



# NORTHWEST INDOOR REFEREE ASSOCIATION

## REFEREE COMPETENCIES

### LEVELS 1 THROUGH 6

**Year  
2013**

Following sections – areas of emphasis – outline the elements of each major competency, and gives some guidance as to what the Assessor should be looking for at each level of game experience to confirm that the element of that particular competency has been met.

#### **1. Application of the Rules and Facility Criteria**

*Levels 1 and 2 are able to:*

- Know the duration of referee authority and responsibility;
- Carry out pre-game responsibilities by being seen to (i) know, or learn, how to operate the facility clock, collect player cards, and (iii) inspect the field of play and players' equipment prior to the game;
- Know when and how to start, stop or restart the game according to the Northwest Indoor Rules and facility-specific criteria;
- Apply rules and facility-specific criteria for regular season games (*for instance*, encroachment in last 60 seconds at MJCC could result in shoot-out against offending team if time expires, 3-line violation on goal-keeper clearance at TIS, etc);
- Know when and how to signal the 5-second count to players;
- Differentiate between penal and technical offences as demonstrated by (i) administering appropriate penalties (blue, yellow, or red cards) and (ii) restarts and signals;
- Recognise when to take disciplinary action, sending off, cautioning or dealing with misconduct according to the offence;
- Deal with players guilty of dissent so that they do not undermine the referee's performance or authority.

*Levels 3 and 4 are able to:*

Demonstrate all of the above, plus:

- Recognise that certain facilities have players with varying age, ability and skill levels;
- Distinguish between types of challenges (careless, reckless or excessive force) as seen by applying the appropriate disciplinary sanction;
- Use the correct caution or dismissal procedures, for example, isolating the offender and showing the card clearly but not in the player's face;
- Deal with offensive, insulting or abusive language and/or gestures according to the reasonable expectation of the Assessor and the Facility;
- Ensure injured players leave field of play after assessment on the field and that the game is restarted correctly according to rules and facility criteria;
- Recognise 3-line violations, adding credibility by being seen to be in position to make sound judgment;
- Apply the rules and facility criteria consistently throughout the game.

*Levels 5 and 6 are able to:*

- Demonstrate all of the above, plus:

- Deal with Serious Foul Play or Violent Conduct effectively, including credible view and correct recognition of offence; injured player's welfare managed appropriately; correct restart according to the rules;
- Deal effectively with denial of a goal or an obvious goal-scoring opportunity, including credible position to judge the offence; taking into account the position of all players involved; correct restart according to the rules;
- Handle mass confrontation calmly and effectively, including identification of instigator(s) and anyone escalating the situation; administer appropriate disciplinary sanctions; restore order and correctly restart the game;
- Identify and appropriately deal with persistent misconduct as seen by speaking to the player; taking a "step-wise approach" for further offences and/or involving the captain (or team manager) in conjunction with the facility-in-charge to take disciplinary action when required;
- Administer and carry out mandatory 2-minute cautions for (i) holding, (ii) delaying a restart, (iii) not respecting the distance, (iv) sweeping attempt to (in lieu of slide) tackle, or (v) goal-keeper slide that ends outside the lines;
- Make accurate awards on holding and pushing and distinguish between these and impeding as seen by awarding correct restart (indirect free kick) for the latter
- Recognise dangerous play and penalise correctly;
- Penalise kick-ins not taken from right place by awarding possession to opponents; penalizing infringements at kick-ins appropriately;
- Manage team officials or the occupants of the Team Benches and Penalty Boxes (where these exist) according to current rules and appropriate facility policies;
- Recognise the implications of correct administration of penalty kick and shoot-outs.

## 2. Game Control

*Levels 1 and 2 are able to:*

- Display an appropriate involvement according to the level of the game, including a willingness to make decisions and to control situations;
- Demonstrate an empathy with the game by communicating with the players and taking into account their skill levels.

*Levels 3 and 4 are able to:*

Demonstrate all of the above, plus:

- Display actions to gain respect from the players, such as making decisions consistently and with conviction and authority;
- Use a range of management techniques to affect player actions and control situations adopting a “step-wise approach” where necessary;
- Conduct admonishments, cautions and dismissals assertively, achieving the desired effect by being calm, courteous and confident;
- Manage dissent by players or team bench such that it does not undermine game control, or referee authority;
- Display an appropriate level of concentration and awareness throughout the game;
- Effect correct and successful control of the game through a range of communication skills.

*Levels 5 and 6 are able to:*

Demonstrate all of the above, plus:

- Assert authority at key points in the game through decisive action, such as cautioning for the first reckless challenge;
- Display a credible level of tolerance that is based on an acceptable application of the rules and facility criteria, does not undermine the Referee’s authority, and is not used as an excuse for shirking mandatory responsibilities ;
- Approach players calmly and deal with them assertively demonstrating a positive attitude and body language;
- Isolate offending players when warning, cautioning or sending them off;
- Retain composure when managing major issues, such as goal scored or not scored, denial of a goal or obvious goal scoring opportunity, or unusual situations, such as extra player/s or outside agent or a mass confrontation;
- Identify the mood or temperature of the game and use this awareness to ensure an adjustment in pace and/or increased involvement to prevent problems;
- Identify tensions in the game and effect preventative solutions before problems escalate, using such measures as proactive communication or involvement of the captains or team manager in conjunction with facility manager when appropriate;
- Inspire respect from the players through sensitive management and proactive intervention.

### 3. Positioning fitness and work rate

*Levels 1 and 2 are able to:*

- Keep play in view at all times and an awareness of the game-time on clock;
- Display a commitment and willingness to be involved in the game;
- Keep in touch by moving around the field of play;
- Move towards the location of an offence;
- Make use of time when play has stopped to take up position for the next phase of the game.

*Levels 3 and 4 are able to:*

Demonstrate all of the above, plus:

- Sustain mobility and movement throughout the game to ensure proximity to play without blocking player or ball movement;
- Maintain effective distances from play that add credibility to decisions whilst avoiding being too close or constantly having to avoid the ball and players;
- Obtain reasonable viewing positions that keep players and team benches in view and ensure signals are not missed;
- Anticipate play by reading the game, for example when goalkeeper has possession;
- Adjust position in accordance with the pattern of play, for instance avoids getting mixed up in play; or varies position at corner kicks and set-pieces to ensure good viewing angles;
- Use time when the ball is out of play effectively to obtain the best viewing angle of, for example, the “drop zone” or the next likely area of play.

*Levels 5 and 6 are able to:*

Demonstrate all of the above, plus:

- Anticipate the next phase in open play and take up the appropriate position;
- Adopt credible positions to detect or prevent offences, for example angled view of penalty area challenges, side on view of challenges, etc.;
- Keep the ball in view as often as is practicable;
- Adopt positions at dead ball situations that ensure both compliance with the rules and offer clear and credible views of the next phase of play, particularly near to or in the penalty areas, especially keeping an eye for goal-structures specific to facilities;
- Take up the most advantageous position at corner kicks and set-pieces in order to detect offences, varying this as the play dictates;
- Move off quickly to be in position for the next phase of play having awarded a free kick, unless required to warn or caution players;
- Show an ability to be in the right place at the right time: adjusting patrol path when necessary; venturing into the scoring area when play requires it; continuing movement after blowing the whistle; and using the extremities of the playing area when required;
- Demonstrate an ability to change pace, showing an awareness of when to use acceleration to gain or regain position.

#### **4. Alertness and awareness (including management of stoppages)**

*Levels 1 and 2 are able to:*

- Display concentration and awareness within open play (e.g., dangerous play, 3-line violations) and restarts (e.g., goal-keeper distribution, kick-ins in Co-Ed games);
- Ensure that the game is restarted correctly and without undue delay;
- Manage injury situations without getting too involved in the treatment of the injury;
- Be aware of substitutions on-the-fly and ensure that the changeover takes place promptly and within the rules and facility limitations.

*Levels 3 and 4 are able to:*

Demonstrate all of the above, plus:

- Display a concentration and awareness of all matters both on and off the field of play;
- Act decisively in terms of signals and timing of decisions, not responding to player or spectator shouts or appeals;
- Show an empathy with the game, engaging with players and not being fussy over trivialities;
- Demonstrate an understanding of the skill level of players, for example when penalising challenges or taking disciplinary action;
- Restart play quickly and keep the game moving, ensuring the correct distance (12 feet or 5 yards where appropriate) at free kicks in an effective manner;
- Aware of when and how much to make use of the advantage clause, neither over-using it nor missing obvious opportunities to play it; remembering that advantage play in most youth and co-ed games are not ideal;
- Remain alert and aware of possible flashpoints after a goal has been scored, keeping the main mass of players in view, moving backwards to the scoring device if necessary before recording the score;
- Keep main body of players in view at injury stoppages whilst monitoring 'trainer' and injured player;
- Accurately start kick-off and clock and signal end of game; if applicable, synchronise starts of each half with adjacent field if appropriate.

*Levels 5 and 6 are able to:*

Demonstrate all of the above, plus:

- Be proactive and not reactive in communication with players, intervening early to sort out potential problems;
- Use the trailing eye rather than slavishly following the ball, for instance taking a second look at the original play or challenge whilst aware of the next phase of play;
- Use peripheral vision to take in off-the-ball situations in open play and during key stoppages such as at a caution or sending off and after the scoring of a goal;
- Manage injury stoppages effectively, for example, remaining alert if injury is the result of an illegal challenge; injured player treatment and caution if necessary;
- Penalise improper substitutions, that is, extra player/s, in strict accordance with rules, in higher levels, and at appropriate facilities (B2B, SOCP, SCISA, TIS);
- Raise profile and involvement in the game where the rising temperature or mood demands it, maintaining concentration at all times.

## 5. Communication

*Levels 1 and 2 are able to:*

- Make audible use of the whistle to start, stop and restart the game;
- Use appropriate signals to indicate ownership of the next phase of play – this would be the 5-second count;
- Make use of referee signals set out in the rules, such as advantage, goal-keeper distribution, indirect free kick or use of blue, yellow or red cards.

*Levels 3 and 4 are able to:*

Demonstrate all of the above, plus:

- Signal clearly and decisively, indicating direction and controlling position as necessary;
- Differentiate between direct and indirect free kicks, signalling with a straight vertical arm for indirect free kicks and holding the signal as required;
- Vary the tone of the whistle in order to denote the severity of the offence;
- Display positive body language that indicates both confidence and enjoyment.

*Levels 5 and 6 are able to:*

Demonstrate all of the above, plus:

- Make use of preventative communication such as effective use of voice to help avoid trouble or using a short strong blast of the whistle to control potential conflict between players;
- Converse with players calmly and effectively, making use of the quiet word or being seen to have a firmer word or take disciplinary action when required;
- Respond to players' questions within the context of the game, being calm and polite but maintaining authority and taking the opportunity to enhance control.

## 6. Penalty, Shoot-out, and Advantage

*Levels 1 and 2 are able to:*

- Recall and administer shoot-out rules during play-off where applicable;
- Point the correct location and signal for a penalty kick or shoot-out, and check for correct location of kicker and rest of the players;
- Recognise clear opportunities for allowing advantage; some facilities discourage giving advantage as it sacrifices the safety of players;
- Communicate when advantage is being played through use of arm and voice.

*Levels 3 and 4 are able to:*

Demonstrate all of the above, plus:

- Use the approved arm signal supported by the correct words, “Play on Advantage,” when allowing an advantage, as seen and heard by the players and the team benches;
- Recognise when to play advantage without detriment to fair play, safety of player/s and/or game control; *for instance*, not playing advantage after a reckless challenge.

*Levels 5 and 6 are able to:*

Demonstrate all of the above, plus:

- Communicate use of advantage clearly and confidently to all present;
- Distinguish between a genuine advantage and mere retention of possession of the ball;
- Take due regard of the position on the field of play of the players and the ball before applying advantage, for example, not in the defensive zone of the field, or in Co-Ed games (*esp.*, MJCC);
- Stop the game and award a free kick when the advantage does not accrue, without diminishing the credibility of the decision to play advantage;
- Apply appropriate disciplinary sanctions during the next stoppage in play after an advantage, as necessary;
- Adjust use of advantage appropriately according to the mood or temperature of the game so that game control and player safety are not undermined.

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### ***Footnote:***

The introduction of a competency based referee assessment scheme provides everyone concerned in the game with several benefits. It clearly identifies those competencies expected to be demonstrated at Levels 1 through 6. It also helps the Assessor identify the extent to which the competencies for a particular section were demonstrated by the referee, by cross reference to the notes made by the Assessor during the game. Moreover, it prevents assessors using other criteria to assess performance that are not part of the competency framework. In this way, there is a greater consistency in assessing the on-field performance using only the competencies listed.