



Post Play Express

Vol.9, No. 5, January 2018

RESULTS OF THE 2017-2018 FIBA RULE EXAM

This year's national rule exam was available on line between December 7 and December 17. During that period, of the 5,529 people registered as per the lists provided by the provinces, 3,196 signed in to write the exam. Of those individuals, 41 did not write after signing in or did not complete the whole exam, leaving 3,155 members who completed the task. This number corresponds to 57% of the registered members.

The exam was the traditional 50-item questionnaire to be answered by Yes or No. The exam was open-book and the delay to finish the exam was extended to 2 hours, after having been as short as 75 minutes in previous years.

A total of 1,760 individuals, or 55,8% of all those who completed the exam, reached the Level 3 minimum mark of 43/50 (86%). Of those, 1,394 scored 45/50 (90%) or more, 232 had only one incorrect answer and scored 98% while 255 scored a perfect 50/50 (100%). The Level 2 mark, between 40/50 (80%) and 42/50 (84%), was achieved by 455 people and the Level 1 criterion of between 35/50 (70%) and 39/50 (78%) by 570 members. The number of people scoring 34/50 (68%) or less was 383.

The exam was prepared by Cam Moskal, CABO's National Interpreter, with the contribution of the provincial interpreters. Martha Bradbury, CABO's Secretary/Treasurer, again accepted to manage the on-line exam while the French translation was done by Paul Deshaies, former National Interpreter. All these people deserve the gratitude of the membership for the many hours spent in the preparation and execution of this important project. A reminder that, in order to be eligible to referee at a national tournament, individuals must have reached a minimum score of 43/50 (86%) which is the Level 3 passing mark in the framework of the NOCP. Provinces have their own requirements for access to regional and provincial championships.

FRIP

By Mike Thomson, FIBA International Commissioner

FRIP – what does that mean to you? For myself and dare I say for our friend Nadine Crowley of Ottawa – FRIP means it has been a very busy 2017. As I reach the last few hours of 2017, I am reflecting on what the year has been and am forced to acknowledge that no year has been as difficult to find the time to combine “real life”, you know, the job that pays the bills, friends and family, etc., with the “basketball life”. The reason: FRIP.

FRIP is the FIBA Referee Instructor Programme and, while it rolled-out in Europe in 2016, it was 2017 before it came to the Americas.

FRIP “is aimed at developing high quality delivery of referee education at the Global, Regional and National levels. The programme seeks to provide a framework to enable the delivery of high quality official’s education which in turn will lead to a more consistent international framework of referee development, which in turn will lead to more referees who are better supported. The training programme is broken down into three fields of expertise to develop the appreciation of knowledge in: 1) Teaching and Learning, 2) Basketball and 3) Refereeing. I tip my hat to FIBA for developing the programme and do not think it will be all that long before the benefits show up at the grass roots level. I would suggest that some small benefits have already been realized across Canada as the “2017 Rule Changes” have been adopted across the country without a lot of the fuss that we have historically seen. I credit this to those that have been out providing instruction, but for FIBA, the fundamentals go right back to the 3 parts of FRIP, Teaching and Learning, Basketball (knowledge) and Refereeing (knowledge). The ultimate programme is broken into 3 levels as follows:

Level 1 National – directed at National Federations using FIBA guidelines and working methods. Level 1 FIBA Referee Instructors are involved in the selection process for FIBA referees, scouting and identifying talented referees and have some identified responsibility for referee training in the National Federation. Qualified FRIP Level 1 instructors are eligible to be nominated as FIBA Referee Instructor for regional level junior competitions and Sub-Regional level for all FIBA competitions.

Level 2 Regional – Selected and trained by one Regional Office and FIBA, coordinate regional camps, initiate and support National Federation projects and support and monitor National Instructors in the region. Qualified FRIP Level 2 Referee Instructors are eligible to be nominated as FIBA Referee Instructor for all World and regional level FIBA competitions.

Level 3 Global – Selected by FIBA, coordinate Global camps, support national federation development and working all over the world supporting National Instructors.

The above represents FIBA’s vision, but with anything of this magnitude, it takes time and effort to roll-out. The first Level 2 workshop was completed in Istanbul the week before Christmas.

How did my entry into FRIP begin?

In late March, Nadine and I were invited to attend the FRIP Level 1 course in Panama City, Panama. We were told it would include an 8-week “intensive home-study” period followed by an “intense 4-day Face to Face workshop” (May 11 -14, 2017) in Panama City. When I hear words like “intense”, the ego kicks in and the immediate reaction is “really how much effort can it be?”.

When the Home-Study Book arrived, the reality of what I had committed to set-in. The Level 1 Home-Study Book is some 198 pages of very interesting materials on basketball, broken almost equally into 3 sections as above on Teaching and Learning, Basketball (knowledge) and Refereeing (knowledge). In the lead up to Panama City, we would review a section in a module (for example the first module in Teaching and Learning is called “Helping Referees to Learn” and it is further broken into 10 sub-modules such as “What is Learning”, “Variety and Learning Styles”, “Learning Environment and Climate”, etc.). After reviewing each section, we wrote an on-line exam and then after reviewing all 4 modules in the 68 pages of Teaching and Learning, we wrote an on-line exam on that section. This was repeated for each of the Basketball (knowledge) and Refereeing (knowledge) sections. All “Home Study” work was to be completed before arriving in Panama City.

On Day 1, we met the other participants, about 40 altogether. FIBA Americas had paid for one participant per country, with a few getting a second participant due to the size of the country, funded by the National Federation. Even with Nadine and I and Terry Moore, the American from Spartanburg, South Carolina, the English speakers were well out-numbered : 37 - 3.

We also met our 3 instructors for the 4 days.

- Kay Adkins had flown in from England. In her day job, she works for the English Football Club, Sheffield United. She was there to “teach” the “Teaching and Learning” modules.
- Tomas Rimkus works in the FIBA refereeing department as “Manager, Global Referee Operations”. He is a Lithuanian by birth and a former professional player. He was responsible for the Basketball (knowledge) section.
- And Carl Jungebrand, Head of FIBA Refereeing, owned responsibility for the Refereeing section.

The Teaching and Learning occupied two full days, from 9:00 AM to 8:00 PM each day, followed at the end of the day of the 2nd day by an online exam (you had to pass – 75%). The Basketball section occupied a day, again followed by an online exam and Day 4 was the refereeing section, highlighted by an internet failure when we were in the middle of the exam.

They were right, it was an intense 4 days. So much learning, so much knowledge to gain. As I said earlier, I think the grass roots in Canada are already starting to see benefits. I truly believe that the Refereeing section is the best material I have ever seen on refereeing and I now regularly use the language and thoughts from it when instructing. Outstanding material !

I know Nadine had a busy summer with trips to a number of Global tournaments. I will let her tell you about those if she wishes. She is acknowledged as one of the best in the world. My summer included working as a Referee Instructor (one of 4) at the Women's U19 World Championships in Udine, Italy in July, and then in Uruguay and Argentina for the FIBA Men's AmeriCup 2017. I was just settling into a routine of weekend games in Canada West when, in late October, Nadine and I were asked to go to Istanbul, Turkey for FRIP Level 2 training. Of course, this meant a whole new Home Study Book, online assessments and exams all in preparation for the workshop. Over four days, December 14-17, we had another "Intense Face to Face Workshop" with a total of 12 attendees representing FRIP Level 1 Instructors going through the "pilot" for Level 2. We were back with Kay, Tomas and Carl for more instruction, but these sessions were much more about sharing ideas amongst this group of instructors. FIBA also brought in a gentleman that runs "Coaching" instruction for Basketball Australia and a scout from one of the top European Professional teams to help with the Basketball (knowledge). Pretty cool really! We learnt more about basketball in those four days than you can imagine. The 12 attendees included Nadine and me, Terry from the US, two Australians, a woman from France (Chantal Julien), and men from Japan, Serbia, Belgium, Greece, Italy and Turkey. We concentrated on the Teaching and Learning and Basketball (knowledge) sections. The Refereeing (knowledge) will follow next May in a second FRIP Level 2 workshop with this pilot group. The group of 12 all pulled together and we shared a lot of ideas on how to make referees better and how to better the game.

As 2017 comes to an end, I am exhausted, but equally excited, trying to figure out how we put all this learning together to really benefit the grass roots official in small town Canada. But I promise you, the tool box is now full. As I close another year, what would it be without wondering how it all fits together, you know, "real life" with "basketball life"? Maybe I just need to acknowledge they are one and the same.

See you in a gym in 2018.

THE RECRUITING, TRAINING, AND RETENTION OF TABLE OFFICIALS PART 2

by Bill Redden - Member GVBOA

Part 1 of this Article (Post Play Express, Vol.9, No. 3, November 2017)) provided information on the Recruiting and Training of table officials. Part 2 deals initially with the retention of table officials. For the purposes of this article, retention can be defined as successfully retaining services in the first year after training and in the years beyond. Threats to retention are presented and solutions to these threats are provided herein. Part 2 also provides an example of an unorthodox method for supplying shot clock operators to serve at one large, high profile tournament, held on three courts, in two separate facility locations in the summer months. This example may be useful to others who require the services of trained shot clock operators under one or more of the above similar conditions. Part 2 concludes by presenting suggestions to aid the overall development of table officials.

Retention

There are several threats to retention that have the potential to cause table officials to cease serving in these important game administration roles. The causes of departure from service include:

- 1) unsportsmanlike behavior (abuse) by coaches, players, or spectators;
- 2) a lack of opportunity to serve after training or to serve in higher profile games at suitable levels as experience is obtained;
- 3) lack of recognition for serving as table officials;
- 4) life's circumstances with regard to changes in the living conditions of the person serving (e.g. to a new school, attending a post-secondary institution, new priorities in life).

Suggestions to combat retention threats

1) Unsportsmanlike behavior:

In the training process discuss this matter in detail, "role play" abusive coach, player and spectator behavior and teach the appropriate response (s) for table officials.

2) Lack of opportunity:

Make sure that there is a suitable number of trained table officials. Don't be "overstocked" with Table Officials. The table officials you have trained should have the opportunity to work at least twice a week in regularly scheduled local games in the weeks immediately following their training. These officials should be assigned based on their level of ability to perform the task(s) required - individuals should experience situations where there is an excellent chance for success. When the "newly minted" table official proves to be competent at low profile games, make sure that they are advanced through the ranks to provide service at higher levels of play. Be aware of opportunities to recommend a superior talented table official for Elite assignments at Regional and Provincial Level events or with Pro Games at a local site.

3) Recognition for service:

Provide individual praise and thanks often and early after game service, especially in their first year of involvement. Provide for inclusion in sports-related events such as School Award Dinners and Banquets when these Officials can be named (verbally and on paper) and recognized for their service in this public domain.

4) Life's circumstances:

If necessary, reduce the affected officials' schedule accordingly to provide a more comfortable level of involvement. Also, different stages of life sometimes have the potential of providing new and advanced settings for the application of learned skills - College or University opportunities exist for trained, competent table officials after they have completed Secondary School. Advancement through the ranks provides greater rewards and financial

benefits. It has been reported that some of the Table Officials currently working Pro Games at Harbor Station in Saint John, N.B. served as Table Officials when they attended elementary school, high school and University in that same city.

An unorthodox method of supplying shot clock operators

In July of 2011 in St. John's Nfld., the Newfoundland and Labrador Basketball Association hosted the Eastern Canadian Under 13 and under 14 Club Championships for Boys and Girls. Due to the time of year of the event and other factors, the availability of the required number of trained shot-clock operators was not sufficient to meet Tournament demands and conditions. Thus, a “fee for service” model was used to recruit 10 Provincially Certified floor officials (Newfoundland Association Basketball Officials) to fill the Shot-Clock positions for the duration of the Tournament. The fee per game was the standard floor official rate based on his/her classification. A comprehensive training and information manual was developed and provided to these paid officials ten days before the event. The training and information manual contained shot clock function and learning strategies well as the shot-clock operational directions for the different shot clocks at each of the facilities involved. For rule review purposes, a bank of 45 CABO Style review questions was provided along with a blank answer sheet and a list of the correct responses that were referenced accordingly.

An on-site training session occurred during the game that preceded the first scheduled Tournament game assigned to each operator. Arriving 45 minutes prior to when they would eventually serve their first game, the incoming operator initially “shadowed” the operator who was working the on-going game, and then served as the active shot-clock operator in the next scheduled game on that same court.

A similar approach to recruit table officials was used in Sherbrooke, Quebec for the National Summer U15 and U17 Championships in 2006, 2007 and 2012 as well as in 2013 for the Canada Games. Floor officials were trained and used as table officials. Pre-tournament instruction and prior game-training sessions were conducted to familiarize the officials with the score sheet, scoreboard consoles and shot clocks.

Suggestions regarding the recruiting/training/retention of Table Officials:

- 1) All provincial and local associations should consider sharing "Good News" stories with other associations across the country and beyond. This applies not only to the topic of table officials, but to any other topics when new methods and models of operation have proven successful.
- 2) All associations' web sites should include educational materials relating to table officials' duties.
- 3) Standardized courses need to be developed to train table officials with regard to content/duration/presentation methods.
- 4) More standardization is needed with regard to the design and use of score sheets, game clocks, and shot clocks.
- 5) Table officials need to be trained to manage situations when being abused by coaches, players or spectators. Floor officials need to be trained in their role of dealing with situations when table officials are abused.