



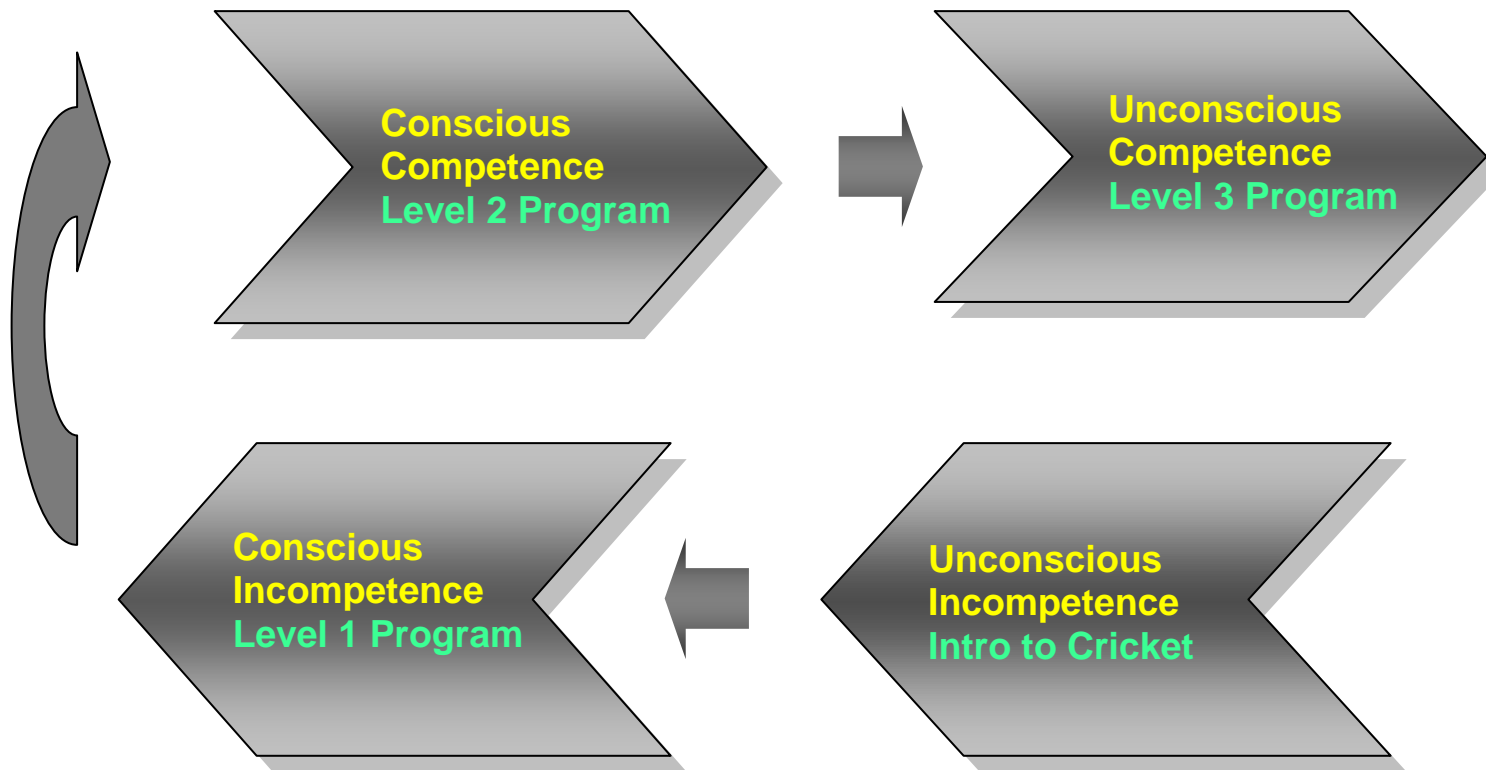
Performance Criteria for Umpires: May 2010



**Cricket Australia
Umpiring Team
Cricket Operations**



Introduction



Intro to Cricket

The Cricket Australia National Umpiring Accreditation Scheme and the Umpiring Pathway are predicated on the above model of learning. Cricket Australia's 'Introduction to Cricket' is an online introduction to officiating for those who have little knowledge of cricket, cricket coaching, and cricket umpiring. It is a stimulating, and highly visual, introduction to cricket and is self-accessed via a



multi-choice question format. When successfully completed users can print off a certificate of completion. This short, modular program is accredited through the Australian Sports Commission and is designed as a 'fun' and engaging introduction for the curious **Level 1**

The Level 1 entry program acknowledges that prospective umpires may have an elementary knowledge of officiating in cricket; course candidates are conscious of this fact. The program is a community-focused introduction to cricket officiating which emphasizes the vital role that volunteers, particularly guardians, play in developing the game and its officials at community level. It is a program of gradual, and incremental, knowledge and skills acquisition supported by on-field and off-field mentoring. Course candidates are encouraged to 'join in' and learn from experienced umpires and officials at their local club as they begin to officiate in junior cricket. The program is accredited by the Australian Sports Commission. The Performance Criteria at Level 1 in this document are based on the expectations of the learning outcomes of the Cricket Australia Level 1 Umpires Program.

Level 2

Cricket Australia has a well developed, and well resourced, Level 2 program. The program is designed to produce competent and confident umpires for Grade Cricket. It has been developed to meet the training and education needs of:

- Level 1 umpires seeking advancement
- First year umpires registered with formal organizations' such as umpiring groups or cricket associations
- Level 2 umpires wishing to update their knowledge and skills

Upon successful completion of the program a candidate is recognized through the awarding of a certificate and ID card and his/her name is registered on the Cricket Australia and Australian Sports Commission data bases for accredited umpires. The program offers comprehensive education, training, preparation, and on-field assessment of umpires. Level 2 resources are acknowledged as being at the cutting edge of umpire education. Candidates are conscious of their need to construct a professional development portfolio if they wish to progress on the Cricket Australia Umpiring Pathway.

The vast majority of candidates are content to umpire grade cricket and the particular level they officiate in is dependent on state-based assessment and appointment panels. State-based professional development programs offer additional knowledge and skills enhancement for grade umpires. The Performance Criteria at Level 2 in this document are based on the learning outcomes of the Level 2 Program.

Umpires at Level 2 are aware of (conscious of) their competencies. States within Australia run a number of professional development programs to support their umpire panels. Development workshops are a regular feature of all State Associations and each one has an annual seminar of programs to support umpires at all levels of the game.



Level 3

The title is a misnomer. Cricket Australia does not offer a Level 3 program. Candidates on the Emerging Umpire Panel (state nominated) are invited to officiate in a two-week tournament (International Emerging Players) in Brisbane where an intensive program of seminars runs parallel to the matches. The program aims to develop the individual, holistically, to deal successfully with the pressures of umpiring at National Panel level and to prepare them for international duties. Members of the Emerging Panel may be selected for the National Panel, based on the evaluative feedback from the Umpire High Performance Panel assessors. The Performance Criteria at Level 3 in this document are based on Cricket Australia's Umpire High Performing Attributes, developed throughout 2009. These attributes define an independent, autonomous, self-reliant, and self-sufficient high performing umpire. The illustrative examples of each attribute have been drawn from discussions with experienced umpires throughout Australia.

The attributes in this document 'drill deeper' into the six pillars of Australian umpiring:

- 1. Personal Presentation**
- 2. Commitment**
- 3. Preparation**
- 4. Contribution to Umpiring and to Cricket**
- 5. Self-awareness**
- 6. Effective Communication**

Whilst these personal attributes can apply to any umpire at any level of the game - they describe, in definitive terms, the personal qualities that we expect of our national and international panels. They complement the following three factors:

- 1. Commitment to Cricket Australia philosophies**
- 2. Provision of contract requirements**
- 3. Support of umpiring in Australia**



- 1 Commitment to Cricket Australia philosophies includes availability for all Cricket Australia matches and a commitment to the philosophy of “Well Played”¹ Australian Cricket’s Playing Policy and Guidelines.
- 2 Provision of contract requirements includes the delivery of skilled services as an umpire, cooperation with the Umpire High Performance Panel, and Cricket Australia sponsorship obligations
- 3 Support of umpiring in Australia includes the individual’s active involvement, at local, regional, national, and international level cricket related activities that advance the philosophy of Australian cricket.

High performing umpires operate at the level of unconscious competence. Their routines have been assimilated into their game as a ‘norm’; routines are automated, intuitive actions which are the result of experience, practice, and studied application. Their approach to umpiring is attuned to their own core values as a person.

As this is a working document used in workshops and seminars space for note making has been included.

¹ Cricket Australia, 2006, “*Well Played*”, Cricket Australia, Melbourne



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Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Personal Presentation: <i>He is physically and mentally fit for the job</i>		
<ul style="list-style-type: none"> • Uses a diet and exercise plan with specific goals and targets • His family and work colleagues are aware of diet, plans and goals • He plans to ensure that all aspects of life are in control • He knows that physically fit complements mentally fit • Knows that lack of fitness has a negative impact on both family and umpiring duties • He seeks family support in helping to achieve fitness goals; e.g. knows what a healthy fridge and larder should look like! • His family are aware of, and support, training routines 	<ul style="list-style-type: none"> • Is aware of the need to consider diet and exercise as major contributors to improving on-field performance and demonstrates this with a plan • He is aware of the need to include his family in his dietary planning to secure an effective approach to a healthy life-style. Demonstrates this with a plan • He maintains an appropriate level of fitness to cope with match conditions and match length - demonstrated by on-field performance • He is aware of the need to inform his family in regard to his fitness planning to secure their positive support 	<ul style="list-style-type: none"> • He has prepared himself physically for junior games by ensuring he is hydrated and protected from exposure to the Sun.



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Personal Presentation: <i>He leads a healthy and balanced life</i>		
<ul style="list-style-type: none"> • He has personal integrity in all aspects of life and work • Knows the need to be an umpiring 'ambassador' to promote the role • He plans for and gives family special, quality time and experiences • He demonstrates that time-management includes personal, family interests • He knows that unresolved family and work issues will have a negative impact on life and umpiring • He knows that family need to have an active interest in his umpiring needs • He knows that 'keeping the mind clear' depends on maintaining work/life balance • He knows he can't do anything about external clutter – apart from worry about it! 	<ul style="list-style-type: none"> • He demonstrates integrity when officiating and secures the trust and respect of players managers, and coaches • He is aware of the fact that he is a role model for other umpires to emulate • He puts his family and job first to achieve balance and stability in his life • He is aware that family and job problems can impact on hid umpiring and takes positive steps to anticipate, and deal with potential problems appropriately • He is aware of the need to ensure that his family is self-reliant when he is involved in umpiring duties. Demonstrates this by planning ahead, with family involvement 	<ul style="list-style-type: none"> • He demonstrates integrity when officiating and secures the trust and respect of players • He keeps his family and colleagues informed about his umpiring



<ul style="list-style-type: none">• Develops home and work routines to ensure that everyone is 'kept in the loop'		
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Personal Presentation: <i>He has resilience and composure under pressure</i>		
<ul style="list-style-type: none"> • He can switch off from potential, and actual, distractions; e.g. “I’m in the present – I won’t think about external factors” • He leaves his phone switched off before and during the game – knows there is no point in being alerted about things or ‘clutter’ that can wait to be resolved • He educates his family and friends to be resilient and self-reliant • He knows how to maximize the opportunity to concentrate • He accepts the consequences of things that have been allowed to develop! • Enjoys the adrenalin flow and exhilaration of pressure • Has the ability and mental toughness to control emotions • He has developed mental triggers and self-talk to aid composure; e.g. trusts routines and reminds himself “you are good enough to be here – stay in the moment” • He uses physical triggers to stay in 	<ul style="list-style-type: none"> • He is prepared to learn and implement strategies to enable more critical concentration during the match, if necessary with the support of a mentor • He demonstrates an ability to minimize clutter from his mind. Evidenced via on-field performance and accuracy in decision-making • He accepts that problems are often self-made and also accepts that he is responsible for avoiding ‘road-blocks’ to his own, professional development • He demonstrates the enjoyment involved in making decisions • He is working towards establishing clear mental triggers and positive self-talk to enable himself to cope effectively with pressure situations • He is aware of a range of strategies that help to achieve mental toughness 	<ul style="list-style-type: none"> • He is prepared to learn from experienced members of his club • He enjoys making the right decisions that allow the game to flow, and allow the players to enjoy the game



<p>the present; e.g. glances at hands to remind himself “I am in the present – I am in control of myself and my emotions”</p>	<p>in matches, if necessary with the support of a mentor</p>	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Personal Presentation: <i>He promotes a positive image of himself and umpiring</i>		
<ul style="list-style-type: none"> • He projects himself as an advocate for umpiring • He is smart, and suitably dressed before, during, and after the game • He knows that he is part of ‘the bigger picture’ and that stakeholders will make judgments about umpiring based on their perceptions of him • He respects his peers and knows that he is preparing the pathway for others • He is honest with, and loyal to, all in the game • He knows that a global game has global issues e.g. does not criticize the actions of other umpires • He knows that loyalty is not about agreeing on everything • Respects and listens to all the stakeholders in the game • Avoids the ‘pub’ talk about umpiring issues and remains positive • Is pro-active in educating himself 	<ul style="list-style-type: none"> • He attends, and learns from, Professional Development Programs that promote the role of the umpire • He dresses appropriately, according to league regulations • He accepts the part he plays in the game will be scrutinized by stakeholders • He displays a respect for all other league and panel colleagues • He displays loyalty to his colleagues by recognizing the integrity of a merit-based pathway of appointments • He takes responsibility for his own professional development and is proactive in seeking help and support to improve his game – including attending regular league and panel meetings • He is aware of the developments in the game that he may face if he 	<ul style="list-style-type: none"> • He is willing to improve his skills by attending training and education events organized by his local association • He dresses appropriately, according to association guidelines • He takes responsibility for his own professional development and seeks help and support to improve his game

Performance Criteria for Umpires



about developments in the game; e.g. the increasing use of technology/T20 issues/DRS	chooses to advance his experience at another level	
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Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Personal Presentation: <i>His body language and attitude are positive</i>		
<ul style="list-style-type: none"> • He is comfortable with, and confident about, his body image • He demonstrates that attitude, not aptitude, determines altitude! –and greets all in the game with a warm handshake and a smile • He is an active listener, and empathises with all those who engage with him • He does not indulge in officious posturing and remains in control of emotions when communicating with all in the game • He demonstrates how to project respect by controlling posture, facial expression, and tone of voice when communicating with players • He moves into position in a confident and assured manner e.g. players have a positive perception about his 	<ul style="list-style-type: none"> • He is willing to take positive steps to address his body image if he feels it may be compromising his ability to umpire successfully • He has developed a positive and inclusive attitude to all involved in the game • He demonstrates the importance of listening positively as a vital element of the communication cycle • He avoids being over-officious when dealing with problems • He is aware of all the key features of body language – and the need to control them when communicating with players • He demonstrates his confidence through positive and effective movement throughout the game 	<ul style="list-style-type: none"> • He is developing a positive and inclusive attitude towards all involved in the game • He avoids being over-officious because he knows that players should be allowed to enjoy the game and develop a healthy respect for officials • He is developing the skill of moving into position efficiently



<p>attitude to the game</p> <ul style="list-style-type: none">• He has positive strategies in place to deal with anticipated problems on the field; e.g. see L.E.A.D.²	<ul style="list-style-type: none">• He is developing strategies to deal with anticipated problems on the field; e.g. see L.E.A.D.	
<p>Notes</p>		

² See Appendix 1, page 45, for an explanation of this procedure



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Personal Presentation: <i>His personal presentation is professional in all contexts</i>		
<ul style="list-style-type: none"> • He is critically proactive in ensuring he looks the part on all occasions in umpiring • He is critically proactive in preparing for media interviews concerning the game • He is aware that he could be ‘door-stepped’ at any time by the media and ensures that he looks and sounds positive when interviewed • He is critical in ensuring that he is professionally prepared before engaging in discussions/presenting on umpiring matters; e.g. uses agreed templates for presentations and avoids negative references to others involved in the game • He accepts that stakeholders will use the image he projects as a ‘barometer’ when judging other umpires 	<ul style="list-style-type: none"> • He ensures he looks the part when umpiring • He is proactive in preparing for media interviews concerning the game • He uses tact and discretion when discussing umpiring matters in public • He ensures that he is prepared before engaging in discussions/presenting on umpiring matters and follows league/panel recommendations when dealing with the media • He demonstrates self-awareness of his role by acknowledging that he is part of an officiating fraternity with shared values 	<ul style="list-style-type: none"> • He ensures he looks the part when umpiring • He uses discretion when discussing his umpiring experiences in public • He is aware that he has a significant role to play in his community, with support from his local club and association



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
<p>Commitment: <i>He is able to prioritise in his personal and professional life</i></p>		
<ul style="list-style-type: none"> • He ensures that he puts family and work first, and also ensures relationships are sound • He is proactive in ensuring that work colleagues and family are aware of umpiring commitments • He is thorough in informing family and work colleagues in advance and plans for games accordingly • He identifies and prepares family and work colleagues who he can delegate tasks to – in his absence • He has the critical awareness to know that decision making can be affected by poor planning in family and work routines before a game • He intuitively knows that all concerned appreciate and value being informed before he plans his umpiring schedule • He intuitively knows the critical value of consulting partner about time away from home • He is pro-active in maintaining a balance between family, work, and umpiring life 	<ul style="list-style-type: none"> • He is committed to putting his family and work first – before planning umpiring duties • He ensures that work colleagues and family are aware of umpiring commitments • He informs family and work colleagues in advance and plans for games accordingly • He identifies family and work colleagues who he can delegate tasks to – in his absence • He knows that decision making can be affected by poor planning in family and work routines before a game • He knows that all concerned appreciate and value being informed before he plans his umpiring schedule • He knows the value of consulting his partner about time away from home • He demonstrates the ability to maintain a balance in his life through appropriate planning and consultation 	<ul style="list-style-type: none"> • He is aware of the need to have balance in his life in order to ensure that he enjoys the game along with all involved



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
<i>Commitment: He demonstrates desire, passion, and a positive work ethic</i>		
<ul style="list-style-type: none"> • He attends local, and state seminars and workshops – and actively contributes • He is proactive in identifying his own learning needs – and in seeking expert advice where necessary • He is responsive to telephone calls and emails without delay • He is prepared to stand in matches, regardless of the grade, because he values the game and all those involved in it • He advises and supports those who aspire to umpire – at any level of the game • He enjoys the ‘journey’ of umpiring rather than concentrating on an ultimate goal • He accepts that learning is a life-long journey and that a commitment to professional development acts as 	<ul style="list-style-type: none"> • He commits himself to attending professional development workshops, whenever possible - to ensure he is fully informed • He is able to identify his own learning needs – with the support of a mentor, where appropriate • He responds to requests from his league without delay • He demonstrates his enjoyment when standing at any level he is required by his association/league • He demonstrates a commitment to improving his skills and knowledge by attending appropriate workshops • He is committed to baseline/ Skills Matrix³ assessments of his own performance and relates them to 	<ul style="list-style-type: none"> • He knows that his game can be improved by taking advice from others, in appropriate forums

³ See Appendix 3, pages 47 – 48, for an explanation

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<p>role-modeling to others</p> <ul style="list-style-type: none"> • He critically seeks to improve and extend his knowledge of umpiring by being honest with himself e.g. self-appraisal, and by being pro-active in seeking constructive feedback from peers and other stakeholders • He re-visits planning and goal setting throughout the season in response to performance 	<p>short, medium, and long-term planning</p> <ul style="list-style-type: none"> • He seeks to improve his game by being honest with himself e.g. via self-appraisal, and by seeking constructive feedback from peers and other stakeholders 	<ul style="list-style-type: none"> • He is prepared to discuss his performance after a match with experienced members of his club because he trusts their advice
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Commitment: <i>He has a sense of humour and he intuitively knows when to use it</i>		
<ul style="list-style-type: none"> • He intuitively knows when to be quiet and say nothing; according to circumstances; e.g. knows those players respond to humour – and those who don't! • He intuitively knows that a smile, and staying in control of his emotions, can help to ease tension • He intuitively knows that being over-officious is a barrier to effective communication with players • He is approachable and enjoys the banter – within the Spirit of the Laws • He intuitively uses humour in a positive way to support his colleagues 	<ul style="list-style-type: none"> • He demonstrates his knowledge of players and officials by using appropriate elements of humour to match the occasion • He seeks to improve his man-management skills by attending appropriate workshop training • He is committed to improving his communication skills as an essential element to his game • He demonstrates that he is a facilitator of the game by being open to discussion • He supports his colleague through the use of positive humour, when appropriate 	<ul style="list-style-type: none"> • He helps the players to enjoy the game by using humour, when appropriate • He helps his colleague to enjoy the game through the use of positive humour, when appropriate



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Commitment: <i>He enjoys the process of decision making</i>		
<ul style="list-style-type: none"> • He demonstrates strength of character and courage by being prepared to do the right thing and give the right decision • He ensures that his mind is uncluttered and free to make clear decisions by utilising routines that work • He is clear, precise, and committed in his on-field communications; e.g. he knows how to ‘sell’ a decision by being in control of his body language and facial expressions • He demonstrates that the integrity of the game rests on his willingness to commit to decisions when needed i.e. he is aware of the ‘bigger picture’ • He enjoys giving support to his colleague to aid decision making and team-work • He has the mental toughness to commit to a decision when under 	<ul style="list-style-type: none"> • He enjoys the challenges of decision-making and attends professional development workshops to improve his skills • He is able to access strategies, and use routines, to aid his concentration • He communicates clearly, to his colleague, captains, players, and scorers • He demonstrates his ability to ‘sell’ a decision by controlling his body language • He knows that the integrity of the game is related to his awareness to commit to decisions when needed i.e. he is aware of the ‘bigger picture’ • He supports his colleague at all times • He is developing mental courage and toughness in his decision-making at 	<ul style="list-style-type: none"> • He is willing to give his time to discussing his decision making with an informed member of his club – because he knows this will lead to an improvement in his skills

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<p>pressure; e.g. he can control his emotional response and keep his mind uncluttered at vital moments in the game</p> <ul style="list-style-type: none"> • He has self-respect and maintains high self-esteem through knowing he has done the right thing in the game • He enjoys the pressure and responsibility that comes with the job; e.g. he enjoys the opportunity to demonstrate his judgment and skill to all in the game 	<p>key moments in the match i.e. when under pressure</p> <ul style="list-style-type: none"> • He works on developing his self-respect and maintains self-esteem through knowing he has tried to do the right thing in the game • He accepts that the skill of handling pressure positively can be enhanced through attendance at appropriate workshops 	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Commitment: <i>His routines have become assimilated into automated actions</i>		
<ul style="list-style-type: none"> • He practices all routines because he knows they are what he has to fall back on when the going gets tough • He uses physical and mental triggers to operate routines; e.g. has a positive pre-delivery routine to ensure he is prepared for the next ball – self-talk or/and a rehearsed movement that actively focuses his mind on a specific object – wide to narrow corridor of vision • His routines have been discussed with colleague before the game – including what will happen if routines break down; e.g. support and remind colleague of what he needs to do if his game is not at its best • His communication routines are clear and precise at all times; e.g. two to come, ball above waist/head height • His movements are not rushed or unnecessary – energy is conserved e.g. does not indulge in ‘pitch inspections’ unless there is a need • He has a specific routine for 	<ul style="list-style-type: none"> • He is committed to practicing routines to ensure they become a natural part of his game • He is developing the use of physical and mental triggers to operate routines; e.g. has a positive pre-delivery routine to ensure he is prepared for the next ball – self-talk or/and a rehearsed movement that actively focuses his mind on a specific object – wide to narrow corridor of vision • He discusses routines with colleague before the game – including what will happen if routines break down • His movements are considered and energy is conserved where possible • He has developed routines for 	<ul style="list-style-type: none"> • He is willing to practice routines to improve his ability to be in the best place when making a decision

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<p>familiarizing himself with playing regulations and discusses them with colleague prior to the game</p> <ul style="list-style-type: none">• He ensures that he has routines to cover all aspects of the game: Pre-match, breaks and intervals, communication, signalling, movement, man-management, conflict, dealing with setbacks, decision making, technique, and field-craft	<p>familiarizing himself with playing regulations and is prepared to discuss them with colleague prior to the game</p> <ul style="list-style-type: none">• He has developed routines to cover most aspects of the game: communication, signalling, movement, man-management, conflict, dealing with setbacks, decision making, technique, and field-craft	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Commitment: <i>His physical and mental routines are secure</i>		
<ul style="list-style-type: none"> • He knows how to trigger essential routines in thought and action: e.g. when self-doubt creeps in he reminds himself of why he is there, how good he is, how he has overcome such feelings before, how these routines will help him through difficult periods in the game • He uses net sessions to give him the opportunity to rehearse movement – his body and mind respond instinctively through practiced actions • These rehearsed routines give him confidence because he knows he is ready to deal with problems, or unanticipated events, in a structured way 	<ul style="list-style-type: none"> • He is committed to improving his ability to trigger essential routines in thought and action: e.g. when self-doubt creeps in he reminds himself of why he is there, how good he is, how he has overcome such feelings before, how these routines will help him through difficult periods in the game • He is committed to using net sessions to give him the opportunity to rehearse movement • He is developing these routines to give him confidence in dealing with problems, or unanticipated events, in a structured way 	<ul style="list-style-type: none"> • He is developing routines to give him confidence in decision making



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Commitment: <i>He has strategies in place to deal with the unexpected</i>		
<ul style="list-style-type: none"> • He exercises a duty of care to all players • He expects the unexpected and is alert! • His confidence is based on a thorough, secure knowledge and understanding of the Laws and Playing Conditions • He has a thorough, secure knowledge and understanding of the Code of Behaviour and has discussed its application with his colleague • With his colleague he has met with the third umpire/match referee/scorers/groundsman and has discussed any potential problems: e.g. lighting • His family and work colleagues are fully informed and have been given contact details in case of emergency • He has discussed the possibility of unexpected events/weather with colleague and both are aware of 	<ul style="list-style-type: none"> • He exercises a duty of care to all players • He is committed to gaining as much experience as possible in order to prepare himself for the unexpected • He accepts the responsibility of ensuring that he has a secure knowledge and understanding of the Laws • He has a thorough knowledge of the Code of Behaviour and has discussed its application with his colleague • With his colleague he has met with the groundsman and has discussed any potential problems: e.g. covers • His family and work colleagues have been informed of his commitments • He has discussed the possibility of unexpected events/weather with colleague and both are prepared for 	<ul style="list-style-type: none"> • He exercises a duty of care to all players • He accepts the need to study the Laws in order to facilitate the game fairly

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<p>impact on the game: e.g. lost time and appropriate over calculations</p> <ul style="list-style-type: none">• He has confidence in his routines and knows they are the bedrock of his game – he can fall back on them when he experiences any self-doubt	<p>any necessary calculations</p> <ul style="list-style-type: none">• He is developing confidence in his routines as the bedrock of his game – he is learning that he can fall back on them when he experiences self-doubt or when he is in pressure situations	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Commitment: <i>His mind is uncluttered and prepared for decision making</i>		
<ul style="list-style-type: none"> • He has consciously left the ‘outside world’ behind when he arrives, early, at the ground • He consciously ‘stays in the moment’ by using rehearsed physical and mental triggers: e.g. pre-delivery focus – from wide to narrow angle – followed by popping crease – striker’s eyes – popping crease • His pre-delivery routine includes moving from a relaxed state of mind, when the ball is dead, to conscious arousal and narrowing of vision and hearing – he is ready for sight and sound • He is confident in the knowledge that concentration on these routines will not allow any ‘clutter’ into his thinking • He knows that the next delivery is the important point of focus – he enjoys the pressure that comes with this focus • He has ‘recovery’ routines in place to 	<ul style="list-style-type: none"> • He demonstrates that he is thoroughly prepared for his duties • He demonstrates that he is developing/or he has developed physical and mental triggers: e.g. pre-delivery focus – from wide to narrow angle – followed by popping crease – striker’s eyes – popping crease • He demonstrates a willingness to experiment with pre-delivery routines to include moving from a relaxed state of mind, when the ball is dead, to conscious arousal and narrowing of vision and hearing – he is ready for sight and sound • He is developing confidence in the knowledge that concentration on these routines will not allow ‘clutter’ into his thinking • He knows that the next delivery is the important point of focus – he is preparing himself for enjoying the pressure that comes with this focus • He is developing ‘recovery’ routines to 	<ul style="list-style-type: none"> • He acknowledges the need to keep a clear mind before a game to aid his concentration

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<p>ensure negative thoughts are cleared before the next delivery: e.g. positive self-talk</p> <ul style="list-style-type: none">• He knows that by thoroughly addressing the other attributes he has prepared for this moment and is secure in his confidence	<p>ensure negative thoughts are cleared before the next delivery: e.g. positive self-talk</p> <ul style="list-style-type: none">• He knows that by working on addressing the other attributes he has prepared for this moment	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Preparation: <i>His movements and signalling are clear, decisive, and considered</i>		
<ul style="list-style-type: none"> • He has practiced moving efficiently into position: e.g. bowler’s end movement for run-out – he leads with inside leg and moves at a narrow angle with no ‘arcing’ • When he moves into position, e.g. from behind the stumps to square, he walks with purpose and looks confident in his movements • He uses signals, according to the Laws, with no personal embellishments that may confuse his colleague or scorers • He ensures that communication with scorers is clear and secure and waits for acknowledgement – on every occasion • He always agrees with his colleague on mutual signals of support throughout the game: e.g. from striker’s end he indicates how far in front of the popping crease the striker is standing • He ensures that all movements from the beginning to the end of the game 	<ul style="list-style-type: none"> • He practices moving efficiently into position: e.g. bowler’s end movement for run-out – he leads with inside leg and moves at a narrow angle with no ‘arcing’ • He practices moving into position as efficiently as possible in order to become, and look, confident • He uses signals, according to the Laws, with no personal embellishments that may confuse his colleague or scorers • He ensures that communication with scorers is secure and waits for acknowledgement – on every occasion • He follows league policy in agreeing with his colleague on mutual signals of support throughout the game: e.g. from striker’s end he indicates how far in front of the popping crease the striker is standing • He practices to ensure that movements are confidently executed 	<ul style="list-style-type: none"> • He can demonstrate the basic signals in umpiring • He communicates clearly with the scorers and his colleague



are confidently executed		
Notes		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Preparation: <i>His preparation is comprehensive and secure</i>		
<ul style="list-style-type: none"> • He has already contacted colleague before the game to discuss any potential problems: e.g. boundary marking – or team issues • His bag is packed the night before the game, including all necessary clothing, equipment and documentation, • His family and work colleagues are fully informed about location and duties • He has packed all playing regulations, Laws, and over calculation sheets the night before the game • His goals for the game have been set – based on personal evaluations/mentor suggestions and/or Skills Matrix: e.g. ‘In this game I need to assert myself with confidence when dealing with player behaviour • His diet and fitness regimes have been followed – is relaxed – hydrated - and has a good night’s sleep before 	<ul style="list-style-type: none"> • He seeks information before the game to discuss any potential problems: e.g. boundary marking – or team issues • He ensures that all the kit he needs is packed in advance of the game • He ensures that family have contact details in case of emergency • He follows league policy with regard to the necessary documents he will need • He is working on the feedback he has received from his assessors and captains reports and using the information to set personal goals • He is working towards ensuring that diet and fitness regimes will have a positive impact on his game 	<ul style="list-style-type: none"> • He demonstrates his duty of care by ensuring the playing area is safe • He ensures that all the kit he needs is ready before the game • He is working on the feedback he has received from his club in order to develop his skills



the game		
Notes		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Preparation: <i>His knowledge of the Laws and Playing Conditions, and their application, are secure</i>		
<ul style="list-style-type: none"> • He knows what the Laws mean – and what they don’t mean! He is confident that he can meet any challenge to interpretation: e.g. he regularly reads the Laws and discusses them with colleagues • He knows that without this confidence his decision making could be impaired: e.g. weak knowledge in these areas adds to ‘clutter’ and distraction – and gives a poor perception of competence from stakeholders • He knows the Playing Regulations ‘inside out’ and is prepared to explain them, if necessary, to others in the game: e.g. captains will seldom know what is involved in a ‘One 1 Eliminator’ at the end of a T20 tie • He has discussed the Playing Regulations with his colleague before the game and they have agreed on a rigorous, but common-sense, application procedure 	<ul style="list-style-type: none"> • He attends league workshops to ensure his Laws knowledge is up-to-date and accepts that he is responsible for his own learning • He is confident of his knowledge and understanding of the Playing Regulations for the grades in which he stand and follows the recommendations of his league panel in applying them • He plans, where possible, to discuss the Playing Regulations with his colleague before the game and agrees on procedures for applying them • He is aware of the need to obtain any 	<ul style="list-style-type: none"> • He is willing to improve his knowledge of the Laws through attending appropriate workshops • He understands the Playing Regulations for the grades in which he stand and follows the recommendations of his club or association in applying them



<ul style="list-style-type: none">• He has been proactive, with his colleague, in ensuring he has a thorough knowledge of the teams	relevant information about the teams that may have an impact on the game	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Preparation: <i>He practices and prepares professionally</i>		
<ul style="list-style-type: none"> • He uses the Skills Matrix⁴ and self-evaluations to set specific goals and to address areas for development • His practice and preparation consist of set routines that are rigorously followed: e.g. he may practice depth perception exercises at a net session to increase his ability to accurately predict ball movement and direction • He uses the attributes to focus his mind on a holistic approach to preparation: e.g. he knows that appropriate diet and fitness will not help him if he lacks a secure knowledge of the Playing Regulations • He knows that being professional is about doing what has to be done in order to get the job done well – he is enthusiastic about his preparation because he knows it has a powerful influence on his performance • He is prepared to be a role model for aspiring umpires by displaying a committed approach to preparation – he is not ‘caught out’ by a lack of 	<ul style="list-style-type: none"> • He follows league policy with regard to self-evaluation and goal setting • He practices routines to ensure that they become ‘second nature’ in match conditions • He is aware of the CA attributes of High Performance and he attempts to build them into his planning and preparation, where appropriate • He is committed to self improvement and follows the guidelines of his league • He is prepared to play a part in assisting less experienced umpires in his league. He is prepared to be a role model 	<ul style="list-style-type: none"> • He evaluates his performance and discusses it with informed colleagues

⁴ See Appendix 3. pages 47 – 48, for an explanation



planning in personal and professional organization		
Notes		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He treats problems as challenges to overcome</i>		
<ul style="list-style-type: none"> • He is honest with himself about weaknesses in his game – and is proactive in positively addressing them • He treats a problem as a ‘solution in disguise’ – he knows that it is up to him to find solutions – using a network of help if necessary e.g. he may consider using video analysis post match/net session to address unnecessary head movement • He gets around ‘road blocks’ by ensuring everyone is kept in the loop and knows that keeping others informed: e.g. family and work colleagues, often means they will generate solutions for him • He trusts in the integrity of his umpiring colleagues to give him positive, sound advice: e.g. he is an active listener and accepts constructive criticism because he knows it will help to improve his performance • He constantly works on achieving balance in his life – family/work/umpiring • He is proactive in helping others in the 	<ul style="list-style-type: none"> • He follows league guidelines on assessment and accepts responsibility for his own self-development • He seeks advice from colleagues and league networks to seek improvement based on constructive feedback • He seeks appropriate support if there are potential problems that may affect his game • He accepts the integrity of his umpiring colleagues to give him positive, sound advice: e.g. he is developing the skills of an active listener and accepts constructive criticism because he knows it will help to improve his performance • He works on achieving balance in his life – family/work/umpiring • He supports colleagues – because 	<ul style="list-style-type: none"> • He seeks advice from colleagues and informed club members to seek improvement based on constructive feedback



game to overcome problems – because he knows it will increase his own capacity to overcome problems	he knows it will increase his own capacity to overcome problems	
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Notes



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He is loyal to all involved in the game</i>		
<ul style="list-style-type: none"> • He does not criticize colleagues, in any forum – he has integrity and discretion: e.g. he knows that the quickest way to lose credibility in the eyes of players and coaches is to criticize, or accept criticism of, his colleague • He is loyal to all stakeholders, and deals with everyone in a professional manner • He respects the responsibilities involved in representing a brand/sponsor and behaves and speaks accordingly: e.g. he actively promotes his job in a positive way whenever he makes reference to it • He is an active and committed advocate of umpiring 	<ul style="list-style-type: none"> • He does not criticize colleagues • He is loyal to stakeholders and deals with everyone in an appropriate manner • He respects and supports his responsibility towards league sponsors • He is an advocate of umpiring 	<ul style="list-style-type: none"> • He does not criticize his colleague to players



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>His experience is tempered by common sense</i>		
<ul style="list-style-type: none"> • In David Shepherd’s words, he knows that ‘The most important measurement on the cricket field is the 15cm between an umpire’s ears’! • He demonstrates that he is there to facilitate the game, not police it: e.g. he uses judgment and discretion rather than an official penalty/sanction when necessary – he allows himself the option • His positive communication skills are used to ‘nip problems in the bud’: e.g. a discrete word with the captain to remind him about his responsibilities with regard to player behaviour • He demonstrates his respect for the game by dealing respectfully with players and coaches at all times 	<ul style="list-style-type: none"> • He knows the meaning of ‘discretion’ and when to use it, in appropriate circumstances. He follows league advice on the use of sanctions • He knows he is there to facilitate the game, not police it: e.g. he uses judgment and discretion rather than an official penalty/sanction when necessary • He is developing his communication skills to ‘nip problems in the bud’: e.g. a discrete word with the captain to remind him about his responsibilities with regard to player behaviour • He demonstrates his respect for the game by dealing respectfully with players and coaches 	<ul style="list-style-type: none"> • He knows he is there to facilitate the game, not police it: e.g. he actively enjoys the game – along with his colleague and the players • He demonstrates his respect for the game by dealing respectfully with all involved



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He brings these attributes into umpiring (rather than acquiring them through umpiring)</i>		
<ul style="list-style-type: none"> • He demonstrates his ability to apply a range of transferable interpersonal skills from his professional and/or family life: e.g. interpersonal skills of communication when dealing with players • He uses man-management and organizational skills from his workplace – and is aware that these skills are transferable • He intuitively uses his experiences from playing cricket to ‘read’ the game – enabling him to have an empathic and informed feel for what is happening • He brings common sense into his umpiring – acquired through life experiences: e.g. he knows that more can be achieved by suggesting rather than ordering – and that respect works both ways • He brings an informed and positive knowledge of other cultures into his umpiring – he is culturally aware • He is committed to be patient as well as authoritative – when the situation 	<ul style="list-style-type: none"> • He uses a range of transferable skills from his professional and family life when dealing with players • He uses man-management and organizational skills from his workplace – and is aware that these skills are transferable • He is developing his ability to use his experiences from playing cricket to ‘read’ the game – enabling him to have an empathic feel for what is happening • He knows that he needs to bring common sense into his umpiring – acquired through life experiences: e.g. he knows that more can be achieved by suggesting rather than ordering – and that respect works both ways • He brings a knowledge of other cultures into his umpiring – he is culturally aware • He is developing his awareness to be patient as well as authoritative – 	<ul style="list-style-type: none"> • He uses a range of transferable skills from his professional and family life when officiating to ensure the safety of all concerned • He is aware of the need to treat all players respectfully – regardless of their cultural or ethnic background – he is culturally aware



demands it	when the situation demands it	
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He contributes positively to post-match reviews</i>		
<ul style="list-style-type: none"> • He is always honest about his own performance – he realizes that improvement and development are based on critical self-evaluation • He is positive in his response and is prepared to compromise: e.g. “Thanks, that’s a very helpful comment – it’s something I can work on” – rather than responding defensively • He is prepared to actively listen to the views of stakeholders in the game • He respects the role of assessors in developing his game • He knows that ‘perceptions are reality’ and accepts constructive criticism • He supports his colleague and the umpiring team ethos at all times • He actively seeks constructive criticism – and relates this to his own goal setting • He knows that he never stops learning - and uses feedback positively 	<ul style="list-style-type: none"> • He is prepared to be honest about his own performance – he follows league guidelines on critical self-evaluation • He accepts positive feedback from stakeholders in a positive manner • He is prepared to listen to the views of stakeholders in the game • He respects the role of league assessors in developing his game • He is aware that ‘perceptions are reality’ and accepts constructive criticism • He supports his colleague and the umpiring team ethos at all times • He accepts constructive criticism – and relates this to his own goal setting • He is prepared to learn from his experiences 	<ul style="list-style-type: none"> • He accepts feedback from informed members of his club in a positive manner • He is prepared to learn from his experiences



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He is aware of, and takes responsibility for, being a role model</i>		
<ul style="list-style-type: none"> • He accepts that constant scrutiny of umpires is an increasing part of the game – at every level of cricket • He stays energized by sharing his success with others • He encourages others to overcome problems by honestly sharing his own story of overcoming real and potential barriers to his success • He contributes to meetings/workshops/seminars whenever possible because he knows that others draw inspiration and motivation from him • He demonstrates that being an advocate for umpires involves ‘selling’ the positive benefits that come from facilitating and managing a competitive game: e.g. ‘we make a positive difference to the lives of others by doing our job well’ • He demonstrates that the role of the umpire involves being a ‘good person’ with integrity: e.g. he is prepared to discuss his own values – and how they relate to cricket 	<ul style="list-style-type: none"> • He is prepared to have his role scrutinized • He is prepared to share his success with others • He plays his part in encouraging colleagues to improve their skills and plays an active part in league workshops and seminars • He is prepared to be an advocate for umpires on behalf of his league • He knows that the role of the umpire involves integrity and this relates to his own core values as a person 	<ul style="list-style-type: none"> • He knows that the role of the umpire involves integrity and this relates to his own core values as a person



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He is self-reliant and confident in his own abilities</i>		
<ul style="list-style-type: none"> • He demonstrates his high self-esteem which is derived from him being pro-active about his own professional development: e.g. he does not rely on others to motivate him – he seeks advice and help whenever he can • Practiced routines and honest evaluations have given him self-assurance – and the knowledge and the ability to draw on these when the going gets tough – deep down inside he knows he can do it! He has practiced his movements and rehearsed the phrases that he is likely to use • He does not worry about problems associated with player behaviour because he knows he can act quickly and efficiently – when required to do so • He uses self-talk as a constant reminder of how good he is – and that’s why he deserves to be here – at this moment • He uses visioning strategies to confirm his expertise and mental toughness: e.g. pre-match routines involve ‘seeing’ himself performing his role expertly 	<ul style="list-style-type: none"> • His self- esteem is developing as he achieves his goals and seeks advice and help from networks within his league • His self-assurance is developing through goal-setting and practice and he draws on this when the going gets tough • He is prepared to deal with problems associated with player behaviour by adopting appropriate strategies • He is developing self-talk to improve his confidence and concentration • He is developing visioning strategies to develop his mental toughness: e.g. pre-match routines involve ‘seeing’ himself performing his role 	<ul style="list-style-type: none"> • His self- esteem is developing as he achieves his goals and seeks advice and help from his club



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Contribution to umpiring and cricket: <i>He understands and uses goal-setting for his personal development</i>		
<ul style="list-style-type: none"> • He sets goals across his life: e.g. goal setting is not just reserved for umpiring – he is aware of the need to balance all the other factors in his life – family and work – and keeps everyone informed about his goals • He relates his goals to his own core values as a person in order to achieve equilibrium and satisfaction in all aspects of his life • He consistently uses realistic goal-setting and SMART targets as motivators • He knows and understands that excellence is achieved through re-visiting goals, whenever needed, and re-adjusting them in the light of experience • He knows and understands that personal development occurs when he makes, and acts on, specific plans – it is based on action – not words 	<ul style="list-style-type: none"> • He seeks to achieve balance in his life in order to pursue his umpiring goals • He relates his goals to his own core values as a person • He uses realistic goal-setting and SMART⁵ targets as motivators • He is prepared to re-visit goals, when appropriate • He is developing his planning and preparation routines in order to aid his commitment to improvement 	<ul style="list-style-type: none"> • He relates his goals to his own core values as a person



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
<i>Self-awareness: His routines intuitively trigger actions when needed</i>		
<ul style="list-style-type: none"> • He has reached the point where he doesn't always have to 'think' about his basic routines – they kick-in automatically – and so do the actions which accompany them: e.g. run-out – he is sharply into a square position – forward crouch is the trigger for locking his eyes on the popping crease and also the trigger to narrow his field of hearing in anticipation of the wicket being broken • He knows that this self-knowledge is a powerful source of energy and confidence – he is fully prepared for anything that is likely to happen 	<ul style="list-style-type: none"> • He is developing an automated approach to basic routines • He is aware that developing this self-knowledge will allow him to gain confidence in dealing with problems 	<ul style="list-style-type: none"> • He is willing to develop his basic routines in order to become more effective
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Self-awareness: <i>He uses Information Technology (IT) to set and review SMART⁶ targets</i>		
<ul style="list-style-type: none"> • He has invested time and effort in getting to know how to use software and hardware to his own advantage • He uses IT to store and retrieve data – and also knows this saves time and effort: e.g. he can chart his development in the short and long-term • He uses the graphical element of the Skills Matrix as a powerful psychological motivator for Improving performance • He uses email as the preferred method of communication – he checks his inbox routinely and responds appropriately and in good time • He seeks help and advice in any aspect of IT that he needs to develop – he is a pro-active learner 	<ul style="list-style-type: none"> • He is willing to invest time and effort to become proficient in meeting league IT requirements • He knows that using IT to store and retrieve data saves time and effort: e.g. he can chart his development in the short and long-term • He knows that that the graphical element of the Skills Matrix can be a powerful psychological motivator for Improving performance • He knows that email is now the preferred method of communication and checks his inbox routinely and responds appropriately and in good time • He seeks help and advice from his league to improve his IT skills 	

⁶ See Appendix 2, page 46, for an explanation



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Self-awareness: <i>He accepts critical feedback and acts on it</i>		
<ul style="list-style-type: none"> • He demonstrates that the feedback process is part of the professional dialogue he has with stakeholders • He demonstrates that this is part of the bigger picture of quality assurance that stakeholders demand • He demonstrates that ‘acceptance’ is not the same as ‘agreement’ and that constructive dialogue cannot occur without the consent of all those involved • He demonstrates that feedback sessions are a rich source of data for him to use in his planning for professional development • His expertise is tempered by humility. He knows that ‘listen and learn’ is a smart approach: e.g. “Thank you, it’s important to know your perception of my performance” – and acknowledges what others think – without the need to admit that the stated perception is accurate 	<ul style="list-style-type: none"> • He knows that the feedback process is part of the professional dialogue he has with stakeholders • He knows that this is part of the bigger picture of quality assurance that stakeholders demand • He knows that ‘acceptance’ is not the same as ‘agreement’ and that constructive dialogue cannot occur without the consent of all those involved • He knows that feedback sessions are a rich source of data for him to use in his planning for professional development • He recognizes the need for humility and knows that ‘listen and learn’ is a smart approach 	<ul style="list-style-type: none"> • He welcomes feedback because he knows it will support his development, and increase his confidence



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Self-awareness: <i>He takes responsibility for acting on feedback</i>		
<ul style="list-style-type: none"> • He demonstrates that he is the master of his own destiny – it’s down to him! • He acknowledges the value of critical feedback – and he lets others know that he has acted on it • He makes plans, or re-visits plans, to take feedback into account: e.g. if the feedback contained criticism of his ‘negative’ body language when giving a decision – he will actively seek advice on how to ‘sell’ a decision with confidence – perhaps including video analysis of his performance • He has ‘ownership’ of his planning because it’s based on informed data that he has constructed from feedback sessions • He uses the data from feedback when re-visiting the Skills Matrix – because he knows that he has to be honest and realistic with himself 	<ul style="list-style-type: none"> • He is committed to self development • He understands the value of critical feedback • He makes plans and re-visits them to take feedback into account: • He is working towards having ‘ownership’ of his planning - with advice from assessors • He knows that using the data from feedback when re-visiting the Skills Matrix can assist him in reaching his goals 	<ul style="list-style-type: none"> • He knows that in order to develop he must use the critical feedback he receives



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Effective Communicator: <i>He has excellent inter-personal and communication skills</i>		
<ul style="list-style-type: none"> • He knows and understands that he doesn't get a second chance to make a first impression with all concerned in the game • He communicates effectively on the basis of mutual respect and trust • He demonstrates that he is there to facilitate the game – not control it • He has a healthy, positive self-image and the ability to influence others • He recognises the barriers to effective communication: e.g. he is in control of his emotions – he has mental toughness • He demonstrates the importance of body language, eye contact, facial expression, gesture, and tone of voice when communicating • He demonstrates the difference between 'one-way' and 'two-way' communication: e.g. the difference between giving an instruction, and engaging in a conversation 	<ul style="list-style-type: none"> • He is actively working on projecting a positive image of himself • He is committed to developing his communication skills • He knows that he is there to facilitate the game – not control it • He is working to establish a healthy, positive self-image • He is aware of the barriers to effective communication: • He knows the importance of body language, eye contact, facial expression, gesture, and tone of voice when communicating • He knows the difference between 'one-way' and 'two-way' communication 	<ul style="list-style-type: none"> • He is aware of the need to project a positive image of himself



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Effective Communicator: <i>He has an intuitive feel for intervention and non-intervention</i>		
<ul style="list-style-type: none"> • He knows when to speak and when not to speak at critical points in the game: e.g. he knows it's often better to let players exchange a few words – to get things 'off their chest' without the umpire stepping in • He intuitively uses common sense and considers the options before issuing a warning: e.g. if the bowler is almost stepping into the protected area – not a good idea to warn him if he has just been hit for 6 off the last ball of the over • He is always discrete and does not initiate idle conversation with players: e.g. he knows that some players prefer not to be engaged in talk with umpires – but he responds to player-initiated talk when appropriate • He is alert to sledging and intervenes if it becomes personal – he accepts that some remarks are enjoyed by everyone! 	<ul style="list-style-type: none"> • He is developing the skill of knowing when to speak and when not to speak at critical points in the game • He uses common sense before issuing a warning • He uses discretion and avoids idle conversation with players • He is alert to sledging and is prepared to step in if it becomes personal 	<ul style="list-style-type: none"> • He uses his common sense when umpiring • He is alert to the need to ensure the game is played fairly by all



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Effective Communicator: <i>He has an intuitive feel for the Spirit of the Game</i>		
<ul style="list-style-type: none"> • He establishes a professional rapport with his colleague and the captains before the game: e.g. he knows that captains are responsible for the behaviour of their players and he needs the captains 'on his side' when he needs to intervene • He knows immediately if something is not fair and he acts in a precise, positive, and assertive manner • His secure knowledge of the Laws and Playing Regulations give him the confidence and assurance to respond in a professional manner to any contravention of the Spirit and/or Laws • He regularly reads the Laws and Playing Conditions because he knows this knowledge gives him added confidence and authority 	<ul style="list-style-type: none"> • He works to establish a professional rapport with his colleague and the captains before the game • His secure knowledge of the Spirit of the Game informs if something is not fair and he responds appropriately • His knowledge of the Laws and Playing Regulations give him the confidence and assurance to respond in a professional manner to any contravention of the Spirit and/or Laws • He reads the Laws and Playing Conditions because he knows this knowledge gives him added confidence and authority 	<ul style="list-style-type: none"> • He works to establish an inclusive rapport with all concerned • His knowledge of the Spirit of the Game informs if something is not fair, or un-safe and he responds with due care • He reads the Laws because he knows this knowledge will develop his confidence and authority



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Effective Communicator: <i>He creates a sense of trust with all those involved in the Game</i>		
<ul style="list-style-type: none"> • He demonstrates that this is achieved through the projection of a range of attributes – and he has the awareness to know that maintaining trust is the key to communicating with players • He demonstrates that trust is also based on integrity – he displays respect for all stakeholders – both on and off the field • He consistently maintains trust through his commitment to improving and developing himself and his game • He is acutely aware that trust can be lost because of an indiscrete remark or action – he is pro-active in developing his professional character • He has a secure knowledge of the Laws and Playing Regulations and he ensures their correct application 	<ul style="list-style-type: none"> • He knows that this is achieved through the projection of a range of attributes – and he works to establish and maintain trust with players • He knows that trust is also based on integrity – he displays respect for all stakeholders • He works to maintain trust through his commitment to improving and developing himself and his game • He knows that trust can be lost because of an indiscrete remark or action – he works on developing his professional character • He knows that his professional integrity rests on a thorough knowledge and application of the Laws and Playing Regulations 	<ul style="list-style-type: none"> • He knows that trust is based on integrity – he displays respect for all involved in the game



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Effective Communicator: <i>He takes the lead when needed</i>		
<ul style="list-style-type: none"> • He is a team player and realizes the need to support his colleague at all times – as well as take the lead to establish effective communication: e.g. when a colleague is being pressurized he takes the time to reassure him and establish a team ethic for all to see • He establishes his expertise and authority through his active support of initiatives in his association and state • He demonstrates that self-reliance involves being proactive and taking the lead with himself! – despite real or perceived road blocks to action • He stands up for himself and fellow umpires when they are criticized – through a measured, positive, and professional response 	<ul style="list-style-type: none"> • He works to support his colleague at all times – and is prepared to take the lead to establish effective communication • He works to establish his authority through the active support of initiatives in his league • He knows that self-reliance involves being proactive in developing himself • He is prepared to stand up for himself and fellow umpires when they are criticized, in an appropriate manner 	<ul style="list-style-type: none"> • He works to support his colleague at all times
<p>Notes</p>		



Performance Criteria: Level 3	Performance Criteria: Level 2	Performance Criteria: Level 1
Effective Communicator: <i>He shares his expertise with others</i>		
<ul style="list-style-type: none"> • He acknowledges that the strengths, skills, and professionalism of umpiring in Australia have grown through the rich interaction, at association and state level, of umpires from all grades and levels of cricket • He is proactive in contributing to this rich culture • He demonstrates that he is part of a bigger picture – and that others draw inspiration from him • He is proactive in developing his presentation skills to allow him to share his expertise professionally 	<ul style="list-style-type: none"> • He knows that the strengths, skills, and professionalism of umpiring in Australia have grown through the rich interaction, at association and state level, of umpires from all grades and levels of cricket • He is willing to make a contribution to this rich culture • He knows he is part of a bigger picture of umpiring • He is prepared to develop his presentation skills to allow him to share his expertise professionally 	<ul style="list-style-type: none"> • He knows that the strengths, skills, and professionalism of umpiring in Australia have grown through the rich interaction, at association and state level, of umpires from all grades and levels of cricket • He is willing to contribute to this rich culture by making a positive difference in his community
<p>Notes</p>		



Appendix 1

LEAD⁷

A routine used for communicating with players during a game. The sequence is important – it establishes a structure of dialogue to ensure that a problem is addressed, as far as possible resolved, and that the game continues as quickly as possible.

L Listen

Demonstrate that you are prepared to listen. Listen actively to demonstrate respect. Be available and show you are in control by listening to what the player/captain has to say. Nothing can be gained by walking away or ignoring the issue.

E Empathise

Let him know that you understand his position and how difficult it may be for him at the present time - hot day - unresponsive pitch etc. The player/captain may well be 'getting something off his chest' – he may just need a temporary sounding board.

A Accept it

The fact is that no matter what you say, the player will disagree with your point of view. Now is the time to break the conversation:

“The decision has been made so let’s all get on with the game” or
“My job is difficult too but I am doing my best”.

D Discussion Over

Nothing further can be gained by a long winded disagreement between player and umpire. “Let’s get on with the game”

⁷ Taken from a presentation by Darrell Hair to ACU&S, Birmingham. UK 2006



Appendix 2

SMART Targets

A structured approach for setting targets. It avoids the temptation to set idealist targets that cannot be achieved. Unrealistic targets can de-motivate us rather than stimulate us into action:

Specific: Be precise with your language and avoid generalizations: e.g. “I need to concentrate” is a very general statement. Contrast it with: “I need to develop a self-talk routine to use in the pre-delivery sequence to enable me to concentrate more effectively”.

Measurable: How can you measure your Target? Contrast “I need to lose weight” with “I will aim at losing 1 kilogram of weight by the end of October”

Achievable: Can you achieve the target in the specified time-frame? Try not to commit yourself to something which is not possible to achieve – it will de-motivate you – instead of giving you a sense of satisfaction

Realistic: Be realistic – know yourself and what you are capable of achieving. “I want to be on the ICC Elite Panel by June 2010” is not a realistic for an umpire in his first season of officiating. Aim for targets that you know you can achieve – with effort.

Time-bound: Set a time-frame for what you want to achieve and incorporate it into your season/annual plan: Review your Skills Matrix and plan how you will develop specific aspects of your game.



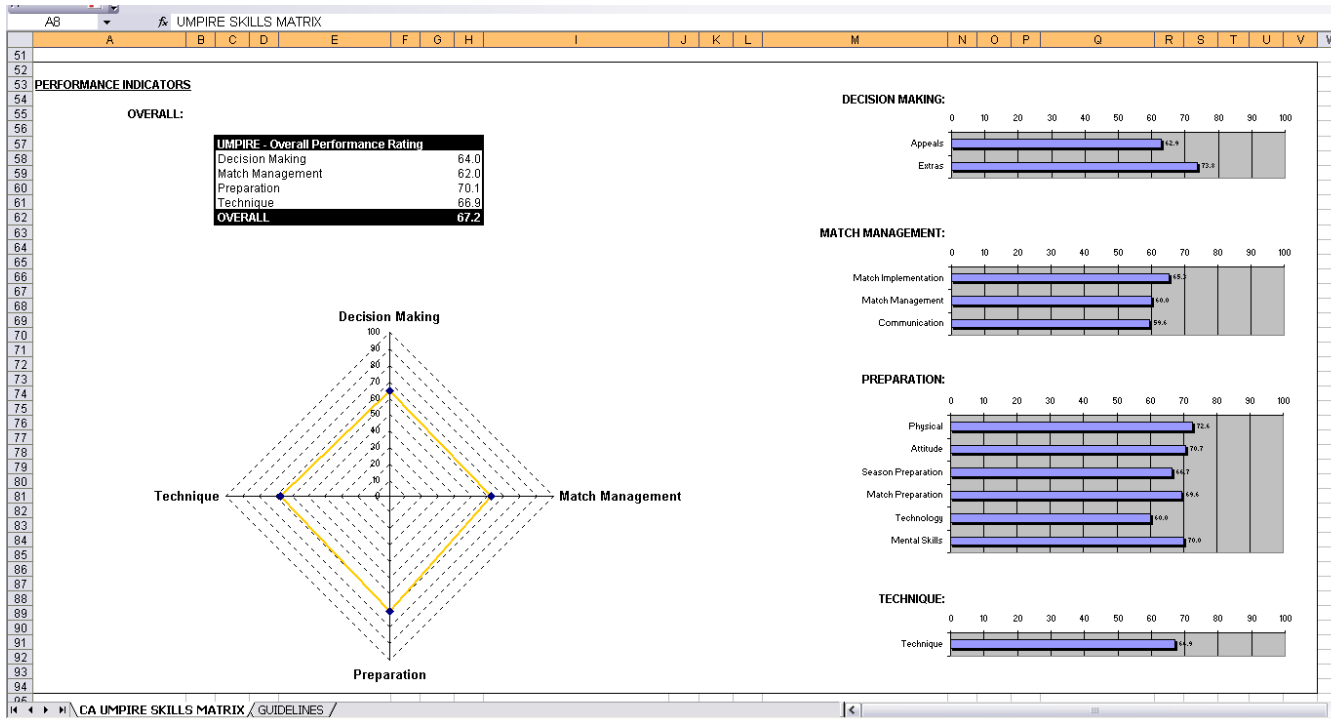
Appendix 3

Cricket Australia Skills Matrix

A tool for self-diagnosis, in the form of an Excel spreadsheet, used for scoring yourself against the essential skills involved in umpiring. It is designed for you to re-visit at regular intervals (2 – 3 times a season) to measure your attainment. The results are expressed in numeric and graphical form. This is a very simple to use tool, and it can have a powerful formative influence on self-assessment. Examples:

UMPIRE SKILLS MATRIX															
Decision Making				Match Management				Preparation				Technique			
Score	Weight	Adj	Score	Weight	Adj	Score	Weight	Adj	Score	Weight	Adj	Score	Weight	Adj	
NAME: BCB Example															
DATE: Sep-09															
17	1.0	0.0	6.0	1.0	6.0	8.0	1.0	8.0	8.0	0.5	4.0	7.0	0.9	6.3	
18	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.7	4.2	
19	0.8	5.6	6.0	0.8	4.8	6.0	0.8	4.8	6.0	1.0	6.0	7.0	0.7	4.9	
20	0.8	4.8	6.0	0.8	4.8	6.0	0.8	4.8	6.0	0.5	3.0	7.0	0.5	3.0	
21	0.6	4.8	6.0	0.6	3.6	6.0	0.6	3.6	6.0	0.5	3.0	7.0	0.5	3.0	
22	0.7	4.9	6.0	0.7	4.2	6.0	0.7	4.2	6.0	0.5	3.0	7.0	0.7	4.9	
23	0.7	4.9	6.0	0.7	4.2	6.0	0.7	4.2	6.0	0.5	3.0	7.0	0.7	4.9	
24	0.5	3.6	6.0	0.5	3.0	6.0	0.5	3.0	6.0	0.7	4.2	6.0	0.5	3.6	
25	0.4	3.2	6.0	0.4	2.4	6.0	0.4	2.4	6.0	0.3	2.0	6.0	0.4	2.4	
26	0.4	3.2	6.0	0.4	2.4	6.0	0.4	2.4	6.0	0.3	2.0	6.0	0.4	2.4	
27	0.1	0.8	6.0	0.1	0.6	6.0	0.1	0.6	6.0	0.5	3.0	6.0	0.1	0.8	
28	0.1	0.8	6.0	0.1	0.6	6.0	0.1	0.6	6.0	0.5	3.0	6.0	0.1	0.8	
29	0.7	5.6	6.0	0.7	4.2	6.0	0.7	4.2	6.0	0.5	3.0	6.0	0.7	5.6	
30	0.7	5.6	6.0	0.7	4.2	6.0	0.7	4.2	6.0	0.5	3.0	6.0	0.7	5.6	
31	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
32	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
33	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
34	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
35	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
36	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
37	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
38	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
39	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
40	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
41	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
42	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
43	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
44	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
45	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
46	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
47	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
48	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
49	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
50	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
51	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
52	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
53	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
54	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
55	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
56	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
57	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
58	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
59	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
60	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
61	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
62	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
63	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
64	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
65	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
66	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
67	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
68	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
69	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
70	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
71	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
72	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
73	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
74	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
75	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
76	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
77	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
78	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
79	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
80	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
81	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
82	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
83	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
84	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
85	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
86	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
87	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
88	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
89	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
90	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
91	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
92	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
93	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
94	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
95	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
96	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
97	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
98	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
99	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6.4	6.0	0.9	7.2	
100	0.9	7.2	7.0	1.0	7.0	7.0	1.0	7.0	8.0	0.8	6				

Performance Criteria for Umpires



Graphic display



Cricket Australia

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