



Geoff Blackburn - SADO

## ADVISER MODULE 2

RFU Referee Education



MIND  
BODY &  
SOUL



## **BEFORE WE START**

- Introductions
- Health & Safety
- Housekeeping
- Ground Rule

**Continuous Referee Development Award**



## 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

**Continuous Referee Development Award**



## **TONIGHT**

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

**Continuous Referee Development Award**



## **1 - KEY VALUES**

**Continuous Referee Development Award**



# 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

**Continuous Referee Development Award**



## **2 – COMMUNICATION**

**Continuous Referee Development Award**



## COMMUNICATIONS

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



## ADVISER ROLE PLAY



**Continuous Referee Development Award**



# 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**

**Continuous Referee Development Award**



# 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**

**Continuous Referee Development Award**



# 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?

**Continuous Referee Development Award**



## 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.



## **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

**Continuous Referee Development Award**



## WHAT NEXT ?

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

**Continuous Referee Development Award**

