



Referee Coaching in Practice

a guide for rugby referee coaching

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notes



This booklet is the second edition of a booklet originally produced for the Australian Rugby Union (ARU). The concept of referee coaching has been well developed in Australia and this booklet is designed to assist referee coaches in their work with referees. It should be used in conjunction with its companion publication "Refereeing in Practice".

Several individuals have contributed to this publication including the author Keith Hole, Kim Lees, Andrew Cole and Bruce Cook. The IRB is grateful to them and to the ARU for the work involved.

I am sure you will find the booklet informative and helpful.

Geoff Evans.

Head of IRB Rugby Development.

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Masculine gender has been used throughout this publication for the sake of simplicity. In reading however, the masculine gender is inclusive of all genders.

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introduction

The coaching of referees and touch judges is extremely important in the modern game, thus the broad purpose of this publication is to assist referee coaches in their coaching of referees and touch judges.

The framework on which to build sound coaching advice is the International Rugby Board key result areas, key components of referee performance and the competencies attached to each of these key components. Also used are touch judging key components and their competencies. These competencies have been developed in consultation with Unions International referees, and International performance reviewers.

Key result areas and key components of a referees performance are summarised below.

Key result areas	Key components
Continuity	Tackle Advantage Ruck/Maul
Set Phases	Kicks Scrummage Lineout
Management	Control Communication

Key components of a touch judges performance are summarised below.

Key components

Touch, Touch-in-goal, Lineout
Kick at goal
Foul Play
Communication

For each key component, competencies have been produced which indicate the expected outcomes from the officials performance. It is in these that the official is required to be proficient.

In the body of this publication are four headings. The first is 'required competency', which has been explained above.

The second is 'indicators of non-compliance'. This assists coaches in linking events during a game to the competency area.

The third is 'possible causes'. This will give the coach a possible cause of the non-compliance with the competency.

Lastly is a 'coaching hints key' column. It is linked by keys to the explanation of keys table that follows section 2 for referees and section 3 for touch judging. The letters in the 'coaching hints key' column correspond to the key in the table. By looking up the key in the appropriate table, it will give you the nature of the shortcoming of the referee or touch judge and an explanation of the coaching hints.

If coaches apply the competencies and the information contained under the other headings, along with the explanation of keys diligently, it will contribute greatly to a consistent approach to the coaching of officials.

It would be impossible without numerous reprints to incorporate Law changes in this publication. This book emphasises coaching, not Law knowledge, that is implied in any coaching that is performed. It is the duty of referee coaches to stay abreast of Law changes, interpretations and rulings.



section 1 : *procedural tasks*

Pre-Match

- ~ Have a pre match discussion with the referee if it is appropriate. This should be the case in nearly all circumstances at the community rugby level of the game, and even in some representative games.
- ~ Find out what the referee wants from you, the coach, and make a note of his requirements
- ~ Put the referee at ease; try not to heighten his anxiety
- ~ Ensure you comply with the pre-arranged location and time for the pre-match discussion
- ~ Try to ensure that you have the confidence of the referee, in that the referee opens up and, for example, highlights a previous problem which he is working on
- ~ Keep the discussion short and sharp
- ~ Organise with the referee a venue and time for the post match feedback
- ~ See if you can gain from the referee the style of game that he is expecting
- ~ Finish in a positive manner

During the Match

- ~ Take up a suitable position to watch the game
- ~ If it is possible/practical, move around to gain a better perspective on the referee
- ~ It is essential that you maintain your level of concentration throughout the game
- ~ Avoid the temptation to talk to people and time any breaks appropriately
- ~ Take notes during the game
- ~ Take some form of basic statistics during the game, even if only rudimentary - anything will help during the feedback/analysis process
- ~ If taking some statistics during a game, do not allow it to interfere with your holistic viewing of the game. There are many coaches who are unable to perform any statistics gathering while viewing the referee
- ~ Ensure that time notation is part of your procedure
- ~ You need to be able to look at the game as a whole, as well as specific aspects



Post-Match

- ~ This is the time to give coaching feedback to the referee
- ~ It is important that you and the referee arrive at the venue agreed upon at about the same time
- ~ Introduce the session in a positive, non-threatening manner
- ~ Arrange that the session is conducted in an appropriate environment
- ~ In the coaches' accreditation courses, you are taught to use the LEADER principle - put it into practice during this session
- ~ Ensure it is conducted with a balance between game-wise and issue-wise
- ~ Allow the referee to take ownership of critical issues
- ~ Again, in the coaches' accreditation courses, we work through conflict management; if there is any conflict, make sure you put into practice those techniques which will assist you in managing that conflict
- ~ Be prepared with suggestions and alternatives when issues arise; if the referee argues or disagrees with your advice/ comments, be sure to have a fallback position
- ~ You need to gain, or have, the respect of the referee. Be careful that, having gained it, you don't then lose it
- ~ It is imperative that you are up to date on game knowledge, coaching knowledge and law knowledge
- ~ Avoid the temptation to walk away from dead ends without getting an answer
E.g. 'Did you think you got the scrum engagement right today?'
Answer: 'YES!'

Response: ' Well let's go through what you did', rather than say 'OK' and on to the next point

- ~ Try to ask open questions which will not receive a yes/no response
- ~ Having gone to the trouble to take some statistics, ensure that you use your statistics successfully and effectively
- ~ Avoid going over issues which has been previously covered
- ~ The accreditation courses also teach us to take into account the DISC profile of the referee. Use this to assess the major profile strength and weakness of the referee and utilise this in your discussion
- ~ Don't forget to address the pre-match requirements of the referee; there is nothing more disappointing for the referee, than to feel that you have ignored his request for help
- ~ Have a 'graceful' finish to the session - summarise the session briefly as a conclusion

Follow-up (after video viewing if applicable)

- ~ Ensure the written report contains the same issues/comments /advice as the verbal report
- ~ Ensure the written report is timely
- ~ Ensure it will be useful
- ~ Take the time and care necessary to ensure it is well written, both in content and expression

section 2 : practical coaching for referees : continuity

<i>required competency</i>	<i>indicators of non-compliance</i>
TACKLE	
<ul style="list-style-type: none"> • Ensured that the tackler released and moved away. • Ensured that the tackled player made the ball immediately available. 	<ul style="list-style-type: none"> • High unplayables count, or conversely, high penalty count; slow or non-existence of ball emerging. • Pile-ups; feet on bodies. • Few multiple phases of play occurring. • Ball not being re-cycled effectively. • Tackler's second movement is towards or on top of tackled player, rather than away from. • Tackled player, when turned or facing opposition, tries to turn back over whilst still holding the ball. • Tackled player, isolated from support, delays release. Conversely, tackler, isolated, prevents quick release.
<ul style="list-style-type: none"> • Ensured that the arriving players did not voluntarily go to ground. 	<ul style="list-style-type: none"> • Players going to ground or diving over. • Players (on their feet) ,entitled to the ball, can't get access. • Frequent pile-ups; ball "sealed off". • 'Plane landing'. • 'Plane taking off'.
<ul style="list-style-type: none"> • Ensured that arriving players entered the tackle 'phase' from the correct position. 	<ul style="list-style-type: none"> • Players arriving from opposition's side, or in the side. • Ball getting "sealed off" because of body position of players from the other team. Player frustration / retaliation.
<ul style="list-style-type: none"> • Awarded scrum put in to the correct team if the ball became unplayable and there was doubt about which player did not conform to Law. 	<ul style="list-style-type: none"> • Feed given to side not entitled.

tackle

continuity : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
TACKLE	
<ul style="list-style-type: none"> • Speed/mobility deficiency. • Incorrect running lines; poor positioning on arrival. • Timing of, and/or place of, departure from previous phase. • Little or no constructive communication; too much ineffective talking. • Poor position and vision of release. • Not focussed on players actions. • Not reading game / players' intent. • Trying too hard for continuity. 	<ul style="list-style-type: none"> K F P C CL 14
<ul style="list-style-type: none"> • Not focussed on arriving players actions (from both sides) • Poor communication; late arrival. • Poor position, wrong angle of arrival. • Cannot differentiate between driving through (taking off) and diving over (landing). 	<ul style="list-style-type: none"> P C F K
<ul style="list-style-type: none"> • Not focussed on arriving players actions (from both sides) • Poor communication; late arrival. • Poor position, wrong angle of arrival. 	<ul style="list-style-type: none"> P F C K
<ul style="list-style-type: none"> • Wrong application of law. • Not aware of reason for unplayable. • Not reading play, or conscious of which team "moving forward" and when. 	<ul style="list-style-type: none"> L K

section 2 : practical coaching for referees : continuity

<i>required competency</i>	<i>indicators of non-compliance</i>
ADVANTAGE	
<ul style="list-style-type: none"> • Played territorial/tactical advantage in accordance with the spirit/nature of the game. 	<ul style="list-style-type: none"> • Inconsistent application, ie. same infringement treated with differing application of advantage. • Showed uncertainty, eg. by sometimes staying at place of infringement, indefinite signalling of advantage. • Player frustration with application. • Made little or no distinction between penalty and non penalty infringement. • Did not or could not read the game.
<ul style="list-style-type: none"> • Did not return the original infringement after territorial/tactical advantage had been gained. 	<ul style="list-style-type: none"> • Referee travelled long distances to return to original infringement. • Inability of team to capitalise on their advantage caused by their own inadequacies/mistakes.
<ul style="list-style-type: none"> • Played advantage without putting non-offending players under undue pressure. 	<ul style="list-style-type: none"> • Made no distinction regarding field position and/or player numbers, playing similar advantage irrespective of attacking/defending status of non-offending side.
<ul style="list-style-type: none"> • Communicated advantage by signal and voice (including advantage over) 	<ul style="list-style-type: none"> • Did not communicate advantage via voice or signal. • Hesitant or unclear hand signals.

continuity : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
ADVANTAGE	
<ul style="list-style-type: none"> · Confusion regarding what constitutes an advantage. · Inability to read the game, not understanding tactical v territorial. · Weather and ground conditions not being taken into account, also skill levels of players. · Lack of confidence to back judgement. · Inability to recognise either team's strengths and weaknesses (eg. strong scrum, weak line-out). 	<ul style="list-style-type: none"> K CL 20
<ul style="list-style-type: none"> · Non appreciation of skill levels, and when and how advantage is able to be taken. · Not taking weather and ground conditions into account. 	<ul style="list-style-type: none"> K
<ul style="list-style-type: none"> · Inability to accurately read the game. · Non-appreciation of skill levels, and when and how advantage is able to be taken. · Not taking weather and ground conditions into account. 	<ul style="list-style-type: none"> K
<ul style="list-style-type: none"> · Does not appreciate importance of signalling/advising players that advantage is being played or is over. 	<ul style="list-style-type: none"> K C

section 2 : practical coaching for referees : continuity

<i>required competency</i>	<i>indicators of non-compliance</i>
RUCK/MAUL	
<ul style="list-style-type: none"> Ensured that players joined from on-side positions. 	<ul style="list-style-type: none"> Ball/ball carrier being "sealed-off" from support players. "Melees" developing with players on wrong sides from either team. Frustration/retaliation from players already correctly joined/bound. High count of unplayables and turnovers. Players not in ruck being taken out of play.
<ul style="list-style-type: none"> Ensured that participants and non-participants remained on-side. 	<ul style="list-style-type: none"> Players (both attacking and defending) loitering in offside positions. Players, not bound, coming through/around before ball out. Players detaching, not retiring, fringing. Team entitled to possession not being able to clear the ball quickly/cleanly.
<ul style="list-style-type: none"> Ensured that players hands were not used in the ruck. 	<ul style="list-style-type: none"> High number of unplayables / penalties. Players on the ground playing the ball. Increasing levels of player frustration/ infringements.
<ul style="list-style-type: none"> Ensured that rucks/mauls were not collapsed, and players did not voluntarily go to ground in a manner contrary to law. 	<ul style="list-style-type: none"> Players engaged in a moving maul suddenly go to ground. Players trying to pull participants out of maul/ruck. Maul stops / moves sideways / backwards and allowed to proceed. Pile-ups and "melees" occurring after ruck formed. Plane landing / taking off.
<ul style="list-style-type: none"> Awarded scrum put-in to the correct side when the ball becomes unplayable. 	<ul style="list-style-type: none"> Player frustration, confusion whether the phase was a ruck or a maul. Feed given to side not entitled.

continuity : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
RUCK/MAUL	
<ul style="list-style-type: none"> · Inadequate communication. · Late arrival, poor positioning on arrival (probably too close). · Not focussed on players arriving. · Lack of understanding of the "clean out" - one metre limit, legal v illegal (shoulder charge). 	<p>Angle of arrival. Distance from the phase v referee comfort.</p> <p>C P K CL 15</p>
<ul style="list-style-type: none"> · Inadequate communication. · Poor position to see offside lines, and players' positions relative thereto (eg. too square on, too far from breakdown, or too close etc). 	<p>C P</p>
<ul style="list-style-type: none"> · Lack of understanding/law re the formation of a ruck. · Late arrival/poor positioning on arrival. · Lack of meaningful communication (that a ruck has formed). 	<p>L C P K</p>
<ul style="list-style-type: none"> · Lack of directions re release of ball ("use it or lose it"). · Lack of understanding of law and mauling techniques. · Poor reading of the game - difference between a re-started maul and a new one formed. · Cannot differentiate between driving through and diving over. 	<p>C L K CL 16</p>
<ul style="list-style-type: none"> · Law knowledge lacking re definitions and requirements. · Inability (through inadequate game knowledge) as to the type of phase (ruck or maul, collapsed maul or pile-up after a tackle). 	<p>L K</p>

ruck/maul

section 2 : practical coaching for referees : set phases

restarts/kicks & general play

<i>required competency</i>	<i>indicators of non-compliance</i>
<i>RESTARTS/KICKS & GENERAL PLAY</i>	
<ul style="list-style-type: none"> Ensured that all restart kicks (ko/do/pk/fk) were taken correctly (method and place), and players remained on-side 	<ul style="list-style-type: none"> Execution of the kick, or place where taken, not correct. Quick taps being missed/incorrectly called back. Kicks being taken behind referee's back. Referee is missing players ahead of kicker - often evidenced by infringing player's early arrival to where the ball alights or where the receiver is positioned.
<ul style="list-style-type: none"> Ensured 10-metre space available to non-offending side at PK & FK. 	<ul style="list-style-type: none"> Observation of kicker and opposing players' positions. Ball carrier being obstructed after quick tap - not being allowed to make ground (10m). Players slow to retire after penalty/free kick awarded.
<ul style="list-style-type: none"> Ensured that players were on-side at kicks taken in open play. 	<ul style="list-style-type: none"> Players ahead of kicker, or "down-town", being allowed to move towards receiver/position of alighting of the ball. Blind-side chasers getting a head start. Players of kicker's team not beyond the imaginary line drawn ten metres in front of the player waiting to play the ball, ball receiver being put under pressure.

set phases : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
RESTARTS/KICKS & GENERAL PLAY	
<ul style="list-style-type: none"> · Poor positioning at kick-off/drop out. · Speed of restart not being recognised/acted on. · Not anticipating timing/direction of kick. · Not reading game - quick restarts v tactical - planned moves from kick-off. · Insufficient communication. · Law knowledge lacking. · Lack of concentration/application. · Speed of game not being embraced - eg. quick taps etc. · Game knowledge lacking. · Communication lacking. 	<ul style="list-style-type: none"> L I K C P
<ul style="list-style-type: none"> · Lack of meaningful communication/direction to players to stay out of the play. · Behind/ahead of play - unable to accurately assess 10 metre space. · Not correctly managing the situation, especially in the "RED zone". 	<ul style="list-style-type: none"> F C K
<ul style="list-style-type: none"> · Referee watching the ball and /or not focussed on players of either side. · Ahead of or behind play too far, not able to assess positions of key players. · Not looking behind to check "blind side" chasers. · Not positioned well enough to have good breadth of vision - too close. · Not communicating with players in offside positions to stay out/back or to stop moving. 	<ul style="list-style-type: none"> P C F CL 9

section 2 : practical coaching for referees : set phases

<i>required competency</i>	<i>indicators of non-compliance</i>
<i>KICKS & GENERAL PLAY (CONTINUED)</i>	
<ul style="list-style-type: none">· Ensured that all obvious knock-ons and forward passes were detected.	<ul style="list-style-type: none">· Player/crowd reaction.· Players slowing up, looking to referee in anticipation of advantage being called/signalled, or whistle· Player frustration if allowed to proceed.· Angle / position of hands/arms of the "passer" indicating forward momentum.

set phases : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
<i>KICKS & GENERAL PLAY (CONTINUED)</i>	
<ul style="list-style-type: none">· Running lines need straightening.· Too far ahead of, or behind, play - mobility problems.· Too far away from play - view being obstructed by traffic.· Little help from touch judge's if appointed.	<p>P</p> <p>F</p> <p>C</p>

section 2 : practical coaching for referees : set phases

<i>required competency</i>	<i>indicators of non-compliance</i>
SCRUMS	
<ul style="list-style-type: none"> Ensured that the mark was indicated and scrum engagement procedure of Crouch, Hold and Engage was followed. 	<ul style="list-style-type: none"> Numerous resets for "poor engagement". Hesitation by the front-rows as to when to attempt engagement. One side going early. Front rows and scrum-halves constantly seeking referees attention, asking questions etc. Players being allowed to dictate the engagement. Engagement process too fast. Front row is showing uncertainty as to where the mark is.
<ul style="list-style-type: none"> Ensured that after engagement, the scrum was stationary and square to touch until the ball was put in. 	<ul style="list-style-type: none"> Again, numerous resets, often for wheeling. Scrum already at an angle when ball being fed often finishing up being wheeled. Scrum fractures due to initial unsteadiness. Scrum half is moving as he feeds the ball - again due to unsteadiness.
<ul style="list-style-type: none"> Ensured that all front row players were bound correctly until the scrum was over. 	<ul style="list-style-type: none"> Numerous resets, usually for collapsing or unsteadiness/poor engagement. Scrum being allowed to finish, but still collapsing, even after ball out. Front rows being too far apart at time of engagement.

scrums

set phases : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
SCRUMS	
<ul style="list-style-type: none"> • Lack of understanding/appreciation of the mechanics of a scrum. • Insufficient confidence to communicate with the tight five re-engagement issues. • Unable to detect relative strengths and weaknesses of either scrum. • Lack of forcefulness/conviction when making the prescribed calls, changing the engagement call during the game, and not applying the appropriate sanctions when regular non-compliance is evident. 	<p>K C CL 17</p> <p>Pre-match communication of requirements. Referee to understand the importance of the front-rows' body position, angle etc.</p>
<ul style="list-style-type: none"> • Not concentrating - or not applying standards consistently. • Lack of confidence in the phase, applying a "let's get it over with" approach. • Not staying close to scrum, on centre-line, to verbally manage the process. • Lack of appreciation of the physical advantage of a team being able to wheel and hence get a turnover. • Communication to tight five not effective, or maybe inappropriate. • Lack of detection of relative strength/skills of the 2 scrums. 	<p>I K</p> <p>Pre-match communication of requirements.</p>
<ul style="list-style-type: none"> • Referee not looking at the total picture - concentrating on ball. • Not managing pre-engagement enough, particularly re-positioning of front-rows relative to each other (angle/distance). • Post-engagement, moving away to back of scrum too quickly, giving poor view of non-feeding tight five. 	<p>K C P</p> <p>Pre-match communication of requirements.</p>

section 2 : practical coaching for referees : set phases

<i>required competency</i>	<i>indicators of non-compliance</i>
<i>SCRUMS (CONTINUED)</i>	
<ul style="list-style-type: none"> Ensured that there was a fair contest for the ball, including throw-in, foot up and delayed throw-in 	<ul style="list-style-type: none"> Ball is going under hookers feet. Non-feeding hooker gives up striking for the ball. Scrum-half approaches the scrum on the right shoulder of the referee (who should be standing at the tunnel on the centre line) and feeds the ball from that position. Stance of feeding scrum-half not square, and hand/arm movements not in equilibrium. Positioned too close to scrum.
<ul style="list-style-type: none"> Managed and applied appropriate sanctions for collapsed (and standing up) scrums. 	<ul style="list-style-type: none"> Non-compliance by one or both scrums with the required engagement sequence, causing repeated collapses. Scrums too far apart (collapse) or too close together (standing up of front rows) prior to engagement. Front rows not square on to each other (one prop overtly leading in), or props boring in on opposition hooker. Front rows standing up during the scrum when being shunted backwards. Props on side opposite to the referee slipping their bind, especially if being pushed backwards. Incorrect binding evident, either before or during.
<ul style="list-style-type: none"> Ensured that participants (eg. back row binding) and non-participants remained on-side. 	<ul style="list-style-type: none"> Scrum-half crowded while clearing the ball. Flankers harassing stand-off too quickly. Flankers / No 8 standing up. Screwing scrum being assisted by flanker pulling scrum around. Flankers joining back-row movements too early.

set phases : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
SCRUMS (CONTINUED)	
<ul style="list-style-type: none"> Sanctions not being applied for regular occurrences. Referee has not made his requirements known, either pre-match or at the early scrums. Movement away from the tunnel/centre line too early ie. too quickly towards the number 8, rather than backing away level with the middle of the scrum. Lack of concentration/intensity. 	<p>C I P CL 18</p> <p>Pre-match communication of requirements.</p>
<ul style="list-style-type: none"> Referee has not managed the pre-engagement properly. Lack of understanding/appreciation of the mechanics of a scrum. No allowance has been made for ground conditions. Poor reading of the game regarding the relative strengths / weaknesses of the two scrums. Pre-match instructions have not been issued, or not applied. Lack of confidence in applying sanctions - too many resets of the same scrum for the same reasons. Has not sought assistance from touch judges if appointed. Poor understanding of the law, especially re-fractured scrums, popping etc. 	<p>K C L</p> <p>Pre-match communication of requirements.</p>
<ul style="list-style-type: none"> Poor positioning/angle during post-engagement, probably because of remaining static, or because of being too ball-focussed. Lack of communication. Not maintaining overall vision - probably ball-focussed, or overly attentive to the non-participants. Not concentrating sufficiently - using the scrum as a "rest time". Not communicating to the loose forwards 	<p>P I C</p>

section 2 : practical coaching for referees : set phases

<i>required competency</i>	<i>indicators of non-compliance</i>
LINE-OUTS	
<ul style="list-style-type: none"> Managed quick throw-ins and quick line-outs effectively. 	<ul style="list-style-type: none"> Evidence of law not being complied with, re who has handled the ball, same ball etc, and also position for same. Referee not aware of quick throw-in happening, or has allowed same when a formed line-out already exists. Referee has not sought assistance from the touch judges when appointed.
<ul style="list-style-type: none"> Ensured that there was no delay in line-out formation. 	<ul style="list-style-type: none"> Formation of 'huddles'. Undue delay from one team.
<ul style="list-style-type: none"> Ensured that there was a fair contest for the ball/ including maintaining the gap. 	<ul style="list-style-type: none"> Players of non-throwing side jump early, probably due to feinting/balking by the thrower. Catcher or throwing side has to lean off the vertical and towards his own receiver, to secure the ball. Players of non-throwing side not bothering to jump at all, implying persistent crooked throws may be a problem. Thrower being permitted to take up a position not on the line-of-touch prior to throwing. Evidence of a reasonable gap initially when line-out formed, but movement of players causes closing prior to ball being thrown in. Players jumping for the ball are being impeded by opposition jumpers. Players falling dangerously, due either to being obstructed whilst off the ground, or supporters being barged.

set phases : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
LINE-OUTS	
<ul style="list-style-type: none"> • Lack of concentration, using the line-out as a rest period. • Not reading the game, especially re the relative line-out strengths/weaknesses of either side - a weak line-out side will want to employ quick lineouts where possible. • Poor law knowledge of what constitutes a quick throw-in V a formed lineout. 	<p>I</p> <p>K</p> <p>L</p>
<ul style="list-style-type: none"> • Using delay as a 'rest' time. • Lack of communication of requirements, either pre-match or during. 	<p>C I</p> <p>K</p>
<ul style="list-style-type: none"> • Lack of communication of requirements, either pre-match or during. • Not remaining diligent throughout the game - letting standards drop as game progresses. • Poor position at the line-out, unable to effectively monitor the thrower/throw-in. • Lack of understanding of the line-out technique • Not remaining diligent throughout the game - letting standards drop as game progresses. • Drop in concentration and using line-out as a rest time. 	<p>P</p> <p>C</p> <p>I</p> <p>K</p>

section 2 : practical coaching for referees : set phases

<i>required competency</i>	<i>indicators of non-compliance</i>
<i>LINE-OUTS (CONTINUED)</i>	
<ul style="list-style-type: none"> • Ensured that across and along the line-out offences were managed or penalised. 	<ul style="list-style-type: none"> • Players fall dangerously or awkwardly due to supporters being obstructed/impeded. • Players regularly appearing on their opponent's side of the line-out after the throw-in
<ul style="list-style-type: none"> • Ensured non-participants remained on-side 	<ul style="list-style-type: none"> • One or both backlines, or individual backs, obviously inside the 10m from line-of-touch whilst line-out still in progress. • Throwing team's players advancing as ball thrown in without regard to where the ball is being thrown. • Forwards who have withdrawn from the line to reduce the numbers, returning to the line-out when the ball is thrown in. • Non-recognition of a ruck or maul being formed from the line-out, and still not having crossed the line-of-touch and non-participants advancing.

set phases : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
LINE-OUTS (CONTINUED)	
<ul style="list-style-type: none"> • Poor positioning, obstructing a view of the line-out in progress. • Too focused on the ball, not getting a broad enough view. • Lack of appreciation on the techniques in a line-out, especially in relation to obstruction, barging etc. 	<p>P</p> <p>K</p>
<ul style="list-style-type: none"> • Lack of directions to players during progress of the line-out, to stay on-side. • Law knowledge deficient, especially re start and end of a line-out, participating V non-participating players etc. • Drop in concentration/diligence. • Poorly positioned to see all aspects. 	<p>C</p> <p>L</p> <p>P</p> <p>CL 12</p>

section 2 : practical coaching for referees : management

<i>required competency</i>	<i>indicators of non-compliance</i>
CONTROL	
<ul style="list-style-type: none"> • Used appropriate preventative measures to control the game 	<ul style="list-style-type: none"> • Game gets heated and no steps taken to restore balance. • Little or no preventative action on potentially explosive confrontations, non-recognition of rising levels of off-the-ball obstruction, potential flashpoints, retaliation and over-reaction to hard tackles etc. • Little or no effort to initially try to "manage" first, before penalising.
<ul style="list-style-type: none"> • Used appropriate punitive measures to control the game 	<ul style="list-style-type: none"> • Penalising of foul play inconsistent relative to the infringements. • Shows hesitancy when firm action required. • Opportunity for the players to "play rugby" being hindered by many penalties/little advantage etc.
<ul style="list-style-type: none"> • Managed and/or sanctioned incidents of dangerous play/ misconduct effectively. 	<ul style="list-style-type: none"> • Inappropriate/inconsistent sanctions applied relative to the infringement. • Repeated instances of foul play. • If touch judge's appointed, does not respond appropriately to their assistance/reporting. • Awards penalties for foul play and does not follow the Law 10 sanctions in terms of caution/sin-bin/send-off. • Control deteriorates as described above, because of leniency.

management : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
CONTROL	
<ul style="list-style-type: none"> • Lack of ability to recognise when the game is getting heated - due possibly to poor game knowledge combined with inadequate man-management skills. • Inability to vary between "short " game when play gets heated, and "flowing" when play settles down. • Misses opportunities to be pro-active to foresee potential problems, and convey the information to the captains/players. 	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; gap: 5px; margin-bottom: 5px;"> K I </div> <div style="display: flex; gap: 5px;"> C CL 22 </div> </div>
<ul style="list-style-type: none"> • Lack of knowledge of coaching trends; poor law knowledge. • Lack of balance between decisive and conciliatory approach. • Inability to relax - too tense. • Lack of confidence to apply stern measures when warranted. • Poor concentration/attention to actions of players away from the ball/breakdown etc. or out of play. 	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="background-color: #0056b3; color: white; padding: 2px 5px; margin-bottom: 5px;">L</div> <div style="background-color: #008000; color: white; padding: 2px 5px; margin-bottom: 5px;">C</div> <div style="background-color: #0056b3; color: white; padding: 2px 5px;">K</div> </div>
<ul style="list-style-type: none"> • Lack of confidence to apply stern measures when warranted. • Inability to set/apply standards of discipline for the entire match. • Poor law / game management knowledge, especially regarding the "Crimes Act", and the requirements of the foul play provisions in the laws. 	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="background-color: #008000; color: white; padding: 2px 5px; margin-bottom: 5px;">C</div> <div style="background-color: #0056b3; color: white; padding: 2px 5px; margin-bottom: 5px;">L</div> <div style="display: flex; align-items: center;"> CL 21 </div> </div>

section 2 : practical coaching for referees : management

<i>required competency</i>	<i>indicators of non-compliance</i>
<i>CONTROL (CONTINUED)</i>	
<ul style="list-style-type: none"> • Managed and/or applied sanctions for incidents of obstruction/unfair play and repeated infringements effectively. 	<ul style="list-style-type: none"> • Consistent infringements (especially at the breakdown) of a similar nature, and particularly in the "red zone", being penalised but no other communication evident. • No use of temporary suspension sanctions available for such occurrences. • Non-distinction between "professional fouls" versus other infringements, again particularly in relation to the attacking/defending status of the teams, and tactical and territorial implications. • Kickers being (repeatedly) checked/bumped etc. after kick. • Frustration/retaliation evident from kicker/kickers players/chasers. • Legitimate chasers being impeded; not arriving as expected. • Receiver, focussed on the ball, unexpectedly no longer in position, or out of play, indicating obstruction/physical interference.

management : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
CONTROL (CONTINUED)	
<ul style="list-style-type: none"> • Lack of game knowledge; inability to spot slowing-down, obstructive and negative tactics/techniques. • Insufficient skills in reading the game relative to conditions, player skill levels, state of the game etc. • Ineffective or non-existent communication. • Referee's attention not directed to appropriate area, in accordance with the sequence of kick/chase/receive. Referee takes eye off kicker too quickly, or watches the ball in the air, or does not anticipate approximate area of alightment; finishes up either too close to receiver, or at wrong angle or position to see receiving of the ball. • Other players preventing a good view of proceedings. Not communicating with players to stay away and not impede. 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; gap: 10px;"> K P </div> <div style="display: flex; gap: 10px;"> C F </div> <div style="background-color: #ff0000; color: white; padding: 2px 5px;">I</div> </div>

control

section 2 : practical coaching for referees : management

communication

<i>required competency</i>	<i>indicators of non-compliance</i>
COMMUNICATION	
<ul style="list-style-type: none"> Communicated effectively with the whistle and voice. 	<ul style="list-style-type: none"> Whistle muffled, monotonous or difficult to hear. Play often continuing after whistle blown.
<ul style="list-style-type: none"> Communicated effectively with signals (primary/secondary/tertiary) and non-verbally 	<ul style="list-style-type: none"> Body language/outcomes (at the breakdown especially) indicating inadequate voice communication from the referee, or non-specific as to player(s) (eg colour/number) or potential infringement (hands etc). Players / spectators unsure whether infringements have been detected. Arm signals indecisive or inconsistent. Arm signal dropped then reappears for same advantage etc.
<ul style="list-style-type: none"> Communicated effectively with other match officials. 	<ul style="list-style-type: none"> Effective outcomes to problems not obvious.
<ul style="list-style-type: none"> Ensured that interactions with captains/players were effective. 	<ul style="list-style-type: none"> Decisions difficult to decipher - players/captains often querying reasons for penalties/stoppages/determinations of put-ins etc. Body language of referee indicated little player rapport with referee. Communication attempts with captains not producing the desired outcomes.

management : practical coaching for referees : section 2

<i>possible causes</i>	<i>coaching hints key</i>
COMMUNICATION	
<ul style="list-style-type: none"> • Hasn't had any instruction/advice re whistle usage. • Lack of confidence. 	
<ul style="list-style-type: none"> • Lack of game knowledge/techniques as to players intentions at the various phases leading to inability to be pro-active /preventative. • Lack of knowledge re prescribed signals (law book). 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #4CAF50; color: white; padding: 2px 5px; display: inline-block;">C</div> <div style="background-color: #0070C0; color: white; padding: 2px 5px; display: inline-block;">K</div> <div style="background-color: #0070C0; color: white; padding: 2px 5px; display: inline-block;">L</div> </div>
<ul style="list-style-type: none"> • Lack of confidence. • Lack of concentration. 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #D32F2F; color: white; padding: 2px 5px; display: inline-block;">I</div> <div style="background-color: #4CAF50; color: white; padding: 2px 5px; display: inline-block;">C</div> </div>
<ul style="list-style-type: none"> • Lack of communication skills 	<div style="background-color: #4CAF50; color: white; padding: 2px 5px; display: inline-block;">C</div>

communication

EXPLANATION OF KEYS	
<i>key code</i>	<i>nature of shortcoming</i>
K	<ul style="list-style-type: none"> • Knowledge of game, ability to read the game, understanding of techniques applicable to the various phases. • Appreciation of / adapting to ground/weather conditions.
F	<ul style="list-style-type: none"> • Fitness/mobility. • Slow to, and late arrival at, the next phase. • Lapses of concentration, especially late in each half.
P	<ul style="list-style-type: none"> • Positioning at the phase, movement from the previous phase, running lines, angles. • Problems with "traffic" .
C	<ul style="list-style-type: none"> • Communication/man management. • Ineffective/non-existent communication. • Poor signals, whistle technique.
L	<ul style="list-style-type: none"> • Law knowledge/application.
I	<ul style="list-style-type: none"> • Intensity/application/concentration.
CL	<ul style="list-style-type: none"> • Checklist Reference.

EXPLANATION OF KEYS

coaching hints

- Attendance at team training sessions, observe what coaches are instructing their players to do at each phase.
 - Obtain player coaching accreditation.
 - Talk to (selected) players/captains/coaches.
 - Keep abreast of current playing/coaching trends.
 - Watch / talk to higher level referees.
- Regime of exercises - sprint training and endurance training in right mixture.
 - Consult fitness coaches, colleagues etc.
- Obtain appreciation of importance of running lines, speed, anticipation.
 - Understand differing requirements relative to field position, attacking/defending offside lines.
 - Appreciation of positional issues relevant to each phase.
 - Watch/talk to other (experienced) referees' movements/actions.
 - Comprehension of differing requirements for positioning at in-goal v others.
- Watch/listen to tapes of higher level referees.
 - Develop knowledge (in conjunction with "K" above), of what is effective verbal communication at each phase, and learn to vary it so that it doesn't become overly repetitious.
 - Work on confidence levels by improving game and law knowledge.
 - Seek advice on, and practice, whistle skills.
- Re-sit law examination(s).
 - Fine-tune law knowledge by:
 - ~ Presenting modules in level I referee courses.
 - ~ Study associated documentation, such as "Consolidated Rulings", Game Management documents etc.
- Acquisition of discipline for:
 - Pre-match preparation.
 - Personal triggers/check-points used during the game.
 - Seeking assistance of other match officials if appointed.
- This refers to the checklist number as shown, being that described in the "Rugby Refereeing in Practice" handbook as published by the Australian Rugby Union.

Section 3.

"CROSS-COMPONENT" LINKING

Introduction:

The previous section dealt with key components of referee performance and the competencies attached to each of these key components. Each of the competencies "indicates the expected outcomes from the official's performance".

Each competency is dealt with "in isolation" to a large extent; that is, no attempt is made to link components, or competencies, in relation to 'possible causes', and hence 'coaching hints'. This section, whilst not exhaustive, is included to alert the referee coach to the inter-relationship of components. Under each sub-section, general examples are given. [1 below]

It is suggested that the referee coach develops his own list, over time, and uses it as a reference.

Note: Some of the issues discussed below may not be appropriate for a new/inexperienced referee who is still coming to grips with the key components/competencies.

It is also recognized that the referee coach may, sometimes, have additional resources available, e.g. a set of Match Statistics. The use of match statistics, both absolute numbers and trends, is a source of indicators which can assist the coach in establishing patterns and thereby, possible causes, for non-compliance. [2 below]

Other aids (video coverage, and possibly communications equipment) can also be of great value to the coach.

Each of these is explored to further assist the coach to offer the "best practice" coaching advice. Note also, that nowhere in this publication, is an attempt made to designate required or preferred field positions for the referee. The issue here is that individual referees have different physical attributes, different levels of mobility, and different skill levels in game reading, match experience etc. Each, or a combination, of these elements can have a bearing on the "best practice" positions for the referee at the various phases. It is up to the coach to analyse these attributes and advise accordingly.

Cross-Component Linkages.

1. The main purpose of this segment is to alert coaches to the existence of causal factors, which are not immediately apparent when looking at an individual competency or even a key component.

Scenario:

A referee is having scrum problems, with a high number of resets, associated with technical issues, and is unable to improve the situation. This is addressed in the relevant key component and competency in Section 2. What is not described is how this may impact on other key components/competencies.

We note also that he has been starting to apply a different style of advantage, and shows increasing generosity with forward passes and knock-ons.

Possible cause: He is consciously (or sub-consciously) limiting the awarding of scrums.

Coaching Hint: Alert him to this style change and when during the game it became apparent, with examples, and suggest he develops a method of detecting this type of shortcoming.

2. There are a multitude of permutations here, and some of these will be examined in detail in a subsequent publication.
3. Typical cross-component linkages could be grouped as follows:
 - a. Control – persistent infringements – which can emerge in virtually any of the components individually, or collectively. The referee may well be compliant according to the individual competencies but is not "collating" and mentally processing this information and applying the appropriate control component.

- b. Control – unfair play – wherein non-compliance in the "red zone" can be far more significant compared to other parts of the field, and should be treated as such.
- c. Control – dangerous/foul play – where it is often appropriate for the referee to change his application of advantage and tackle/ruck unplayable to keep the "heat" out of the game.
- d. Communication – interaction with captains and players – a vital tool for the management of the game, and particularly in relation to the above linkages.
- e. "Significant Events" – where non-compliance by the referee (at virtually any key component level) could result in an incident which influences the outcome of the match.

4. Game-reading and consequent outcomes.

Here we note the effect of relative strengths and weaknesses of the teams, plus issues which may arise, or change, during the game, and how the referee could be expected to manage the game.

- a. Recognition of the impact of a change of playing personnel during the game, e.g. temporary suspensions, replaced front-row players.
- b. Recognition of one team's superiority over another at a phase or phases:

A strong scrummaging team, for example, will have different preferences with regard to advantage application compared to a weaker team.

A superior team at the line-out may prefer a kicking oriented game;

- c. Recognition that the "inferior" team at those phases will attempt to counteract that superiority, which may well result in infringements and/or unfair play.
- d. A team who, for example, is strong at the tackle/ruck, and prefers quick re-cycling, probably would prefer more advantage at this phase when the other team infringes, if it isn't materially affecting the play.

5. Use of Match Statistics.

Whilst not an end in themselves, statistics can reveal an array of useful information when coaching a referee.

- a. Absolute numbers – where the totals of any section can be indicators in their own right

E.g. Scrum reset counts
 Penalty counts at the various phases

- b. Trends – where the time notation, and/or 1st half v 2nd half statistics could indicate:
 - Changes in the nature of the game, conditions
 - Changes in the approach, or diligence of the referee
 - Numbers of penalties at a particular phase over short time-frames (batch penalties)

Any of these should be viewed in the context of the game, the referee's game knowledge, in combination with factors above (e.g. game reading), which indicates either positive or negative refereeing outcomes that require appropriate coaching. The coach will be much better prepared for this task if he has some such statistics in his possession.

section 4 : practical coaching for touch judges	
required competency	indicators of non-compliance
TOUCH, TOUCH-IN-GOAL, LINEOUT	
<ul style="list-style-type: none"> • Adjudicated correctly for ball in touch, touch-in-goal, dead-ball. • Adjudicated correctly for place where ball is to be thrown in. • Signalled correctly team to throw in the ball. 	
<ul style="list-style-type: none"> • Adjudicated correctly in relation to quick throw-in. 	<ul style="list-style-type: none"> • Incorrect ball used. • Touch judge unaware of other players / spectators handling the ball. • Frustration / confusion shown by players of team attempting a valid quick throw-in being (incorrectly) called back.
KICK AT GOAL	
<ul style="list-style-type: none"> • Adjudicated correctly on kick at goal. • Signalled correctly for kick at goal. 	<ul style="list-style-type: none"> • Indecision / lack of cohesion between the two touch judges. • Need for referee to obtain clarification of decisions. • Incorrect signal used for successful/ unsuccessful kick at goal.

<i>practical coaching for touch judges : section 4</i>	
<i>possible causes</i>	<i>coaching hints key</i>
<i>TOUCH, TOUCH-IN-GOAL, LINEOUT</i>	
<ul style="list-style-type: none"> • Poorly positioned to make accurate judgements. • Too close, or too far away, from place where ball goes into touch. • Low levels of concentration/application. • Inadequate law knowledge. • Little effective anticipation / reading of play. • Lack of teamwork between touch judges. 	<p>P</p> <p>L</p> <p>I</p> <p>K</p>
<ul style="list-style-type: none"> • Lack of concentration / application. • Poor law knowledge. 	<p>I</p> <p>L</p>
<i>KICK AT GOAL</i>	
<ul style="list-style-type: none"> • Low levels of concentration/application. • Lack of teamwork between touch judges. • Inadequate knowledge of correct signals. 	<p>L</p> <p>C</p> <p>P</p> <p>I</p>

section 3 : practical coaching for touch judges

<i>required competency</i>	<i>indicators of non-compliance</i>
FOUL PLAY	
<ul style="list-style-type: none"> • Detected events of foul play, and signalled such in the correct manner. 	<ul style="list-style-type: none"> • Incidents in play incorrectly reported as foul play • Uncertainty or hesitation in signalling foul play. • Undue delay in reporting incidents of foul play. • Seemingly obvious incidents of foul play not being reported. • Frequent occurrences of the referee not acting on the reports. • Inconsistency of reporting/non-reporting.
<ul style="list-style-type: none"> • Verbally communicated foul play reports to the referee in accordance with accepted protocol. • Provided appropriate recommendations relating to the severity of the offence. 	<ul style="list-style-type: none"> • Reporting process is drawn out, with referee often requiring more information, asking a lot of questions. • Wrong players called out, or captain called out because no number given. • Inappropriate action/sanctions applied for the offence • Overly demonstrative descriptions/ demonstrations during the reporting process. • Too often making reports when no sanctions are applied. • Recommendation not commensurate with the severity of the offence. • Recommendation offered without a request.

practical coaching for touch judges : section 4

<i>possible causes</i>	<i>coaching hints key</i>
FOUL PLAY	
<ul style="list-style-type: none"> • Poor positioning to detect the incident. • Lack of game knowledge / confidence to recognise foul play as opposed to hard but legal play. • Inability to read the game, and to detect changes in tone of the game. • Poor positioning to detect the incident • Poor observation skills. 	<p>K</p> <p>P</p>
<ul style="list-style-type: none"> • Inability to focus on clarity and brevity whilst reporting. • Lack of game knowledge / reading of the game. • Lack of confidence in adequately describing the severity of the incident. • Inability to remain detached and give a calm, balanced report, maybe reacting to crowd/player pressure. 	<p>C</p> <p>P</p>

foul play

<i>section 4 : practical coaching for touch judges</i>	
<i>required competency</i>	<i>indicators of non-compliance</i>
COMMUNICATION	
<ul style="list-style-type: none"> Communicated correct information relating to in-goal decisions 	<ul style="list-style-type: none"> Actions/signals/movement near or in in-goal not consistent with the referee's decision. Referee appears to lack confidence in touch judges advice. Timing of arrival into in-goal makes it obvious that touch judges could not have been of assistance. Positioning totally inappropriate for the type of play that lead up to the in-goal action (eg. rolling maul, front of line-out, pushover scrum, etc compared to a defending side's error, intercept, long distance backline movement etc.
<ul style="list-style-type: none"> Communicated essential information for game management. 	<ul style="list-style-type: none"> Referee often seen to be seeking help/ assistance and little or none forthcoming. No teamwork evident with the other touch judge re-marking of positions for restarts, detection of other touch judges flag out for a report etc. Frequent infringements by players on referee's blind side not being acted on. No communication between referee and touch judge during breaks in play, or during lineout formation.

practical coaching for touch judges : section 4

<i>possible causes</i>	<i>coaching hints key</i>
COMMUNICATION	
<ul style="list-style-type: none"> • Lack of anticipation. • Poor reading of the game/game knowledge. • Low levels of concentration/application. • Inappropriate movement upfield away from in-goal, or getting caught in "no-man's land". • Consistently observed following play into in-goal, rather than being there to observe play coming in. 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #004a99; color: white; padding: 2px 5px; text-align: center;">K</div> <div style="background-color: #ff0000; color: white; padding: 2px 5px; text-align: center;">I</div> <div style="background-color: #ffff00; padding: 2px 5px; text-align: center;">F</div> </div>
<ul style="list-style-type: none"> • Positional play, and or fitness/mobility deficiencies. • Poor reading of the game, conditions, skill levels etc. • Lack of understanding/appreciation of the "team of three" concept. • Lack of game knowledge, especially re-set play infringements (eg. props boring in, line-out barging etc). 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #800080; color: white; padding: 2px 5px; text-align: center;">P</div> <div style="background-color: #ffff00; padding: 2px 5px; text-align: center;">F</div> <div style="background-color: #004a99; color: white; padding: 2px 5px; text-align: center;">K</div> <div style="background-color: #008000; color: white; padding: 2px 5px; text-align: center;">C</div> </div>

communication

EXPLANATION OF KEYS	
<i>key code</i>	<i>nature of shortcoming</i>
K	<ul style="list-style-type: none"> • Knowledge of game, ability to read the game, understanding of techniques applicable to the various phases. • Appreciation of / adapting to ground/weather conditions.
F	<ul style="list-style-type: none"> • Fitness/mobility. • Slow to, and late arrival at, ball in-touch and in-goal situations. • Lapses of concentration, especially late in each half.
P	<ul style="list-style-type: none"> • Positioning problems, not in compliance with recommended "leading/trailing", and near side v far side considerations.
C	<ul style="list-style-type: none"> • Communication / foul play reporting. • Ineffective/non-existent communication to assist referee at set phases and in general play.
L	<ul style="list-style-type: none"> • Law knowledge/application.
I	<ul style="list-style-type: none"> • Intensity/application/concentration.

EXPLANATION OF KEYS

coaching hint

- Attendance at team training sessions, observe what coaches are instructing their players to do at each phase.
 - Obtain player coaching accreditation.
 - Talk to (selected) players/captains/coaches.
 - Keep abreast of current playing/coaching trends.
 - Watch / talk to higher level referees.
-
- Regime of exercises - sprint training and endurance training in right mixture.
 - Consult fitness coaches, colleagues etc.
-
- Obtain appreciation of importance of running lines, speed, anticipation.
 - Understand differing requirements relative to field position, differing role depending on whether on near side or far side touch-line.
 - Appreciation of positional issues relevant to each phase.
 - Watch/talk to other (experienced) referees' / touch judges' movements/actions.
 - Comprehension of differing requirements for positioning at in-goal v others.
 - Obtain/re-visit positional play scenarios as defined in the LII TJ course.
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- Watch/listen to tapes of higher level referees touch judges, especially foul play reports.
 - Work on confidence levels by improving game and law knowledge.
-
- Re-sit law examination(s).
 - Fine-tune law knowledge by:-
 - ~ Presenting modules in level I referee courses.
 - ~ Study associated documentation, such as "Consolidated Rulings", Game Management documents etc.
-
- Acquisition of discipline for:
 - ~ Pre-match preparation, appreciation of "team-of-three" principle, both pre-match and during the game.
 - ~ Personal triggers/check-points used during the game.



notes

notes