

INTERNATIONAL RUGBY BOARD
LEVEL 1 OFFICIATING
INTRODUCING OFFICIATING





Level 1 Officiating

Introducing Officiating

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INTERNATIONAL RUGBY BOARD
INTRODUCING OFFICIATING
OVERVIEW



INTRODUCING OFFICIATING OVERVIEW



Overview

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Foreword

Welcome to the IRB Level 1 Officiating course. The purpose of this introductory course is to enable match officials to acquire basic skills to officiate safe, enjoyable competition.

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 the referee hold a position of genuine influence over the player's safety and game enjoyment.

The IRB Level 1 Officiating course aims to create a platform for developing match officials and motivate them to collect some refereeing experience on their way. The course is delivered using the following structure:

- Firstly, it uses elements from the IRB Coaching resource to enhance the game knowledge of match officials.
- Secondly, it uses three different modules to explain, demonstrate, practise, perform and analyse officiating skills. These modules are:
 - Management
 - Planning
 - Technical

Throughout the course you will be encouraged to practise your officiating skills. Grasp this opportunity for feedback from your IRB Educator and your peers.

I sincerely hope you enjoy the course and benefit from participation.

Kind regards,



Mark Harrington
Training Manager, International Rugby Board

Acknowledgments

The commitment to the task and efforts of the author and the editorial team as well as the consultancy team in contributing to the development of this education program are gratefully acknowledged.

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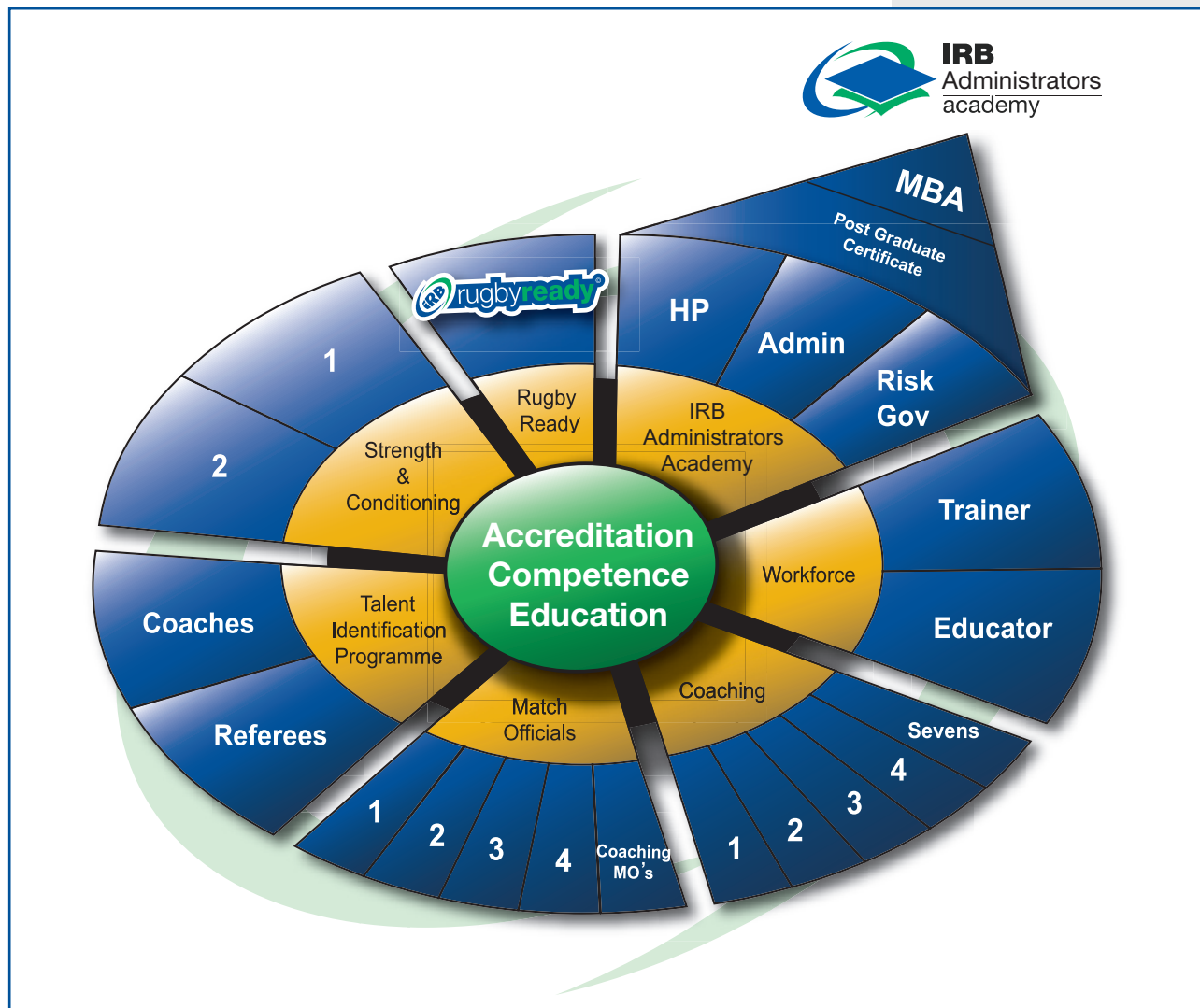
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About this resource

This resource is both a course manual and workbook and a copy should be given to each participant on the course.

Educator notes are available separately from the IRB.

IRB coaching and officiating courses



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

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

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

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

Sample programme

8:00-8:15	An overview of IRB match official training	15 minutes
8:15-9:00	Game knowledge	45 minutes
9:00-9:30	The role of the referee	30 minutes
9:30-10:00	Risk management - be Rugby Ready	30 minutes

Coffee break

10:30-11:00	Positioning & Communication	30 minutes
11:00-11:30	Practical: Restart with kicks	30 minutes
11:30-12:00	Practical: Open play	30 minutes

Lunch break

13:00-13:30	Practical: Advantage	30 minutes
13:30-14:00	Practical: Contact (tackle, ruck, maul)	30 minutes
14:00-14:30	Practical: Restart with scrum	30 minutes
14:30-15:00	Practical: Touch and restart with line-out	30 minutes
15:00-15:30	Practical: Foul play	30 minutes

Tea break

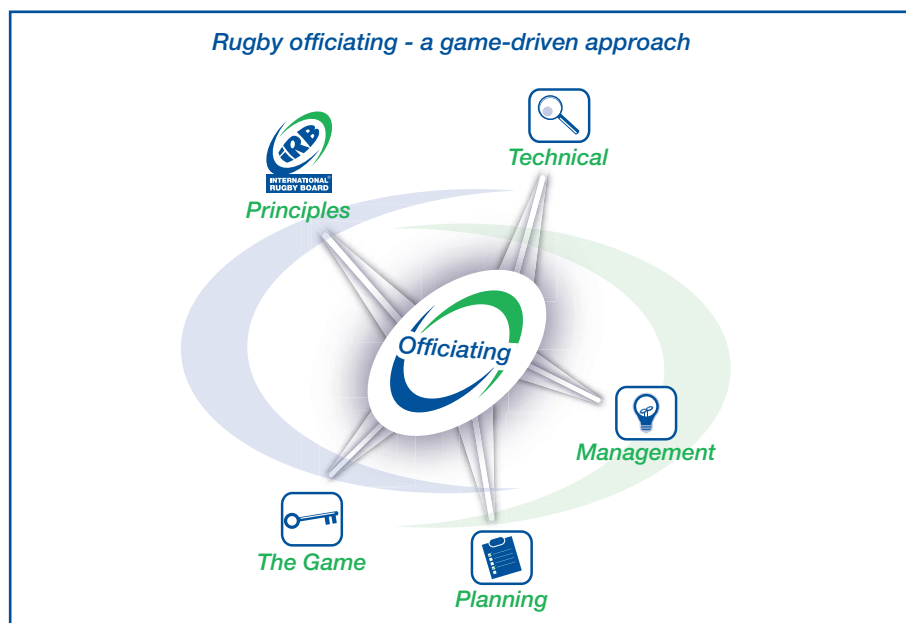
16:00-17:00	Planning	1 hour
17:00-17:30	Feedback and wrap up	30 minutes

Introduction to the course

This Introducing Officiating course helps match officials to acquire basic skills to officiate safe, enjoyable competition. This workbook provides the theoretical basis and serves as a reference resource, though the emphasis of this course is on practical activity. Match officials must perform their techniques in competitive situations so that they then become skills. The practical scenarios during this course provide participants with many game-like opportunities for this challenge.

The performance of these skills is not only a technical issue relating to the Laws of the Game; the involvement of decision making makes it a management task as well. Prior to officiating, it is worth planning your involvement as an official to get the best possible results so that you are able to succeed on the field of play.

Following the whole-part-whole method of instruction, you will first examine the game itself and the fundamental Rugby principles. This will help you to develop an appreciation of the game as a whole and then combine this knowledge with the principles of refereeing and its various technical aspects.



Officiating is about understanding the game and then using the principles of safety, equity and Law to make the game of Rugby an enjoyable event for all participants.

General course information

Entry requirement

There is no entry requirement; it is beneficial, however, if participants have a basic understanding of the game from their experience as a player and/or coach.

Resources required

- This 'Introducing Officiating' workbook.
- The IRB 'Refereeing in Practice' booklet.
- The IRB 'Laws of the Game of Rugby Union' book/DVD.

Assessment

In order to be awarded the IRB Certificate of Attendance the participant must attend all modules of the course.

Delivery methods

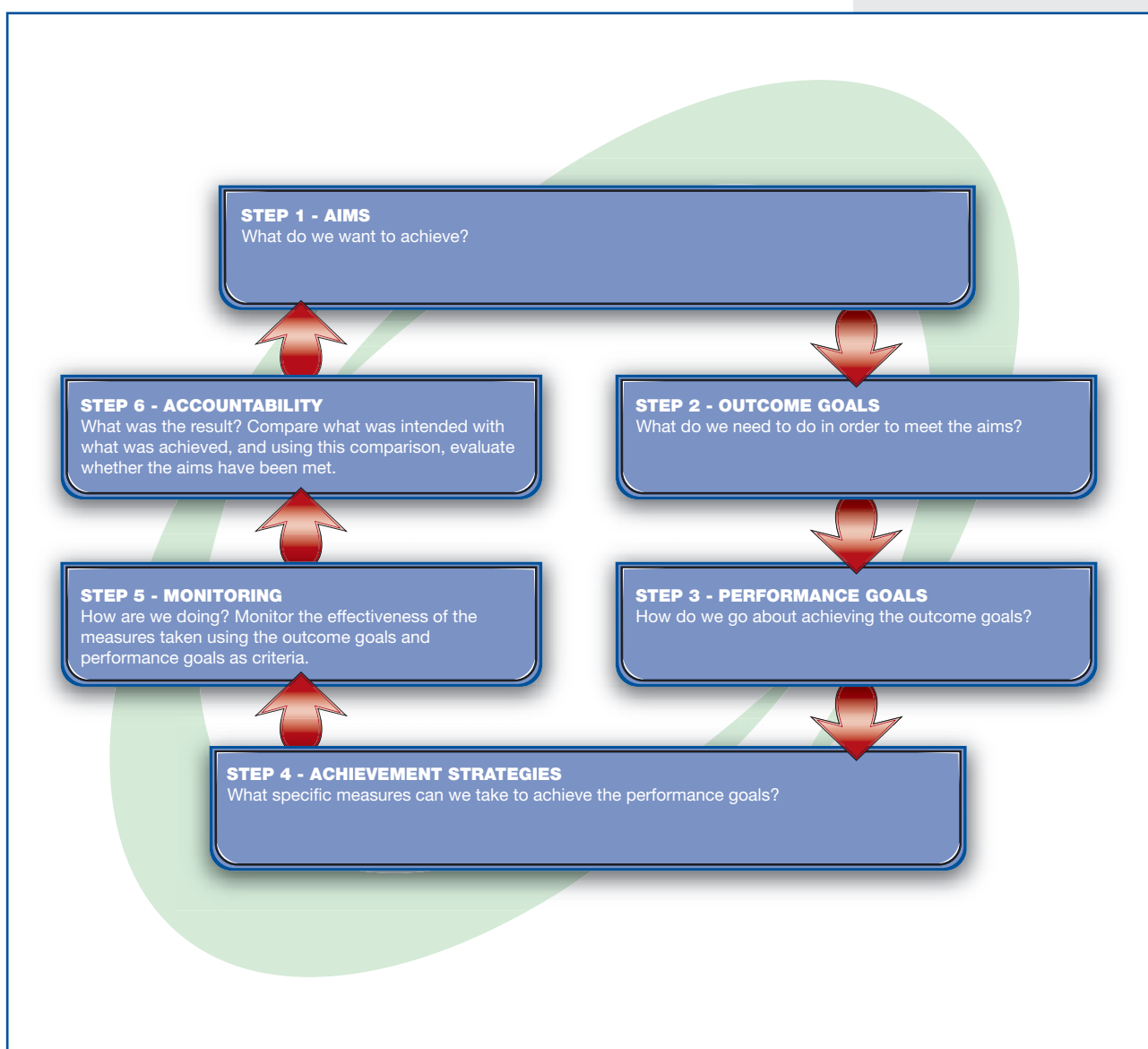
This course will be delivered by:

- practical sessions using explanation, demonstration and practice
- problem solving tasks
- scenarios
- presentations.

The modular framework - understanding the officiating programme

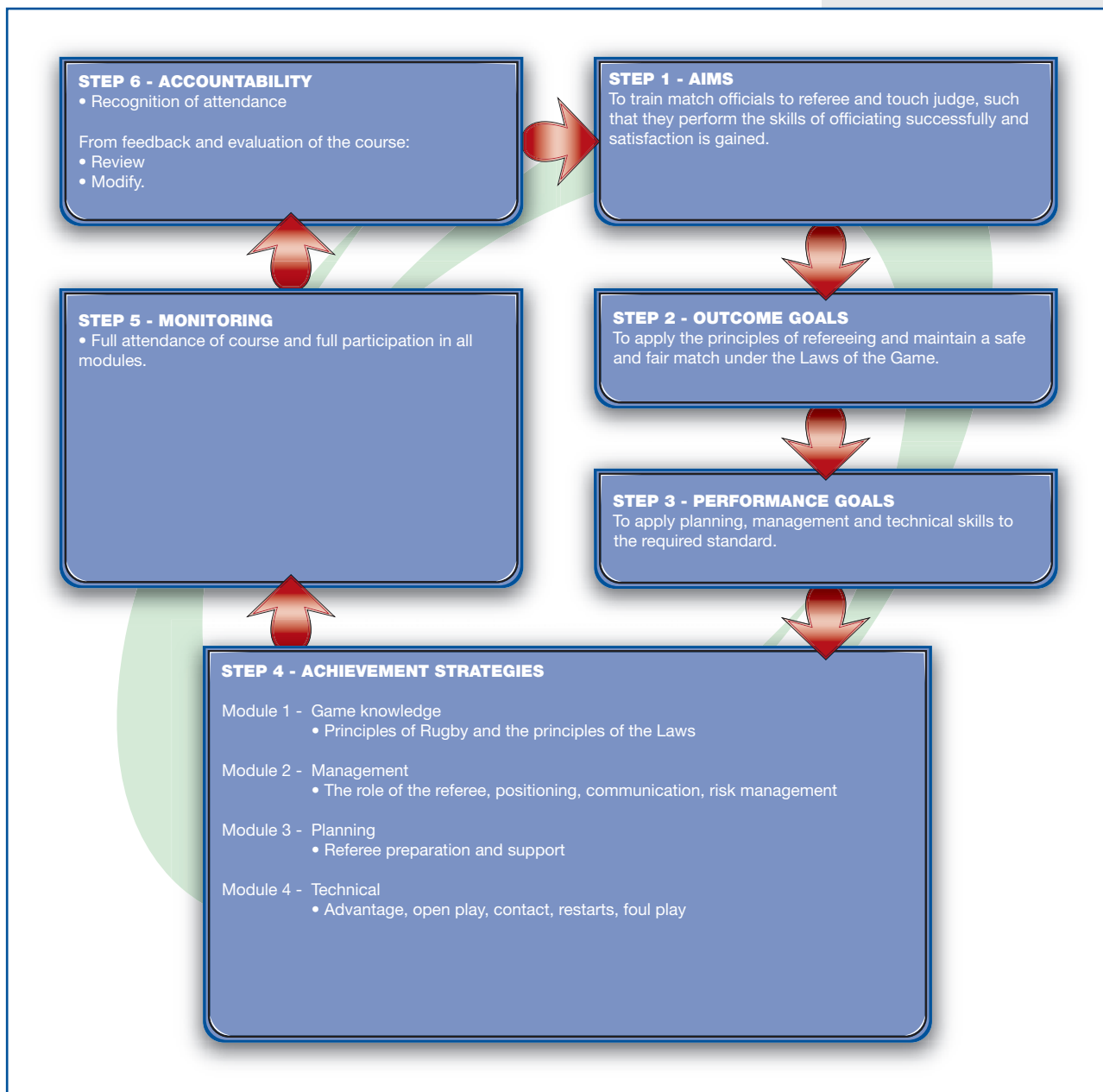
In officiating, the same generic decision-making model as in coaching can be used. This model shows the elements involved in a problem solving, decision-making process.

It is the aim of the model to provide match officials with a logical method of looking into their performance.



The modular framework - understanding the officiating programme

Applying the model to this Introducing Officiating course:



Glossary of Rugby terms

Achievement strategies

The specific strategies that will be used to ensure the outcomes are met. These may be directly related to the mode of play or peripheral to it. They may be categorised into:

- Game knowledge
- Planning
- Management
- Technical.

Aim

What you are trying to achieve by undertaking this activity.

Game plan

The game plan explains how a team is going to achieve its aims in attack and defence.

Key factor analysis

This is the application of a sequential and prioritised checklist of actions. By performing these actions it can be expected that the outcome goal of each skill will be achieved.

Outcome goals

What needs to be achieved to meet the aims.

Performance goals

How the outcome goals can be achieved.

Patterns of play

The patterns that combine to achieve the team's game plan.

Tactics

The patterns that a team uses against particular opponents. The emphasis within the patterns of play will vary depending on the profile of the opposing team.

The principles of attack and defence

A sequential and prioritised checklist of principles that are used to analyse the play of a team.

Principles of attack

1. Gain **possession** to
2. go **forward** with
3. the **support** of team-mates to
4. maintain **continuity**
5. applying **pressure** to
6. **score** points.

Principles of defence

1. Contest **possession** and
2. go **forward**
3. applying **pressure** to
4. prevent **territory** being gained
5. supported by or in **support** of team-mates to
6. regain **possession** and
7. **counter attack**.

The principles of the game

These are:

1. The contest for possession.
2. In attack - continuity of play.
3. In defence - regaining possession.
4. A multi-faceted game.
5. Rewards and punishments or penalties.

These are the fundamental principles of a game of two teams.

Note: They are the principles of the game, not of a team. They provide the framework for analysing the game to ensure that there is a balance between continuity of possession and continuity of play. This is determined by the contest for possession along with its role in creating space.

The principles of the identities of the game

These form a sequential and prioritised checklist of which actions, when performed, will result in the outcome being achieved for each aspect of the game, e.g. scrum, line-out, back line attack, defence, kick starts and restarts, phase play, rucks and mauls and support play in attack and defence.



NOTES

INTERNATIONAL RUGBY BOARD
INTRODUCING OFFICIATING
MODULE 1 - Game knowledge



MODULE 1 GAME KNOWLEDGE



Module one - Game knowledge

Chapter one - The principles of Rugby

Introduction

A game which started out as a simple pastime has been transformed into a global network around which vast stadia have been built, an intricate administrative structure created and complex strategies devised. Rugby Football, in common with any activity which attracts the interest and enthusiasm of all kinds of people, has many sides and faces.

Apart from the playing of the Game and its ancillary support, Rugby embraces a number of social and emotional concepts such as courage, loyalty, sportsmanship, discipline and teamwork. The principles of Rugby give the Game a checklist against which the mode of play and behaviour can be assessed. The objective is to ensure that Rugby maintains its unique character both on and off the field.

The basic principles of Rugby relate to playing and coaching, and to the creation and application of the Laws. It is hoped that these principles, which form an important complement to the Laws of the Game, will set the standards for all those who are involved in Rugby, at whatever level.

Conduct

The legend of William Webb Ellis, who is credited with first picking up the football and running with it, has doggedly survived the countless revisionist theories since that day at Rugby School in 1823. That the Game should have its origins in an act of spirited defiance is somehow appropriate.

At first glance it is difficult to find the guiding principles behind a Game which, to the casual observer, appears to be a mass of contradictions. It is perfectly acceptable, for example, to be seen to be exerting extreme physical pressure on an opponent in an attempt to gain possession of the ball, but not wilfully or maliciously to inflict injury.

These are the boundaries within which players and referees must operate and it is the capacity to make this fine distinction, combined with control and discipline, both individual and collective, upon which the code of conduct depends.

Spirit

Rugby owes much of its appeal to the fact that it is played both to the letter and within the spirit of the Laws. The responsibility for ensuring that this happens lies not with one individual or one single role – it involves coaches, captains, players and referees.



It is through discipline, control and mutual respect that the spirit of the Game flourishes and, in the context of a game as physically challenging as Rugby, these are the qualities which forge the fellowship and sense of fair play so essential to the Game's ongoing success and survival.

Old fashioned traditions and virtues they may be, but they have stood the test of time and, at all levels at which the Game is played, they remain as important to Rugby's future as they have been throughout its long and distinguished past. The principles of Rugby are the fundamental elements upon which the Game is based and they enable participants to immediately identify the Game's character and what makes it distinctive as a sport.

Object

The Object of the Game is that two teams, each of fifteen players, observing fair play, according to the Laws and in a sporting spirit should, by carrying, passing, kicking and grounding the ball, score as many points as possible.

Rugby is played by men and women and by boys and girls world-wide. More than three million people aged from below 6 to above 60 regularly participate in the playing of the Game.

The wide variation of skills and physical requirements needed for the Game mean that there is an opportunity for individuals of every shape, size and ability to participate at all levels.



Principles of Rugby: Technical Checklist

The Principles of the Game are the fundamentals on which the Game is based. They enable participants to identify clearly what makes Rugby distinctive as a sport.

Contest for possession

The contest for possession is a key principle in Rugby. Various forms of this contest take place throughout all stages of the Game. This may be in dynamic play when a player of one team is in contact with the opposition and at static restarts - scrums, or line-outs, or kick restarts.

All of these contests must have a degree of fairness for both teams, so that both teams have a chance to gain and/or retain possession. At restarts the initiative to commence the restart is given to the team that has not made an error.

e.g.(1) when a player who is running with the ball is tackled and places the ball on the ground in a position from which team-mates can easily pick it up, then the team is rewarded by being able to continue play.

e.g.(2) when a player from one team knocks the ball forward, and a scrum is ordered by the referee, the offending team is denied the right to throw the ball into the scrum. This role is given to the opposing team.

This gives the team an advantage in gaining possession when play is re-commenced.

Attack / continuity of play

The team in possession is by definition the attacking team. It tries to advance the ball, by carrying or kicking the ball forward, in the direction of the opposing team's goal line.

The attacking team's players can use both the lateral space across the field of play, and the linear space down the field to perform the attack, and eventually score.

The aim of the attacking team is to keep possession and to use their skills and physical abilities to move the ball forward. As the opposing team is trying to stop them and regain possession of the ball to launch their own attack, the attack may be forced to regroup at a ruck or maul in order to re-establish the space to move the ball forward.

A team maintains continuity of play in attack by keeping the ball and advancing the ball towards the opposition's goal-line.



Defence / regaining possession

The initial task for the team not in possession is to deny the attacking team space and time to advance the ball down the field.

If the defending team achieves this, they may also be able to regain possession of the ball and launch an attack of their own. This action maintains continuity of play.

A game of many aspects and abilities

The cumulative effect of the first three principles is to create a multi-faceted Game in which all the players have the opportunity to perform a wide range of individual and team skills: running, passing, catching, kicking, tackling, rucking, mauling, line-out play, scrummaging and so on.

In this way, the Game offers players of very different abilities and physical characteristics the opportunity to participate in a team together. Individual players will have many skills in common while at the same time they are able to specialise in specific positional skills that best suit them.

Rewards and penalties

If a team is able to play within the Laws, they will be rewarded and if they play outside the Laws they are likely to be punished.

The rewarded team

Being able to gain territory, retain possession and eventually score points rewards a team that is able to penetrate through an opponent's defence.

Even though they may not have the throw in, a team's scrum may be able to push their opponents off the ball and regain possession. For this 'superior' skill regaining possession of the ball is the reward.

The penalised team

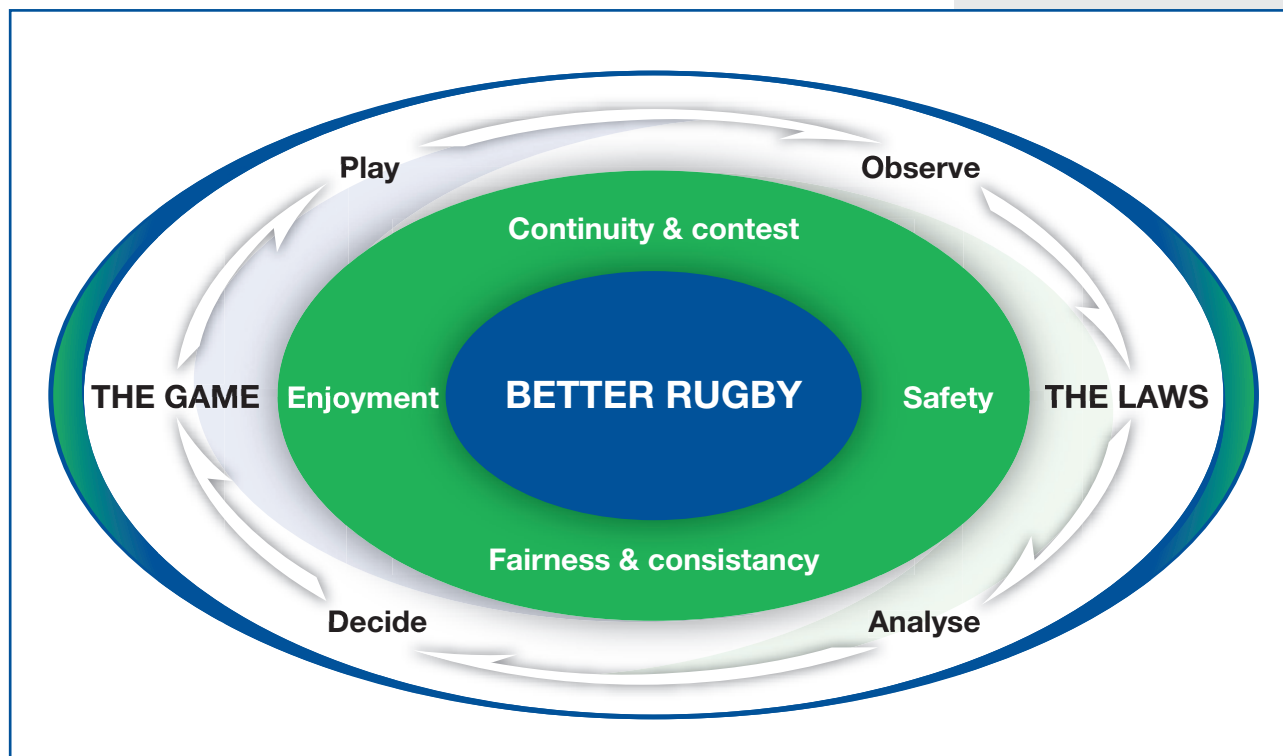
An example of this is that a team in possession in open play that chooses to kick the ball off the field of play will be penalised by conceding the throw in at the line-out. Its opponents will be advantaged for forcing this option by being given the throw and the initiative in throwing to their strength to win possession.

The players of a team in defence who are ahead of the off-side line when their opponents have begun to play with the ball from scrum, line-out, ruck or maul and whose actions reduce their opponent's options will be penalised by the referee. The penalty will be in awarding their opponents a penalty kick.



Officiating

Match officials use their knowledge and skills to observe the game situation in front of them, analyse the players' actions, and decide if play should continue or be stopped. Match officials follow three priorities.



Priority

To communicate in order to enable the players to maintain continuity. With their communication, match officials will prevent stoppages and help to ensure the entertainment value of Rugby.

Priority

To communicate in order to ensure the players' safety and to ensure that the players follow the principles of the Game. Through their communication, match officials might need to stop the game and ensure a safe restart.

Priority

To communicate in order to explain their decisions to the players and spectators. With their communication, match officials help players to understand their decisions and to understand the Game.

Module one - Game knowledge

Chapter two - Rugby: a simple game

‘Fascination ball’

Reading through the principles of the Game in chapter one, it’s easy to wonder sometimes about the relationship between these basic statements on the one hand and the enormous complexity of the Game of Rugby in itself on the other hand.

Compounding this issue, for the interested novice in Rugby officiating, the Laws of the Game mirror the complexity of Rugby and cover so many details that it is a challenge to always remind oneself of the beauty and simplicity of the basic principles of the Game.

To avoid that dilemma for a moment, let’s take a small journey away from the charter and have a look at a simplified ball game, for teams of two players, and with only four rules. We’ll call it ‘fascination ball’.

The rules of fascination ball

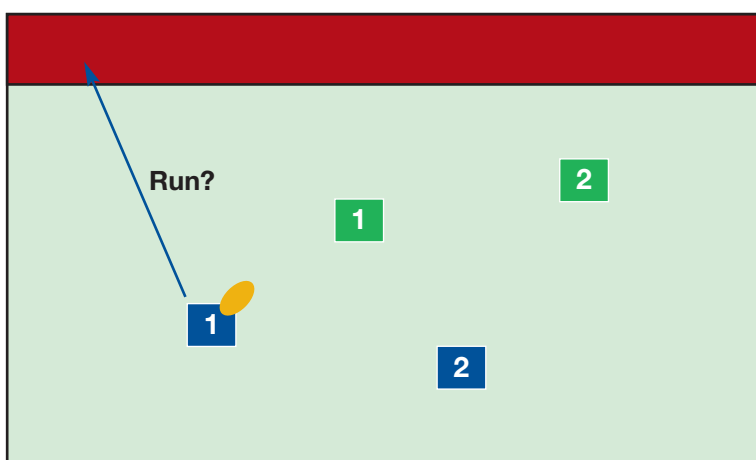
1. **Conduct and spirit:** All actions must be based on fairness and respect for your opponents.
2. **Object:** You score by placing the ball in the opposition’s red area.
3. **Continuity:** You may run with the ball, pass the ball and kick the ball, but not pass the ball forward.
4. **Contest:** You defend your red area by stopping the opponent.

Game situation 1

Blue 1 is in possession of the ball. Blue 2 is behind and available to receive the ball.

Green 1 covers the space, ready to defend Blue 2. Green 2 is defending the space on the right.

Space is available on the left, so the decision for Blue 1 is easy to make: continue with possession and run to score.

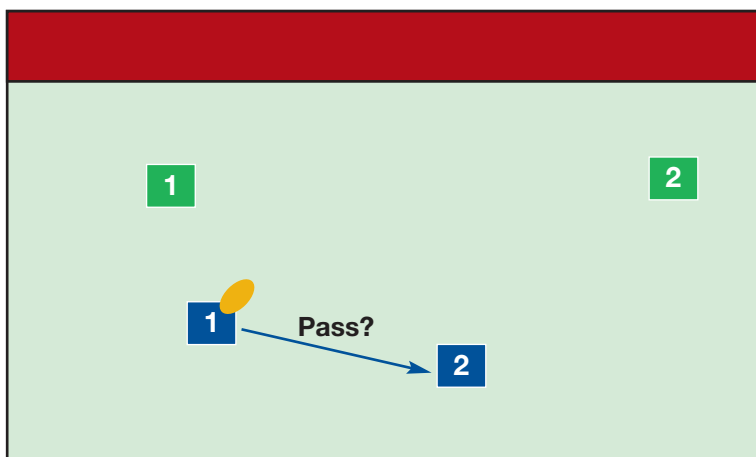


Game situation 2

Blue 1 is in possession of the ball. Blue 2 is behind and available to receive the ball.

Green 1 covers the space, ready to defend Blue 1. Green 2 is defending the space on the right.

No space is available on the left, so the decision for Blue 1 is easy to make: Continue with possession by passing the ball to Blue 2 to score.



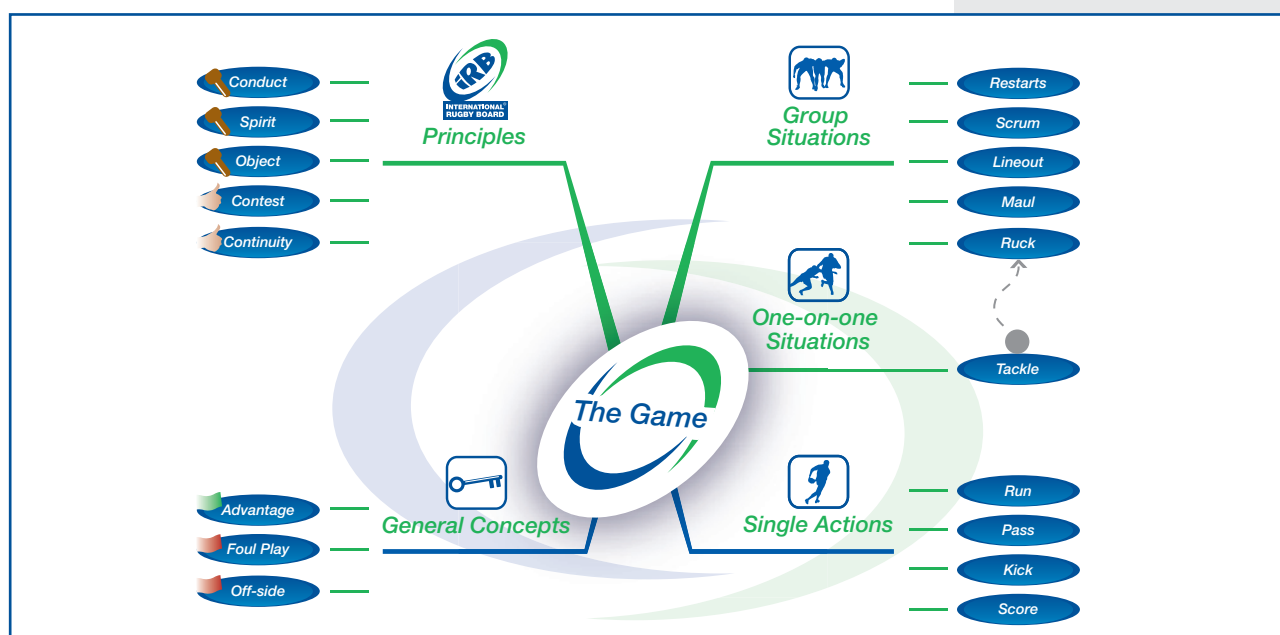
In both game situations, the blue team with the ball attacks and tries to maintain continuity. The green team is defending and tries to contest for the ball and minimise space for the opposition.

The questions arising from this simplified game 'fascination ball' are fundamental questions for the understanding of the Game of Rugby, and they play an important role not only in this simplified scenario but at the highest levels of officiating.

- a. Why can continuity stop?
- b. Which Laws do we use to referee continuity?
- c. What is the role of the referee?

These questions also give us a guideline to focus on the context of match officials training and help us to identify priorities in the training of match officials and the development of adequate resources.

As a result of this discussion, we could analyse the components of officiating the Game as follows:



If we transfer these concepts to the actual Law book, it seems logical to concentrate on a few Laws first and only at a later stage go into all the details of the complete Law book.

The two examples of fascination ball involve the following Laws of the Game:

- Advantage.
- Tackle / ruck.
- Maul.
- Offside (including knock-on and throw forward).
- Foul play.
- Method of scoring.

These are the Laws you'll study in more detail during this course.

Module one - Game knowledge

Chapter three - The principles of the Laws of Rugby

The principles upon which the Laws of the Game are based are:

A Sport For All

The Laws provide players of different physiques, skills, genders and ages with the opportunity to participate at their levels of ability in a controlled, competitive and enjoyable environment. It is incumbent upon all who play Rugby to have a thorough knowledge and understanding of the Laws of the Game.

Maintaining the Identity

The Laws ensure that Rugby's distinctive features are maintained through scrums, line-outs, mauls, rucks, kick-offs and restarts. They also include the key features relating to contest and continuity - the backward pass, the offensive tackle.

Enjoyment and Entertainment

The Laws provide the framework for a game that is both enjoyable to play and entertaining to watch. If, on occasions, these objectives appear to be incompatible, enjoyment and entertainment are enhanced by enabling the players to give their skills a free reign. To achieve the correct balance, the Laws are constantly under review.

Application

There is an over-riding obligation on the players to observe the Laws and to respect the principles of fair play. The Laws must be applied in such a way as to ensure that the Game is played according to the Principles of Rugby. The referee and touch judges can achieve this through fairness, consistency, sensitivity and management. In return, it is the responsibility of coaches, captains and players to respect the authority of the match officials.

Conclusion

Rugby is valued as a sport for men, women, boys and girls. It builds teamwork, understanding, co-operation and respect for fellow athletes. Its cornerstones are, as they always have been, the pleasure of participating; the courage and skill which the Game demands; the love of a team sport that enriches the lives of all involved; and the lifelong friendships forged through a shared interest in the Game.



It is because of, not despite, Rugby's intensely physical and athletic characteristics that such great camaraderie exists before and after matches. The long standing tradition of players from competing teams enjoying each other's company, away from the pitch and in a social context, remains at the very core of the Game.

Rugby has fully embraced the professional era, but has retained the ethos and traditions of the recreational Game. In an age in which many traditional sporting qualities are being diluted, or even challenged, Rugby is rightly proud of its ability to retain high standards of sportsmanship, ethical behaviour and fair play.



INTERNATIONAL RUGBY BOARD
INTRODUCING OFFICIATING
MODULE 2 - Management



MODULE 2 MANAGEMENT



Module two - Management

Chapter one - The role of the referee

Introduction

Records of officials in sport contests hark back to ancient Greece and other early civilisations. According to Greek mythology, twelve gods, including Zeus as their head, comprised the Olympic counsel on Mount Olympus. The ancient Greeks held numerous religious festivals and athletic contests to honour their gods. The Olympic Games were held once every four years and were dedicated to Zeus. It was customary for athletes, their fathers, brothers and coaches to take, “an oath upon slices of boar’s flesh that in nothing will they sin against the Olympic games”. The very religious Greeks did not leave the overseeing of the games to their gods. Especially appointed Hellanodikai (officials) lived in seclusion for ten months prior to the games and prepared to officiate them. The Hellanodikai’s decisions were final and athletes, as well as their coaches, faced harsh punishment for not following the rules.



During the Ancient Olympic Games, ten Hellanodikai oversaw the games. Currently, several tens of thousands of officials are needed to referee and touch judge in Rugby matches around the world on any given day. While most modern day officials have some formal training and many played, or are closely familiar with, the sport they oversee, their status and authority on the field is merely a shadow of the stature their ancient counterparts enjoyed.

Effective and fair officiating may be no less demanding a skill than playing or coaching the Game. The sport official’s role is unique as it requires an intimate familiarity with the Game, the athletes, coaches, and spectators and at the same time it demands an emotional distance from this highly charged environment. In this chapter you will explore your unique role in sport contests and consider your relationships to coaches, athletes, spectators, and the Game itself.

The need for officials

Are officials a necessary part of athletic competition? Why can’t athletes, coaches, or parents and spectators fulfill the task of officiating? Because the practice of self-officiating is not at all satisfactory and, in many instances, decidedly unfair. Back in 1874, in the early days of Rugby, the captains of the respective teams were the sole arbiters of all disputes. Two ‘umpires’ and a referee were appointed to matches in 1885, but they had no stated duties. Umpires carried sticks and the referee had a whistle. If either umpire raised his stick on an appeal, it was taken that he allowed the appeal. If one stick was raised and not both, the referee would blow his whistle if he allowed the appeal, and the game would stop. Umpires could not interfere in the game unless appeals were made to them.

By 1889, the referee had the right to order off a player for foul play, and was in charge of time keeping. Umpires were in total control by 1895, but challenges upon interpretation of Laws in a match could be appealed to a Union committee.

From 1900 through to today, referees became more and more a part of the modern game. Officiating the Game of Rugby followed the route of playing the Game and just as playing became more and more technical, so match officials developed their skills throughout the decades. But different from many other team sports, refereeing the technical side of Rugby never dominated the basic principles of the Game. In Rugby, excellent match officials always understood the fine balance between the need to be technically correct and accurate, and the need to respect the principles of contest and continuity.

Today, match officials are an integral part of the Game. Their role extends far beyond the once formerly used principle of being ‘...the sole judge of fact and Law during a match’ as written in the law under 6.A.4 (a). The modern Game asks match officials to be able to encapsulate the demands of maximum athletic performance and the execution of fair and unbiased officiating.



The official's role at various levels of competition

At all levels of the Game, players, coaches and spectators expect match officials to perform well. Therefore, regardless of the importance of a match in the eyes of others, as a match official you must be ready to acknowledge that the Game demands maximum performance from you in any match you start with your whistle.

Unfortunately, too often the correctness of the official's decision seems to hold less relevance to the parties involved than their emotion-bound perceptions. What would happen if there were no match officials?

- Would players identify foul play and penalise it with appropriate sanctions, or would the game descend into chaos?
- Would coaches be willing to give up their coaching duties and officiate the game themselves, or would this compromise their ability to analyse and coach?
- Would a parent or spectator, whose child is involved in the game, be willing to referee, or would their impartiality be questioned by the coaches, players and spectators associated with the opposing team?

In spite of all criticism, officials are widely used in an overwhelming majority of sports at a broad range of competitive levels.

In general the referee is responsible for applying the Laws. Officials are perceived as the ‘guardians’ of the Rugby contest. This view may firstly reflect a need in competitive sports at the professional level, but it should also be present in the set of expectations we deem relevant at other levels of the Game.

Without proper Law enforcement and management, one can neither expect to witness a true contest, nor to provide a safe competitive environment.

Although match officials should be aware of the limitations of their role, the official's adherence to specific precepts is necessary and helpful, and their list of dos and don'ts includes the following items:

- The official should be firm, but not arrogant; fair, but not officious.

- The official should make a sincere effort to empathise with participants and try to understand their motivations.
- Officials should punish appropriately regardless of the pressure from spectators, the score, whom it will disadvantage, or how it will affect their future inter-relations with the coaches and players.
- The official's reputation should be built on the basis of uncompromising honesty and integrity.
- Officials should be role models if they are to be respected by the players, coaches, and spectators.

Officials as individuals

Officiating in Rugby at any level of competition is not an easy task. It is time consuming, stressful and probably one of the most demanding and least appreciated of the many sports professions.

- Why then, do officials undertake this task?
- What drives them to expose themselves to the pressure and often unjustified criticism?

One reason is that the love for the Game and the strong feeling for justice are the main reasons for the official to take the task. In a study of sport officials' perceptions of fans, players and their occupations, it was reported among other findings that professional officials considered their job to be challenging and competitive.

It was also found that most officials had a special attraction to the sport they officiated. In an investigation of the social profile of officials, it has been concluded that the following are all reasons for officials to select the role.

1. Interest and enthusiasm for the sport.
2. The challenge and excitement offered by officiating.
3. The extra benefits provided by officiating.
4. The feeling of power and being in control generated by officiating.

The respect received from players and coaches adds another motivation.

Some may claim that officials choose their task because it allows them to fulfill their dictatorial and authoritarian drive. The strict and formal behaviour

exhibited by officials in numerous sports might have contributed to this impression. The power the official possesses, as perceived by coaches and players, might be another reason for these beliefs.

Still, the notion that officials are authoritarian by nature should be reconsidered in light of the fact that the overwhelming majority of officials are fulfilling their task away from the eye of the media and outside the professional arena. A view of the official could be that:

'The official's only transgression could be ignorance, never deceit. The official is deemed incorruptible for he/she is truly an objective judge who deserves respect by virtue of both position and talent.'



Experience as a player enables the referee to draw upon personal experience when making a tough call. This, however, may not necessarily represent a positive procedure in all forms of officiating. Did the call address the observed fact or a filtered version of it? Clearly, knowing the Game and its Laws are a must for effective officiating. Experience in competition would certainly contribute to the referee's understanding of the dynamics between opposing teams' players. An official who knows why a player lost their temper is in a better position to judge the actions in front of them. Still, individuals who have had little or no previous competitive experiences in Rugby, but are dedicated students of the Game and its Laws, can develop into effective match officials.

The coach, the player and the official

Players are trained to play against and not with each other. The more the coaches and players are interested in the outcome of the competition, and not so in its process, the less they will be tolerant of the Laws, towards each other, and of officials' decisions, especially on those occasions when the official clearly makes a mistake. We ask too much of sport if we demand super-human perfection from our match officials. But in a competitive environment, players, coaches and spectators are inclined to overlook this fundamental observation. Surely, however, there is some validity to the point that losing a game is more the result of numerous mistakes committed by coaches and players than of just one by the referee?

Officials do make mistakes, but most of the time the referee is in the best position to make the call. Anyone who has spent enough time on the touch-line must have noticed that players, coaches, and especially spectators, who often are 50 or more yards away from an incident, question a call made by a referee who was no more than a few feet away from the event.

Bias in officiating

Assuming that the vast majority of officials are trying their best, do their judgements always reflect what they actually see?

The reason for an observed preferential treatment of players, of different levels of skills, if it does occur, could be the official's tendency to succumb to pressure from coaches, players, and spectators.

To use a chess analogy, some players' ability represents a queen, while other players' ability represents the equivalent of a rook or a bishop on the field of play. All are important pieces, but ejecting the queen for the same violation for which a bishop was ejected, results in a devastating blow to the team that loses its queen. In the eyes of the impartial referee, all players are equal. Thus, when on the field, the queen should act like one, or should not be surprised to find out she's getting the same treatment as the pawn.

Any form of bias in officiating undermines objective efforts.



The right environment for making refereeing decisions

Regardless of the level of the match, there will always be decisions that are difficult for the referee to make. Why? Too many bodies close to the ball restricting the view of the referees, the referee being out of position, the weather, the temperaments of the players, the speed of the action, how the Law is applied and player reactions are just a few of many reasons. But decisions have to be made, and the referees and players have to live with them.

As a referee you are trained to make these decisions. You must appear confident, keep a straight face and smile, even when you are a little unsure of your decision. You should acknowledge that there are close calls, stick with your decision and move on to the next phase of play whilst still maintaining concentration.

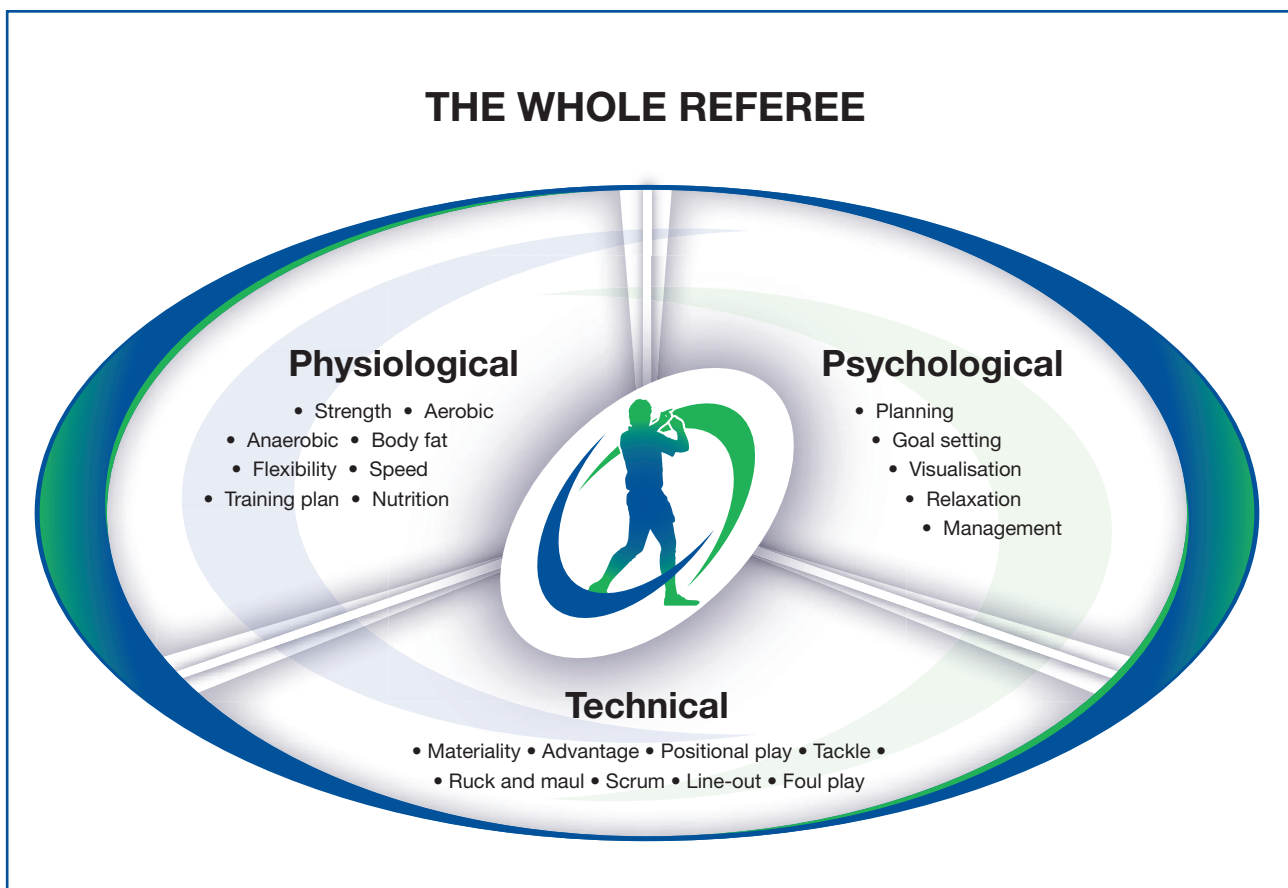
Referees offer a lot more than just turning up to allow the match to take place. You can help make the match an enjoyable experience for all who are involved. Likewise, you can contribute to feelings of frustration

and dissatisfaction, particularly when decisions have to be made that are difficult and which can affect the outcome of the match.

Everyone, however, has a responsibility to create the right environment to allow the referee to perform as well as possible. To achieve this, the refereeing and playing communities have to work with each other.

Referees need to present a positive image of what they do by taking opportunities to be friendly, good humoured, approachable and by being seen to be enjoying their role. If you referee matches in a common sense manner you will be seen to be an integral part of the Game and empathetic to the needs of the players. You should acknowledge your mistakes and be prepared explain why you may have made them.

When players, coaches and spectators appreciate the role of the referee it is more likely that the right environment will be created, not only for making difficult decisions, but also for the development of the Game.



Conclusion

A Rugby contest can be valid only when taking place under an established and agreed set of Laws. The role of the official in any sport contest is to maintain equal opportunity for all competitors.

Players are often faced with situations in a game that would make it impossible for them to properly focus on their task. Players and coaches have every right to expect officials to exhibit high standards of professionalism and skills. Cheating and intentional Law violations on the part of players and coaches is inconsistent with the previously described expectation of officials. It is in fact hypocritical and amounts to a moral standard that would seem unacceptable outside the Rugby ground.



In everyday life situations, intentionally hurting another person - stealing, lying, etc., are not considered as acceptable behaviour even if not caught by the authorities and disciplined by the judicial system.

The acceptance of a lower standard of morality on the Rugby pitch would make the task of the official much - and unnecessarily - harder.

Officials are not considered to be outsiders in Rugby. They are an integral part of the Game, yet they fulfill a very special and specific role. Their task is to ensure that all players are faced with an equal opportunity to succeed based on their skills and physical fitness. In addition, officials are responsible in assisting the players and coaches in achieving a skilled, safe in contact, and socially positive Rugby contest. Though this may be true for all levels of competition, it best describes the official's role in youth sports.

There is no convincing evidence that officials undertake their demanding and stressful task for the wrong reasons. It would be helpful to assume, then, that officials find their task a self-testing challenge, a pleasant way of helping the youngsters and adults involved in competition, and an exciting experience of making judgements. No matter how righteous officials are, they should realise that however unintentionally, they are sometimes wrong. The ability to admit an error is the first step to the process of rebuilding trust and respect.

We cannot avoid making mistakes, nor can we exert complete control over our performance. However, the decision not to learn from our mistakes is entirely our own. The official should be aware of their fallibility even though honestly attempting to make accurate decisions.

The rapport that exists between officials and coach, officials and players, and officials and spectators is visible to all. Experience has shown that arguing with the official does not do any good to the contest.

Coaches, players, and officials must understand that in a win or lose situation there will always exist an unhappy side. Even if it may not alter the final decision or the score for any one specific contest, courteous inquiries constitute the preferred course of action. Officials should be encouraged to attend any social functions connected with the match they have just overseen.

In this way, officials become familiar with the philosophy and objectives of various players, coaches and teams.

Module two - Management

Chapter two - Positioning

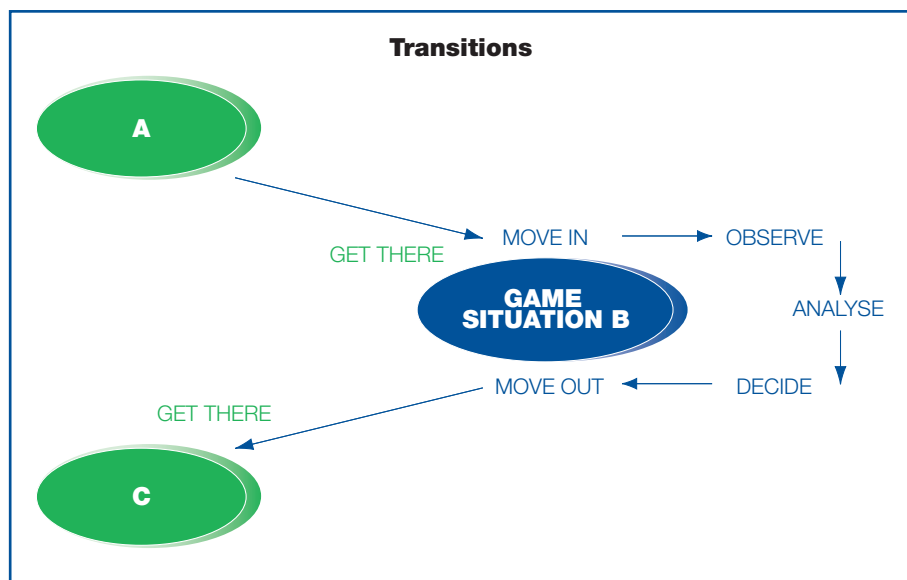
Introduction

In chapter 2.3 'Communication', you will consider the need for match officials to communicate with the players and ensure that they can observe, analyse and decide if play can continue or if play needs to be stopped.

However, you can only follow that process and make the correct decisions if you are close to the action. To find your position in each situation, you have to be equipped with a basic fitness and a sound knowledge of the game. Remember that even in matches at a basic level, you will need to run a minimum of five kilometres in eighty minutes.

A good starting position, but where next?

Sometimes referees start from a good position, but struggle to find their place in the second and third phases of play.



As you gather experience, you will not only focus on standards for static situations, but you will acknowledge the importance of making the right transition in open play from situation A to B and then on to C. You will discover that the correct arrival at situation A will fix your departure to situation B and you will be more aware of the continuing transition between these phases.

You will also detect that positioning needs constant adaptations and that the best position is never a fix-point but a constant strive for the 'best possible' solution in that particular game situation with regard to:



- The ball.
- The ball carrier.
- The opponent of the ball carrier.
- The position of the other players.
- The position on the pitch.

Knowledge of the game is vital here because it determines your priorities when looking for the best possible positioning in a particular situation.

Established standards

Despite the fact that the 'best possible' position for the referee is subject to opinion, some standards have been established which can provide you with some basic knowledge for standard situations.

KICK OFF	
Start	Movement
It is suggested that you should start at a position a few metres from the ball, behind the half-way line, in line with the kicker, with the ball between yourself and the kicking team.	You should begin to move with the kicker and as soon as the ball is kicked then accelerate to be in line with where the ball pitches.

DROP-OUT	
Start	Movement
As soon as a drop-out is awarded, keep your eye on the ball in case there is a quick drop-out. Get to the 22-metre line as quickly as possible, remembering that this type of kick can be taken anywhere from behind the 22-metre line. Try to stay just in line with the kicker.	As soon as the ball is kicked, move as for a kick-off. Accelerate to be in line and as near as possible to the next phase of play.

PENALTY AND FREE KICKS	
Start	Movement
Make the mark and move away quickly.	Move to a position generally 5-10 metres infield, so that the kicker is between you and the kicker's team.

KICKS AT GOAL

Start	Movement
Take up a position a few metres away from and level with the kicker, with the ball between you and the kicker's team. Ensure your shadow is clear of the ball and does not cross the kicker's path. Try not to be looking into the sun.	Move with the kicker and run towards the trajectory of the ball. If the kick looks like being unsuccessful, run straight for the goal-line or in-goal area as quickly as possible to ensure you are in a good position to determine what happens next.

KICKS IN GENERAL PLAY

Start	Movement
Position as normal in general play.	Move parallel to the kicker. In a kicking duel, move as quickly as possible in field to a position between the two kickers and away from the flight of the ball. This will enable you to have a good view of all players. Watch the players, not the ball.

LINE-OUT

Start	Movement
There are four basic positions you could take up at the line-out - at each corner of the line-out. Generally, you should be on the side of the line-out of the team throwing the ball. For the first few line-outs it is recommended that you use one of the positions at the front of the line-out. This will enable you to see all the players and to manage the setting up of the line-out as well as identifying and dealing with any infringements early in the game.	Be on the balls of your feet and moving as the ball is thrown in. This will enable you to get into a position for the next phase or move with the play if the ball is passed quickly from the line-out. At the first line-out in a match, be positive in ensuring the line-out is formed correctly. Be aware of a short thrown in to the front of the line-out.

TACKLE

Start	Movement
Ascertain the situation and step back a few paces to the attacking line, whilst avoiding the players arriving.	If near the goal-line it may be better to go to the defending line. Glance behind you occasionally or stand sideways to watch the backs, especially the defending side, creeping up offside.

SCRUM	
Start	Movement
<p>Stand close up to the scrum, on the side from which the ball will be thrown in, with the scrum-halves behind you. Stay with the scrum while you take the front rows through the engagement process.</p> <p>Remember the engagement process:</p> <p>CROUCH - TOUCH - PAUSE - ENGAGE</p>	<p>When you are ready, step about two metres back on the centre line of the scrum to observe the ball being thrown in and start to turn sideways so that both the scrum and defending backs can be seen.</p> <p>In the majority of cases, when the ball is won, you should move in line with the ball. Keep clear of the scrum-half's or breakaway forwards' next phase of play. Keep moving as the ball moves through the scrum.</p>

RUCK AND MAUL	
Start	Movement
<p>Face the defence, about two metres to the side of the ruck or maul. This enables play to move between you and the ruck or maul.</p>	<p>As the ball emerges, move towards the defenders. Turn so that the ruck or maul and the ball leaving the ruck or maul can be seen. Always know where the ball is.</p>

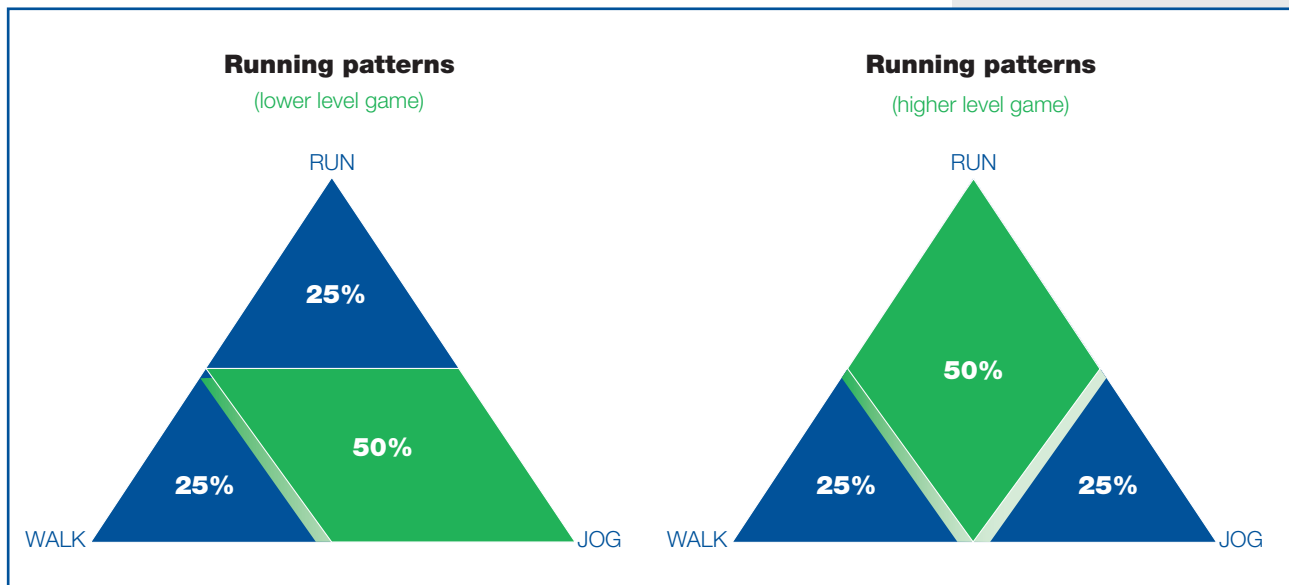
Remember that these established standards are basic recommendations and not Laws. You should always find a solution that suits you best depending on your fitness, your experience and the level and type of the game. However, you might find it useful to ask yourself reasons why these standards might not apply in some situations and look for alternative positions.

Running patterns and lines

The level and speed of the game you referee requires your flexibility in terms of running patterns and lines. Your fitness will allow you to adapt and over the period of 80 minutes you will do one of three things to move around the field.

- Walk.
- Jog.
- Run.

Mostly, referees move forwards, but sometimes it is essential to adapt and move backwards. As the standard of the games increase, so will the quantity of running for the referee.

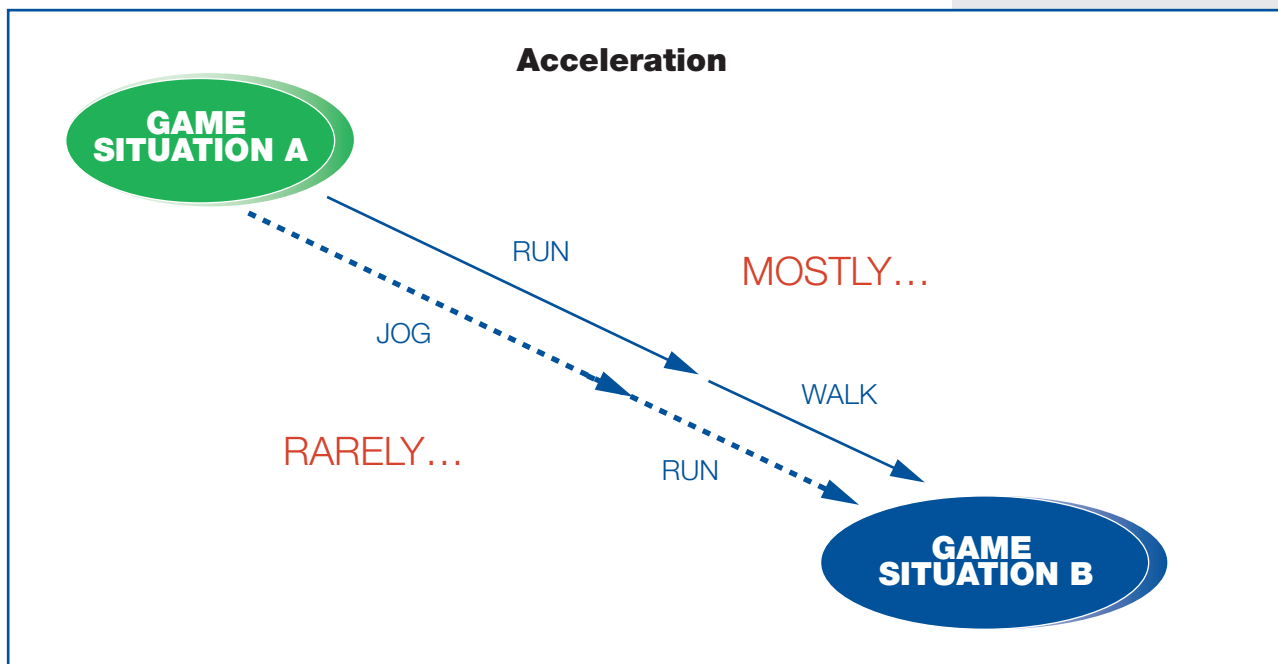


Positioning has a highly personal aspect as your general fitness, your speed, your weight and your height will influence your movement around the pitch. Another important factor is your ability to accelerate in certain situations.

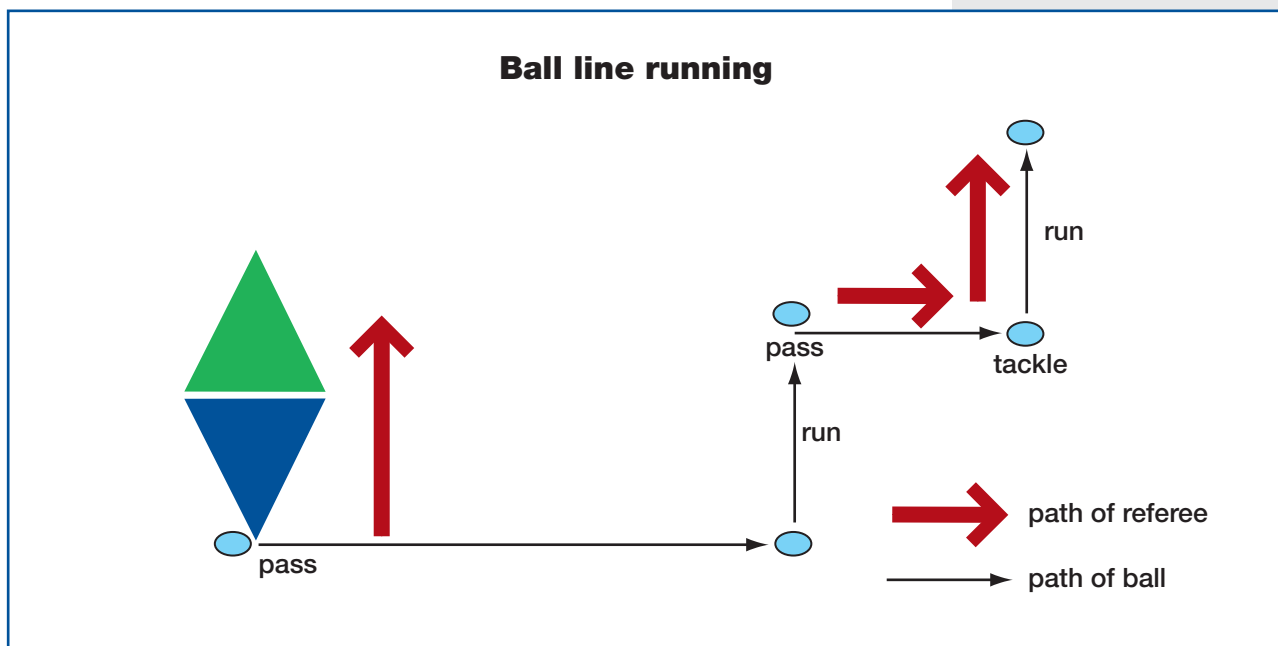
The best way is always to start running and then to slow down if play allows by either jogging or walking. That way you are not left behind and you will be ready to keep up with play.

Otherwise, if you start to jog and then run in order to reach the situation in time, there is always the danger of play running ahead of you and you missing out on the first offence because of your late arrival.

Good acceleration will help you to be on the spot and to conserve energy at the same time. It gives you also the benefit of a good look from the outside, as you arrive fast and calm instead of late and stressed. The focus of this approach is easy to understand with the help of the following diagram:



To manage kicks, passes, tackles, rucks, scrums and line-outs the referee is expected to run literally in line with the ball. It puts the referee in the best position to rule on forward passes and knock-ons, and most of the time gives the referee the best view of the ball carrier in general play.



Module two - Management

Chapter three - Communication

Introduction

Match officials use a wide range of tools to communicate during a Rugby match. You will use your ears to listen, your eyes to observe, your voice to speak, your arms (and body) to signal and your whistle to stop the game. In addition your touch judges will use their flags. The use of these tools, which of course will depend on the game situation in front of you, allows you to achieve three critical things in your capacity as referee.

1. CONTINUITY

You communicate in order to enable the players to maintain the continuity of the game. Through communication, the team of match officials will prevent stoppages and help to ensure the entertainment value of Rugby.

2. SAFETY

You communicate in order to ensure the players' safety and to ensure that the players follow the principles of the game. Through communication, the team of match officials might need to stop the game and ensure a safe restart.

3. ENJOYMENT

You communicate in order to explain your decisions to the players and spectators. Through communication, the team of match officials helps everyone involved in the game to understand its decisions and enjoy the game.



Vocal communication

For vocal communication, you may use the following guidelines that help to ensure a consistent approach for all matches.

- When explaining decisions, you should be succinct and wherever possible use the language of the IRB Law book.
- This verbal explanation should be accompanied by the appropriate secondary signal, and can be directive (a player has to do or has to avoid doing something, e.g., “Release the ball”) or informational (a player receives information, e.g., “It is a ruck”).
- Preventative statements should be used sparingly and should not be used all the way through the game. The players should have adapted early in the match.
- Preventative statements should not be used repeatedly. By the time a statement had commenced for a second time, the offence would have been committed.
- The preferred communication method is to use the team’s name or colour plus the number of the player. Don’t use a player’s name to identify them.
- Match officials should not engage in extended dialogue with players other than the captain, and even then only on specific issues.
- Foul language should never be used by any match official.

The whistle

The whistle must be made to ‘talk’ - to communicate to everyone concerned that an infringement has taken place. Remember, players and spectators don’t like excessive whistle blowing. Always make sure not to whistle too early and thereby miss out on the possible advantage.

For your whistle-based communication, you can use the following guidelines that help to ensure a precise, confident and consistent approach for all matches:

- The angle of the whistle in your mouth gives different tones - up for a higher note, down for a lower note. The tone can be shortened or lengthened by quickly withdrawing the whistle from the mouth. It can be equally effective to put the tongue to the front of the mouth to block the whistle’s opening.
- Depending on the infringement, you can vary the use of the whistle as follows.
 - Use a long, loud blast for a penalty or mark.
 - Use a ‘happy’ loud blast for a try or goal.
 - Use a short blast for a scrum.



Signals

The referee signals are an applicable standard in any game of Rugby. They are part of the Law book where they are pictured and described.

There are four signals which are shown by the referee to indicate a stoppage:

- Try.
- Penalty kick.
- Free kick.
- Scrum awarded.

These signals, plus the signal for advantage, are called the primary signals. These signals will be the most important signals and the first signals that a beginner referee will learn and the Rugby-encountering spectator will understand.

Because the reason for a penalty kick or a free kick, and sometimes the reason behind the referee's decision to award a scrum or the indication to play the advantage law are not easily understood by players and spectators, there is another set of signals. These are called secondary signals, and each is linked to one of the primary signals; for example, to indicate that a knock-on has occurred, i.e. why the scrum has been awarded. These signals are not optional for the referee to use; they are just as important as the primary signals and when used correctly by the referee, they make a big difference to the referee's performance.

In addition to the primary and secondary signals, a third set of signals exists, known as 'tertiary' signals. These signals include the signal for forming a scrum, for a bleeding wound, the call for a doctor/physiotherapist and the call for the timekeeper to stop/start the watch.

Referees must apply the signals in a sequence. This becomes more evident with faster games and at a higher technical standard of Rugby, but also at grassroots level, there is a need to clearly communicate according to the following sequence:

1. What will happen next? (Primary signal.)
2. What was the reason for the stoppage? (Secondary signal.)
3. Is there additional information to be given by the referee? (Tertiary signal.)

To carry out the signals in a precise manner and with appropriate timing, you will need a lot of on-field practice and you will need to constantly study other referees and their signalling. Remember that all referees have a unique style, yet they are all obliged to follow the Law book to achieve an uniform application all over the world.

Primary signals

Try



Penalty



Free kick



Scrum awarded



Advantage



Module two - Management

Chapter four - Risk management

Introduction

Refereeing, especially for age-grade Rugby which involves young players, requires sympathetic handling so that the game flows. Rugby referees are in charge of a contact sport which involves physical contact, and any sport involving physical contact has inherent dangers.

It is important to use your authority in order to ensure that the Game is played both within the Laws and as safely as possible.

Referees owe a legal duty to players and may potentially be held liable for an injured player if they fail to carry out that duty properly. This section of the module will examine legal duties of the referee, standard of care and risk and safety management strategies including specific technical skills.

The match official and legal liability

Legal liability is a possibility against which match officials must take reasonable precautions. Check with your national union on any local legal requirements which may exist in any given territory.

The legal duty of the match official

We all owe a duty to take reasonable care to avoid injury to those people whom we should foresee as likely to be injured in the event that we are negligent. Negligence law establishes that we owe a duty to take reasonable care to avoid the occurrence of the harm. If a Rugby referee were to ask the question: "Who is likely to be injured if I fail to exercise reasonable care in the performance of my duties?", then the answer would be: the players.

The standard of care

Even though referees owe a duty of care to players, it is important to note that they do not risk legal liability simply because a player is injured in a game under their supervision. In order to establish liability in negligence, it would have to be shown that the referee's conduct fell below the standard that might reasonably have been expected of a person refereeing a game at that level and that it caused the injury that occurred. A referee cannot be found liable for errors of judgment, oversight or lapses of which any referee might be guilty in a fast moving and vigorous game.

Though it is small, there is a risk of legal liability on the part of referees. It is essential for this reason, as well as the common sense desire to reduce the risk of injury in an emotional contact sport, to consider some basic techniques of risk and safety management.

Safety first

Remember - in any game, junior or senior, if the safety of the players is at risk, the referee has the power to stop play immediately.

Uncontested scrums

Remember - in any game, junior or senior, if the safety of the players is at risk, the referee has the option to order uncontested scrums.

IRB Rugby Ready - Do it right... be Rugby Ready

Rugby Ready is a brand new programme from the IRB which aims to support coaches, referees and players alike in preparing to play the Game with good practice models for physical conditioning, technique, injury prevention and injury management.

If you have a copy of the Rugby Ready printed book, be sure to read through it and pay particular attention to the Referee Tips throughout. Otherwise, log on to:

www.irbrugbyready.com

where you can complete a self-check test and print your own personalised Rugby Ready certificate.



NOTES

INTERNATIONAL RUGBY BOARD
INTRODUCING OFFICIATING
MODULE 3 - Planning



MODULE 3 PLANNING



Module three - Planning

Chapter one - Referee preparation

Introduction

Preparing to referee a game means being ready for the challenges ahead and the possible situations in which you will find yourself.

Match preparation has many elements: the appointment to the match, the organisation of travel, the packing of equipment, thoughts about the two teams and their players and the actual preparation in the changing room just after arrival. Match officials will not perform well in a game without preparation, regardless of the level or grade. Here are some elements of proper match preparation.

Physical training

If possible, every day. Remember, this includes endurance, speed, flexibility, strength and recovery.

Diet

Ensure your diet is balanced - every day.

Understanding the game

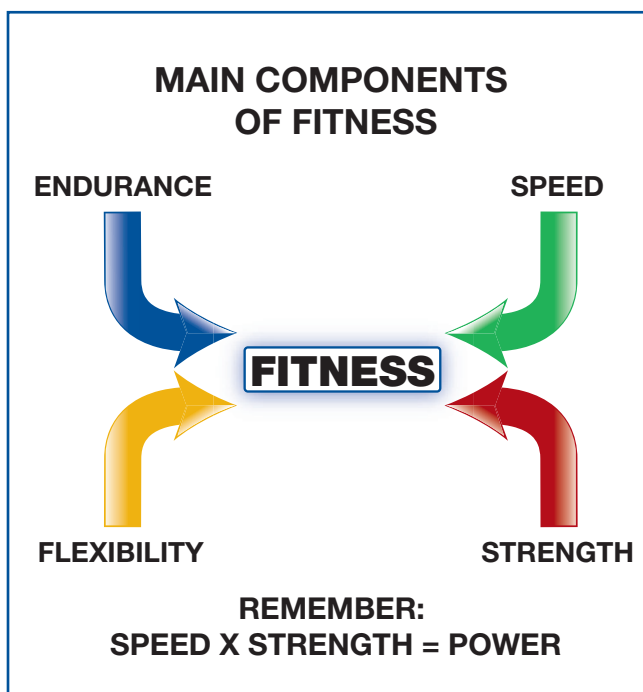
Try watching matches, attending practices, talking to coaches and players, and discussing Laws and application with colleagues, etc.

Studying the laws

After you have made yourself familiar with the principles of the Game, you should start studying the Laws.

Mental preparation

Spend some time on mental preparation during the week and also immediately before the game.



Rugby Ready

The IRB's Rugby Ready programme has plenty of information to help you with preparation as well as the safety elements you already considered in Module 2.



Check out the handbook or log on to:

www.irbrugbyready.com

Checklist for the referee's bag

Your personal presentation as a match official will influence the way players and spectators will perceive you; looking the part makes an impact. You must ensure your equipment never lets you down.

Packing your bag should be a routine. Start with a basic checklist of items needed for every game. Then there will be other items, the need for which is dependent on weather, organisation of the game and the support available before, during and after the match.

Therefore, you might like to start with the below checklist, adopt it to your personal needs and make it a permanent item in your referee's bag.

Referee's packing checklist

- Boots
- Laces
- Socks
- Shorts
- Shirts
- Track suit
- Jogging shoes



- Coin
- Whistles
- Watches
- Pencils
- Scorecards
- Red & yellow cards
- Touch judge flags

• Rain jacket • Towel • Toiletries • Water • Food • Sunscreen
• Cap • Law book • Local competition rules
• Contact telephone numbers

In the changing room

After you have changed into your kit and have checked the pitch for correct markings and any possible safety issues, it is your responsibility to brief the teams, check the players' clothing and organise the toss.

You may run things in your own order and adapt to local circumstances, but you need to have always time left to allow for possible adjustments to be made. Also, you want to give yourself plenty of time before kick-off so that you don't have to rush out onto the pitch in a hurry.

It is worthwhile to note that the pre-match briefing to the players should be kept short and simple. If touch judges are present, they should be involved in the briefing and should be introduced to the teams. Players shouldn't expect you to talk them through the Laws of the Game or to discuss possible game situations. They should focus on their forthcoming game and expect you to do the same.

Don't make any commitments to the teams about how you will deal with certain infringements. Teams might take this as an invitation to test you straight away. They shouldn't expect such promises about your performance but will rely on your accurate management of the game ahead. Therefore, you should respond in a brief way to fair questions about Laws or interpretations of them but not engage in detailed discussions before the match.

There are of course some issues which have to be addressed before every match, and you should always include these in your briefing.

- Introduce yourself (and your touch judges if present).
- Emphasise that you will communicate through the team captain. In a controversial situation, it might be a good idea to give any explanations of your decision-making to both captains.
- Remind the teams of the scrum engagement sequence (**CROUCH-TOUCH-PAUSE-ENGAGE**) to ensure the safety of the players in the scrum at all times (you could talk separately to the scrum-half and the front-row players for this).
- Remind the teams of their responsibility towards good discipline.
- Wish the teams an enjoyable game and let them know the time schedule before kick-off including the equipment check.

Checking the players' clothing is mandatory. The standards to apply for the players' clothing are set out in the Law book. There you will find all the details that require special attention. On top of these regulations, the Law book gives you the power to decide at any time (before or during the match) that part of a player's clothing is dangerous or illegal. Remember that player safety comes first and if there is any doubt players must conform to your decision.

The toss is only a small routine in itself, but it denotes the start of the game ahead and you should make it a well-organised process which shows the manner in which you intend to conduct the rest of the match. You might invite the two captains to your changing room or determine another location depending on the local situation. Teams often prefer to toss well in advance of kick-off so that they know their options and have time to prepare. The coin is tossed by one of the captains, and the other captain calls. The winner may then choose in which half of the field the team will play, in which case the opposing team kicks off, or alternatively may elect to kick off, in which case the opposing captain chooses a half of the field in which to play.

Referee preparation is a very personal thing and is not something that must be undertaken according to any strict rules and regulations. However, experienced referees will agree that the guidelines given above are recognised standards. These are recommended by the IRB and, if followed, will help you to develop into a better match official.

Expect the unexpected

Always remember that unexpected things are bound to happen, both before kick-off and during the match itself. Any experienced referees is bound to have some good stories about things that have happened to them over the years - indeed, such anecdotes form a huge part of the appeal of refereeing.

Remember: stay calm, concentrate, and try to find a sensible solution for whatever you need.

Module three - Planning

Chapter two - Referee support

Introduction

As for all other athletes, it is vital for you as a match official to set goals and to seek advice and assistance in your development to reach these goals.

As a match official you must quickly become self-sufficient. You are responsible for accumulating, absorbing and analysing feedback on an ongoing and long-term basis. But it is the infrastructure that surrounds you - your refereeing colleagues, the referee society, the union or a referee coach - that has the capacity to support your development.

Feedback and match-reports

After each game, it is good practice for you to actively seek feedback by trying to speak with the coaches, captains and players of both sides. You can learn a lot from them. You should listen to them and consider the comments later. If explanations are required from you, they should be given in simple terms.

Gaining feedback in this way is very important, but the drawback of these informal clubhouse chats is they are always lacking structure, and in the long term, this sort of feedback can become counter-productive.

Notwithstanding this, **don't be afraid of criticism. It is part of the job.**

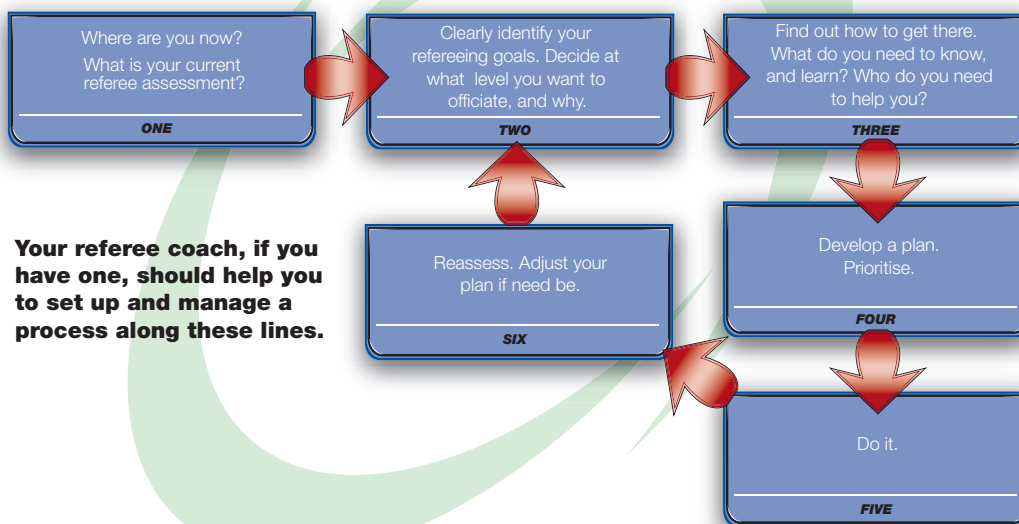
Referee coaches

Many unions have few, if any, qualified referee coaches. However, if available, the referee coach can play an important role in the development of any referee by:

- identifying and meeting each referee's needs
- planning, conducting and evaluating progressive programmes to improve performance
- considering factors such as the age, maturity, skill and ambitions of the referee
- creating environments to help motivate, encourage continued participation and/or improve performance.

Proper feedback is best achieved by having some kind of formal process in place using an established reporting mechanism which follows the general principles outlined in the diagram on the next page.

An established feedback and match report mechanism



Gathering feedback through a process like this should be done as regularly as possible, as the accumulated data is invaluable in measuring your progress. After each match, armed with the information you've accumulated thus far on your performances, and if possible with a copy of the video from the game, you can check your performance with regard to the technical and management elements of the Game.

Key components are the broad areas of an official's performance that make up the technical and management facets of the coaching function.

For each key component, **competencies** have been produced which indicate the expected outcomes from the official's performance. 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, the key component could be entitled Tackle.
- Under Tackle, one of the competencies is to ensure that the tackled player released the ball and moved away.
- An indicator of non-compliance could be a high number of unplayable ball decisions by the referee at the breakdown.
- A possible cause could be the failure of the referee to be close to the action and in a position to observe the tackled player and the ball.
- The coaching hint might be to ensure good fitness and develop positioning skills by adjusting their training program accordingly.

Don't dwell on bad feedback

Going home after a match and dwelling on problems you had with your refereeing that afternoon can often be counter-productive. If you are stuck with a problem or negative feelings about your performance, contact a colleague or someone at your referee society to discuss it and find a solution.

The IRB publication 'Referee Coaching in Practice' contains further information on feedback and required competencies.

NOTES

INTERNATIONAL RUGBY BOARD
INTRODUCING OFFICIATING

MODULE 4 - Technical



MODULE 4 TECHNICAL



Module four - Technical

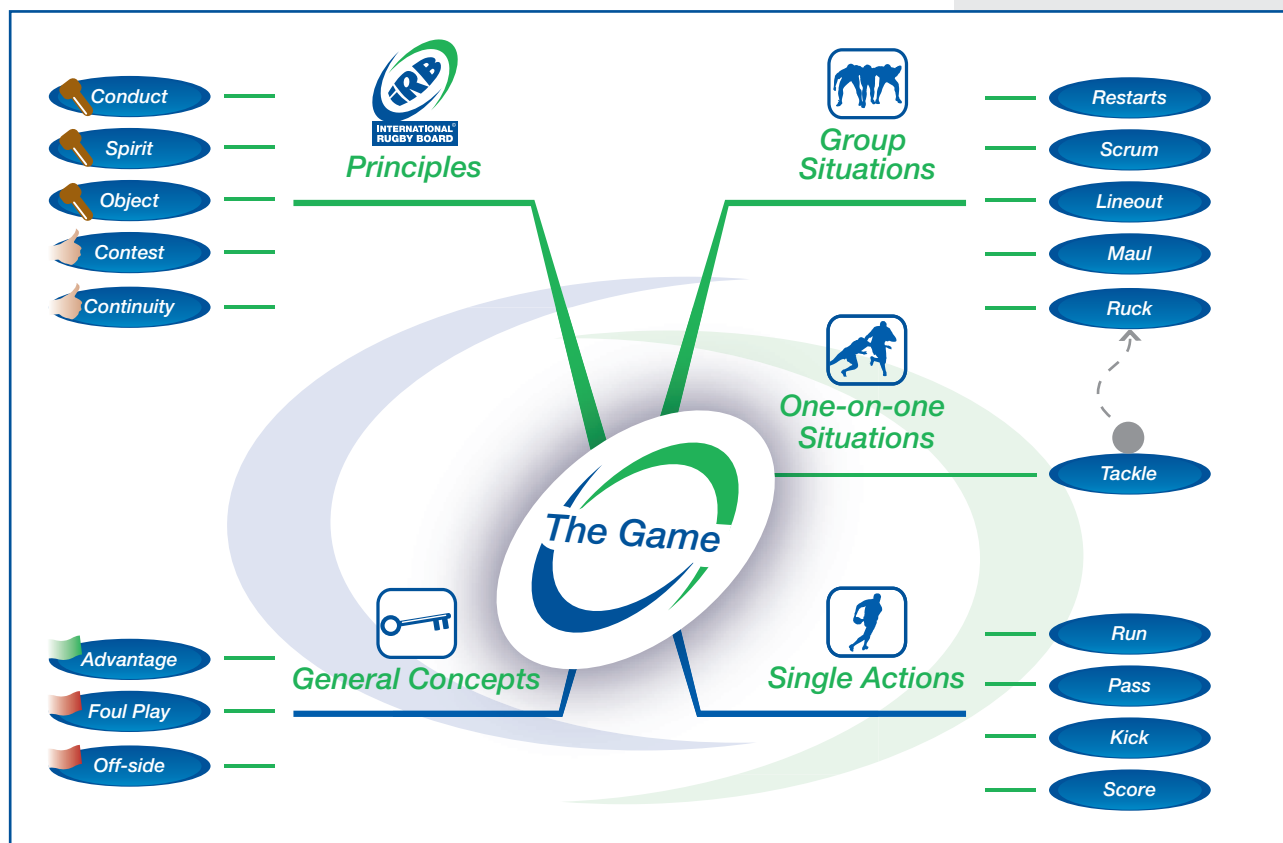
Introduction and procedure

This Introducing Officiating course is based upon practical learning. This workbook provides the theoretical grounding, and serves as a point of reference for you to come back to later, but the main emphasis of this course is on asking you to develop your skills in a practical way via scenarios and real game situations.

The practical scenarios in this module provide you with many game-like opportunities. They include positioning and communication in their technical context to ensure game-related and reality-based learning.

Although at higher levels of the IRB officiating programme, the aspects of management and planning will be discussed in great detail, the IRB wants to ensure that at Level 1 you stay focused on the game and don't become distracted by what at this stage are secondary issues.

The structure of this technical module employs a simplified analysis of the game and is delivered using the categories in the following diagram.



Remember that the learning situations created for this module are only examples to give you a practical opportunity to actually referee in a particular context. They will serve to develop your officiating skills by introducing you to the main areas of the officiating of the game.

Procedure for practical exercises

- Each participant will have a role to perform at all times during the practical exercises. This role could be any of the following:
 - Referee.
 - Touch judge.
 - Defending player (■) or attacking player (■).
 - Coach.
 - Spectator.
- Your educator will arrange you into groups. The example diagrams on the following pages assume a group size of 15 participants. After each run through the exercise, you'll change role and repeat the exercise until every participant has undertaken every role.
- At all times, regardless of the role you are currently undertaking, you are asked to observe and review the following:
 - Positioning and communication (content from this workbook).
 - Laws of the Game (content from the Law book).
 - Key learning points (process).
- After about five repetitions of the exercise, gather together in your group and analyse the process taking place in that particular phase of the game and review the requirements for refereeing in the scenario. Include positioning, communication and Law application in this analysis and agree on the key learning points.
- Turn these key learning points into a checklist and record them in this workbook.
- The educator will observe the action, oversee the group discussion / analysis process and correct / intervene only if necessary.
- In some of the practical exercises, the educator will ask some participants to manufacture mistakes or matters of non-compliance.

Key

The diagrams for each of the practical exercises in this module follow this key:

- 9** Attacking player
- 3** Defending player
- 13** Ball carrier at the start of the exercise
- REF** Referee
- ED** Course educator
- >** Path of ball (with arc if ball moves through the air)
- >** Path of referee

IRB Introducing Officiating - evaluation questionnaire

Name (optional):

How well did course help you to:	LOW	HIGH
understand the IRB Match Official training programme?	1 2 3 4 5 6 7 8 9 10	
improve your game knowledge?	1 2 3 4 5 6 7 8 9 10	
understand the role of the referee?	1 2 3 4 5 6 7 8 9 10	
manage risk as a match official?	1 2 3 4 5 6 7 8 9 10	
position effectively as a match official?	1 2 3 4 5 6 7 8 9 10	
communicate effectively as a match official?	1 2 3 4 5 6 7 8 9 10	
practically officiate game situations?	1 2 3 4 5 6 7 8 9 10	
plan as a match official?	1 2 3 4 5 6 7 8 9 10	
improve your skills as a match official?	1 2 3 4 5 6 7 8 9 10	
How satisfactory did you find the:	LOW	HIGH
pre-course administration?	1 2 3 4 5 6 7 8 9 10	
venue / lecture room?	1 2 3 4 5 6 7 8 9 10	
refreshments?	1 2 3 4 5 6 7 8 9 10	
course format?	1 2 3 4 5 6 7 8 9 10	
practical activities?	1 2 3 4 5 6 7 8 9 10	
support resources, e.g. workbook, Laws DVD, etc.?	1 2 3 4 5 6 7 8 9 10	
Please comment on the educator's skills:	LOW	HIGH
Creating and maintaining a learning climate	1 2 3 4 5 6 7 8 9 10	
Presentation skills	1 2 3 4 5 6 7 8 9 10	
Questioning and listening skills	1 2 3 4 5 6 7 8 9 10	
Knowledge of officiating and Law application	1 2 3 4 5 6 7 8 9 10	
Giving honest and accurate feedback	1 2 3 4 5 6 7 8 9 10	
Investing in students	1 2 3 4 5 6 7 8 9 10	

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

What part of the workshop did you find most useful?

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

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