

UNITED STATES SOCCER FEDERATION



INSTRUCTOR MANUAL

ENTRY-LEVEL REFEREE ASSIGNOR

I. INTRODUCTION

II. TABLE OF CONTENTS

III. LESSON PLANS

IV. HANDOUTS

Introduction

The objective of the National Referee Committee is to have all properly sanctioned matches officiated by three qualified referees using the diagonal system of control, and to see that all referees are provided with proper assignments to ensure their development, retention, and opportunities for advancement, for them and for the good of the game.

Since the inception of the Assignor Program by its architects Rod Kenney and Mac Alarcon, the number of Assignors registered with the United States Soccer Federation has risen to over 3,000 (in 2004). All National State Associations have passed regulations requiring all affiliated league and tournament games, within their jurisdiction, to employ a Referee Assignor who is registered with the United States Soccer Federation. The Assignor Program, in a few short years, has become a very important program of the National Program for Referee Development.

This revision of the Assignor Course material reflects recent changes adopted by the National Program for Referee Development. There have been ongoing changes to the game priority policy, as well as other changes to various grade of Referees.

The instructional material is now available as a Microsoft PowerPoint presentation. This allows instructors to utilize video equipment to present the class or to use overhead transparencies that can be printed from the PowerPoint file. This also allows the instructor to modify the material to fit his needs or style. The instructor manual and student handouts are available in Microsoft Word format. It is the intention of the Program to distribute material in machine-readable format. More and more Referee Assignors are using technology to facilitate their function. The assignment of professional games in the United States is done on the INTERNET. Trainers of Referee Assignors must be prepared for technology advancements that will enhance assigning.

Documentation for each module is given in the form of a lesson plan, together with the necessary handouts and visual materials. All of the modules presented here have been developed based on actual classroom work, making use of the experience of referee assignors at all levels, from youth to professional. Because of the eight-hour time constraint, the modules are quite precise and complete as to what the instructor should present and how it should be done. The times given are fairly accurate for each of the units. All of the modules are designed to elicit maximum participation by all students. Some Words of Caution: The instructor should read, research, and practice teaching each lesson carefully before presenting it to a live class.

Here is some information that may prove useful to instructors:

- It is an eight hour course
- It is an **entry-level course**.
- They will be registered with the USSF.
- Registered assignors are entitled to the same USSF insurance coverage as referees.
- Registered assignors will be entitled to receive up-to-date referee rosters when approved.

The National Referee Committee acknowledges the contributions of Rod Kenney and Mac Alarcon, course architects and continuing contributors; Jim Allen, original editor and publisher of materials; Holly Hollingsworth, continuing contributor and member of the National Referee Committee; Tom Frazee, Project Manager; Jeff Kollmeyer, SDI Missouri; Jack Trover, State Instructor; and Mike Wright, Georgia State Assignor Coordinator; to these revisions. The Committee also extends its gratitude to all the Assignors, Instructors, and Referees who have supported the program and have offered suggestions about the attached material.

Alfred Kleinaitis
Manager of Referee Development and Education
U.S. Soccer
May 2005

ASSIGNOR TRAINER HANDBOOK

TABLE OF CONTENTS

ASSIGNOR WORKSHOP SCHEDULE	5
LESSON PLANS	6
Subject 1: Why we need a standardized system of assigning	6
Subject 2: The Philosophy of Assigning	7
<i>(Sponge Activity – Tell another student what you feel is the most important part of the Assignor’s Code of Ethics)</i>	7
Subject 3: Matching the Referee to the Match	8
Subject 4: The Assignor Office	9
Subject 5: Turn Backs, No-Shows and Complaints	10
Subject 6: Role Playing	11
REFEREE ASSIGNOR LIST OF DUTIES	12
ASSIGNOR OFFICE	13
HANDOUTS (CASES and PROBLEMS)	14
ASSIGNING CASE NUMBER 1.....	14
ASSIGNING CASE NUMBER 2.....	14
ASSIGNING CASE NUMBER 3.....	15
ASSIGNING CASE NUMBER 4.....	15
ASSIGNING CASE NUMBER 5.....	16
ASSIGNING CASE NUMBER 6.....	16
PROBLEM #1.....	17
PROBLEM #2.....	18
PROBLEM #3.....	19
PROBLEM #4.....	20
PROBLEM #5.....	21
PROBLEM #6.....	22
PROBLEM #7.....	23
PROBLEM #8.....	24
PROBLEM #9.....	25
PROBLEM #10.....	26

ASSIGNOR WORKSHOP SCHEDULE

8:30-9:00 AM	Welcome, Registration, Staff Introduction	HOST
9:00-10:30 AM	<u>SESSION 1</u> <ul style="list-style-type: none">• Student Introduction (selves)• Course Introduction• Assignor Positions• Assignor's Impact of the Game• Assignor Qualifications• Code of Ethics	INSTRUCTOR
10:30-10:45 AM	<u>BREAK</u>	
10:45-Noon	<u>SESSION 2</u> <ul style="list-style-type: none">• Philosophy of Assigning• Balance the Relationship• Group Problem Solving – Solutions	INSTRUCTOR
Noon-1: 00 PM	<u>LUNCH</u>	
1:00-2:30 PM	<u>SESSION 3</u> <ul style="list-style-type: none">• Rating Referees• Matching the Referee with the Match• Tips on finding, training and retaining referees• Assigning Exercise	INSTRUCTOR
2:30-2:40 PM	<u>BREAK</u>	
2:40-2:50 PM	<u>SESSION 4</u> <ul style="list-style-type: none">• The Office	INSTRUCTOR
2:50-3:30 PM	<u>SESSION 5</u> <ul style="list-style-type: none">• Handling Complaints• Handling No-Shows	INSTRUCTOR
3:30-4:30 PM	<u>SESSION 6</u> <ul style="list-style-type: none">• Role Playing	INSTRUCTOR
4:30-5:00 PM	<u>REGISTRATION</u> <ul style="list-style-type: none">• Feedback• Registration	INSTRUCTOR

LESSON PLANS

Subject 1: Why we need a standardized system of assigning

Lesson Objective:

The participants will be able to:

1. List a least five desirable qualities of an assignor
2. Write a job description for an assignor

Equipment and materials to teach the lesson:

1. Overhead projector, screen, transparencies; chalkboard optional
2. Or, Computing projection system and Microsoft PowerPoint software

Approximate time needed:

90 minutes

Learning Set:

Ask the group if they were going to hire a person, what qualifications would they want in an Assignor? (*Note on a blackboard or flip chart the comments. Try to fit the given qualifications to the slide. But start with Honest!*)

Information, facts, concepts, skills to be taught:

1. Introduction to the entire assignor program
2. Assignor's job description
3. Assignor's Impact on the Game
4. Qualifications of the Assignor
5. Code of Ethics

Strategies to actively involve the participants:

1. Have the participants list their version of the qualifications of the assignor. Discuss and write on a board if necessary.
2. Have participants list their version of the job description of the assignor. Discuss and write on a board if necessary.
3. Use overhead transparencies or PowerPoint slides provided for this session. Draw heavily upon personal student experiences, particularly in the job description and qualifications of an ideal assignor. Ask open-ended questions. Instructor needs to get participants involved.

Closure:

Check for understanding after each key concept. Summarize each of the subtopics by asking questions.

Subject 2: The Philosophy of Assigning

(Sponge Activity – Tell another student what you feel is the most important part of the Assignor’s Code of Ethics)

Lesson Objective:

The participants will be able to:

- a. Give an example of good and poor communications between an assignor and one of his target groups
- b. Summarize the philosophy of assigning taught by USSF
- c. Use the techniques discussed in this session to complete a group assigning task successfully

Equipment and materials to teach the lesson:

1. Overhead projector, screen, transparencies; chalkboard optional
2. Or, Computing projection system and Microsoft PowerPoint software

Approximate time needed:

75 minutes (can be expanded into a working lunch)

Learning Set:

Do you remember when several referees decided not to officiate anymore or not to take games from you anymore? *(PAUSE)* Did you ever wonder why? *(PAUSE)* Did you ever analyze the reasons? *(PAUSE)*

Information, facts, concepts, skills to be taught:

1. USSF Philosophy of assigning
2. Balance the Relationship
3. Group Problem Solving and Solutions

Strategies to actively involve the participants:

1. Let participants tell about their methods of communication in dealing with other assignors, leagues, etc.
2. Use overhead transparencies or PowerPoint slides to ensure retention

Closure:

Emphasize the results of wrong assignments. Stress the USSF philosophy on assigning. Ask open-ended questions. Get participants to tell you why referee rating is important.

Subject 3: Matching the Referee to the Match

(Sponge activity – Tell your neighbor, in your own words, what is the philosophy of assigning)

Lesson Objective:

The participants will understand the assigning philosophy of the United States Soccer Federation through the opportunity to experience and solve typical problems.

Equipment:

1. Overhead projector, screen, transparencies; chalkboard optional
2. Or, Computing projection system and Microsoft PowerPoint software
3. Sufficient copies of case studies

Approximate time needed:

90 minutes

Learning Set:

Imagine that you are an officer in the Army and you have 30 new soldiers for which you must delegate duties. How would you make your selection? We want to talk about some factors to help you rate referees for their appropriate assignment.

Information, facts, concepts, skills to be taught:

1. Things to be considered in assigning
2. How to rate referees
3. Steps in matching the referee to the match
4. Assigning Cases 1-6 (See Handouts)

Strategies to actively involve the participants:

1. Ask what the participants consider when assigning. Are they correct? Give credit for any reply, but ensure that USSF policy prevails.
2. Use overhead transparencies or PowerPoint slides to ensure retention
3. Ask what happens when the referee is not correctly matched with the game
4. Encourage innovation and exchange of personal experiences
5. Let participants develop their own solutions, but monitor for compliance with USSF philosophy

Closure:

Check for understanding after each key concept. Summarize each of the subtopics by asking appropriate questions.

Subject 4: The Assignor Office

Lesson Objective:

The participants will be able to:

- a) List the essential “tools” for an office and set up an efficient office suitable to their individual needs

Equipment and materials to teach the lesson:

1. Overhead projector, screen, transparencies; chalkboard optional
2. Or, Computing projection system and Microsoft PowerPoint software

Approximate time needed:

10 minutes

Learning Set:

Under what conditions can you concentrate best?

Information, facts, concepts, skills to be taught:

1. List of administrative “tools” needed

Strategies to actively involve the participants:

1. Ask the participants for their ideas on “tools” and on dealing with game priorities.
2. Involve the seasoned assignors; give their contributions value.

Closure:

Check for understanding after each key concept. Summarize each of the subtopics by asking appropriate questions. Be satisfied with what you are hearing before leaving a concept.

Subject 5: Turn Backs, No-Shows and Complaints

Lesson Objective:

The participants will be able to:

- a) Organize a procedure for handling complaints and no-shows
- b) Successfully complete an assigning problem (Session 5)

Equipment and materials to teach the lesson:

1. Overhead projector, screen, transparencies; chalkboard optional
2. Or, Computing projection system and Microsoft PowerPoint software

Approximate time needed:

40 minutes

Learning Set:

See the lesson pages

Information, facts, concepts, skills to be taught:

1. Game priority and precedence
2. Dealing with complaints and no-shows

Strategies to actively involve the participants:

1. Ask the participants for their ideas on dealing with game priorities.
2. Involve the seasoned assignors; give their contributions value.
3. Find out how the experienced assignors deal with complaints and no-shows.

Closure:

Check for understanding after each key concept. Summarize each of the subtopics by asking appropriate questions. Be satisfied with what you are hearing before leaving a concept.

Subject 6: Role Playing

Lesson Objective:

The participants, using all the telephone, philosophy, and procedures they have learned so far in the course, will complete a simulated assignment task.

Equipment and materials to teach the lesson:

1. Overhead projector, screen, transparencies; chalkboard optional
2. Or, Computing projection system and Microsoft PowerPoint software

Approximate time needed:

60 minutes

Learning Set:

See the lesson pages

Information, facts, concepts, skills to be taught:

1. The participants will be given a list of referees, by grade, and a game schedule as the basis of an assignment exercise.
2. Self-evaluation of assignments.

Strategies to actively involve the participants:

1. The practical exercise will be realistic and will rely on the day's learning and the experience of the students
2. Constant monitoring is necessary as a strategy to reach the objective

Closure:

Check for understanding after each key concept. Summarize each of the subtopics by asking appropriate questions. Be satisfied with what you are hearing before leaving a concept.

REFEREE ASSIGNOR LIST OF DUTIES

1. Ensures 100 percent qualified coverage
2. Maintains up-to-date rosters
3. Assists in upgrading
4. Assists instructors
5. Assists assessors
6. Obtains assessments as necessary
7. Schedules assignments in writing
8. Assists and negotiates contracts
9. Ensures proper and timely payment
10. Maintains assignment records (upgrade, etc.)
11. Maintains close contact with SRC/S(Y)RA
12. Has active list of "top" referees
13. Assists in referee rewards/awards
14. Assists in referee discipline
15. Keeps financial records
16. Advises on income tax matters (basic items)
17. Maintains availability lists
18. Keeps track of conflicts
(referee vs. referee or team-club-league)
19. Respects and cooperates with other assignors
20. Represents referees before leagues, etc.
21. Prepares activity report as necessary
22. Has back-up system for:
 - a: Canceled games
 - b: Rescheduled games
 - c: Referee unavailability
23. Maintains addresses and instructions for locating all fields in the area and issues them to all referees
24. Does not allow game swap/trade/switch without proper authority
25. Assists with mentor programs
26. Develops referee exchange program
27. Recommends referees for cups, etc.
28. Rotates referees fairly
29. If a referee, ensures that there is no self-preference
30. Enforces USSF policy
Enforces NISOA policy
Enforces AYSO policy
Enforces SAY policy
31. Observes equal opportunity
32. Encourages referees
33. Develops and assists in recruiting programs
34. Cares about and understands absences
35. Familiar with strengths and weaknesses of referees
36. Attends meeting of
 - a. Referees
 - b. Administrators
37. Disseminates:
 - a. Policies
 - b. Rules
 - c. Laws
 - d. Interpretation of Laws
 - e. Field/venue changes
38. Assignors are:
 - a. Business managers
 - b. Confidants
 - c. Business agents
 - d. Counselors
 - e. Promoters
 - f. Mentors

ASSIGNOR OFFICE

The assignor's office, its supplies, equipment, blank forms, and other documents are limited only by the assignor's imagination and, of course, his or her budget. Here is a partial list:

1. Work area
2. File Cabinets
3. Telephone with answering machine, fax machine
4. Copier or access to one
5. Computer with necessary peripherals
6. Postage scale, postage, and other mailing aids
7. Blank forms, such as:
 - * Availability information containing comfort level
 - * Check book (for assignor expenses, not for payment of referees)
 - * Finance ledgers
 - * Assignment notices
 - * Record of assignments
 - * Change of address forms
 - * Phone conversation record
 - * Assessment forms and referee developmental forms
 - * Non-performance notices
8. Administrative manuals/guides
 - * Local
 - * State
 - * Regional
 - * National
 - * Referee (assessors, instructors, assignors)
 - * Assignment guidelines
9. The Laws of the Game
10. Rules of competition(s)
11. Directories
 - * Referees
 - * Team, clubs, leagues, state
 - * Other assignors
 - * Parks and field locations
12. Schedules
 - * Games
 - * Tournament(s)
 - * Other events

HANDOUTS (CASES and PROBLEMS)

ASSIGNING CASE NUMBER 1

You are having a number of scheduling problems caused by the club and the league.

- a. You are getting schedules late from the league.
- b. Many of your referees play on competitive teams and when they are all scheduled to play away you don't have enough referees to cover your games.
- c. You only have a few referees who are qualified to do the upper level games and those games are all scheduled at the same time, which means you must use less qualified referees on some games.

Your assignment: Develop a plan to improve the above situation.

ASSIGNING CASE NUMBER 2

The president of an amateur league has been complaining about the quality of the referees you have been assigning to the league games. He has a number of experienced players who have volunteered to referee some of the league's games and now he wants you to assign them.

What do you do?

ASSIGNING CASE NUMBER 3

You are the assignor for two large USSF affiliated leagues, one adult amateur and one youth. A new, non-affiliated league has asked you to assign referees for them. They have 20 games each Sunday and they have offered to pay you \$15 per game if you would assign your top referees to their games.

How should you proceed?

ASSIGNING CASE NUMBER 4

You assign for a large youth league. You have been slowly losing referees and now you have a critical shortage of referees to cover your games.

What can you do to retain the referees you have and recruit more?

ASSIGNING CASE NUMBER 5

You have been asked by your area's referee administrator to identify a number of young referees who show potential. The administrator wants to move these referees along as quickly as possible.

How should this be managed?

ASSIGNING CASE NUMBER 6

In the geographical area where you assign, there must be at least 15 other soccer referee assignors at all levels, including yours. Often these other assignors have asked the referees on your roster to work their games, particularly at tournament times. This often leaves you with a shortage of referees for your games.

What steps should you take to alleviate the situation?

PROBLEM #1

ASSIGNOR

You have a State 2 referee who approaches you at a local referee's meeting. He is complaining because you only assign him lower-level U-19 games and women's matches.

You must explain to him why he is rated as a level 3, which is U19 and below, and what he can do to improve his rating.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #1

STATE REFEREE

You are a State 2 and have met all the requirements for that level. You have been assigned only lower-level amateur division 3, U-19, and women's matches in the past year.

You believe you are better than some of the referees you have seen doing higher-level matches.

You feel that part of the problem is that you're not in the "clique" and believe a few of the influential referees in your area hold your ethnic background against you.

PROBLEM #2

ASSIGNOR

One of the amateur division-three team captains calls you on a Saturday night to complain that his team has not had three referees show up for any of his games this year. He feels that they pay for three referees and should get them. You know that none of the amateur division-three games have three referees assigned the next day because of a big youth tournament in the area this weekend.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #2

TEAM CAPTAIN OF ADULT AMATEUR LEAGUE

Your team has played in six games so far this year and has had to supply a club linesperson at each game. The last two games ended in controversy because of missed fouls and offside that a properly trained assistant referee would have signaled.

You feel that your team has paid for three referees through the league and you want them. You are mad at the assignor and tell him that you will make an issue of this at the next league meeting if you don't start seeing three referees as of tomorrow's game.

PROBLEM #3

ASSIGNOR

You are a tournament assignor for a major youth tournament in your state.

A coach of a girl's U-12 team from out of state is complaining that they are not getting qualified referees for their games.

You check your schedule and see that you have assigned a number of newer referees to the U-12 girls games due to the lack of more experienced referees.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #3

COACH AND PARENT

You are from another state and have traveled 12 hours to bring your U-12 girls to this tournament.

You paid the \$350.00 entry fee like everyone else, but are getting referees and assistant referees, who are obviously inexperienced.

You only want your money's worth.

PROBLEM #4

ASSIGNOR

A referee who you haven't assigned in two weeks because he missed two of the last assignments you gave is calling.

One week he said his car broke down and the other you left a message with his 16-year-old son whom you also assigned. The son made his assignment, but the father missed his.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #4

REFEREE

You want to know why you haven't been getting any assignments in the last two weeks.

You did miss two assignments a few weeks before, one due to your car breaking down on the way to the game (which you had called the assignor about). The other was because you didn't get a message from your 16-year-old son that the assignor had left.

PROBLEM #5

AMATEUR ASSIGNOR

You have a tough adult amateur match coming up in two weeks and need a senior referee to do the middle.

When you call the senior referee you find he is already has an assistant assignment on a college match that same day.

The referee agrees that he will work your match if you can get him free from his college assignment that day.

You call the college assignor.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #5

COLLEGE ASSIGNOR

The local club assignor calls to ask you to release a referee from an assistant assignment on a match two weeks away because he needs him to do the middle on a difficult amateur match that same day.

You have assigned the match months ago and don't really want to go back and reassign the match. How can you help?

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #6

ASSIGNOR

You have assigned a referee two games on Sunday and he agreed to take them.

Now you find you are short one assistant referee at the location that this referee is working.

The game starts after the end of his second game.

Although this referee normally will do only two games a day, you need him to stay and assist this third game.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #6

REFEREE

You have been assigned two games on Sunday (one middle and one assistant).

Now the assignor is calling you back and wants you to work one more assistant at the same site after your second game.

It is your personal policy to work no more than two games in one day.

PROBLEM #7

ADULT AMATEUR ASSIGNOR

The local youth assignor, who must assign Youth State Cup knockout rounds for U-19 and U-16s in the next few weeks, is calling you.

He needs your cooperation to get the most qualified referees for the middles of his games.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #7

YOUTH ASSIGNOR

You have the job of assigning State Cup knockout rounds in your area.

They want to play the U-19s and U-16s on Saturdays and Sundays.

This will cause a conflict with the local adult amateurs' regular-season games, which are played on Sundays. The referees you need for will be used by the adult games on Sundays.

You call the adult amateur assignor in the hope that they will help you solve the problem.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #8

ASSIGNOR

The president of a club you assign for calls you.

The president is complaining about a referee you have been assigning to his club games.

This is a senior referee who will become upset if he is not assigned these games.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #8

CLUB PRESIDENT

The teams in your club have been complaining about a referee who they say should not be doing their games.

You want the assignor to stop assigning this referee at your club.

PROBLEM #9

ASSIGNOR

The president of the club you assign for is complaining because some referees have come to him and said they are not being assigned to his clubs games.

He knows these are good referees and wants to know why you are not using them.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #9

REFEREE ASSOCIATION PRESIDENT

You have been approached by a number of the referees that you know. They are complaining that they have not been assigned any of your clubs games in weeks.

You question the club assignor about why they are not being assigned since you know they are good referees, and have been used before.

PROBLEM #10

ASSIGNOR

The club Referee Mentor Program Coordinator wants you to get involved in the club's referee mentor program.

All you see is more work for you, and you have some real reservations about getting involved.

ALWAYS BE DIRECT AND NON-PUNISHING

PROBLEM #10

MENTOR COORDINATOR

To make the Mentor Program work, you must enlist the cooperation of the club's assignor.