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Supporting sport officials' career transitions

A CO-CONSTRUCTION OF A SKILLS FRAMEWORK

POSTER 075

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FEPSAC CONGRESS 2024



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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 ?

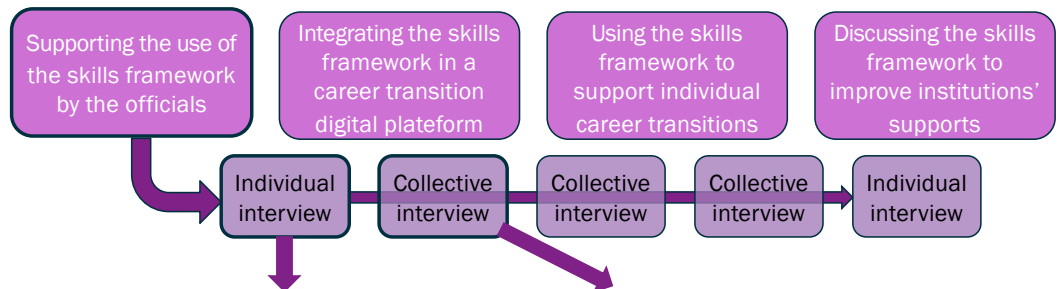
To support officials' career transitions, UCA, FFF, SAFE and LFP have built a skills framework for high-level referees (2023).

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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