

EFFECTIVE COMMUNICATION (Part 2)

Becoming an effective TO3

SESSION STRUCTURE:

This is a questions-based approach to learning with the aim of stimulating group discussion around the following...

- Clearly defining roles: Who does what and when?
- Language: What do we say to give a clear message that everyone will understand?
- Proactive and Reactive communication. Adding value to the TO3 and the Game. Identifying 'potential' issues and addressing them before it becomes a problem.
- Review process: Giving open and honest feedback in order to keep improving.

Equipment needed:

Whiteboard for the session leader. Large paper and pens for group work.

Goals of the session:

- Improve understanding and clarity of our role as a Ref/AR – What are our non-negotiables?
- Agree on common a language used to communicate between TO3.
- Understand the difference between 'Proactive' and 'Reactive' communication.

KEY MESSAGES:

1. Plan! Make sure your TO3 are all clear on their role.
2. Common language – Make sure you are all "signing from the same hymn sheet"!
3. Proactive vs Reactive communication – Try not to create clutter, speak with purpose.

START

Session Introduction.

(Introduce the session topic and organise working groups)

Below are sample questions to generate some thinking/discussion within the groups.

- What are the benefits of having two AR's or 'Touch Judges'? And is there a difference between the two roles?
- What are some of the challenges we face when working as a TO3?
- What do you notice when working with different referees/AR's?
- How well do we currently review our game as a TO3?
- What could we do differently in order to improve as a TO3?

PART A: SIMPLIFY THE PROCESS.

The success of our TO3 essentially comes down to three things...

PLANNING – EXECUTION – REVIEW

Group learning exercise:

Split the room into groups of 3-5.

Task: Under each of the three headings (PLANNING, EXECUTION, REVIEW) write down all the things that a TO3 need to take into consideration in order to achieve success.

There are some questions under each of the three headings to stimulate some thinking/discussion.

PART A: PLANNING

- As a TO3 what things CAN you plan for?
- Understanding the 'Game' – What could these two teams bring today?
- What are our non negotiables?
- Clarification of our roles – Who is looking at what at each phase of the game?

PART B: EXECUTION

- Common language – Everyone on the same page!
- Proactive communication – Making a positive contribution to the game and not just creating extra distractions.

PART C: REVIEW-LEARN-GROW!

- Do we take time to challenge each other, capture the learning and continue to grow in this area?
- What are we currently doing to review our performance as a TO3? And if we do any review at all, how honest are we with our TO3?

EXAMPLES:

Below are some examples and thoughts to promote more learning and discussion around each of the three headings above.

Note: It is important to remember that the level/grade of the game will determine the amount of detail that your TO3 need to go into. Refereeing an under 12 game where you may get a parent acting as your touch judge will be very different to what you would expect in a senior club game and above. Below is just an example that was used during the Super Rugby Comp in 2018. This not a 'MUST DO' list, but it should stimulate some discussion in the following areas.

SUPER RUGBY 2018 – Non negotiables and Common Language used by TO3.

SCRUM:

- Height – LH elbow up. TH off the arm.
- Stability – Before and after the “SET”.
- Push straight – TH/LH angles.
- Common language:
 - Primary comms – “Colour, colour, colour”
 - Secondary comms – (in relation to the incident) “TH angle”.

LINEOUT:

- No.2 on the mark and 2x2 at front of lineout.
- Sacking of the lifter.
- Referee the blindside of the maul (closest to you).
- Common language.
 - “Colour – Early drive”.
 - “Colour – Sacking the lifter”.
 - “Colour – Collapsing/in the side”.

SPACE:

- Primary call – “Offside” and “number” of player.
- Secondary call – “Never onside” or “Left early”.

TACKLE/RUCK:

- The 'Take out'.
- Primary call – "Colour + TAKE OUT"
- Secondary call – "Colour/number take out past the breakdown".

FOUL PLAY:

- Colour and reason.
- E.g. "Blue high tackle".

PROACTIVE vs REACTIVE COMMUNICATION

What to say, when to say it and WHY we say it!?

When communicating a message to the referee we need to first think to ourselves...

- Will this add value to our TO3?
- Will this add value to the GAME?

If the answer is YES, then it is probably a great idea to communicate this to them at an appropriate time.

EXAMPLE:

- You (AR) have noticed that Blue 8 has been aggravating players from the other team by holding them on the ground, shoving them off the ball and generally just being a nuisance.
- At first it didn't appear to be too much of an issue (not worth penalising), but you sense that if this continues he may cause another player to retaliate!
- What options do you have?

A.) Say nothing?

B.) Have a quiet word to the referee and give them the information?

This is a great opportunity for us to be PROACTIVE with our communication, rather than REACTING to an issue later that could have easily been avoided. With this information it is highly likely that the

referee will speak with the player in question. This transfers the pressure from us (TO3) onto the player!

PAUSE, THINK, ACT!! It is really important that you take the time to PAUSE and think before communicating your message. We all know there is a lot to process as a referee so if you are constantly giving them information it may be difficult for them to decipher what is relevant and what is not.

Remember: Always ask yourself the question first... "Will this information help our TEAM and will it produce a better outcome for the GAME?"

Group learning exercise:

In groups, discuss some examples of where proactive communication would be beneficial to the TO3 and the game.

Also, discuss...

When is the best time to communicate a message (that may need to be explained in some detail) and how you would say it?