



CRDA 2

MODULE 4 – COMMUNICATION & MANAGEMENT

Funded by



RUGBY FOOTBALL
FOUNDATION

rfu.com/referee



CONTENTS

4.1 You	3
4.2 Image	4
4.3 Referee Images	6
4.4 Your Image	8
4.5 Interactions	8
4.6 Managing Flashpoints	11
4.7 Management Clips	13
4.8 Strategies	17
4.9 Strategies - DVD Clips	18
4.10 Your Main Learning Points	20

MODULE 4 – COMMUNICATION AND MANAGEMENT





4.1 You

Describe what you say and do at each of the following situations in the **left hand column** only.

When you knock on the changing room door and check the studs	
What I say and do	
Front Row briefing	
What I say and do	
Captains and Toss	
What I say and do	

4.2 Image

Study the photographs of the individuals below and then put a tick alongside the description which you think best fits them. Try to give reasons for your choice.

	Person	Description	Reasons
A		Millionaire Plumber Doctor Chef Bus Driver QC	
B		Millionaire Plumber Doctor Chef Bus Driver QC	
C		Millionaire Plumber Doctor Chef Bus Driver QC	
D		Millionaire Plumber Doctor Chef Bus Driver QC	

E		Millionaire Plumber Doctor Chef Bus Driver QC	
F		Millionaire Plumber Doctor Chef Bus Driver QC	

How long did it take you to form a view of each individual?

How long do you think it takes for most people to form a view about you?

4.3 Referee Images

4.3.1 What are your immediate impressions of these 2 referees? Explain your answers



A



B

A
B

4.3.2 What are your immediate impressions of this referee?



A large empty rectangular box intended for the user to write their impressions of the referee.

4.4 Your Image

Write down 3 words or phrases which describe how you believe others may perceive you.

1
2
3

4.5 Interactions

4.5.1 *"You cannot not communicate"* What do you understand by this statement?

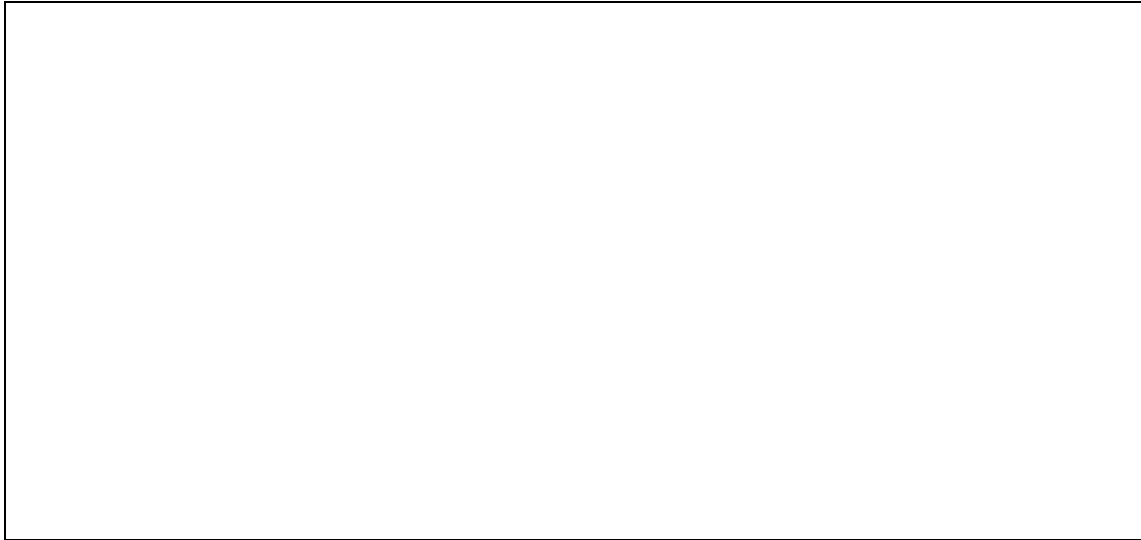
--

4.5.2 If you played and you were sitting in the changing room before the match, what did referees do that:-

(a) Gave you confidence in them
(b) Disconcerted you

4.5.3 (a) Now return to the 3 boxes in 4.1 and in the right hand box describe the image you were trying to present at each situation

(b) How effective were your words/actions in projecting the image you wanted? On reflection are there any changes you would wish to make to the left hand boxes?



4.5.4 How can referees communicate with players so that everyone experiences as safe an environment as possible?



4.5.5 A referee developer told a group of referees that, as regards communication, *“Less is more”*. One referee disagreed and argued that the term was too imprecise and generalised and would confuse referees and players alike if used without thought. After a healthy debate everyone agreed that the term *“Sometimes less is more”* was much better and more useful.

(a) Under what circumstances would *“Less is more”* apply?

(b) Under what circumstances would *“Less is more”* be less applicable?



4.6 Managing Flashpoints

How would you manage the following situations at local rugby?

When a player suddenly “loses it” at a ruck and shouts at you “Didn’t you see that? Come on, you haven’t got a clue about what is going on.”

When a player swings a punch in a maul at the opposition #6 but misses. He shows you his arm which has bite marks on it saying “their 6 bit me.”

When some Red players accuse the TJ (an opposition player) of cheating when he raises his flag for a Red player having a foot in touch. You could not see.

At a Level 9 match, when a member of the home crowd repeatedly uses Foul Language aimed at you

When the two Front Rows stand up and have a series of ineffectual swings at each other, none of which seem to connect?

At a Youth game a parent enters the playing area to complain about the behaviour of some of the opposition

Other

4.7 Management Clips

Watch the DVD and make comments below

Clip 1 Pre-match

What impression did you have of the referee?

What did you like about the referee's pre-match organisation?

What would you add or amend to the referee's pre-match routine

Clip 2 Kick Off

Correct decision in Law?

Is there anything the referee could have done to help the players, and himself?

Clip 3 Captain raises an issue

What is the Yellow captain trying to get over to the referee?

How do you feel the Yellow captain went about it?

How do you feel the referee dealt with the enquiry?

Clip 4 Half Time

What is the issue?

How do you feel the referee dealt with it?

Clip 5 Use of down time

What was the referee trying to get over to the players

How well did he communicate the message?

Clip 6 An injury

What happened?

How well did the referee manage the situation and sell his decision?

Clip 7 Close to the Black line

What happened? In Law is this the correct decision?

How well did the referee manage the situation and sell his decision?

Clip 8 From the resultant scrum

Yellow score their only points of the game, they lose 58-5.

Bearing in mind the above in Clip 7 what are your views?

Consider something raised in Module 1 - An Adviser said to a Level 10 referee *"You should try to referee so that the players want to play next week. They struggle to get 15 players out each week at this level so they have got to get something out of the game. You have to referee to aid player retention"*. To what extent is this an example of what the Adviser was trying to get over?

Clip 9 How the mighty are fallen!

4.8 Strategies

Referee Communication research published by Dr Mikel Mellick (2005) suggests that effective Referee Communication has three aims:–

1. Engage the attention of the coach/players.
2. Convey an image of confidence & competence.
3. Be perceived as fair and just.

What could you do to help you achieve the 3 aims above?

1. Engage the attention of the coach/players.

Before	During	After

2. Convey an image of confidence & competence.

Before	During	After

3. Be perceived as fair and just.

Before	During	After

4.9 Strategies - DVD Clips

Watch the DVD clips of a Level 8 league match and make notes on where you felt the referee

1. Engaged the attention of the coach/players.
2. Conveyed an image of confidence & competence.
3. Acted so as to be perceived as fair and just.

1. Engaged the attention of the coach/players.

Before	During

2. Conveyed an image of confidence & competence.

Before	During
--------	--------

3. Acted so as to be perceived as fair and just.

Before	During
--------	--------



Other thoughts/comments?

--

4.10 Your Main Learning Points

Note down your 3 main Learning Points and describe what you will do differently in future

Learning Points	What you will do differently
1	
2	
3	