



2015 CEV NATIONAL FEDERATION REFEREE EDUCATION RESPONSIBLE SEMINAR

SOFIA (BUL): 15TH - 17TH MAY 2015

MEETING NOTES

COMPLIED BY: NICK HECKFORD (ENG)

FRIDAY 15TH MAY – SUNDAY 17TH MAY 2015

INTRODUCTION

Dr Jan REK (JR), President of CEV Referee Commission, opened the meeting with a welcome to the seminar. He stressed the importance of the seminar in maintaining the high level of volleyball and the commitment of the National Federations (NF) in ensuring a consistent standard across the continent.

The content of the seminar and the focus on high level refereeing was introduced. The main focus will be on communication and psychological aspects, which is of growing importance across all the FIVB Confederations. Additionally the new rule modifications will be covered. There has been a limited response to the request for questions from the Federations; either all is okay or that there are some questions that have not been submitted. Finally, there is time to look at the evaluation for referees and technological advancements.

JR then introduced Mr. Ilia ILIEV to welcome on behalf of the Bulgarian Volleyball Federation. Apologies were given for Andre Meyer, President of CEV, who has been unable to attend due to other commitments.

The lecturers for the sessions over the weekend were introduced; Fred Kröger (FK) Secretary CEV Referee Commission, László Herpai (LH) Secretary FIVB Rules of Game Commission, and Dr Anke Delow (AD) Sports Psychologist.

The seminar has 42 participants representing 32 NFs but this weekend we also have competitions on-going across Europe. All of the delegates then introduced themselves.

The agenda was briefly introduced to set the scene weekend:

- Friday - some administration news from the CEV office
- Saturday - FK - Psychological aspects of High Level refereeing
- AD - Communication aspects of High Level refereeing
- LH - Rules changes
- All NFs have the opportunity to ask questions
- Sunday - new R-4 and new technologies and finally close

ERC ACTIVITIES

The main duties of the ERC and how this has changed over the last 10 years or so were summarised.

Referee Delegates

Main focus is on the referees but also with the large number of tournaments there is need for a lot of development of referees and the need for development of the number of Referee Delegates (RD). RD's do not need to be members of the CEV ERC. The RD's are now approved by the Board of Administration (BOA) and work hard to cover more matches.

The current agreed list: Peter BAJCI (SVK), Vladimir CUK (SRB), Patrick DEREGNAUCOURT (FRA), Gyula RÁDI (HUN), Stefan HANK (SVK), Klas HEJDENBERG (SWE), Béla HOBOR (HUN), Jacek SPISAK (POL), André JUNGEN (GER), Jarmo SALONEN (FIN), Tschavdar PENKOV (BUL) in addition to the members of the Referee Commission.

All RD's must be nominated by their NF to the CEV - if this nomination is not forth-coming then that person cannot be included on the list. The applications must be sent by the deadline; it is not possible to add to the list later. Members of the FIVB Refereeing Commissions can work as RD's within their own Confederations in addition to the agreed list if needed.

The RD's must attend seminars bi-annually.

European FIVB Referee Instructors - Sandy STEEL (SCO), Sergey TITOV (RUS), László HERPAI (HUN), Jacek SPISAK (POL), Zorica BJELIC (SRB), Jarmo SALONEN (FIN), Milan LABASTA (CZE), Frans LODERUS (NED), André JUNGEN (GER)

European FIVB Beach Instructors - Sandy Steel (SCO), Oana SARB (ROU), Joep van IERSEL (NED), Jeff BREHAUT (ENG), Heinz TSCHUMI (SUI), Geir DAHLE (NOR), David Cox (NOR), Marc BERARD (FRA)

International Referees and Activity

470 CEV International Referees (IR) - 364 (305 men: 59 women) – covering 1,014 matches / 106 Beach (85 Men: 21 Women) covering 1,376 matches (27 tournaments). It was noted that the Beach referees work very hard at their tournaments refereeing lots of matches in all weathers.

FIVB has 1,333 IR made up from CEV 470 (36%); Asia 391 (29%); Africa 247 (19%); NORCECA 139 (10%); South America 86 (6%)

FIVB has a new categorisation of IR - used to select from all the referees and now they have a quota for each Confederation - CEV 80, Asia 65, Africa 22, NORCECA 21, South America 15 totalling 203. This allows these referees to receive more than a minimum number of appointments each year. These referees are split into groups A, B & C. A is for top level OG, and final stages of tournaments (WCH, WL, WGP etc.), then B for WCH, WL, WGP, CWCH pool matches and then C for under age championships.

How to be nominated for these groups - a referee must have had at least 3 years' experience in international competition; not be older than 45 (for group C), in addition have had 2 years in C before moving to B – if they have not moved in this time then they would leave the group. Each Confederation must choose the best IR regardless of gender and preferably from countries with strong National competition. This does not exclude those referees from smaller countries who have the ability and the talent and are working very hard to achieve the highest level.

The ERC Challenge

- To maintain the sustainable development of referees at both national and international level and to promote a closer collaboration of all CEV NF's.
- To standardise the application of the rules and procedures across Europe.
- To identify the talented referees and their development plans.
- To enable further development of the female referees. This is an important aspect of the work of the ERC but not all NFs have got behind this project. The numbers have increased from 12 in 2007 through to 55 in 2014 but in Beach Volleyball there is still an issue as this have moved only from on 13 to 17 in 10 years. Only 28 of the 55 NF have female international referees. ERC plan to improve this.
- Of the 55 NF in CEV 7 do not have an IR for Volleyball and 22 in Beach Volleyball. But if there is no local competition it is difficult to become an international referee.

Medical

It is very important that the International Referees are fit; however the current health control testing process can be easily circumvented and does not fit with the high level required from International Referees in the level of competition they participate in. The International Referees must be fit both physically and psychologically in order to be able to cope with the stresses and demands of the highest level competition. Currently 6% of referees have a Health Management Programme / on Beach this number is an unacceptable 18%. The common issues are with blood pressure control. It is key that the health of referees matches their technical knowledge to become the best. The M-4 must now be uploaded on to the FIVB VIS database by the date advised by the FIVB, normally the middle of October each year. No M-4 means no nomination.

Database

All referees must maintain their information on the CEV database as up to date as possible. This is especially important with the availability. Pictures must be updated every year and be in the current uniform.

New Technology

1. *E-learning* has been in use for the last 2 years and every referee must participate each year (the annual test) and before each tournament to ensure all are well prepared. FIVB is now managing the E-Learning platform and each Confederation has their own section of the wider FIVB site. It is desired for more consistency and use of the same content in all Confederations. Each competition has a separate folder specific to it (pre-tournament

preparation) that only the International Referees and RD's that have been nominated have access. Any IR/RD missing the deadlines for the competitions e-learning will be replaced and suspended for 3 months.

2. *E-Score sheet Beach*. It is very close to launching E-Score on the Beach (at Baku for the European Games).
3. *ES Bench & ES Referee Application*. Team Benches tablet with line-ups, score, substitutions, time outs and challenge. Referees tablet with line-ups, score, substitutions, time outs and challenge. The E-scorer now has a new button start and end each the rally, in which time the team can make their request(s). The Team Bench can prepare the substitution and send the info to the e-scoresheet but only during the time between rallies. The same for a challenge request.
4. *Wireless headset communication for match officials - has become essential with the use of modern technology*. The IR must have a very good level of English in order to communicate effectively. The systems have been developed in other sports - the system is secure and we use 4 in a Volleyball competition and 3 in a Beach Volleyball one.. The devices must be homologated by the CEV. Referees can buy their own earpiece only for their own use. Details will be released by the CEV office in due course.
5. *Video Challenge* - one version now has 23 cameras, and the decisions which can be challenged are as follows: in / out; end-line server fault, centre line penetration, block touch, net touch, faults of the attack line, antenna contacts by ball and players. This was used in the WWCC and each match had circa 10 challenges, the challenge statistics are registered in E-score sheet and available after the match.
6. *Video match preparation - in development and at the project stage*. This is to be able to show the referee a specific situation in the match and ask them to comment on the decision / situation. Some elements of this are being used by a number of RD's using TV and their own cameras but this needs to be developed professionally.

Database development

Presidents of the NF Referee Commissions have the possibility to see the nominations of IR's from their own NF in CEV competitions. If there are Presidents for both Volleyball & Beach Volleyball they may have two. They should log-in to their own database on Competition Manager, then click on the Federation area and then nominations. Here they can see nominations for single matches or tournaments by discipline showing 12 months before and 12 months into the future. The nominations can be downloaded to excel and can then be sorted to create whatever statistics are required. All National Federations will be requested to submit their Referee Commissions Presidents using a registration to be circulated by the CEV office next week.

New Uniforms

These were introduced by FIVB for the Women's WWCC last week in SUI. The badge is fixed to the shirt and also to the trousers. The uniform has a sponsor Rosetta Stone. Produced in SUI. The timelines on when this will be implemented will become available in due course.

Questions from the floor -

Q: Which uniform will be used as we would now have 4?

A: The new uniform would be introduced across all matches but only when it can be introduced for all. General discussion ensued about the uniform. Feedback from WWCC made last week. The group had some general concerns and also the link to theme of the psychological aspect of refereeing in how the referees felt and looked whilst wearing the uniforms. A picture of the new uniform for the Beach referees was shown and this appeared to be of a better colour and material than was the reality for Volleyball.

Q: Will the presentations from the seminar be made available?

A: All the presentations from the weekend would be posted on e-learning and produced in an E-Book - with a folder for the 2015 CEV Seminar Bulgaria. All contributors will put their presentations into this area.

Q: How might the physical testing of referees change?

A: The idea was to have a test that improved the physical fitness of the International Referees - e.g. put the body under physical stress and then complete some tests. To use computer tests to test the reaction times of the referee and concentration. This development has been de-prioritised by FIVB but it may be piloted at some stage in Europe.

Q: Video analysis - this would be very good for all referees not just IRs? Is there a timescale?

A: This project takes time and it is in the pipeline and at the moment FIVB has a number of other priorities. But it is important to develop this to create the database of game situations that referees can use to understand the interpretation of the rules. There is a big challenge, however, in delivering this kind of project.

PSYCHOLOGICAL ASPECTS OF REFEREEING

The ERC President opened this important topics with a short introduction.

"He who would govern others must first be the master of himself" from Phillip Massinger (1583-1640)

"The man with the whistle has the final say - in extreme cases deciding the outcome of entire tournaments" From Pierluigi Collina

Pierluigi Collina also notes that a referee wins the respect of the players through:

- Analysis of the situation
- Intuition
- Experience
- Emotion

Fred Kroger introduced the section on Psychological Aspects of High Level Refereeing.

Referees face many demands in the execution of their duties in controlling a match e.g. sovereignty, authority credibility balance in conflicting interest, to influence the match as little as possible observe trust and respect. In order to be able to deal with these demands the IR should:

- Know the rules and application
- Physical and medical fitness
- Psychological aspects
- Social, technical etc.

So what are the Psychological Aspects of High level Refereeing

- The setting
 - The referees situation
 - That of the coaches and the players
- The factors and skills for game leadership
 - Mental strength
 - Emotional intelligence
 - Communication - these things are important in any situation and not just in refereeing
 - Game-orientated rule application
 - Teamwork

Firstly consider the setting:

1. Referees situation

- In an exposed position and seen from all angles
- Under greater pressure from the expectations, the public, from themselves, from the volleyball hierarchy
- Under a challenge system the referee's decisions may be under greater scrutiny as to their accuracy which may change the pressures externally / internally
- Seldom receives positive feedback, mostly perceived in a negative way
- Not free from negatively charged emotions (fear, anger etc.) and these emotions grow with the interaction with the participants or other subjective factors
- Management of on-going game related interactions

2. Coaches and players

- Under great pressure during the match - e.g. may lose their job and hence are very much influenced by emotion
- They cannot control the refereeing of the game - they can control the players, physically, tactically etc. - but the referee can influence the match beyond their control
- Referees can be pigeon-holed and there may be pre-conceived views of the referee's ability and decision-making rather than the actual performance, only seeing what they want to see.
- Referee has the possibility to decide on conflicts / "power struggles" by sanctions - the counter is to put the referee under more pressure
- They will take advantage of any 'weakness' in the referee
- They will 'test' the referee and their behaviour may be influenced by the outcome

Q: A question was raised about the challenge system and whether there had been any analysis of the decisions made, as to whether the referees were making better decisions / or that they were found to be wrong in more cases.

A: JR responded that all challenges are recorded and how many were in favour of the team and the referee on e-score. It was however noted the most difficult decisions for the referees were the result of the most favourable challenges by the teams especially around block touch where the cameras were much faster than the human eye. But the challenge system is there to help the referee not to catch them out.

Factors and Skills

1. Mental Strengths and Techniques

- Supporting the referees natural authority in officiating
- Essential skills include: motivation, commitment, optimism, self-confidence and self-assurance, calmness, decisiveness, courage, sense of responsibility, focused concentration to be able to focus on the right things at the right time, and have 'big point' feeling - to know when the match may hinge on a particular play which may not always be at the end of a set or the match.
- Techniques - Mental strengths can be trained. But there are techniques that can be employed in the following times;
- Pregame preparation, stress management, overcoming phases of mental weakness
- Techniques include
 - mental imagery - seeing the game in your mind to bring you up to speed, like a skier before a run
 - positive thoughts and self-talks to promote yourself to improve confidence - 'I can do this' etc.
 - breathing techniques

2. Emotional Intelligence

- Emotional Intelligence is a counterpart to normal intelligence - it comprises a person's ability:
 - to realise and control his / her own emotion
 - to show empathy - to understand the emotions of other people
 - to manage the relationship with other people in a positive way
- Relevance for refereeing includes the importance to be able to maintain objectivity and control emotions in making decisions / or imposing sanctions, to 'read' coaches and players, find the balance between allowing and controlling emotion, to maintain a stable working environment during the match, and to manage conflict
- There are special skills to employ in this area - 'soft' skills for referees are self-control and discipline, authenticity - i.e. being yourself and not trying to be something that you are not; openness and adaptability; objectiveness, consistency and some elements of predictability of what is happening and what might be the consequence of your / their actions; to be able to deal with conflicts and know how to do this; communication skills

3. Communication

- A fundamental aspect of the game is being able to interact with the players, coaches, officiating team and local organisation. These communications will include:
 - intentional and conscious messages to the participants
 - messages sent to the participants and those involved in the game (including the spectators) unintentionally through body language

4. Game orientated rule application

- The referee must apply the rules and instructions given in order to control the game and these are binding for all to achieve a consistent game in all countries etc. However they do contain some elements that are not precisely defined, the referee makes decisions based on their perception of the event or the instruction may be a recommendation or to refrain from a strict application of the rule definition, and there are situations which are not covered in the rules.
- The referee therefore has a degree of latitude in determining certain aspects of the game. 'Let the ball fly' - the referee is not machine, non-mechanical rule application, situation-based refereeing, the art of refereeing, 'feel the game', 'be clever'.
- This has a psychological impact on the referee in that the application of the rules are there to maintain the referees credibility and predictability and not create a picture of randomness and be seen as such by the participants.
- Some examples of where this may occur include: instead of methodically collecting information after a rally and then showing the decision it may be necessary to show this immediately in order to diffuse a potential point of conflict with the players; be able to balance those 50/50 decisions but not to decide based on the number, as a referee, have been given one way or the other way - i.e. absolutely not making compensating decisions; in positional faults - it makes no sense to 'count the centimetres'; different decisions have different degrees of acceptance, in cases the teams have made the decision and hence it makes no sense to give a decision that is opposite to this; using warnings / sanctions in a sensitive manner - getting the right measure at the right time....

5. Teamwork

- Within volleyball the responsibilities are distributed amongst a number of persons involved in creating the match but also provide some issues concerning the game leadership.
 - 'more people make more mistakes' - or are perceived to have done so.
 - there are more targets for the players / coaches to complain to
 - some decisions are imposed on the referee and he / she has to accept them and is drawn in by 'joint liability' to the decision however accurate that decision may be.
- Skills in teamwork - for successful game leadership - that all members have a good team spirit and reliability; they maintain eye contact and stay as part of the team throughout; they work within their responsibility and do not try to 'see / do everything'. The 1st referee is careful in overruling the line judge – have to have a level of trust in the line judge, and the 1st referee must protect their colleagues.

Conclusions

There are many psychological aspects in high level refereeing
Psychological requirements are the essential challenge for the referee

JR thanked FK for an interesting, important and thought-provoking presentation.

COMMUNICATION ASPECTS OF HIGH LEVEL REFEREEING – KEYNOTES FOR EDUCATION AND TRAINING

JR introduced Dr Anke Delow for the next presentation on the Communication Aspects of High Level Refereeing - Keynotes for Education and Training. AD introduced herself as a Sports Psychologist and as a volleyball player.

Communication

The referee has many situations where they are communicating with players, coaches and spectators and are very visible in making any communication using a good technique or may be one which is not good.

A number of videos and photographs have been shown to illustrate how the referee and the players / coaches communicate with each other. It is often the case that both will use gestures and body language to support any language difficulties and in order to make the point as quickly and clearly as possible. It is noted that it is often the style used in making this communication that either gives a good or poor impression of the referee, whilst the message may be the same.

Video is a good way of showing the referee how they look and act in certain situations. How they stand when there are breaks in play, when they are concentrating etc. and how their fitness and profile may also look in these situations. Is the message being given positive or negative; does it make the referee look disinterested, tired, focused, ready... Using the down time in a match is important to relax but to do so in a way that promotes and maintains the referee's authority.

Often the referee does not know what they look like when they are on the stand as they do not see themselves often enough in all situations and then gain feedback on how they looked. This message should also be giving in a constructive manner and in a safe environment. The point was raised that sometimes this feedback can be better if it comes from someone who is not another referee or RD but someone who just looks at the body language and not the technical decision.

To help our referees we should take the time to raise these issues with them and discuss how they look and communicate.

Professionalism

Passing your knowledge is a harmony of Expertise and Personality. Doing this effectively is a function of the professionalism of the referee.

Personality is a function of the social skills the referee has including such areas as commitment, empathy, equality, authenticity, reliability, predictability. The expertise is about the knowledge, the ability to communicate, clarity, perception, flexibility, leadership and readiness to learn. These elements of expertise are delivered based on the situation and the target group.

The referee have to have a basic grounding in these areas as this cannot be taught but elements can be guided and improved but they cannot developed from a base where they do not already exist.

A video was shown of a referee apologising for making an error in giving a side out. This was done in a manner that supported the referee's sovereignty and authority in the game.

There are 4 aspects of a message (Friedermann Schulz von Thun 1981) - a universal process for analysing communication and useful in helping referees in their behaviour. Every message has the same contents, even if it has no words:

1. Factual content (i.e. what is being informed) - the referee making decisions and then relaying them to the participants - what do I need to convey in the message
2. Self-disclosure (i.e. what is this showing about me) - is there emotion, tone of voice - what do I want the message to show about me?
3. Relationship (i.e. what is the relationship between the actors and what am I thinking of you) - the referee is the leader of the match and this authority should be supported in the communication - I am in control. What evaluation of the other do I want to give?
4. Appeal (i.e. what I want you to do) - what does the message mean and what does it ask you to do? What is the outcome I want to get?

These elements surround the message and make it complete, they add clarity. In training the referee it can be helpful in showing them if any of the 4 aspects are missing or are not in the way that we would want the message to be conveyed. This may also need to take into account the gender, age, standing of the persons involved, cultural background, different nationality, social basis etc. For the referee the same message is delivered differently in a senior men's game to a junior girl's match. It also has to consider the emotion of the participants whether the situation is influenced by the emotion displayed. The referee must make an instant judgment on whether these make an impact on the style required - this is the feeling for the game, the sovereignty.

From the receiver the 4 aspects are responded to:

1. Factual content - what can I learn from the message
2. Self-disclosure - what can I learn about the sender
3. Relationship - what does the sender think about me
4. Appeal - what does the sender want me to do

What information can the referee get before and during the game that help in framing the match and the relationships that will occur. The ways in which they will act in the game

1. Verbal and Non-verbal expressions
2. Facial, body language, voice, gestures
3. All these things together help in making the message

Comprehension - how the actors stand and hold their heads, how they walk (strides or short steps) whether there is contact between the actors, how they physically hold themselves. Not just being fit for the task but showing their fitness.

JR then summarised the session in how we use these professional observations and take them back to our own federations. Even in the areas of personality and communication we can learn and develop and it is not just pre-determined that this is how we are.

Key notes:

- To be aware of personality impacts
- To have awareness of teaching social skills
- To be able to organise secure situations for self-evaluation and feedback

Comprehensibility

In order to improve the communication there are a few elements that help the referee in doing this:

1. Simplicity - the more complicated the communication may be the more difficult it is for the sender to elucidate the factual content in a way that the receiver will be able to understand and decipher
2. Arrangement / Order - the arrangement and order should be clear in order to gain the compliance of the receiver / actors
3. Shortness / Precision - keeping the message brief and precise will help the receiver get the appeal
4. Additional stimuli - for example personality, but this cannot be included within the regulations as this, as we have seen, is the result of many other factors. But elements can be controlled and coached to make the job easier and improve comprehension

Clarity and Authority

1. Uniform, the badge and emblems... these express the authority of the organisation and also the rules and regulations of the game. So the referees should ensure that they represent the standards that these demand and look the part.
2. Sanctions and control - and the physical symbols of these, for example the cards
3. Upper position - the 1st referee is supported in his / her authority by their position on the court as being above the play and in giving clear signals to support decisions made.
4. Whistle - the use of the whistle will give the participants an indication of the strength of the referee
5. Teamwork - how the members of the team interact with each other and show the cooperation and agreement - as 1st referee for example making clear looks at the line judges at the end of the rally to show that you are working as one team in making the decisions
6. Gestures - ensuring that the official signals are employed correctly in all matches. The use of non-standardised gestures can confuse the message to the players / coaches if they do not understand what the referee is trying to convey. Also the referee must consider whether using hand signals may transcend the sensibilities (social and/or cultural) of the participants.
7. Facial Expressions - important for the 1st referee as this a key tool as the rest of body is restricted in movement.
8. Body language - discussion was held around the movement of the 2nd referee with the aid of video. Keeping movements to a minimum and be in the right place at the right time. So when the 1st referee ends the rally the 2nd referee should be on the right side of the court to indicate the team losing the rally. It is also part of the cooperation between the referee corps. The way we hold ourselves - if we are too tense or too relaxed - it will impact on how we look and also on the physical ability to cope with the additional stresses placed on the referee during the game. Be game fit and get the balance between these aspects.

Impacts of smiling

The meaning of smiling and / or the impact of smiling whilst refereeing and in making decisions.

- FK Smiling after making the decision should be avoided as it makes a comment on the ability of the playing action and hence can be misconstrued by the player as a comment on their own ability. But it is a communication tool and must be only used where it is not ambiguous as to the message given. Referees must be careful to use it in the right way; if used wisely and at the correct time it can be a very positive message.
- Smiling always should be part of a message and hence the message should be positive.
- Smiling should be part of a respectful conversation between actors and if the message is not clear then the smile could be misinterpreted.
- Smiling is also an expression of empathy to diffuse a situation.
- For the referee it is needed to understand the impact of using smiling during the game and how its use may influence the relationship between the referee and the participants.

The underlying message of the session was that in educating our referees then “Teach the Whole Toolbox” - focus across the whole toolbox, but split these down into manageable segments

Video Challenge

Understand that Video Challenge is a help to the referees and the referee corps in making decisions. The team should understand the reason for the challenge system and not in making a competition between the referee and the other officials or between the referee and team. It is an aid in making the right decisions but adds additional stress to the 1st referee; especially if the VC then shows them to have made an incorrect call. The teams and the referees should accept the VC as a help and should also be seen as a tool to verify decisions where currently, for example, the coach cannot review or influence a decision. The referee can also use the system to help in the key decisions.

Video Challenge is not there as a test in the ability of the referee. But it may easily be seen as such.

RULE MODIFICATIONS 2014 AND THEIR BACKGROUND

JR introduced László Herpai, Secretary of the FIVB Rules of Game Commission to introduce a key session of the recent revision of the Rules of Game that CEV adopted into competition as from 1st May 2015.

What is the role of the RGC in rule changes?

- need to evaluate the former modifications
- preparation and supervision of the tests
- preparation of proposals and feed back to the BOA
- making the wording of the rule text – clearly, simply and in an easily translatable form

Initiators of the recent rule modifications include:

- Reducing the free zone, net rule = Sports Events Council / Technical Commission
- 14 players, plus no more judges conference = Sports Events Council
- Compression aids = Medical Commission
- 5 persons on the bench = Coaching Commission
- 5 ball system = Technical Commission
- Completed rally definition = Rules of Game Commission

The Rights to modify the rules are as below

Rules of the Game (playing rules):	Solely the Congress
Regulations (Guidelines, Casebook):	BOA
Specific Competition Regulations:	BOA

Rule Amendments

Rule 1.1 Court dimensions - amended text "for official FIVB, World and Official (FWOC) competitions the free zone shall measure a minimum of 5m from the side lines and 6.5m from the end lines"

For - spectators closer to the court, less surface, smaller halls could be accepted for competitions

Against – potential to stop the action/ collisions with the advertising panels/ impact on jump services

Implementation will determine whether this is a good modification. To be evaluated.

JR: The 3rd Round of the SECH will use this change and this is in the regulations - the specific competition regulations should be checked to determine whether this has been adopted.

Rule 2.2 Net Structure change to text "for FWOC in conjunction with specific competitions may be modified" e.g. to facilitate the advertisement of the sponsor on the mesh as in the 2014 WCH and the structure was amended to 5cm squares. This acknowledges what had already been approved by the BoA – as it is a non-playing rule.

Rule 4.1.1 Team Composition amended to for FWOC for seniors - up to 14 players may be recorded on the scoresheet. A maximum of 5 staff members on the bench including the coach are chosen by the coach and listed on the scoresheet and registered on the 0-2 (bis)"

"For FWOC a medical doctor and therapist should be part of the delegation and accredited by the FIVB. For FWOC for seniors if they are not included as members on the bench they must sit against the delimitation fence inside the Control area and may only intervene if invited to deal with an emergency to the players"

In FWOC the 5 staff are no longer referred to as AC, AC, M and T. This allows the team to determine who should be on the bench but also to ensure the team has a competent person courtside to deal with any medical emergencies that may arise during the match. The new official layout was shown demonstrating the correct place of extra doctors and/or therapist. This rule will be specified in the Competition Handbooks, the referees should check the regulation.

Q: What is the emphasis on the use of the word 'should'?

- In some levels of the FIVB competitions, the doctor and therapist are mandatory in the delegation; in others (e.g. WL group 2) it is only a recommendation – so we cannot say "MUST". So if a team has no doctor but does have a therapist, whilst they **should** have a doctor it is not obligatory. The Therapist and/ or Doctor may sit on the bench or be against the delimitation fence. It should be remembered that the referee's primary responsibility should be to concentrate on the persons on the bench and the control area is the responsibility of the Supervisor/Jury member. General rule, that the therapist, if not on the scoresheet, may participate on the warm-up until the start of the official net warm-up.

As part of this rule the number of Liberos is clarified as:

If the team has 12 or less players then they may have either no, 1 or two Liberos. But if they have 13 or 14 players then they must have 2 Liberos.

Rule 4.2.4 Extended interval between 2 and 3 - During the extended interval b/w 2 and 3 if used then the players may use their own court after the end of the entertainment.

Rule 4.5 Forbidden Objects - Compression pads may be worn for the protection or support. For FWOC for **seniors** these devices must be the same colour as the corresponding part of the uniform. E.g. if used on the leg then the same colour as the shorts and if on the arms the same colour of the shirt.

Principle - the health and condition of the player has to be taken into consideration but on the other hand it must be regulated. If the referees realise some non-legal equipment is being used, they should inform the Jury member responsible who will decide whether or not the wearing of this equipment is against the regulations.

Comments and questions:

Q: Are gloves allowed?

A: Yes, in exceptional cases, if the player has the corresponding medical form to confirm that they had to have the compression protection. For example in WWCC a Libero wore gloves owing to a skin condition.
Comment: The referee should understand the rule and refer any issues to the Jury member.

Q: If the support is not especially padded but is used e.g. Full long sleeve shirt / long trousers for warmth are they allowed?

A: Refer to the Jury member for completeness – compression or injury protection devices are what the rule states.

Rule 6.1.3 Rally and completed rally - A rally is a sequence of playing actions from the moment of the service hit by the server until the ball is out of play. A completed rally is the sequence of playing actions which results in an award of a point. This includes the award of a penalty and the loss of service from serving fault beyond (*out-with*) the time limit.

Q: Does the above apply to the Libero replacement as well?

A: Yes, this rule amendment is important to know for both libero replacement and substitution requests.

Rule 7.2.1 Warming up session - Prior to the match if the teams have had previously a playing court extensively for their use they are entitled to a 6 minute official warm-up period together at the net if not they have 10 minutes. For FWOOC (and for CEV) teams will be entitled to 10 minutes warm-up period together at the net. Please note a new Match Protocol will be introduced for the 2015/16 Season.

Q: What is the latest time to choose whether to warm-up together?

A: generally decided that this request will come before or at the latest during the toss. In practice teams that use this warm-up system will have signalled their intentions long before the toss.

Rule 8.3 Ball In - The previous rule was that: "the ball is IN, if it touches the floor of the playing court including the boundary lines. The ball is out when the part which contacts the floor is completely outside the boundary lines". In 2014 the guidelines stated that the contact with the floor was the first contact with the floor regardless of what happens subsequently.

The concept has been changed: the ball is now considered in with the compressions – the wording is now "The ball is "in" if at any moment of its contact with the floor, some part of the ball touches the court, including the boundary lines.

Rule 11.3 Contact with the Net - Contact of the net by a player between the antenna during the action of playing the ball is a fault *Important - between the antenna and also the whole body of the net*. The action of playing the ball includes amongst others take-off, hit or attempt, and landing.

Rule 11.4.4 A player interferes with play - touching the net between the antennae or the antenna itself during his / her action of playing the ball. NOTE there is no more legal contact below the net band.

Q: Is contact of the net by a player's hair a fault?

A: It is not a fault if this contact is minor. From the guidelines - this must only be considered a fault if it is clear that it affected the opponent's ability to play the ball or interrupted the rally (e.g. a pony-tail gets tangled in the net)

The rules have been clarified as follows:

Article 11.4.4. on players' faults at the net states that "a player interferes with play by (amongst others):

- touching the net between the antennae or the antenna itself during his/her action of playing the ball,
- using the net between the antennae as a support or stabilizing aid,
- creating an unfair advantage over the opponent by touching the net,
- making actions which hinder an opponent's legitimate attempt to play the ball,
- catching/holding on to the net.

Players close to the ball as it is played, or who are trying to play it, are considered in the action of playing the ball, even if no contact is made with the ball. However, touching the net outside the antenna is not to be considered a fault (except for Rule 9.1.3., i.e. assisted hit)"

Q: Unintentional contacts with the net are they now faults?

A: Unintentional contacts before or after the actions of playing the ball, are still not considered faults. But the referee must be able to determine the difference and when the action of playing the ball begins and when it has finished.

Q: An attacker hit the ball and after landing took one small step brushing the net - the ball is still in play. The player did not use the net as a stabilizing aid. Is this a fault?

A: The referee must make a judgement as to whether the action is part of the landing of the attack hit - if in their judgement the player was still in the process of landing, then it is a fault. If they consider the action to

have been completed, then it is not a fault. A player trying to regain balance after landing is still in the action of landing. If the landing and the step forward was one fluid movement (i.e. the step was part of the landing) then this is a FAULT. If the net is used as a support then it is a fault. As a rule of thumb, the recent action is finished when the player is able to start a new action.

Q: The setter is at position 3 and has two close attackers, one in front of him and one behind him, both jumping at the same time. The one that the setter does not set to hits the net - is this a fault?

A: The attackers are close together near the setter and hence they are in the same attacking action. If the attackers are clearly at positions 2 and 4 and the ball is set to position 2 and the attacker at 4 hits the net then this is not a fault, because the player touching the net and the ball were not close to each other. Players do not have to hit the ball to be considered to be "in the action".

JR gave a further example from the WWCC where the attacker hit the net but at the same time the referee believed the ball had been grounded. There was a video challenge and the Video showed a clear net contact. The system is now being modified to be able to show both actions to determine which is first. Similarly, if under video challenge a net contact is clearly shown, but the referees determine that this is not in the action of playing the ball, then the referees should be clear on how this should be communicated to the spectators through the announcer and not through the replay on the screen.

In the WWCC there was no major increase in the number of net contacts than before. There was however an increase in the number of net contacts that were subject to the video challenge. In reality the players consider net contacts to be faults; not that some may be and some may not be. So they do what they can to avoid contact with the net.

JR reminded the group that we should understand the spirit of the rule and we would use the art of refereeing in these cases where there may be some consideration that the playing action has not started or has finished.

There was some further discussion on Video Challenge - there are game situations which have not yet been considered, for example where a coach is clever and calls the challenge in order to stop the opponent from using the challenge. At present there cannot be a re-challenge - game example - an attacker hits the net on attack hit and the ball goes close the line and is signalled 'out'. The team winning the rally cannot challenge. But the team losing the rally may challenge that the ball was in. Under the video this was seen to be correct and the decision reversed. But the team now having lost the rally cannot now challenge for what was a clear net contact by the attacker.

Q: If the player has intentionally touched the net in order to confuse the referee and it is seen by the referees and whistled as a net contact. The second action is that the player has committed a rude contact and should be sanctioned. Should the referee implement both decisions resulting two points being awarded to the opponent team?

A: Case 6.2 refers to this - this is a net fault under rule 11.4 and also a sanction (red card) for misleading the referees.

Rule 15.1 Number of Regular Game Interruptions - For FWO for **seniors** the FIVB may reduce the number of team and or technical time outs in accordance with sponsorship, marketing and broadcast requirements

Q: Is it allowed for there to be only 1 Technical Time-Out and 1 Time-out?

A: It will be determined in the special competition handbook, so the nominated referees should refer to it.

Rule 28 Hand Signals – FIVB BOA decision 2014: if the 1st referee decided upon the fault the 2nd referee should show nothing. This has been confirmed by the FIVB Congress and has been implemented in the rule book

Note: if the 2nd referee whistles the fault then there is no modification to the practise.

Q: Should the 1st referee continue to show the substitution signal or Time-outs by making a signal?

A: The 1st referee can, but is not obliged, to show these signals. If this helps to improve the communication or the 2nd Referee does not see/ hear the request, then the 1st referee may use the signals.

Misconduct

In the new Guidelines there is a comment about the current developments in behaviour.

Guideline Rule 20 / 21 part 2.

"It is important to remember, that according to rule 21.2.1, the behaviour of the participants should be respectful and courteous, also toward the Control Committee members, their team mates and spectators. If the coach's (or any other team official's) attitude exceeds the disciplinary limitations laid down in Rule 21, the 1st referee has to apply the appropriate sanctions without any hesitation. A volleyball match is a sportive show of players, but not the team officials. Referees should not ignore this distinction.

As a consequence of some recent examples, it is the instruction from the FIVB Refereeing Commission that where the coach indulges in excessive play acting or demonstration, or where the coach (or any other team member) addresses the Jury Table or other FIVB official in an aggressive or derogatory manner, then the 1st Referee must make a strict application of the sanctions scale. The show must be for the play on the court and not for peripheral issues which detract from the main purpose of entertaining the crowd with spectacular play"

The consequence of this is therefore an immediate strict sanction (at least red card).

Questions from the NFs and participants

Q: In the 2nd set at score 24:24 a player of team B smashes the ball and it touches the antennae. The score became 25:24 in favour of team A. After the referee's decision, a collision between B-11 and A-8 occurred at the net. The 1st Referee penalizes B-11 for 1st rude conduct (red card) and expels A-8 for defamatory gestures (yellow-red card jointly). A-8 is substituted regularly – recorded in the score sheet at score 25:24 for A. Because of the B-11 sanction, A receives a point and wins the set at 26:24.

There are some additional questions on this situation:

As there were no more rallies after the expulsion of A-8, can A-8 play in the next set?

Let's assume A-8 was substituted during the 2nd set and return back on court with regular substitution, so at the above-mentioned situation he cannot be substituted regularly and A should be declared incomplete. How should end the 2nd set? Which steps should be followed?

In case both teams are incomplete (one player of each team is expelled and there are no more regular substitutions for these players). How should end the set? Which steps should be followed?

Summary of case score is 25:24 for team A - serving team is A

Procedure - Sanction expulsion for A-8 score is 25-24 / then sanction rude conduct B-11 score is 26-24 for team A end of set

LH reminded all, that in the Casebook the case 6.4 is a similar one. In case of simultaneous penalty for both teams, the principle is to sanction first the serving team, then the opponent. Practically both teams get a point and rotates and the original serving team serves.

Extracts from case 6.4 – "If there is an occasion in which there are penalties to both teams, **the serving team is penalised first, and then the receiving**".

"Penalties (red cards) against each team no matter in which order. Point for the receiving team. This team rotates one position, and will then be penalised with point and service to the opponent. The original serving team rotates one position and starts to serve with the second player in the service order. The score is 1-1. The score is counted only when each team has been penalized. Thus, a double penalty at the score of 24-25 would not end the set at 24-26, but the score would be 25-26."

The principle may be applied in the question above too.

Q1: Can A#8 play in the next set

A1: Based on the principle the sequence of sanctions was correct. The expulsion of A-8 was issued still in the ongoing set, which was finished after the sanction of B-11. Therefore A-8 had the right to play in the next set.

Q2: If A-8 cannot be substituted legally?

A2: in this case Team A becomes incomplete before the penalty of B-11. Therefore the next set starts as 1:0 to team A.

Q3: Neither team can complete a legal substitution?

A3: The principle above mentioned should be followed.

Q: In the 4th set Team A executed an illegal substitution involving an unregistered player. Nobody realized it. Set 4 finished, then in set 5 the case was discovered by the scorer. How to continue the match?

A: The Casebook provides the answer in case 4.20 where it covers an unregistered player. Extract -- If the mistake is detected after the end of the set, the set would be lost by team 'A'. If the mistake is discovered after the end of the match, the whole match would be lost due to the unregistered player in the match.

Q: Can the coach cross the Coach Restriction Line during the match?

A: The Coach Restriction Line should be respected by the coaches for the whole match. If the coach crosses the line for a very short time may be to get close to a nearby player and then retreated behind the line then this is not a problem, the referees should be flexible.

The session was closed with thanks to László for his presentation and also to Fred for his presentation earlier in the day.

TOP REFEREE QUALITIES AND EVALUATION

The final session of the seminar, with Jan REK, was introduced which will focus on the qualities and evaluation of the high level referees

Modern high-level referees must be well prepared; in rule knowledge; in game understanding and in understanding how to use modern refereeing techniques. They need a common sense and a feeling for the spirit of the rules. They must possess good organisation skills, first class match preparation, and the ability to self-evaluate their own performances. They must have a strong physical and psychological strength.

- Be firm but not arrogant
- Be fair but not officious
- Make a sincere effort to gain a basic knowledge and understanding of human nature, for example, in giving sanctions and understanding the actions and emotions of the players / coaches.
- Call all the faults regardless of the pressure coming from the spectators, score, whom it will hurt or how it will impact on future relationships within the participants
- As soon as the game has started there are only two neutral observers

The referee's reputation must be beyond reproach, and they must be role models if they are to be respected by players, coaches, spectators and other referees.

Evaluation of High-level referees

The old way of evaluation was strictly rule orientated evaluation and counting the number of mistakes in isolated points of the game. These were then translated into some numerical evaluation. Now we have moved on from this approach to review the strength and weaknesses in the conduct of the match and review this in a holistic manner; considering the whole work of the referee. This will include other aspects of the game leadership and social skills that are also judged according to the same assessment system; interaction with the teams.

Holistic Assessment

Coherent rule points are banded together and the RD summarises the observations of the performance in 6 predefined characteristics. The first element that needs to be understood is the grading system of ABCDEF. The judgment is made in the consistency of the referee in these characteristics. This will also take into consideration the game situation, for example, the same decision by the referee at 0-0 in set 1 is of less consequence than at 15-15 in set 5. The latter will determine which team will win the match and therefore the importance of the decision is far greater.

New Evaluation Sheet

4 sections Techniques and mechanics; Knowledge and interpretation and application of rules; interaction with the teams; match management and personality

This will provide a better quality of evaluation in general and discussion between the RD and the referee. The RD indicates to the referee the strengths and weaknesses of the performance in different situations.

Self-evaluation of the referee - we ask the referees to prepare a self-evaluation using the same form. An essential coaching goal is to get the referee to be able to give reasonable self-criticism and offer opportunities to the referees to find out their own learning points to aid their personal development. The referees have the right to give their own assessment and to be able to defend their performance.

After the match the referee should be able to answer the following questions

- Did the better team on the court win the game?
- Did the referee conduct the game wisely? Did the referee direct the game using all of the knowledge and understanding of rule interpretation they have and use their experience in the interactions with the teams to avoid any difficult situations
- Did the game take place without any major incidents?

Do not evaluate a game by counting the number of mistakes.

An excellent performance for 5 sets can be destroyed by making an incorrect decision in the final point that decides the game.

The better referees are those that break down the barriers and control the game with as few decisions as possible; but each game requires a different performance. If you were very good yesterday this does not help you in the match today as it will give different pressures and situations. Each game requires its own individual approach.

The quality of the referee is determined by their ability and

- capacity to adapt to the actual game and
- capacity to let the game flow in a spontaneous manner

The referee does not have to create barriers to prevent the game from flowing but he should set up bridges by which the game can progress without problems

If every game is marked Very Good then in all games this suggests that something perhaps may not be quite right. Referees need to understand that the evaluation of referees as Good does not mean they have performed poorly. But it helps the referee understand the areas where they have some development points.

The new evaluation form does not show the number of points being awarded. The RD still puts the crosses in the boxes. In the background the points are totalled for statistical analysis.

Observers and Post-Match Evaluation

The presentation gave some top tips for the evaluation of the referee after the game.

Don't rush to the referee after the game and take some time to take the emotion after the game. If the referee cannot answer "Yes" to the 3 questions then there is a problem that must be addressed.

Begin and end the evaluation on a positive manner. Observer should not come to put down the referee by discouraging them - the purpose is to build up the referee and not to destroy and it is sometimes difficult to find the right balance but it does exist.

Begin the evaluation with an overview of the performance and in this phase be honest and not hide the truth. For example do not speak about good performance and then give a poor written comment and score. Find the words which are truthful but not destructive

Encourage two-way comment - Leave the door open for dialogue. The observer is not in the possession of all the facts "in my opinion... From my position in the tribune..." Allow the referee to exercise their right to defend themselves and perhaps to release any frustration.

It is not personal - It is important to keep personal things out of the pictures for example by forgetting friendships or personal dislikes. These should not affect the report on the performance.

Communication and Knowledge - The observer must have the appropriate technical training with good communication skills and are dealing with people and not objects robots. Use language appropriate to your audience - be aware of tone - for example between juniors and seniors

Mechanics - try to get the referees to correct the mechanics used to improve the management of the match; accept that referees have a different individual manner, this is part of the character of the referee and affects the way in which they move and recognise and whistle faults. Work with junior referees to employ good mechanics naturally as a reflex. Small personal mannerisms in the senior referees which are part of their personality may become an example by which junior referees may follow. Each of us are examples of the referees we have observed, we copy and we recycle. We should always look to pass on tips regardless of age and experience

Breaking Down Barriers - Proof that the referee has understood the game - the team referees and coaches shake hands at the end of the game is a sign of satisfaction of the participants. If any of them are complaining then something in the game has happened. If the observer has to check and judge if the referees understood the spirit of this match rather than an imaginary match.

Critical Mistakes - must be highlighted and discussed even with a senior high level referee

Note: Video if possible to support the discussion and gain the understanding of what happened in a given situation and get the referee to give evidence on why they acted in the way they did. But it can be taken out of context, but in the actual instance viewed from the sports hall can have a broader view of the decision in the context of the whole match. Images tends to cut short reality and give a snapshot rather than the overview of performance

Summarising performance - prepare a final summary beginning with actions to be avoided and actions to be maintained. A good debriefing ends with a summary of the key points of the match both to be improved and those to be maintained. Not only actions during the match are to be taken into account

Observers - keep a positive attitude, act like a coach that encourages and is able to adapt and be open and have a confident and flexible attitude to be able to get the message across. After a difficult match the referees need a friend and not an executor. They should sincere and honest and be able to clearly put forward the right points. The relationship has to be based in confidence and trust in each other.

Final Word

The progression of the quality of referees depends on the quality of the observers and the quality of their work. Referees must accept that they will be judged. Observers have to watch for the good qualities of the referees. And all observers and referees must accept that only a small number of them will arrive at the top. This should not prevent each other from being able to play an important role in volleyball at whatever level they happen to be.

Sometimes when you nominate a referee take a risk and give chance to new well prepared talents to start their carrier on top level.

Other Items: “2nd Refereeing”

Klas Hedjenberg told the delegates that his book on '2nd Refereeing' is being updated and is available from him. NF's can translate this into their own language and if they do so would they send Klas a copy.

Jan REK closed the meeting with thanks to the delegates for attending and wished them well in taking the message back to their NF to increasing the number of high level referees. Thank you to Mr. Ilia ILIEV and Bulgarian Volleyball Federation for hosting the seminar.