

Implementing Facilitator Training - Conducting

General

What is a facilitator? The Webster definition of a facilitator is “someone who makes progress easier”. By extension, facilitation is defined as “the condition of being made easy, or the act of assisting or making easier the progress of improvement”

FOAs will need to be informed of the goals of the Facilitator training. The focus of the Master Facilitator Program is to facilitate, or “assist in making easier “ the overall delivery of training, developing and evaluating football officials in concert with the details of the FCOCP. The emphasis is on assisting making easier, not necessarily the actual delivery of the various components.

The material in the Facilitators manuals created by CFOA is a compendium of information and practices in the three areas. The manuals should be seen as a “tool kit” that the attendees take away with them for future reference. The three sessions should have some discussions on theory or background in the areas of instructing, developing and evaluating and some practical workshops that get the attendees involved in related activities.

Basic Terms and Definitions (these should be at the forefront of all three sessions)

Note that trainers, developers and educators vary among their own definitions of the following terms, as you can see in Education vs. Training

Backgrounder on Education Vs Training using a restaurant as the business model (Good reading for Master Facilitators and could be a good starting point after the icebreaker) (Could have application for all three sessions to tie in all of the activities that must work together)

Definitions

Conducting:

The conducting manual has many topics that will assist an individual in the art of teaching, from room set up to production of handouts, use of audio visual equipment etc. This manual, along with the FCOCP manuals provide a good basis for the conduct of formal Level 1 through 4. It is suggested that the session on conducting should focus on generic training to show a teaching facilitator how to use these resources during the planning phase for formal training and then identify how a similar approach could be used for less formal training.

The time block for this should be 1/3 to 1/2 of the time on developing a plan to conduct formal training and then use the remainder of the time to develop some training plans for less formal sessions.

Template for conducting a formal FCOCP session. (this could be conducted by breaking folks down into groups, giving them 15 to 20 minutes to develop their plan and then have the MF facilitate a discussion to list the chronological steps that need to be addressed to meet local, Provincial and National requirements) Below is an overview of steps that need to be included. Note that every FOA will have unique requirements but the overall plan should be detailed enough yet generic enough to be applicable to all FOAs.

1. Determine need (should generate discussion on how this is accomplished for all levels of FCOCP) (note for MF, having an additional person as a note taker would be invaluable in this area as discussions on how to identify the need can be transferred to the Development session)
2. Identify date of training, location and potential instructors (how many to be fine-tuned later)
3. Draft budget required to conduct training, investigate funding sources from FOA, OFOA, etc to minimize cost to individuals attending
 - a. This is the time that you identify how much if anything will be charged to attendees
4. Coordinate date and location with adjoining FOAs as well as OFOA Registrar to inform wider audience of FCOCP training
5. Timeline (references use the actual training day as reference, - means time before training, + means time after training)
 - a. 8 weeks, identify date, location, potential instructors
 - b. 8 weeks, inform adjoining FOAs and OFOA Registrar of training
 - c. 8 weeks, establish budget that includes amount to be charged at registration (each FOA will have different funding methods, tailor to your need but take into account how will you fund/pay for an attendee not from your FOA)
 - d. 7.5 weeks, have registration information and advertising information prepared and distributed (distribution of registration information will be different for Level 1, versus Level 2 and 3) (Note there needs to be a specified date of when applications need to be returned to the training coordinator in order that the training can be conducted {what is the minimum number of applicants you need to run the course} and materials ordered, produced, food ordered, etc)
 - e. 6 weeks identify and confirm who will be teaching, who will be assisting
 - f. 5 weeks, identify audio visual aids, training aids (football, sticks, etc), manuals and handouts (exact numbers will not be known until your reach your registration cut off date)

- g. 3 weeks, should be deadline for registration (strongly suggest that if there is a cost to the individual, the payment needs to accompany the registration or the cost is borne by the sponsoring FOA)
- h. 3 weeks, order necessary Football Canada material, FCOCF manuals, MF manuals, rule books, etc
- i. 2.5 weeks, go over training day with instructors to confirm:
 - i. timing for the entire day,
 - ii. late registration,
 - iii. meet and greet,
 - iv. welcome,
 - v. instruction, both in class and on field (take into account travel time to and from field location),
 - vi. meal breaks,
 - vii. refreshment breaks,
 - viii. writing exam,
 - ix. marking and
 - x. taking up exam if necessary
- j. 2 weeks, order or arrange for purchase, pick up and delivery of refreshments to include cups, plates, utensils, napkins as well as actual food with appropriate container's (cooler and ice for cold drinks)
- k. 1 week, confirm with instructors, any handouts needed, who is producing exams and bringing to the location
- l. 3 days confirm access to room, if not used before, go to the room and ascertain what signage you may need from the front door to the location. Ensure you know fire exits and where the washrooms are located. Communicate with attendees with instructions on where to go on day of training with a reminder of what time you will be open for business.
- m. 2 days, complete OFOA and CFOA reporting documents ahead of time to save time on the training day.
- n. 1 day, review plan and confirm all pieces are in place. Suggest extra AV, plenty of extension cords as well as pens, pencils and stationary be in your possession
- o. Training day
 - i. Arrive at least one hour before advertised time (ensure you have made arrangement to get you and your instructional team into the location one hour before everyone else shows up)
 - ii. Have instructors set up the room while you and assistant set up registration, welcome and refreshment area
 - iii. Ensure AV is tested and working
 - iv. Ensure initial refreshments are ready
 - v. Have registration forms for OFOA and CFOA available at entrance to have participants confirm details before the day starts

- vi. Determine when handouts will be handed out. If ahead of time, have them on the desks, if not, have them sorted and arranged for quick delivery at the agreed time
- vii. Open doors and welcome
- viii. While training is being conducted, assistant to ensure refreshment area cleaned up, restocked for breaks,
- ix. After exams taken up, record marks, finalize paperwork
- x. Get feedback on training day, conduct of training, material, administration, etc
- xi. Clean up area
- p. +1 day,
 - i. Forward results to appropriate place, Registrar, MF, etc.
 - ii. Post updated training material to local central filing location and to OFAO web site
 - iii. Review and incorporate appropriate feedback into future plans
 - iv. Arrange for monitoring of trainees development

General Training

Training steps:

- Identify training need
 - From evaluations or feedback, what areas need to be worked on for Association training sessions? i.e. ball spotting, punt coverage, field goal coverage, timing rules, application of fouls on kick offs, punts, 4 man mechanics, 5 man mechanics, etc
 - If there is no formal evaluations or feedback currently used how are training needs identified?
 - Common areas of mistakes from CFOA Exam
 - Feedback or input from senior or respected officials
 - Feedback from coaches
 - Observations
 - Officials input
 - ??
- Identify resources needed
 - Who has the technical knowledge i.e. appropriate FCOCP level or knowledge expertise in area, and is willing and able to assist in the instruction
 - What is their availability
 - What is needed to conduct the training, classroom only, classroom with access to football field? (good time to discuss various options for presenting pros and cons)
 - What support resources, audio visual, marked field, goal posts, yard sticks, football, etc

- Conduct of training
 - What is attempting to be taught, a knowledge item or a practical skill?
 - What handouts if any
 - What training material to be produced, where will it be stored or archived for future use by trainers or as a learning resource for FOA members
 - If a skill is being taught/demonstrated, what are the various steps that need to be shown and practiced
 - What material or training aids are required for each step
 - Tie each step demonstrated to appropriate FCOCP level, approved FOA mechanic or approved ruling
 - This step goes a long way in creating consistency in officiating and also guards against having “older officials” perpetuate mechanics that have evolved

- Potential topics that could be used in group work to have attendees draft up plans for training; (instructors note, focus on having these sessions tailored for at least three different groups, new official, an official who has done a few years of primarily HL and LJ, and then a more experienced official. Intent is to demonstrate what different levels, degree of sophistication, etc needs to be emphasized/demonstrated at each level)
 - Rule study (Note that the discussion or plan needs to identify audience by experience as discussions should be able to get more sophisticated with a more knowledgeable/experienced audience {that is the discussions at a CIS panel level should be very different than what is covered for a group of officials with less than 3 years experience)
 - Kick off plays and penalties
 - Punting plays and penalties
 - Foul before kicked
 - Fouls in flight
 - Fouls after possession
 - Dual fouls
 - Possession
 - Timing
 - Clock stops in last three minutes
 - Ball carrier out of bounds (how determined)
 - Field demonstrations
 - Goal line
 - Positioning
 - Pylons, what is in bounds, what is out of bounds
 - FG coverage
 - Proper use of sticks and downs box

- Instructions to stick crew
- Setting the sticks
- Use of clip
 - This may have to be flexible due to the various makeups of stick crews from FOA assigned crews, parent volunteers to students on detention
- Punt coverage
- How to read and react
 - Note while this may seem redundant for officials who have played a reasonable quality of football, some officials have little to no playing experience. Can utilize individual attending the session to simulate line play but requires a good deal of planning and preparation as individuals need to be coached on how to imitate offensive line men in various plays while their peers observe and “react” to lineman’s actions
- LOS duties for HL and LJ
 - How to line up
 - What to observe
 - How to signal free and hold
 - Who to count,
 - Who is you partner on counting
 - How to confirm
 - Shuffling off the line