JUNIOR REFEREE COACH GUIDELINES

GAME ADMINISTRATION

- Referees will work with Referee and Competition Supervisor to help ensure smooth running of games.
- Referees will collect and return the sheet and game ball to office. U12 and U14 referees will need to be helped with this by Referee Supervisors until it becomes second nature.
- Before leaving the court the referees will reset the game clock for the following game i.e. if game at 2pm and it is 1.45pm set clock at 15 minutes. If games are running late then set 5 minutes allowed for warm up as in rules.

COACHING ON JUNIOR GAMES

- Referee Supervisors need to be proactive in their approach to training. No sitting on a chair observing and only reacting when there is a problem.
- Many incident reports that come any association office are simple problems that could have been nipped in the bud courtside by active coaching of the junior referee at the time.
- KISS Principle is best to be used when educating children:
  - K – Keep
  - I – It
  - S – Simple
  - S – Stupid
- Always be positive – reinforce the good things the official has done. Make the official aware you are there to support them, protect them, and provide them with a safe and comfortable environment to referee in.
- Offer support and guidance in difficult games.
- Use visual aids – white boards, water bottles, videos, re-act the situation etc.
- Young people are generally kinaesthetic learners; meaning they learn by doing, discussing position with a rookie official after the game is not that relevant to them until they are comfortable with many of the terms used.
- Examples:
  - Seeing the gaps needs to be explained in very simple terms.
  - Positioning on court needs to be shown by example, get behind them and explain.
  - Why we step to the right on rebounds.
  - Why we drop down on trail to see any pushes in back etc.
  - Talk about cylinders and get them to make decisions.
  - Use the "baby" evaluation sheets only ever talk about 5 things and only ever have 2 things to "work on". Any more than 2 things is too difficult for juniors to process as well as continue making
decisions in games. This does not mean we have to be on court for each and every game running behind every referee, use common sense.

**U10 & U12 GAMES**

- On court/shadowing/moving and encouraging referees into basic good positions/identify fouls for them (not calling for them just telling them what it is) at this stage we want (and coaches want) fouls called.
- Limit any postgame (if even needed) to 10 minutes.
- No preventative officiating! This is not to be used until at least U16 and U19 games. Coaches will accept the odd miss on violations if fouls are called. It doesn’t matter if there is 10 fouls called a quarter, we need to teach "black and white". Before they learn what not to call they need to learn what a foul is. Part of the Referees job at this level is to protect the players and to make the game enjoyable. The touch on the arm wouldn’t bother an U18 player but it will make a 10 year old girl to scared to try a layup.

**U14 GAMES**

- Continue coaching and helping with position and calls but now this can be done more from the end line and sideline rather than on court with the referee.
- Limit any postgame to 10 minutes.
- Use the time outs and game breaks to educate, talk about selection, praise good points.
- Be positive, continue explaining terms that are commonly used in refereeing i.e. penetrate on trail, off ball play-explain that we all ball watched when beginning as the whole point of basketball is to see the ball go through the hoop!

**U16 GAMES**

- By this stage the Referee Coaching can come at game breaks and time outs-some help might still be needed with dribbler/shooter protection. Again be active and visible to coaches and spectators.

**U18 GAMES**

- Referee coaching only at quarter times if necessary otherwise a post-game discussion should be all that’s needed. Go and talk to the Referees if warranted at breaks in play-in order for coaches etc. to accept the program we need to show we are actively educating!!

“Every referee needs to identify how and why things occur. Referee coaching, in fact any coaching is about positive and negative situations and need to be discussed. Coaches need to praise the good, not just highlight the bad. Referee Coaching is about correcting deficiencies, by providing critical but constructive evaluation. We must not only highlight errors or deficiencies, otherwise we run the risk of creating a totally negative environment that does not promote growth or harness talent. We must praise good performance and effort so as to engage and empower the referee to learn from their mistakes and reach for continual improvement.”

- Michael Aylen 2010 SEABL Referee Commissioner and 2010 Referee of the Year

**AT ALL TIMES WE ARE THEIR MENTORS AND PROTECTION.** Do not allow spectators or coaches to bail the Referees up to discuss things in a heated or aggressive manner. Instead talk to the coaches prior to the game and explain your
role as an educator. Junior Referees have a right to have the same duty of care given to players. Don’t wait for them to be verbally abused, again be proactive in your approach.

These are guidelines only you will all get a feel for what a particular learner needs, some will need more active coaching to give confidence and some will need printed education material please adapt to the official like you would adapt to a game situation.
HOW AND WHEN TO PRAISE

Whenever you praise something someone has done you reinforce the behaviour, i.e. make it more likely he/she will repeat it again and provide positive feedback from which that person can learn.

In general criticisms tend to outnumber praise. We need a mixture of both. Since there is no perception without contrast, praise would be diminished without criticism and vice versa. Praise tends to have a motivating effect on people's performance as well as doubling up as feedback from which to learn.

To praise in a way that enhances learning and development, adopt the following guidelines:

**Always** give specific praise and avoid meaningless generalizations. Start with what you have observed or heard from someone else, then go on to spell out why you liked it.

**Always** praise better-than-expected results or actions. For example, when people exceed their target, make an extra effort, are punctual when usually late, and so on.

**Always** use 'standalone' praise and do not dilute it with any criticism. The rule is when praise is deserved, give it; when criticism is deserved, give it. *Don't mix the two.*

**Always** praise as close in time to the person's action as possible. Praising someone a long after the event is still worthwhile but has less impact.

**Always** praise authentically, not because you think you should or only on special occasions or to impress a third party.

Praise is one of the most effective and yet inexpensive ways to motivate people. When you also realize that it helps people to learn it's a wonder it isn't more prevalent.

From praise people are likely to learn:

- That their efforts are recognized.
- That the world isn't such a negative place after all.
- Which actions/behaviours meet with approval and therefore need to happen more often
- Which actions/behaviours don't attract praise and therefore need revision.
- That if praise gives them such a warm glow, then perhaps they in turn should praise others more often.
- How to accept praise graciously without self-depreciation and embarrassment.

Remember that feedback, whether it is praise or criticism, is the essence of learning and development and that most of us would rather be **ruined by praise, than helped with criticism.**
MANAGING CONFLICT

The officiating environment can be challenging and potentially hostile. Dealing with conflict can be tough for a confident official, let alone an inexperienced one. Good officiating relies on dealing with conflict professionally and positively.

Conflict is likely to arise in a number of situations. These include:
- disagreement from participants over a penalty/infringement
- perceived bias shown by the official in the eyes of participants/coaches
- frustration shown by participants as a result of their level of performance or the competition result
- misunderstanding of instructions or rulings from an official
- sledging between participants.

Minimising conflict

There are occasions when conflict in the sporting environment is inevitable, however it is vital to develop strategies to minimise the chance of conflict. The following tips may assist officials.

Tips for preventing conflict
- Prevention is always better than cure! If action is taken early in the game, conflict is less likely to occur.
- Make competitors aware of your presence by reacting immediately to rule infringements (when appropriate).
- Remain objective, no matter what prior knowledge of participants/teams you have.
- Be definite and firm with decisions and communication.
- Look sharp and act sharp — this will gain you respect as an official.
- Don’t take criticisms personally. Remember that coaches and participants are seeing the game from a different perspective to the officials.
- At the beginning of the competition provide structure and guidance, but also start a dialogue with the participants. Acknowledge the participants’ abilities and experience, and invite constructive viewpoints from some participants.
- Speak clearly and firmly in heated situations. This will indicate confidence in managing the situation.
- Keep cool. If it starts to get a bit hot...
Resolving conflict

The official is often called upon to manage situations of conflict and attempt to resolve them. It is virtually impossible for sports officials to avoid dealing with conflict, even when they have implemented prevention strategies.

Tips for resolving conflict

1. **Be professional**: speak clearly and stay composed in heated situations. This demonstrates confidence in managing the situation. Avoid argument or debate.

2. **Remain calm**: don’t overreact. Stay relaxed and adopt low-key posture/body language. Use objective, neutral language.

3. **Address the problem not the emotions**: try to put aside the emotions of all parties. Emotions inevitably inflame the situation. By dealing with the facts and the available evidence, the official is more likely to be seen as making a fair and appropriate decision.

4. **Focus on the person**: people are not objects and they don’t like being treated as such. Acknowledge a participant with eye contact and use their name if possible. Recognise that they have something to say and don’t just dismiss them.

5. **Be fair**: avoid team or individual bias at all costs. Demonstrating integrity is one of the greatest assets of an official.

6. **Be confident and open**: don’t be defensive or try to justify actions. Clarify decisions when appropriate, based on the facts and the evidence presented.

7. **Be firm**: deal with unacceptable behaviour firmly and quickly. Set boundaries in a polite, professional and assertive manner.

Remember that 90 per cent of conflict occurs not because of what was said, but the tone in which it was said!
How to Referee Coach a Blow-Out Game

1. Recognise the Symptoms
   - Greater than 20 point between teams
   - Mismatch in sizes
   - Mismatch skills
   - Fast breaks – pace of game
   - Home environment
   - Offensive rebounds – dominance
   - Defensive rebounds – dominance
   - 2/3 point high percentages
   - Frustration of players and coach
   - Patterns of play

2. How to Referee the Blow-Out Game
   - Pre-game – planning, all on the same page
   - Putting the plan into action
     i. Time-out
     ii. End of period
     iii. Half time
   - 50/50 calls
     i. O/B
     ii. Fouls
     iii. Violations
   {Strict with the dominator, look after the lesser team}
   - Happy ending – awareness, help the teams
   - Be aware of foul counts
     i. Balance in calls
     ii. No soft calls
   - Keep the game alive – don’t interfere
   - Talk to the players/coaches, use of voice
   - Time-outs. Discuss with partners
   - Take opportunity to work on weak points, POE
   - Take opportunity to practice weak/new mechanics
   - Concentration
   - Recognising/coping with hotspots/frustration
Child Protection Guidelines

March 2015

Referee Coach/ Co-Ordinator,

In this changing climate, it imperative any adult working with children’s activities is acutely aware of any child protection legislation and relevant policies of Basketball Australia.

BVC are committed to providing a safe environment for young athletes and officials to participate in basketball activities.

As coaches, we all have a significant responsibility to ensure we are providing a safe environment for the officials in our care and that we are also ensuring we do not place ourselves in a potentially compromising situation.

You are encouraged to ensure you are thoughtful and aware of not placing yourself in situations where aspersions can be cast pertaining to your treatment, relationship or dealings with a young official.

This includes:
- Avoiding situations where you are working with a referee 1 on 1, without a third party present (be it another referee, coach or parent)
- Spending a disproportionate time with any one referee
- Having a referee visit your home or spend time in any area with you alone
- Transporting a referee to a training session, game, camp or activity without a third party in the vehicle
- Physical contact with a referee, not in the context of a training environment
- Inappropriate or disproportionate e-mail or phone contact with an individual referee
- Inappropriate or disproportionate text messaging of an individual referee
- Facebook & Twitter - messaging or posting of inappropriate/excessive comments or photos.
- Use of inappropriate language or comments that may have a racial, sexual or religious connotation
- Providing reckless or unsafe instruction

The social climate is ever-changing and this can make the task of a referee coach, particularly a volunteer coach, difficult. But all policies and legislation are designed to protect young people and that is of paramount importance.

BVC would encourage you to give careful thought about the above points and take the information on board. This information is every bit as much about your protection as it is about the protection of the children in your care.

BVC can/are required to investigate every complaint and or allegation. Whilst some allegations might be unsubstantiated, the process of investigation is often damaging to all concerned.
Referee
Sheet Index
<table>
<thead>
<tr>
<th>TIME</th>
<th>REFEREE</th>
<th>UMPIRE 1</th>
<th>UMPIRE 2</th>
<th>POSITION</th>
<th>COMMENTS</th>
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GENERAL COMMENTS:
Refereeing

TEAMWORK

CONFIDENCE

POSITION

MECHANICS
# PROGRESS REPORT - TEMPLATE

<table>
<thead>
<tr>
<th>DATE</th>
<th>GAME MANAGEMENT</th>
<th>DECISION MAKING FOULS AND VIOLATIONS</th>
<th>COMMUNICATION / PERSONABLE QUALITIES</th>
<th>MECHANICS</th>
<th>GENERAL COMMENTS</th>
<th>STANDARD OF PERFORMANCE</th>
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</thead>
<tbody>
<tr>
<td>07/03/08</td>
<td>Ref Coach or Crew Chief</td>
<td>Game Admin Court Presence/Demeanour Conflict Situations Reactions Under Pressure Dealing w ith players/coaches Maintaining Spirit of the Game Reading the Game Feel for the Game</td>
<td>Rule Knowledge &amp; Application Consistency Accuracy Foul Selection (Adv/Disadv) * Charge/Block * Shooter Protection * Off Ball * Handchecking * USF * Post Pay * Good No Calls * Rebounding * Trains * Illegal Dribbles * Out of Bounds * Timing Rules</td>
<td>Signs / Whistle Verbal / Non Verbal People Skills Preventative Officiating Attitude / Appearance Communication w ith Partner/s Leadership Qualities Game Awareness</td>
<td>Trail - Penetration &amp; Movement * Area 3 Coverage Lead * Movement Coverage A5/6 Post Play Centre Positioning * Off Ball Coverage Correct Angles Floor Coverage Transition Speed Areas of Responsibilities (Principles)</td>
<td>Overall Performance Comments</td>
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</tbody>
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## FOR EXAMPLE - JOE BLOGGS

| 7/03/2009 | Consistent w ith POE. Strong Presence. Good Judgement | Very consistent. Protected shooter and ball carrier. | moved w ell w ith partner. Good voice. | consistent performance. Was aware of w here game w as at. Show ed good judgement | A |

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**FOR EXAMPLE:**

Joe Bloggs

**7/03/2009**

Consistent with POE. Strong Presence. Good Judgement

Very consistent. Protected shooter and ball carrier.

Moved well with partner. Good voice.

Consistent performance. Was aware of where game was at. Showed good judgement.

**DATE:** 07/03/08

**COACH:** Ref Coach or Crew Chief

**GAME:** WABL MEN or WABL WOMEN

**GAME MANAGEMENT**

- Game Admin
- Court Presence/Demeanour
- Conflict Situations
- Reactions Under Pressure
- Dealing with players/coaches
- Maintaining Spirit of the Game
- Reading the Game
- Feel for the Game

**DECISION MAKING FOULS AND VIOLATIONS**

- Rule Knowledge & Application Consistency
- Accuracy
- Foul Selection (Adv/Disadv)
- Charge/Block
- Shooter Protection
- Off Ball
- Handchecking
- USF
- Post Pay
- Good No Calls
- Rebounding
- Trains
- Illegal Dribbles
- Out of Bounds
- Timing Rules

**COMMUNICATION / PERSONABLE QUALITIES**

- Signs / Whistle
- Verbal / Non Verbal
- People Skills
- Preventative Officiating
- Attitude / Appearance
- Communication with Partner/s
- Leadership Qualities
- Game Awareness

**MECHANICS**

- Trail - Penetration & Movement
- * Area 3
- Coverage
- Lead
- Movement
- Coverage A5/6
- Post Play Centre Positioning
- * Off Ball Coverage
- Correct Angles
- Floor Coverage
- Transition Speed
- Areas of Responsibilities (Principles)

**STANDARD OF PERFORMANCE**

- A = ABOVE STANDARD
- E = EQUAL TO STANDARD
- B = BELOW STANDARD
## Referee Feedback Form

**Referee’s Name:** ________________________________

**Partners Name:** ________________________________

### Venue:

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### Team A:

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### Fouls

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<td>Made good judgement on contact</td>
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<td>Called correct type of fouls</td>
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<td>Awarded correct penalties</td>
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<td>Awarded correct penalties</td>
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<td>Good understanding of Advantage/disadvantage</td>
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**Comments**

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<tr>
<td>Used correct signals</td>
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<td>Use correct foul sequence to scoretable</td>
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<tr>
<td>Use strong clear signals</td>
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**Comments**

|       | Rarely | Sometimes | Mostly | Always |

### Mechanics

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<td>Stayed ahead of the play</td>
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<td>Moved on the baseline to gain best position</td>
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<tr>
<td>Hustled to trail position in transition</td>
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<tr>
<td>Penetrated on trail position</td>
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<tr>
<td>Boxed-in the players</td>
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<tr>
<td>Aware of own responsibility</td>
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<td>Used correct mechanics for: free throws</td>
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<td>Jump ball</td>
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<td>Time-out</td>
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<td>Substitutions</td>
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**Comments**

|       | Rarely | Sometimes | Mostly | Always |

### Communication

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<tr>
<td>Displayed good communication with</td>
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<td>Partner</td>
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<td>Players</td>
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<td>Coaches</td>
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<tr>
<td>Used voice for preventative officiating</td>
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**Comments**

|       | Rarely | Sometimes | Mostly | Always |

### General

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<tr>
<td>Maintained a good appearance on court</td>
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<td>Showed a good attitude during the game</td>
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**Things to work on for the future**

|       | Rarely | Sometimes | Mostly | Always |

**Name:** ________________________________

Referee’s Coach