

TRAINING MANUAL

EFFECTIVE TRAININGS FOR BASKETBALL REFEREES



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1. Foreword

There is no doubt of the importance of creating an updated modern system which answers to the needs of modern basketball as it is becoming an industrial sector more and more every day. The education and training of top level referee Trainers has been identified as the core goal of this project. In order to train referee Trainers, a referee training system must be created to form an effective, sustainable, quality referee education system.

Taking this necessity into consideration, the Turkish Basketball Federation set out to bring together four top European Basketball Federations to draw in existing methods, principles, implementations, advantages, disadvantages and also any possible shortcomings or problems. This detailed analysis was used to form the best applicable system for the structure of the Project.

All four Federation partners worked collaboratively on the project's structure gathering relevant data to make the project relevant and credible. The project was then able to establish a clear outcome of "Who to train" "What to teach" and "How to teach".

The answer of "Who to train" was obvious to all the Federations as it was clearly defined as potential referee Trainers training new or emerging referees to develop "What to teach" to local level referees. "How to teach" was also critical to the project and this along with a guide to delivery is the basis of this manual.

The new and emerging referee trainers have been encouraged to delivery training based on the methodology of adult learning and also the technical input from the whole group delivered in the first phase. Local clinics were delivered within the designated period within the project calendar by each partner national federation. (Training of Trainers Phase 1)

These same referee Trainers were brought back together in another international workshop to report on their test results, discuss their experiences and identify which methods worked well, which did not, what should be improved, etc. (Training of Trainers Phase 2) At this point our draft training manual was planned to be revised according to the Trainers' feedback.

This project handbook has been prepared to disseminate the new Referee Education and Training System. At the completion of this project, the new system would jointly be used by the Turkish, Italian, German and French Basketball Federations. From the use of the Training Manual and within a certain period of time, the Project Federation partners would like to disseminate this referee education and training system to a larger number of European Basketball Federations, integrate with the FIBA Referee Instructor Programme (FRIP) and create a European standard in basketball referee education.

Dr. Emir TURAM, Project Director, Turkish Basketball Federation



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2. Why these topics

The most important element of basketball are the basketball players. Coaches and referees are positioned just behind the basketball players. The quality of this trio becomes the fundamental factor of basketball success within the country or at international levels.

Any chain consisting of these three rings is only as strong as the weakest link. Therefore, the goal of a National Federation is to keep all three rings of the chain working to their highest capacity. This can be achieved by quality training and education.

National and international federations implement programmes training referees by preparing materials and applying some tests to control the outcomes of them. All federations spend a lot of time and effort on ensuring referees are fundamental in the development of basketball to the highest level. However, it would appear that there is not enough opportunity to develop the referee Trainers - the people who educate the referees.

With the existing practices, the Trainers who educate the referees are generally amongst the higher level referees who are towards the end of their career or newly retired. Generally, these referee trainers do not have specific additional training or relate to any criteria to determine what needs to be taught during the initial stage of referee training. They just rely on their experience as referees and in many cases how they learnt or were taught.

However, this experience contains very limited 'teaching' experience if any, so this practice which was not that noticeably effective in previous years, has gradually begun to be a problem in the education of referees with the development of basketball and especially related new and emerging technology.

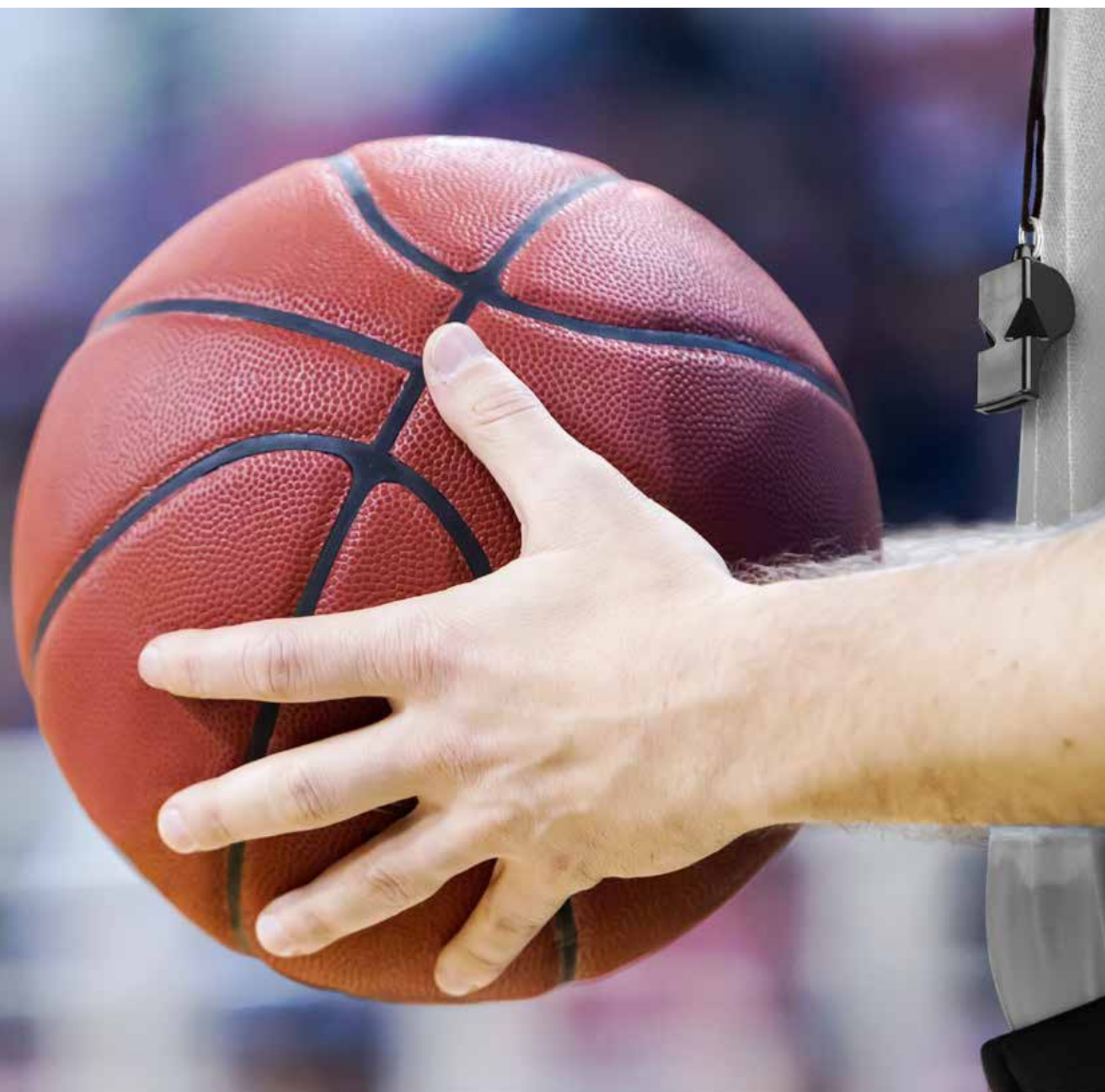
The referees who were at the top level during their 'time' and are currently working in this area (of education) may have difficulties passing through their knowledge to newcomers even if they have served as Trainers in professional fields. As there is no such rule that each high-level athlete will become a successful trainer, not all referees who have officiated at a high level are guaranteed to become successful educators. In fact, only very few of them do.

This programme has identified the need that a referee trainers need to go through a specific training programme to train them as "teachers" of officiating. Rather than an approach of imposing their personal 'rights and wrongs' on young referees.

The scope of this project within the issues mentioned above has been prepared to aim ensuring the people who will train the referees have a "tool-box" of skills and experiences to be able to stimulate and motivate the referees of the future. This "tool-box" will contain teaching skills, "technical skills" of refereeing including the rules, mechanics and signalling as well as the softer skills of officiating such as physical and mental preparation, management of stress and career development. The application of these skills will see the sound development of our future referees at all levels of the game.

Emin BALCI, Former President of the Technical Referee Committee, Turkish Basketball Federation

3. Referee Trainer Manual



3. Referee Trainer Manual

3.1. Introduction

This referee Trainer manual is designed to provide you with further information that will be provided for you in the Intense Workshops. It should be seen as a resource to enhance your learning from the workshops.

The Intense workshops have been designed and developed to provide further training and support to those who are working as referee Trainers at first and second level of refereeing.

The key objective of this training is to provide you with the opportunity to reflect and evaluate on your own practice in the design and delivery of learning sessions. This training will explore how learning principles can be translated and applied in practice (what is to be delivered and how it can be delivered). Most significantly it will give you the opportunity to apply that learning in practice, through the planning, designing facilitation and management of learning sessions. This training will provide you with the skills to be able to review, assess and guide learner's progress.

This is competency based training which means that its purpose is to support you in being competent to be able to facilitate and manage learning. Competent means that you will be able to demonstrate and provide evidence of your ability to facilitate and manage learning in a given environment.

3.2. How to read and use this manual

The manual is laid out to help you with training of referees. Firstly, to understand how people learn and the approach you should take to adult teaching, secondly to have a structure for your instructing and finally to give you the ideas and tools that you can use to enhance your delivery.

- Section Four is designed to give you approaches to take to in teaching adults
- Section Five is the key features of a course for new and emerging referees
- Section Six is the resources that will help you deliver training for referees

This manual will not have the session plans for you but will give you all the subject areas, competences, outcomes and some tools to help you plan your sessions.

In planning and delivering your sessions you should take into account that training of referees needs to be aimed at the following levels:

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

Referees can officiate at a lower level than the level identified above.

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

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

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

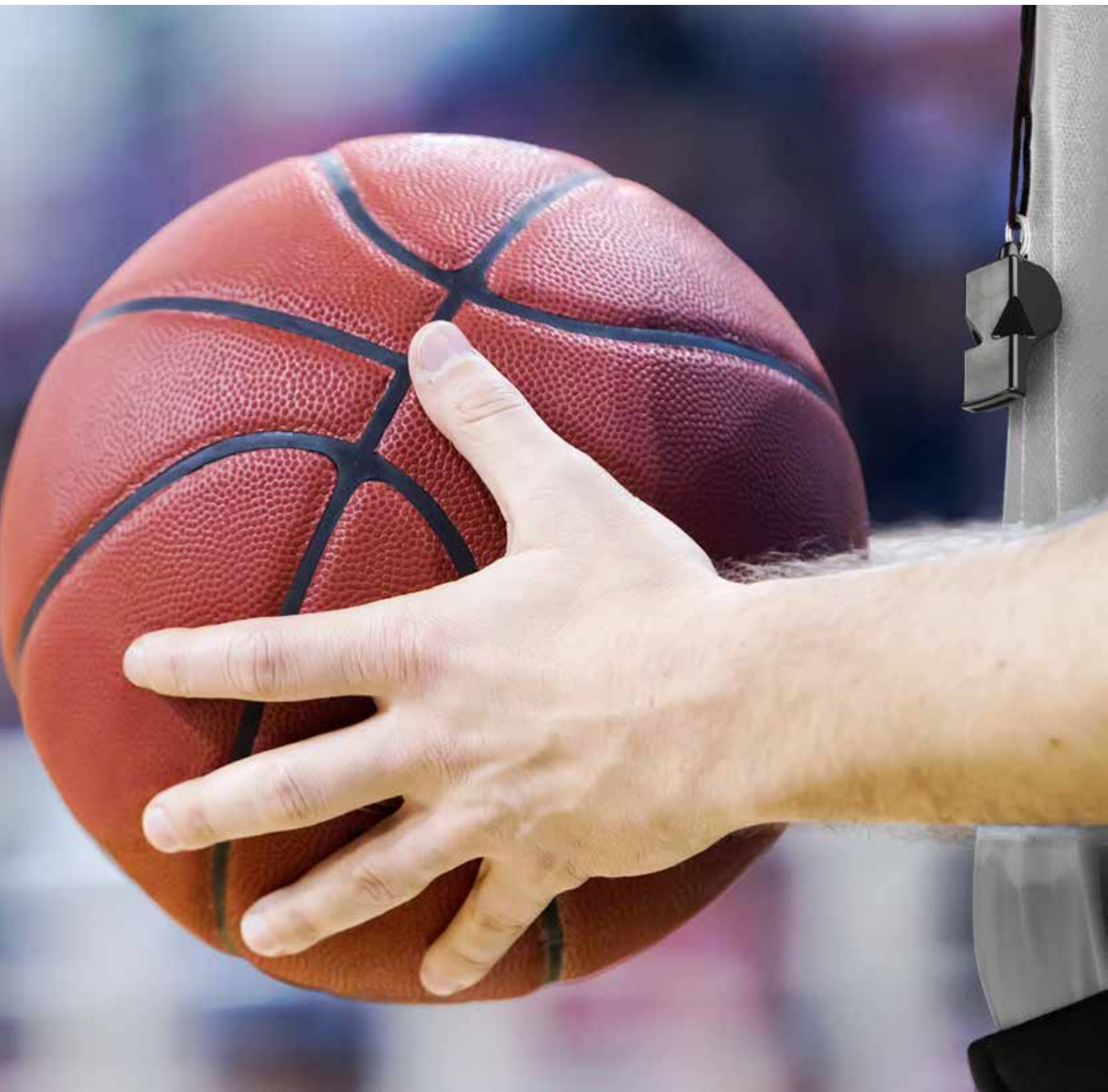
This manual is dealing with the first two levels. Therefore, referee instructing should be suitable and relevant to the type of referee. Below is a table of key subject themes that the first two levels of referees should achieve.

First level key competences	Second level key competences
Rules	Rules
Mechanics	Mechanics
Signalling	Signalling
Decision making	Decision making
Team work and communication	Representation and duties
It is for National Federations to be able to add other topics at level 1 depending on local requirements	Pre-game and post-game de-brief
	Conflict management
	Team work and communication
	Physical and mental preparation
	Stress management
	Career and opportunities

Further information is available on the Project website and close community Google-drive:

www.basketballreferees.org

4. Helping a referee to learn



4. Helping a referee to learn

Positive experiences in adult learning is fundamental to the success of referee training. Referee Trainers must engage new and emerging referees through correct basketball and refereeing skills delivered through effective adult teaching.

With competence based training we must establish what is competence, how is competence assessed and most importantly how does the Trainer give the learner referees opportunity to practice these competences.

What is competence

To develop adult learning, we must establish the competence to be achieved. Competence is made up of:

- The Knowledge to be learn
- The specific skills needed to apply this knowledge and
- The attitude to be taken in applying the knowledge and skills



Adult Education - Andragogy

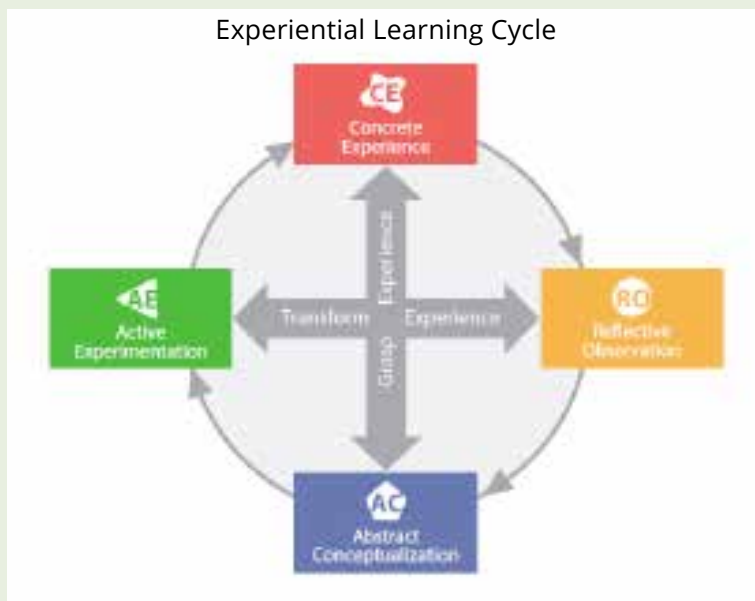
- Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values.
 - The term andragogy can be supposedly equivalent to the term pedagogy.
 - Andragogy in Greek means the man-leading in comparison to pedagogy, which in Greek means child-leading.
 - Two primary understandings of 'andragogy':
 - The science of understanding (= theory) and supporting (= practice) lifelong and life-wide education of adults.
 - In the tradition of Malcolm Knowles, a specific theoretical and practical approach, based on a humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning.
- Knowles made 5 assumptions about the characteristics of adult learners (andragogy). As a person matures...
1. Self-concept: His/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being
 2. Experience: He/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to learn. His/her readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
 4. Orientation to learning. His/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.
 5. Motivation to learn: The motivation to learn is more internal
- Learners learn in many different ways and Trainers must be clear about how people learn. Kolb describes the different stages that adults may learn. Trainers need to consider how learners are learning and how to adapt how they deliver to ensure maximum learning is achieved.

WHAT IS EXPERIENTIAL LEARNING

Experiential learning theory developed by David A. Kolb; is based on the works of the prominent scholars of the 20th century which put experience into centre of learning and development. These scholars are; John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire and Carl Rogers. These scientists tried to develop a holistic experiential learning process and a multiple linear model for adult education.

Experiential Learning Theory defines learning as the process that “transforms the experience into the knowledge”.



Learning arises from the resolution of creative tension among these four learning modes. This process is portrayed as an idealized learning cycle where the learner “touches all the bases”—experiencing, reflecting, thinking, and acting—in a recursive process that is sensitive to the learning situation and what is being learned. Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences. (Experiential Learning: Experience as the Source of Learning and Development, Kolb 1984)

Experiential learning based educational programs can help referees to improve their skills and attitudes and to become a more competent referee. For topics both related with soft skills (team work, communication, stress management etc.) and related with officiating (decision making, mechanics, signalling etc.) experience is the main source of learning for referees. In both topics the referee should:

- Practice
- Observe
- Do self-reflection
- Make an analysis on his/her practice
- Understand what and how to improve
- And apply this understanding in new practices

Those steps above are the exact phases of experiential learning.

HOW TO SUPPORT EXPERIENTIAL LEARNING PROCESS OF REFEREES?

- Attention to different learning styles

Everyone has his/her own learning style. Every individual is unique and has a better way to learn new skills hence we can't use the same method of learning for everybody. For an efficient learning process, first the learner should be aware of own learning style and the trainers should follow a methodology which can touch all the bases of different styles. Experiential Learning Cycle not only explains these different learning styles but also suggests a methodology to respond these different needs.

In order to help referees to understand their own learning styles trainers may use two learning styles inventories:

1. The Kolb Learning Style Inventory
2. Honey and Mumford Learning Styles Inventory

In order to touch all the bases of different learning styles you may read the following suggestions and develop your educational program.

- Creating relevant space for reflection

After any experience (either a learning game on communication or a practice on mechanics on the court) the learners need a space and time for self and group reflection in order to start analysing the experience.

These guiding questions may help to reflect on the experience:

1. How do you feel after this experience?
2. What were your state of emotions during the experience?
3. What happened? And what made you feel that emotion?
4. What did you think? What did you do?
5. Why did you choose to act in that way?
6. What others did? What were your observations?
7. How would you act/do to do it better?

- Helping referee to discover the way of improvement

After the reflection and debrief on the experience, the referee should also understand the right concepts of acting. At this point the trainers should provide conceptual inputs related with the topic.

For example;

In a program on Team Work; after the experience and reflection/debrief parts, trainer may share the Tuckman's Stages of Group Development Concept. By this way the learners can link their experience with the abstract concepts.

- Giving them chance to re-practice

It is very important for the learners to implement what they learned through the experiencing, reflecting and conceptualizing processes. In order to complete and continue the experiential learning cycle the trainers should create a space for the referees to re-practice what they learned. Also trainer should help referees to reflect on their new and previous experiences, by this way the referees can develop their self-awareness on learning-improving process. Following guiding questions can be used for facilitating this process:

1. What have you done different than the previous experience?
2. Was it difficult or easy to change your acting?
3. Are you aware of your own method on changing/improving your actions?
4. Do you think that this method also can apply for improvement of your other skills and attitudes?
5. By linking all these experiences and seeing your development process, do you think that now you can make a better self-learning-plan?
6. What do you need to execute this plan?

What are the advantages and disadvantages of experiential learning?

Advantages	Disadvantages

Creating and maintaining a Positive Learning Environment

Trainers need to create an environment where EVERYONE is involved and engaged. To do this Trainers need to create a Positive Learning Environment.

The learning environment has three aspects:

- The Physical
- The Social and
- The Learning



In considering these the following table describes the basics for a positive learning environment:

Physical	Social	Learning
Ensure adequate heating/ventilation	Suitable icebreaker	Clear learning outcomes
Easy access to learning areas	Agree ground rules	Engage and motivate learners
Correct layout of the room	Communicate effectively	Make session interesting summarise regularly
Toilets and refreshments are accessible	Use paired and group activities	Use variety of teaching, learning and assessment approaches
Safe use of equipment and resources	Encourage learners to listen to you and each other	Differentiate for individual learners
Carry out risk assessments	Use learner names and eye contact	Assess progress regularly
Know where fire exits are	Give adequate breaks	Provide constructive feedback
Make sure the room is tidy before and after	Challenge inappropriate behaviour	Keep records of what has been taught

Tin planning and delivery remember to use the P.A.C.E.R. model as a guide to planning

- Plan for delivery
- Align Structure to learner needs
- Communicate effectively
- Engage through Facilitation
- Review activity and learning

Creating and maintaining a positive learning environment

Referee Trainers should make sure sessions start well with continue to stimulate learning through the session and are finished on a positive note.

Starting a session
<ul style="list-style-type: none"> • Create positive start using friendly, positive language • Introduce yourself briefly • Get to know the participants • Gain feedback on previous sessions • Clarify outcomes and context of the session to the participants • Plan appropriate activities and be prepared to vary them • Ensure all equipment is set up and in working order • Agree ground rules developed specifically for the session

During a session

- Give clear instructions and time for activities
- Minimise time linking activities (90 seconds) unless seeking to check for learning
- Ensure you are prepared for the next activity before entering into group activity
- Be flexible in delivery
- Seek to differentiate when and where appropriate
- Consider different learning styles and modify activities appropriately
- Make activities imaginative, stimulating and realistic
- Ensure tasks provide the correct amount of challenge for the participant's level of knowledge and understanding
- Maintain suitable "pace" to the session
- Praise positive contributions
- Challenge any inappropriate behaviour
- Keep everyone involved and engaged
- Keep interventions to a minimum and learning to a maximum
- Ensure you are aware of the participant's expectations

Closing a session

- Check for learning against the session outcomes
- Summarise key learning points
- Allow enough time for feedback and evaluation
- Gain feedback on environment, content and delivery
- Ensure all equipment is appropriately and safely stored
- Ensure the room is left in a suitable state
- Carry out reflection and self-review
- Identify action plan for next session

Referee Trainers should consider a range of approach and further details are in the appendix

Planning learning sessions

In planning learning sessions Referee Trainers must plan effectively to meet the needs of the course and the learners. To do this for each session must have outcomes of where you want to end up at the end of the course. These outcomes should start with:

“By the end of the session learner referees should be able to.” Then a word should be added to identify what is needed depending on the level of course.

Level	Skills	Knowledge and Understanding	Attitudes
Foundation	Attempt Carry out Learn Read	Answer Match Recall Repeat Show	Adopt Assume Contribute Listen
1	Arrange Switch Help Use Imitate View Obtain Watch	Access Name Know Recap List Recognise Locate State	Adapt Co-operate Familiarise
2	Assist Perform Change Practise Choose Prepare Connect Present Demonstrate Rearrange Draw	Compare Describe Identify Reorder Select Write	Accept Consider Develop Express Question Understand
3	Apply Devise Assemble Estimate Assess Facilitate Build Illustrate Create Make Construct Measure Design Produce	Compose Explain Paraphrase Test	Apply Participate Appreciate Predict Challenge Relate Defend Review Determine Study Discriminate Visualise Enable
4	Calculate Modify Complete Plan Convert Quality Diagnose Assure Explore Research Generate Search Maintain Solve	Analyse Invent Contextualise Outline Revise Summarise Verify	Appraise Judge Command Justify Criticise Persuade Debate Rationalise Define Reflect Discuss Influence

This outcome should then be built around with activities to achieve the outcome.

As you develop your planning try and group elements of the programme delivery

- Clarity to exactly what the referee needs to be able to do – THE OUTCOME
- How will you check learning?
- Check knowledge, skills and experience?
- How session will be delivered?

Important Learning Points

- Consider the range of factors that make up the context in which the session is being delivered
- Map out the most appropriate “learning journey” through the full course by not changing the outcomes (destination) but the manner in which the journey is undertaken.

That is, adapt/ develop the content, the tasks and activities to ensure development and progression

Using Ice-breakers – Warm-ups – Energizers

Referee Trainers should define when and where to use these different tools. They are different in definition and use;

Type	Definition	When use is appropriate
Ice-Breakers	An activity that seeks to help people get to know each other and set the tone for learning	Start of a session when the participants are not known to each other
Warm-ups	An activity that directly relates to the next element of the learning session and prepares the participant mentally and/or physically for the forthcoming activity.	The start of a session where the participants know each other and new or existing skills can be used as a lead in to progressing the skills
Energizers	An activity that stimulates the participants mentally and/or physically. Potentially an irrelevant and unrelated activity.	Part way through a session when participants may be flagging or energy levels are low

Facilitating learning is critical to a positive learner experience and trainers should seek to use feedback effectively and managing Flip chart feedback is critical to this. A number of methods should be employed to engage learner referees in maximising learning not revising things they already know.

Below are a number of suggestions for managing feedback by flip charts:

Feedback description	Definition number
a. Market place	
b. One-person feedback	
c. Rotation of Flip charts or people	
d. X ? √	
e. Envoy	
f. Talking Wall	
g. Post-its in colour	
h. Pictures – what will it look like?	

Match these with the definitions

1 Feedback

1. One person from each group feedback with clear time limit
2. Rotate either flip charts with one person and ask them to explain the groups comments
3. Display all the flips and ask participants to choose their favourite comments
4. One person leaves a group to gain information from the other groups
5. Rotate the flips and ask groups to √ what they like X what they don't agree with and ? what they don't understand. The original group should then explain the areas of non-agreement

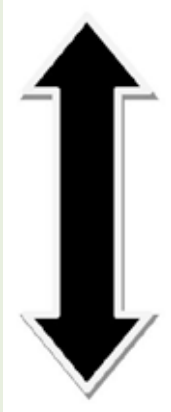
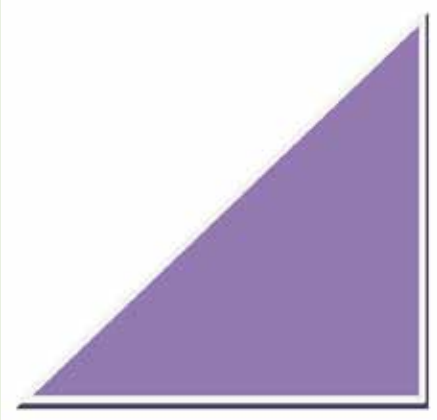
Facilitating Learning

How does a Referee Trainer facilitate learning?

In earlier sections we have identified how people learn and the range of delivery styles that could be used. We now need to identify how you choose to facilitate the session (ie the tools/style and approaches you adopt to deliver it) will depend upon a number of factors:

- The environment in which you are operating, for example, in an environment where health and safety is a critical factor (water-based activities, contact sports)
- The complexity or level of the skill/task to be developed
- The innate potential of the learner and their current state of competencies

Delivery Methods

PUSH Style		Referee-led
	Do it instead of them	
	Tell them exactly what to do	
	Advise them what they could do	
	Suggest what they might do	
	Drop a hint so they realise	
	Ask questions so they work it out	
	Leave them alone; let them do it	
PULL Style		Learner-led

Activities and facilitation tools

In building the learning session referee Trainers should consider the following:

- The activities and audio-visual aids to stimulate learning
- The use of questioning and listening techniques to explore facts, opinions and values
- Methods of dealing with difficult situations
- Approaches and structure to effective feedback.

To aid the delivery method Referee Trainers could use a range of Audio visual aids to support delivery. The aid should be chosen depending on learning needs and styles. These could include;

- Lecture (push)
- Whole/large group
- Small groups
- Pairs
- Word-storming and buzz groups
- Ice-breakers, warm-ups and energisers
- Role plays
- Simulation
- Case studies
- Flip charts
- IPad/IPhone/Tablet
- Questioning (pull)
- Draw out learning (pull)
- DVD
- Music
- Handouts/questionnaires
- Quiz
- Cue cards / flash cards
- Props
- Post-its
- You Tube

Sometimes you will get difficult learners on an individual basis. Here is a process to manage difficult feedback

- Three-step process
- Invite self-feedback and state facts if required – if this is not forthcoming then...
- Invite feedback on the effects of the behaviour – if they can't see it themselves then.
- Ask what the person might try to do differently, if not, give advice
- Note
- Focus of the behaviour not the person
- Invite self-feedback/reflection first (pull first then push)
- Keep your voice and language neutral; use the two-step process

In group discussions you may get some difficult questions from learners. Here is eight ways to respond to them making sure you facilitate the learner not tell them.

- Deal "the answer to your question is."
- Direct back "Can you explain more."
- Delegate "I think John can help us."
- Dump "That is not relevant for now."
- Deflect "What does everyone else think."
- Divide "Your colleague John thinks differently."
- Delay "Can we come back to this later..."
- Defuse "Let's take the heat of this and."

Give an example of where you might find a difficult learner?	How would you solve this?

When assessing new referees, you might want to give them feedback. This is a model you may wish to use?

- Well done
- Did you achieve what you wanted to?
- What went well? or Tell me two great things about the session?
- What could you have done better?
- What will you do differently next time?

When developing the actions for doing something differently next time it might be worth seeking to frame these actions in the following areas:

- Who does the young referee think they could benchmark against
- Where will they get the next level of Education and Training
- Where will they gain more Experience
- Who will Support or mentor them

In your development as a referee trainer please describe your future

Question	Your answer
Who do you want to benchmark your referee training against? Or who have you seen deliver who you would like to emulate?	
Where will you get your next level of education and training to develop you as a referee trainer?	
Where will gain more experience as a referee trainer?	
Who will support or mentor you to be a better referee trainer?	

Delivery styles

Now we know how people learn we need to adopt a delivery style that not only takes into account the preferred learning style of the participants but is also appropriate to the time and the situation.

Delivery must be:

- ▲ appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- ▲ appropriate for the activity (technical expressions, sport specific needs)
- ▲ able to meet the preference of the referee/participant.

Referee Trainers should consider the context of using different styles. It might be that in planning for the long term you may wish to adopt a Democratic style or when a game plan is working take a Laissez faire approach. However, if there is a health and safety issue an Autocratic Telling style would be appropriate. If the referee is planning a new tactical approach to then an Autocratic Style – Selling style may be necessary to gain agreement from players and/or referee colleagues but a Bureaucratic Leadership Style maybe appropriate to referee a particular technical routine.

Give examples of when you might use different delivery styles in your referee training?

Style	When might you use these styles?
Autocratic Telling style	
Autocratic Selling style	
Democratic style	
Bureaucratic Style	
Laissez faire	

Questioning and listening

Referee Trainers should seek to add to their provision of activities to stimulate learning through the use of a range of questioning to check learning and understanding. Questioning should be used to engage and draw from referees to explore what they know and add to this learning by stimulating self-discovery through experiential learning.

<p>Closed questions</p> <ul style="list-style-type: none"> • Small number of possible answers • Narrowly focused answers • Didactic approach • Economical verification • Draw out specific facts 	<p>Hypothetical Questions</p> <ul style="list-style-type: none"> • Useful to introduce a new idea or concept, lead towards agreement, challenge a response without causing offence or defensiveness, or check that you fully understand the implications of an earlier answer • Questions such as 'What if...?', 'How about...' • Only use when the respondent has sufficient knowledge or understanding of the area, otherwise you are asking them to speculate
<p>Open questions</p> <ul style="list-style-type: none"> • Elicit large number of possible answers • Provide no direction, are not led by hinting at a desirable response • Require broad and extended answers • Danger that discussion loses focus or strays on a tangent • May need to be followed by further questions • Questions such as, 'What...?', 'Where...?', 'How...' 	<p>Leading questions</p> <ul style="list-style-type: none"> • Focuses discussion into a prescribed area • Predisposes respondent to reply in a particular way – can influence response
<p>Reflective questions</p> <ul style="list-style-type: none"> • A useful means for clarification • Takes what has been said, rephrase and reflect it back to test your own understanding and encourage the respondent to talk • Questions such as, 'So what you mean is...?', 'Am I correct in thinking that...' • Provides an opportunity to give additional information or new ways to make responses clearer 	<p>Follow on questions</p> <p>...The Rolling Snowball</p> <p>Open questions may be followed by further questions, such as a:</p> <ul style="list-style-type: none"> • Probe – natural follow-ons to open questions • Funnel – narrow the focus of each question until you arrive at the crux of the issue • Drill – focused questions that dig progressively deeper into an issue until required insight/answer is forthcoming

Structuring Questions

Try to develop your approach to use open non-threatening questions. For example:

- How.., When.., Who.., What..., Where..

Structure the questions to enable the candidate referee to open and tell you the “story” of the issue you are exploring. These are some opening phases such as ..

- Tell be about..
- Describe to me..
- Explain...
- How might you ...
- Give me more detail of..
- Given that...

Then you can encourage further depth through follow-on questions such as

- ..and tell me more
- .. how did that ..
- Please expand on ..
- Etc

If you develop a positive rapport with the referee you should be able to get higher up the scale below



Feedback can be described in a range of categories. Referee Trainers should seek to motivate through feedback and be sensitive of the learning needs of the participant.

<p>Criticism:</p> <ul style="list-style-type: none"> • is evaluative • is difficult to accept • focuses on a problem rather than a solution • may evoke a negative or defensive reaction • should be used sparingly 	<p>Praise:</p> <ul style="list-style-type: none"> • improves confidence • is the opposite of criticism • can suggest that the opposite to what has been praised is bad • should be sincere
<p>Advice:</p> <ul style="list-style-type: none"> • is directive and assumes a right way of doing things • should be developed in most appropriate ways • is to each individual referee • may be open-ended (i.e. sought and valued) 	<p>Guided self-discovery:</p> <ul style="list-style-type: none"> • is less directive and evaluative than other options • requires the Trainer to use listening and questioning skills

3. Using Technology effectively

Referee Trainers have a range of technological tools available to stimulate learning. By practice referee Trainers will become more comfortable with their use. Technological aids should be used as part of the learning experience not the only focal point. This section explores how Trainers can maximise their use and benefit to the learners.

PowerPoint top tips

You can use the following keyboard shortcuts while you run your presentation in full screen mode.

TO DO THIS	PRESS
Start a presentation from the beginning.	F5
Perform the next animation or advance to the next slide	N, ENTER, PAGE DOWN, RIGHT ARROW, DOWN ARROW, or SPACEBAR
Perform the previous animation or return to the previous slide.	P, PAGE UP, LEFT ARROW, UP ARROW, or BACKSPACE
Go to slide number.	number+ENTER
Display a blank black slide, or return to the presentation from a blank black slide	B or PERIOD
Display a blank white slide, or return to the presentation from a blank white slide	W or COMMA
Stop or restart an automatic presentation.	S
End a presentation.	ESC or HYPHEN
Erase on-screen annotations.	E
Go to the next slide, if the next slide is hidden.	H
Set new timings while rehearsing.	T
Use original timings while rehearsing.	O
Use mouse-click to advance while rehearsing.	M
Return to the first slide.	1+ENTER
Redisplay hidden pointer and/or change the pointer to a pen	CTRL+P
Redisplay hidden pointer and/or change the pointer to an arrow.	CTRL+A
Hide the pointer and navigation button immediately	.CTRL+H
Hide the pointer and navigation button in 15 seconds.	CTRL+U
Display the shortcut menu	. SHIFT+F10
Go to the first or next hyperlink on a slide.	TAB
Go to the last or previous hyperlink on a slide.	SHIFT+TAB
Perform the "mouse click" behaviour of the selected hyperlink	ENTER while a hyperlink is selected

TIP You can press F1 during your presentation to see a list of controls

Playing a movie in PowerPoint: Instead of playing a movie as part of a slide in your presentation, you can play it so that it fills the entire screen. This is called playing a movie full screen. Depending on the resolution of your original movie file, the movie might appear distorted when played full screen. For this reason, it is always a good idea to preview your movie, so that if the movie appears distorted or blurry, you can undo the full screen option.

If you set the movie to play full screen and it is also set to start automatically, you can drag the movie frame off the slide so it will not be visible on the slide, nor will it flash briefly before the movie goes to full screen.

Important If you drag the movie frame off the slide or hide the movie frame, you must set the movie to play automatically or by some other kind of control, such as a trigger. A trigger is something on a slide, such as a picture, shape, button, paragraph of text, or text box, that initiates an action when you click it.

Set a movie to play full screen

1. In Normal view, click the movie that you want to play full screen.
2. Under Movie Tools, on the Options tab, in the Movie Options group, click Play Full Screen.
- 3.




Preview a movie

To preview a movie, in Normal view, do one of the following:

- Double-click the movie.
- Click the movie, and then under Movie Tools, on the Options tab, in the Play group, click Preview.



• Click the slide with the movie, and then click Slide Show  at the bottom of the Microsoft Office PowerPoint 2007 window, or press F5. If you set the movie to play when you click it, click the movie frame.

To make your sessions effective you should consider a range of interactive tools specific to basketball:

- Whistle
- Beamer/projector and projection surface or big flat screen
- Any kind of recording device (iPad, mobile phone etc.)
- Taktifol – adhesive tape with basketball court layout or
- Flip chart
- Pens
- Scorer's table or something which imitates scorer's table
- Paper with some different player numbers (A5 or A4)

Plastic flip charts (or other equivalent products)



- adheres to any surfaces
 - thanks to its electrostatic charge.
 - Doesn't leave any traces - adheres several times.
 - can be wiped off - dry
 - traces get reduced by using Markers
 - for mobile use
 - easy to transport, easy to handle
- www.taktifol.com

Beamer/Projector



To present those video clips taken while referees have been in action it is very helpful to have these items in the gym. There also exist small pocket beamers (10,5 x 10,5 cm) like the Philips Pico Pix which also works without power supply because of its chargeable batteries inside.



Recording software (which is part of every smartphone or tablet)

Additional software such as the "Coach's Eye" is available for IOS, Android and Windows systems.

It is easy to use, you can show frame by frame pictures, make screen shots and you are able to write and paint into the video clip.

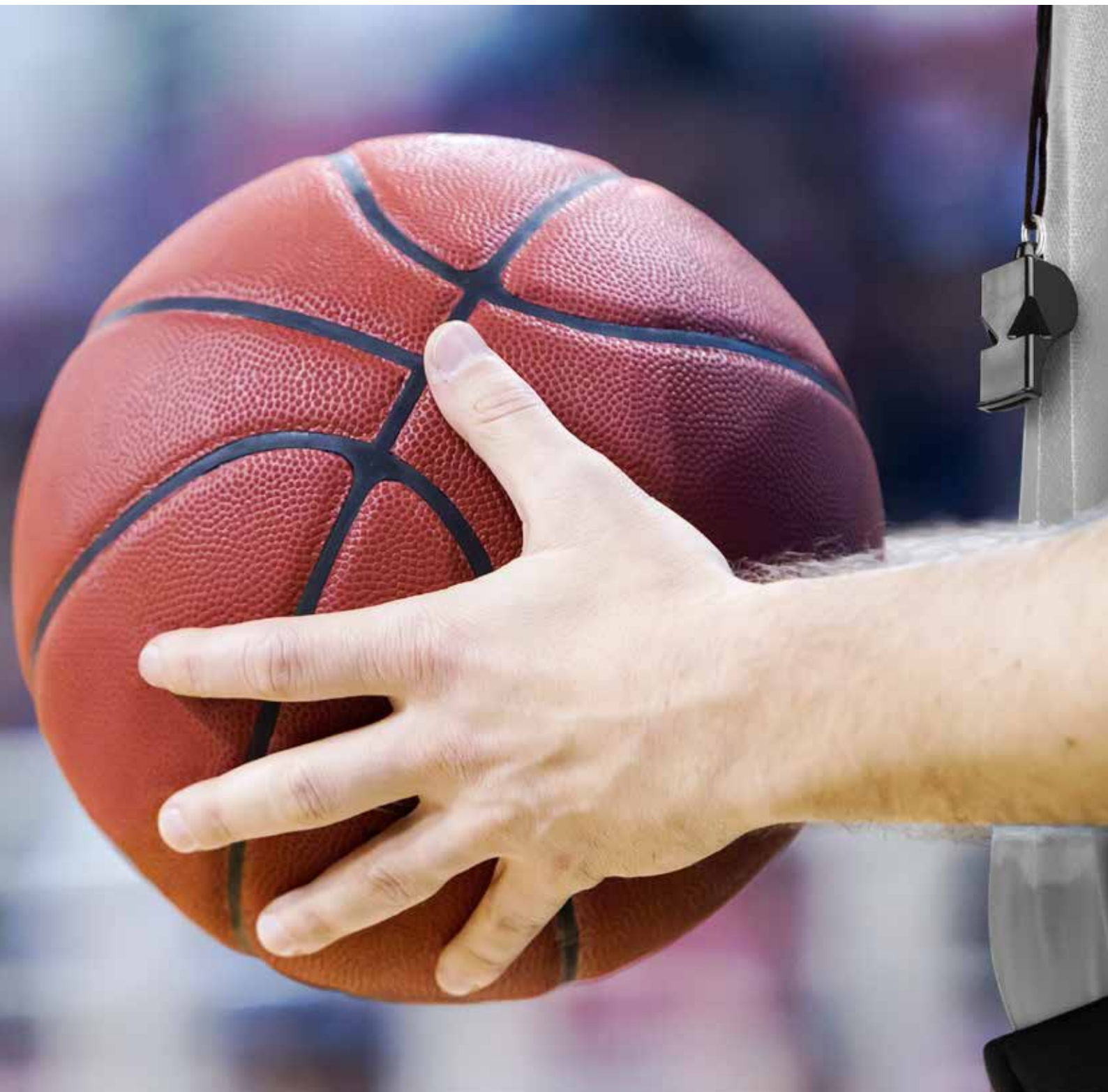
This is very helpful because you can easily personalise the clip and point out or underline specific mistakes as well as problems or positive aspects.

- correct and stable positioning - red circle
- correct position of hands while showing the numbers - yellow circle

From this section what are the areas of teaching and learning you need to develop?

Action areas	When you should achieve them?

5. Key Themes for instructing referees



5. Key Themes for instructing referees

This section is divided into the key themes for inclusion in your referee instructing. Each theme has a why and what, the knowledge, skills and attitudes you should be looking for in your new referees.

An outcome is identified as the standard for a particular level and delivery. It then describes a way you could deliver this theme and related to the resources later in the document.

As identified above certain elements are essential at level 1 and these have outcomes related to them, however for each theme we have identified the knowledge, skill and attitude to each theme at level one and two to make referees aware of their responsibility.

5.1. Rules

It is essential that referees know and understand the rules of the game. The use of the FIBA rule book is essential and this is the full definition of the rules.

Outcome: level 1: By the end of the session new referees should be able to understand the rules

Outcome level 2: By the end of the session new referees should be able to understand and interpret the rules

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Rules					
International Rule book	Read and understand the rules	Positive attitude to learning and interpretation	International Rule book	Read and understand the rules	Positive attitude to learning and interpretation
			Understanding of interpretation	Maintain awareness of change in the rules	willingness to learn

Knowledge

A referee would have a sound knowledge of the rules and this can be gained through referencing the FIBA rule book. A number of Federations have E-learning options.

It is essential that referees at the first level understand the basic rules of the game and as they progress gain more information and understanding of the more complex rules and interpretation.

For all rules refer to the FIBA Official Basketball Rulebook

Suggestions for delivery:

- Online learning is useful tool to check learning and understanding prior to the course
- Learning the rules is best done on the court through active learning



- Referees to identify the points of emphasis in interpreting the rules
- The use of video/coach's eye could enhance the interpretation of the rules
- The rules could be started at a basic level on court and built as new rules emerge

Reflections

- From the section what have you learnt and what will you do to make sure the competences of mechanics are maintained?

What have you learnt	How will you ensure new referees learn?

5.2. Mechanics

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

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

Outcome level 1: By the end of the session referees will be able to:

- Demonstrate the correct mechanics to officiate the full court for two-person (2PO) officiating.
- Maintain correct positions in order to control one-on-one plays

Outcome level 2: By the end of the session referees will be able to:

- Demonstrate the correct mechanics and zones of responsibilities for two-person (2PO) officiating
- Maintain correct positions in order to control either all the play around on or off the ball situations

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Mechanics					
Theory of rules and basic position	Move with the game	Positive body language	Good knowledge of the game	Choose the best position to make the best call	Positive body language
Understanding of the areas of responsibilities	Check single plays by watching the players not the ball	Reactivity	Understanding of the Six Zones and the on and off ball responsibilities within them	Focus on the defence and watch the space between the players	Read the game to anticipate actions
	Choose the best distance from the action	Only call what you see		Visual contact between referee colleagues	I see it - I analyse it- I decide call or no call

Knowledge

A referee would have a sound knowledge of the rules and this can be gained through referencing the FIBA rule book. A number of Federations have E-learning options.

It is essential that referees at the first level understand the basic rules of the game and as they progress gain more information and understanding of the more complex rules and interpretation.

The mechanics of officiating is a system designed as a practical working method to facilitate the task of the officials on the playing court. It is intended to help them obtain the best possible position, enabling decisions concerning infractions of the rules to be taken correctly (FIBA, 2010).

In two (2) person officiating; there are "Trail" and "Lead" referees working together. The jump ball, throw-ins and free-throw administration dictates the officiating positions. The Lead official normally is ahead of the ball on all plays. The Trail official is behind the ball on all plays.

The Lead official is primarily responsible for play under the basket. In moving down the court, the Lead official should look over the inside shoulder and never turn his/her back on the play. The Lead official shall also take a position to assist the Trail official when a pressing defence is being used.

For correct positions refer to the FIBA Official Basketball Rulebook

The Trail official has the responsibility of covering the backcourt and the outer part of the frontcourt. The trail should be prepared to work a wide arc dictated by ball movement. He/she also is responsible for giving the official signal for a three-point try, successful three-point goal, basket interference and goaltending whether allowed or disallowed.

The frontcourt is divided into two areas of primary responsibility, each referee is responsible for certain areas due to position of the ball and the play. A narrow band of transition area exists where the two primary areas meet, and one official's primary responsibility ends while it begins for the other.

- The jump ball, throw-ins and free-throw administration dictates the officiating positions.
- The Lead official normally is ahead of the ball on all plays. The Trail official is behind the ball on all plays.
- Each official covers the side-line and the end line nearest to him or her. Ordinarily, each official remains at all times in the area for which he/she is responsible. If possible, the Lead official should work from 4 to 6 feet off the end line.
- Both officials are responsible for the administration of the five-second count when a closely guarded player in the frontcourt holds or dribbles the ball in his/her primary area. Both officials are responsible for calling the three-second lane violation, although the Lead official has primary responsibility. A visible count must be used on all time-limit situations, except for the free-throw lane three-second situation.
- The Lead official is primarily responsible for play under the basket. In moving down the court, the Lead official should look over the inside shoulder and never turn his/her back on the play. The Lead official shall also take a position to assist the Trail official when a pressing defence is being used. The officials should rarely be directly opposite each other as they move up and down the court. The lead

official should be prepared to provide ball-side assistance. When play is spread, a wider position (nearer arc) is preferred. 12

- The Trail official has the responsibility of covering the backcourt and the outer part of the frontcourt. The trail should be prepared to work a wide arc dictated by ball movement. The Trail official also observes the flight of the ball on a try and calls backcourt and division-line violations. On a try or tap, the Trail official shall take at least one step toward the near end line to be in position to observe goaltending, basket interference and rebounding after the try. He/she also is responsible for giving the official signal for a three-point try, successful three-point goal, basket interference and goaltending whether allowed or disallowed. The Trail official is normally responsible for giving the five-second count when a player who is closely guarded is holding or dribbling in the frontcourt. The official who begins the five-second closely-guarded count stays with the count until it ends, a violation occurs or a foul occurs. Switch hands when going directly from one count to another.

Describe below two ways you can encourage new referees to know and maintain the correct position?

Know the correct position	Maintain the correct position

Good officiating mechanics and techniques will be promoted by frequent study of this official's manual. Knowing and maintaining correct positions on the court is important in administering the rules. Proper officiating mechanics are essential in attaining the very best court coverage. Many officials who know the rules well may fail to be accepted chiefly because their mechanics are poor. When two officials use proper mechanics, it is possible to see all of the play clearly. Good mechanics for play coverage must be mastered if the officials are to be successful.

Modern officiating requires the two (2) officials to work in cooperation with each other, mainly one (1) official taking responsibility for on-the-ball and the other for off-the-ball coverage. In order to achieve proper coverage, the two (2) officials should seek to obtain the best possible position to judge the play, and this creates "the philosophy of mechanics" in officiating

"Mechanic is a tool not a rule"



Suggestions for delviery

- Referee learn best through learning on the court
- Smaller areas mean the referees can learn quicker
- Using some apps like FIBA iRef or other applications will help you to explain mechanics more efficiently
- Video recording and using apps like Coach's Eye will help you to show referees how to do mechanics correctly
- Shadow technique is effective to learn mechanics. Use experienced referee to carry duties and candidates as shadow.
- Using referee headset and speaker another effective way to learn mechanics. As a referee trainer stay out of the court and guide the referee where to go and what to do.

Reflections

From the section what have you learnt and what will you do to make sure the competences of mechanics are maintained?

What have you learnt	How will you ensure new referees learn?

5.3. Signalling

An essential role of the referee is to make clear what the call has been. This is to avoid confusion and make it clear to the players and any spectators what has happened.

Whenever the whistle is blown a signal must be made and must be clear and correct.

Outcome level 1: By the end of the session referees should be able to demonstrate the correct signal supported verbally for administering fouls and violations

Outcome level 2: By the end of the session referees will be able to carry out the appropriate signals supported verbally in game situations quickly and efficiently

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Signalling					
The correct signals for fouls and violations	The correct signal given from the right place and in the right direction	Try to be neutral but showing extra emotions	All signals for every aspect of the game	Freeze, identify numbers, run to correct position, carry out correct signals	Open to communication with coaches and table officials
When to carry out the right signal	Positive body language, use of voice and take your time to make right signals	Being positive toward both teams and during the whole game period		Be consistent in signalling and body language with a confident, strong and assertive use of the voice	Ensure signals are correct and appropriate, especially under pressure

Knowledge

Signalling is the way referees officially communicate about their decisions on the court either with players and coaches or with table officials. By using the whistle followed by showing the official FIBA Referee signals the official reports his decision to all participants of the game whether they are players, coaches, table officials or spectators. Apparently the signalling is one of the most underestimated parts of referee's duties. We must be aware that the very moment the referee is blowing his whistle he puts the focus on himself. From this particular moment everybody is looking up to the official waiting for his decision. He now is in the middle of the interest of every participant. The referee himself has no other way to communicate than through the official FIBA Basketball signals and, not to forget, through his body language including his facial expression.

For all correct signals refer to the FIBA Official Basketball Rulebook

It is generally well known that e. g. the way we move, run, act, keep our body tension, smile, laugh and the way we use our arms, hands and fingers reveals a lot about the feelings in ourselves and the self-confidence about our job as referee in general and about the specific decision taken recently.

This clearly indicates that from the very beginning of the referee education there must be a close focus on signalling which also includes the proper way of reporting the decisions to the scorer's table. It must be a goal to practice all signalling during several sessions under the eyes of the experienced instructors to guarantee the proper use of this important tasks. Moreover, it is the initial point to emphasize the importance of continuous repetition. Like an experienced driver who never thinks about how and when to use the clutch when changing the gears we, at a very early stage, must be able to use all our signals without thinking about their professional execution.

The following ideas and drills will help us to achieve this goal more easily so the new young referees do not have to concentrate on their signalling but can use their full active mind-set for the play and the decisions on the court.

Preparing the drills

a) Introduction of the two most important referee signals (either you have it printed and stick it to the wall in the gym or display it via beamer)

Stop the clock



Stop the clock - Foul



Possible mistakes:

- arm not stretched
- no body tension
- shoulder falling to the front
- looking with the head to the hands (control)

b) Using the whistle

Everybody tries to produce a short, sharp and loud whistle

Drill Now several times the candidates try to use their whistle properly on command of the instructor

Final goal:

Even if there are many candidates we should try to come as close that there is only one audible whistle

c) Combining a) and b)

Simultaneously make the whistle and show either signal 1 or signal 2

- Drill**
- Stationary
 - While walking/running
 - On command first with only one signal then alternating

d) Introduction of player's numbers

Example:

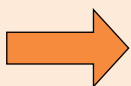
Player numbers 6 - 10



- Right hand shows five
- Left hand shows 1, 2, 3, 4 or 5 fingers

For all other pics of player numbers please refer to the FIBA Official Basketball Rulebook

- Candidates spread in the gym (may be two/three groups according to number of instructors)
- Instructors hold up cards with player numbers
- candidates must show the correct numbers in front of their face



check for possible mistakes

may be here you use the recording device the first time to cut some clips and let the candidates judge about the performance

e) Introduction signals - type of fouls

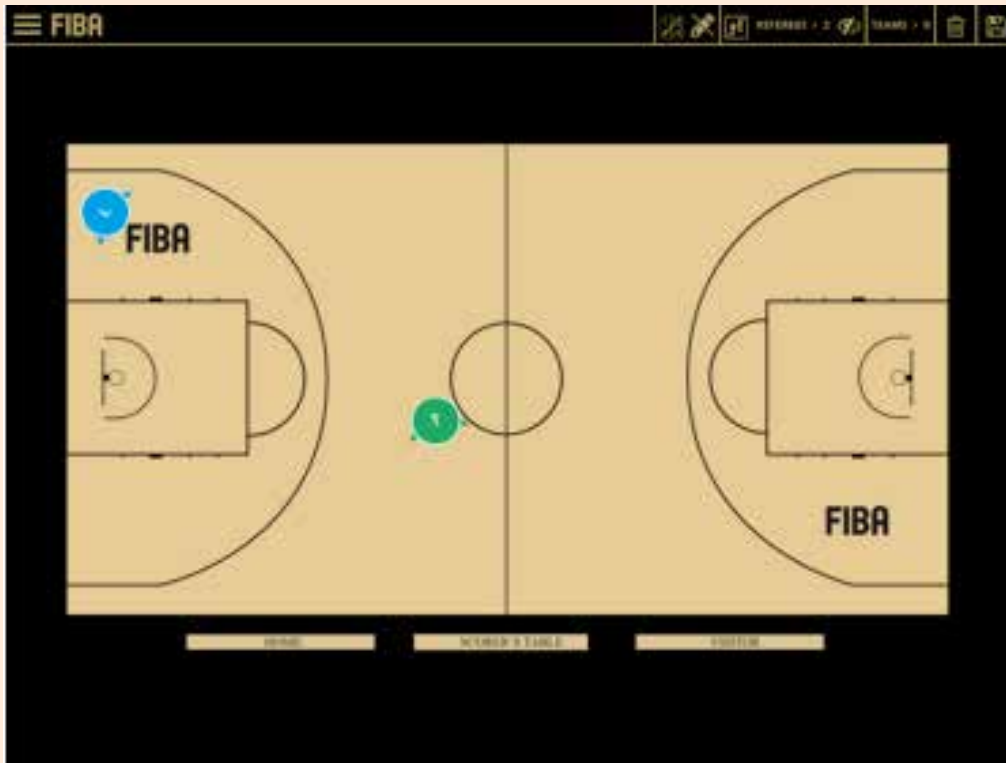


Show different type of foul signals

For all other pics "types of fouls" please refer to the FIBA Official Basketball Rulebook

Drill Now you put together c, d and e

For this exercise you should introduce the table officials in the gym:



It is also the correct time to introduce the spot where the referee has to position himself when correctly reporting to the table.

Work in groups of four

1 is the referee

2 symbolizes the table official

3 gives commands (foul number 14, hand checking)

4 makes the video clip

Every candidate goes for 5 different foul types – then change position

At the end review and discuss and correct the performances

Take some good examples to show them to the public

f) Introduction of signal – foul penalty administration



Point in direction of play
arm parallel to side-line



Hold up two fingers

Before starting with another drill you also should introduce the correct order of the reporting.

Foul with basket

- Signal for basket is valid 2 points
- Player's number
- Type of foul
- Penalty

Foul without basket

- Player's number
- Type of foul
- Penalty

Now you can execute the same drill as before adding penalty administration.
Watch the correct order while reporting!

Here you see a good example from former FIBA Referee Robert Chiari frame by frame!

(Please refer also to the video clip attached to this file)

1 move to correct position



2 both feet on the court
balanced position



3 report player number to
table officials



4 show type of foul



5 indicate penalty

Drill

It is also a good possibility to take the print screens of the clips taken during the session in the gym to do a revision later on in the classroom. You just mix the pics and ask the candidates to put them into the correct order.

Suggestions

- Referee learn best through practicing on the court in simulated practice
- Take stage by stage to build the referees knowledge of the signalling
- Work together in peer groups to support the development of excellent practice

Reflections

From the section what have you learnt and what will you do to make sure the competences of signalling are maintained?

What have you learnt	How will you ensure new referees learn?

5.4. Decision making

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

Referee Trainers should give referees an opportunity to experience making decisions. A decision maybe a call and a “no-call”.

Outcome level 1: By the end of the session referees should have experience in making decisions

Outcome level 2: By the end of the session referees should be able to make decisions to call or not call and explain the reasons why

Competence

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Decision making					
Rules	How to use a whistle	Make a decision (call or not)	Rules and how to correct errors. Advantage/ Disadvantage	Reading and managing the game and anticipating action	Be consistent, self-controlled and confident
	Identifying foul or violation	Its Ok to make errors	Know your own area of responsibility to make decisions in	Managing personal stress	Positive Body language
			Correct communication with coaches and other referees	Able to explain decision	Able to say that I made a mistake

Knowledge

Correct decision making is critical to make sure the game continues to flow and correct call are made or not. Good decision making can be developed through experience and referee Trainers should give new and merging referees as much opportunities to develop decision making through experiencing situations where they can not only experience making decisions but also justify why a call was made or not made.

Good decision making comes from develop some key characteristics. These characteristic may find on:

- **PERSONALITY:** Is the starting point to achieve powerful position, not easy to get it but more difficult to maintain it. The purpose is to gain acceptance by coaches, players, spectators with our behaviour on the court. It's important to use common sense, self-control, despite strongly decision making, precision and confidence.
- **PLAYS KNOWLEDGE:** to increase ability to manage the game in the most accurate respect of game spirit and fare play, maintaining the spectacle integrity, correctly understanding what proposed by the coaches and by the athletes during their actions, avoiding unnecessary splitting of the play, allowing therefore fluidity.
- **TEAMS KNOWLEDGE:** in order to read correctly their schemes on the court, kind of defences (zone, man-to-man, on-ball, deny, trapping, etc.), intensity changes in the rhythm and/or effort, be ready to the crucial phases of the game, maintain consistency.
- **PHYSICAL TRAINING** and with teams: a crucial element is follow the referees by providing the valuable people for the physical-athletic training in pre-season, for the maintenance during the season, especially care for final round in the League. Helpful appears a training schedule for a collective work in the gym with local teams to enhance the relationship between different sections and promote respect from each other.
- **RELATIONSHIP:** through a firm and determined behaviour, but fare and friendly. Maintain proper attitude at every opportunity to the players and the coaches, both in normal conditions and in case of emerging conflicts. To avoid confidentiality with managers, players and/or coaches, i.e.: call them by name, touch somebody on the shoulder, etc.
- **UNIFORMITY:** whole group must follow the technical guidelines, high knowledge of rule book, official interpretation, point of emphasis and all official technical issues.
- Consistency must be achieved at 4 different levels: self-consistency from the jump ball to the end of game individually, within the crew, to crew to crew, to game to game.

a) create the correct atmosphere in the lessons : the more the student will feel comfortable more they will be able to take and show their decisions. Let them feel important

It's not hard to make decisions when you know what your values are.

- **The key to success is to make good decisions.**
- **The key to making good decisions is to have experience.**
- **The key to getting experience is to make bad decision**

b) Use small groups work in order to involve all the learners even the ones who are more shy or show less confidence. The process must be delivered in steps and every time Trainers have to give value to the results achieved.

In any moment of decision the best thing you can do is the right thing. The worst thing you can do is nothing.

Theodore Roosevelt

Nothing is more difficult, and therefore more precious, than to be able to decide.

Napoleon Bonaparte

Suggestions for delivery

- Allow referees to gain experience through simulated activity
- Give referees a lot of opportunities to make decisions about contact and violations
- Enable the referees to explain why they made or didn't make a call
- Allow referees to understand and demonstrate a quick and correct decision
- Enable to referees to affirm a "no call" visually with for example a "thumbs up"

Reflections

From the section what have you learnt and what will you do to make sure the competences of mechanics are maintained?

What have you learnt	How will you ensure new referees learn?

5.5 Representation and duties

An official must have a license from the federation of his country and respect and behave according to the Federation's regulations. On and off the court they represent their Federation. They have to ensure that the game is played in line with the rules and regulations.

Outcome level 2: By the end of the session referees will be aware and be able to behave to the Federation's ethical code

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Representation and duties					
Code of ethics of the Federation	Demonstrate positive verbal and body language	Being polite and respectful	Code of ethics of the Federation	Speaking respectfully to everyone	Being prepared well
When and where the game is	Time management	Show the same behavioural approach towards both teams	How the Federation wishes to be presented	How to control the game	Be a role model by demonstrating exemplarity behaviour on and off the court
	Respect all those involved in basketball	Positive attitude towards the code of ethics		Empathy with all those in basketball	Positive Body language and Communication

Knowledge

Officials representing themselves and carrying out the duties around the game are essential to make sure officials are well prepared, the game runs smoothly and standards are consistent and maintained across the Federation. The responsibilities of an official are outlined below:

Areas to cover

- Pre-season clinic

Referees must attend a pre-season clinic before the season starts to be informed of any changes in rules or emphasis according to the federations requirements

- Assignment, appointments and availability

To be assigned on a game, a referee must give information to the official coordinator about his availability in line with the Federations requirements. In case of injury, he must inform the appropriate federation official.

- Absence

An absence is effective when the referee is assigned to a game, he is not present at the game, and he doesn't warn of his impossibility to officiate. In case of accident he must warn his official colleague and the organisation immediately.

- Use of social media and external communication

The referees have to be exemplary in the use of external communication especially to the media and through social networks. They must be of the highest ethical standard.

- ethical charter for referees

The French Basketball Federation set the following code for Referees



- 1) To know exactly and apply rules and regulations
- 2) To be fair and impartial, to communicate clearly its decisions
- 3) To do the training sessions to have the knowledge and maintain the skills which meet the requirements of its level of practice and improvement
- 4) To be prepared well for every competition (optimal physical condition, punctuality, availability, clothes and uniforms),
- 5) To be and remain exemplary in any circumstances, in and outside the basketball court
- 6) To be respectful towards all those involved in the competition (players, coaches, organisers, spectators, media, officials),
- 7) To refrain from either public criticisms or harmful comments towards other referees, the federation or any people from basketball world (oral, written, published articles, tweets, internet forums, blogs, websites sites or social networks)
- 8) To have exceptional behaviour when on officiating duty (no alcohol consuming, no smoking, no prohibited substances using, avoiding an inappropriate closeness with participants)
- 9) To refrain from any conflict of interests (sports bets, gifts or any extra remuneration/inducement)
- 10) Show a spirit of sportsmanship and promote the positive aspects of sport such as fair play.

DEUTSCHER BASKETBALL BUND set the following Officiating Regulations

Administrative Regulations

- The referee is obliged to correct his address and other communication data in the Internet portal without any delay.
- The referee is obliged to communicate any change of his club to his federation immediately after it occurred.
- Refreshment clinics do not discharge the referee from his duty to inform himself about changes and new interpretations of the basketball rules.
- A referee is obliged to officiate any match for which he has been assigned by a competent authority.
- A referee may return an assignment in case he cannot keep it. He has to give reasons for the return. He must return his assignment immediately after its receipt or after the reason for the return occurred.
- A referee who feels biased toward a team has to ask for cancellation of the assignment.

Ethics

- Referees are not allowed to accept any payment or gifts or any other contributions from club officials or third party people, except adequate catering.
- The referee is obliged to report immediately to his respective officiating authority any attempt by club officials or third party people to influence him by threatening him or giving or offering any gifts or advantages.
- Referees must treat every person participating in a game with due respect. Individual feelings about closeness and distance must be respected. Any form of violence, whether emotional or physical or sexual, is prohibited. This applies especially to children and young persons.
- Referees are obliged to maintain the standing of the officiating body and the reputation of all other referees in the public. They are especially advised to observe secrecy about internal affairs of officiating.
- They are also not allowed to publicly criticise other referees or teams.



The Turkish Basketball Federation expect our referees to apply the following standard to their profession:



- Be honest, consistent, objective, impartial and courteous when applying the rules of the game.
- Set an example for other parties and emphasise the spirit of the game.
- Show due respect when speaking with participants in the game.
- Protect the players by enforcing the laws of the game.
- Prepare fully for a match, both physically and mentally, to keep up with the speed of the game, and be alert to make correct decisions.
- Decline to be appointed to a match if not completely physically or mentally fit to participate in that match (because of illness, injury, or for family or other reasons).
- Notify authorised officials in cases of direct or indirect conflicts of interest that could harm the integrity of the game.
- Keep up to date with the latest developments in officiating in sport.
- Refrain from requesting hospitality, or accept any hospitality offered and considered to be excessive.
- Referees are not permitted to accept gifts from any third parties in any form.
- Never participate in any form of illegal betting and place bets on games in which you have either a direct or indirect involvement.

We therefore expect our game officials to act in the following way:

- Encourage all players and coaches to abide by the rules and spirit of the game and do not manipulate the rules in order to benefit yourself personally.
- Avoid words or actions, which may mislead referees and decisions.
- Use your official position to take action against any club member or spectator who harasses, abuses or uses foul, sexist or racist language and behaviour.
- Before being elected or appointed, officials shall disclose any personal interests that could be linked with the prospective function.
- Report and discourage all illegal or unsporting influences, including banned substances and techniques.
- Officials may not perform their duties in cases with an existing or potential conflict of interest. Any such conflict shall be immediately disclosed and notified to TBF.
- Officials are not permitted to accept gifts from any third parties in any form.
Never participate in any form of illegal betting and place bets on games in which you have either a direct or indirect involvement.

Suggestions for delivery:

- To develop a code of ethics with the officials then compare and contrast with the Federation's code
- To discuss with officials, the content and context of the ethical code
- To discuss scenarios and real examples to "test" the code of ethics
- To enable the official to assess themselves against the code of ethics by identifying what is exemplary, acceptable and unacceptable
- To gain commitment to the code of ethics

Reflections

From the section what have you learnt and what will you do to make sure the competences of representation and duties are maintained?

What have you learnt	How will you ensure new referees learn?

5.6 Pre-game and post-game de-brief

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

Outcome level 2: By the end of the session referees will be able to identify the value, benefits and method for administering the pre-game preparation and the de-briefing after the game

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Pre-game and de-brief					
Level and importance of the match	Discuss the game with fellow officials prior to the game	Constructive attitude towards pre and post-game debriefing	Topics to discuss with fellow officials	Be part of planning and evaluation	Open for positive and negative feedback
	Ability to self-evaluate	Receive feedback positively	Level and importance of the match	Identify strengths and areas of improvement	Seek continuous improvement
	Honesty within the referee team		How to structure pre-game and post-game communication	Give and receive feedback	

Knowledge

What always becomes more and more evident is that the philosophy that every single referee has is not a topic when the two or three guys meet to referee a game. It happens often that referees act with completely different “languages” on the court, and thus unsettle players, coaches and finally even themselves. From game to game referee teams prefer a different approach to their job. This belongs to our sport and teams have to be in the situation in any game to set the selected line together after a few minutes.

It goes without saying that the referee team has to put a focus on some items of their upcoming task in order to act successfully on the court and thus guarantee a smooth running of the game.

The following “guide” aims to instruct the referees to draw up a common line for the game in the pregame conference. Basically this requires that both referees must be willing to compromise and implement agreed topics on the court.

Preparation for the game

The preparation for the game starts but well before the actual game. Everybody must be aware that good refereeing starts with preparation in the pre-season (fitness, rules, improving the SR technology etc.), so that he can focus on the essentials, namely to referee the upcoming game within the season.

The preparation for the game begins with contacting his teammates.

This should be done a few days before the game (depending on the rules of the leagues). In this talk (or email) are to clarify the following points:

- Meet arrival/pick up at the train station (when and where?) before the game / meeting point gem
- SR clothes (what shirt, jacket, etc.?)
- A short exchange of idea about the game
- colleagues which do not know each other always have first contact with mail/phone call
- Then the individual preparation for the game begins.

This is an analysis of the fundamentals of the game:

- who plays against whom?
- Ranking of the teams
- important/strong players?
- Are there any statistics/information about playing style available?
- Situation about gym, conditions etc.
- Teamwork
- Stay in your area! / Trust your partner!
- Don't worry, if you've got no whistles
- Communication eye contact / Feedback also on No calls
- Only 1 referee clarifies cases of irregularities
- Giving help and asking for help
- No gestures, no great hand signs
- General Referee mechanics (walkways, resuming the play, Free-throws)
- Clock management
- Substitutions and time outs
- Rule knowledge (rules, interpretations and guidelines)

The rough schedule of the actual preparation of the game should be clarified in the locker room at the latest (possibly at first contact). Personal mental preparation should be paid a lot of attention. Each colleague should keep in mind not to extend this period too much (approx. 5-10 minutes).

Warm up by individual schedule. Do not underestimate the warm up for your job! There is a link between your physical preparation and your mind-set.

Summary of pre game (in keywords)

Preconditions:

- Good atmosphere
- Openness and sincerity
- Constructive suggestions
- Clear words

Conduct:

- Conduct of the conference by CC (person who asks also leads a conference)
- Involve team members and get them active
- Work on game features in general
- May be work on Match-ups
- Consent on every item
- Make clear agreements and strict guidelines

Contents – what is a MUST in the pre-game briefing?

- Personal circumstances (e.g. problems with some team members, coaches, problems with)
- Specifics of that game
- Expectations and concerns
- agreements within the team (e.g. lower three, double whistle, ...)
- Mechanics (2/3 men mechanics - activate general principles)
- Help situations – giving and asking for help
- End of period/ end of shot clock period
- General guideline (Foul line)
- How to deal with players and coaches
- Performance in case of fighting and misbehaviour

Contents – what SHOULD BE/CAN BE in the pregame?

- Administrative items
- special Situations (Screens/Blocks/Charge)
- Performance during timeouts/ periods/halftime
- Resuming the game after timeouts
- Disqualification
- Protest
- Correctable errors

To help and support every referee it is necessary to make some annotations about the further situations till to the jump ball. Therefore, some major aspects are added here for a professional preparation till to the start of the game.

Arriving at the court

The preparation in the locker room is finished but keep in mind that preparation for the game continues with your administrative tasks at the scorer´s table. And you should be aware that the very point you enter the gym everybody is “checking” and “scanning” you. (personal conduct, performance, speech, may be some remarks which you did accidentally)

You never get a second chance for a first impression!

Administration

Treat everyone with respect!
Keep calm when others lose it!

Work obligations of the scorer´s table (be there at least 20 min prior to the game) Who is doing what?

Everybody knows his job?

- Operation of the game clock and 24-second clock
- Player changes / downtime (when?)
- What problems? (On spelling errors, protest, etc.)

Control of game equipment

- game clock, 24-second clock (function and signal test)
- Scoresheet already prepared?
- Team areas (coaching box, position of the banks etc.)
- Playing court (baskets, lines, 2 m distance etc.)
- Game ball, warm-up balls etc.
- Handshake with coaches

Features prior to the game

- Players presentation before the game? (if there is one)
- Music recordings

Use this IT, ME, WE, GLOBE

1. It = Task:

- What are the tasks of our team?
- Who does what on the team?
 - Who can do what?
- What are the criteria?

2. We = Relationship:

- How do we interact and communicate with each other?
 - How do we decide together?
 - How do we relate to each other?
- What Trust do we have to each other?

3. Me = how am I in the interaction (team)

- How do I perceive myself in the team?
- What is my motivation for the team?
- What is my commitment to the team?
 - What can I give to the team?
- What are my needs from the team?
 - etc.

4. Globe = the context the team is operating in

- What are we dealing with in our surroundings?
 - Who are our Stakeholders?
- What is happening outside impacting us now
- What has an influence on us during the game?
 - etc.

If there is a disorder on personal relationship there is no chance to talk about the task!

Remember the beginning of your referee career

What were your deepest concerns?

Please write maximum three keywords
1
2
3

Role Play warm up talk and personnel

How will you deal with the pre-game in each of these game situations?
Setting 1: Youth game U18 – 2 young referees (1/2 years/beginner)
Setting 2: senior game – local league – old (experienced lower level) referee + young referee/beginner
Setting 3: senior game – regional league – experienced referee (higher level) + young female referee?

After the game

Take your time to calm down! It is strongly recommended to take a shower first. Take time for the debrief, this is the spot where the personal development starts.

Debriefing

- Common work on items, not dictating of situations and/or mistakes
- Be honest to yourself and to your partners – basic for constructive working
- Do not hide away by using empty phrases thus decreasing the quality of the debrief
- Describe your personal feeling, idea of the game and your awareness Talk always about yourself – (e.g. I got the feeling that..., to my point of view...)
- Special situations
- Ask for feedback – this is the only way to get an information of how you are perceived by others
- Criticism must always stay on a matter-of- fact level and MUST NOT drift off into personal matters.
- If possible, look to some clips if available
- Pre-game Conference

Suggestions for delivery

Reflections

From the section what have you learnt and what will you do to make sure the skills of Pre-game and post-game de-briefs are maintained?

What have you learnt	How will you ensure new referees learn?

5.7 Conflict management

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

Outcome level 2: By the end of the session officials will be able to understand what conflicts may occur and have a range of techniques to resolve conflict at different levels.

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Conflict Management					
Why and what kind of conflicts may occur	Awareness of potential areas of conflict during a game	Stay focused, calm and be self-controlled	What is conflict and where is it likely to occur	Range of skills to deal with different levels of conflict	Positive approach to solving conflict
	To identify depth of potential conflict	Be positive and show respect for people	Range of conflict management techniques	Analyse causes and solutions	Timing and type of communication
	To be able to assess whether to deal or ignore areas of conflict		Why and what kind of conflicts may occur	Self-control skills	Take positive approach to support/protect young and developing referees

Knowledge

Good knowledge of the rules and good position on the court are not enough to keep control of a game. Good decisions can't guarantee to prevent conflicts to occur. Emotions provoked by conflicts can significantly reduce the referee's ability to properly officiate the game. It can affect its self-confidence, provoke a feeling of incompetence and be a source of demotivation. Referee's ability to communicate, to anticipate, to prevent, to soften or to resolve conflicts is decisive to enable an officer to act with control and serenity. Usually these concepts are learned by experience.

Training and preparation of our referees can do much to save time on acquiring this skill. Ability to manage conflict cannot be the competence of only experienced referees. It is important beginners or intermediate level referees are also prepared to handle conflicts. Conflict management education shall help them to maintain or regain control of the game without affecting their own performance.

The purpose of this session is:

- to present theoretical and practical tools for Trainers to approach this concept
- to give more tools to use with our young referees to face those difficult situations with greater self-confidence
- to propose some ways to teach

Some tools are made available to the Trainers: Slide Presentation, Online Video Clips Illustration, Online Analysis Video Clips, Evaluation grid linked to set of 20 competences.

Introduction

The officiating environment can be challenging and potentially hostile. Dealing with conflict can be tough even for a confident official. Good officiating relies on dealing with conflict professionally and positively. Referees have to control the game and the participant's behaviour. It is your responsibility to insure the game is played in fair and good conditions.

They must be alert to the claims and they must anticipate situations which could lead to conflicts. They fix the acceptable limits in communication. They can't accept to be abused, or be driven by any participants.

Definition

A conflict is a clash between at least two people.

A conflict is full of emotions such as:

- anger,
- frustration,
- fear,
- sadness,
- resentment,
- disgust.

Sometimes it can result or induce abuse and/or violence. How do conflicts arise? In Basketball conflict mostly arises following:

A disagreement from participants over a call/no call/infraction/penalty

- An error
- Lack of impartiality shown by the official or perceived by players/coaches
- Misunderstanding of instructions or rulings from an official
- Trash talking, sledging between participants
- Violence on the court
- Frustration shown by participants
- Deliberate attempt to influence officiating

Minimising conflict

There are occasions when conflict in the sporting environment is inevitable, however developing strategies to minimize conflict from arising is vital. When the sources of a conflict are early identified the referee must try to avoid the following conflict. When the conflict occurs, the referee must solve it, appease people and resume the play in a better atmosphere.

How to behave

Prevention is always better than cure!

If action is taken early in the game, conflict is less likely to occur.

General Advice

Make competitors aware of your presence by reacting immediately to rule infringements (when appropriate)

Remain objective, no matter what prior knowledge of participants/teams you have

Be definite and firm with decisions and communication Look sharp and act sharp - this will gain respect as an official. Speak clearly and firmly in heated situations. This will indicate confidence in managing the situation

- Keep cool - if it starts to get "a bit hot" ...
- Advanced level:
- Don't take criticisms personally. Remember that coaches and participants are seeing the game from a different perspective to the officials
- Attitude to be taken

- Try to stop/calm down immediately any behaviour which could aggravate the situation - Try to show visible serenity in any case -
- Show strength and confidence despite any incident
- Bring a clear, concise, precise answer
- Show you are ready to communicate
- Advanced level:
- Show court presence
- Be preventive, set consistent criteria -
- Give them a chance to stop. Prevent bad behaviour
- Attitude to be avoided
- Don't take arrogant attitude (big bust, head/shoulders in back)
- Don't ignore the claims/requests
- Don't show visible annoyance
- Don't touch your interlocutor
- Don't do abrupt movement
- Don't shout

Tips for resolving conflict

- **Be professional:** speak clearly and stay composed in heated situations. This demonstrates confidence in managing the situation. Avoid argument or debate, and don't try to bluff through with unjustified rulings, refer to rulebook or regulation words/sentences, use short sentences (10 words),
- **Be fair:** Avoid team or individual bias at all costs. Demonstrating integrity is one of the greatest assets of an official.
- **Be confident and open:** Don't be defensive or try to justify actions. Clarify decisions when appropriate, based on the facts and the evidence presented. Stand straight, not bent (submission feeling) nor don't put your shoulders back (arrogance feeling)
- **Be firm:** Deal firmly and quickly with unacceptable behaviour. Set boundaries in a polite, professional and assertive manner. Use firm but smart tone - video clip LI 01
- **Keep distance with your interlocutor** (intimate space): keep minimum distance (1 meter is good distance) to avoid any direct contact (except in order to separate people) or too excessive distance (no way to discuss). Do not enter the bench area (coach area)
- **Consider your mistakes:** To recognize, consider or correct a possible mistake solve numerous conflicts
- **Advanced level**
- **Remain calm:** Don't over-react. Stay relaxed and adopt a low-key posture/body language. Use objective, neutral language. Speak slowly and not so loud than your interlocutor
- **Address the problem:** Try to put aside the emotions of all parties. Emotions inevitably inflame the situation. By dealing with the facts and the available evidence, the official is more likely to be seen as making a fair and appropriate decision.
- **Point the facts or behaviour and not the person:** don't judge/show/aggress people. Avoid: "you ...", "I..." but speak about the fact: "your behaviour is not correct ", "my decision is...", "This is...". Treat only the facts and behaviour. Don't point people.
- **Consider the person:** People are not objects, and they don't like being treated as such. Recognize that they have something to say, and don't just reject them.
- **Be communicant:** Most important point is to be understood (not necessarily to be approved). 55% of the message is done through body language, 38% through tonality (the way you use your voice), 7 % through the words you use

Dealing with abuse

- Sporting environments and competitions evoke a lot of emotion and passion from those involved, including spectators. An official who demonstrates a pleasant style, smile and calm manner creates a positive environment, which can have a positive effect on participants, coaches and most spectators.
- It is important the official does not engage with the spectators (egg. no eye contact or verbal response), as this can further incite the aggrieved spectator.
- Referees should ignore the comments as best they can by blocking them out. This can be achieved by focusing on key aspects of officiating like positioning or what and where to observe. Failing to ignore the comments can lead to lapses in concentration and an incorrect focus for the official, often leading to errors in officiating.
- Referees who are concerned about abuse should seek support from others to assist them to deal with it. Speaking with experienced officials can help with additional strategies or a new approach to dealing with abuse.

When and how to report incidents or abuses?

- Basket-ball organizations usually have a range of procedures that the official is expected to follow in different situations.
- The official needs to be familiar with these procedures and must know when and how to report a serious incident.
- In any case violence between participants (i.e. any fight with knocking) or toward referee (physical aggression, direct verbal insistent/repeated abuses...) must be reported to Basketball Competition Organizer.

Citation

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- B. (2012). FIBA Guidelines for referee Education Volume 5 – Fair game for all http://www.fiba.com/pages/eng/fc/expe/refe/p/openNodeIDs/21467/selectNodeID/21467/guidelines_volume5.html

Suggestions for delivery

- Ask the referees for the experiences of conflict and impact on their emotions and impact on their performance
- Role play different scenarios of conflict situations between official and coach/player or between players and/or coaches
- Video analysis of management of different conflict situations
- Build a structure of management of different levels of conflicts
- Use self-evaluation grid dealing with different competences related to conflict management

Reflections

- From the section what have you learnt and what will you do to make sure the competences of conflict management are maintained?

What have you learnt	How will you ensure new referees learn?

5.8 Team work and communication

Working together as a team is essential for officials otherwise inconsistency of calls will be made and the game will be affected by these inconsistencies. Therefore, the communication between all of the officials must be a prime concern. This requires team work to make sure the game runs smoothly. Furthermore, communication with the other key participants including players, coaches and those associated with the game is also essential for a smooth running of the game.

Outcome level 2: By the end of the session officials will be able to understand the value of team work and effective communication

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Team work and communication					
Understanding of the official's team referee/ table officials	Positively communicate within the team	Take team approach and share responsibilities	How to communicate positively with other officials, coaches and players	Speaking and listening skills	Valuing all people's views
	To be open to accepting other views and communicating responses with respect		Different ways of communicating – verbal and non-verbal	Saying the right thing at the right time and seeking to minimise conflict	Making sure communication is open, fair and in the right tone
				Choosing the right time to communicate	Supporting colleagues when things are not going so well

Knowledge

1. What is Teamwork?

Teamwork is a community composed of individuals locked to a common goal and common performance objective, having common approaches to the issue for which they are responsible, working in coordination and possessing characteristics which complement each other.

Teammates come together and form a greater entity when compared to them. "Nobody can know everything!". Individuality should be melted in the team and toward team's goals. A synergy is formed with all of these and provides the formation of productivity. There is no "me" but "us" in the team. The work achieved is not "my" but "our" product.

Teamwork is similar to an orchestra and this orchestra obtains its power from harmony, there is no soloist. Orchestra's members are in continuous interaction among them. They are equally responsible for other members' performances as well of their own. The way to increase interaction within the team

passes through correct communication. Teammates should rely on each other without forgetting that they accomplished the whole all together and be reliable and respectable. Positive feed-back among teammates is also very important concerning works done correctly. Nobody in the team has the comfort to say “who cares, this is not my business”, “I didn’t do this”. Everybody has a part both in success and failure.

Points where communication hitches or which points are wrong should be determined if communication within the team is not good, and this is the leader’s job. Teams need a leader. The leader is a guide, a mentor, a coach rather than a manager.

“To come together is only the beginning. To stand side by side can be counted for amelioration. But the real success is to provide to work all together”.
Henry Ford

To motivate people by saying “you are a team” is not enough to let them feel as a team and succeed. It is necessary to define working principles as far as forming a team. Besides, it is also necessary to manage personality conflicts, secret individual agendas, expanded egos and destructive feelings such as indifference/insensitivity/nonchalance and even belligerence.

2. Need to Make a Team

Teamwork means individuals having different knowledge, skill and experience who come together and create value in company by providing “meeting of wisdoms”. Teamwork is a function related with solving problems in a creative way and finding ways of success.

On the other hand, it is wrong to think that every problem could be solved by teams and that teamwork would give better results than individual work in all circumstances. Transfer to teams of works which could be solved more efficiently by individuals is an action taken toward failure. Therefore, the need to make a team emerges in cases where the use in the same time of knowledges, experiences and work skills possessed by different people is required.



To determine the goal, bring together proper teammates and manage in-group dynamics are required for an efficient teamwork. Making a team requires also the formation of the “systematic” of the people who work together in a creative way and obtain results in a given period.

It is expected from teams suitable to today's requirements, to be very rapid and flexible and reach to creative solutions not in harmony but on the contrary in a "productive working atmosphere. Create a Difference with Teamwork

An organization needs qualified stakeholders to succeed. Success is impossible regardless pecuniary resources owned if human capital is not strong. Basketball teams' success is directly proportionate with player quality.

Team spirit is obtained by individuals who push their egos into the background and struggle for the team's success. Teammates should be both individual and integrated with their team. Being a team means to share same values and stay locked on the common goal.

Financial opportunities, qualified people, a powerful leader and chance are required to succeed, but success is impossible if there is no "goal congruence" which would tie teammates to each other. Goal congruence is not obtained only by staying locked on the common goal. Sales target of a company, the aim for a team to finish the season on the first rank of the league or very observant application of rules during the season by a referee are not a "goal". To attain the target is a performance criterion, but the goal is related to the reason lying behind the will of any individual or team to attain the target. Goal is concerned with beliefs and values of the people. Targets can be measured but the goal cannot. The goal is what is lying deeper and is related with human existence.



A good team is not formed only by good referees but invisible links which ties teammates to each other. A "goal congruence" which excites referees is required to catch this chemistry in the team. Teams which have caught this goal congruence and act in harmony succeed against all odds.

While teams formed by top-calibre players cannot show success expected from them, the cause of those who have half of their qualities being more successful is due to the presence of goal congruence and team spirit.

Any team composed of mediocre players being more successful than a team composed of high-calibre players, with the impact of specifications such as fighting power, confidence, solidarity and motivation is due to this fact. Success of teams having limited possibilities, due existence of lacks and difficulties, lies in their ability to have caught a goal congruence to which they can dedicate them.

Team spirit cannot be purchased with money. Money is a tool for the people to conduct their business and maintain their life, but is not enough to make them a team. Appreciation all around the world of teams which have attained the goal congruence and create the difference is related to the fact that they put forward a success which cannot be purchased by money. However, one can invest on team spirit; opportunities such as Meta applications (taking part in trainings, strategic approaches), duties and responsibilities in common projects, common decision taking opportunities develop the team spirit.



Describe what a great team means to you?

4. Stages of Being a Team

- 1st Stage Forming (Forming Stage)**
 Individuals show official and attentive approach, and this is a familiarization and introduction stage
 Forming Stage
 First state in formation of teams is coming together of teammates. Teammates ask themselves questions such as “what is expected here from them”, “who else is here?” and the similar. What should be realized at this stage is the introduction of teammates to each other. Generally, a leader is required to make this stage progress successfully.
- 2nd Stage Storming (Storm Stage)**
 Task conflicts of dominant characters, conflict potential due unsettled roles
 Storm Stage
 Teammates feature their individualities at this stage and come together with teammates who are in accord with them. Permission for teammates to feature their personalities at this stage accelerates the formation process of an efficient team, for this provides opportunity to express them. In this case team leader should provide different voices to express them and gather around a common ground.
- 3rd Stage Norming (Harmony and Determination of Rules Stage)**
 Determination of resources and tools, appropriation, mutual exchange of ideas, provision of clear feed-back
 Harmony Stage
 Teammates start at this stage to form their dependence to the common goal. Common understanding concerning methods used whilst reaching to the common goal emerges at this stage too. Team leader’s task here is to provide net and clear determination of roles and work processes.

4th Stage Performing (Productivity Stage)

Observation of high potential in productivity, flexibility, clarity, efficient troubleshooting and collaboration will

Performance/Productivity Stage

Teammates perform their tasks by staying locked on the common goal. Leadership starts to operate in a more indirect way with the team starting to work similar to a machine's gearwheel.

Each newly formed team passes through these four related stages, and living storm stage in newly formed teams is as natural as harmony stage. Important fact here is to distinguish the storm stage at the right time and promote the passage to harmony stage.

5. Specifications of Being a Team

5.1. Team Leader

An efficient leader who orients the team toward a common target is required first of all. Leader should continuously keep alive the team's goal and activate everybody in the same frequency and tempo in accordance with this goal. Team spirit is caught not only by walking to the same target but being in the same frequency. Leadership which provides that nobody stays behind whilst showing direction to everybody feeds synergy feeling and keeps alive the solidarity spirit. Team leader should be aware of different, natural skills of every teammate. He is conscious of every specialty such as knowledge, experiences, coordination skills and perception levels. Team leader positions, whilst teams are formed, teammates according to their skills, perception levels, experiences, etc. and provides support to every teammate concerning the field required.

5.2. Team Spirit

Feeling of "one for all and all for one" should dominate within the team. To keep alive relations and the communication among teammates is a must. Everybody should dialogue with somebody else at any moment. Everybody should support and assist each other. Solution of problems with mutual understanding feed mutual trust of teammates, their emotional ties and sense of belonging. Any teammate should move by thinking about his/her mates whilst fulfilling his/her responsibilities. He/she should know that hindering of his/her work would also hinder the team's common work. Teammates should consider them not as individuals but an integral part of the entity and be aware that team wouldn't exist if he/she is absent. Each teammate should form a moral factor for his/her mates. He/she should orient them to work, provide their persistence, appreciate their success and share their sorrow on defeats. Success level of any team will increase yet if friendship among teammates would continue during the normal life and doesn't get limited only with teamwork.

"Similar to a train facing difficulty to attain the target, with any wagon broken down, damaged team awareness will so complicate the success".

5.3. Encouragement and Motivation

Everybody in the team should encourage each other to achieve to do "the better", "the perfect" and

support and promote to have the best result. Leader should indoctrinate this feeling to the team. Fighting tenacity and success level of teams which work like this increase. Success obtained through this feeling creates a sense of satisfaction and motivation beyond the result obtained.

5.4. Adoption of Team's Goal and Task

Extraordinary successes are obtained with team players who fight with a great commitment. Those who don't accept the team's goal have no place in the team. Goal isn't something to put across by force, but is voluntary meeting point of the people. Voluntary goal congruence weaves invisible ties among teammates.

5.5. Net Aspect of Duties and Responsibilities

Net and clear determination of teammates' roles facilitates team's operation. Everybody knows who will do what in a good team. A team is composed of mates having different characteristics. No individual is similar to another but contribution of every individual is essential. Nobody in a team is "unimportant" or "invaluable" than another. A good team in business life or sports is formed by gathering of different individuals; different skills and different people specialized in different fields.

5.6. Equality and Equity within the Team

Top players exist both in business life and sports. These players, as well as being a teammate have high talents everybody accepts and appreciates. It is natural that top players are in the foreground and more reference is made to them. All teammates should therefore approve that top players have a position such as "more equal among equals". Equity requires this. Teammates who wish to succeed wish to keep top players in the team and be in goal congruence with them.

5.7. Enjoyment in the Team

Enjoy fighting together, transfer the work to a source of joy is the cement of team spirit. Energy of teams which can have fun together effuses. Cheer up, laugh, have fun and enjoy together is the energy source to achieve an extremely difficult goal. This energy is the fuel of fight exhibited by the team.

5.8. Positive and Negative Feed-back, Reconnaissance and Appreciation

It is very important that leader distinguishes and appreciates every teammate's contribution to the result, and feed-back negative manners and conducts through one-to-one interviews. Appreciation increases motivation, whereas efficient and sound feedback paves the way for every player to develop him/herself. Individuals adhere to teams where they think they are appreciated and that their contributions have a meaning, and want to contribute more and make sacrifice. Unity and solidarity feeling which makes the team real team gains strength in this way. Individuals who work with team spirit to do something find a meaning in the work they perform. This meaning is the most important source of success.

Cause of failure of teams which have very convenient possibilities and gifted top players is the absence of goal and "meaning" in the work performed by players.

Target conscience is for sure very important both in business life and sports, but target by its own is useless. Individuals do not dedicate them to the work they do if there is no goal congruence, regardless the amount of monetary prizes.

Success is obtained by working for the sake of a goal, and finding a meaning from the work performed is possible in this way. There should be leaders, for any company or team to succeed, to indoctrinate this goal to individuals, and leaders should provide the appropriate conditions to keep team spirit alive.

6. Selection of Teammates

It is not sufficient to consider only skills of teammates to form more inventive and innovative teams. Attention should also be paid whilst selecting, that individuals have opposite equipment such as water and fire but which indeed complement each other. Teams formed should be dynamic and aim to be creative rather than be likeminded.

Coming together in a team of teammates having different characters' triggers inventiveness and innovation. Therefore, every team should have an "anthropologist" who analyses regardless the subject or problem, a "synthesizer" who generates ideas by uniting different factors, and a "combatant" who survives the hardship (Tom Kelly, 10 faces of innovation).

6.1. Rules of Being an Efficient Teammate

- To be the part of solution, and not the problem (i.e. to focus on "what can be done at the moment" and "what can we do prevent it to happen again" rather than talking on the problem) □ Solution oriented thinking
- Every crisis is indeed an opportunity for our development, and it is better to think about "what I've learned from this event, what I should do and not to do next time" rather than "in any case it happens always to me".
- Clear and net communication style based on trust is developed. To pretend "I am truehearted and frank" is not accepted as a correct style in business life. There is a thin line between indiscretion and frankness and it is usually violated.
- How you say is important, not what you say. Sentences formed in different ways express the same thing but style creates the difference. Style should be correctly selected and those who have problems about style and manner should record their voice and study on it.
- One should be able to separate business and friendship. Personal damages can be hindered by this way. One should focus on the work, situation and the actual event, not to individuals. One should be a good listener and reliable intimate and spoken words should not be shared with third persons.
- Formation of groups should not be permitted (groups within the team should not be formed).
- It is required to be flexible, to get changed and care about alteration. One should be open to alteration and care about it. Imperfections should be determined and developed.
- Teammates should mutually motivate each other.

6.2. Those who gain in Teamwork

- They are aware of their goals as a team

- They begin to work with well-defined problems and distinct goals
- They get organized in the best way
- Their capacity for interactive working is high and continuous
- They use quality means and processes
- They use suitable analytic tools
- They define all possible alternatives for solution of problems
- They make valuable results of work

Expressions often heard in winning teams:

- "Yes, it was really my fault!"
- "You did a great job, congratulations!"
- "What can you recommend me on this subject?"
- "Come on, let's work together on this!"
- "Thanks!"
- "We"

Those expressions can often be heard from individuals who form a team. If they turn out to be the team's common language, we may say that this team will succeed many times.

6.3. Those who lose in Teamwork

- Those who form a group, not a team
- Those who feel complexity (who consider them below or over the team)
- Those who have a problem in mind about authority
- Those who are egocentric (egoist)
- Those who say "Who cares, that's not my business"

Search for "perfect humankind" has left its place nowadays to the search for a "good and correct system", and good and correct systems will be created by the best teams. For this reason, common goal should not be forgotten and one should focus on teamwork.

Sense of mission is one of existence objectives of the individual. The individual will respect both his duty and the team he is a mate. Human beings want to belong by their structure to a family, environment or a group. The best aspect of teamwork is that it keeps alive this sense of belonging and collective success.

Specifications of those who are not suitable for Teamwork

- Harmful competitors
- Those who revolt and challenge
- Those who are introvert (but don't want to change this state)
- Those who avoid meddling or say that "the manager is always right"
- Those who like to work alone, are disturbed and annoy within the team

Benefits of Teamwork

Rapidly changing environmental factors and duties and responsibilities getting gradually more complex make difficult for individuals to find by themselves efficient solutions to problems. Experts suggest teamwork as a solution to this situation.

Those who rapidly think, and can solve problems with ingenuity, take right and efficient decisions will be the ones who perform teamwork in the future community. Benefits of teamwork are the following;

- It paves the way for being more powerful and efficient and multilaterally develops both individuals and institutions
- Teamwork causes the development of collaboration opportunities among individuals and the increase of productivity
- Teammates learn to make successful task distribution and its benefits
- Idle time is minimized with teamwork and costs decrease and productivity increases in this way
- Teammates' strengths are channelized to the team's success through teamwork
- Cooperation possibility to develop teammates' weaknesses emerges with teamwork
- Teammates learn how to use time well
- Teammates' capacities to cope up with disagreements increase
- Common goals are established and they are reached easier with teamwork
- Each teammate knows that he/she is the part of the team and comprehends that there is no team without him/her and he/she doesn't exist without the team
- Team is more efficient and talented than the single individual for taking decisions concerning dense knowledge and skill
- Collective decision taking in collaboration removes the responsibility and pressure from the individual
- Multilateral (360 degrees) perspective is provided as a team at decision making stage, whilst unidirectional perspective is present individually
- Decisions taken collectively are more compatible with values and cultural norms
- The individual can take easier with the team some risky decisions which he/she could difficultly take alone
- Relations and understanding of solidarity and collaboration which exist in the team lead teammates to participate to decisions and adopt the result instead of criticizing and individual thinking
- It increases efficient communication skills of teammates both in and out the team

"Talent wins' games, but teamwork wins' championships." Michael Jordan

Suggestions for delivery

- Use a team assessment tool such as Belbin
- Use scenarios to explore how a team can break down

Reflections

From the section what have you learnt and what will you do to make sure the competences of team work and communication are maintained?

What have you learnt	How will you ensure new referees learn?

5.9 Physical and mental preparation

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

Be prepared to deal with challenging situations

- Arrange enough time to prepare yourself physically and mentally
- Have a routine that brings you in a positive mood
- Be prepared with phrases that helps you to buy time for further preparation during conflicts
- Enjoy being a referee and have fun

Outcome level 2: By the end of the session the participants will be able to understand what is needed to be prepared physically and mentally for officiating

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Physical and mental preparation					
Warm-up/cool-down	Practice running forward and backwards	To think positively	Physical fitness programme	Running/stopping/turning running backwards	Discipline to keep fit in body and mind
	Develop a routine	Follow a routine	Recognise emotions	Strategies to prepare and recover	
			Relaxation techniques	Concentration skills	

Knowledge

1. What is Teamwork?

Mental and physical preparation is sufficient to deal adequately with the demands during the game. This is important because officials need to be able to keep ahead of the game both mentally and physically.

Strategies to prepare mentally:

4-3-2-1 technique

1. 4 things you see around your fixed point
2. 4 things you hear right now
3. 3 things you see around your fixed point
4. 3 things you hear right now
5. 2 things you see around your fixed point
6. 2 things you hear right now
7. 1 thing you see around your fixed point
8. 1 thing you hear right now

breathing relaxation

1. Close your eyes
2. take a deep breath
3. breathe out twice as long the breath in took
4. Do it 5 times

Learning from an expert

▲ All-Access with NBA-Referee Derrick Collins

- "We want to look like an athlete "
- "What relaxes me is my breathing technique "
- "My mind is already focused"

Strategies to prepare

2 minutes

Please share with your neighbour how you prepare yourself for a game

4-3-2-1-technique

fix a point

now list in your mind

1. 4 things you see around your fixed point
2. 4 things you hear right now
3. 3 things you see around your fixed point
4. 3 things you hear right now
5. 2 things you see around your fixed point
6. 2 things you hear right now
7. 1 thing you see around your fixed point
8. 1 thing you hear right now

Breathing relaxation

Just breathe, anything else?

Mental preparation (the only way to do great work is to love what you do, cit. Steve Jobs)

Please remember a game or situation (e.g. vacation), where you felt extremely good, confident, or positive

Take a pencil and answer the following questions

- Where are you? Who is with you?
- What do you see in this moment?
- What do you hear?
- What have you done?
- How do you feel? Where is the feeling in your body?

Please take a second

- How could you improve your pre-game-routine?
- How will you focus on a game in the future?
- Important: When are you going to do your strategies?

Summary

- Be prepared to deal with challenging situations
- Arrange enough time to prepare yourself physically and mentally
- Have a routine that brings you in a positive mood
- Be prepared with phrases that helps you to buy time for further preparation during conflicts
- Enjoy being a referee and have fun

Suggestions for delivery

- **Question referees of the importance of physical and mental preparation**
- **Identify the benefits of preparing well and disadvantages of not preparing physically and mentally**
- **Experiment with different physical and mental preparation drills**
- **Testing of physical fitness Egg Bleep test**

Reflections

From the section what have you learnt and what will you do to make sure the competences of physical and mental preparation are maintained?

What have you learnt	How will you ensure new referees learn?

5.10 Stress management

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

Outcome level 2: By the end of the session officials should be able to identify what stress is, the effects and how they can minimise the effects on themselves when officiating

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Physical and mental preparation					
Awareness that refereeing is stressful	Relaxation before game	Positive attitude to refereeing	Recognise stress situations and the potential impact of these	Planning and applying stress management techniques when appropriate	Positive approach to manage stress
			Knowledge of range of stress coping techniques	Ability to review impact of stress management	

Knowledge

Educational objective:

General goals:

- 1) The Trainer shall have general knowledge on stress.
- 2) The Trainer shall be able to recognize stress situations.
- 3) The Trainer shall be able to use his / her theoretical knowledge to define stress and stressors.
- 4) The Trainer shall know the results of stress on a person? (cognitive, mentally, physically, vegetative, socially-emotionally)
- 5) The Trainer shall have knowledge on coping strategies
- 6) The Trainer shall be able to give practical and concrete advice using descriptive examples
- 7) The Trainer shall develop his own cognitive strategies.

The first working steps relate to general questions which are explained shortly in the following paragraph.

1. What is stress?
2. Which theoretical models can be used?
3. Which coping strategies exist?

1. What is Stress?

Definition

Stress means the demands (effect of loads) of man by internal and external stimuli or demands (objective, acting on the human factors as well as their sizes and periods – source: Wikipedia

While the so-called ‘Eustress’ (positive stress) relates to positive feelings and causes motivation and is thus boosts one’s results cause those factors described as stress negative results in terms of results and effect the health in a negative way on the long-term.

The reason for these mental and physical stress reactions of humans go back to the prehistoric times: situations which cause us trouble today as 'using our skills and resources and being unable to solve a situation in a respective timeframe'. Situations like these result in a readiness to combat or flee and often cause muscle stiffness, increased and flat breathing and an increased heartbeat.

Punctual, these situations are not highly concerning. However, it gets difficult when – unlike in prehistoric times – the reasons for such a reaction are not simple survival but when these situations are part of our new everyday life and when cognitively, the readiness to flee is established.

In addition, we get influenced and / or affected by stress when situations happen on a regular basis and continue for a long period or if we have the feeling of not being able to solve them.

Stress in Basketball

In terms of Basketball, objective factors are influences of game participants, the audience and situations (noise, etc.) while the reception of these factors is subjective.

In the schooling of referees, it is important to point out that coping with stress is not only basketball-related but rather needs to start in the referee as a person.

Thus, it has to be understood that stress can arise in all parts of life (family, job, and free-time) and that all parts are touched upon each other. A referee can for example find the stress in the gym as acceptable but combined with the stress in the family and / or in the job this might just be too much.

The Trainer thus shall teach the referees how to find their stress factors and how they can work against them. Generally, negative stress shall be treated with:

- Trying to limit stress*
- Changing the situations which cause stress
- Changing the attitude towards situations which cause stress

As for Basketball, only the first and the third option are valid as we cannot change a situation that causes stress during the game. In all other fields of life, the second option is valid.

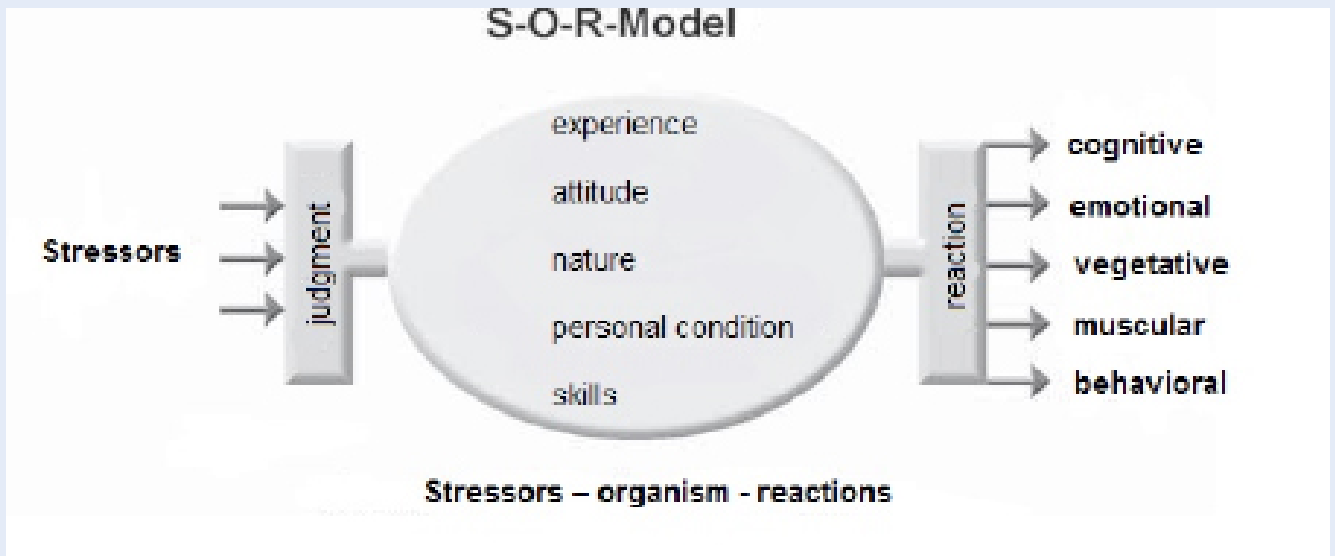
*In order to solve stress it is important to understand the fact that stress is subjectively and individually received. Thus, stress often arises due to high self-expectations or own reflection or even assumption.

Stress is an activation reaction of the organism to demands and fears – to the so-called stressors. It is distinguished:

- Physical stressors such as noise, heat, cold, temperature fluctuations, changed in the air pressure, hunger, infections, injuries, hard manual work, long driving, stimulus satiation
- Psychological stressors such as fear of failure, excessive demand, being unchallenged, heteronomy, lack of time, fear of control, fear of exams, important negotiations
- Social stressors such as conflicts, isolation, unasked / unwanted visitors, loss of close people, mobbing"

(source: Litzcke, S. M.; Schuh, H.: Stress, Mobbing und Burn-out am Arbeitsplatz, 2010.)

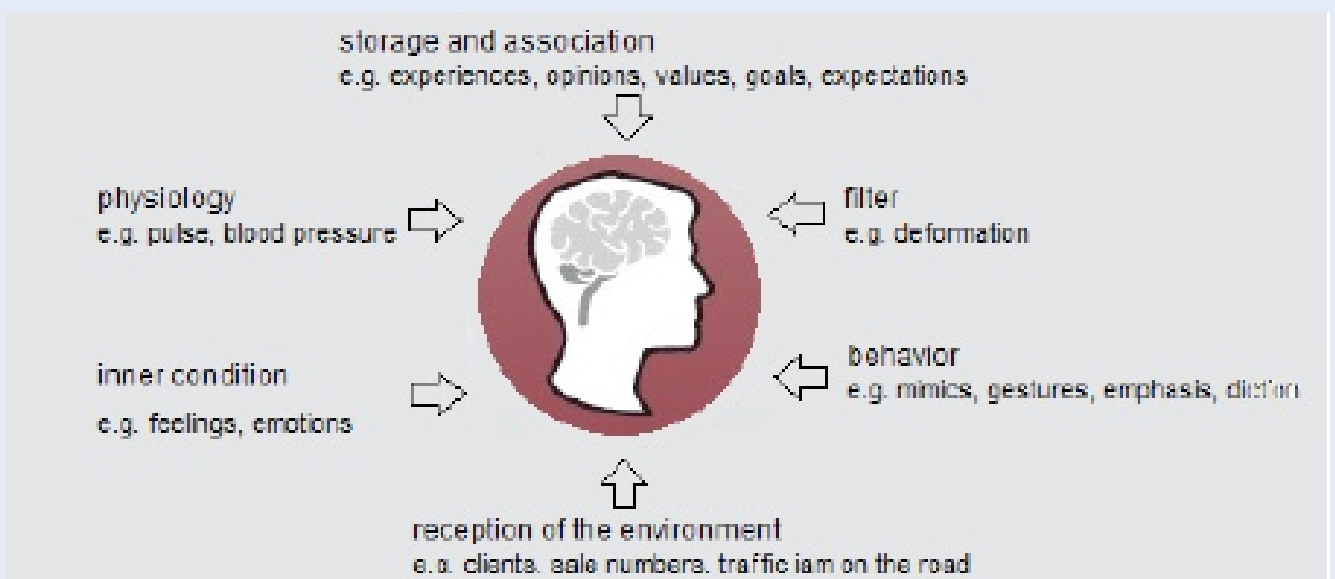
2. Which theoretical models can be used?



This model underlines that stress is subjective, that the evaluation is subjective, too and that the reactions may differ.

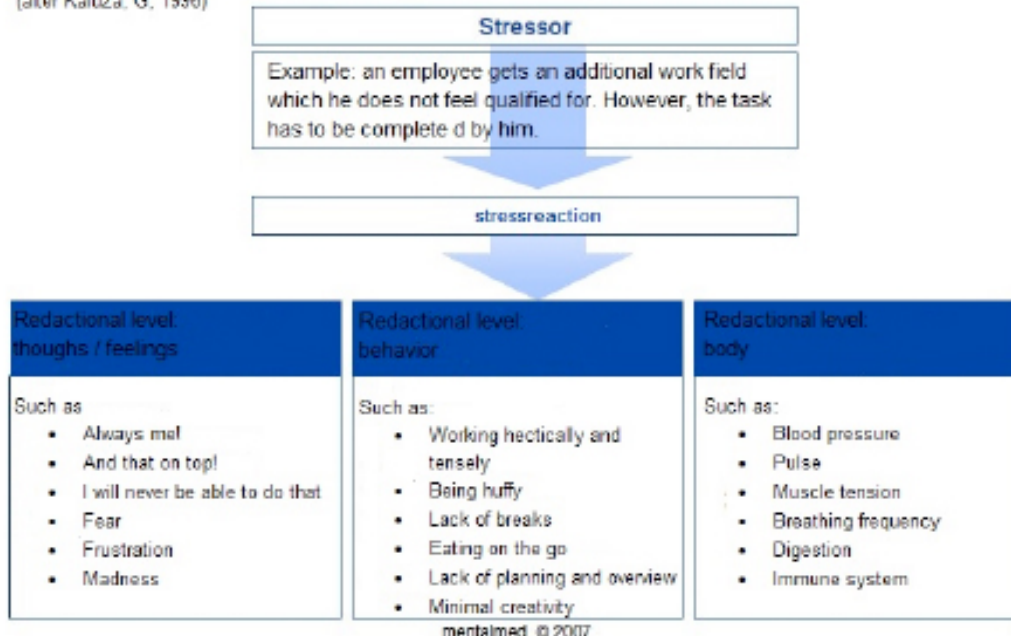
“People reflect the objectively same demands subjectively different. And also the same people can react to the same demand differently in different situations. According to the S-O-R-Model, one person (=organism) reflects stressors depending on the experiences, predispositions or current moods differently.”

(source: Litzcke, S. M.; Schuh, H.: Stress, Mobbing und Burn-out am Arbeitsplatz, 2010.)

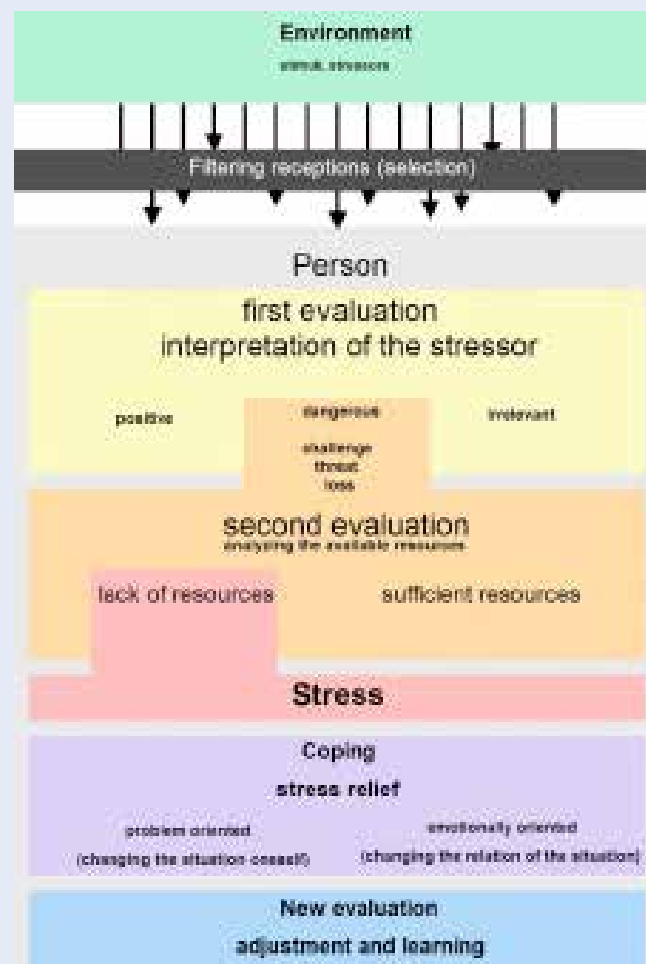


explanation model on the origin of stress

(after Kaluza, G. 1996)



Stress Model of Lazarus



Three ways of coping with stress

Lazarus differs three ways of coping with stress: the problem-oriented, the emotional-oriented and the evaluative coping.

Problem-oriented coping

- It means that individuals try to solve problematic situations with the search for information, with direct actions or with no actions. Sometimes the individual also adapts to the situation. This coping strategy relates to the level of the situation resp. stimulus.

Emotional-oriented coping

- The emotional-oriented coping is also called intrapsychological coping. Mainly, individuals try to decline the emotions that arose due to the situation. .

Evaluative coping

- Lazarus uses the term "reappraisal "in two relations: in terms of the results and also to renew the evaluation of the coping strategy which is underlined by the following quote: "I also used the term cognitive coping to express this idea that coping can
- influence stress and emotion merely by a reappraisal of the person-environment relationship "(Lazarus, Stress and Emotion, 1999, S. 77).

The person being stressed 'now is able to readjust his / her relation to the environment in order to cope with the situation. The main goal in evaluative coping is to view the stress as a challenge to view the life situation as positive and to release resources to act accordingly. This can however only work if concrete solutions can be found (see problem-oriented coping). It needs to be combined with other coping strategies.

Which coping method do you use or you think will work for you and why?

3. Which coping strategies exist?

- Perceive stress consciously
- Support the solutions of the problem
- Setting own priorities
- I can do it – positive thinking
- Praising and supporting the self-confidence
- Communicate openly
- Get rid of chaos: time management and free time
- No false expectations
- Relaxation and sports
- Have fun together

In order not to develop high self-expectations, not to assume that others have high expectations and not to develop negative thoughts as stress factors one should:

- Take sufficient breaks and relax
- Work with relaxation methods (progressive muscle relaxation, yoga, meditation, etc)
- Learn to set priorities to find out which things that should not cause stress actually do
- Work out on a regular basis
- View positive things in life which seem to be taken for granted as positive (we use 90 percent of our time to better the 10 percent and vice versa)

Focusing after Eugene T. Gendlin

Techniques to self-help in finding solutions for personal problems

Focusing is a method used in psychotherapy that includes body feelings in the search for sources and reasons for personal problems. Starting point is the fact that every mental reception with fearful background leads to physical reactions (sweat, feeling of oppression in the thorax, pressure in the stomach, being out of breath, shaky knees, etc.). While the events causing these feelings are often forgotten or blocked, the body signals remain so one can focus on them. The body feelings are thus the way which one has to take to come closer to the problem. The detailed description is Gendlin's focusing manual which is part of the book.

At the beginning of the session, the focuser closes his / her eyes and visualizes the problem. He / her then watches the reaction in his / her body (inner awareness). The firstly inaccurate description of the body description will be more and more accurate due to the repetition (felt sense). This process then leads to a small, physically noticeable relief (felt shift) until there is a complete uncramp of the situation (body shift) which happens at the end when there is knowledge on the rightness of the big picture. "The body shift ... is the key of the process"

Gendlin compares it to breathing in fresh air after leaving a sticky room. The – through focusing - regaining memory leads to reviewing the problem differently and opens – often already during the session – ways to the solution which have been blocked before.

The success of a focusing session is linked to the length of the session.

- **Self-Management / Time Management**
 - Especially for young referees this is of importance as there a lot of things to organize.
 - The preparation and the wrap up is part of this field. Stress factors such as a delayed arrival may be avoided. Whether this however can be taught during the referee schooling, is very doubtful.
- **Cognitive Methods**
 - How we are receipted in special situations and which (false) assumptions we draw from that may be drawn from that. Stopping the negative helix.
- **Conflict Management**
 - Knowing / learning the techniques to solve conflict situations leads to limiting stress. Having the feeling / knowledge that one can solve (almost) every conflict situation or that one has the tools to do it creates a feeling of security. This even-handedly related to the personality.

Suggestions for delivery

- Use a range of questionnaires and activities to identify stressful situations
- Identify personal issues that can cause the officials stress and how they currently deal with it
- Identify what can cause stress within basketball and outside of the sport
- Identify stress management techniques and explore application

Reflections

- From the section what have you learnt and what will you do to make sure the competences of stress management are maintained?

What have you learnt	How will you ensure new referees learn?

5.11 Career and opportunities

Refereeing is an excellent opportunity for those interested in developing the sport to give something back to the sport and by be aware of the clear career structure to progress through. Officiating can develop a number of “softer” personal skills such as confidence, self-esteem, respect and stress reduction. Many referees have built life-long friendships through gaining an opportunity to travel and earn money from a hobby.

Outcome 2: By the end of the session referees will be able to understand and describe the career structure and opportunities for referees

Competences

Level 1			Level 2		
Knowledge	Skills	Attitudes	Knowledge	Skills	Attitudes
Career structure and opportunities					
Next stage of refereeing	Officiating whilst understanding the potential and direction to develop	Application to develop personal and officiating skills	Next stage of refereeing	Career planning Self-Assessment Goal setting	Ambition Motivation to improve
The structure of the officiating within the Federation					

Knowledge

Each Federation has a different regulatory structure to progress officials through the structure. However, all Federations have a hierarchy of competition that allows referees to gain experience and be grading on performance to enable them to progress. Furthermore, each Federation has a referee talent identification programme to enable them to be promoted.

The Federations have competition at City or local level progressing to district and region and on to National leagues in a number of tiers in both male and female. The Federations then make recommendations to FIBA the International Federation for officials who have the potential to officiate in FIBA European and potential worlds competitions at all age groups.

Officials come from a range of backgrounds including playing, coaching, being parents of players or spectators. However, the motivation to officiate is main from the desire to give something back to the game

How did you get involved in officiating?
What is your motivation to officiate?

Initial level

General education, promotion and basketball development

Therefore, it is necessary to:

- become involved in and benefit from the general promotional programmes for the development of the sport carried out by the basketball association, sports development units, educational establishments or other entities. Develop your own initiatives (focusing on refereeing and officiating)

Once the fundamentals are set, it is time to progress to other levels.

Basic level referees

New referees and physical educators

- Initial level identifies and attracts a number of persons (young and adults) to become involved in basketball. This could be as players, coaches, managers and/or officials (referees and/or table officials).
- Next stage it would be beneficial to encourage multi-disciplinary activities (particularly amongst the young):
- The presence of a well-structured approach will encourage participation and progression.
- Through this process a number of persons will become eligible to progress to the next level.

Referees second level national competitions

- REFEREES who are upgraded from lower categories, those downgraded from the top level or those waiting for the opportunity to gain access to the highest level.
- MASTER the mechanics of refereeing, have very sound knowledge of the rules, so that their spirit, and a high 'feeling' for the game. They must also be prepared to handle with stressful and difficult situations. Their level of fitness must also be high. They also start to find out information about teams, players and coaches so that to be ready to establish principles to manage, to deal or react in different situations:
- TEAMS: how they play in offense, in defence, knows statistics about rebound, assist, free-throws, etc.
- PLAYERS: left/right shooter, role (pivot, forward, playmaker), attitude on the court, i.e. 1 vs 1
- COACHES: know their experience, approach with his team/player, how to deal with them and/or which kind of words to use.
- TRAINING should be intensive and frequent and carried out by the National Referees Organisation. Is suggested at least 3 days of training/practice, 2/3 hours to video self-evaluation. Sometime profitable outcome contacts other colleagues and find to officiate a friendly game or teams scrimmage.
- EVALUATION is to be carried out frequently. Evaluators should be of high quality and trained to ensure full knowledge of the standards officially set by the National Referees Instructor.
- FIBA and other top-level referees are to be required to assist in the training of referees at this level.
- POTENTIAL people for further progress should be identified and followed through personal improvement programmes (these could already include the introduction of suitable use of the English language). Focus such situations together with Referee Committee so that can be put in order mini-clinic for those potential, where the Trainers work personally with them (3/4 days).
- 'SELECTED' REFEREES should be given the opportunity to officiate games involving top level teams (friendly games, pre-season tournaments, stages, etc.).
- Progress to the top-level competitions may thereafter be achieved.

Top level referee's national competitions

Referees of the highest standard

- NECESSARY to provide appropriate training (physical, mental and theoretical) as often as possible. At this level should be perfect to use a physical Trainer who works with Federation (i.e. National Team), at disposal to participate to the referee's clinic and training with them through a specific program. Just 2 hours to have a meeting with a psychologist that may give suggestion and/or answer to whole group about what/how to do something and in the right way.
- FIBA PRINCIPLES must be strictly adhered as regards application of the rules, interpretations, refereeing mechanics, etc. The FIBA National Referee Trainer is to be closely involved in the training, evaluating and testing at this level of referees.
- TESTING of these referees must be strict and systematic. A platform online is one of the best opportunity to check whole group of referees, follow the result of test, when they did it, how long they need to fill the answers, how many time went on it.
- 'ROLE MODELS' to be involved in promoting refereeing throughout the nation, by assisting and supporting the training of referees in lower categories, attending basketball promotional events, assisting educational establishments etc.
- CONTINUED involvement in refereeing should be encouraged, on 'retirement'. This could be as Trainers in national/regional/local 'schools' or as evaluators and commissioners.
- The EXCELLENCE may be able to progress, after a suitable period of experience and training, to FIBA Referee through the FIBA Candidate Referee status.

FIBA referee candidates

- SPECIAL TRAINING necessary to prepare candidates for attendance at FIBA clinics. Preferable if the programme of preparation is personalised, to ensure that a candidate is aware of the points where require most work on.
- ESTABLISHED FIBA Referees can be used as personal mentors and Trainers.
- THE FIBA NATIONAL REFEREES TRAINER must intensify his involvement in the training and evaluation.
- AFTER THE TRAINING PERIOD, which should include refereeing as many top-level games as possible, necessary to carry out the FIBA tests, prior to submission of the candidature to FIBA.
- RECOMMENDED That a further test be carried out shortly before the candidate attends the FIBA Candidate Referees Clinic.
- SUCCESSFUL candidates become FIBA Referees and will thereafter not only represent FIBA in basketball competitions abroad, but also become ambassadors for their country (at home and abroad). This is a great privilege and responsibility!

FIBA referees

- FIBA referees expected to set an example to all involved or wishing to become involved in basketball officiating.
- TRAINING DOES NOT END on achieving FIBA referee status.
- CONTINUOUS PROGRAMME of referee education to be available to ensure the quality of the refereeing evolves and improves to meet the ever-increasing demands of the sport.
- FIBA National Referees Trainer is to be continuously involved with this training process.
- INTERCHANGE OF INFORMATION with other FIBA National Referee Education Programmes is to be encouraged, especially now that FIBA is working for a Global Programme.

Suggestions for delivery

- Bringing a FIBA referee onto the course as a role model for the new officials
- Visually showing the career structure of officiating alongside the competition structure

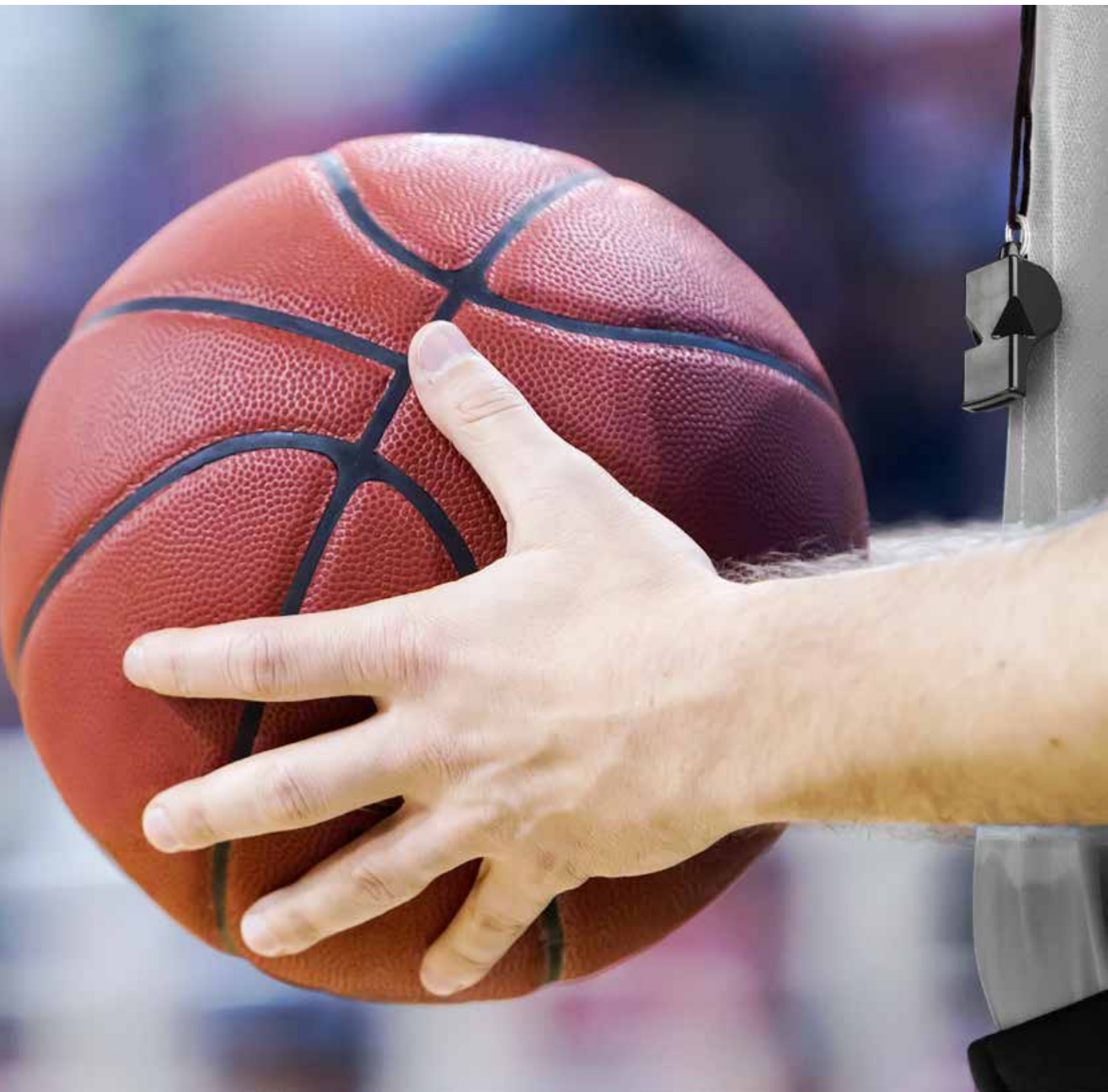
“Achievement needs strength, strength comes from emotions, emotions are released by ideas and ideas come from Trainers.”

Reflections

From the section what have you learnt and what will you do to make sure the competences of career development are maintained?

What have you learnt	How will you ensure new referees learn?

6. Delivery tools



6. Delivery tools

6.1. Conflict management Role play game

TYPE OF WORK OUT: training game - 5 on 5 - 2 coaches for each team - full court - with 2 (or 3) referees - One table official

AIM: This exercise aims to provoke some different conflict situation during a training game to give opportunity to the referee to face and manage these situations.

The task for referee is to officiate the game, keeping vigilance and managing the first alert of conflict or abnormal behaviour.

The referee must try to identify, to prevent, to minimize, to calm down, to stop raising conflict development, to stop effective conflict ...

PROCEDURE: distribute a card to each player, coach, substitute, table official including an instruction card before each period

On this card is written which action he will play as a player, coach, ... during the game

After several situations managed by referees, a discussion is provoked to analyse the way the referee manages each situation.

“During the period ... you will play the following role number”

	COACH MANAGEMENT
Role Play 1	2 coaches standing
Role Play 2	Assistant coach trying to address the referees
Role Play 3	Coach requesting a time out directly to referees (not to table officials). If referee grants it, coach refuse it as he doesn't ask anything to table officials
Role Play 4	Coach complaint against a fantasy foul (mistake)
Role Play 5	Coach complaint against an obvious foul (no mistake)
Role Play 6	Coach complaining against supposed missed foul
Role Play 7	Coach cancelling too late a time out granted
Role Play 8	Coach entering the court in order to coach his players
Role Play 9	Coach coaching entering the court step by step during the play and more and more often in front of the table official
Role Play 10	Coach coaching following his team and coming/staying more and more in front of the official table to coach
Role Play 11	Coach coaching coming more and more often in front of the official table in order to coach
Role Play 12	Coach coaching complaining more and more often outside of bench area in front of the official table in order to complain

	BENCH MANAGEMENT
Role Play 13	player standing long time only to celebrate a basket
Role Play 14	player ready to enter the court following a FU
Role Play 15	Player entering the court when conflict occur on the court with a partner
Role Play 16	Bench personal often addressing the referee from his bench

	PLAYER MANAGEMENT
Role Play 17	At the end of the session, each referee made his self-evaluation
Role Play 18	Hard contact followed by trash talking
Role Play 19	Trash talking to response another player
Role Play 20	Inciting an opponent
Role Play 21	Player pushing each other
Role Play 22	Player raising progressively the arms of complain
Role Play 23	Player face to face with referee to complain
Role Play 24	Player standing and moving in front of referee - limiting his movement
Role Play 25	Player touching the referee
Role Play 26	Player pushing the referee

6.2. Pre and post-game checklist

PRE-GAME	
POINTS OF EMPHASIS	
• Active Centre	
• Hand checking/Talk to players	
• Team Work/Eye contact/Respect of P.A.R.	
COMMUNICATION	
• Eye contact with partners	
• Get the shooter's number in foul situations, Indicate number of fouls	
• Double whistles	
• Warnings to coaches/players	
• On any unusual plays, get together and discuss. Get it right!	
• Last shot/End of period goal valid Commissioner help, agree body language/signs	
MECHANICS	
LEAD	
• Primary Area Responsibility (P.A.R.)	
• Rotate with purpose	
• Moving along end line to create angles	
• Stay with the shooter in your area	
• Rebounding coverage	
TRAIL	
• Primary Area Responsibility, Work the arc	
• Penetrate toward end line on shot	
• Stay with shooter in your area	
• Rebounding coverage	
• Violations: 24",14", Goaltending and Interference	
CENTRE	
• Primary Area Responsibility	
• Be active, control double whistle	
• Don't become a second trail, start low, correct starting	
• Help with backcourt/press coverage	
• Violations: 24",14", Goaltending and Interference	
• Secondary coverage on breakout situations	
• Initiate rotation during half-court trap DISCUSSION and AGREEMENT	

GAME EXPECTATIONS	
• Potential problems	
• Game management concerns	
• Rivalry/tensions	
• Key players	
• Styles of play	
FOUL CRITERIA	
• Advantage Disadvantage (unsportsmanlike foul, stop the clock foul, inbound situation, talk to players)	
• Off the ball coverage, Player without the ball-time and element of distance apply	
• Patient Whistle, hold (act of shooting, put them on the line)	
• Call the obvious	
• Don't bail out the offensive player — verticality of defence	
• Incidental contact vs. legitimate contact	
• REFEREE THE DEFENCE AND THE OFFENSE	
• No charge semi-circle/Offensive fouls	
• Find the defensive player, let the play develop and finish	
CONSISTENCY	
• Same play on both ends of the floor, context of calls, tempo, etc.	
CLOCK MANAGEMENT	
• Responsibility on every whistle	
• Under 2 offenses	
• Last offence	
• Initial starting on inbounds, off free throws, throw-ins, jump ball	
COACHES	
• Acknowledge questions, not statements	
• Be a responder; not an initiator	
• Deal with the behaviour of an out-of-control coach	
• Technical foul ramifications	
• Ignore, acknowledge, warn or penalize	
TABLE PERSONNEL	
• Eye contact, alert, timeouts	
• Clarify all things (what to do in case of...)	
• Errors - notify immediately	
• Keep track of all warnings, etc.	
• New rules (kicked ball, shot clock, etc.)	
SPECIAL AREAS OF INTEREST	
• Fighting - player, bench ramifications	
• Correctable errors - when can we use and how to apply	
• Take care of business	
• Coaches must stay in the coaching box	
• Accepted/tolerable conduct	
• Players must not be allowed to stand continuously	
POSTGAME	
• Leave with all partners	
• Review game for any unusual situations, missed calls, Lack of team work	
• Contact supervisors/coordinators with anything out of the ordinary, reporting	
• Obtain tape of game if possible	
FINAL THOUGHTS	
STAY IN YOUR PRIMARY AREA of RESPONSIBILITY	
• If a call needs to be made for the good of the game — get it!	
• COMMUNICATE with partners, table, coaches, players, game administrator	
• HUSTLE, get every angle necessary to see the play	

6.3. Conflict management: Competences Evaluation Grid

TEACHING CONFLICT MANAGEMENT, WHAT TO TEACH – TOPICS TO TEACH

A. CONFLICTS BETWEEN PLAYERS (OR COACHES)

- To prevent conflict
- Always control all 10 players
- Control rough play, trash talking and provocation
- Identify first sign of possible conflict
- To minimize a starting conflict
- Intervene immediately to avoid a merging conflict to arise
- If conflict arise, act/intervene immediately to prevent the conflict to develop
- Managing the conflict
- Act/intervene immediately to try stop it and to restore calm on the court
- Act/intervene immediately to try stop it and to restore calm on the court
- Keep distance with the incident controlling what happen and who is involved
- Keep calm and remain under control during all the situation
- Conflict penalization
- Sum up the situation with partner(s) in order to decide which penalty will apply and how to resume the play
- Clearly communicate appropriate final decisions

B. CONFLICTS BETWEEN REFEREES AND PLAYERS OR COACHES

- Preventive action
- Look and act in a sharp, fair, strong, decisive, self-confident and not influenced way
- Keep consistent decisions and same treatment for both teams
- To minimize a starting conflict
- Look for and manage the first signs of merging protest on court or on benches
- Understand and make difference between emotional reaction, directed complain, attempt to influence/intimidate referees
- Be open to communicate in order to appease without being distracted from the job: listen -answer-leave in short time
- Avoid to inflame the situation thanks to good body language, self- control and smart attitude
- Recognize, consider potential mistakes and correct them if possible
- Managing the conflict
- Stop in time the protests to prevent them to become unacceptable and penalisable
- Give a chance to player/coach/bench to come back to a correct behaviour if still in time
- Penalize unacceptable protests/behaviour
- Penalize in a good way any unacceptable behaviour

C. REFEREE MANAGEMENT BEHAVIOUR

- Global communication
- Remain cool, active and under control in any circumstances
- Show court presence: sharp calls, good distance with the play, firm, sharp and precise communication)
- Show visible serenity: involve but distant with the situation, show strength and self-confidence despite the incident
- Show he/she was able to listen and communicate
- Avoid to react too quickly and avoid to make quick unconsidered decision
- Verbal communication
- Use short sentences (10 words) and shorten any debate or discussion
- Use firm but smart tone
- Refer to rulebook or regulation words/sentences
- Speak slowly

- Speak not so loud than my interlocutor and without aggressiveness
- Body language
- Avoid any arrogant or threatening attitude? (no big bust, no head/shoulders in back, pointing...)
- Avoid any provocative signals (pointing, facing, aggressive tone)
- Preserve good distance with interlocutor (avoid intimate space, avoid to touch or to be touched,)
- Respect and make respected the bench area? (referee outside, coach inside)
- Keep calm and avoid to use abrupt movement?

Conflict management teaching tool

AIM: This grid can be used by the official to make a self-evaluation of his conflict management performance in order to follow his/her improvements toward different fields of competence he need to identify It's good to establish this self-evaluation several time a season in order to realise the improvement and to keep in focus which competence to try to develop.




PROCEDURE: The referee will tick for each category the box matching the feeling he has about his usual way of managing conflicts:





Good 😊 / Not good enough 😐 / Not good ☹️ / no opinion ?

Note: This grid can also be used when analysing some situation live or on video.

Good	Not good enough	Not good	No opinion
------	-----------------	----------	------------

A. CONFLICTS BETWEEN PLAYERS (OR COACHES)		😊	😐	☹️	?
To prevent conflict					
A1	Always control all 10 players				
A2	Control rough play, trash talking and provocation				
A3	Identify first sign of possible conflict				
To minimize a starting conflict					
A4	Intervene immediately to avoid a merging conflict to arise				
A5	If conflict arise, act/intervene immediately to prevent the conflict to develop				
Managing the conflict					
A6	Act/intervene immediately to try stop it and to restore calm on the court				
A7	Keep distance with the incident controlling what happen and who is involved				
A8	Keep calm and remain under control during all the situation				
Conflict penalization					
A9	Sum up the situation with partner(s) in order to decide which penalty will apply and how to resume the play				
A10	Clearly communicate appropriate final decisions				

B. CONFLICTS BETWEEN REFEREES AND PLAYERS OR COACHES					?
Preventive action					
B1	Look and act in a sharp, fair, strong, decisive, self-confident and not influenced way				
B2	Keep consistent decisions and same treatment for both teams				
To minimize a starting conflict					
B3	Look for and manage the first signs of merging protest on court or on benches				
B4	Understand and make difference between emotional reaction, directed complain, attempt to influence/intimidate referees				
B5	Be open to communicate in order to appease without being distracted from the job: listen-answer-leave in short time				
B6	Avoid to inflame the situation thanks to good body language, self-control and smart attitude				
B7	Recognize, consider potential mistakes and correct them if possible				
Managing the conflict					
B8	Stop in time the protests to prevent them to become unacceptable and penalizable				
B9	Give a chance to player/coach/bench to come back to a correct behaviour if still in time				
Penalize unacceptable protests/behaviour					
B10	Sum up the situation with partner(s) in order to decide which penalty will apply and how to resume the play				

C. REFEREE MANAGEMENT BEHAVIOUR					
Global communication					
C1	Remain cool, active and under control in any circumstances				
C2	Show court presence: sharp calls, good distance with the play, firm, sharp and precise communication)				
C3	Show visible serenity: involve but distant with the situation, show strength and self-confidence despite the incident				
C4	Show he/she was able to listen and communicate				
C5	Avoid to react too quickly and avoid to make quick unconsidered decision				
Verbal communication					
C6	Use short sentences (10 words) and shorten any debate or discussion				
C7	Use firm but smart tone				
CA	Refer to rulebook or regulation words/sentences				
C9	Speak slowly				
C10	Speak not so loud than my interlocutor and without aggressively				
Body language					
C11	Avoid any arrogant or threatening attitude? (no big bust, no head/shoulders in back, pointing...)				
C12	Avoid any provocative signals (pointing, facing, aggressive tone)				
C13	Preserve good distance with interlocutor (avoid intimate space, avoid to touch or to be touched...)				
C14	Respect and make respected the bench area? (referee outside, coach inside)				
C15	Keep calm and avoid to use abrupt movement?				

6.4. Handout: Mental and physical preparation

Mental and physical preparation is sufficient to deal adequately with the demands during the game

Strategies to prepare:

4-3-2-1-technique

fix a point

now list in your mind

1. 4 things you see around your fixed point
2. 4 things you hear right now
3. 3 things you see around your fixed point
4. 3 things you hear right now
5. 2 things you see around your fixed point
6. 2 things you hear right now
7. 1 things you see around your fixed point
8. 1 things you hear right now

breathing relaxation

1. Close your eyes
2. take a deep breath
3. breathe out twice as long the breath in took
4. Do it 5 times

• mental preparation

Please remember a game or situation (e.g. vacation), where you felt extremely good, confident, or positive

Take a pencil and answer the following questions

- Where are you? Who is with you?
- What do you see in this moment?
- What do you hear?
- What have you done?
- How do you feel? Where is the feeling in your body?












6.5. Representation and duties - self-evaluation grid










Demonstration and exercises













“This grid can be used by the official to make a self-evaluation of his representation and duties.

The referee will tick the box matching the feeling he has about his performance: well done/average/not well done.

This grid can also be used when analysing games in training session.”

1.	Do I know exactly and apply rules and regulations		The official frequently control his knowledge about the rules, interpretations, guide lines. When he has any doubt about a rule, he consults the rule books or guide lines.
			The official rarely consults the rule book or other documents about regulations. When he has some doubt he asks to a partner if he knows the good information. By the way, he's not sure about the official answer.
			When he has any doubt about the rules, he doesn't try to know more about it.
2.	Am I fair and impartial. Do I communicate clearly my decisions		The official knows how to communicate his decisions in a strong, confident and decisive way. He officiates consistently all game long with the same treatment for each team.
			The official is not enough consistent all game long. He shows some hesitations or weakness when reporting his decisions. Signals are not always appropriate. His decisions sometimes depends on the score, the reactions of the people (players, coaches, crowd...).
			The official is clearly inconsistent. His decisions are not fair. The signals are weak and often inappropriate.
3.	Do I participate to training sessions to keep my knowledge and maintain my skills which meet the requirements of my level of practice and improvement		The official makes some rules tests and participate to recycling sessions. He practices officiating during training session. He uses TV's games or video clips to improve his judgement.
			The official not often participate to the recycling sessions. He sometimes practices with a team. Sometimes, he sees some games or video clips, but he doesn't look in a referee angle of view.
			The official doesn't participate to recycling sessions. He never practices during the week and don't watch any game or clips.

4.	Do I prepare well myself for every competition (optimal physical condition, punctuality, availability, clothes and uniform)		The referee has a professional appearance; he is dressed with clean official uniform (from shirt to shoes). He arrives in advance at the arena and on the basketball court. He is a worthy representing of his national Federation. Good physical fitness: he does is best to be in time, close to the play.
			The referee has a distant or shy attitude; He is not completely dressed in a proper official uniform. He arrives just in time at the arena or a bit late on the basketball court. He has an approximate physical fitness or sometimes lazy to follow the play.
			The referee is not dressed in a correct or clean uniform. He is in part responsible of the delay of the tip-off. Unworthy representative of his national Federation. He is not well physically prepared: often late on the spot or does not make enough effort to be close to the play.
5.	Am I and do I remain exemplary in any circumstances, in and outside the basketball court		The referee is respectful towards: his colleagues, teams, spectators, or organizers. He let his cell phone from the time he arrives in the arena until the end of his duty (final debriefing).
			The referee does not show any particular respectful attention towards: his colleagues, teams, spectators, or organizers. He let his cell phone on, and sometimes answer when arriving in the arena or before leaving it.
			The referee shows some disrespectful attitude towards: his colleagues, teams, spectators, or organizers. He uses by himself his cell phone to communicate with outside from the court.
6.	Am I respectful towards all the actors of the competition (players, coaches, organizers, spectators, media, officials)		His behaviour is nice on and off the court. He shakes the hand of managers - coaches (of both teams), and welcome the table officials. He speaks in a calm and respectful way (word, tone, and body language).
			He does not shake the hand of each managers-coaches or table officials. He does not speak to all participants in the same way. He sometimes can be aggressive or arrogant depending on the situations.
			His behaviour is not correct or respectful towards the managers-coaches, table officials, colleagues or observer. He often speaks in an aggressive or arrogant way. He does not respect all participants or both teams in the same way.

7.	Do I refrain myself from either public criticism nor harmful comments towards other referees, federation or any people from basketball world (oral, written, published articles, tweets, internet forums, blogs, websites of social networks)		He does not make any public criticism against any colleagues or federation. He does not comment in a wrong way the games on social networks, or media.
			He sometimes makes some public comments against some colleagues or federation. He sometimes comments in a wrong way the games on social networks, or media.
			He makes some public and negative verbal comments. He posts some comments about: teams, games, or colleagues on social networks.
8.	Do I have an irreproachable behaviour when in duty (no alcohol consuming, no smoking, no prohibited substances using, avoiding an inappropriate closeness with participants)		The referee does not smoke, consume prohibited substances nor drink alcohol before, during and after game. He avoids inappropriate closeness with participants.
			The referee sometimes smokes or drinks alcohol after the game in a reasonable way. He sometimes shows closeness with some participants.
			The referee is not enough reasonable in public: he smokes, drinks or uses prohibited substances. He shows some too familiar intimacy with some participants or one of the teams.
9.	Do I refrain myself from any conflict of interests (sports bets, presents, any extra remuneration...)		The referee does not bet on basketball games. He refuses any present or illegal money.
			The referee sometimes bets on basketball games, but never on his level of officiating.
			The referee sometimes bets or accepts to receive some presents. He does not give back change; he accepts "tips" or more money than due.
10.	Do I show a spirit of sportsmanship and promote the positive aspects of sport such as fair play		The referee admits and knows how to recognize and to correct mistakes, if possible. He shows empathy when necessary. He is approachable and serve the game and participants.
			The referee admits no mistakes (even if he knows it). He does not correct them or balance his decisions. He is distant from participants and doesn't show any empathy.
			The referee does not treat any participants in the same way. He makes an excessive use of his power. He sometimes uses a threat with participants.

6.6. Stress Management; Checklist: Stressors

Please go through the respective pressures and think about whether and how much it weighs on your daily life. Please weigh your answers with marking >yes< and a matching point grade (10 = maximum pressure, 1 = minimal pressure)

Throughout daily life I feel pressured by:

	Yes	No	Points
Deadline pressure, lack of time,			
Challenge to combine professional and private life			
Huge responsibilities in the family (household, taking care of relatives)			
Not being satisfied with the distribution of housework Problems to perform in front of many people			
Huge social responsibilities (such as in clubs or organizations)			
Health problems (such as illness, outcome of illnesses or chronic diseases) whether they are mine or others			
The feeling not to be used to capacity			
Long-distance travels to work or having to travel for work often			
Problems in the marriage or partnership			
Problems with children (such as handle the children or problems at school)			
Conflicts with players, coaches, or colleagues			
Financial problems (such as unemployment)			
High responsibilities at work (such as high risks to produce damage)			
Dissatisfaction with the work conditions and times (such as shifts and noises problems)			
Dissatisfaction with work (such as being unchallenged)			
Difficult situations during the game (such as bad decisions)			
Being disturbed during the daily work (such as constant interruptions or bad planning)			
Too many different requests which I cannot answer all			
To be in the centre of attention			
Too much work			
Information overflow			
Personal tension at work (such as with colleagues, superiors, or clients)			
Lack of appreciation of the own work			
Dissonances with friends and relatives			
Defamations or whistles by the audience			
Regularly repeated fights with other persons (such as neighbours, landlords, clients)			
Stand in for the decisions from the game			
Dissatisfaction with the living situation			
Time management of the day (such as too little or too much free time or lack of sleep)			
Balance too many activities			
Something else?			

Please go through the list again and set your personal pressure hierarchy:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

6.7. Rules Test

Test	Written Test
Name	

NOTE:

For the sake of consistency, always 'team A' is the (initial) offensive team, 'team B' is the defensive team. A1 – A5, B1 – B5 are players on the court; A6 – A12, B6 – B12 are substitutes.

INSTRUCTION: Please read every task very carefully and write your name on the top. You have two minutes

1. A4 shoots for a field goal. After the ball is released the shot clock signal sounds. B4 then touches the ball in upward flight. The ball then enters the basket. The officials cancel the score and call a shot clock violation.

YES / NO

2. An alternating possession throw-in ends as soon as the ball is released by the thrower-in.

YES / NO

3. A4 has the ball for an alternating possession throw-in when A5 commits a foul. The Team A shall retain its right to the next alternating possession throw-in.

YES / NO

4. A4 attempts a shot from the 3-point area. B4 jumps from the 2-point area and touches the ball which continues its flight and enters the basket. The Team A shall be awarded 2 points only.

YES / NO

5. The free throw awarded for a technical foul must be attempted by a player who was on the court when the technical foul was called.

YES / NO

6. A5 is dribbling in the backcourt. A3 and B5 commit a double foul in the Team A's frontcourt. The Team A throw-in shall take place at the place nearest to where the double foul occurred in the Team A's frontcourt.

YES / NO

7. The Team A is awarded a throw-in in their backcourt with exactly 2:00 minutes displayed on the game clock in the 4th period. The Team A is granted a time-out. Following the time-out, the Team A throw-in will be awarded in their front court at the throw-in line opposite the Scorer's Table.

YES / NO

8. In the Team A's backcourt, A4's pass bounces off B3's back and goes out-of-bounds in the Team A's backcourt. When play resumes, the Team A shall have a new 8-second count to advance the ball to their frontcourt.

YES / NO

9. B4 commits an unsportsmanlike foul on A4 who is in the act of shooting. The basket is successful. A4 is then charged with a technical foul. After reporting the fouls, the officials cancel the free throws and award the White Team a throw-in from behind the end line in their backcourt. This is correct.

YES / NO

10. A4 releases a 3-point shot for goal. The signal sounds to end the period. The ball touches the ring. B4, in attempting to tap the ball off the ring, taps it into the basket. The basket shall count for 3 points.

YES / NO

11. A4 jumps to attempt a 3-point shot. A4 releases the ball, returns to the floor with both feet, and is immediately pushed by B4, causing A4 to fall to the floor. The shot is unsuccessful. The official is correct in awarding 3 free throws to A4 for the foul by B4.

YES / NO

12. A4 makes a throw-in from the backcourt. A5 who has both feet completely in the frontcourt does not control the ball, but deflects it into the Team A's backcourt. A3 is the first player to touch the ball after it has returned to the backcourt. This is a violation for illegally returning the ball to the backcourt.

YES / NO

13. A4 releases a shot for goal with 10 seconds displayed on the shot clock. While the ball is in the air, B5 fouls A5. This is the Team B's 3rd foul in the period. The shot is successful. The officials shall count the basket and award the Team A a throw-in with 14 seconds displayed on the shot clock.

YES / NO

14. A4 is in the act of shooting when B4 commits an unsportsmanlike foul on A5. A4's shot is successful. The official awards A4 two points and award 2 free throws to A5 plus a throw-in for the Team A at the centre-line opposite the Scorer's Table.

YES / NO

15. A4 has been dribbling in the backcourt for 5 seconds. A4's pass from the backcourt hits B4 who is straddling the mid-court line. The ball bounces back to A4 who catches the ball while still in the backcourt. The official shall start a new 8-second count.

YES / NO

16. B4 commits a foul on A4 who has started the act of shooting. A4 loses his balance and takes 3 steps before releasing the ball for a shot. The ball then enters the basket. The basket shall count.

YES / NO

17. The ball is rolling on the ring following a shot by A4. B4 jumps and taps the ball away. B4's action is legal.

YES / NO

18. A4 ends a dribble and releases the ball on a shot for goal. The ball completely misses the ring and is not touched by anyone before A4 regains the ball and starts a dribble. The official is correct in calling an illegal dribble violation.

YES / NO

19. A4 scores a basket. A fight starts and substitutes Red Ten, White Ten, and White Eleven leave their respective team bench area. The two fighting players are charged with a double foul and are disqualified. Red Ten, White Ten, and White Eleven are also disqualified for leaving the team bench area. Play shall resume with an alternating possession throw-in.

YES / NO

20. On a fast break, A4 ends his dribble at the free throw line, throws the ball against the backboard, continues his movement toward the basket, jumps, catches the ball again before it is touched by another player and dunks the ball. This is legal play.

YES / NO

21. B4 commits a foul on dribbler A4. A9 substitutes for A4. An official puts the ball at the disposal of A5 for a throw-in. It is then discovered that the foul by B4 was the 5th foul by the White Team in the period. The officials ask that A4 re-enter the court to attempt the free throws. Both free throws are successful. A4 must remain as a player for at least one running phase of the game clock.

YES / NO

22. While on the bench during the 1st period, substitute A9 impolitely addresses an official. A technical foul is called. In the third period, A9 has substituted and is now a player. He swears at an opponent and is charged with a technical foul. By rule, A9 shall be disqualified.

YES / NO

23. If the shot clock signal sounds in error and neither team is in control of the ball, an official must interrupt the play.

YES / NO

24. A4 is dribbling the ball when B4 taps the ball out of A4's control. The ball is then controlled by A5. The shot clock shall be reset.

YES / NO

25. During the pre-game warm-up, starter A4 is injured and is unable to start the game. He is substituted by A9. The White Team may also substitute one of their starters at the same time.

YES / NO

6.8 Learning Styles Questionnaire

Do you know your preferred learning style? This exercise can help you to understand how you approach new ideas. Try to decide how each of the statements in following boxes refers to you. Write four in the box of the statement in each row (1-9) that is closest to your style. Give three to the next closest, two to the third and one to the statement that least resembles your style.

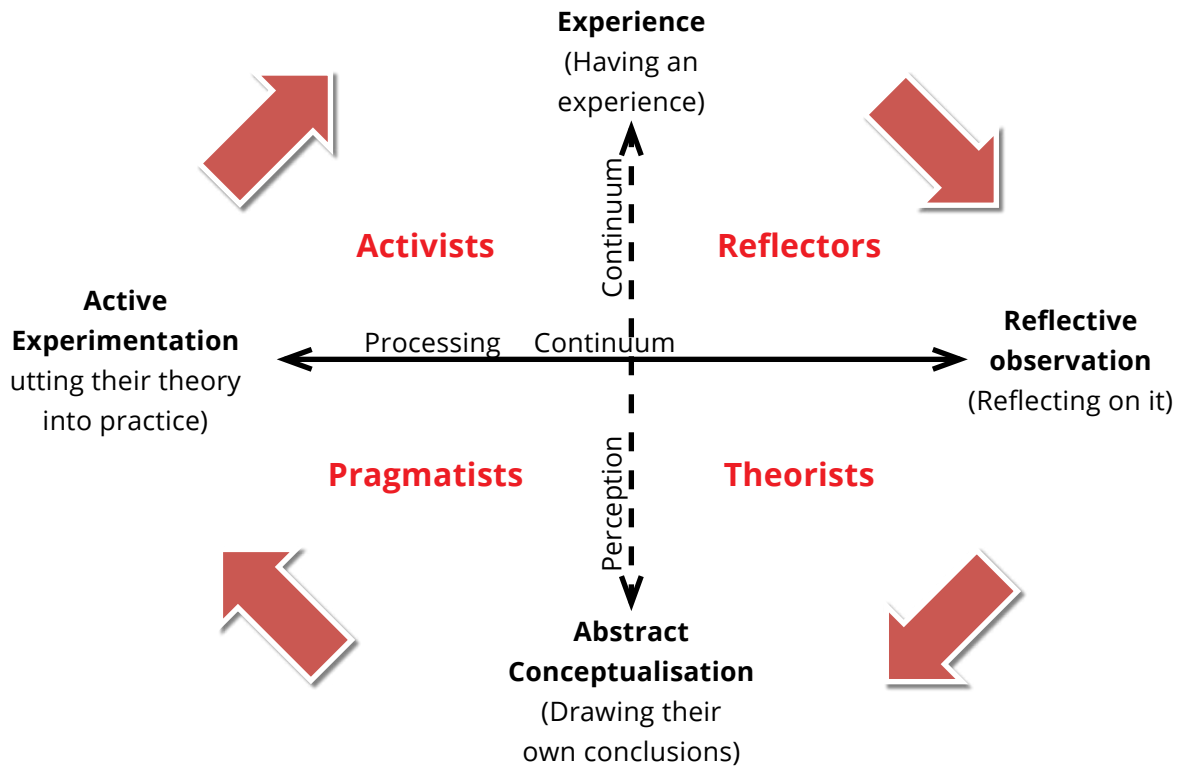
	A	B	C	D
1	I like to get involved	I like to take my time before acting	I am particular about what I like	I like things to be useful
2	I like to try things out	I like to analyse and break things into parts	I am open to new experiences	I like to look at all sides of the issues
3	I like to watch	I like to follow my feelings	I like to be doing things	I like to think about things
4	I accept people and situations to the way they are	I like to be aware of what is around me	I like to evaluate	I like to take risks
5	I have gut feelings and hunches	I have a lot of questions	I am logical	I am hard working and get things done
6	I like concrete things which I can see, touch and feel	I like to be active	I like to observe	I like ideas and theories
7	I prefer learning in the here and now	I like to consider things and reflect on them	I tend to think about the future	I like to see the result of my work
8	I have to try things for myself	I rely on my own ideas	I rely on my own observations- ideas I have seen others use	I rely on my own feelings – I seem to know what works
9	I am quite and reserved	I am energetic and enthusiastic	I tend to reason things out	I am responsible about things

Now work out your preferred learning style on the totals table.

Use the grid below to summarise your score on the learning inventory. Write down the scores you have given yourself beside the appropriate number, and then total each column:

Pragmatist	Reflector	Theorist	Activist
1a	1b	2b	2a
2c	2d	3d	3c
3b	3a	4c	6b
4a	6c	6d	7d
8d	8c	8b	8a
9b	9a	9c	9d
Total	Total	Total	Total

It is important to note there is no best learning style. Those who can learn in a variety of ways are able to choose the style best suited to the material in question.



Activists

What are they: Dynamic/intuitive people

What do they do

- They start with what they see, touch and feel. Then they plunge in and try it out in action.

How do they work

- Activities tend to have an open-minded approach to learning, involving themselves fully and without bias in new experiences.

Pragmatists

What are they: Practical/common sense people

What do they do

- They start with an idea. Then, they try it out, experimenting and testing it to see if it works.

How do they work

- Pragmatists are experimenters, trying out new ideas, theories and techniques to see if they work in practice.

Theorists

What are they: Theoretical/analytical people

What do they do

- They start with an idea. Then, they reflect on it, play with it and watch it take different shapes.

How do they work

- Theorists prefer to analyse and synthesise, drawing new information into a systematic and logical theory.

Reflectors

What are they: Imaginative people

What do they do

- They start with what they see and then they generalise.

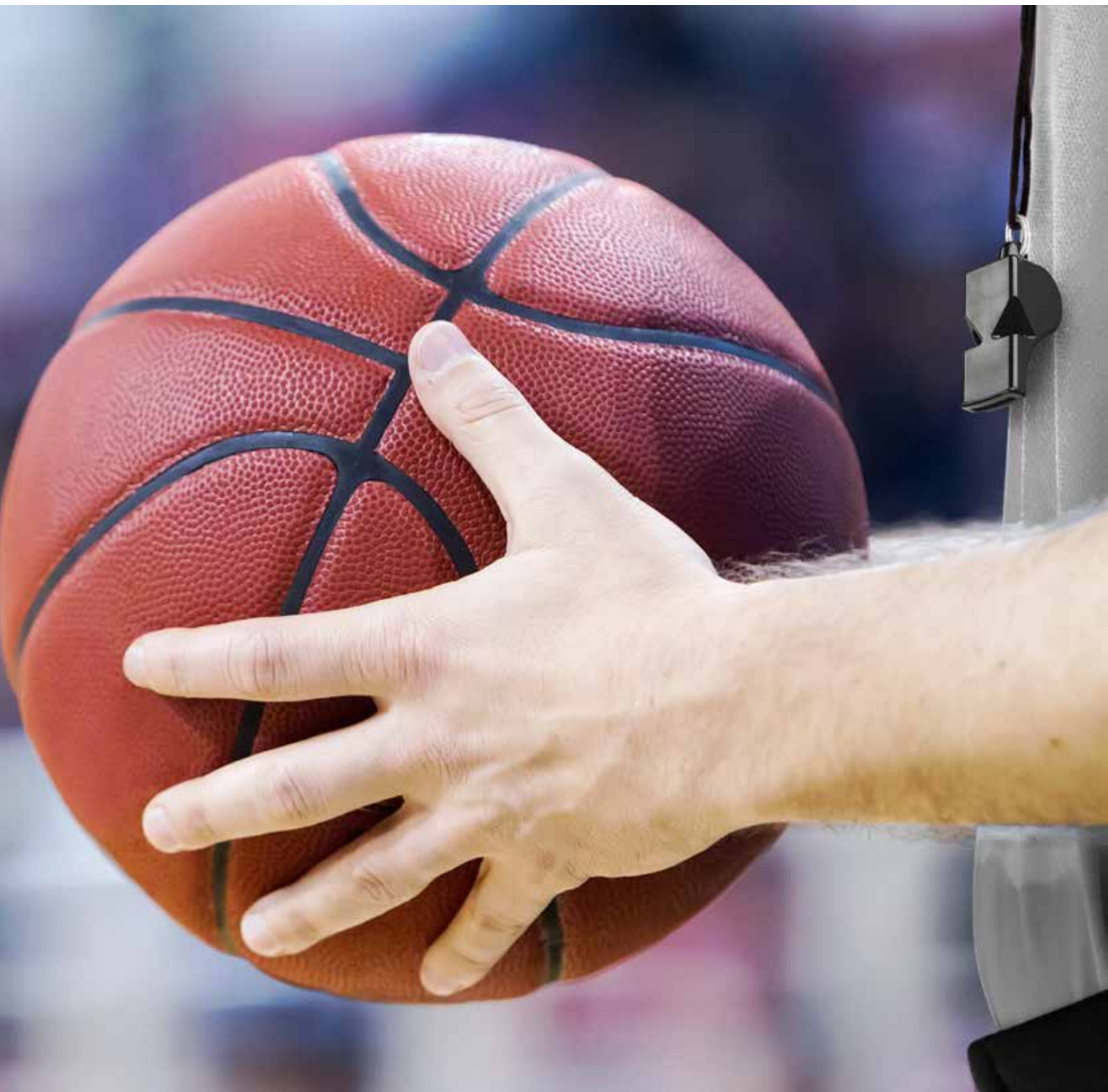
How do they work

- Reflectors prefer to stand back and view experiences from a number of perspectives. They take time to work towards an appropriate response.

7. Participants

France	Germany
Italy	Turkey

8. Erasmus + Programme



8. Erasmus + Programme

Erasmus+ has opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.

The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.

Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- Reducing unemployment, especially among young people
- Promoting adult learning, especially for new skills and skills required by the labour market.
- Encouraging young people to take part in European democracy
- Supporting innovation, cooperation and reform
- Reducing early school leaving
- Promoting cooperation and mobility with the EU's partner countries

STRATEGIC PARTNERSHIPS IN THE FIELD OF EDUCATION, TRAINING, AND YOUTH

What is the aim?

Strategic Partnerships are transnational projects designed to develop and share innovative practices and promote cooperation, peer learning, and exchanges of experiences in the fields of education, training, and youth.

Overall, strategic partnerships aim to address horizontal priorities as well as field specific priorities in the areas of:

- Higher education
- Vocational education and training
- School education
- Adult education, and
- Youth.

There are two kinds of Strategic Partnership; those supporting innovation and those supporting the exchange of good practices.

More information on the field-specific priorities is available in the Programme Guide.

What are the opportunities?

Strategic Partnerships provide opportunities for a wide variety of public, private, and non-governmental organisations to implement a broad range of activities including, for example:

- Strengthening cooperation and networking between organisations,
- Promoting the development, testing, and implementation of innovative practices,
- Promoting the recognition and validation of knowledge, skills, and competences,
- Promoting cooperation between regional authorities to develop new systems for education, training, and youth,
- Supporting learners with disabilities and special needs and ease their transition to the labour market,

Supporting education and training professionals to promote equity, diversity, and inclusion in learning,
Promoting integration of newly arrived migrants and raising awareness about the refugee crisis in Europe
Promoting entrepreneurship and active citizenship among young people.

Strategic Partnerships can be of different sizes and conduct different activities depending on the objective of the project, the organisations involved, the expected impact, and other elements.

Within the scope of the project's objectives, there are also opportunities for pupils, students, learners, and staff to learn, be trained, or to teach abroad, insofar as these transnational teaching, training and learning activities contribute to the achievement of the project's objectives.

How does it work?

Participating organisations intending to apply for an opportunity must be based in a Programme Country. Applications must be led by an organisation established in a Programme Country and must generally involve at least three organisations from different Programme Countries.

Exceptionally, partnerships in the field of school education and youth may involve at least two organisations from different Programme Countries.

Applications can include any number of organisations. They may also include organisations from Partner Countries, provide they bring essential added value to the project.

Higher Education Institutions established in Programme Countries must also hold a valid Erasmus Charter for Higher Education.

What else should you know?

Strategic Partnerships can have different durations depending on the field:

- ▲ Higher education: between 24 and 36 months
- ▲ Adult education, school education and vocational education and training: between 12 and 36 months
- ▲ Youth: between 6 and 36 months

Grants for projects are capped at € 150,000 per year.

How do you apply?

Applications should be submitted to the National Agency in the Programme Country where the applicant organisation is established.



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