

NEW ZEALAND RUGBY REFEREE COACH AND TALENT IDENTIFICATION WORKSHOP 2019

GROW MODEL

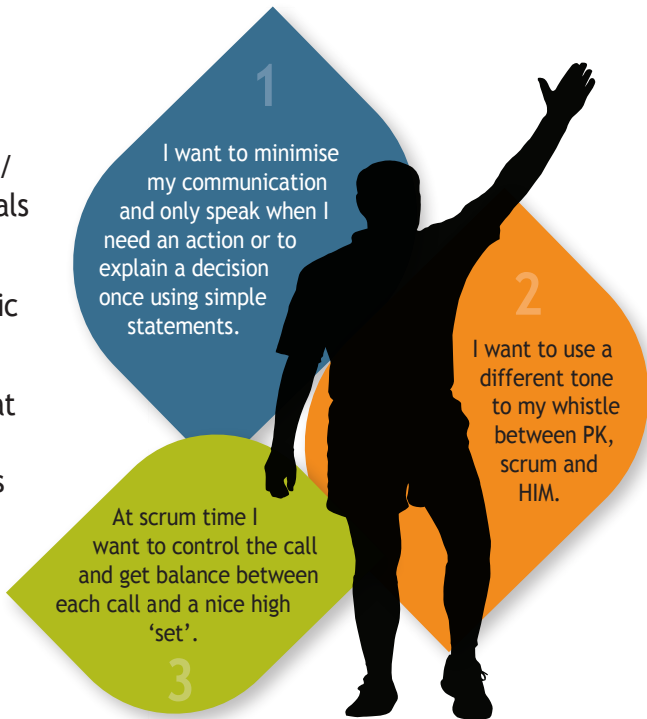


GOAL

GOAL = pre-game referee shares their goals via chat / email. Limited to three goals for game.

Referee needs to be specific (*see diagram*).

These three things are what the ref coach will observe. If you don't know the goals for a match then you should **STOP** the process.



REALITY

REALITY = during game, if live or if reviewing off video, take notes that you will then use to **trigger your questions you ask the ref post-game.**

The questioning is around understanding the referee and **their reality of their performance based on their three goals.** You would seek **their views/feelings** to see what self-awareness they have?

REFEREE then downloads thoughts, feelings and how they thought it went.

COACH repeats back what they are hearing and says, **“and what else”**. This continues until ref and coach have explored in depth with the coach paraphrasing what the referee shares each time.



“One of your goals was to have a controlled call and get great balance and a high ‘set’ at scrum time - talk us through how you felt things went”.

COACH

OPTIONS

OPTIONS = this is the post-game task (+48hrs) by exploring what happened (reality) and what the referee could do next time we set up the go forward 'work on'.

REFEREE explains what they could do.

COACH then repeats back and then asks the referee if there are other options/ideas, etc.

Aim is to explore all possible options.

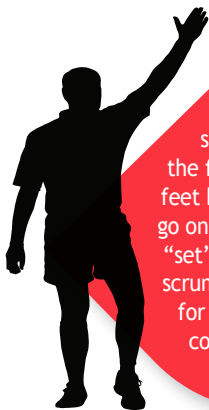


“So, you still think you need to get better balance between your calls at scrum time and a higher set so front rows have ability to adjust?” “What do you think you could do to achieve this?”

COACH

WAY FORWARD

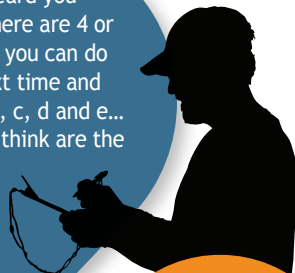
WAY FORWARD = so what will the referee actually **DO**, what will their focus be, what are their work on's?



“I will concentrate on slowing my call, watching the front row to make sure their feet have stopped moving before I go on to my next call and then call “set” loud. If I have issues with scrums going down, I will ask for “height” as my key communication.”

“So, I’ve heard you say there are 4 or 5 things you can do better next time and they are a, b, c, d and e... what do you think are the critical couple of things you will do this weekend?”

COACH



“So you will do a, b and c. Let’s role play that. Do you think you will give similar messages to front rows pre-game and at first scrum?”

This is the starting point of next coaching observation or coaching conversation eg; “you planned to do A, B and C... let’s explore how that went”

KEY SKILLS

1. Questioning - asking questions without judging

7. Setting actions for ref to go and do

2. Observing + gaining evidence

6. Removing interference and building confidence by 'critical few'

3. Listening, note taking and paraphrasing

5. Connecting and understanding

4. Giving feedback or feed forward



BEST PRACTICE

WHAT WE NEED TO SEE MORE OF



"Coaching is about caring, connecting and communicating"

REFEREE SELF REVIEW AND COACH FEEDBACK FORM

Game: _____ vs _____

Date: _____ Ref Coach: _____

Venue: _____ **Game Focus Areas (GOALS):**

Referee: _____ 1. _____

AR1: _____ 2. _____

AR2: _____ 3. _____

TMO: _____

What Worked and what didn't (REALITY):

What I learnt and what I need to think about for next time (OPTIONS):

What I will do next game (WAY FORWARD):

What I learnt about myself:

Coach Feedback (CRITICAL FEW):

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Coach Feedback (CRITICAL FEW):

MY LEARNINGS

MY LEARNINGS

MY ACTIONS

MY ACTIONS