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**CUSTOMER SATISFACTION**  
**FOR THE**  
**ANN ARBOR AREA SOCCER REFEREE ASSOCIATION**

**By**

**Michael E. White**

A research paper submitted in fulfillment of the requirements for 3 credits, GRADUATE INDEPENDENT RESEARCH PROJECT Spring Term 1997, Professor Michael Johnson . Faculty Supervisor.

Faculty Comments

This project is the result of almost a year's work in which Mike built a conceptual "lens" of the customer for A<sup>3</sup>SRAT and later used the lens to measure, monitor customer sales feedback and analyze the data to set priorities for quality improvement. Overall, he has done an excellent job and pulled together some very applicable results.

William John  
Signature of Faculty  
Supervisor

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**ANN ARBOR AREA SOCCER REFEREE ASSOCIATION**  
**MEMBER SATISFACTION AND NEW SERVICES SURVEY**



**Michael E. White**



**FIFA**





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## INTRODUCTION

### I. ANN ARBOR AREA SOCCER REFEREE ASSOCIATION

The Ann Arbor Area Soccer Referee Association (A<sup>3</sup>SRA) is a not-for-profit corporation. The A<sup>3</sup>SRA was incorporated in the state of Michigan in March of 1987. The purpose of the A<sup>3</sup>SRA, as stated in the incorporation papers, is to:

*Foster refereeing and the game of soccer, without any regard to the ethnicity, gender, or religious preference of its players, coaches, or members.*

The A<sup>3</sup>SRA serves United States Soccer Federation (USSF) and Michigan High School Athletics Association (MHSAA) registered officials. The experience level of the officials range from Beginner to 20 years.

The USSF has different grades for referees. These grades indicate the ability of the referee to participate in different level of leagues. The lower the grade, the more competitive the league in which the referee can participate. The A<sup>3</sup>SRA has members with USSF grades of 8 through 5.

Presently the A<sup>3</sup>SRA provides the following services:

1. Publishes a newsletter at least 8 times a year.
2. Publishes information such as, season schedules, fee schedules for different leagues, assignors' names and numbers, etc.
3. Supports new referee classes every year in the Ann Arbor area.
4. General membership meetings are held every quarter.
5. Acts as overseer for referee complaints and assaults.

### II. A<sup>3</sup>SRA ORGANIZATION

The A<sup>3</sup>SRA organization consists of a Board, Standing Committees, and members.

# **A<sup>3</sup>SRA MEMBER SATISFACTION**



## **A. A<sup>3</sup>SRA BOARD**

The A<sup>3</sup>SRA's Board consists of a President, Vice President, Secretary, Treasurer, Member at Large, and the directors of the Standing Committees. This is a volunteer board and no member receives any fees for participation. The following are the current board members:

- President: Michael E. White
- Vice President: Joan Whitmore
- Secretary: Akmal Mikhal
- Treasurer: Myra Daud
- Member at Large: Kevin McGuinness
- Director of Inter-Scholastic: Octavian Petrescu
- Director of Youth: Mark Kannenwisher
- Director of Professional Development: Charles Raeder

## **B. STANDING COMMITTEES**

The Standing Committees were formed in the summer of 1995. These committees were formed to offer new services to the A<sup>3</sup>SRA's members.

### **1. MASS COMMUNICATIONS COMMITTEE**

This committee is charged with providing the association with communications materials. These materials include a newsletter, training materials, copies of league rules and regulations, copies of USSF referee requirements, etc.

### **2. INTER-SCHOLASTIC COMMITTEE**

This committee is charged with determining and scheduling the training to be provided to the MHSA registered officials. This committee handles all MHSA requirements.

### **3. YOUTH DEVELOPMENT COMMITTEE**

This committee is charged with development of referee skills for youth soccer. This includes the development of a training and support program.



## 4. PROFESSIONAL DEVELOPMENT COMMITTEE

This committee is charged with the development of referees who want to obtain a higher-grade (lower number) USSF license. This includes the development of a training and support program.

## C. A<sup>3</sup>SRA MEMBERSHIP

The A<sup>3</sup>SRA membership has fluctuated from a low of 76 members to a high of 125. As described earlier, the membership has a very diverse refereeing and experience background.

## METHODS

I have been a member of the association since 1991. In 1995, I was elected to the association's board as Vice President. Currently, I am President of the board.

During my tenure on the board, it has become obvious that the board does not understand what functions the membership desire from the association. Also, there is a high annual turn over in the membership. The board is unsure if dissatisfaction with the association is the cause of this turnover or what actions the board can initiate to minimize this turnover.

The A<sup>3</sup>SRA exist to support soccer referees in the Ann Arbor area. The support functions provided by the A<sup>3</sup>SRA have fluctuated over the years, on an as-needed basis. The catalyst for a change in the functions provided usually has been an idea of the association's board or a member of the association. This has led to a non-consistent set of functions being provided to the membership.

The purpose of this study was to:

- Identify functions the membership find desirable.
- Identify how well the association is providing services that meet those desires.
- Identify those aspects, which affect members' satisfaction and retention as part of the association.

# A<sup>3</sup>SRA MEMBER SATISFACTION



The project consisted of a qualitative study and a quantitative study. The qualitative study identified elements and functions the members value, expect, and desire from their association. The quantitative study measured which elements had the greatest impact on satisfaction and how the A<sup>3</sup>SRA is performing in those areas.

## I. QUALITATIVE STUDY

The qualitative study consisted of five one-on-one interviews with different association members. These members were randomly drawn from the list of members and represented a wide range of experience and years of membership. The one-on-one interviews loosely represented a laddering technique.

The results of the qualitative interviews formed the Lens of the Customer (see Figure 2 and Figure 3). I identified seven latent variables affecting the functions that the members desired, their satisfaction, and their loyalty. These latent variables are listed below.

Information Exchange

Services

Enjoyment

Rewards

Convenience

Participation

Pride

These seven latent variables (referred to as “buckets” hereafter) provided the framework for the quantitative questionnaire.

## II. QUANTITATIVE STUDY

A questionnaire was used to measure members' opinions about the functions that they wanted the association to offer and how satisfied they were with the way the



association provided those functions. The questionnaire was designed around the buckets identified in the qualitative study.

The majority of questions consisted of 10-point scale of agree-disagree items. The 10-point scale was necessary to generate enough variance to conduct the statistical analyses.

## **A. QUESTIONNAIRE**

Generally, the functional performance inquiry part of the questionnaire followed the standard format and organization of the instrument used for American Customer Satisfaction Index (ACSI). In addition, the questionnaire addresses what functions the membership “desire”. The questionnaire consisted of 70 questions (see A<sup>3</sup>SRA Questionnaire starting on page 49):

- **Sixty questions defining the buckets** --- These questions used a 10-point scale and were grouped by the latent construct shown in the Lens of the Customer. Each bucket’s group of questions consisted of desire questions followed by functional performance questions.
  - /// The first six questions asked members what type of information they desired. The next six questions measure how well the association provides that information currently.
  - /// These questions were followed by twelve questions about what type of services a member wanted and how well the association provided those services.
  - /// The next six questions dealt with issues of enjoyment.
  - /// Next, four questions about rewards were presented.
  - /// Six questions dealing with where a member wanted to referee games attend training, and how often they would want training available followed these questions.
  - /// The next fourteen questions asked the member what type of programs he or she desired and how well the association is providing those programs.

- /// Finally, there are four questions concerning the pride associated with refereeing and how well the association assists in developing and promoting this pride.
- **Two measures of satisfaction** --- Questions 8.1 and 8.2 measured overall satisfaction and closeness to achieving the ideal soccer referee association.
  - **Two measures of loyalty** --- Membership retention question and number of years a member.
  - **Budgetary suggestions** --- Members were asked to split their yearly membership fee between different programs.
  - **Eight demographic variables** --- Age, experience levels, number of years refereeing, and USSF grade level.

The basic premise of the questionnaire's design is that each latent variable, satisfaction, and loyalty score consists of a weighted score from multiple questions. Research has shown that multiple-item measures produce smaller standard errors in the estimates. This error reduction can lead to smaller sample sizes. According to Johnson (1996), research has indicated that a confidence interval can be reduced by as much as 22% using a weighted index from multiple-items. Further, multiple-item scales also produce a higher  $R^2$  measure between customer satisfaction and loyalty or retention.

Satisfaction studies have also shown that improvements may only cause a small change in overall satisfaction. Therefore, minimizing the random error of the estimate is critical for uncovering the actual impacts. If I had limited my questionnaire design to single-item results, I could have concluded that there is no relationship between certain variables when one actually exists. This would indicate that a particular item might not have impact on the association, when it actually does. Use of a weighted estimate from a multiple-item index minimizes the chance of this error occurring.

## 1. DESIRE INQUIRY QUESTIONS

One of the outcomes desired by the association from this project is an understanding of what services the membership wants the association to offer. I decided that use of the term “desire” would elicit from the membership a sense of value and expectation for the service mentioned in the question.

I believe that the term “desire” correlates with the term “value”. A service or function would only be desirable to a member if that member found value in that service or function. The correlation to “expectation” is less clear. However, members’ expectations of how a service or function should be provided do affect their answer with respect to how much they desire a service or function.

A comparison of the average desire response to a corresponding average Functional performance response should indicate the “gap” between what the membership wants and how well the association provides those services. Coupled with the PLS analysis, this should allow the association to pinpoint the improvements in services that have the biggest influence on member satisfaction.

## 2. FUNCTIONAL PERFORMANCE INQUIRY QUESTIONS

The labels for the 10-point scale for the functional performance inquiry section differ from similar questionnaires. Typically, a customer satisfaction questionnaire is made up of a 10-point scale of “satisfied/not-satisfied” questions. However, the nature of the questions about the association did not facilitate this focus. Many questions concerned programs that the association has offered intermittently over the years or not offered to the membership as a whole. I was concerned that requiring a “satisfaction” indication might have biased the response to the non-satisfied scale. Instead, the members were asked how “well” the association was providing these programs, thus giving a measurement of Functional Performance.

I felt this would allow the membership to include a satisfaction component while indicating their value of a program’s execution. The “Not Very Well/Very Well” labeling may affect the estimates of impact and performance during analyses, but

without a methodological study, the extent of the effect is unclear, although expected to be minimal.

## **B. QUESTIONNAIRE SAMPLING AND ADMINISTRATION**

The questionnaire design was given a test run before being mailed to the membership. Eight people, six who have an association with soccer officiating and two who do not, sampled the questionnaire. This sample provided insight into language comprehension concerns, design for readability, and time consumption.

### **1. TEST RUN**

Before sending the questionnaire to the general membership, I administered the questionnaire to the association's board, asking for comments on clarity and understanding. It was determined that the questionnaire took an average of 30 minutes to complete.

Octavian Petrescu, who works for the Department of Survey Research Analysis at the University of Michigan, spent considerable time helping me clarify the wording in the questionnaire. Both he and Professor Johnson voiced concern with the use of the word desire in the questions.

It was suggested that a letter be provided to clarify the intent of the rating system. The final questionnaire and letter are listed in Appendix C:, starting on page 49. The letter contained the following clarifications for the desire rating system:

- ⦿ **Weak or Little Desire** (1-2 on the survey scale): If a program or service was offered by the association, you would not attend or think it was worthwhile.
- ⦿ **Medium Desire** (3-7 on the survey scale): If a program or service was offered by the association, you might attend and/or think it was worthwhile.
- ⦿ **Strong Desire** (8-10 on the survey scale): You believe that such a program or service is ***definitely needed*** and/or you would be willing to help with the program or service.

## 2. SURVEY ADMINISTRATION AND RESPONSE RATES

I mailed 105 questionnaires to the membership in early April. I provided a self-addressed stamped envelope for the completed forms to be returned in. I had requested that the questionnaires be returned by April 20. By April 20<sup>th</sup> I had received 44 responses.

I called each of the members who had not responded by the 20<sup>th</sup> and requested that they complete and send the questionnaire back. By May 10<sup>th</sup> I had received a total of 60 completed questionnaires.

Although promised a completed questionnaire by each member contacted, it was usually the younger (less than 21 years of age) member who did not respond. This age group had a response rate of 20%. This was the lowest of all age groups. The other age groups averaged a response rate of 78%. Overall, the 60 completed questionnaires correspond to a 57% response rate for the whole population of the A<sup>3</sup>SRA.

There is a concern that the results may be biased to the older or more experienced referee. However, these referees may also be more demanding of the association than the younger referees. This may give a better indication of where the association needs to improve its services. Age and/or experience biasing is discussed in DEMOGRAPHIC - SEGMENTATION ANALYSIS starting on page 25.

## ANALYSES

Analysis of the data began with a careful review of the returned questionnaires. This led to the withdrawal of some the returned questionnaire owing to a large amount of missing answers or too many "Don't Know" answers. Next, the data was prepared for the analysis of the desire and Functional performance indicators.

### I. SUMMARY OF THE DATA

The majority of questionnaires did not have the budgetary section completed. However, all other sections were completed.

## A. PROFILE OF RESPONDENTS

- 69% of the sample were USSF grade 8 referees, 18% were grade 7, 8% were grade 6, and 5% were grade 5.
- 36% were between the ages of 13 and 20, while 38% were age 45 or older.
- 31% had two or fewer years of officiating experience and 38% had refereed over five years.
- 56% had refereed Men's league games. 46% had refereed Women's league games.
- 59% had been a member of the association for less than two years. 18% had been a member of the association for more than four years.

## B. PROFILE OF RESPONSES

Of the 105 questionnaires mailed out, 60 were returned. Of these, ten were not used owing to a large amount of missing responses (12 or more). Eleven more were not used owing to a large number of Don't Know responses (12 or more) and missing responses (8 or more). This left 39 useable questionnaires.

The 39 responses represent over 37% of the total population of the association. This percentage of the population is large enough to be representative of the whole.

- Approximately 17% had 16% or more of missing data.
- Approximately 18% had 16% or more of "Don't know" answers.
- Members with less than 2 years membership had the highest percentage of missing data at 17%. Members with over 4 years membership had the lowest at .22%
- For members with less than 2 years membership, Participation, Pride, and Rewards had the highest number of missing functional performance data.
- 40% of the desire average values indicated a Strong Desire while 60% indicated a Medium Desire.



- 10% of the Functional performance average values indicated a Strong Performance, 60% indicated a Medium Performance, and 30% indicated a Weak Performance.

Means of the existing responses were used to fill in the missing data. For example, the mean of the given responses to question 6.8 is 1.28; Therefore, I assigned a score of 1.28 for the 15 missing responses.

Questions with 30% or more of the data missing questions would be discarded if their impact and performance weights were high. Statistical analysis did not indicate that these questions were highly weighted in the impact versus performance model. Therefore, these questions were left in the model.

## **C. BUCKETS**

There are three stages in defining and measuring buckets in a customer satisfaction survey:

**Theme Identification** – by conducting qualitative interviews.

**Theme Measurement** – by developing questions used in the questionnaire.

**Bucket Revision** – by running statistical analysis to verify the Lens of the Customer model.

As previously mentioned, from the qualitative interviews, I developed seven buckets which described the functions that A<sup>3</sup>SRA members thought the association provided to them. Each of buckets represents a certain aspect of what the members want from the association. The questionnaire contained several questions for each bucket.

The bucket descriptions are:

- **Information Exchange (Questions 1.1 through 1.12)** --- measured a member's desire to receive different types of information, such as numbers for referee assignors and schedules for soccer tournaments. Questions 1.7 through 1.12 measure how well the association provides that information currently.

- **Services** --- Questions 2.1 through 2.6 measured a member's desire for certain services, such as Professional Development program, a newsletter, a Hot Line. Questions 2.7 through 2.12 measured how well the association currently provides those services.
- **Enjoyment** --- Questions 3.1 through 3.3 measured a member's desire to participate in the "enjoyable" aspects of officiating soccer. Questions 3.4 through 3.6 measured a member's enjoyment of these aspects.
- **Reward** --- Questions 4.1 through 4.3 measured a member's desire to pursue the "rewards" associated with soccer officiating. Questions 4.4 through 4.6 measured how well the association assisted in the pursuit of these rewards.
- **Convenience** --- Questions 5.1 through 5.3 measured a member's desire to have local games and training. Questions 5.4 through 5.6 measured how well the association provided local training and assisted in obtaining local games.
- **Participation** --- Questions 6.1 through 6.7 measured a member's desire to participate in programs designed to improve a member's officiating abilities. Questions 6.8 through 6.14 measured how well the association provided a member the opportunity to participate in these types of programs.
- **Pride** --- Questions 7.1 and 7.2 measured a member's desire to "give something back to the game" and to have their efforts appreciated. Questions 7.3 and 7.4 measured how well the association assisted the member in these matters.

To measure the impact of each question in the bucket, a Partial Least Squares (PLS) analysis was conducted. This analysis assesses the 1 to 10 rating score for each item in the buckets across all respondents and assigns each question a weight. The PLS further refines the buckets. An element with a particularly low weight and loading indicates that it does not belong in the bucket. Further PLS models can determine in which bucket these items belong.



## II. DESIRE-SATISFACTION GAPS ANALYSIS

The members of the A<sup>3</sup>SRA were asked to indicate their desire for certain functions of the association. These desires have both a value and expectation attribute. Comparing the average scores for each of the questions with its corresponding “how well performed” question allows us to quantify the “gaps” between value/expectations and Functional Performance. These gaps are calculated by subtracting the average value of all responses to the desire question from the average value of all responses to the satisfaction question.

Currently, the A<sup>3</sup>SRA does not meet the value/expectations of its membership in any of the buckets. The enjoyment of competitive soccer (question pair 3.2 – 3.5) is a positive gap for the members. Apparently they are finding these types of games exceed their expectations and desire to referee then. This is indicated by the 0.05 gap value.

The gaps vary from a low of -1.13 (for question pair 1.6/1.12, dealing with soccer tournament information) to a high of -4.54 (for question pair 4.2/4.5, dealing with lobbying for higher game fees). The following graphs illustrate the average values and gaps for the Services bucket. The rest of the average values and corresponding gap graphs are located in Appendix B: Graphs & Tables starting on page 16.

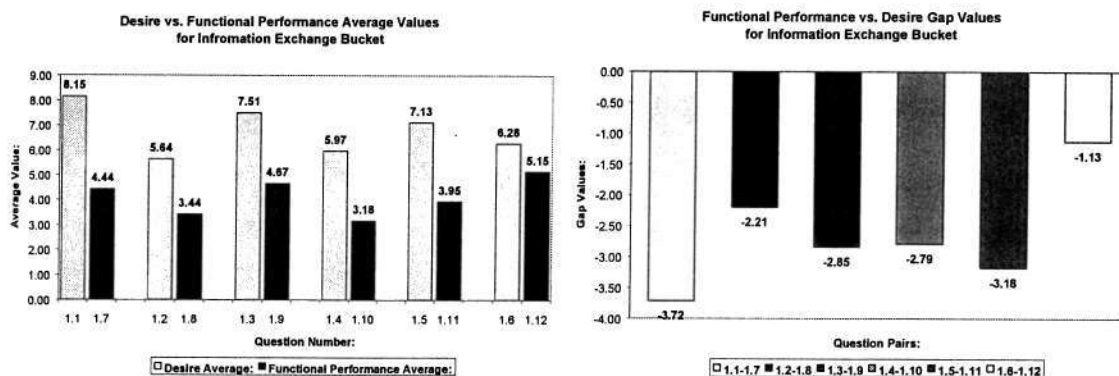


Figure 1 – Examples of Average and Gap Value Graphs

To determine priorities from this analysis, I first sorted the desire average values in ascending order. Next, I identified the averages with a Strong Desire value

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equivalent. I then sorted these averages by their gap values. Table 1 presents this list of averages (the full listing is in Appendix B: Graphs & Tables starting on page 16). The association's board should use this list in cooperation with the performance impact matrixes to set their priorities.

<i>Question Pair</i>	<i>Desire Average:</i>	<i>Performance Average:</i>	<i>Performance vs. Desire Gap:</i>	<i>Service or Function discussed in question pair:</i>
6.3 - 6.10	7.49	3.41	-4.08	<i>Participate in game situation discussions</i>
6.4 - 6.11	6.85	2.85	-4.00	<i>Develop training</i>
1.1 - 1.7	8.15	4.44	-3.72	<i>Provide information about best refereeing practices</i>
5.2 - 5.5	7.87	4.51	-3.36	<i>Provide local training classes</i>
1.5 - 1.11	7.13	3.95	-3.18	<i>Provide interpretations of the Laws</i>
1.3 - 1.9	7.51	4.67	-2.85	<i>Provide list of local Assignors</i>
5.1 - 5.4	7.51	4.82	-2.69	<i>Assist in local game assignment</i>
2.4 - 2.10	8.33	6.54	-1.79	<i>Provide a newsletter</i>
3.3 - 3.6	9.49	8.92	-0.56	<i>Enjoyment of cooperation of officiating team</i>
3.1 - 3.4	9.21	8.92	-0.28	<i>Enjoyment of soccer outside</i>
3.2 - 3.5	8.21	8.26	0.05	<i>Enjoyment of competitive soccer</i>

*Table 1 -- Strong Desire Average Values sorted by Gap Values*

From Table 1 it can be determined that the membership's desire to receive a newsletter is very strong at 8.33 (question pair 2.4 - 2.10). However, the association's current newsletter does not fulfill the members' expectations (-1.79 Gap).

Looking at the other Strong Desire indicators, three Information Exchange questions are present (question pairs 1.1 - 1.7, 1.3 - 1.9, and 1.5 - 1.11). These question pairs indicate that the membership Strongly Desires information about the best refereeing practices, interpretations of the laws of the game, and local Assignors' names and phone numbers. Combining the Strong Desire for a newsletter and these types of information can provide a plan for improving the newsletter as well as disbursement of information to the membership. In addition, a write-in campaign for suggestions can be undertaken.



## III. THE PARTIAL LEAST SQUARES ESTIMATION

As described by Johnson (1996), PLS is a model estimation procedure, which uses an iterative process to maximize explanation of variance. Within the PLS model each Bucket is defined by the set of functional performance questions. For example, the Information Exchange Bucket is defined by questions 1.7 through 1.12

### A. PERFORMANCE INDEX

PLS calculates a weight for each of the questions defining the latent variables. Performance is measured using these weights. The Performance Index for each bucket is calculated by multiplying this assigned weight by the average value of the question. This value is calculated for each question in the bucket. Next, the sum of these values is divided by the sum of the weights. This is the Performance Index value. To illustrate, the following is the Performance Index for the Information Exchange bucket:

Information Exchange Bucket	PLS Weight (W)	Average Response Score (AR)	W * AR	Impact Score
Question 1.7	-0.0371	4.4359	-0.1646	
Question 1.8	-0.0057	3.4359	-0.0196	
Question 1.9	0.2812	4.6667	1.3123	-0.355
Question 1.10	-0.1274	3.1795	-0.4051	
Question 1.11	0.0877	3.9487	0.3463	
Question 1.12	<u>0.1864</u>	5.1538	<u>0.9607</u>	
Sum:	0.3851		2.0300	
Performance Index $2.0300 / 0.3851 = 5.2714$				

*Table 2 - Example of Performance Index Calculation.*

The PLS molded was first calculated using the buckets as defined in the questionnaire. As shown in Table 3, the outcome of this operation indicated that two of the buckets (Enjoyment and Pride) had a negative impact on member

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satisfaction. Analysis of the correlation between buckets indicated that five of the seven buckets were highly correlated (as shown in Table 4).

	Information Exchange	Services	Enjoyment	Rewards	Convenience	Participation	Pride	Satisfaction	Loyalty
Information Exchange	0	0	0	0	0	0	0	0	0
Services	0	0	0	0	0	0	0	0	0
Enjoyment	0	0	0	0	0	0	0	0	0
Rewards	0	0	0	0	0	0	0	0	0
Convenience	0	0	0	0	0	0	0	0	0
Participation	0	0	0	0	0	0	0	0	0
Pride	0	0	0	0	0	0	0	0	0
Satisfaction	-0.355	-0.202	-0.122	0.05	-0.443	-0.371	-0.452	0	0
Loyalty	0	0	0	0	0	0	0	-0.236	0

*Table 3 - Bucket Impact Weights from Original Model*

	Information Exchange	Services	Enjoyment	Rewards	Convenience	Participation	Pride	Satisfaction	Loyalty
Information Exchange	1								
Services	0.331	1							
Enjoyment	0.178	-0.091	1						
Rewards	0.354	0.738	-0.058	1					
Convenience	0.272	0.462	-0.009	0.548	1				
Participation	0.066	0.711	-0.216	0.655	0.606	1			
Pride	-0.316	-0.527	0.126	-0.541	-0.519	-0.603	1		
Satisfaction	-0.428	-0.502	-0.143	-0.459	-0.594	-0.475	0.178	1	
Loyalty	-0.039	0.433	-0.299	0.301	0.347	0.573	-0.39	-0.236	1

*Table 4 - PLS Output (Original Model) Indicating Highly correlated Buckets*

Professor Johnson and I hypothesized that the high correlation indicated that the membership viewed the association as providing them with three satisfaction impacts: 1) Information provided, 2) Enjoyment of soccer, and 3) Services provided. The Services, Participation, Rewards, Pride, and Convenience buckets were combined into one huge Services bucket and the PLS model was recalculated to test this theory.

The outputs (Table 5 and Table 6) from this model indicated that the combining of the buckets was the correct model for the membership. The next step was to analyze the internal bucket relationships.

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	Information Exchange	Enjoyment	Services	Satisfaction	Loyalty
Information Exchange	0	0	0	0	0
Enjoyment	0	0	0	0	0
Services	0	0	0	0	0
Satisfaction	0.259	-0.18	0.534	0	0
Loyalty	0	0	0	-0.242	0

Table 5 -- Bucket Impact Weights from Intermediate Model

	Information Exchange	Enjoyment	Services	Satisfaction	Loyalty
Information Exchange	1				
Enjoyment	-0.183	1			
Services	0.238	0.159	1		
Satisfaction	0.419	-0.142	0.567	1	
Loyalty	0.042	-0.311	-0.533	-0.242	1

Table 6 -- PLS Output (Intermediate Model) Indicating Low Correlation between Buckets

The internal bucket weights indicated that questions 1.1, 1.2, and 1.4 all had negative weighting (see Table 7). Question 1.4 deals with providing non-local area assignors' telephone numbers and names. I believe that the negative impact is owing to a lack of interest for officiating games outside of the local area. From Table 9, we can see that the membership has a Strong Desire to have local games assigned (question pair 5.1 - 5.4). By spending resources to provide information that is in direct contrast to this desire, the association is negatively impacting the membership satisfaction. Understanding this led me to delete this question from the model.

Questions 1.1 and 1.2 have a minimal impact on the bucket, but were kept to assist in diagnosticity. Table 8 shows the results of the impact weights with this question removed. Figure 19 is the final Lens of the Customer model.

Variable	Weight	Loading	Location	ResidVar	Communal
Question 1.7	-0.049	0.2204	4.1836	4.5723	0.0105
Question 1.8	-0.0042	0.2079	3.4241	2.187	0.0194
Question 1.9	0.2838	1.5566	1.7556	1.49	0.6192
Question 1.10	-0.1309	-0.5419	4.7673	3.9299	0.0695
Question 1.11	0.0931	0.7659	2.7871	2.7963	0.1734
Question 1.12	0.1832	2.3345	0.4658	1.3006	0.8073

Table 7 - Negative Impact of Question 1.10 to the Information Exchange Bucket

	Information Exchange	Enjoyment	Services	Satisfaction	Loyalty
Information Exchange	1				
Enjoyment	-0.178	1			
Services	0.314	0.161	1		
Satisfaction	0.384	-0.142	0.568	1	
Loyalty	-0.017	-0.314	-0.533	-0.244	1

Table 8 - Impact Weights of the Final Model

## IV. PERFORMANCE IMPACT -- MATRIX

By graphing the Performance Index scores by the Impact score of each, we can visualize how each bucket is performing. The board of the A<sup>3</sup>SRA can use this graph to understand where resources should be applied. If a bucket has a *high* Impact score and a *low* Performance Index, more resources should be applied to the underling functions provided in this bucket. If a bucket has a *low* Impact score and a *high* Performance Index, resource should be maintain at current level and in some circumstances cut back.

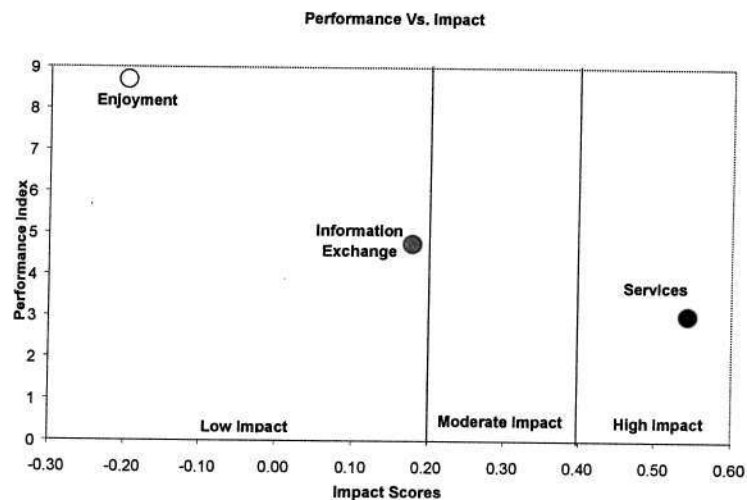


Figure 2 -- Performance Index vs. Impact Scores

The matrix's Impact scores are divided into three categories: Low Impact, Moderate Impact, and High Impact. The division points are based on knowledge of the membership and the association. This division allows an easier identification of the buckets where resources are required.

This matrix indicates:



1. Enjoyment is performing very high. However, this bucket actually has a negative impact on membership satisfaction. I believe that the membership views enjoyment of soccer separately from the association. The association does not impact their enjoyment of soccer officiating. In fact, I believe the overwhelming negative performance gaps indicates that the membership finds the association a disappointing requirement of soccer officiating.
2. The association has its worst performance in the *highest* impact area, Services. This association should invest more resources in this area. The following section investigates exactly where those resources should be invested.
3. Information Exchange is good, and has a moderate to low impact on satisfaction. The association should maintain its resource investment in this area. However, the information being provided may be tweaked as indicated by the in-bucket impact analysis.

### **V. WITHIN BUCKET IMPACT -- MATRICES**

When considering the impacts within the buckets, usually only the Performance Index scores are compared to the impact scores. However, owing to the negative gap values and the need to understand the “desires” of the membership, I was interested in comparing the Desire Average Ratings to the Impact scores also. To present the Desire Average Ratings, I grouped the ratings according to the original model while utilizing the impact scores from the final model. I believe these comparisons provide a thorough tailoring of the recommendations for the association.

An overall view of the new Services bucket is provided in Figure 3 below. It is interesting to note that only 20% of the functions queried about in the questionnaire do not have at least a medium impact. However, as the gap analysis indicated, the association has much room for improvement.

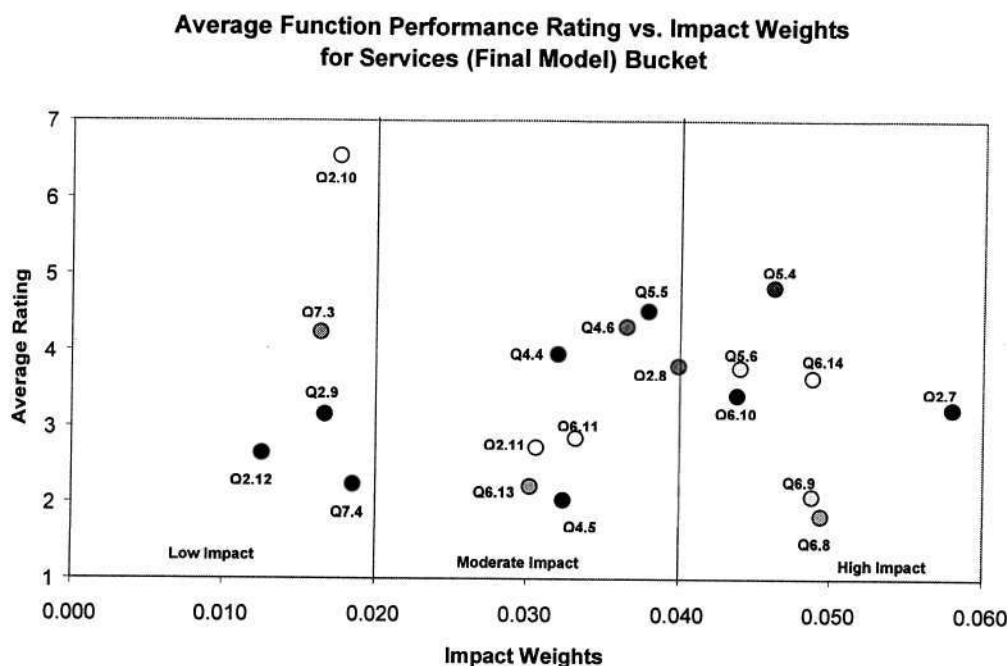


Figure 3 - Final Model Services Bucket Functional performance vs. Impact Weights

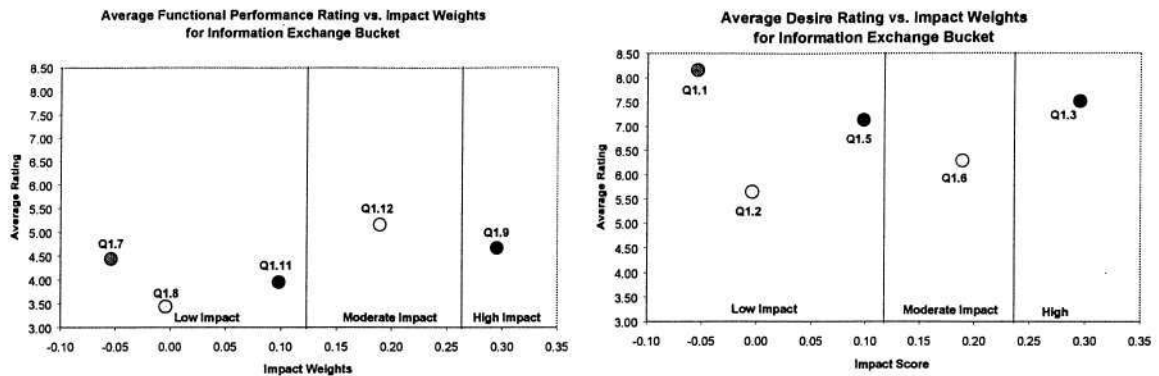
## A. INFORMATION EXCHANGE MATRICES

From the graphs we can see that providing names and numbers for local assignors has the highest impact on member satisfaction (question pair 1.3 - 1.9). This makes intuitive sense also. Without this information, members would not be able to contact the people responsible for assigning the officiating jobs in the local area. Members would not be able to work without these assignments. According to the data presented in Table 1, this is also the 6<sup>th</sup> largest performance gap that the association suffers from.

The association is attaining a moderate satisfaction level for this function. The association should review how this information is currently dispersed to the membership and look for ways to improve its distribution.

There is a moderate desire to have a publication of soccer tournaments in the state of Michigan (question pair 1.6 - 1.12). This would be in line with the common practice of referees wanting to support soccer as a game, meet different referees, and experience different playing styles.



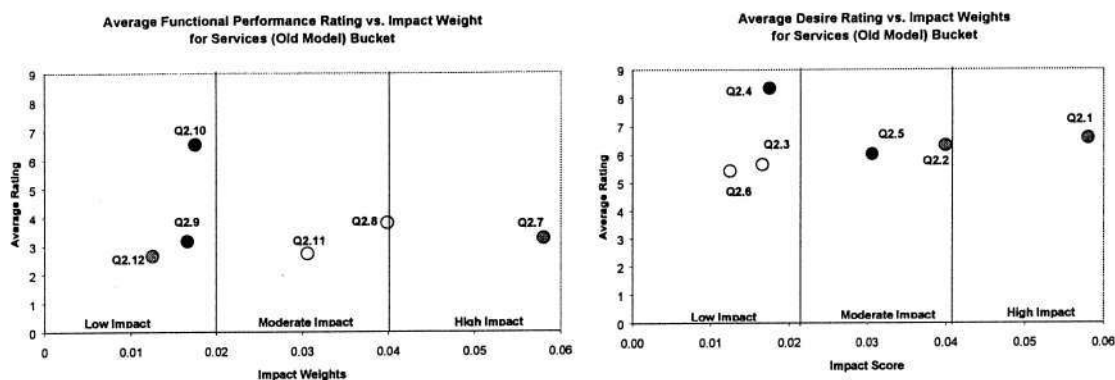


**Figure 4 – Functional Performance/Desire Matrixes for Information Exchange**

A very interesting aspect of these graphs is the members’ Strong desire to receive information about the best refereeing practices (question pair 1.1 - 1.7). However, the impact weights indicate that this has a negative impact on satisfaction. I believe this is because the membership expects this basic information. Having to request more of it decreases their satisfaction with the association. This hypothesis is also based on the fact that, when asked to split their yearly dues on different programs, the membership picked “Games situation small group discussions” and “Refereeing library” as the top two programs.

## **B. SERVICES**

We can see from the Services graphs that providing small group discussions will have the highest impact on members’ satisfaction (question pair 2.1 - 2.7). This was also the second most desired service by the membership. The second highest impact would come from starting a Professional Development Program (question pair 2.2 – 2.8).



*Figure 5 – Functional Performance/Desire Matrixes for Services*

It is interesting that the newsletter is a low impact item (question pair 2.4 - 2.10). This is a relatively new service being provided by the association. I believe this is an indication that the association is meeting the needs of the membership with the current newsletter and that this could be a tool for providing more information about best refereeing practices, etc. This should not only continue the members' satisfaction with the newsletter, but also positively impact the Information Exchange bucket.

### **C. ENJOYMENT**

The Enjoyment graphs need to be read carefully. Although the graphs indicate that refereeing outdoors has a very high impact, this is a negative impact on the member's satisfaction with the association. I believe this negative impact is owing to the association requiring time away from what referees really enjoy doing: refereeing games.

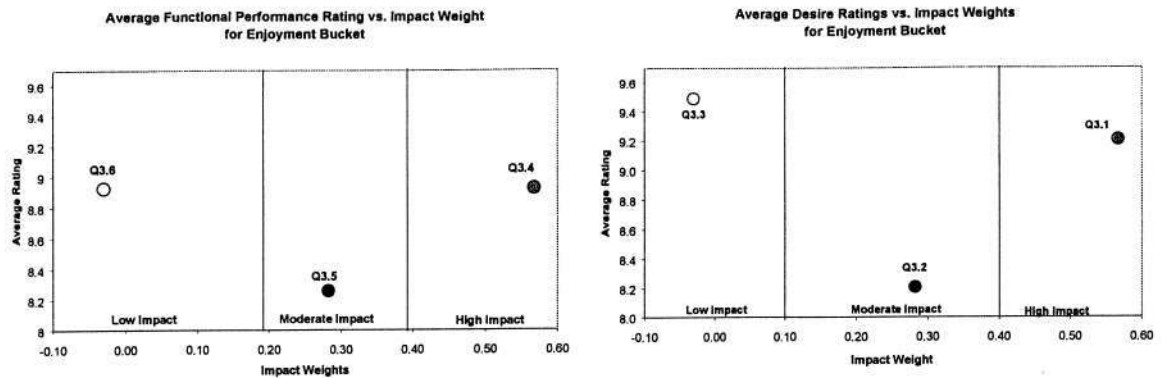


Figure 6 - Functional Performance/Desire Matrixes for Enjoyment

## D. REWARDS

Rewards are a Strong Desire item for the membership. However, they on moderately impact the members' satisfaction. The association should look at promoting these rewards through a professional development program. Such a program was a High/Moderate impact for the Services bucket (question pair 2.2 - 2.8).

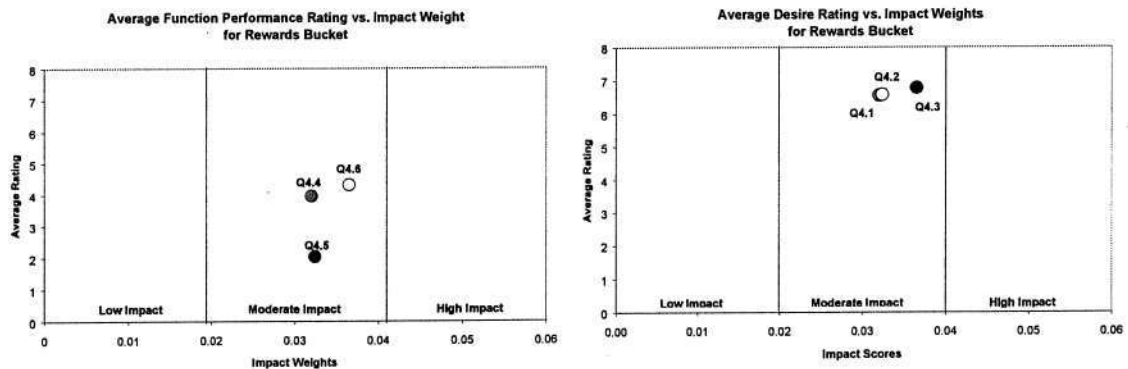


Figure 7 - Functional Performance/Desire Matrixes for Rewards

## E. CONVENIENCE

The membership was consistent in its choice that having the ability to officiate soccer in the local area was important to them. Also they wanted the opportunity to attend local training sessions. This is consistent with a number of complaints that the board has heard over the past few years. These complaints coincided

with a change in training policy mandated by the USSF stating that all required yearly training is to be held at only approved locations and times. The Michigan Soccer Referee Association (MSRA) has conformed by providing all-day training sessions at approximately five different sites a year.

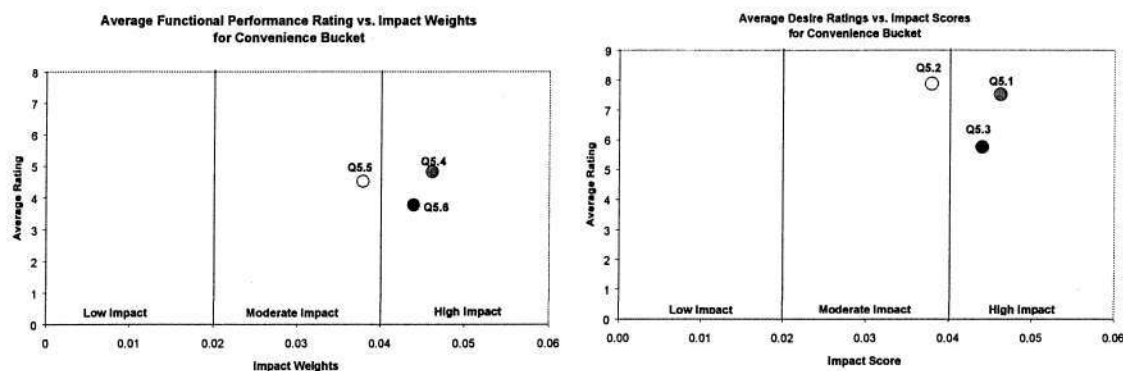


Figure 8 - Functional Performance/Desire Matrixes for Convenience

## F. PARTICIPATION

The participation graphs show us that the association’s membership has a Strong desire to participate in many different training activities as both trainers and trainees. This is good news from the association’s perspective, because it indicates that the membership will attend these types of training sessions. Also, there seems to be many members ready to volunteer to help in these activities. The bad news, as in every bucket, is that currently the association is far from meeting the expectations and desires of the membership.

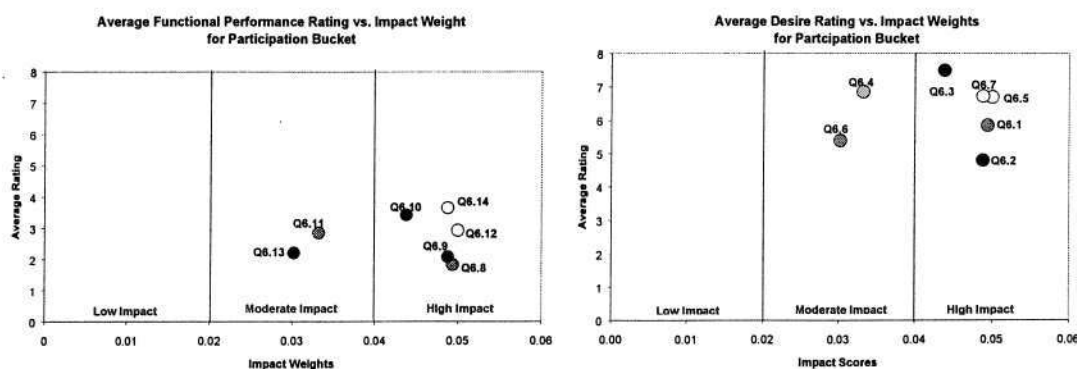


Figure 9 - Functional Performance/Desire Matrixes for Participation

## G. PRIDE

The membership has indicated that they have a strong desire to “Give something back to the game” and to have the association promote fan, coach, and player appreciation for their efforts. However, improving the association’s functional performance in these areas will not have a significant impact on member satisfaction, as indicated by the Performance vs. Impact graph. I believe that this indicates that the membership, while welcoming the help of the association, attains a sense of pride from being soccer referees, regardless of whether the association helps or not. Thus, satisfaction with the association is not highly impacted by the existence or absence of help in this matter.

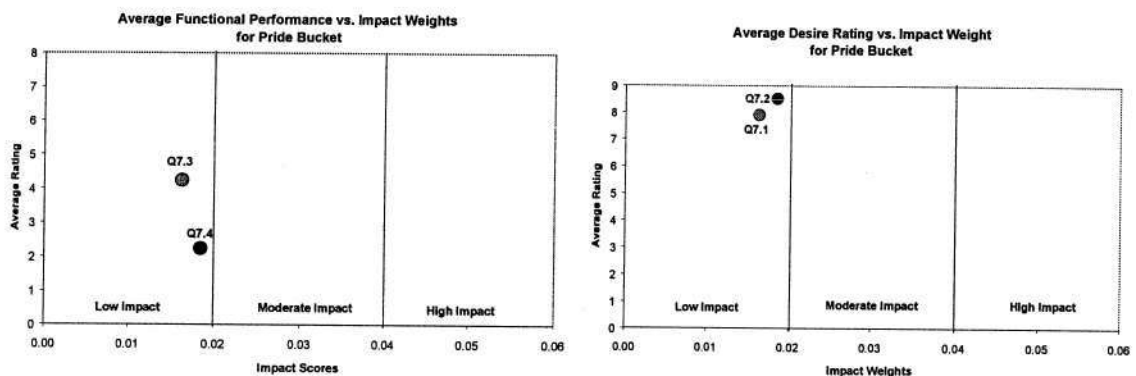


Figure 10 - Functional Performance/Desire Matrixes for Pride

## VI. DEMOGRAPHIC - SEGMENTATION ANALYSIS

The demographic information collected as part of the questionnaire consisted of information pertaining to age, USSF Grade, and number of years as member of the association. There should be some correlation between the USSF Grade and number of years a member of the association. The participation bucket of the old model is a good indicator of membership activity, satisfaction, and desire, since it covers training activities of the association.

As can be seen from the following figures, the association ranks highest with members 21 – 45 years of age. This age group constantly ranked the association

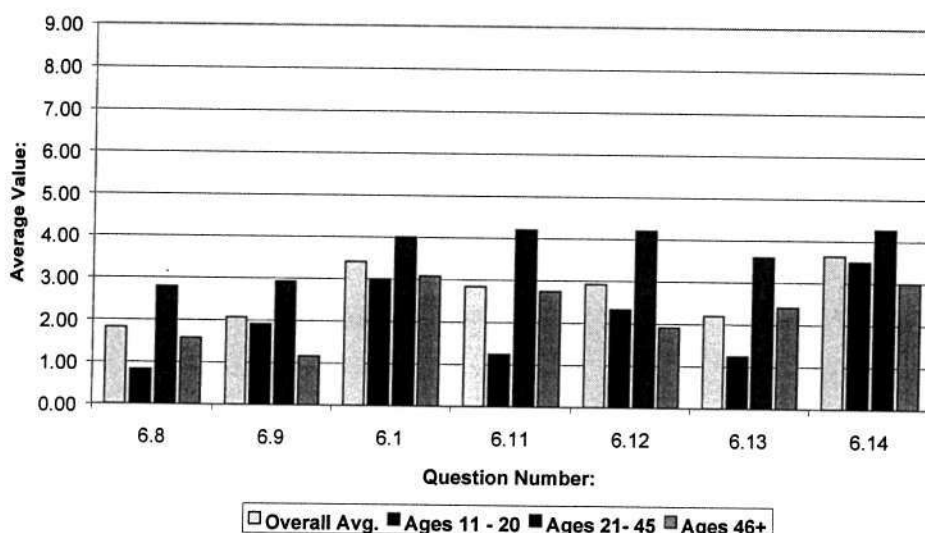
# A<sup>3</sup>SRA MEMBER SATISFACTION



ahead of the overall average for function performance. However, the group also has the greatest desire for these functions.

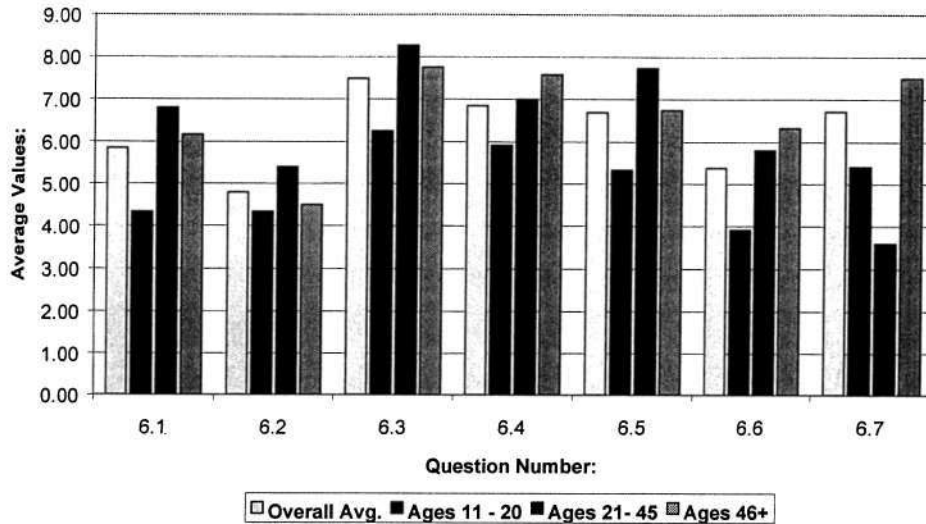
The youngest members are the least satisfied. This may be the effect of low questionnaire returns for this age group. I do not doubt the validity of the data. These low numbers make sense because the younger referees do not usually take advantage of the programs offered by the association, while referees in the 21 – 45 year age group is in the “prime” advancement years and require all the assistance they can find.

**Average Functional Performance Values per Age Group for Participation Questions**



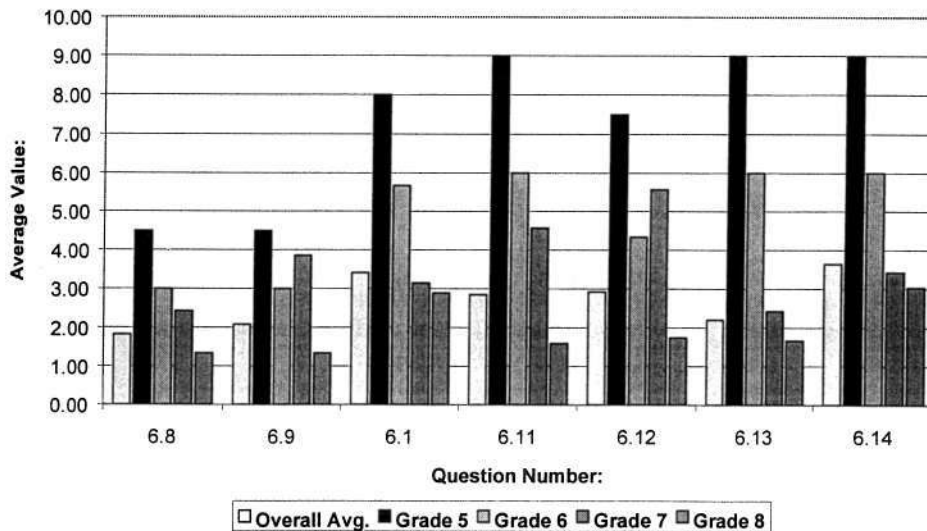
*Figure 11 – Average Functional performance Rating per Age Group for Participation Bucket*

**Average Desire Values per Age Group  
for Participation Questions**



**Figure 12 - Average Desire Rating per Age Group for Participation Bucket**

**Average Functional Performance Values per Grade Level  
for Participation Questions**



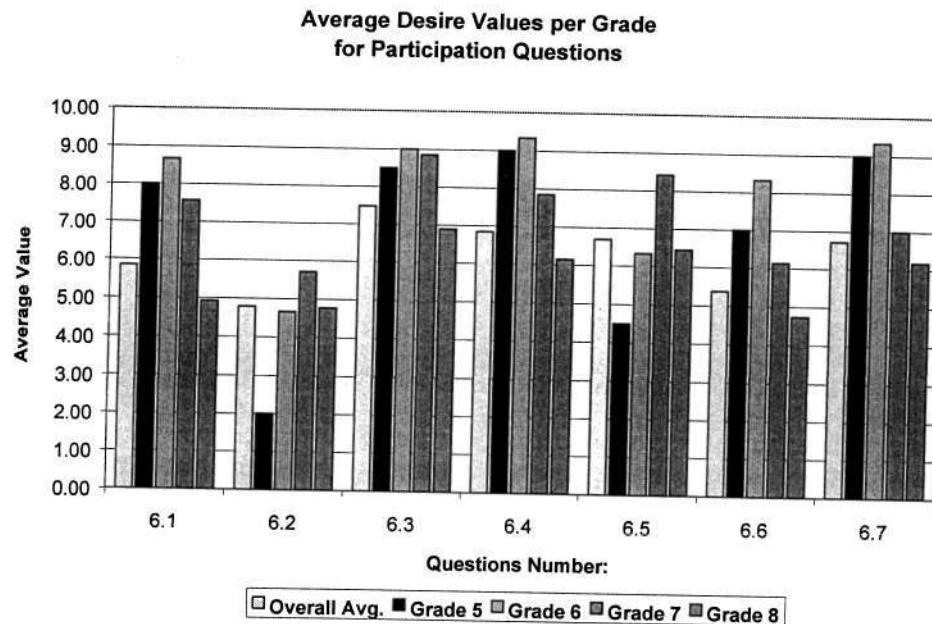
**Figure 13 - Average Functional performance per USSF Grade for Participation Bucket**

When grouped by USSF Grade, the newer referees (grades 7 and 8) are less satisfied with the association. But they have the strongest desire for the training programs that make up the participation bucket. Again, this makes sense since it

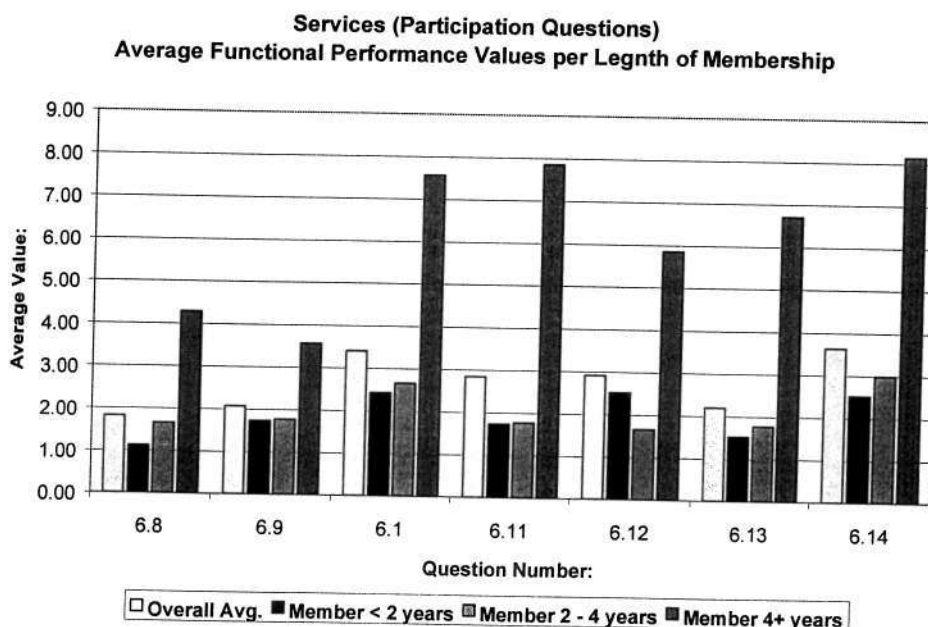
# A<sup>3</sup>SRA MEMBER SATISFACTION



is the newer, unsure referee who is more anxious to understand and learn the art of soccer officiating.



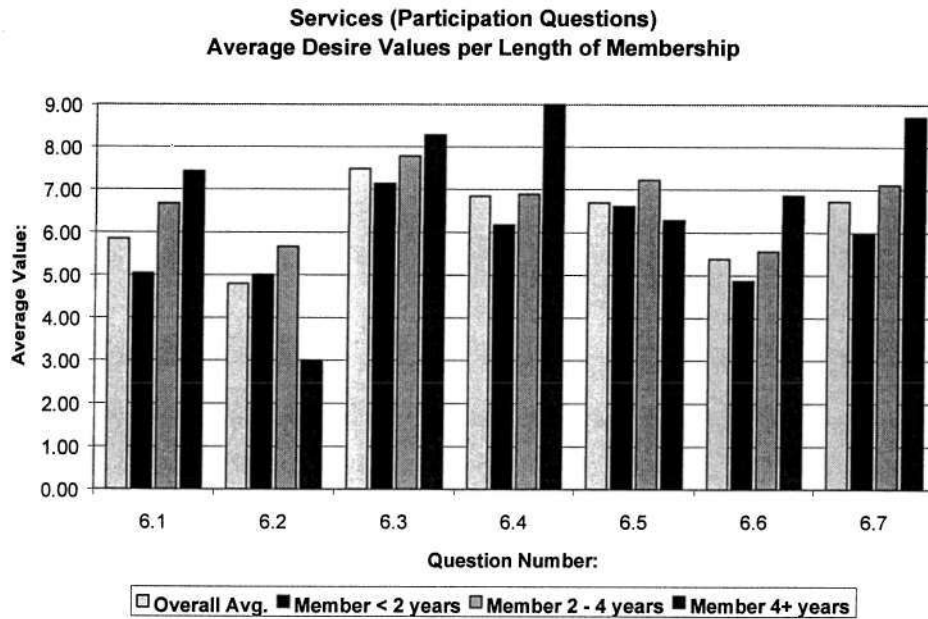
*Figure 14 – Average Desire Rating per USSF Grade for Participation Bucket*



*Figure 15 – Average Functional performance Rating per Length of Membership for Participation Bucket*



Members who joined the association long ago seem to be easier to please than the new members. This trend follows the model of satisfied customers, which states that it is easier to maintain a satisfied customer than attract new customers. In other words, older members are more likely than younger members to “understand” the shortcomings of the association and accept them



*Figure 16 - Average Desire Rating per Length of Membership for Participation Bucket*

Consistently there was a greater desire and satisfaction from members who were higher in USSF grade, older, and had a longer history of membership. This may seem to be somewhat contradictory to a problem with retention and loyalty. However, I believe that these members have found that happy medium of supporting their own needs themselves and not feeling as if they need the support of the association as they progress in experience and age.

This trend does highlight the unsatisfactory job the association does for newer referees. These are the members that tend to need the functions provided by a soccer referee association. This trend indicates that the association should apply more of its resources to programs that help the newer members. However, care must be taken to provide some “more advanced” programs, such as specialized training, for the older members.

## RECOMMENDATIONS

The data indicates that the association's highest priority should be to design and implement both a New Referee and Professional development program. These programs should be developed for different members' needs.

The demographic data indicated that the 21 – 45 age group was an age group that the association can not afford to become complacent about. This group will continue to be the group who demands the more advanced assistance from the association. Providing this assistance to them will keep them more satisfied than the overall average and hopefully provides them with a positive performance/desire gap.

The other group that must be considered is the newer member with less than 2 years membership. From the questionnaires returned, it is obvious that there are a number of members who don't know that much about the association and wonder just what it does. Many of the comments dealt with such issues as; where do I get help? What leagues should I be refereeing in? Etc. With some limited input on the part of the association, these members can be "shown the ropes" by the more experienced members.

### **I. PROFESSIONAL DEVELOPMENT PROGRAM**

This program should be designed for the referee who has over 3 years experience and wants to continue progressing through the USSF Grades and the referee who is older and has a wealth of experience to share. Both of these areas require special training and while both are "professional" in nature, they require distinct type of programs to be successful.

#### **A. TRAINER DEVELOPMENT**

Two of the high impact satisfaction drivers require that trainers be available. Both the Mentoring program and the small group discussions need to have someone trained to teach. However, I do not believe they need to be USSF or MHSAA certified to accomplish the goal of providing better officiating experiences for our

members. Also, out of a \$15.00 yearly membership fee, the members indicated that they would like to have \$10.54 of that spent on training programs.

Thus, I recommend that 5 volunteers be sought out to become the first class of trainers. These referees will be taught how to teach while discussing soccer situations. Also there should be an exchange of lessons between the trainers.

This type of program would provide the needed expertise to run a mentoring program, small group discussions, and evaluation programs. All of these programs have a moderate/high impact on member satisfaction.

## **B. ADVANCED REFEREE DEVELOPMENT**

This program must concern itself with only developing members who have the desire to advance through the upper USSF Grades. I would recommend this program have a set procedure for working with these members.

Among these procedures should be:

1. A yearly evaluation.
2. Promotion to non-local assignors.
3. Instruction on upgrade procedures.
4. Monthly small group meetings.
5. Biannual physical testing.

These are just the beginning of the procedures that would have to be developed. This program would have to be undertaken by the Professional Development committee.

## **II. NEW REFEREE DEVELOPMENT PROGRAM**

My first suggestion would be to change the name of the Youth Development Committee to the New Referee Committee. This will signal to the membership that this is the proper place for new referees to ask for help and information. Also I recommend the following:

1. Start a mentoring program. This program should consist of an experienced referee being assigned to three less experienced referees. The association should work with the local assignors to have an opportunity to slowly develop the newer referee.

2. Develop a number of more experienced referees to hold small group discussions, about game situations, once a month. The association should be willing to pay up to \$5.00 per session and provide refreshments.
3. A monthly meeting to discuss any concerns or questions that a referee may have. This meeting can be lead by one of the referees involve in the Professional Development Program.

### III. INFORMATION

A list of local assignors should be sent out with the next available newsletter.

A volunteer should be sought to become the association's librarian. This person would be responsible for assessing available books and audiovisual materials for inclusion in the association's library.

## CONCLUSIONS

Currently the A<sup>3</sup>SRA is not a quality performing organization. The information gathered from the questionnaire indicates that the membership desires the association to offer a number of different programs. Exactly how to meet the needs of the diverse membership will be the struggle ahead.

The severe gaps between the members' expectation and the association functional performance do not allow for fine-tuning of the current member satisfaction. The association is so far off from satisfying its membership that it is acceptable to base recommendation on just the Gap Modeling and PLS output. It is not currently necessary to tweak the model of satisfaction any further.

I do believe that the final model is a go indication of how the association's membership views its value to them. The association is only valuable if it is providing some information, a service, or an enjoyable time.

The direction for resource allotment is not surprising. It is intuitive that referees would like to be able to discuss their passion with someone else and to desire to have programs that would make them better referees. What is curious is the strong desire to keep all programs local. There isn't a strong trend to venture out

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of the Ann Arbor Area. Again this is useful information for the board to have when making budget decisions.

Interestingly, it is the younger membership that is less satisfied with this organization. This is an indication that for the association to survive it must heed the wishes of this new market for its services. The newer members are not satisfied with the way things are currently being performed and are requesting that improvements be made in the programs offered by the association.

It was interesting to note that the membership does wish for more competitive games. Also, that they enjoy these more competitive games. This is an indication that the membership wants to progress in their skills as is borne out with the high desire and impact ratings for development programs.

The A<sup>3</sup>SRA should concentrate on implementing the programs discussed in the recommendations. I recommend surveying the participants in the New Referee Development Program and the Professional Development Program every year for the first 3 years. This will allow the association to assess its advancement in these areas.

I believe the biggest challenge facing the association is the need to get the newer members more involved in the development and provision of the desired programs. Without new volunteers, the association will continue to flounder. The desire for programs is there within the membership. It will be interesting to see if the membership has as high a desire to provide the sweat needed to accomplish those desires.



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**BIBLIOGRAPHY**

Johnson, Michael D., Customer Orientation and Market Action, Upper Saddle River, NJ: Prentice Hall, Inc. 1996.



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<b>Appendix A:</b>	<b>LENS OF THE CUSTOMER</b>
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The following pages contain the original and updated Lens of the Customer for the A<sup>3</sup>SRA.



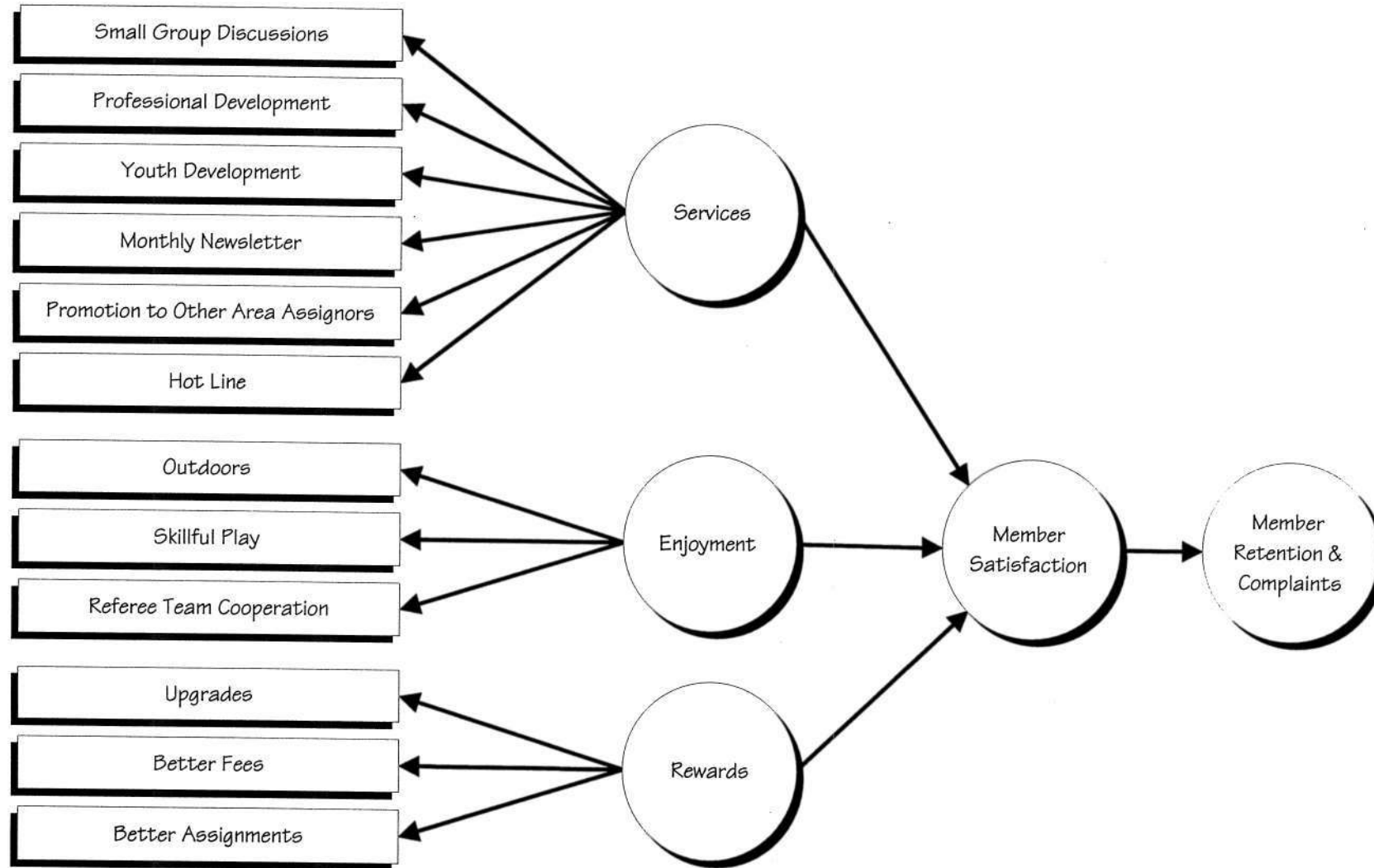


Figure 17 -- Lens of the Customer (Original Model)

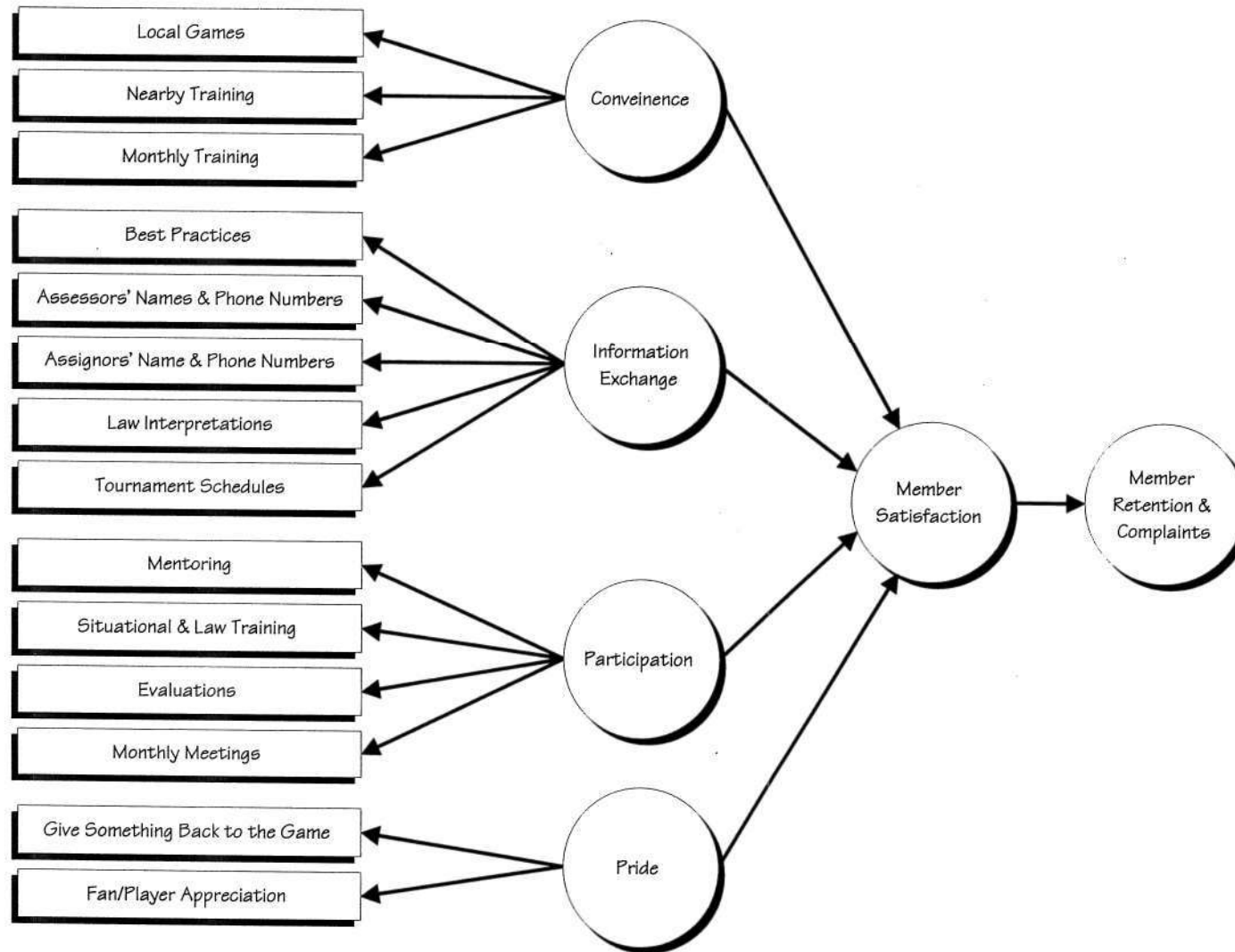


Figure 18 -- Lens of the Customer (Original Model) Continued

# A<sup>3</sup>SRA MEMBER SATISFACTION

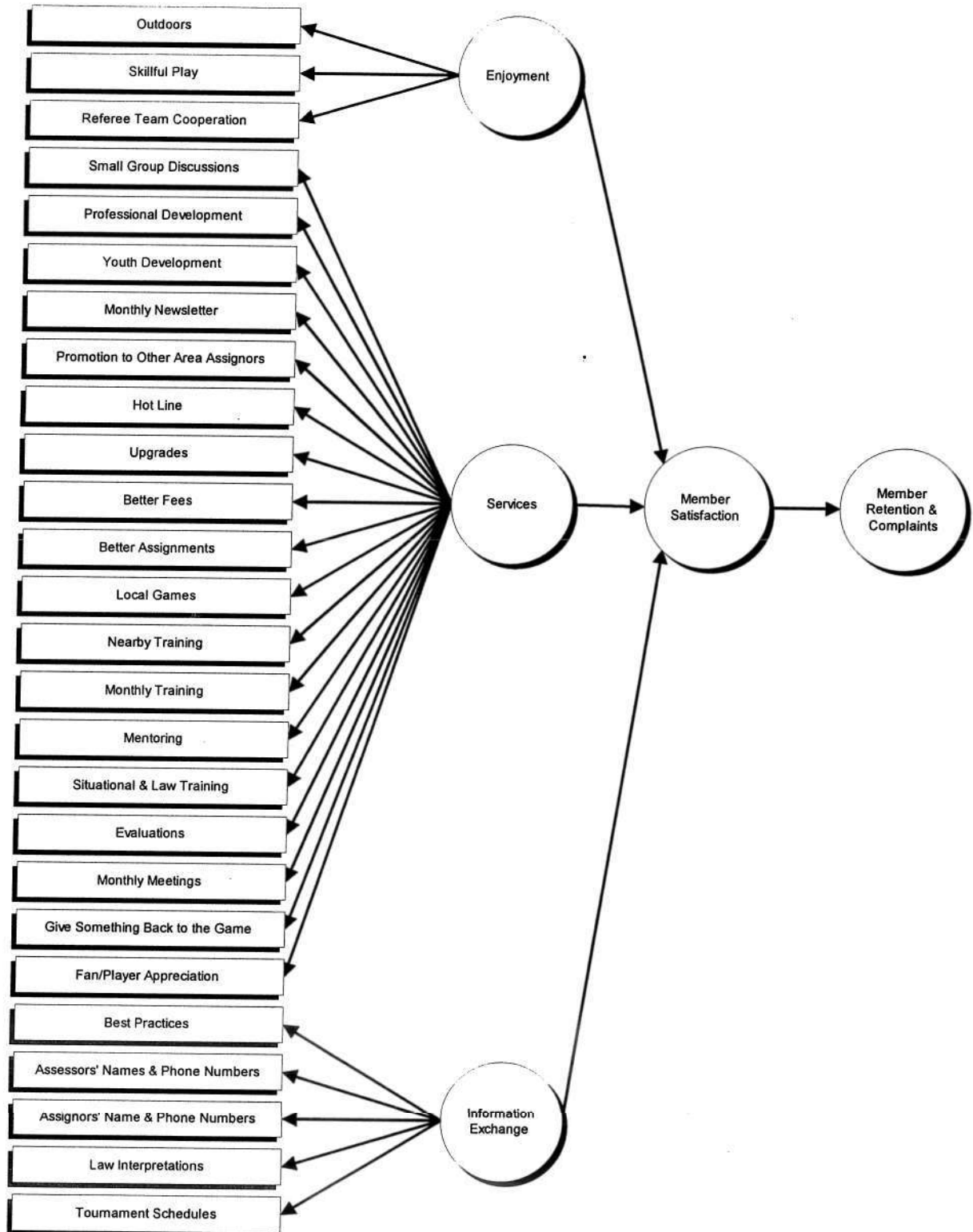


Figure 19 -- Lens of the Customer (Final Model)

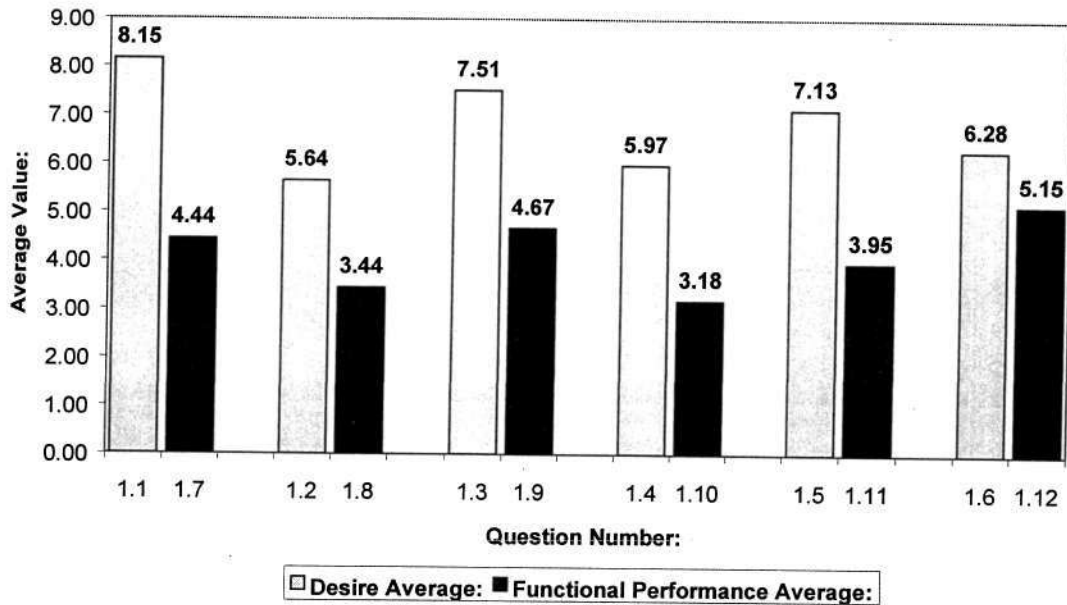


## **Appendix B:**

## **GRAPHS & TABLES**

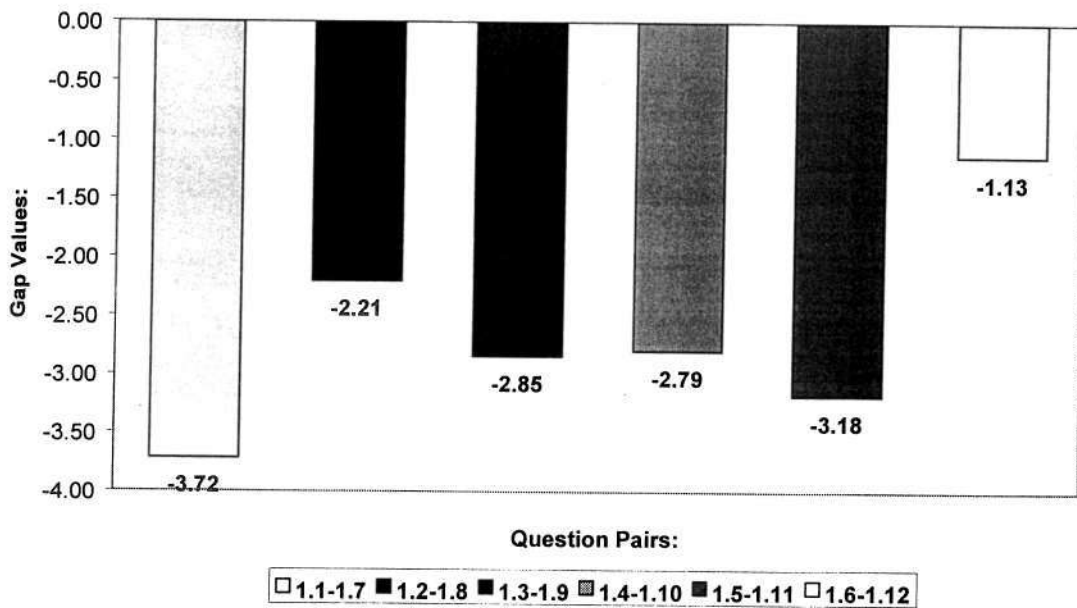
The following graphs present the average values of the desire and Functional performance questions for each bucket. Also, the gap values are presented.

**Desire vs. Functional Performance Average Values  
for Information Exchange Bucket**

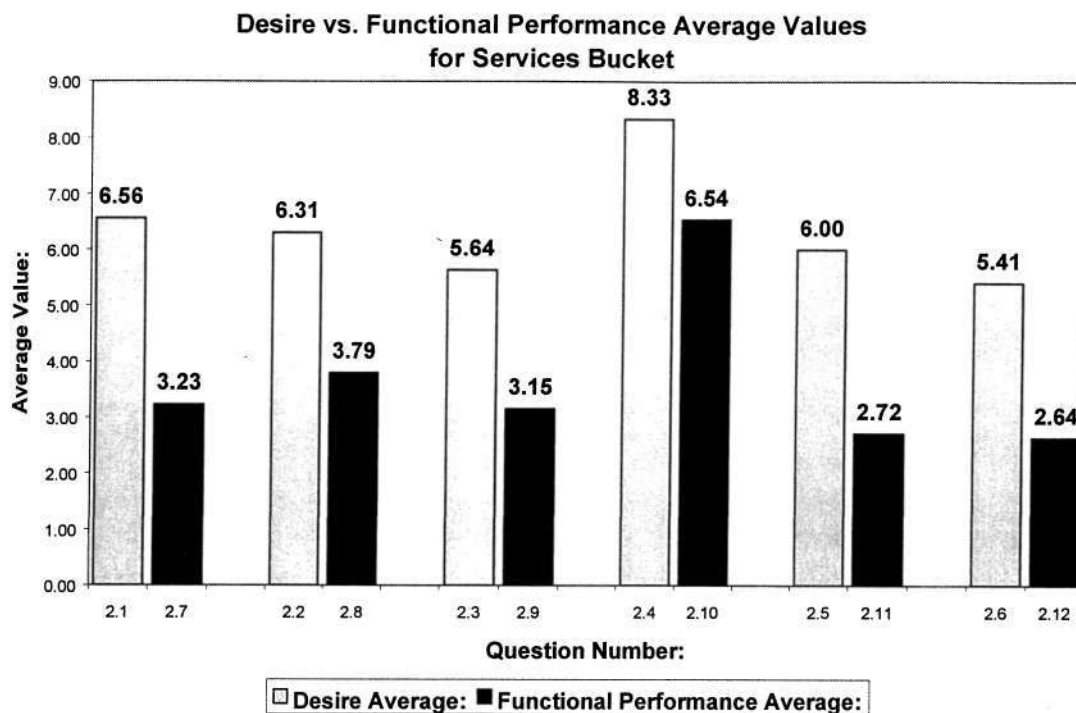


*Figure 20 -- Information Exchange Bucket Average Values Comparison*

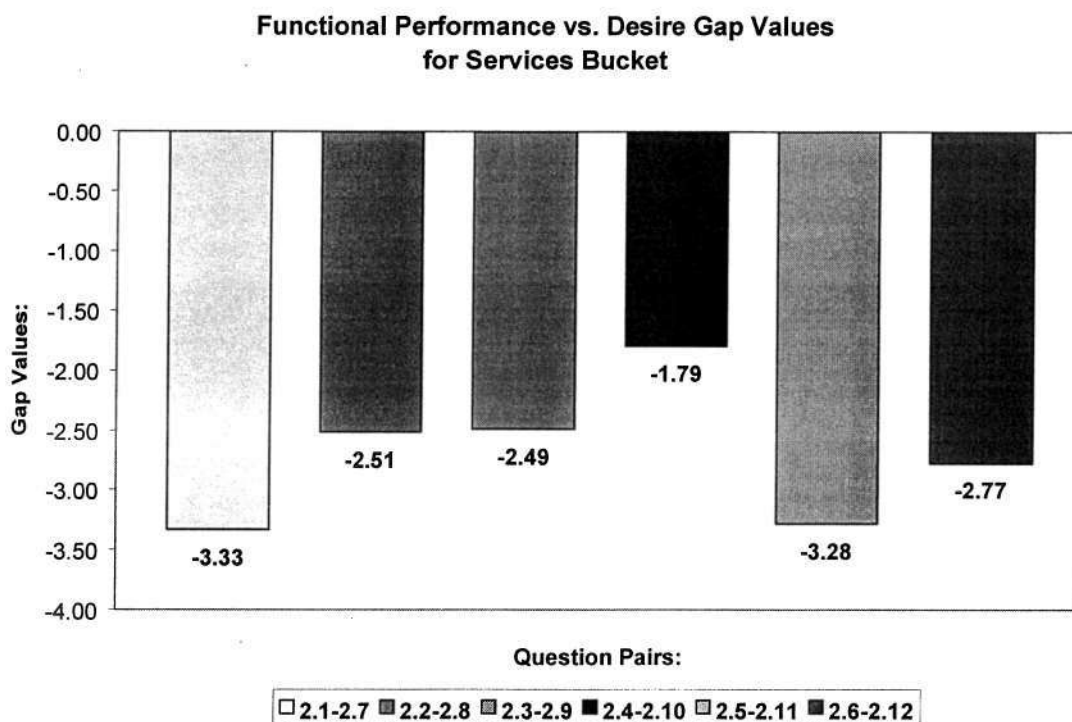
**Functional Performance vs. Desire Gap Values  
for Information Exchange Bucket**



*Figure 21 -- Information Exchange Bucket Gap Values*

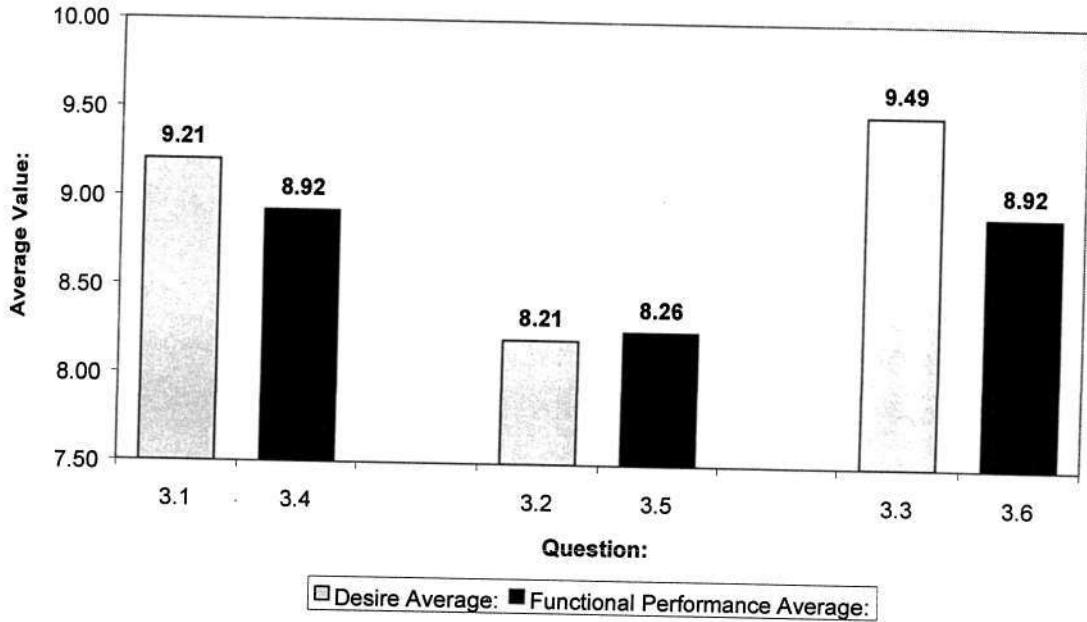


*Figure 22 – Services Bucket Average Values Comparison*



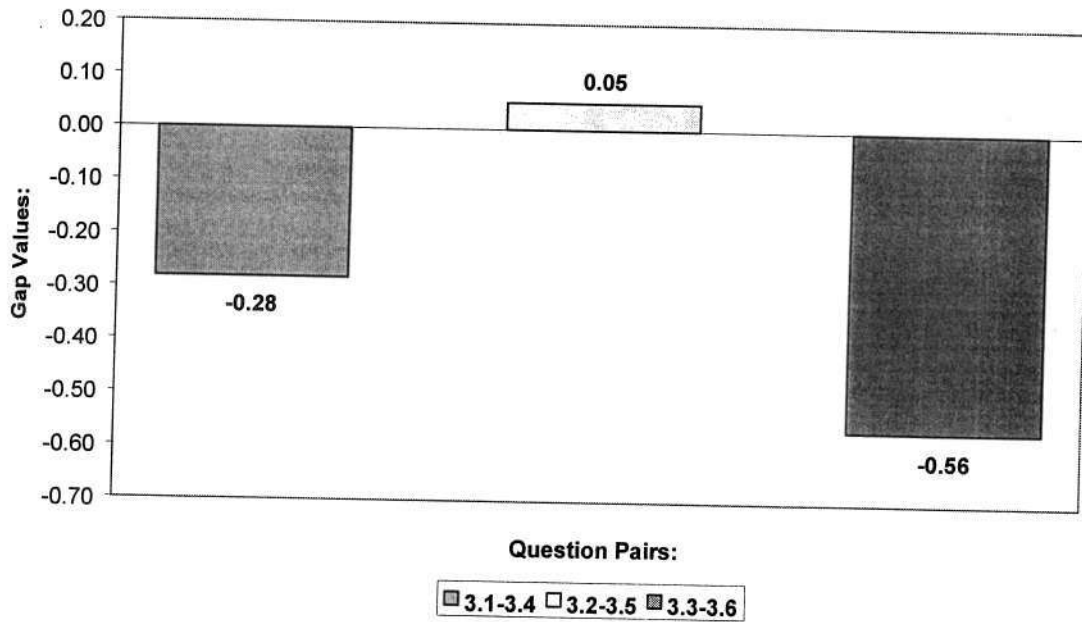
*Figure 23 – Services Bucket Gap Values*

**Desire vs. Functional Performance Average Values  
for Enjoyment Bucket**



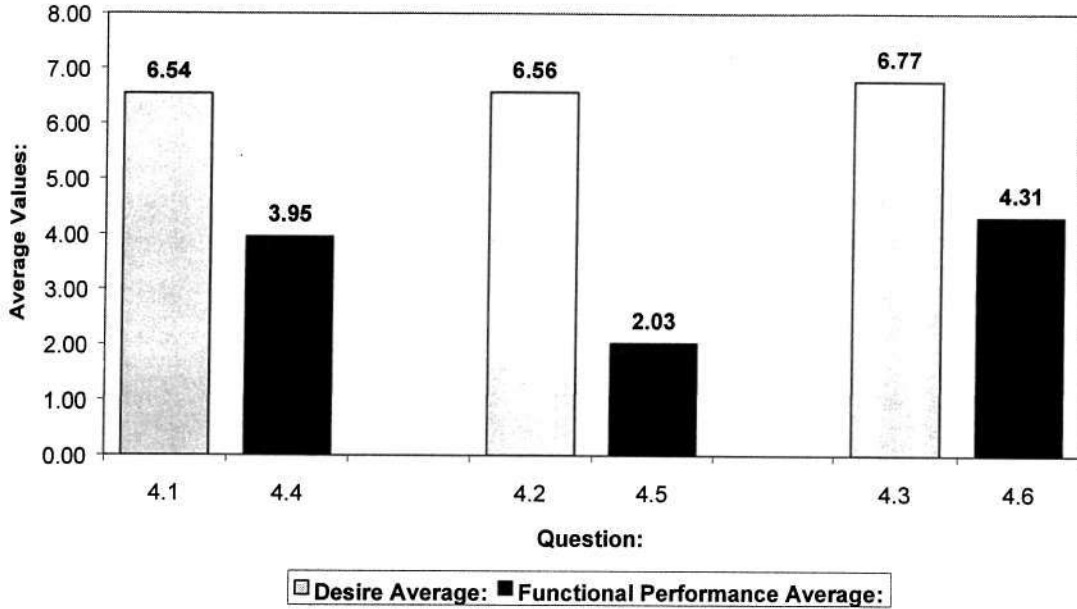
*Figure 24 - Enjoyment Bucket Average Values Comparison*

**Functional Performance vs. Desire Gap Values  
for Enjoyment Bucket**



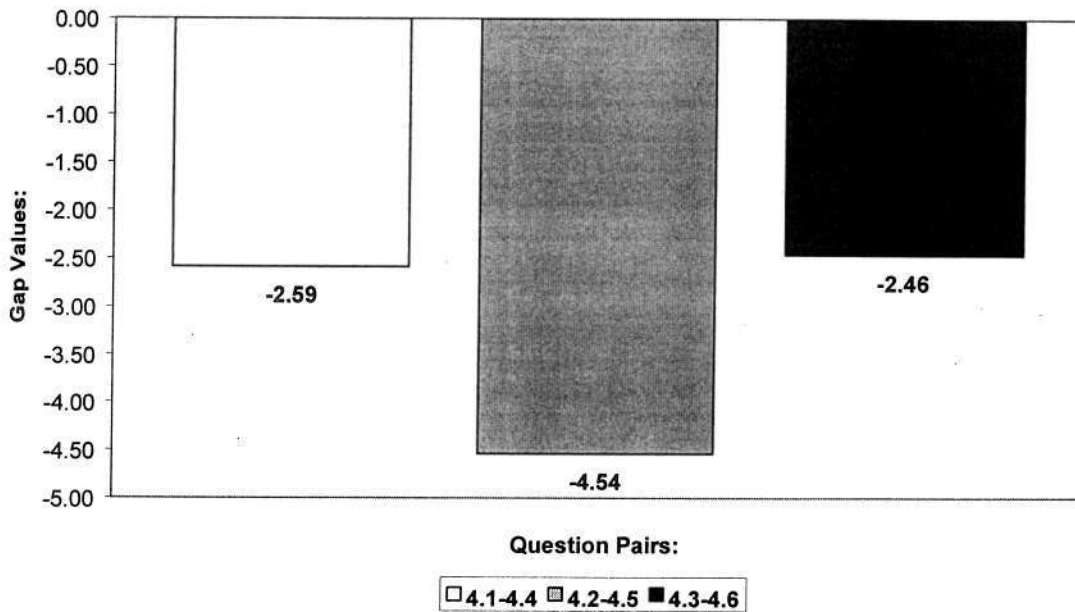
*Figure 25 - Enjoyment Bucket Gap Values*

**Desire vs. Functional Performance Average Values  
for Rewards Bucket**



*Figure 26 - Rewards Bucket Average Values Comparison*

**Functional Performance vs. Desire Gap Values  
for Rewards Bucket**

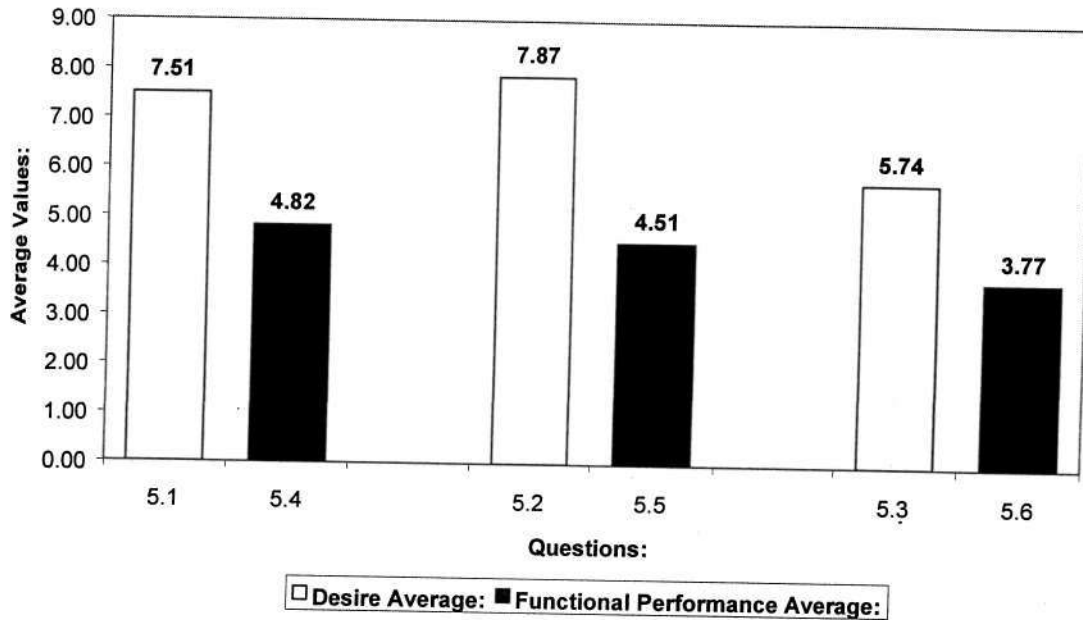


*Figure 27 - Rewards Bucket Gap Values*



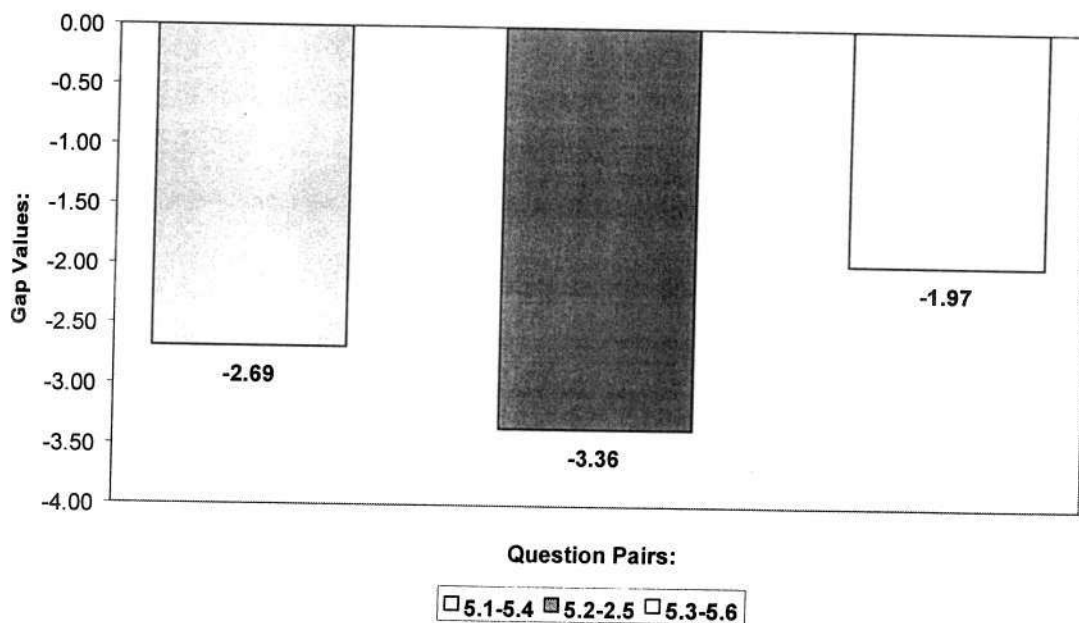


**Desire vs. Functional Performance Average Values  
for Convenience Bucket**



*Figure 28 - Convenience Bucket Average Values Comparison*

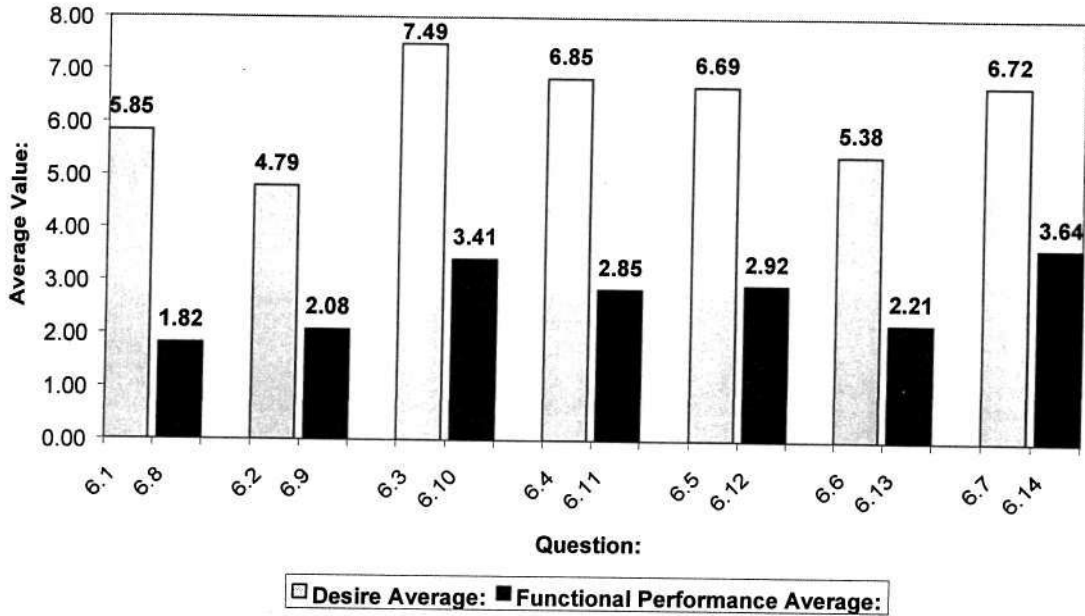
**Functional Performance vs. Desire Gap Values  
for Convenience Bucket**



*Figure 29 - Convenience Bucket Gap Values*

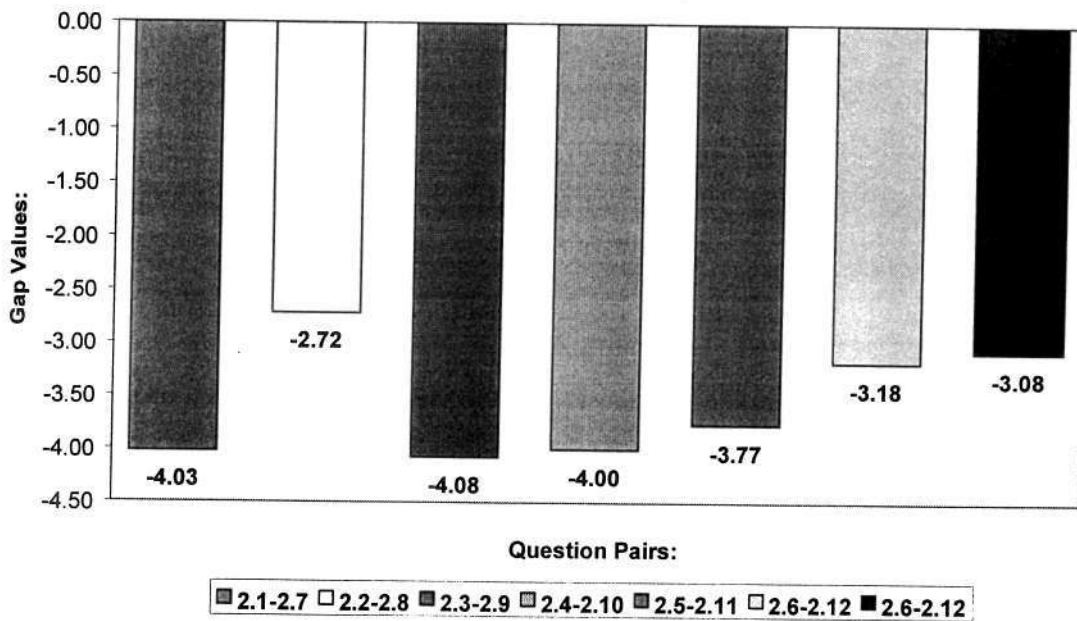


**Desire vs. Functional Performance Average Values for participation Bucket**



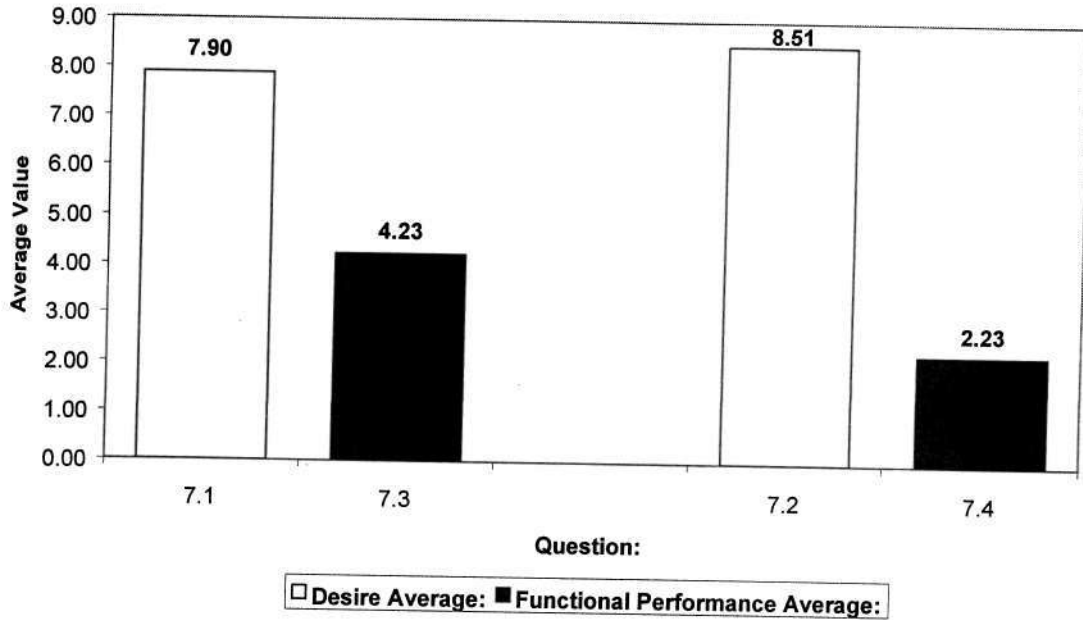
*Figure 30 - Participation Bucket Average Values Comparison*

**Functional Performance vs. Desire Gap Values for Participation Bucket**



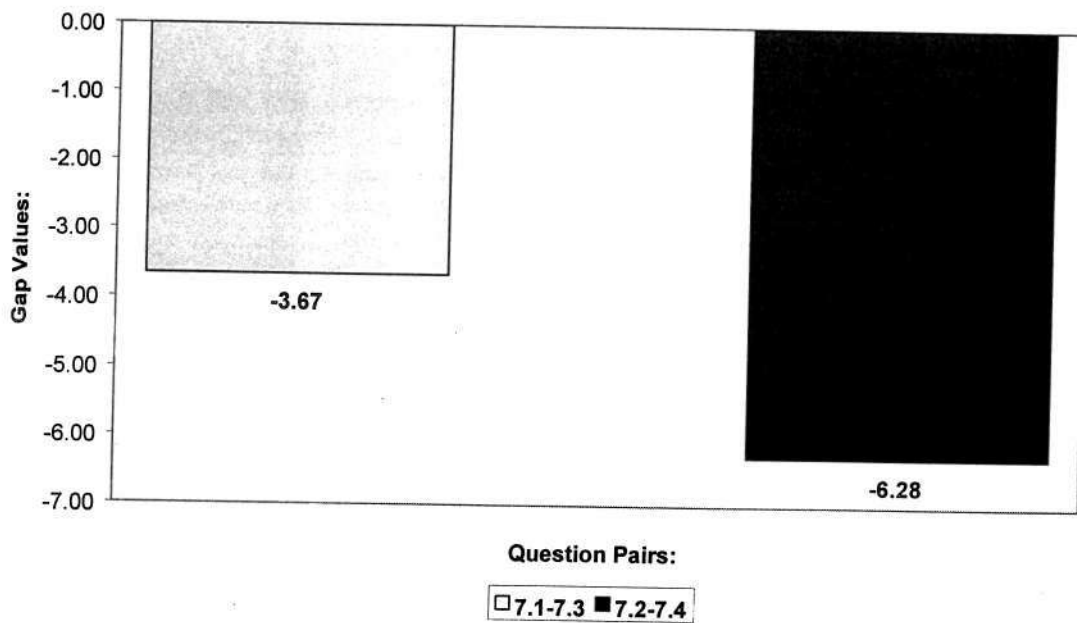
*Figure 31 - Participation Bucket Gap Values*

**Desire vs. Functional Performance Average Values for Pride Bucket**



*Figure 32 - Pride Bucket Average Values Comparison*

**Functional Performance vs. Desire Gap Values for Pride Bucket**



*Figure 33 - Pride Bucket Gap Values*

# A<sup>3</sup>SRA MEMBER SATISFACTION



Question Pair	Desire Average:	Functional Performance Average:	Performance vs. Desire Gap:	Service or Function discussed in question pair:
3.3 - 3.6	9.49	8.92	-0.56	Enjoyment of cooperation of officiating team
3.1 - 3.4	9.21	8.92	-0.28	Enjoyment of soccer outside
7.2 - 7.4	8.51	2.23	-6.28	Lobby for fan appreciation
2.4 - 2.10	8.33	6.54	-1.79	Provide a newsletter
3.2 - 3.5	8.21	8.26	0.05	Enjoyment of competitive soccer
1.1 - 1.7	8.15	4.44	-3.72	Provide information about best refereeing practice
7.1 - 7.3	7.90	4.23	-3.67	Assist in "giving something back to the game".
5.2 - 5.5	7.87	4.51	-3.36	Provide local training classes
5.1 - 5.4	7.51	4.82	-2.69	Assist in local game assignment
1.3 - 1.9	7.51	4.67	-2.85	Provide list of local Assignors
6.3 - 6.10	7.49	3.41	-4.08	Participate in game situation discussions
1.5 - 1.11	7.13	3.95	-3.18	Provide interpretations of the Laws
6.4 - 6.11	6.85	2.85	-4.00	Develop training
4.3 - 4.6	6.77	4.31	-2.46	Lobby for more competitive games
6.7 - 6.14	6.72	3.64	-3.08	Participate in training
6.5 - 6.12	6.69	2.92	-3.77	Participate as a evaluatee
4.2 - 4.5	6.56	2.03	-4.54	Lobby for better fees
2.1 - 2.7	6.56	3.23	-3.33	Participate in small group discussions
4.1 - 4.4	6.54	3.95	-2.59	Assist in pursuit of upgrade
2.2 - 2.8	6.31	3.79	-2.51	Provide Profession Development program
1.6 - 1.12	6.28	5.15	-1.13	Provide schedule of Michigan soccer tournaments
2.5 - 2.11	6.00	2.72	-3.28	Promote abilities to non-local assignors
1.4 - 1.10	5.97	3.18	-2.79	Provide list of non-local Assignors
6.1 - 6.8	5.85	1.82	-4.03	Participate as a mentor
5.3 - 5.6	5.74	3.77	-1.97	Provide monthly training program
2.3 - 2.9	5.64	3.15	-2.49	Provide Youth Development program
1.2 - 1.8	5.64	3.44	-2.21	Provide Assessor information
2.6 - 2.12	5.41	2.64	-2.77	Provide Hot Line
6.6 - 6.13	5.38	2.21	-3.18	Participate as an evaluator
6.2 - 6.9	4.79	2.08	-2.72	Participate as a mentee

Table 9 - Results Sorted by Desire Average Values.

# A<sup>3</sup>SRA MEMBER SATISFACTION



Question Pair	Desire Average:	Functional Performance Average:	Performance vs. Desire Gap:	Service or Function discussed in question pair:
7.2 - 7.4	8.51	2.23	-6.28	Lobby for fan appreciation
4.2 - 4.5	6.56	2.03	-4.54	Lobby for better fees
6.3 - 6.10	7.49	3.41	-4.08	Participate in game situation discussions
6.1 - 6.8	5.85	1.82	-4.03	Participate as a mentor
6.4 - 6.11	6.85	2.85	-4.00	Develop training
6.5 - 6.12	6.69	2.92	-3.77	Participate as a evaluatee
1.1 - 1.7	8.15	4.44	-3.72	Provide information about best refereeing practices
7.1 - 7.3	7.90	4.23	-3.67	Assist in "giving something back to the game".
5.2 - 5.5	7.87	4.51	-3.36	Provide local training classes
2.1 - 2.7	6.56	3.23	-3.33	Participate in small group discussions
2.5 - 2.11	6.00	2.72	-3.28	Promote abilities to non-local assignors
1.5 - 1.11	7.13	3.95	-3.18	Provide interpretations of the Laws
6.6 - 6.13	5.38	2.21	-3.18	Participate as an evaluator
6.7 - 6.14	6.72	3.64	-3.08	Participate in training
1.3 - 1.9	7.51	4.67	-2.85	Provide list of local Assignors
1.4 - 1.10	5.97	3.18	-2.79	Provide list of non-local Assignors
2.6 - 2.12	5.41	2.64	-2.77	Provide Hot Line
6.2 - 6.9	4.79	2.08	-2.72	Participate as a mentee
5.1 - 5.4	7.51	4.82	-2.69	Assist in local game assignment
4.1 - 4.4	6.54	3.95	-2.59	Assist in pursuit of upgrade
2.2 - 2.8	6.31	3.79	-2.51	Provide Profession Development program
2.3 - 2.9	5.64	3.15	-2.49	Provide Youth Development program
4.3 - 4.6	6.77	4.31	-2.46	Lobby for more competitive games
1.2 - 1.8	5.64	3.44	-2.21	Provide Assessor information
5.3 - 5.6	5.74	3.77	-1.97	Provide monthly training program
2.4 - 2.10	8.33	6.54	-1.79	Provide a newsletter
1.6 - 1.12	6.28	5.15	-1.13	Provide schedule of Michigan soccer tournaments
3.3 - 3.6	9.49	8.92	-0.56	Enjoyment of cooperation of officiating team
3.1 - 3.4	9.21	8.92	-0.28	Enjoyment of soccer outside
3.2 - 3.5	8.21	8.26	0.05	Enjoyment of competitive soccer

Table 10 - Results Sorted by Gap Values.



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<b>Appendix C:</b>	<b>A<sup>3</sup>SRA QUESTIONNAIRE</b>
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The following pages contain the questionnaire used for this project.

Ann Arbor Area Soccer Referee Association

Michael E. White  
Professional Development Committe  
1049 Gault Dr.  
Ypsilanti, MI 48198  
(313) 484-2823

April 1, 1997

Dear A<sup>3</sup>SRA Member:

Attached you will find a copy of a survey that the A<sup>3</sup>SRA Board of directors is conducting to determine the needs and values of its membership. The results of this survey will be used to develop a 1-year and 3-year action plan for the A<sup>3</sup>SRA to follow. The results and action plan will be presented to the association members at a later date.

This survey is being conducted in conjunction with a marketing class that I am completing as part of an MBA program at the University of Michigan. I am paying for half of the costs associated with the survey.

Please note that the survey is printed on both sides of the paper. When filling out the survey please remember the following definitions for the term "desire":

**Weak or Little Desire** (1-2 on the survey scale): If a program or service was offered by the association, you would not attend or think it was worthwhile.

**Medium Desire** (3-7 on the survey scale): If a program or service was offered by the association, you might attend and/or think it was worthwhile.

**Strong Desire** (8-10 on the survey scale): You believe that such a program or service is definitely needed and/or you would be willing to help with the program or service.

I am requesting that you return the filled out survey, in the enclosed envelope, by April 20<sup>th</sup>. The action plan and results of the survey will be available sometime in July.

I would personally like to thank you for taking the time, approximately 30 minutes, to fill out this survey. It is time well spent; investing in the future of our association. If you have any questions when filling out the survey please feel free to contact me at the phone number listed above.

Sincerely,

*Michael E White*

Michael E. White  
A<sup>3</sup>SRA President

Professional Development Committee  
*Expanding the Art of Refereeing*









# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

For questions 1.7 through 1.12, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well	1	2	3	4	5	6	7	8	9	10	Extremely Well	Don' Know
1.7. How well the A <sup>3</sup> SRA provides me information on the recommended refereeing practices	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
1.8. How well the A <sup>3</sup> SRA provides me with access to the names of the referee Assessors and their phone numbers	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
1.9. How well the A <sup>3</sup> SRA provides me with access to the names and numbers of local area Assignors	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
1.10. How well the A <sup>3</sup> SRA provides me with access to the names and numbers of Assignors outside the local area	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
1.11. How well the A <sup>3</sup> SRA provides me with interpretations of the Laws	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
1.12. How well the A <sup>3</sup> SRA provides me with schedules of soccer tournaments in the state of Michigan	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK

## 2. SERVICES

For questions 2.1 through 2.3, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire	1	2	3	4	5	6	7	8	9	10	Strong Desire	Don't Know
2.1. My desire to participate in small group discussions of refereeing situations and practices	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
2.2. My desire to have a Professional Development program available to me	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK
2.3. My desire to have a Youth Development program available to me	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩			DK

# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

For questions 2.4 through 2.6, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire										Strong Desire	Don't Know
2.4. My desire to receive a newsletter	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.5. My desire to have the A <sup>3</sup> SRA promote my abilities to assignors outside the local area	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.6. My desire to have a Hot Line available for Law interpretations, late breaking news, etc.	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

For questions 2.7 through 2.12, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well										Extremely Well	Don't Know
2.7. How well the A <sup>3</sup> SRA provides me with access to small group discussions about refereeing situations and practices	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.8. How well the A <sup>3</sup> SRA provides me with a Professional Development program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.9. How well the A <sup>3</sup> SRA provides me with a Youth Development program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.10. How well the A <sup>3</sup> SRA provides me with a useful newsletter	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.11. How well A <sup>3</sup> SRA promotes my refereeing abilities to assignors outside the local area	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
2.12. How well the A <sup>3</sup> SRA meets my need for a Hot Line	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

## 3. ENJOYMENT

For questions 3.1 and 3.2, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire										Strong Desire	Don't Know
3.1. My desire to referee soccer outdoors	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
3.2. My desire to referee competitive soccer	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

Please note that for question 3.3 the scale changes. For this question a 1 corresponds to "Little or No Importance" and a 10 corresponds to "Very Important."

	Little or No Importance					Very Important					Don't Know
<b>3.3. Importance of cooperating as a member of the refereeing team</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK

For questions 3.4 through 3.6, a 1 corresponds to "Low Enjoyment," and a 10 corresponds to "High Enjoyment."

	Low Enjoyment					High Enjoyment					Don't Know
<b>3.4. The degree to which I enjoy refereeing outdoors</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
<b>3.5. The degree to which I enjoy refereeing a competitively played game</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
<b>3.6. The degree to which I enjoy cooperating as a member of the refereeing team</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK

## 4. REWARDS

For questions 4.1 and 4.2, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire					Strong Desire					Don't Know
<b>4.1. My desire to pursue an upgrade</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
<b>4.2. My desire to have the A<sup>3</sup>SRA pursue better fees for the games I referee</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK

For question 4.3, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire					Strong Desire					Don't Know
<b>4.3. My desire to pursue "better -- tougher" game assignments</b>	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK

# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTIO QUESTIONNAIRE

For questions 4.4 through 4.6, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well										Extremely Well	Don't Know
4.4. How well the A <sup>3</sup> SRA provides services that support my pursuit of an upgrade	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
4.5. How well the A <sup>3</sup> SRA pursues better fees for the games I referee	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
4.6. How well the A <sup>3</sup> SRA helps me pursue opportunities to request more competitive game assignments	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

## 5. CONVENIENCE

For questions 5.1 through 5.3, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire										Strong Desire	Don't Know
5.1. My desire to be assigned to local games	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
5.2. My desire to have local training classes available	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
5.3. My desire to have monthly training program available	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

For question 5.4, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well										Extremely Well	Don't Know
5.4. How well the A <sup>3</sup> SRA provides me with services that assist me in being assigned to local games	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

For questions 5.5 and 5.6, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well										Extremely Well	Don't Know
5.5. How well the A <sup>3</sup> SRA provides me with opportunities to attend local training classes	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
5.6. How well the A <sup>3</sup> SRA provides me with an opportunity to attend a monthly training program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

## 6. PARTICIPATION

For questions 6.1 through 6.7, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire										Strong Desire	Don't Know
6.1. My desire to be involved in a mentoring program as a Mentor	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
6.2. My desire to be mentored as part of a mentoring program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
6.3. My desire to be involved in game situation discussions	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
6.4. My desire to be involved in developing and providing training to my fellow referees	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
6.5. My desire to be Evaluated as part of an evaluation program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
6.6. My desire to become an Evaluator for an evaluation program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
6.7. My desire to participate in training sessions	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

For questions 6.8 through 6.14, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well									Extremely Well	Don't Know
6.8. How well the A <sup>3</sup> SRA provides me with opportunities to participate in a mentoring program as a mentor	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
6.9. How well the A <sup>3</sup> SRA provides me with opportunities to have a mentor as part of a mentoring program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
6.10. How well the A <sup>3</sup> SRA provides me with opportunities to participate in game situation discussions	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
6.11. How well the A <sup>3</sup> SRA provides me with opportunities to participate in developing and providing training to other referees	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
6.12. How well the A <sup>3</sup> SRA provides me with opportunities to be evaluated as part of an evaluation program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
6.13. How well the A <sup>3</sup> SRA provides me with opportunities to become an evaluator as part of an evaluation program	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
6.14. How well the A <sup>3</sup> SRA provides me with opportunities to participate in training sessions	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK

## 7. PRIDE

For questions 7.1 and 7.2, a 1 corresponds to "Weak or Little Desire," and a 10 corresponds to "Strong Desire."

	Weak or Little Desire									Strong Desire	Don't Know
7.1. My desire to "give something back to the game"	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK
7.2. My desire to have fans and players appreciate my time and efforts	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	DK

# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

For questions 7.3 and 7.4, a 1 corresponds to "Not Very Well," and a 10 corresponds to "Extremely Well."

	Not Very Well										Extremely Well	Don't Know
7.3. How well the A <sup>3</sup> SRA provides me with opportunity to give something back to the game	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK
7.4. How well the A <sup>3</sup> SRA promotes fan and player appreciation of my time and efforts	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

## 8. SUMMARY QUESTIONS

For question 8.1, a 1 corresponds to "Not Close" and a 10 corresponds to "Very Close."

	Not Close										Very Close	Don't Know
8.1. In general, how close does the A <sup>3</sup> SRA come to what would be your ideal Soccer Referee Association?	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

For question 8.2, a 1 corresponds to "Very Low Satisfaction" and a 10 corresponds to "Extremely Satisfied."

	Very Low Satisfaction										Extremely Satisfied	Don't Know
8.2. Overall, my level of satisfaction with the A <sup>3</sup> SRA is?	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

For question 8.3, a 1 corresponds to "Not Very Well" and a 10 corresponds to "Extremely Well."

	Not Very Likely										Will Definitely Rejoin	Don't Know
8.3. At present, the chances of me re-joining the A <sup>3</sup> SRA are:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩		DK

8.4. Number of years I have been a member:

\_\_\_\_\_



# ANN ARBOR AREA SOCCER REFEREE ASSOCIATION SATISFACTION QUESTIONNAIRE

## 9. FEES

The officers of the A<sup>3</sup>SRA request that you pick the four most desirable programs from the following list. Also we are requesting that you divide the \$15 A<sup>3</sup>SRA fee between the programs you select.

		Program	Amount
For example:	<input checked="" type="checkbox"/>	Hot Line	\$ 3.50
	<input type="checkbox"/>	Mentoring Program	\$
	<input type="checkbox"/>	Monthly Training	\$ 4.25
	<input type="checkbox"/>	Evaluation Program	\$ 4.50
	<input type="checkbox"/>	Fan Appreciation Program	\$ 3.00
	<input type="checkbox"/>	A <sup>3</sup> SRA Member Baseball Cap	\$

Please pick your 3 most desired:

	Program	Amount
①	Hot Line	\$ .
②	Mentoring Program	\$ .
③	Monthly training	\$ .
④	Evaluation Program	\$ .
⑤	Fan Appreciation Program	\$ .
⑥	A <sup>3</sup> SRA Member Baseball Cap	\$ .
⑦	Small Group Meetings	\$ .
⑧	A <sup>3</sup> SRA Library of books and tapes	\$ .
⑨	Referee Hut at Fuller Field	\$ .
⑩	Other _____	\$ .

Please indicate the Highest competitive level of soccer you have refereed.

U \_\_\_\_\_ Boys    Men    \_\_\_\_\_ (yes or no)  
 U \_\_\_\_\_ Girls    Women    \_\_\_\_\_ (yes or no)

Please provide the following:

Name \_\_\_\_\_  
 USSF Grade Level \_\_\_\_\_ AGE \_\_\_\_\_  
 Number of years refereeing \_\_\_\_\_



