



Australian Government
Australian Sports Commission

Advanced Level Officiating General Principles

Presenter's Guide



Advanced Officiating General Principles

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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 the Advanced 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 Advanced Level Officiating General Principles Modules

Modules:	Approx. Duration
1. Advanced Self Management	1 hour
2. Advanced Managing the Competition Environment	1 hour
3. Advanced People Management	<u>2 hours</u>
Total	4 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. Personal Development Plan: This assessment task is aimed at assessing the candidate's ability to develop a plan for their development as an official. This involves an assessment of their current status, as well as outlining what aspects, and how they can develop themselves in the future. This task is used as both a learning and assessment tool for Module 1. The plan must be completed satisfactorily to successfully complete this aspect. An assessment checklist is available to assessors marking the personal development plans. Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

2. Risk Management Plan: This assessment task is aimed at assessing the candidate's ability to develop a risk management plan for their officiating situation. This plan will cover aspects such as the environment, people and procedures for dealing with emergencies. This task is used as both a learning and assessment tool for Module 2. The plan must be completed satisfactorily to successfully complete this aspect. An answer guide is available to assessors marking the risk management plans. Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

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 of assessment tasks 1 and 2 where appropriate
- 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. Personal Development Plan

A personal development plan worksheet is provided in the resources section of this presenter's guide. The worksheet can be downloaded from the ASC website at www.ausport.gov.au/coachofficial/agencies/principles_official.asp

An Assessment Checklist for Personal Development Plan is provided in the resources section of this presenter's guide.

2. Risk Management Plan

A risk management plan worksheet is 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 for the risk management plan is also available to authorised deliverers of the Officiating General Principles by emailing officiating@ausport.gov.au or Ph (02) 6214 1551.

Module Overviews

Module 1 – Advanced Self Management

Competencies:

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

- Continually improve own officiating skills, including mental skill requirements

Approximate duration

1 hour

Learning Outcomes	Content
1. Develop own officiating skills	<ol style="list-style-type: none">1. The career pathway for officials in your sport2. Developing a professional development plan in order to further your officiating knowledge, skills and attitudes3. Where to find assistance to develop your officiating skills
2. Critically analyse own performance after a competition to improve	<ol style="list-style-type: none">1. Establishing on-going liaison with other officials or advisors2. Utilising technology to analyse performance3. Developing, implementing and monitoring a personal self reflection program
3. Develop and monitor mental skills	<ol style="list-style-type: none">1. Assessing mental readiness2. Tools to help control/modify mental readiness3. Developing, implementing and monitoring a personal mental preparation plan

Resource requirements

Advanced 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 (10 minutes)

Advanced Level Officiating PowerPoint Slides 4 - 7 relate to the content for Module 1.



Brainstorming (10 minutes)

Pose these two questions and record the responses from the group on the whiteboard:

1. How could an official improve their knowledge, skills and attitudes regarding officiating?
2. Where would an official go to access information or assistance to assist with their personal development?



Group work (10 minutes)

- Form groups of approx four people.
- Each group to discuss one of the following scenarios.
- Record major points discussed and report back to the bigger group:

Scenario 1

Harry has been officiating for a couple of years and has been doing very well in regional competitions. He has just received a phone call from the officiating co-ordinator advising him that he has been appointed to a grand final between regional teams which is to be played in Sydney as a curtain raiser to a national competition match.

Harry's anxiety level increases with a number of negative type thoughts which flash through his mind regarding his upcoming appointment.

How can Harry ensure that he is at an optimum state of mental readiness for the match?

Scenario 2

Joanne is an experienced official with experience at all levels including at the national level. She has performed very well until recently. In her last five assessments and subsequent feedback she has demonstrated some inconsistency in her overall decision making, which has historically been a very strong area of her officiating. On reflection she has identified some 'off field' issues which have occupied her mind and negatively impacted on her concentration during a game.

What can Joanne do to ensure she is mentally prepared for her next match to ensure she gets back to the high levels of decision making which have characterised her performances in the past? What strategies can she use to monitor her mental preparation?



Worksheets (10 minutes)

Complete the Personal Development Plan (contained in the resources section of this presenter's guide). This worksheet also forms the assessment for modules 1 and 3.



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 – Officiating Career Path

Helga wants to become a national level diving judge. She has judged at local competitions over the years. Helen undertook her first level of accreditation early in her judging career. This training program assisted Helen to develop and gain the knowledge and skills to ensure she was competent to judge at local competitions. Helen was assisted by a number of senior judges in the training process.

What could Helga do next to advance her officiating?

Case Study – Professional and Personal Development Planning

Sarah has been refereeing touch football for five years. Initially it began as a way to earn extra cash when she was a university student. However, Sarah has decided that she would like to go further with her refereeing, and aspires to referee at national level in the future and maybe one day take on a coaching role with referees.

Sarah has spoken with Ian, the referee's coordinator at her state association, and he has offered to help her come up with a plan to help her to achieve her goal of refereeing at national level.

What areas would Ian and Sarah discuss in the development of a plan for Sarah?

Case Study – Self Reflection

Ben is an experienced official. He has been umpiring cricket for many years at local club level. In that time he has completed his accreditation Levels 1 and 2. He is keen to improve his performances and make a positive contribution to the game. Because of the lack of off field personnel to get around to matches and observe cricket umpiring performances, Ben is left to be proactive and seek opportunities to get feedback on performances. Cricket captains usually complete match reports which address umpiring performances, and Ben has seen and discussed a number of them.

Ben has heard that another method for monitoring his umpiring performances is to use a self-reflection process.

What tools can Ben use to develop his self reflection skills?

'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

Self Assessment (10 minutes)

Participants to complete the self evaluation questionnaire on the next page and discuss as a group.

Self Evaluation Questionnaire

How Do You Rate As an Official?

	Mostly	Sometimes	Never
Control of the competition/Approach			
Did I ensure a safe environment was established for the athletes?			
Did I provide support and encouragement for my fellow officials?			
Did I contribute to a 'sense of team' among the officials?			
Did I show enthusiasm while officiating?			
Did I and participants have fun during the competition?			
Did I remain composed during the competition?			
Did I intervene at appropriate times?			
Was I approachable during the competition?			
Communication			
Did I use verbal communication with the athletes in a positive manner?			
Was my non verbal communication executed in a decisive and authoritative manner?			
Did I give compliments sincerely and honestly?			
Did I use sarcasm to get my message across?			
Did I explain my decisions to athletes?			
Did I communicate to coaches and other officials in a positive manner?			
Decision making			
Were my decisions appropriate?			
Were my decisions in accord with the spirit of the competition?			
Was I positive and decisive in my approach to decision making?			
Was I consistent with my decision making?			

Questionnaire adapted from one by Maureen Weiss, Institute for the Study of Youth Sports, State of Michigan, USA, published in AUSSIE SPORT ACTION, Spring 1992, page 25.

Module 2 – Advanced Managing the Competition Environment

Competencies:

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

- Carry out administrative, reporting and tribunal requirements
- Plan for the risks of officiating in competition.

Approximate duration

1 hour

Learning Outcomes	Content
1. Work within an administrative environment	<ol style="list-style-type: none">1. Providing verbal and written reports to the governing body in an accurate and timely fashion and as per the rules and regulations of the sport2. Handling off field objections/protests in accordance with the rules and regulations of the sport3. Handling tribunal matters in accordance with the rules and regulations of the sport
2. Manage risk while officiating competitions	<ol style="list-style-type: none">1. Undertaking a risk assessment of the facilities, playing area, equipment and athletes prior to the competition2. Developing and implementing a risk management plan in relation to officiating competition3. Responding to identified problems and modifying the environment where required to minimise risk during competition

Resource requirements

Advanced 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 (10 minutes)

Advanced Level Officiating PowerPoint Slides 8 - 14 relate to the content for Module 2.



Brainstorming (10 minutes)

Pose these two questions and record the responses from the group on the whiteboard:

- What are important administrative responsibilities which are carried out by officials?
- What approach should officials take when undertaking administrative responsibilities?

Discuss as a group.



Case study (10 minutes)

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

Case Study

Frank is an experienced baseball umpire and is usually given the position of lead umpire. Two teams in the competition, the Cubs and the Knights, were traditional rivals, particularly since John Tyson had switched to the Knights, after playing all his junior games with Cubs.

In one game, the Cubs catcher tried to put John off his game every time he was at bat by 'sledging' him. At various times in the first four innings, the catcher said things like "you should have stayed in the drain John, that's where scum lives", and "no doubt about it the Knights are better when they are in their WHITE uniform" (John had an indigenous heritage).

During the 5th innings as John hit a foul ball that went behind him, the short stop ran to catch the ball, and collided heavily with John. Frank thought it may have been a deliberate collision but he could not be sure. Later that innings as John was standing on second base, the pitcher turned to see if John was attempting to steal second base and said "I'll get you next time".

The next time that John was at bat, the pitch hit John in the arm and John immediately ran toward the pitcher, yelling at him. John punched the pitcher and broke his nose, and the two of them began to wrestle. Frank intervened, stopping the fight.

What could Frank have done to prevent this situation escalating?



Worksheets (10 minutes)

Complete the Risk Management Plan (which is contained in the resources section of this presenter's guide). This is also the assessment task for Module 2.



Role play (30 minutes)

The following role play is of a tribunal situation.

- Each group member has a role to play, either players, the umpire, 3 tribunal members and the balance as observers.
- Set up the 'tribunal room'.
- The players, umpire and tribunal have a few minutes to organise themselves for the hearing, based on the facts below.
- The observers meet to discuss what they will be looking for in the hearing?
- Conduct the hearing

Situation

Peter plays for the Hawks Football Club and Rhys plays for the Eagles. They are playing against each other, Peter at full forward and Rhys at full back.

Early in the game, Peter is standing near Rhys and punches him in the side just as he starts to lead for the ball. Rhys is surprised by the punch, falls to the ground and is unable to stop Peter from marking the ball (and kicking a goal).

The next time the ball is kicked toward Peter, Rhys is able to spoil the mark and knock the ball to the ground. As Peter runs after it and tries to pick it up, Rhys "lines him up" and bumps him, his elbow coming into contact with his head. The umpire awarded Peter a free kick and reported Rhys for a high tackle.

Debrief

- Ask participants in the respective roles for their reflective comments and discuss.
- Seek comments from the observers panel.
- Reinforce main points regarding performance at tribunal hearings.

Module 3 – Advanced People Management

Competencies:

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

- Work with a wide range of people to enhance on and off field relationships.
- Utilise leadership and negotiation skills.

Approximate duration

2 hours

Learning Outcomes	Content
1. Communicate effectively with a range of people	<ol style="list-style-type: none"> 1. Consolidating the strengths and working on the weaknesses in own communication skills 2. Active listening skills and responding to athletes/coaches/officials in a positive and non-threatening manner 3. Working with team captains to create open communication channels with teams
2. Lead a team of officials	<ol style="list-style-type: none"> 1. Leading and organising a team of officials before, during and after competition 2. Cooperating and interacting with other officials in a positive manner to enhance the outcome of the competition 4. Components of the mentoring process 5. Mentoring a beginner official
3. Demonstrate negotiation skills in order to minimise conflict	<ol style="list-style-type: none"> 1. Taking a preventative approach to conflict within a competition game by communicating effectively with athletes/coaches/officials 2. Negotiation strategies when dealing with difficult situations 3. Using other people's skills effectively to resolve conflict

Resource requirements

Advanced 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 (10 minutes)

Advanced Level Officiating PowerPoint Slides 15 - 18 relate to the content for Module 3.



Group work (20 minutes)

- Form groups of approx four to six people
- Each group to discuss and answer one or more of the following questions and record their ideas
- Report back to the bigger group:

1. Communication is a critical of skill development for officials. What strategies can officials use to enhance their communication skills?

2. Developing a positive relationship and rapport with athletes is an important role of officials. What can officials do to establish/enhance the relationship with athletes?

3. Developing a positive relationship and rapport with coaches is an important role of officials. What can officials do to establish/enhance the relationship with coaches?

4. Developing a positive relationship and rapport with administrators is an important role of officials. What can officials do to establish/enhance the relationship with administrators?



Brainstorming (10 minutes)

Discuss the following issue and record the responses from the group on the whiteboard:

- How can officials work with captains to assist the official/s in different situations during competition.



Case study (20 minutes)

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

Case Study

Sally is a young netball umpire in the NT who often officiates indigenous people. Sally is concerned that she doesn't have the respect of the players, as many of them spend most of the game laughing, and when she makes decisions, there are often silly comments made by the players. Sally feels that the players are showing her a lack of respect by laughing and mucking around. After attending a cultural awareness workshop, Sally realises that the approach she has been taking needs to be changed.

What changes could Sally implement with her approach to umpiring this group?

Case Study

Rupert is a rugby league referee and a member of his local Referee's Association. A consistent theme in his feedback has been his lack of skills in positioning. Rupert is unsure/unclear as to where he is supposed to position himself at different situations in the game. Rupert is keen to improve his officiating and decides that he will seek the assistance of a mentor. The local Referee's Association has a number of former members who indicated that they would be willing to assist as a mentor.

- What steps can Rupert take to establish the mentoring arrangement?
- How can Rupert ensure that he gets as much as he can out of the mentoring relationship?

Case Study

Gary is the race referee for a triathlon that includes a qualifying event for regional titles for junior athletes. During the event a junior female athlete, Carol, is yellow carded by a technical official (Simon) for drafting on the bike. Towards the end of the cycle leg, Carol sees Simon and asks where the penalty box is; Simon escorts Carol to the penalty box and continues his duties.

During the running leg of the race, Carol's father finds Gary and starts to verbally harangue him on the unfairness of his daughter's penalty and the way she was escorted 'like a prisoner' to the penalty box and that Simon is nothing but a 'power crazy ref'. The father starts the verbal abuse in front of the large spectator crowd, marshals and technical officials, and physically moves closer to Gary, to the point where he is intruding into Gary's personal space.

What steps can Gary take in this situation?



Group work (20 minutes)

- Form groups of approx four to six people
- Each group to discuss and answer one or more of the following questions and record their ideas
- Report back to the bigger group:

1. What are the most important aspects of leading and organising a team of officials before, during and after competition?

2. What could you do in a situation where you disagree with a decision made by another official that you are officiating with?

3. In a situation where you are the senior official, and you have to over-rule a decision made by another official, what can you do to reduce the other official's embarrassment?

4. What things can you do to show support for other officials during competition?



Role play (45 minutes)

- Form small groups of 3, and give each group a scenario
- Each group member to play the role of either the mentor, the official being mentored or observer
- Each group member to read the information about both the official being mentored, and the mentor, prior to conducting the role play.
- After the role play is conducted, the observer should facilitate a brief review and discussion about the outcomes of the role play. This should focus on the skills of mentoring, rather than the specific content of the role play
- Swap roles and scenarios so that each member has an opportunity to experience each role
- Discuss the role play with the whole group and reinforce key points of mentoring

Scenario 1

Official being mentored (Clarry)

Clarry has been having problems with an element of his refereeing – completing the paperwork/match reports. It would appear from feedback from a range of people (players, administrators and peers) that he is uncertain of the procedures involved with this important aspect of the role of the official.

Mentor (Jim)

Jim is a former senior official in the sport, who has recently moved into the role of mentoring. Clarry has contacted Jim and arranged a meeting today prior to next week's competition to discuss the situation.

Scenario 2

Official being mentored (Ollie)

Ollie has been having problems with an element of his officiating – taking control of the game. There have been a number of problems with player discipline and losing control of the game in recent matches that he has officiated. Ollie is unsure of the appropriate steps/strategies to employ in this area.

Mentor (Janine)

Janine is a senior official on the appointments panel for major events. Ollie has been overlooked for a number of important matches recently due to a problem with the way he controls the game, and the number of problems with player discipline in recent matches that he has officiated. Ollie has requested a meeting with Janine's to discuss his problem prior to his next officiating appointment which is next week.

Scenario 3

Official being mentored (Carol)

Carol is a judge, and has been having problems with the consistency of her scoring in relation to that of other judges at events. She is not sure whether she is interpreting some of the new scoring rules correctly.

Mentor (Simone)

Simone is a senior judge with international experience in the sport. She is aware that there have been some recent issues with the new scoring system and has taken on the role of working with some of the less experienced judges to ensure that there is a consistent application of the scoring system. Simone has arranged to meet with Carol.

Scenario 4

Official being mentored (Rupert)

Rupert the umpire has been having problems with an element of his officiating – positioning. He is unsure of the appropriate steps/strategies to take to be in the best position to make decisions during a match.

Mentor (Alex)

Alex is an experienced former official, and has been asked by the local umpiring coordinator to meet with Rupert to discuss how Rupert can improve his positioning during competition.

Scenario 5

Official being mentored (Alice)

Alice has been having problems with an element of her officiating – communicating with the participants. She has a reputation amongst the players as being autocratic and unwilling to listen.

Mentor (Jamie)

Jamie is an experienced official, who is well-liked and respected by all the players. Alice has approached Jamie to see if he can help her to improve her communication with the players.

Resources

Professional and Personal Development Plan Template

Name: _____ Date: _____

Level of competition officiating _____

Current season goals for your officiating:

What are your strength and weaknesses?

What strategies do you need to put in place to achieve your season goals?

Overall career goals for your officiating:

What strategies do you need to put in place to achieve your career goals?

What activities will you undertake over the next 12 months to develop yourself as an official?

	Competitions	Fitness and/or Mental Skills Training	Rules Knowledge and Interpretation	Accreditation Courses	Meetings with mentor	Seminars, conferences & courses	Other
January							
February							
March							
April							
May							
June							
July							
August							
September							
October							
November							
December							

Outline how you will monitor and evaluate your yearly plan.

Assessment Checklist for Personal Development Plan

This checklist is to be used by assessors when marking personal development plans submitted by officials for assessment task 1.

Name of Official: _____

Performance Criteria	Comments	Competent	Not yet competent
Realistic season goals, and strategies to achieve these goals are identified			
Realistic career goals, and strategies to achieve these goals are identified			
Annual plan contains a range of activities appropriate to overall development of the official			
Appropriate strategies identified to monitor and review the yearly plan			

ASSESSMENT DECISION: COMPETENT <input type="checkbox"/>		NOT YET COMPETENT <input type="checkbox"/>	
COMMENTS:			
ASSESSOR SIGNATURE:		DATE:	

Assessment Task 2. Risk Management Plan

Complete the following risk management planner:

Risk Identification	Strategies to minimise risk	Timeline	Responsibility
Environment			
1.			
2.			
3.			
Equipment			
1.			
2.			
3.			

People			
1.			
2.			
3.			
Other			
1.			
2.			
3.			

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

- Advanced Level Officiating General Principles Curriculum
- Advanced Level Officiating Manual
- Advanced Level Officiating Worksheets
- Advanced 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>

Advanced 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. Advanced Self Management		
2. Advanced Managing the Competition Environment		
3. Advanced 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