

# **Australian Rugby Union**



## **Level 3 Referee Coaches Course 2003**

### **Major Project**

#### ***Evaluation of QRRA (Brisbane) Inc Referee Coaching Structure 2003***

#### ***Mentor Coaching System***

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## **SECTION 1.**

### **BACKGROUND on ORRA REFEREE COACHING**

From 1999 to 2001, Brisbane had seen a significant expansion and formalisation of a referee coaches group. Until 2002, referee coaches reported on referees in a random and what could have been described as a “movie critique” manner. A referee coach might see a range of referees over a weekend and not see these referees again for some time. There was no formal monitoring of referees across the Association except those at the top end. At selection time for finals choices were left in the hands of few.

In 2002 the QRRA, after considerable deliberation, adopted a mentor-coach model as well as continuing with the more random approach. It had been a transition period. The program was not unique and had been tried in other Associations. It initially required the identification of referees that had “potential”. These referees were invited to participate in the mentor program and conditions were outlined before they were accepted and made a commitment to be part of the program. Accredited referee coaches were also invited to apply for consideration to be part of the mentor system. At the end of the 2002 season, 33 referees out of 180 and 16 out of 22 referee coaches formed part of the program. Some referee coaches indicated that they wished to continue with the more random method of coaching as this suited their time constraints and the way in which they wanted to coach.

The referee coaching group profile reflected a membership consisting of

- active senior referees (more than 6 years experience),
- Active premier rugby referees about to make the transition to coaching,
- Recently retired referees
- Those well experienced in referee coaching and the appointments of referees at various levels in and out of Queensland.

The referee profile included, apart from the elite,

- 12 referees from pool 1 (Premier, First grade, Colts 1, GPS First XV),
- 11 from pool 2 (all other grades, schoolboys and women)

- 12 from pool 3 (junior football).

Seven referees declined the offer due to other commitments and most of these did not referee during then season. In hindsight, the referees chosen while meeting the criteria and worthy of being included in the mentoring were too many. Coaching resources were stretched. The 16 referee coaches each had 1, 2 or even 3 referees to mentor-coach and the advent of premier rugby meant that some senior referee coaches were asked to report on premier games and other mentees were not observed as much. Referee coaches in the mentor program also were randomly reporting on other referees who were highlighted for attention.

At the end of the 2002 season an evaluation was carried out with the referees and referee coaches who were involved in the mentor program over the year. This was conducted by the sending a survey form to all participants by the Referee Coaching Co-ordinator who then disseminated all the information to produce the following recommendations: -

- The mentor program should continue in 2003 but be revised.
- The selection of coaches for mentoring should be based on, suitable accreditation, demonstrated commitment over 2002 to the coaching group and satisfactory feedback reports from mentored referees in 2002 and give a firm undertaking of commitment.
- Identify from across the Association a smaller group of referees who are committed to self-improvement and have the potential to referee at Premier, 1<sup>st</sup> grade or at First XV level within 2 – 5 years.
- The selection of the referees and coaches for the program will come from a sub-committee whose membership will be decided by the Management Committee.
- Prior to the commencement of the season hold a meeting of the mentee referees and mentor coaches to set clear guidelines as to the goals of the program and the commitment of both groups.
- Upon acceptance of referees and coaches, at least 5 “cells” are formed consisting of three coaches and 5 – 6 referees, 2 of these referees to be junior referees. The cell group to meet at least three times during the season.
- Individual goals that would be monitored and evaluated to be set at the first meeting.
- Coaches will be required to observe and write reports on their mentees on at least three occasions during the season.

- Referees accepted into the program be required to take responsibility for some of their own self analysis in consultation with their coach and they are also to be involved in the coaching of new referees to the Association.

The Management Committee accepted the report and recommendations submitted by the Referee Coaching Co-ordinator at the end of 2002. As a result of these recommendations, the Referee Coaching Structure and Directions for 2003, incorporating the Mentor Program and General Coaching Program was introduced and implemented.

## **SECTION 2.**

### **ORRA Referee Coaching Structure and Directions for 2003**

#### **The Model – A Mentor Program and the General Coaching Program.**

- Referee coaching will be organised on the basis of a “general” approach and the more intensive “mentor” approach.
- Due to limited resources the mentor program will involve less referees and referee coaches than in 2002.
- A ”cell” approach with 14-15 referee coaches (mostly those not refereeing) and 26 referees is to be introduced. Each cell will consist of 2-3 referee coaches and 5-6 referees. It is anticipated that the more experienced coaches would assist less experienced coaches in the cell – coach the coach. The taking of match statistics, positional analysis statistics, assisting in assessment and sitting in on post match discussions would be considered a part of the less experienced coaches development as well as coaching the less experienced referees with a more experienced coach.
- The responsibility for the coaching of referees within the cell would rest with the coaches of the cell. The cell co-ordinator would, call cell meetings if required, review reports and make recommendations to the coaching co-ordinator and or relevant appointment officer when requested and generally be responsible for the whole group’s progress.
- The identified referees and referee coaches for the mentor program would be notified following a consultation process involving the coaching co-ordinator, referee development officer and Association President.

- Referees and referee coaches invited to be part of the mentor program would be expected to attend the first meeting of the coaches group in March. At this meeting there would be an overview of the program. The same referees and referee coaches would be expected to attend the final meeting in August for an evaluation.
- The cell co-ordinator would initially sight reports written by referee coaches within the cell and, if necessary, provide feedback to each referee coach. Reports on referees would be sent to the relevant Appointment Officers and Referee Development Officer by email. In addition, the Coaching co-ordinator would be sent reports on referees (email only) and feedback on coaching issues, should they occur.
- Referee coaches involved in the mentor program would also have the responsibility to coach in the broader general sense but it is acknowledged that a major focus of their time and attention would be on the referees in their cell.
- The referee coach will:
  - a. Hold QRRA financial membership and be an experienced referee at the level he/she initially coaches
  - b. Have actively participate in the 2002 program
  - c. Undertake to attend six coaching group meetings on the 3<sup>rd</sup> Wednesday in each month (March – August) for 2003
  - d. Observe referees within their cell and give written reports. It would be expected that each cell referee would receive regular written reports over the season. It would also be expected that a referee would receive 4 – 5 reports.
  - e. Engage in video analysis with a cell referee, if the opportunity presents itself.
  - f. Complete a “take home” Level II Referee Law exam unless completed through other courses in the last 12 months.
  - g. Participate as a coach / selector in the selection of referees for the finals.
- The Referee will:
  - a. Hold QRRA financial membership and identified by the sub-committee as a referee with the potential to move to the next level in the next 2 – 3 years.

- b. Attend regular training at Ballymore or at other approved training venues. If he/she attends training other than at Ballymore, approval needs to be given by the cell co-ordinator.
- c. Set clear, self-controlled goals for 2003, in consultation with a referee coach in the cell.
- d. Attend developments nights when possible.
- e. Attend the two referee coach meetings in March and August.
- f. Satisfy his cell coaches by June that he/she is on track to meeting the conditions outlined here.
- g. Complete a set of match statistics/positional analysis on a match by end of July.
- h. Complete a “take home” Level II Law exam unless completed through other courses in the last 12 months.
- i. Take responsibility for your development.

### **General Coaching**

- ❑ Coaches in Cell 6 will coach in a more general way given their commitment to their refereeing and in some cases their experience in coaching.
- ❑ It is hoped that they would be able to attend coaching group meetings on the third Wednesday of each month but recognizes that as referees they have commitments to other areas.
- ❑ These referee coaches would be expected to forward their written report by email to the QRU RDO who would then co-ordinate the activities of these referee coaches. The RDO would assist in the development of these referee coaches by providing them with videos for review, and then on return of reports on these videos, would offer feedback based on his own observations.
- ❑ Complete a “take home” Level II Referee Law exam unless completed through a course in the last 12 months.
- ❑ As part of their on-going development, each referee coach would be expected on at least on occasion during the season to review a report or sit in on one of their post match interviews, with a coach from the mentor program. This could be with a referee they are coaching or a referee

being coached in the mentor program. The coach in the mentor program would be expected to give feedback.

- It is hoped that all coaches, if referee commitments permit, would be involved in the selection of referees for the finals.

## **Personnel and Structure**

<b>Cell 1</b>	COACHES	3 coaches
	Target Referees	5 referees
<b>Cell 2</b>	COACHES	3 coaches
	Target Referees	6 referees
<b>Cell 3</b>	COACHES	3 coaches
	Target Referees	4 referees
<b>Cell 4</b>	COACHES	3 coaches
	Target Referees	6 referees
<b>Cell 5</b>	COACHES	2 coaches
	Target Referees	5 referees
<b>Cell 6</b>	COACHES	General coaching – 19 coaches

## **SECTION 3**

### **Evaluation and Recommendations for 2004**

At the end of the 2003 season an evaluation was carried out with the referees and referee coaches who were involved in the Mentor Program over the year. See Section 5 Appendix for a copy of the survey / evaluation forms that were sent to the coaches and the referees. There were 26 referees in the program with 10 responses, 13 referee coaches with 5 responses and 5 cell co-ordinators with 3



responses. The following three sub-sections deal with the summary of the evaluation responses. The questions posed in the survey form have been derived from the criteria set down for participating members.

### **3.1 CELL GROUP COACHING CO-ORDINATOR FEEDBACK**

#### **MEETINGS**

##### **Question 1. Did you as cell co-ordinator call meetings of your group?**

The number of meetings called by a cell co-ordinator varied between 2 and 5 although all members within that cell were unable to attend all of these due to work, family or other commitments. One cell co-ordinator, who did not respond to this survey but through information supplied by referees within that cell, did not even organize one meeting for his group which placed the whole mentor system plus all of his cell members at a distinct disadvantage.

##### **Question 2. Did you set a timetable for regular meetings of the group?**

One cell co-ordinator set a timetable for 6 weekly meetings but due to work, family and other commitments of the members, this timetable was unable to be met. The other co-ordinators scheduled meetings when they thought there was a need although time and availability was prohibitive in having all members present.

##### **Question 3. Did your group discuss Referee Goal Setting?**

Each cell co-ordinator that responded discussed goal setting as a group with all referees submitting their SMART goal plan. One co-ordinator advised that one referee within his cell submitted his plan much later than expected and measured this as the referee's interest in being part of a cell, setting goals and of his commitment to the mentor program.

##### **Question 4: Where there any other actions undertaken by the group that has not been listed?**

Only one cell co-ordinator undertook other actions that were not listed in the criteria outlined in the mentor system document. This co-ordinator arranged for his cell members to meet to learn how to take Match statistics, Positional analysis and how to analyze these statistics.

### **Recommendation for Meetings:**

- The cell co-ordinator at the first meeting of the cell set a timetable of dates for future meetings so that all members can plan and organize to attend these meetings.
- All referee coaches and referees selected to be part of the mentor program must acknowledge their interest and commitment to the program upon advice of their selection in the program.
- The cell co-ordinator undertakes to ensure that all members of his cell are educated in the taking of Match Statistics and Positional Analysis and how to analyze these statistics.

### **COMMUNICATION**

#### **Question 1. Did you communicate with the other cell referee coaches in respect of viewing the referees in your cell?**

Communication between the co-ordinator and referee coaches varied distinctly from weekly in one cell, monthly in another cell and very seldom in the other cells. In some cells, where the referee coach also was an active referee, these referee coaches were left out of the communication loop due to their preference of accepting weekly refereeing appointments. This also had the adverse effect of the referees in that cell having fewer sightings due to the unavailability of a referee coach.

#### **Question 2. Did this result in referees in your cell being seen on a regular basis?**

Where communication was on a regular basis between the co-ordinator and the referee coaches, referees within that cell were seen on a regular basis with the referees having at least 4 reports completed on them during the season. In comparison, referees in cells that only had contact on a monthly basis were only sighted spasmodically while referees in other cells, where communication between the co-ordinator and the referee coaches was very irregular, had possibly only one sighting or no sightings at all during the season.

#### **Question 3. Did you communicate with the cell referees on a regular basis to obtain feedback or pass on information?**

Co-ordinators of two cells communicated with referees in their cell on a weekly basis whereas other co-ordinators only communicated with the referees on a monthly basis or very seldom or not at all. Communication on a weekly basis with referees in their cell provided a strong bond within that cell

where each referee coach and referee learnt from each other and brought about consistency within coaching particularly. Referees in other cells have indicated through their feedback that due to lack of communication by the cell co-ordinator, they questioned the viability of being a member in a cell in the mentor system in respect of them obtaining the proper coaching that the system was designed to do.

**Question 4. Did you provide feedback to the referee coaches in your cell group on reports that they submitted?**

Where a cell had a junior or less experienced referee coach associated with it, the cell co-ordinator was expected to provide feedback to the referee coach on their reports as part of the coach the coach aspect of the mentor system. Only in two cells did this feedback occur regularly and usually in the form of verbal feedback. The lack of communication, co-ordination and sighting of referees in other cells did not allow for this aspect of the system to be addressed.

**Recommendations for Communication:**

- Cell co-ordinators should be in contact with the other referee coaches in that cell on a weekly basis to discuss their availability and to arrange which referees in their cell will be seen and by whom for that particular week. This will allow for referees in that cell to be seen on a regular basis.
- Cell co-ordinators should have contact with the referees in their cell to obtain feedback from their recent game or to pass on information that is pertinent to the operation of the cell on a weekly basis at least.
- Cell co-ordinators should provide feedback on all reports from the referee coaches in their cell especially if the referee coach is a less experienced coach in that cell.

**GENERAL**

**Question 1. Do you feel that your cell worked as a unit?**

For those cell co-ordinators that responded, they feel that their cell worked well as a unit for the first year of operation. The reasons for the success of the cell was the enthusiasm of the referee coaches

and referees in the cell to make it work, the results at the end of the year and the feedback received on referees in those cells from personnel at other levels of rugby.

**Question 2. Did you request feedback from referee coaches in the cell in regard to how the unit was operating?**

Referee coach feedback on this question covered the aspects of how the unit worked and the mentor system in general. Their feedback varied across a number of points of which the main ones were very positive in that these reflected what the system was designed to do:

- Good model to develop the one-on-one rapport with referees.
- Great way as a coach to develop observational skills.
- There was a significant development of members of the cell that the coach was associated with.
- Tools learnt have been instrumental in the coach's development and the camaraderie within the cell encouraged the coach to new challenges.
- The general group of coaching has allowed the coach to gain confidence.
- Excellent way to coach the coach.

A number of referee coaches found that their personal availability limited their contribution to the unit and the diverse range of matches that that coach was able to view challenged them.

**Question 3. Did you request feedback from the referees in the cell in regard to how the unit was operating?**

Compared with the referee coach, referee feedback on this question only covered the aspects of the mentor system in general. Their feedback varied across a number of points of which the main ones were highlighting the deficiencies that they see in the mentor system although there are positive points, which have also been presented:

- Working to a plan negotiated with a coach was great.
- More use of modern technology.
- Need for more quality coaches and greater emphasis on the cells working together.
- Cell coaches had a lot of other things to do and were genuinely stretched. Having only one report is not a good scorecard.

- An excellent start to the season – cell meetings, emails communication and first game coaching. Meetings kept up but my cell communications diminished and no more reports.
- Cell co-ordinators willing to and capable of doing the job well.
- Communication within the cells needs attention.

**Recommendation for General:**

- For the cell to operate well as a unit there is a need to ensure that the referee coaches not be over committed
- Close consideration should be given to personality link ups when constructing the cells.
- Referee coaches should not become as referees even at peak appointment times as it draws resources away from where they are intended.
- Cell organization and framework is reviewed with the emphasis being on the duties and responsibility of the cell co-ordinator.

**3.2 CELL GROUP REFEREE COACH FEEDBACK**

**VALUE AS A MEMBER**

**Question 1. Do you feel that being a member of a cell group has contributed to your development as a Referee Coach?**

All referee coaches who responded to the survey have found that being a participant in the mentor system has contributed to their continued development as a referee coach in a very positive fashion. On the essential points contributing to this development, the following is a precise of points each referee coach has provided:

- Able to work as part of a team environment.
- Build a strong rapport among members of the cell.
- Learn new skills and strategies from other coaches and referees.
- Reinforcement of coaching skills learnt previously.
- Learn to deal with different levels of ability.
- Learn to develop different coaching techniques.
- Made a contribution to the development of referees in Brisbane.
- Made a contribution to the development of referee coaches.

Being a member of a cell group could be summed up in that this mentor system structure provides a necessary point of cross-fertilization of ideas, of collective wisdom to assist particular referees, and discussion of the ways to develop particular referees. This beneficial process naturally improves one's perceptions, problem solving and coaching skills which makes one a better coach.

**No recommendations.**

## **COACHING**

### **Question 1. Where you able to coach all the referees within your cell?**

All Five responding referee coaches were able to coach all the referees in their cell except for two of them due to the work, family and other rugby appointment commitments. Referees coaches in other cells were not able to view all of their referees due to the lack of organization and communication by the cell co-ordinator.

### **Question 2. What "TOOLS" did you use in the coaching of these Referees?**

The variety of "TOOLS" available for referee coaches were listed on the survey and for them to answer Yes or No to their use of them.

- Match statistics were compiled by all Five coaches
- Positional Analysis statistics were compiled by all Five coaches
- Assessment (short version) was only undertaken by Three of the coaches
- Post match discussions was undertaken by all Five coaches
- Reports (movie critique) were compiled by all Five coaches
- Video Analysis was undertaken by Four of the coaches
- Ball Line Running Statistics were compiled by all Five coaches.

### **Question 3. How many reports did you submit using the above tools?**

The five referee coaches compiled the following number of reports using the listed "TOOLS".

<b><u>Coaching Tool</u></b>	<b><u>No. Of Reports</u></b>
• Match statistics	76

• Positional Analysis statistics	40
• Assessment (short version)	11
• Post Match discussions	86
• Reports (Movie critique)	86
• Video Analysis	16
• Ball Line Running Statistics	36

**Question 4. Did you attend Coaches group meetings throughout the season?**

Referee coaches meetings are held once a month where someone from the coaching group does a presentation on a subject that will assist in the development of referee coaches. All Five responding coaches attended all of these meetings which are normally well attended by the majority of referee coaches in Brisbane.

**Question 5. Where these Coaches meetings of benefit to you?**

All Five referee coaches replied in the positive that these meetings are of benefit to them in their development and education as a referee coach. The benefits that obtained by each of the coaches at these meetings are:

- Able to keep up to date with contemporary issues
- Meet with other coaches and discuss problems
- Affirm that, as a referee coach, he/she is on the right track
- Networking, sharing ideas in principal
- Discussion in respect to particular issues/referees
- Consistency in coaching approach
- Developing referee coaching
- Importance of objective measures in coaching
- Level 3 Referee Coaches willing to give back to the Coaching group

**Question 6. Did you coach any Referees outside of your cell group?**

The Five referee coaches all undertook coaching outside of their cell group due to the following reasons:

- Present at a ground where no other coaches present.
- Request by a referee in another cell
- Request by a cell group coach
- Request by Appointment Board
- Referees generally non cell referees – Junior referees
- At a ground to view cell referee and non-cell referee was appointed to earlier game.
- If refereeing, took opportunity to look at referees refereeing the game before or after.

### **Recommendations for Coaching:**

- Forward planning, organization and communication by the cell co-ordinator would ensure that all referee coaches are able to view all the referees in that cell and provide feedback based on their individual skills and techniques.
- All referee coaches are educated and have a full understanding of the use of the various 'TOOLS' that are available to them.
- Ensure Referee Coaching meetings are maintained and that the subjects of presentation continue with the level of education that has been supplied in the past.
- Encourage Referee coaches to view and report on referees outside of their cell group if the opportunity exists for them.

### **ISSUES**

**Question 1. Did you encounter any problems in carrying out your coaching duties within the cell group?**

Only three of the responding referee coaches stated that they encountered problems but it could be assumed that these problems exist in all cell groups. Some of these problems are real issues and need to be addressed for 2004 for cell groups to function properly. Problems reported are:

- Missed coaching of cell referees because of referee appointments at peak periods during season.



- Getting other cell member referee coaches to develop cell referees and to network – reasons for this range from too busy privately or have refereeing /administrative duties.
- Lack of commitment and willingness on the referee’s part to be part of the program.
- Referee coaches not being seen as having the credibility to compile reports on certain levels of referees.

It should be pointed out that only 3 of 17 referee coaches assigned to cell groups for 2003 were not active referees throughout the season. Of those active referees, the different levels of competition that they referee at restricted them from undertaking their responsibilities in regard to coaching.

**Question 2. Do you feel that the Mentor program is meeting the overall needs of the QRRR?**

The referee coaches response to this question varies in relation to the mentor program meeting the needs of the QRRR. The coaches believe it is meeting the development needs of the QRRR and the personnel involved and also indicate that there is still room for improvement. Comments by these coaches are:

- Overall a good system but some tweaking and fine-tuning required in regard to the cells and coaches involved.
- The cell group structure has served a couple of purposes.
  1. To enable the coaching of coaches and hopefully bring about consistency in coaching. This will not be fully achieved in one season.
  2. To fast track and develop those referees that are recognized as having potential.
  3. It is believed that the Association has moved along these directions and met with some success but there is still a way to go with fine-tuning.
- It is meeting the development needs of the personnel involved but at the same time it detracts from development of other referees (Junior) because of the concentration of a limited asset/ resource (coaching time) to a limited number of beneficiaries. There must be more attention to appointment detail or cell grouping to accommodate the coaches to report on non-cell referees.
- Identification of referees with ability and commitment to become participants in the mentor program.

**Recommendations for Issues:**

- Referee coaches are non-active referees if possible.

- That the combination of referee coaches in a cell will work together to develop those referees in their cell.
- Referees show a commitment and willingness to be part of the program.
- The education of the less experienced coach through coach the coach with referees at all levels to obtain more credibility.
- Construction of a cell structure to ensure that at least one cell of referee coaches is dedicated to the development of junior referees.
- Referee coaches to identify referees with ability and commitment to become part of the mentor program.

### **3.3 CELL GROUP REFEREE FEEDBACK**

#### **REQUIREMENTS OF REFEREE AS MEMBER OF CELL GROUP**

**Question 1. Did you attend regular training at Ballymore or at other approved training venues?**

Of the 10 referees out of 26 who responded to this survey questionnaire, 8 attended regular training at Ballymore under the supervision of a qualified coach arranged by the Management Committee of the QRRA (Brisbane) Inc. The other 2 referees, because of work commitments, were unable to train with the QRRA squad and arranged specialized training on their own behalf. It is not known whether the cell co-ordinator was aware of this specialized training or had actually approved this training. Of the other referees who did not respond, it is known that attendance at training was when they felt like it. This lack of attendance at training was disappointing from referees who claim they want ‘to go further’ yet still are waiting for ‘someone else’ to kick start their careers.

**Question 2. Did you set clear, self-controlled goals for 2003, in consultation with a referee coach in your cell?**

Nine out of the ten referees set self-controlled goals with a referee coach within their cell in accordance with the set criteria. The one referee who did not set self-controlled goals reported that there was no cell meeting called in order for referees in that cell to complete this requirement of

them. Of the nine who did set self-controlled goals, only two of them actually achieved their goals for 2003. The reasons given by the remaining referees are as follows:

- Did not achieve fitness goal due to injury.
- Did not revise goals after a setback such as injury.
- Time and management could have been more effective to ensure the goals were followed through.
- Did not regularly review the goals, therefore getting sidetracked.
- Inability to maintain an adequate level of training.

**Question 3. Did you attend development nights organized by the QRRA?**

Development nights are organized by the Management Committee to be an education lecture to ensure that all referees are up to date with the latest issues and interpretations of Law for the various phases of the game. The criteria set down for referees were for them to attend as many development nights when possible. Three of the responding referees attended all development nights (total of 8) whereas the remainder attended an average of 4 for the season. One of the issues regarding these nights and the attendance by referees was that they were generally poorly presented with little sensible support from attendees.

**Question 4. Did you complete a set of match statistics/positional analysis on any of your matches?**

All of the 10 respondents completed a set of match statistics/positional analysis on any of their matches except for one referee. The one exception is the referee whose cell co-ordinator did not arrange any cell meetings whereas this information and requirement was not afforded to that referee. The number of statistics compiled by each referee ranged from 1 to 8 with most referees compiling 3 sets of statistics. Has this compilation of statistics on your own game assisted in your referee development, the following is a precise of the replies provided by the referees:

- Yes it has. It allowed me to identify aspects of my game where my positional play was preventing me from effectively refereeing the tackle.
- These match statistics/positional analyses helped me to see where I was refereeing well/having difficulty. It allowed me to see the problems and be able to fix them a lot quicker. Voice analysis also was of great assistance.

- Positional analysis assisted me to adjust my running lines to be in line or above the benchmarks.

### **Recommendations for Requirements of Referee as member of Cell Group:**

- Cell co-ordinator to ensure that referees in his cell are regular attendees at organized training.
- Cell co-ordinator to regularly contact referees in his cell and review their goals.
- Cell co-ordinator to emphasize to the referees in his cell the importance of attending development nights, as they are important for him to keep abreast of all contemporary issues.
- That criterion for referees is introduced whereas they take responsibility to view videos of their games, compile match statistics, positional analysis statistics and analyze their game as part of their development.

## **COACHING**

### **Question 1. On how many occasions this season were you seen refereeing by you Mentor Coach?**

The number of occasions referees were seen by their mentor coach is quite varied across the referees who have responded. The total number of times these referees were sighted totals 48 times. Some referees were seen up to 10 times whereas other referees were only seen 2 times during the season. This in itself is a reflection to the organization of the cell and once again responsibility for this must fall upon the cell co-ordinator.

On most occasions where a referee has been sighted, a verbal report has been delivered and on all occasions, a written report has been submitted. The exception to this is where a referee was sighted on at least 9 occasions, received verbal reports but then only received 3 written reports.

Of the written reports submitted, 13 were standard reports including match statistics, 20 reports were standard reports that contained match statistics and positional analysis statistics. One report was deemed to be non-constructive and contained no statistical evidence to verify the findings.

Of an interesting nature is the comparison of reports submitted for referees in a particular cell. Two referees have received at least 8 reports whereas two other referees in the same cell only received two reports. Again, an organizational issue that only the cell co-ordinator can control.

**Question 2. Were you videoed this season and provided with a copy that utilized the Association's equipment?**

The Association, in supporting the introduction of this mentor system, purchased high quality video equipment that is used to video many of the games occurring in the Brisbane senior and junior competitions as an assistance to all the referee coaches. All of the responding referees except two where videoed refereeing a club competition game during the season. Of the eight to have their game on video, only 4 referees were able to have their mentor coach review the video with them or have feedback from the mentor coach who individually reviewed the video. All referees agreed that to have the video reviewed with them or have feedback from the mentor coach after reviewing the video was a positive factor in them improving their refereeing.

**Question 3. Has the use of any video taped matches assisted in your referee development?**

All of the responding referees agree that the use of video has assisted in their referee development. The following precise of remarks by the referee's outlines the ways it has assisted them develop their refereeing skills:

- It allowed me to see what was happening, which in many cases was different to what I thought was happening. Video is perhaps the best tool to improve your refereeing.
- It identified flaws in my game. There is no greater coaching tool than to hear yourself and watch your performance.
- It allowed me to see how I was actually moving and position myself on the field rather than where I thought I was. It has allowed me to re-think my positional play and my running lines in order to improve my movement around the field and increase my view and perspective of the tackle phase.
- Learning the self-analysis techniques and applying them to my own game has helped me become more critical of my own game.
- I can and have seen areas in my games that I can improve. I have been able to see errors that I have made and used this information to be able to correct them. I have used them to listen and write down what communication I have used during games. Interesting that I say far too much to the players.

**Question 4. Did you set goals in consultation with your mentor coach?**

Eight of the ten referees set season goals with their mentor coach. Of the other two referees, one did not set any goals, as his cell co-ordinator did not arrange a pre-season cell meeting. The other referee approached the QRRA Coaching Co-ordinator to assist him in setting out his goals because neither his mentor coach nor the other coaches in that cell discussed the setting of goals. Some of the referees have listed up to five goals while the remainder has opted for a manageable number of three. Most of the goals are consistent across the referees although some referees have opted to define their goals by indicating levels that they wish to achieve. The common goals stated are:

- To referee positional play to benchmark standards.
- To improve my running lines to benchmark standards.
- To achieve a certain level of fitness and then maintain it.
- Understanding and applying the law in terms of the IRB descriptors.
- Consistency throughout my refereeing, particularly at the tackle/ruck/maul.

**Question 5. Of those goals above, list the ones that you believe you achieved or made significant steps towards achieving:**

Of the nine referees who set goals for the season, only four have deemed that they achieved those goals. One referee who met his goals of fitness believed he should have set a higher level to achieve in hindsight. The other five referees met the majority of their goals but failed to achieve one of their goals which was either the level of fitness they desired, due to an injury occurring, or the understanding and applying the law in terms if the IRB descriptors. Each of these referees who failed to achieve their goals did not at any stage review their goals throughout the season or have their mentor coach or cell co-ordinator review their goals with them.

**Question 6. What value would you place on the advice given to you by your mentor coach?**

The rating range for this question is 1 to 10 with 10 being the highest. The ratings provided by the referees are:

<u>Rating</u>	<u>Number of Referees</u>
10	3
9.9	1
9	1
8	3
2	1
1	1

The last two ratings were expected as two of the referees have already advised that their mentor coach did not organize any meetings prior to or during the season.

**Question 7. On average, how regular was the contact with your mentor coach?**

Referees contact with their mentor coach again varies distinctly and is common to the replies provided for the rating. Four referees had contact with their mentor coach on a weekly basis, Two had contact on a fortnightly basis, two had contact on a monthly basis and two had rarely any contact at all. On reviewing the data supplied by the referees for the questions in this COACHING section, it is evident that the referees who had contact with their mentor coach on a weekly basis where the referees who received the most number of reports, had reviews of videos undertaken with them, met their goals and have given the mentor coach the higher rating.

**Question 8. From you point of view has the mentor system benefited your referee development.**

**If so, how?**

Apart from the one referee who feels that 2003 was a disappointment to him due to his cell group not being operational, all other referees have indicated that the system has definitely benefited their referee development. The manner in which the system has benefited each referee is:

- The advice and help provided by a referee coach has been very beneficial.
- The system in place has enabled me to structure my overall development by focussing me on what is important to develop and improve what is not. It also provides a positive environment whereby I can talk to my mentor coach about problems I may be experiencing, as well as the ability to talk to fellow cell referees and ask their perspective and advice.
- Absolutely, the mentor coach system have benefited my refereeing, When you have repeated contact and feedback from a coach you trust and respect you can only improve.
- For the system to work, the mentor needs to be realistic in their expectations of you, and as the referee, you have to be prepared to put the effort in. Having one mentor is the ideal solution. That way you only get one viewpoint and can work towards a common goal together.
- Without the mentor system, I would not have achieved in the past two seasons what I have achieved. It's all been due to great coaching.
- I was able to target those areas of my game of my game, which required specific attention and rectify them within a rapid timeframe. Being coached by other referee coaches within the cell is

always constructive; however, it is beneficial to have a central point of referral to stay on track with an agreed game plan.

- The mentor system has been very helpful in my development because the analytical tools I learned during the season can be used on all of my games in the future. Now I have a better understanding of how I can help myself improve. It is also very important to set goals early before the season begins and as I now realize, to revise those goals as the season progresses.
- The mentoring system has benefited my development as a referee because it allowed me to have exposure to games that I doubt I would have been considered for if not a member of a coaching cell. It also gave me the opportunity to be videotaped. This was instrumental for me in seeing some of the problems that I have been encountering and allowing me the opportunity to develop better ways of doing things to improve my refereeing.

**Question 9. Do you have any views in what ways the 2003 Mentor Coaching System could be improved?**

Each of the referees have provided their views on ways the 2003 Mentor Coaching System which are as follows:

- I feel that the system has worked best for me with frank and honest discussion of performances and related game issues. There is a commitment that needs to be made from both the referee and the mentor coach.
- Ensure those referee coaches involved are willing to take an active role within both the system and their assigned coaching cell. They must be willing to meet regularly with their mentored referee to discuss things such as goal setting, coaching reports and training performances.
- Overall I thought the program was a success and would like to continue to be involved in the future. My only criticism would be that some of the coaches are carrying ore of the load than others in the cells.
- As an extension to the mentor program, input by all referee coaches for weekly appointments would assist the development of referees.
- A mid season review to make changes to cell squads when certain people are not performing or personality issues are occurring



- More links between experienced referees and younger referees in the squads through appointments.
- I would suggest maintaining the same mentor for at least 2 seasons if possible. I have found it has taken a full season to establish the appropriate communication lines, and will gain better results with an additional season of communication.
- The only way the mentor system can improve is if both the referee and the coach believe in the system and want it to work. To get it to work more efficiently referees and coaches have to be matched up to personalities. They have to trust and respect each other. If not it will never work. I think that the mentor coach system could also be improved if we had more quality mentor coaches.
- Greater communication between the mentor coaches, the mentor programs co-ordinator, and the appointment officers. Feedback on referees in these mentor cells needs to be distributed more regularly and the recommendations made should be more closely considered.

### **Recommendations from Coaching:**

- Cell co-ordinator to ensure that referees in their cell are seen on a regular basis and a written report is submitted.
- The Coaching Co-ordinator to organize that each referee in a cell group has the opportunity to have at least one match videotaped during the season.
- Referees to take more responsibility by reviewing their own videotaped games and using the necessary coaching tools, analyze their performance.
- Cell co-ordinator to ensure all referees within their cell set season goals with their mentor coach or a cell referee coach.
- Cell co-ordinator or mentor coach to review referee's goals on a regular basis.
- Mentor coaches to have regular contact with their mentee referee. Once a week would be ideal or at least once a fortnight.
- Referees to take more responsibility with their development especially in regards to training and attending development meetings.
- A mid season review by the Coaching co-ordinator to ensure that all cells are operating smoothly and that there is no personality issues.

## **SUMMARY OF RECOMMENDATIONS**

Overall, it has been found that the 2003 Mentor Coaching System has been successful and while the cell approach to referee coaching should continue, modifications are necessary to enhance the coaching of all referees, not only in the cell structure, but at all levels of refereeing in Brisbane. To accomplish this, the compilation of the cells should address not only the coaching of those referees identified with ability and commitment to improve to a higher level over the next 2 to 5 years, but also address the coaching of referees at the Community Rugby level and the Junior Rugby level.

The construction of the cells need to take into account the modifications as stated in above paragraph but also the feedback supplied by those referee coaches and referees who were involved in the 2003 coaching program. Feedback has indicated that the number of referees in the cell groups were too many for the referee coaches to ideally sight them all regularly and provide the expected written reports. This feedback has also indicated that referee coaches should only be involved in cell groups who have indicated that they are completely committed to the program. By this, their priority should be that of a referee coach and not an active referee which would impede them from conducting their intended duties. It is expected that at least one of the referee coaches in the cell group would be a Level III Referee Coach.

Taking all this information on board, the cell groups, to accommodate the identified referees, should be structured to have two referee coaches, one being the designated cell co-ordinator, and four referees. This is a reduction in referee and referee coach numbers from 2003 but should be a more manageable cell group. A further cell group consisting of four referees coaches, one of them being the cell co-ordinator, would take on the responsibility of sighting and reporting on those referees appointed to all Junior games. Other coaches not involved in any cell group would take on the responsibility of sighting and reporting on referees mainly involved in refereeing at the Community Rugby level. To accommodate the coach the coach aspect within the coaching system, coaches sighting referees at the Community or Junior levels would be encouraged to work with any of the Level III Referee Coaches. This would involve that coach to sit in with them while they are viewing a referee to become more accustomed to the coaching tools that the Level III Referee Coach is utilizing.

To ensure that the cell groups work efficiently and effectively in the future, new mechanisms need to be put in place. These mechanisms would be in the following form:

- The QRRRA Coaching Co-ordinator to set dates for a mid-season review and an end of season final review.
- The QRRRA Coaching Co-ordinator to set desired dates for all the cell groups to have expected criterion in place.
- The QRRRA Coaching Co-ordinator to have regular communication with all cell co-ordinators to ensure that there are no issues arising within the cell, to obtain reports on the planning of meetings for the cell and to ensure that all reports for that cell group have been forwarded to the proper authority.
- Criteria needs to be established for the cell group co-ordinator so that regular communication is maintained between them and the other referee coaches and the referees within that cell group. This criteria would involve the following requirements:
  1. Arrange and conduct an initial meeting with all members of the cell group to set season goals for the referees and set up a timetable for meetings, where all members are available to attend, which should occur every four weeks at least.
  2. Cell co-ordinators should be in contact with the other referee coaches in that cell on a weekly basis to discuss their availability and to arrange which referees in their cell will be seen and by whom for that particular week. This will allow for referees in that cell to be seen on a regular basis.
  3. Cell co-ordinators should have contact with the referees in their cell to obtain feedback from their recent game or to pass on information that is pertinent to the operation of the cell on a weekly basis at least.
  4. Cell co-ordinators should provide feedback on all reports from the referee coaches in their cell especially if the referee coach is a less experienced coach in that cell.
  5. All reports submitted by referee coaches in that cell to be forwarded on to the Coaching Co-ordinator.
  6. The cell co-ordinator undertakes to ensure that all members of his cell are educated in the taking of Match Statistics and Positional Analysis and know how to analyze these statistics.

7. Cell co-ordinator to emphasize to the referees in his cell to be regular attendees at organized QRRA training or other approved training venues.
8. Cell co-ordinator to regularly contact referees in his cell and review their goals.
9. Cell co-ordinator to emphasize to the referees in his cell the importance of attending development nights, as they are important for them to keep abreast of all contemporary issues. Also be available to attend the mid-season review.
10. The Coaching Co-ordinator to organize that each referee in the cell group has the opportunity to have at least one match videotaped during the season.

By implementing these criteria for the cell co-ordinator, this should remove the problems encountered in the past where a cell group has become non-operational due to lack of communication and organization.

The responsibilities of the Referee Coach is to sight each of the referees in their cell group on a regular basis and provide verbal feedback and written reports on the referee's performance. This person would also assist their cell co-ordinator in the administration of the unit and be pro-active in communicating with the referees in that cell. Referee coaches will also undertake the responsibility to identify referees, at all levels, with ability and commitment to become part of future mentor programs. If time permits, cell referee coaches would have the responsibility to coach referees in the broader general sense at the Community and Junior Rugby levels.

Referees must also be pro-active and be prepared to contact their cell co-ordinator, mentor coach or cell referee coach if they feel that the cell group is not operating as a unit. They also must take on the responsibility of being responsible for their development and not leaving all the work to the referee coach. To do this, the referee would undertake:

- The responsibility to view videos of their games, compilation of match statistics, positional analysis statistics and analyze their game as part of their development.
- The responsibility with their development especially in regards to training and attending development meetings.

The Mentor Coaching Program is a good system. With greater communication between the Coaching Co-ordinator and Cell Group Co-ordinators, more detailed planning within the cell groups by all members, the ideals of this program should be met with the development and education of Referee and Referee Coaches being more evident by seasons end.

I would like to thank all the Referee Coaches and Referees of the QRRRA (Brisbane) Inc who took the time to complete the survey questionnaires, which provided the data, that enabled this evaluation to be undertaken.

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## APPENDIX 1

### Coaching Group Co-ordinator Feedback on ORRA Mentor Coach System

As you would be aware, I am participating in the ARU Level III Referee Coaching Course this year. I nominated my major project to be the evaluation of the QRRA Mentor Coaching System that was in place during 2003 in Brisbane. As a participating Group Co-ordinator in this program, I would be grateful if could you please complete the following survey / evaluation form of the mentor system. Your responses and comments will be kept CONFIDENTIAL and names will not be a part of the report. All responses and comments will be aggregated under each of the sections. Thank you for your assistance. Should you wish to discuss this survey form or need clarification of the questions, please contact Geoff Pegg 3281 4811 (home) or 0409 192 396 (mobile).

Return by e-mail to [geoffpegg@bigpond.com](mailto:geoffpegg@bigpond.com)

Deadline for submission – December 31<sup>st</sup> 2003

Name: \_\_\_\_\_

Panel Coaches: \_\_\_\_\_

Panel Referees: \_\_\_\_\_

The AIM of this questionnaire is to obtain information in how you went about organizing your cell of referee coaches and referees for the season.

**PLEASE STRIKETHROUGH EITHER (YES) OR (NO) FOR THE OPTION THAT DOES NOT APPLY**

#### MEETINGS

**Q 1. Did you as co-ordinator call meetings of your cell as a group?** (YES) (NO)

If YES the Number of times: \_\_\_\_\_

Where all cell members available to attend these meetings? (YES) (NO)

If NOT, what were the reasons?

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**Q 2. Did you set a timetable for regular meetings of the group?** (YES) (No)

If YES, how often:	Weekly	(YES)	(NO)
	Fortnightly	(YES)	(NO)
	Monthly	(YES)	(NO)
	Other	Please state: _____	

Did your manage to meet this timetable? (YES) (NO)

If NO, what were the reasons?

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**Q 3. Did your group discuss Referee Goal Setting? (YES) (NO)**

If Yes, did all referees submit their goal setting plan? (YES) (NO)

If NO, what was the reason?

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**Q 4. Where there any other actions undertaken by the group that has not been listed? (YES) (NO)**

If YES, Please list these issues:

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**COMMUNICATION**

**Q 1. Did you communicate with the other cell referee coaches in respect of viewing the referees in your cell?**

(YES) (NO)

If YES, how often:            Weekly            (YES) (NO)  
   Fortnightly        (YES) (NO)  
   Monthly            (YES) (NO)  
   Other                Please state: \_\_\_\_\_

**Q 2. Did this result in referees in your cell being seen on a regular basis? (YES) (NO)**

If NO, what were the reasons that viewing of the referees could not be conducted?

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**Q 3. Did you communicate with the cell referees on a regular basis to obtain feedback or pass on information?**

(YES) (NO)

If YES, how often:            Weekly            (YES) (NO)  
   Fortnightly        (YES) (NO)  
   Monthly            (YES) (NO)  
   Other                Please state: \_\_\_\_\_

If NO, what were the reasons that no communication took place?

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**Q 4. Did you provide feedback to the Referee Coaches in your cell group on reports that they submitted?**

(YES) (NO)

If NO, what were the reasons?

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**GENERAL**

**Q 1. Do you feel that your cell worked well as a unit?** (YES) (NO)

If YES, what contributed to this?

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If NO, what were the issues?

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**Q 2. Did you request feedback from the referee coaches in the cell in regard to how the unit was operating?**

(YES) (NO)

Was this feedback positive or negative? (YES) (NO)

If YES, how did you use this feedback?

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If NO, what action was undertaken by you?

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**Q 3. Did you request feedback from the referees in the cell in regard to how the unit was operating?** (YES) (NO)

Was this feedback positive or negative? (YES) (NO)

If YES, how did you use this feedback?

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If NO, what action was undertaken by you?

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**Are there any other issues that have not been covered by the above questions that you wish to comment on?**

List these issues:

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**APPENDIX 2**

**Referee Coach Feedback on QRRR Mentor Coach System**

As you would be aware, I am participating in the ARU Level III Referee Coaching Course this year. I nominated my major project to be the evaluation of the QRRR Mentor Coaching System that was in place during 2003 in Brisbane. As a participating referee coach in this program, I would be grateful if could you please complete the following survey / evaluation form of the mentor system. Your responses and comments will be kept CONFIDENTIAL and names will not be a part of the report. All responses and comments will be aggregated under each of the sections. Thank you for your assistance. Should you wish to discuss this survey form or need clarification of the questions, please contact Geoff Pegg 3281 4811 (home) or 0409 192 396 (mobile).

Return by e-mail to [geoffpegg@bigpond.com](mailto:geoffpegg@bigpond.com)

Deadline for submission – December 31<sup>st</sup> 2003

Name: \_\_\_\_\_

Panel Coaches: \_\_\_\_\_

Panel Referees: \_\_\_\_\_

The AIM of this questionnaire is to obtain information regarding your analysis of the Mentor Coach System introduced by the QRRR for 2003 as a participating Referee Coach.

**PLEASE STRIKETHROUGH EITHER (YES) OR (NO) FOR THE OPTION THAT DOES NOT APPLY**

**VALUE AS A MEMBER**

**Q 1. Do you feel that being a member of a cell group has contributed to your development as a Referee Coach?**  
(YES) (NO)

If YES, what was the essential points contributing to your development?

Please state:

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If NO, what could be introduced that would assist your development.

Please

state:

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**COACHING**

**Q 1. Where you able to coach all the Referees within your cell? (YES) (NO)**

If NO, what were the reasons?

Please \_\_\_\_\_ state:

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**Q 2. What “TOOLS” did you use in the Coaching of these Referees?**

Statistics	(YES) (NO)
Positional Analysis Statistics	(YES) (NO)
Assessment	(YES) (NO)
Post Match Discussions	(YES) (NO)
Reports (movie critique)	(YES) (NO)
Video Analysis	(YES) (NO)
Ball Line Running Statistics	(YES) (NO)

**Q 3. How many reports did you submit using the above tools?**

Statistics	Number: _____
Positional Analysis Statistics	Number: _____
Assessment	Number: _____
Post Match Discussions	Number: _____
Reports ( movie critique)	Number: _____
Video Analysis	Number: _____
Ball Line Running Statistics	Number: _____

**Q 4. Did you attend the Coaches Group meetings throughout the season?**

(YES) (NO)

If YES, did you attend all? (YES) (NO) Did you attend some? (YES) (NO)

If NO, what were the reasons?

Please \_\_\_\_\_ state:

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**Q 5. Where these Coaches Meetings of benefit to you? (YES) (NO)**

If YES, what were the benefits?

Please \_\_\_\_\_ state:

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If NO, do you have any suggestions that will provide benefits to you?

Please \_\_\_\_\_ state:

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**Q 6. Did you coach any Referees outside of your cell group? (YES) (NO)**

If YES, was there any particular reason for this?

Please \_\_\_\_\_ state:

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If NO, was there any particular reason for this?

Please state:

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**ISSUES**

**Q 1. Did you encounter any problems in carrying out your coaching duties within in the cell group? (YES) (NO)**

If YES, what where these?

Please \_\_\_\_\_ state:

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**Q 2. Do you feel that the MENTOR PROGRAM is meeting the overall needs of the QRRR?**  
(YES) (NO)

If NO, do you any suggestions in that this system can be enhanced?

Please

state:

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**Q 3. Are there any other issues that have not been covered by the above questions that you wish to comment on?**

List these issues:

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## **APPENDIX 3**

### **Referee Feedback on QRRA Mentor Coach System**

As you would be aware, I am participating in the ARU Level III Referee Coaching Course this year. I nominated my major project to be the evaluation of the QRRA Mentor Coaching System that was in place during 2003 in Brisbane. As a participating referee in this program, I would be grateful if could you please complete the following survey / evaluation form of the mentor system. Your responses and comments will be kept CONFIDENTIAL and names will not be a part of the report. All responses and comments will be aggregated under each of the sections. Thank you for your assistance. Should you wish to discuss this survey form or need clarification of the questions, please contact Geoff Pegg 3281 4811 (home) or 0409 192 396 (mobile).

Return by e-mail to [geoffpegg@bigpond.com](mailto:geoffpegg@bigpond.com)

Deadline for submission – December 31st 2003

**Name:** \_\_\_\_\_

The AIM of this questionnaire is to obtain information regarding your analysis of the Mentor Coach System introduced by the QRRA for 2003 as a participating Referee.

**PLEASE STRIKETHROUGH EITHER (YES) OR (NO) FOR THE OPTION THAT DOES NOT APPLY**

#### **REQUIREMENTS OF REFEREE AS MEMBER OF CELL GROUP**

**Q 1. Did you attend regular training at Ballymore or at other approved training venues?**  
(YES) (NO)

If NO, did you attend training at other venues or have specialized training? (YES) (NO)

Please \_\_\_\_\_ specify:

**Q 2. Did you set clear, self-controlled goals for 2003, in consultation with a referee coach in the cell?** (YES) (NO)

If YES, did you achieve these goals in 2003? (YES) (NO)

If you did not achieve your goals, what are your reasons for this?

Please specify:

\_\_\_\_\_  
\_\_\_\_\_

**Q 3. Did you attend development nights organized by the QRRA?** (YES) (NO)

If YES, how many? Please state: \_\_\_\_\_

If NO, what were you reasons?

Please specify:

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**Q 4. Did you complete a set of match statistics/ positional analysis on any of your matches?**  
(YES) (NO)

If YES, how many? Number: \_\_\_\_\_

If YES, has this assisted in your referee development?

Please specify:

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### **COACHING**

**Q 1. On how many occasions this season were you seen refereeing by your Mentor Coach?**  
Number: \_\_\_\_\_

Did you receive reports from this coach? (YES) (NO) Number: \_\_\_\_\_

If YES, Was it VERBAL? (YES) (NO) Number: \_\_\_\_\_

Was it WRITTEN (YES) (NO) Number: \_\_\_\_\_

If the report was WRITTEN, what TOOL was used to form the report?

Statistics (YES) (NO) Number: \_\_\_\_\_

Positional Analysis (YES) (NO) Number: \_\_\_\_\_

Ball Line Running (YES) (NO) Number: \_\_\_\_\_

Standard reports (YES) (NO) Number: \_\_\_\_\_

If there was NO report, what was the reason?

Please specify:

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**Q 2. Were you videoed this season and provided with a copy that utilized the Association's equipment? (YES) (NO)**

If YES, did your mentor coach review the videoed match with you either by phone or together looked at it? (YES) (NO)

If YES, did this prove positive in improving your refereeing? (YES) (NO)

If NO, please comment:

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**Q 3. Has the use of the any video taped matches assisted in your referee development? (YES) (NO)**

If YES, In what ways has it been of assistance?

Please specify:

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**Q 4. Did you set season goals in consultation with your mentor coach? (YES) (NO)**

If YES, list those goals:

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**Q 5. Of those goals above, list the ones that you believe you achieved or made significant steps toward achieving:**

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**Q 6. What value would you place on the advice given to you by your mentor coach?**

Rating: (Rate 10 as the highest and 1 as the lowest) \_\_\_\_\_

**Q 7. On average how regular was the contact you had with your mentor coach?**

Once a week	(YES) (NO)
Once a fortnight	(YES) (NO)
Once every three weeks	(YES) (NO)
Once every month	(YES) (NO)
Rarely	(YES) (NO)
Other (Please state)	_____

**Q 8. From your point of view has the mentor system benefited your referee development. If so, how?**

(Please be frank and honest)

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**Q 9. Do you have any views in what ways the 2003 Mentor Coaching System could be improved?**

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**Q 10. Any other comments on the 2003 Mentor Coaching System or issues not covered by above questions please specify:**

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