



Australian Government
Australian Sports Commission

Introductory Level Officiating General Principles

Presenter's Guide



Introductory Level Officiating General Principles

Presenter's Guide

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Introduction

About this presenter's guide

The aim of this presenter's guide is to provide a range of methods which may be used in the delivery of Introductory Level Officiating General Principles. It is not intended to be prescriptive, and presenters have the flexibility to choose the activities that they wish to undertake, add or delete activities as needed.

It is important that participants are involved in an activity at least every 15 minutes. Presenters therefore need to ensure that information is gained through an interactive process as often as possible and to refrain from lecturing for more than 15 minutes at any one time.

Approximate times for activities are indicated in brackets. Completion of assessment tasks has not been factored into the overall hours allocated to each module. Additional time may need to be allocated for assessment.

PowerPoint slides for each module are available on the Australian Sports Commission (ASC) website at www.ausport.gov.au/coachofficial/agencies/principles_official.asp

The importance of practical activities in delivery

Coaches will learn more effectively if they are active in the learning process and have an opportunity to apply their knowledge.

The old proverb:

I hear and I forget

I see and I remember

I do and I understand

reminds us that we learn by doing. Participation may involve completing a task, participating in a question and answer session, working in a group to discuss an issue or brainstorming.

- People learn best when they take an active part in the learning process. In order to let participants find their own solutions, the presenter's job will involve giving more advice, guidance and encouragement, and less lecturing
- Participation is a good way to involve a number of the senses. By involving the group in listening, questioning, interacting, doing and discovering, you will be providing a more effective learning environment appealing to a variety of senses and accommodating different learning style preferences
- Participation helps to keep the interest and attention levels high. Activity keeps mental boredom at bay
- Participation ensures the learners have some control over the direction of learning by bringing their own experiences and concerns into the course. The group brings much knowledge and experience, which is often untapped. Two heads are better than one, so use participation to tap into group power. Group activities also free the presenter to move around and provide individual attention
- Participation is a useful technique to use with adult learners. Adult learners are generally not threatened by the opportunity to participate. It also enables adults to dip into their past experience
- Group work, especially small group work, is a good way to encourage shy participants.

Overview of Delivery Methods used in this Presenter's Guide



Presentation

Presentations are generally used for one way oral communication with a larger audience.

- A good way to summarise key points
- Can be used in a classroom setting or on the field
- A good way to change the tempo between practical activities, allowing participants time to catch their breath
- Useful when followed by a practical activity.
- Not a good method for interacting with the audience

Tips

- The presentation is used to convey key points in a short 5 to 15 minute session
- Intersperse with other activities to encourage participation.



Brainstorm

Brainstorming is a method for getting people involved in an activity in a non threatening way. All the participants call out ideas, which are written up on a whiteboard or butchers paper. The aim of a brainstorming session is to generate as many ideas as possible from all members of the group, without judging them 'good' or 'bad'.

- The facilitator taps into the creativity of the group and extracts as many ideas as time allows
- Ideas that initially appear a bit fanciful may later turn out to be the starting point for a good idea
- If the presenter asks each person in the group for a response, it is OK for someone to pass
- Seek ideas not justifications from the group, and wait till all the ideas are in before discussing points further
- Use a later session to refine these ideas.

Tips

- State the task clearly
- Set a time limit
- Discourage criticism of ideas during the brainstorm
- List single words or short sentences
- Discuss and prioritise when the brainstorm is exhausted.



Group work

Group work is used to explore or discuss a set topic, case study or scenario. A leader is appointed for each group and information is shared after individual group discussion.

- 4-8 persons per group
- Each group appoints a facilitator and a recorder whose job it is to report the main points of their work group back to the other groups
- The task and time available should be clearly stated at the start (writing the task on a whiteboard helps to keep the group focused)
- The session leader should give all the groups occasional prompts and a warning that time is running out
- Seating should be arranged so that all group members can have eye contact with each other

- Allow sufficient time for reporting; each group should only report new points
- A useful method is to take one point from each group and continue rotating in this way.

Tips

- A good way to encourage all members of the group to participate
- A non threatening way to stimulate thought and ideas
- Useful for building the group
- There is the potential for the sharing of ignorance rather than ideas, so ensure participants actually have some background or experience to share
- Set a time limit
- State the purpose clearly
- Plan for a larger group to break into smaller groups
- Share the results of the work group with the whole class
- Too little reporting back time is a frequent shortcoming of group sessions.



Case study

A case study is a specific scenario provided to participants in a small group where a work group would determine how they would deal with the situation.

- Information about the event or circumstances may be introduced at the beginning of the exercise or fed in following some initial work group discussions
- A useful problem solving tool.

Tips

- Ensure appropriate briefing takes place to set the scene
- Plan for the appropriate debrief.



Role play

In a role play, a simulated situation is created and acted out. The roles played are discussed at the conclusion or during the role play. The role play enables participants to modify or develop, with guidance, various behaviours. The role play is a good way to improve 'people skills'.

- Involves active learning
- Useful tool in investigating alternative views.

Tips

- Explain/script the situation
- Don't have too many props
- Stop and discuss during the role play if required
- Re-run with different players
- Conduct a debrief at the conclusion- can be very important if players have become emotionally involved
- Respect the rights of members of the group not to participate.



Interactive video

Interactive video is a delivery method that initiates audience involvement using the content of a particular video. The presenter must use the video as a springboard for questions, work groups and analysis, merely watching a video is generally not an effective way to learn.

- A useful, powerful tool in coach education
- Sport is a visual activity and we live in a time when visual images are of great relevance.

Tips

- Ensure that you have viewed the video
- Identify major points to be made from video content and note appropriate place on video counter for pause and reference
- Develop appropriate questions or worksheets to lead participants into group work
- During pauses allow for participant interaction.



Practical activity

Practical activities are used to physically involve an audience in a learning experience.

- Individuals and/or groups of participants take part in an exercise that reinforces a theoretical concept.

Tips

- Prepare appropriate equipment
- Emphasise safety aspects
- Clearly define the parameters of the activity
- Allow people to decline involvement if they wish
- Conduct a debrief to ensure the understanding of the concept.



Worksheets

Worksheets provide a documented summary of theoretical knowledge and are particularly useful for distance education. The worksheets used within this presenter's guide are also used as assessment items.

- Individuals and/or groups of participants take part in completing a worksheet and should be encouraged to discuss their responses.

Tips

- Define timelines for completion
- Use them to enhance learning
- Use to provide variety.

Training Aids

| Training aid | Tips | Advantages | Disadvantages |
|---|---|---|---|
| Data projector (or overhead projector) | <ul style="list-style-type: none"> • Practise using the visual, including where to stand • Very useful as a flexible tool for the coach educator • Can be used in a gym or on the pool deck, even when there is some ambient light • Don't base an entire course on the use of PowerPoint slides! | <ul style="list-style-type: none"> • Works in most light conditions • Portable • Cost efficient • Durable • Presenter faces audience • PowerPoint Slides can be reproduced as a handout for the audience. | <ul style="list-style-type: none"> • May obscure the view of some of the audience • "Death by PowerPoint" can be a problem if used every session. |
| Whiteboard | <ul style="list-style-type: none"> • Avoid talking to the whiteboard ...look to the class • Use vertical lines to divide the board into sections, avoid a jumble of information • Erase existing work, rather than write in the gaps! • Carry your own spare pens. | <ul style="list-style-type: none"> • Helps class to focus on key issues • Graphics can complement the spoken message • A display can be prepared before class, saving class time. | <ul style="list-style-type: none"> • Accidentally using non-erasable pens can be a headache • Pens may run out at the wrong time • Not always portable. |
| Flip charts/ Butcher's paper | <ul style="list-style-type: none"> • See notes on the use of the whiteboard • Use Blu Tack if fixing paper to walls • Only record key points (unless you are brainstorming in which case you should record everything) • Add a title to each page • Write large enough to be read from the back of the room • Use broad tip markers • Check to ensure the clamp will hold the paper ... carry spare fold back clips • Pages can be posted around the room use if you want to keep or display the information. | <ul style="list-style-type: none"> • Easy way to record thoughts of smaller groups, which are then shared with the larger class • Portable • Can be mixed and matched with other training aids • Useful for pre-prepared notes/illustrations that are progressively revealed • Can be used outside of a classroom setting • Adds variety to a presentation. | <ul style="list-style-type: none"> • Poor result if hand writing is not easy to read • Pens may run out at the wrong time • Need to carry a stand or have a suitable wall to attach it to. |
| Handouts | <ul style="list-style-type: none"> • Complements the spoken word • Reduces the need for detailed note taking by participants (even though some note taking keeps the class active) • Issue handouts when they are needed so as to avoid participants being distracted • Number pages. | <ul style="list-style-type: none"> • A useful written record • A useful home study tool • Learning aid • Time saver • A way to engage the audience in active learning. | <ul style="list-style-type: none"> • Poor design may lead to participants recording trivial facts • Preparation time for presenter. |

Overview of Introductory Level Officiating General Principles Modules

| Modules: | Approx. Duration |
|---|------------------|
| 1. Self Management | 2 hours |
| 2. Managing the Competition Environment | 1 hour |
| 3. People Management | <u>3 hours</u> |
| Total | 6 hours |

Notes on duration of each module:

Times allocated to each module within this training program are based on a ratio of one presenter to 15 learners. Larger groups may require additional time to be allocated to each module to allow for effective learning.

Completion of assessment tasks has not been factored into the hours allocated to each module. Additional time may need to be allocated for assessment.

Assessment Tasks

1. Short answer worksheets: The worksheets are aimed at assessing the candidate's comprehension of various underpinning knowledge aspects of the general principles modules. There are worksheets for Modules 1 - 3. The worksheets can be used as both a learning and assessment tool. An answer guide is available to assessors marking the worksheets. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheets as many times as necessary to meet the requirements of this assessment task.

2. Role Play Scenario

This assessment task is aimed at assessing candidates' ability to respond appropriately to a conflict situation between an official and an athlete. Candidates are required to role play a scenario involving a conflict situation between an official and an athlete. This assessment task is used as both a learning and assessment tool, for Module 3. The role play activity may be completed during the course (although there is flexibility when time constraints prevent this). The role play scenario must be completed satisfactorily to successfully complete this aspect. An assessment checklist is provided for assessors to check the skills/competencies that the official must demonstrate. Candidates are permitted to access all course materials, and may consult with others when completing the assessment task. Candidates may re-do the assessment task as many times as necessary to meet the requirements.

Details of flexible assessment practices that will be provided for officials with special needs, disabilities or who are from rural/remote areas.

The ASC and general principles deliverers are committed to providing flexibility in the assessment methods used. This includes:

- using oral instead of written presentation for Assessment task 1 where appropriate
- using video of the role play scenario for assessment purposes where necessary (eg. for an official in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

Copies of assessment tools:

1. Worksheets

Copies of the worksheets are provided in the resources section of this presenter's guide. The worksheets can be downloaded from the ASC website at www.ausport.gov.au/coachofficial/agencies/principles_official.asp

An answer guide is also available to authorised deliverers of the Officiating General Principles by emailing officiating@ausport.gov.au or Ph (02) 6214 1551.

2. Role Play Scenario

A description of the scenario to be used and an assessment checklist are provided in the resources section of this presenter's guide.

Module Overviews

Module 1 - Self Management

Competencies:

At the completion of this module, the official will be able to:

- Display professionalism, integrity and ethical conduct in their role as an official.
- Prepare for the requirements of officiating, and review their own performance after a competition.

Approximate duration

2 hours

| Learning Outcomes | Content |
|---|---|
| 1. Outline the ethical responsibilities of an official | <ol style="list-style-type: none"> 1. Applying the principles of honesty, integrity and ongoing self improvement 2. Code of conduct for officials, and relevant components of the member protection policy in your sport 3. The requirements of your sport's Junior Sport Policy 4. The requirements of your sport's Disability Action Plan (where applicable) 5. Ensuring people are treated with integrity, respect and empathy, regardless of gender, race, disability or age |
| 2. Present professionally as an official | <ol style="list-style-type: none"> 1. Appropriate dress to officiate in a competition, as well as before and after a competition 2. Professionalism in dealings with athletes, coaches and administrators |
| 3 Prepare physically and mentally to officiate | <ol style="list-style-type: none"> 1. Physical requirements of an official in particular sports 2. Basic mental preparation techniques for officials |
| 4. Analyse own performance after a competition | <ol style="list-style-type: none"> 1. Receiving and responding to feedback on performance from other officials and advisors in a constructive and reflective manner 2. Implementing basic self-reflection techniques to improve own officiating performance |
| 5. Identify the roles and information needs of the official | <ol style="list-style-type: none"> 1. Where to go in order to develop your officiating knowledge, skills and attitudes 2. Sourcing information on officiating in your sport 3. Who to contact to maintain your officiating accreditation or seek additional accreditation |

Resource requirements

Play by the Rules website – www.playbytherules.net.au
 Introductory Level Official manual and presenter's guide
 ASC Code of Ethics for Officials

Delivery Strategies

Note: Presenters do not need to conduct every activity listed below. It is suggested that preference be given to the more active/interactive strategies if pushed for time.



Presentation (10 minutes)

Introductory Level Officiating PowerPoint Slides 4 - 9 relate to the content for Module 1.



Group work (15 minutes)

- Form groups of approx four people.
- Each group to discuss the following questions, record major points discussed and report back to the bigger group.
- Officials are expected to present professionally. What steps can officials take to ensure that they present professionally on the day of competition?
- How can officials ensure that they interact professionally with athletes, coaches and administrators?



Case study (20 minutes)

Form groups of three or four people. Allocate a case study to each group. Discuss and develop strategies to address issues raised in case studies. Report back.

Case Study 1- Disability Discrimination

Anton is judging the Surfing State Titles this weekend along with a long term colleague, Jason and a new judge, Mark. Anton and Jason have never met Mark, and are startled when they are told that Mark is in a wheelchair and apparently has been so since he was a young child. Mark is an accredited judge and has judged other competitions at a similar level in another state over the past 12 months.

Anton and Jason discuss the situation and Jason expresses concerns over the ability of Mark to perform his duties, stating "For a start, how is he going to get across the sand into the tent, let alone judge a competition when he has never even stood up on a board himself?"

What are the issues in this situation?

Case Study 2 - Child Protection

Jim is a swimming official (referee) with 16 years experience. He has officiated up to state level but regularly officiates at regional/district level and knows many of the swimmers and their parents. The next event is two weeks away and at a venue 150 kilometres from Jim's home.

Most of the swimmers can get to the state titles with their parents, however one of the swimmers (Gary) cannot as his parents will be overseas and he is staying with an Aunt who does not have a car. Gary is probably the most talented of all the swimmers and is expected to win a title. Jim asks his friend Paula (a timekeeper at the state titles) to drive Gary. Jim tells Paula that "at the very least he will keep you company as you were going to drive by yourself".

What are the issues for Paula in considering Jim's question?

Case Study 3 - Ethics

The local basketball referees group has been under considerable pressure from coaches, players and spectators because of a perceived bias in their approach. The feeling is that some teams get a 'rough go' from the refs and a number of coaches and players have publicly criticised the refereeing.

In discussions between some of the referees, there have been some suggestions that it is 'payback time' for some of the more outspoken coaches and players who have been giving some of the referees a hard time. The emotionally charged environment of conflict between the referees and the players and coaches is having an impact, particularly on the less experienced referees.

How could the leadership of the referees group handle this situation?



Worksheets (15 minutes)

Complete the worksheets for Module 1 Self Management (contained in the resources section of this presenter's guide). These worksheets also form the assessment for module 1.

'Play by the Rules' online training course for officials (optional)

Participants should be provided with information about the Play by the Rules online training course, which they can complete outside of the course - www.playbytherules.net.au



Case Study (20 minutes)

Form groups of five or six people. Allocate a scenario to each group. Discuss and develop solutions to the questions raised in the scenarios. Report back.

Case Study 1 - Improving Fitness

Rashid has had a long involvement in hockey through his children who all play the sport. He has umpired on and off over the years, and has recently decided to take a more active role in officiating, as he is interested in progressing to umpire at state level in the future.

Rashid has recently umpired some higher standards games, and has found that his fitness level is not adequate for the level of play. He is constantly out of position, due to the increased agility and skill of the players, and the speed with which they are able to move the ball.

Rashid talks to some of the other umpires, and discovers that there is a group of umpires that meet regularly to undertake some fitness work together.

- What are the benefits of being in good physical condition to officiate in competition?
- How can officials improve their level of fitness?
- What additional benefits are possible through undertaking fitness work with others?

Case Study 2 - Receiving and responding to feedback

Wendy is a softball official in her second year of umpiring. She enjoys umpiring and has decided that she would like to progress as far as she can. Wendy has not been provided with much feedback to date, so is a little unclear as to how her performances have been rated or viewed by senior softball officials.

Wendy had the opportunity to meet a former national senior softball umpire (Maisey) at a competition function. Maisey mentioned to Wendy that she had seen her umpire in a couple of games. Wendy saw this as an opportunity to seek some feedback from Maisey regarding her umpiring performance.

Maisey provided some general comments about Wendy's umpiring – she was well presented, appeared to be enjoying her role, seemed to get on well with the players and overall did pretty well. While Wendy was happy with the feedback, it did not identify specific areas that were well handled or require attention.

- What steps can Wendy put in place to seek specific feedback about her umpiring?
- What are some important elements in receiving and responding to feedback?
- How could Wendy implement some basic self reflection techniques?

Case Study 3- Sourcing Officiating Information

John is a basketball referee who lives in a small town in a remote part of the state. Because of his work commitments, he is unable to get along to the referee's group training sessions which are conducted 200kms away, once a fortnight. All referees receive a copy of the latest rule book, along with a DVD of the rule interpretations prior to the start of each season. John is required to undertake extensive travel to referee each week.

John is left to his own devices in terms of improving his knowledge about the game and improving his performances.

- What strategies can John employ to assist him being up to date on officiating information?
- How could John ensure that he gets some feedback on his performances?



Role play (30 minutes)

Ethical responsibilities of officials – A Hypothetical

Roles:

- Official
- Officials Coordinator
- Competition Administrator
- Players x 2
- Coach of one of the teams
- Spectator
- Parent of the official

Scenario

An inexperienced official has been appointed to a local basketball game between two challenging teams. There has been some tardiness in getting games started on time and sticking to the schedule during the evening. This has concerned the competition administrator and teams are complaining and accusing the referees of being slack in this area.

Elements to be covered in the role play

- Official arrives at court
- Officials coordinator provides some 'last minute' tips to official about the two challenging teams
- Competition administrator advises the official that they want game to start on time
- Official notices water on court
- Players enter the court for game to start, and start 'sledging' each other
- Spectator heckles the official about the late start to the game
- Coach makes some comments about the official's young age and inexperience
- Parent of the official tries to stand up for their son/daughter

Implementation

- Appoint roles to group members
- Those not involved in the role play to observe and take notes regarding their observations of how each participant in the role play reacted
- Ensure that the main points are covered.

Debrief

Questions the presenter might ask of the group:

- What is the role of the official on arrival at the venue?
- How can the official handle the situation where there is a risk to participants?
- What can the referee do with regards to?
 - Competition administrator
 - Team officials
 - Players
 - Spectator heckling/abuse
- How can the official's approach to the situation impact on his/her officiating?

Module 2 - Managing the Competition Environment

Competencies:

At the completion of this module, the official will be able to:

- Manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official.

Approximate duration

1 hour

| Learning Outcomes | Content |
|---|---|
| 1. Incorporate risk management practices into your officiating of competition | <ol style="list-style-type: none">1. Legal responsibilities of an official2. Identifying potential risks and hazards in the competition environment (facilities, playing area, equipment and athletes)3. How to minimise the risk of harm occurring during the competition4. Implementing safety rules within your sport (eg. blood rule)5. Awareness of legislation that may impact on the official (eg. state child protection legislation) |
| 2. Follow emergency incident management procedures | <ol style="list-style-type: none">1. Procedures for dealing with an emergency situation2. Limitations to the role that the official is able to play in injury management if they are not trained in first aid |

Resource requirements

Introductory Level Official manual and presenter's guide

Delivery Strategies

Note: Presenters do not need to conduct every activity listed below. It is suggested that preference be given to the more active/interactive strategies if pushed for time.



Presentation (5 minutes)

Introductory Level Officiating PowerPoint Slides 10 – 14 relate to the content for Module 2.



Case study (15 minutes)

In small groups, consider one of the case studies below and record your response. Report back to the bigger group:

Case Study 1 - Negligence

Sam Smith has been a rugby referee for 5 years and is due to referee an U16 Schoolboys game.

The packing of a scrum in rugby involves a particularly high level of contact and the rules of rugby provide modifications that a referee can put into place, depending upon the experience of the players. With very inexperienced players, the scrum can be “packed” with no contact. A minor modification is to use the CTEP rule (Crouch, Touch, Engage, Push) which takes the players in the scrum through four distinct phases and this allows the referee time to ensure that each phase is completed safely.

There is considerable evidence that players with long necks are particularly at risk of being injured if a scrum collapses. Sam has heard about this research but was unable to go to the training session where it was discussed by the referee’s supervisor. At this session, referees were told that if junior players had long necks they should check that they had experience in packing scrums before allowing them to be involved in contact. It was suggested they could ask about their experience, or require a no contact scrum until they were satisfied that they had the experience to be involved in contact.

Sam applies the CTEP rule for all scrums, as it is relatively young juniors. He does not consider it necessary to restrict the contact any further.

In the second half a substitution is made for the Blue team, which results in a new player being involved in the scrum. He is a very tall, skinny boy, with a long neck. A scrum is formed and Sam again applies the CTEP rule. Unfortunately, in this instance the scrum collapses and the new player suffers a broken neck. Sam finds out after the game that it was the boy’s first game of rugby.

- What actions could Sam have taken prior to the game to ensure he was up to date with his officiating knowledge and instructions?
- How could Sam have handled the situation differently during the game?

Case Study 2 - Anti-Harassment

Jerry is a recently divorced umpire, with a large club in Victoria. Jerry has umpired a number of games with Chelsea, who is a few years younger than him. Chelsea often talked about boyfriends that she was seeing, although didn't seem to have any serious relationships. Chelsea and Jerry would often have a beer after the game with the teams, at the association's club house.

Last week, Jerry asked Chelsea if she wanted to have a beer with him one night after work. She said she couldn't, so Jerry asked if she would like a rain check. Chelsea said no, she would not like a rain check. On the weekend they again umpired together and went and had a beer at the club house with the teams. Chelsea was telling Jerry about her new boyfriend and Jerry asked whether or not Chelsea had had sex with him? He then commented "I can't remember the last time I had sex. If I was your new boyfriend I would be wanting to do it all the time!".

- Has Jerry breached anti-harassment laws? If so, how?
- How could Jerry have handled the situation differently?

Case Study 3 – Blood Rule

Two players have tackled an opposition player legally, but very heavily resulting in all three players falling to the ground with the ball trapped between them. The referee blows the whistle to stop the match with a view to throwing the ball up to restart the match. Two of the players untangle and get to their feet. He referee notices that one of the players is bleeding from his nose and his team mate has blood on his uniform. The opposition player remains on the ground, motionless and appears to be unconscious, probably caused by knocking his head on the ground. The scene becomes a little chaotic.

- What action should the referee take?



Group work (20 minutes)

Split participants into groups of approximately three or four people. Spend 5-10 minutes on each question below, and then report back to the bigger group:

- 1) Prepare a list of potential risks associated with officiating a particular sport.
- 2) Develop possible action step/s for each of the identified risks.



Worksheets (10 minutes)

Complete the worksheets for Module 2 Managing the Competition Environment (contained in the resources section of this presenter's guide). These worksheets also form the assessment for module 2.

Module 3 - People Management

Competencies:

At the completion of this module, the official will be able to:

- Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.

Approximate duration

3 hours

| Learning Outcomes | Content |
|--|--|
| 1. Communicate effectively with others | <ol style="list-style-type: none"> 1. Communication techniques that can be applied to a range of situations 2. Barriers to effective communication 3. Communicating decisions verbally and visually to athletes and coaches with confidence 4. Listening to athletes and other officials, and responding in a cooperative and timely manner 5. Communicating effectively with a diverse range of athletes (eg. athletes with a disability, athletes from culturally diverse backgrounds.) 6. Completing written/verbal reports clearly, accurately and in a timely fashion |
| 2. Work as part of a team | <ol style="list-style-type: none"> 1. The need to work as part of a team in your sport 2. The roles of other officials in a competition situation 3. Working with other officials in an effective manner during a competition |
| 3. Minimise and deal with on-field conflict situations | <ol style="list-style-type: none"> 1. Situations where conflict is likely to arise 2. Strategies to prevent conflict from arising 3. Planning and implementing strategies to resolve conflict |
| 4. Deal with abuse from spectators and others | <ol style="list-style-type: none"> 1. Preventative strategies to minimise hostility from spectators and others 2. Dealing with the pressure created by spectator comments and behaviour 3. Procedures for situations where spectator behaviour becomes serious and contravenes the rules of the sport 4. Seeking support/counselling from others to deal with ongoing spectator abuse |

Resource requirements

Introductory Level Official manual and presenter's guide
 "People Management for Sports Officials" video

Delivery Strategies

Note: Presenters do not need to conduct every activity listed below. It is suggested that preference be given to the more active/interactive strategies if pushed for time.



Presentation (10 minute)

Introductory Level Officiating PowerPoint Slides 15 – 23 relate to the content for Module 3.



Practical activity (20 minutes)

Communication Activities

1. Information overload:

- Split participants into groups of three people
- Assign two talkers with one listener in the middle
- The two talkers tell the listener, at the same time, how they got into coaching for 30 seconds.

Debrief

- Which listeners managed to get both lots of information
- Who listened to one talker only - why?
- Who alternated between the two?
- Who gave up?
- Highlight information overload, the ability to only take in so much information.

2. Active listening:

- Split participants into groups of three people
- Assign 1 talker, 1 listener, 1 observer
- The talker has 1 minute to tell listener about their last holiday
- Listener then recalls as much information as possible and retells it back to the talker
- The observer looks for body language and gaps in the retelling of the information.

Debrief

- How well did the listener retell the story
- What was the body language displayed?

3. Body language:

- Split participants into groups of two
- Assign one talker, one listener
- Talker relates a funny story, joke or interesting story
- Listener makes out they are not interested and try to let the talker know this without speaking.

Debrief

- What body language was used to convey lack of interest



Group work (20 minutes)

- Form groups four groups.
- Each group to discuss one of the following four scenarios and answer the question posed.
- Report back to the bigger group:

1. A player is very unhappy with one of your decisions. He becomes very demonstrative with you on the field, swearing and becoming aggressive towards opposition players. He is upset that one of his players appears to be badly hurt in what he thought was an illegal tackle which went unpenalised in terms of a red card. How would you handle the situation?

2. A parent comes up to you during the half time break and is abusive to you. She cites a penalty that you awarded just before the break as her major concern. How would you handle the situation?

3. A coach approaches you in a demonstrative fashion as you are leaving the field after the game. He is blaming you for his team's loss. His players start milling around along with a number of supporters. How would you handle the situation?

4. A team manager becomes very aggressive with you after you sent one of his players off the field during the previous quarter. He approaches you during the next break, while you are having a drink. You are mindful that the game will need to recommence on time. How would you handle the situation?

Recap main points with large group using questions below.

- What are some important considerations in attempting to resolve conflict?
- What steps can be taken to resolve conflict?



Worksheets (15 minutes)

Complete the worksheets for Module 3 People Management (contained in the resources section of this presenter's guide). These worksheets also form part of the assessment for module 3.



Group work (20 minutes)

- Form groups of approx four people.
- Each group to discuss one of the following aspects of communication and record the key points from the group.
- Report back to the bigger group.

1. Effective communication techniques that officials can apply to a range of situations
2. Barriers that can impact on effective communication
3. Communicating decisions confidently to athletes and coaches
4. Listening and responding to athletes and other officials,
5. Communicating effectively with a diverse range of athletes (eg. athletes with a disability, athletes from culturally diverse backgrounds.)
6. Completing written/verbal reports



Brainstorming (15 minutes)

Pose the following questions and record the responses from the group on the whiteboard:

- What are the critical ingredients of 'team work' for officials prior to, during and following a competition?
- What is the best way to respond when you are asked by another official to provide input into a decision, but your opinion is eventually over-ruled by a more senior official



Interactive video (30 minutes)

- Show the "People Management for Sports Officials" video (17 mins)
- Question and discuss the video and reinforce key points raised in the video



Role play (40 minutes)

This role play activity is part of the assessment for the course.

Further information on the role play scenarios to be used, and a checklist to be used by the assessor are contained in the resources section of this presenters guide.

Additional option:

- Videotaping the role play can produce a useful resource which can be used as a learning tool for the group as part of the debrief.

Resources

3. You are due to officiate a grand final match this weekend. During the week, you receive a phone call from the president of one of the clubs participating in the grand final. The club president gives some less than subtle hints that if you were to favour his team in the grand final, then there will be some personal benefits to be gained for yourself. What will you do?

4. List five steps you can take to ensure that you present a professional appearance and demeanour as an official.

- _____
- _____
- _____
- _____
- _____

5. List four steps that you can take to prepare yourself physically and mentally to officiate in a competition.

- _____
- _____
- _____
- _____

6. Outline how you would go about reviewing and analysing your performance after a match.

Module 2 – Managing the Competitive Environment

1. What are your legal responsibilities as an official?

- _____
- _____
- _____
- _____
- _____

2. What is your 'duty of care' in officiating?

3. An athlete has collided heavily with another player, and has been knocked unconscious. You are the first one on the scene. Outline the steps you would undertake to deal with this emergency situation:

Module 3 – People Management

1. Why should officials be aware of their body language when dealing with athletes?

2. In what practical ways can you 'actively' listen? Give examples of active listening.

3. How could you modify the rules of your sport, and the way you officiate, for a group of beginner athletes who have an intellectual disability.

4. List five strategies for dealing with conflict

Assessment Task 2 - Role Play Scenario and Assessment Checklist

Candidates are required to role play either of the scenarios below, involving a conflict situation. Candidates should work in pairs, each playing the role of the official, and the athlete/spectator in turn. Alternatively, the assessor may play the role of the athlete/spectator if needed. If candidates are working in pairs, it is recommended that a different scenario is used for each candidate.

Scenario 1:

An athlete approaches you after a competition with a query regarding a rule. You provide an explanation to the athlete regarding your interpretation of the particular rule. The athlete disagrees with you, and is becoming very heated. A few onlookers are starting to gather and you need to get the situation under control quickly. How will you respond to the athlete?

Scenario 2:

A spectator has been heckling you throughout the match that you have been officiating. You have chosen to ignore the comments, as they have been minor and of no consequence. However, just before the end of the match, the spectator has become incensed at a decision you have made, and has made a verbally abusive comment of a personal nature. At the end of the match, the spectator has approached you. How will you respond to them?

Name of Candidate: _____

| Performance Criteria | Comment | Competent | Not yet competent |
|--|---------|-----------|-------------------|
| Use non-verbal communication techniques effectively (eg. maintain eye contact) | | | |
| Utilise active listening techniques | | | |
| Promote cooperation and good relationships | | | |
| Deal with the person in a professional manner, and demonstrate empathy | | | |
| Implement strategies to resolve conflict | | | |

ASSESSMENT DECISION: COMPETENT

NOT YET COMPETENT

COMMENTS:

ASSESSOR SIGNATURE:

DATE:

Course Co-ordinator And Presenter Support Material

- Course Coordinators Responsibilities
- 12 month time-line planner
- Coordinator's check list
- Course evaluation form

Course Coordinators Responsibilities

The key components of a successful course are:

- good preparation
- the quality of the delivery
- the ability of the course participants to apply the officiating principles to their own sport
- having fun and enjoyment

Good preparation

- book the venue and presenters
- send out registration forms and participants needs analysis
- make arrangements for collection of course fees
- provide appropriate resource material
- make arrangements for breaks and refreshments when required

Resource material

- basic equipment is required for practical sessions with a workable ratio of equipment per candidate
- it may be necessary for candidates to bring their own equipment for practical activities

Other resources

- Introductory Level Officiating General Principles Curriculum
- Introductory Level Officiating Manual
- Introductory Level Officiating Worksheets
- Introductory Level Officiating PowerPoint slides

Check that all equipment is in working order and that arrangements have been made to obtain appropriate access to facilities and equipment.

12 Month Timeline Planner

What to Do, What to Issue and When

| When | What To Issue |
|-----------------------------------|--|
| 12 months before | <ul style="list-style-type: none"> • Draw up year calendar and issue late October for the ensuing year • Attend to funding and budgeting considerations |
| 12 weeks before | <ul style="list-style-type: none"> • Venue hire • Travel, accommodation arrangements • Contact presenters |
| 9 weeks before course | Send the following to course participants: <ul style="list-style-type: none"> • Information • Application • Needs analysis |
| 2 weeks before course | Send the following to course participants: <ul style="list-style-type: none"> • Acceptance letter (you may wish to issue earlier) • Manual or other pre-course reading • Program • Brief staff and presenters |
| 1 week before course | <ul style="list-style-type: none"> • Check and reconfirm • Presenters to prepare participants handouts |
| During the course | Issue the following: <ul style="list-style-type: none"> • List of staff/facilitators • List of names, sports, work phone numbers and workgroups • Program (affixed to wall) • Evaluation sheets (to be completed after each session) • Promotional material • ASC information • Participation certificate |
| 2-4 weeks after the course | <ul style="list-style-type: none"> • Thank you for attending • Follow-up ... how can we help? |

Coordinator's Check List

| Item | Tick When Done | Follow-Up Action |
|--|----------------|------------------|
| <p>Timing of course</p> <ul style="list-style-type: none"> • Application and information must be issued a minimum of two months before the event • Coincide with school holidays? • Coincide with public holiday? • Coincide with significant events on the sporting calendar? | | |
| <p>Venue</p> <ul style="list-style-type: none"> • Venue booked? • Venue adequate? Identify work areas required • Refreshment facilities? • Seating, desks • Nearest shops for lunch if required? • Transport access. Will you supply a map? • Who will open and close the venue? • Do you have an emergency contact? • Will the venue be shared by another group? • Is there phone access? • Availability of first aid equipment including ice? | | |
| <p>Equipment</p> <p>Audiovisual equipment</p> <ul style="list-style-type: none"> • Lap top computer • Data projector (or overhead projector) • Screen • Video equipment: <ul style="list-style-type: none"> - VCR/DVD player - monitor - remote control - cabling - video tapes - worksheets • Writing surfaces: <ul style="list-style-type: none"> - White board, pens and eraser - Butchers paper and pens - Masking tape, map pins or Blu Tack <p>Sundry materials/equipment</p> <ul style="list-style-type: none"> • Extension leads / double adaptor • Writing paper and pens • Photocopier • Variety of balls | | |

| | | |
|--|--|--|
| <p>Specific equipment</p> <p>List specific equipment as required</p> | | |
| <p>Venue Requirements</p> <ul style="list-style-type: none"> • Hot water urn • Coffee and tea • Milk • Sugar • Orange juice • Biscuits • Cups • spoons • clean-up needs • plates • waste bin • Toilets | | |
| <p>Administration</p> <ul style="list-style-type: none"> • Saleable items • Receipt book and petty cash tin • Name tags • Flyers, stickers, giveaways • Wall displays (Sponsors material) | | |
| <p>On the day</p> <ul style="list-style-type: none"> • Arrive one hour early <ul style="list-style-type: none"> - open and set up venue - set up registration desk - check AV equipment - turn on the urn! - greet early candidates • Start on time • Attend to any refreshment break and lunch arrangements | | <p>Don't penalise those who arrive on time starting late</p> |

Introductory Level Officiating General Principles Participant Evaluation Form

Are you currently officiating? Yes No

If yes, which sport(s): _____

Please rank the following using the scale below:

1 = Poor 2 = Adequate 3 = Good 4 = Excellent

| MODULE | CONTENT | DELIVERY |
|---|---------|----------|
| 1. Self Management | | |
| 2. Managing the Competition Environment | | |
| 3. People Management | | |

| ORGANISATION | Rating |
|--|--------|
| 1. Pre-course (eg publicity, application form, your involvement) | |
| 2. In-course (eg group allocations, timetable, etc) | |
| 3. Venue | |
| 4. Your enjoyment of the course | |

Best features of the course:

Aspects of the course that could be improved, changed or deleted:

List any topics not covered, that you would like to see covered in future courses:

List one thing that you will take away from this course and DO.

Thanks for your feedback, Good luck with your Officiating