

AYSO, Area 5C

Region 498
Advisor Program



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1.0 INTRODUCTION

The purpose of this document is to define Region 498's implementation of the Advisor program. Advisors are defined in the AYSO National Referee Program manual. While the AYSO National Referee Program manual defines Advisors and Assessors, this document addresses only Advisors.

In addition to the goals in the National Referee Program manual, Region 498 adds the following goals in priority order, highest to lowest:

- (1) To assign Advisor-Friends to all new youth referees to help them begin refereeing, to help them develop their initial refereeing skills, and to ensure they do not get scared away from refereeing by unsporting parents or coaches. To best achieve this goal, Advisor-Friends should be adults.
- (2) To assign Advisor-Friends to any new adult referee who feels the need for additional help getting started after taking the new referee class.
- (3) To assign Advisor-Mentors to Regional Referees wanting help with improving their refereeing skills and/or help with advancing to Intermediate.
- (4) To assign Advisor-Mentors to Intermediate and Advanced referees wanting help with improving their refereeing skills and/or help with advancing to the next level.
- (5) And, indirectly, to help Intermediate and Advanced referees advance to Advanced and National levels by providing them opportunities to server as Advisors.

The strategy to be followed by Region 498 in the implementation of this program is to conduct an active Advisor program. A referee on the referee staff, who will be an assistant to the Regional Director of Assessment (RDA), may lead this program. Call this person the Assistant Regional Director of Assessment (ARDA).

The tactics to be used in this localized program are:

1. With the use of a list of all Region 498 referees and their respective referee levels, notify all Intermediate and Advanced referees that they are candidates for being assigned Advisors for our newer referees.
2. Draft assignments of Advisor-Friends for all new youth referees and contact Advisor/Referee pairs to determine consensus. Advisors-Friends may also be assigned to any new adult referee wanting help getting started. (Basic Referee Class Instructors must be aware of any new adult referee who acts/talks as though he/she would benefit from such.)
3. Solicit interest from Regional Referees in being mentored for improvement and for advancing to Intermediate.
4. Assign an Advisor-Mentor to any Regional Referee wanting one.
5. As ARDA, forward all draft assignments to the RDA and RRA (Regional Referee Administrator) for official assignment. (Per the National Referee Program manual, assignments are made by the RDA or RRA. If the RDA or RRA delegates this to the ARDA then #5 will be just a notification step.)
6. Notify RRA of Advisor/Referee pairs for the potential of assigning pairs to the same games. (Steps #5 and #6 may be combined, potentially.)
7. Keep records of assignments.
8. Periodically check with Advisors to hear progress and to keep records of same.

2.0 ADVISOR-FRIEND TASKS

An assigned Advisor-Friend will be given instructions to perform his/her duties. These instructions include a list of tasks and a game-day checklist. The following are the tasks to be performed by Advisor-Friends:

1. Ensure the new referee knows how to sign up for games
2. Help the new referee with a minimum of 3 to 5 games across multiple days (minimum of 2 separate days). In the 3 games the referee must be an AR at least once and a CR at least once. If the new referee chooses not to be a CR, the Advisor-Friend may conclude his/her help after helping the new referee with 5 games as AR.
3. At games, briefly address all of the following topics:
 - a. Dress, Appearance, Equipment
 - b. Pre-Game Activities
 - c. Refereeing the Game
 - d. Post-Game Activities
 See attached Advisor-Friend checklist for details within each of these topics.
4. Describe the advancement levels of an AYSO referee
5. Identify resources: web sites, books, RRA

In performing the tasks above, the Advisor-Friend should carefully consider the following:

1. Give few criticisms – limit to one or two topics for the new referee to improve. Too many criticisms can make a new referee think he/she is a poor referee.
2. Encourage, encourage, encourage the new referee.
3. During games, be prepared to immediately halt and not allow any further unsporting comments from parents or coaches toward youth referees.

3.0 ADVISOR-MENTOR TASKS

An assigned Advisor-Mentor will be given instructions to perform his/her duties. These instructions include a list of tasks and a game-day checklist. The following are the tasks to be performed by Advisor-Mentors:

1. Ensure the referee knows the requirements for advancing, including what it means to earn service units.
2. Help the referee with a minimum of 4 games across multiple days (minimum of 2 separate days). In these 4 games the referee must be an AR for 2 games and the CR for 2 games.
3. At games, address all of the following topics:
 - a. Dress and Appearance
 - b. Pre-Game
 - c. Fitness
 - d. Attitude
 - e. Courage, character, consistency
 - f. Positioning, mechanics, signals
 - g. Accuracy of Decisions
 - h. Control
 See attached Advisor-Mentor checklist for details within each of these topics.
4. Identify resources: web sites, books, RRA

In performing the tasks above, the Advisor-Mentor should carefully consider the following:

1. Give few criticisms – limit to one or two topics for the referee to improve. Too many criticisms can make a referee think he/she is a poor referee.
2. Encourage, encourage, encourage the referee

4.0 REFEREE RESPONSIBILITIES

The referee being helped by an Advisor has some additional responsibilities beyond those of refereeing. (1) The referee should coordinate his/her game dates with the Advisor to increase the opportunities for the Advisor to attend his/her games. (2) The referee should listen to the advice of Advisor. This advice is free to the referee and he/she should be grateful. Also the referee should give sincere consideration of the advice received.

5.0 ADVISOR PREREQUISITES

It is best, but not required, that Advisors be adults, i.e. 19 years old or older. Additionally, the following table shows the minimum referee grade level and required training to be an Advisor. It also shows the required training for the referee being helped.

Level of Referee Requesting Help	Level Advancing To	Advisor Type	Assignor of Advisor	Advisor's Minimum Referee Grade Level	Advisor's Minimum Additional Training	Referee's Additional Training
All new youth refs * and Any new adult ref who requests help.	Regional Referee **	Advisor-Friend	RDA or RRA	Regional Referee	1. Explanation of the Advisor Program 2. Explanation of the Advisor-Friend checklist 3. Readings from the National Referee Program manual: - The Top Ten Ways to Help Referees Improve - Watching a Game	1. Briefed on the Advisor Program 2. Briefed on the Advisor-Friend checklist 3. Briefed on his/her responsibilities ***
Regional Referee	Intermediate Referee	Advisor-Mentor	RDA or RRA	Intermediate Referee	1. Explanation of the Advisor Program 2. Explanation of the Advisor-Mentor checklist 3. Review of Referee training Module 19 on Mentoring 4. Reading the National Referee Program manual with emphasis on: - Referee Assessor Techniques and Procedures - Assessor and Referee Team Preparation - The Top Ten Ways to Help Referees Improve - Assessment Model - Watching a Game	1. Briefed on the Advisor Program 2. Briefed on the Advisor-Mentor checklist 3. Briefed on his/her responsibilities ***
Intermediate Referee	Advanced Referee	Advisor-Mentor †	ADA or ARA	Advanced Referee	1. Explanation of the Advisor Program 2. Explanation of the Advisor-Mentor checklist 3. Review of the following from the National Referee Program manual: - Referee Assessor Techniques and Procedures - Assessor and Referee Team Preparation - The Top Ten Ways to Help Referees Improve - Assessment Model	1. Briefed on the Advisor Program 2. Briefed on the Advisor-Mentor checklist 3. Briefed on his/her responsibilities ***
Advanced Referee	National Referee	Advisor-Mentor ††	SDA or SRA	National Referee	same as Advisor-Mentors for Intermediate Referees advancing to Advanced	1. Briefed on the Advisor Program 2. Briefed on the Advisor-Mentor checklist 3. Briefed on his/her responsibilities ***

* New Youth Referees will be assigned Advisor-Friends automatically - requesting such not required.

** New Referees are already Regional Referees - just haven't refereed any or many games yet.

*** Referee's responsibilities are:

1. Coordinate assignments with Advisor.
2. Listen to Advisor and consider advice.

† This Advisor-Mentor is required to be an Assessor also. This Advisor-Mentor may or may not be the Assessor for level advancement.

†† This Advisor-Mentor is required to be a National Assessor also. This Advisor-Mentor may or may not be the Assessor for level advancement.

When referees have been recruited to be Advisors for referees wanting help, the RDA or ARDA will provide some of the additional training to all individuals, advisors and referees. Other training is in the form of articles to be read or reviewed by Advisors. In particular the RDA or ARDA will do the following as initially identified in the table above:

1. Explain/Brief Referees and Advisors on the Advisor Program
2. Explain/Brief Referees and Advisors on the Advisor checklists
3. Emphasize the specified topics in the National Referee Program manual to Advisors
4. Brief the referee on his/her responsibilities

6.0 RECRUITING ADVISORS

The RDA or ARDA will actively recruit experienced referees to be Advisors. Actually, Advisor-Friends often will be referees who are parents or older siblings of new youth referees, but in the case of new adult referees wanting Advisor-Friends that will not be the case, most likely. Advisor-Mentors have more prerequisites as is described in section 5.0. Regardless, the following example email could be sent to all Intermediate and above referees soliciting their participation in the Advisor program:

Dear Referee,

Since you have advanced beyond the Regional Referee level, you may be eligible to be an Advisor-Friend of new youth referees and/or an Advisor-Mentor for more experienced Regional Referees who are wanting to advance to Intermediate grade level or possibly Intermediate or Advanced referees wanting to advance further. Please think about what you would like to do: Advisor-Friend and/or Advisor-Mentor. You may read general information about "advising" at the link below. Advisor-Friends are similar to Advisor-Mentors, but oriented toward helping new youth referees rather than helping experienced referees preparing for upgrade. Advisor-Friends give very basic help. Advisor-Mentors give more in depth help that ultimately lead to advancing referee grade level. Serving as an Advisor will give you service units required to advance to higher referee grade levels yourself. Specific tasks as Advisors are given below.

http://www.aysohelp.org/referee/workshops/referee_workshops.htm and click on Referee Advisor – A New Concept

For Advisor-Friends, do the following:
<the tasks given in section 2.0>

For Advisor-Mentors, do the following:
<the tasks given in section 3.0>

Thanks,
Mary Sue Johnson, Assistant Regional Director of Assessment
AYSO Region 498

7.0 ENLISTING REFEREES TO BE ADVISED

The RDA or ARDA will actively solicit referees to participate and gain benefit from the Advisor program. The following example email could be sent to all Regional, Intermediate, and Advanced Referees:

Dear Referee,

AYSO Region 498 has an active Advisor program for referees wanting help in gaining skills as a referee and/or in advancing grade level. If you would like an Advisor-Mentor to help you, contact me for more information and the assignment of an experienced referee to help you. (This is not a formal assessment. Formal assessments are different. This is mentoring to improve one's refereeing skills.)

Thanks,
Mary Sue Johnson, Assistant Regional Director of Assessment
AYSO Region 498

8.0 TRACKING PROGRESS OF ADVISORS

The RDA or ARDA will keep records of assigned Advisor/Referee pairs and their progress. Records should consist of the following:

- Referee's Name
- Date Referee was briefed on the program
- Advisor's Name
- Date Advisor was given additional training
- Start Date
- Each Task Status, "yes" if completed
- Completion Date

The following table, including an example row, could be used in tracking progress:

Referee	Briefed?	Advisor	Advisor Type	Trained?	Start Date	Task Completed?					Completion Date
						#1	#2	#3	#4	#5	
Bob Smith	Yes	Jim Jones	Advisor-Mentor	Yes	7/4/2005	Yes			Yes		
Etc.											

9.0 ADDITIONAL INFORMATION

The following are good sources for additional information of AYSOs Advisor and Assessor programs:

AYSO Intermediate Referee Course Module 19, "The AYSO National Referee Program" – the portion on Mentoring Referees, September 2004, at http://www.aysohelp.org/referee_lesson_plans.htm

AYSO National Referee Program Manual, January 2006, at <http://www.aysohelp.org/>

AYSO 2006 Section Meeting Referee Workshop, "Referee Advisor – A New Concept", September 2005 at http://www.aysohelp.org/referee/workshops/referee_workshops.htm

AYSO Referee Advisor Handbook at <http://www.aysohelp.org/>

ATTACHMENT 1 - Advisor-Friend's Referee Game-Day Checks

In the following, the terms Center Referee (CR) and Assistant Referee (AR) refer to the respective roles. The unqualified term Referee refers to both center and assistant referees.

PRE-GAME

1. Did the Referee arrive at least 15 minutes prior to kickoff? (Should be 'yes')
2. Was the Referee dressed properly? (Should be 'yes')
3. Did the Center Referee bring all necessary equipment (whistle, flags, book, pen, watch, coin)? (Should be 'yes')
4. Did the Center Referee check the goals for proper anchoring prior to the game? (Should be 'yes')
5. Did the Center Referee have a pre-game conversation with the ARs? (Should be 'yes')
6. Did the Assistant Referee ask for clarification or additional instructions where unclear or omitted? (Should be 'yes')
7. Did the Center Referee check to ensure the players are wearing shin guards, safe shoes, and no jewelry? (Should be 'yes')
8. Did the Center Referee collect game cards or delegate collection of game cards to an AR? (Should be 'yes')
9. Did the Center Referee conduct a coin toss to determine who kicks off first? (Should be 'yes')
10. Did the Assistant Referee help the Center Referee as requested prior to kick off? (Should be 'yes')
11. Did the Center Referee start the game on time? (Should be 'yes')

DURING THE GAME:

1. Did the Center Referee run a diagonal? (Should be 'yes')
2. Did the Assistant Referee run along the touchline outside the field of play between the goal line and the half line? (Should be 'yes')
3. Did the Center Referee look at the ARs? (Should be 'yes')
4. Did the Center Referee call any fouls? (Should be 'yes' if definite fouls were committed)
5. Did the Center Referee call any technical violations, e.g. lifting foot on throw-in? (Should be 'yes' if definite technical violations were committed)
6. Did the Center Referee call any doubtful and/or trifling fouls? (Should be 'no')
7. Could all hear the Center Referee's whistle? (Should be 'yes')
8. Did the Center Referee point direction of restarts clearly? (Should be 'yes')
9. Did the Center Referee award the correct type of free kicks (DFK vs IFK) for fouls? (Should be 'yes')
10. Did the Assistant Referee move to be aligned with the second to last defender (STLD) most of the game? (Should be 'yes')
11. Did the Assistant Referee follow the ball to the goal line each time? (Should be 'yes')

12. Did the Assistant Referee position him/herself properly during corner kicks, i.e. by the corner flag? (Should be 'yes')
13. Did the Assistant Referee position him/herself properly during penalty kicks, i.e. as instructed by the CR? (Should be 'yes')
14. Did the Assistant Referee signal correctly and confidently using the flag? (Should be 'yes')
15. Did the Assistant Referee follow the Center Referee's instructions during the game? (Should be 'yes')
16. Did the Center Referee stop the game for substitution breaks and halftime at the right times? (Should be 'yes')
17. Did the Center Referee end the game at the right time? (Should be 'yes')

POST-GAME

1. Did the Center Referee ensure the game ball(s) were returned to the owner? (Should be 'yes')
2. Did the Center Referee observe the teams shake hands? (Should be 'yes')
3. Did the Center Referee collect game cards, record score, and deliver to the proper location? (Should be 'yes')
4. Did the Referees enter and exit the field as a team? (Should be 'yes')

ATTACHMENT 2 - Advisor-Mentor's Referee Game-Day Checks

In the following, the terms Center Referee (CR) and Assistant Referee (AR) refer to the respective roles. The unqualified term Referee refers to both center and assistant referees.

DRESS AND APPEARANCE

- Did the Referee wear the uniform correctly, including correct badge? (Should be 'yes')

PRE-GAME

In regards to Organization:

1. Did the Referee arrive 15 or 20 minutes prior to KO? (Should be 'yes')
2. Did the Center Referee start the game on time? (Should be 'yes')
3. Did the Center Referee have all necessary equipment: watches, pen or pencil, notebook or notecard to keep score, red & yellow cards, whistle, coin for the coin toss, and flags for the ARs? (Should be 'yes')
4. Did the Assistant Referee have all necessary equipment to assist the Center Referee: watch, pen or pencil, notebook or notecard to keep score, spare whistle, and spare coin? (Should be 'yes')
5. Did the Center Referee inspect the balls for pressure, roundness, and wear & tear? (Should be 'yes')
6. Did the Center Referee check to ensure the players are wearing shin guards, safe shoes, and no jewelry? (Should be 'yes')
7. Did the Center Referee collect/check game cards or ensure an Assistant Referee collected/checked game cards? (Should be 'yes'; remember 'E' in "EBOPS".)

In regards to Field Inspection:

1. Did the Center Referee confirm existence and semi-accuracy of field markings, including the penalty mark? (Should be 'yes')
2. Did the Center Referee inspect the goal posts to ensure the goal is anchored (nets are optional)? (Should be 'yes')
3. Did the Center Referee look for the existence and safety of corner flags? (Should be 'yes')
4. Did the Center Referee look for dangerous objects on the field? (Should be 'yes')

In regards to Instructions given to ARs:

1. Did the Center Referee designate who the senior referee is (in case the CR is injured)? (Should be 'yes')
2. Did the Center Referee identify the direction of the diagonal he/she will run? (Should be 'yes')
3. Did the Center Referee discuss the ARs duties at all restarts? (Should be 'yes')
4. Did the Center Referee review the procedures for offsides, goals scored, penalty kicks, and ARs calling fouls? (Should be 'yes')
5. Did the Assistant Referee ask for clarification or additional instructions where unclear or omitted? (Should be 'yes')

FITNESS

1. Was the Referee able to keep up with play? (Should be 'yes')
2. Was the Referee able to sprint? (Should be 'yes')
3. Did the Center Referee use adequate back-peddling? (Should be 'yes')
4. Did the Assistant Referee use adequate side-stepping? (Should be 'yes')

ATTITUDE

1. Did the Referee show respect for his/her fellow referees? (Should be 'yes')
2. Did the Referee show respect for players, coaches, and others? (Should be 'yes')
3. Did the Referee appear confident in performing his duties? (Should be 'yes')

COURAGE, CHARACTER, CONSISTENCY

1. Did the Referee maintain composure throughout the game? (Should be 'yes')
2. Did the Referee maintain concentration throughout the game? (Should be 'yes')
3. Did the Referee appear unaffected by appeals from players, coaches, and spectators? (Should be 'yes')
4. Was the Referee approachable? (Should be 'yes')
5. Did the Center Referee have the courage to apply the LOTG? (Should be 'yes')

POSITIONING, MECHANICS, SIGNALS

In regards to Set Plays:

- Did the Referee position him/herself properly, use the proper mechanics to facilitate the set play, and give the proper signals for the following set plays?
 - a. Kick offs (position? ___ Mechanics? ___ Signals? ___)
 - b. Goal kicks (position? ___ Mechanics? ___ Signals? ___)
 - c. Corner kicks (position? ___ Mechanics? ___ Signals? ___)
 - d. Throw ins (position? ___ Mechanics? ___ Signals? ___)
 - e. Penalty kicks (position? ___ Mechanics? ___ Signals? ___)
 - f. Free kicks (position? ___ Mechanics? ___ Signals? ___)
 (Should be 'yes')

In regards to Dynamic Play:

1. Did the Center Referee position him/herself properly in the following dynamic situations?
 - a. During attacks
 - b. During counter-attacks
 - c. When close to play
 (Should be 'yes')
2. Did the Center Referee miss any fouls due to poor positioning? (Should be 'no')
3. Did the Assistant Referee position him/herself properly in the following dynamic situations?
 - a. During attacks (Should be 'yes', i.e. stayed w/STLD)
 - b. Ball passed, shot, and cleared toward the goal line (Should be 'yes', i.e. followed the ball)
4. Did the Assistant Referee ensure player's participation before signaling? (Should be 'yes')

In regards to Diagonal System of Control:

1. Did the Center Referee show knowledge of the mechanics of the DSC? (Should be 'yes')
2. Did the Center Referee move off of the Diagonal when necessary? (Should be 'yes')
3. Did the Center Referee keep the ARs in view? (Should be 'yes')
4. Did the Assistant Referee appear to know the mechanics of the DSC? (Should be 'yes')

Coordination and Cooperation:

1. Did the Center Referee acknowledge signals from the ARs? (Should be 'yes')
2. Did the Assistant Referee follow the Center Referee's instructions during the game? (Should be 'yes')
3. Did the Referee make eye contact between Referees? (Should be 'yes')
4. Did the Referees enter and exit the field as a team? (Should be 'yes')

In regards to Signals:

1. Did the Center Referee use approved signals for IFKs ____, Goal kicks ____, Corner kicks ____, Penalty kicks ____, Advantage ____, and direction of restarts ____? (Should be 'yes')
2. Did the Assistant Referee use approved signals? (Should be 'yes')
3. Did the Center Referee use firm and clear signals, including good arm and hand extension? (Should be 'yes')
4. Did the Assistant Referee use clear signals? (Should be 'yes')
5. Did the Assistant Referee use signals as instructed by the Center Referee? (Should be 'yes')
6. Did the Center Referee signal only when necessary? (Should be 'yes')
7. Was the Center Referee's whistle clear and audible? (Should be 'yes')
8. Was the Center Referee's whistle variable and expressive? (Should be 'yes')
9. Did the Assistant Referee mirror signals of the other Center Referee? (Should be 'yes')

ACCURACY*In regards to Identifying Fouls:*

1. Did the Center Referee recognize?
 - a. Penal fouls (DFK) (Should be 'yes')
 - b. Non-penal fouls (IFK) (Should be 'yes')
 - c. Misconduct (Should be 'yes')
2. Did the Center Referee avoid penalizing trifling and doubtful offenses? (Should be 'yes')
3. Did the Center Referee distinguish between intentional and unintentional handling of the ball? (Should be 'yes')
4. Did the Center Referee distinguish between legal and illegal impeding? (Should be 'yes')
5. Did the Center Referee distinguish between legal and illegal charging? (Should be 'yes')

In regards to Correctness of Punishment:

1. Did the Center Referee award the correct type of free kicks, DFK vs IFK? (Should be 'yes')
2. Did the Center Referee warn ____, caution ____, and send off ____ players when appropriate? (Should be 'yes')
3. Did the Center Referee use proper procedure when carding a player? (Should be 'yes')

GAME CONTROL

1. Did the Center Referee appear to know the LOTG? (Should be 'yes')
2. Did the Center Referee properly read the flow of the game? (Should be 'yes')
3. Did the Center Referee make prompt decisions? (Should be 'yes')
4. Did the Center Referee properly allow advantage? (Should be 'yes')
5. Did the Center Referee control encroachment? (Should be 'yes')
6. Did the Center Referee efficiently handle the "wall"? (Should be 'yes')