

Referee Administrator Training



| Change History | |
|--------------------|---|
| July 1, 2002 | Date Lesson Plan First Developed |
| July 31, 2002 | Lesson Plan Revised |
| November 25, 2003 | Lesson Plan Revised |
| November 12, 2004 | Lesson Plan Revised |
| March 8, 2005 | Lesson Plan Revised |
| September 24, 2005 | Lesson Plan Revised |
| February 22, 2006 | Lesson Plan Revised |
| August 28, 2006 | Lesson Plan Revised |
| December 3, 2007 | Lesson Plan Revised – add Ref. Sched. |
| August 1, 2007 | Lesson Plan Revised |
| August 24, 2008 | Lesson Plan Revised |
| November 11, 2008 | Lesson Plan Revised – minor corrections |
| August 25, 2009 | Added 6 th Philosophy – Player Development |
| August 28, 2010 | Minor updates |

Referee Administrator Training

1. DESCRIPTION

This 2.5 hour course acquaints the student with the duties of a Regional Referee Administrator (RRA) and focuses on the activities that are key to administering a Regional Referee Program. Students will get a clear understanding of the major responsibilities of the RRA and methods to accomplish these responsibilities that have proven successful for other RRAs.

2. GOALS

1. Introduction 15 min
 - Relax, help is on the way
 - Agenda review
 - The Big Picture
2. Regional Referee Administrator duties 10 min
 - Brief review of position description
 - Where to start?
3. Getting organized 40 min
 - People who can help
 - Information sources
 - Establish Guidelines
 - Appoint Staff
 - Develop Communication Plan
 - Understand National Programs
 - Develop Deadline Calendar
 - Identify local conditions
4. Recruiting volunteer referees 10 min
 - Where are they?
 - How do we get them?
5. Training new and established referees 10 min
 - Modular training options
 - Training course objectives
6. Scheduling referees 30 min
 - Identify local conditions
 - Rule of thumb
7. Retaining referees 10 min
 - Suggestions
8. Developing a budget 20 min
 - What, when and how
 - Practical exercise
9. Conclusion 5 min
 - Review

3. PREREQUISITES

- A. There are no prerequisites required to attend this training course.
- B. This course is intended for new RRAs, Assistant RRAs and potential RRAs and RRA staff.

4. STUDENT MATERIALS

- A. Referee Administrator Reference Guide (optional)
- B. National Referee Program Manual (optional)
- C. Guidance for Referees and Coaches (optional)

SPECIAL INSTRUCTOR NOTE: When this lesson plan is presented at a Section Conference, the required student handouts will be included in the Section Conference Workbook and provided to attendees prior to the workshop. Explain that all AYSO referee publications, lesson plans and the optional student handouts can be downloaded from AYSO.org and AYSOtraining.org. In addition, they may also be provided on compact disks to the attendees at Section Conferences. Instructors should adjust their presentations according to the availability of the optional student handouts.

5. INSTRUCTOR EQUIPMENT AND MATERIALS

- A. Overhead projector and overheads of the presentation or laptop & LCD projector.
- B. The instructor is encouraged to bring other sources of information to show students some of the additional available resources such as:
 - Recruiting and Retaining Referees Manual
 - Developing and Maintaining a Youth Referee Program
 - Problems Outside the Touchlines book
 - Sample Parent Handbook

6. INSTRUCTOR NOTES

This workshop is information intensive but instructors should try to limit the use of the lecture method to deliver the information and use every opportunity for discussion and guided participation to keep the students engaged. This course is intended to make the RRAs aware that there are multiple paths to success though the exchange of ideas and practices that have worked for others. The times listed to cover each topic are flexible and, provided the essential points of each topic are covered, should be adjusted according to class interest and need.

Referee Administrator Training

LESSON PLAN

The Referee Administration Training overhead instructor notes follow. These notes guide the instructor as to what points to emphasize on each slide with suggested comments or techniques for presenting the material.

INTRODUCTION 15 min

Slide 1 – Referee Administrator Training

Introductions and opening comments. Have samples of the Referee Administrators Reference Guide, National Referee Program Manual and Guidance for Referees and Coaches available to display and, funds permitting, provide copies for each participant. Explain that these manuals are a must for Regional Referee Administrators and regional referee staff (directors of instruction and assessment).

Slide 2 – Referee Administrator Training – Instructor Resources

Ask the instructor(s) enter their contact information here.

Slide 3 – Agenda

Review the agenda

- Introduction 15 min
- Regional Referee Administrator duties 10 min
- Getting organized 40 min
- Recruiting volunteer referees 10 min
- Training new and established referees 10 min
- Scheduling referees 30 min
- Retaining referees 10 min
- Developing a budget 20 min
- Conclusion 5 min

The times listed above are flexible and should be adjusted according to class interest and need. As usual, time is the worst enemy of the instructor and care must be taken to ensure the essentials of each topic are covered. The audience should be reminded that the session is intended to provide the tools to begin the referee administrator's job. Review the agenda with topics to be covered. Provide the overall perspective that the job of the Regional Referee Administrator (RRA) is to ensure that the referee program they run in their community supports AYSO's "Big Picture"...

Slide 4 – The Big Picture

AYSO Vision Statement: “To provide world-class youth soccer programs that enrich children’s lives” and...

AYSO Mission Statement: “To develop and deliver quality youth soccer programs which promote a fun, family environment based on the AYSO Philosophies of *Everyone Plays, Balanced Teams, Open Registration, Positive Coaching, Good Sportsmanship and Player Development*”.

Stress the importance of RRAs keeping these guiding principles foremost. This is what makes AYSO special and a leader in youth sports programs throughout the world. These fundamental principles are the foundation of the AYSO National Referee Program and must be emphasized in all aspects of program implementation in local AYSO regions throughout the country. Referees play a crucial role in ensuring there is truth in the often used catch phrases such as:

“AYSO is a program that enriches children’s lives”

“AYSO is a youth development program that uses soccer”

“AYSO is about kids first and soccer second”

“It’s For the Kids”

“Referees are keepers of the flame”

and always remember that...

“In AYSO, it’s about more than the game!”

Slide 5 – Some Surprising Statistics – Josephson Institute of Ethics Survey

Point out that in a survey of 4,200 high school athletes conducted by the Josephson Institute of Ethics, it was concluded that “...in many cases, young athletes – especially males – simply learn to cheat, engage in improper gamesmanship and indulge in excessive violence”. “The survey reveals that coaches and parents simply aren’t doing enough to assure that the experience is a positive one”.

Briefly highlight the following survey results:

- According to the survey questions, designed to measure attitudes and behaviors, approximately half of the boys and a third of the girls surveyed see nothing wrong with such thing as cheating, using racial slurs, faking injuries, arguing with officials or resorting to violence, if it will help to win the game.
- 56% of the boys and 45% of the girls further felt that cheating is required to succeed in the “real world”.

Referee Administrator Training

- 68% of both boys and girls surveyed admitted to cheating on tests in school.
- 72% of both the boys and girls surveyed would still rather get playing time on a losing team than sit on the bench of a winning team.
- The pressure to succeed/win for many is taking precedent over, integrity, honesty, fairness and sporting behavior.

Slide 6 – More Statistics

Point out the results of a one question online survey conducted by California Parks and Recreation which asked the question, “What is the biggest problem in youth sports today?” The following were the choices selected in order of most to least frequent response:

- | | |
|-------------------------------------|-------|
| ➤ Out of control parents/spectators | 48.0% |
| ➤ Win at all cost coaches | 30.6% |
| ➤ Poorly run leagues | 10.5% |
| ➤ Poor sportsmanship by kids | 7.0% |
| ➤ Inexperienced officials | 2.6% |

Summarize the survey results by quoting the cartoon character, Pogo, who said,
“We have met the enemy and they is us”!

Indicate that the behavior we model as adults ultimately becomes the behavior and attitudes youth adopt. Our behavior as referees, coaches, spectators and league representatives will have lasting effect on the character of the young players who watch and emulate us. Emphasize that...

“In AYSO, it’s about more than the game!”

Explain that this session is intended to help both new and lesser experienced Regional Referee Administrators understand the processes for successfully managing the AYSO National Referee Program in an AYSO Region.

Indicate that this workshop is intended to compliment the information contained in the AYSO National Referee Program Manual which is an excellent resource for the RRA. However, it can be overwhelming to a new RRA. This workshop brings the essential activities into focus for the new RRA and focuses on the practical elements needed to run a successful referee program. Other reference materials and workshops are available which provide additional, in depth, coverage for recruiting and retaining referees, training referees and scheduling referees.

Referee Administrator Training

Slide 7 - In the Beginning (There Was a Void)

Ask the audience why they are here. Reinforce comments such as “enjoyment”, “wanted to improve the program”, “wanted to contribute”, “want the kids have a good program”, “I was tricked into volunteering”, etc. Indicate that, regardless of the circumstances, they have, in fact, volunteered. AYSO is a volunteer based organization and has done very well over the years attracting volunteers who believe that...

“Being a volunteer is not an excuse for doing a poor job”.

Regional Referee Administrator Duties 10 min

Hand out blank sheets of 3x3 inch sticky “Post-it” note paper. Select a volunteer who is new to the position of RRA or has the least amount of experience and have them come to the front of the room. Ask someone to write one job the RRA must do on their Post-it and then stick it on the “rookie” RRA. Ask if anyone else can think of another job to paste on the “rookie” and repeat until the “rookie” is overwhelmed with jobs to do. The obvious point to make is that the RRA needs help and must DELEGATE.

Slide 8 - Regional Referee Administrator Duties

The RRA position is intended to implement, monitor, and maintain the AYSO National Referee Program including program delivery, staff development, communication, and coordination at the regional level. Quickly review the duties listed on the overhead which highlights the RRAs duties. Do not attempt to cover the details of each task since they will mostly be covered during the remainder of this workshop or in other workshops. The following are the specific duties and responsibilities of the Regional Referee Administrator as listed in the position description:

1. Ensure that each referee is properly registered – Annually!
2. Work with the child and volunteer protection advocate before permitting volunteer referees to participate;
3. Appoint a regional director of referee instruction;
4. Appoint a regional director of referee assessment;
5. Assist the area referee administrator and support the regional commissioner implementation;
6. Develop a schedule for referees and assistant referees;
7. Identify and train a successor;
8. Prepare an annual regional referee work plan and budget;
9. Maintain a current list of all referees within the region (Copies of this list are to be submitted at least annually to the area referee administrator);
10. Disseminate important information to the referees within the region;
11. Support and encourage the development of camaraderie, mutual support, esprit de corps, and uniformity of interpretation among referees by providing sufficient opportunities for social interaction;
12. Provide leadership and be an active role model;

Referee Administrator Training

13. Promote referee welfare within the region;
14. Monitor referee activities within the region;
15. Coordinate the assignment of referees at special events;
16. Represent the region at area meetings;
17. Assist referees in interpretation of the FIFA Law, national, section, area rules and regulations, and regional guidelines;
18. Advise the regional commissioner and staff on matters pertaining to refereeing;
19. Maintain liaison with area referee administrator for general administrative questions; and
20. Cooperate with the area referee administrator as necessary.

National Referee Program Manual

Introduce and display the National Referee Program Manual. Describe it as a wealth of information and encourage them all to read it later, to use it as a reference manual. Assure them that in this session we will focus on the key areas required for their success.

Emphasize that every Region is unique. There are certain things that must be done in order to assure that the program is well run. Also, there are problems that are common to most regions (getting volunteers, training, assignments, emotional parents, etc.). However, it is the manner in which problems are addressed that often differs in subtle ways from Region to Region.

Within the guidelines of AYSO, there are many ways to address the needs and challenges of each Region. Every "old timer" has his/her way of running a referee program. Encourage the new RRAs to learn from those who preceded them in the position and to apply their own methods as well for a successful year as the Referee Administrator.

Slide 9 - Where do I start?

Identify the elements needed to run the regional referee program.

- Developing a deadline calendar
- Recruiting referees
- Conducting training
- Scheduling referees
- Retaining referees
- Developing a budget

To have a successful season, you must put these pieces together.

Getting Organized 40 min

Slide 10 – You are not alone: People that can help (Game Version)

Slide 11 – You are not alone : People who can help (Lecture slide version)

(Instructor Guidance - Before running the PowerPoint, hide one or the other of these slides, Slide 53 is a game operators slide that should be printed out ahead of time.)

Point out that new RRAs are not alone and that there are lots of people that can help. Test the knowledge of the attendees by playing a short game patterned after the TV game show “The Family Feud.”

Choose 4 to 5 volunteers for two teams from two different Sections as the contestant groups. Remember the general format. There are two teams with a leader for each. When the moderator asks the question, the first captain to respond (tap light or buzzer) gets to suggest an answer to the question. The answers that are generally considered good sources by experienced referee administrators are contained in the PowerPoint slides or can be placed on a chart or view graph with strip covers. If the captain is successful in choosing one of the answers from the list, his/her team gets to continue guessing until they suggest an answer which is not on the list. If they fail to get one, the opponents then get to take over in similar fashion. When they fail, you count up the points for a “winner” and reveal the other answers.

Modify the format slightly if you wish for greater cross team participation. The first captain to “hit the buzzer” goes first. The teams then alternate until one team’s answer is not on the list. In that event, the other team takes that turn. When you have received 10 answers, tally up the point for each team and reveal the other answers.

An alternate to using the PowerPoint slides for the game is to set up a chart of the “People That Can Help”, cover the answers with individual strips and as they are identified uncover them and the point value for each.

| Sources | Point Value |
|--|-------------|
| ● Previous RRA and staff | 10 |
| ● RC – Regional Commissioner | 9 |
| ● ARA, ADI, ADA – Area Referee Staff | 8 |
| ● SRA, SDI, SDA – Section Referee Staff | 7 |
| ● NRA – National Referee Administrator | 6 |
| ● National Referee Advisory Commission | 5 |
| ● National Support and Training Center staff | 4 |
| ● RCA – Regional Coach Administrator | 3 |
| ● CVPA – Child & Volunteer Protection Advocate | 2 |
| ● Other Local Sources | 1 |

Referee Administrator Training

Follow up with the explanations of the priority and type support each resource represents. Explain that these are the people whose job is to support the efforts of regions and RRAs. Encourage the RRAs to use the AYSO support structure. The sole purpose of area, section and national staff is to support the needs of the regions so “make them work.”

Refer to the list of names and contact information in the handout material and encourage/help attendees complete the missing information for their local representatives.

Slide 12 – Where to Get More Information (Games Version)

Slide 13 – Where to Get More Information (Lecture Slide Version)

(Instructor Guidance - Before running the PowerPoint, hide one or the other of these slides. Note Slide 54 is a game operators slide that should be printed out ahead of time.)

Point out that various publications are available to RRAs to assist them with their jobs. Test the knowledge of the attendees about these publications by playing “The Family Feud” game again with the following chart of “Where to Get Information”.

| Sources | Point Value |
|---|-------------|
| 1. AYSO National Referee Program Manual | 10 |
| 2. AYSO Guidance for Referees and Coaches | 9 |
| 3. AYSO edition of the Laws of the Game | 8 |
| 4. National Rules and Regulations | 7 |
| 5. Recruiting and Retaining Referees | 6 |
| 6. Developing and Maintaining a Youth Referee Program | 5 |
| 7. Youth Referee Manual | 4 |
| 8. Referee Advisor Handbook | 3 |
| 9. Short-Sided Games Guide for Referees | 2 |
| 10. Other useful sources | 1 |
| ➤ Pre-Game Card | |
| ➤ Regional Guidelines | |
| ➤ Area and Section Guidelines | |
| ➤ Guide for Women Referees (a new publication) | |

Slide 14 – Useful Websites

Point out the following websites with which all RRAs should be familiar:

Referee Administrator Training

WWW.AYSO.ORG and WWW.AYSOtraining.org

These are the most important AYSO web sites for all AYSO referees and include all AYSO referee publications, lesson plans, instructor information, tests, general information and links to USSF and FIFA web sites. All of the referee information is downloadable to all AYSO volunteers except the referee exams which are password protected. AYSO.org is the main website for anyone curious about AYSO soccer. It includes most of the necessary information and guidelines etc for running a region in AYSO.

WWW.EAYSO.ORG

This is the AYSO electronic registration and database – AYSO volunteer registration and certification information resides on this site. You will need to create your own password and user ID to get access to this site.

WWW.ASKTHEREF.ORG

This is a fun website to use to refresh your Law memory or ask questions about refereeing – This is not an official AYSO or USSF website but the information presented here is usually very useful.

WWW.FIFA.COM

This is the Federation International de Football Association (FIFA) website. FIFA is the international governing body of soccer. This web site has the FIFA Laws of the Game and Questions and Answers to the Laws of the Game. Note: Futsal is FIFAs version of indoor soccer.

WWW.USSOCCER.COM

This is the United States Soccer Federation (USSF) web site. Note: AYSO is a member of USSF which is the national governing body for soccer in the USA.

Slide 15 – Fix It Before It Breaks

Proactive Management

Stress that a proactive approach to problem solving is always the best. RRAs should try to anticipate potential problems and have well thought out approaches to deal with them in place before the season starts. Review the need for and benefits of Regional Guidelines, Policies and Procedures and Protest Committees for dispute resolution.

The ability to delegate is the sign of a good administrator. Avoid the trap of doing everything personally. Depending upon the size of the regions, it may be possible for one person to hold more than one position but this should be avoided whenever possible.

Referee Administrator Training

Slide 16 – Develop Your Team

You can't do it alone! Appoint a Staff to help you manage your Referee program. Delegation is the key to a successful referee program. Referee Administrators who try to do the job alone are setting themselves and others up for disappointment. It is often difficult to find volunteers willing to undertake responsibility but the more you divide the responsibilities into smaller pieces the easier it will be to find someone willing to help and the easier the administrators job becomes. Remind them that "Being a volunteer is not an excuse for doing a poor job". The following are the key positions needed for a Regional Referee Program:

- Referee Administrator and, if possible, an Assistant (succession planning)
- Director of Referee Instruction
- Director of Referee Assessment (Coordinator of Advisor Program)
- Referee Scheduler
- Director for Youth and Women Referee Development
- Regional Coach Administrator – Develop a strong working relationship

Succession planning

Having a good assistant, in addition to helping with various aspects of administering the referee program, would also be preparing someone to eventually take over when the RRA is ready to move on.

RDI – It is important to find someone to assist with and focus on the referee training programs. This should be someone certified as a Referee Instructor at a minimum.

RDA – Assessment is mentoring. This should be a person with good interpersonal skills that will develop a staff of Advisors/Assessors to work with referees in a positive way and help them improve their officiating skills.

A Youth/Women Referee Coordinator can be invaluable in focusing on the unique needs of recruiting, retaining and training youth and women referees. This is often an overlooked area where a substantial number of potential excellent referees can be found. One person dedicated to this particular function can do wonders for a regional referee program.

Provide the attendees with the name and contact information of the National Director for Youth and Women Referee Development: Jane Vanderhook, janehook@frontiernet.net (304.876.6993). Indicate that Jane will be happy to provide information and accept suggestions.

Referee Scheduler

Explain that designating someone as the "Scheduler" is a great idea and will greatly reduce the work load and stress for the RRA. Scheduling referees should be the only task assigned to this person. One of the most important, if not the most important, job of the RRA is to ensure all games are covered with qualified referees. A scheduler should

devote full attention to developing the referee schedule and ensuring each referee is notified and given ample reminders of their assignments.

Communication

Solicit three volunteers who think they are good communicators. Bring them to the front of the room and ask volunteer #1 to whisper the numbers 1 to 25 into the ear of volunteer # 2 leaving one number out. Then ask volunteer # 2 which number was left out. Then ask volunteer # 3 to whisper the alphabet into the ear of volunteer #2 leaving one letter out. Then ask volunteer # 2 which letter was left out. Now ask them to repeat the process leaving out a different number and different letter but this time volunteers # 1 and # 3 do this at the same time into opposite ears of volunteer #2. Now ask volunteer # 2 what number and letter was left out. Hopefully, this will demonstrate that just because the information was communicated this does not mean the information was received. Various communication games could be used for this purpose and the instructor may select a different game as long as the point is made about how poor communication or selecting the wrong communication vehicle can result in chaos.

Slide 17 - Develop a Communication Plan

Without question, poor communication is the most frequent complaint heard in most organizations. The trick to good communication is repetition. Information needs to be disseminated in more than one way to ensure it has a better chance of reaching the intended audience and frequent reminders are needed to ensure the information is received and acted upon. In addition, the more information is publicized the more likely it will be understood.

Consider the following when developing a Communication plan:

- Primary, secondary and fall back communication systems (Don't put all your eggs in one basket)
- Hard copy versus electronic systems (use both)
- Accountability – share responsibility for communicating information
- Access to phone numbers and email addresses (public & private)
- Web site information and updates
- Procedures for documentation of misconduct (Red & Yellow cards)
- Defined dispute resolution process
- Process for hearing and dealing with questions and suggestions.

Slide 18 – Support AYSO National Programs

Regional Referee Administrators should be familiar with, promote and support AYSO national programs. RRAs should communicate the need for compliance with and support for national programs and thus help avoid misunderstanding and inconsistency within the region. One of the benefits of belonging to a national organization is the supporting programs available which have been developed over time and avoids the need for local programs to “recreate the wheel” by developing their own programs.

Additionally, following the national programs helps regions to better interact with other regions and helps maintain consistency throughout AYSO.

AYOS has a variety of programs available to regions. The following are some of the common programs used by AYSO regions:

- National Referee Program
- National Coaching Program
- National Management Program
- Very Important Player (VIP) Program
- Safe Haven Program
- Kids Zone Program

Slide 19 – Develop a Calendar of Events

Developing a calendar of events makes it easier to plan for and accomplish all you need to do to run a great referee program. Have a planning meeting and begin developing a calendar of events at least 30 days before your region's first registration meeting. Get your staff together in a relaxed atmosphere, turn off the cell phones and get to work laying out your Calendar for the next year. As the year goes by, make notes of what worked well and what needs to be adjusted.

Consider the following when developing a Calendar.

- Area, Section and National Events
- Training – Region, Area, Section and National
- Tournaments – Region, Area, Section and National
- Registrations Dates
- Start of Season (game day)
- End of Season (last game day)
- Parents Days.
- Advisor/Mentor Field Training
- Assessments for upgrade (List)
- Referee Preseason Meeting & Annual Referee Update
- End of Season Recognition

Slide 20 – Time & Task Deadline Calendar

Work backwards when developing an associated "Time and Task Deadline Calendar" to ensure each step of each task is identified and scheduled to ensure timely completion. Assign specific individuals specific duties and responsibilities along with specific dead line dates (refer to sample in handout material). This Time and Task Deadline Calendar will help you to stay ahead of the game and assist you with monitoring and measuring the progress of all the tasks. Remember, you can't do it all alone. You must delegate and then follow up and hold your volunteers accountable.

Recruiting Volunteer Referees 10 min

Slide 21 – Where Do We Get New Referees?

Ask the participants to give you their thoughts regarding recruiting referees based on the Player & Parent Involvement graph. It should be obvious that the highest involvement among parents is when their children are about 10 years old or younger and is therefore the “most target rich environment” for recruiting referees.

It Takes Time to develop a good referee

Ask how long parents tend to continue to volunteer as referees and how long it generally takes to develop a referee with sufficient training and experience to be competent officiating upper level matches. This should also make it obvious that there is a limited window of opportunity to get referees started in AYSO, if they are to be counted on for officiating upper level matches in the future. This also allows for a more gradual approach to gaining experience with the less demanding games of very young players and to build confidence for the more demanding older age groups.

Note about refereeing U-6 and U-8 games:

Only one official is needed to run a U-6 or U-8 game. Club linesmen could be used. U-6 and U-8 is a great age group to recruit new refs as the job on the field is minimal and subject to little pressure from the sidelines. This has proven to be most effective in recruiting and developing new referees and their knowledge and confidence will increase as they follow along with their children. As the children grow and mature as players so will the parent grow and mature as a referee.

Slide 22 – How Do We Get Referees?

Refer the RRAs to the “Recruiting and Retaining Referees Manual” and “Recruiting and Retaining Referees Workshop” where more in-depth information is provided. This is a good time to get positive input from the audience. Almost everyone has some situation that has worked for their region. Solicit recruiting techniques from the participants and be sure to make the following points:

- Make the job fun and easy
- Minimize problems outside the touch lines
- Recruiting is a never ending annual task
 - Parents of young players
 - Youth Referees
 - Buddy system (Couples): 2 makes 1

Encourage RRAs to avoid “forced recruiting” techniques like requiring each team or each coach to referee. This has not proven to be conducive to developing long term motivated volunteer referees.

Referee Administrator Training

Explain that this topic is covered in depth in the Recruiting and Retaining Referees workshop and encourage RRAs to attend and to obtain a copy of the AYSO book, "Recruiting and Retaining Referees".

Training New and Established Referees 10 min

Slide 23- Training Referees

Training is key to successful referee programs. AYSO has a well developed training program which has been modularized to maximize flexibility of delivery enabling training to be delivered in small bites or all at once. RRAs should rely on their Regional Directors of Referee Instruction to take full advantage and schedule multiply training opportunities throughout the season. Review the following modular training chart:

AYSO Referee Training Modules

XX Indicates the modules included in the referee course indicated at the top of the column.

| Mod # | Module | U-8 Official | Asst Ref | Basic | Intermediate | Advanced |
|-------|---|--------------|----------|-------|--------------|----------|
| 1 | Safe Haven for Referees | XX | XX | XX | XX | XX |
| 2 | The Game of Soccer | XX | XX | XX | XX | XX |
| 3 | Understanding U-8 Players | XX | XX | XX | XX | XX |
| 4 | Pre-game and Post-game Duties | XX | XX | XX | XX | XX |
| 5 | Starting the Game | XX | XX | XX | XX | XX |
| 6 | Stopping the Game | XX | XX | XX | XX | XX |
| 7 | Restarting The Game | XX | XX | XX | XX | XX |
| 8 | Fouls and Misconduct - Basic | | XX | XX | XX | XX |
| 9 | Offside - Basic | | XX | XX | XX | XX |
| 10 | Referee and Assistant Referee Mechanics | | XX | XX | XX | XX |
| 11 | Understanding U-10 Players | | | XX | XX | XX |
| 12 | Stopping Play and Restarts - Basic | | | XX | XX | XX |
| 13 | Fundamental Coaching Concepts | | | XX | XX | XX |
| 14 | Understanding More Physically and Demanding Matches | | | | XX | XX |
| 15 | Fouls and Misconduct - Intermediate | | | | XX | XX |
| 16 | Offside – Intermediate | | | | XX | XX |
| 17 | Interaction With Coaches and Spectators | | | | XX | XX |

Referee Administrator Training

| | | | | | | |
|----|---|--|--|--|----|----|
| 18 | The Referee Team and Diagonal System of Control | | | | XX | XX |
| 19 | AYSO National Referee Program | | | | XX | XX |
| 20 | Understanding the Advanced Game | | | | | XX |
| 21 | Offside - Advanced | | | | | XX |
| 22 | Fouls in the Advanced Game | | | | | XX |
| 23 | Misconduct: Players, Substitutes and Others | | | | | XX |
| 24 | Reading the Advanced Game | | | | | XX |

Exclusive of breaks and written tests, the approximate teaching times for the complete stand alone courses are:

- Safe Haven Referee Course – 1 hour
- U-8 Official Course – 3 hours
- Assistant Referee Course – 5 hours (3 hours of U-8 Official plus 2 hours of Assistant Referee)
- Basic, Intermediate and Advanced Courses – 8 hours each
- National Referee Course – 15 hours

Slide 24 – Training: Food for Thought

Briefly touch on the following thoughts regarding training:

- Identify available/potential Instructors
 - Region, Area & Section and National staff
 - There must be an appropriately certified instructor present to teach the course and insure that an approved curriculum is followed.
- Schedule training for new referees
 - Flexible: evenings, half day, multi-day
- Design a Returning Referee program
 - Schedule an Annual Referee Update each season
- Offer incentives to encourage referees to attend additional training
- Make the season fun, challenging and a growth experience for referees
- Stress that Badge upgrades typically take at least a year
 - A pipeline of referees must be built and maintained
- Make sure the referees understand that the organization appreciates them

Slide 25 - Training Course Objectives

| Course | Objectives |
|-------------------|---|
| -U-6/U-8 Official | Fun, fair and safe fundamentals |
| -AR | Assistant Referee duties |
| -Basic | Fundamental knowledge needed to referee |
| -Intermediate | Knowledge for more challenging matches |
| -Advanced | Knowledge for most AYSO matches |

–National

Knowledge for all AYSO matches

Reasonable Goal:

Referees should be able to easily upgrade to the Intermediate level by their third year. Set these expectations or it will not happen! Schedule periodic evening sessions where training modules are presented. These sessions should be advertised and open to everyone (referees, coaches, players, parents).

Referee Advisor Program:

Stress the need to use the Advisor Program to complete the training of referees. Referee Advisors provide sound, constructive on field mentoring and feedback. Suggest that all senior referees be made Advisors.

Explain that this topic is covered in depth in the “Training Referees – Nuts and Bolts” workshop and encourage RRAs to attend.

Scheduling Referees 30 min

Explain that this session is only meant to present the preliminary fundamentals for scheduling referees. Review the referee scheduling material included in the Referee Administrator Reference Guide handout. If this training is offered outside of the Section Conferences, plan additional time to more thoroughly cover the scheduling and budgeting sessions.

Scheduling referees is not a simple task. There are many challenges in developing a good referee schedule that incorporates not only the needs of the region to cover the games with officials but also takes into consideration the numerous variables of referee availability, conflicts, ability and last minute changes.

Slide 26 – Why Schedule Referees (Spirit)

The importance of developing and managing a good referee schedule cannot be overemphasized. A well organized, fair and flexible referee schedule that is readily available to all referees to verify their assignments and responsibilities is critical. The success or failure of the referee schedule is very closely associated with the overall success or failure of entire regional referee program.

Slide 27 - What (Must Knows)

5 steps to scheduling referees –

1. Identify your requirements (players, games, dates, fields, referees)
2. Develop a plan (how will you schedule referees)
3. Schedule referees (implement the plan)
4. Publish the schedule (let the referees know their schedule)
5. Maintain the schedule (adjustments during the season)

Referee Administrator Training

We'll now take you through each of the steps and take you through a sample scheduling effort. In our sample, we will be following a typical AYSO Region X.

Slide 28 – DO IT Step 1 Identify your requirements

1. Get together with your Game Scheduler. Find out what age divisions your league will have, how many teams per division, how many games per day, how many fields per day, and what days/dates will include games. In other words, get the game schedule.
 - Age divisions will dictate what skill levels of referees you will need.
 - Number of teams and games per day will tell you approx. how many referees you will need.
 - Days/Dates of games will tell you when you need the referees – Saturdays, Sundays, weekday evenings, etc.
 - Referees – how many 'returning' referees do you anticipate? How many new referees will you need?
 - Maintain a database of your referees. What information must you know?
 - Name, telephone, email.
 - Certification level and skill level (what age levels are they qualified to do?).
 - Are they are parent, coach or player – team #.
 - Any availability constraints
 - What else?

Slide 29 – DO IT Step 2 Develop your Plan

Now that you have determined what you need to do, the next step is to develop a Referee Scheduling Plan that lists the goals of your scheduling effort. A good system for scheduling referees goes a long way towards solving lots of potential problems. RRAs must ensure careful thought and planning go into the scheduling of referees in the region. Ask yourself:

What is the scheduling method I will use for each age division?

For example, your plan may decide:

| Age Division | Scheduling Method |
|------------------------|--|
| Divisions U-5/U-6: | Don't assign referees. The coaches will handle this responsibility. |
| Divisions U-8: | Don't assign referees. The teams involved in each game will provide their own referees. Each team will need to have at least 2 trained referee volunteers to take their turn. Each Saturday, assign a U-8 Referee Monitor to the U-8 fields to support new referees. |
| Divisions U-10 to U14: | Assign referees automatically based on the Referee Team method. |

Referee Administrator Training

| | |
|----------------------|--|
| Divisions U-16/U-19: | Assign referees using the self-scheduling process. Each referee accesses a copy of the game schedule on the region's website, and volunteers for one of the games. The Referee Scheduler makes the final decision and assigns the referee. |
|----------------------|--|

There are several methods to scheduling: none are right, none are wrong.... They differ in the amount of risk, and the level of effort required for them to succeed.

Scheduling approaches differ in different regions depending upon size and preferences (e.g., some regions have great computer expertise, others do not).

Slide 30 - Let's look at some scheduling methods and the pros and cons of each.

| Scheduling Method | Pros: | Cons: |
|--|-------|-------|
| Russian Roulette: Give them a game schedule and hope they show | | |
| Midnight Caller: Call and beg the night before | | |
| Do It Yourself: The teams in each game draw from referee volunteers from their own teams | | |
| Assigned games: Assigned in advance to specific games | | |
| The Referee Team approach: The Buddy System | | |
| Web based: Self-scheduling works for the self-motivated | | |
| Computerized programs: Self developed www.arbiter.net The Referee Assistant: | | |

Referee Administrator Training

| Scheduling Method | Pros: | Cons: |
|--|-------|-------|
| Used for numerous AYSO National Games Used for several large AYSO tournaments | | |

Your plan is quite likely to involve several different scheduling methods.

Typically, people new to the program appreciate a structured program for new refs. Pre-scheduling the referees as opposed to self-scheduling gives people structure, and also gives them something to respond to. The average volunteer wants to be reactive: Given a schedule, they will put their time in; they typically do not want to be pro-active in scheduling their own time as this requires decisions on the merit of activities within AYSO.

The Advisor Program

Ideally new referees should work side-by-side with experienced referees. Using the Advisor Program, one method for doing this is the creation of Ref Teams, typically four referees that work games together for some period of time (half the season?). When refs are assigned to teams, then it is the teams that are scheduled to games.

The Buddy System a variation of scheduling by referee team

Referees like to have qualified assistant referees and prefer to work games with a crew of officials they know and respect. One method of scheduling which also is a very good recruiting tool as well is to adopt a “Buddy System” for scheduling referees. The Buddy System involves allowing experienced senior referees to develop and train their own referee crew which always work games together as a team. In order for the system to work, they must have the assurance that the team will not be split up for a year or two. The experienced team leader now has a vested interest in recruiting a buddy or two to train and have fun working games together. As the leader’s “buddies” become more proficient and confident, the leader will give them opportunities to be the center referee. This system can create a friendly competitive environment among the referees to see who can develop and train the best team.

Slide 31 – DO IT Step 3 Schedule the referees

Now that you have developed a plan, and you know which method(s) you will use to schedule referees, it is time to implement the plan.

Let’s review the referee scheduling plan for Region X.

- Divisions U-5 & U-6 – the coaches are going to manage their own games so there are no referee scheduling requirements.
- Div. U-8 – assign a CR only.
- Div. U-10 – assign a CR only, recruit a Club Linesman from each team.

Referee Administrator Training

- U-12 through U19 – Referee Team Scheduling

Slide 32 - First, get your game schedule.

The game schedule for Region X looks like this:

| Region X Game Schedule | | | | | | |
|------------------------|---------|---------|---------|---------|---------|---------|
| Week 1 | | | | | | |
| Time | Field 1 | Field 2 | Field 3 | Field 4 | Field 5 | Field 6 |
| 8:00 | U-8 | U-8 | U-10 | U-10 | U-12 | U-14 |
| 8:30 | | | | | | |
| 9:00 | U-8 | U-8 | | | | |
| 9:30 | | | U-10 | U-10 | U-12 | U-14 |
| 10:00 | U-8 | U-8 | | | | |
| 10:30 | | | | | | |
| 11:00 | U-8 | U-8 | U-10 | U-10 | U-12 | U-14 |
| 11:30 | | | | | | |
| 12:00 | U-8 | U-8 | | | | |
| 12:30 | | | U-10 | U-10 | U-12 | U-16/19 |
| 1:00 | U-8 | U-8 | | | | |
| 1:30 | | | | | | |
| 2:00 | U-8 | U-8 | U-10 | | U-12 | U-16/19 |
| 2:30 | | | | | | |
| 3:00 | U-8 | U-8 | | | | |
| 3:30 | | | | | U-12 | |

Slide 33 - So each Saturday you will have 36 games to be assigned using the Referee Team method.

Slide 34 - How many referees will you need to cover these games?

Discuss the relative need for referees in each match according to age group. Explain that if you try to only assign each referee for a half a day or less of time commitment, the following is a general “Rule of Thumb” for assigning referees:

- U-8 1 experienced referee or U-8 Official to do 4 games
- U-10 1 experienced ref + 2 ARs or 2 club linesmen to do 3 games
- U-12 1 experienced ref + 2 new referees or ARs to do 2-3 games
- U-14 1 experienced ref + 2 new referees to do 2 games
- U-16+ 3 experienced referees to do 2 games
- Note: Assume 15% will not be available to do games for various reasons.

Referee Administrator Training

Slide 35 - Referees Needed in Region X:

Using the Rule of Thumb, show how to calculate the minimum number experienced referees, new referees, assistant referees need to cover the games each week in our case study Region X.

- U-8 16 Games/Week 4 Exp Refs or U-8 Officials
- U-10 9 Games/Week 3 Exp Refs + Club Linesmen
- U-12 6 Games/Week 3 Exp Refs + 6 New Refs or ARs
- U-14 3 Games/Week 2 Exp Refs + 4 New Refs
- U-16/19Combined 2 Games/Week 3 Experienced Refs

25 referee total x 15% = 4 referees not available
25 + 4 = 29 Total referees needed in Region X

Determining the number of referees needed for a season can be both sobering and frightening. But if planned for ahead of time, shortages can be minimized and a plan for dealing with scarce ref resources implemented so as to minimize the impact.

RRA should work with the RC and RCA to arrive at a plan for how to spread thin referee resources over the required games. For example, you may agree with the RC and RCA that U-12 games and below will use Club Linesmen.

Remember that although 3 refs per game is ideal, many U-8 and U-10 games are done with a single referee and Club Linesmen. As you go into registration keep tabs with the RC and Registrar on the number and age levels of the teams.

Assuming you do not have enough referees, where do you start backing off? And how do you make this a policy or guideline for the season? Review the time commitment and make sure you budget enough referees to meet the demand. DO NOT let the referee organization become UNKNOWLINGLY over-extended!

It is important to do a running calculation of this during the registration period so you can establish recruiting goals. Be sure to avoid burnout; this ranks as one of the major reasons for referees not returning the following year.

Slide 36 - Next, identify the referees who you are going to match up as teams. (Available Referees)

Referees Available in Region X:

(Someone will have to work extra but point out that the RRA should not be the “spare referee”)

Available Volunteers
3 Assistant Referees
2 U-8 Officials

Code Names
ar1 - ar3
u8o1 - u8o2

Referee Administrator Training

| | |
|-------------------------|----------|
| 17 Regional Referees | r1 - r17 |
| 3 Intermediate Referees | i1 - i3 |
| 1 Advanced Referee | a1 |
| 1 National Referee | n1 |

Slide 37 - Here is the roster of referees in Region X:

| Ref Team | Name | Email | Cert | Tel Number | Schedule Requests | Skill Level |
|----------|---------------|--|-----------|--------------|--------------------------------------|-------------|
| 10-1 | Harry Potter | potter@asyo.org | Asst Ref | 555-123-4567 | Morning games only | U-8 |
| 10-1 | Homer Simpson | homer@ayso.org | Reg Ref | 555-123-4567 | Do not schedule when Bart is playing | U-10 |
| 10-1 | Bilbo Baggins | baggins@ayso.org | Inter Ref | 555-123-4567 | Afternoon games only | U-12 |
| 10-1L | Betty Boop | boop@ayso.org | Adv Ref | 555-123-4567 | I'll ref anytime | U-19 |
| 10-2 | | | | | | |
| 10-2 | | | | | | |
| 10-2 | | | | | | |
| 10-2L | | | | | | |
| 10-3 | | | | | | |
| 10-3 | | | | | | |
| 10-3 | | | | | | |
| 10-3L | | | | | | |

This roster lists 3 teams for U10 play. Each team consists of 4 people. Ideally there are two senior (returning) referees per team to instruct & mentor two new refs (The Advisor Program).

When scheduling with the Team approach, give all referees a copy of the roster, assign them games, and tell them to contact each other to make changes if they have conflicts. Put the responsibility on them, but give them a framework in which to do it.

The team Leader (U10-1L) is responsible for getting the ref team on the field each weekend, and for the mentoring of the new referees. You may want to rotate team leaders between age levels once or twice during the season so they do not suffer burnout or get frustrated by not having higher caliber games.

Slide 38 - Next, schedule the referee teams into the game schedule.

Using the game schedule from Region X, develop a preliminary referee schedule.

Referee Administrator Training

Region X Partial Sample Referee Schedule

| Time | Field 1 | Field 2 | Field 3 | Field 4 | Field 5 | Field 6 |
|-------|----------|----------|---------|---------|----------|----------|
| 8:00 | U-8 | U-8 | U-10 | U-10 | U-12 | U-14 |
| | R (u8o1) | R (u8o2) | R (r9) | R (r8) | R (i3) | R (i1) |
| | | | CL | CL | AR (r6) | AR (r10) |
| | | | CL | CL | AR (r7) | AR (r11) |
| 9:30 | | | U-10 | U-10 | U-12 | U-14 |
| | | | R (r3) | R (r8) | R (i3) | R (i1) |
| | | | CL | CL | AR (r6) | AR (r10) |
| | | | CL | CL | AR (r7) | AR (r12) |
| 11:00 | U-8 | U-8 | U-10 | U-10 | U-12 | U-14 |
| | R (r1) | R (r9) | R (r4) | R (r8) | R (i3) | R (i2) |
| | | | CL | CL | AR (r6) | AR (r12) |
| | | | CL | CL | AR (r11) | AR (r13) |
| 12:30 | | | U-10 | U-10 | U-12 | U-16/19 |
| | | | R (r3) | R (r4) | R (a1) | R (n1) |
| | | | CL | CL | AR (r10) | AR (i1) |
| | | | CL | CL | AR (ar1) | AR (r13) |
| 2:00 | U-8 | U-8 | U-10 | | U-12 | U-16/19 |
| | R (r5) | R (r2) | R (r3) | | R (a1) | R (i2) |
| | | | CL | | AR (ar2) | AR (n1) |
| | | | CL | | AR (ar3) | AR (ar1) |

Now have the attendees check the schedule using the following Schedulers Worksheet. This worksheet is useful to check for potential scheduling problems such as not enough or too much time between games or for equity in the number of games assigned.

Referee Administrator Training

Slide 39 - Scheduler's Worksheet from Sample Region X

| Time | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:00 |
|-------------|--------------------------------|------|-------|-------|-------|------|------|------|
| ar1 | | | | | | X | X | |
| ar2 | | | | | | | X | X |
| ar3 | | | | | | | X | X |
| u8o1 | X | X | X | | | | | |
| u8o2 | X | X | X | | | | | |
| r1 | | | | X | | | | X |
| r2 | | | | | | | X | X |
| r3 | | | X | | | X | X | |
| r4 | | | | X | | X | | |
| r5 | | | | | X | | X | |
| r6 | X | | X | X | | | | |
| r7 | X | | X | | | | | |
| r8 | X | | X | X | | | | |
| r9 | X | | | X | X | | | |
| r10 | X | | X | | | X | | |
| r11 | X | | | X | | X | | |
| r12 | | | X | X | | X | | |
| r13 | | | | X | | X | | |
| r14- r17 | Referees r14-r17 Not Available | | | | | | | |
| i1 | X | | X | | | X | | |
| i2 | | | | X | | | X | X |
| i3 | X | | X | X | | | | |
| a1 | | | | | | X | X | |
| n1 | | | | | | X | X | |

Referee Administrator Training

Slide 40 - Here is a sample schedule format that includes field locations, player teams and ref teams.

Region X Sample Referee Schedule

Week 1

| | | Field 1 | Field 2 | Field 3 | Field 4 | Field 5 | Field 6 |
|-------------|-----------------|------------------|------------------|-------------------------|-------------------------|----------------|------------------|
| 8:00 AM | Teams | 08B1 v 08B2 | 08G1 v 08G2 | 10B1 v 10B2 | 10G1 v 10G2 | 12B1 v 12B2 | 14B1 v 14B2 |
| | Referees | R: U801 | R: U802 | RL: U1001 CL: CL: | RL: U1002 CL: CL: | Team: 10-1 | Team: 10-2 |
| 9:00 AM | Teams | 08B3 v 08B4 | 08G3 v 08G4 | | | | |
| | Referees | R: U801 | R: U802 | | | | |
| 9:30 AM | Teams | | | 10B3 v 10B4 | 10G3 v 10G4 | 12G1 v 12G2 | 14G1 v 14G2 |
| | Referees | | | RL: U1001 CL: CL: | RL: U1002 CL: CL: | Team: 10-1 | Team: 10-2 |
| 10:00 AM | Teams | 08B5 v 08B6 | 08G5 v 08G6 | | | | |
| | Referees | R: U801 | R: U802 | | | | |
| 11:00 AM | Teams | 08B7 v 08B8 | 08G7 v 08G8 | 10B5 v 10B6 | 10G5 v 10G6 | 12B3 v 12B4 | 14B3 v 14B4 |
| | Referees | R: U803 | R: U804 | RL: U1001 CL: CL: | RL: U1003 CL: CL: | Team: 10-1 | Team: 10-2 |
| 12:00 PM | Teams | 08B9 v 08B10 | 08G9 v 08G10 | | | | |
| | Referees | R: U803 | R: U804 | | | | |
| 12:30 PM | Teams | | | 10B7 v 10B8 | 10G7 v 10G8 | 12G3 v 12G4 | U19B1 v U19B2 |
| | Referees | | | RL: U1004 CL: CL: | RL: U1003 CL: CL: | Team: 10-3 | Team: 10-4 |
| 1:00 PM | Teams | 08B11 v 08B12 | 08G11 v 08G12 | | | | |
| | Referees | R: U803 | R: U804 | | | | |
| 2:00 PM | Teams | 08B13 v 08B14 | 08G13 v 08G14 | 10B9 v 10B10 | | 12B5 v 12B6 | U16G1 v U16G2 |
| | Referees | R: U805 | R: U806 | RL: U1004 CL: CL: | | Team: 10-3 | Team: 10-4 |

Referee Administrator Training

| | | | | | | | |
|------------|-----------------|------------------|------------------|--|--|--|--|
| 3:00 PM | Teams | 08B15 v 08B16 | 08G15 v 08G16 | | | | |
| | Referees | R: U805 | R: U806 | | | | |

| | | | | | | | |
|------------|-----------------|--|--|--|--|----------------|--|
| 3:30 PM | Teams | | | | | 12B7 v 12B8 | |
| | Referees | | | | | Team: 10-3 | |

Step 4 Slide 41 - Publish the schedule

Now that you have developed the schedule, you need to make sure that the schedule is known to all parties –

- Referees need to know which games they are assigned to.
- Teams want to know if referees are assigned for their games (or if there is a hole)
- Fill-in referees want to know if there are any openings available.
- There needs to be a copy of the referee schedule at the fields in case there are questions which referee is assigned to which game.

Publication method:

- email to each referee
- post the schedule on your region website
- hardcopy mailed to each referee
- copy of the schedule posted at the fields each week

Step 5 Slide 42 - Maintain the schedule

Now that you have let everyone know what their scheduled referee assignments are, the first thing that happens is that one of the referees calls you and says that he has been called to work this Saturday and can't make his referee assignment.

You will need to be prepared to make changes to the referee schedule during the season.

- New referees to be added to the schedule
- Referee's who can't make their schedule and need to be replaced.
- Shifting schedules around to make games available for upgrade assessments.
- Game schedules that get changed.

If you are a small region, the Referee Scheduler can handle all of it.

If you are a large region, you may want to have the Referee Scheduler maintain the master schedule, but recruit other referee staff members to help manage changes.

Divide the work up by

- age division
- field assignments

- day of week

Make sure that once you have changed the schedule, to let everyone involved know (republish the schedule).

Slide 43 – Can Automation Help

Briefly touch on the pros and cons of automation and the importance of keeping face to face contact with people vs. all done by automation.

Slide 44 – Example of Automation

The Referee Assistant:

Review the features of the Referee Assistant computerized program.

Slide 45 – Scheduling Conclusion

Review once quickly through this slide the key points of referee scheduling.

5 steps to successful Referee Scheduling

1. Identify your requirements
2. Develop a Plan
3. Schedule the Referees
4. Publish the Schedule
5. Maintain the Schedule

Remind participants there is no one size fits all – modify it to fit their needs keeping in mind that **IT IS ABOUT MORE THAN THE GAME.**

Retaining Referees 10 min

Slide 46 – Keep ‘em coming back

Motivation

Ask the participants what the reasons are they and other referees like refereeing in AYSO? Explore the common responses and indicate that RRAs must do all they can to ensure the referees get plenty of opportunity to enjoy these aspects of being an AYSO referee. A commonly expressed enjoyable aspect of refereeing in AYSO is the camaraderie that frequently develops among our referees. Our referees are bound by a common thread of support for each other and support for the fundamental principles of AYSO.

A sense of satisfaction develops in referees who are part of the magic that so often occurs in AYSO games because they contribute significantly to helping that magic happen. Referees love to reminisce and recant “war stories” among themselves of past games. The RRA can facilitate such opportunities thru periodic referee meetings, informal gatherings at specified times and places, special social events and generally trying to develop a sense of belonging to a special group. Refereeing is fun and the fun is contagious and will spread with a little encouragement.

Don't forget to keep what you have

Recruiting needs are also significantly lessened by taking good care of (retaining) the referees you have. Retaining referees is critical. Returning Referees may be given early registration at reduced costs with guaranteed spots for their kids. Favors such as jackets, kit bags, etc. can be given to returning or senior refs. Again, this is an area where you have to do what seems to work for the volunteers in your region.

Review the various ways new and experienced referees are supported which results in camaraderie and retention.

Key points:

- Nothing succeeds like success (Well run programs make retention easy)
- Ensure referees are well trained and supported
- Mentors help during and after games
- Support group socialization (regular meetings at Pizza Hut)
- On line discussion groups
- Support structure – local to worldwide (web sites, referee organizations, etc.)
- Motivational incentives
- Minimize problems outside the touch lines (Negative comments should not be allowed. Get serious about it. Establish firm limits. Work with the RCA and RC)

Be visible and be positive

Referee Administrator Training

RRAs that develop good staff and empower them through meaningful delegation have more time to be free to circulate on game day. They can get to know their referees better and spend time recruiting new ones. They will more available to encourage the AYSO Team concepts and to proactively support the Kids Zone program thus ensuring a more successful referee program. Walking the fields is a form of mentoring. The act of stopping by a game, giving a word of encouragement & showing appreciation will go a long way. The RRA will be seen as involved by the parents and coaches, and supportive of the referees. Referees must know (not just assume) that they are supported by the Board and the AYSO family.

Kids Zone, the AYSO Team and Problems Outside the Touchline

Occasionally a parent, coach or referee may “loses it”. Most of the time, the participants are regretful of the event. How can this be diffused and prevent the loss of volunteers? -- This is an excellent time to solicit feedback from the audience. Solicit examples of how retention can be improved through these activities. Take care this does not turn into a war story session. [keep an eye on that clock]

Emphasize that we are all there for the kids, all the kids, not just someone’s kid. RRAs should listen to parents; show empathy but at the same time help them to understand how the game becomes a vehicle for a child’s growth. Parents must be engaged in this process.

Listen, repeat concerns, assure, keep positive. What is the true purpose of the day?
Remember: In AYSO, it’s about more than the game!

Budgeting 20 min

Building a Budget

A critical task that is often overlooked in the development of the regional referee program is providing the regional commissioner with a budget request in sufficient time for it to be considered and included into the approved regional budget. Each region must submit a copy of the Region Annual Budget Form to the National Support and Training Center (NSTC) thirty days prior to the beginning of each fiscal year (the fiscal year for all regions begins on July 1st). The Referee Administrator should be prepared to provide the regional commissioner and regional treasurer with a detailed budget showing projected income and expenditures. Remember that “Hope” is a girl’s name and not a method for budget development.

SLIDE 47 – Building a Budget

What are the referee budget needs?

- Training Courses
 - Facilities rental: Local school, community center, etc.
 - Course materials: Law books, course books, handouts

Referee Administrator Training

- Lunch and snacks
- Videos, equipment rental, etc.
- Referee Equipment
 - Uniforms
 - Flags, whistles, cards, special awards (bags, jackets, etc.)
- Referee Meetings
 - Miscellaneous expenses for support and camaraderie
- Staff Development
 - Instructor and assessor training

Training:

To support the regional referee program, regions are strongly encouraged to budget for and reimburse its volunteers for participation fees and other expenses incurred while attending AYSO training and certification courses (i.e. Super Camps).

Local Meetings:

As the Region Referee Administrator, you may want to hold meetings to review game situations, provide continuing education, cover new changes to the Laws of the Game, etc. In addition to the educational value, these meetings also serve as support group gatherings, which is critical for referees. Regularly scheduled (pizza) meetings with guest speakers, or something more informal such as game day meetings at a suitable location near the fields. Pick a venue and make it happen.

National Meetings:

Attendance at Section Conferences is strongly encouraged. The region referee program should budget for attendance and expenses by as many referee staff volunteers as possible.

Staff Development:

Funds should always be budgeted to develop or improve local volunteers who can help the region be more self sufficient by having more certified local instructors and assessors. The expense to develop these volunteers can easily be recovered by avoiding the need to use instructors from outside the region.

SLIDE 48 – Budget Sources of Information

What sources of information are available to help build a budget?

- Previous year's budget
- Actual expenditures from previous year's budget
- Previous year's training rosters
 - Estimate of referee training material requirements
 - Estimated number of new referees
 - Estimated number of referees desiring upgrade training
- Inventory of remaining referee uniforms and equipment
- Inventory of remaining training materials

Referee Administrator Training

A detailed listing of potential budget items is provided in the “Referee Administrator Training Handout.” Using a flip chart and input from the class, complete a sample budget by filling in a blank Regional Referee Program Annual Budget (see handout). Have the students provide the budget items that should be included and continue until a reasonably good demonstration is made for developing a budget.

SLIDE 49 – Making the Budget Work

Once the regional referee program has an approved budget from the RC/Treasurer, the referee administrator should provide them with a schedule of when the expenses will occur during the year. This will help ensure enough lead time for ordering training material, uniforms, etc.

“Out of Pocket” Expenses

It is permissible to reimburse volunteers for normal and reasonable expenditures incurred during the performance of AYSO related duties. Volunteers who incur expenses at or on behalf of a region are to be reimbursed by the region. Contingency funds should be included in the budget to cover these expenses.

Purchase Approval

Prior to incurring any AYSO related expenses or obligations, volunteers must obtain approval from the appropriate executive member who will review it for budgetary control and program impact. The regional commissioner is the approving executive member for a region. As a matter of practice and courtesy, authorized purchasers should notify the RC or regional treasures in advance of making a purchase or submitting an order. This ensures advance approval and prevents surprises when the invoice is received.

AYSO Supply Center

The majority of the AYSO training materials are available from the AYSO Supply Center. They have all the official AYSO manuals and the AYSO version of the Laws of the Game. Only volunteers designated as official purchasers by the appropriate executive member (RC) may charge purchases from the Supply Center. You need to ensure you are an official purchaser or you have access to someone who is an official purchaser. Without this authorization, the charges are the responsibility of the person placing the order.

AYSO Store

The same process is followed for purchases of referee uniforms and equipment from the AYSO Store that is currently managed by SCORE. Only volunteers designated as the official purchasers by the appropriate executive member (RC) may charge purchases from the AYSO Store.

AYSO Reimbursement Request Form

Referee Administrator Training

Other reimbursable expenditures require submitting an AYSO Reimbursement Request Form to the regional treasurer. Advanced approval should always be obtained before making any purchases. The form is available from your treasurer or from the AYSO Web Page at AYSO.org. The form is used to reimburse volunteers for purchases they have made (i.e. training snacks & drinks, training site rental, travel expenses to Section Conference, AYSO training course registration fees, etc.).

It is best to get the latest copy of the form from the web site when you need it. Instructions for the use of the form are also included in the download. It is helpful to provide the form and instructions to the referee staff prior to their travel, attendance at a Super Camp, or material purchase. They are then aware of what documentation is required. Receipts are required for every item (i.e. meals, cab fare, etc.).

Conclusion 5 min

Slide 50 – Summary

Briefly review the topics covered and some highlights

- Regional Referee Administrator duties
- Getting organized (people, information, staff, communication, calendar)
- Recruiting volunteer referees
- Training new and established referees
- Scheduling referees
- Retaining referees
- Developing a budget

Be positive in your summary. Remind everyone that this is not an “event”, but a **process**. Hold up the National Referee Program Manual - Everything we touched on is in this manual. It is a good reference guide.... use it!

Give the **process** a little time every week and you will be on your way to success.

Thank everyone for coming. Express your wish that they all picked up a few useful tips and that they thoroughly enjoy their positions as Regional Referee Administrators and remind them to remember that ...

Slide 51 -

In AYSO, it's about more than the game!

Referee Administrator Training

LESSON PLAN FEEDBACK FORM

Purpose:

This form is to be used by AYSO Instructors after teaching using an AYSO Referee Lesson Plan. We are interested in feedback from referee instructors as to the effectiveness of the referee lesson plans. Please help us to improve our lesson plans by completing the following information (an electronic version is available on www.AYSO.org) and return to:

**National Referee Program Coordinator
American Youth Soccer Organization
12501 S. Isis Ave.
Hawthorne, CA 90250**

Name: _____ Instructor Certification: _____

Lesson Plan Title: _____ Latest Revision Date: _____

Date: _____ Location: _____ No. Students: _____

1. Did the lesson plan provide you with sufficient material to achieve the specified learning goals and objectives?
2. What part(s) of the lesson plan worked well for you?
3. Were any parts of the lesson plan difficult to understand or use? Which one(s)?
4. Did you notice any typographical or content errors in the plan? What were they?
5. Please include any specific suggestions you or the class participants have to improve the lesson plan or to assist other instructors in delivering the material (with particular attention to class participation).