

**District Referee Coordinators Workshop
Burlington Holiday Inn
Saturday February 26, 2005**

Attendees:

DRC's	Gord Arrowsmith Mike Smith Dave Smith Bill McCallum Mike Kolich Arun Pillai Wolter Wagter Wayne Sharp Joe Salema Renato da Costa Gerry Foley (for Mike Winstanley) Leslie Wong Michal Vavro Tony Camacho Eric Sanderson Norm Offield	Durham ECOSA EODSA EMSA Essex Hamilton Huronia Lambton Kent Niagara North York Peel Halton Scarborough SOSA Southwest Sudbury York Region Committee Chair Member Member/DRC Member/DRC Member Staff
RDC:	Tom Doyle Ed Kohl Dave Smith Wayne Sharp Hans Ziemann Andrew Backer	
Facilitator	Ron Weese	
Absent	Amir Etemadi Sasha Popovic	Toronto Soccer North

Agenda:

8:30 am	Registration
9:00 am	Welcome
9:30 am	Planning Session 1 <ul style="list-style-type: none"> • Task 1 – Challenges that Referees Face • Task 2 – Challenges that DRC's face
12:15	Lunch
1:00 pm	Tools and Information for DRC's
2:30 pm	Planning Session 2 <ul style="list-style-type: none"> • Task 3 – Facilitator Summary of Session 1 (Strategic Directions) • Task 4 – Strategic Direction work groups
4:30 pm	Wrap-Up
5:00 pm	Adjournment.

Meeting Minutes:

9:00 am Welcome

Tom Doyle, RDC Chair, welcomed the group (attendance attached) and introduced the members of the RDC in attendance and the facilitator, Ron Weese. An update was provided to the DRC's regarding recent developments at the OSA, activities of the RDC, and a summary of the RFD's submitted by the RDC and approved by the OSA Board of Directors:

ID	RFD Number	Title
a	2004-028	Game Appointer Registration
b	2004-029	Referee Game Appointments Policy
c	2004-034	Referee Trial Game Opportunity
d	2004-035	District Association - Referee Game Appointments Policy

9:30 am Planning Session 1

Task 1 – Challenges that Referees Face

Ron Weese introduced the 1st planning Session and after some preliminary climate setting and introductory activities, three groups were formed to discuss the first topic and create lists of challenges that **referees** in each of the Districts faced during the course of providing their officiating services. After 20-30 minutes of discussion the recorders for each group presented the challenges. Details can be found in Appendix A. In Summary, the challenges appear to fit into the following groupings, in no particular order:

- a) Game Access, Quality and Number
- b) Game Fees and Payment
- c) Communications
- d) Continuing Education
- e) English Language – Course Material and Instruction
- f) Instructors and Courses
- g) Discipline Policy and Implementation
- h) Assessment Process
- i) OSA Policy and Procedures

Task 2 – Challenges that DRC's face

The second task was for the DRC's to identify the challenges that **DRC's** faced in their daily work. The groups were changed in order to get fresh perspectives and for the members to meet new people and understand some Regional differences. The detailed feedback can be found in Appendix B. In summary, it appears that the feedback can be grouped into the following categories. They are listed in no particular order:

- a) DRC Role and Self-Perceptions
- b) CHR Role and Relationship
- c) Education and Training materials
- d) Assessment Caliber Games (Number, Access)
- e) Ontario Cup and other Soccer Events
- f) Resource People for DRC's
- g) Policy and Procedures

Ron thanked the participants for their work during the 1st Planning Session, the schedule for the afternoon was identified and the group adjourned for a working lunch.

12:15 pm Lunch

1:00 pm Tools and Information for DRC's

The RDC conducted a workshop for the DRC's. This session was lead by Dave Smith (DRC EODSA) and Wayne Sharp (DRC Chatham-Kent). Items were presented/discussed that are believed will help all DRC's with their duties/tasks. DRC's were given a CD at the end of the day, with district specific data and some general information. Discussion topics and feedback received from the DRC's is included in Appendix C. In summary, in no particular order, the following was discussed:

- a) Communications and OSA Policy/Procedures
- b) DRC Job Description
- c) DRC Tool – Referee Database and Analysis Tool
- d) District Reports and District Based Initiatives
 - 1) Referee Liaison Committee (EODSA)
 - 2) DRC Website (Durham)
 - 3) Trillium Foundation (Peel Halton)
 - 4) Pilot Region Program (York)
 - 5) Designated Referee Quotient (Huron)
 - 6) Parent Mentor (Durham)
 - 7) Referee Education Reimbursement (Peterborough)
 - 8) Upgrading Referee Reimbursement (Scarborough)

2:30 pm Planning Session 2

Presentation by Facilitator

Ron Weese began Planning Session 2 with a Summary of the 1st Planning Session. This Summary was prepared by the Facilitator using the content from the 1st Planning Session.

- 1. Developing Relationships with the OSA**
 - a. It was identified in that both the DRC's and the OSA need to take ownership of the problems that exist in officiating and work cooperatively to find solutions.
 - b. Quality Assurance is dependent on both groups working to develop policies that are appropriate.
- 2. Communications**
 - a. Communication needs to be improved from end-to-end in the Organization
 - b. This Communication system should serve to support a Public relations function also. The right messages need to be sent.
 - c. Communication need to be timely. There is a serious gap in the communication cycle that needs to be addressed.
 - d. Communication should be both ways and all strategies should include confirmation that communication is not only received but understood (language, content and context)
- 3. Technical Education**
 - a. The content must be standardized and a curriculum needs to be developed that is current and meets the needs of each level of referee.
 - b. Instructors need to be trained and they need to understand the process of learning.
 - c. Formats of delivery including multi-media and web-based learning need to be developed that suits the learner.
 - d. Materials need to be developed at a language level that is suitable for the learner.

4. **Supply/Demand**
 - a. A clear understanding of our supply of referees at various levels needs to be undertaken and known
 - b. A clear understanding of our future needs must be done so we can train the right number of referees with the proper qualifications to meet the need.
 - c. The pyramid for appointments needs to be developed and policy developed to assure the fair and equitable appointment of referees to meet the demand.
 - d. Technical resources such as assigning software is needed.

5. **Support Structure**
 - a. The DRC's support of the referee requires better information and better training
 - i. Instructor, Mentors, Assessors and Assigners area all parts of the equations and training and support services need to be developed for each
 - ii. Workshops and Clinics (both formal and informal) must be developed.
 - iii. Programs for certification and evaluation must be developed that are current and valid.
 - iv. Club Head Referee Program should be in place and the CHR's should have some reporting responsibility to the DRC.

6. **Certification and Promotion of Referees**
 - a. This refers to the "licensing/certification" process of refereeing and it is necessary to have this system clearly understood by all.
 - b. The quality of those doing the assessing is important
 - c. "Fast Track" Systems should be explored as should Adult Clinics.
 - d. Recruitment and Retention Strategies should also be developed.

Task 3: Facilitator Summary of Session 1 (Strategic Directions)

In Plenary Format, the DRC's were asked to validate the "Strategic Directions" that were summarized.

Feedback: The DRC's agreed with the summarization of the six areas of Strategic Directions and validated them with discussion and feedback to the Facilitator and RDC present.

Task 4: Strategic Direction Work Groups

The DRC's were then asked to add information to the Strategic Directions by participating in groups of two or three as total numbers allowed. Each group was assigned one of the Strategic Directions and then asked to review their Strategic Direction in the following ways:

- ◆ Identify and Define this "Strategic Direction" as well as you can.
- ◆ Rank the Importance of each Direction. Explain your decision.
- ◆ Identify major barriers that will need to be overcome.
- ◆ List some success indicators so everyone will know that the "direction has been achieved.

After 45 minutes of discussion the following feedback was received in written form by Ron Weese. Due to time constraints the participants did not have time to feedback to the group for validation purposes. The detailed feedback appears **in Appendix D.**

4:30 pm Wrap-Up

Tom Doyle thanked the participants for a productive day and their efforts providing feedback to the RDC. He distributed packages that contained additional information and the FIFA referee training DVD's

The decision to hold another DRC meeting was made however the date wasn't finalized. The logistics of a semi-annual meeting were discussed and it was felt that a meeting at the end of the outdoor season and prior to the following season was suggested. The influence of Futsal and the need for referees for this popular indoor game was mentioned as an item for further investigation and discussion.

The minutes of the meeting were promised to be distributed within weeks but no later than the third week in March.

Tom Doyle thanked the facilitator and the group agreed that this was a productive meeting. Many expressed that they were looking forward to more meetings where the positive nature and working relationship could continue.

5:00 pm Adjournment.

Appendix E contains statistical statements based on questions which were answered with a show of hands during the day's discussion. These are for information purposes only. Appendix F contains a list of clarifications made by the RDC Chair, based on topics discussed during the meeting.

Appendix A – Feedback from Task 1

1.0) **Feedback for Task 1**

1.1) **Game Access, Quality, and Number**

- 1.1.1) Lack of Access to games from some referees, yet others were being burned out from too many game assignments.
- 1.1.2) The Quality (right kind of games) and Equality of game assignments was also questioned.
- 1.1.3) Referees who need a certain number of games in order to advance are not getting games.
- 1.1.4) Games are assigned to referees who don't attend clinics in off-season.
- 1.1.5) There are cliques of referees who hold the balance of game assignments.
- 1.1.6) Some Districts have a highly compressed season so this leads to problems with too many games in a short time; referee burn-out; career C3's getting many games, but C4's not getting enough games.

1.2) **Game Fees and Payment**

- 1.2.1) Ontario Cup compensation is inadequate and so referees often don't make themselves available, preferring to go to Tournaments where they can make additional fees.
- 1.2.2) Slow payment of fees was also suggested as a problem for referees, especially university and other OSA appointments.
- 1.2.3) AR's should be paid more than 50% of the referee game fee.

1.3) **Communications**

- 1.3.1) A lack of communication left them [referees] feeling isolated.
- 1.3.2) There is little reward or recognition (**i.e.** for attending professional development)
- 1.3.3) There is no well-defined way to advance. What is available to referees? Development Options? Where and how can they get involved?

1.4) **Continuing Education**

- 1.4.1) Continuing education was felt to be poor and the currency of the information in terms of content and process of delivery was also felt to be poor. Not enough off season, relevant education available.
- 1.4.2) Many referees have expressed a lack of interest in professional development "what's in it for me?" attitude with some.
- 1.4.3) Resources in general for professional development were felt to be inadequate or unavailable; this includes mentors.
- 1.4.4) Assistant referees are not getting enough quality training.
- 1.4.5) There were few if any mentors to help referees.
- 1.4.6) Lack of support for referees, including post game support.
- 1.4.7) It is perceived that mentors do not have current coaching/mentoring skills.
- 1.4.8) There is no recognition of referee achievements.

1.5) **English Language - Course Material and Instruction**

- 1.5.1) There is a lack of French material for classes where French is a first language.
- 1.5.2) Referees have difficulty in writing exams – are oral exams permitted?
- 1.5.3) The C3 exam in general was felt to need change because it was felt to be too difficult, particularly for those who had language difficulties in English.

1.6) **Instructors and Courses**

- 1.6.1) The C3 test is perceived to be out of order (ie the theory is done a test given and then the technical/practical sessions are taught)
- 1.6.2) The quality of the C4/C3 Instructors was questioned. Are instructors receiving training in how to deliver courses?
- 1.6.3) The C4 course, when delivered on one weekend in a 12 hour session, is too hard for youth referees. This situation happens where an instructor must be brought in from a large distance – the 6 x 2 hrs or 4 x 3 hrs is very difficult to execute.
- 1.6.4) There should be a shortened C4 course, which is focused to an adult audience. It was suggested that this be an 8 hour course.

1.7) **Discipline Policy and Implementation**

- 1.7.1) A lack of appropriate discipline policy and process at all levels.
- 1.7.2) Discipline – cases are dismissed, with no follow-up, resulting in referees losing interest. Players can appeal; a perception exists that previous cards means nothing.
- 1.7.3) Players get away with offenses because of poor referee reporting practices (submittal time, report writing).
- 1.7.4) Referee Assaults are reported to the OSA but the referee never finds out if or what action is taken.
- 1.7.5) Abuse from players coaches and parents and lack of support in general in the area of misconduct against them.
- 1.7.6) Zero Tolerance is not being applied...particularly to younger referees

1.8) **Assessment/Evaluation Process**

- 1.8.1) The assessment system in general was felt to need change because it was felt to be too difficult, particularly for those who had language difficulties in English.
- 1.8.2) There is a lack of Assessors (evaluators). Over 170 are on the list, but many not active.

1.9) **OSA Policy and Procedures**

- 1.9.1) There is inconsistency between the OSA and FIFA fitness tests and the use of the tests equally with men and women was questioned regarding fairness.
- 1.9.2) There is no policy on referee uniforms so referees are left to their own resources to source and purchase their referee uniforms. Some areas and some clubs are introducing a non standard uniform.
- 1.9.3) What is the role of the RDC?

Appendix B – feedback from Task 2

2.0) **Feedback for Task 2**

2.1) **DRC Role and Self-Perceptions**

- 2.1.1) The DRC's felt "trapped" between the OSA and the OSRA.
- 2.1.2) It was felt that DRC's should have representation/input on District Boards.
- 2.1.3) The "role" of the DRC is not clear.
- 2.1.4) Regional representation was also suggested [participation by DRC's].
- 2.1.5) There are not enough DRC meetings and so communication is poor.
- 2.1.6) A DRC web-site might (with referee education) be helpful
- 2.1.7) There is a lack of cooperation among (some) DRC's.
- 2.1.8) There is a general lack of communications between DRC's and the following: RDC, Schedulers, District, CHR's, leagues, clubs.
- 2.1.9) Lack of understanding in some districts of the role of the DRC.

2.2) **CHR Role and Relationship**

- 2.2.1) The Club Head referee program needs to be reviewed and this program is very important.
- 2.2.2) There is a lack of Club Support for Referee development
- 2.2.3) Communication with Club Head Referees was very poor...CHR's didn't attend meetings...DRC's don't know who they are or how to contact....and CHR's need to know their role much better.

2.3) **Education and Training Materials**

- 2.3.1) Education materials do not appear to be "standardized" from the OSA.
- 2.3.2) The certification materials for C3/2/1 seem to be out-of-date.
- 2.3.3) The 4 DVD's from FIFA are good but the DRC's don't have them (these were subsequently given to them at the end of the day)

2.4) **Assessment Caliber Games (Number, Access)**

- 2.4.1) Assessable games are too few.
- 2.4.2) Assessable games assigned by out-of-District assigners to non-local referees. Local referees don't get games. Local/Other upgrading referees are not assessed.
- 2.4.3) In some areas, game assignments in OSL/OYSL, that could be used for upgrading, are not accessible.

2.5) **Ontario Cup and Other Soccer Events**

- 2.5.1) Many referees will not accept initial round games. Some state that there are many other tournaments to participate in that are scheduled concurrently with Ontario Cup games. Tournaments all a referee to do more games and earn more money.
- 2.5.2) Refs go on "vacation" to the US or other districts to referee in tournaments, without informing their district, or to circumvent existing policies.
- 2.5.3) Clubs/Districts apply to host Ontario Cup games (i.e. tournament rounds) but can not handle U16 and U18 on the same weekend (referee resource limits exceeded).

2.6) **Resources for DRC's**

- 2.6.1) The lists for Clinic Instructors and District Assessors is not available or not current or not accurate... and this needs to be updated.
- 2.6.2) There appears to be a lack of senior referees **(C2+)** in some Districts
- 2.6.3) There is a lack of [assessors/ Instructors in some Districts] and access to assessors.
- 2.6.4) Lack of movement outside of district by assessors and instructors, because they are so busy.
- 2.6.5) Compensation for assessors and instructors; some stop participating when yearly earnings reach \$500.
- 2.6.6) There needs to be an increase in the use of Multi-Media presentations, DVD, and other new technologies (especially for the youth audience).
- 2.6.7) DRC's should have a website to download information that can be distributed.

2.7) **Policy and Procedures**

- 2.7.1) Funding of Referee Development needs to be improved and perhaps standardized.
- 2.7.2) In some Districts, leagues and competitions are approved without regard for the referee resources needed to conduct the league. In general there appears to be a lack of communication amongst referees, Clubs and Leagues.
- 2.7.3) Some leagues/clubs are supportive of referee matters, others ignore referee matters.
- 2.7.4) DRC's feel they should have direct involvement in the regional decision making process (regional representation).
- 2.7.5) Clarify if OSA has a policy to help with assessments – pay mileage and hotel for assessor/evaluator to travel larger distances.

Appendix C – Feedback from DRC's during session

3.0) **Feedback**

3.1) **Communications and OSA Process/Policy**

- 3.1.1) DRC's suggested that any complaints should be made in written form. If made, these need to have a process, whereby they are investigated in a timely manner. Progress and results need to be communicated in a suitable manner, periodically.
- 3.1.2) OSA is requested to make a PDF of documents in Lotus Notes and publish them on the OSA website, for those who do not have access to Lotus Notes.
- 3.1.3) DRC's request that OSA direct information requests back to the DRC, so that the DRC can communicate with local referees. This applies to those refs that go direct to OSA.
- 3.1.4) DRC's asked if it was possible to have the C3 exam on the Web. The RDC has received the comment, and will review this.

3.2) **DRC Job Description**

- 3.2.1) DRC job description was reviewed.
- 3.2.2) It was commented that if a DRC must have achieved C2 ranking in the past that at least two people would not be present at the meeting today. The same can be said for the 10 year experience requirement. In one case, a DRC has over 15 years experience in police services, and the education of police.
- 3.2.3) The DRC's discussed whether "equivalent experience" should be considered in the job description?

3.3) **DRC Tool – Referee Database and Analysis Tool**

- 3.3.1) This tool is developed by Wayne Sharp and presents queries and reporting methods for analysing various aspects of the referee database available from IT SoccerNet.
- 3.3.2) A copy of the database, customized for each district, was given to the DRC of each district.

3.4) **District Reports and District Based Initiatives**

- 3.4.1) ***Referee Liaison Committee in EODSA.*** Dave Smith (EODSA) indicated that they have established a liaison committee. This district level committee has representation from each league, referees, and the district. Referee issues, including game fees, scheduling practices, tournament approvals (referee resource questions) are discussed at this group. Recommendations from this group are taken by the DRC to the district board meetings, and acted on.
- 3.4.2) ***DRC Website.*** Gord Arrowsmith (Durham) is maintaining a website. It provides information to referees on different subject matters. Gord indicated that there is a significant amount of work in maintaining the information. Gord invited other DRC's to contribute, and indicated that all can borrow from his website.
- 3.4.3) ***Trillium Foundation.*** Gerry Foley (Peel Halton) indicated that the Trillium foundation has provided money to fund the DRC position in Peel Halton. Details were not available, but Gerry indicated he would help those who asked for help. Key factor appear to be: new position, non-profit, helping children.
- 3.4.4) ***Pilot Regional Program.*** York Region reported in the Pilot program, indicated that it has focused on getting C3 referees to the C2 level. The pilot region is educating 17 referees presently. Included is the evaluation and mentoring of these referees. It was suggested that the RDC look at the C4->C3 transition, as a gap is beginning to appear.

- 3.4.5) **Designated Referee Quotient.** Huronia is implementing this policy this year. Clubs are required to generate certain referee/player ratios at C4. Recruitment of referees is not put on the teams and clubs, namely, those that need C3 referees. Money has been made available from the Trillium foundation. In the past, recruitment efforts have produced 22 referees in two years. Teams/Clubs are required by district policy to post a \$200 bond per candidate referee. The candidate referee must complete 8 game assignments, or forfeit the bond.
- 3.4.6) **Parent Mentor.** Durham has implemented a policy that each team must have a parent mentor. This person will work with the parents of their team to encourage good behaviour toward referees. The goal is to increase referee retention.
- 3.4.7) **Referee Education Reimbursement.** Mike Smith (Peterborough) indicated that the district will compensate all refs who pass the C2 course, by refunding 50% of “out of pocket” expenses. Furthermore, the district will referees \$5/game above game fee to maintain this or higher status.
- 3.4.8) **Upgrading Referee Reimbursement.** Scarborough indicated they have a district policy in place to reimburse any referee costs for upgrading to C3, C2, C1. This has improved retention at all levels. Costs include “out of pocket”, course fees and assessment fees.

Appendix D – Feedback from Task 4

4.0) **Feedback for Task 4**

4.1) **Developing Relationships**

4.1.1) **Identify and Define**

The DRC's require a consistent flow of information, feedback on performance and access to resources to accomplish the responsibilities of their appointments

- a) 3 to 4 meetings per year should be planned
- b) DRC's need to understand the organization and responsibilities of the OSA-District-DRC
- c) Regular DRC newsletter
- d) DRC needs to gain District Support and "buy-In"

4.1.2) **Barriers**

- a) Conflict of accountability among DRC-District-OSA
- b) Staff resources
- c) Technology (Lotus notes)

4.1.3) **Success Indicators**

- a) Regularly scheduled meetings
- b) Participation at meetings results in a quantity of feedback
- c) Refined Roles and Responsibilities Document
- d) Issue regular newsletter

4.1.4) **Ranking of Importance**

This Item was considered to be the most important followed by Technical Education and Communications. Certification/Promotion of Referees was considered moderately important followed by Supply/Demand Issues and then the Support Structure.

4.2) **Communications**

4.2.1) **Identify and Define**

- a) End-to-end communication (two-way) from the OSA to:
 - o DRC's
 - o Referees
 - o Instructors
 - o Assessors / Evaluators
- b) Timeliness
- c) Quality
- d) Quantity
- e) Delivery
- f) Public Relations

In addition to delivering messages to the referee community, communication involves listening. Need to be able to receive messages from the referee community as well.

4.2.2) **Barriers**

Cost – the cheapest mechanism is e-mail which may not reach everyone. Next cheapest is printed materials mailed. The most effective method would be face to face delivery of content – obviously the most expensive.

Lack of adoption of technology – computer illiterates will not get the message if delivered electronically

Accuracy and consistency of information – if not from a single source delivered to all referees, there could be a loss of accuracy and/or consistency via word-of-mouth communication

Language barriers prevent some from receiving the intended message.

4.2.3) **Success Indicators**

Quantity – Goldilocks - not too much, not too little – just right.

Timeliness – messages need to be delivered in a timely manner

Effectiveness (Quality) – the intended message needs to be received by the target audience (not just delivered)

Success Outcomes

- a) Reduction in questions / requests for information
- b) Increase in retention
- c) Increase in promotion (know about the clinic and are prepared)
- d) Improved quality on the field
- e) More interest in upgrading
- f) Needs of stakeholders will be known and issues addressed before they become problems (effective listening)
- g) Increased consistency of policies / practices / education etc across the province

4.2.4) **Ranking of Importance**

1. Communication
2. Supply / Demand
3. Technical Education
4. Promotion
5. Support Structure
6. Developing Relationship

Communication needs to be resolved first to enable the others to happen. For example, improving communication may lead to higher retention which addresses some of the supply/demand issues. Also, delivery of technical education can be done effectively once the communication strategies exist.

4.3) **Technical Education**

4.3.1) **Identify and Define**

The most important part of this area is the development of Curriculum for C4 through to C1 that is web-based for convenient access. This should be built in a modular manner.

The Curriculum should be standardized for both content and format across the Province.

Trainers need to be trained for each of the various levels so that not all trainers are doing all levels. They need to be trained in not only the content but in the use of recognized and current competency-based methodology. These trainers need to have continual assessment.

Evaluation need to be done on-field.

4.3.2) **Barriers**

- a) The number of appropriate games at each level to assess.
- b) Sufficient numbers and qualifications of Assessors.

4.3.3) **Success Indicators**

- a) More referees at each level
- b) % increase of each level over five years.

4.3.4) **Ranking of Importance**

Not detailed.

4.4) **Supply and Demand**

4.4.1) **Identify and Define**

Not detailed, see below.

4.4.2) **Barriers**

Not detailed, see below.

4.4.3) **Success Indicators**

Not detailed, see below.

4.4.4) **Ranking of Importance**

Not detailed, see below.

4.4.5) **General**

The Process could change from being a planned assessment to a random assessment in 3-5 years to upgrade from C4 to C3 to C2.

Communication needs to improve between Referee and Assessor.

There is a fear of failure present when being assessed and so this needs to change so that opting into assessment is less stressful.

Monitoring of the referee may be an additional method of assistance.

Recruiting Referees is a “must” to increase supply. And having more experienced Referees monitor them is a way of encouraging promotion.

The objective is to achieve a balance of the Pyramid of Play with the Pyramid of Refereeing.

It was felt that the training of schedulers should occur according to all League levels.

4.5) **Support Structure**

4.5.1) **Identify and Define**

Not detailed, see below.

4.5.2) **Barriers**

Not detailed, see below.

4.5.3) **Success Indicators**

Not detailed, see below.

4.5.4) **Ranking of Importance**

Not detailed, see below.

4.5.5) **General – Referee Training**

- a) Class 4 is too expensive (\$700.00). Should be charged “per head”.
- b) Outlying Districts are forced to do it in one weekend (travel is an issue)
- c) Class 3 examination is too difficult especially for those whose English skills are low. Diagrams are not being understood.
- d) Class 3 should be assessed before they are “graded” as a Class 3.
- e) An upgrade to C3 should be subject to an evaluation before promotion.
- f) Yearly registration should occur so that the referee knows that Laws are changing

4.5.6) **General – Evaluator Training**

- a) Referees needs to be coached/mentored during the season to catch mistakes before they become problems.
- b) Mandatory Assessment of referees once per year is suggested.
- c) Some regions are without the right number of Assessors...interim solutions need to be available until this is solved (transfers)
- d) More DRC Sessions are needed.

4.6) **Certification & Promotion of Referees**

4.6.1) **Identify and Define**

The licensing process is currently done by test and performance and the question is whether it needs to be changed to a performance (competency) based system after initial test.

The quality of Instructors was also discussed and it was suggested that Instructor skills may need review.

The quality of Assessors was also questioned and poor performers should be removed and good ones promoted. There was a suggestion that more quality Assessors are needed.

The process seems flawed...how to take the exam....(can it be oral?)

4.6.2) **Barriers**

Assessors not responding to the need because they refuse requests to assess because it is not convenient. Policies need to be put in place to encourage assessment.

The process does not work if there are not enough assessors or the quality of assessment is poor.

Downgrading may be difficult if assessors are not available.

The Fitness test may not be relevant or valid and can at times be a barrier. The test is not an absolute measure of a referee's skill. A referee may be not as fit...but a very good referee. Minimum standards need to be established.

4.6.3) **Success Indicators**

- a) 25% increase in all classes in three years.
- b) Instructors promoted and evaluated. (need Instructor Clinics for C3)
- c) Increase in number of Assessors and Assessments.
- d) Dual system developed. The new system begins with it's structure and existing C2 C 1's are not part of it.

4.6.4) **Ranking of Importance**

Not detailed.

Appendix E – statistical information from Meeting

- 1) 3 districts do not have the DRC as a member of the district executive. Consequently, these districts do not have someone to speak on referee matters as they occur in discussions.
- 2) Of the 3 districts in Item #1, two districts have a liason for referees, who does speak at the district level. One district does not.
- 3) Each district appears to have a different budget for referee development. It was recommended by the group to collect the annual budget (or spending) and summarize the information in a report.
- 4) One DRC felt trapped between OSA and OSRA. This person was of the opinion that the OSRA had an unfair strangle hold on games / game assignments.
- 5) Seven of the DRC's indicated they have a process by which the district manages tournament applications, and Ontario Cup tournament round applications, to review their impact on the overall referee population. These districts/people are: Gerry Foley, Tony Camacho, Gord Arrowsmith, Wayne Sharp, Dave Smith,
- 6) Five of the DRC's do not have access to IT_SoccerNet as an administrator. This means that these five DRC's are not able to download the current referee lists themselves. Furthermore, because of privacy legislation and OSA policy, it is not possible for OSA to publish a list for these DRC's.

Appendix F – Various Issues Clarified by RDC

The following items were addressed by Tom Doyle, RDC Chair, during the day session. Items may not be presented in the order raised during the discussion. The information in this appendix can be freely distributed to referees and the public.

- 1) **RDC and Leaders.** Over the last two years, the RDC has established several task forces (TF) to develop information and processes. This type of approach has allowed people with a diversity of skills to get involved in specific issues within the referee development scope of activity. In particular:
 - a) Evaluation Form
 - b) Pilot Region Winter Education Sessions – Technical
 - c) Pilot Region Winter Education Sessions – Career Skills
 - d) Communications and Information System Requirements

Results and reports have been received and accepted by the RDC. Issues raised by these groups are on the agenda for future discussions and actions by the RDC.

The concept of a TF is a group of people (not necessarily referees) that is assigned a set of tasks, with an overall timeframe in which the tasks must be completed. In some cases, there may be key dates between start and end, in order for other RDC activities to proceed. Each TF is given a Terms of Reference document (TOR) which addresses the general deliverables required by the RDC, and approximate dates. The TF is encouraged to review this information, and where necessary discuss/propose an alternate time frame that takes into account TF member availability, and other factors. Deliverables are submitted to the RDC for review. This concept allows the RDC to get more people involved based on the on-field and off-field areas of expertise.

The role of a Leader (i.e. a person on a TF) will be expanded in the future as the need for process and information changes are identified and prioritized. This includes, but not limited to: additional changes to existing processes, new processes, changes to existing information sets & systems, and new information sets & systems.

- 2) **RDC, Communications and Information Systems.** The RDC formed a TF on Communications in order to determine what the perceived need of information for referees is and what systems/processes exist within the OSA. Information communication includes identifying who the sender is, what the message is, how the message should be sent, and who the receiver of the message is. The TF concluded that various methods exist within the present OSA information systems, including web based posting, private discussion areas, board based emails, and so on. Some methods can be available in a short time frame (months) whereas others may only be available in 2 years. Some communications methods still require staff training. At present, the final report is with the RDC, who will review the recommendations, and in the future, decide when/how to proceed.

Shortly after the RDC formed this TF, the OSA announced the need for a review of its own communications methods. An external consultant was hired. The results of the RDC TF will become part of the information package to be reviewed by the consultant.

- 3) **Publication of RDC meeting minutes for the general public.** The RDC is a committee of the OSA Board of Directors (BOD). As such the RDC generally addresses matters for the BOD, and as such are considered private. The RDC will review the general communications process, and consider ways to improve communications.

- 4) **Co-operation within OSA of various committees**. Recently, the RDC and the LMC have held a couple of meeting to understand the issues each is facing. Several provincial/regional leagues have expressed concerns about the number of referees available, the quality of referees, and other issues. The RDC has also raised several issues including referee compensation, and scheduling practices. Meeting minutes are available in Lotus Notes.

The RDC and LMC agreed to meet again in 3-4 weeks.

- 5) **RDC Monthly Communications**. The RDC made a commitment to the DRC's to have a monthly communication by email to the DRC's. Input is requested from the DRC's as to what topics they would like to know about, at what time of year. The first monthly communication will occur in March 2005.
- 6) **Fitness Testing different for Women**. The RDC indicated that this is presently a topic of particular interest between the OSA and CSA. At present, he is not aware of a documented case in Ontario, where a person has been denied certification based on this issue.
- 7) **OSA Website Information**. The RDC indicated he is aware that certain web pages (referee news) are out of date by more than 1 year. This is perceived to be part of the communications initiative that the RDC must review and implement in the future.
- 8) **Referees Contacting OSA**. It was pointed out that referees are registrants of the OSA and have a right to contact the OSA for information. On the other hand, it is clear that the present referee population (approx 10,600 and growing) are asking questions that for the vast majority could be answered by DRC's. At present there is no process/protocol by which these questions are identified, answered and publicized. The RDC will look into this further.