

INTERNATIONAL RUGBY BOARD
LEVEL 3 OFFICIATING
ANALYSIS & PREPARATION FOR MATCH OFFICIALS





Level 3 Officiating

Analysis & Preparation for Match Officials

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Terminology

Throughout this resource, the terms 'match official' and 'referee' are used interchangeably. There are many instances where a reference to a 'referee' can also be taken to mean a touch judge or an assistant referee.

INTERNATIONAL RUGBY BOARD
ANALYSIS & PREPARATION FOR MATCH OFFICIALS
OVERVIEW



LEVEL 3 OFFICIATING OVERVIEW



Overview

Foreword

Welcome to the IRB Level 3 Officiating course 'Analysis and Preparation for Match Officials'. This course is designed to provide match officials with the skills and knowledge needed to referee senior matches at national level in major Unions, and to international levels and/or age grade international competitions in less developed Unions.

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

The IRB Level 3 Officiating course builds strongly on the IRB Level 2 Officiating course and aims to assist match officials with a sound refereeing experience who aim to achieve a higher standard in their officiating. The course relies very much on the participants' input and is delivered using the following structure:

- Firstly, it uses specific modules to prepare match officials for their tasks. These modules require a portion of Game knowledge as well as some generic sports knowledge in the fields of nutrition and training.
 - Module 1 - Planning
 - Module 2 - Game knowledge and skills
- Secondly, the technical focus of the course is to officiate in real game situations. A set of matches will allow each participant to demonstrate, practise and perform the necessary officiating skills:
 - Module 3 - On-field performance as a match official
- Thirdly, the course concludes with a module that enables the participants to gain a better understanding of their own actions and the coaching process involved:
 - Module 4 - Performance analysis

Throughout the course you will be encouraged to practise your officiating skills. Grasp this opportunity for feedback from your IRB Educator and your peers. These opportunities will also form the foundation of your competency-based assessment.

I sincerely hope you enjoy 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 teams in contributing to the development of this education program are gratefully acknowledged.

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About this resource

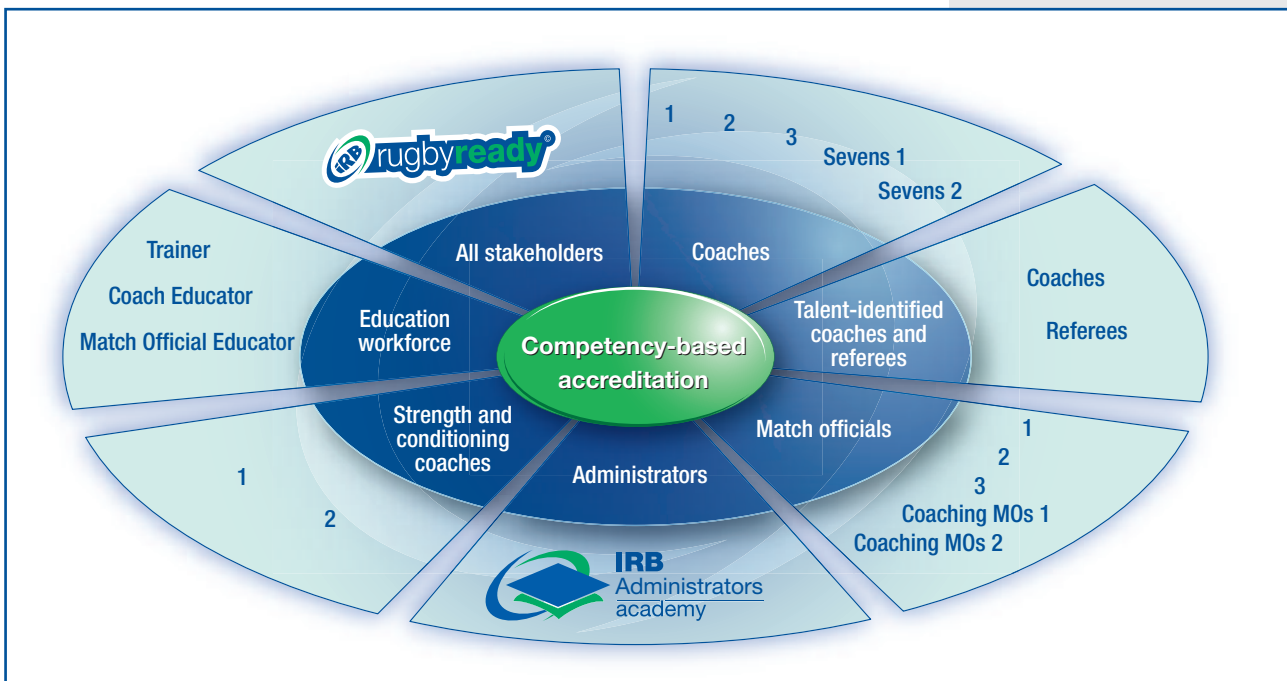
This resource is both a course manual and workbook and a copy should be given to each participant on the course.

Educator notes are available separately from the IRB.

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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	Chapter	Time
Introduction	Foreword, timetable, general remarks and overview	60 mins
Competence criteria		60 mins
1 - Planning (330 mins, 5.5 hours)	1. Personal development and career goals	90 mins
	2. Game planning	90 mins
	3. Fitness	90 mins
	4. Nutrition	60 mins
2 - Game knowledge and skills (360 mins, 6 hours)	1. Dealing with trouble	90 mins
	2. Positioning	90 mins
	3. Materiality & accuracy	90 mins
	4. Touch judges and assistant referees	90 mins
3 - On-field performance (180 mins, 3 hours)	Performance criteria for refereeing, touch judging and referee assistance	3 hrs
4 - Performance analysis (570 mins, 9.5 hours)	1. Self-reflection and self-management	90 mins
	2. Match statistics	90 mins
	3. Key factor analysis, trends and field cases	5 hrs
	4. Feedback, coaching and performance Review	90 mins

Total duration: Minimum 26 hrs (4 day course)

Delivery methods

This course will be delivered by:

- practical sessions using explanation, demonstration and practise
- presentations and syndicate work with a high level of participants' input
- open forum discussions
- video analysis
- problem solving tests
- scenarios
- matches.

Sample programme (Part 1)

1st weekend - Day 1 (7.5 hours)

9.00	Foreword and introduction	60 min
10.00	On-field performance criteria: refereeing	90 min
11.30	Personal development and career goals	90 min

Lunch break

13.30	Game planning	90 min
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Tea break

15.30	Touch judges and assistant referees	90 min
17.00	Performance criteria: referee assistance and touch judging	90 min
18.30	<i>Recap, questions & answers</i>	
19.00	<i>End of day's work</i>	

1st weekend - Day 2 (5.5 hours)

9.00	Positioning	90 min
10.30	Competence criteria	60 min

Lunch break

13.00	Self-reflection and self-management	90 min
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Tea break

15.00	Dealing with trouble	90 min
16.30	<i>Course review (part 1)</i>	
17.00	<i>Your journey for "Part 2"</i>	
17.30	<i>End of day's work</i>	

Sample programme (Part 2)

2nd weekend - Day 1 (7 hours)

9.30	Match statistics	90 min
11.00	Fitness	90 min

Lunch break

13.00	Feedback, coaching and performance review	90 min
14.30	Materiality and accuracy	90 min

Tea break

16.30	Key factor analysis, trends, field cases: Scrum	60 min
18.00	Recap, questions & answers	
18.30	End of day's work	

2nd weekend - Day 2 (5 hours)

9.00	Key factor analysis, trends, field cases: Lineout	60 min
10.00	Key factor analysis, trends, field cases: Tackle	60 min
11.00	Nutrition	60 min

Lunch break

13.00	Key factor analysis, trends, field cases: Ruck	60 min
14.30	Key factor analysis, trends, field cases: Maul	60 min
16.00	<i>Course review (part 2)</i>	
16.30	<i>End of day's work and conclusion of course</i>	

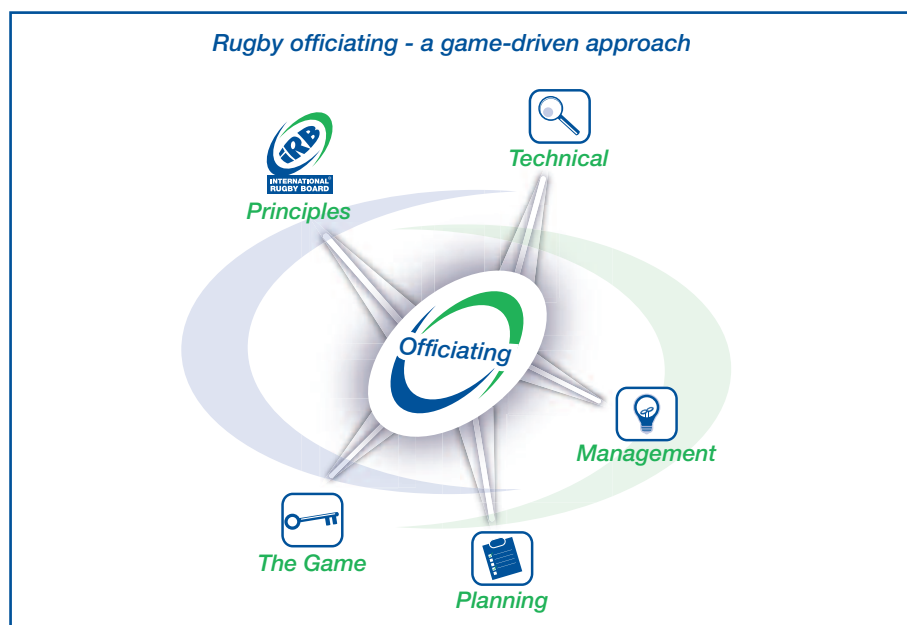
Introduction to the course

The Analysis & Preparation for Match Officials course provides match officials with the ability to referee the games at the highest level within their Union and possibly at international level.

As participants, you bring to the course your experience and skills that you have learned thus far. To continue to perform successfully, it is necessary to perform up to some standard competencies and to analyse that performance. Refereeing is always about understanding the Game and then using the principles of safety, equity and Law to help the players to make a Game of Rugby an enjoyable event for all participants.

Match officials must perform their technique in a competitive situation so that it then becomes a skill. The performance of the skill is not only technical to the Law; the involvement of decision making makes it a management task as well. Prior to performing your skills, you must invest in short and long term planning to get the best possible results from your individual situation 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 so that you develop an appreciation of the Game as a whole and the refereeing principles.



This course brings together the five elements above in real game situations and develops your skills through a detailed analysis of your performance. Match statistics, video, self reflection, performance reports and coach reports will help you to understand your refereeing and to develop into a better match official once the course is completed.

General course information

With the IRB Level 3 Officiating course you will work towards a Certificate of Accreditation. To achieve this accreditation, you must:

- hold IRB Level 2 match official accreditation
- have refereed for a minimum of three years within your Union
- attend and participate in all modules of this course
- achieve a satisfactory performance review as a referee ('excellent' or 'competent' assessment in every criteria of the competency-based assessment)
- achieve a satisfactory performance review as a touch judge ('excellent' or 'competent' assessment in every criteria of the competency-based assessment)
- complete the self-check Law test at www.irblaws.com and bring your certificate to the course
- submit a training and competition diary prior to or during the course
- submit a personal development plan prior to or during the course
- submit a personal fitness plan prior to or during the course.

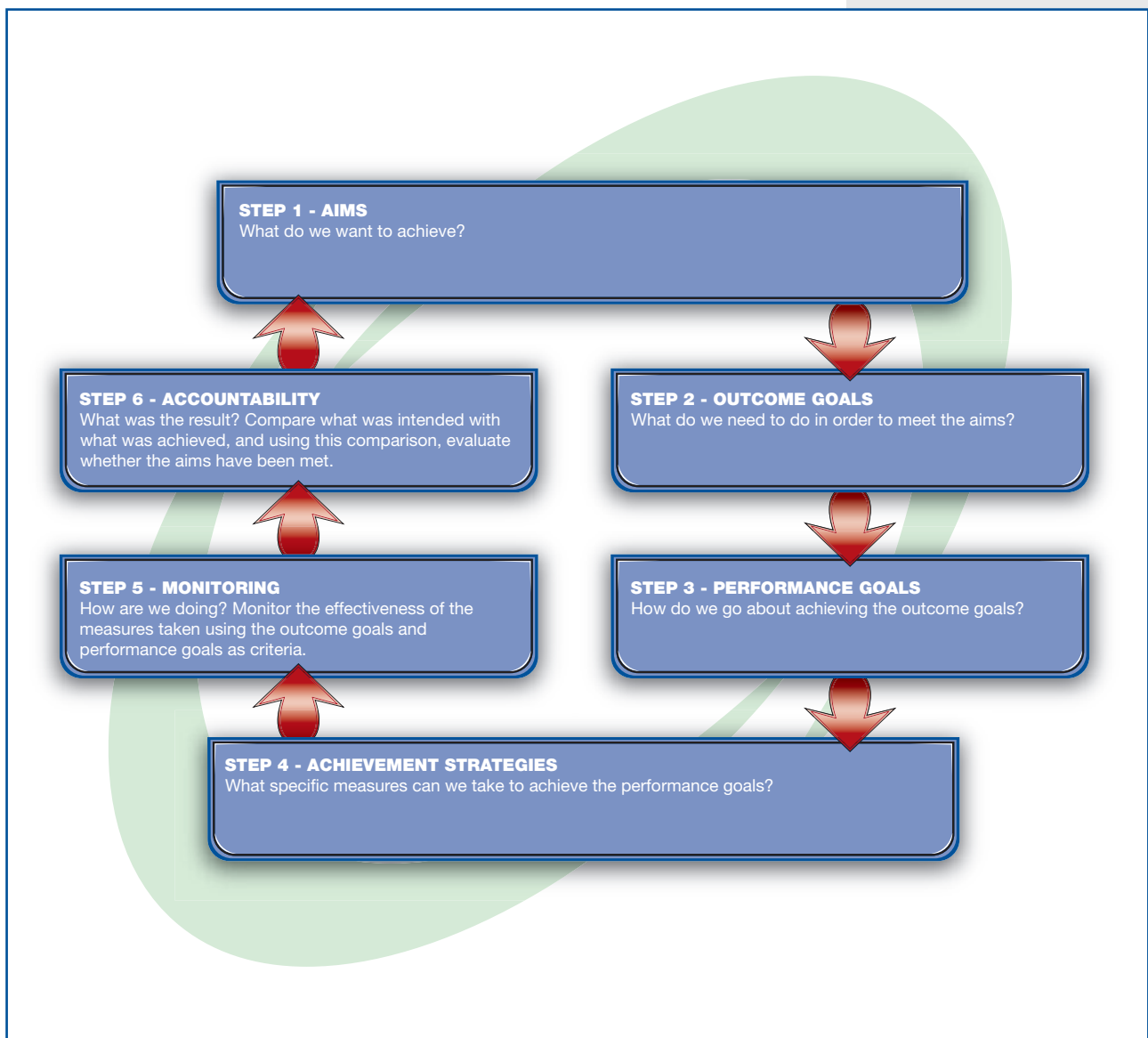
Resources required

- IRB Analysis and Preparation for Match Officials workbook (this resource)
- The IRB 'Laws of the Game of Rugby Union' book.

The modular framework - understanding the officiating programme

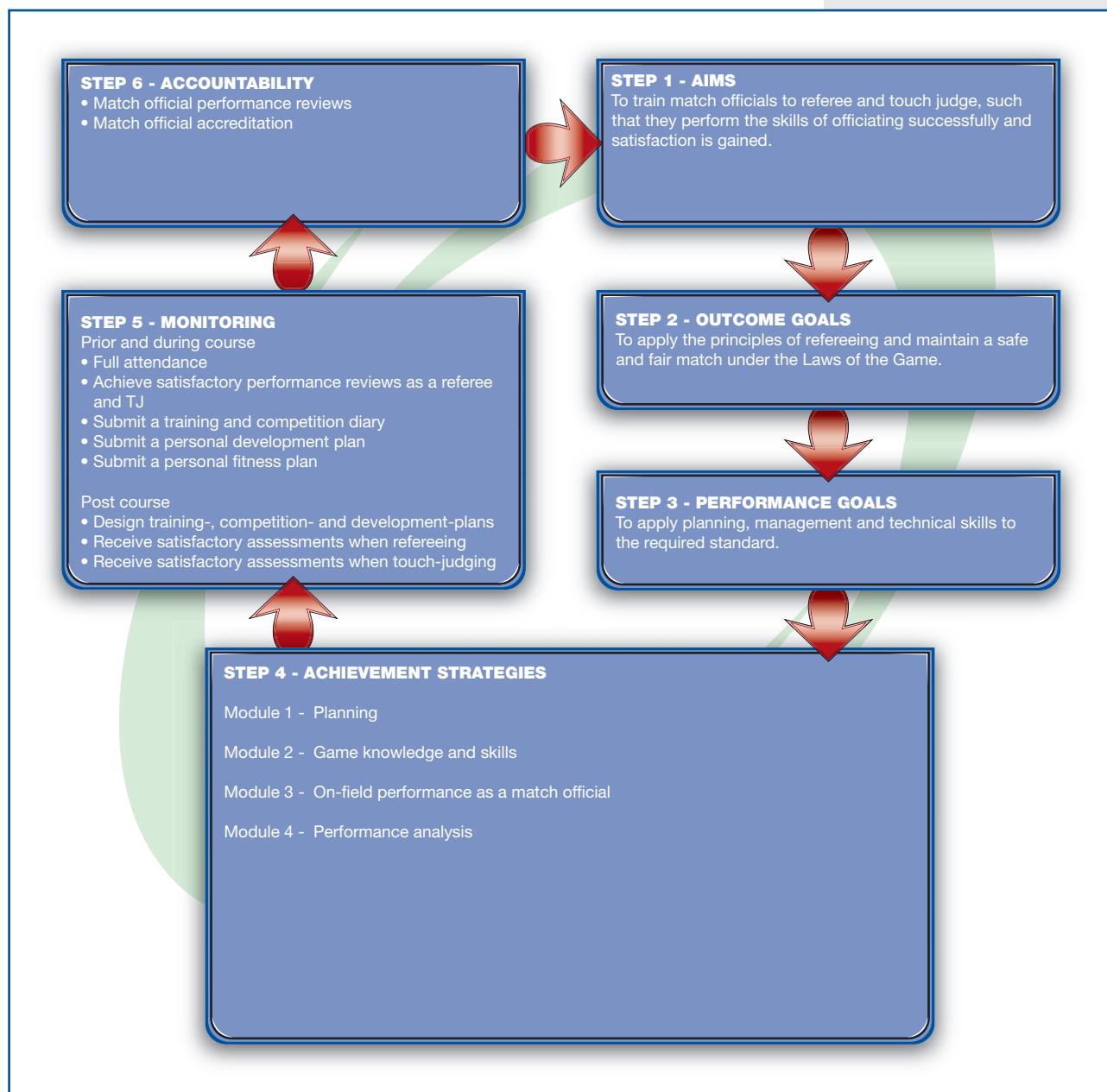
In officiating, the same generic decision-making model as in coaching can be used. This model shows the elements involved in a problem solving, decision-making process.

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 Analysis & Preparation for Match Officials course:



TRANSCRIPT FOR ACCREDITATION AS AN IRB LEVEL 3 OFFICIAL

MATCH OFFICIAL	
ASSESSMENT DATE & VENUE	
EDUCATOR / ASSESSOR	

Core competencies	Criteria	*NYC C E	Module & chapter or game observation	Comments / action required
A PLANNING	1. Provides a written MO diary for the duration of this program		1.1 & homework	
	2. Provides a written individual development plan with a set of goals for a minimum of three years		1.1 & homework	
	3. Identifies career goals and describe and manage possible roadblocks		1.1 Tasks 3+4	
	4. Provides a written training and recovery plan including a season training fitness schedule		1.3 & homework	
	5. Identifies the different steps in the modular framework model (strategic planning)		1.1 Task 1	
	6. Identifies best practice examples for nutrition and hydration		1.4 Task 1+2	
	7. Identifies own learning style and applies behavior to personal development		1.1 Task 2	

* NYC = Not yet competent, C = Competent, E = Excellent

Core competencies	Criteria	NYC C E	Module & chapter or game observation	Comments / action required
B GAME KNOWLEDGE AND SKILLS	8. Identifies and describes the principles of attack and defence		1.2 Task 1	
	9. Develops a match official game plan for a game between team A and team B		1.2 Task 2+3	
	10. Shows awareness of current concepts of positioning (ball line running and ball-inside-outside)		2.2 Task 1+2+3	
	11. Shows awareness of current concepts of advantage, materiality and contextual judgement		2.3 Task 1+2+3+4	
	12. Provides accurate analysis of another MO and their accuracy in awarding penalties and explaining decisions		2.3 Task 5	
	13. Identifies best practice policy for assistant referee / touch judge positioning		2.4 Task 1	
	14. Uses on-field communication tools and protocols effectively		2.4 Task 2	
C ETHICAL BEHAVIOUR	15. Identifies reasons for dissent and potential solutions		2.1 Task 1+2	
	16. Manages inappropriate behaviour by players and/or others in the playing environment		2.1 Task 3	
	17. Manages possible incidents with the use of yellow cards		2.1 Task 3	
	18. Sets a high standard of personal behaviour		On-going	
	19. Respects the principles of refereeing in accordance with the playing charter		On-going	

Core competencies	Criteria	NYC C E	Module & chapter or game observation	Comments / action required
D PERFORMANCE ANALYSIS	20. Describes the use of game statistics to reflect the match officials performance and identifies the value of these data		4.2 Task 1+2+3	
	21. Describes the differences between coaching and performance review		4.4 Task 1	
	22. Observes and reflects on another match official performance and develops an action plan for specific performance criteria.		4.4 Task 2	
	23. Delivers and facilitates a specialist workshop in a chosen area which includes key factor analysis, trend identification and appropriate field cases		4.3 Task 1+2	
	24. Self-reflects on performance in a number of scenarios		4.1 Task 1	
	25. Identifies and applies self-management strategies on-field and off-field		4.1 Task 2	
	26. Differentiates between coaching, performance review and selection		Ongoing	
E ON-FIELD PERFORMANCE	27. Ensured players released & moved away		Game observation: Tackle	
	28. Ensured players made ball available immediately			
	29. Ensured players entered the tackle phase			
	30. Ensured that arriving players stayed on their feet			
	31. Awarded scrum to correct team			
	32. Played territorial / tactical advantage		Game observation: Advantage	
	33. Returned to original infringement if needed			
	34. Played advantage without undue pressure on the non-offending side			
	35. Communicated by signal and voice			

Core competencies	Criteria	NYC C E	Module & chapter or game observation	Comments / action required	
<p>E ON-FIELD PERFORMANCE</p> <p><i>To achieve a 'C' for any on-field criteria, participants must comply to the criteria for a minimum of (66%) of all non-scrum incidents.</i></p> <p><i>To achieve an 'C' for a scrum criteria or an 'E' for any on-field criteria, participants must comply to the criteria for a minimum of 90% of all incidents ('E' for a scrum criteria 100%).</i></p>	36. Ensured players joined from on-side positions		Game observation: Ruck/maul		
	37. Ensured that hands were not used in ruck				
	38. Ensured that rucks/mauls were not collapsed				
	39. Awarded scrum to correct team				
	40. Ensure all restart kicks were taken correctly and players were onside			Game observation: General play	
	41. 10m space available at penalty kick and free kick				
	42. Detected knock-ons and forward passes				
	43. Ensured all players were on-side during all phases of the game				
	44. Crouch, Touch, Pause, Engage was followed and mark indicated			Game observation: Scrum	
	45. Ensured scrums were stationary and square to touch				
	46. Ensured front row players were bound correctly				
	47. Encouraged a fair contest for the ball by ensuring that the ball was put in straight				
	48. Managed collapsed scrums safely				
	49. Managed quick throw-ins			Game observation: Lineout	
	50. Encouraged no delay in lineout formation				
	51. Ensured a fair contest for the ball by ensuring that the ball was thrown in straight				
	52. Managed across and along lineout offences			Game observation: Control	
	53. Used appropriate preventative measures				
	54. Used appropriate punitive measures				
	55. Managed dangerous play / misconduct				
56. Managed obstruction / unfairness & repeats					
57. Used of whistle and voice effectively			Game observation: Communication		
58. Used signals and non-verbal communication effectively					
59. Used captains / players effectively					
60. Used other match officials effectively					

Core competencies	Criteria	NYC C E	Module & chapter or game observation	Comments / action required
E ON-FIELD PERFORMANCE	61. Ensured correct process for ball in touch, touch-in-goal and dead ball		Game observation: Touch Judging	
	62. Adjusted correctly on kicks at goal			
	63. Used correct signals and communication			
	64. Ensured effective positions by leading and trailing			
	65. Detected and communicated foul play			

Progress after 1st weekend course (to be completed by Educator)

Summary reports from refereeing and touch judging matches (to be completed by Educator / Performance Reviewer)

Progress after 2nd weekend course (to be completed by Educator)

Match official's self-reflection on the course (to be completed by match official)

Status	Tick	Comments
EXCELLENT (E) - performed beyond competency standards. This student will receive accreditation.		
COMPETENT (C) - performed at the minimum standards defined by the competency criteria. This student will receive accreditation.		
NOT YET COMPETENT (NYC) - performed below the minimum standards. The course staff will need to action plan for this student to achieve accreditation e.g. provide written assignment, video performance, observation of performance etc.		

EDUCATOR SIGNATURE	MATCH OFFICIAL SIGNATURE	DATE

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, lineout, back line attack, defence, kick starts and restarts, phase play, rucks and mauls and support play in attack and defence.



NOTES

INTERNATIONAL RUGBY BOARD
ANALYSIS & PREPARATION FOR MATCH OFFICIALS

MODULE 1 - Planning



MODULE 1 PLANNING



Module one - Planning

Chapter one - Personal development and career goals

Contents

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Learning outcome

For any referee at any level, the aim should be to work throughout the season to become a better referee for the following season. To achieve this, you have to know which aspects of your officiating require development for you to progress as a match official, understand some underlying learning principles, ensure that you have planned comprehensively for the season ahead, and know how to measure these aspects within your personal situation.

At the conclusion of this chapter, you will have analysed basic aspects of your personal development and will have identified possible career goals as a match official. You will see that while there are some established tools to assist you in your development, the individuality of the referee nevertheless plays an important role.

Personal development

Continual growth and interest in sport has created enormous demand for high quality officials. This has resulted in administrators, at all levels of our sport, constantly seeking people who are competent at officiating.

However, it would seem that the definition of what constitutes a competent official is far more complex than simply finding someone who exhibits a thorough knowledge of the Laws of Rugby. Skills related to communication, athleticism, decision-making, legal responsibilities and player management, are increasingly being viewed as necessary to complement a high degree of Game knowledge.

The Rugby skills model

Task one: What is what and what comes first?

Question	Title	Step
	Performance goal	
	Aim	
	Monitoring	
	Outcome goal	
	Accountability	
	Achievement strategies	

1. Link the question on the right to the title in the table.
2. Place the titles in chronological order in the 'step' column.

In addition to these universal principles, Rugby-specific elements give us a good idea about the attributes a match official in Rugby Union should possess:

Questions:

- A. What do I want to achieve?
- B. How is the outcome to be achieved?
- C. What specific measures have to be performed to achieve the performance goals?
- D. At the conclusion how do we evaluate what has been achieved in order to re-define the aims?
- E. What needs to be achieved to meet the aims?
- F. How do I make sure all effort is being channelled to the aim and outcome during performance?



The use of diaries

In conjunction with the above processes, it will also be of enormous benefit to you if you keep a diary for the season, to record the key areas of development for reference both for your coach (if you are being mentored), but more importantly for your own self-analysis / evaluation.

The diary should consist of five sections:

1. Calendar

A list of all refereeing activities undertaken - including courses, training, meetings, games, etc. (A blank diary sheet is given on the next page.)

2. Goals

These are set either personally or with a mentor. You should list approximately five goals that you wish to achieve during the course of the season. Goals should be achievable and not subject to being influenced by somebody else, e.g., to referee the first grade grand final depends on the thoughts and actions of others, while a goal of refereeing the scrum engagement process so that there are 50% fewer resets, is something that you can work on and achieve.

3. Competencies

You have to think about the game refereed. You should read through each of the competencies and place the number of non-compliances that you can remember for each competency in the match in the appropriate cell. The competencies displayed on pages 28-29 cover the same areas as your competency transcript for this course, but the wording and format is adjusted for easier use after matches you have refereed.

4. Match summary

You should write a summary of the match which corresponds to the competencies entered above.

5. Coaching summary

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



Referee's diary

You should keep a diary of all refereeing activities that you undertake, including courses, training, meetings, games etc, for example, 'Attended association meeting night with session on tackle / ruck / maul'.

MONTH:

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

11th

12th

13th

14th

15th

16th

17th

18th

19th

20th

21st

22nd

23rd

24th

25th

26th

27th

28th

29th

30th

31st

Referee self-assessment of competencies

Think about the game that you refereed. Read through each of the competencies and indicate with a tick or a cross whether you successfully achieved that competency. Please be honest in your self assessment.

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

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

Career goals

The ability to manage yourself is **one**, if not **the** key factor for success for any match official. As a senior referee, this quality should be established as a natural management skill and is to be constantly developed during your career.

Goal-setting is a critical element of self-management.

1. How many of us regularly set goals?
2. Why is it we are reluctant to set goals?
3. Of those who do set goals, who writes them down?

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

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

"Everybody wants development, but no one wants changes."
(Søren Kierkegaard, Danish Philosopher 1813-1855)

Task 3

In the table on the following page, write down some reasons why referees might be resistant to change.

Threats	Reasons
I want to stay where I am because...	
I do not want to change because...	
I am not going to change because...	

The purpose of putting your career goals into words is to ensure efficient performances in relation to the claims set by your Rugby and by the primary stakeholders, as well as securing survival and growth through adaptations and development of your activities. Goal setting is your management tool. There can be different goals, relating to a different focus. However, it is important to ensure that both the long-term goal and any intermediate goals are clarified, carefully set and have a sense of purpose. You should also act with a holistic perspective and work actively with future development opportunities. This work is ultimately your own responsibility, but it is wise to note some preconditions that ensure your success:

- Information about the current and the future development can be procured and understood
- The information can be transferred to clear goals
- Necessary resources are available (finances, knowledge, technology, technical qualifications, human resources etc.)
- Momentum in the process and visible results
- Competence to carry the relevant decisions through
- Simplicity in style of working and structure
- To have essential disagreements uncovered and clarified as part of the process
- Positive attitude towards changes and ability to continuously develop
- Support and agreement from important stakeholders
- Follow up on action plans and implementation

Finally for this chapter, we take a look at different types of goals.

Type of goal	Officiating context	Officiating example
Achievement goals (aim)	Your progress in a season	To turn the scrum from a perceived weakness into a real strength of your refereeing
Outcome goals (what)	Your action in a game	To have no collapsed scrums
Performance goals (how)	Your performance in a game	To achieve 100% competence for the scrum

A fourth type of goal is concerned with the effect of your action in relation to outcome. For many referees, this is associated with the selection to matches with a higher profile or to matches in a higher division of play. Often, these outcome goals dominate the thoughts of these referees for the wrong reason, and do not benefit their career. A typical mis-interpreted outcome goal would be 'to referee the final of the tournament I'm going to officiate next weekend'.

Vague, unrealistic or imposed goals are likely to be forgotten (or dismissed) long before they are attained. The mnemonic **SMART** can help set appropriate goals instead.

A word of caution about change:

Some people believe that many of our most powerful talents are born in us and nearly impossible to change. Therefore, you may be advised to select from your strengths, then build on them. Be careful spending time attempting to change the unchangeable and trying to make things change that never change. You may be better served to seek to make changes in line with strengths, i.e., strengthen strengths and seek to change in key areas in line with your strengths.

Personal Development Plan

1. Opportunity to self-discover - SWOT analysis
2. Goal Setting - SMART
3. Action planning - to do list

Task 4

Write down up to five career goals and classify them as either aims-related, outcome-related or performance-related. Tick the appropriate boxes as to whether your goal meets the criteria of being a specific, measurable, agreed, realistic and time bound:

Goal 1

Aims-related	Outcome-related	Performance-related	Specific	Measurable	Agreed	Realistic	Time bound

Goal 2

Aims-related	Outcome-related	Performance-related	Specific	Measurable	Agreed	Realistic	Time bound

Goal 3

Aims-related	Outcome-related	Performance-related	Specific	Measurable	Agreed	Realistic	Time bound

Goal 4

Aims-related	Outcome-related	Performance-related	Specific	Measurable	Agreed	Realistic	Time bound

Goal 5

Aims-related	Outcome-related	Performance-related	Specific	Measurable	Agreed	Realistic	Time bound

Module one - Planning

Chapter two - Game planning

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Learning outcome

In preparation for their next match, referees must take into account the necessary nutrition and diet needs, must train accordingly and might use the following model to help their mental toughness:



Though all these aspects will help the referee to enter the next match in the best possible physical and mental state, without a good understanding of the two teams about to compete in that match, the referee might struggle to reach optimum performance.

At the conclusion of this chapter, you will be able to explain some game planning principles relating to the underlying principles of the Game of Rugby and will have applied them to a series of scenarios applicable to your role as a referee.

The principles of play

For over 100 years Rugby has evolved into a Game that caters for a variety of players. The range of skills and physical qualities required of players in Rugby Union makes it a unique Game. Seldom do other sports cater for such variety. The variety occurs in Rugby because the Game is based on two key principles:

- The principle of contesting possession of the ball
- The principle of continuing play.

The skills required for contesting possession and for continuing play are considerable, and few players are skilled in all aspects of the Game to the same level of expertise. This has led to specialisation.

With the variety of shared and specialist skills that have evolved in Rugby, it has become a complex and multi-faceted Game. The unique character of the Game depends on maintaining the balance between the principles of contesting possession of the ball and continuing play.

If one principle becomes more dominant, then that variety will be lost. This particularly applies to **contesting possession of the ball**. The skills required are different from those used in continuing play. The contest for possession of the ball begins at the set pieces.

As the purest physical contest of the Game, the **scrum** tests the technique, strength and will of the forwards. The **lineout** demands agility and skill with variety in options from the choice of targets.

Once play gets under way, contesting possession can also take place immediately **after a player is tackled and at rucks and mauls**.

A team in **defence** may not decide to try to win the ball immediately. They must just defend by tackling and setting a defensive pattern, but they must be given opportunities to regain possession of the ball and play with it. They will only take part in the contest if they are given the possibility of turning over the possession.

The contest for possession at scrums and lineouts is achieved by having the ball thrown in down the centre. This gives both sides an opportunity to win the ball, so that they will contest for it.

Once play gets under way this contest must continue. The reason is clear.

Without a contest, the defending team will not be drawn into trying to recover the ball. Without a contest, after a tackle, or at ruck or maul, the opposition will simply spread out to defend. There will be few gaps through which to penetrate and this will substantially reduce the options available for the attacking team to go forward.

How then can we ensure that possession is contested so that the attacking side has space to operate?



The most obvious way is to make sure that players are on their feet when they try to get the ball off the ground after a tackle. A player's team-mates may be quicker than their opponents in support. If so, they will be able to bind together and push their opponents off the ball.

If players are lying on the ground and still involved in play, it is very difficult to push them off. They are not allowed to do this, as the laws do not permit these actions.

Of course, if a player is very quick the ball can be picked up and if the ball-carrier is held but remains standing, the opposing team is able to try and pull the ball away.

Each of these actions offers the defending team the opportunity to regain possession of the ball, and if they do, they can set up a counter attack and achieve continuing play.

If the contest for possession does not result in a turnover for the defending team, they've still been drawn in by the possibility and this has created space across the field. Entering the contest for possession reduces the number of players available for the defensive screen.

Depending upon how many players are committed to the contest from either team at any moment in the game, opportunities are created for attackers to use their attacking skills, and for defenders to react in defence, while contesting for possession. **The result of contesting possession is the creation of space, and space is necessary for continuing play.**

So, the Game is one in which the contest creates space for the game to continue. For the Game of Rugby Union to retain its unique character, the balance between contesting for possession and continuing play must be achieved.

For the player the variety in the many aspects of play generated creates greater satisfaction. There are many individual and collective contests during a game. Success in these mini-contests may not be reflected in the score at the end of the game, but they allow players to gain satisfaction as they test themselves against opponents with similar missions to themselves.

If a team is good enough to win the ball, they have the opportunity to keep the game going but, if their continuity skills are not as good as the defensive skills of the other team, they may lose possession. The opposing team will now attack with it.

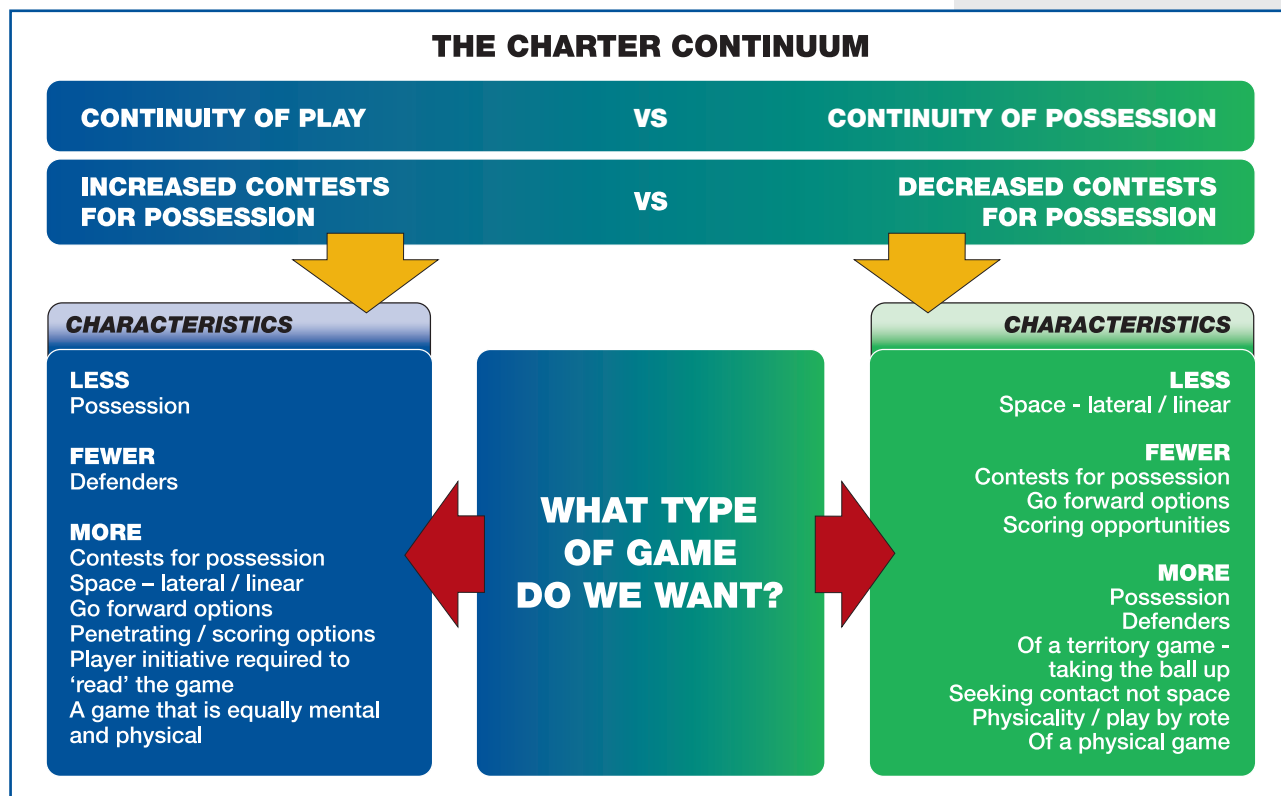
These are the principles that govern the Game, and it is against these that the mode of play must be judged and analysed. Should the Game move away from these principles, it will lose its unique character **so we are obliged to alter coaching practice, refereeing management and the laws of Rugby to prevent this from happening.** These principles provide the context within which the Game can be played.

The principles of Rugby

- Contest for possession
- Attack - continuity of play
- Defence - regaining possession
- A multi-faceted Game
- Rewards and punishments.



What is this game called rugby?



Task 1: The principles of attack and defence

The principles of attack and defence are a list of what has to be achieved for the team to meet its aim. Note that they do not cover how they are to be achieved.

Attack – When the team is in possession of the ball.

Defence – When the team is not in possession of the ball.

Prioritise and place in sequence the principles in the tables on the following page by numbering them.

ATTACK

Order	Principle	Explanation
	Go forward	Measured by whether the next contest for the ball at the tackle, ruck or maul is over the gain line from the set piece and each successive contest.
	Score points	Try, conversion, penalty goal and drop goal.
	Support	Is there support? Does the ball carrier use it?
	Maintain continuity	When a team have the ball and form a maul or a ruck, does it win the ball?
	Apply pressure	Possession – see gaining possession.
	Gain possession	Scrum, lineouts, kick starts and re-starts only. Is possession gained or not?

DEFENCE

Order	Principle	Explanation
	Counter attack	When the ball is regained is the team in better field position at the next contest for the ball.
	Apply pressure	Tackle count - tackles made, tackles missed.
	Regain possession	In general play how many times does the defensive team regain possession of the ball?
	Prevent territory being gained	Do tackles stop the ball carrier or is the attack able to, with little delay, continue?
	Support	At the point of contact is there support that at the least slows down the opposing team recycling of the ball?
	Go forward	When the opposition wins the ball do the players go forward as a unit keeping a defensive line? Is the next contest for possession on our or their side of the gain line?
	Contest possession	Did the team win possession from scrum, lineout and kick starts and restarts? Did the team in challenging for possession reduce the attacking team's options?

Team profiling

The initial step in developing a team profile is to use the principles of play. A team profile can be developed in a number of ways. One approach is to use a team profile analysis form similar to the one on the following pages. The two example profiles which follow provide you with an idea of the kind of information and observations which could be included in a team profile.

Remember this is just one approach, but experience has shown that it is a very sound method of developing a profile of a team. The team profile is used to understand each team's game plan and the ranking of the strengths and weaknesses of each team is a basic step to that end.

This ranking can be a mix of both strengths and weaknesses of a team. By addressing the **weaknesses** of a team, you might identify areas where a team is likely to infringe in Law, whereas by addressing **strengths**, you might identify areas where a team uses specific options more than other teams do, and so these areas might need to be focus for your attention. Prioritisation might apply where there is limited time available.

Task 2

Observe a live match or video. Choose one team and after consulting the examples given, complete the team profile analysis form for the strengths and weaknesses of attack and defence for your chosen team by using the principles of play.

Example team profile analysis form - Team A

ATTACK		
Principles of play	Strengths	Weaknesses
1. Gain possession to	Lineout - good jumpers and catchers throughout. Scrum - able to clear ball under pressure.	Kick off receipt is always solid. Scrum and lineout are weak against the top 8 teams.
2. Go forward with	Able to attack well from anywhere on the field. Run straight and pass well into space. Back row moves good but this depends on scrum stability.	Sometimes lack judgement and get caught in possession inside their territory.
3. The support of team-mates to	Once play moves from the set piece all players keen and willing to run and pass the ball.	Sometimes get too flat in trying to keep play going. Passes can be intercepted, resulting in turnovers.
4. Maintain continuity exerting	Mauls adequate.	Tend to release the ball too slowly. At rucks, tend to pick up the ball rather than deliver to the backs.
5. Pressure to score points	Handling skills and pace enable them to threaten any defence anywhere on the field.	Turnovers in the try scoring zone too often because of eagerness to keep going.

DEFENCE		
Principles of play	Strengths	Weaknesses
1. Contest possession and	See attack - 1. Gain possession	
2. Go forward	Sound pattern, strong tacklers	If the backs have to assist the forwards overlaps can arise.
3. Applying pressure to	The overall speed of the team ensures the defenders are available in numbers.	If the backs have to help the forwards against an opposition maul gaps can appear. Can lack discipline and give away penalties.
4. Prevent territory being gained	Tackling generally very good.	Loss of composure. Impatience can often lead to gaps and infringements.
5. Supported by or in support of team mates to	If possession is regained, very good at counter attack.	Forwards have difficulty contesting possession at rucks and mauls.
6. Regain possession and		Use of loose forwards affected by their need to apply themselves at set pieces
7. Counter attack	See 5. above	

Example team profile analysis form - Team B

ATTACK		
Principles of play	Strengths	Weaknesses
1. Gain possession to	Lineout - two good catchers at #2 and #4 - throws very accurate Scrum - able to win their own ball.	Short at the back of the lineout. #4 jumper poor taking a lob throw. Unable to put pressure on the opposing scrum.
2. Go forward with	Back row moves going right from scrums. Enterprising and penetrative using the extra man outside #13.	#10 not strong enough to threaten the opposition. #10 and #12 tend to run across as they pass cramping the midfield.
3. The support of team-mates to	Loose forwards, #9 and #12 very good at backing up. Willing to pass the ball to supporting players to keep going.	Tight forwards too slow in support. Passes often forced allowing opponents to regain possession in congested areas.
4. Maintain continuity exerting	Loose forwards and #12 quick to breakdowns and set up good ruck ball.	Tight forwards too slow to the breakdown. This creates difficulty in setting up a maul.
5. Pressure to score points	Maintain the pace of the attack preventing opponents from regrouping.	From set pieces inside opponents 22m. zone became anxious to score. This can lead to turnovers.

DEFENCE		
Principles of play	Strengths	Weaknesses
1. Contest possession and	See attack - 1. Gain possession	
2. Go forward	A well-disciplined defence pattern with good tacklers who identify the opponent well.	Find difficulty defending against mauls. Full back suspect under the high ball.
3. Applying pressure to	Retain pattern as they move forward.	Blindside wing stands too deep when defending from scrums, allowing the opposition to break the gain line.
4. Prevent territory being gained	Sound tackling in the back line and in the loose forwards.	Against bigger teams difficulty in tackling runners around the tackle and ruck.
5. Supported by or in support of team mates to	Once the ball has been passed, defenders move towards the ball and don't cut back conceding space.	Under pressure loose forwards are too eager to move wide leaving space inside.
6. Regain possession and	Once the tackle has been made #7 competes for the ball very well.	Support for #7 is sometimes too slow so that the backs must help, reducing attacking options should the ball be won.
7. Counter attack	#11, 14 & 15 good runners.	Running patterns sometimes results in the ball carrier becoming isolated.

Team profile analysis form - ATTACK

ATTACK		
Principles of play	Strengths	Weaknesses
1. Gain possession to		
2. Go forward with		
3. The support of team-mates to		
4. Maintain continuity exerting		
5. Pressure to score points		

Team profile analysis form - DEFENCE

DEFENCE		
Principles of play	Strengths	Weaknesses
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 teams' game plans

The game plan is the team's outcome goal. It explains what the team has to achieve in its play to arrive at its aim. The game plan is based on the team's profile and is structured in the same way, i.e., there is one game plan for attack and one for defence, and the categories for each are the principles of play for attack and defence.

The attacking game plan

Game plan based on field position

- Attacking game plans are usually based on field position. The field is divided into areas in which a common mode of play within that area will give the team its best outcome from their play.
- The field can be divided into zones across the field and lanes or channels down the field.

Game plan based on zones

- As a guide, the field can be divided into three zones.
- The first is from the team's defending goal-line to their 22 metre line. The basic reason for the existence of this zone is due to the option to kick to touch on the full from within the 22 so that the team achieves a field position at the re-start further down the field. This gives them more time and space to react to an attack at the re-start. While this option may not always be used, it is likely to be the one used when the team is under greatest pressure.
- The second zone could be that between the 22 metre lines, in which the team has the maximum range of attacking options in terms of the space available to them, with the exception of a kick to touch on the full resulting in no gain in ground. They have the full width of the field and enough space down the field to kick into, forcing the opposition to defend both across and down the field.
- The third zone is from the opposing team's 22 metre line to their defended goal line. The reason for this being a separate zone is because the down-field/kick option is less readily available, so the opposing team can concentrate more on defending across the field. As a result, attacking options are limited, thereby modifying the mode of play.

Game plan based on lanes

- A further division can take place in lanes across the field, with the game plan being based on the amount of space to the left and right of the source of possession.
- The choice is affected by a number of factors, for example:
 - the ease with which play can be made to the right from scrums when passing and using #9, back row combinations
 - the need to vary the phase play pattern, using the driving maul to create space to attack into, and the ruck to obtain quick possession to use the space that is immediately available
 - placing kicks into space so that the receiver has to use the less comfortable kicking foot and will perhaps not get the same distance or accuracy when the return kick is made.

There are others. These lane patterns are not as deliberate as the zone patterns but they are valuable in gaining a competitive advantage.



Game plan based on the opposing team

- The attacking game plan may also be based on the positioning of the opposing players.
- Most fundamentally, if the defence is bunched, the ball should be passed wide so that the attack can run around them. If it is spread out, then the ball should be carried into and through them to either make them come in, thus creating space on the outsides, or to penetrate and score.
- Positioning at lineouts, in defence and attacking patterns and in general play by individual players and groups of players also offer opportunities to gain an advantage.

The defensive game plan

Game plan based on zones

- An example of a pattern based on zones is in deciding who, of the back three defenders, will tackle the ball carrier.
- The pattern is based on the ease with which support players are able to defend at the extremities of the field. Some teams prefer the wing to stay out and defend the last player in the line nearer to the goal-line.
- Elsewhere on the field, the wing may move in to tackle the ball carrier, leaving the players on the outside to the full back. The full back uses the touch line to assist in stopping the attack. This is by no means universal, and it may be best to have one tried and proven plan for all parts of the field.

Game plan based on lanes

- The most common example of a defensive game plan based on lanes is the pattern used by the back three to field kicks from set pieces, and the way the pattern changes as play develops.

Game plan based on the position of opponents

- Most defensive patterns are based on the position of the opposition. Each defender identifies the attacker for whom they are responsible. If there is a change then this must be communicated to other team members as soon as possible so that the defenders act together as a unit. The patterns will be different for scrums, lineout, from the play that follows the tackle, rucks and mauls and from general play particularly when the ball is kicked.

Your game plan

Whereby the above enhances your general Rugby knowledge and Game understanding, the next step for you is to utilise this knowledge and use the results from your analysis for your own game planning.

How well you use your game understanding and your analysis skills with your refereeing is absolutely key to your preparation and personal development.



Task 3

Given your observations from task 2, write down your learning about your chosen team. Use the team's strengths and weaknesses and assess the possible effect for your refereeing process.

Strengths & weaknesses	Technical aspect	Refereeing process and personal planning
1		
2		
3		
4		
5		
6		
7		

Module one - Planning

Chapter three - Fitness

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Learning outcome

As it is impossible to deny the importance of your standard of physical conditioning, a good way to stress the relevance of this is to look at the ‘ball in play’ statistics in Rugby over recent years. The increase of ball in play does not necessarily mean the referee will have to run more, but it is a good indicator for the general activity level of everyone on the pitch.

1971	Scotland v Wales	30% ball in play
2000	Australia v New Zealand	39% ball in play
2003	Rugby World Cup	42% ball in play
2007	Rugby World Cup	44% ball in play
2009	Scotland v Wales	49% ball in play
Source: IRB statistics service		

As well as this increased ball-in-play time, several other factors have made a clear impact on the physical demands placed on the match officials in charge, for example: Law changes, developments in match analysis, improvements in physical and technical training, and an increased pace and level of physical contact. Referees and touch judges have had to adjust their levels of physical conditioning to make this aspect a central focus of their preparation.

In the IRB Level 2 Officiating workbook, the design of training units is explained in detail. At the conclusion of this chapter, you will be able to use these structures to compose your personal physical conditioning plan and to choose adequate methods of assessment for your conditioning level.

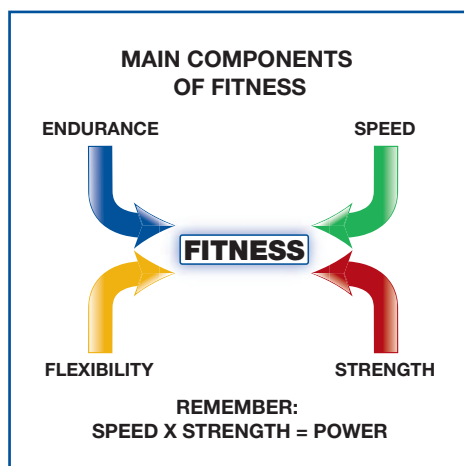
About this chapter

In this chapter, the emphasis is on physical conditioning. For aspects of mental fitness and physical training protocols please refer to the related chapter in the IRB ‘Level 2 Officiating - Developing Officiating Skills’ workbook.

Personal physical conditioning plan

Each individual match official will have specific training needs and will therefore require a different approach to training methods, schedules and routines. Training programs cannot simply be copied verbatim from other athletes. Also, because of their individual goal-setting, match officials will need very specific management of time and resources to cover their physical conditioning needs.

However, there is a suggested structure that match officials can follow if they don't have a personal fitness coach at their disposal. The structure aims to cover one season, divided into four distinct phases, each of which has defined priorities in the training process.



Phase	When	Aspect of fitness
Off-season	Mid July - end July Mid December - mid January	Recovery and active rest
Foundation	Beginning to mid August Mid January - mid February	Strength & endurance development
Pre-season	Mid to end August Mid to end February	Speed development
Competition	September - December March - July	Maintenance of strength, speed, power and specific endurance

To establish the necessary balance between the four main components of fitness for your personal needs, plus the additional recovery and rest, you will have to put in some effort in the planning aspect of your physical training.

Match officials have to balance their time, goals and activities to either stay fit or become increasingly fit during the season. Experience from IRB age-grade tournaments shows that match officials with a sound planning process will be more successful in this aspect of their preparation.

Task 1

Compose a personal physical conditioning plan for a period of 12 months. Link your planning to your personal development plan, include your Rugby season highlights and check your training diary for a realistic solution (the red text is an example).

Period / month / day	Fitness goal	Activities
Foundation Phase August 1st	Strength endurance	Ergometer 45 min 5km walking / running 1km swimming
1 - January		
2 - February		
3 - March		
4 - April		
5 - May		
6 - June		
7 - July		
8 - August		
9 - September		
10 - October		
11 - November		
12 - December		

Assessment of physical conditioning levels

With all the energy and time that goes into your training plan, how do you check the effectiveness of your efforts? How can you tell that you are on the right track? How can you know that different elements of your training produce different results?

An easy way to tell will be your performance in the matches you referee and touch judge. You can determine your fitness by self-analysis of your positioning and by feedback from your match official coach or other relevant persons.

A more process-driven approach will require the use of fitness assessment methods. These methods will help you to analyse the outcome of your fitness plan and monitor the progress you are making at different stages of your training. A selection of tests that have proved to be helpful to match officials in Rugby follows.



Aerobic fitness - 1 mile (1.609km) run

	Calculated VO2 max	
	Female	Male
<6'30	45.1	53.8
<7'30	43.7	52.0*
>9'00	41.5*	49.0

Aerobic fitness - 12 minute run

	Calculated VO2 max	
	Female	Male
>2,920m	45.1	53.8
>2,830m	43.7	52.0*
>2,700m	41.5*	49.0

Aerobic / anaerobic fitness - multi-stage shuttle run

	Calculated VO2 max	
	Female	Male
>12.1	45.1	53.8
>11.7	43.7	52.0*
>10.8	41.5*	49.0

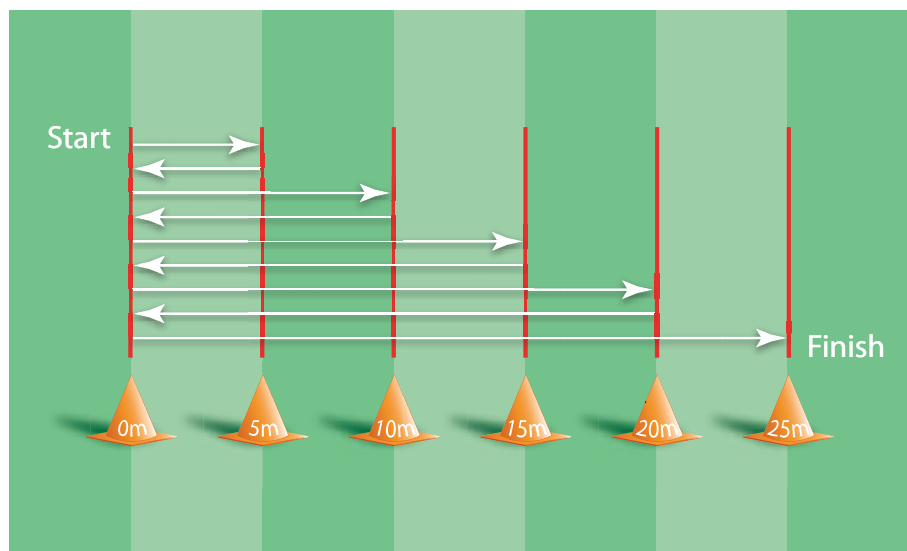
In the multi-stage shuttle run, you complete as many 20m shuttle runs as possible within test limits. Your foot must cross the line each time and be in time with each radio bleep. One level takes about one minute and the speed increases with each level.

** The indicated VO2max values are calculated to give an estimation in comparison of tests and individual test results. However, the values will vary with age, gender and weight of the individuals. Values of >41.5 for female referees and >52.0 for male referees are considered as 'acceptable' in the context of this workbook and within the current approach of the IRB to physical conditioning levels for Rugby Union referees.*

The 'bleep test' or 'beep test', as the multistage shuttle run is known, is a highly reliable test incorporating turning, acceleration and deceleration with running. Remember, good turning technique is important to achieve top results.

Level	Shuttles	Total shuttles run by end of level	VO2 max	Speed (km/h)	Distance
7	1 2 3 4 5 6 7 8 9 10	61	39.9	11.5	1220
8	1 2 3 4 5 6 7 8 9 10 11	72	43.3	12.0	1440
9	1 2 3 4 5 6 7 8 9 10 11	83	46.8	12.5	1660
10	1 2 3 4 5 6 7 8 9 10 11	94	50.2	13.0	1880
11	1 2 3 4 5 6 7 8 9 10 11 12	106	53.7	13.5	2120
12	1 2 3 4 5 6 7 8 9 10 11 12	118	57.7	14.0	2360
13	1 2 3 4 5 6 7 8 9 10 11 12 13	131	60.6	14.5	2620

Anaerobic fitness (repeated sprint test)



- 6 cones are placed 5m apart from 0m - 25m.
- The objective of the test is to measure the total distance an athlete can cover during the running intervals. The athlete has to touch the line with either foot, then turn and head for the next cone.
- The athlete has to complete six running shuttles of 30 seconds, with a 35 second rest period after every shuttle.
- The athlete shuttles from 0m to 5m and back to 0m, to 10m and back to 0m, to 15m and back to 0m, to 20m and back to 0m, then to 25m.

If an athlete completes every shuttle and finishes at the 25m beacon he/she would complete 125m per shuttle and therefore 750m in total.

40m sprint test

Level	Stand 40 metre sprint*
Optimal	<5.3s
Acceptable	5.3s - 5.8s
Unacceptable	>5.8s

* Female referees and male referees approach the same standard for the 40m sprint test

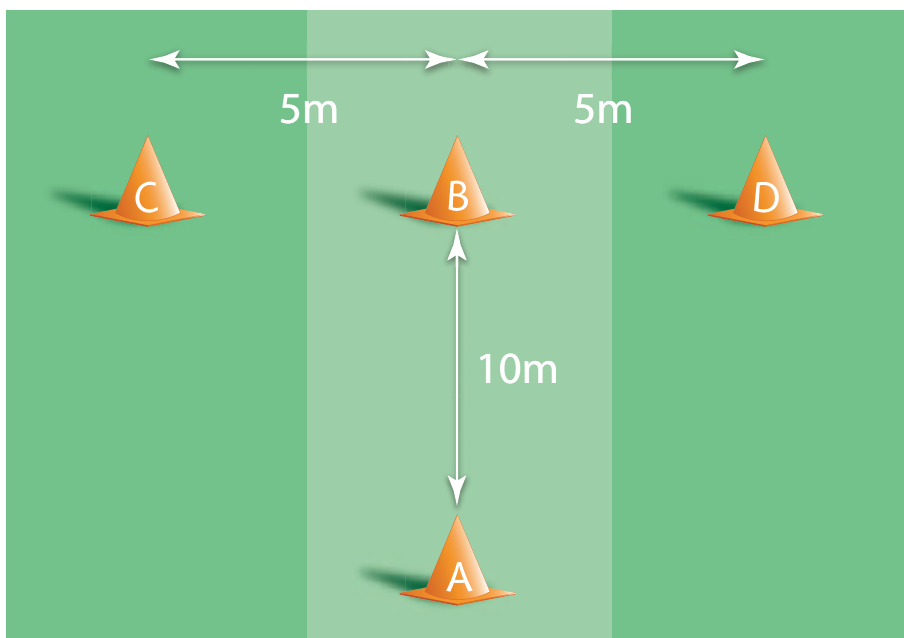
Body mass index

Optimal
18.5 - <24

Acceptable
24 - <30

It is likely that match officials whose BMI is 'unacceptable' will need appropriate support with their physical profile in order to optimise on-field referee performance.

Agility T-Test



- Complete four repetitions with a 30 second break in between.
- A to B forward – B to C sideways – C to D sideways – D to B sideways – B to A backwards.

Heart rate zones can be used for training guidance as follows:

- Over 95% of maximum heart rate is the speed training zone. This is nearly flat out and improves speed, recovery periods need to be long.
- 90 - 95% of maximum heart rate is the anaerobic training zone. Training at this level improves anaerobic fitness.
- 80 - 90% of maximum heart rate is the anaerobic threshold. Fitness is changed from aerobic to anaerobic.
- At close to 90% of maximum heart rate, lactic acid builds up quickly. Training time will get shorter, and recovery time longer.
- 65 - 80% of maximum heart rate is aerobic training zone. Training at this level improves aerobic fitness.

Rest, recovery and regeneration

Rest and recovery are important factors of training and performance. Regeneration is the means of enhancing or speeding up recovery. There are four key components to consider when planning recovery:

1. Rest – active and passive
2. Nutrition
3. Physical strategies
4. Psychological strategies.

Active rest

- Light aerobic activity with less than 65% effort:
 - walking
 - jogging
 - cycling
 - swimming
 - cross training.

Duration should be between 10 and 40 minutes. Following a hard day of competition, a short, light aerobic workout before hitting the shower will assist in the recovery process and enhance the ability to compete the next day.

Passive rest

- Use hydrotherapies such as whirlpools, baths and saunas to stimulate blood flow as well as to induce a relaxed state.
- Have a light massage.
- Employ a daily stretching routine to improve flexibility.
- Hydrotherapies, e.g., contrast hot/cold shower and/or pool
- Get plenty of sleep. You need at least eight hours sleep per night to support training loads and help performance. Every hour before midnight counts as double the quality of those after midnight. Power naps of up to, but no longer than, 20 minutes during the day can help recharge energy systems and maintain a refreshed feeling.
- Relax by visualising or listening to music.
- Contrast showers hot/cold to stimulate blood flow and central nervous system.
Note: Saunas can cause dehydration - they may be an option in an 'easy' training week, but you must ensure rehydration and avoid saunas completely during competition.

Module one - Planning

Chapter four - Nutrition

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Learning outcome

It is the purpose of this brief section to provide guidelines which will ensure that your diet is balanced, nutritionally sound and healthy, and will provide sufficient energy to meet your training requirements.

As with all elements of training, dietary needs should be tailored to suit the individual. Each match official will have different and varied tastes in the foods, and likes or dislikes. A variety of nutrition topics will be discussed in this module.



Other IRB resources

www.irbrugbyready.com

Training diet and nutrients

The training diet is particularly important, since match officials often will not be able to handle the rigours of training without a well balanced diet. A 'balanced' diet is one that features a variety of foods from the 'five food groups'. These are:

1. Cereal and cereal products, e.g., bread (wholegrain), breakfast cereals (oatmeal, etc), rice and pasta
2. Fruit and vegetables
3. Milk and milk products, e.g., whole milk, skim milk, yoghurt, cheese
4. Meat and alternatives, e.g., meat (lean), fish, poultry, nuts, legumes (beans, etc) and eggs
5. Fats and oils, e.g., butter, margarine, cooking oils, cream and salad dressings.

By selecting foods from each of the five food groups and eating a sufficient supply of each, the energy requirements for growth, work and training will be covered. The key point is balance. Dietary requirements will vary greatly from one person to the next. This is due mainly to age, body size and composition, and other physical activities undertaken outside of training. Training frequency, intensity and duration, will also affect dietary needs. To create your own diet, you should understand the basic nutrients:

Carbohydrates (i.e., sugars and starches) are the best source of fuel for high activity. Carbohydrates are stored in the body as a substance called glycogen, and are the most efficient energy source for repeated and prolonged activity carried out at a high intensity. In order to ensure that the stores of glycogen are full and replenished after exercise, the diet needs to be high in carbohydrates. As a guide, approximately 60% of the total calories you consume should come from carbohydrates. Examples of carbohydrate rich foods are sugar, jam and fruit juices. However, note that these forms of carbohydrates are low in nutritional value and should only be consumed immediately after training and in relatively small quantities. At all other times complex carbohydrates such as fruit, vegetables, rice and cereals are recommended.

Protein in the diet is necessary for growth and repair of new and damaged cells, e.g., muscle tissue. Athletes in training at all ages may need to increase their dietary protein, and this can be done by eating more food to meet training energy requirements. In this manner you will naturally increase your protein intake.

Foods high in protein include lean meat, fish, milk, cheese and soybeans. Protein should be approximately 15% of the total calories you consume.



Fats are a more concentrated fuel than carbohydrates and are more easily stored. However, fat requires more oxygen to release its energy value than does carbohydrate and is, therefore, less efficient than carbohydrate. Fat is not the fuel used for high-intensity repetitive activities. Any excess fat above an optimal level will only serve to decrease performance potential. Weight problems can often be attributed to two key factors: limited activity or exercise patterns, and excess calorific consumption.

Ideally, fat intake should be approximately 25% of total calorie intake. As a guide, you should reduce the amount of deep fried foods, pastry, excess butter and margarine you consume, i.e., 'visible' fat.

Vitamins and **minerals** are essential for good health and physical performance. However, if the diet is well balanced there should be no need for vitamin and mineral supplements.

Hyperhydration

An intake of fluid should always be maintained during strenuous exercise and fluid should be consumed before, during and after the activity. Water is necessary for proper functioning of the body. It helps maintain body temperature, which is particularly important during the summer months. Heat is produced as a byproduct of work. This heat must be dissipated to keep the body at its preferred temperature. Sweat is produced to help cool the body. Fluid lost via sweat must be continually replaced to enable this cooling process to continue.

In addition, being well hydrated is essential in order to benefit from training. Frequently, referees approach training and games in a semi-dehydrated condition. Ensuring that you are well hydrated for training and games will impact positively on your performance.

It is a good idea to monitor your body weight before and after training or officiating. A one kilogram reduction in body weight is roughly equivalent to a loss of 1.5 litres of fluid. For the the players, it's not unusual for them to lose as much as three to four kilograms during the course of a game and a loss of one to two kilograms from training is common. To a lesser extent, the same principle is true for match officials.

You might use these changes in body weight as a guide to how much fluid you should consume following training and games. This is particularly important when training and officiating on consecutive days or during tournaments - you can quickly become chronically dehydrated when you are required to train and officiate frequently and this can have a negative impact on your ability to perform and recover.

This is the strategy for loading more water into the body to ensure adequate hydration, especially during a game. It is important to become accustomed to this strategy during training.

Remember, do not try any unusual strategies for the first time on match day. All strategies should be well rehearsed and practised long before the playing season begins.

Thirst is not always a good indication of your fluid requirements, so it is advisable to drink more than normal. A good yardstick for daily fluid requirements is 35-45 ml per kilogram of body weight. For an average young 70 kg athlete, this means drinking between 2.5 and 3.2 litres of water each day. The simplest and most practical drink is water. However, water does not provide the most rapid form of water replacement in the body. A dilute carbohydrate and electrolyte drink will deliver water faster to the body, e.g., specially formulated sports drinks. However, sports drinks should only be consumed during and immediately following training or a game. They should not be consumed regularly throughout the day. Excessive consumption of sports drinks can have adverse long term effects on teeth and can also contribute to excess fat storage. Also, don't make the mistake of thinking that because the ambient temperature and humidity are relatively low during winter that the need to consume water before, during or after training is reduced.

Eating to gain weight or to lose weight

Many people will find that an increase in body weight actually improves their ability to be active in sport, as long as that increase in body weight is not due to an increase in fat.

In order to increase lean body mass (i.e., muscle) you will need firstly to undertake a programme of increased weight training (preferably muscle building or hypertrophy exercise) supported by an increase in dietary intake.

Without an appropriate programme of increased muscle work, muscle gain will not occur.

In the case of weight loss, once your target weight is reached, you will need to maintain your improved eating and exercise habits. Otherwise, it is likely that the weight will be put back on again.

The following are some simple guidelines to eating that will help **increase lean body mass**:

- Choose a variety of foods from the five food groups each day. Eating the widest variety of fresh fruits and vegetables gives the most nutritional value for the amount of calories you are eating.
- Eat at least five meals a day. Small meals are better than 2-3 large ones. This can be achieved by snacking every 2-3 hours.
- Snack between meals on sandwiches, e.g., chicken and salad, tuna and sweetcorn. Dried fruits are also good food snacks to carry around in a your kit bag.

What is a calorie?

One calorie is the unit of energy required to heat one litre water by one degree celsius.

- Drink plenty of low fat milk - blended with eggs and a little ice cream. Some additional whey protein powder mixed in will add additional protein which is important in gaining lean weight.
- Weigh yourself weekly and, as your weight stabilises, at the desired weight cut out the snacks.
- Be realistic. A well planned diet with a weight training programme geared towards gains in muscle mass should yield about 0.5 kg of muscle mass per week during the pre-season period.
- Remember that late nights burn muscle tissue - all athletes should aim to have at least eight hours sleep per night. Try to catch an afternoon nap as well. During sleep, growth hormone rises dramatically, converting the food you have eaten, complemented by the training you have undertaken, into muscle.

Just as being too light in terms of body weight can be a problem for some officials, so can being too heavy. Specifically, having too much body fat. If overweight, it is likely that the amount of food eaten is greater than the amount of energy utilised or 'burned'. As a result, excess fuel is stored as fat. In order to lose the extra weight, you should eat less of the wrong foods (i.e., eat less of the foods high in calories and low in nutritional value) and do more exercise.

The following are some simple guidelines that will help you **decrease weight**:

- Set a realistic target over a short period, e.g., a 0.5 kg loss each week for five weeks.
- Eat four servings of fruit, vegetables, wholemeal bread and cereal each day - this will ensure a good fibre and vitamin intake.
- Eat lean meats (e.g., meat containing as little fat as possible) and when eating chicken remove the skin.
- Omit deep fried foods, pastries, cakes, biscuits, confectionery, ice cream, cream and all fizzy drinks, including sports drinks.
- Drink low fat or preferably skimmed milk or use it with cereals, etc.
- Omit alcohol.
- Use butter, margarine and oils sparingly.
- Eat all meals at regular times and avoid eating after the last evening meal.
- Never eat confectionery while watching TV or when relaxing - instead eat fruit and drink water.
- Don't snack - when hungry, eat fruit and drink water
- Undertake a programme of increased exercise - daily. Walking is excellent for burning fat and should be done daily in addition to formal training. Never go on a drastic weight reduction diet, as it will reduce valuable muscle tissue.

Pre-training snack and pre-game snack

Ensure that you consume a regular diet on training day. You should ensure that you have a carbohydrate-based snack or meal one to two hours prior to training. Light meals and snacks can include:

- thick vegetable soup with bread roll
- jacket potato with cottage cheese, tuna, baked beans, sweetcorn or chilli con carne
- sandwiches made with thick bread filled with low fat cheese, chicken, salad or banana
- pasta with tomato sauce, tuna, low fat cheese, chicken
- pitta bread with tuna and sweetcorn, salad, meat
- breakfast cereals with fruit
- natural yoghurt with fruit.

Throughout the day you should consume 200mls of water at regular intervals (15-20 minute intervals) if possible.

On match day when the kick-off is early afternoon, you should check your weight before breakfast. If this is lower than normal, ensure that you reach normal body weight by eating and drinking at breakfast time.

At least one to two hours prior to the game, you will benefit from a light carbohydrate snack. This meal should consist of easy-to-digest carbohydrates. A typical pre-game snack is similar to that of a pre-training meal or snack. See the list of carbohydrate based snacks above. A typical pre-game snack might comprise two slices of bread with a mixed salad (lettuce, tomato, potato or rice) and a biscuit with fruit juice. Always ensure that you are comfortable with this pre-game snack. As a precaution in overcoming the diuretic effects of nervousness (quite a normal occurrence before a game) and to ensure complete hydration, take sips of water during the hours before the game.

Alcohol consumption

Alcohol consumption affects training and performance in several ways, such as:

- reducing muscle force production
- decreasing muscle strength and power capabilities
- altering the transport, activation, utilisation and storage of most nutrients
- causing dehydration which may persist long after alcohol consumption
- altering protein and carbohydrate metabolism, increasing metabolic rate and oxygen consumption
- impairing recovery from injury and increasing the likelihood of micro-tissue damage associated with training
- impairing the functioning of the central nervous system, co-ordination and precision.

Task 1

Name the top seven tips for good hydration and describe why they are important and what needs be taken into account, etc.

Hydration tip	Why, When, Where, ...
1	
2	
3	
4	
5	
6	
7	

Task 2

Please list below some snacks that are good energy providers for between meals, before training and matches and after training and matches. Name your personal top seven and describe why they are in the list and what needs be taken into account, etc.

Favourite snacks	Why, When, Where, ...
1	
2	
3	
4	
5	
6	
7	

INTERNATIONAL RUGBY BOARD
ANALYSIS & PREPARATION FOR MATCH OFFICIALS
MODULE 2 - Game knowledge



MODULE 2 GAME KNOWLEDGE



Module two - Game knowledge and skills

Chapter one - Dealing with trouble

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Learning outcome

At the conclusion of this chapter, you will be prepared for a number of typical situations involving dealing with trouble. You will be able to handle these situations by employing the concepts you have encountered in this chapter. This includes:

- What is and what is not acceptable
- Pre-match strategies to discourage dissent and referee abuse
- Game strategies to discourage dissent and referee abuse
- Accepted sanctions
- What to do when you are losing your temper
- Appropriate application of yellow cards
- Rationale for explaining decisions.

Introduction

“It is the duty of the referee to apply fairly all of the Laws of the Game in every match....It is the duty of the Unions to ensure that the Game at every level is conducted in accordance with disciplined and sporting behaviour. This principle cannot be upheld solely by the referee; its observance rests on Unions, affiliated bodies and clubs.”

From the IRB Laws of the Game – Foreword

While discipline is a key element of the game of Rugby, you will, from time to time, be confronted with behaviours from players and coaches on and off the pitch, which fall short of conforming to the original ethos of the game.

While it is easy enough to blame players and coaches for their behaviour in certain situations, match officials often allow these individuals to get away with abuse and dissent. This happens when the referee fails to deal with the dissent and allows it to escalate throughout matches.

Foul play

Foul play is anything a person does within the playing enclosure that is against the letter and spirit of the Laws of the Game. It includes:

- *obstruction*
- *unfair play*
- *repeated infringements*
- *dangerous play*
- *misconduct*

Any form of foul play must be dealt with quickly and firmly.

Communication with captains and coaches is a key element for any match official and this chapter will give you examples for a variety of problem solving management solutions.

This chapter sets Rugby apart as one of the few major sports that will not tolerate abuse of officials.

“Rugby is valued as a sport for men and 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.”

From the IRB Playing charter – Conclusion

Player and coach dissent

“Rugby’s intensely physical and athletic characteristics” in combination with all the emotions of winning and losing in a competitive environment will always lead to a certain amount of dissent from the parties involved. While this must, to some extent, be accepted as ‘part of the game’, if player and coach dissent turns into affront or abuse, then this behavior has crossed a line that is unacceptable in Rugby.

Players and coaches would do well to ask themselves if they would like to, or could, perform in a hostile environment. Would they want the individuals they feel can win or lose a game for their team to be exposed to such hostilities?

The effects of dissent on the match officials involved are obvious. The referee, the touch judges and the officials responsible for off-field management (e.g. officials four and five) are all affected in similar ways. They will experience an erosion of the ability to process information under stress, which in turn leads to poor decision making.

Their loss of:

- concentration
- confidence
- equanimity
- control

leads to confusion and results in poor outcomes for everyone.



Task 1

What causes players and coaches to show dissent to the officials? Consider and list some possible reasons, relating their root cause to the team of match officials or the players.

Officials-related	Players-related	Reasons
	X	The game is not going the way they planned or expected
X		Poor referee performance

Players and coaches losing their temper is not a licence for referees to lose their sense of humour or adopt a 'God complex'. However, strategies to prevent dissent must be adopted. A referee's preventative actions can be divided into two areas: pre-game and during the game.

Pre-game the referee should:

- except for normal game management, not speak to a player except through the captain and ensure that no player communicates with the referee except through the captain
- insist on the use of titles, **not first names**. The title acknowledges the position and responsibilities of all parties during the match.

During the match, referee communications can be divided into two areas: active play and down-time.

In **active play** the referee should:

- be formal in all communications
- be specific using player number, colour and action to be taken or offence committed
- not use first names
- only speak to individuals when trying to manage a situation.

In the **down time** (when the ball is out of play or when an injury is being attended to) the referee should:

- have informal conversations with players
- use first names if you know them.

However, conversations should be kept low key. Laws and decisions are not to be debated. Therefore, you should:

- stick to the contract made with the captains
- be approachable to captains and insist on referring decisions to them (kick or scrum, etc)
- discourage players talking directly to you by always referring them back to the captain
- not accept dissent or abuse in any form and be strict in applying sanctions.

What are the sanctions?

- First offence - manage with captain or penalise, depending on severity
- Second offence - penalise and admonish
- Third offence - penalise and caution (yellow card, see bottom)
- Depending on the severity, referees can use the yellow or red card at any time
- Foul language directed at the referee is foul play and should bring about a card in the first instance.

The role of the coach in discouraging dissent

Coaches have a key role to play in removing dissent from the game. Coaches can undermine the authority of the referee from the sideline through audible comments which question the integrity and/or competence of the referee. The players will always believe their coach over the referee as they know them better, interact with them more often and even owe their position in the team to them. If the coach disputes the referee's decisions, that will be perceived by the players as being correct. This has a negative effect on player/referee relationships.

Coaches should be encouraged to:

- actively discourage dissent and referee abuse amongst the players
- ensure that the captain is the only conduit of information between the team and the referee
- educate players as to the negative effects on outcomes in matches where a referee is affected by dissent and abuse
- support the referees from the sideline by not making audible negative comments about refereeing decisions.

Task 2

Remember, selective deafness is not an option when dissent is confrontational and is directed towards you. What should you do when you feel you are losing your temper due to a player outburst? Consider some possible solutions and relate them to a specific member of the match official team.

Referee	Touch judges	No4 & No5	Solutions
X	X	X	Don't get involved in a debate
X			When making the hard decisions, be dispassionate

Conclusions

Eradicating dissent and referee abuse from Rugby will:

- reduce pressure on referees
- deliver fairer and better match outcomes
- contribute in a positive way to the Game as a spectacle and marketable product
- have a trickle down effect in other grades and competitions.

Yellow cards

Task 3

In three categories, write down typical offences where you would award a red card, a yellow card or a penalty only.

Sanction	Typical offences
Red card	
Yellow card	
Penalty	

The referee and the team captains

The importance of the captain and the relationship between that player and the referee is a key to success. If the captain of the team fails to keep cool, the team will follow suit - with negative consequences for both teams and the referee alike. The point is not whether the refereeing decisions are correct, but whether the captain's approach has done his team any favours.

How important is the captain when trying to keep the team focused?

- *If the captain loses his focus, the team is likely to be leaderless.*
- *The captain should know the Laws of the Game!*
- *What happens when a captain and a team lose the plot?*



Many experienced referees will describe the yellow card as a very useful and powerful management tool to help them with their decision making on the pitch. But as with all other tools, if they are not accompanied by adequate knowledge and skills, they lose their value.

If we want to identify referee weaknesses with yellow cards and the reasons behind them, we should refer to a set of typical quotes and comments:

Quote / comment	Reason for problem
Too late in the game for persistent offences and sometimes they should be awarded in the red zone much quicker	Do referees see a yellow card as a 'failure' on their behalf? They need to recognise that it is a strong part of their armoury
Too 'systematic'. Not always understanding 'why' we have yellow cards	Lack of understanding what a yellow card is for
Given too late – for technical offences	Trying to be too nice
Inconsistent use for foul play	Trying to be too nice
Problems with the issue of the cards	Lack of training
Using yellow instead of red for serious foul play	Copping out
Warn correctly but then box oneself into a corner	Use of wrong language / need to judge next offence for seriousness
Yellow cards for red zone offences are not awarded on a consistent basis. Defenders gamble and get away with it more often than not	Lack of Game understanding
Once one yellow card has been awarded referees are extremely reluctant to award a consecutive yellow card against the same side	Human nature, fear of criticism



Identified good referee practice with yellow cards

- Don't be afraid to use them
- Give the card at the right time
- See the value of the yellow card in the 'bigger picture'
- Use them as another management tool
- Take time to judge the effects of the offence, not just the offence itself.

Module two - Game knowledge and skills

Chapter two - Positioning

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Learning outcome

At the conclusion of this module, you will be able to describe two systems designed to help you improve your positioning in open play and at contact situations.

Introduction

Early in a referee's career, one key question often dominates over all the other unsettling questions a beginner has to cope with:

What is the 'best' position for the referee in each situation?

As simple as this question is, the answer is even simpler:

There is no 'best' position applicable to every referee in every situation.

However, experience suggests that there are some general principles to help you justify your choice of positioning.

In the modern game the marked increase in size and speed of players has forced teams to develop more efficient and effective defensive strategies in an attempt to limit the options in attack by reducing the amount of space available to the attacking team.

Better skills, more intensive coaching and improvements in the scientific and technological support to players and coaches have combined to enable current rugby players to become more skilful and more physically fit and powerful.

Concepts discussed in this chapter

The 'ball line running' concept was introduced by the New South Wales Rugby Union (Australia), and the 'ball-inside-outside' concept was introduced by Carlos Molinari (IRB Educator, Argentina).

The increased physicality of the modern game puts greater stress on the players' capacity to maintain focus, to respond to stimuli and to achieve good peripheral vision. Similarly, you, the referee, will need to develop and maintain the same kind of increased aerobic capacity as the players, if you are to maintain effective control and management of the game throughout its duration. When you are able to keep up with the players - but don't have to expend the additional physical effort needed for tackling or pushing - then it's more likely that you will be able to maintain better clarity of mind and objectivity than the players and display a high standard of decision-making throughout the match.

The increased demands of the game place even greater responsibility on the referee to use the full power of the Laws to protect the space that players need to play the Game. To do this well, your positioning must constantly be adaptable; this means that the 'best' positioning is not a single fixed point, but rather the result of the constant search for the 'best possible' positioning in a particular game situation. You must always seek to be in the position where you can:

- have **clear vision of as many players as possible** to get the overall picture
- have a **clear view of the ball and/or the ball carrier** to determine knock-ons and forward passes
- be **close enough to play** to make immediate decisions in contact situations
- **interact** with specific players, either to ensure the continuity of the game or to manage preventative measures
- be sure that **players are not irritated or obstructed** by your positioning or movements.

If you are to respect these guiding principles, you must be adaptable enough to find the best positioning to observe the 'macro' situation on the pitch, and also ensure maximum flexibility by being able to adjust your body position in the 'micro' space around you. This requires superior fitness and agility as well as sound positional play, and referees who ignore these aspects of their development are unlikely to achieve their full potential in officiating.

But **where** should the referee go to manage tackle, ruck, maul, scrum and lineout? And, even more important for our learning, **how can we explain** why the referee should be there? Conventional wisdom dictates that we all know correct positional play. Otherwise, how can we walk onto a pitch and referee a game of Rugby? So, you may be asking yourself whether a module on positional play is really necessary. However, even views of conventional wisdom vary from referee to referee, from referee society to referee society. So this module is based not on one individual's view, but on what has proved successful for referees in competitive games and what senior referee coaches expect you to do.

Ball in hand - general movement

In general play, it is assumed that the referee will take up positions that:

- **provide the best view of the ball carrier in general play**
- **put the referee in the best position to rule on forward passes and knock-ons.**

Running patterns (including walking, jogging and running) and running lines are important to consider, not only because it can save a lot of energy, but also because the speed of the modern game does not give you much time to react to what is happening. Research has shown that there is an ideal “shape” for the referee’s running lines in a game:

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

This research suggests that the less you are in line with the ball and the more you are in front of play, the more mistakes in refereeing will occur. Similarly, if you are behind play more than 5% of the time, the more likely you are to make mistakes than if you stay in line with the ball. If the percentage of time spent in front of play increases at the expense of either of the other figures, you are likely to make proportionally more mistakes.

In other words, being in front of the play is worse than being behind. This is important to note, as a high level of fitness or some over-eagerness can sometimes prompt a referee to be ahead of play too often.

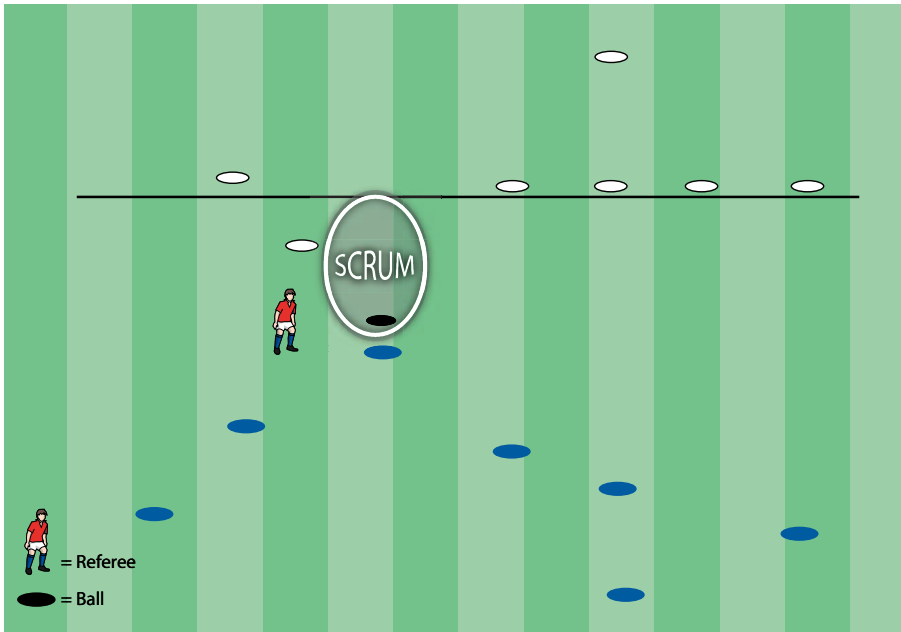
A system that works particularly well to help you to position yourself in open play suggests running in line with the ball most of the time: we could call this “**ball-line-running**”.

At all levels of play, ball-line-running seems easy to understand and gives you a quick mental picture from which to view the game. The general principle of ball-line-running includes the following three elements:

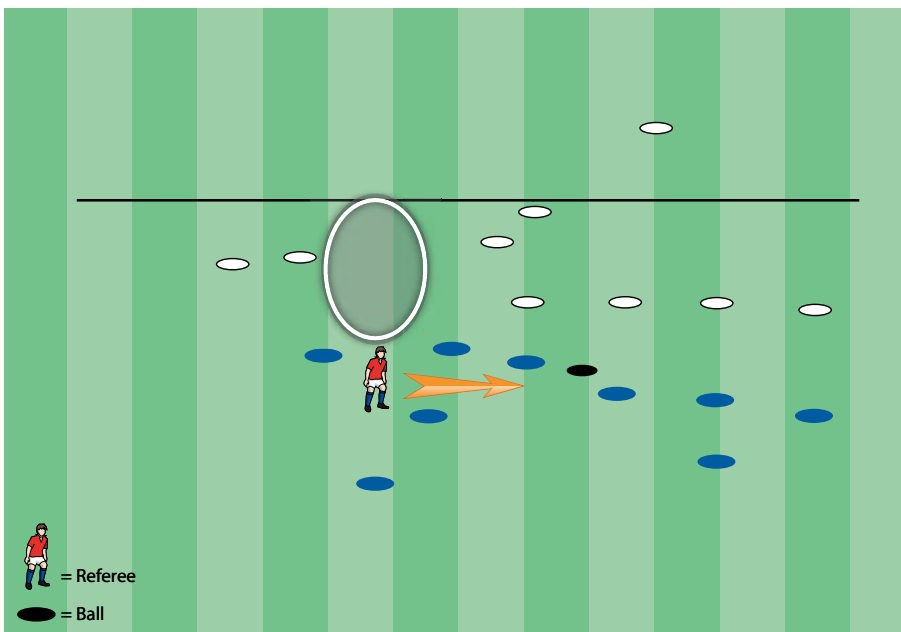
- **the referee will either run across field to follow the lateral passing of the ball, or**
- **will run up field when a player breaks the defensive line**
- **will not run in arcs or diagonally**

The following four diagrams illustrate the position of the referee as the phase of play develops, and explain the possible implications of ball-line-running.

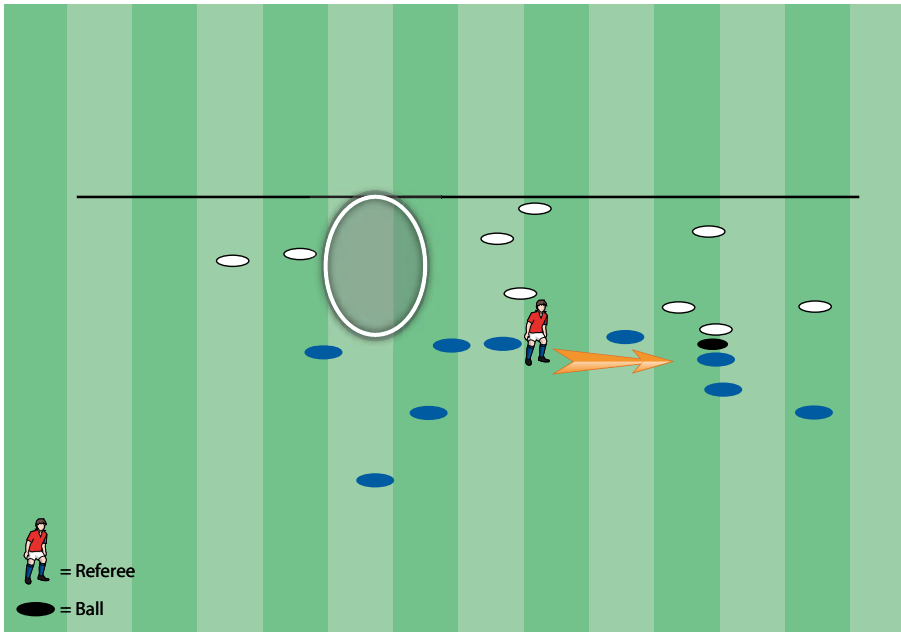
Ball line running 1



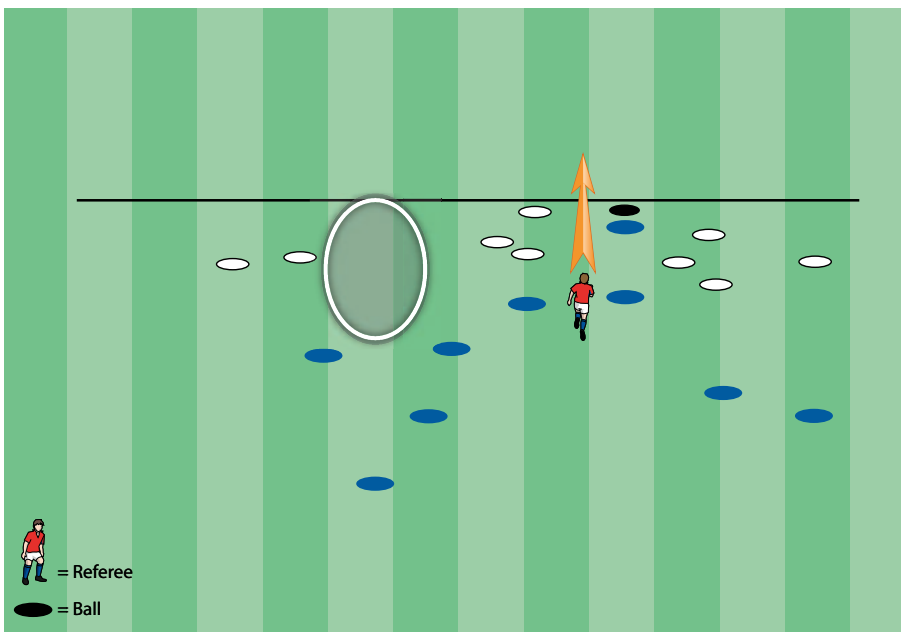
Ball line running 2



Ball line running 3



Ball line running 4



Ball-line-running is the most economical method for a referee in terms of physical effort. A referee who can maintain this positioning will always be in the best position to manage the game and make correct decisions. It is particularly relevant if it is considered in conjunction with sound management and positioning at the contact situation. As the tackle occurs more often than any other element of play, it is most important to get the positioning right in this game phase. It is also the area in the game that causes the most debate and discussion about the referee's performance with regard to the number of penalties given in the match.

However, as reflected in all other aspects of refereeing addressed in the IRB training and education programs, there are always advantages and disadvantages of any system. In the following exercise, we will discuss the referee's positioning as it relates to the ball-line-running system.

Task 1

Using the following seven video examples, select best practice action and describe the advantages and disadvantages of the ball-line-running system:

Situation	Ball line running advantages	Ball line running disadvantages
Video 1		
Video 2		
Video 3		

Situation	Ball line running advantages	Ball line running disadvantages
Video 4		
Video 5		
Video 6		
Video 7		

Ball on the ground - the contact situation

Defending players can reduce the amount of space available to the opposition, either by moving forward illegally or simply by not remaining behind the hindmost foot; they may also bind illegally and move forward before the ball is out. Both situations have a drastic effect on the dynamics of ball possession, when defending players cross the tackle line into the attacking team's territory. This is particularly true when the attacking players release the ball slowly, almost inviting pressure from the defending team, even though this severely limits their options for attack.

Given this situation, coaches of match officials face a difficult situation as they try to identify factors that could help referees to adapt to this type of play. The referee should guarantee, by means of good control and preventative measures, that every bit of space is kept available for the team in possession to pick up or pass the ball, and to run with the ball, as they are the natural elements of the Game.

A system that works particularly well to help you to position yourself at the contact situation is known as **"ball-inside-outside"**. The system incorporates the requirements at the breakdown situation by encouraging you to be close to the tackler and the tackled player and to follow the pattern of movement of the ball and the participants in the tackle situation, then close offside, and finally, wide offside, in that order.

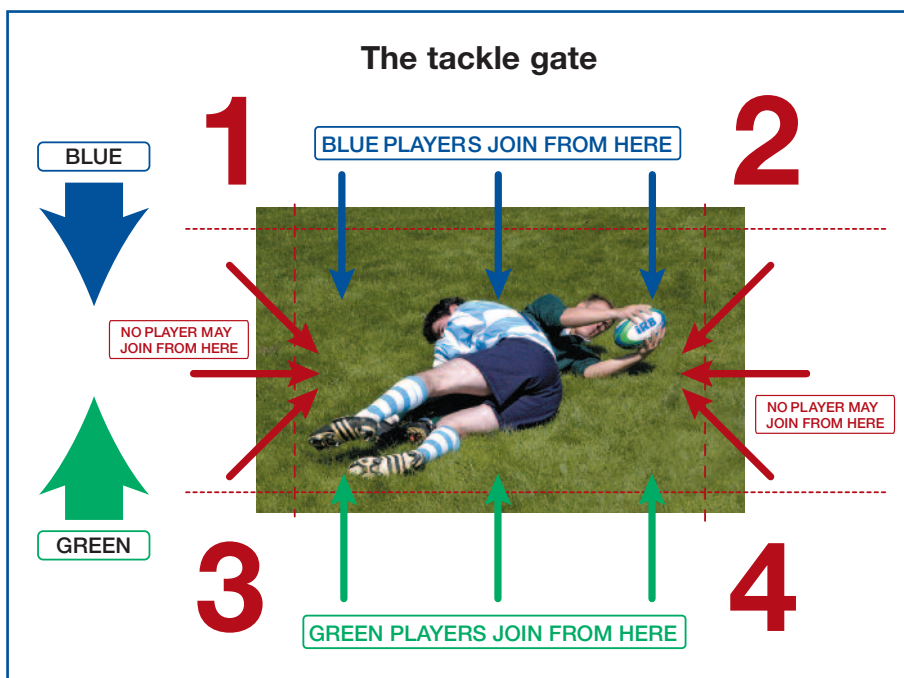
The basic structure of the ball-inside-outside system is as follows:

- **Ball (and tackle) first**
- **Inside defence next, then.....**
- **Outside defence**

Obviously, as the level of play gets higher and referees develop their knowledge and skills, the system may be modified according to the characteristics of each referee and the coaching they receive. However, at all levels of the game, ball-inside-outside seems to be easy to understand and gives you a mental picture to help you observe the action at tackle situations during the game.

Task 2

Describe the advantages and disadvantages of the referee's positioning at the tackle. Rank the positions from 1 to 4, indicating your preferred position and give the reasons for your choice in different field positions.



Position	Rank	Reasons in different field positions
1		
2		
3		
4		

Ball first

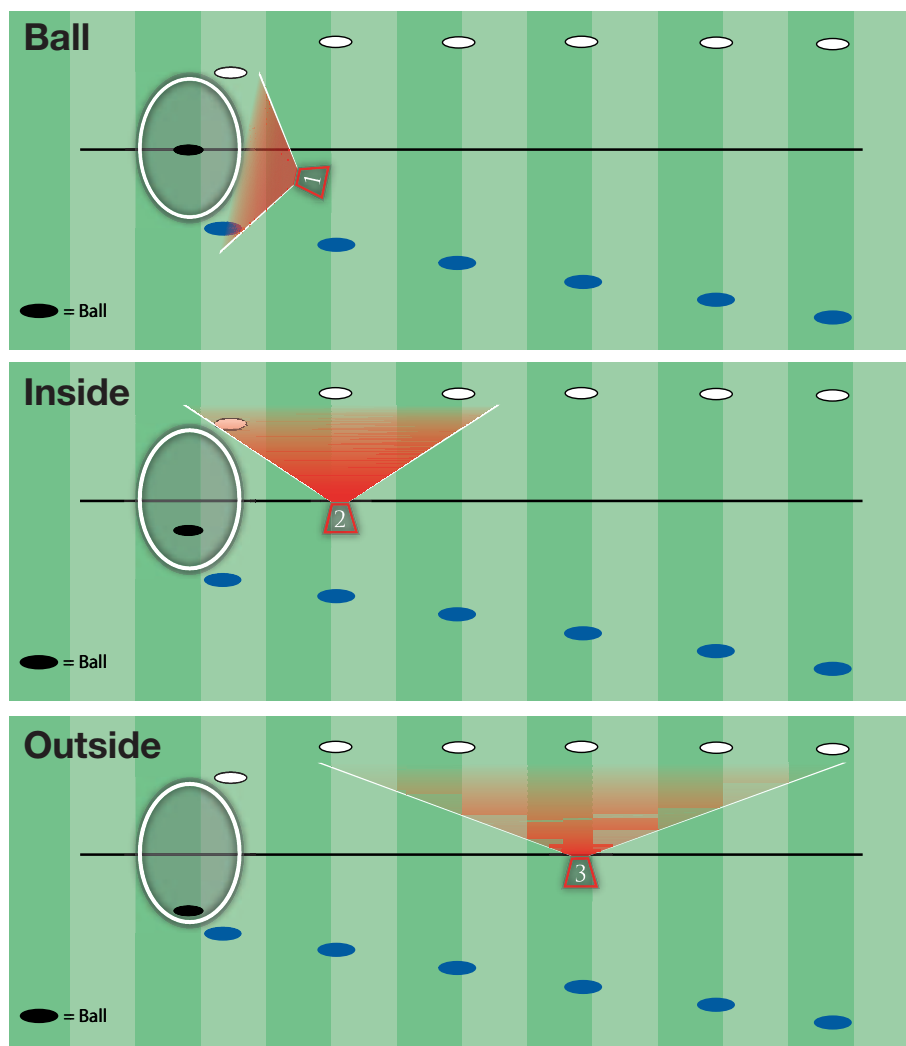
Your primary duty is to detect the position of the ball at the tackle and to manage the players involved: first the tackler and the tackled player, and then the post-tackle situation, as other players arrive. You should stand a little behind the ball on the same side of the pitch as where the ball is placed. In the majority of cases, the player places the ball in front of his own face, so if you can see the player's face, then you will have the best chance of seeing the ball. Then, you should immediately control the defenders near the ensuing ruck or maul.

Inside defence

Using body language and signals, you should keep the defenders onside, warning the pillars and preventing incorrect joining. You should remember that your presence there is generally understood as a preventative measure. Then, you should take a few steps towards the open side to open up the necessary space for a possible "pick and go".

Outside defence

You should stand facing the defence, near the hindmost foot of the defensive team and scanning the outside backs. This will give you clear, accurate and effective vision.



Communication is another key element of this system. At the beginning, you should use body language as a primary tool.

- **Always** face the defenders' goal line so that you can scan the defenders with a movement of the head rather than the whole body. Leave the situation without a pivot movement of your body if the ball is played wide.
- **Never** face either of the two touch lines. If you find yourself facing a touch line, you will probably miss offside in the defending back line. Remind yourself and pivot so that your body is facing the defending goal line and you are looking sideways at the contact situation.

You will gain the players' attention by being close to the ball, making good eye contact with players, watching the ball and taking preventative measures to ensure good continuity. This is crucial for control and management of the game. In some situations, it is advisable to use your voice in order to make certain situations clearer. However, voice should not be used all the time or in the same monotonous pitch, as players eventually get so used to it that they no longer pay attention to what you are saying.

Later in the game, fatigue may reduce the concentration threshold, response to stimuli and peripheral vision. This is particularly noticeable in Rugby when, for example, the game is entering the last 20 minutes and the score is close. Players - especially forwards in their role as the key ball winners - use what remains of their energy and strength to get the ball, and may forget to pay attention to their position or to where they are in relation to the opposition.

Let's assume that a well-trained referee starts the match with 100% of energy and concentration. This then starts to decrease over time, depending on the speed of play and the amount of energy used to keep up with play. By the end of a match played in normal weather conditions, the referee's energy is likely to have dropped to around 20-25% of maximum. Paradoxically, it is then, when the match is nearing full time, that the referee needs as high a level of concentration as possible.

Energy, concentration, reading of the game and control over space need to be higher and better than the players'. Being close to the action, taking preventative measures, and using a clear voice to give brief and accurate instructions will prevent the kind of infringements that usually take place towards the end of the match due to the players' fatigue and loss of concentration and focus.

You will get a positive performance review when you project self-confidence right from the start of the game. Being close to the action, the referee shows good presence when and where it matters and will most likely make correct decisions towards the end of the match. So players eventually learn to trust the referee's presence and decisions.

Keeping up with the action, adopting good positioning at the breakdown and quick ball detection will allow you to take the kind of preventative measures that go a long way towards guaranteeing continuity, which is essential in modern Rugby.

Being on the open side will enable you to move quickly to the next point of contact. By facing the next target situation, you will be in the best starting position without having to pivot. As a result, there will be no players moving between you and the ball carrier, thereby making it easier to run and to see what is going on. When the next contact situation is reached, the system begins all over again.

With practice, correct positioning will become second nature, enabling you to focus your major efforts and skills on reading the game, the application of advantage and taking preventative measures, while at the same time saving energy. It is widely acknowledged that repetitive and mechanical activities demand less effort, so the fitter you are, the more likely that you will be able to maintain good positioning. Otherwise, incorrect and incoherent decisions will cause inconsistency towards the end of the match.

Once the three basic ball-inside-outside steps are understood, the next phase of play may present any of the following:

- **Pick and go:** as the inside defence is controlled, the attack will progress positively and you can move quickly to the next contact point; then the cycle starts again
- **Kick:** your positioning will enable you to keep an eye on the outside runners and then start running
- **Pass to #10:** this will happen behind your back: a simple turn of your head will enable you to see the #10 catch the ball, drop it or knock on

Other situations

A similar protocol can be followed at two other situations in the game:

Lineout

Ball detection during throw-ins will prevent undetected throws which are not straight. If the ball is caught and lowered with the two hands and there is a maul, outside defence should go first and then the ball-inside-outside cycle should be used.

Scrum

After the engagement and the observation of the ball, you should quickly turn to control the positions of the defensive #6 and #8 (inside defence), who are generally the ones who commit infringements if they do not stay bound. Consequently, they stop the attack as they open two metres towards the open side. The outside defence needs to be controlled next from your position.

From your position, for the 5m offside line of the non-participating players, you should be able to focus on the defending offside line and to use your touch judges for additional support.

Task 3

Watch the video examples and in each case describe the advantages and disadvantages of the **ball-inside-outside** system.

Situation	Ball-inside-outside advantages	Ball-inside-outside disadvantages
Video 1		
Video 2		
Video 3		
Video 4		
Video 5		
Video 6		
Video 7		

Module two - Game knowledge and skills

Chapter three - Materiality and accuracy

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Learning outcome

At the conclusion of this chapter, you will be able to demonstrate an awareness of the topics and discussions surrounding the advantage law. You will be able to referee games with a better understanding of material and non-material actions by the players, and thereby manage games with fewer penalties than before - resulting in you being able to **'get what matters'**.

Introduction

It is often said that the game of Rugby is, in many ways, the most difficult game in the world to referee. While many of us would probably agree with this in an instant, it is often not so much the Game itself which poses these difficulties, but the obvious contradiction between the written Laws of the Game and what everyone likes to see in good refereeing.

More precisely, it is this challenging variation between the accurate application of the Law book and the understanding of the principles of the Game that makes Rugby refereeing such a tough and, at the same time, rewarding job.

If we look back a little in the history of the Game, the original Laws were almost wholly concerned with definitions and one can find very few reasons there to award penalties.

Six laws with a total of 62 sections and 109 sub-sections were enough to describe the Game and provide a framework to play it. The subsequent versions of the Law Book had to focus more and more on further clarification. It was also necessary to better protect the players as the Game became faster and more physical, and in further attempt to protect the Game's principles, avoid unfair tactical advantages, especially regarding offside, were handled in detail with more sections and sub-sections coming in.

Today, the law book consists of:

22 Laws

191 sections

491 sub-sections

The object of the teams playing the Game is **not** to score most points and 'never break the Law', but rather 'To win through **fair play** according to the Laws'.

Let's consider three statements and use them to answer some questions about refereeing.

- *In a complex Game situation, not all infringements by players will be penalised.*
- *Some Laws will be strictly enforced, while others will rarely be applied.*
- *Not all offences will lead to the application of the advantage Law.*

In order to keep the game moving, the referee has to decide what is important and what is not important.

But how do you do this? What refereeing concepts do you need to use? How can these concepts be applied in different game situations? Is there any way to measure good application?

Materiality

Corris Thomas, the legendary Welsh referee of the 1970s, uses a legal principle that is used in public law making, to explain the concept of materiality:

'De minimis non curat lex.'

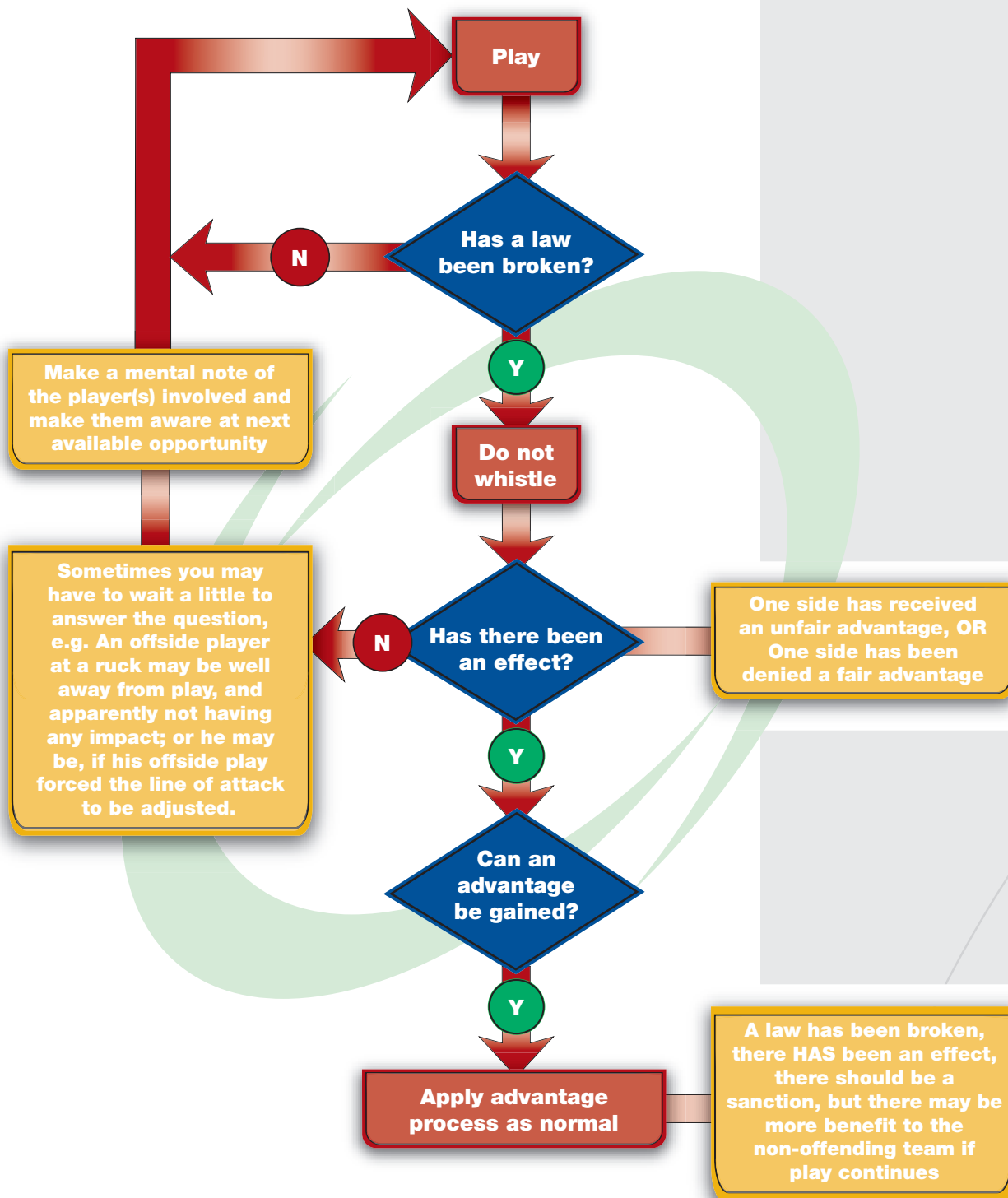
This Latin phrase, which translates as, 'The law does not concern itself with trivialities' is a principle of Law which means that even if a technical violation of the Law appears to have occurred according to the letter of the Law, if the effect is too small to be of consequence, the violation of the law will not be considered as a sufficient cause for punitive action.

This principle, taken from the world of law school, is indeed very applicable to refereeing a game of Rugby. The principle does not mean a disregard for any Laws, but rather it is an encouragement to enforce the Laws, but only when the circumstances for which those Laws were created actually occurs.

It is still necessary to accept that two criteria must apply to create the need to penalise a team in a game of Rugby:

- A Law has been infringed, and
- There has been an effect, of either
 - One team has received an unfair advantage, or
 - One side has been denied a fair advantage.

The 'De minimis' concept expressed as a flowchart



Task 1

You'll now watch a series of video clips. View each clip, discuss and note decisions. View the clips as if a Law has been broken but is ignored by the referee, because it has no impact on the game (and is therefore immaterial). Give reasons for each of the video examples:

Clip	Correct? ✓	Advantage OK? ✓	No material effect (referee should have played on) - reasons
1			
2			
3			
4			
5			
6			
7			

De minimis and advantage

Remember that the concept of materiality has nothing to do with the advantage Law. The concept acts more like a vital **addition to** the advantage Law. It is vital for your Game management that you don't confuse materiality with advantage.

De minimis and advantage **are two separate issues**.

Advantage says:

- A Law has been infringed
- There has been **an effect** and therefore there will be a sanction, but there may be more benefit to the non-offending team if play carries on

De minimis says:

- A Law has been infringed
- There has been **no effect** and so the Law has no application in the circumstances

When applying de minimis, players should still be made aware, wherever possible, that they are on dangerous ground even though they have not been penalised. By doing this, you are making players think about what they should, or should not do.

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

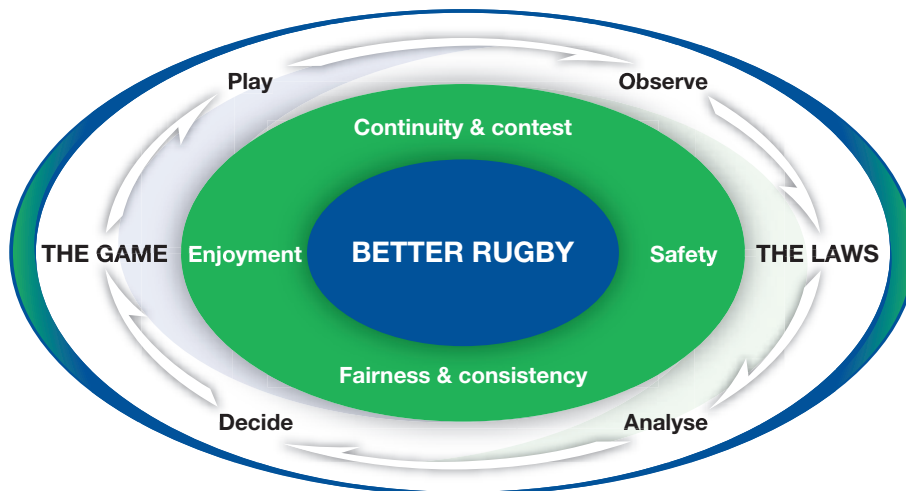
There has to be a good reason for a team to be punished.

Accuracy

While the benefits of a conceptual framework such as materiality are clearly visible for anybody with some Game knowledge and a measure of refereeing experience, there seems to be a paradox with the modern Game.

Very often, we can observe referees at all levels of the game, including high performance and full time match officials, who often tend to:

- penalise immaterial offences...
...while at the same time seeming to...
- ignore material offences frequently.



This seems to be a paradox for many observers of the Game. It can be explained by the enormous complexity of a Rugby match compared to many other team sports. Rugby is not a game focussed on technical Law enforcement like, for example, basketball, but asks its match officials to judge all decisions in the greater context of the player actions and the match as a whole.

The best Law application will happen when putting the decision making of the referee in context. The solution lies with the management abilities of the referee. As you might remember, management in officiating is mainly the ability to:

facilitate }
decide } **manage (in a certain context)**
organise }

Contextual judgement says:

- A Law has been infringed.
- Based on the context/circumstances of the situation/match and irrespective of the effect, the referee makes a decision for the benefit of the match.

The rewarded team

Being able to gain territory, retain possession and eventually score points rewards a team that is able to penetrate through an opponents' 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 performance of a skill, regaining possession of the ball is the reward.

The penalised team

A team in possession that has to kick the ball off the field of play because other options will be less favourable will be penalised by conceding the throw in at the lineout. 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 play the ball from a scrum, lineout, ruck or maul (and whose actions thereby reduce their opponents' options) will be penalised by the referee. Their opponents will be awarded a penalty kick.

Task 2

For an example of how the concept of contextual judgement seems to fit in very well, consider the following scenario:

You are refereeing a game and the fixture is not the easiest - an intense local derby where there are a number of individuals who have moved between the two clubs. The first 20 minutes have not been easy; the score is 0-0 but there have been no major issues and you are doing fine. The home No. 7 has conceded a couple of penalties which has not endeared you to him. However, he gains possession some 5 metres out and crashes over the line with a pile of defenders around him. You are well placed but cannot see the ball touched down. You suspect a try may have been scored, but correctly do not award it, and give a 5-metre scrum to the attacking side.

As the players stand up No. 7 comes up to you and is about to 'have a go' at you. The home No. 8 grabs him and says to the No. 7 "Listen to the ref. There is no way he can give it. Shut up, it is our scrum." He then turns to you and says, "Sorry, ref".

The ball is fed into the scrum and makes its way back to the No. 8's feet. With the ball at his feet, the No. 8 breaks his binding momentarily to have a quick look at the defenders and then rebinds with the ball at his feet.

(a) What does the Law say you should do?

(b) What would you actually do, and why?

(c) Are there factors mentioned in the scenario which, if changed, might influence your decision? If so, list them and explain how they might influence your thinking.

(d) Are there other additional factors which are not mentioned in the scenario which might influence your decision, and how?

The quest to find the fine balance between rewards and penalties, as required by all match officials in every game, is one which singles out the referees of the highest quality.

Task 3

Which box best describes the term **materiality**?

A	When there has been an offence and the referee waits to see what happens	
B	When there has been an offence that has no bearing on play	
C	When the referee has missed an offence	
D	When the offence would not effect the final score	

Which box best describes the term **contextual judgement**?

A	When the referee aims to be consistent on every occasion	
B	When the referee uses advantage	
C	When the referee makes a decision based on the circumstances of that match	
D	When the referee makes decisions according to 'the letter of the Law'	

Task 4

Try to find up to 7 situations where either materiality does or does not apply, where referees tend to penalise immaterial offences, or where referees tend to ignore material offences. Find an explanation for each situation related to a phase of play and the refereeing process in place.

Situation 1

Materiality applicable?	Immaterial penalties?	Material penalties?	Explanation

Situation 2

Materiality applicable?	Immaterial penalties?	Material penalties?	Explanation

Situation 3

Materiality applicable?	Immaterial penalties?	Material penalties?	Explanation

Match officials must know and understand:

- the Laws of the Game and why they are important
- relevant codes of conduct and/or guidance notes for their role as a match official
- that the context in which a match is taking place may affect their interpretation and implementation of the Laws

In order to perform at higher levels, match officials therefore must:

- make judgements according to the rules/Laws and the nature and spirit of the activity
- prioritise judgements according to the level of the performers, the nature of the competition and the context of the situation
- communicate judgements at the appropriate time to relevant people
- maintain an authoritative and confident presence
- manage the reaction of relevant people to their decisions

Situation 4

Materiality applicable?	Immaterial penalties?	Material penalties?	Explanation

Situation 5

Materiality applicable?	Immaterial penalties?	Material penalties?	Explanation

Situation 6

Materiality applicable?	Immaterial penalties?	Material penalties?	Explanation

Situation 7

The key to success is communication:

- A Organise the game more with words than by using the whistle
- B Do most refereeing when the ball is dead
- C Address players individually regarding the same incident

Task 5

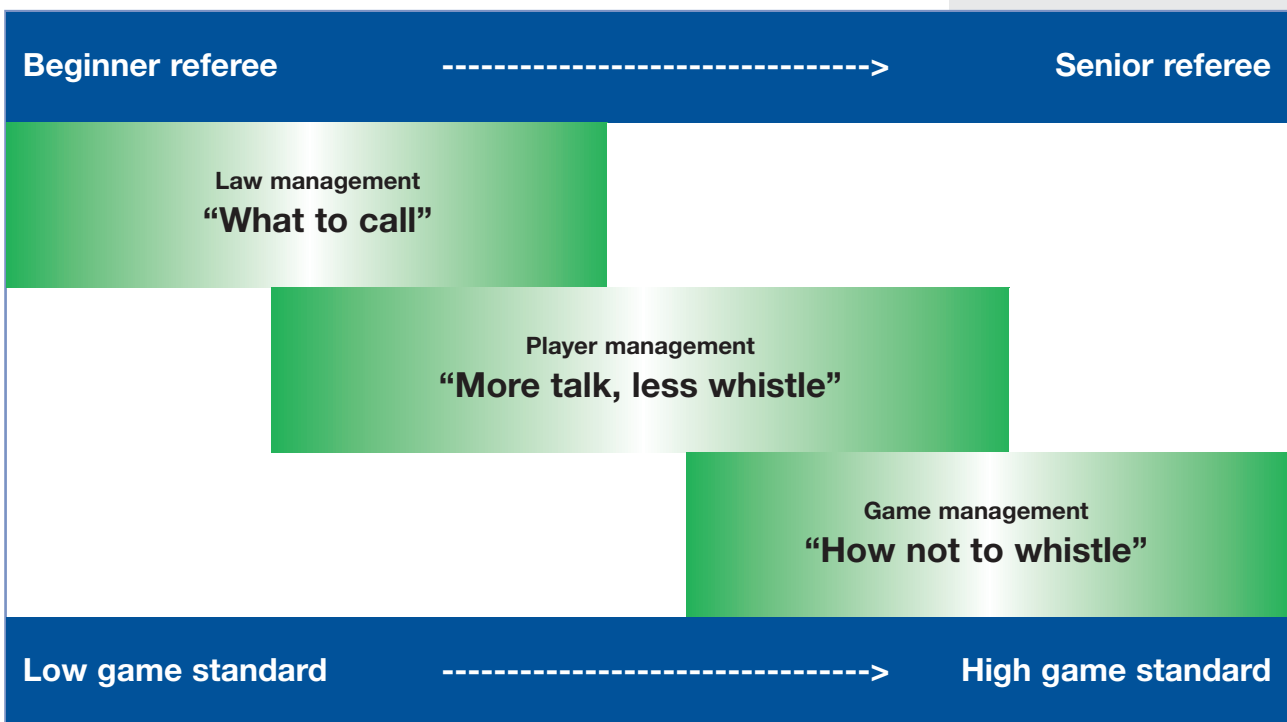
From a total of 30 penalty kicks in one game, select 7 penalty kicks where the attacking team is penalised and 7 penalty kicks where the defending team is penalised. The task is to agree or disagree on the penalty decision, to note possible solutions applicable to each situation and to agree on additional situations that should have been penalties, but were not awarded by the match referee.

ATTACKING TEAM			
No.	Agree	Disagree	Rationale and solutions
1			
2			
3			
4			
5			
6			
7			

DEFENDING TEAM

No.	Agree	Disagree	Rationale and solutions
1			
2			
3			
4			
5			
6			
7			

ADDITIONAL OBSERVATIONS			
No.	Agree	Disagree	Rationale and solutions
Add?			
Add?			
Add?			
Add?			



Module two - Game knowledge and skills

Chapter four - Touch judges and assistant referees

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Learning outcome

At the conclusion of this chapter, you will be able to demonstrate an understanding of the advanced duties of a touch judge and you will be able to perform that role in game situations. You will be able to demonstrate an understanding of the role in a team of three and you will have identified minimum standards for touchline management.

Introduction

The touch judge is part of a team which makes a contribution to the enjoyment of rugby, for the benefit of players, officials, spectators and everybody involved in the game. When assisted by capable touch judges, referees are better placed to perform their duties on the field of play.

There are many opportunities in a game for the touch judges to help and assist the referee. The possible input from a touch judge depends on their level of competence and the demands of the referee - as agreed on during the pre-match talk. It may also depend on the type of game or the type of competition. In any case, the touch judge is expected to observe the game above and beyond his/her own specific duties and offer guidance whenever asked from the referee.

Touch judge education

The basic duties of a touch judge are covered in specific chapters of the Level 1 and Level 2 workbook. Together with this chapter in the Level 3, the three chapters can be used as a comprehensive touch judging program.

Terminology

Throughout this resource, the terms 'match official' and 'referee' are used interchangeably. There are many instances where a reference to a 'referee' can also be taken to mean a touch judge or an assistant referee.

Best practice positioning for touch judges

The checklist for touch judge positioning includes:

- Where are you?
- Is the ball in touch?
- Where did it go into touch?
- Have you used your flag with the appropriate signal?
- Have you ascertained the location of the throw-in?
- Have you ascertained whose throw-in it is?
- Where is the ball now?
- Who has handled it since it went into touch?
- Is there an attempt for a quick throw-in?
- Has the throw-in been executed correctly (by the correct team, and with thrower having both feet behind the touch line)?

When observing touch judges in a game, you should be able to apply the above checklist to carry out a key factor analysis for different situations.

The key factor analysis should take each of the touch judge skills and give an outcome that can be achieved by the successful performance of the skill, resulting in a list of actions (key factors) that, when performed in sequential order, will result in the outcome being achieved.

The use of these key factors can help to identify the problems and solutions that touch judges may encounter during a game. By observing touch judges who apply their skills, you are also able to identify some best practice behavior.

Task 1

From a series of video clips, describe the game situation with regard to the field position, position of the players and positions of the touch judges and referee. Identify the key factors for each situation and write down your best practice learning from each of the video examples. The 'A' clips are all corner flag decisions, while the 'B' clips show flagging for foul play.

Video A1

Game situation

Key factors

Best practice learning





Video A2

Game situation

Key factors

Best practice learning

Video A3

Game situation

Key factors

Best practice learning

Video A4

Game situation

Key factors

Best practice learning

Video A5

Game situation

Key factors

Best practice learning



Video B1

Game situation

Key factors

Best practice learning

Video B2

Game situation

Key factors

Best practice learning

Video B3

Game situation

Key factors

Best practice learning

Video B4

Game situation

Key factors

Best practice learning

Video B5

Game situation

Key factors

Best practice learning

The role of the touch judge within the team of three

The concept of a 'team of officials' infers that the touch judge has become a vital part of the Game. The input of the touch judge has a significant bearing on the outcome of a game. That said, everyone involved in the game must recognise that touch judges are not referees.

The referee and the touch judge have different responsibilities and accountabilities for their performances during a match. The referee may take advice from his touch judges, but the referee has to accept the ultimate responsibility for all the 'team of three' decisions.

For different levels of competition and/or for separate tournaments and leagues, there should be a clearly defined protocol whereby no one is in doubt about the role of the touch judge. This protocol is designed to ensure:

- correct information and action
- clarity and speed of communication
- that justice prevails.

While the primary role of the touch judge is clearly described in the Laws of the Game, the other ways in which the touch judge can offer to the referee need a closer look. There is a potential secondary role to aim for - that of assistant to the referee - on important decisions and calls.

Any form of such secondary assistance must not intrude on the primary responsibilities of the touch judge. The advice for the referee should be clear, positive and directly connected to the relevant part of the game. The advice should cover observed trends from that game and only communicated at stoppages in play.

Primary role

The touch judge's responsibilities are:

- touch
- touch-in-goal
- dead ball line
- kicks at goal
- foul play.

However, the touch judge should communicate to the referee any obvious infringement where the referee was unsighted and where the infringement has had a material effect. All incidents of foul play should be signalled irrespective of whether the touch judge believes that the referee has witnessed the offence.

On the other hand, the touch judge shall **not** shout, signal or gesture instructions to players at ruck and maul. This is particularly the case at post tackle, e.g., “roll away”, “stay on your feet”. In these areas, it is imperative that touch judges concentrate on their primary role. The touch judge should **not** communicate to the referee offside, knock-ons or forward passes when the referee is not in a position to make the decision. It is the referee’s responsibility to make these decisions.

Additional points of note include:

- Often, the **communication systems** are not 100% reliable, therefore the team of three officials cannot be totally dependent on them.
- **Scrum management** is the responsibility of the referee, but assistance may be given if requested.
- Referees will confirm close **touchdown awards** with the touch judge by making eye contact and possibly with verbal communication. The touch judge shall remain in touch in goal until after the try is awarded.
- Touch judges, by positioning themselves correctly will be able to assist in the **preventative management** of offside lines at scrum, lineout and, to a lesser extent, at ruck and maul.
- Touch judges who provide encouragement are good team members.

Task 2

From the seven touch judge quotes given below, write down your observations from the referee’s perspective. The quotes should be classified under the three columns given below.

Quote	Clarity?	Positive?	Trend?
“You have missed three forward passes in the last ten minutes”			
“You have now penalised reds four times in fifteen minutes for the tackler failing to move away”			
“They are always throwing in the ball not straight”			
“65th minute now. Keep on going, you are doing well”			
“Both back rows are releasing their bind early”			
“You look tired, but there are still fifteen minutes to go”			
“Be aware blues No 6 has been a metre in front at the last two kick-offs”			

Reporting foul play

When a touch judge reports foul play to the referee, the following information must be provided:

- who committed the offence - the number(s) of the player(s) and the team(s) for whom they play
- what the offence(s) was or were
- where the offence(s) occurred.

The referee may ask for a recommended sanction which could be:

- admonishment
- caution
- ordering off.

The referee may, of course, decide on a different course of action from that which is recommended.

Touchline management

At higher levels of competition, additional roles for support can be identified to ensure effective management of the game. In this section, you will examine the roles and responsibilities of the fourth and fifth officials.

Their objective is to ensure the effective substitution / replacement of players in accordance with the Laws of the Game. They carry out this task by:

- providing each team manager with a set of substitution cards before the game
- ensuring the touchlines are kept clear of any interference thus allowing the match officials to manage the game in an effective manner
- ensuring only the agreed personnel enter the playing enclosure in accordance with the game / tournament / league regulations
- ensuring that temporarily suspended players are located in the designated area provided, and overseeing accurate time-keeping for the temporary suspension(s):
 - 10 minutes actual playing time
 - notify the player when there are two minutes of the suspension remaining
 - when the ten minute period has finished, ensure that the player returns to the field in accordance with the referee's instructions, e.g. not at a penalty.
- keeping an accurate time for a temporary replacement (blood bin):
 - “If the player who has been ‘Temporarily’ replaced does not return to the field of play within 15 minutes (actual time) of leaving the playing area, the replacement becomes **permanent** and the replaced player must **not** return to the field of play.” Remember that very often the fourth official acts as a reserve referee and has to be physically and mentally prepared to officiate during the game, if required. Similarly, the No 4 and No 5 will act as a support and service personnel for the referee and touch judges and may provide them with fluids and snacks as requested.

Communication awareness

We must recognise that when reporting incidents of foul play, the body language and voices of the referee and touch judges may be observed and/or heard by anyone watching. Therefore, the manner in which we communicate is absolutely critical.

Verbal

*Calm
Accurate
Concise*

Non-verbal

*Relaxed
Assured
Confident*

No 4 and No 5 communication with the referee

- Wait for stoppage in play before communicating with referee.
- Ensure referee is not dealing with other incidents or management issues.
- Advise number of players to be substituted.
- Once a substituted player starts moving from field of play, send substitute on.



NOTES

INTERNATIONAL RUGBY BOARD
ANALYSIS & PREPARATION
FOR MATCH OFFICIALS

MODULE 3 - On-field performance



CARDIFF



MODULE 3 ON-FIELD PERFORMANCE



Module three - On-field performance

Chapter one - Performance criteria

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Learning outcome

It is the purpose of this module to provide you with a guide for the competencies you will need to succeed in your practical officiating during this course. By applying your officiating knowledge skills learned thus far, you will officiate a minimum of one match as a referee and one match as a touch judge. This will enable you to check your level of competence in real match situations.

Both your matches will be observed by a suitably qualified observer such as a trained IRB Coach of Match Officials or an IRB Match Official Educator. They will provide you with a written feedback to enable you to further improve your abilities as a match official.

What does 'competency-based' mean?

This method has proved to be the best way to define and observe officiating behaviours including components of knowledge, skills and attitudes. The IRB applies this concept throughout its education program. The main characteristics and benefits of the approach are:

- As it relates to knowledge, skills and attitudes that affect a major part of your job as a referee or touch judge, it
 - correlates with performance on the job
 - can be measured by observation
 - can be improved through training and practice
- It shifts the focus from information to performance:
 - referees or touch judges are expected to be able to describe and demonstrate their skills
 - it looks at the application of knowledge - what you do with what you know
 - your actions are observable in your performance
- It focusses on outcomes as observable behaviours and closes the link between training and actual officiating performance:
 - demonstration
 - practice.

Competency transcript

The following nine areas are part of your competency transcript. In each of the areas you need to achieve 'Competent' or 'Excellent' to receive full accreditation. Each of the nine areas has a set of criteria that describes in detail what is expected from you.

Competency area	Your notes
Refereeing tackle	
Refereeing advantage	
Refereeing ruck/maul	
Refereeing restarts	
Refereeing the scrum	
Refereeing the lineout	
Refereeing in control	
Refereeing with communication	
Touch judging	

INTERNATIONAL RUGBY BOARD
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MODULE 4 - Performance analysis



Module four - Performance analysis

Chapter one - Self-reflection and self-management

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Learning outcome

In the IRB Level 2 - Developing Officiating Skills workbook, self-evaluation is explained as a useful tool with regard to analysis and assessment. Two questions are addressed and answered:

What is the definition of self-evaluation as it relates to refereeing?

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

What are the major components of self-evaluation?

Firstly, you have to have something to evaluate. This could be your memory of a game, or it could be something more tangible such as a video, a referee coaching report or your assessment report. Analysis and identification (of both strengths and challenges) is the second component. Evaluation of those areas that you consider to be challenges is the third component.

Building on these ideas, we now extend the concept of self-evaluation and look into two areas that are key factors for your success as a match official and for your motivational state.

At the conclusion of this chapter, you will be able to describe two potential beneficial concepts to help with your planning: self-reflection and self-management.

Self-presentation defined

Through self-presentation we attempt to present who we are, or who we want people to believe we are, to other people.

Impression management occurs when we consciously or unconsciously orchestrate a carefully designed presentation of self to fit a particular goal or need in a social interaction.

Self-reflection

- What is your impression of your own refereeing performance?
- What is the basis for your judgement ?
- How do you rate yourself as a match official?

We know that a high level of intrinsic motivation, paired with rewards that are process-contingent (**how: based on process**), deliver the best possible results in terms of an individual's ability to develop and perform.

On the other hand, we know that extrinsic motivation, paired with rewards that are task-contingent (**what: based on outcome**), deliver much lesser results in terms of an individual's ability to develop and perform in the long term.

In general, the following patterns of behaviour can be observed:

- When we become aware of a discrepancy, we attempt to reduce it by changing our behaviour accordingly.
 - Self-awareness will feel good when we meet or exceed these standards.
 - Self-awareness will feel uncomfortable when we fail to meet these standards.
- When our goal is to find out information about ourselves, we are likely to engage in upward comparison.
- When our goal is to feel good about ourselves, we are likely to engage in downward comparison.

If we take the example of an ambitious referee who is made aware by a coaching report that fitness is not up to the required level, this referee is likely to do any of the following:

- Extend training
- Self-assess that fitness has already improved over last season
- Be concerned to learn that the 11.5 bleep test is the required level
- Become convinced that it is achievable to be as fit as an IRB panel referee
- Be happy to be fitter than all peers in the local referee society.

Intrinsic and extrinsic motivation

Intrinsic motivation is the desire to engage in an activity because we enjoy it or find it interesting; extrinsic motivation is the desire to engage in an activity because of external rewards or pressures.

It could be important sometimes to remind people that they can do tasks for intrinsic reasons even if they are also extrinsically rewarded for engaging in them.

Upward & downward comparison

In Social comparison theory (Festinger, 1954) it is suggested that we are driven to look outside ourselves in order to assess our own knowledge, abilities, etc. and help us feel good about ourselves. Two main types of comparison exist: upward and downward. By identifying ourselves with others who are thought to be superior to us in some way, we may see ourselves in a more positive light. However, this so-called upward comparison is not guaranteed to improve our self-esteem, as we may be shown to come up short.

Downward social comparison acts in the opposite direction, in which we compare ourselves against those who appear to be less fortunate or talented than ourselves. This comparison may bolster our self-esteem by making us feel better about ourselves, whatever our present condition.

Task 1

Find some self-monitoring examples from your own experience. Try to break down these experiences to the actual refereeing process versus your action / feelings / motivation:

Situation	Refereeing process	Yourself
1.		
2.		
3.		

Self-management

Rugby is a high-impact sport that demands a wide variety of skills such as power, speed, agility and quickness, over an 80-minute game. Match officials need to demonstrate and execute their skills while making correct decisions during a game. Match officials that are both physically and mentally prepared for the match are more likely to see the benefits as it translates into performance.

A series of steps to help players prepare for match day ('Seven Match Day Self-Management Steps', John Coumbe-Lilley, 2008) are seen as being of equal importance for match officials to assess the level of expected goal achievement. There are key indicators that determine whether someone is going to be successful or fall short of their desired outcomes. Those who perform consistently well have received training and preparation in various forms of self-management. The steps that follow outline how you can improve and enjoy your performance.

1. Pre-match preparation

The night before a Rugby match is an important step in the self-management process as this is the time to prepare for the upcoming performance. You should focus on getting all your equipment packed and being ready to go. The more things that can be taken care of the day before a match the better. Many times referees will show up at a match without certain equipment or lacking adequate food or water. This can and should be prevented by preparing in advance of the match.

2. Know the teams

As Rugby is mostly a sport played at the amateur level, it may be difficult to pre-scout upcoming teams before the match. As you move up to higher and higher levels it becomes more important to assess teams before they are refereed. The key benefit to knowing the teams is that referees can tailor aspects of their game to that of the teams. If for example a team has been scouted as big and tough, they may not be fast and agile. This is where referees can become students of the game in terms of finding out about the upcoming match and creating a personal strategy. At the very least you can use this information in step seven when you visually prepare for the upcoming match.

3. Current personal assessment

The next step in pre-match planning is to take current stock of feelings, abilities, and mental state. If you are in a poor mental state from an external factor, such as relationship troubles or a poor evaluation at work, it will affect your pre-match self-management skills. Referees need to determine a realistic assessment of how they are feeling and thinking so that goals and strategies can be prepared to overcome and adjust to these obstacles. Perhaps talking to other referees, friends, or a referee coach may be beneficial to help assess your current state, and they may be able to offer methods to sort out potential problems before this affects game performance.

4. Set match goals

In order to perform at the highest possible level it is critical to have a set of goals in place before the match. These goals can range from a wide variety of skills or outcomes such as playing advantage, executing a certain skill properly that has been worked on in practice or focusing on the correct process skills at the tackle. Whatever the specific goal, it should be noted that a set of criteria are in place to determine the effectiveness of the goal and the result. A checklist might be helpful to log current goals and whether those goals were met and at what frequency they were achieved. This way you can become more self aware of your abilities and skills so that in practice and future games these skills can be improved.

5. Identify internal and external distractions

With a game plan in hand and a set of goals for the upcoming match the next step for referees is to identify any internal or external distraction that might take away from performance. Situations such as a rain delay, a flat tyre on the way to the ground, poor sleep, relationship troubles, etc., are all circumstances that can potentially detract from game performance. It is important to identify the existence of these factors and then determine methods to diffuse or eliminate them from your pre-match preparation. Sometimes, however, events will happen that are beyond a referee's control, which leads to step six.

6. Getting back on track

Every game ever played will have a multitude of possible outcomes that cannot be planned or factored in the pre-game plan. A pre-game plan is carefully thought out and executed, but sometimes this is not enough to ensure a solid performance. Referees need to have a strategy or plan to get back on track when things start to go wrong. A set plan to help get back into a favourable mental and competitive state is essential for a solid performance. This should be developed in advance of the match and perhaps include input from your coach.

7. Visualisation

The final step in pre-match self management is the visualisation aspect of sport. During this time referees should focus on what they see themselves doing in the match in a positive manner so that they are filled with confidence for the upcoming match. Visualisation should not only be a thought or a feeling, but also a real picture of what you envision for the upcoming match. Negative thoughts and worries should be eliminated during this step as the pre-planning, goal setting, and plan to get back on track will have handled these situations. With proper visualisation, an athlete will focus intently on positive outcomes, situations and experiences for the match and create a visual and mental picture of these feelings. Visualisation for referees should be no different. This mental picture will help calm the mind and ready you for the match better than preparation alone.

Self-management starts with a self-evaluation and assessment of current strategies used for matches and ends with the referee being able to combine all the critical skills into a worthy on-field performance. Armed with this knowledge you will be able to enjoy the game at the highest level you can officiate.

Task 2

Find some self-management examples from your own experience for each of the seven steps given in the text. Try to be very specific with your answers.

Step	Specific examples
1. Pre-match preparation	
2. Know the teams	
3. Current personal assessment	
4. Set match goals	
5. Identify internal and external distractions	
6. Getting back on track	
7. Visualisation	

The whole referee

Match officials are not robots, and each individual match official will respond differently to the challenges in front of them. Match officials in Rugby are of course from varying backgrounds, playing levels and skills, educational / academic qualifications, and so on. Their personal development will not only depend on their officiating skills, but will also depend largely on their willingness to move on, continuously to learn more and in the end become better at what they do.

Referees learn best when they are:

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

It is possible to identify three stages in the learning process. It is essential for match officials at your level to be able to self-analyse and to take the best advantage of your stage in the process and your preferred learning style.

Stage one

In the first stage, the referee is trying to understand what is required. The aim is explained and then the referee has to achieve it.

Stage two

By the second stage, referees have grasped the basic idea and are trying to improve the way they perform. The number and magnitude of errors start to reduce. Referees begin to make corrections automatically. At this stage, referees should mainly use their own senses to obtain feedback about their actions, with the help of some external feedback (e.g. coach, video, match analysis, other referees, etc).

Stage three

Finally, by the third stage, referees have become skilled and can perform effectively and, for the most part, automatically. They are generally able to detect their own errors and make appropriate corrections. Intervention from the outside is minimal and should deal only with highly specific elements.



Regardless of what learning stage you have reached as a match official, it is important to understand and appreciate that different referees have different preferences and styles for their learning. We look at two groups of styles, which, when taken together, become a good guide as to how the referee can best learn.

It seems logical that, if the preferred learning style of the referee is incongruent with the way in which education or feedback is provided, the process is likely to be ineffective.

Peter Honey and Alan Mumford (*The Manual of Learning Styles*) identified four principal learning styles and grouped them as recipient types. They were:

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

Activists are described as people who:

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

Reflectors are described as people who:

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

Theorists are described as people who:

- adapt and integrate observations into logically sound theories
- think through problems in a logical step by step approach
- are perfectionist
- analyse and synthesise
- are detached, analytical and dedicated to rational objectivity
- are uncomfortable with subjective judgements, lateral thinking and anything flippant.



Pragmatists are described as people who:

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

Task 2

Consider yourself. Can you recognise these styles in your own perception? What is your preferred learning style?

Describe some learning situations you have experienced during your own officiating career. Tick the appropriate box according to whether the situation suggested you were an activist, reflector, theorist or pragmatist.

Situation	Activist	Reflector	Theorist	Pragmatist

The quote from IRB Referee Chris White (opposite) is a classic outline of another effective method in use: self-directed learning:

- He listened to advice - did not accept or reject right away but mulled it over
- Chris looked for evidence that might confirm the hypothesis
- Having determined that there was an issue he sought information from a wide range of sources
- All the research was noted down and sifted through
- In other words, he took responsibility for his learning and ownership of his problem.

Activists would not like non-directive explanations or non-directive questioning. These would be too longwinded for 'get up and go' people like activists.

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

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

Pragmatists would need to see how the feedback would directly affect their current performance and would be satisfied if they could see this as the outcome, especially if the person providing the coaching is seen as an authority. Having accepted your feedback, pragmatists will use the ideas provided by you in order to improve their performance.

Another way to understand learning styles is provided by Neil Fleming, Graeme Robson and Richard Smith, in 'Sports Coaching and Learning'.

The mnemonic VARK summarises four predominant learning styles that are the most common. This does not mean that one particular learning style dominates to the exclusion of all others, but that in the mix of learning styles one will be predominant in the individual, while that individual may possess varying proportions of the other three. In the mnemonic:

V = Visual

A = Aural

R = Read / write

K = Kinesthetic (tactile, learning by doing)

Visual

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



"I was told that unless I sorted out my scrum I would never become an International referee.

So I thought about it for a while and looked at some of my games and at times there was an issue. So I went out and spoke to everyone I could about front row play – players, coaches, other referees, etc., and began watching scrums in far more detail in all games - live and recorded. It all went into my book of notes called The Scrum.

I built it up, I used it, and I still use it."

Chris White, IRB Referee

Aural

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

Read / write

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

Kinesthetic

This is the predominant style for players, coaches and match officials. It uses experience and practice. The proportions of explanation, demonstration and practice should focus on practice with this group. It is learning by doing, and is dominant in cultures in which the traditional way of learning is learning by doing from one’s elders. It should be emphasised that each individual learns by a mixture of all four of these learning styles and all four should be used, as appropriate, to get your message across (though usually two at most will dominate). For example, it may be necessary to follow up an explanation by drawing on a whiteboard using both words and diagrams and then practising what has been explained.

The VARK reference table

V Visual	A Aural	R Reading / writing	K Kinesthetic
REFEREE’S CHARACTERISTICS			
<p>To take in new information I like:</p> <ul style="list-style-type: none"> • plans of plays • charts • graphs • symbols • diagrams • brochures • underlining • flow charts • highlighters • different colours • strong designs • training books with diagrams & pictures • whiteboards • different spatial arrangements on the page (like this list) 	<p>To take in new information I like to:</p> <ul style="list-style-type: none"> • explain new ideas to others • explain what happened to others • discuss topics with other athletes • discuss topics with coaches • use a tape recorder so I can listen again and again • attend discussion groups and other opportunities to share ideas • describe any overheads, pictures and other visuals to somebody who was not there 	<p>To take in new information I like:</p> <ul style="list-style-type: none"> • lists • notes • books • reports • headings • contracts • definitions • quotations • printed handouts • coaching manuals • websites • biographies of famous athletes • listening to coaches who use words well and have lots of information in their sentences and notes • statistics 	<p>To take in the information I like:</p> <ul style="list-style-type: none"> • just doing it • trial and error • case studies • statistics on my performance • recalling previous events • examples of training principles • video analysis • coaches who demonstrate new skills

Module four - Performance analysis

Chapter two - Match statistics

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Learning outcome

Accumulating data about your matches is invaluable in measuring your progress against the goals you have set yourself. Armed with match statistics, along with a copy of the match video, you can use these data to check your performance according to your criteria for success. The collecting and usage of match statistics does, however, require certain skills and a significant amount of practice.

At the conclusion of this module, you will be able to benefit from using basic match statistics in all your matches and to describe two more advanced methods: building relations in regard to competencies and the visualisation of match statistics.

“Get your facts first, and then you can distort ‘em as you please.”

Mark Twain

Basic numbers

In the IRB Level 2 - Developing Officiating Skills workbook, it is recommended that initially you collect limited statistics only, concentrating on the application of the competencies. This would therefore suggest only recording:

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

These basic numbers can be extended to include further areas of interest and can help you with positional analysis, penalty counts, advantage application and other parts of your refereeing that was identified as an area which required improvement. In any case, the pattern of the usage of these data in helping you to improve can be summarised as follows:

- A - Get the general picture
- B - Identify problem areas
- C - Monitor trends.

IRB match statistics

In most IRB tournaments, the use of the ‘fair play system’ helps coaches, referees and performance reviewers to extract data and analysis about team and referee performances. The statistics are recorded during matches and linked to the actual match video. The system enables the game analyst to retrieve selected parts of the game in any given category and therefore to have easy and systematic access to areas of interest.

An example of a broader approach for a general team statistic is given in example 1 within task 1. It is a summarised statistic of all of Spain’s womens team matches at the last Womens Rugby World Cup in Canada in 2006.

Example 2 shows a much more detailed approach and focusses on the summarised statistics for individual referees, in this case specifically on their penalty decisions at the tackle area. The data is from the IRB U20 World Championship in Wales in 2008.

Task 1

Find some examples for the use of basic match statistics that you have used and/or would think of as very useful for improving your own refereeing at this moment. Try to break down these examples according to the following criteria:

	The area I want to look into:	Possible help from the data collected:
A - Get the general picture		
B - Identify the problem areas		
C - Monitor trends		

Example 1

Totals (T), average (A), lows (L) and highs (H).
2006, IRB WRWC - Spain - All matches

	T	A	L	H
SCRUMS	160	32.0	25	46
Resets	37	7.4	5	14
Collapse / stand up	17	3.4	1	8
Poor engagement	7	1.4	0	3
Not stationary / square	8	1.6	0	3
Other reset	5	1	0	2
Wheel >90°	3	0.6	0	1
Tight heads	4	0.8	0	2
Penalties To	8	1.6	0	3
Collapse	2	0.4	0	2
Binding - front row	4	0.8	0	2
Engagement				
Offside (backs)				
Offside (back row)	2	0.4	0	2
Other				
Free kicks To	7	1.4	0	3
Push off mark	1	0.2	0	1
Delayed throw in	1	0.2	0	1
Crooked throw in	2	0.4	0	1
Engagement				
Other	3	0.6	0	1

	T	A	L	H
LINEOUTS	160	32	24	42
Throws				
Won against throw	18	3.6	2	8
Quick throw-in				
Not straight	11	2.2	0	4
Penalties To	1	0.2	0	1
Holding down				
Barging				
Offside outside 15m				
Offside backs <10m	1	0.2	0	1
Half joining				
Other				
Free Kicks To	5	1	0	2
Gaps	1	0.2	0	1
Early support	1	0.2	0	1
Numbers	1	0.2	0	1
Throw prevented 5m	1	0.2	0	1
Other	1	0.2	0	1

	T	A	L	H
TACKLE / RUCK / MAUL	719	143.8	133	153
Tackles/rucks	598	119.6	114	129
Mauls	121	24.2	19	29
Unplayable T/R/M	21	4.2	1	9
Turnovers	63	12.6	5	21
Penalties To	92	18.4	9	31
Not releasing ball	11	2.2	1	7
Not allowing release	15	3	1	4
Not staying on feet	17	3.4	1	7
Enter wrong side				
Collapsing ruck/maul	5	1	0	2
Hands in ruck	15	3	1	6
Hands - off feet	2	0.4	0	1
Incorrect joining	14	2.8	1	5
Offside	11	2.2	1	5
Other	2	0.4	0	2

	T	A	L	H
GENERAL PLAY				
Penalties To	6	1.2	0	2
Offside	5	1	0	2
Deliberate knock on				
In front of kicker				
Not 10m at PK/FK	1	0.2	0	1
Other				
Extra 10m at PK/FK	3	0.6	0	3
Free kicks To	2	0.4	0	1
Kicks	245	49	33	67
Marks	5	1	0	2
Drop-outs	7	1.4	1	2
Kick-offs	37	7.4	5	14
Advantage (video)	113	22.6	16	36
Brought back	64	12.8	9	17
Advantage (at ground)				
Brought back				

	T	A	L	H
FOUL PLAY	16	3.2	0	6
Obstruction	6	1.2	0	3
Charging/pushing				
In front of carrier				
Blocking tackler	2	0.4	0	1
Blocking ball	3	0.6	0	1
Runs into team-mate	1	0.2	0	1
Flanker obstructs half				
Unfair play				
Time wasting				
Throw ball into touch				
Dangerous play / misconduct	10	2	0	3
Punching / striking				
Stamping / trampling	1	0.2	0	1
Kicking	1	0.2	0	1
Tripping				
Dangerous tackle	3	0.6	0	1
Playing opp. no ball	1	0.2	0	1
Dangerous play				
Tackle in air (lineout)	2	0.4	0	2
Tackle in air (general play)				
Retaliation				
Unsporting behaviour	1	0.2	0	1
Late-charge kicker	1	0.2	0	1

INJURIES	47	9.4	4	14
BLOOD RULE	5	1	0	2
REPLACEMENTS	43	8.6	5	14
T/J REPORTS	2	0.4	0	2
SIN BINS	5	1	0	3
SEND OFFS				

SCORES	173	34.6	15	79
Tries	27	5.4	2	13
Penalty tries				
Conversions	16	3.2	1	7
Penalty goals	2	0.4	0	1
Drop goals				

SUMMARY				
Stoppages	504	100.8	77	131
Scrum	160	32	25	46
Lineout	160	32	25	46
Penalty / Free kick	137	27.4	15	43
Injury	47	9.4	4	14
Penalty & Free kicks	137	27.4	15	43
Scrum	15	3	2	4
Lineout	6	1.2	0	2
Tackle / ruck / maul	92	18.4	9	31
General play	8	1.6	0	3
Foul play	16	3.2	0	6

Example 2

	Minute	Offending team	Attack / defence	Infringment
France U20 v Italy U20 10th June 2008	1	France U20	D	Offside (ruck / maul)
	4	France U20	D	Incorrect joining R/M
	7	Italy U20	A	Not releasing
	9	France U20	D	Preventing release
	12	Italy U20	D	Incorrect joining R/M
	19	France U20	A	Not staying on feet
	22	Italy U20	D	Hands in ruck
	24	France U20	D	Incorrect joining R/M
	28	France U20	D	Offside (ruck / maul)
	31	France U20	A	Hands in ruck
	34	France U20	D	Incorrect joining R/M
	37	France U20	A	Not releasing
	45	Italy U20	D	Hands in ruck
	46	France U20	D	Not releasing
	47	Italy U20	D	Offside (ruck / maul)
	52	France U20	D	Hands in ruck
	79	France U20	A	Incorrect joining R/M
	83	Italy U20	A	Not releasing
	83	Italy U20	D	Hands - player off feet
	86	France U20	D	Not staying on feet
90	France U20	A	Hands in ruck	
90	France U20	A	Not releasing	

France U20 v Japan U20 6th June 2008	4	France U20	A	Not releasing
	9	France U20	A	Not staying on feet
	17	Japan U20	A	Not releasing
	24	Japan U20	D	Hands in ruck
	30	France U20	D	Offside (ruck / maul)
	40	France U20	D	Hands in ruck
	59	France U20	D	Hands in ruck
	61	France U20	D	Incorrect joining R/M

Advanced usage of match statistics

As developed and technically advanced as this data appears, without a sound technical Rugby knowledge and other information to back them up, all statistics will just be numbers on paper.

However, the real value in these systems is felt when it comes to using them for the one thing statistics should be all about: not giving answers, but provoking the right questions.

You might use the two matches given in the examples above to prove the point. What can you say about the decision making at the breakdown in both matches?

- Is there consistency and accuracy in decision making?
- Is there consistency and accuracy of communication?
- Do they both apply good management at the tackle?
- Are certain penalty decisions related?
- What do the statistics not tell us?
- What can be seen on the video?

Task 2

From examples 1 and 2 on pages 115-116, what would different people typically say if confronted with these statistics? (Select one match.)

The neutral spectator	
The coach team A	
The coach team B	
The referee	
The performance reviewer	

Going a step further in your analysis, the combination of certain data will provide you with even more information about developments made. A few examples are given here, though you might find many more that are applicable to your development needs.

Advantage conversion rate

This is given by the number of occasions where play continued after the advantage call was given, relative to the number of occasions advantage was played in total. (Example: 5 times play continued after advantage was called, of the 20 times advantage was called in the game = 25% advantage conversion rate).

Scrum engagement rate

This is given by the number of occasions where a scrum was set, relative to the number of occasions it had to be reset in total. (Example: 21 scrums where set and 3 had to be reset for poor engagement = 7% scrum engagement rate.)

Tackle position rate

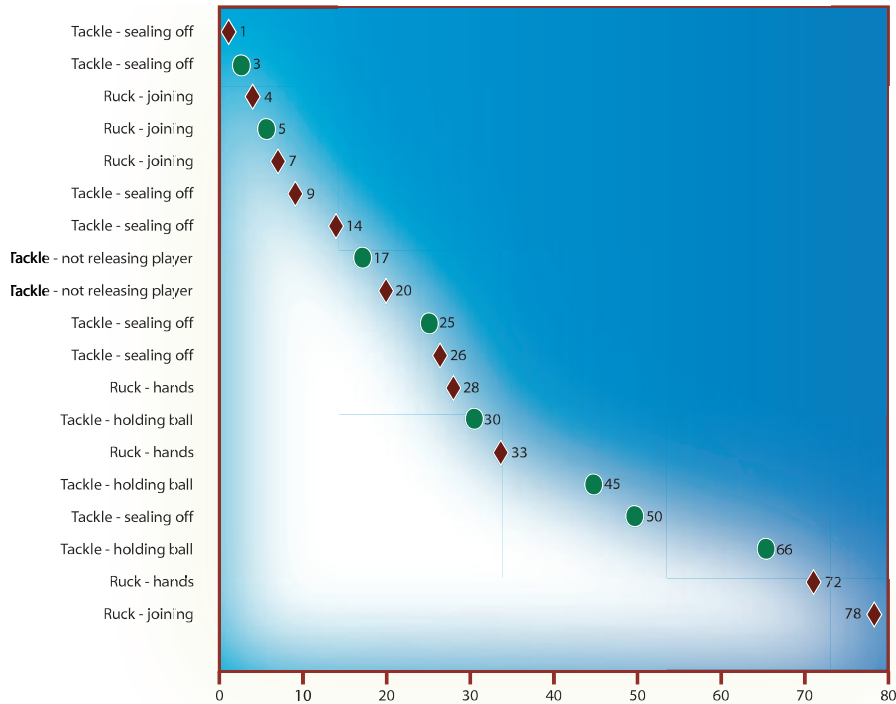
This is given by the number of occasions where the referee is in a good position (defined by ball-inside-outside) to manage the tackle area, relative to the total number of tackles. The rate measures fitness and running lines, not accuracy of decision making! (Example: 96 times the referee was there at the tackle out of 120 tackles in that match = 80% tackle position rate.)

In-goal area rate

This is given by the number of occasions where the referee is in a good position (defined by ball line running) to manage situations in in-goal, relative to the total number of groundings in in-goal. (Example: 6 times the referee was there in-goal out of 12 groundings in in-goal in that match = 50% in-goal area rate.)

Some people have difficulty using numbers and statistics, but they have less difficulty in understanding a good visualisation of certain data. The graphic study of penalty kicks is aimed at analysing referee performance regarding their abilities to manage certain areas of the game and to deal in particular with repeated infringements.

Statistics: breakdown penalties and free kicks by minute



No area in the game is more dependent on the management of the referee than the breakdown. Therefore, the number of penalty kicks at the tackle, ruck and maul can serve as an indicator of the quality of the referee's management process. Combined with the match time of the penalty kicks, the graphic representation creates a better understanding of referee decisions.

Referees do detect and sanction infringement, but often they do not perceive them to repeated infringement, and so they do not take due action to prevent them.

Other elements that can be seen in the graph:

- Each team's pattern of infringement and how this stops the game's flow and speed.
- Attackers' and defenders' patterns of infringement and the general dependency of penalty kicks on ball possession.
- Repeated infringements of teams.
- Explanations for high penalty counts if connected to disciplinary measures like yellow and red cards.
- The referee's reading of the game and the ability to control and decide.

There are many practical uses for these graphs. Examples include:

- Immediately after the match, if the coach has taken down notes of the sanctioned penalty kicks using different colours for each team and the moment when infringement took place, this will show the referee the first analysis.
- As in many cases the performance reviewer only sees the referee some time after the match has finished, so a quick reference to a 'picture' of the match is very useful.
- During further post-match analysis, the referee will have this 'picture' available when watching the match video. In fact, the graph is an element that helps clear mental visualisation, and is a good example as its curves and lines are a clear snapshot of what really happened in the match.

Data needed for penalty graphic:

No.	Description	Breakdown penalties				Minute
		Team (against)				
		Attacker (circle)	Defender (square)	Home	Away	
1	Tackle - sealing off		x		x	1
2	Tackle - holding on	x		x		3
3	Ruck - joining		x		x	4
4	Ruck - joining	x		x		5
5	Ruck - joining		x		x	7
6	Tackle - sealing off		x		x	9
7	Tackle - sealing off		x	x		14
8	Tackle - not releasing player	x			x	17
9	Tackle - not releasing player		x		x	20
10	Tackle - sealing off	x			x	25
11	Tackle - sealing off		x		x	26
12	Ruck - hands		x		x	28
13	Tackle - holding ball	x		x		30
14	Ruck - hands		x		x	33
15	Tackle - holding ball	x			x	45
16	Tackle - sealing off	x		x		50
17	Tackle - holding ball	x			x	66
18	Ruck - hands		x		x	72
19	Ruck - joining		x	x		78

Task 3

From the above penalty statistics, what can you already tell about the match and what parts of the match would you nominate for review on the match video?

Reasons for penalty kicks

Patterns over time

Management / control issues

Module four - Performance analysis

Chapter three - Key factor analysis, trends and field cases

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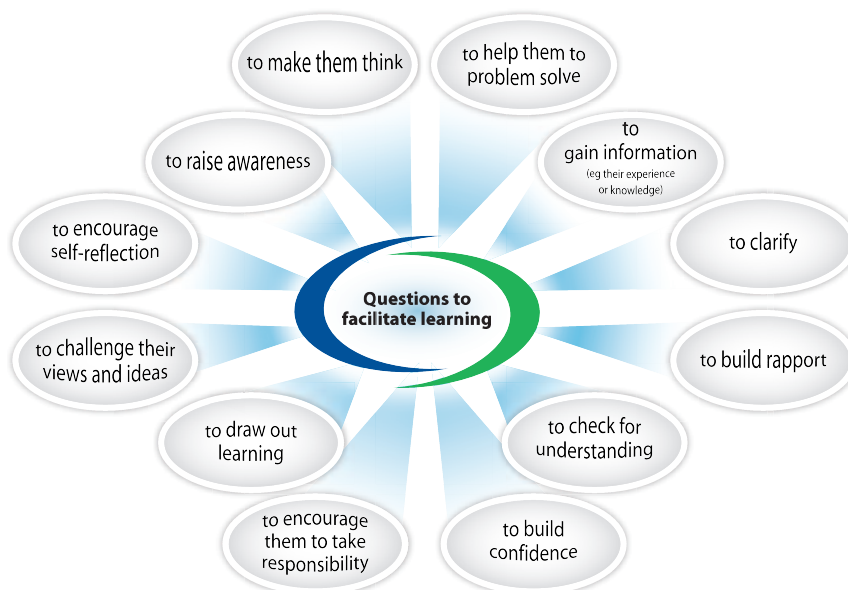
Learning outcome

Though we can all agree that the best method to evaluate a match official's skills and knowledge is on the pitch during a real Rugby match, another useful method is to discuss specific officiating topics in a group situation like a workshop.

The method seems to be beneficial mainly for two reasons:

- It gives the participants the chance to reflect on specific topics that might be lost in a complex game review, to think about his/her refereeing of these topics and to develop a detailed strategy in order to enhance future performance.
- It gives the educator the chance to check on the competencies of the participants on specific topics, as well as on more general issues like self-presentation and technical presentation and facilitating skills.

At the conclusion of this module, you will have prepared and facilitated a workshop on a chosen topic and you will be able to describe the process involved.



Task 1 - design and deliver a workshop

You can choose the topic of your workshop. Some ideas are:

- refereeing the tackle
- refereeing the lineout
- refereeing the scrum
- refereeing the ruck
- refereeing the maul
- refereeing advantage
- managing - yellow cards
- managing - players and coaches

However, your topic should be specific enough to fit into a 30-60 minute workshop. Please agree with your IRB Educator on the exact format and duration of your workshop. Your presentation should include:

A sound key factor analysis

Key factor analysis takes each of the skills of the game and gives the outcome that can be achieved by the successful performance of the skill. This then gives rise to a list of actions (key factors) that, when performed in sequential order, will result in the outcome being achieved. The use of the key factors can help to identify the problems and solutions to a situation explained in a scenario.

Knowledge of on-going trends

You should take into account any public discussions, player behaviour, coaching issues, etc.

Use of field cases

If possible, you might use video material from one of your own games and/or examples of match statistics and performance review reports.

An example for such a specific approach for refereeing the scrum is given below:

Technical area: Refereeing the scrum

Workshop topic: The scrum engagement process and put-in

What are the key factors in refereeing the scrum?

1. The two front rows should form at an arm's distance away from each other
2. The referee should not get between the front rows during the engagement process.
3. The front five players on each side of the scrum should be tightly bound.
4. No early charging.
5. There are four phases in the engagement sequence in all games:
CROUCH
TOUCH
PAUSE
ENGAGE
6. The front row should crouch which means:
 - They crouch from the knees
 - Props parallel to the touch line - in a pushing position
 - Their upper bodies are inclined slightly upwards
 - Their shoulders are equal height and no lower than their hips.
7. The referee should ensure that the props, with their outside arms, touch their opponents' outside shoulders and then withdraw their arms.
8. The referee should ensure there is a pause which is vital to ensure the front row players have sight of the position into which they are going.
9. The referee should then invite the front rows to engage and ensure that they do not charge at each other and that they are not pulling up or pushing down.

Ongoing trends:

1. A zero-tolerance approach towards the crooked scrum feed.
2. A trend developing of back rows failing to bind.

Field cases:

1. Video-clips of five problematic scrums. Participants to identify areas of concern and to draw conclusions to solve problems.
2. Video-clips of five best-practice scrums.

Task 2

Write down your learning from your own presentation and the other workshops you've heard. Break down these experiences for the refereeing process and the facilitation process.

Workshop / topic	My learning as a referee	My learning as a facilitator
1		
2		
3		

Module four - Performance analysis

Chapter four - Feedback, coaching and performance review

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Learning outcome

Continuous professional development (CPD) is as important for a referee as it is for any other person striving for improvement in their field. At any level, the aim should be to become a better referee for the following season.

At the conclusion of this module, you will have worked with the different aspects of feedback, coaching and performance review and you will have identified the distinct roles in each of these processes.

- How would a match observer go about helping the referee?
- How would you like your match observer to act and to help you?
- What are the values underlying the referee-match observer relationship?

	FEEDBACK	COACHING	PERFORMANCE REVIEW
Purpose	A path for learning, developing and changing behaviour	To improve skills and facilitate behaviour change	To evaluate past work
Participants	Any two (or more) people	Typically supervisor to direct report but can be bi-directional	Performance reviewer to direct report
Place	Anywhere	Depends on the skills to be learned	Private and quiet space
Tone	Typically casual, although can be more formal	Somewhat formal but potentially relaxed	Very formal
Timing	Impromptu as needed or during formal sessions	Regular meetings	Scheduled every six months or once a year
Follow up	Continual	Continual / based on action plan	Based on performance review

Feedback

This is simply the process of making contact with team players, coaches, managers and others who might have followed your refereeing performance. This can be achieved by having any sort of informal discussion. However, it can be of more value to look for some sort of formalised mechanism when receiving feedback by using a standard reporting procedure. If there is no such structure at all, then the feedback could very easily become counter-productive due to inconsistencies between opinions.

- Who are you going to discuss your last match performance with?
- Who are you going to discuss your personal refereeing plan with?
- Who are you going to share your highs and lows with?

Experience shows that referees should seek any opportunity to maximise the number of people from whom they can receive feedback on those issues. However, it is most likely that this feedback is best placed to help the referee if there are certain qualities to observe. The best and most useful feedback will include:

- honesty
- a two way dialogue
- listen then question
- a path for learning, developing and changing
- reminder: if you cannot receive feedback you will not be able to give it effectively.

Task 1

Give your partner feedback on his/her last practical performance on this course. Conduct a five minute discussion, then change roles.

In the table on the following page, describe some learning situations you have experienced during your role play.

Situation	Learning relection
Providing the feedback	
Being the referee	

Coaching of match officials

Coaching is much more a process than pure feedback can ever be. The key responsibilities of the referee coach are to identify and meet the needs of each referee and to help to improve performance through a progressive programme. The evaluation of the success of the programme and possibly the creation of a positive environment, both in and outside the competitive arena, are additional areas in which referees are motivated to maintain participation, improve performance and to acquire and extend Game knowledge.

The coaching process is built around the following guiding principles:

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

In summary, coaches should:

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

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

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



At the junior level of refereeing, the aim is always to get the referee to self-discover the issue and solution by strong questioning techniques.

A match official who is further advanced and who has made it to higher levels or grades will become more confident. The process between the match official and the coach is a discussion which is followed by an agreement - the referee helps to drive the direction, or solution.

The final step is dealing with the elite referee, where the coach of match officials provides feedback and guidance (“How can I help you?”), and the referee decides what to do. It is, in fact, a growing cycle, where the match official coach empowers the referee by transitioning decision-making from the coach to the referee.

Performance review

The process of effective observation and performance analysis is again distinct to coaching and pure (game) feedback. If carried out purposefully, and as part of a planned programme, performance review is a systematic, data-based approach that acts as a strong evaluation tool. As in other evaluation models, performance review follows the context-input-process-product model:

Context: What kind of game? Level of referee? Local circumstances?

Input: Aims of the referee? Performance goals? Outcome goals? Game statistics?

Process: The referee’s achievement strategy? The referee’s technical process?

Product: Direct results in situations (output)? Long term results in a game (outcome)?

Inevitably, there are a number of limitations if observation by a single match observer is the only method through which information can be gathered. The speed at which events happen limits the amount of information you may be able to record in your notes. The amount of information can be considerable, resulting in difficulty in initial interpretation and subsequent recall.

How much information can be accurately stored in your mind during an 80-minute rugby match? Different coaches appear to observe different things. Their ability to recall information is typically unreliable and often inaccurate. There is a tendency for people to see what they expect to see. This bias, which is often unconscious, inevitably reduces the accuracy of the coach’s observations. There is evidence that memory is both limited and subject to highlighting. Highlighting is the tendency to remember features of an event (e.g. controversial officiating decisions, individual moments of excellence) which can distort the reliability of the information gained through observation. The speed and amount of information should be analysed during the game from a ‘big picture’ perspective, so that trends can be detected and confirmed.

Remember the individual

What a match official coach should not forget, however, is that we are all individuals, and there will be referees who, whilst having little refereeing experience, have plenty of ability to self-assess and form their own conclusions. There should not be the misguided perception that a referee needs the coach’s ‘sermon on the mount’ at the outset of a discussion. Referees may indeed have the ability to solve their own problems - when exposed to fine questioning skills! Always respect the intelligence and cultural background of the listener.

The four stages of the performance analysis process are:

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

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

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

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

"I think I am losing the plot. Two weeks ago at our monthly meeting I was told to do X at the scrum. A few days later my coach said to do Y, and last week on exchange, my assessor told me to do Z. How are we all going to improve as referees if we don't have more coherent messages?"

Anonymous referee

Task 2

Read through the following example of a performance review report and note a minimum of three coaching points to address to that referee. Write down your reasons for selecting your three points and try to support them with evidence / statistics from the report.

Practical aspects for feedback, coaching and performance review

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

IRB Performance Review Report

Below is an example of a real Performance Review Report. To preserve anonymity the team and referee names have been removed.

Game description

This was an outstanding match with BLUE performing at their best after a number of below par performances. From the start, BLUE looked the more determined and focused team. They played simple but highly effective rugby against a GREEN team which looked to have given their all in a scintillating performance the previous week. It may have been the result of the return of their outstanding captain after injury, but the high turnover rate at the breakdown which had been such a feature of the BLUE performance last week, was dramatically reversed. GREEN looked exciting and dangerous when they got some decent possession but their set piece platform creaked throughout and they met with a barrage of fearsome tackles. The match was played at an incredible pace and both sides displayed some outstanding skills. The referee played a full part in this great contest and he had a fine game.

2 PK's were shared in a tense opening 15 minutes which were evenly contested. In the next 10 minutes the BLUE LH prop scored 2 tries, one of which was converted and a further PK opened up a 15 point gap. An excellent try from fast lineout ball was scored by GREEN after 33 minutes closed the gap and a PK by BLUE on the stroke of half-time gave them a lead of 21 – 10 at the interval. It was vital for GREEN to score first in the 2nd half but they failed to score a point whereas an increasingly confident BLUE side scored 2 more tries and 2 PK's to leave the final score 39 points to 10. A try in the last minute giving the BLUE team a bonus point win.

Management performance

XXX was refereeing the most important match of his career and there was real tension in the lead-up to the match. He presented himself as calm, composed and relaxed. He had good on-field presence and his management skills in general were excellent.

Communication

Very good. He shows respect for the players but usually speaks with an air of quiet authority. His explanatory and preventative talk with the captains was effective. His verbal work at the breakdown was generally relevant and heeded. Whistle was decisive and signals generally good although the ELV's caused some confusion when the full penalty signal was changed on 2 or 3 occasions to a FK signal. For a short period towards the end of the match the referee used the word 'relax' to the players on at least 5 occasions – too many.

Control

The referee's control was never in doubt. 3 PK's were awarded for foul play – 1 of them, a tackle on a player in the air, after a flag by TJ 2. In this case, the referee had a clear view of the incident and awarded a 'mark' initially. He changed it to a PK after consultation. The TJ was probably correct but the wrong player was spoken to. I felt that the referee was a little too tolerant on occasion. A high tackle (2nd half 26m40s) was disputed by the tackler. I thought that it should have been a YC but XXX talked about 'extenuating circumstances' and merely penalized with a very gentle word of warning. Not strong enough. A TJ input regarding punches thrown – 2nd half 16m. – was a little indecisive but the words to the captains still needed to be a stronger warning. BLUE No2 kicked the ball away after a FK award to GREEN. Quiet word was insufficient. The FK should have been advanced 10m.

These are not highly significant failings but I felt that a stronger, more punitive approach was occasionally needed.

Overall, however, XXX established a good relationship with both teams and they responded with good levels of compliance and discipline.

Advantage

Advantage was explored on 18 occasions and play was brought back on 10 of these. XXX showed a good feel for advantage and this aspect was well handled throughout. Precise compliance with the protocol regarding signals and 'advantage' and 'advantage over' calls was not always the case but the outcome was excellent.

On a couple of occasions e.g. 2nd half 7m and 18m – when the referee correctly decided that no advantage had accrued, he immediately turned his back on the players to run back to the place of infringement – high risk action!

Technical performance

Scrum

17 scrums were set of which 6 were resets. 1 PK against GREEN. for deliberate collapse, 1 FK against GREEN. for pushing off the mark and 1 FK against BLUE for 'deliberate wheel'. I don't like this phrase – there is no law against a deliberate wheel but players cannot achieve it by pushing at an angle or pulling an opponent. As in the other matches which I have watched, the scrums were not easy to referee – all 3 involved GREEN! XXX worked hard to get good engagement and was generally successful. Binding was adequate at best. He spoke to the No 9's on a couple of occasions only about the put-in. It was very crooked by both sides in many cases - e.g. 1st half 28m55s (BLUE), 35m00s (BLUE), 2nd half 24m30s (GREEN).

Both back rows stretched the law to its limit and beyond with regard to binding. The material impact was usually nil and on a number of occasions it was dealt with by speaking to the players – but did they heed the words?

For example, the BLUE captain was away early at a GREEN scrum on the BLUE 22m line (2nd half 5m55s). XXX spoke to him as he ran past but after a momentary hesitation, he ran on to make an important tackle in mid-field. Although GREEN won the subsequent ruck and gained an advantage, a PK to GREEN at that time would have been significant and even if advantage had been played the BLUE No7 should have been spoken to again at the next opportunity.

Lineout

33 lineouts, 4 won by BLUE against the throw, 1 quick throw-in correctly taken. 1 FK for failure to maintain the gap (correct) and 2 FKs for preventing the ball going 5m, both given by TJ 2. The latter were both technically correct but very close. In both cases the receiving player had both feet on or beyond the 5m line but reached forward for the ball. In 1ST half 22m18s TJ 2 incorrectly gave a throw-in to BLUE, 5m from the GREEN goal line following a kick ahead by BLUE. The ball was still in motion when fielded by the GREEN player who had 1 foot over the touchline. It was an important decision since BLUE scored directly from the lineout.

Lineouts were well set up and generally very well refereed. I have 2 concerns :-

At a number of GREEN throws, a player on a 'dummy jump' stepped straight across into the BLUE line (1st half 00m45s, 11m30s, 38m10s). This should have been identified and dealt with.

1st half 9m01s –two BLUE forwards came through the lineout early and were standing ready to catch the tap down by GREEN which they did and we played on.

In general this was a good phase with BLUE in particular gaining some excellent possession. The decision not to go with the 'not straight call' from the TJ when GREEN scored was correct. The referee managed players who went beyond 15m too early very well and he clearly indicated when the lineout offside lines still applied to non-participants after the ball had been caught.

Tackle, ruck and maul

This was well refereed overall. As ever there were occasions when players appeared to join incorrectly or went to ground without sanction but the balance of preventative and punitive refereeing seemed good and most 'obvious' offences were seen and dealt with. There were 7 PK's awarded and 12 FK's. I struggle to come to terms with the award of a FK for what were clear examples of players slowing the ball down by dropping on or over the ball or tacklers failing to release. I think that there is scope for awarding the full penalty more often, particularly when teams are in deep defensive positions. 1 PK was awarded against GREEN for scooping the ball back while lying on the ground - fully deserved and might even have warranted a YC! Incorrect joining was penalized 5 times and I felt that this aspect was very well refereed.

On 2 occasions play was allowed to continue with everyone off their feet for too long - 1st half 02m28s and 2nd half 35m30s. On the first of these a PK was eventually given and there was a risk of serious foul play, all of which would have been avoided by an earlier whistle. I accept that the requirement to award a FK for an 'unplayable' results in referees being reluctant to blow in these cases.

Open play

XXX moved about the field well but was a little slow to react or predict the direction of play at times and was somewhat 'in the way' on 2 or 3 occasions. A little more distance as the ball emerges from ruck or scrum should minimize this. Kickoffs and dropouts were effectively monitored. Players were a little lazy moving back 10m at kicks ahead and there were at least 2 occasions when they gained advantage from a failure to retire. e.g. 1st half 15m40 and 27m10s - both BLUE (timings taken from broadcast feed). XXX and his TJs monitored forward passes very well and the only problem I had was on a couple of occasions when players of both teams contested high kicks and knock-ons were or were not awarded - but the referee was always closer than me.

TJ1 - was excellent. His input was timely, positive and always accurate.

TJ2 - was more involved than previously and that was good. I have a big question mark over 1 throw in award to BLUE but overall this was a more positive contribution than heretofore.

Overall comments

This was a good game and a most pleasing exhibition of refereeing. The referee's manner and general demeanor were exceptional and gained the acceptance and compliance of both teams who were very positive in their attitude. Well done.

Coaching points	Reasons for selection
1.	
2.	
3.	

“The last evidence of character is to endure criticism without grudge.”
Victor Hugo, French poet, 1802-1885

NOTES

Evaluation questionnaire

Name (optional):

How well did course help you to:	LOW	HIGH
benchmark your skills as a Match Official?	1 2 3 4 5 6 7 8 9 10	
develop a personal development plan with defined goals?	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 officiating concepts such as ball line running and ball-inside-outside?	1 2 3 4 5 6 7 8 9 10	
understand officiating concepts such as materiality and contextual judgement?	1 2 3 4 5 6 7 8 9 10	
improve your accuracy in analysing play?	1 2 3 4 5 6 7 8 9 10	
self-reflect honestly?	1 2 3 4 5 6 7 8 9 10	
communicate effectively with a team of match officials?	1 2 3 4 5 6 7 8 9 10	
manage incidents and inappropriate behaviour?	1 2 3 4 5 6 7 8 9 10	
use feedback, coaching and performance review	1 2 3 4 5 6 7 8 9 10	
become a better referee and perform safely, equitably and within Law?	1 2 3 4 5 6 7 8 9 10	
become a better assistant referee and perform safely, equitably and within Law?	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	
course pace?	1 2 3 4 5 6 7 8 9 10	
course workbook?	1 2 3 4 5 6 7 8 9 10	
Please comment on the Trainer'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 skills	1 2 3 4 5 6 7 8 9 10	
Listening skills	1 2 3 4 5 6 7 8 9 10	
Feedback / review skills	1 2 3 4 5 6 7 8 9 10	
Technical knowledge	1 2 3 4 5 6 7 8 9 10	
Accuracy of assessment	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 Level 3 Match Official course be improved?

What part of the Level 3 Match Official course did you find most useful?

Thank you for completing this form fully and honestly - it will help us to continue the improvement of our training workshop administration, delivery and content.

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