criticism enhances deficiencies in the referee and comes from the inherent deficiencies of the coach. The innovative coach listens without judgement, and facilitates teamwork, ownership, creativity and productivity.

4. Learn what is important to others and their values.

Motivation is a misunderstood concept. You can't motivate referees; you can only provide the tools to let them motivate themselves. True motivation takes place when an individual **wants** it to happen. You can't create it by unfulfilled promises. Innovative coaches won't **project** their own set of values on their referees and then expect them to feel dedicated and fulfilled. They will have the necessary insight to know how to discover other referees values. And, they will know how to create the environment or task to support those values.

5. Make referees their first priority.

Referees operate on different sets of rules for creativity and productivity. Some work better in a group, while others work best in a single partnership. Each referee marches to the tune of a different drum. Referees may often appear to be same, but they are unique with unique needs.

The innovative coach will have both the awareness to recognise referees' individual needs, and the courage to do everything within reason to have those needs fulfilled. But far more than that is happening now.

An innovative coach won't need to control, manipulate and dominate because that will inevitably generate fear-based behaviour. Instead, they will be concerned about supporting referees to feel safe and fulfilled. This doesn't mean slobbering, soft, feel-good behaviour, rather behaviour that comes with the courage to put referees first and recognise that coaching is about caring, tenacity, awareness and renewal. The innovative coach will know that one of the prime elements to engender commitment is for referees to feel supported to produce the highest quality of performance possible.

6.3 Testing of referees and referee coaches

From time to time, the experienced referee coach may be asked to perform accreditation tests on referees and referee coaches. These will more than likely be competency-based assessments, and mostly carried out in a real time 'field test', assessing the candidates' performances before, during and after a match or matches. The criteria for these tests will vary from union to union, so there is no value in trying here to 'second-guess' the structure or detail of such tests. The IRB accreditations for match officials and coaches of match officials are well documented and can be viewed on the IRB Training & Education web site.

An example of a typical competency transcript is included in Appendix 8.



6.4 Liaison with team coaches and officials

In Module 5.3.1 “Self analysis”, the referee is encouraged to: “Try and speak with the coaches, captains and players of both sides after a game. The referee can learn a lot from them. However, don’t be afraid of criticism. Listen and check the comments later. If explanations are required, they should be given in simple terms. Don’t sneak off after a game. The players and coaches will realise referees are human after all and the referee will make many good friends and continue the unique camaraderie of rugby football.”

It is equally (or probably more) important for the referee coach to establish rapport with the team coaches, and exchange ideas, observations and findings on the match just played, or about to be played, or even generic issues regarding players and match officials.

In a recent survey, the importance and proficiency of competencies was examined across the different stakeholder groups in rugby. These groups were referees, referee coaches / managers, players, and coaches.

All analyses were conducted independently of the performance dimension structure, and results listed under the sub-headings of: Importance (What officials perceived as important and players / coaches didn't, and what players / coaches perceived as important and officials didn't) and Proficiency (What officials perceived as proficient and players / coaches didn't, and what players / coaches perceived as proficient and officials didn't).



a) Importance

What officials perceived as important and players & coaches didn't

- Display a professional appearance at all times (e.g., dress on and off the field, calm and controlled manner).

What players & coaches perceived as important and officials didn't

- Understand strategies and techniques used by players (e.g., player organisation in scrums and line-outs, variations of binding, etc).
- Distinguish between intentional and non-intentional foul play (e.g., a ball carrier who, because of a rapid change in body position, is taken in a high tackle).

b) Proficiency

What officials perceived as proficient and players & coaches didn't

- Adjudicate fairly and correctly throughout the game based on accurate law knowledge.
- Communicate verbally game requirements and decisions to players (e.g., instruct players at the breakdown).
- Be impartial with all players (e.g., ignore personality clashes, player status, etc).
- Distinguish between intentional and non-intentional foul play (e.g., a ball carrier who, because of a rapid change in body position, is taken in a high tackle).
- Communicate non-verbally game requirements and decisions.

What players & coaches perceived as proficient and officials didn't

- Utilise captains and senior players to manage difficult players or situations (e.g., chat on the run).
- Demonstrate outcomes of undertaking specific training programs (e.g., physical, psychological)

Summary

The previous points highlighted the differences that exist between rugby stakeholders in their perceptions of refereeing competencies. These differences can be insightful, particularly when the player's view of rugby is considered. This view on refereeing should not be ignored, as rugby - like all games - is a player's game. As such, the perceptions of players give referees valuable feedback concerning the quality of refereeing performance.

However, before any firm conclusions can be drawn, it is necessary to examine the relationship of competency importance and proficiency. For example, the competency "Demonstrate consistency in applying the laws" was seen by both groups to be the most important competency, and was perceived by officials to be in the top half of competencies for proficiency (19th), but was ranked lowly (40th) by players and coaches for proficiency. Other competencies which showed a similar pattern of responses were: "Adjudicate fairly and correctly throughout the game based on accurate law knowledge" and, "Communicate verbally game requirements and decisions to players (e.g., instruct players at the breakdown)". Clearly, the ranking positions given to these competencies demonstrates a notable difference in perception about how the competencies are being performed. Given the associated importance of the competencies, it is suggested referees examine their training and performance in the context of the competencies.

Similarly, there are some important competencies that were seen by both groups to be of low proficiency.

These are:

- Apply maximum application of the advantage law to encourage positive play.
- Provide consistent application of the advantage law to encourage positive play.
- Ensure the spirit of the law is upheld (e.g., sin-bin for deliberate infringement).

Given the relatively low proficiency ranking provided by both groups, there can be little doubt that these competencies require attention in referee coaching and development. In conclusion, it is also noted that both groups have similar perceptions about many competencies. These competencies are in the majority when compared with competencies that showed marked differences in group opinion. To some extent, this finding is encouraging, as it demonstrates that, in many instances, the groups view rugby refereeing from a similar perspective. In the long term, this degree of consensus should aid people involved in referee development in formulating coaching and development programs that meet the broader needs of the rugby community.



6.5 Referee manager at tournaments

From time to time, a referee coach may be required to look after the welfare and professional development of a group of referees who have been appointed to a tournament. The group of referees need to be moulded into a team, in which they can work together and offer help and support to each other. The referee manager, therefore, has a responsibility to oversee the workings of the groups. Below are some suggested tasks that need to be addressed and managed, to create a good environment for the group to work in.

Prior to the commencement of the tournament, hold a meeting with all of the referees and referee coaches. At that meeting you might discuss the following matters:

- operational matters (kit, laundry, meals, etc)
- accommodation rules
- match day expectations (law interpretations, pre-match times, recovery sessions, etc)
- appointments for running days 1 and 2 (all appointments should be completed by this time, except for injury there would be no changes)
- coaching (group discussion), including:
 - game management goals
 - matters of general concern (safety, etc)
 - specific issues relating to individual performances
 - video and statistical analysis
- where deemed appropriate or necessary, one-on-one feedback / coaching including working through videos).

Prior to the commencement of each day, hold a pre-match briefing where the group discusses issues and items based on the previous day.

As referee manager you should also ensure that each referee is receiving coaching, via a coaching report, and preferably a video of his/her game.

6.6 Setting up and maintaining a database

The idea of a centralised and electronic system is appealing as it offers features such as:

- control over format
- easy reviewing of previous reports
- timely distribution of reports to referees
- easy analysis of reports if required

The disadvantages of such systems could be:

- reliance on technology which may not be available to all coaches and/or referees
- not all users may have the necessary skills to use such systems.

So it is important to balance the use of technology with ease of use and access for all.

At the elite level, a complete set of statistics for a game are entered into a system and the video of the game is digitised. This means that any facet of play from the electronic statistics can be selected and the relevant portion of the digitised video played. This system can be used effectively as part of the development of elite referees. However, the cost and complexity of the system prohibits its widespread use.

In order for a system to be suitable for use across a wide range of levels of rugby and diverse geographic areas, it must offer a seamless transfer of data and use generic formats that apply to all levels of the game. The use of generic forms is not unique or limited to electronic systems. Well designed paper systems also utilise this important facet. In fact any well designed system must ensure that the format used fits across all levels of the game. The content must be pertinent and a successful format should make it easier for the recipient to understand the message.

Where a centralised and electronic system has an advantage is in the use of a single database across all levels and locations. This means all the data input is available to anyone who has the requirement to access it. When a referee moves from one location to another, immediately the coaches at the new location are able to review the referee's previous reports and form an accurate picture of that referee, rather than formulating ideas based on hearsay.

But does the use of such systems help in the development of referees and aid referee coaches to better communicate with referees?

Ask anyone who has adopted such a system and they will tell you it has made their job much easier. The coaches all say that they are so much more informed because it is so easy to review previous reports on referees. This enables them to better focus their efforts in developing the referees.

The referees express their approval because they now receive their reports within days or sometimes even hours of the game. This makes the report relevant and they are able to thoroughly digest the points on offer. They can then put into practice the suggestions made during their very next game. They also do not have to try to decipher various different and sometimes difficult handwriting styles.

The administrators are happy because they are no longer being used as a 'post office' for the distribution of large amounts of paper work.

Will the use of such systems bring about format consistency in reporting on referees?

By centralising the data gathering, it makes it much easier to standardise the format(s) used and so have everyone presenting the information in a consistent form.

While all coaches strive to present a common front when offering coaching tips, each individual inevitably has their own way of communicating. By utilising a common format, the referees who are receiving these personalised messages are familiar with the structure and hence able to extract the relevant points more easily. The coach's job becomes easier to perform as they are using a structure which prompts them for the relevant information and helps them to ensure that their thoughts and ideas are presented in a manner which encourages the referees to read and digest them.

How do these systems aid in the improving of refereeing standards?

What are the most important issues when striving as coaches to improve the standards of refereeing and further the development (and so the enjoyment) of referees?

- Accurate observations
- Consistent advice
- Relevant advice
- Legible reports
- Timely delivery of coaching reports
- Easy review of past reports
- Regular education of coaches and referees.

Electronic and centralised reporting systems do not, by themselves, deliver these key points. A total system of education, support, and communication is required to do this. However, by using a system that greatly improves the communication aspects, it can only aid the task of improving refereeing standards.



INTERNATIONAL RUGBY BOARD
COACHING OF MATCH OFFICIALS
APPENDICES



COACHING OF MATCH OFFICIALS **APPENDICES**



Appendix 1 - referee coach communication planner

Name: Date:

Teams: v

FOCUS AREA	KEY FACTORS	PLAN		
PREPARATION	Referee DISC profile			
	Referee pre-match profile	1.		
	Location for discussion	2.		
INTRODUCTION	Putting referee at ease	3.		
	Positive points	1.		
		2.		
AREAS WHICH REQUIRE IMPROVEMENT	Required competency	3.		
	Indicators of non-compliance			
As evidenced by (stats, etc)				
CAUSES	Possible causes			
	Agreed cause			
ACTION PLAN	Coaching hints			
	Agreed action plan			
BENEFITS	Agreed timing			
	Required competency			
BENEFITS	Gain commitment			



Appendix 2 - Referee's coaching report template

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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Lined writing area with horizontal dotted lines for notes.

Matters to consider:

Lined writing area with horizontal dotted lines for notes.

Summary:

Lined writing area with horizontal dotted lines for notes.

Signature:

Lined writing area with horizontal dotted lines for notes.

Appendix 3 - sample referee's coaching report

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.

Appendix 4 - sample note-taking (run sheet)

RUN SHEET

Country Under 19's (C) v Suburban Under 19's (S)

First half (no comms gear)

- 4:25** Did not S get clean possession (like from a scrum) from the knock-on, & then they dropped it. Came back from advantage
- 9:25** Maul near goal line C attacking, you went in looking for the ball (which in fact was at the back), it then got cleared, ball passed back in back line movement some 5-7 m inside 22, you ran across field parallel to goal line about 5 metres out, called forward pass from that position (I do think it was forward, just look at where you were).
- 12:55** Was not the S no 4 a “lazy runner” disrupting the whole attack?
- 18:00** Told player you had played advantage for off feet, slowing play but didn't go back. We agreed that “advantage” should not have been mentioned.
- 25:55** Played adv for S offside at the ruck, ball still won OK by C, passed back for kick (was there any impact at all from the offside?), kicked ball about 40m downfield but not out. Came back for penalty, C kicked ball about 30m downfield, but still not out. Who won out of all that?
- 33:00to 33:20** Prolonged ruck / pile-up, both teams off feet, several from either side on ground trying to play the ball, you eventually find a penalty. Would not an unplayable have been a better call?

Second half (with comms gear)

- 2:00** Advantage signalled but no call
- 5:25** C #2 dives over (off feet) in support; S player goes over (off feet) defending, S gets penalised??
- 7:35** No adv signal or call. Ball doesn't go 10 from kick-off, you wait while maul develops and moves, then you call no advantage, back for option.
Law: Opponents (C) played the ball, therefore play continues (no option is available)
- 11:00** Adv signalled, no call, then later called adv over.
- 14:25** S # 7 in wrong side at tackle (big time) in deep red zone defending, and pinches the ball. You called “he's fine..” – see if you can determine where you were focused.
- 17:30** Played adv for coming in side (with a late call after ball had cleared), then one pass called adv over. Two things here – was there any impact in the first place, second how was adv over after one pass? A good example (as earlier) when the word “advantage” should have been left out.
- 29:30** S tackler had done enough to steal the ball legally, there was no C support, then S player went in side, he got penalised for joining.
- 33:05** Penalty at ruck – C had good ball, but no advantage played. You then called out captain and No 16 for “admonishing”. What was foremost in your mind? I suggest it could have been the need to call the player out rather than what was happening at the time? (You could always talk to him later.)



Appendix 6 - referee's diary

Encourage referees to keep a diary of all refereeing activities that they undertake, including courses, training, meetings, games etc. Some examples are shown below and a blank month is provided on the next page. Photocopy this and use it to show referee's what they might include in their diaries.

MONTH: July 2007

- 1st e.g. Attended association meeting night with session on tackle / ruck / maul
- 2nd e.g. Attended club training night and spoke to players about T/R/M law.
- 3rd
- 4th e.g. Refereed Detroit Tradesmen vs Battle Creek
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- 13th
- 14th
- 15th
- 16th
- 17th
- 18th
- 19th
- 20th
- 21st
- 22nd
- 23rd
- 24th
- 25th
- 26th
- 27th
- 28th
- 29th
- 30th
- 31st



Referee's diary

MONTH:

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

11th

12th

13th

14th

15th

16th

17th

18th

19th

20th

21st

22nd

23rd

24th

25th

26th

27th

28th

29th

30th

31st



PERSONAL GOALS - YEAR

Name:

List approximately five goals that you wish to achieve in your refereeing 'career' during this year. Your goals should be achievable and not subject to being influenced by somebody else, e.g.. to referee the 1st grade grand final in your zone depends on the thoughts and actions of your CGB members, and is therefore under your sole control; while a goal of refereeing the scrum engagement process so that you have 50% fewer resets than in last year, is something that you can work on and achieve.

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Goal 1:

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Goal 2:

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Goal 3:

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Goal 4:

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Goal 5:

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Goal 6:

Referee self assessment of competencies

Think about the game that you refereed. Read through each of the competencies and place the number of non-compliances that you can remember for each competency in the match in the appropriate cell. Ensure you add zero if there have been none. Please be honest in your self assessment.

	Match 1	Match 2	Match 3	Match 4	Match 5	Match 6	Match 7	Match 8	Match 9	Match 10	Match 11	Match 12	Match 13	Match 14	Match 15	Match 16	Match 17	Match 18	Match 19	Match 20	TOTAL
MANAGEMENT COMPETENCIES																					
Communication																					
Adhered to the communication protocol in every aspect.																					
Demonstrated ability to vary communication.																					
Established rapport with captains.																					
Communicated “advantage” and “advantage over” by signal and voice.																					
Control for identified incidents																					
Managed foul play (obstruction, dangerous play and misconduct) effectively, utilising admonishment, cautioning and temporary suspension, and sending off, appropriate to the offence.																					
Managed foul play (unfair play and repeated infringements) effectively, utilising cautioning and temporary suspension.																					
Demonstrated management skills that ensured control of the game.																					
Advantage																					
Played territorial / tactical advantage in accordance with the conduct and spirit of the game.																					
Managed advantage so that the ball in play time was maximised. e.g.by identifying clear advantage opportunities, not possible opportunities, and not playing advantage too long in the latter situation.																					
Managed not to return to the original infringement after territorial / tactical advantage had been gained.																					
Played advantage without putting non-offending players under undue pressure.																					
Significant events																					
Manage the match with no significant events where referee errors materially affected the result of the match e.g. scores, denial of scores, incorrect dismissals, lack of dismissals, failure to use other match officials effectively during scoring situations and foul play.																					

	Match 1	Match 2	Match 3	Match 4	Match 5	Match 6	Match 7	Match 8	Match 9	Match 10	Match 11	Match 12	Match 13	Match 14	Match 15	Match 16	Match 17	Match 18	Match 19	Match 20	TOTAL
TECHNICAL COMPETENCIES																					
Tackle / Ruck / Maul																					
Tackler released the tackled player and moved away.																					
Tackled player made the ball available immediately.																					
Player entered the tackle phase and joined ruck/maul correctly.																					
Participating and arriving players did not intentionally go to ground or contribute to the collapse of a ruck or maul.																					
Participants and non-participants remained onside.																					
Players hands were not used in the ruck, or illegally in the post tackle phase.																					
Scrummage																					
Awarded scrum throw-in to the correct side when the ball became unplayable.																					
Scrum engagement procedure was followed with the scrum stationary and square to touch line until the ball was thrown in.																					
Applied appropriate sanctions for management of scrums including offences for binding, standing up, collapsing and illegal wheeling.																					
Fair contest for the ball including throw-in, foot up and delayed throw-in.																					
Participants and non-participants remained onside.																					
Line-out																					
Fair contest for the ball including maintaining the gap, quick and incorrect throws.																					
Applied appropriate sanctions for delay, across and along the line-out offences.																					
Non-participants remained onside.																					
Kicks, general play																					
Restart kicks (ko/do/pk/fk) were taken correctly (method and place) and players remained on-side from kicks in general play, and were ten metres from penalty kicks and free kicks.																					
All obvious knock-ons and forward passes were detected.																					

	Match 1	Match 2	Match 3	Match 4	Match 5	Match 6	Match 7	Match 8	Match 9	Match 10	Match 11	Match 12	Match 13	Match 14	Match 15	Match 16	Match 17	Match 18	Match 19	Match 20	TOTAL	
Foul play not identified by referee																						
Applied penalty sanctions for incidents of dangerous play / misconduct which the referee should have detected.																						
Applied penalty sanctions for incidents of obstruction/unfair play and repeated infringements which the referee should have detected.																						
TOUCH JUDGE COMPETENCIES																						
Touch, touch in goal, line-out																						
Adjudicated correctly for ball in touch, touch-in-goal and dead ball.																						
Indicated correctly for place where ball to be thrown in.																						
Indicated correctly team to throw in.																						
Adjudicated correctly in relation to quick throw-in.																						
Line-out																						
Fair contest for the ball including maintaining the gap, quick and incorrect throws.																						
Applied appropriate sanctions for delay, across and along the line-out offences.																						
Non-participants remained outside.																						
Kick at goal																						
Adjudicated correctly on kick at goal.																						
Foul play																						
Detected foul play and signaled correctly.																						
Verbally communicated foul play to the referee in accordance with accepted protocol.																						
Provided appropriate recommendations to the severity of the offence when required.																						
Communication																						
Communicated correct information relating to in-goal decisions.																						
Communicated essential information for game management.																						



MATCH SUMMARY

Complete a summary for each game that you referee both in your own zone and at representative level.

Match: **Date:**

Venue:

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Appendix 7 - team management referee report template

Referee:			
Match and result:			
Venue:		Date:	

Please support your comments with examples stating the number of minutes elapsed in the match when the incident occurred.

Scrum management:			
Foul play:			
Tackle / ruck / maul:			
Game management (including rapport with team captain, advantage):			
Other comments:			
Team manager:		Date:	
Contact number mobile:		Home / work:	

Appendix 8 - referee coach competency criteria statements

To be assessed as competent, the referee coach must demonstrate proficiency to a level of 70% against all criteria. Referee coaches will be assessed as either competent (achieved) or not competent (not achieved). Where a criterion has not been demonstrated because it did not occur during a coaching session, the assessor may use other means to test these criteria.

The statements under the heading 'Competent' provide guidance as to the referee coach's actions or non-actions that will assist in determining whether competency against the criteria was demonstrated.

Area & competency criteria	Competent (achieved)
<ul style="list-style-type: none"> Establish a rapport with the referee. 	<ul style="list-style-type: none"> Referee coach (RC) used appropriate techniques to put the referee at ease.
<ul style="list-style-type: none"> Employ acceptable pre-match routines. 	<ul style="list-style-type: none"> RC met with the referee at the ground prior to the match. The referee and the RC agreed on a time and place for the post-match discussion. The pre-match discussion identified specific coaching issues with the referee. The RC used appropriate questioning techniques to establish coaching and other issues relating to the game and the referee's expectations.
<ul style="list-style-type: none"> Demonstrate a sound approach to the observation of the referee and the game. 	<ul style="list-style-type: none"> The RC was positioned at an appropriate place to observe the referee - in a grandstand, on the touchline, moved around to observe and check, and remained close rather than at a distance. The RC took up position to as to have a clear view of the whole game and to avoid distraction from others. The RC did not engage in conversations with others during the game. The RC focused attention on the match and the referee for the whole game. The RC used available coaching aids to assist in the collection of match information.
<ul style="list-style-type: none"> Compile appropriate match information during the game. 	<ul style="list-style-type: none"> The match information notes made by the RC: <ul style="list-style-type: none"> were relevant to game management issues were relevant to the coaching issues identified prior to the match reflected issues of law where they arose were time notated were clear and well structured provided support to the points discussed post match.
<ul style="list-style-type: none"> Analyse information collected to provide relevant coaching advice. 	<ul style="list-style-type: none"> The RC reviewed and summarised notes at half time and at the end of the match. The RC prepared a plan for the post-match discussion with the referee. The RC identified the key areas for discussion with the referee. The RC's discussion plan related the identified issues in the referee's performance to best practice. The RC's discussion plan included the areas identified by the referee.

Area & competency criteria	Competent (achieved)
<ul style="list-style-type: none"> Apply good coaching practices in the post-match feedback session. 	<ul style="list-style-type: none"> Contact was made at the agreed time and place. The RC did not engage in a discussion with the referee in the presence of club or team officials. The RC recognised the post-match feelings of the referee and took these into account when establishing contact. The feedback to the referee was limited to 3-4 key issues relevant to the referee's performance. The positive aspects of the referee's performance were re-enforced by the RC. The RC was able to relate to the level of the game and the performance required from the referee. The RC used open questions that facilitated a discussion with the referee on the issues raised. The RC did not make statements espousing the RC's own views. The discussion allowed both the referee and the RC to express their views. The RC used appropriate methods to check what the referee had said. The RC used appropriate methods to ensure that both the RC and referee were clear on the points being made and outcomes reached. The RC used a balance of providing solutions and leading the referee to self-discovery, taking into account their experience. The RC showed an interest in the views of the referee. The RC did not interrupt the referee when he/she was giving views. The RC acknowledged the points made by the referee. The RC ensured that the referee left the discussion with a clear understanding of the points raised and the solutions agreed. The RC was able to effectively use the match data in the discussion to demonstrate points raised. Issues raised in the pre-match discussion were covered in the feedback session.
<ul style="list-style-type: none"> Compile a written report that reflects the post-match discussion with the referee. 	<ul style="list-style-type: none"> The written report was clear and easy to understand. The written report reflected a summary of the post-match discussion.
<ul style="list-style-type: none"> Identify solutions to rectify the identified deficiencies. 	<ul style="list-style-type: none"> The RC was able to provide solutions to issues identified that will assist the referee towards improved performance.
<ul style="list-style-type: none"> Demonstrate a knowledge of current refereeing practices. 	<ul style="list-style-type: none"> The RC used current practices and protocols in providing coaching advice to the referee. The RC was able to speak confidently in relation to current refereeing practices.
<ul style="list-style-type: none"> Demonstrate a knowledge and understanding of the game. 	<ul style="list-style-type: none"> The RC showed a knowledge of the game and was able to discuss the game and the way in which it was played and refereed with the referee. The RC was able to recognise the impact and contribution of the referee on the game (both positive and negative).
<ul style="list-style-type: none"> Demonstrate a good knowledge of the laws of the game. 	<ul style="list-style-type: none"> The issues raised by the RC were all correct in relation to law. The RC was able to assist in addressing law issues that were raised in the discussion.