



AUSTRALIAN OFFICIATING DEVELOPMENT PROGRAMS

**REFEREE
TRAINING PROGRAMS**

**Level 3 Adult
Referee
Resource Manual**

NAME



**FOOTBALL
FEDERATION
AUSTRALIA**



ZURICH®

REFEREE EDUCATION PARTNER

January 2011

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Training or medical advice is given in good faith. However, this advice is general in nature. It remains the responsibility of each person to discuss all training and medical advice with training professionals and their own medical practitioners before adopting any advice or undertaking training programs. It is strongly recommended that active referees submit themselves to thorough medical checks on at least an annual basis.

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UNIT 1 RESOURCES – PHYSICAL FITNESS FOR THE MATCH OFFICIAL

FIFA REFEREE FITNESS PROGRAM

WORLD CUP 2002 - DVD CONTENTS

SECTIONS

1. Introduction to World Cup 2002 Referee preparation - George Cumming [FIFA Referee Director]
2. Medical Tests - held at the University of Yonsei
 - a. Refs issued with Polar Watches
 - b. Check blood pressure
 - c. Height, weight and calculated Body Mass Index
 - d. ECG
 - e. Eye sight and colour blindness test
3. FIFA has a Fitness Director: Professor Doctor Werner Helsen, of the Katholieke Universiteit Leuven, Belgium; devised fitness program and tests - 9 weeks
4. Individual programs; variations for Refs and ARs; data transmitted to FIFA Training Director
5. Tournament Training: total of 2250 man hours; program details discussed
6. Training Content - group; individual; ball games
7. Fitness Levels - high
8. Prematch warm up - strict 20 minutes protocol on the field
9. Importance of Fitness - up to 6 sessions per week
10. Exercises Detailed:
 - a. High Intensity Exercises x 15
 - b. Speed and Endurance Exercises x 12
 - c. Sprint Exercises x 12

QUOTES FROM SOUNDTRACK

Preparation for the game is one of the most important [factors]

Pierluigi Collina

If you're physically fit, you're mentally fit

George Cumming

I consider myself an Athlete

Pierluigi Collina

UNIT 1 RESOURCES – PHYSICAL FITNESS FOR THE MATCH OFFICIAL

FIFA FITNESS TESTS 2007

FIFA has a battery of tests for **FIFA Officials** selected for tournaments. There are two test formats, both of which have to be passed.

TEST 1: FIFA REFEREES AND ASSISTANT REFEREES

Measures:	Average speed during repeated runs over a specified match distance
Location:	Athletics track - straight
Test:	6 x 40m sprints Dynamic start - front foot on a line 1.5m away from the start position
Recovery:	90 seconds recovery after each sprint
Required time:	Men Referees - maximum of 6.2 secs each run Men Assistant Referees - maximum of 6.0 each run Women Referees - maximum of 6.6 secs each run Women Assistant Referees - maximum of 6.4 secs each run
Conditions:	If runner trips or falls a seventh 40m run is permitted. If runner fails to beat the time in one run a seventh run is permitted immediately after the sixth; 2 failed runs = failed test overall.

TEST 2: Measures officials' capacity to perform repeated high intensity runs

FIFA MEN REFEREES

Location:	400m athletics track [150m + 50m + 150m + 50m segments; cones placed 3m in front and behind of 150m segments to indicate arrival at walk zones. Runners must have one foot in this zone before the 150m time expires.
Each Lap:	Part 1: Run 150m in maximum of 30 secs Part 2: Walk 50m in maximum of 35 secs Part 3: Run 150m in maximum of 30 secs Part 4: Walk 50m in maximum of 35 secs
Test Distance:	Minimum 10 laps; maximum 15 laps
Conditions:	Test controlled by whistles Must arrive in the 'walk' area as marked by cones [see above] before allowed time expires; may not leave the 'walk' area before whistle No more than 6 runners per group
Reference time:	Minimum of 10 laps [4000m] in 21'40"; maximum 15 laps [6000m] in 32'30".

FIFA WOMEN REFEREES

Each Lap:	Part 1: Run 150m in maximum of 35 secs Part 2: Walk 50m in maximum of 40 secs Part 3: Run 150m in maximum of 35 secs Part 4: Walk 50m in maximum of 40 secs
------------------	--

Test Distance: Minimum 10 laps; maximum 15 laps

Conditions: See above

Reference time: Minimum of 10 laps [4000m] in 25'00"; maximum 15 laps [6000m] in 37.30".

FIFA MEN ASSISTANT REFEREES

Location: 400m athletics track [150m + 50m + 150m + 50m segments]

Each Lap: Part 1: Run 150m in maximum of 30 secs [Women 35 secs]
 Part 2: Walk 50m in maximum of 40 secs
 Part 3: Run 150m in maximum of 30 secs [ARs 45 secs]
 Part 4: Walk 50m in maximum of 40 secs

Distance: Minimum 10 laps; maximum 15 laps

Conditions: See above

Reference time: Minimum of 10 laps [4000m] in 23'20"; maximum 15 laps [6000m] in 35'00".

FIFA WOMEN ASSISTANT REFEREES

Each Lap: Part 1: Run 150m in maximum of 35 secs
 Part 2: Walk 50m in maximum of 45 secs
 Part 3: Run 150m in maximum of 35 secs
 Part 4: Walk 50m in maximum of 45 secs

Distance: Minimum 10 laps; maximum 15 laps

Conditions: See above

Reference time: Minimum of 10 laps [4000m] in 26'40"; maximum 15 laps [6000m] in 40'00".

SUMMARY OF TEST REQUIREMENTS

Maximum times in seconds for each component are:

	Test 1: Men run 40m	Test 1: Women run 40m	Test 2: Men run 150m	Test 2: Men walk 50m	Test 2: Women run 150m	Test 2: Women walk 50m
FIFA Referee	6 x 6.2	6 x 6.6	30	35	35	40
FIFA AR	6 x 6.0	6 x 6.4	30	40	35	45
National Referee	6 x 6.4	6 x 6.8	30	40	35	45
National AR	6 x 6.2	6 x 6.6	30	45	35	50

Test 1: Running starts; 90 seconds between shuttle repetitions.

Test 2: Require minimum of 10 laps, maximum 15.

FOR INFORMATION

PRE 2006 REQUIREMENTS

FIFA used the following *Cooper Test* structure, with tests completed in the order shown.

MEN [WOMEN] FIFA REFEREES

Test 1: 12 minutes run - minimum required distance = 2700m [2400m]

Test 2: 50 metres run in maximum of 7.5 secs [9 secs]

Test 3: 200m run in maximum of 32 secs [40 secs]

Test 4: Repeat Test 2

Test 5: Repeat Test 3

MEN [WOMEN] FIFA ASSISTANT REFEREES

Test 1: 12 minutes run - minimum required distance = 2700m [2400m]

Test 2: 50 metres run in maximum of 7.5 secs [9 secs]

Test 3: Repeat Test 2

BT 10/07

UNIT 1 RESOURCES – PHYSICAL FITNESS FOR THE MATCH OFFICIAL

INTRODUCTION TO A PHYSICAL TRAINING PROGRAM

From Nick Such: National League Physical Training Program, 1999

Background

The theoretical framework for this program based on the work of T.O. Bompa [1994]. Bompa asserts that the phases of training can be viewed in three sub-categories:

- general physical phase;
- specific physical preparatory phase; and
- competition phase.

As the participants at the training sessions ... are [generally] in the pre-season the focus is usually limited to conditioning ... [though] a focus can include skill orientation whilst still improving referee conditioning.

- Focus upon physical / methodological development.
- Over emphasis on the intensity at this phase (for some participants, such as those with lower fitness levels) can overstress the Central Nervous System and the entire body. As a result the participant can suffer physically and psychologically from fatigue or injury.
- Therefore:
 - High Volume \Rightarrow Low Intensity (short rest breaks)
 - Low Volume \Rightarrow High Intensity (longer rest breaks).

The exercises needed to train efficiently are:

- Exercise for general fitness and physical development;
- Exercise for direct action \Rightarrow synergistic muscles (muscles that work in co-operation with the prime movers);
- Exercises from selected sport skill base.

These three do not necessarily have to be covered in every exercise drill. The object is to obtain a balanced session to maximise performance.

[Editor's note: On the following pages are examples of two possible sessions. There are 30 in Such's volume]

TRAINING SESSIONS: GENERAL FORMAT

Introduction (5 min)

- Session instructor should describe the forthcoming session, their expectations, etc.
- Instructor should also become aware at this stage of any injuries, illness, concerns, etc. of the session participants.

Warm-up (20-30 min)

Participants should never stretch cold. Warm-up can be split into two parts: general and specific. General starts out with high volume, low intensity. Specific is where the intensity is increased through skill orientated activity, and thus readies the participant for the session.

General Warm-up

- Generally, the aim of the warm-up is to simply raise the body temperature above that of resting temperature without exceeding normal levels too far and/or too early.
- Depending upon the location, available free space etc the most common warm-up activity is laps of the field for the first exercise.
- Stretching conducted by a senior squad member.

Specific Warm-up

- Medium paced running exercises that incorporate forward, backward and sideways motion. These also include momentary changes in pace.
- Second stretching session.

Flexibility/bounding/sprinting (20 – 40 metres)

- A cross-training exercise that is used at the start of the session to also “warm-up” other muscle groups.

Skill Work – Anaerobic

Skill Work - Aerobic

Fitness Drills

Cool Down (10 min)

- Use of a fitness game, touch football, etc.
- Low intensity

Stretch

Conclusion

- Instructor issues session feedback
- Suggestions / comments

Close

NOTE: Trainers need to **avoid** having the participants develop a learned response to training. Participants will physically adapt to the training queues, so the reduction of rest intervals and the constant change in session format will reduce this adaptation. However if the load is to be increased drastically then the rest period must also be increased.

EXAMPLE OF A TRAINING SESSION

[From: Such 1997 and 1999]

Warm-up

- 3 laps of the field using Indian File [one behind the other] running on the last 2 laps;
- 1st lap slow jog, 2nd medium with acceleration past group, 3rd medium jog with weave.

Stretching - taken by a senior member of the group.

Around the Square

Use a 10m x 10m square. Jog forward down one side, sideways facing inwards on the second side, backwards on the third side and sideways facing outwards on the fourth side.

- five minutes duration made up of two periods of 2.5 min with a 30 second rest between;
- only four people to a square so additional squares may be needed;
- start one person at each corner of the square.

Big Line

Everyone stands on the side line facing the field. They jog to the other side line and back doing the following routines for 6 minutes:

1. Run 5m; have hands trailing behind, kick up heels to touch hands for 10m; repeat
2. Run 5m then put hands out front, bring up knees for 10m; repeat;
3. Skip 5m: clap in front, above the head, behind, near your backside; repeat;
4. Skip 5m: left hand up and right hand down; right hand up and left hand down; repeat;
5. Skip 5m: both arms swing shoulder high to the left; then to the right; repeat;
6. Jog: touch the ground with alternate hands every 5 steps; repeat;
7. Jog for 10m, clap under legs for 5m; repeat;
8. Jog 10m, jump up and head 'ball'; repeat;

Here's an alternative routine: Three 2 minute periods totalling 6 minutes in duration – working only half way across the field; everyone starts each 2 minute period on the same line. Use a whistle to end each 2 minute period.

1. 2 minutes of kicking heels to hands, 30 second rest;
2. 2 minutes of knees up, 30 second rest;
3. 2 minutes of skipping left hand up/right hand down.

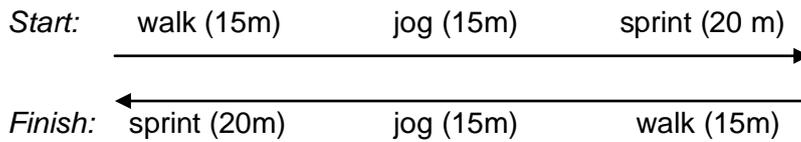
Penalty Area Shuffle

Run from one PA line to the other PA line. Slow jog back; increase speed over ten repetitions, gradually reaching $\frac{3}{4}$ pace.

- 5 mins duration made up of 2 periods of 2.5 min with a 30 second rest between.

Stretching - see above

Sprinting

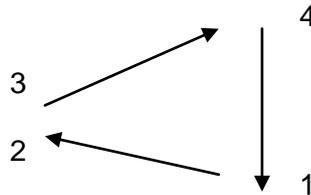


- each repetition is 100m;
- each participant must complete 5 repetitions (500m);
- participants work in pairs with similar speed and fitness level;
- rest period is waiting in line.

Skills Training

Throw-Ins

- duration is 10 minutes;
- two groups per course;
- participants work in pairs with similar speed and fitness levels;
- one person acts as the “ball”; the other is the referee;



- “Ball” controls movement and pace;
- “Referee” must make the decision for best positioning.

Hustle

Use a pitch; begin from any corner with 10 star jumps, then $\frac{3}{4}$ pace along touch line to next corner;

At corner do 10 burpees;

Half pace run along goal line to next cone;

10 push ups;

Jog from flag along touch line;

10 sit ups at corner;

Walk back to start;

Ten repetitions with the following changes to the basic routine:

- the jog leg (F) is replaced with a sprint;
- legs D and H are replaced with sideways movement – D facing out and H facing in;

30 seconds rest between each of the first five repetitions;

20 seconds rest between repetitions 5, 6, 7 and 8;

15 seconds rest between repetitions 8, 9 and 10.

The Loop

A variation of the rugby passing drill using footballs and groups of 5 or 6 people; ball carrier A is at the right hand end of a line with all other participants [B, C, D, E etc] to the left fanned out about 2-3 metres apart and 45 degrees back.

All begin slow forward jog and ball carrier A passes ball to person at the left [B]; A immediately runs to the left behind the advancing group and joins the end of the line, far left. Carrier B passes the ball to carrier C, and runs behind the group to join the left hand end of the line next to A; and so on.

- duration is 10 minutes;
- drop off and sprint behind on way up the field;
- front runs - sprint in front of the line and spin on way back;
- use a whistle blast to indicate when the group must turn and move in the opposite direction;
- use two whistle blasts to indicate that the person with the ball must kick it.

The last two points are used to focus on concentration as much as physical development.

Fitness Training

Pain

Start at the goal line, jog to edge of PA; ½ pace to halfway line; ¾ pace to edge of next PA; full pace to goal line - 30 seconds recovery:

Jog 16.5m ½ pace 40m ¾ pace 40 metres sprint 16.5 m



- conducted over about 115 - 120m;
- 5 repetitions (1st = 60 sec rest; 2nd = 45 sec rest; 3rd = 30 sec rest; 4th = 15 sec rest; 5th = end).

Cool Down - 10 minutes

The Octopus

Use a 10m x 10m square, two people in the centre everyone else on the edges of the square;

The two people in the centre have to hold hands;

People on edges have to run across square attempting to avoid being tagged on their back;

When tagged join hands and try to tag others;

Octopus grows and the task to cross the square becomes difficult.

Stretching

Conclusion

UNIT 1 RESOURCES – PHYSICAL FITNESS FOR THE MATCH OFFICIAL

REFEREES ARE ATHLETES

FITNESS

Decision making ability improves with fitness

Able to concentrate on decision rather than catching breath

Focus on:

- * aerobic: ability to use oxygen and get rid of lactic acid
- * an-aerobic: ability to use stored energy
- * agility: ability to change direction and speed

TRAINING

Continuous running to build stamina (= anaerobic)

Interval training, say: 1 km @70%; 500m @ 85%; short sprints up to 30M

Builds up lactic acid and trains body to cope (= aerobic)

Training should be comfortable not painful

Train the way you play

Need speed - train fast

Need agility - use cones and interval training

GAME PREPARATION

Stretch before game – reduces risk of injury

Hold for 20 seconds, work through all major muscles

Stretch after games – equally if not more important than before game

Gets rid of built up lactic acid and reduces risk of future injury

Use PNF stretching i.e. stretch one way then resist the other

Do not ballistic stretch i.e. sky kicks = high risk of muscle damage

NUTRITION

Load up on Carbohydrates Thurs/Fri (spaghetti, bread, cereal)

Don't load on day of the game

Carbohydrates turn to fat if not exercised

Day of game: Protein = lean meat, veggies; give quick energy release

Don't eat immediately before game – weighs you down

Don't eat chewies before game = sugar fix = quick high then quick low

HYDRATION

Hydrate day before game – reduces risk of cramping and muscle tearing

Alcohol dehydrates, so beware

Recommend water; most sports drinks have artificial colours and other additives

No smoking – smoking increase blood pressure and heart rate

If already unfit, smoking will exacerbate problems

EQUIPMENT

Feet are your livelihood – spend the money for quality not style

Consider comfort, grip and acceleration

***Asics Grasscats* have good shock absorption; also recommend shoes from the *New Balance, Brooks* and *Asics* ranges.**

Boots have little shock absorption

Should change footwear every season

Orthotics may help – get a foot assessment by a podiatrist

INJURY TREATMENT

1. Strains

Always ice: 15 minutes on, 15 minutes off, frequently during the first 48 hours.

Apply **RICER**. This means:

R = Rest

I = Ice

C = Compression

E = Elevation

R = Referral

2. Knee pain

Brace, stretch, massage.

If pain is deep get it checked out.

3. Stress fracture

Rest (12-14 weeks);

Cause can include poor footwear, training on hard surfaces.

3. Lower back tightness

Massage can help.

4. Osteitis Pubis

Inflammation of bone in groin area - rest (4-6 weeks).

Vasilis Parhas

March 2004

[Vasilis Parhas is a qualified Physiotherapist and Exercise Therapist and Adelaide United's 2005 NSL fitness trainer.]

The above article is a summary of the SA State Seminar session presented by Mr Parhas, prepared by Paul Duncan - Chairman and Secretary of Soccer Referees Australia: Noarlunga, South Australia.

**It is emphasised that the comments and advice are general in nature.
You are reminded that you must obtain your own specialist training and medical advice.**

UNIT 2 RESOURCES: PERSONAL DEVELOPMENT 1 – SELF ASSESSMENT

SELF ASSESSMENT: A RIPA SCHEME

Self assessment [or reflection; or evaluation] is a crucial mental technique for developing your skills and assessing your own development. You should do this for most, if not all, matches you officiate. Use any technique that suits you - it's up to you - but in order for it to be of any benefit to your officiating it needs to be linked to action.

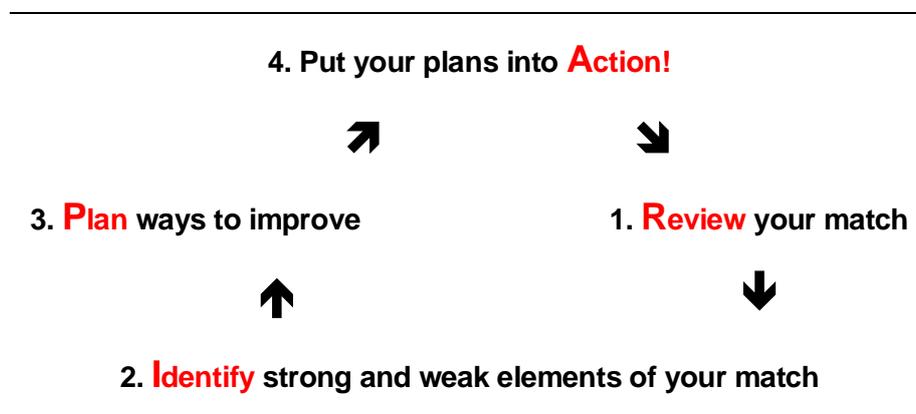
We all reflect upon ourselves, but rarely in a planned, deliberate and systematic manner. The self assessment system described below has four steps, which combined create a **R I P A** of a scheme [sorry, rotten pun].

The first occasion you use the scheme will be after a match. Start at step 2, move on to step 3, then step 4. In your next match you will be trying to develop an element of your match which is step 1. After the match you begin the process all over again.

Do not be too tough on yourself; only pick one or two skills to work on at a time. Too many and it will become confusing and negative. It is crucial that you always identify the positives before tackling any areas for development. Here are the four steps:

1. **Review** - you think about the match you have just officiated.
2. **Identify** – skills or techniques you believe you carried out really well. That's the good bit. Now identify skills and techniques you think you could and should improve.
3. **Plan** - ways to improve no more than two of the items you have identified above in your next match.
4. **Action!** - carry out your plans when you next officiate. You could also tell a mentor or an observer, if one is present, what you intend to do. These people can then focus on those elements and give you some specific feedback.

Then it all starts again, as you **Review** your match, **Identify** the skill[s] you want to develop, **Plan** ways to do this, and put them into **Action**. Over time you should benefit from a gradual development of skills, and therefore a growth in your overall ability and confidence. This process can be visualised as a continuous loop. Diagrammatically the scheme looks like this:



Some pre-formatted pages have been provided at the end of this resource for your self assessment. When you have used them all run off extra copies for yourself. Alternatively feel free to develop your own self assessment system.

What might be some of the key interrelated areas of officiating to consider when undertaking self assessment? Consider these three:

- **Control** - you need basic skills to be able to control a match to ensure the spirit of the match is observed;
- **Decision making** - you have to apply the laws consistently and accurately for the benefit of all parties; and to sustain the spirit of the match;
- **Communication skills** - fundamental to your officiating. It involves the use of people skills that create a positive and interactive climate; and again foster the spirit of the match.

Now try to link self assessment to **control**. You could ask yourself questions such as:

- Did I enjoy the match?
- Did the participants enjoy the match?
- How do I know they did, or didn't?
- How did I control the match? Am I loud and bossy [= aggressive] or low key and firm [= assertive]?
- Did I have the respect of the participants?
- Was I distracted easily? [and so on]

Materials developed by the Australian Sports Commission give hints for officials on ways to positively influence your **control**. These include:

- being on time for the match;
- dressing appropriately;
- knowing the rules;
- being enthusiastic and confident;
- emphasising the spirit of the match;
- thanking the players, the coaches and other participants.

Add some **control** oriented questions of your own and use them when reviewing your matches:

- ☺
- ☺
- ☺

Now identify some self assessment questions that might deal with your **decision-making**. These could include such aspects as:

- Are my decisions accurate?
- What percentage of them is accurate?
- Is my positioning the best I can achieve to make accurate decisions?
- Do I concentrate at all times?
- Is my mental preparation and fitness appropriate for the decisions required in the match?
- Is my physical preparation and fitness appropriate for the decisions required in the match?

Can you add some more **decision-making** questions and use them when reviewing your matches:

☺

☺

☺

When thinking about your **communication skills** you could consider:

- Do I understand how my body-language affects my ability to communicate?
- Am I flexible in the way I communicate?
- Is humour a part of my officiating style?
- Do I use my voice to warn before I use my whistle?
- Do I talk to the participants in a firm but friendly manner?
- Do I interact with the participants?
- Do I communicate decisions clearly and decisively?
- Am I prepared to admit to errors?

Finally, add some of your own **communication** based questions and use them when reviewing your matches:

☺

☺

☺

☺

☺

Barry Such and Bill Tattersall

8/2005

[The authors acknowledge access to materials devised by the National Officiating Council, now the Australian Sports Commission.]

UNIT 2 RESOURCES: PERSONAL DEVELOPMENT 1 – SELF ASSESSMENT

SELF ASSESSMENT SHEET #1

Name:

Date:

Match:

vs

1. REVIEW

I did these things well:

I think these things can be improved:

2. IDENTIFY

I have decided to choose these items [max. 2] to work on:

3. PLAN

This is how I will try to improve these items next match:

4. ACTION

Apply your plans and review how well they went on the next self assessment sheet.

Summary of RIPA Scheme:

- The RIPA Steps are: 1. Review 2. Identify items to improve
3. Plan improvement 4. Action your plan
- Your match analysis could concentrate on anything you choose. See other articles in this resource manual for ideas.
- Only choose one or two items to work on in your next match.
- Be realistic; a series of small steps beats one big trip!

UNIT 2 RESOURCES: PERSONAL DEVELOPMENT 1 – SELF ASSESSMENT
SELF ASSESSMENT SHEET #2

Name:

Date:

Match:

vs

1. **REVIEW**

I did these things well:

I think these things can be improved:

2. **IDENTIFY**

I have decided to choose these items [max. 2] to work on:

3. **PLAN**

This is how I will try to improve these items next match:

4. **ACTION**

Apply your plans and review how well they went on the next self assessment sheet.

Summary of RIPA Scheme:

- The RIPA Steps are: 1. Review 2. Identify items to improve
3. Plan improvement 4. Action your plan
- Your match analysis could concentrate on anything you choose. See other articles in this resource manual for ideas.
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- Be realistic; a series of small steps beats one big trip!

UNIT 2 RESOURCES: PERSONAL DEVELOPMENT 1 – SELF ASSESSMENT

THE MENTORING PROCESS

Whatever the purpose of a mentoring relationship effective relationships involve:

1. IDENTIFYING NEEDS

Identify the needs of the ... official and the mentor at the beginning of the relationship; clarify what both hope to get from it; and tailor the experience to meet their needs.

2. GOAL SETTING

After needs have been identified set some specific goals for the relationship - for both the ... official [being mentored] and the mentor. An example of a goal for the mentor might be: *to improve the quality of feedback provided to individuals at training*; whereas the person being mentored may want specific feedback about a refereeing technique.

3. ESTABLISHING AN AGREEMENT

The agreement doesn't need to be a formal written one, though this might be appropriate. Participants should at least discuss and agree upon some ground rules for example: how often they will meet and where; whether it's OK to phone one another at home; the time period covering the relationship; and when reviews are conducted.

4. OBSERVATION

Observation of the ... official in action should focus on the needs and goals already identified. It may be helpful to develop a simple observation checklist to ensure that attention is focussed on areas of need.

5. ANALYSIS AND FEEDBACK

This should be a shared process, with the ... officials being given the opportunity to analyse their own performances, as well as the mentors providing their analysis. This will encourage the development of reflective ... officials, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step of the process. By asking supportive, but challenging, questions of the official, mentors empower them to make their own analyses and improve performance.

6. ACTION PLANNING

Once the mentor has observed and analysed the performance of the ... official, together they can explore ways of improving their performance. Ideally write down the strategies to be used for improvement and re-visit them after further practice to ensure that the strategies have been effective.

7. REVIEW

The mentoring relationship is likely to change and grow over time. Relationships are not always smooth sailing; however, plan to review the effectiveness of the relationship at regular intervals. If the relationship is no longer meeting the needs of the ... official or the mentor then it may be time to end the relationship or find a new mentor.

[Based on Rebecca Layton, 2002, page 11]

CHARACTERISTICS OF A GOOD MENTEE*

- Drives the mentoring process
- Takes responsibility for solving problems
- Takes responsibility for own development
- Motivated
- Wants a good mentoring relationship
- Listens
- Accepts guidance and feedback
- Sets realistic and appropriate goals
- Has reasonable expectations
- Reliable and trustworthy
- Keeps confidences
- Wants to be challenged
- Flexible, open to new ideas
- Shows initiative and enthusiasm
- Acknowledges and appreciates mentor

[* A mentee is a person being coached and supported by a mentor]

STEPS TO SUCCESSFUL MENTORING

- Develop & communicate clear goals
- Set ground rules for relationship
- Develop an agreement
- Clarify both roles
- Plan feedback processes - when and how
- Review your relationship frequently

[Based on Layton, 2002, unpaginated]

UNIT 3 RESOURCES – ASSISTANT REFEREE DEVELOPMENT 2

FURTHER GUIDELINES FOR ASSISTANT REFEREES

In 1996 FIFA ceased using the title *Linesman* in favour of *Assistant Referee*. This not only better described the important roles played by the Assistant Referees in the modern game but also acknowledged the increased participation of women in the world game. Michel Vautrot (previously a French FIFA Referee and currently a FIFA Referee Committee Member and Instructor) makes a strong case for the recognition of the Referee and the two Assistant Referees as the 3rd team on the field of play. Increased cooperation is essential. Consider his mathematical equation (used in his article: *Long Live the Assistant Referee*):

$$1 + 1 + 1 = 1$$

It neatly summarises what we all need to do. And, if there is a Fourth Official, the equation becomes $1+1+1+1=1$: four individuals working as a team for the benefit of the game!

The Official Laws of the Game contains valuable sections dealing with the duties, signals and work of the Assistant Referee. Please read it, often. What follows summarises much of this advice and adds a few other useful observations.

PREPARATION

This begins on the training field, continues during your personal fitness sessions, as you set your personal goals, and as you are preparing yourself mentally.

Clearly you need to be physically fit enough to handle the demands of the game you will officiate. You will also need to use the movements in training that you use during the game: sidestepping; swift 90 degree turns; short sprints; endurance running. Perhaps ask your coaches about the NSL fitness routines and use them in your personal programs.

On the match day go over what you know about the teams and the ground from your previous visits. If you are not familiar with these factors ask a colleague. However, in both cases do not go to the ground with fixed ideas. You need to be flexible and prepared to see changes and experience new attitudes.

It is a good, positive idea during training to talk to yourself and practice selected signals as you train, such as "I have spotted an offside" and imagine yourself signaling, positively and crisply. Doing the signals will improve your performance in the game.

Set yourself a self improvement task for each game. Pick one skill you want to develop and work out beforehand how you could improve. After the game review how you performed. Set the same task (consolidation), or a different task, for the next game.

If you have not worked with the Referee appointed to the game try to get a moment to say "hello" and have a chat.

Check your uniform and equipment before match day. You may be missing an item or need to clean something. On match day use a check list (there is one available; ask for it if you do not have one) to make sure you have everything as you pack your bag.

Take great care to make sure your appearance is professional: neat, clean, smart and appropriate. You should be dressed at least as well as the players, often better. Of course the changing facilities will help determine how you dress. In some competitions you may need to arrive already changed and wearing a good tracksuit over your uniform.

On a few occasions it may be possible to travel to the ground with a colleague who has also been appointed to the game. If so, compare notes, gain ideas. Always ensure that you leave home in plenty of time to reach the ground. Yes, cars do break down and yes, you could get lost. Good referees arrive in time to check the ground thoroughly. If there is a game preceding yours arrive no later than half time in the previous game.

YOUR DUTIES AND YOUR APPROACH TO THE GAME

Without officials the games wouldn't happen. But remember that games are **NOT** scheduled for you. You are not the main event. At all times you must be polite, courteous and helpful, remembering that you are on duty. You must also remember that you are an Assistant. The Laws make it clear that you never make decisions - that is always the task of the Referee. What you must do is give the Referee advice, **support** and all possible **assistance**. There should be **mutual trust and respect**. You should be prepared to have the Referee reject your advice as well as accept it. As Gary Power [previous National Director of Coaching] wrote:

Being an effective Assistant Referee demands total concentration. Whether the ball is in or out of play, in the AR's half or not, the assistant referee must apply full concentration to the game.

IMAGE, ACTIONS, PRESENTATION AND POSITIONING

- Enter and leave the field as a team; run to join the Referee at half and full time.
- Always be in line with the second last defender or the ball, whichever is closest to the defenders' goal line.
- Have your body square to the field of play to be able to call off sides correctly.
- Carry your unfurled flag on the side of your body closest to the Referee.
- When running keep the flag pointed at the ground.
- At a goal kick stand near the edge of the goal area to check ball placement. If there's a problem raise your flag. When the ball is correctly placed move level with the second last defender, checking that the ball leaves the penalty area before being played again.
- Stand behind the corner flag for corner kicks on your side. Check the player positions the ball correctly. Tell the player if it is not correctly placed. Raise your flag if there is still a problem. You can go a few paces in front of the corner flag for corner kicks taken from the far side.
- When the play is in the other half of the field you stand near the half way line
- Eye contact with the Referee is important. If the Referee seems to have a clear view of the play and all important incidents you shouldn't need to signal.
- Use one part signals for throw-ins, goal kicks and corner kicks; generally, throw in directions when the ball is not in your half are the responsibility of the Referee, but be prepared to help. Eye contact is important once more.
- Signals should be crisp and your arm should be fully extended for most signals. See your law book for photographs of recommended signals.

- Discuss with the referee signals for **penalties** and for **time is nearly expired**.
- At penalties you probably will be asked to judge whether the keeper has moved forward before the ball has been kicked. If the shot misses you advise the Referee. Before the game discuss what the referee wants you to do.
- Know the **I want to talk to you** signal, only to be used on vital occasions and when you have gained eye contact.
- If a serious incident that definitely requires the Referee's attention occurs out of sight of the Referee, once you have eye contact use the above signal. Be certain that you will be assisting and not interfering with the game; don't flag for minor problems.
- Generally you signal offences within your 'zone' (about 20m).
- When signalling your body should be erect and square to the field.
- You can enter the field to help move defenders 9.15m away from the ball at free kicks. Ask your Referee about how and when to do this. Do not interfere unnecessarily.
- Record all match details, but not when the Referee is writing: watch the players.
- As senior AR signal for substitutions. When the Referee indicates to do so supervise the substitution, check the substitute's equipment and look for unsafe items. Record numbers.
- After half time consult with the Referee about substitutions that have taken place during half time. Keep a close check on how many substitutes have been made. Don't permit more substitutions than the competition rules allow.
- As senior AR monitor the behaviour of the team officials in the technical area. Politely ask for their cooperation when necessary and only call over the referee when assistance is needed.
- Most importantly be alert, concentrate hard and look as if you are enjoying yourself!

Bill Tattersall

Revised July 2006

Notes

1. See the FIFA web site [www.fifa.com] for Vautrot's article and other ideas and information.
2. See the UEFA website [www.uefa.com] for articles dealing with the duties of the ARs.
3. The above advice is based on pp. 52-57 and 81-85 of the 2005 law book. Study the text and the photographs very carefully and discuss applications and interpretations with colleagues.
4. Also see Power's *AR Guidelines* in the Level 4 resources.

UNIT 3 RESOURCES – ASSISTANT REFEREE DEVELOPMENT 2
WORKING AS AN ASSISTANT REFEREE
UEFA GUIDELINES

The following notes are an edited version of a report from UEFA on their website. UEFA's Referees' Committee has drawn up a list of conclusions and instructions for ARs. These practices will reinforce the uniform interpretation and application of the Laws. They should be studied in conjunction with the UEFA DVDs. They provide further ideas and build on the AFC AR Guidelines provided in the Level 4 resources.

OFFSIDE

1. It was emphasised that there had been no changes in the offside law since 2002. [Note: see the additional interpretations included in more recent Law books.
2. If an AR **is not totally sure** about an offside offence the flag should not be raised. In cases of doubt benefit must be given to the attacking team.
3. In deciding whether an attacking player is nearer to the opponent's goal line than the second last defender, check the position of the attacker's feet and body in respect to that of the second last defender. "Air space" or similar misleading phrases should not be used. ARs must be sure that the attacker is nearer to the goal line than the second last defender.
4. To ensure correct judgement of offside offences, an AR should not raise the flag before the following "wait and see" technique has been used:
 - a. Check movement of the ball [direction, speed, distance, any deflection, etc.]
 - b. Check involvement of the player in active play. Is the player: interfering with play, and/or interfering with an opponent, and/or gaining an advantage? **It is better to be slightly late and correct, than to be too quick and wrong.**
5. If a flag signal for offside is given and is not seen immediately by the referee the AR must leave the flag up until acknowledged by the referee, **or** the ball is clearly in control of the defending team.
6. For very tight judgements where an AR decides "not offside" a discreet hand signal may give valuable support to the referee when the referee makes eye-contact.

BALL OUT OF PLAY

1. Whenever the ball leaves the field of play, the AR should clearly flag the correct restart and direction. When it is clear that there is to be a throw-in restart the AR can show the direction along the whole touch line. If there is doubt about the direction, the AR should simply raise the flag, make eye contact with the referee, and follow the referee's signal. On very tight decisions, when the ball stays in play, a discreet hand signal could give valuable support to the referee.
2. Whenever an AR signals the ball out of the field of play, even if players continue to play the ball, the AR must retain the signal until the referee stops the game.
3. When the ball enters a goal to confirm a goal the AR:
 - a. should move down the touchline towards the centre line. In borderline cases, this movement should be very clear to the referee [e.g. a sprint].

b. should not raise the flag. If in the AR's opinion a goal has not been scored correctly, the AR should stand still, maintaining any signal already given. The referee may then choose to consult the AR if additional guidance is needed.

OFFENCES

1. An AR must use a raised flag signal to advise the referee that a foul has been committed and seen [or unsporting behaviour; or violent conduct] when the AR is better positioned than the referee and the referee has not clearly acted on the offence. Such action by an AR will be taken for all appropriate offences including those committed inside the penalty area. Additionally it was agreed that there was benefit in the AR being seen to be aware of and signalling for any offence in the immediate vicinity of the AR. When a flag is raised for Law 12 offences, it should be unfurled and waved to distinguish from the signal for offside.

2. If a flag signal for any offence is not seen immediately by the referee, the AR must keep signalling until the signal is acknowledged by the referee, or a clear advantage to the team against which the offence has been committed has now been gained.

3. It was recognised that eye-contact and discreet hand signals from an AR may be helpful in passing information to a referee, e.g. type of offence, next action etc. This would reduce the need for the referee to come across to the AR for consultation.

4. Where direct consultation between the referee and AR is necessary, the information should include:

- a. what happened;
- b. which players were involved;
- c. the precise location of the incident;
- d. recommended action, and
- e. the re-start of play.

It is recommended that in such cases the AR moves towards the referee by four to five metres. During consultation, the AR and referee should both face the field of play. It is usually appropriate to avoid the consultation being heard or understood by others.

5. Offences of violent conduct seen and signalled by an AR must be acted upon by the referee in accordance with the Laws of the Game. If play has been stopped for the disciplinary action, even if the signal has not been seen immediately and play has continued, the restart must also be in accordance with the Laws [i.e. free kick, penalty kick]. However, if the AR's signal is not seen immediately and play has been restarted for a subsequent situation only the appropriate disciplinary action for the violent conduct can be taken against the offending player.

6. Where a referee seeks guidance from an AR concerning the exact location of an offence near an edge of the penalty area the action of the AR should be as follows:

- a. If the offence is inside the penalty area: the AR moves clearly down the touchline towards the corner flag.
- b. If the offence is committed outside the penalty area the AR should stand still in line with the edge of the penalty area.

OBVIOUSLY INCORRECT DECISION BY THE REFEREE

If an AR knows that a referee has made an obvious disciplinary error [e.g. two yellow cards to the same player but no send off; red or yellow card to the wrong player; player kicked the ball twice at free kick, etc.] the AR must flag and intervene immediately. The other AR [or 4th official] should if necessary also assist in such cases.

CONTROL OF THE 9.15 METRE DISTANCES

When a referee chooses to use the help of an AR on the field of play to control the 9.15m distance from the ball at free-kick, it is recommended that the AR does not physically measure the 9.15m but control the distance from the position of the ball. This exceptional on field involvement of the AR is recommended only for free kicks very near the touchline.

POSITIONING

1. Free kick close to the penalty area

At free-kicks close to the penalty area, the AR should be positioned in line with the second last defender [watching for offside], but also with awareness of the goal line. The referee should control the ball and the wall.

After an offside

After a free kick for offside has been given, the AR, where possible, should be positioned in line with the spot where the ball should be positioned to restart the game. The AR should then immediately take up a position level with the second-last defender to monitor offside. This is a priority.

Goal kicks and goal clearance

For goal kicks, and when the goalkeeper is in possession of the ball inside the penalty area, it is advised that the AR frequently checks that the ball is correctly positioned, and that the goalkeeper does not cross the 16 metre line holding the ball. This should be done when sensible, e.g. the second last defender is near the penalty area. Control of offside from subsequent play is the priority concern.

Corner kick

For corner kicks [on the AR's side] it is recommended that the appropriate AR takes a position behind the flag in line with the goal line.

Penalty kick

1. When a penalty kick is awarded during the normal course of play, the AR should be on the goal line where it meets the penalty area boundary line.
2. For kicks from the penalty mark to determine the winner of a match, one AR should be positioned on the goal line where it meets the goal area boundary line, with the other AR controlling the players within the centre circle.

FLAG TECHNIQUE

It is recommended that an AR holds the flag in the hand nearest to the field of play by switching hands whenever the AR changes direction of movement so that the flag is always visible to the referee.

Edited by Bill Tattersall
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UNIT 4 RESOURCES – COMMUNICATION STRATEGIES 1

BODY LANGUAGE

Julian Carosi

This article is reproduced with Julian's permission from his www.corshamref.net web site. It first appeared in the June and August 2004 editions of SA Referees' *Corner Post* newsletter. It has been edited to reflect specific guidance included in the Australian Law book. Visit Julian's excellent web site for news, views and coaching.

A referee's **body language** can convey all sorts of messages to players, coaches, managers and spectators about the referee's own emotions, confidence and ability. Non-verbal body language messages occur more frequently and are more powerful than verbal messages. It is crucial that you, as a referee, consider what messages you are sending to onlookers. Improving your message-sending ability will greatly assist your refereeing.

Body language includes your physical appearance, fitness, the clothes that you are wearing, posture, eye contact, touching behaviour, gestures, facial expressions, arm and hand movements - and even no movement at all by standing still in the right place! Your body language often speaks louder than your words. Even making a correct call can cast doubts in the minds of participants if your corresponding body language does not appear decisive.

There are several ways you communicate with players. All methods must work together to be effective. As a rough guide, experts estimate that of all communication 55% is through your body language, 38% is through the tone of voice, and the remaining 7% are the words we actually say. It is crucial that your messages are not confusing and that they do not minimise the importance of your message. To maximise communication your body language must not contradict what you are saying or the tone of voice you are using.

You need to be aware of your feelings during a game. Being able to adapt to suit each and every situation will enable you to communicate efficiently. This flexibility is essential, and allows you to communicate by adjusting your **body language**, tone of voice and what you say, to suit the constantly changing moods of the game.

Ask yourself these questions

- What feeling do I convey to the players? Am I coming across to them as confident, interested, knowledgeable, enthusiastic, cold, and scared out of my wits?
- How do I look? Tidy? Professional? Clean? Slovenly? Dirty? Is my shirt tucked in?
- How do I sound? Scared? Quiet? Loud? Confident? Know what I am talking about? Don't have a clue? Authoritative? Polite? Rude? Mumbling?

When we portray body languages

Here are some body languages that referees might show. Consider the messages they portray and whether the messages are of benefit or harmful to you.

At training

Don't slump in the back row, in your t-shirt and sandals. Dress smartly, sit upright near the front, and show those who are in charge of your development and promotion, that you mean business, want to get on and that you take your Refereeing career seriously.

Acceptance of appointments

If you are given a 'bum' game, don't blow out your cheeks or roll your eyes upwards. Show the Appointment Secretary that you can be relied on to officiate in *any* game. This will show that you are confident and can always be relied on to do a good job.

Arrival at the ground

This will be your first chance to make an impression with the players and the club officials, and any assessor watching from behind the tree! Make sure your dress is tidy, and walk upright as you go towards the changing room. Be friendly and polite at all times. Most of all make sure you arrive in good time so that you are not rushing to prepare yourself for the game. Do not have a 'fag' hanging out of your mouth. Chewing gum can also be seen as being arrogant and over confident, and is certainly not good manners.

Inspecting the field of play

Before the game starts inspect the field. Politely, but firmly, ask the home club to correct any problems. This is a very good opportunity to show that you are capable, confident and have the authority to deal with any issues. Team coaches may be warming up their players during your inspection, so here is your chance to use your body language to good effect. Perhaps acknowledge them in a friendly manner. Do not, walk around with your shoulders slumped, fag in mouth or socks rolled down. Be smart, and think about what sort of impression you are giving to onlookers. You don't have to "strut your stuff". Just look as though you are interested and efficient at what you are doing, and that you really want to be there! This is the time when players will 'weigh you up' before the match. At the same time, it also allows you to 'weigh the players up"! Hopefully you will not be bringing a negative reputation to the game. Avoid pacing up, down and around, or displaying a wide range of emotions prior to or during a game. This will only serve to make you seem vulnerable to pressure.

Entering the field of play at the start of the game

This is the most important time for you to display strong body language. Striding out confidently, looking smart and well dressed is half the battle when you're refereeing. If you are going to make a first impression [and please make it positive] now's the time to do it. Remember what the American humorist Will Rogers [1879 -1935] said:

You don't get a second chance to make a first impression.

Some Very Simple Rules

- Before you leave the changing room, always check that you are properly dressed and have the correct equipment in the correct places - just to remind yourself that you have everything you need to start the game.
- Don't forget the essential items, which if you leave behind will make you look incompetent and create a bad impression - ball, flags, coin, whistle, notebook, pen/pencil, watch & cards etc. What do you think players will conclude if you get out onto the field of play, then realise you haven't brought the ball, or a coin, or ...!
- Carry the ball, and maintain control of it. Do not dribble the ball out or demonstrate your 'keepy-uppy' ball skills!
- Be smart - socks pulled up, shirt tucked in (at all times!), and no 'builder's bum' showing over the top of your shorts!
- Use a strong and very competent whistle to call up the captains. When greeting them, stand upright near the centre spot with your two Assistant Referees nearby, one of them maintaining control of the ball. Greet the captains with a firm handshake. Do not use a 'wet fish' handshake.

- Have your coin in a ready position. Fumbling for the coin will make you seem incompetent. Don't let the coin fall to the ground when the toss is made. How will you look if it lands in mud and you are the mug who has to lean down [loss of body height] and retrieve it?
- When you are ready to begin the game place the ball on the centre mark or hand it to the player taking the kick off.

During the game

Try these suggestions:

- Displaying a calm body language whilst dealing with problems is a difficult skill to learn and control. Here's an easy self-assessment marking method that can help you train yourself to remain calm in difficult situations. Mark yourself from 0 to 10.
- When a serious incident occurs (and they nearly always do in every game), as you make your way towards the incident to deal with it, and before you have done anything else - say to yourself: "Let's see how calm I can be when dealing with this incident". Deal with it, and make a mental note to yourself, along these lines:

"Nahh, I dealt with this too quickly, made a fool of myself and showed the players that I was unsure of what I was doing – worth 3/10!", or:

"I approached the players in a calm way, took my time, isolated the players, dealt with them politely, ensured that everyone knew (by the raising of my whistle) that play should not be restarted until I give my signal, and made my way calmly to my restart position etc.; worth 9/10."

- Do this throughout the next few games and tot up an average at the end of each game. For example: How did I do in this game, out of 10? Answer = "6".
- You only need to do this for a few games and you'll find that you automatically start dealing with conflict in a calmer manner. You will only need to resort to this method in future games when you have a 'really serious incident' to handle. It works - and it will make you a much more confident Referee.
- One last thought: the trick is not so much to worry about how nervous you are, but to train yourself NOT TO SHOW IT to the players. In other words, the marks out of 10 you give yourself are more to do with how you control your body language despite how nervous you might feel inside. Everyone gets nervous; it's a good reflex to have. Don't fight it – but be in control of it.
- When running, try to do so smoothly and in a relaxed fashion. Do not over-emphasise body movements. Be natural. The way you move should convey the impression that you have total confidence and belief in what you are doing.
- When moving towards confrontational areas aim to arrive with some breath remaining in your lungs. Don't arrive with a shortness of breath that prevents you from speaking to players on your arrival. By all means sprint to the incident and use your voice to prevent the player's actions from escalating, but there is no need to kill yourself getting there! Your positive body presence and confident manner whilst taking charge of the situation is critical.

Confrontation and dealing with players

See the [Diffusing Dissent](#) page on my web site for more ideas.

- Use your body language to calm down situations when you are talking to players. Use your hands to indicate a calming motion with both palms facing down. This indicates to the players that you are calm, and that you want the players to cease their aggressive manner.

- It is important that you remain calm and polite at all times. Even if you feel angry, frustrated, unsure of yourself, or frightened inside, be outwardly cool and calm. Anger from you will inflame the situation – guaranteed.
- When a player 'takes a dive' (simulation): and you want to keep play going, you can gesture with an upward wave of your hand, for the player to get up. Whatever you do, DO NOT simulate a diving motion with your hands and arms, because this may once again seriously escalate the situation.
- If a player looks at you quizzically, wondering why you gave a foul, you can answer by using a subtle hand movement such as demonstrating a small tug on the shirt, or mimicking a pushing offence with your hand, or mimicking a grabbing offence to indicate holding etc. But be careful not to over-demonstrate with signals of this kind. Overacting will make you look silly.
- If there is a player or a substitute waiting for your signal to enter or re-enter the field of play, you can beckon the player to enter. Use an outstretched arm, clear bend of the elbow, with the fingers outstretched, travelling upwards from waist to face level.
- See the [ABC of Conflict](#) page to position yourself to the best advantage.
- **Calling players to you:** There are several methods to do this. You can use any method you like. Some Referees like to make a stand, and insist that players do the 'walking'. In other words, the Referee will stand still and beckon the perpetrator towards him. Some Referees like to approach the perpetrators themselves (but do not do this if the culprit is purposefully moving away from you as a gesture of defiance. If this happens stand your ground and call/whistle for the player to come to you. Do not chase players around the field of play. Some Referees like to use a mixture of the two preceding methods: for example, call the player over, and whilst the player is coming towards you, meet the player half-way. This method is probably the best one to use during a game where the Referee has not had to contend with too much trouble. Use whichever method you like - or use all three during a match depending on the mood of the game at that time. If a game is beginning to get out of hand always use the first method, and insist that the players come to you. This gives the players a moment or two to drop their temper heat level down a degree or two before they get to you. Give players a few moments to blow off a bit of steam, but don't let them lecture you.
- If you anticipate that the perpetrator is approaching you in a threatening manner tell the player to "calm down", "slow down", "keep a distance away", or any other verbal warning that you can think of to that effect. Do not put the whistle to your mouth unless you want to lose more teeth than is necessary under the circumstances. At the same time, use your 'body language' by holding out both of your hands palms forward (like shooing cows back) and firmly gesture at the player to slow down. Demonstrate this by shooing the cows (oops, sorry: players) back. Do not stand still at first when you are doing this, as you are likely to get stampeded. Use a bit of [Law 18: Common sense](#) (see website), and gain a few extra moments by moving backwards a few steps whilst making the above warning actions.
- When issuing a caution or a send off, do not thrust the card into the player's face, even though you may feel very much like doing so! Ask the player to face you, look the player in the eye, stand at least a metre back, and merely raise the card firmly in the air to one side [not directly at] of the player. Vigorously thrusting a card at the player will only aggravate the matter further.
- When issuing a warning, or talking to a player, ALWAYS look the player in the eye when you are speaking. This is very important, as it demonstrates that **you** are in charge, and you are serious in what you are saying. It is natural to look away when admonishing a player. Looking players in the eye is probably one of the best

improvements you can make with your body-language skills. It lets the players know who is in charge of policing and applying the Laws. **You**, not **them**!

- **The 'Referee Stare'** is a very good body language tool when a player is some distance away from you, and is moaning and groaning. The 'Referee Stare' lets players know that you have heard what they have said and that you are aware of them! This is best done when the ball is out of play. If you do it during play, remember not to lose concentration on the game itself. It works a treat, and you can do it even if the players are at the other end of the field of play. If the players are not initially looking at you (this is because they know you have spotted them and are trying to avoid eye contact with you - their eyes will eventually meet yours – and no words are needed. Stare for about 5 seconds. A slight shake of your head from side to side will also strengthen the purpose of your message 'behave'. The 'Ref. Stare' must **NOT** be done in such a way that players might accuse you of threatening them with your looks. This would put you into the position of being the accused.
- In addition, when you have engaged the players' eyes use another body language method. Use your hand to mime the 'zip your mouths' movement, by pretending that you are zipping your own mouth closed. This is a very easy way to tell them what you expect them to do, without the need for words over long or even short distances on the field of play.
- Any hand gestures that you make when communicating to players should be descriptive of what you are trying to communicate. Your hands should emphasise what it is that you are saying. Use open clear movements and try to avoid small hesitant hand movements that will make you seem nervous.
- A wry smile, with wide-open eyes as you run by, is also most disconcerting to a misbehaving player. This tells the player that you are aware of the bad behaviour, and the player had better look out!
- Temporarily readjusting your diagonal to stand near a trouble maker is another easy way of letting the perpetrator know that you are "aware of unacceptable behaviour"! This works best during goal kicks and throw-ins.
- For moaning players who are approaching you - use one hand to 'brush away the fly'. In other words, use your arm and hand to wave away the trouble maker. This is doubly effective if you do it whilst moving away from the player to get into your new position. Hanging around them will only serve to provide players with an opportunity to create an unnecessary argument.
- A simple shake of the head whilst looking at the player is another simple method of putting the players 'in their place'.
- When you have given a free kick, move away swiftly to a new position. Staying near the area of the free kick will invite dissenting comments. Players will never, or very rarely, run after you, if you're quick enough. There will, of course, be occasions when you will need to remain near the area of a free kick, such as ceremonial free kicks, when a player has been injured, or when you anticipate confrontation between opposing players.
- If a player decides to retie bootlaces when you are about to speak ask that player to "Please stand up whilst I am talking to you." At the same time, use both your hand palms facing upwards, and move them upwards to indicate to the player to stand up. This also lets onlookers know what you are doing, and that there may be a delay before play is restarted. If you can, avoid bending over yourself. As with the toss discussed earlier placing yourself below eye level makes you inferior. Keep a straight back and shoulders.

- It is important to become slower and more deliberate when giving signals during the game. There is no requirement to break the land speed signal record.
- Use "*clear and definite signals*" when restarting play, awarding free kicks, throw-ins and goal kicks, etc. An experienced referee will give a firm and positive direction to players with the use of arm signals. It is no good giving a limp pointing signal that conveys to players an impression of "*it's sort of in that direction...I think...*".
- This also goes for assistant referees who should avoid a limp wave of the flag in the general direction of where they think the throw-in, or free kick should be taken. Give a clear signal at all times. Crisp, positive signals show that you have made a confident decision. Sloppy signals such as bent-arm, unclear direction, or not shown long enough, suggest to players and spectators that you are not very confident in your decision-making.
- The way you move should convey the impression that you have total confidence and belief in what you are doing. You have, haven't you??
- It is not always best when dealing with trouble makers in the game to always have a pleasant easygoing style, a quick smile, and calm demeanor. Although this can create a positive environment that has a soothing effect on players and coaches, on other occasions it can inflame passions. Referees will need to judge each incident, and whether or not a more authoritative stance should be taken.
- Never use finger-pointing or get into a verbal argument with troublemakers.
- If a manager or coach is moaning from the technical area, but the moaning is not enough to warrant you giving them a warning, do not purposefully stand nearby with the sole purpose of antagonising the situation further. Doing this will only lead to further tensions.
- **Never** react or respond to comments from a spectator; that also applies to assistant referees.
- If you have to speak to club officials during the game, do not sprint towards them. Walk at a moderate pace or 'stroll purposefully'. This will allow a bit more time for tempers to decrease and give you some precious thinking time. Most comments from the sidelines are merely frustrations being vented. Understanding which comments, moans and groans or questions merit a response is a key to success in refereeing. Yelling back at club officials will only create a 'mountain out of a mole hill'. More often than not the Referee can use body language alone to get the 'right' message. You can do this by nodding your head slightly, smiling momentarily, glancing at the perpetrator, holding eye contact for a moment or two, shaking your head or using your hands to hold up a stop sign, with both arms outstretched and palms facing the perpetrator. Each of these methods has a particular meaning that can be used wisely to communicate over a distance.
- During dead-ball periods when play has stopped, don't stand still with your arms on your hips or folded, or shoulders slumped or looking at the gorgeous talent parading on the touchlines! Well, I suppose it would not hurt too much to have just a quick peek! This will give the impression that you are bored or would rather be elsewhere.
- Be alert and interested at all times. One of the greatest difficulties with refereeing is learning to concentrate 100% of the time. The easier a game is to control, the harder it is to concentrate fully. These are the sorts of games where a flash point will occur, and you will not be ready to react in time to minimise the ensuing confrontation.

- Never let your body language signals convey your emotions. Your facial expression, body language and voice should not suggest whether you're happy or unhappy to be enforcing a decision, particularly when it is a penalty! This is the time when you need to put on your 'stony faced' expression, and to unemotionally look any dissenter directly in the eye. Do not allow your body language to convey your displeasure when an incident occurs.
- As you look around at troublemakers on the field of play, use eye contact to focus on one player at a time. This technique is effectively used by public speakers when communicating to an audience. It's as though you are having a series of brief one-on-one encounters with each player. If you are looking around several players to let them know you are aware of their troublemaking, and will be keeping a close watch on them - make sure you make brief eye contact with each of them in turn before moving on to the next.
- When no offence has occurred, you can put both hands behind your back and shake your head - thus demonstrating to players that no foul has occurred. This is a commonly used body language maneuver, most effective when ignoring penalty pleas by players.
- When a player makes a good tackle, and you allow play to continue, but one player disagrees with you, using a simple motion of moving your hands in the shape of a ball shows that you believe that the ball was won fairly, and that play should not be stopped. This 'moving your hands in the shape of a ball' signal can also be used when calling for a new ball, when the old one has landed in the river!
- When a player loses a tackle, and falls to the ground, and you allow play to continue but the player disagrees with you, a simple motion of wagging your fingers upwards with an arm outstretched towards that player, shows that you believe that the ball was won fairly, and that play should not be stopped. And that the player should GET UP!
- A referee who has young or inexperienced assistant referees can instill a lot of confidence in these assistants by giving them 'Thumbs Up/ Thumbs Down' signals at appropriate moments throughout the game.

UNIT 4 RESOURCES – COMMUNICATION STRATEGIES 1

BODY LANGUAGE AND ACTIONS FOR ARS

JULIAN CAROSI

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Assistant Referees should rely on the instructions given to them during their pre-match briefing. Some referees like to see 'normal' flag signals at corners and goal kicks, others like their ARs to use body language signals (see web site). ARs can also use a combination of both flag signals and/or body language to indicate to the referee whether a goal-kick or a corner-kick should be given. Here are some thoughts to consider. It's your call whether you use them or not.

- The idea of ARs using body language at corners and goal kicks, is that it allows the referee a few seconds to overrule the AR, without the players knowing what the AR has indicated (corner or goal kick?)
- Advantage or play-on body language signals from an AR risk causing major confusion. ARs should not shout or indicate 'Play on/Advantage'. This is always the prerogative of the referee. The referee is the only match official who should indicate advantage. ARs have been seen to indicate 'Play-on/Advantage', by putting out their arm or a hand, following an assumed offside that had not been given by that AR. The referee is the only one who should indicate 'Play-on/Advantage'. Imagine a situation following a foul, where the AR uses an arm signal to indicate 'Play-on/Advantage', and then a goal is scored which is subsequently disallowed because the referee calls play back for the original foul and awards a free kick instead.
- ARs should give "*clear and definite flag signals*" indicating offside, free kicks, throw-ins and goal kicks, etc. It is no good giving a limp wave of the flag in the general direction of where you think the throw-in or free kick should go. Give a clear flag signal at all times. Crisp, positive signals show that you have made a confident decision. Sloppy signals such as bent-arm, unclear direction, unfurled flag, or not shown long enough, suggest to players and spectators that you are less than confident in your decision-making.
- Hold the flag downwards whilst running. Show as much flag area as you can towards the Referee at all times. Switch hands to keep the flag always showing towards the field of play side and visible to the Referee - especially during floodlight games when visibility is impaired.
- Slip step sideways to keep level with the 2nd last defender when watching for off-side. The 'side-stepping' manoeuvre by ARs is a common method used here in England [and in Australia; ed]. In fact, Phil Sharp (World Cup AR 2002) has perfected this method, and can side-step faster than I can run straight! The idea of side-stepping (we call it 'Crabbing' here in England) is to allow the AR to stay in line with the second last defender whilst facing the field of play. The 'crabbing' method is used to good effect when defenders and attackers are moving around at a slow to medium pace – but of course, when players speed up the AR will have to revert to straight sprinting to keep up with the second last defender. 'Crabbing' involves facing the field of play and side-stepping' up and down along the touchline.
- Eye-contact and discreet hand signals from an AR may be helpful in passing information to a referee: e.g. type of offence, next action, etc. This would reduce the need for the referee to come across to the AR for consultation.

- Penalty Kicks: when a penalty kick takes place, most ARs stand over the goal line straddling their feet each side of it, nearby to the goal. This allows them to be both goal judge, and to indicate when the goalkeeper moves off his line. If the goalkeeper infringes the Law by moving forward before the ball is kicked, and a goal is not scored - the AR can subtly indicate this to the referee by simply moving the foot that is outside the goal line, across the goal line and into the field of play. This can be done without being noticed by the players, and allows the referee to make a decision without having to publicly consult the AR.
- When the ball enters a goal confirm a valid goal has been scored, make a clear movement down the touchline towards the centre line. In borderline cases, this movement should be clear (sprint) to be recognised by the referee. To confirm a goal, the AR should not raise the flag. If in the AR's opinion a goal has not been scored correctly, the AR should stand still, retaining any signal already given. The referee may then choose to consult further if additional guidance is needed.
- Whenever the ball leaves the field of play, the flag signal of the AR should show clearly the correct restart and direction. In clear throw-in situations, the AR can show the direction immediately (along the whole touch line). If there is any doubt about the direction, the AR should simply raise the flag, make eye contact with the referee and follow the referee's signal. On very tight decisions, when the ball stays in play, a discreet hand signal could give valuable support to the referee.
- There are many types of signals between the referee and the AR during a game (some are listed below) many of which are used without the players even knowing.

Time countdown signal: AR uses fingers outstretched downwards along the outside of the shorts or on the shirt to indicate to the referee: '1, 2, 3, 4, or 5 minutes remaining in the half'.

Time over: the AR can use a clenched fist either across the chest or down the side of the shorts to indicate to the Referee that 45 minutes have now expired.

Thumbs up/down: to indicate that you are happy with any decisions - or not!

Nod/shake head: used to indicate that you are happy with the Referee's decision - e.g. after a goal has been allowed by the Referee or the award of a penalty.

Eye contact: movement of the eyes can indicate a free kick direction to the referee. Also allows the ARs' and the referee to feel part of a team and to build up a rapport.

Hand indications: hand movement can indicate to the Referee that you've seen a hand-ball by a player.

Tugging gesture: Indicates to the Referee that you have seen a player tugging an opponent's shirt.

Direction signal: A discrete hand direction signal will indicate to the Referee which side is entitled to the free kick. (Note: a reminder that ARs should never indicate advantage. This is always the prerogative of the referee.)

After the game: consider the following:

- After ending each half, make your way calmly but rapidly to meet your ARs.
- Give the players a warm hand shake, and not the old 'wet-fish' version!
- Leave the field of play by walking in a relaxed manner
- Pick the ball up in your hands. Do not dribble the ball back into the changing rooms.
- Be smart and professional when you go for a drink in the bar after the game.

If you have any other body language tips, I would be very pleased to include them.

UNIT 6 RESOURCES – POSITIONING CONCEPTS

POSITIONING: DIAGONAL CONTROL; WHERE? WHERE? GO!**Introduction**

In the first Positioning 1 [Level 4] we introduced you to the basic, simple tool of **ABC**. As referees acquire each component they add the next component [like another Lego block] to the model they have already learned, each time adding to their knowledge and skills needed to master the techniques of good positioning.

A reminder that the positioning sequence is:

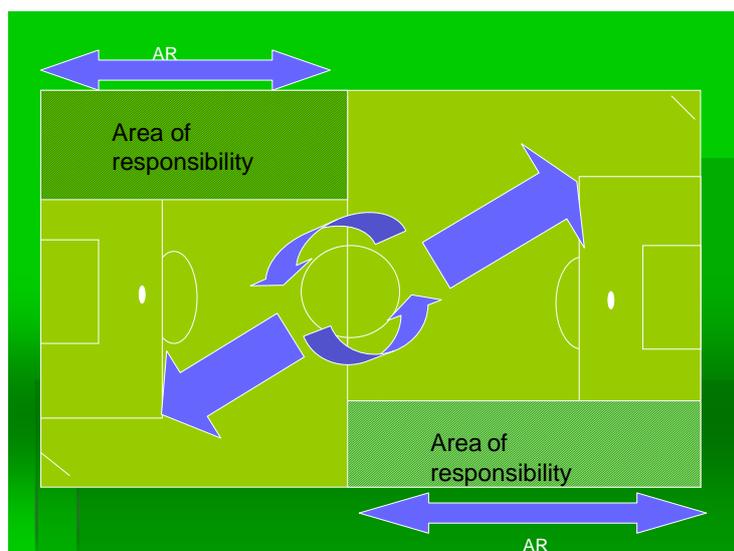
1. **ABC**
2. **ABC + diagonal**
3. **ABC + diagonal + WWG**
4. **ABC + diagonal + WWG + targets**
5. **ABC + diagonal + WWG + targets + X Factor**

Now add components 2 and 3 to the ABC we have already covered.

Element 2: Diagonal Control – Referee’s General Movement Pattern

The movement pattern of the referee is basically a diagonal path from one penalty area to the other. This allows assistant referees to exercise control over that area of the field closest to them. The referee’s positioning acknowledges the ARs’ area of responsibility and recognises that there is a further 2/3rds of that half that needs the presence of an official.

The movement pattern suggests there is little value in the referee being in the centre circle. Surveys have shown that this is the area that referees most often get hit with the ball or get in the way of play and players.



Element 3: WWG

'WWG' is a short-hand method of explaining the anticipation required of referees to achieve more effective positioning. The referee asks two questions and makes a decision:

Where is play going?

Where do I need to go to get the best view?

Go there!

Good anticipation provides referees with more time to select the best viewing option. Not anticipating play means that referees have to chase the play, often at a fast pace, draining both physical energy and mental capacity, as well as limiting their positional options.

The sooner the referee begins the positional sequence the easier it will be to cover the required ground whilst selecting the best viewing option.

This process often starts in the middle of the field when an attacking move breaks down and the play starts moving in the opposite direction. Many referees watch play go past them and then at some point begin to chase the play. They are already behind play and getting further behind all the time. This leaves them limited time and positional options to get the best view.

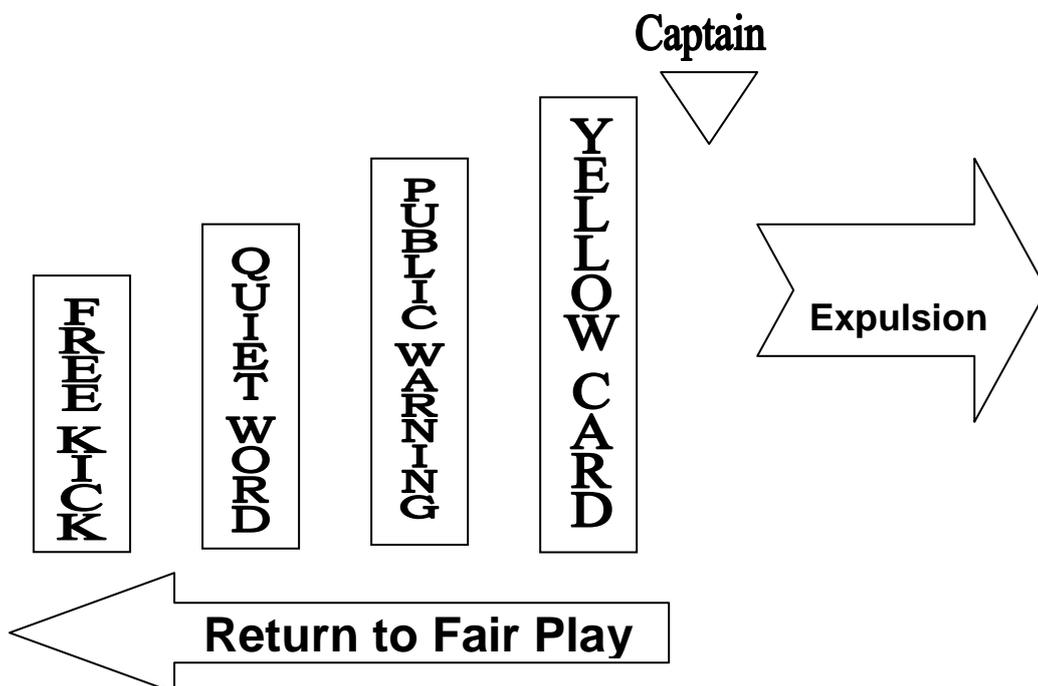
Alan Kibbler
July 2005

Unit 7 Resource – Player Management 1 – *Roadblocks*

ROADBLOCK THEORY

Consider the **Road Signs** you see as you drive down the road. The **yellow advisory signs** provide information but not a directive. The more significant and important **Red signs** tell you what you must do, such as **STOP**. They are roadblocks.

Player management is similar. We use a series of control techniques to ensure that players conduct themselves in an appropriate manner. These techniques can be viewed as a series of roadblocks, the most serious being **Red - your Red Card**. Football's Roadblocks are:



SOME FACTS:

Players are responsible for their own behaviour. The referee is responsible for ensuring that the match is played according to the Laws of the Game.

A yellow card is a tool to help a player stay on the park. It should not be seen as something that has the player halfway off.

ELEMENTS OF THE TECHNIQUE: STEPS 1 - 4

1. Free kick

Simply a way of saying "That was unfair – let's give the ball back to the other player." A free kick is the first step in trying to get players to return to Fair Play

2. Quiet word

This is a gentle piece of friendly advice given to a player by a referee. It is delivered unobtrusively. Some examples of a “quiet word”:

- “That was too hard. Now calm down or you’ll end up in trouble.”
- “Use your head. He’s only trying to get you into strife.”
- “Come on, you know better than that.”

3. Public warning

The referee pulls the player aside and, unlike the above, publicly admonishes the player. The voice used by the referee is no longer gentle and friendly. It is now firm and strong. An example:

“Any more tackles like that and you will be cautioned. No ifs; no buts; you will cautioned.”

4. The caution

This Roadblock is often badly handled. In most cases the referee merely holds the yellow card up in the air in the direction of the player. The yellow card means:

*“**YOU** have stepped over the line. You need to change your behaviour dramatically because if you infringe again you will be dismissed.”*

This point must be driven home to the player - the purpose of the card is to prevent the player being sent off. If the referee is more assertive in delivering the card, then the player concerned [and, in fact, all players on the field] will be convinced that the referee is serious. The caution can then be used as a tool to modify player behaviour.

The referee’s voice should be firm, strong, and assertive [almost, but not quite aggressive] when the message is delivered: “Any more and you’re off!”

After the player is publicly warned or cautioned the referee should not speak **publicly** to that player again. To do so diminishes the previous sanctions. However, this does not stop the referee from continuing with the quiet word.

The roadblocks can also be viewed as a series of steps where each step and the referee’s words, tone and loudness of voice gets harsher as the expulsion draws nearer. To summarise, start with the least obvious block and work upwards to the harshest:

Free Kick

A way of giving the ball back to the team which has been cheated or robbed of the ball



Quiet Word

Gentle, friendly advice - soft voice, with a smile if possible



Public warning

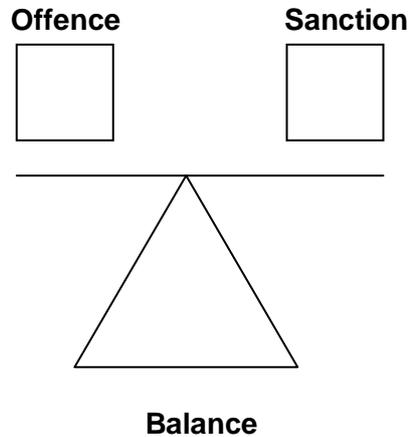
Firm voice, directs the player: e.g. “If you continue you will be cautioned.” The Player should be left in no doubt about what will happen next.



Yellow card

Harsh voice + glaring; the players need to understand they are tottering on the edge. The most serious punishment – send off – could be next.

Sometimes the first sanction that has to be applied is a public warning or a caution, or even a send off. What is important is that the punishment must be equal to the offence. Too soft is just as bad as too hard. The referee's action needs to be seen as appropriate for the offence, that is, it is a balanced approach.



ELEMENTS OF THE TECHNIQUE: STEP 5 - Using the Captain

This is a technique that can only be used infrequently. If it is used week in, week out, its impact will simply evaporate. It is a process that uses the captain to assist control. It is a series of steps:

- Acknowledge the position i.e. "You're the captain."
- Delegate a power: i.e. "You're responsible for your players' behaviour."
- Allocate a task e.g.: "Any more out of him and he is off."
- Re-acknowledge the position: "You're the captain."
- Re-delegate a power: "You're responsible."
- Re-allocate the task: "You fix it."

ELEMENTS OF THE TECHNIQUE: STEP 6

When all else fails the Red Card is produced.

**Based on coaching materials developed by Gary Power as
Technical Director of Referees, Asian Football Confederation**

UNIT 8 RESOURCE – FOUL IDENTIFICATION 2

FIFA: 7 STEPS TO FOUL RECOGNITION

In June 2002 FIFA devised a 6 points scheme to assist referees:

- assess the legality of challenges;
- anticipate fouls; and ...
- recognise the type of foul and appropriate sanctions.

In the more recent coaching materials FIFA has provided a seventh factor. FIFA recommends we do the following:

1. Judge the **intent** of the tackler.
2. Note the **speed** of the approach by the tackler on the player about to be tackled.
3. Look for any signs of **aggression** shown by the tackler.
4. Recognise any signs of **violence** associated with the tackle.
5. Check the **position of the tackler**: is the tackle from the back, or the side, or from in front?
6. Consider if the tackler has an **opportunity** to play the ball fairly.
7. Take into account the **atmosphere of the match** [the 'feel' of the match].

The new factor - being aware of the match's atmosphere - reminds us to be alert to the type of match we are controlling; that is: whether it is a bad tempered, fouling affair; or a sporting, skilled contest. If it is a nasty contest we should be very alert and suspicious when a player runs hard at an opponent. This is a good example of being proactive in our control.

FIFA has also clarified that Factor 5 is about **fairness** and **player safety**, that is, whether the player about to be tackled is aware of the opponent's location. You are reminded that a tackle from any direction that you judge to be careless, reckless or using excessive force should be punished.

[FIFA issues further interpretations from time to time. New interpretations may impact on the above.]

BT 11/06

UNITS 9 & 10 RESOURCES – PRACTICAL OFFICIATING 3 AND 4

THE DECISION MAKING SEQUENCE

OBSERVE PLAY



CONSIDER YOUR ACTION



DECIDE on either:



OFFENCE

or



NO OFFENCE?



ADVANTAGE or **NO ADVANTAGE?**



PLAY ON



“PLAY ON!”



FREE KICK



RE-START PLAY

UNITS 9 & 10 RESOURCES – PRACTICAL OFFICIATING 3 AND 4

ASSISTANT REFEREE REPORT & COACHING SHEET

NAME DATE

GAME VERSUS

GROUND GRADE

PERSONALITY AND APPEARANCE [Professional presentation and image]

- | | |
|--|---|
| <input type="checkbox"/> Positive image portrayed | <input type="checkbox"/> Looked interested |
| <input type="checkbox"/> Appeared confident and convincing | <input type="checkbox"/> Sharp and alert |
| <input type="checkbox"/> Uniform complete and presentable | <input type="checkbox"/> Flags of good quality and appearance |
| <input type="checkbox"/> Maintained upright stance | <input type="checkbox"/> Unflustered, ignored crowd comments |

Coaching Points

FLAG USE [Signalling and flag use]

- | | |
|--|--|
| <input type="checkbox"/> Smart, clear, snappy signals | <input type="checkbox"/> Correct hand used for TI directions |
| <input type="checkbox"/> Right-hand used for GK | <input type="checkbox"/> Right-hand used for CK |
| <input type="checkbox"/> Right-hand used for Offside | <input type="checkbox"/> Signalled ball position after OS advice |
| <input type="checkbox"/> Flag carried pitch side | <input type="checkbox"/> Always visible to referee |
| <input type="checkbox"/> Flag stable when running | <input type="checkbox"/> Quick signals when appropriate |
| <input type="checkbox"/> Used one-part signals appropriately | <input type="checkbox"/> Angles of hand/arm/flag correct |

Coaching Points

JUDGEMENTS [Ball out; incidents]

- | | |
|---|---|
| <input type="checkbox"/> Waited at OS incidents for outcomes | <input type="checkbox"/> Distinguished between CK and GK restarts |
| <input type="checkbox"/> Accurate 'ball is out of play' advice | <input type="checkbox"/> Accurate throw-in directions |
| <input type="checkbox"/> Recognised when players should not be sanctioned for being in OS positions | |

Coaching Points

COOPERATION [Assistance to Referee]

- | | |
|---|---|
| <input type="checkbox"/> Nets checked before game; after ½ time | <input type="checkbox"/> Ref advised of incidents in ARs zone |
| <input type="checkbox"/> Monitored Tech Area appropriately | <input type="checkbox"/> Indicated time nearly expired |
| <input type="checkbox"/> Waited for sub to be ready before advising | <input type="checkbox"/> Managed substitutions appropriately |
| <input type="checkbox"/> Eye contact with ref achieved | <input type="checkbox"/> Avoided interference with referee |
| <input type="checkbox"/> Directed players to correct TI positions | <input type="checkbox"/> Recorded significant incidents |

Coaching Points

PHYSICAL [Fitness, movement, pace]

- | | |
|--|--|
| <input type="checkbox"/> Fitness levels appropriate for game | <input type="checkbox"/> Varied pace to suit needs of game |
| <input type="checkbox"/> Displayed appropriate stamina | <input type="checkbox"/> Turned and sprinted when needed |
| <input type="checkbox"/> Side stepped effectively | <input type="checkbox"/> Ran off the pitch |
| <input type="checkbox"/> Gave players space to move | <input type="checkbox"/> Jogged rather than walked |

Coaching Points

POSITIONING

- | | |
|---|--|
| <input type="checkbox"/> Maintained 'squareness' to pitch | <input type="checkbox"/> Kept in line with 2 nd last defender |
| <input type="checkbox"/> Followed ball through to goal line | <input type="checkbox"/> Monitored goal kicks |
| <input type="checkbox"/> Appropriate CK position | <input type="checkbox"/> Appropriate PK position |

Coaching Points

SUMMARY

- | | | |
|-----------------------------------|---|---|
| PERSONALITY AND APPEARANCE | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |
| FLAG USE | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |
| JUDGEMENTS | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |
| COOPERATION | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |
| PHYSICAL | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |
| POSITIONING | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |

- | | | |
|---------------------------------|---|---|
| UNIT ASSESSMENT DECISION | <input type="checkbox"/> COMPETENT | <input type="checkbox"/> NOT YET COMPETENT |
|---------------------------------|---|---|

ASSESSOR'S NAME & SIGNATURE

UNITS 9 & 10 RESOURCES – PRACTICAL OFFICIATING 3 AND 4
REFEREE REPORT & COACHING SHEET

NAME DATE

GAME VERSUS

GROUND GRADE

- INTERPRETATION OF THE LAWS** [Demonstrated a sound understanding of the Laws]
- Identified intentional handballs
 - Foul recognition adequate for this level
 - Identified tackles that were careless, reckless, with excessive force

- APPLICATION OF THE LAWS** [Laws applied consistently and appropriately]
- Made decisions confidently and quickly
 - Dealt with players who wasted time
 - Punished unacceptable language
 - Dissent handled appropriately and timely
 - Simulating fouls, injuries well handled
 - Applied and signalled advantage
 - Dealt with over-vigorous play
 - Controlled the Technical Area

Coaching Points

- DISCIPLINE** [Sanctions imposed were appropriate for the offences]
- Issued correct sanctions for incidents
 - Issued sanctions in professional manner
 - Sanctions issued at appropriate times
 - Applied all mandatory sanctions
 - Used spoken word effectively

Coaching Points

- PERSONALITY** [Ability of the referee to influence player behaviour]
- Took pride in wearing approved uniform
 - Was able to sell decisions
 - Communicated well
 - Exhibited a proper and positive attitude
 - Personality contributed to game
 - Saw enthusiasm, appeared interested

Coaching Points

FITNESS [Physical fitness displayed during the game]

- | | |
|--|---|
| <input type="checkbox"/> Paced self throughout game | <input type="checkbox"/> Displayed good fitness level |
| <input type="checkbox"/> Good sprint speed when needed | <input type="checkbox"/> Kept up with play |

Coaching points

MOVEMENT & POSITIONING [Application of ABC, Diagonal movement and WWG concepts]

- | | |
|---|---|
| <input type="checkbox"/> Demonstrated use of ABC concept | <input type="checkbox"/> Good angles to see play and contacts |
| <input type="checkbox"/> Used WWG to anticipate play and position | <input type="checkbox"/> Well positioned at set plays |
| <input type="checkbox"/> Good use of penalty area when needed | <input type="checkbox"/> Used diagonal movement appropriately |

Coaching Points

PERFORMANCE OF DUTIES [Pre-match duties; attention to details; cooperation with ARs]

- | | |
|---|--|
| <input type="checkbox"/> Arrived in time to check safety issues | <input type="checkbox"/> Sound, essential pre-match instructions |
| <input type="checkbox"/> Conducted toss confidently and efficiently | <input type="checkbox"/> Managed injuries according to policy |
| <input type="checkbox"/> Effectively controlled walls at free kicks | <input type="checkbox"/> Policed 9.15 metres distance well |
| <input type="checkbox"/> Whistling always clear | <input type="checkbox"/> Varied whistle tone, volume and length |
| <input type="checkbox"/> Correct arm signal for Indirect Free Kicks | <input type="checkbox"/> Clear decisions |
| <input type="checkbox"/> Appropriate signals | <input type="checkbox"/> Good communications - Ref and ARs |
| <input type="checkbox"/> Checked ball placement at restarts | <input type="checkbox"/> Correct time played |
| <input type="checkbox"/> Time added if necessary and permitted | <input type="checkbox"/> Paid appropriate attention to details |

Coaching Points

SUMMARY

- | | | |
|--|------------------------------------|--|
| Interpretation & Application of the Laws | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Discipline | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Personality | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Fitness | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Movement & Positioning | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Performance of Duties | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |

UNIT ASSESSMENT DECISION **COMPETENT** **NOT YET COMPETENT**

NAME & SIGNATURE OF COACH

UNITS 9 & 10 RESOURCES – PRACTICAL OFFICIATING 3 AND 4

FURTHER GUIDELINES FOR REPORT WRITING

INTRODUCTION

An important part of your duties as a Referee or as an Assistant Referee is to report any serious incidents or concerns you have to the football association responsible for running the competition. **This is a professional requirement.**

Your failure to report individuals or Clubs responsible for an incident or a deficiency may:

- encourage them to do it again in the future;
- create a reputation that you are 'easy' or 'soft';
- threaten the safety of your colleagues and players next week and in the future;
- allow a person or Club to escape detection, investigation and possible punishment;
- bring the game into disrepute.

These guidelines try to describe common requirements. However, please check your associations' specific requirements and procedures. It is assumed that automatic send off penalties apply in your competitions – check!

CAN SOME PROBLEMS BE REPORTED ON THE TEAM SHEETS?

Yes. For example, if the Technical Area is not marked, and the Club was unable to mark the area before the game, you play the game and note the problem on the team sheet. A separate report is not needed. However, should you be appointed to the same Club three weeks later, and the TA is still not marked, a formal report would be justified. It is hoped that this doesn't happen and that colleagues also report the missing TA the following week!

WHEN SHOULD A REPORT BE SUBMITTED?

You may be required to submit a report with your match card about the following types of misconduct:

- Any send off [Red Card] offence which you believe was serious enough to warrant more than the automatic one match suspension that the player will receive;
- Misconduct by players after the match has ended;
- Misconduct by any team or club official;
- Misconduct by spectators

The Association's appropriate officer can be sent other reports if there is something that has caused you concern and you believe you should report it. Mark these reports attention of the appropriate officer: *For Information*

Minor problems can be noted on the team sheets [originals and all copies].

HOW MANY REPORTS ARE NEEDED?

A separate report is needed for each incident. If you send off two players involved in the same incident [and you believe the players should receive more than the automatic one match suspension] you must submit two separate reports, one about each of the two players you sent off.

WHAT FORM SHOULD BE USED?

You may not be required to use a pre-printed form, though these may be available from your referee group Secretary. A sample is attached. Note that it provides an outline for the introductory part of your report. If you run out of forms you can use the same format on plain paper. You need an original and two copies of all reports.

WHY ARE REPORTS SO IMPORTANT?

In addition to the above reasons your reports are for the guidance and information of the *Disciplinary Committee*, or the equivalent group. Such committees rely heavily on you to describe accurately the offences and any subsequent incidents, and to provide all relevant details. Again, this is part of your professional responsibility.

REPORT PREPARATION

- Make brief notes at the time of the incident - facts only.
- At your first opportunity [half time; full time] expand on your notes. Check the identity of players or officials involved in the incident, teams, shirt numbers, where the incident happened, time, etc.
- Check these facts with your official Assistant Referees.
- Record the offence on the team sheet using the correct code, for example the *Offences Code* sheet lists *Striking* as *R1*. You should carry this sheet with you to all games. Ask your referee secretary for a copy of your association's form.
- Check that your official ARs will be submitting their own reports if they witnessed the incident.

REPORT CONTENT

- Your report must be factual. All emotionally charged words, phrases and descriptions must be avoided. Say exactly what you saw - nothing more: nothing less.
- Be concise, simple and straightforward. Long winded explanations will confuse readers most of whom were probably not at the game.
- If you believe it will help include a diagram of the field of play showing where the incident occurred and your position at the time of the incident.
- Be consistent. Avoid confusing or conflicting statements. These will cast doubt on the truth of your report. They may also damage your reliability as a witness.
- Record only those facts that are relevant. Mentioning a bumpy pitch is probably not relevant if you are reporting a crowd invasion.
- Be completely truthful.
- The 'incident' is your description of what the player actually did when the offence was committed. Here is a sample incident:

M Citizen, #8 of Maulers punched #4 of Soft Touch twice.

- The category of 'offence' is ***R1: Striking*** as listed on the *Offences Codes* sheet mentioned above. Note that this offence is listed as a Direct Free Kick in Law 12 [... *strikes or attempts to strike an opponent ...*].

- When #8 [M Citizen] punched the opponent you judged that this player was also ... *guilty of serious foul play*. This is listed as one of the seven *Send Off Offences* in Law 12. You are submitting the Report because you believe that the action of the player you sent off was so serious that the automatic punishment of one match suspension that applies in this competition is not enough. If you thought this player's action deserved just the one match automatic suspension you wouldn't be writing a Report!
- Now draft out exactly what you saw happen. Something like this:

In the 61st minute of the game Mauler's #8, M Citizen [Player Registration #141], was fairly tackled by Soft Touch player #4 [S Mile] when play was in the Soft Touch penalty arc. #4 gained control of the ball and was pursued into the area for a couple of metres by #8 who then punched #4 in the neck and again in the back of the head. Both blows were forceful and delivered with a closed fist. I stopped play [foul: striking an opponent] and sent off [RC] #8 for serious foul play. There was no further incident. The game restarted with a DFK to Soft Touch.

- Re-read your statement.
- Check all the facts.
- Now add a sentence saying where you were and how good your view was of the incident.
- Also note if a trainer/doctor was called on to assess any injury and if the player who was punched needed treatment. You should not make any comment about what treatment was needed or what injuries had been sustained: leave that to the Team Officials.
- Only add a diagram of the field showing where the incident occurred and your position if this is really necessary.
- Re-read once more. Check spelling, grammar and punctuation. Have someone else read your draft and comment on its clarity and completeness. Go back through this guide and check that you have included all necessary information.
- If foul language was used during the incident you are reporting [it wasn't in the above example] and you include in the report the actual foul or abusive language used, warn the persons who are going to get the report that this is the case. Put a note on a cover letter or on the outside of an envelope in which you put the report.
- It is crucial that this Report is your **own** version. DCs will not be impressed if reports from three officials look as if the officials got together after the game and agreed on a common story. This could be seen to be collusion and could lead to the rejection of your reports. If **you** didn't see or hear something **you** can't put it into your report! This isn't 'letting down' a colleague.

THE FINAL COPY

- Once you are satisfied with your Report prepare the final copy. If you have good, clear handwriting you can hand write it. If not, print, type or compute your report.
- When completed ask someone who wasn't at the game to read it and comment.
- Sign and date the report. Send the team sheets and the original report to your Football Association so that they arrive no later than 48 hours after the game.
- Send a copy of your report to your Referee Association Secretary.

- Attach the second copy to your copy of the team sheet and keep them in a safe place. You should take it to the Disciplinary Committee if asked to attend.

Congratulations! You have now completed an often unpleasant but necessary task.

AT THE DISCIPLINARY COMMITTEE

- The Disciplinary Committee will read your report and begin to form opinions about what happened. They may also hear oral evidence and receive reports from other sources.
- You may be called to the hearing. If so you could be asked:

Do you wish to add to your report or make any changes to it?

- If you have done a thorough job you should be able to answer honestly:

No thank you.

FINALLY

If you would like to have someone with you at the DC hearing ask an experienced colleague or approach your Referee Association Secretary who will help you identify someone to go with you.

Bill Tattersall

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ADDITIONAL RESOURCES

Recent Australian editions of FFA's *Laws of the Game* contain important resource materials including the following directives and guidelines. You are encouraged to research them.

- Referee and Assistant Referee Signals
- Law 11 Illustrations
- Australian Officiating Development Schedule
- Advice for Assistant Referees
- Positioning Concepts for Referees
- Advantage
- Wall Management
- Player Management
- Outcome-based Refereeing
- Fitness Tests
- Rooball
- Player Interchange [etc]

ADDITIONAL RESOURCES: ETHICS; THE LAW; YOUR IMAGE

NOAS ETHICS AND FOOTBALL MATCH OFFICIALS

RATIONALE

The Australian Sports Commission's National Officiating Accreditation Scheme [NOAS] policy has relevance for all sports. In summary it states:

- The responsibility for the ethical conduct of sport in Australia rests **EQUALLY** with officials, players, administrators, coaches, spectators, media, educators, parents, governments, sponsors, and team owners.
- The duty of the sports official is to act as an impartial judge of sporting competition.
- This duty carries with it an obligation for the official to perform with accuracy, consistency, objectivity and the highest sense of integrity.
- NOAS recognises that to preserve and encourage confidence in the professionalism and integrity of officiating, ethical behaviour must first be fostered by officials.
- NOAS will promote this policy in the wider community.

RIGHTS AND RESPONSIBILITIES

NOAS outlines the rights and responsibilities of officials. We have the right to expect that:

- our health and safety are paramount;
- we are treated with respect and openness;
- we are appointed to a level of competition appropriate to our level of competence;
- we have access to self improvement opportunities.

FFA has a **Code of Conduct**. As FFA members match officials are required to adhere to this Code. Many Football organisations have also developed a specific Code of Ethics for Match Officials. You may like to create your own.

The following **Code of Ethics** has been devised from various organisations. Although Australian match officials are not required to abide by a specific match officials' Code the following list of responsibilities should help them to act in an appropriate manner.

ADDITIONAL RESOURCES: ETHICS; THE LAW; YOUR IMAGE

MATCH OFFICIALS' *CODE OF ETHICS* - EXAMPLE

- Ensure conduct is honourable and maintains the dignity of the position held.
- Portray a positive role model in behaviour and personal appearance.
- Consider the safety and welfare of all participants to be paramount.
- Know the Laws of the Game and the interpretations thoroughly.
- Act with complete integrity, accepting responsibility for all actions taken.
- Officiate impartially, firmly and effectively with courtesy and consideration.
- Avoid circumstances which may lead to a conflict of interest.
- Be courteous, respectful and open to discussion and interaction.
- Value and respect all participants ensuring their rights are protected at all times.
- Undertake continual self improvement and upgrading of personal competencies.
- Maintain good levels of physical fitness.
- Encourage inclusivity and access to all areas of officiating.
- Nurture teamwork with fellow referees, assist them, be loyal to them and avoid all criticism of them.
- Refrain from public statements about any game except to clarify a Law interpretation.
- Maintain the utmost respect for Football, rejecting corruption, drugs, racism, violence and other threats to the game.
- Accept that it is a privilege to be a part of Football and strive to make all actions reflect credit upon Football's participants, organisations and affiliates.

Sources consulted

- FFA *Code of Conduct* [Jan 01 2007]
- FIFA *Code of Conduct* [April 2002]
- FIFA *Code of Ethics* [October 6 2004]
- ASC Guidelines
- United States [of America] Soccer Federation

Bill Tattersall 11/07

AUSTRALIAN OFFICIATING DEVELOPMENT SCHEDULE

SUMMARY OF REFEREE CLASSIFICATIONS

INTRODUCTION

The AODS is FFA's mandatory foundation document for officiating. It describes the career paths and professional development of all match officials and their supporting colleagues. The following information summarises the three sets of classifications. The full Schedule is available on the FFA website at www.footballaustralia.com.au.

REFEREE SCHEDULE

This Schedule identifies five levels of referee classification or status. The relevant FFA program has to be completed before accreditation can be granted. *Hyundai A League* and FIFA nominations are decided annually by FFA and fall outside the scope of this Schedule.

There are no separate classifications applicable to any specific niche of Football. Female and male officials use identical classifications. The five referee classifications are:

Level 5: Theme - Introduction to Laws, Interpretations and Officiating

The training program has a theoretical emphasis. Program graduates are not qualified to officiate until they join an affiliated referee group and achieve the competencies identified for the pre-officiating units incorporated in the FFA Level 4 Training Program.

Level 4: Theme - Development of Basic Skills

Affiliated referee groups present the bulk of this concentrated program before appointing new referees to games. Graduates are qualified to officiate in junior and youth matches.

Level 3: Theme - Skill Consolidation

Referees who are members of an affiliated referee group and complete this program are qualified to officiate at matches from junior Football to the lower divisions of adult Football. This qualification was previously called 'Class 3'.

Level 2: Theme - Development of Advanced Officiating

Referees who are members of an affiliated referee group and complete this program are qualified to officiate at matches ranging from junior Football to the penultimate senior Football in their state/territory. This qualification was previously called 'Class 2'.*

Level 1: Theme - Senior Officiating, Commitment to Excellence

Referees who are members of an affiliated referee group and complete this program are qualified to officiate at matches from junior Football to the highest level of senior Football in their state/territory. This qualification was previously called 'Class 1'.**

Notes

*To complete the Level 2 Training Program's practical assessments candidates need appointments to Senior State League matches or an equivalent level of match.

** To complete the Level 1 Training Program's practical assessments candidates need appointments to Senior State Premier League matches or an equivalent level of match.

REFERENCES AND RESOURCES

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Australian Sports Commission: *Guidelines for the Design and Registration of NCAS and NOAS Training Programs*; Belconnen ACT, June 2003

Curry, Lisa: *Get Up and Go*

Cycling Australia: *Commissaire Assessor's Course – Participant Guide*; Creating Excellence Consulting, Manly NSW, December 2003

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FIFA: Referee Development Program – Teaching Resources DVD, Geneva Switzerland 2004

FIFA: Referee Development Program – Practical Refereeing; DVD, Geneva Switzerland 2003

FIFA: www.fifa.com

Football Federation Australia: *Laws of the Game*, Sydney NSW, 2007

Layton, Rebecca: *Making Mentors: A guide to establishing a successful mentoring program for coaches and officials*. Australian Sports Commission, Canberra, 2002

Leuko Sports: www.leukosports.com.au *Injury Prevention and Management*; October 2005

Levens, David and Scott, Sean: *Officials Coach Training Program – a Comprehensive Training Program for Coaches of Sporting Officials*; Australian Sports Commission and NSW Department of Education and Training, Sydney NSW, 2000

National Officiating Council: *Self Reflection Process*

Scott, Sean [Ed.]: *Fitness and Recovery Training for Sports Officials - Resource Manual*; Australian Sports Commission, Belconnen ACT, 1998

Sports Medicine Australia: www.sma.org.au

Such, Nick: *The Physical Preparation of Referees*; Brisbane, 1997

Such, Nick: National Physical Training program - NSL and NYSL; Soccer Australia, Sydney 1999

UEFA: *Referee Development Program - Application of the Offside Law*; Nyon Switzerland, 2004

UEFA: *Referees Development Program – DVD 1*; Nyon Switzerland, 2003

UEFA: *Referees Development Program – DVD Program 2*; Nyon Switzerland, 2003

www.fitness4rugby.com *Recovery Status* October 2005