Accepting the Challenge – Updated for 2017
Elaborating on R2 CRS technique

**PRE-MATCH**

- R1 and R2 should be courtside early for a CRS match – arrive about 50 minutes prior to match time.
- View all cameras and angles (in uniform).
- Check the location of the monitor; it should lay flat on the table if possible. Note the relative location of the monitor, scorer, and announcer. **NOTE:** When a play is challenged, it is preferred that certain information is provided to the announcer and scorer BEFORE you actually review video. Communication to the announcer, scorer and (possibly) coach AFTER the review-decision is made will then be required. So, consider the order you will deliver that information depending on which team is challenging.
- Get information from the review technician about who is manipulating the video during a review, and how. If you will be using a control device (mouse/job wheel), make sure you practice using it before the match.
- Talk to the announcer, and ask if s/he has a copy of the announcer’s script (have one with you just in case). Tell him/her that you’ll provide information for him/her to announce before and after each review. Ask him/her to announce the result of the challenge as you signal to the first referee (not before).
- If the match is televised, and the TV announcers &/or timeout coordinator are near enough to make communication possible, that too is advantageous.

**DURING THE MATCH**

**Step 1:**

- Be prepared for and anticipate a potential challenge – try to avoid authorizing substitutions when you think a challenge may occur.
- Repeat to the coach what he/she is challenging to be sure you understand the challenge precisely. Ensure it is a challengeable action.

**Step 2:**

- From a position that is visible to the first referee, double whistle and show the “Challenge Accepted” signal; be sure to use the arm on the side of the team that requested the challenge.

**Step 3:**

- Quickly provide the necessary pre-review information to the review technician, scorer/assistant scorer, timeout coordinator and announcer (if possible) in the most logical,
efficient order. Give them the information they need for their particular role; in some cases, one announcement may cover multiple individuals listed below.

➢ Example, to the review technician: “Team B is challenging the net fault called on them at the end of the play”, OR “Team B is challenging that Team A was in the net in the middle of the play”). Give information that will help them cue up the correct location in the video.

➢ Example, to the scorers: (Remember that the assistant scorer is completing the datasheet, and needs certain information to do that): “Team B is challenging the net fault”, OR “Team B is challenging that the ball hit the floor during the pancake attempt.” Suggest the scorer place a finger on the score sheet where the last action was recorded, so that changes can be made quickly if needed.

➢ Example, to the announcer: “Team B is challenging the net fault, so the referee will review the video on that play”, OR “Team B is challenging that the ball was touched by Team A before it went out of bounds”.

Step 4:

• Go to monitor. Ensure that the coaches are not “hovering” in an attempt to see the video; the R1 may need to help control that behavior, either with a whistle to the coach or through the captain.

• As you start to review the video, repeat to yourself what the original decision was (“We called a net fault on Team B, they are challenging that decision”, OR “We called the ball ‘out’ on the Team B attack, but Team B is challenging a net fault on Team A”). That process avoids some of the confusion if you later need to signal that the original call stands.

• If you have to view the video(s) more than two or three times to determine whether the call was right/wrong, the video is probably inconclusive. Inconclusive is okay. It may be helpful to have the assistant scorer quietly inform you when one minute, and then two minutes have passed, just to keep you aware of the amount of time the review is taking.

• Formulate your decision.

Step 5:

• Communicate/confirm your decision to yourself, in some detail. (“Team B challenged the net fault we called; Team A was in the net instead, so I need to signal Team A net fault and Team B gets the point”, OR “We called the ball ‘out’ on Team B, the video didn’t show a net on Team A, so the ‘out’ call stands”.

Step 6:

• Ensure that the score crew knows the result of your decision. The scorer only needs to know the facts that need to be recorded on the score sheet (replay, point stands, or mind change-point to other team). If the original decision stands, the assistant scorer needs to complete the information on the data sheet about whether your decision was due to video confirmation, or inconclusive video, so provide that information.

• Quickly communicate your decision to the announcer. The announcer needs the decision and the result. For example: “The video showed that Team B was not in the net, but Team A was – the decision is reversed, and Team B gets the point.” OR - “There WAS touch on the Team B block - the decision is reversed and Team A gets the point.” OR – “Video showed that the ball
did not contact the floor – the point will be replayed.” OR – “The video was inconclusive, so the play stands – Team A will serve.”

Step 7:
• When your communications to the table are complete, turn to the court and communicate the decision to the R1.
• Whistle (once) and...
  ➢ If the original decision stands, repeat the point signal.
    ▪ R1 mimics that point signal.
  ➢ If the original decision is reversed based on a fault seen in the review, signal that fault
    ▪ R1 mimics the fault signal, and awards the point.
    ▪ R2 mimics that point.
  ➢ If the review results in a replay based on a fault called that did not occur, signal replay
    ▪ R1 mimics replay signal.
  ➢ If, after review of the video, there is not a clear view of the challenge in question, signal the original point signal, followed by the “inconclusive” signal.
    ▪ R1 mimics the original point signal.
• Quickly ensure that the scorers have recorded the events, including any reversed subs and libero replacements, before giving the game back to R1. Make sure that the score sheet and scoreboard reflect the same score and that the libero tracker has completed the data collection entries on the form.
• If the play stands, the challenging coach may need to quickly receive the information about whether the video confirmed the original decision, OR the video was inconclusive.
• If the original decision is overturned, the coach that originally won the point may request more information, or a description of what you saw on the video. That communication should be minimized; for example “The video supported that there was a touch by your blocker” or “The video showed that the ball hit the ground on the pancake attempt”. Further details or descriptions of the video should be avoided.