

County Umpire Developer Guidance

facilitated by **NKU DAVIS** FIH DEVELOPER



**LONDON
HOCKEY**

LONDON HOCKEY
OFFICIATING

Outcomes

By the end of this session, you should be able to:

- Understand the use of the Level 1 and Level 2 Umpire Assessment Forms.
- Debrief a Level 2 Umpire after a game.
- Assess Level 1 Umpires.

ANY
QUESTIONS?



Assessor

An assessor supports and assesses individuals working towards a qualification. It's an assessor's job to ensure that candidates meet the necessary standards required to achieve their qualifications. Many assessor positions involve both teaching and assessing.

Coach

A professional who helps a team or individual improve at their chosen endeavor. A coach's goal is to help the team or individual learn and improve dynamics, capabilities, and results.

Attributes of Good Umpire Support

Technical Expertise/Detail
Oriented

Communication Skills

Technology/Digital Skills

Manage Expectations

Decision Making

Fairness and Impartiality

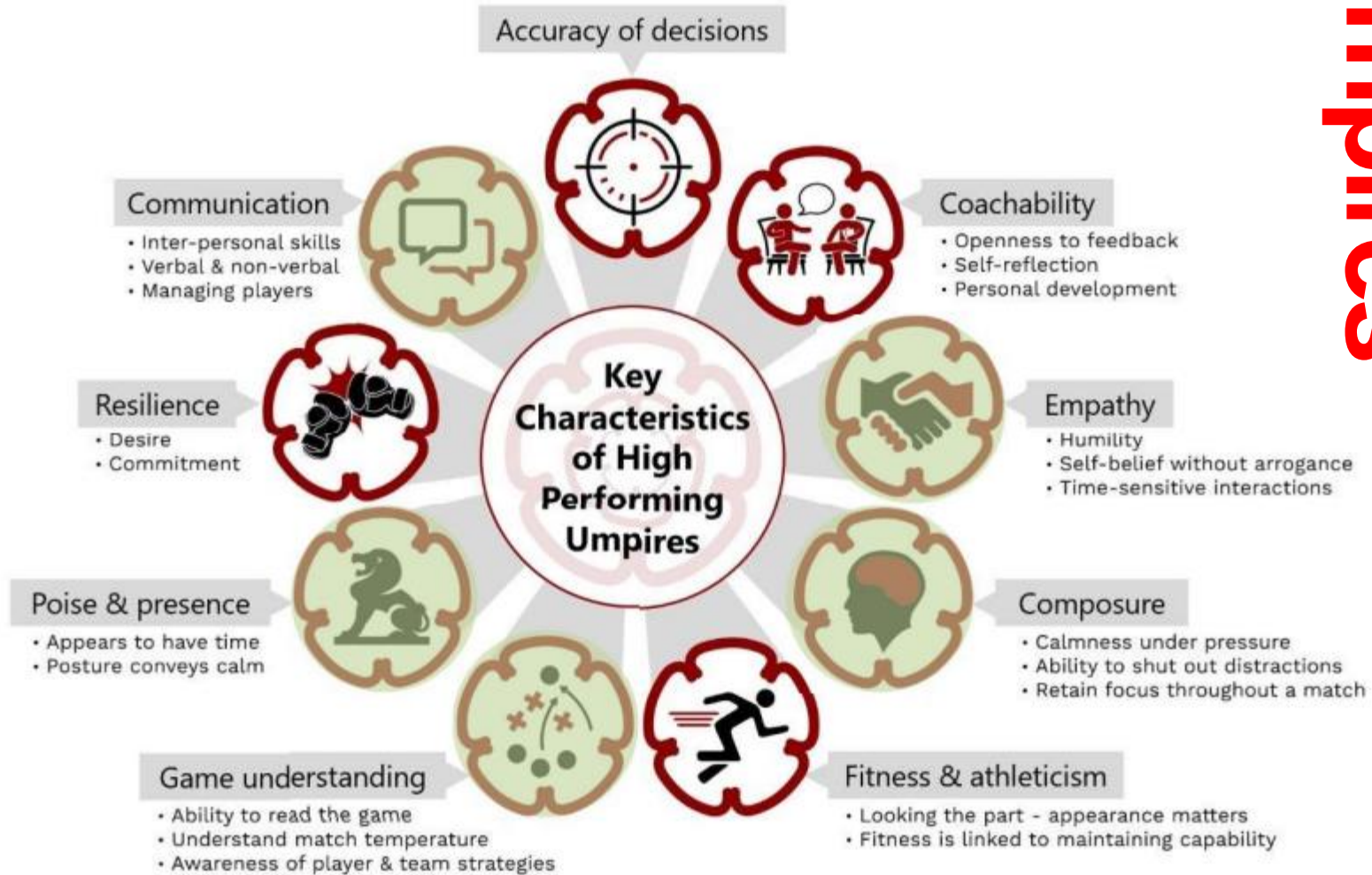
Being Part of a Team

Confidentiality &
Transparency

ANY
QUESTIONS?



Key Characteristics of High Performing Umpires



Key Characteristics of High Performing Umpires

ANY
QUESTIONS?



Best Practice Assessors

No expectations should be set before a game – an assessment is an assessment.

In London we do not use radios as part of our assessing process.

DO NOT COACH until after the assessment is complete.

Although we value the input of coaches and players they are not a formal part of the assessment process.

There is no requirement for an assessor to arrive an hour before the game unlike umpires. We would suggest arriving a minimum of 30 mins before the game so you can interact with the umpires before the teams go out onto the pitch.

County Umpire Developers can assess Level 1 umpires for Level 2 Umpire Candidacy which will then be carried out on neutral appointments.

Best Practice Assessors

Although this is an assessment it is better to communicate interactively in your debrief and utilize opportunities to coach if they arise/are encouraged by the umpires.

Communicate your marks clearly and why you gave them.

It is beneficial in some cases to indicate why marks were gained and why some were lost.

Umpires are within their right to ask for a score, if you feel you need to consider the score further then advise a range that it will fall in.

Confirm understanding of your debrief and what will happen now; when they can expect their written report and if any actions may occur because of their score.

Best Practice Coaches

Contact umpires prior to the game, mid week if possible and find out what parts of their game they would like to work on specifically.

Where possible use radios to listen in on the in game comms between umpires .

DO NOT COACH during the game.

Although we value the input of coaches and players they are not a formal part of the feedback process.

There is no requirement for support to arrive an hour before the game unlike umpires. We would suggest arriving as early as possible before the game so you can interact with the umpires before the teams go out onto the pitch to discuss their goals and game plans.

Best Practice Coaches

Although this is coaching it is not a bad idea in your debrief to utilize opportunities to assess progress if they arise/are encouraged by the umpires.

Confirm your action plans after the debrief make sure not to overload umpires and have a clear next step.

It is beneficial in some cases to indicate why marks would have been gained or lost.

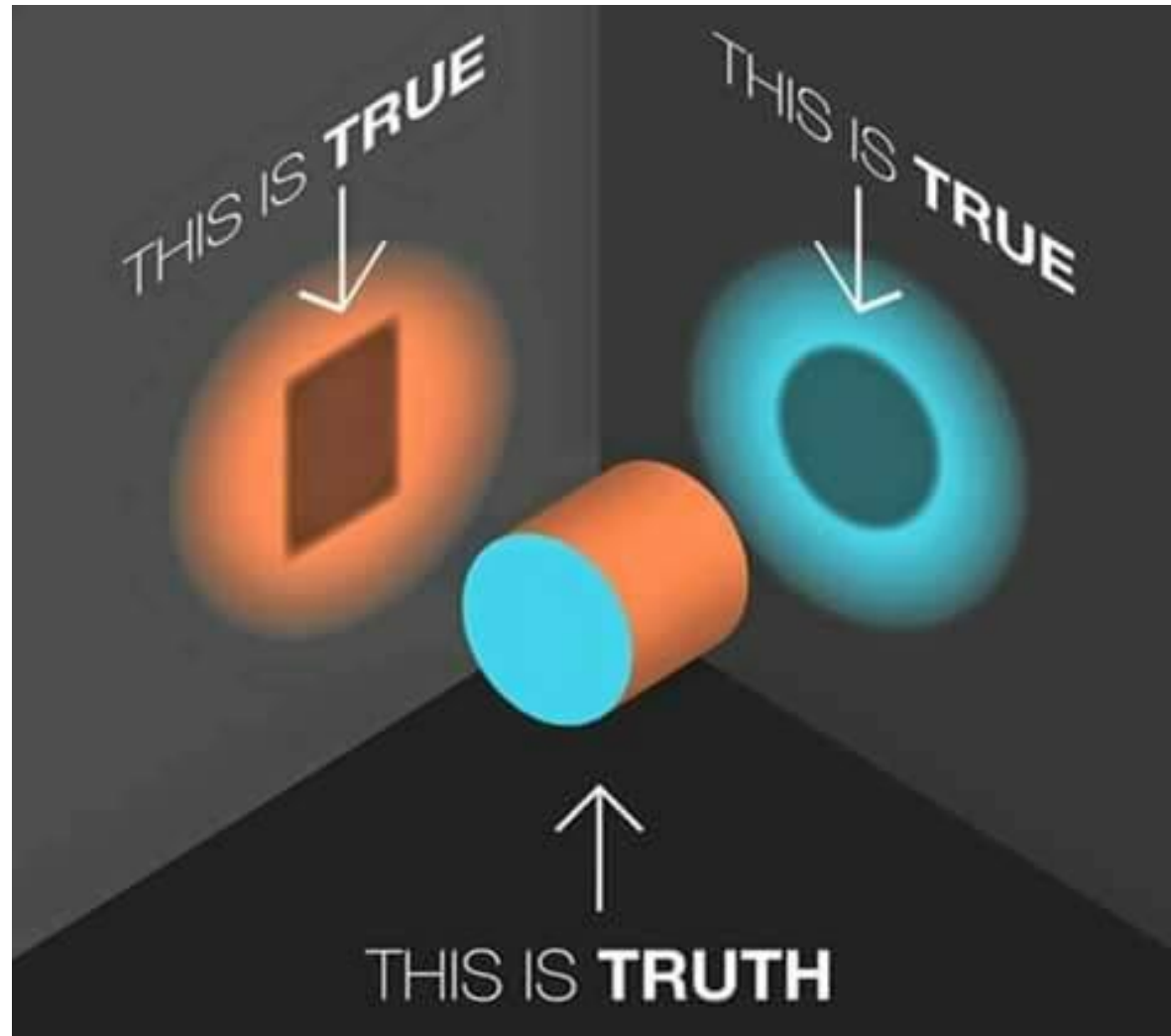
Be very aware of your push pull ratios a coaching should aim for a minimum of 60% pull.

Confirm understanding of your debrief any actions they can take and what will happen now; when they can expect their written report.

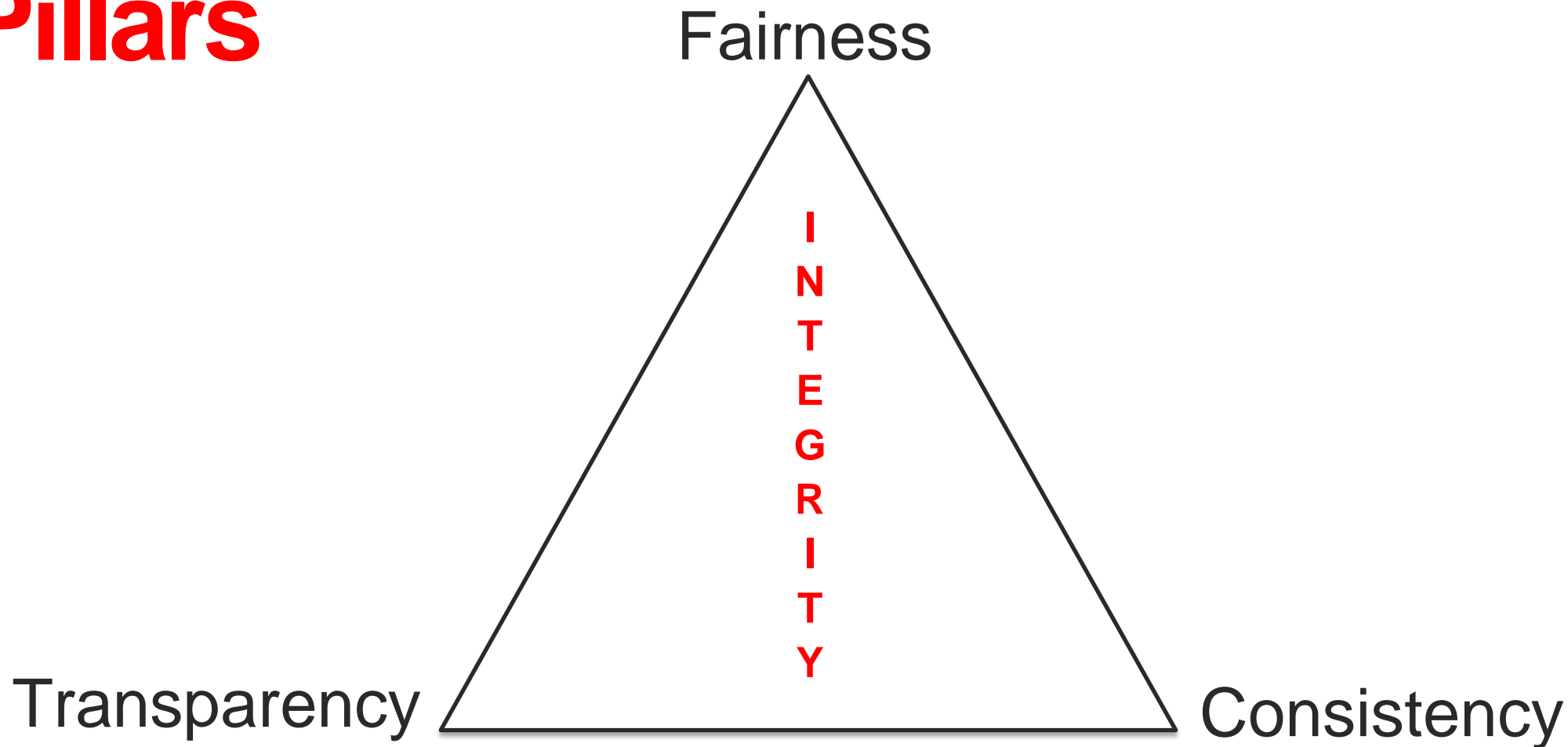
Competency

There are four (4) stages of competency.





3 Pillars



ANY
QUESTIONS?





Level 1

ASSESSMENT SCORING

Criteria	Decision making							
Made accurate decisions	Highly accurate.....	5	4	3	2	1	0	.....highly inaccurate
Made timely decisions	Well timed decisions.....	5	4	3	2	1	0	.....ill timed decisions
Played effective advantage	Benefitted side in possession....	5	4	3	2	1	0	.....disadvantaged side in possession
Helped maintain the flow of the game	Helped game flow.....	5	4	3	2	1	0	.....hindered flow of game

Criteria	Communication							
Used preventative statements to help players not to offend	Helped players avoid offending...	5	4	3	2	1	0	.....reactive
Displayed positive body language	Positive.....	5	4	3	2	1	0	.....negative
Communicated clearly..... with whistle tone	Clear & sharp	5	4	3	2	1	0	.....weak & unclear
Communicated clearly..... with signals	Strong & purposeful.....	5	4	3	2	1	0	.....weak & unclear
Communicated clearly....with voice	Clear & concise	5	4	3	2	1	0	.....inaudible and confusing

Criteria	Management and Control							
Worked effectively with umpire colleague	Helpful & influential.....	5	4	3	2	1	0	.....uncooperative & unaware
Recognised & dealt effectively with player frustration	Calm & decisive...	5	4	3	2	1	0	....flustered & indecisive
Used team and individual warnings appropriately	Appropriate and effective.....	5	4	3	2	1	0	.....untimely & ineffective

Criteria	Positioning & Movement							
Was appropriately positioned to be able to make credible decisions	Close enough and visible to the players....	5	4	3	2	1	0	Too far away and unable to see...
Was appropriately positioned to support umpiring colleague	Close enough to be able to communicate.....	5	4	3	2	1	0	Too far away to be able to support....

Criteria	Attitude							
Was honest with players if a mistake was made	Acknowledged errors.....	5	4	3	2	1	0	...believed he/she was always right
Related effectively..... to captains, players and coaches	Related well to players and coaches.....	5	4	3	2	1	0	....no rapport with captains, players and coaches

If the umpire has no opportunity to demonstrate he/she has successfully fulfilled a particular criterion, then the assessor should record the number three (3).

To be successfully accredited as a Level 1 (assessed) umpire, the umpire must achieve an overall score of at least 48. In addition, however, the umpire must achieve a minimum score of three (3) against the following two (2) criteria: 'made accurate decisions' and 'made timely decisions'. Failure to do so will result in the umpire NOT being accredited as a Level 1 (assessed) umpire, irrespective of the total score.

Level 2

ASSESSMENT SCORING

Scoring will be whole numbers from 1 to 5 for each of the section headings and 9 characteristics the total score is shown in brackets for each section with a total of 35 being the minimum pass total.

For each of the criterion based on the performance on the match

he/she is observing, the assessor should record in the 'score' column the most appropriate number in a range between 5 and 0.

Assessors should though draw upon their own experience and knowledge to determine scores, for example, an excellent performance (and a score of 5) in a particular area. If the umpire has no opportunity to demonstrate he/she has successfully fulfilled a particular criterion, then the assessor should record the number three (3).



FORMS

<https://london.englishhockey.co.uk/officiating-in-london/club-umpiring>

ANY
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