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# Supporting sport officials' career transitions

## A CO-CONSTRUCTION OF A SKILLS FRAMEWORK

POSTER 075

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### Introduction – Officials' career : what a journey! And after?

Sport officials' careers are short, prone to numerous hazards and depend notably on competitive results (Duvant & Nuytens, 2020; Samuel, Galily, & Tenenbaum, 2015).

Research shows how athletes' soft skills built during their career enable them to succeed in other contexts (Gould & Carson, 2008; Jacobs & Wright, 2018; Kedellen & Camiré, 2019), what about officials ?

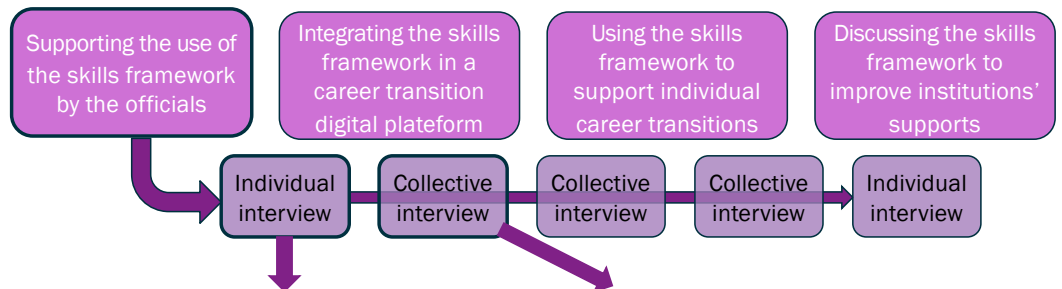
To support officials' career transitions, UCA, FFF, SAFE and LFP have built a skills framework for high-level referees (2023).

From an enactive and phenomenological approach (Durand et al., 2006; Poizat et al., 2013; Leblanc et al., 2021; Récopé et al., 2021), this research aims to understand, how it allows referees to make explicit their lived experiences for promoting their skills.



- S1: Building and adjusting your sports career project
- S2 : Acting in an organisational and institutional framework
- S3: Preparing to perform
- S4: Performing on Match day during the competition : Decide, Interact, Regulate
- S5: Analysing your performance to optimize it
- S6: Working as a team to achieve collective performance
- S7: Adapting your everyday life to the expectations of officiating
- S8: Preventing the risks related to referees' duties and missions
- S9: Adapting to intercultural and international contexts of high-level or professional sport

### Method – Science with and for society



**Participants :** 18 French referees officiating in professional or semi-professional Football or Rugby championships.

**Individual interviews** were carried out to help officials to make explicit their lived experiences  
"Could you choose one skill and describe a situation in which it was effective?"

**Collective interviews** aim sharing descriptions of their lived experiences to collect more details or examples and discuss different ways of doing.

Interviews were recorded and transcribed. The analysis focused on : (1) skills which are the most significant, (2) nature of their discourses : (a) general principles, (b) description of singular cases, (3) characteristics of the described cases.

### Results – Work in progress

#### More significant skills

- S3: Preparing to perform
- S4: Performing on Match day during the competition: Decide, Interact, Regulate
- S5: Analysing your performance to optimize it

#### Less significant skills

- S9: Adapting to intercultural and international contexts of high-level or professional sport
- S8: Preventing the risks related to referees' duties and missions

#### Different discourses

-General statements on what is being a referee

-Routines

Singular cases

-Negative lived experiences: moments in which they were not skilful but engaging them to build new skills

-Recent matches cases: what I have done last week-end

S3-S4: Gradually, I endeavored to communicate a timeline to the team to organise the match day: breakfast at 9:30 a.m., free time for a short tour around town, 12 p.m. we eat, I choose the restaurant, and again, free time until 4:30 p.m. before the briefing...

S3-S4: It was a week where I had a lot of things to do, family and professional things (...) I was a little bit under pressure from past performances (...) And in the 50th minute I tore my hamstring.

### Discussion

- The most significant skills seem to be connected with concrete actions, short-term objectives or everyday life.
- When illustrating one skill, officials are often making links with one or several other skills (eg. S3-S4-S5). Activity is difficult to describe through discrete skills.
- Officials stress how skills built as a referee enable them to act with efficacy in other life spheres.

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