



REFEREE EDUCATION PROGRAM

ASSOCIATION INTERMEDIATE



THIS BOOK BELONGS TO

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Developing referee education tools and networks to improve referees

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REFeree DEVELOPMENT

By the end of this course, to be competent you will need to:

Area	Assessable Performance Criteria
Communication	Uses a strong, sharp whistle when making a call
	Signals timing violations, return to backcourt, how the ball is played, visible count, starting the clock and other violations correctly while presenting to the scorebench in a professional, stationary manner
	Attempts to use preventative voice during incidents affecting a dribbler or shooter, can explain some calls to players or coaches confidently, and appropriately exchange information with partner when required
Mechanics	Demonstrates a good lead position by transitioning in a straight line quickly up the court using transition checkpoints and attempts to use set up and close-down positions effectively
	Demonstrates a good trail position by holding an active position on shots and rebounds and maintains open angles to the court while using the "gap" principle to determine good position during transition and pressing situations
	Demonstrates awareness of primary and secondary responsibilities, off-ball situations, post-play and rebounding situations
Calling of the game	Accurately calls timing violations, return to backcourt, how the ball is played, and other violations
	Consistently makes foul calls especially involving a dribbler or shooter. Demonstrates awareness of incidental versus illegal contact.
Game Control	Communicates effectively and with confidence when making decisions and interacting with players
Professionalism	Maintains concentration at all times without distraction by spectators or outside influences
	Demonstrates proactivity when dealing with subs, time-outs, injuries and other match situations
Game Administration	Effectively starts a game by preparing and interacting with the scoretable officials and checking the court to ensure it is a safe environment Shows awareness of appropriate competition and association by-laws Effectively ends a game by maintaining awareness and view of the players and coaches
Rules	Demonstrates knowledge of the majority of rules (specifically timing violations, return to backcourt, how the ball is played, other violations) and clearly explain positioning principles

MODULES OVERVIEW

MODULE 1

Signals

Using your whistle

Preventative voice

Mechanics

Transition

Calling violations

Calling fouls

MODULE 2

Professionalism

Preventative Voice

Dealing with conflict

Screens

Post-play

Game administration

Reports

Referee pathway

COMMUNICATION

SIGNALS

Brainstorm as many signals as you can think of under each category:

Game Administration Signals

Foul Signals

Violation Signals

SIGNALLING TO THE SCOREBENCH

1. What elements are required in order for a referee look great when signaling to the scorebench?
2. Why is this important?

VISIBLE COUNT

When do you think a visible count should be used in a game?

USING YOUR WHISTLE

1. What makes a good whistle?
2. Why would you want a strong whistle?

PREVENTATIVE VOICE

1. What is preventative voice?
2. What are some examples of preventative voice?

COMMUNICATION ASSESSMENT

By the end of this course, to be competent you will need to:

Communication	Uses a strong, sharp whistle when making a call
	Signals timing violations, return to backcourt, how the ball is played, visible count, starting the clock and other violations correctly while presenting to the scorebench in a professional, stationary manner
	Attempts to use preventative voice during incidents affecting a dribbler or shooter, can explain some calls to players or coaches confidently, and appropriately exchange information with partner when required

MECHANICS

WORKING AREAS

The working area is the area a referee moves on the court once offense is established. The following figures display the physical area a referee could move to maintain a good view. Also remember, this is not always a rule, sometimes you will need to work outside these areas to maintain a good view.

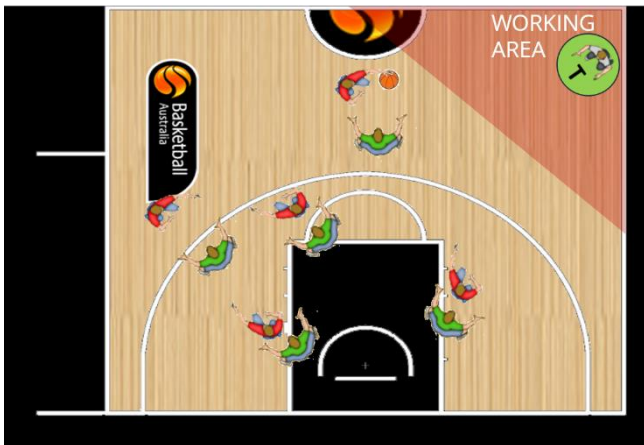


Figure 1: Trail Working Area

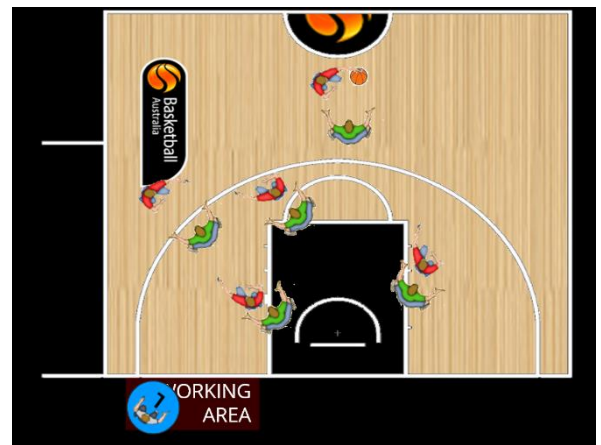


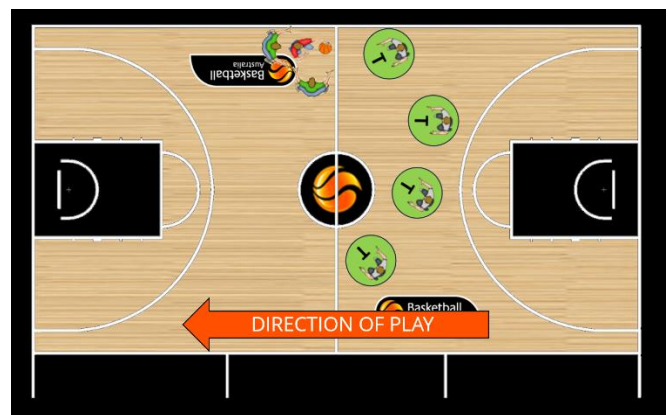
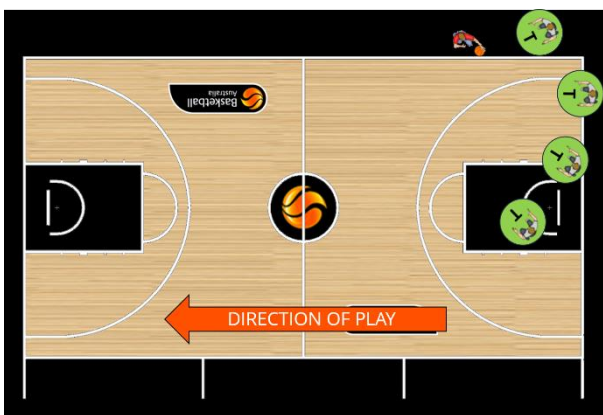
Figure 2: Lead Working Area

PRIMARY AND SECONDARY AREAS

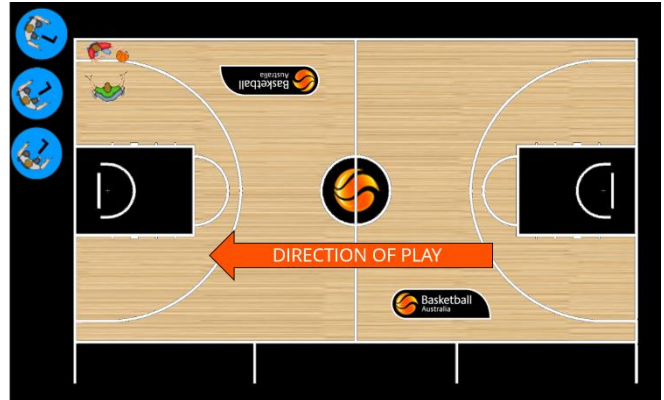
The primary area of responsibility is the area that the referee has to be able to always cover, with no exception.

The secondary area of responsibility is the area that referee is able to cover after ensuring that primary coverage is covered.

1. Circle one green trail referee in each picture who you think is in the best position to see the players and the court.



2. Circle one blue lead referee in each picture who you think is in the best position to see the players and the court.



SCREENS

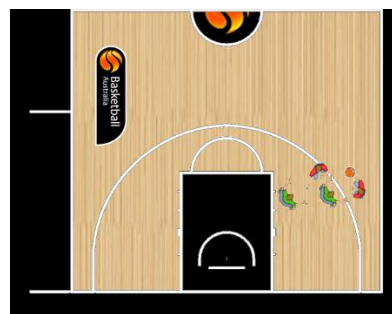
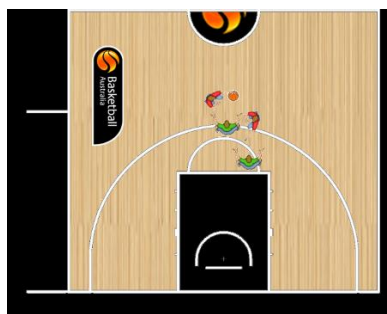
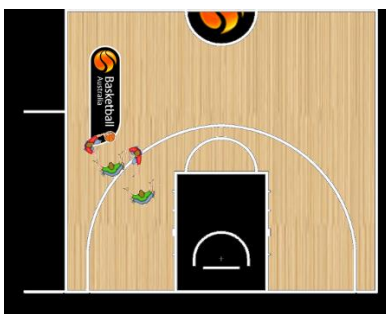
1. Why is the cylinder principle important for a player setting a screen?

2. Name two examples of an illegal screen?

1)

2)

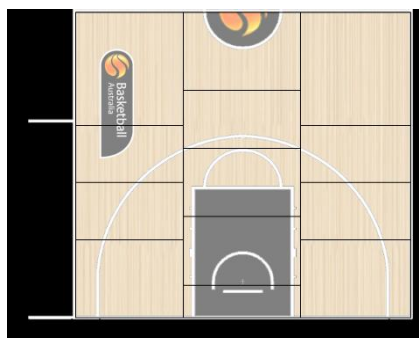
On each diagram draw in where you would stand to have a good view if you were the trail referee.



In each box write a number where you think screens are more likely.

On your court mark down:

- 1 – highly likely
- 2 – somewhat likely
- 3 – somewhat unlikely
- 4 – highly unlikely



SCREENS

Answer the following questions:

- 1) Is a player allowed to use an arm bar to defend the post?
- 2) If two players are beginning to lock arms what should the referee do?
- 3) What illegal post play have you seen before?

MECHANICS ASSESSMENT

By the end of this course, to be competent you will need to:

Mechanics	Demonstrates a good lead position by transitioning in a straight line quickly up the court using transition checkpoints and attempts to use set up and close-down positions effectively
	Demonstrates a good trail position by holding an active position on shots and rebounds and maintains open angles to the court while using the "gap" principle to determine good position during transition and pressing situations
	Demonstrates awareness of primary and secondary responsibilities, off-ball situations, post-play and rebounding situations

CALLING OF THE GAME - RULES

CALLING TRAVELS

Use the videos in the presentation to create your own definition of the travel rule in the space below. Consider the following in your definition: pivot foot, standing player, moving player and the importance of the ball.

My definition of a travel is

1. Is a player allowed to roll with the ball? YES / NO
2. Is a player allowed to slide with the ball? YES / NO

HOW THE BALL IS PLAYED

Answer the following questions:

1. Is the ball allowed to hit a player's foot? YES / NO
2. If it is accidental, should it be called? YES / NO

3 SECOND VIOLATION

Which 5 things need to occur for a 3 second violation to be called?

- 1.
- 2.
- 3.
- 4.
- 5.

5 SECOND VIOLATION

When are the 3 times a 5 second violation can occur?

- 1.
- 2.
- 3.

FRONTCOURT

Answer the following questions:

1. When does the ball move into the frontcourt?
2. What if only one foot moves into the frontcourt?
3. What if the ball bounces in the frontcourt?
4. What are the different ways the ball might move into the frontcourt?

8 SECOND VIOLATION

Answer the following questions:

1. When does the 8 second backcourt count begin?
2. When does the 8 second backcourt count reset?
3. When does the 8 second backcourt count end?

CALLING FOULS

Write down your definition of a foul.

My definition of a foul is:

HEAVY CONTACT SITUATIONS

Write down 2 heavy contact situations that could occur during a match.

1.

2.

Answer the following questions:

1. What is the worst thing you can do when heavy contact occurs between two players?
2. What is the best thing you can do when heavy contact occurs between two players?
3. What should you do after you have blown a whistle when heavy contact occurs between two players?

CALLING OF THE GAME ASSESSMENT

By the end of this course, to be competent you will need to:

Calling of the game	Accurately calls timing violations, return to backcourt, how the ball is played, and other violations
	Consistently makes foul calls especially involving a dribbler or shooter. Demonstrates awareness of incidental versus illegal contact.

PROFESSIONALISM

DISTRACTIONS

1. What do you do if you are being distracted by substitute?
2. What do you do if you are being distracted by spectator?
3. What do you do if you are being distracted by friend or another referee?
4. What do you do if you are being distracted by a game on another court?

PROACTIVITY/

How can a referee be proactive in the following situations?

Substitutions	
Time-outs and start of each period	
Injuries	
Other match situations	

PROFESSIONALISM ASSESSMENT

By the end of this course, to be competent you will need to:

Professionalism	Maintains concentration at all times without distraction by spectators or outside influences
	Demonstrates proactivity when dealing with subs, time-outs, injuries and other match situations

GAME ADMINISTRATION

START OF THE GAME

At the 1B level you are expected to do more to prepare at the start of any game:

- Introduce yourself to the scoretable officials (even if they are parents or substitutes) and ask them if they have any questions regarding the scoring system or the possession arrow.
- Be aware of the safety of the court and participants
- Inform players/teams of any competition penalties that might be applied regarding uniform or late start requirements.

DURING THE GAME

During every game, referees must communicate and effectively administer:

- Late-start penalties
- Uniform infringements
- Injuries and blood rule in a proactive and safe manner

END OF THE GAME

At the end of every game, referees must effectively administer:

- Blowing a final whistle
- The scoring system accurately and sign off, if required.

GAME ADMINISTRATION ASSESSMENT

By the end of this course, to be competent you will need to:

Game Administration	<p>Effectively starts a game by:</p> <ul style="list-style-type: none">- preparing and interacting with the scoretable officials- checking the court to ensure it is a safe environment <p>Shows awareness of appropriate competition and association by-laws</p> <p>Effectively ends a game by maintaining awareness and view of the players and coaches</p>
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GAME CONTROL



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

- Be professional: speak clearly and stay composed in heated situations. This demonstrates confidence in managing the situation. Avoid argument or debate.
- Remain calm: don't overreact. Stay relaxed and adopt low-key posture/body language. Use objective, neutral language.
- 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.
- 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.
- Be fair: avoid team or individual bias at all costs. Demonstrating integrity is one of the greatest assets of an official.
- 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.
- Be firm: deal with unacceptable behaviour firmly and quickly. Set boundaries in a polite, professional and assertive manner.

Find out more by visiting www.ausport.gov.au/official

GAME SITUATIONS

In pairs, discuss one of the scenarios on the slide, below write some notes on how you would handle it.

GAME CONTROL ASSESSMENT

By the end of this course, to be competent you will need to:

Game
Control

Communicates effectively and with confidence when making decisions and interacting with players

REPORTS / TRIBUNALS

REPORTING PROCEDURES

If a player, coach or spectator has acted in an unsportsmanlike and dangerous manner then a report should be submitted to the tribunal. Below is a step by step guide to filling in a report form:

- 1) Ask for help from a supervisor or your referee manager, if possible, before filling out a report form.
- 2) Fill in the name, number and team of the reported individual. Then fill in the date and time of the match and the name of your association.
- 3) Tick the appropriate charges. A description of all charges can be retrieved from your supervisor, referee manager, or governing state body.
- 4) Fill in the referee's name, the other referee's or witness' name. Even if the umpire did not witness the reported incident, they might be required to attend the tribunal.
- 5) When writing your description, please read the following examples to help you formulate yours:

E.g. With 9mins 28secs to go in the 1st half, number 23 from Team A (John Doe) was pushed by number 10 from Team B (Tom Player). In response to this John Doe swore at Tom Player and attempted to hit Tom with a closed fist. Players from both teams then scuffled and the teams were ordered to their bench. Both John Doe and Tom Player were disqualified from the stadium.

E.g. With 42secs to go in the 2nd half, number 23 from Team A (John Doe) disagreed with a call made by referee (Greg Ref), in response to this call John Doe swore and gestured violently to Greg. John was immediately disqualified. As John left the stadium he continued to swear and threaten the referee with such words as "I will see you in the car park".

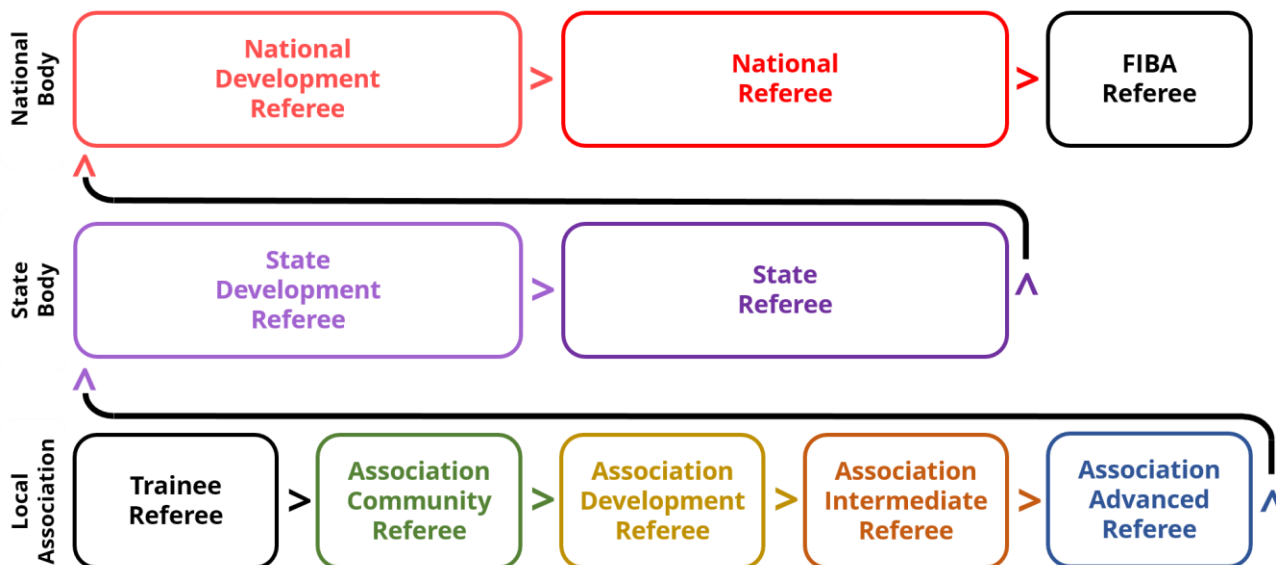
Always make sure that your description covers the charges you have selected.

- 6) Sign the report form, fill in the date and give the report to your shift supervisor.

Please remember to speak with your supervisor or referee manager when you are submitting a report form.

REFEREE PATHWAYS

Please confirm with your local association if they follow the preferred model



MATCH ASSESSMENT 1				
Mentor Name:			Date:	
Area	Ref	Assessable Performance Criteria	Competency	
Communication	1	Uses a strong, sharp whistle when making a call	Not Yet	Yes
	2	Signals timing violations, return to backcourt, how the ball is played, visible count, starting the clock and other violations correctly while presenting to the scorebench in a professional, stationary manner	Not Yet	Yes
	3	Attempts to use preventative voice during incidents affecting a dribbler or shooter, can explain some calls to players or coaches confidently, and appropriately exchange information with partner when required	Not Yet	Yes
Mechanics	4	Demonstrates a good lead position by transitioning in a straight line quickly up the court using transition checkpoints and attempts to use set up and close-down positions effectively	Not Yet	Yes
	5	Demonstrates a good trail position by holding an active position on shots and rebounds and maintains open angles to the court while using the "gap" principle to determine good position during transition and pressing situations	Not Yet	Yes
	6	Demonstrates awareness of primary and secondary responsibilities, off-ball situations, post-play and rebounding situations	Not Yet	Yes
Calling of the game	7	Accurately calls timing violations, return to backcourt, how the ball is played, and other violations	Not Yet	Yes
	8	Consistently makes foul calls especially involving a dribbler or shooter. Demonstrates awareness of incidental versus illegal contact.	Not Yet	Yes
Game Control	9	Communicates effectively and with confidence when making decisions and interacting with players	Not Yet	Yes
Professionalism	10	Maintains concentration at all times without distraction by spectators or outside influences	Not Yet	Yes
	11	Demonstrates proactivity when dealing with subs, time-outs, injuries and other match situations	Not Yet	Yes
Game Administration	12	Effectively starts a game by preparing and interacting with the scoretable officials and checking the court to ensure it is a safe environment Shows awareness of appropriate competition and association by-laws Effectively ends a game by maintaining awareness and view of the players and coaches	Not Yet	Yes
Rules	13	Demonstrates knowledge of the majority of rules (specifically timing violations, return to backcourt, how the ball is played, other violations) and clearly explain positioning principles	Not Yet	Yes
Advice for improvement or comments regarding performance <i>(please use reference number to identify competency being referred to)</i>				

MATCH ASSESSMENT 2

Mentor Name:		Date:		
Area	Ref	Assessable Performance Criteria	Competency	
Communication	1	Uses a strong, sharp whistle when making a call	Not Yet	Yes
	2	Signals timing violations, return to backcourt, how the ball is played, visible count, starting the clock and other violations correctly while presenting to the scorebench in a professional, stationary manner	Not Yet	Yes
	3	Attempts to use preventative voice during incidents affecting a dribbler or shooter, can explain some calls to players or coaches confidently, and appropriately exchange information with partner when required	Not Yet	Yes
Mechanics	4	Demonstrates a good lead position by transitioning in a straight line quickly up the court using transition checkpoints and attempts to use set up and close-down positions effectively	Not Yet	Yes
	5	Demonstrates a good trail position by holding an active position on shots and rebounds and maintains open angles to the court while using the "gap" principle to determine good position during transition and pressing situations	Not Yet	Yes
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Professionalism	10	Maintains concentration at all times without distraction by spectators or outside influences	Not Yet	Yes
	11	Demonstrates proactivity when dealing with subs, time-outs, injuries and other match situations	Not Yet	Yes
Game Administration	12	Effectively starts a game by preparing and interacting with the scoretable officials and checking the court to ensure it is a safe environment Shows awareness of appropriate competition and association by-laws Effectively ends a game by maintaining awareness and view of the players and coaches	Not Yet	Yes
Rules	13	Demonstrates knowledge of the majority of rules (specifically timing violations, return to backcourt, how the ball is played, other violations) and clearly explain positioning principles	Not Yet	Yes
<p>Advice for improvement or comments regarding performance <i>(please use reference number to identify competency being referred to)</i></p>				

MATCH ASSESSMENT 3

Mentor Name:		Date:		
Area	Ref	Assessable Performance Criteria	Competency	
Communication	1	Uses a strong, sharp whistle when making a call	Not Yet	Yes
	2	Signals timing violations, return to backcourt, how the ball is played, visible count, starting the clock and other violations correctly while presenting to the scorebench in a professional, stationary manner	Not Yet	Yes
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<p>Advice for improvement or comments regarding performance <i>(please use reference number to identify competency being referred to)</i></p>				

MATCH ASSESSMENT 4

Mentor Name:		Date:		
Area	Ref	Assessable Performance Criteria	Competency	
Communication	1	Uses a strong, sharp whistle when making a call	Not Yet	Yes
	2	Signals timing violations, return to backcourt, how the ball is played, visible count, starting the clock and other violations correctly while presenting to the scorebench in a professional, stationary manner	Not Yet	Yes
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