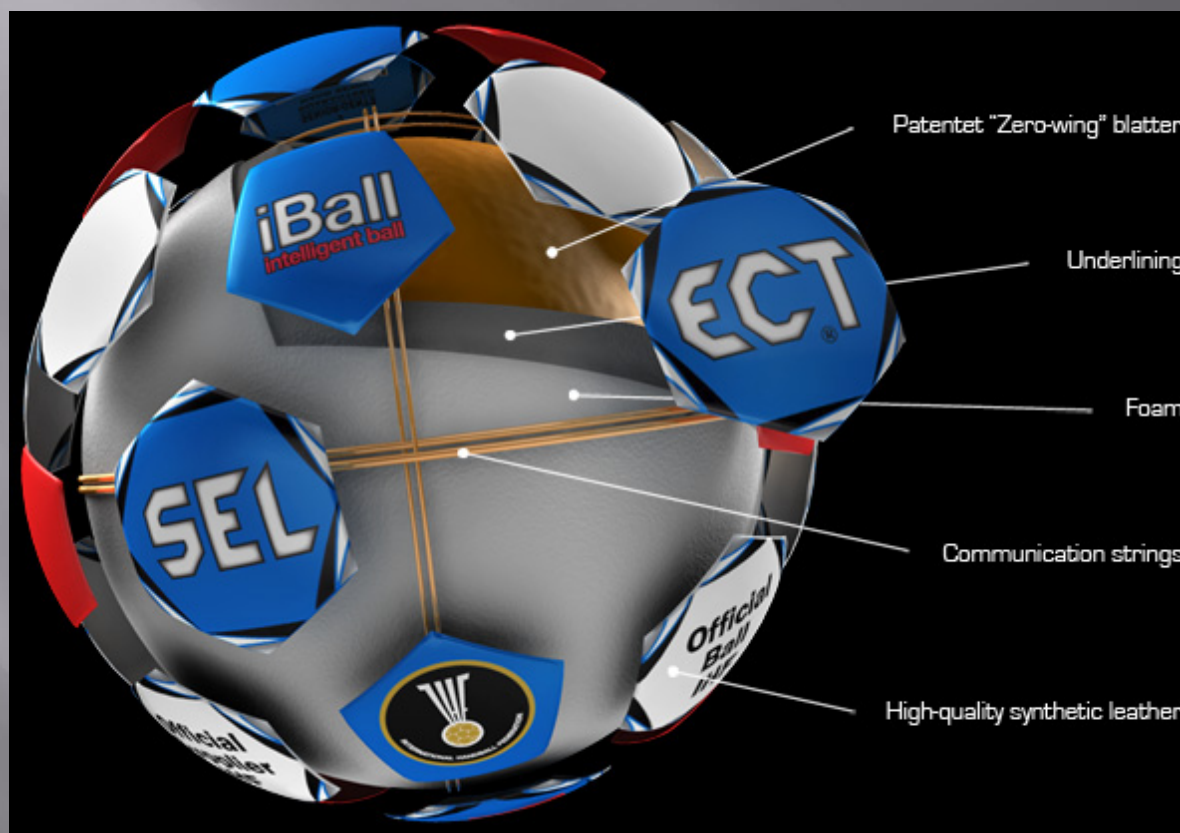




5th EHF Referee Candidates Course
5-8 March 2009 in Veria/GRE

WHAT DO THE COACHES DESIRE FROM REFEREES

- ▣ INITIAL THOUGHT: Players, coaches, a delegate and the judges' table cooperate in the realisation of the sporting event or even spectacle – everyone needs to contribute as much as possible from his/her position to the quality of such an event.



- ▣ Coaches usually expect from the referees:
 - Formal factors:
 - ▣ Early arrival to the venue and a determined approach to the match preparation (introduction and handshake, warm up, checking the match conditions...);
 - ▣ Presenting a positive personality and the ability to communicate – encourages trust from the coach;
 - ▣ Keeping away from the contact with people involved prior to the match (representatives from the club, coaches, players, managers);

- Decision-making during the game:
 - Objectivity when making decisions – a decision of the referees should be similar in similar situations and for both sides. Refraining from taking sides in all aspects;
 - Validity of refereeing – all the decisions have to be taken according to the rules of the game and refereeing rules. Otherwise an anarchy can occur, which can lead to coaches' and players' own interpretations;

- Consistent refereeing – decisions have to be consistent throughout the match. The criteria should not be changed during the match (even when changed for both teams). The line of refereeing.
- Reliability of refereeing – all the referees have to make similar decisions in similar situations. The evaluation of a situation should never be different from different refereeing pairs. *Ideally*, certain situation should be viewed without significant differences between referees, coaches and players.

- Protection of the players from the rough play and injuries. Confident referees can contribute to more responsible behaviour of the players;
- Invisibility – referees should never be in the front picture. The roles in the match (sports event) are pre-set and cannot be changed.

- Partnership in managing of the game. The referees and the coaches – each from their position – manage the game. In doing this they can either help or obstruct each other. For example: a coach gives an opportunity to a young, motivated and inexperienced player. The referees then mark his play as very rough and send him off on a first occasion... In contrast, coaches have to stop and control unjustified protests of their players. Players have to learn to think of the game and not of the refereeing.

- Communication between and after the match:
 - Understanding the position of the coach, who is under stress;
 - Understanding that not all coaches' actions during the match are hostile and aimed at the referees;
 - The ability of rational and calm analysis of individual uncertain situations during half time and after the match;
 - The ability of accepting the moderate protests and admitting the mistake. It can work as a neutralisation of tension;

- Handshake after the match as a gesture of respect and overcoming personal issues;
- A coach has to be able to admit his inadequacies and apologise when acting in an inappropriate manner;

▣ Specifics:

- ▣ In younger age categories (particularly between the ages of 8 and 12) coaches expect pedagogical knowledge from the referee, as they actually act also as educators;
- ▣ Willingness for common education;
- ▣ Knowledge of the contents of handball game and methodology of training in handball. Quite a few people are in two roles. This increases the possibility for professional communication.