

Lesson Plan

Subject: Coaching the Referee

Lesson Objective:

1. The learner will be able to list the five (5) steps of man management.
2. The learner will be able to list the three (3) approaches to man management.
3. The learner will demonstrate the bold approach to man management at the minimal competence level.

Equipment and Materials to Teach the Lesson: Overhead projector, screen, transparencies, board or flip chart. Optional Equipment: TV and VCR.

Approximate Time Needed: 1 hour

Learning Set: Ask the participants what the most critical aspect is of a referee's performance?

Strategies to Actively Involve the Participants: Involvement in discussion of the learning set. During the lesson the volunteers will be coached by the instructor in man management techniques. There will also be considerable opportunity for the students to practice with a partner.

Information: Facts, Concepts, Skills to be Taught: The three approaches to man (player/coach) management. The five steps to effective man management. The instructor will coach participants in the "bold" approach by giving immediate feedback, and when needed, modeling the expected behavior.

Closure: Students will list the three approaches and five steps to man management. Students demonstrate the bold approach to a player or coach when asked to do so by the instructor.

Instructor/Trainer Notes on “Coaching the Referee”

Coaching of referees is the hands-on process of helping referees recognize opportunities to improve their performance. The effective instructor/trainer must be able to “read” the class and identify potential “volunteers” who would likely be able to increase their skill level after a role playing exercise. The trainer must ask the right questions and provide the right feedback to the student to assure a positive learning environment.

Learning Set: “What is the most critical aspect of a referee’s performance?” Solicit answers from the group (control, etc). Suggest “man management”. Possible rephrasing of objective: “By the time we finish today, we will have introduced you to three approaches to man management at the beginner competence level”.

Demonstration #1: Meeting the coach.

OBJECTIVE: The objective of this exercise is to establish rapport with a team coach.

1. Select a volunteer participant to be the “referee” and bring this person up in front of the class.
2. Invite the “referee” to introduce himself/herself to another participant who was selected to act as coach of a soccer team. Make sure everyone can see the eyes of the “referee”. Say to the “referee”: “**Now I invite you to show us how you meet the coach**”. Avoid using “I want you to, or I need you to...”
3. Stress “first impression”, importance of general appearance. Participant should exude warmth, be friendly, but business like.
4. Trainer observes first the introduction and gives oral feedback directly to the participant on appropriate items:
 - (a) eye contact
 - (b) body posture
 - (c) tone and power of voice
 - (d) confidence of walk
 - (e) firm handshake
 - (f) check breathing

Q: Is the participant nervous? If so, set at ease. Talk to participant one-on-one out loud until comfortable.
5. Continually emphasize to the class: “This is not about proving the participants wrong, but teaching them to be more effective in their relationships.” What is said is not nearly as important as *how* it is said.
6. Repeat demo immediately after feedback. This time elicit feedback from the class. Keep comments upbeat and straight to the point. Don’t be opinionated

(example: “I believe”, “I think”, etc.). Focus on observing behavior and possible corrections.

7. Repeat one or two more times. (There should be an improvement each time).
8. Concluding remarks to the class: “Think about what you will say and be ready before you meet the coach. Practice in front of mirror. SMILE! SMILE some more.”

Practice #1: Students pair up and meet coach (exchange roles).

After Demonstration #1 and Practice #1 the students are ready to learn about the five steps to man management.

Question class: “What is involved in man management?” Let group identify several possibilities. There are no wrong answers. Suggest some possible factors as summarized on slide #2. (Use the word “suggest”).

Five Steps to Man Management: (Slide 2).

The comments apply to any referee / participant (coach, player, club official) interaction. Preceding any interaction, the referee / participant must decide what he or she is going to say. The five steps of man management are as follows:

1. **Make eye contact**
“How many of you make eye contact with an offender every time he commits a foul? Do you look them straight in the eye?” “This is a “Key first step”.
2. **Identify the mood of the player or coach**
Is the player calm? Frustrated? Upset? Serious?
3. **Establish rapport**
Talk to the players or coach. “When does rapport start?”
4. **Convey message**
How are messages conveyed? Solicit answers. Suggest subtle warnings, facial expressions, humor, cards as the last resort.
5. **Declare completion**
“When is the delivery of the message finished?” It is when you say it is (or turn your back - carefully- and walk away).

Levels of Competence:

Tell class: “It is possible to be competent in one area and only a beginner in another. No one is competent at every single thing.” Show Slide #3.

Pass out handout: *Levels of Competence*. Point out that the participants are expected to demonstrate man management at the *minimal competence* level.

Three approaches to man management. Show Slide #4.

1. Bold
2. Humorous
3. Seductive

Example: Bold approach (video tape clip of movie “Tombstone”, or similar video which illustrates a “bold” approach to person-to-person interaction)

Show the first clip. Emphasize that it is not necessarily the words themselves that are being spoken that are important, it is how they are spoken. Spoken with passion and commitment. You want to believe this guy. He is serious. He means what he says. Conviction.

Demonstration #2: Ask for two volunteers, one to play coach the other the referee. Tell them and the class the following scenario. “The coach is ‘out of control’. The referee stops the match and comes over to talk to the coach.” Ask the volunteer referee “Show us what you would do, using the ‘bold’ approach”.

Give feedback by coaching the volunteer, and have them do it again. Ask the class if it is more effective each time, if not, why not?

Make an observation to the class how each time part of the demo gets better and suggest it is worth practicing at home in front of a mirror.

Practice #2: Participants pair up and practice dealing with a problem coach using the bold technique. (Instructor monitors activity and does spot coaching for participants with the objective of getting everyone to the minimally competent level). This is part of closure.

