

AYSO Program: Referee

Lead Instructor: Advanced Referee
Instructor and National Referee
Assessor

National Referee Assessor Course

Latest Revision Date:
August 28, 2010

Length: 4 ¾ hours
Lesson Plan Number:

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Change History	
June 4, 2004	Lesson Plan Last Revision
July 1, 2005	Total revision and place in lesson plan format
January 1, 2009	Revised
January 1, 2010	Revised & PowerPoint presentation added
August 28, 2010	Minor update

National Referee Assessor Course

1. DESCRIPTION

Train National Referee Assessor candidates in advanced techniques of observing and providing feed back for National Referee candidates.
Review the game control requirements for higher level (U16 & U19) AYSO matches.

2. GOALS

To qualify the assessor candidate to perform assessments for upgrade certification to National Referee and to better perform other service assessments and support the mentor and observing program of AYSO. Skills include:

A. Review:

1. Understanding the objectives of assessing.
2. Understand the mentor and observation aspects of AYSO.
3. Preparation for assessment.
4. Use of assessment forms.

B. Observing games for assessment to National Referee.

C. Game control aspects of higher level matches.

D. Proper delivery of assessment results.

3. PREREQUISITES

A. A Referee Assessor.

4. STUDENT MATERIALS

A. Referee upgrade and assessment forms package (one per student).

B. *AYSO National Referee Program Manual*

C. *AYSO Referee Mentor Handbook*.

D. Fitness Test Requirements.

5. INSTRUCTOR EQUIPMENT AND MATERIALS

A. Overhead and LCD projector and screen.

B. Flip chart or blackboard.

C. Overhead slides of assessor forms & scenarios.

D. Power Point presentation

E. Copies of scenarios for students.

6. INSTRUCTOR NOTES

Use of PowerPoint Presentation: A PowerPoint presentation consisting of 22 slides accompanies this lesson plan. In the body of this lesson plan are cues for the slides that are marked by slide number. Many slides are animated with comments contained on most slides. The instructor should rehearse before making a presentation with PowerPoint.

7. ATTACHMENTS

Scenarios.

LESSON PLAN

National Referee Assessor Course

Class	Time
Introduction	30 minutes
Psychology and Philosophy of Referee Assessment	60 minutes
Game Control Expectations in Higher Level Matches	60 minutes
Observing the National Referee Candidate	30 minutes
Giving Constructive Criticism	45 minutes
Case Scenarios and Post Game Interview	60 minutes
Total	4 $\frac{3}{4}$ hours
Assessor examination and discussion	60 minutes
Practice Assessment Game	2 $\frac{1}{2}$ hours

I. INTRODUCTION (30 minutes)

- A. Introduce self and co-instructors
- B. Review AYSO National Referee Program
- C. If class is small enough, have each candidate introduce themselves and their assessing experience.
- D. Review goals of course (*use slide 2*)
 1. Purpose of assessment program is to:
 - a. improve the level of officiating within AYSO
 - b. encourage referees to expand their knowledge of the game and of officiating
 - c. motivate referees to continue to improve their refereeing skills and to remain in the program
 - d. recognize and reward referees for service to AYSO
 2. Expected to be a win/win situation
 3. All activities should be done with respect toward the referee candidate and to the game of soccer
 4. National Assessment standards are high. National Assessors must be prepared to discuss with candidates the need for additional assessments
- E. Discuss the Mentor program
 1. Mentor Qualifications:
 - a. Training: Successfully complete the Intermediate Referee Course class "The AYSO National Referee Program". Recommended, but not required, that the Mentor be an Intermediate Referee
 - b. Testing: Pass the Basic Referee Examination
 - c. Appointment: Appointed as a Referee Mentor by the Regional Referee Administrator or Regional Director of Assessment
 - d. Authorized to: Advise U-8 Officials, Assistant Referees, and Regional Referees. When assessors are not available, observe Regional Referees for upgrade to Intermediate Referee.
 2. Developing referees is important to recruiting and retention
 3. Recruiting tool for assessors

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F. Qualifications of a National Referee Assessor:

1. Experience: Certified as a Referee Assessor with a minimum of one (1) year in grade and performed at least ten (10) assessments/observations, with a minimum of five (5) assessments on Intermediate Referees seeking upgrade to the Advanced Referee level. The candidate must be an Advanced Referee or higher and must have the approval of the Section Referee Administrator or the Section Director of Assessment.
2. Training: Successfully complete the National Referee Course and the National Assessor Course.
3. Testing: Pass the National Assessor Examination.
4. Assessment: Successful completion of one practice assessment of a referee officiating a U-16 AYSO match (or equivalent) and one practice assessment of a referee officiating a U-19 AYSO match (or equivalent). These "over-the-shoulder" assessments must be mentored by a National Assessor.
5. Approval: Approved as a National Assessor by the Section Referee Administrator or the Section Director of Referee Assessment.
6. Authorized to: Advise U-8 Officials, Assistant Referees and Regional Referees. Observe Regional Referees for upgrade to Intermediate Referee, and assess Intermediate Referees for upgrade to Advanced Referee and Advanced Referees for upgrade to National Referee.

G. Link to past: Candidate should continue to be involved in Intermediate and Advanced upgrades and the Mentor Program.

II. BODY

A. The Psychology and Philosophy of Referee Assessment at the National Level (60 minutes)

Using guided discussion or other methods cover the following:

1. Psychology of National Assessments:
 - a. Most referees are apprehensive about being assessed
 - b. Many referees who are anxious to advance welcome the chance to improve.
 - c. Many referees who are candidates will have experience with assessment from other soccer organizations (USSF).
 - d. The referee advancing to upper level games (U-16 and U-19) is looking for the "professional" approach to help sharpen his/her skills and develop:
 - i. new techniques for game control
 - ii. foul recognition
 - iii. better game management.
2. Philosophy: *(use slide 3)*
 - a. National Referee candidates are expected to perform at the highest level. However, in the same respect, Assessors must understand that candidates for upgrade are at the upper end of the skills required at their current certification level and at the lower end of the skills required for the

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level they are being assessed. As such, candidates should not be expected to perform at the highest possible level of the certification for which they are being assessed. A National Referee candidate cannot be expected to perform at a level equal to a referee with many years of National Referee experience. As with any benchmark of proficiency, continued growth through experience is expected as referees mature professionally.

- b. National Referee candidates may be asked to repeat assessments.
- c. National Assessors must be able to establish an effective communication atmosphere to give a clear vision to the National Referee candidate of their strengths and needed areas of improvement.
- d. The National Assessor must be able to read the National Referee candidate. Is the referee anxious, terrified, confident or overconfident, suspicious, relaxed and in command
- e. Assessor must be able to demonstrate a clear reading of the match to the referee in order to gain the referee's respect that the assessor's suggestions are indeed helpful.
- f. Assessors need to approach the difficult and trouble areas of the match tactfully, positively and truthfully if improvement is to be accomplished.
- g. Communications of reassessment requirements must be presented to the National Referee candidate in a positive manner to encourage the referee to continue the up grade process.
- h. The assessor must try to establish a positive atmosphere where give-and-take discussions can be achieved.
- i. Assessor must be able to adjust his observation techniques in relationship to the game difficulty so the after-game discussions will be meaningful.
- j. All assessments regardless of level of up grade should be a positive experience to the candidate.
- k. Assessors attitude:
 - i. Assessors must always observe the National Program requirements and not set their own standards. Reference "*The AYSO Referee Assessor's Creed*"
 - ii. Assessors must recognize the referees' experience, maturity and style and gear suggested improvements to the strengths of the referee's style.
 - iii. Assessors must at all times project a positive and helpful attitude to create a win-win situation.
 - iv. The process of assessing should create a platform for continuous performance improvement, developing an ongoing mentoring relationship between the assessor and the referee candidate.
 - v. In an ideal situation the candidate should feel that the assessor is a mentor, friend, teacher, and supporter and would not hesitate to ask for and listen to advice.

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Notes to instructors: If time permits, using the outline provided below conduct a well-rehearsed skit with a co-instructor to reinforce the concepts. An alternative is to seek from the candidates examples of assessments they are aware of that do not meet the psychology and philosophy of National assessments. In either case, the candidates should discuss how the situations fail to meet the psychology and philosophy of National assessments.

DRAMA: The skit between a National Referee candidate and a National Assessor. The skit demonstrates some of the poor communication skills that transpire between an assessor, who should know better, and an experienced National Referee candidate who has spent many years in the program and has developed a certain amount of self-confidence and a strong ego about his ability to officiate a U-19 match. Read the match description then have two instructors playing the roles of the National Referee candidate and the “bogus” National Assessor.

The Match: A National Referee candidate has just completed a rough U-19 match. During the game the referee had to issue several cautions to each team and in the second half he sent off two players from one team and one player from the other team. The spectators on the sideline were no help to the referee. Parents from both sides were shouting at the referee almost every time he called for a foul. All through the game the players seem to be concentrating on fouling their opponent rather than playing the game. Several times the referee had to step in between players in order to restore order. The two teams have had a long rivalry and are battling for the league championship. Neither coach seems to be able to control their players. The last match ended in a 1 – 0 score and this match will decide the winner or if they have to play again. Neither team wants to see the other again and the referee had a difficult time reading the game. The referee missed several offside flags and appeared to be influenced into giving a penalty kick on a questionable trip (possibly a dive) that ended up being the only score in the game. Both coaches had to be warned in the second half. The match was interrupted several times by defensive fouls on the attacking teams near the penalty area.

The assessor watched the entire match from an area near one goal. The match is over and the assessor has given the referee time to get some water, fill out the misconduct report and cool down. He begins the interview with:

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- Assessor:** “Well, that was some match. I’m glad I wasn’t the referee. At what point did you feel the match getting out of control?”
- Referee:** “Who said the match was out of control?”
- Assessor:** “Come on, Sport, with all those cards and three send-offs. I had the impression that play was out of control and the game was lost!”
- Referee:** “What game were you watching? (pause). ... Look, I’ll admit that this match was harder to read than other U-19 matches I have refereed, but I thought that the send-offs were timely and necessary for match control. Besides, I thought the match settled down somewhat after the perpetrators left the field.”
- Assessor:** “Tell me, did you know anything about these teams before today?”
- Referee:** “A little. I know they were battling for the league lead, but I have not officiated any of their matches since the beginning of the season.”
- Assessor:** “What do you think your major problem was today?”
- Referee:** “Problem? Well.... I guess trying to get the teams to play soccer and not focus on retaliation when they were tackled hard. I reminded both teams several times and when it got rougher I backed it up with several cautions in the first half. You saw that!”
- Assessor:** “It didn’t work too well, did it? You had to send three players from the field and that further irritated the crowd. Don’t you think a National Referee candidate should demonstrate better control?”
- Referee:** “Yes, and I thought I did that. Granted, this was not a pretty game, but I got it finished and considering the attitudes of the players it could have been a lot worse. Do you think you could have done better?”

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Assessor: “Hey man, I was not the one in the center. We’re supposed to be talking about what we can do to help you.”

Referee: “Yeah, well I haven’t heard anything constructive yet!”

* * * * *

Skit Critique: Instructor: What did you think of this post game interview? Was there anything about this assessment that bothered you?

Major points:

- a. Assessor failed to develop a positive atmosphere at the start.
- b. Assessor’s viewing position during the match was questionable.
- c. The assessor’s biases were making it difficult to critique performance.
- d. The assessor did not read the match the same way the referee did.
- e. The assessor put the referee on the defensive and did not let up.
- f. Did not ask for an explanation of specific incidents.

B. Game Control Expectations in Higher Level Matches (60 minutes)

1. Referees working higher level matches (U-16 and U-19) must be able to *read the game* from the intensity of the players and the level of play. Based upon this *reading of the game* the referee must determine how to use the whistle and disciplinary tools to maintain control while allowing play to flow in a reasonable way.
2. Candidates for National Referee Assessor should recognize actions by referees that demonstrate to players, coaches and spectators their confidence in the application of the Laws of the Game and their ability to handle situations firmly and fairly.
3. Candidates for National Assessor must understand and assess overall match management by the referee.
4. Divide the class into three groups.
 - a. Ask each group to select a discussion leader (or if there are enough instructors assign one to each group), a scribe and someone to present their ideas to the whole group.

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- b. Assign each group the responsibility of coming up with a recommended list of **KEY** criteria under the headings of Game Control and Courage, Character and Consistency.
- c. Ask each group to come up with a list of things they would look for under their topics when assessing the referee or the assistant referee candidates for National Referee level.
- d. After approximately 15 minutes have each group present their ideas to the whole class with each group taking a particular topic in turn. After a group has presented their ideas have the other groups briefly comment and add ideas. The instructor should guide the discussion to ensure that wild, impractical or too demanding suggestions are not accepted.

Key Criteria that should be covered under Game Control Issues for U-16/U-19 Play:

Referee's 'Command Presence' before, during and after the match:

- Overall teamwork with the assistant referees.
- Referee's ability to read the match (tactics & style of play).
- Referee's ability to distinguish between aggressive fair play and hard fouls.
- Dealing with 'hard' fouls quickly and effectively.
- Proper and effective use of advantage.
- Handling dissent.
- Handling misconduct and injuries.
- Dealing with time wasting.
- Handling aggressive play by the goalkeeper.
- Effective use of whistle during tense situations.
- Overall match management.
- Recognizing gamesmanship and 'Moment of Truth' situations.

Key Criteria that should be covered under Courage, Character and Consistency: *(use slide 4)*

For the Referee:

- Willingness to call fouls equally for both teams.
- To distinguish between real fouls and dives (simulations) on the field and particularly in the penalty area.
- Ability to recognize and deal firmly, including the use of cards, with any challenges to their authority.
- Maintenance of coolness and calmness during pressure situations.
- Making decisions in a timely manner.

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- Demonstration of the proper use of advantage.
- While in command the referee demonstrates he/she is having fun, smiles.

For the Assistant Referee:

- Assisting not insisting.
- Not being influenced by sideline distractions.
- Carefully following the referee’s instructions.
- Reading play well and following the ball to the goal line.
- Helping the referee with fouls committed behind his/her back.
- Anticipating offside situations and flagging the offside infractions.

Summary and conclusion:

- Lead instructor should quickly review the requirements under the Game Control and Courage, Character and Consistency headings.
- Stress the need for consistency among referee assessors and refer them once again to the “AYSO Referee Assessor’s Creed”

C. Observing the National Referee Candidate (30 minutes)

Note to instructors: *(use slides 5-11)* The Instructor should confirm with the candidates if a review of assessor forms is needed. If it is determined that a review is necessary, it should be very short with emphasis on the following:

AYSO provides one set of official forms. The only mandatory form is the Assessment Verification Form.

All other forms are provided for the use of the assessor. The method of preparing the forms is recommended but not required. Experienced assessors may wish to use all or part of these forms. *When only a portion of the forms are used they must provide the assessor and the candidate with sufficient information to support the results of the assessment.*

Tie the observations of the National candidate to the unique features of higher-level games.

1. Review and discuss the skills that must be demonstrated clearly by any National Referee candidate while officiating a U-16 or U-19 match. The level of the game at which the candidate being assessed, is not the basis for the assessment; rather, the referee’s ability to referee the typical regular season AYSO U-16 or U-19 game is the basis for the assessment.
2. Emphasis should be made that minor deviations of below-standard performance in these areas should be used as **possible** reasons for non-

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- acceptance in borderline performances. However, the assessor's judgment in the performance is still the assessor's guide for approval.
3. Standards for a National Referee:
 - a. Appearance - must be properly dressed and must ensure that the referee team is properly dressed and equipped
 - b. Pre-Game
 - i. Referee Team pre-game conference:
 - (a) Must be thorough and cover all aspects of the game.
 - (b) Should be approximately 10 minutes in length
 - ii. Field Inspection must be thorough and complete
 - iii. Team inspection must be thorough and complete
 - c. Fitness - must demonstrate physical fitness that will permit the referee or assistant referee to maintain proper position on the field at all times for the entire length of an AYSO upper level match
 - d. Attitude - must demonstrate a positive attitude toward:
 - i. Players
 - ii. Coaches
 - iii. Referee team
 - iv. Spectators
 - v. The game of soccer
 - e. Positioning, Mechanics and Signals
 - i. Consistently use proper signals
 - ii. Demonstrate proper mechanics on all restarts, substitutions, discipline
 - iii. Consistently be in a proper position to manage the match and to use the diagonal system of control as a basis for positioning
 - f. Accuracy of Decisions
 - i. Law Knowledge - must apply all laws properly. Improper application of laws will likely result in the candidate being required to repeat the assessment.
 - ii. Foul Recognition-
 - (a) Is in proper position
 - (b) Recognizes fouls and the intent of players
 - (c) Properly applies advantage
 - iii. Properly uses the input from other members of the referee team to make timely and accurate decisions
 - iv. Consistency - is consistent in managing the match
 - v. Location of the referee on:
 - (a) Fouls & Misconduct
 - (b) Goals
 - (c) Balls crossing the goal line
 - (d) Other critical times during the match
 - vi. General location of the referee on and off the diagonal
 - vii. Other match information

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4. Discuss techniques that can be used by an assessor to ensure that the match is properly observed. Include the following:
 - a. Moving to different locations on the field
 - b. Observing the reaction of players to referee decisions
 - c. Observing game tactics and the referees reaction to these tactics
5. Conclusion and summary:

Stress the need for consistency among referee assessors and reintroduce and read aloud the "AYSO Referee Assessor's Creed" (*use slide 12*)

"When performing my duties as a Referee Assessor I will evaluate referees based upon the standards established, approved and set forth by the AYSO National Referee Program. My assessment will take into account the referee performance I am witnessing only and I will endeavor, to the best of my ability to not be influenced by my own biases and expectations or the views of others."

D. Giving Constructive Criticism (45 minutes)

1. Criticism, a New Definition: (*use slide 13*)
 - a. A results-oriented interaction whose goals are improvement and motivation.
 - b. Communicating an evaluation to others in a way that enables them to use it to their advantage.
2. Discuss the following attributes of criticism:
 - a. Criticism is our opinion, not fact.
 - b. Criticism is to encourage improvement, not to remind us of failure.
 - c. Criticism is interactive.
 - d. Criticism facilitates growth.
 - e. Criticism deals with behavior that can be changed.
 - f. Criticism is helpful.

"Criticism should not be querulous, and wasting, all knife and root puller,
but guiding, instructive, inspiring, a South wind, not an East wind "

-- **Ralph Waldo Emerson**

3. Discuss the following requirements for positive criticism:
 - a. Assessor must be able to read the referee candidate
 - b. Establish a positive atmosphere at the start.
 - c. Be able to adjust observation techniques to game conditions.
 - d. Assessor must be able to read the game so comments have validity.
 - e. Recognize the referee's style and strengths.
 - f. Determine if 'weaknesses' are style or an area for improvement.
 - g. Approach problem areas with tact, positively, and truthfully.
4. The assessment discussion:
 - a. Content is a matter of judgment

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- b. Subjective, your perception
 - c. Give referee room for explanation, interpretation
 - d. Discuss the strengths of the referee's game control, i.e. flow and control, foul recognition, effective use of advantage, misconduct, challenges to authority.
 - e. Discuss the ability of the referee to read the game, i.e. what were the teams' tactics, strengths and weaknesses?
 - f. Discuss the key moments in the match where game control was critical, i.e. player reaction
 - g. Feedback to the referee must always be positive and constructive.
 - h. Suggestions for improvement must be presented as a means to increase the effectiveness and enjoyment of the referee and of the players.
 - i. Suggestions for improvement must always be practical and within the capability of the referee to accomplish.
 - j. Stay away from "always" and "never", rather use:
 - i. In my opinion...
 - ii. I believe...
 - iii. From my perspective...
 - iv. The way I see it...
 - v. You might think about, you could...
 - vi. Others have...
 - vii. Another way to accomplish...
 - k. Get the referee involved:
 - i. How do you see this?
 - ii. What do you think?
 - iii. How would you do this differently in the future?
 - iv. What happened during a specific incident?
 - v. Were there any moments in the match that challenged you more than others?
 - vi. Which players needed the most watching and why?
 - vii. How did the tactics of the teams challenge your game control?
 - viii. What were the key moments in the match that you felt were the "moments of truth"?
5. Reduce Resistance to Change: Convincing a person to change is almost always difficult. Unless the person sees some benefit to the change, he will be reluctant. Here are some ideas that may help lead to positive change.
- a. Recognize that others may not share your beliefs or approve of your attitudes.
 - b. Realize that the beliefs and attitudes of others are habit patterns.
 - c. Visualize the change from the viewpoint of those who will have to use or adapt to your recommendations.
 - d. Anticipate difficulties in getting acceptance of your recommendations and devise ways to make the transition more acceptable.

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- e. Carefully consider all consequences of a change and avoid recommendations for abrupt, sweeping change.
 - f. It is almost always best to bring about gradual change a step at a time.
 - g. Recognize that any significant change triggers emotional tension, either because old behavior is found to be inadequate or because new behavior must be acquired.
 - h. The dissipation of tension may take some period of time.
 - i. A clear incentive to change, where possible, helps those affected do so.
 - j. When possible, maintain contact with people while change is being made.
6. An assessor must be a good listener:
- a. Do you prepare yourself by facing the speaker and making sure you can hear?
 - b. Do you watch the speaker as well as listen?
 - c. Do you decide by the speaker's appearance and delivery whether what he has to say is worthwhile?
 - d. Do you listen primarily for ideas and underlying feelings?
 - e. Do you determine your own bias, if any, and try to allow for it?
 - f. Do you keep your mind on what the speaker is saying?
 - g. Do you interrupt immediately if you hear a statement you feel is wrong?
 - h. Do you make sure before answering that you have taken in the other person's point of view?
 - i. Do you try to have the last words?
 - j. Do you make a conscious effort to evaluate the logic and credibility of what you hear?
 - k. Do you think about your response before you have finished listening?
7. Avoid the common sources of errors in assessments
- a. Unwillingness to take the time and make the effort to do a thorough assessment.
 - b. Overweighing recent occurrences - things that take place late in the game.
 - c. Personal prejudices on the part of the assessor. Use of assessment criteria can help here.
 - d. Lack of uniform criteria or standards
 - e. Reluctance to point out weaknesses.
 - f. Communicating in a negative way, rather than in a positive and constructive manner.
 - g. Failure to use specific incidents as a basis for constructive criticism.

E. Case Scenarios and Practice Post Game Interview (60 minutes)

The activity is broken down into two parts. Part 1: covers the recommended procedure. Part 2: is where interviewing techniques are practiced in small groups using the scenarios attached to this lesson plan. A short break between the two parts is recommended.

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Part 1: Recommended Procedure: (10 minutes)

Review and expand upon the following keys. Respond to comments and questions as needed.

- Allow the referee team to complete their post game routine.
- Greet the referee team with a smile and a friendly word of thanks.
- Quickly establish a peer or consulting relationship.
- When the referee team is ready, move to a comfortable, quiet and reasonably private area.
- Allow the candidate(s) to complete the self-evaluation portion of the Assessment Verification Form.
- Using the Referee Assessment Checklist, a Field Worksheet or other notes conduct the post game interview.
- If only one member of the team is being assessed quickly identify strengths and areas for improvement of the other members of the team and excuse them from further involvement unless agreed otherwise
- Address the key strengths of the candidate. This is critical if the candidate is to perceive the experience positively. Use specific incidents in the match to substantiate.
- Identify no more than three areas for improvement. Again use specific incidents to substantiate your comments. Be frank, positive, constructive and encouraging. **Do not dwell on what you perceive as mistakes.**
- Try to use the interview as a teaching and learning experience. Involve the candidate in the discussion. **Do not preach.**
- Close by politely stating your recommendation and with a handshake. It is important that the candidate leave the interview feeling good about the experience and ready to continue to officiate whatever the recommendation.
- Complete all assessment forms, sign and give to the candidate for further processing. If your recommendation is positive then sign, or make arrangements to sign, the candidate's Application for Certification Upgrade Form. Retain the lower half of the Assessment Verification Form for your records.

Part 2: (45 minutes) *(use slides 14-22; see Attachment A for instructions)*

- Divide the class into groups of four candidates.

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- Give each group a copy of the four scenarios included in this class description and instruct the group to spend 7 minutes on each. They are to divide each session into 5 minutes interview time and 2 minutes group critique.
- Have each candidate conduct the interview, in turn, with respect to the specific incident(s) noted in the scenarios provided. The remaining three candidates are to play the part of the referee team and should respond based upon the technique of the candidate. After 5 minutes the group is to critique the interview process.
- The groups should be reminded that this group critique is subject to the same general rules as the assessment interview and should be constructive and encouraging while pointing out areas of strength and for improvement.
- The sessions should be monitored with little or no interference by the instruction staff.
- Note if there are insufficient instructors to perform this function assign it to a senior member of each group

Conclusion (5 Minutes)

- a. *Instructors or senior group member quickly comment on the practice for each group*
- b. *Lead instructor quickly reviews important keys for conducting post game interviews as they apply to the senior referees who are being assessed in U-16 and U-19 matches*
- c. *Stress the need for consistency among referee assessors and introduce and, once again, read aloud the "AYSO Referee Assessor's Creed"*
- d. *Distribute handouts, thank the participants and close the course by explaining the procedure for becoming registered as a National Referee Assessor.*

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ATTACHMENT A

Scenarios

Note to Instructors: In the following scenarios you are performing an assessment of the referee. Conduct a post-game interview dealing in particular with the incident(s) described in the scenario. Where necessary include the assistant referees in the interview.

Each candidate should deal with one of the scenarios while the remaining candidates act the part of the referee and assistant referees. You have no more than 7 minutes to conduct the interview and to receive feedback from the other candidates.

PowerPoint slides 14-22 contain the scenarios used in this section. They should be projected to reduce the need to re-read scenarios as they are discussed. Additional information slides to referees and assessors are given to the team presenting the scenario and should be shown to the rest of the class only after initial discussion of the scenarios.

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SCENARIO 1

You are assessing a National candidate in a tough, physical U-19 contest between two teams who clearly have no love for one another. Since this is a crucial match the referee, in the pre-game, advised the assistant referees that he was going to let them play; that he wanted the players to decide the winner; but, that he would establish control early so no one would get hurt.

The referee, true to his word, quickly established the level of conduct he wanted in the first fifteen minutes. He whistled a number of obvious fouls, but as the game progressed he changed more to advantage-play style. It was evident that the physical contact and challenges were getting harder and more dangerous. By the middle of the second half a player from each team has been carried off and several players from each side are nursing bruises while they play. The referee is getting a normal amount of dissent from the players and coaches. The match ends in a tie.

Conduct a post-game interview

Additional Information for the referee only:

You believe that your goals of the match were met...you allowed the players to determine the winner of the game. The injuries were a result of tough but fair play or a result of you applying "advantage." You believe you had a successful match.

Additional Information for the assessor only:

Your assessment is that the referee's failure to properly control the match was a contributor to the injuries. On several occasions the referee applied "advantage" in the middle third of the field when little advantage was realized and players were injured to the extent that play was later stopped to administer to the injury. In addition, you question the referee's ability to recognize misconduct associated with several hard tackles from the side and rear where only fouls were called.

You determine that the referee should be re-assessed.

National Referee Assessor Course

SCENARIO 2

You are charting the movements of a National candidate in a semi-final match between two U-16 teams that are very skilled and very aggressive. The referee has kept up with play very well and at times has had to duck quickly to avoid being hit by the ball. She has maintained good control by whistling several fouls at key moments. Your chart shows that the referee's distance from the foul is sometimes five yards, but never more than thirty yards. On fouls of thirty yards the play is near the penalty area close to the assistant referee. If there had been any complaints about the referee calls it was during these occasions. During one episode, late in the first half, when the players were playing very physically and the intensity was getting higher, the referee whistled a hard tackle from behind and cautioned the player. This seemed to settle the players down for a while, but late in the second half you observed another tackle from behind and the referee called out "play on" when the ball went to a team mate who scored the only goal in the game.

Conduct a post-game interview

Additional information for the referee only:

You were satisfied with your performance; however, found that the assistant referees appeared to avoid calling fouls in spite of your pre-game instructions. Even though you were nearly hit by the ball several times, you prefer to anticipate play.

Additional information for the assessor only:

You believe the referee should be recommended for upgrade to National Referee. You recommend that the referee move off of the diagonal to be closer to play, even when play is close to the assistant referee. You want to determine if the referee understands that she may punish misconduct after applying "advantage."

National Referee Assessor Course

SCENARIO 3

The National Referee candidate is being assessed for his second U-19 game, having passed the first one. The game is a below average U-19 match between two inexperienced teams. The skills of the players are low and the referee has little trouble in getting the players to refrain from using physical skills that they are obviously not ready to use in a safe manner. The referee has blown his whistle a few times in the first half and only two or three times in the second half, most of them offside calls. He did not issue a yellow card for an obvious handling situation; but, issued a stern warning to the player. The referee has easily stayed within good playing distance and has continued to talk to the players throughout the match. He called advantage once but called it back when advantage did not materialize. He comments to his assistant referees several times during the match with, "Good eye, Mike" and "Excellent offside call, Mary".

Conduct a post-game interview

Additional information for the referee only:

You realize that the match was not competitive; but, believe you should be "passed" because it is difficult in your Section to find U16 or U19 matches. You have passed one referee assessment, one assistant referee assessment for National Referee and refereed a total of 125 games 40 at U19.

Additional information for the assessor only:

While the game was a below average AYSO game, the referee showed very good overall skills and communication. You would like to pass the candidate but are concerned about his ability to manage a more challenging match. Attempt to determine from the candidate his overall experience and his understanding of proper game management. If you receive a satisfactory response to game control, you intend to recommend upgrade to National Referee.

National Referee Assessor Course

SCENARIO 4

This is the first assessment for a National Referee candidate who is assigned a U-19 match during the regular season. The two teams are fairly matched, but they are not the best teams in the league. Both teams have a number of players who are not as skilled as some of the better teams and a both sides have received a fair number of cautions in previous games. In this match a player from each team is returning after sitting out a game for a send-off. The game starts off with a number of hard tackles and several vicious fouls. The referee is trying to talk to the players and get them to play soccer but the referee's control is waning. You hear several complaints from the players, such as, "Come on ref, what about that trip?" and "Come on ref, that was a hand ball!" The game is stopped several times due to injuries and by the second half the referee has resorted to six cautions and a send-off from each side. The referee has missed several assistant referee flags and he appears to be frustrated.

Conduct a post-game interview

Additional information for the referee only:

You consider yourself to be a good referee. You have a lot of self-confidence and feel that some of the criticism you have received in the past from players and coaches, as well as some referees, is unwarranted. In fact, you are likely to think that the assessors are looking for ways to fail you rather than help. The game was more difficult than you thought it would be. At times it was clearly frustrating but you got through it without having to terminate it. You believe the cautions and send-offs were essential to game control, but you are trying to decide if you started too late with the cards. The post-game stares and remarks from some of the spectators were less than appealing. Do you try to convince the assessor it was their fault the game went so poorly or shut up and hear what the assessor has to say?

Additional information for the assessor only:

You are the top assessor in the section. You have been assessing referees for ten years and have a good handle on the requirements of a National Referee. You have assessed a difficult referee who has officiated some good games but, at times, can be challenged. You know his nature is to be defensive and he has a hard time admitting problems. You know he can be helped and you want to keep him because he is dedicated and loyal to the program.

National Referee Assessor Course

Additional Scenarios (if needed)

Questions for Assessing - Role Playing

1. The referee ran a tight U-16 game and was verbally harsh with players.
2. After scoring a goal, the referee turned around to return to center, and one player struck an opponent. Confusion resulted.
3. The referee called simultaneous fouls and restarted the game with a drop ball.
4. A defender, seeing a shot on goal and the goalkeeper out of position, batted at the ball with her hand. Although deflected, the ball continued into the goal. The referee cautioned the defender, and restarted with a kickoff.
5. The referee was calling a loose game from the start, rough play escalated throughout the game until one player suffered a leg injury late in the second half after a slide tackle from behind.
6. The referee called a very tight game and player irritation was obvious. Players thought the calls were trifling. In the second half, coaches were more vocal and challenged the calls. On one occasion, the referee had to stop the game to verbally warn one of the coaches.
7. Some foul language is evident late in the first half. The referee deals with this situation verbally, but assertively. No other problems occurred during the rest of the game.
8. With the Blue team ahead by one goal late in the game, the Blue GK started to instruct and position his teammates before passing or punting the ball. Opposing players complained about time wasting, but the referee made no call.
9. The referee used some of the approved FIFA signals, but not all and not consistently.
10. The referee generally concentrated on play around the ball. There were a couple instances when fouls occurred away from the ball and went unnoticed.
11. In the first half, the referee ran hard to stay up with play, and sometimes had to sprint on free kicks or quick turnabouts. In the second half, the referee was obviously tired and did not keep up with play and found himself frequently out of position.
12. The referee was screened when a ball was kicked over the touch line in view of the assistant referee. The assistant referee was not sure who touched the ball and no signal was given.