

INTERNATIONAL RUGBY BOARD LEVEL 1 COACHING OF MATCH OFFICIALS



Course manual and workbook



Level 1 Coaching of match officials

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Overview

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Foreword

Welcome to the IRB Level 1 Coaching of Match Officials course. The purpose of this introductory course is to enable coaches of match officials to acquire basic skills to plan accordingly, observe Match Officials in action and to apply basic coaching to support 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 an uniquely inclusive sport, and you as the Match Official coach hold a position of genuine influence over Match Official development and ultimate the player's safety and game enjoyment.

The IRB Level 1 Coaching of Match Officials course aims to create a platform for developing coaches of match officials and motivate them to collect some coaching experience on their way. The course is delivered using the following structure, using three different modules to explain, demonstrate, practise, perform and analyse coaching skills. These modules are:

- Planning
- Observation
- Review

Throughout the course, you will be encouraged to practise your coaching 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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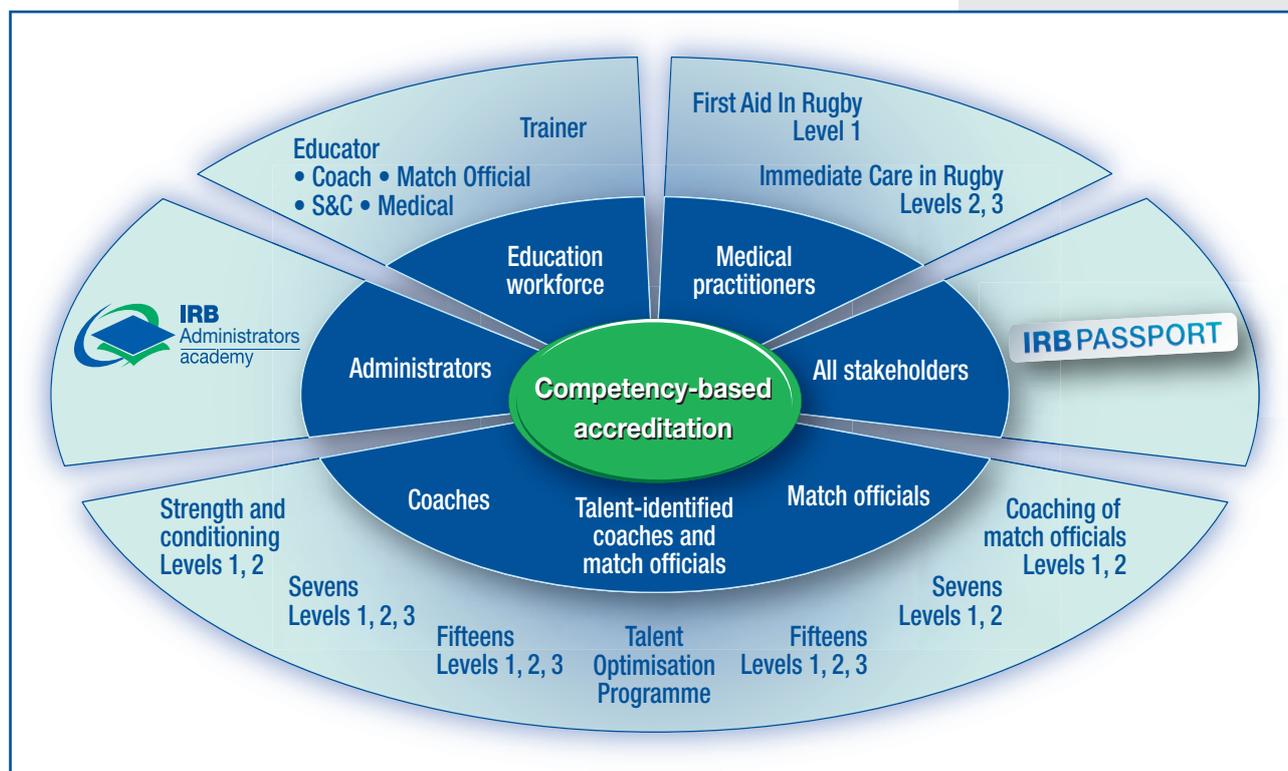
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IRB Training and Education courses



IRB Training and Education courses have evolved since the mid 1990s, and have been updated regularly since then using the expertise in member Unions and the skills of a select number of IRB Trainers who are also 'content experts'.

Since 2006, the IRB provision has extended to serve more stakeholders, as demonstrated in the portfolio above. All courses are now competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

In addition, IRB courses can now only be delivered by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards. All record keeping and certification is undertaken from the IRB's headquarters in Dublin, Ireland.

Course timetable

MODULE	MINUTES
Overview and introduction	30
1. Planning	90
2. Observation	
• Part 1	60
• Live match / DVD analysis	60
• Part 2	60
3. Review	120
Course feedback and next steps	30
TOTAL	450

Total duration: 450 minutes (7.5 hours), plus 150 minutes (2.5 hours) for breaks

Sample programme

8:00-8:30	Overview and introduction	30 minutes
8:30-10:00	Planning	90 minutes
Coffee break		30 minutes
10:30-11:30	Observation - Part 1	60 minutes
Lunch break		90 minutes
13:00-14:00	Practical: Analysis of live match / DVD	60 minutes
14:00-15:00	Observation - Part 2	60 minutes
Tea break		30 minutes
15:30-17:30	Review	120 minutes
17:30-18:00	Feedback and wrap-up - next steps	30 minutes

General course information

Entry requirements

The course is for individuals with knowledge and experience of the game who wish to support the development of match officials. It is beneficial, however, if participants have a basic understanding of the Game from their experience as a player and/or coach and/or match official.

Module resources required

- This CMO manual
- IRB Laws of the Game book (or access to www.irblaws.com)

Accreditation

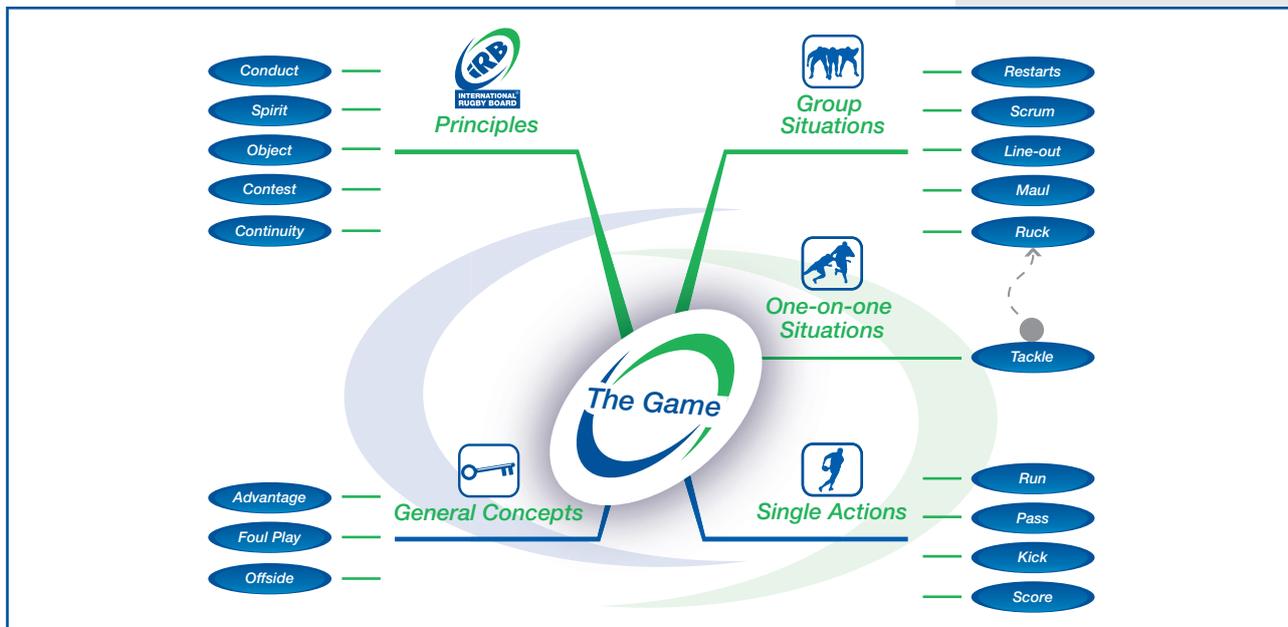
Competency-based assessment using competencies and a formal transcript. In order to be awarded the IRB certificate, the participant must attend all modules of the course.

Delivery methods

This course will be delivered by:

- Practical sessions using explanation, demonstration and practice
- Live match / DVD
- Problem solving tasks
- Scenarios
- Presentations

Components of officiating the Game



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, lineouts, 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

The Laws of the Game ensure that 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, fair play and in accordance with the values associated with the Game.

Rugby's core values

Rugby is a sport for all which is proud of its values and remains true to them. The Game's core values are:

- **INTEGRITY** - Integrity is central to the fabric of the Game and is generated through honesty and fair play
- **PASSION** - Rugby people have a passionate enthusiasm for the Game. Rugby generates excitement, emotional attachment and a sense of belonging to the global Rugby family
- **SOLIDARITY** – Rugby provides a unifying spirit that leads to lifelong friendships, camaraderie, teamwork and loyalty which transcends cultural, geographic, political and religious differences
- **DISCIPLINE** - Discipline is an integral part of the Game, both on and off the field, and is reflected through adherence to the Laws, the Regulations and Rugby's core values
- **RESPECT** – Respect for team mates, opponents, match officials and those involved in the Game is paramount

View the IRB Core Values video at: www.irbrugbyready.com/en/corevaluesvideo



Introduction to the course

By coaching Match Officials, it is intrinsic to the coach's role, at the junior level of refereeing, that the referee is 'guided' in terms of his/her decision-making and role as a referee, and literally instructed at times.

The responsibility for development lies with referee himself/herself and any feedback received needs to be checked against their own goals. An action plan can help to identify needs and provide support feedback in almost every situation and stage of their development. The actions should focus on building on strengths, working on areas for development, maximising opportunities and minimising threats or identifying contingencies. For referees it is vital that they are able to learn and develop without having to rely on a referee coach or other infrastructure to help. Match officials must quickly become self-sufficient, either in isolation or in company with refereeing colleagues.

With a shortage of personal and official supervision in many Unions, referees in most cases will have to rely on their own judgement and will need to use a variety of sources for feedback and development. Likewise, the referee coach (or Educator) has to have the skills to guide the 'remote' referee(s) individually and as a group, to this end. However, self analysis for referees is also 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 on an on-going and long term basis.

In the process to support the referee, the coach needs to get the referee to 'self-discover' issues and solutions through strong questioning and review techniques:

1. The referee coach has 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.
2. In being selective, the referee coach will need to find things to praise based upon the strengths listed on the coaching form.
3. The referee coach will select areas for development which are going to make the greatest difference to the referee's performance the next time he/she officiates. These areas should to be in reference to the match goals the referee has communicated before the match.
4. Referee coaches will know the differences in approaching different personalities of referees, relating to the learning styles, attitude and goal setting.
5. Referee coaches will know the differences in approaching different types of referees, relating to the level of refereeing, Game experience and competition standard.

At the conclusion of this course, you will have identified aspects of your development as a coach of match officials to take you forward towards further progression, and have identified a number of tools to assist you in that progression.

Before you participate in this CMO Level 1 program, you are asked to reflect on the knowledge and skills required to become a coach of match officials. The motivation to participate will vary from participant to participant. List your personal reasons below (tasks 1, 2 and 3).

Task 1

List some reasons why you want to become a coach of match officials.

	Reasons
1	
2	
3	
4	
5	
6	
7	

Task 2

List some knowledge areas you believe a coach of match officials should possess.

	Reasons
1	
2	
3	
4	
5	
6	
7	

Task 3

List some desirable personal attributes/skills of a coach of match officials.

	Reasons
1	
2	
3	
4	
5	
6	
7	

What are the specific areas of the referee performance I need to address?

Competencies. It is recommended that only the high incidence competencies be given preference initially until more experience has been gained. Here, tackle / ruck, scrum (and safety in particular), control and advantage are probably the components of most significance.

How can I measure referee performance and what are the factors indicating performance development?

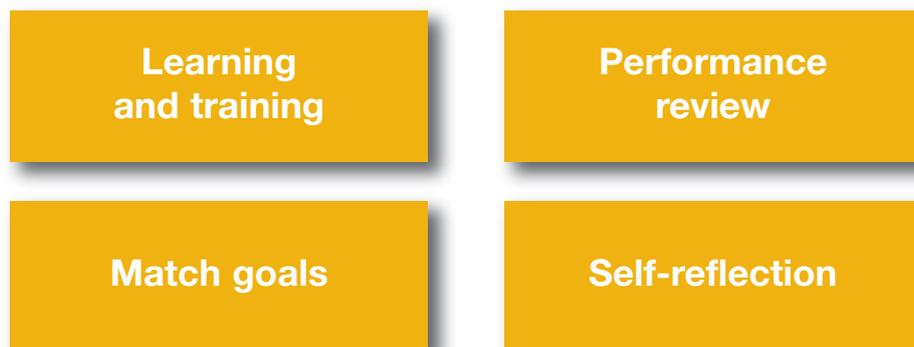
Indicators of (non-) compliance. Watch the game with particular emphasis on checking for signs and patterns that are significant.

What is the real problem? Do we always see the cause when we analyse refereeing performances?

Possible causes. This can assist in homing in on the factors which have been responsible for the (non-) compliance.

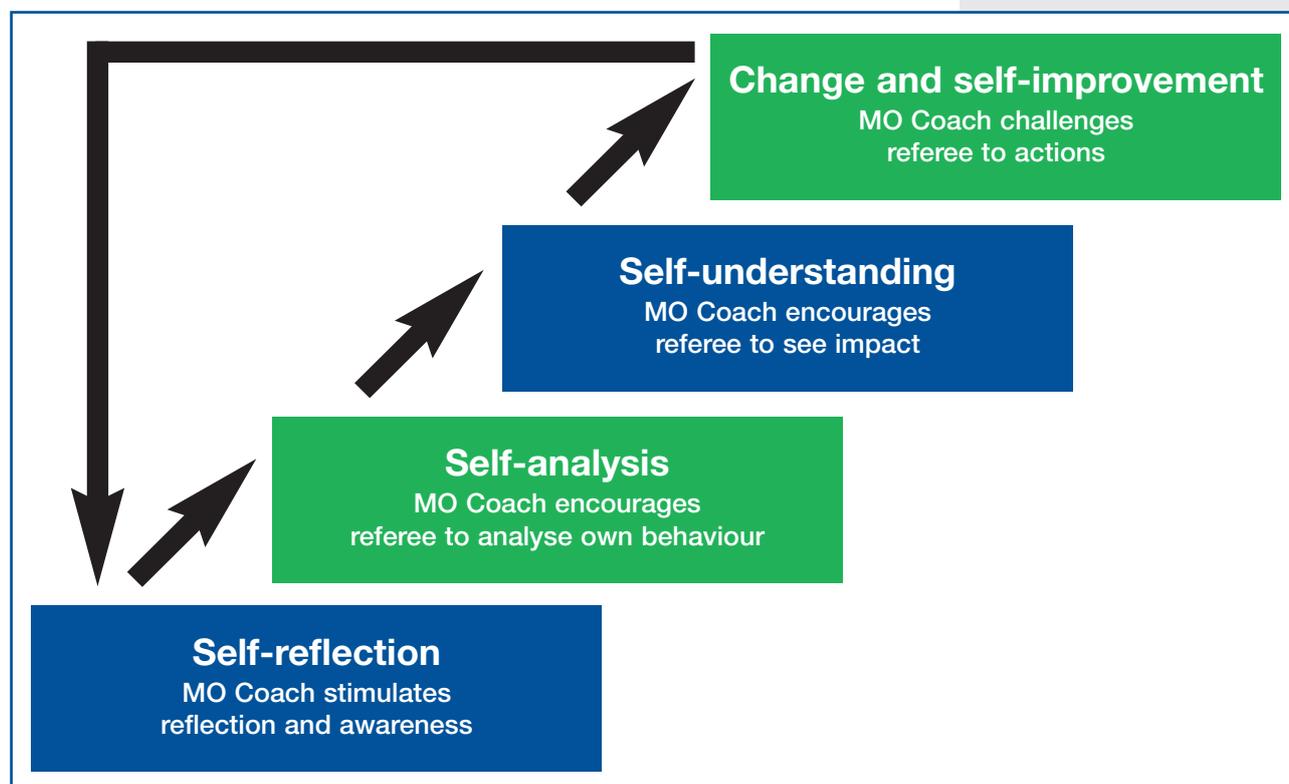
How can I address my findings from communicated match goals, referee self-reflection and my performance feedback in action planning for referee training?

A basic model names four different areas of activities and follows the 'Do-Plan-Review-Conclude' pattern (see also page 36):



It is then the task of the MO coach to:

- stimulate reflection and self-awareness
- encourage the referee to analyse their own behaviour
- encourage the referee to see impact
- challenge the referee's actions



Module 1 - Planning

Introduction

Planning is the first step towards effective coaching. The skills to plan your coaching activities in a systematic way have been identified as an important component of the competency framework for your coaching activity. While some of your coaching interventions with match officials may occasionally be successfully run as a one-off session without thorough planning, it is unlikely you will run a meaningful series or programme of sessions without planning accordingly.

For referee coaches, a 'session' could be a telephone call, a one-on-one meeting, a referee/coach meeting, watching a video or a live match, etc.

You can only become effective in your coaching if you first identify what you want to achieve from the session, e.g. if you set proper goals for yourself within your coaching process.

Your goals should not be vague, unrealistic or imposed goals but follow the mnemonic **SMART** acronym used in other IRB resources:

SPECIFIC

Goals should be as specific as possible. If the goal is too vague or too broad, it does not help to focus attention.

MEASURABLE

Goals should be measurable. Unless a goal is quantifiable it will be difficult to assess progress.

ACHIEVABLE

Goals are only achievable by assessing current abilities and potential. Goals must be controllable by you, only you can control the level of effort, enthusiasm, attitude, etc.

REALISTIC AND REGULARLY REVIEWED

Goals should be realistic. If the goal is too difficult, you will probably fail to achieve it. If too easy, it will not hold any challenge or motivation.

TIME BOUND

Goals should be achieved by a specific date. If dates for completion are not set, there is the possibility that postponement or indefinite delay becomes a habit.

Task 1

As an individual, list three goals you want to achieve within the next season as a coach of match official. Swap papers with your neighbour and check if the phrased goals are SMART by placing a 'tick' or a 'cross' in the relevant columns.

Goal	S	M	A	R	T
1					
2					
3					

Your planning of coaching interventions with match officials will include a vast variety of options, but when experienced coaches of match officials are asked about their 'routines', the following items come up for any of their activities:



Task 3

A crucial part of your match day intervention is your introduction to the referee. This is particularly important when you have not been able to meet that referee before.

Split into groups of three - one referee, one CMO and one observer. Undertake a 5 minute pre-match introduction, then swap roles. Record your observations.

Role	Observations
Referee	
CMO	
Observer	

Many tools you might find helpful for your role as a coach of match officials already exist. These are generic tools to support you in a role of a coach. You might want to use them as they are or want to modify them to your specific needs.

These are the tools included in this manual (see Appendices):

- 1 – Referee coach communication planner
- 2 – Review statistics form
- 3 – Match timeline form
- 4 – Performance review form

Principles of the Game

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. 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 Game are as follows:

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.

Module 2 - Observation

Introduction

At the end of this module, you will be able to observe with accuracy the match officials performance in a game. You will compare that performance with the goals that the referee has set for him- or herself and identify areas of improvement and areas of possible development. You will also be prepared to prioritise your observation to select the three strengths and the three development areas for that referee.

Once you have done your planning, the stages of your process are:

OBSERVATION - what to observe and how to gather and record information. Coaches may employ a variety of means to help them with this process.

ANALYSIS - establishing what actually happened and for what reason. Selection of main strengths and development areas to provide recommendations for future development. Verify how this fits in the history of the match official and previous observations if possible.

When you have achieved the two steps above, you are equipped to review the referee by providing appropriate, accurate and positive information to learn and develop.

What to observe

For the purpose of this introduction course program, the coach should be prepared to mainly observe two aspects of the officiating performance:

- Technical aspects
- Management aspects

The observation focus needs always to be related to the match goals the referee has communicated before the match.

Match goals must be specific (mostly **SMART**) and must endorse the principles of the Game. The principles of the Game are the fundamentals on which the Game is based.

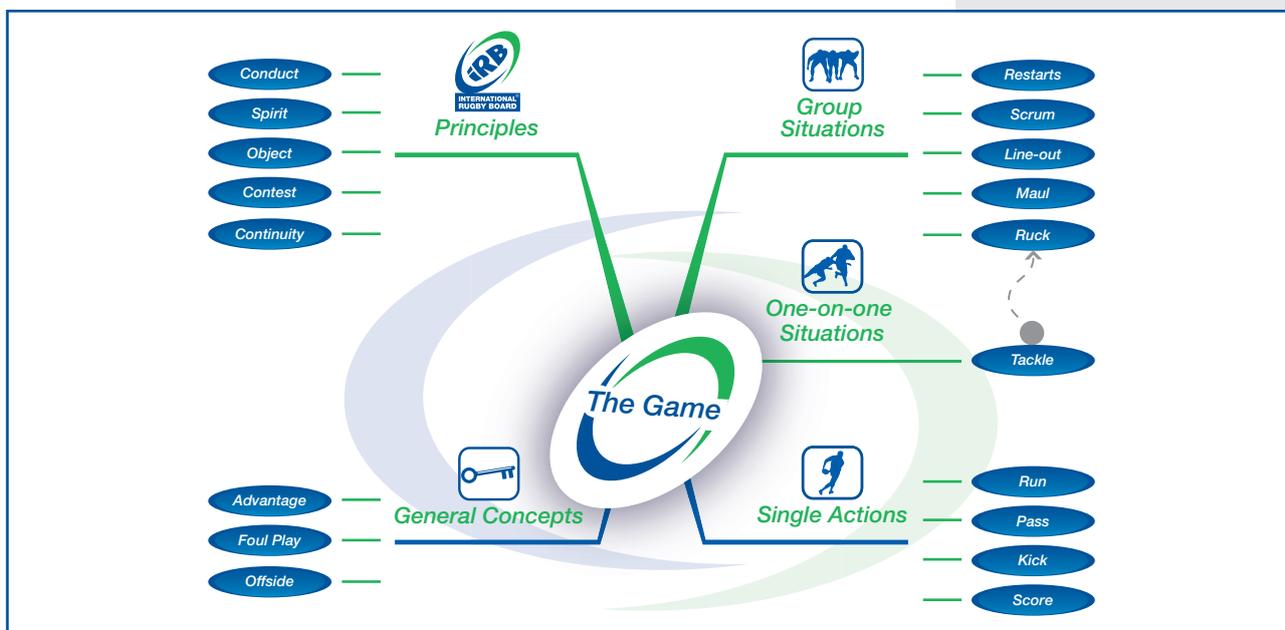
Task 1

Describe the technical aspects and the management aspects that you, as a coach, should observe during the match. Write them in the following table.

Then split into pairs and have a 5 minute discussion. Record your observations.

Technical aspects to observe	Agreed match goals	Management aspects to observe

We could analyse the components of officiating the Game as follows:



Technical and management aspects are always going to be related to the knowledge of the game, the application of the Laws and the principle of materiality.

Be careful not to be too broad in your observation and analysis and try to break down the different components of officiating further. The following is just a list of the main things to observe in the technical aspect.

Tackle and ruck

1. Effective presence at each tackle and ruck, i.e. “being there” to enable preventative communication.
2. Ensured tackler(s) released and moved away.
3. Ensured tackled player(s) made ball available immediately and moved away.
4. Ensured players entered the tackle and ruck phase from the correct side and on their feet.

Maul

5. Ensured mauls were formed and ended correctly.
6. Ensured players joined the maul correctly.



Open play

7. Ensured all restart kicks were taken correctly and players were onside.
8. Ensured a 10 metre space was available at penalty kicks and free kicks.
9. Managed offside players in general play.
10. Detected all obvious forward passes and knock-ons.
11. Managed offside lines for non-participants at ruck, maul, scrum and lineout.

Scrum

12. Indicated the mark and ensured that the appropriate engagement sequence was followed.
13. Ensured scrums were stationary, square to touch and players bound correctly.
14. Encouraged a fair contest for the ball.
15. Managed offside for participants.

Lineout

16. Effectively managed the lineout formation.
17. Encouraged a fair contest for the ball.
18. Managed across and along lineout offences.

Advantage

19. Applied advantage without undue pressure on the non-offending side.
20. Allowed play to continue when the advantage was gained.
21. Communicated advantage and advantage over by signal and voice.

Additionally, you should observe the following:

- INJURIES
- ASSISTANT REFEREE REPORTS - #
- SIN BIN / SENT OFF
- SCORES

The management aspect is the baggage of resources the match official has to conduct to the different parts of the game, especially the foul play and interpersonal relationships between players and between the players and the match officials. The key areas here are:

- a. Sets a high standard of personal behavior with respect to the principles of refereeing in accordance with the playing charter.
- b. Effective communication of all decisions made using referee signals, vocals and body language.
- c. Follows “Refereeing what matters” (contextual and material judgements).
- d. Effective management of potential and/or actual conflicts, including the use of captains
- e. Effective positioning (ball line running and ball-inside-outside).
- f. Effective interaction with ARs and other match officials.



How to locate yourself during observation

It is intrinsic in your role that you should not watch the game as a spectator, but with full attention to the referee's performance.

You will analyse a game looking at the referee's patterns, and at player responses. 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 halfway line and near the touchline.
- 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.

Remember, the main principle that the coach must not forget is that he/she is going to observe the match official and not the match. After that:

- Take up a comfortable position from which to watch the game.
- If it is possible, move around to gain a better perspective on the referee.
- Maintain your level of concentration throughout the game.
- Avoid the temptation to talk (and respond) to people, and time any breaks appropriately.
- Take notes during the game.
- When taking notes during a game, do not allow it to interfere with your holistic viewing of the game.
- 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.

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? It is 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 can be solved by the use of electronic communications equipment.

How to take notes during observation

The amount of information you will observe in a single match can be considerable, resulting in difficulty in initial interpretation and subsequent recall. How much information can be accurately stored in your mind during a Rugby match?

Are you able to narrow your focus based on the match goals set by the referee?

The speed and amount of information should be analysed during the game from a 'big picture' perspective, so that focus areas can be detected and confirmed.

Task 2

Identify different methods how to record incidents in a match. Take 5 minutes to come up with a basic observation grid and compare results with other participants.

Notes

How to prepare a review document

After the observation and analysis of notes taken from the match, the coach should prepare for the review process. This is one of the most important parts of the coaching task.

In the preparation for that review, the coach should identify the following five components:

1. Match goals of the match official.
2. Objective of the coach (that day). That needs to be adjusted to the match goals the referee has set.
3. Selection of two or three main strengths and two or three main development areas of the match official.
4. Planning of the method he/she is going to use to communicate them.
5. Draft action plan to develop with the match official.

How to use video

Video footage is an essential part of any match observation and should accompany you during the review process. It is important to stress that DVDs of high quality covering a complete match are rarely available in time after the match or not available at all.

Remember that observation has to be the priority. In many instances, the most simple and less expensive video cameras covering only a stretch of 20 minutes will become a very powerful and practical tool of your observation. Such a video can:

- act as a permanent record of performance;
- provide immediate feedback;
- be stored for subsequent analysis and editing.

How to read the Game and identify trends

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 match officials could be expected to react during the game.

For example - recognition of one team's superiority over another:

- A strong scrummaging team will have different preferences with regard to advantage application compared to a weaker team.
- A superior team at the lineout may prefer a kicking-oriented game.
- A player may be sent off in the 20th minute of the first half.

How to use the concept of 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.

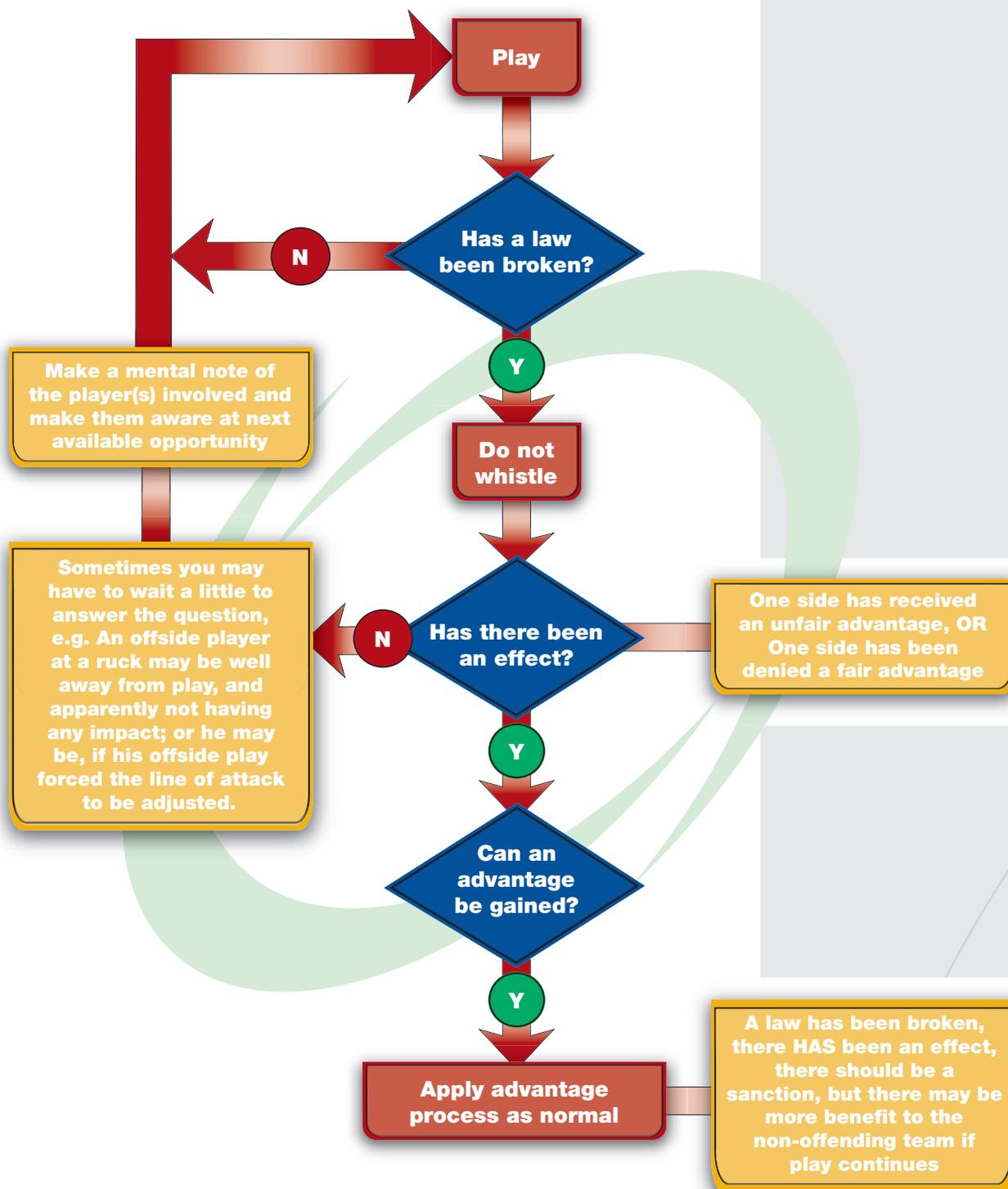
The object of the game is **NOT** 'to score most points and never break the Law', **BUT** 'to win through fair play according to the Laws.'

It is 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.

The 'De minimis' concept expressed as a flowchart



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.”

Materiality 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.

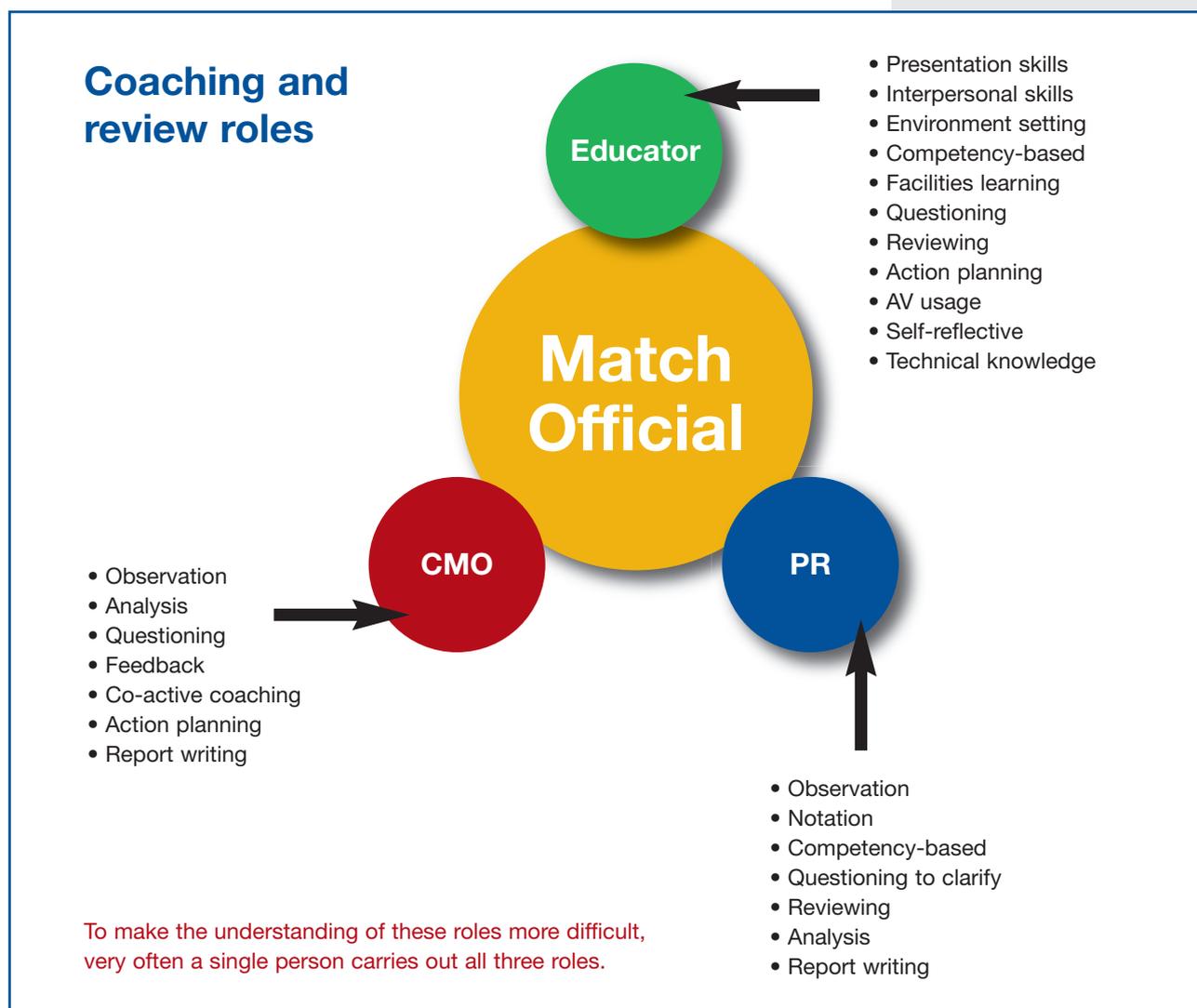
Module 3 - Review

Introduction

Many different people in different roles contribute to the development of match officials. These people can be players, team coaches, club administrators or even spectators.

In most cases, the biggest impact on the learning of match officials will be provided by educators, match official coaches and performance reviewers. Often, a single person carries out all three roles, which makes understanding of these roles more difficult.

The following diagram outlines some of the attributes associated with these three roles:



This module focuses on feedback, questioning and action planning. At the end of this module, you will have practised and considered how to:

- listen effectively to what the match official says;
- ask questions that allow the match official to self-reflect openly and honestly;
- use REVIEW to generate feedback and to support action planning;
- support the match official to self-reflect and to action plan.

Task 1

How do you give effective feedback to the referee?

Steps	Examples of HOW you approach...
1. Prepare for session	
2. Stay open minded	
3. Respond to points carefully and unemotionally	
4. Decide what you can take from the debrief	
5. Work with the referee to develop an action plan	
6. Agree with the referee on follow up for the action plan	

Task 2

Based on the video provided or the live rugby used in Module 2, give feedback to the referee based on your/their observations and notes.

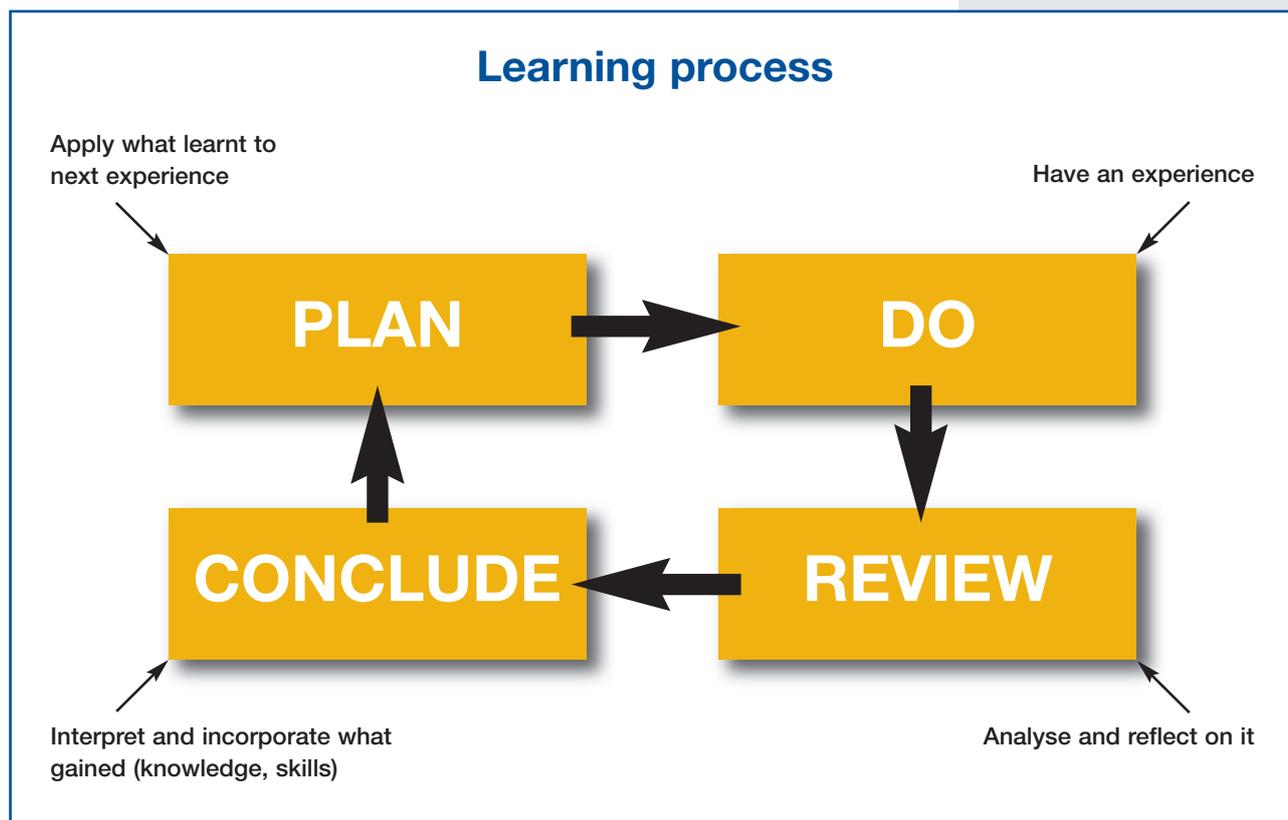
Split into groups of three - one referee, one CMO and one observer. Swap roles and record your observations for each role with the following questions in mind:

- What process did you use to provide feedback to the referee?
- What is your self-reflection on the quality of the feedback you gave?
- What is the difference between providing feedback and reviewing performance?
- What will you do to improve the quality of your feedback?

Role	My observation
Referee	
CMO	
Observer	

How to use REVIEW

The REVIEW process in itself is an essential part of the learning process best explained in the following diagram (see also the model on page 15 for reference):



The match goals that are part of the PLAN should not only identify 'deficiencies' that a referee wants to address. There is also no need to strictly address three match goals as suggested by Appendix 1 - Referee coach communication planner. In many cases, a simplified approach addressing only one goal or a number of goals closely related in one area have a more meaningful impact on the referee.

Watching CMOs in action, they too often sit down and try hard to deliver every possible suggestion on every possible thing that went wrong for the referee. The referee is then often overwhelmed and, as a result, loses track of the most significant things. The better CMOs take a more calm approach and stick with the formula of developing 'a maximum of three things' for the referee to work on.

In his or her resulting action plan, especially a referee in the beginning of his or her career, it might be better off to work on one deficient area at a time. Find the major issue, but get it right. Then move that item to a 'maintenance' level and work on the next issue. Now, by having one deficient area to work on, there may be anywhere from three to a dozen things that a referee practically wants to accomplish in a match to achieve that.

The REVIEW process described below provides some guidelines to assist you in the provision of coaching feedback to a referee following the game. As a CMO, you should always design your feedback based on the specific goals and needs of the match official, not on what you want him or her to achieve.

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?

There is a blank review form in the Appendices with room for notes which you can use when reviewing match officials.

Task 3

Give your partner feedback on a given scenario applying the REVIEW process. Use an incident from the video provided or the live rugby used in Module 2.

Conduct a five minute discussion, then change roles. Bear in mind the following elements:

- honesty
- a two-way dialogue
- listen then question
- a path for learning, developing and changing behaviour

Area	What went well?	What can improve?	Action plan
R			
E			
V			
I			
E			
W			

Task 3 (continued)

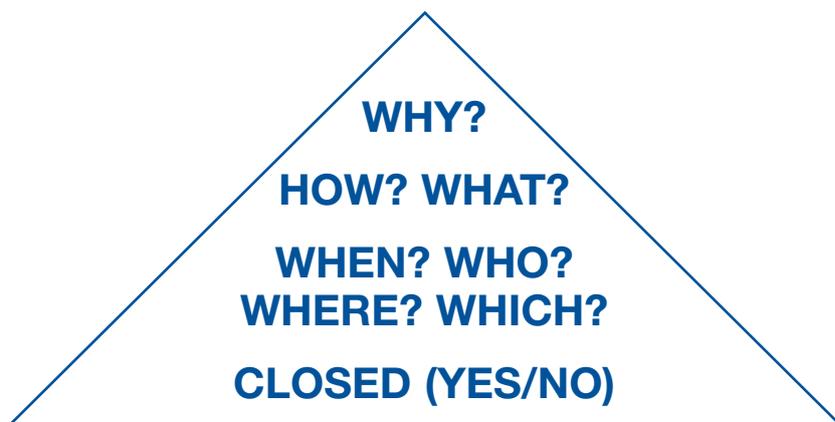
Write down below what went well in your review and what you would like to improve. Focus on the three most important issues.

Positive points	Areas which require improvement and actions

How to use questioning and listening

Listening is a core skill. At the conclusion of this chapter, you will be aware of:

- listening skills;
- identification of a range of questions to be used when doing a REVIEW;
- the structure of questions for specific purposes.



Task 4

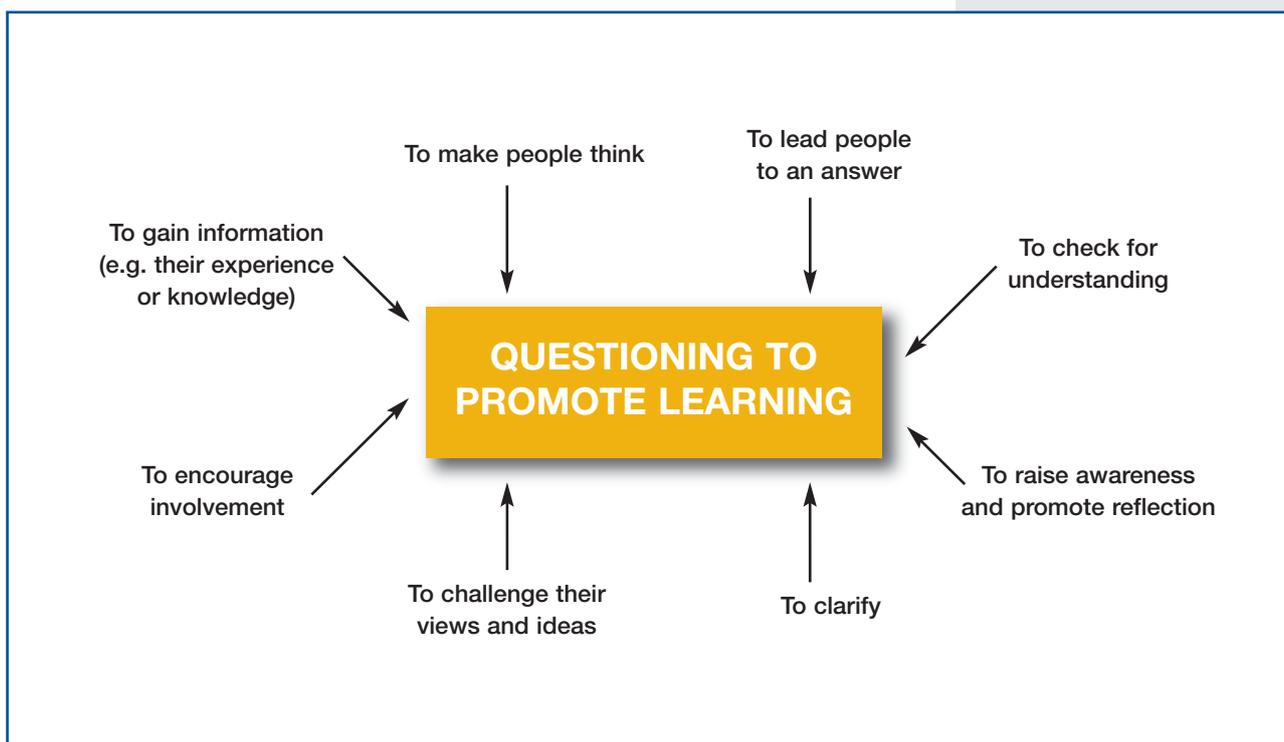
Identify what helps and hinders good listening.

What helps listening?	What hinders listening?

Task 5

Identify examples of different questions. When do we use open or closed questions?

Situations when OPEN questions are best suited?	Situations when CLOSED questions are best suited?



Below, we have listed some useful tips on structuring questions and promoting effective listening:

Avoid: 

- leading questions
- expecting the 'right' answer
- WHY questions

Try to: 

- keep questions simple
- ask other questions
- contextualise your questions
- make your own input
- use WHAT or TELL ME questions

Listening tips:

- Pay attention.
- Listen 100% with your ears, eyes and whole body - never finish a sentence or interrupt.
- Show that you are listening.
- Provide some feedback (questions for clarification or explanation), if necessary.
- Let the speaker finish - don't interrupt.
- Pick out their key words (their line of interest) and always use THEIR words not your substitutes.
- Build your next question or statement around these words.

How to use the competence-based review approach

The competency-based review is an approach to introduce standards. Standards in Rugby officiating are based on a competency system, including knowledge, skills and attitude of the match officials:

“Standards describe a professional profile which is needed to respond to the practical challenges of match officiating.”

Standards are set with a deep practical relevance and experience, including theoretical concepts in the context:

- the way the Game is played;
- of the Laws of the Game and
- the Charter of the Game.

Well-defined standards are different to meaningless theoretical approaches and random actions without relevance. They have a practical relevance in the modern Game and they are highly appropriate for a practical activity like officiating. They are particularly valuable in learning environments, because they offer flexibility and can be adapted to the unique needs of the official.

Standards also drive and define the contents of any quality education program. Observation will focus on observable behaviours - the criteria – and question how these behaviours can be modified to improve refereeing performance.

Criteria are factual and concrete data for the individual referee.

- **E** = MOs demonstrate their ability in all situations - intrinsic attitude - often classified in Rugby terms as play-off standard, minor coaching is needed
- **C** = MOs demonstrate their ability in a given situation - can do it - often classified in Rugby terms as competition standard, some coaching is needed
- **NYC** = MOs not able to demonstrate their ability - can't do it yet

We can also apply the word in the following diagram to explain the categories for evaluation:

Competency-based assessment

NOT YET COMPETENT		COMPETENT	EXCELLENT
Unaware	Aware	Achieved minimum standards	Performed beyond minimum standards

Task 6

Your educator will play a video of five different scrums from one match. Observe the players' actions and the action of the referee against the following competency criteria*:

12. Indicated the mark and ensured that the appropriate engagement sequence was followed.

Indicate for each of the five scrums if the referee is either E, C or NYC and why you came to this conclusion.

Scrum situation	E, C or NYC?	Why?
1		
2		
3		
4		
5		

*A complete competency review form, as used in IRB competitions such as the Junior World Trophy, can be found in the Appendices.

Appendix 1 - Referee coach communication planner

MATCH OFFICIALS	Ref:	AR1:	AR2:
TEAMS, DATE & VENUE			
CMO			

FOCUS AREA	KEY ELEMENTS	REMARKS / OBSERVATIONS
PREPARATION	Referee contacts	
	Referee profile	
	Logistics	
INTRODUCTION	Meeting time	
	Meeting venue	
	Establishing positive working atmosphere	
REFEREE GOALS	1. Match goal	
	2. Match goal	
	3. Match goal	
	Agreed observsation	
REVIEW	R	
	E	
	V	
	I	
	E	
	W	
ACTION PLAN	Agreed actions	
	Agreed timing	

Appendix 2 - Review statistics form

MATCH OFFICIALS	Ref:	AR1:	AR2:
TEAMS, DATE & VENUE			
CMO			

MATCH STATISTIC OBSERVATIONS										NOTES
SCRUM										
1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
Collapses										
Sanctions										
LINEOUT										
1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
Sanctions										
TACKLE, RUCK AND MAUL										
Penalty at tackle	1	2	3	4	5	6				
	1	2	3	4	5	6				
	1	2	3	4	5	6				
Penalty at ruck (maul)	1	2	3	4	5	6				
	1	2	3	4	5	6				
	1	2	3	4	5	6				
OTHER EVENTS										
Foul play	1	2	3	4	5	6				
Obstruction	1	2	3	4	5	6				
E/L/H/D/Air tackle	1	2	3	4	5	6				
Deliberate knock-on	1	2	3	4	5	6				
Offside at kick or GP	1	2	3	4	5	6				
Not or extra 10m	1	2	3	4	5	6				
GENERAL										
Communication	Descriptive v specific command; player-action; non-repetitive; interaction with captains									
Advantage	As distinct from compliance: e.g. L/O penalty not on 15m									
AR involvement	AR1:							AR2:		

Appendix 4 - Performance review form

CMO	
REFEREE, TEAMS & DATE	

Technical area compliance (please mark areas of non-compliance a. to f. and 1. to 21.)						Y(es) / N(o) *
General aspects and management		Remarks:				
a. Personal behaviour	b. Communication	c. "Refereeing what matters"	d. Conflict management	e. Positioning	f. AR interaction	
Tackle & ruck		Remarks:				
1. Effective presence	2. Tackler(s) released & moved away	3. Tackled player(s) ball available / moved away	4. Correct tackle entry			
Maul		Remarks:				
5. Formed and ended correctly	6. Joined the maul correctly					
Open play		Remarks:				
7. Restart kicks	8. 10m space at PK & FK	9. Offside in general play	10. Forward passes	11. Offside lines for non-participants		
Scrum		Remarks:				
12. Engage sequence	13. Stationary, square to touch and players bound	14. Fair contest	15. Offside for participants			
Lineout		Remarks:				
General aspects and	16. Lineout formation	17. Fair contest	18. Across & along lineout offences			
Advantage		Remarks:				
General aspects and	19. Advantage without undue pressure	20. Played on when advantage was gained	21. Communicated advantage / advantage over			

*Here, only Y or N is required. For any "N", time of incident[s] and reference to match video is needed - please specify on next page.

