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## ADVISER MODULE 2



RFU Referee Education

MIND  
BODY &  
SOUL



## **BEFORE WE START**

- Introductions
- Health & Safety
- Housekeeping
- Ground Rule

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## OBJECTIVES

By the end of the course the delegates will be able to:-

- Identify their Key Values and factors which may influence their Advising
- Observe Role Plays and make notes on Communication effectiveness
- Will be aware of Learning Styles and how these can influence their role
- Use Form 2

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## **TONIGHT**

- 1 - Key Values
- 2 – Communication
- 3 – Learning
- 4 – Using Form 2

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## **1 - KEY VALUES**

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# **KEY VALUES**

## **Did you Play Rugby?**

-

**Yes!**

- **Did it influence your refereeing?**
- **Do you think it will influence your advising?**
- **What position did you play?**
- **Did it have an effect on your refereeing?**



# KEY VALUES

Did you Play Rugby?

No!

- Did it effect your refereeing?
- 
- Did it effect your advising?



# **KEY VALUES**

**At what level did you referee?**

- **Has this had an effect on how you:-**
  - **View the game?**
  - **Advise?**





## KEY VALUES

- Safety
- Fairness + consistency in application of Law
- Availability of the ball
- Space to play
- Continuity of play

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## **2 – COMMUNICATION**

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## COMMUNICATIONS

- Role Play
- **Communication skills of Adviser**
- **Attitude of Referee**
- **More effective debrief for both**



## ADVISER ROLE PLAY



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# COMMUNICATIONS

- Adapting approach at the debrief
  - Ask them *when* they want the debrief
  - Ask them *where* they want the debrief
  - Do they want detailed/ brief debrief
  - Watch for reaction
    - Negative
    - Positive



## **3 – LEARNING**

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# LEARNING

- We DO - ACTIVIST
  - Learn from new experiences & by making mistakes
- We THINK - REFLECTOR
  - Learn (by experiences in the imagination) by watching others and thinking before we act
- We make a THEORY – THEORIST
  - Learn by making rules
- We TEST - PRAGMATISTS
  - Learn by checking and testing (practical requirements or consequences)



# LEARNING

## LEARNING (Activity 1)

### Activist

- • Involve them quickly
- • Ask their opinion
- • Use diagrams

•

### Reflector

- • Make some initial points
- • Suggest that you telephone later
- • Don't pressurise
- • Give them time to respond and think

•

### Theorist

- • Try to relate your points to theory
- - especially to tackle sprint and endurance work – plus visualisation

•

### Pragmatist

- • Give them things that will work
- - Sprint running





# LEARNING

**THINK PEOPLE FIRST**

**MESSAGE SECOND**



## **4 – USING FORM 2**

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# THE REPORT

## Reasons for Report Form 2

- . Provide constructive feedback to Referee/Coach about their performance
- . Provide information to assist process of raising (or lowering) a Referee's level/ grade
- . Provide an external, neutral report
- . Deemed as more 'valuable' when Federation/ Group consider Referees
- . Usually a more experienced Advisor involved
- . Provides more focussed/ relevant report for the Referee



# THE REPORT

## THE REPORT

- Challenges
- . What were the challenges of this match for the Referee?
- . Discipline yourself to concentrate on the challenges
- . Avoid just describing the match
- But:
  - - Individual / team skill levels
  - - Patterns and styles of play
  - - Players attitudes as game progressed
  - - Crowd attitudes
  - - Scoring pattern (if appropriate)
  - - Degree of difficulty of match
  - - Other relevant information (if appropriate)





# THE REPORT

- **CHALLENGES ???**

- - Dry, sunny day
  - Low, glaring winter sun
  - Light, cooling breeze
  - Strong, gusty wind
  - Quagmire
  - Pitch in good condition
  - Poorly marked lines
  - Well marked out pitch
  - Teams meet regularly
  - Local derby
  - Five players received red cards in last encounter

- - Even contest
  - Good, flowing game
  - No need for any yellow cards
  - Total mismatch of playing skills
  - Started on time
  - Visitors arrived only 15 mins before official kick-off. Home team insisted on starting on time
  - Shirt colours of two teams very similar
  - Spectators really enjoyed the match
  - Several spectators were very abusive
  - A crowd of 30 good natured spectators enjoyed the match

- - Visiting Coach entered the playing area on six occasions
  - No Touch Judges were available
  - Two qualified Touch Judges were appointed to the match
  - The Referee was wired up to the Touch Judges for the first time
  - This was a friendly match
  - It was the County Cup semi-final
  - Young inexperienced front row versus old experienced opposition
  - The front rows were well matched
  - There were ten reset scrums



# THE REPORT

- **Management**
- • **Link in challenges (address issues)**
- • **Communications:**
- - **Voice**
- - **Visual signals (primary and secondary)**
- - **Whistle**
- • **Control:**
- - **Balance of preventative v punitive**
- - **Demeanour**
- - **Empathy with the players**
- - **Confidence, comfort, competence and capability in context of game**
- - **Controlling foul play**
- - **Recognised and dealt with flash points**
- - **Persistent infringements**
- - **Remained relaxed**
- - **Maintained concentration**



# THE REPORT

- Grading overall management performance
- · Complete all words first
- · Ensure that the grade is consistent with the text
- · Criteria:
- Good (G)
  - - Complied on nearly all occasions
- Minor Development (MD)
  - - Complied on most occasions
- Needs Development (ND)
  - - Complied not regularly enough
- Significant Development (SD)
  - - Complied too infrequently
- · 'Critical incidents' should not detract from overall management mark
- 



# THE REPORT

- 
- **Potential**
- -
- - This game stretched him
- - He was comfortable at this level
- - He could handle a more demanding game
- . Clear and unambiguous judgement
- . One-off snapshot
- - 'on the evidence of today's game'
- . Probably the only section that most people will read
- . Most difficult section to write





# THE REPORT

- Page Two – Key Components
- - Keep the strength/ development boxes the same size
- - Avoid mixing strengths and developments in same box
- - Acceptable to split elements into strengths and developments
- - Avoid 'but, 'however', etc. in strength boxes
- - Give reasons why Referees are demonstrating strengths
- - Jury out on giving advice on Developments
- - Does it conflict with Coach's recommendations?
- - Latest vogue is to give some advice
- - Certainly no problem in verbally giving solutions to problems at the debrief (if Referee receptive)
- - Restrict to use of descriptor in Development areas
- - Always find three strengths
- Not necessary to always find three developments



## DATA COLLECTION

- What data do you think you should collect which will be valuable for the referee when you complete your report?
- Why is it valuable?
- How do you collect this data when watching a referee?

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# DATA COLLECTION

- . This will vary from individual to individual
- . Number of:
  - - Penalty kicks (when and who conceded)
  - - Reset and collapsed scrums
- . Pattern of scoring
- . Some form of time line is important
- Data collection is not easy
- You will get better the more you do it!



# DATA COLLECTION

- DATA COLLECTION
- Why is it valuable?
  - - Objective information is better than subjective
  - - Quantifying
  - Eg 'There were 10 collapsed scrums' – much better than 'there were a lot of collapsed scrums'
- - It aids explanation and solutions
- - Very useful for the Referee Coach.





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## WHAT NEXT ?

1. Stay as you are – you are doing a vital job in making the game better
2. Referee Coach
3. Assessor

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