



## OUTPUT 2

### "SET OF COMPETENCES"

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**Analysis of Sets of Competences for Referee  
Instructors in different Sports**

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**Combined Report  
of Round Tables in the Partner Countries in  
France, Germany, Italy and Turkey**

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**Set of Competences for Instructors  
in order to build  
a more effective Basketball Referee Education and  
Training System**



**Disclaimer:**

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## **Specific Aims of the Research**

Analysing set of competences useful for referee instruction of referees in different sport  
Comparison of the current education and training systems for basketball referees in France, Germany, Italy and Turkey;

Realisation of a report focused on the main curricular contents of the current education, licensing and training systems for basketball referees as well as the recruiting and education systems for basketball referee instructors and coaches, which will be the basis for further concepts and guidelines to be developed in the project.

## **Description of the activities**

### **Evaluation of what is done elsewhere and in other sports**

All countries studied what is done in other sports in terms of instructors and observers of referees training on their national territory (Hand, Foot, Rugby, ...)

France cooperated with PERF Arbitrage at the University of Clermont Ferrand and report on the multidisciplinary work undertaken.

France reported on the state of instructor training by the International Basketball Federation (FIBA)

France proposed a framework for the study of the desirable skills in referee training to be discussed during the organization of Local Round Tables in each participating country

France was responsible for drawing up a report on the above points

The four countries conference in Paris defined a base of desirable skills for Instructors and Observers

France must prepare a matrix to interview other countries on the subject, compare and unify the skills of instructors sought and propose procedures for their validation

All countries worked on:

- Suggest a competency base for their national instructors
- What is the method of recruiting instructors
- Desired skills of instructors and observers
- The method of recruiting instructors and observers

On the four countries meeting held in Paris, regarding the studies made the four countries decided to:

- Choose the most appropriate terms among instructor, teacher, trainer, educator or referee coach to define the person that this manual will attempt to train
- Define the most appropriate instructor level for the manual
- Define the skills classes that will be used to construct the trainer's manual
- Define general themes of competence necessary for an effective training and education of young adult referees
- Define new specific skills related to the teaching of other aspects of officiating than that of the theoretical teaching of rules and mechanics that are the dominant practices observed in our respective countries

## **Table of Contents**

Specific Aims of the Research .....	3
Description of the activities .....	3
Table of Contents .....	4
Section I - International research about training methods for referee instructors in basketball and other team sports .....	5
1. Introduction.....	5
2. Research about content of instructors training by FIBA.....	5
3. Handball: Set of Competences for local to regional referees in France .....	11
4. Australian Institute of Sports (AIS).....	11
5. PERF Arbitrage – University Blaise Pascal - CLERONT FERRAND -FRANCE.....	12
Section II - Round table discussions organized in each country in May and June 2016.....	15
1. Introduction.....	15
2. Global Feedback from the round tables meetings.....	15
3. Retours des tables rondes organisées dans chaque pays en Mai et juin 2016 .....	17
Section III - Orientations and Decisions after Paris meeting - July 2015.....	23
1. Participants and subject of the meeting .....	23
2. How to name our referee instructors according to the profile we want to give to them	24
3. Definitions .....	24
4. The choice to name our instructors "Referee Trainers" .....	26
5. Target Level of our Referee Trainers.....	27
Section IV - Competences Definitions, Field of Competences & Chosen Options .....	28
1. Introduction.....	28
2. Objectives and target group.....	28
3. Definitions .....	28
4. Chosen Competence Definition .....	30
5. Competences Fields .....	31
6. The tree of Referee Trainer Competences.....	32
7. Which competences for which level of Instructors .....	33
Section V - Set of Referee Trainer Competences .....	36
1. Introduction.....	36
2. "Helping Referee to Learn" Competences .....	36
3. Basketball Referee Competences .....	39
4. Global Competences in Officiating.....	44

## **Section I - International research about training methods for referee instructors in basketball and other team sports**

### **1. Introduction**

In order to help us to identify the desirable competences of a basketball instructor, our research was first based on looking how different Sports Organization organised education for referee instructors.

All partners had sent the Draft Letter to their network of federations but no respond received.

We try to contact lot of Sports Team Federations but very few answered in different countries

France in charge of this part of our project France then tried to directly contact a meet people. They got interviews meeting with FIBA (the International Basketball Federation) and Jean François Collobert, a member of the CCA (Central Commission of Officiating) of French Handball Federation.

France also searched for interesting Website about referee instructors' education. Very few relevant websites were found.

France analysed the Australian Institute of Sports Website which propose on line support dedicated to education of multi-sport referees' instructors acting as presenters, assessors or mentors.

France also contact the PERF Arbitrage which propose Top referee education and starts some researches about multi-sport officiating

It was decided that Emir Turam will get support from Assoc. Prof. Dr. Ridvan Ekmekci an Academician from Turkey who can help to get more information.

The results of these researches were the following.

### **2. Research about content of instructors training by FIBA**

#### **Meeting in FIBA office**

Bruno VAUTHIER, in the research phase, travelled to Geneva at the FIBA headquarters on 9 April 2015 to exchange views with Carl JUNGEBRAND, world arbitration manager, and Carlos MITJANA in charge of FIBA to develop a training plan Instructors.

This meeting was an opportunity:

- To learn about of the non-existence at that time of a real referee instructor training program, introduced since then as FRIP (FIBA Referee Instructor Program-2016).
- To understand FIBA focused his teaching only to National instructors in charge of dissemination of the FIBA rules and Instruction in their own country.
- Mainly yearly information clinics were done for them in the past including conference session and very few practical workshops.

- To learn about the new objectives of FIBA in the training of national instructors system
- Present our Erasmus + project on instructor training
- To collect a Home Study Book presented as prepared a decade ago by Alan RICHARDSON about training instructors but never officially completed or edited
- To present to FIBA the methods of training and validation of local instructors in France
- To present the training manuals (content, training and evaluation methods) made available to local instructors in France
- To present the e-learning courses offered to referees in France, supplementary support to local training courses
- To present the pedagogical methods used in France for the education of referees
- To present the new training courses set up at different levels
- Introduce the training mechanism for referee trainers
- And especially to present the progress of our Erasmus + project:

FIBA has shown great interest in our various projects, especially our European collaborative training project for referee instructors between our four countries.

It was then proposed to involve a FIBA representative in our next Erasmus+ workshop in Paris.

At our invitation, Carl JUNGEBRAND personally traveled to Paris in July 2015 to participate in our debates concluding the research phase on the desirable skills of instructors.

### **Participation of Carl JUNGEBRAND (FIBA) at our Paris meeting**

Carl Jungebrand, Director of Competitions and Officiating of the International Basketball Federation (FIBA, Geneva) had asked to be invited to the meeting and was heartily welcomed.

After participating in the first day of the 2-day working meeting, Jungebrand stated that the Project would provide very welcomed added value for FIBA because its concentration was very much in line with FIBA's development plans. He highly praised i) the content, ii) the professional approach and methods iii) the high expertise of the management team(s) within the Project and expressed his (FIBA's) appreciation of the quality work being done.

The Project Management thanked Jungebrand for his interest in the Project as well as his sincere support. It was decided that all outputs of the Project would be shared with FIBA, and that FIBA would share its know-how and contact platforms to further support the global dissemination of the Project and its outputs.

It was agreed that both sides would continue to keep in touch in the future so that the Project and the FIBA process on Instructors could be kept aligned.

### **Erasmus + project and development of the FRIP program**

Following our meeting in Paris, FIBA accelerated the implementation of its National Instructor Training (FRIP) project, the first training session of which was completed in May 2016. The national instructors so far have been meeting annually and Arbitral or technical information was given mainly.

Without developing the rules knowledge supposed to be known, the new program provides.

- real on-line and face-to-face training on three central themes
  - o knowledge of teaching technique,
  - o basketball technique,

- individual technique of high-level officiating.
- Edition and distribution of the finalised Home Study Book presenting lot of information and knowledges linked to the job of national instructor
- A two days intense face to face workshop including practical workshops, conference courses and e-learning live evaluation on spot

The selection of the instructor population trained by FIBA turned to the National Instructors of FIBA.

### **Difference between our ERASMUS + program**

It is different and complementary to the training program for referee instructors that the ERASMUS + program intends to develop.

The FIBA FRIP program focuses on training the national instructor managing the international referees and officially representing it in each country.

The Erasmus + program of our 4 countries aims to develop the training of many basic and intermediate level referee instructors in each of our countries.

The two training programs do not concern the same instructors.

FIBA has put great resources to develop its program in a very short time, mobilizing its world experts in referee training: Carl Jungebrand, Costas Rigas, Carlos MITJANA, Alan RICHARDSON, Simon KIRKLAND, Tomas RIMKUS, Steve SEIBEL, Bill MILDENHALL ,) ....

### **Who are the national instructors that FIBA trains?**

In its overall organization, FIBA validates and revalidates each sporting season the national instructor authorized to represent the FIBA technical track, to pass the tests of revalidation of the international referees and to communicate and ensure the application of its Instructions to arbitrators and referee instructors from each country.

FIBA's 2016-2020 policy aims to standardize content in the teaching of basketball, in particular that of refereeing

This project resulted in the spring of 2016 on the launch of the first online training with evaluation and validation of instructors.

The finding was that many national instructors were not educated in terms of pedagogy and that their knowledge and skills theoretically updated were never evaluated.

Within the framework of the philosophy of approach towards excellence, FIBA had to control the knowledge and skills of its instructors.

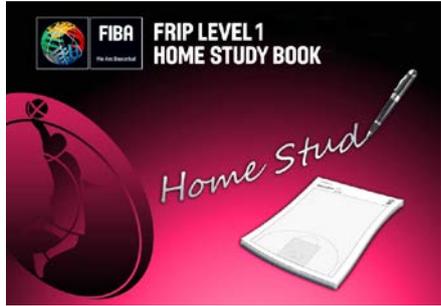
It therefore developed during the 2015-2016 season its new project called FRIP (FIBA Referee Instructor Program) implemented as early as spring 2016. A new era of instructor training began:

March 2016: opening of national instructor candidates

April 2016: opening of the training in hindrance of the national instructors (courses and tests at home)

April 2016: Home Study Book sent to the instructor candidates

May 2016: National Instructors clinic in Zagreb with the first in-class training and assessment of candidates for FIBA labelling



One of the consequences of our Erasmus + program is therefore to have contributed to the rapid development of a new training of national instructors validated by FIBA. Otherwise the learning part of the FRIP Home Study book is so good that we invite the FRIP contributor Simon KIRKLAND to join us for the learning part of our project.

### **FRIP Program and Set of Competences**

The content of the FRIP is the following:

Teaching and Learning part

- Helping Referee to learn
- Interactive Instructor Skills
- Audio-Visual Aids

The core of Fundamental of Basketball

- Individual Offense and Defence Help referees to see Techniques
- Offense and Defence Team Techniques & Strategy

Officiating

- Individual Officiating Techniques Basics
- 3Person Officiating Basics

The National Instructors Training Program of FIBA

Each field is evaluated.

### **Training materials are threefold:**

- A home training book
- e-Learning training
- A two-day training course

### **The evaluation**

The evaluation of the Instructors at the end of the training program is based on 3 evaluation methods:

- An online assessment
- In-class e-learning workshops
- 12 months of practice supervision

### **Teaching and Learning**

FIBA has so far failed to pass examinations or tests to its instructors, FIBA in its new philosophy based on excellence

Noting that national Instructors had become former referees who rarely had pedagogical training and not always the appropriate knowledge in the matter  
The FRIP training program will influence our study group Erasmus +.

• **Knowledge of the "FIBA Referee Instructor"**

Competence in the field "How to train" (PACER:)

- Plan the intervention
- Organize the structure to the needs of the learners
- Communicating effectively
- Adapt and get to the level of learners
- Assessment of the session and learning

• **Skills, Qualities and Abilities of Referee Instructors.**

- Instructors must be aware and develop the Qualities, Skills and Abilities required to fulfill their role.
- Qualities: Strength of conviction, Experience, Relaxed, Adaptability, Creativity, Flexibility, Open-minded, Respectful, Distributed, Audible, Accessible, Patient, Investigated, Sense of Humor, Dynamic, Sensitivity, Empathy, Interested, Positive, Confident, Punctuality,
- Skills: Questioning, Leadership, Mastering Audiovisual, Communication, Listening, Using different styles of intervention, Demonstrating, Managing your time, Adapting to the public
- Attitudes: Acting, Generating Interest, Organizing, Reassuring, Checking, Informing, Planning, Relaxing, Clarifying, Engaging, Supporting, Probeing, Controlling, Preparing, Teaching, Leading, Managing, Translating, Evaluating, Motivating, Reacting, Understanding

• **Teaching styles**

- It is important to know how to use different teaching styles in order to adapt to the way of best learning of different officials

• **Facilitating learning**

- When and how to use Word Storming, Work groups, Case studies, Role play/simulations, Ice breakers, Warm ups, energizers...

• **Using technology**

- When and How to use Video, Flip charts, Beamers, Hand-outs, Tablets, Phone apps...

• **FIBA National Instructors Essential and Desirable Competences**

- FIBA built the following chart identifying Essential and Desirable Competences of a National Instructor

	<b>Job description for FIBA National Instructors</b>	<b>Essential (E) Desirable (D)</b>
	<b>Role and responsibility</b>	
1.	Develop and coordinate referee, table officiating and commissionaire training within the national federation	E
2.	Support the development of officiating in the national federation	E
3.	Apply FIBA rules, guidelines, regulations and interpretations into the development of officials within the National Federation.	E
	<b>Qualifications and Experience</b>	
4.	To be educated at degree standard, preferably in a physical	D

	education or sports related subject	
5.	Hold National Federation refereeing qualification	D
6.	Hold a FIBA Referee License (ex or active FIBA Referee)	D
7.	FIBA Basketball Knowledge training Level 1	E
8.	Attended regional referee clinics & training for National Instructors	E
9.	Experience in communicating effectively with people from a variety of backgrounds	E
10.	Experience of working independently and as part of a team	E
<b>Skills &amp; Abilities</b>		
11.	Ability to work to deadlines and prioritise work	E
12.	Ability to communicate effectively with a wide range of people and have the ability to write and speak in English.	E
13.	Ability to work methodically and independently	E
14.	Working knowledge of computer software packages	E
15.	Ability to work in a confidential manner	E
16.	Strong inter-personal skills and an ability to identify solutions	E
<b>Knowledge &amp; Understanding</b>		
17.	An understanding of refereeing on an international level	E
18.	An understanding of the factors affecting officials	E
19.	An understanding of basketball	E
<b>Personal Attributes</b>		
20.	Flexible approach to working	E
21.	Can consistently meet competing demands through effectively prioritising	E
22.	Willing to travel	E
23.	Displays personal responsibility for decision making and actions	E
24.	Have a commitment to continual professional development	E

### Conclusion

FIBA started a new program to prepare its Instructors.

FIBA public target in its new FRIP Instructor Training is mainly the national Instructors of each Basketball National Federation.

This program is mainly designed to preparation of Top referees of each country.

Even if some sections of this tool can be very useful for local or regional instructors, this is not enough adapted to education and training of beginners and intermediate level referee instructors. For example 3 persons officiating is never practice at this level in any of our countries. More useful competences for that level should be extract to match with the time available to train our referees.

Nevertheless main tools developed to deliver newly introduced topic of teaching and learning concerns directly our instructor's curriculum.

### FIBA Resources:

- FRIP Level1 Home Study Book edited by FIBA for National Instructors
- 2014 Official Basketball Rules -FIBA
- Official Basketball Rules Interpretation - November 2015
- 2 Persons Officiating Manual – 2010
- 3 Persons Officiating Manual - 2010

### **3. Handball: Set of Competences for local to regional referees in France**

Handball has neither Instructor Program nor Identified competences for instructors.

The field of competences expected to the referees is the following:

- 1- Motivation and seriousness
- 2- Knowledge necessary for the administrative management of a game
- 3- The principles of playing handball (basic technical skills).
- 4- The ability to maintain control over the physical integrity of the players and to refuse anti-sporting behavior
- 5- In connection with the previous skill, have the ability to call necessary fouls in order to protect the player.
- 6- In relation to 5-, the ability to enter into a prevention approach.
- 7- Chapters 5- and 6- are the bases of a position of the referee capable of making decision-making at the service of the game. It is the principle of continuity.
- 8- An ability to enter into a communication process.
- 9- The ability to resist stress and remain lucid.
- 10- The ability to return and develop in a self-assessment process.

French Handball federation produce tools to help observers in their communication with referees after the games.

There is no manual to help instructors to train referees. A curriculum about what to teach at what level exists. Topics with 2-3 sentences are:

- Knowledge of the rules and understanding of the game
- Representation and duties
- Debriefing after game
- Communication

Resources:

- Slide Shows CCA\_Referentiel (5different levels) by FFHB

### **4. Australian Institute of Sports (AIS)**

Australian Institute of Sports developed a website dedicated to education of Coaches and Referees regardless the sport.

This rich website is enhanced by several booklets and DVD as presented below in Resources section. A lot of documentation available to download is joined to each part.

At the difference This website concern

A first section about referee instructor education develops tools for:

- Referee Presenters training
- Referee Assessor training
- Referee Mentor training

This section is built in order to help them to get soft skills in about common topics transversal to all sports officials such as:

- Why train presenter?
- Skills for presenter
- How people learn
- Running a workshop
- Managing conflict

Internet pages, Synthetic slide shows, PDF guides, evaluation forms, case studies, worksheet are proposed for education of all these types of referee trainers.

A second section about recruitment and retention of officials presents topics about competences referee trainers need like:

- How to recruit, retain referees
- How to prevent them from abuse

**Our comments:**

That website can help to develop a lot of soft skills useful for teaching officiating in many sports. This is in the lane of the learning to learn and our project.

Resources :

Website : <http://www.ausport.gov.au/participating/coachofficial>

Booklet Introductory Level Officiating – General Principles Manual - Booklet edited by Australian Sports Commission

Introductory Level Officiating – General Principles DVD - Booklet edited by Australian Sports Commission

Advanced Level of Officiating – General Principles Manual - Booklet edited by Australian Sports Commission

Assessor Training – Presenter DVD - by Australian Sports Commission

Presenter / Facilitator Training - by Australian Sports Commission

Mentor Training Manual - by Australian Sports Commission

## **5. PERF Arbitrage – University Blaise Pascal - CLERONT FERRAND -FRANCE**

The University Blaise Pascal of Clermont Ferrand (France) is leader on research in officiating.

### **PERF Arbitrage Diploma**

The PERF Arbitrage (Universitary Pole of Expertise, Research and Education in Officiating) got a partnership with several French federations of team sports Basketball, Football, Handball and Rugby. This is a strength of the PERF Arbitrage. This institution wants to build innovative proposals and acts for the recognition and development of Officiating. This partnership was reinforced in a second step by technical support from Dartfish Company and a collaboration agreement with INSEP (National French Institute of Sport Expertise and Performance).

Created in 2007, PERF (high level sport and refereeing) is dedicated to the continuous training of high level referees. It offers a first academic recognition to the referees and an

activity that tends to become professional helps to build around referees a resources pole in order to help them to face the demands of the high level sport and to help to improve officiating confronted to a continuous changing sport environment.

Since its creation, this initiative has been supported by the French Post Company - in partnership with the French Federation of basketball, football, handball and rugby. It is a matter of proposing a complement to the training provided by the different federations' specific training in order to help the referees to transform their activities to adapt to the increasing demands of high-level sport. The contents of training are based on scientific work and offers different tools of analysis of experience. They represent an opportunity for the referees to distance themselves from their own practice in order to develop it. Also this is new possibilities of exchange with referees of other team sports, researchers of different disciplines. This space makes possible to apprehend the vivid questions of the today referees. At a time when sport is crystallizing more and more economic and social issues, facing these evolution, officiating needs more and more investment from the officials.

Referees need to choose between becoming professional referees or to insert into brackets their professional career in order to carry out their mission.

This Diploma constitutes for the referees a bridge towards other diplomas thus offering them possibilities of reconversion.

**Our comments:**

Most of the contents of this curriculum are linked with High Level officiating and most of participants of first promotions are refereeing now first league referees in their respective Federation.

This University also started researches about the two following topics related to our research

**Research 1: From refereeing to constructing the profession: performance and working conditions**

This project examines the performance and working conditions of high-level referees.

They study the means of constructing referee performance without limiting ourselves to the performance of a single individual at a given moment.

The creation of a list of skills constitutes the chosen direction to seek to establish this dynamic through disagreements.

Even if this concerns mainly Top Level Referees it should be interested to follow the outputs of this research.

**Research 2: Design of a training platform: resources for referee trainers**

The goal of this project is to provide resources to referee trainers and to help unify referee training. Regardless of the sport in question, referee training is based primarily on the “buddy system” with experienced referees training young referees.

Regardless of the sport in question, referee training is based primarily on the “buddy system” with experienced referees—whether still practicing or not—trains young referees.

This tries to responds to the need expressed by team sports federations to unify the to develop tools not for referees, but for trainers.

Therefore, they want to assist the federations' refereeing managers by designing a training platform presenting and analysing various refereeing situations based on the experience of the people involved.

To create this platform beyond the specific rules of each sport they we will attempt to specify as

- relationship with space,
- concerns,
- emotions,
- uses of rules,
- means of entering the match,
- mechanisms for regulating interaction,

and identify problematic refereeing situations with the people concerned.

Once this has been defined, they will elaborate various video sequences and create a variety of materials in order to approach and realise what the person experiences in the situation initially presented.

All of these sequences could then be combined in an evolving multimedia program to be used by referee trainers.

Then, they will study the effects of the training materials on the trainers' activity and on the experience of trainees to evolve the medium to meet the expectations of both and the training impacts.

**Our comments:**

this research is related with our topic as it concerns education of instructors and focused on training of beginners and intermediate level referees.

This will be very interested for our instructors to follow the results of this research

They joined each year referees from se

Their PERF Arbitrage project

At the time the research phase is over, the new research project is on the way but not finished.

Resources :

PERF Website : <http://perf.arbitrage.univ-bpclermont.fr/rubrique36.html>

Designing a training platform research link : <http://perf.arbitrage.univ-bpclermont.fr/article72.html>

Design of a training platform: resources for referee trainers link: <http://perf.arbitrage.univ-bpclermont.fr/article74.html>

## Section II - Round table discussions organized in each country in May and June 2016

### 1. Introduction

In order to choose:

1. the level of the instructor we want the manual
2. set of competence we need to develop

France was in charge to propose a frame organising the round table discussions all the partners organised in their own countries.

This frame was organised around

### 2. Global Feedback from the round tables meetings

#### Which type of Instructor

France and Germany consider that training program must be designed for:

- instructors,
- Observers / Evaluators

Germany considers that a training program for referee coaches is also necessary.

No one deems this necessary for tutors and mentors

The group decided the manual shall be designed for the task of Instructing, Observing and Coaching Referee.

They should be the main target of our project and shall follow the same curriculum.

#### Which Competence to teach

Germany notes that certification must be able to guarantee a minimum level of competence to teach in different countries at a time when the world is becoming globalized. France starts to assess instructors on few part of learning competences.

Everybody in different countries meet to agree that most instructors ever become instructors only because they had experience as a referee , have confidence from federation and have knowledge in rules and mechanics. No country organise education and certification of instructor really based on learning competences.

The group decided each level of instructor should receive appropriate training in order to get appropriate competences in order for them to be ready to train the officials they take care of.

Each country prefers to design its own certification

Certification and revalidation are not necessarily mandatory

- Everyone agrees on the need for an obligation to train instructors, observers and coaches
- Germany wants a certification examination

- France just wants compulsory training and tests to update knowledge
- Similarly, revalidation every 2 years is considered unanimously necessary with no examination (Germany) or mandatory information of knowledge (France)

#### **A Manual designed for which level of Instructor?**

Our countries think that 4 levels of instructors / Observers / Coaches can be determined with different level of knowledge and skills expected:

1. for novice referees
  - Basic Requirements
  - Most of them instruct basic knowledges especially based on rules and mechanics
  - They need more competences than rules and mechanics knowledges
2. for local referees,
  - Basic Requirements including stress management, conflict management competences...
  - Most of them instruct basic knowledges especially based on rules and mechanics
  - They need more competences
3. for advanced referees (regional and national level)
  - Advanced requirements including psychology skills
4. for high-level referees
  - High-level requirement in any fields of officiating
  - Most instructors of that level have very good knowledge of basketball and officiating
  - FIBA National Instructors are in close contact with them and can support them and bring them updated or complementary knowledge

Most instructors embrace this job without any teaching competences. Most of them have been good referees with knowledge of the rules and mechanics and their experience. Most of them don't know how to help referees in many situations they need to face. As all our countries have a lack of referees and most new referees resign after 2 years officiating, this is a main issue in order to retain referees for long term.

The four countries decided the main target of this instructing program shall be the instructors involved in training of **beginners and local referees** who need lot of competences they instructors can't bring them because of lack of tools and knowledges.

#### **What should be taught? What should be included in the instructor manual?**

Italy and to a lesser extent Turkey prefer a complete education of the referee even for the first level.

France and Germany believe that it is necessary to instruct the referees in a different way from the first levels by devoting time to the bases at the start and by developing skills over time as far as they reach some levels

### 3. Retours des tables rondes organisées dans chaque pays en Mai et juin 2016

Here down is the picture presented by Germany summarising most feedbacks of most countries.

#### A. Which Basketball part of skills and knowledge should be part of instructor education and competences?

Topics	Level of instruction			
	Beginners	Basic/Local level	Advanced Level	Elite Level
Rules & Interpretation	Most common contact situation Standard violations	Revision most common contact situations and act of shooting- All kinds of violation	Administrative rules and needs complex foul situation Focus on screening, bumping, Behaviour of Players and Coaches	In addition to the others advantage/disadvantage Idea of Rhythm, Speed, Balance and Quickness Behaviour of all team members
Which part of Mechanics	<b>Basics</b> Important terms (Lead/trail- active ref etc)	Transition defense – turnovers – Weak side coverage -	Area of responsibility – area of competence – Introduction to 3 men officiating	Idea of 3 men officiating – correct role as center in accordance to team movement
Which part of Technique of officiating	Blowing the whistle and some major important signals	Working on individual mistakes (ball watching – watching ball on rim as lead, not penetrating after shot, being too stationary)	Several issues about performance, using of signals, body language and mental approach to the game –dead ball officiating in general	Meaningful use of body language, presence, performance and use of hands, gesture and of course the whistle – Dead ball officiating and controlling of behaviour by deescalating
Which part of Game knowledge (basketball lexical, technical and tactical knowledge)	Basics in offense and defence	Different defence and offense sceneries	Different kinds of defence and offense set plays	Working on screens and bumps - common idea of different types of set plays – Rhythm, Speed, Balance and Quickness as basic parts of

				movement on the court in combination with advantage and disadvantage
Teamwork	Understanding my role as beginner -	Taking and giving feedback – learn to put questions to my partner/to myself about decisions and presentation on the court	A closer look to the already mentioned topics and the knowledge of their correspondence	3 men mechanic and all sophisticated issues related to body language, giving and asking for feedback -
Signals	Most important signs – time on - time off – foul – direction of throw in – one/two/three shots	All others (besides all kind of fouls)	All signals	All signals in expert way and expression
Communication	<b>Basics</b> – look to your partner before you start the throw in – look to your partner when double calls occur	Learn to ask for help in clear way – be prepared to give help – ask for feedback on calls and no calls	Sophisticated exchange of information by verbal and nonverbal signs, gestures and behaviour (performance, body language)	Individual work on given issues
Pre game Briefing Post game debriefing	Basic standards Which teams are playing What is our job Criteria fouls – Listen to your partner about his idea – comparing your idea of performance with your partner’s – some easy conclusion for future improvement	Knowledge about importance of a good Pregame-	Ability of leading a pre game conference and a debrief – Good listening skills – ability to summarize main aspects -	Skills of team leading – sophisticated skills in questioning and listening – learn how to get to the point quickly – being able to lead a conversation even if there are conflicts between team members

## B. Which topics should be included in instructor education at different level?

Topics	Level of instruction			
	Beginners	Basic	Advanced	Elite
Approach of referees mission/ assignment	Basic ideas	Importance of the job – responsibility for proper games	General ideas about smooth running of games – what is my/our part	Preparation and approach as keyfact for a solid action
Self-Behaviour (positioning, bodylanguage, voice, way of communication, ...)	Basics – reflecting exercises – what does what behaviour create	Most important facts (Do not overload these young people...)	Parts of basics and elite	Psychological details of communication via bodylanguage etc
Self-management (approach of officiating, stress, ...)	Basic information with some aspects and exercises how to do that	dto	Ideas and training skills – What does self management mean – how does it work- what experiences do I have	Professional behaviour training
Managing Errors/ Mistakes/ Conflicts	Basic information	Basic ideas of conflict management – theoreticaly with practical exercises	Dto with more information and individually run	See above
Managing peole (coaches/ players/ ...)	Only few aspects	Action-reaction exercises – base of theoretical knowledge	dto	See above
Managing environment	Only very few aspects – this is not crucial for beginners	Basic info about influence and some easy skills	Knowledge about how our performance influenced by	See above

### C. Which pedagogic topics should be included in instructor education at different level?

Topics	Level of instruction			
	Beginners	Basic	Advanced	Elite
<b>Basics of teaching knowledge</b> (way of positioning, speaking, set learners in action, motivation, positive attitude, learners evaluation, instructor self-evaluation, what have been learned ...)	Awareness of ratio speaking to listening to doing Different types of motivation Good rhetorical abilities Good sense of humor - Understanding young people their behaviour and their needs	Sophisticated ideas in presenting detailed information – Aspects of working and instructing phases – How to initiate group working – basics in self-evaluation	See left and right	Mostly professionals and skilled people – you only learn from the best
<b>How to run a conference session</b>	Basic ideas	-	Methodology of technical sessions –terminology and set of competences – how to use and limits of conferences in comparison to individual training sessions	dto
<b>How to run a video session</b>	No need	-	Technical skills and ideas about advantages and limits	Professional skills in cutting clips and using them in any different way
<b>How to run a practical training session</b>	Use of voice and balance of instructing and working	-	Methodology of training sessions –terminology and set of competences	Skilled use of any item of modern assessment – Methodology of training sessions –terminology and set of competences- Role plays- group work – stexx method

<b>How to run a live game coaching</b>	No need	-	Technical skills and ideas about advantages and limits	Only for coaches/instructors
<b>How to run a game debrief (observer)</b>	No need	Basic ideas	Principles of Harris "I'm ok – you're ok as basis for individual improvement"	Only for observer – general ideas of how to address
<b>How to run a Mentor debrief</b>	No need	-	-	-
<b>How to self evaluate one debrief</b>	No need	Basics – methods and practical exercises	Advantage and use of debrief-theoretical background and useful exercises	Set of competences in all levels – professional

#### D. Who should instruct?

Topics	Level of instruction			
	Beginners	Basic	Advanced	Elite
Experienced ref at the level or above	Yes	Yes	Yes	In parts yes – not in general
Experienced ref at any level	Yes	Not in general – in some parts ok	No	No
Well educated Teacher	To some aspects yes – but must also have bb knowledge	Yes	Yes	Yes
Coach	Not necessary – doesn't meet the needs of that population	To some special key points	Yes	Yes
Licensed instructors	No - see above	To some special key points	Yes	Yes
Other?	No	Depends on topic	Depends on topic	Depends on topic and skills but must be professional to meet with requirements of leagues

**E. Which type of evaluation would you like to establish to license instructors?**

As France Evaluation Germany proposed

- Self-evaluation (grid)
- Pedagogical knowledge test
- Pedagogical ability test
- Live practical test
- Rule test
- Video test
- Mechanics test
- On line tests

**F. List by priority which topics are necessary to be taught to license observers?**

1. How to Debriefing (listening, questioning, affirming position, pointing main success and difficulties, finding way to improve, involving refs, ...)
2. How to assess
3. How to sum up, how to synthesize the notes
4. How to take notes (what, when, why, how, ...)
5. How to write a report

## **Section III - Orientations and Decisions after Paris meeting - July 2015**

### **1. Participants and subject of the meeting**

2 representatives from each participant country were invited in Paris to attend our meeting. As FIBA marked interest and showed concerned in our project, invitation was also sent to FIBA so that Carl Jungebrand as Director of Competition and Officiating in FIBA was present as our Guest. He followed and participated in our debates. He highly praised the content, the professional approach and methods the high expertise of the management team(s) within the Project and expressed his (FIBA's) appreciation of the quality work being done.

The aim of this meeting was to report about the Research period and to decide the Orientation of our project according to the needs of our countries in term of education of our referee instructors and to decide the set of competences we want to develop for these instructors.

#### **ROUND TABLE MEETINGS**

- What are the feedbacks from the attendees?
- What do they think? What do we think?
- Time plan for those we haven't done the Round Table Meeting yet.

#### **RESEARCH ON SET OF COMPETENCES IN DIFFERENT SPORT FIELDS**

- Have we sent the draft letter to our network of federations?
- Is there any respond? If yes, what?

#### **DISCUSSION: OUTLINE OF THE SET OF COMPETENCES OF BASKETBALL REFEREE INSTRUCTORS**

- Refer to the survey prepared by France.
- Draw the outline and plan a timeframe to fill in.

#### **PLANNING THE NEXT STEPS**

- A methodology to determine the Set of Competences and timeplan.
- Preparing the Curriculum and Methodology.
- Training for Instructors.
- Fixing the date for the next meeting.

#### **FIBA'S CONTRIBUTION TO THE PROJECT**

- What is the potential added value, what are the needs?
- Strategic view for the follow up projects.

## 2. How to name our referee instructors according to the profile we want to give to them

### **Basketball Referee Instructor: an usual basic naming**

Instructor is the common word used for the people who deliver knowledge to referee in Basketball. This is also the way FIBA names them.

It is assumed by our four countries that after this delivery referees are often sent to the court and receive very few vocational educations except for example few "coaching" in Germany, "observations" in France...and hours or 1 day pre-season clinic.

It is often understood that instructor communicate a certain amount of knowledge that is set by a program or a curriculum. These knowledges are often down loaded and few adapted to adult education.

This knowledge delivery is sometimes accompanied by practical exercises on the court. Part of the activity of these instructors consist in various learning activities as presenter, tutor, coach, assessor, facilitator, observer, mentor, teacher, trainer ...

We tried to defined which role consist in and to choose the best naming

## 3. Definitions

### **Instructor**

- Someone who transmit knowledge , who increases knowledge or experience of someone

### **Mentor**

- A wise and trusted advisor or teacher
- The mentor has usually long and good practical experience
- The mentor shares his experience and advises the referee. He can be active referee himself.

### **Observer**

- Someone who is sent to observe and report on events or proceedings without directly participating in them
- a delegate to an assembly or gathering, who is sent to observe and report but not to take part officially in its activities
- The observer in basketball usually reports on the performance of a referee
- There is no act of education basically included in his job.

### **Evaluator**

- An authorised person who is able to estimate worth or quality

### **Demonstrator**

- a person who explains or teaches by practical demonstrations
- a teacher or teacher's assistant who demonstrates the principles that are being taught
- Principal is to help visual learners to see and copy

**Presenter**

- Someone who presents a message

**Facilitator**

- Someone who makes progress easier
- Someone who leads (a discussion), as by asking questions, mediating between opposing viewpoints, or ensuring that all participants' views are heard.

**Assessor**

- a person who evaluates the merits, importance, etc, of something

**Educator**

In addition to deliver knowledge Education is based on

- Enforcing the rules of functioning in community
- Giving skills and know-how useful for social life.
- Forming shape men so that they learn to act freely.

**Teacher**

In addition to deliver knowledge Teaching gives meaning, indicates what is advantageous, what is obligatory and what is good.

**Trainer**

Training consists in:

- Following a learner over time
- Diversifying the learning approaches;
- Using the error in order to use it in a positive way and be able to take advantage of it;
- Knowing how to individualize requirements;
- Accepting the pause necessary for the learner to structure his or her thought and activity;
- Developing learning strategies and transferable methodological reflexes in order to enable the learner to gain autonomy.

**Coach**

- A person who trains or directs athletes or teams
- A person who gives instruction or guidance
- A trainer or tutor
- Tutor who prepares students/tutees for examinations

**Tutor**

- Member of staff responsible for the teaching and supervision of a certain number of students
- a person who gives private instruction

## **4. The choice to name our instructors "Referee Trainers"**

Our basic Concern is to enable referee trainers to help their referees to improve, not just the best of them. They need to adapt their education to all.

According to our study, too often our referees are sent on the court with minimal education often limited to learning the rule and the theoretical positioning on the court. We need long term and regular education for our referees. They need to be accompanied over time.

Officiating cannot be learned over a few hours of initial training.

Adult education needs other competences as delivering conferences as can do a presenter, an instructor that is not enough.

Referee education shall not be a demonstrator job consisting as asking to copy what is shown. That doesn't make any sense. Adults need to practice, to get and use their own experiences.

Coaching and Tutoring address mostly to individuals and need restricted competences not adapted to help to learn a group of referees.

Assessor or observer is too much linked to evaluating and reporting about a performance which is necessary but not the main necessary activity.

Teaching is close to give lesson and don't take enough into account the self-constructing adult education approach.

All these competences of Teacher, Presenter, Assessor, Observer, Demonstrator, Coach, Tutor, Mentor and others are necessary.

The role of Referee Trainer then appeared as the most appropriate to the job required by our traditional referee instructors. The competences of our Referee Coach are at the junction of all these jobs.

The function of our referee trainers will not be only to bring information and knowledge but to train the referees which means:

- Bring them useful knowledge at their level (knowledge)
- Develop their ability to make decisions (competence)
- Have them practice and improve on the court (competence)
- Accompany them and follow them over time (accompaniment)
- Allow them to self-evaluate, set goals, get involved and take charge of their own training (teaching methods)

This is exactly what our group wants to develop: we want a long-term referees training and not occasional instructors delivering one shot basic training / instruction.

## 5. Target Level of our Referee Trainers

All our counties have specific national structures and organisation.

German Federation manages top referees but most referee education is organised inside Lands Federation with their own autonomy. Turkey is working mainly around Cities with few national Instructors. France has Professional, National, Regional, 'Departemental' than even District levels. In Italy local referees education can be organised by region or cities.

We defined altogether 4 levels of referees.

	Type of referee	Highest level they will referee at
Level 1	Beginner, candidate or local referees	Local level
Level 2	Local and Emerging referee	District level
Level 3	Advanced referee	Regional level
Level 4	Experienced referees	National level – divided by quality

The target group of the instructors for which this manual is designed is mainly the group of instructors training:

- 'Level 1 Referees' (Beginner, candidate or local referees officiating in Local Championships)) and
- 'Level 2 Referees' (Local and Emerging referee officiating District Competitions)

Of course this manual can be used with advanced referees Instructors officiating in Regional or National level depending on the national basketball structure

National Federations are competent to deal with Level 3 even if lot of competences identified and proposed to be developed in Level 1 and 2 are still not included in education of advanced level referees officiating in Regional or National level.

## Section IV - Competences Definitions, Field of Competences & Chosen Options

### 1. Introduction

We can't prepare our Referee Trainers to be competent for any field and any level of officiating in basketball.

We have decided to prioritize competences to be developed by the referees at the 2 main levels

We decided our referee trainers should have competences in different fields :

#### **Learning to learn Competences**

- This topic is transversal to all topics and contents to deliver.

Basketball

All sport

Specific Basket-ball

### 2. Objectives and target group

This set of competences also serves to work towards a competence framework for trainers that can function as a common framework reference when developing training courses for trainers who wish to undergo advanced professional development.

### 3. Definitions

The term 'competences' refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply developed competences.

Competences in literature are associated to such term as knowledges, skills, abilities, attitude, value...

For Philippe Perrenoud, a professor at the Faculty of Psychology and Educational Sciences (Geneva), competence is an effective ability to deal with a family of situations that can be mastered thanks to knowledges and the ability to mobilize them appropriately, in a timely manner, in order to identify and solve real problems"

### **Ability**

- possession of the qualities required to do something; necessary skill, competence, or power:
- Aptitude, Capacity
- the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment
- the power, knowledge etc to do something
- skills and qualities which make possible to achieve a task. These are stable and enduring characteristics which are genetic or learnt
- There is a fine line between skills and abilities. Most people would say the differentiator is whether the thing in question was learned or innate

### **Aptitude**

- An inherent ability, as for learning; a talent:
- inherent or acquired ability
- innate ability; talent
- readiness or quickness in learning; intelligence.
- possession of the qualities (especially mental qualities) required to do something
- gift, ability, talent, capacity

### **Attitude**

- A manner of thinking, feeling, or behaving that reflects a state of mind or disposition
- A position of the body or manner of carrying oneself
- a position of the body indicating mood or emotion

### **Competence**

- The term 'competences' refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply developed competences (Salto-youth)
- the quality of being adequately or well qualified physically and intellectually
- the condition of being capable; ability
- A range of skill or ability:
- The ability to do something well or efficiently.
- Physical, mental, financial, or legal power to perform:

### **Knowledge**

- The sum or range of what has been perceived, discovered, or learned
- the sum of what is known:
- Theoretical or practical understanding of a subject. This doesn't mean the trainer candidate knows either how to be an instructor or how to teach.
- Memorization, appropriation and interpretation of useful information in the sector

### **Know-how**

- the (technical) knowledge and skill required to do something
- knowledge of how to do something; expertise.
- the (technical) knowledge and skill required to do something
- expertise

### Skills:

- Proficiency, facility, or dexterity that is acquired or developed through training or experience
- ability, coming from one's knowledge, practice, aptitude, etc., to do something well
- an ability that has been acquired by training (Thesaurus)
- The ability to do something well arising from talent, training, or practice.
- Special competence in performance; expertness; dexterity.
- ability acquired by training
- Ability to produce solutions in some problem domain; combined ability and knowledge which allow to complete a task to a high standard. Skills are:
  - o Learnt
  - o Permanent changes in behaviour
  - o Aimed at achieving a goal
- Learning of the skill is demonstrated by changes in the consistency of performance, making it more efficient and successful

### Value

- A principle or standard, as of behavior, that is considered important or desirable
- The moral principles and beliefs or accepted standards of a person or social group
- Standards of behavior, code of behavior

## 4. Chosen Competence Definition

We have decided to use for our project the following definitions:

The **Competences** of a Referee Trainer are defined as the qualities of being adequately and well qualified. These competences include for each fields and topics:

- **Knowledges** as the sum of what should be known by the Referee Trainer. This answers to the following question: "What a referee trainer should know?"
- **Skills** as the qualities of being able to perform; a quality that permits to facilitate achievement or accomplishment of a referee training mission. This answers to the following question: "what a Referee Trainer should be able to?"
- **Attitudes** as a manner of thinking, feeling, or behaving that reflect a state of mind or disposition to train referees. This answers to the following question: "How a Referee Trainer should behave?"

### REFEREE TRAINERS COMPETENCES

Knowledges  
"What to know"

Skills  
"What to be able to do"

Attitudes  
"How to be/to behave"

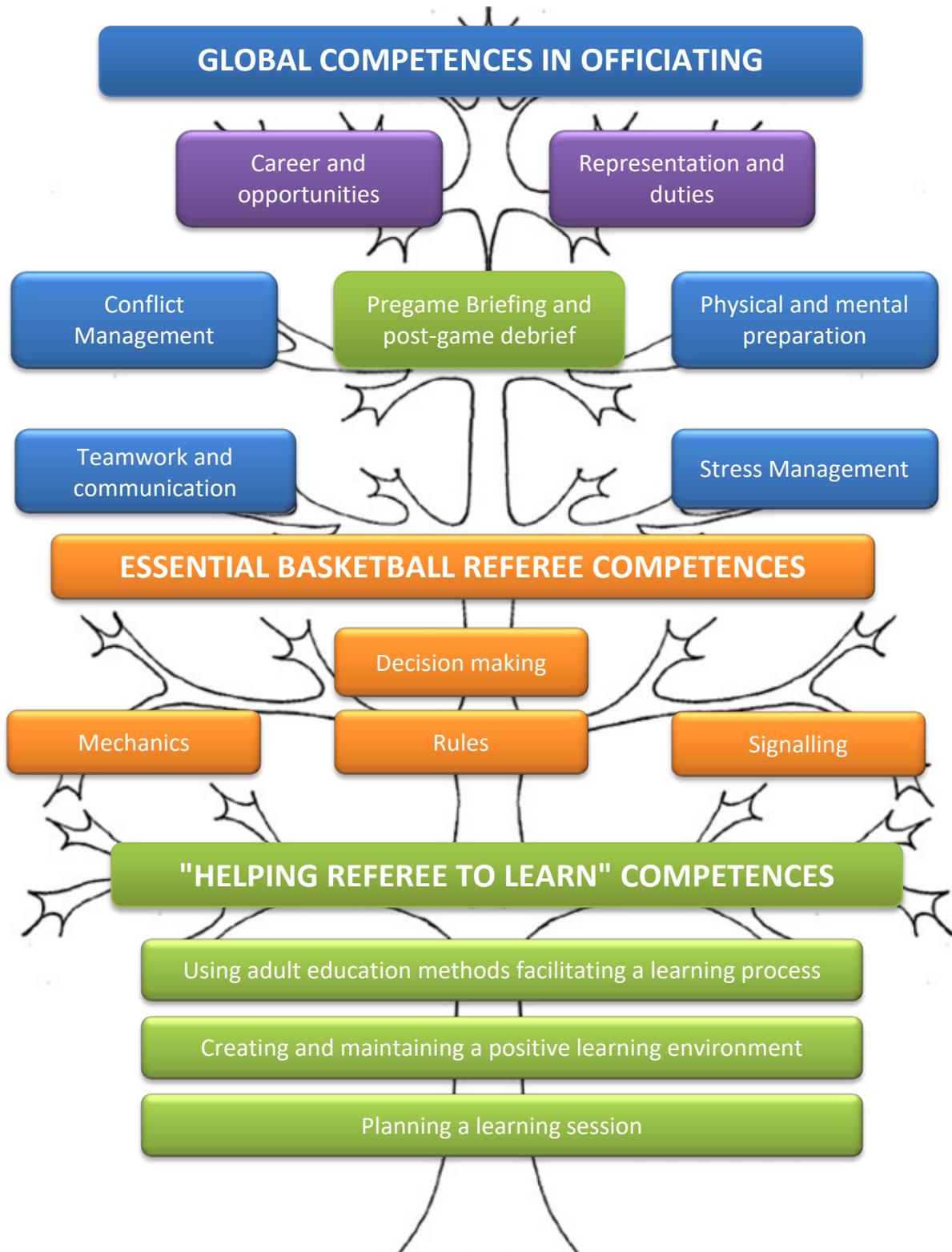
In any Fields of Competences we will define which competences including Knowledges, Skills and Attitudes a Referee Trainer must master.

## **5. Competences Fields**

We defined 3 main Competences Fields



## 6. The tree of Referee Trainer Competences



## 7. Which competences for which level of Instructors

It's not possible to teach to young beginners or local referees a complete knowledge of the rules and of mechanics with the time available.

It is necessary to choose what level of competences the officials need in each part of each topic we identify as necessary to treat with the referees.

Referee Trainer competences shall be established according to the Level of Competences expected for the Referee he is in charge of.

Soft Skills in Competences of our Referee Trainers in Instructing, Teaching, Tutoring, Coaching, Training, etc. can also be established at different levels, but a practical mastery level is desirable for any instructor whatever the level of referees they educate.

We can refer to education application of « Taxonomy of Educational Objectives » by Bloom in order to choose which level of competence should get a referee

- At the level 1 of "**information & understanding**": knowledge brought to the referee is enough for him to get a relative **apprehension of an overview** of a rule or a subject: the topics are shown in some aspects partially or globally.
- At the level 2 of "**expression & interpretation**": knowledge brought to the referee is related for him to be **able to interpret the rules, to show, express and communicate** about a defined rule or topic, to **identify** situations where apply the rule /topic, to define and to use the terms making up basketball officiating. It is a question of mastering knowledge. That doesn't mean the referee is always able to act and implement his knowledge on the good way on the court.
- At the level 3 of the "**practical mastery**" of **rules and tools**: the knowledge is relative to **apply on the court** the control of processes and tools linked to the rule or the topic: Referee knows how to use, to manipulate rules or sets of principles, with a view to a result to be achieved. The referee is mastering how to do and behave on the court.
- At the level 4 of methodological and "**expert mastery**": knowledge is related to the mastery of a methodology. The referee is able to pose and **solve even unusual problems**, to organize the elements, to identify the relations, to reason from these relations, to decide in order to the game management to be achieved. It involves mastering a collective and personal approach. The referee is able to explain hi

If instructors know well rules and mechanics, they can't as often spent all their delivery time to teach the rule in order the referee to get expert knowledge of each rule or topic related to Basketball officiating.

It would be too much information and there is so many to do to help the referees at their level to prepare themselves to face the difficulties linked to officiating.

It is then the responsibility for the federation to build the curriculum of each level of officiating courses affecting not only topics and rules to deal with, but the level of competences in term of Knowledge, Skills-Abilities and Attitudes.

According to the level of competence (Knowledges, Skills, and Attitudes) necessary to officiate each level, we need to identify the competences the Referee Trainer should get in order to help the referee to get these competences.

In developing the manual the authors felt it was important to categorise each of the key themes into the following competences:

- Orange: Essential
- Green: teaching and learning
- Purple: Development
- Blue: Advanced

Rules	Helping referee learn	Team work and communication
Mechanics	Pre-game and post-game de-brief	Conflict management
Signalling	Representation and duties	Stress management
Decision making	Career and opportunities	Physical and mental preparation

**Expected competences of referees at level 1 &2:**

First level key competences	Second level key competences
<b>Rules</b> <ul style="list-style-type: none"> <li>- Main rules practical mastery</li> <li>- Understanding other rules</li> </ul>	<b>Rules</b> <ul style="list-style-type: none"> <li>- Most rules practical mastery</li> </ul>
<b>Mechanics</b> <ul style="list-style-type: none"> <li>- 2 PO basics and</li> <li>- 1x1 officiating</li> </ul>	<b>Mechanics</b> <ul style="list-style-type: none"> <li>- 2 PO area of responsibility</li> <li>- Control play around or off the ball</li> </ul>
<b>Signalling</b> <ul style="list-style-type: none"> <li>- Correct official signals</li> <li>- Voice support in signalling</li> </ul>	<b>Signalling</b> <ul style="list-style-type: none"> <li>- Clear appropriate signals</li> <li>- Quick and paused signals &amp; firm voice</li> </ul>
<b>Decision making</b> <ul style="list-style-type: none"> <li>- making a call/no call decision</li> </ul>	<b>Decision making</b> <ul style="list-style-type: none"> <li>- call selection &amp; why</li> <li>- understanding the game</li> </ul>
<b>Team work and communication</b> <ul style="list-style-type: none"> <li>- Necessary points of communication</li> </ul>	<b>Team work and communication</b> <ul style="list-style-type: none"> <li>- Value of team work</li> <li>- Effective communication</li> </ul>
It is for National Federations to be able to add other topics at level 1 depending on local requirements	Pre-game and post-game de-brief
	Conflict management
	Representation and duties
	Physical and mental preparation
	Stress management
	Career and opportunities

**How to approach the competence model**

This competence model should be seen as a framework that can be adjusted to various training situations, strategies and contexts and as a source of input for further discussions and supporting various implementation measures.

In other words, it is not meant to be a 'must-have' list of competences that all referee trainers should possess to the same degree, but rather a possible series of training-related competences.

Because of the range of trainers' educational and Basketball backgrounds and in order to guarantee a flexible approach and use of the document, any reference to theoretical approaches, educational models, and concepts has been worded fairly generally.

The authors believe that the trainers at whom this competence model is addressed should decide on their own which theoretical approaches, models and concepts they wish to use and focus on to further develop their competences.

And finally, this competence model should be seen not only as an opportunity to work on possible training modules and strategies or on competence development, but also as a set of competences for teams of trainers where the individual team members can complement the others' skills.

The competence model has been created to be used by referee trainers at various levels of officiating and indeed within any kind of program.

## Section V - Set of Referee Trainer Competences

### 1. Introduction

Knowledge of the rules and mechanics represent 90% of the time / curriculum / document available for referee education in our countries. In order to best prepare our referees, Referee Trainers shall get more competences clearly necessary in the following areas.

#### PREREQUISITES

**A Referee Trainer:**

- Has sufficient knowledge and experience in basketball.
- Has Loyalty and Responsibility
- Has Motivation
- Has Availability

and is **Competent on the Topics below:**

### 2. "Helping Referee to Learn" Competences

#### "HELPING REFEREE TO LEARN" COMPETENCES

These competences are necessary for either referee trainer of either level 1 or 2.

They consist in:

- Using adult education methods facilitating a learning Process
- Planning a learning session
- Creating a positive learning environment
- Assess learning session efficiency

#### Using adult education methods facilitating a learning

Criteria	Indicators
<u>Knowledge</u> : Adult moves from one of being a dependent personality toward one of being a self-directed human being	<u>Skill</u> : Referee trainer reduce directive or downloading approach and prefer active methods oriented towards discussion group where emerge to the knowledge
<u>Knowledge</u> : adults accumulates a growing reservoir of experience that	<u>Skill</u> : Referee trainer uses experience of his referees in learning activities

becomes an increasing resource for learning	
<u>Knowledge:</u> His/her readiness to learn becomes oriented increasingly to the developmental tasks of his social roles	<u>Skills</u> : : Referee trainer engaged referees in systematic and sustained self-educating activities
<u>Knowledge:</u> His/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness	
<u>Knowledge:</u> The motivation to learn is more internal for adults	
<u>Knowledge:</u> Learners learn in many different ways and Trainers must be clear about how people learn	<u>Skills:</u> Trainers need to consider how learners are learning and how to adapt how they deliver to ensure maximum learning is achieved.
<u>Knowledge:</u> The experiential learning process	<u>Skills:</u> Trainers need to: <ul style="list-style-type: none"> <li>- Pay attention to different learning styles,</li> <li>- Create relevant space for reflection,</li> <li>- Help referee to discover the way of improvement,</li> <li>- Give them chance to re-practice</li> </ul>

**Planning a learning session**

Criteria	Indicators
<u>Knowledge:</u> types of learning styles, types of delivery styles, P.A.C.E.R.	<u>Skills:</u> Plan for delivery
	<u>Skills:</u> Align Structure to learner needs
	<u>Skills:</u> Communicate effectively
	<u>Skills:</u> Engage through Facilitation (use questioning and listening methods, audio visual methods, methods to deal with difficult situation, stimulate discovery)
	<u>Skills:</u> Review activity and learning (approach and structure effective feedbacks )

**Creating and maintaining a positive learning environment**

Criteria	Indicators
Appropriate Physical Environment	<ul style="list-style-type: none"> <li>Ensure adequate heating/ventilation</li> <li>Easy access to learning areas</li> <li>Correct layout of the room</li> <li>Toilets and refreshments are accessible</li> <li>Safe use of equipment and resources</li> <li>Carry out risk assessments</li> <li>Know where fire exits are</li> <li>Make sure the room is tidy before and after</li> </ul>
Appropriate Social Environment	<ul style="list-style-type: none"> <li>Use suitable icebreaker</li> <li>Agree ground rules</li> <li>Communicate effectively</li> <li>Use paired and group activities</li> <li>Encourage learners to listen to you and each other</li> <li>Use learner names and eye contact</li> <li>Give adequate breaks</li> <li>Challenge inappropriate behaviour</li> </ul>
Appropriate Learning Environment	<ul style="list-style-type: none"> <li>Clear learning outcomes</li> <li>Engage and motivate learners</li> <li>Control everyone is involved and engaged</li> <li>Make session interesting, summarise regularly</li> <li>Use variety of teaching, learning and assessment approaches</li> <li>Differentiate for individual learners</li> <li>Assess progress regularly</li> </ul>

### 3. Basketball Referee Competences

#### ESSENTIAL "BASKETBALL REFEREE" COMPETENCES

##### Rules

**Introduction:**

Rules competences are necessary for each referee.

The Referee Trainer must get a practical mastery level for every rule.

**Knowledges:**

Each Federation according to the level of their referee groups is competent to define which rules they want to be mastered by referees then instructors at each level. A proposal is the following.

*At Level1:*

Practical mastery is required in:

- contact
- travelling
- out of bounds
- 1-2-3 point(s) validity
- sanctions

Expression & Interpretation Mastery Level is required in all the other rules in order to give sufficient explanation and basic knowledge of all the other rules.

*At Level 2:*

Practical mastery is required in any rules.

**Skills:***At Level1:*

The Referee Trainer shall be able to propose practical exercises on the court in order to develop ability for referees to:

- Identify main criteria of all main rules
- Recognise on live or video infraction the main rules
- Control these main rules criteria on each play
- Call immediately any infraction linked to the main rules

*At Level 2:*

The Referee Trainer shall be able to propose practical exercises on the court in order to develop ability for referees to:

- Identify main criteria of all main rules
- Decide when a violation or foul should be called or not (R.S.B. Q. principles, Art. 47.3 principles)

At both level the Referee Trainer shall be able to use video and software like Coach's eye in order to help referees to identify criteria and decide what is legal or not

**Attitudes:**

At both level the Referee Trainer must keep a positive attitude encouraging Referees in learning and interpretation

**Mechanics**

**Introduction:**

The positioning of referees in the game whatever two or three persons officiating is essential to the smooth running of the game. The quick and efficient administration of fouls and violations is also an essential role of a referee.

Referees should know and understand the movements and processes to manage the game correctly.

**Knowledge:**

At both levels the Referee Trainer knows and is able to explain all the principles of the two-person Officiating mechanics as explained in the FIBA 2PO manual.

He knows all the principles of FIBA Individual Technics of Officiating (IOT) such as Distance & Stationary, Refereeing the Defence, Stay with the Play, Positioning, Open Angle and adjustments, Throw-in administration, Control of Game Clock & Shot Clock...

**Skills:**

*At level 1*

The Referee Trainer is able to explain and demonstrate:

- The correct mechanics to officiate the full court for two-person (2PO) officiating.
  - o How "Trail" and "Lead" are working together
  - o Jump ball, fouls, throw-ins and free-throw administration
- How to maintain correct positions in order to control **one-on-one plays**

*At level 2*

The Referee Trainer is able to explain and demonstrate:

- The correct basic positioning and moves in two-person officiating
- How to maintain correct positions in order to control either all **the play around on or off the ball situations:**
- How to focus on the play he controls and to keep peripheral vision on all other players

*At both levels*

The Referee Trainer is able to explain and demonstrate how to:

- Apply 2PO Mechanics principles
- Be close to the play but keep a 3-4 m position from the player in order to see them from feet to head
- Adjust position to keep & look for spaces to keep good view on defender(s)

- Stand when judging a situation. Don't move when judging a situation to avoid to affect the view and the decision
- Keep open angle on 10 players
- Use direct and cross steps to follow usefully the play

He's able to question and correct positioning and activity of the referees in action on the court.

**Attitude:**

He's positive and active on the court in correcting and questioning referees in action using tools like:

- apps like FIBA iRef or other applications will help him to explain mechanics more efficiently
- video recording and
- apps like Coach's Eye will help you to show referees how to do mechanics correctly
- Shadow techniques: using experienced referee to carry duties and candidates as shadow.
- Tutor technique: a tutor following the active referee in his back and questioning him or correcting him about his positions, moves and action
- "Show what you look methods", the referee showing with extended arms what and which players he is controlling
- Using referee headset and speaker another effective way to learn mechanics. As a referee trainer stay out of the court and guide the referee where to go and what to do

## Signalling

**Introduction:**

An essential role of the referee is to make clear what the call has been. This is to avoid confusion and make it clear to the players and any spectators what has happened. Whenever the whistle is blown a signal must be made and must be clear and correct. Apparently the signalling is one of the most underestimated parts of referee's duties.

**Knowledges:**

*At level 1*

In order to teach and correct the referees, the Referee Trainer shall know the correct way to present the official signals for fouls and violations and the proper wording to verbally support the signals.

*At level 2*

The Referee Trainer shall know the correct way to present all official signals and the proper wording to verbally support the signals.

**Skills:**

*At level 1*

The Referee Trainer is able to demonstrate the correct way to present the FIBA official signals for fouls and violations and the proper wording to verbally support the signals.

He's able to correct the referees

*At level 2*

The Referee Trainer is able to identify and carry out the proper FIBA official signal adapted to each infraction and the way the official shall present his signals

He's able to correct the referees about confident, strong and assertive body language / use of the voice necessary to support the signals.

He's able to advise the referee about way of communicate with players / coaches.

### Decision Making

#### **Introduction:**

Referees not only have to make the right decisions but have to make a decision. The knowledge of the rules is essential but also how they are applied to the game.

Referee Trainers should give referees an opportunity to experience making decisions. A decision maybe a call and a "no-call". A "No call" should not be either a miss nor a hesitation or no decision.

Referee must accept to make mistake in decision making.

#### **Knowledges:**

*At level 1*

The referee must know and identify the main rules infractions and penalty matching to them.

*At level 2*

In addition the referee and his trainer must know:

- Which decision can be corrected and the way to do it.
- How the referees can manage their own stress
- How the referees shall manage the game stopping it or not by appropriate decision.

#### **Skills:**

*At level 1*

The Referee Trainer is able to:

- Do demonstrate how to use the whistle
- Be prepared to quickly react to an infraction
- Identify and correct referees when their decisions and penalties are not made or made in the wrong way
- To congratulate good decisions
- To question wrong ones.

*At level 2*

The Referee Trainer is able to identify and advise about when to call or not applying with consistency principles of:

- advantage/disadvantage,
- RSBQ,
- Maintaining fluency and control of the game
- Using common sense

He's able to:

- Read and anticipate the game,

- Identify and correct failures in body language and
- Advise in way of assuming or correcting mistakes made by himself, his colleague or table officials.
- Advise in the way to communicate with coaches and players.

## 4. Global Competences in Officiating

### GLOBAL COMPETENCES IN OFFICIATING

#### Representation and duties

##### **Introduction:**

An official must have respect and behave according to his role and to the Federation's regulations. On and off the court they represent their Federation.

They have to ensure that the game is played in line with the rules and regulations. All referees of Level 1 must be aware of their responsibilities and of the ethics linked to their function.

Of course they have to ensure that the game is played in line with the rules and regulations.

##### **Knowledges:**

###### *At level 1*

The Referee Trainer shall know

- The ethics chart of the role of Referees
- The Referees obligations towards the Federation. Each topic shall make sense for him.
- All the administrative procedure around the game including transportation organisation, game preparation, reporting in case of incident, appointment and unavailability, season obligation, how to update his knowledges...

###### *At level 2*

Referee Trainer shall master:

- The Ethics Code of Federation
- How the Federation wants the referee to be presented.

##### **Skills**

The referee trainer should be able:

- To discuss all the topics, to develop an ethics Code with the referee to compare with the federation one,
- To discuss the content of Ethic chart with official
- To have example to discuss in order to make sense with all the ethics rules.

#### Career and opportunities

##### **Introduction**

It's not easy to create vocation and it's known most referees stop officiating during the first to year of refereeing.

Refereeing is an excellent opportunity for those interested in developing the sport to give something back to the sport and by be aware of the clear career structure to progress through.

Officiating can develop a number of “softer” personal skills linked or not to a personal development plan.

Many referees have built long life friendship through gaining an opportunity to travel and earn money from a hobby.

There is lots of reason to promote officiating, to contribute creating vocation and to retain for long time referee beginners. Knowledge in career and opportunities is very important on that way.

### **Knowledges**

The Referee Trainers shall know:

- The structure of officiating within their Federation in order to open the view on the possible way to follow to improve in the referee career.
- The next stage and clinics the referees can attend and the opportunity of education the Federation proposes.
- The soft personal skills that officiating can develop for individuals as confidence, self-esteem, respect and stress reduction.
- Which opportunities officiating can bring to referees such as meeting people, friendships, travelling, earning money in hobby, participate to sports events, living emotions...

### **Skills**

#### *At level 1*

Referee Trainers must be able to:

- Inform and to promote officiating in order to help referees to realise the benefits they can get in this activity
- Help the referees to develop in personal and officiating skills.

#### *At level 2*

Referee Trainers must be able to:

- Inform about the next stage of refereeing,
- Help referees to plan their career,
- Help referees to set their own goals,
- Develop ambition and willing of improvement.

## Conflict Management

### **Introduction**

Conflict may occur at any time during the game between players, coaches and supporters as well as reflected onto the officials.

Conflicts create emotions that can affect the performance of the referee, his self-esteem and his motivation.

Referee must be prepared very early to manage conflict and to behave to prevent them.

### **Knowledges**

The Referee Trainers shall know:

- What is conflict and where is it likely to occur
- What can be the effect on the referees and people
- Why and what kind of conflicts may occur
- Range of conflict management techniques
- Theoretical and practical tools for Trainers to approach this concept

### **Skills**

#### *At level 1*

Referee Trainers must be able to help referees to:

- Be aware of potential areas of conflict during a game
- To identify depth of potential conflict
- To be able to assess whether to deal or ignore areas of conflict
- Stay focused, calm and be self-controlled
- Be positive and show respect for people

#### *At level 2*

Referee Trainers must be able to help referees to:

- Use a range of skills to deal with different levels of conflict
- Use different strategies in order to:
  - o Prevent a conflict to occur
  - o Minimize the conflict
  - o Managing the conflict (Prevent the conflict to develop, Stopping a conflict)
  - o Penalize when necessary and resume the play
- Use tools in order to:
  - o Managing the mistakes
  - o Adopt a positive approach and good behaviour
  - o Use good timing and type of communication
  - o Take positive approach to support/protect young and developing referees

They shall be able to identify and analyse previous criteria on role play or video sessions.

## Stress Management

### **Introduction**

Referees need to recognise that controlling a game can be a stressful experience. They should understand what stress is and how to manage it.

### **Knowledges**

The Referee Trainers shall have general knowledge on stress.

The Trainer shall know the results of stress on a person

- cognitive
- mentally
- physically
- vegetative

- social
- emotionally

The Trainer shall have knowledge on coping strategies

### **Skills**

#### *At level 1*

The Trainer shall be able to

- Help referees to recognize stress situations.
- Propose simple relaxation strategy before game
- Help to adopt a positive attitude to refereeing

#### *At level 2*

The Trainer shall be able to

- Recognize stress situations and potential impact on referees.
- Use his / her theoretical knowledge to define stress and stressors.
- Give practical and concrete advice using descriptive examples
- Help referees to develop their own cognitive strategies.

## Teamwork and communication

### **Introduction**

The official team is as strong as the weakest link of the chain.

Working together as a team is essential for officials otherwise inconsistency of calls will be made and the game will be affected by these inconsistencies.

Therefore, the communication between all of the officials must be a prime concern. This requires team work to make sure the game runs smoothly.

Furthermore, communication with the other key participants including players, coaches and those associated with the game is also essential for a smooth running of the game and to avoid conflicts.

### **Knowledges**

The Referee Trainers shall have general knowledge on teamwork benefits within the referee crew and the table officials especially about:

- The officials team identification
- Team Leading
- Team Spirit
- Encouragement and Motivation
- Adoption of Team's Goal and Task
- Net Aspect of Duties and Responsibilities
- Equality and Equity within the Team
- Enjoyment in the Team
- Positive and Negative Feed-back, Reconnaissance and Appreciation

They shall know at level 2:

- How to communicate positively with other officials, coaches and players
- Different ways of communicating – verbal and non-verbal

### **Skills**

#### *At level 1*

The Trainer shall be able to help referees to:

- create a positive communication within the team
- be open to accepting other views and communicating responses with respect
- take team approach and share responsibilities

#### *At level 2*

The Trainer shall be able to analyse, comment and develop:

- Speaking and listening skills
- Saying the right thing at the right time and seeking to minimise conflict
- Choosing the right time to communicate
- Valuing all people's views
- Making sure communication is open, fair and in the right tone
- Supporting colleagues when things are not going so well

## Physical and mental preparation

### **Introduction**

One important key to success is self-confidence. An important key to self-confidence is preparation.

### **Knowledges**

#### *At level 1*

Referee Trainers must know:

- the benefits of good physical and mental preparation
- Warm up and cooldown process

#### *At level 2:*

Referee Trainers must know:

- Relaxation techniques
- How to recognise emotions and their effects
- How to build a simple physical fitness program

### **Skills**

#### *At level 1*

Referee Trainers must be able to help referees to:

- Practice running forward and backwards
- To think positively
- To develop and follow a routine

#### *At level 2*

Referee Trainers must be able to help referees to:

- Build and follow strategies to prepare and recover
- Running/stopping/ turning running backwards/stretching warm up routine
- Concentration skills
- Arrange enough time to prepare themselves physically and mentally

- Have a routine that brings them in a positive mood
- Be prepared to deal with challenging situations (with sentences that helps them to earn time for further preparation during conflicts)
- Enjoy being a referee and have fun

### Pre-game and post-game de-brief

#### **Introduction**

A referee needs to know how to prepare for the game with other officials and also how to review the game to make sure they will be better in the next game.

Ability to preparation and to self-assessment is fundamental in the improving process in officiating.

#### **Knowledges**

Referee Trainers shall know:

- The topics and way to discuss between referees to prepare a game
- How to structure pre-game and post-game communication

#### **Skills**

##### *At level 1*

Referee Trainers must be able to help referees to:

- Understand that both referees must be willing to compromise and implement agreed topics on the court.
- Accept to discuss with fellow officials prior to the game
- Identify the level, key points and importance of the game
- Develop ability to self-evaluate
- Adopt a positive and constructive attitude towards pre and post-game debriefing
- Receive feedbacks positively
- Be honest within the referee team

##### *At level 2*

Referee Trainers must be able to help referees to:

- Identify the level, key points and importance of the game
- Understand both referees must be willing to compromise and implement agreed topics on the court.
- Conduct as a crew chief and participate actively as Umpire to the pregame conference and postgame evaluation
- Be open for positive and negative feedback
- Give and receive useful and necessary feedback
- Identify strengths and areas of improvement
- Seek continuous improvement