

Attentional control and its relationship to signal communication for volleyball referees in Iraq

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Abstract

The purpose of this paper is preparing measures of attentional control and signal communication to identify their level among volleyball referees in Iraq, and to identify the correlation between attentional control and signal communication among volleyball referees in Iraq. The research community was determined from the working referees accredited and registered in the records of the Iraqi Central Volleyball Federation, which numbered (90) referees, distributed on the three arbitration degrees (international, first, second), and the research sample was chosen by a comprehensive inventory method. The researchers applied the two scales to the research sample, and five were extracted Standard levels for the sample using the statistical bag (Spss) to extract the results, and among the results that the research came out with, there is a significant correlation between attentional control and signal communication among volleyball referees in Iraq the level of the international judges in the measure of attentional control and signal communication is slightly higher than that of the first and second-degree judges. Among the recommendations that came out of the research is the necessity of involving referees in courses and lectures related to the development of mental processes, especially attentional control, and the importance of communication with reference to volleyball referees in Iraq, as they are one of the basic requirements that raise the level of performance of referees in league matches.

Introduction:

Volleyball is one of the group games that has taken on an increasing spread in various parts of the world, as it is one of the games that are played in most times and places of different ages and for both sexes, which made it take that distinguished position among many games. Arbitration in volleyball has a great and effective role, as it is one of the aspects of the progress and development of the game, like all other collective or individual sports. Attentional control is one of the important psychological variables that are related to sports activity in its various fields, in addition, to signal communication, which is one of the important matters in the field of arbitration to transfer information and ideas between the refereeing staff to lead matches and adapt to the variables affecting the course of matches by players, coaches and the public, and these variables affect The referee's behavior and decisions in managing matches. The successful referee issues his decision at the same time as the error occurs, and this will only happen if the referee has the ability to control attention (focusing attention, diverting attention), and quick reactions to various stimuli to make the right decisions during the match, and for

this, the referee must be attentive to what is going on around him in the field of play in terms of the movement of the ball inside the field and the movement of the players, so that he can influence the match and control it mentally and physically. In addition, the referee needs to communicate and interact with other referees, players, coaches, administrators and the public using signal communication, which is one of the important matters in the field of arbitration. In addition to the rapid pace of play and in line with the multiplicity of attack plans, as this period in which the volleyball game proceeded towards the pace of development and increasing the pace of play imposed on the referee several requirements, so its rulers must be at the level of this development by controlling the match and leading it to safety. So that they are communicating in all its moments, using the means of communication with each other. Therefore, the profession of arbitration in the sports field is one of the difficult professions in that its members must possess a high level of attentional control and signal communication, and make maximum efforts to achieve the required goals. It is without shortcomings or specific defects, so the importance of the research lies in identifying the level of attentional control and signal communication among volleyball referees, and whether it is possible to predict the performance of volleyball referees in Iraq in terms of attentional control and signal communication.

Research objective:

- preparing measures of attentional control and signal communication to identify their level among volleyball referees in Iraq,
- Identify the correlation between attentional control and signal communication among volleyball referees in Iraq

Research methodology and field procedures:

Research Methodology:

The researchers used the descriptive approach using survey methods, which is compatible with the nature and objectives of the current study.

Community and sample research:

The selection of the sample is one of the important steps and stages of the research, and the nature of the research is the one that controls the research sample, which is a group that is examined or monitored to carry out the experiment, and it consists of one or two people or more. (Mahjoub. 1988). Therefore, the research community was determined from the working referees accredited and registered in the records of the Iraqi Central Volleyball Federation for the year (2021), and their number is (90 referees) , divided into the three international arbitral scores (8) referees, the first (62) referees, the second (20) referees, and all of them were chosen to represent the research sample.

Devices, tools and means used in the research:

Means of data collection:

The tools that are used in the research should be described to give an indication of the needs of the study, “The appropriate tool is determined in the light of the research objectives and hypotheses and the questions he seeks to answer. The tools are the means that the researcher uses to obtain information” (Abbas and et al. 2011), and in order for researchers to be able to complete their research in the most complete manner, they must use tools and means to help them complete their work, which are:

1- Research methods: they include:

- Arab and foreign sources and references.
- Personal interviews.
- Experts' questionnaire for standards.
- Assistive work team.
- Standards used in the research (attentional control: signal communication).

2- Tools and equipment used in the research:

- One (1) hp computer.
- Hand-held electronic calculator (CASIO) number (1).
- Stationery and office supplies (papers and pens).
- Camera type (Nikon5200), number (1).

Field Research Procedures:

To achieve the objectives of the current research, it was required to prepare two measures of attentional control and signal communication for volleyball referees in Iraq, so the researcher performed the following procedures:

Procedures for preparing the measures of attentional control and signal communication:

Determine the objective of preparing the two measures of attentional control and signal communication:

The aim of preparing the two scales is to identify the nature of the level of attentional control and signal communication for volleyball referees in Iraq.

Selection of attentional control scale and signal communication:

After reviewing the literature and previous studies that dealt with the subject of attentional control, the researcher adopted the Attention Control Scale, prepared and it is a measure applied to first-class football referees, as it consists of (18) paragraphs for each paragraph, five alternatives It is (always, often, sometimes, rarely, never), and the weights of the answer alternatives were (5, 4, 3, 2, 1), the items of the scale were divided into two domains, the domain (focusing of attention), which included (9 items), The domain of (Diving Attention)

included (9 items). As for the Signal Communication Scale, the researchers relied on the scale prepared as the scale consisted of (40) items for each item, five alternatives, which are (always, often, sometimes, rarely, never) The weights of the answer alternatives were (5, 4, 3, 2, 1). The paragraphs of the scale were divided into four areas: (communication with the fellow referee, contact with table rulers and supervisors, contact with players, contact with training cadres), and for each field (15) paragraphs and the researchers made some modifications to the paragraphs to fit the research sample.

Determining the validity of the paragraphs of the Attention Control and Signal Communication Scale:

The validity of the paragraphs of the two scales was determined by presenting them to the (9) experts and specialists, as shown in Table (2,1).

Table (1) shows the opinions of experts and specialists in the paragraphs of the attentional control scale

No	Paragraph numbers in the scale attentional) (control	No. of paragraphs	Number of experts and their percentage				Chi-2	Type sig
			Agree	percentage	Disagree	percentage		
1	-13-10-4-3-2-1 16-15-14	9	9	100	zero	zero	9	sig
2	-11-9-8-7-6-5 18-17-12	9	9	100	zero	zero	9	sig

Table (2) shows the opinions of experts and specialists in the paragraphs of the signal communication scale

no	Paragraph numbers in the scale (signal communication)	No. of paragraphs	Number of experts and their percentage				Chi-2	Type sig
			Agree	percentage	Disagree	percentage		
1	-12-11-10-9-4-3-2-1 -24-23-22-21-18-17 -25	15	9	100	zero	zero	9	sig
2	-15-14-13-8-7-6-5 -28-27-26-20-19-16 -30-29	15	9	100	zero	zero	9	sig
3	38-37-36-35	4	8	88.88	1	11.11	5.44	sig
4	-40-39-34-33-32-31	5	8	88.88	1	11.11	5.44	sig

The validity of the items of the Attention Control Scale and Signal Communication from the linguistic point of view:

The researchers presented the paragraphs of the two scales to a specialist in Arabic language (Jawad Kazem Omar: Assistant Teacher of Arabic Language, Directorate of Education of Babylon Governorate), in order for the paragraphs to be sound and free from linguistic errors, and the observations made by the specialist were taken, and thus the two scales are free of Linguistic errors.

Prepare response instructions for the attentional control scale and signal communication:

1. Not mentioning the name and relying on coding.
2. Not leaving any paragraph unanswered.
3. The necessity of answering frankly and accurately.
4. Not seeking the help of another colleague to answer.
5. Put a tick (✓) in the field that applies to you in front of each paragraph, and your answer will be strictly confidential and is for scientific research purposes only.

The exploratory experiment of the Attention Control and Signal Communication Scale:

The two scales were applied to an exploratory sample of (5) rulers from the holy governorate of Karbala on Tuesday 16/11/2021 in a collective form at ten o'clock in the morning in the People's Hall in Baghdad, as they were allowed to inquire about any ambiguity in the paragraphs of the scale and to make any observation related to the scale and it became clear from this experience, the scale's instructions and paragraphs are clear, as the sample completed the answer to all the items of the scale with an average time of (8) minutes for the measure of attentional control, and a time of (15) minutes for the measure of signal communication, Thus, the two scales are ready to be applied to the sample of the preparation for the purpose of statistical analysis of the items of the two scales.

Application of a measure of attentional control and signal communication to a sample:

The two scales were applied to the prepared sample of (90) referees approved by the Iraqi Central Volleyball Federation in Iraq, for the period from 25/11/2021 to 30/11/2021 in volleyball halls and stadiums, and according to the tournament system that takes place in the form of gatherings. In addition to the paper scale, the two researchers prepared an electronic form to obtain the answers of the judges who did not attend these gatherings, with the aim of conducting the preliminary statistical analysis of the items for the scale.

Objectivity of Response to the Attention Control Scale and Signal Communication:

The researcher formulated (2) paragraphs similar in content and different in wording to other original paragraphs in the scale in order to calculate the objectivity of the response and Table (3) shows those paragraphs.

Table (3) shows the numbers of the original and repeat vertebrae, the measure of attention control and signal communication

Fields	Original paragraph number	Repeat paragraph number
Attention control	10	19
	16	20
Signal communication	5	41
	26	42

To achieve the objectivity of the response, the following procedures were applied:

- 1- Extracting the difference between the two grades (original - duplicate) for the similar paragraphs in each form.
- 2- Extracting the absolute differences between these scores for each member of the sample.
- 3- Extracting the arithmetic mean and standard deviation of the degrees of absolute differences.
- 4- Collecting the arithmetic mean and standard deviation for the purpose of finding the spoken degree at which or without which the answers of any member of the sample are accepted.

In addition, since the sample construction and numbers amounted to (90) judgments, so we have (90) forms and by applying the previous procedures, it appeared that the value of the arithmetic mean and standard deviation reached (5.62) degrees. When comparing the absolute differences of the forms with the spoken degree, it showed that the spoken degree is greater than the absolute differences of the forms. The forms are ready for statistical analysis. (Ahmed and et al . 2000).

Correction of attentional control scale and signal communication:

The two scales contain two types of paragraphs, some of which are positively formulated and some are negatively formulated. As for the answer alternatives, they are represented in (5) alternatives, respectively. (Always - often - sometimes - rarely - never) so that the correction process varies according to the question formula. The following weights were given to the alternatives (5, 4, 3, 2, 1) according to the answer sequence for the paragraphs, and the degree of attentional control was calculated by answering all paragraphs The scale amounted to (18) paragraphs, and thus the total score on the scale ranges between (90) degrees, which is the highest degree, and (18) degrees, which is the lowest degree, and a hypothetical average of (54) degrees represents the hypothetical mean of the degrees of the attention control scale. If the answer degree on the scale is More than (54), this indicates that the attentional control is above the average, but if it is less than (54) degrees, this indicates the weakness of the attentional control of the subject, as well as in the signal communication scale where the total score on the scale ranges (200) degrees, which is higher degree, and (40) degrees, which is the lowest degree. In addition, a hypothetical average of (120) degrees represents the hypothetical mean of the degrees of the signal communication scale, If the degree of answer on the scale is more

than (120), this indicates that the communication with the signal is above the average , but if it is less than (120) degrees, this indicates poor communication with the signal for the examinee.

Psychometric properties of the attentional control and signal communication scale:

Among the most important standard characteristics of the scale, which the measurement specialists emphasized, are the two characteristics (honesty and stability), as well as the standards, as the accuracy of the data or the degrees we obtain from the standards depend on them (Abdul Rahman Adas, Wahi Al-Din Touq, 1989, p. 159).

Honesty Scale:

The two researchers relied on two types of honesty of the current scale:

- Honesty Content: This kind of honesty was achieved when the researcher presented the two scales to a group of experts to validate the items of the two scales.
- Honesty Hypothetical composition: This validity was verified in the two current scales through statistical analysis of the items by calculating the discriminatory ability and the internal consistency of the items of the two scales.

Stability of the attentional control scale and signal communication:

The concept of reliability refers to the consistency of test scores and scales for a particular group of individuals, i.e. consistency over time, consistency of different versions of the same test, consistency of the vocabulary of the same test, or consistency across different testers and graders. (Allam. 2000).

Stability was calculated using two methods:

- Half-splitting: for the purpose of verifying this method, the two scales were divided into odd and even clauses, as the variance of individual and even clauses were calculated and subjected to a factor (f) and when comparing the calculated value of (0.061) with the tabular value of (1.35) at the degree of freedom (109-109) and the level of significance (0.05), and it was found that the difference is not statistically significant, and this means the homogeneity of the individual and marital items, then the Pearson correlation coefficient was calculated between the two halves of the scale and the calculated value was (0.83) for the attentional control scale, and the calculated value was (0.86). For the Signal Communication Scale, these scores mean stability for half of the test. In order to obtain complete stability of the test, the researcher applied the (Spearman-Brown) equation and it appeared that the Spearman-Brown amount reached (0.90) for the Attention Control Scale, and (0.89) for the Signal Communication Scale, which is a value High indicates the stability of the two scales.
- Cronbach's alpha: The equation was applied to the sample members of the scale preparation using the statistical bag for social sciences (spss), and it appeared that the value of the stability coefficient of the attentional control scale is (0.89), and the coefficient of the stability coefficient of the signal communication scale is equal to (0.90), which is a high indicator of the stability of the two scales.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Discussing and analyzing the results:

After the goal of the first research was achieved, which is to prepare a measure of attentional control and signal communication for volleyball referees in Iraq, the researcher went to achieve the other research objectives as follows:

Presenting, analyzing and discussing the results of the attentional control and signal communication scale:

The results related to data analysis for the degree of attentional control and signal communication scales for individuals of the research sample, using statistical means, arithmetic mean, standard deviation, and hypothetical mean, and after inferring the significance of the differences between the arithmetic means of the sample and hypothesis of the scale, the researcher used the one-sample t-test to identify the reality of attentional control and communication. Referring to the members of the research sample, who are the referees of volleyball in Iraq, as shown in Table (3).

Table (3) Shows the arithmetic mean, standard deviation, hypothetical mean, and the computed (t) value of the attentional control and signal communication scale.

Variables	No.of sample	arithmet ic mean	standard deviatio n	hypoth etical mean	T value	Level sig	Type sig
Attention control	90	67.102	10.107	54	14.666	0.00	sig
Signal communicati on	90	147.74	15.90	120	11.43	0.00	sig

The results of Table (3) show the total score of the Attention Control Scale, which consists of (2) two domains and (18) items with high discriminatory ability, efficiency and statistical significance; Because the arithmetic mean is greater than the hypothetical mean and the significance level (0.00) which is smaller than the significance level (0.05), and this indicates that there are statistically significant differences between the two means and in favor of the arithmetic mean of the sample, which indicates that the volleyball referees have an attentional control above the average; The researcher attributes these results to the fact that the research sample enjoys a good level of attentional control, as they possess a kind of high concentration in the course of the matches, and that this high level is due to their responsibility in leading the matches and avoiding competition between the two teams in the match. The goals of the referees are to achieve justice and equality between the two teams and to maintain the safety of the players as well as to create or make the competition enjoyable for the players and to show the match in the most beautiful and most enjoyable way for the fans, and (Meguid. 2005)

indicates that attentional control is of vital importance in training and competition and is the basis for reaching Top performance in training and competition.

The results of Table (3) show the total score of the Signal Communication Scale, which consists of (4) domains and (40) items with high discriminatory ability, efficiency and statistical significance; Because the arithmetic mean is greater than the hypothetical mean and the significance level (0.00) which is smaller than the significance level (0.05), and this indicates that there are statistically significant differences between the two means and in favor of the arithmetic mean of the sample, which indicates that the rulers have a signal connection above the average, and the researcher attributes these results Until the research sample (Volleyball referees in Iraq) have a good amount of communication by reference, and this is due to the knowledge of the research sample a number of types of communication as a result of continuous training in the use of means of communication and to the continuous use of these types before, during and after the match, whether with the colleague referee or the arbitration staff or with the players and administrators alike, Signal communication is the equivalent of using the whistle inside the stadium, and it is an essential element for using the spirit of the law instead of the explicit text of the law, because it is in the opinion of the researcher the other side of applying the law, and this means that by using the communication in its appropriate way and at the appropriate time, the referee will not be forced to use the literal texts of the law, and will resort to To use the spirit of the law more using (the art of leadership).

Conclusions and Recommendations:

Conclusions:

By presenting, analyzing and discussing the research results, the researcher reached the following conclusions:

- A standardized number (attentional control and signal communication) was reached for volleyball referees in Iraq.
- The two study scales for volleyball referees in Iraq are a valid tool for measuring (attentional control and signal communication) for them, evaluating them with it, and distinguishing between them.
- The volleyball referees in Iraq are superior and at good levels in all dimensions of the attentional control scale, and the signal communication scale, but it does not qualify them to exit the match with the fewest number of errors.
- There is a high direct correlation between attentional control on the one hand as a dependent variable, and signal communication on the other hand as an independent variable, as the higher these variables rise, the higher the performance level of the referee in leading the match accordingly.

Recommendations:

Through the conclusions of the study, the researchers made the following recommendations:

- Adoption of the results of this study and its scale to measure (attentional control and signal communication) for volleyball referees in Iraq.
- The need to generalize the standard scores of the two scales (attentional control and signal communication) for volleyball referees in Iraq, in order to use them in the selection, follow-up and continuous evaluation processes to know the capabilities of the referees and their classification.
- It is necessary to open courses for volleyball referees in Iraq to raise awareness of the importance of attentional control and signal communication.

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Appendix. (1)

Attentional control scale

N o.	Paragraphs	alwa ys	oft en	som etim es	rar ely	nev er
1	I find it hard to focus on my refereeing duties when there is noise around me.					
2	I switch my attention easily and easily from one arbitration case to another.					
3	When the arbitration situation requires high concentration, I find it difficult to focus on it.					
4	Getting caught up in a new arbitration situation takes me a long time to focus.					
5	My mind turns to what is going on around me when doing my judging tasks					
6	It is difficult for me to coordinate my attention between the shouts of the fans and the objections of the captain during the game.					
7	My attention remains well focused on playing even if there is noise from the crowd.					

8	I can quickly shift my attention from one arbitration case to another while appreciating the most important case.					
9	When I am focused on my judging tasks, I become unaware of what is going on around me.					
10	I can quickly change the response to a new arbitration case.					
11	My mind goes off easily if someone is talking near me.					
12	After my mind is clear, I can easily return my attention to my judging duties.					
13	I find it hard to let go of distracting thoughts when I try to focus on playing.					
14	When distracting thoughts come to my mind, it is easy for me to turn my attention away from them					
15	When something in the game excites me, I find it difficult to focus my attention on my refereeing duties.					
16	It is easy for me to follow more than one arbitration case at once.					
17	When I am focused on my judging tasks, I ignore the feeling of hunger and thirst.					
18	It is difficult for me to change the response to an arbitration case and to bring other response alternatives.					
19	I cannot quickly change the response to a new arbitration case.					
20	It is not easy for me to follow more than one arbitration case at the same time.					

Appendix (2)

Signal communication

No.	Paragraphs	always	often	sometimes	rarely	never
1	I call my colleague opposite and close to the case before I give the most severe punishment.					
2	I alert my colleague with an agreed-upon hand signal in the event of a violation that he did not notice, which is one of his responsibilities.					

3	I speak to my colleague in case I am not convinced of one of his decisions at the nearest stoppage of the match.					
4	Rely on reading only the state of play without theoretical contact with the fellow referee.					
5	In the decisive half, I lose contact with my colleague referee.					
6	I call my fellow referees so that they are positioned correctly in order to resume play after each interruption of the match.					
7	I alert my fellow referee to the direction of the serve by positioning me in the direction of the receiving team after every pause in the match.					
8	I asked my colleague the referee about the state of play when the match was stopped to find a balance between us in giving the penalty.					
9	Call my fellow referee with a hand gesture if I don't receive the turn order sheet.					
10	I do not think it necessary to warn my fellow referee in the event of a wrong substitution of the Libero.					
11	I calm my fellow referee when I see him angry.					
12	I don't see it necessary to talk to my fellow referees before the match about important situations that might happen.					
13	I alert my fellow referee when the ball is prepared from above by the free player in the frontal area.					
14	I called my colleague directly if I could not determine the wrong player who punished my colleague.					
15	I communicate with my fellow referee after the end of the match to determine the mistakes and how to avoid them in the future.					
16	Contact the table referee before the match begins or resume after each stop.					
17	Referee to the table and supervisors to intervene if the bench did not comply with the instructions.					
18	It is not necessary to warn my fellow referee that the three (3) minutes allocated for treating the injured player have expired.					

19	Contact the referee of the table if more than one player is fouled at the same time.					
20						
21	Contact the match supervisor to intervene to stop the inappropriate movements or words affecting the players by the fans.					
22	Warn the referee of the table when an unnoticed wrong substitution occurs at the nearest match stop.					
23	It is not necessary to communicate with the referee of the table about the remaining points for the end of the match if there is no visible board.					
24	I contact the umpire if I disagree with my colleague about a spin error.					
25	I directly intervene in the event that a point is not added to the team by the referees of the table.					
26	I contact the umpire and the supervisor for their opinion on the severe penalties for the situation at the bench.					
27	I contact my colleague, the referee and the match supervisor, in case there is a difference in the players' equipment.					
28	I do not wait for confirmation from the referee of the table and the match supervisor that the excluded player has left in order to resume playing.					
29	I talk to the match supervisor about the most important observations regarding my refereeing performance.					
30	I consult with my fellow referee about the reason for the penalty recommended by the match supervisor to the administrative staff before giving it.					
31	During the course of the match, I do not talk to any player about my decisions					
32	Give an appropriate indication of the penalty after it is calculated in order to clarify the reason for the decision.					
33	Warn the Libero to enter and exit the playing court through the Libero changing area.					

34	Warn the front-line players of the two teams in the event of physical contact between them so that the two sides avoid it.					
35	I warn the hitter not to cross the free zone when serving for the first time.					
36	He refrained from talking to the players at halftime for the purpose of explaining some of the decisions I made.					
37	Calculate the number of touches the ball is allowed for a team before the trade is finished due to the fourth touch.					
38	Allow the head of the game to talk to me about the decisions made under the new amendments.					
39	I communicate with players with unfamiliar signals.					
40	Use inappropriate signs and gestures to indicate punishment, if necessary.					
41	I do not think it necessary to warn the server or his team when he violates the terms of the serve before the whistle is blown.					
42	Warn the game captain of the consequences of moving the ball slowly to the server when the condition first occurs.					
43	I speak to the head of the game not to shout in the event that a foul is charged to the opposing team, even if it is true.					
44	Warn the head of the game not to use gestures or signs that suggest offense to the opposing team or the audience when scoring a point.					
45	I warn the player who was punished by my colleague not to speak with him in order to comment on the decision.					
46	Refrain from contacting the coach in cases (requesting substitutions or time).					
47	When I send a punishment to the coach, I don't show a convulsive expression to absorb his anger.					
48	Warn the head of the game to speak with the sanctioned coaching staff to remain calm so that he does not receive a harsher penalty.					
49	Warn the therapist to use an ice pack so that the playing field does not get wet.					

50	I do not think it necessary to warn the therapist that the injured player should be moved off the field in cases that take time to treat.					
51	I talk about the criteria for the decisions I make if the coaches ask me to do so at halftime.					
52	Communication with the training cadres has no role in delivering the decisive step to safety.					
53	I communicate with the training staff to prevent interceptions from the bench.					
54	Warn the coach of the winning team not to use provocative gestures that suggest abuse of the coach of the opposing team.					
55	I communicate with the coaches that they should not object and accept all decisions.					
56	I agree to talk to the coaches about their assessment of my performance in the match.					
57	I accept that the excluded coach apologizes to me after the match without revising my decision.					
58	I communicate with the coach of the host team about calming his fans.					
59	I avoid sitting with the coaching staff before the start of the match.					
60	I warn the training cadres not to interfere in the duties of the referee of the table.					
61	No matter how high the match is, I don't lose contact with my fellow referee.					
62	I do not accept talking to the coaching staff about their evaluation of my performance in the match.					