



Crisis situation managing



- Referees are exposed to a wide range of potential:
- **physical** and
- **psychological** stressors.

Physiological stressors

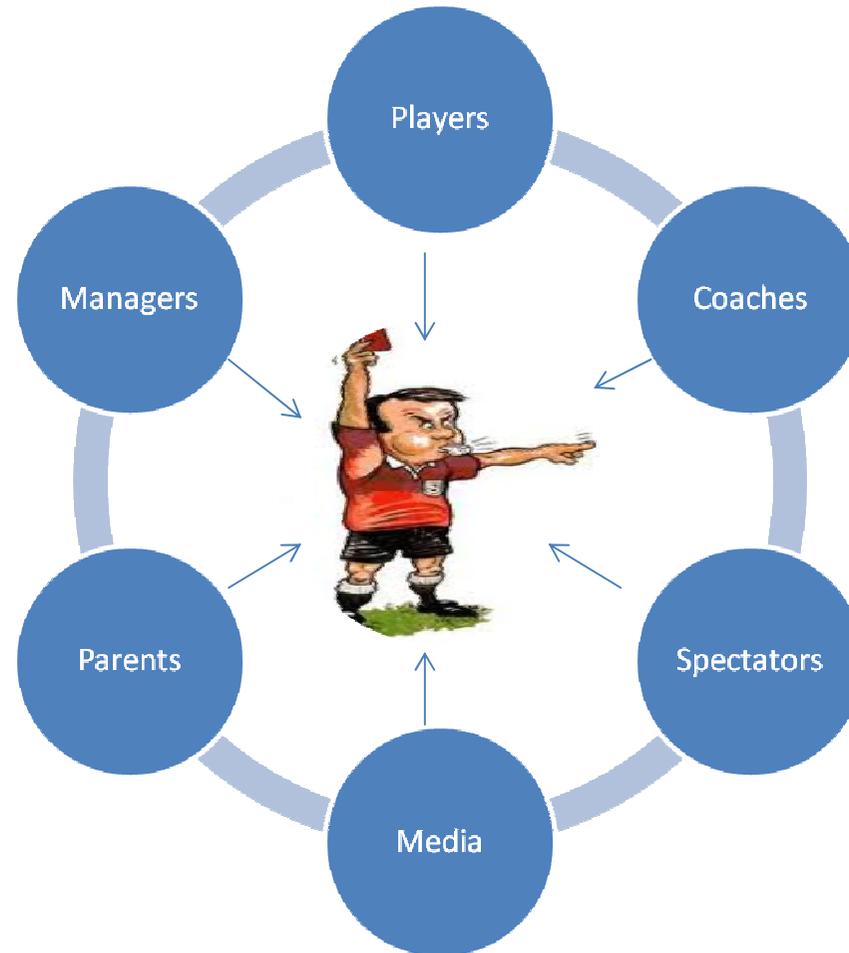
- Referees must fulfill certain physiological conditions – during the match the percent time spent in a moderate intensity of load and effort is predominant (moderate 96,4%, heavy 2,3% and severe 1,3% of total time),
- The mean $VO_2\text{max.}$ – $48,5 \pm 6,1 \text{ml.kg}^{-1}\text{.....}$
(Da Silva et al., 2010)



Psychological stressors

- Referees experience – players, coaches and spectators give immediate, unrestrained negative feedback during and after the match;
- England Premiership referee David Elleray stated: “ Almost every time you blow a whistle, you upset **half the players** and at least **half the crowd** (Learning English, 2006);
- Soccer referees identify spectators, players, coaches, trainers and other personnel as sources of aggression (Folkeson et al, 2002).

Sources of pressure or stress



Convert them into collaborators.



- There are not only objective circumstances (external factors) which cause the stress but also the subjective disposition of referees - internal factors;
- Many referees have a fear to fail, to make errors, to look bad, ...;
- **Interactive model** – both factors together influence outcome – a perception of critical situations;



- Social psychologists have identified a number of cognitive strategies that help people explain and deal with negative experience;
- Referees use external attributions such as people bias and lack of knowledge to explain negative evaluations (Wolfson, Neave, 2008);
- Blaming others for failure while taking personal credit for success, ignoring unpleasant information, and interpreting one's motives as principled are among various methods of maintaining confidence in difficult circumstances;



- Misrepresenting reality with „positive illusions“ (Taylor, Brown, 1988, 1994) (can be healthy and adaptive);???
- Sport performers and coaches often make use of self-serving attributions (Biddle, 1993; McAuley, Duncan, 1989) to explain disappointing results;
- External factors such as bad luck or other people's incompetence (*referees*) are used to deal with unpleasant experience, while internal factors such as skill and effort are seen as responsible for victories and other success.



- Another potential mechanism is „illusory superiority“ or „self - aggrandizement“ where people adopt the view that they have more positive qualities than others (Alicke, 1985);
- Biases as illusory superiority and self-serving attributions may thus encourage people to maintain the view that criticism from others is undeserved and based on faulty reasoning.

Typical decision–making habits by the referees (which could lead to misunderstandings):



- Referees tend to make different decisions in handball according to the standard (level) of competitions (Souchon et al., 2009);
- More lenient (less rigorous) decision at higher level of competition;



- Referees tended to award 9-m throw less frequent at the higher level of competition;
- High standard of competition involves greater flow, thus effective refereeing is characterized by fewer interventions (Mascarenhas et al., 2006);



- Referees might wait longer before intervening at a higher level of competition because they suppose stereotypically that players can continue their actions despite the seriousness of the fouls (Coulomb-Cabagno et al., 2005);
- In addition, speed of play at a higher standard of competition could make a higher proportion of fouls more ambiguous;



- Concerning disciplinary decisions, surprisingly, more ambiguous (doubtful) fouls were penalized equivalent on higher and lower level of competition (Souchon et al., 2009);
- More obvious fouls were penalized differently – referees opted for fewer suspensions at a high standard of competition than at the lower level;



- In football investigators found out that also „bad“ reputation of the teams or even players can influence referees decisions about disciplinary punishment;
- So prior knowledge may impact referees decisions (Jones et al., 2002);



- Referees' decision making differ also according to sex of player (Souchon et al., 2004) and location of the match (Nevill et al., 2002);



- Referees contribution – **pro-social behavior!**
- Implementing some techniques into referees training agenda:
 - Explaining infractions to players and how to correct them;
 - Diminishing the hostile and negative feelings by players and coaches;

- Self-control techniques – preparation for the potential conflicts; stay calm, never loos nerves.
- Choose correct behavior for the certain conflict (or even potentially conflict) situation:
 - The way of moving – approach to the players or coaches;
 - Choose correct words which lead to less tensions;
 - Don't expose yourself:
 - Don't be a theater actor;
 - Do not be whispers;
 - Do not show excessive dominance.



- With implementing such techniques referees could be more involved into peaceful resolution of critical situations or can even influence that such situation wouldn't occur;
- This could lead to better experience of all participants and improve sportsmanship.



THANK YOU VERY MUCH FOR YOUR ATENTION!