



# **ODMHA OFFICIATING PROGRAM**



## **OFFICIATING COUNCIL, PROGRAMS & BYLAWS**





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# PART I

## COUNCIL & JOB DESCRIPTIONS

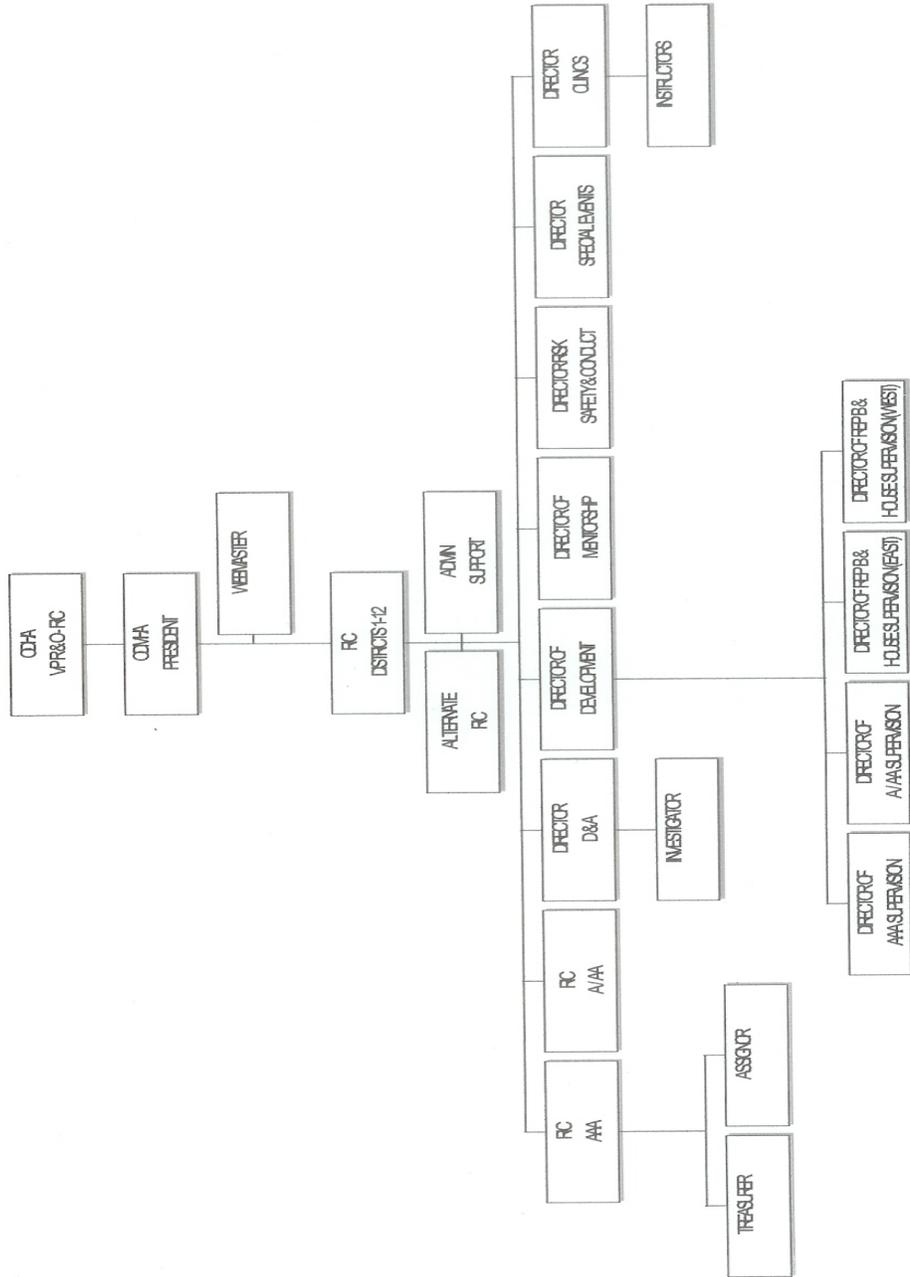
### OFFICIATING COUNCIL

The purpose of this section is to describe the composition of the Officiating Council of the ODMHA Officiating Program.

- 1.01 OFFICIATING COUNCIL** - the Officiating Council will be composed of the ODMHA Referee-In-Chief, the ten ODMHA District Referee-In-Chiefs, the ten ODMHA District Alternate Referee-In-Chiefs and the voting members of the Executive Committee. District Referee-In-Chiefs will hold their Alternate's vote in their absence without the need for a written proxy.
- 1.02 DUTIES** – the Officiating Council will meet on a minimum of four occasions over the course of the hockey season. Additional meetings may be called for and/or meetings may be conference calls if convenient to all members. Council will receive guidance and direction from ODMHA Council and may make recommendations to ODMHA Council. The conduit for communication between ODMHA Council and the OP Council is the Referee-In-Chief.
- 1.03 ANNUAL GENERAL MEETING** – The last meeting of the season will be considered the ODMHA OP Annual General Meeting (AGM) for the purposes of this document.



# ODMHA OFFICIATING PROGRAM ORGANIZATIONAL CHART





## EXECUTIVE COMMITTEE

The purpose of this section is to describe the duties of the Executive Committee members of the ODMHA OP.

**2.01 REFEREE-IN-CHIEF** - the ODMHA Referee-In-Chief is appointed by the President of the ODMHA on a yearly term. The ODMHA Officiating Council recommends to the President of the ODMHA that his/her selection be from within the current membership of the ODMHA Officiating Counsel.

The ODMHA Referee-In-Chief will:

- A. attend at all ODMHA Executive and Minor Council meetings as a non-voting member;
- B. preside at all OP Executive Committee Meetings and RIC General Meetings;
- C. not vote, except in the event of a tie, when he shall cast the deciding vote;
- D. be an ex-officio member of all standing and AD HOC committees, unless prohibited by the Bylaws, and represent the OP Executive at the ODMHA meetings. If unable to perform his/her duties designate an alternate RIC from the Executive Committee to be his/her replacement. The member so designated will fall under the rules and bylaws governing this position;
- E. provide reports to ODMHA Executive and ODHA RIC as required on matters pertaining to the good governance and efficiency of the ODMHA OP;
- F. prepare an annual report for the ODMHA President to be included in the ODMHA AGM;
- G. be prepared to be a lead instructor at HC re-certification and supervision clinics; and
- H. be accountable for all financial matters within the ODMHA OP.

**2.02 ALTERNATE REFEREE-IN-CHIEF** – the Alternate Referee-In-Chief will be appointed by the ODMHA Referee-In-Chief and will:

- A. attend all Executive Committee meetings;





- B. attend at all RIC General meetings;
- C. not vote, except in the event of a tie, when he shall cast the deciding vote, when acting as Referee-In-Chief; and
- D. perform such duties as assigned by the Referee-In-Chief.

**2.03 ADMINISTRATIVE SUPPORT** – the Administrative Support person will be appointed by the Referee-In-Chief and will:

- A. attend all Executive and RIC General Meetings;
- B. issue notices for all meetings;
- C. maintain records of proceedings and meetings; and have custody of all documents and records pertaining to the affairs of the ODMHA OP; and
- D. be responsible for maintaining an accurate database of all ODMHA OP members including mailing address, phone numbers and email addresses as applicable.

**2.04 AAA REFEREE-IN-CHIEF** – the AAA Referee-In-Chief will be appointed by the ODMHA Referee-In-Chief and will:

- A. attend all Executive Committee meetings;
- B. attend at all RIC General meetings;
- C. attend all AAA league meetings and handle issues from the AAA league on behalf of the Referee-In-Chief;
- D. prepare an approved list of officials to handle assignments in the AAA league from officials as submitted by District RIC's;
- E. ensure an Assignor and Treasurer are appointed to handle the requirements of the AAA league; and
- F. report to and ensure the Referee-In-Chief is appraised of all issues from the AAA league.

**2.05 A/AA REFEREE-IN-CHIEF** – the A/AA Referee-In-Chief will be appointed by the ODMHA Referee-In-Chief and will:

- A. attend all Executive Committee meetings;
- B. attend at all RIC General meetings;





- C. attend all A/AA league meetings and handle issues from the A/AA league on behalf of the Referee-In-Chief;
- D. prepare an approved list of officials to handle assignments in the A/AA league from officials as submitted by District RIC's; and
- E. report to and ensure the Referee-In-Chief is appraised of all issues from the A/AA league.

**2.06 DIRECTOR OF DEVELOPMENT** - the Director of Development for the ODMHA OP shall be appointed by the Referee-In-Chief and will:

- A. attend all Executive and General Meetings;
- B. select a senior staff of officials to assist in the Supervision of officials in consultation with the Referee-In-Chief;
- C. strive to ensure that the level of officiating throughout the ODMHA is consistent and professional;
- D. strive to ensure that each official is supervised at least once per season and more if deemed necessary;
- E. submit to the Treasurer and Referee-In-Chief a breakdown of games and the supervisors who worked them as requested;
- F. review cases when an official is not happy with a Supervision or a series of Supervisions;
- G. hold Supervision Meetings as often as needed to try and have supervisors be more consistent;
- H. hold and/or advise of Supervision Clinics to assist new supervisors at the start of each season; and
- I. co-ordinate the ODMHA OP development quizzes, respond to queries from officials, mark and return results in a timely fashion. Compile the results and inform the Referee-In-Chief in writing of any officials who fail to meet required marks or who are tardy in handing in quizzes for action by the District RIC's.

**2.07 DIRECTOR OF MENTORSHIP** - the Director of Mentorship for the ODMHA OP shall be appointed by the Referee-In-Chief and will:

- A. attend all Executive and General Meetings;





- B. co-ordinate the ODMHA Mentorship Program and provide in writing a complete report to the Referee-In-Chief as required;
- C. conduct ODMHA Mentorship Referee Clinics as requested by the Referee-In-Chief, coordinating through the Director of Clinics; and
- D. strive to ensure that the level of first year officiating throughout the ODMHA is consistent and professional.

**2.08 DIRECTOR OF DISCIPLINE AND APPEALS** - the Director of Discipline and Appeals for the ODMHA OP shall be appointed by the Referee-In-Chief and will:

- A. attend all Executive and General Meetings;
- B. attend all ODMHA Discipline and Appeal hearings as the officials' representative at the hearing;
- C. ensure officials attend all ODMHA D&A hearings as required;
- D. appoint an investigator in consultation with the Referee-In-Chief to assist with investigations as requested; and
- E. report monthly to the Referee-In-Chief any decisions on disciplinary or appeal decisions from the ODMHA.

**2.09 DISCIPLINE AND APPEALS INVESTIGATOR** - the Discipline and Appeals Investigator for the ODMHA OP shall be appointed together by the Referee-In-Chief and the Director of D&A and will:

- A. attend all Executive and General Meetings;
- B. assist the Director of Discipline and Appeal by investigating all match penalty calls for abuse of officials and all appeals by teams of any call by an official;
- C. ensure officials are aware of all ODMHA D&A hearings; and
- D. prepare investigative reports on each incident together with any recommendations.

**2.10 DIRECTOR OF RISK, SAFETY and CONDUCT** - the Director of Risk, Safety and Conduct for the ODMHA OP shall be appointed by the Referee-In-Chief and will:

- A. attend all Executive and General Meetings;





- B. attend all ODMHA Risk, Safety and Conduct meetings as the officials' representative at the meetings; and
- C. report to the Referee-In-Chief any matters of interest from those meetings forthwith.

**2.11 DIRECTOR OF SPECIAL EVENTS** - the Director of Special Events for the ODMHA OP shall be appointed by the Referee-In-Chief and will:

- A. attend all Executive and General Meetings;
- B. co-ordinate the Bell Capital Cup tournament each season;
- C. coordinate and take the lead roll in the supervision of officials for this tournament;
- D. provide a tournament ending report to the Referee-In-Chief with a financial break down, any issues and suggestions to improve or changes for the next season; and
- E. perform such duties as assigned by the Referee-In-Chief.

**2.12 DIRECTOR OF CLINICS** - the Director of Clinics for the ODMHA OP shall be appointed together by the Referee-In-Chief ODHA and the Referee-In-Chief ODMHA and will:

- A. attend all Executive and General Meetings;
- B. select a staff of Instructors in consultation with the ODHA and ODMHA Referee-In-Chiefs;
- C. strive to ensure that the level of officiating throughout the ODHA/ODMHA is consistent and professional;
- D. ensure that each official is re-certified annually to Hockey Canada standards;
- E. hold Instructors meetings as often as needed to ensure consistency within the instructors staff;
- F. coordinate all clinics within the ODHA/ODMHA to ensure officials have a fair opportunity to attend and re-certify annually;
- G. schedule instructors accordingly for each clinic;



- H. coordinate an annual Hockey Canada Level III clinic for those officials who meet the requirements to attend;
- I. assist, if requested by the ODHA or ODMHA Referee-In-Chiefs, in the coordination of a bi-annual Hockey Canada Level IV/V clinic;
- J. oversee the development and implementation of any Mentorship Clinic for first year officials; and
- K. coordinate the annual ODHA Referee School on behalf of the ODHA Referee-In-Chief.

**2.13 REFEREE ASSIGNOR** - the Referee Assignor is contracted by the ODMHA OP Referee-In-Chief together with the AAA Referee-In-Chief and has no voting privileges unless he/she is a current on ice official within the ODHA. The AAA Referee Assignor will:

- A. attend all General Meetings;
- B. attend Executive Meetings as required;
- C. as equitable as possible, ensure that each referee officiates a fair amount of games;
- D. ensure qualified and capable officials are available for each scheduled or exhibition game;
- E. report to the AAA Referee-In-Chief any official who is tardy or fails to meet his/her assigned tasks;
- F. submit to the Treasurer, a breakdown of games and the officials who worked them at an appropriate time in which the Treasurer may meet his/her payroll schedule; and
- G. be remunerated at a rate negotiated by the ODMHA Referee-In-Chief with the AAA league; and

**2.14 TREASURER** - the Treasurer of the ODMHA OP will be appointed by the Referee-In-Chief and will:

- A. attend all Executive and General Meetings;
- B. pay all accounts by cheque, supported by proper invoices, signed by him another executive member as specified by the Referee-In-Chief;





- C. keep accurate records of all monies received and disbursed;
- D. ensure officials are paid forthwith after the designated pay periods; and
- E. make available any financial information at meetings and the AGM. In the event that a Finance Committee is formed, be the chair of that Committee.

**2.15 REFEREES REPRESENTATIVE** - The Referee Representative will be nominated by the ODMHA OP AAA officiating staff by election at the annual AGM, has no voting privileges, and will:

- A. be elected at the ODMHA OP AGM;
- B. attend all General Meetings;
- C. attend Executive Meetings as required;
- D. be a direct contact for referees working the AAA league to air their grievances;
- E. immediately contact the AAA Referee-In-Chief in regard to any grievances;
- F. ensure that members with a grievance receive an answer within a reasonable time frame; and
- G. must attend all Appeal Hearings if requested by a grieved member.

**2.16 ODMHA OP WEBMASTER** - the ODMHA OP Webmaster shall be appointed together by the Referee-In-Chief ODHA and the Referee-In-Chief ODMHA and has no voting privileges unless he/she is a current on ice official within the ODHA and will:

- A. attend all General Meetings;
- B. attend Executive Meetings as required;
- C. be responsible for maintaining the ODMHA OP website to ensure that they are operational, functioning properly and readily available to all ODMHA officials as required;
- D. upon approval of the Referee-In-Chief and/or Executive Committee, incorporate required changes and varied programs to the ODMHA OP website; and





- E. report to the Referee-In-Chief on all matters associated with the ODMHA website.

## **PART II**

# **PROGRAMS**

## **SUPERVISION**

On-ice supervision is aimed at the development of officials through meaningful feedback. The guidelines contained in this manual are necessary for a standardized approach to the evaluation of officials.

### **3.00 Objectives of Effective Evaluation**

**3.01** To improve the quality of officiating in the two and three official systems of officiating

**3.02** To develop evaluation consistency in the assessment of officials.

**3.03** To provide instructional follow-up and coaching which reinforces the information presented at clinics within the Canadian Hockey Officiating Program. Officials should be provided with feedback on areas of positive performance as well as areas where improvement is required to strengthen their on-ice performance.

**3.04** To develop consistent officiating techniques with reference to rule interpretation, enforcement, positioning & and signaling.

**3.05** To obtain optimum performance by providing an incentive to the officials. Good supervision is the key to success in any officiating program. This manual is one tool which will assist the supervisor to become more effective, which will ultimately not only improve the quality of officiating, but also the quality of hockey in general.

### **4.00 Role of a Supervisor**

#### **4.01 Dedication to Quality**

Individuals who accept the responsibility to supervise officials must be dedicated toward improving the quality of officiating and the development of consistency within the association. The supervisor must be prepared to spend time with each official evaluated,





and discuss each performance. The most important responsibility which the supervisor must realize, is that they are there to assist referees and linesmen to become better officials. Supervisors must realize their responsibility to not only evaluate performance, but to also coach officials offering suggestions to improve areas of concern.

Supervisors will be confronted by players and team officials under certain situations. It is important that the supervisor realize their area of responsibility in this regard and not become involved in policy matters. The supervisor should refer problems relating to policy to the appropriate league or branch authority.

Supervisors must realize the importance of complete and detailed reports. The supervisor's report is a permanent record of performance by an individual in a specific situation, and it is essential that the report reflect accurately what that performance was. These reports are important tools by which associations can evaluate and rate their officiating staff.

#### **4.02 Qualities of an Effective Supervisor**

- Develop and encourage a positive relationship with the officials. A supervisor must respect the officials and deal with them in a professional and friendly manner. The supervisor who is concerned with developing a positive relationship will be respected and accepted by the officials.
- Never influence the decision of an official, or cause an official to change their decision during or after a game. The role of the supervisor is to evaluate and report performance. They may assist officials with respect to uniformity of rule interpretation, theory and techniques of officiating, judgment in calling penalties and other related aspects of Officiating, but the final decision in all matters during the game is the responsibility of the officials on the ice.
- Identify an official's weakness and provide the means of overcoming the problem.

This can be in the form of offering suggestions, recommendations, or review. It is very important that the official understand exactly what the problem is, and find a solution which will remedy the situation.

- Have a thorough knowledge and understanding of approved rules, procedures and techniques. This requires the supervisor to be very comfortable with all information in both the Rule Book \ Case Book and the Officiating Procedures Manual. They must insist that officials use only procedures and techniques which are approved by the CHA and branch. Supervisors must report any official who does not conform to procedures and techniques which have been approved by the CHA or branch.

### **5.00 Communicating with Officials**

A question that every supervisor has asked at one time or another is whether or not they should talk to the officials before or during a game.





The answer can be "yes" or "no" depending on the game, the officials involved, and the reason for which the officials are being supervised. If the officials are experienced and your being in the referees' room before the game will not upset them, then it may be all right to see them before the game. If however, the officials are inexperienced and could be influenced by the knowledge that they are being supervised, then it might be better not to see them until the game is over.

If the purpose of the supervision is to assess performance because of previous adverse reports, then the supervisor should remain inconspicuous and observe the official's performance without the official knowing that they are being assessed. After the game it is permissible to discuss the official's performance based on their work in that particular game.

## 6.00 Communication Tips

Some hints that will help open the lines of communication between supervisors and officials are:

1. Honesty is the best policy. Always be honest in your comments; do not tell the officials one thing and then report something different.
2. Always be objective in your comments. If there is something critical to report, then offer a method or solution with which the official may correct or improve.
3. Be a good listener. It is important that you be attentive to what an official is saying to ensure that there is no misunderstanding of your comments.
4. Be sympathetic, especially when dealing with inexperienced officials. Remember, you were once a "rookie" yourself.
5. When talking to the referee, it is usually acceptable to have the linesmen listen in, as this can be a learning opportunity for them as well. If the discussion may be very critical, you may want to discuss these issues only with the referee.
6. Talk to both linesmen in the presence of the referee. This encourages teamwork, and provides the opportunity for input from all officials.
7. Talk to both officials at the same time if the game was officiated using the two-official system.
8. Never be openly critical of game officials or the association that you represent. Hockey fans and players are quick to believe the negative instead of the positive things about a referee or linesman.
9. Make your report and comments private. Your report is confidential and must be treated as such.
10. Be beyond reproach at all times in your actions and comments. Remember, good communication is the lifeline between officials and the supervisor.



## 7.00 Assessment of Officials

The Official's Evaluation Form is an important tool that has been provided to assist supervisors in the evaluation of on-ice officials. This form, used for each of the officials being evaluated, is organized into five parts:

1. General Information on Official and Game
2. Evaluation Scale
3. Strengths
4. Weaknesses
5. Comments

Section 2 includes a list of "things to look for" to ensure that all supervisors are evaluating similar points. These areas will help organize the supervisor's ideas as they carry out the evaluation. Sections 3 through 5 are the most important areas on the form. In this section the supervisor can:

- detail specific information based on the official's performance
- note suggestions and recommendations discussed with the official
- make recommendations or comments to the office.

The key for all officials is to get as much written feedback as possible that they can reference in the future.

## 8.00 Guidelines for Assessing

### 8.01 Appearance and Presence

We all know that you never get a second chance to make a good first impression and that the "initial impression" is very lasting and influential. An official's appearance becomes very evident to those involved in the games such as players, coaches, managers, fans and other game officials right from the moment they enter the arena. It is very important that an official's appearance, both off the ice and on, be of a very high standard at all times. Certain points to consider include the following:

Key Areas:

- Does the official look like an athlete?
- Positive body language.
- Presence on stoppages (both physical and verbal)

Other Factors:

- Is there good grooming (clean shaven, hair length)?
- Is there appropriate dress on arrival at the rink?
- Is there good equipment?
- Is there a good helmet - black (in good condition), visor and chin strap worn properly?
- Is there a good sweater - clean, branch crest, CHA shoulder crest?





- Are pants clean, pressed, good fit?
- Are skates polished, clean, white laces?
- Is there good overall physical conditioning? Good posture?
- Displays enthusiasm (interested, wants to be there)
- Displays authority and confidence in decisions made.

#### Composure and Maturity

This is a very difficult area to evaluate. During the course of a game, the official will be faced with many various situations. Maturity will show by the manner in which various situations are handled. The relationship which has been developed with players, team officials and fans will soon become evident once the game gets underway. When dealing with younger inexperienced players the official should demonstrate a friendly, helpful attitude. They should be firm, yet helpful. As players become more experienced, the official should limit discussions with the players, and deal with the captains and alternate captains. Game control results when all components of the game cooperate. The official that demonstrates a composed, mature attitude will gain respect from players and team officials, and will be better able to fulfill their role.

Some points to note are:

As the intensity of the game increases requiring more difficult decisions, does the official:

- stay cool, calm and consistent?
- display inconsistencies in decisions?
- show signs of losing composure?
- maintain controlled communication with players and coaches?

If the game is totally one-sided, does the official:

- continue to hustle, or tend to coast?
- tend to become more lenient towards the losing team?
- tend to lose interest in the game?

## 8.02 Attitude

The official must always display the proper attitude so that they can assert control over the game and allow fair play at all times. Some things to consider here relate to different traits an official may display before or during a game. For example:

Key Areas:

- Display enthusiasm and professionalism
- Decisions are firm and decisive (not arrogant)
- Is the official approachable?
- Is the official able to gain respect from other game participants and does the official display a mutual respect?

Other Factors:

- Is there belligerence or antagonizing
- Is there fairness?
- Is there firmness, but politeness?



- Is there confidence?
- Is there dedication to their responsibilities?
- Are they able to maintain composure?
- Is there interest in the game?
- Is there seriousness?
- Is there consistency?
- Is there interest in personal recognition?
- Is the official open to feedback after the game during the supervision discussion?

#### **8.04 Skating Ability**

A supervisor cannot impress enough upon an official the importance of skating ability. The better an official can skate, the more they can concentrate on other aspects of officiating without having to think about stopping, starting, turning, etc. They will automatically be in better position to control the game. The supervisor may wish to evaluate skating ability during the pre-game skate; however, actual game situations will truly reflect the skating abilities of the official.

##### **Key Areas**

- Pursuit of play. Does the official read and react to the flow of play?
- Is the official able to keep up with the speed of the game?

Areas to evaluate include the following:

- Acceleration, both forward and backward
- Is there agility and balance? Lateral mobility?
- Is there good starting (initial strides too long, or too short)?
- Is there stopping in both directions?
- Is there forward and backward skating?
- Is there turning in both directions?
- Are there crossovers in both directions?
- Is there good body position (erect, bent over)?
- Is there use of arms?
- Is the official able to avoid puck and player movement?

The better the official scores in this area, the easier it will be to consistently keep up with the play.

#### **8.05 Positioning**

##### **a) Three-Official System**

##### **Linesmen**

Two areas to check are the position:





1. While play is in progress
2. During face-offs

The main responsibility of the linesmen is that of calling off-sides, off-side passes and icings.

As the positioning of the puck or skates are determining factors on most linesmen calls, it is imperative that the linesmen be in correct position to ensure that the correct call is made.

Many factors will contribute to this and the supervisor should look for:

- Is there knowledge of correct positioning?
- Is there hustle and desire?
- Is there skating ability?
- Is there experience level?
- Is there anticipation of play?
- Is there teamwork (covering for partner or referee on fast break)?
- Is there alertness?

### **Referee**

When supervising the work of the referee the supervisor must divide positioning into five specific areas:

1. Play in end zone around goal. Is the referee comfortable moving from home base to half piston, and does the referee go to the net when appropriate?
2. Play on breakouts into neutral zone.
3. Play as it crosses the opposite blue line.
4. Play when it is on the same side of ice as referee, and when play is on opposite side
5. During stoppages.

These areas give the supervisor an overall view of the referee's positioning to determine whether it is satisfactory, requires improvement, or only a slight adjustment.

The supervisor should then concentrate on the areas where improvement or adjustment is required. For best results, work on only one specific area at a time.

### **Evaluation Tips**

1. Insist that all officials use the CHA approved positioning procedure. Refer to the CHA procedure explaining correct positioning for the referee and linesmen.
2. Consider the caliber of official with which you are dealing. An experienced official may pick up a bad habit of which they are not aware. Be careful not to antagonize a senior official and destroy the relationship necessary between the official and supervisor. Be diplomatic when dealing with senior officials who have developed their own personal style.



3. Explain the reasoning and importance of being an accomplished skater when dealing with an inexperienced official. Points to consider in your explanation include:

- It will be easier to keep up with the play.
- Basic positioning is enhanced.
- Recovery from bad positioning is facilitated.

4. Explain the importance of correct positioning. Stress the following:

- All players be kept in front of the referee at all times.
- The back should never be turned to the front of the net.
- Should be in constant motion.

Correct positioning techniques will place the official in the correct position to make a close call. For example, when there is a goal mouth scramble the referee should be very close to the net and on the goal line to see whether or not the puck enters the net.

### **b) Two-Official System**

To be successful and accomplish a creditable performance in the two-official system, both referees must skate, hustle, and communicate with their partner. All of the duties and responsibilities covered by the three-official system are now being handled by just two officials. Many of the features of positioning of the two referees will parallel that of the two linesmen in the three-official system, and many of the same guidelines will apply. The supervisor should be concerned with the following when evaluating performance in the two-official system:

- Is the referee not conducting the opening face-off following the puck? The direction of the puck will determine that referee's "end" of the ice?
- Is the referee not conducting the face-off always protecting the line for the other referee?
- Is the referee in the correct position? This is very important for off-sides and off-side passes. The official must be at the line before the play reaches the line.
- Are the officials maintaining their diagonal relationship at all times. (never more than two lines apart)?
- Is there communication between the two officials?
- When play is in the end zone, does the front referee watch for infractions around the puck, while the back referee watches players in the front of the net area?

### **Evaluation Tips**

1. Insist that both officials use the CHA approved positioning procedure without variations.
2. Stress that CHA methods, techniques and procedures be adhered to without variations.
3. Stress the importance of the correct positioning of the front referee which should follow the same patterns of positioning as would the referee in the three-man system. This will better enable the referee to switch back and forth between the two systems.
4. Do not be overly critical of one official and full of praise for the other when giving your post-game evaluation. Remember, you are attempting to improve officiating through teamwork. You should point out that correct positioning by both officials enhances the overall performance throughout the game.



## 8.06 Signals

Signals are a means of communication between all components of the game. Therefore, it is very important that all signals, (whistle, hand, verbal) be used when required, and be executed correctly. Every official must understand the importance and significance of correct signals.

- Signals inform the various components of the game of an official's decision.
- Proper use of signals will help reduce needless delays, avoid confusion, and eliminate unnecessary discussion or explanations.
- Spectators must also be considered and be made aware of events during the game.

### Key Areas:

- Are signals firm and executed with good timing?
- Firm and confident, but not antagonistic.

### Other Factors:

- Crisp, clean and sharp.
- Knowledge of the proper signals to be used.
- Signals used at the right time, not over signaling.

By adhering to proper signaling techniques, all components of the game will be kept aware of what is happening in the game.

### 8.06.a Penalty infractions

All penalty signals are illustrated in the CHA Rule Book. Each official must be thoroughly familiar with these signals and be able to use them correctly. Proper technique is very important when signaling a penalty. When calling an infraction, the official must:

- Blow the whistle.
- Come to a stationary position.
- Point out the penalized player.
- Get the penalized players attention by stating the player's number, color of sweater and nature of the infraction. (e.g. "16 Red, Hooking")
- Use the correct penalty signal when stating the infraction.

When supervising in this area, the following should be observed:

- Is the arm raised straight up and the body kept erect on a delayed penalty? Do not permit the referee to skate bent over, or lower or bend the raised arm.
- Is there good balance when signaling - feet apart and knees slightly bent? Proper balance will reduce the possibility of the referee falling during this crucial time in the game.
- Is a penalized player aware that they are being penalized even before the referee gives the signal?
- Is the signal crisp and definite with no hesitation? The referee should not antagonize the penalized player while signaling the infraction, either verbally or through exaggerated gestures.



- When giving the signal, does the referee watch the penalized player, and also the other players? The referee should never look down, or take the eyes off the penalized player.
- Is there skating backwards to the penalty bench, then repeating the penalty signal upon arrival?
- Is there a giving of the number, color of sweater, and duration of penalty for the infraction to the penalty timekeeper or official scorer?
- Is there an avoidance of confrontation with the penalized player by exiting the penalty bench area by skating an arc? It is not necessary to stop at the penalty bench area when reporting the infraction to the penalty timekeeper or official scorer. However, it is imperative that the penalty timekeeper or official scorer get the correct information. Signals are an integral aspect of the game. They must be executed in a firm and positive manner, but without unnecessary detraction from the game. Refer to the CHA Rule Book for an explanation of correct signals for specific infractions.

### **8.06.b Off-Sides**

The calling of off-sides and off-side passes constitute two of the most important functions of the linesmen. It is therefore, critical that the supervisor closely assess the linesmen's work in this area.

When evaluating the signaling of off-sides and off-side passes, the following points should be considered about the work of the linesmen:

- Is the whistle blown with authority so players can easily hear it?
- Is there pointing to the face-off spot when play has been blown down?
- Is there hustle after an off-side call has been made? For example, the linesman blowing the play down should go directly to the face-off spot, and the other linesman should skate hard to retrieve the puck?
- Is there a waving off of only close calls at the blue line or red line? Do not permit officials to wave off every off-side situation.
- On delayed off-sides, is the whistle blown quickly when it is obvious that players who are off-side are not attempting to clear the zone?
- Is the correct arm used to signal a potential off-side pass at the centre red line? (Arm nearest the red line)
- When an off-side pass has been called, does the linesman making the call retrieve the puck and the back linesman go to the face-off spot?
- If the officials have erred in calling an off-side pass, does the face-off take place at the centre ice face-off spot?

### **8.06.c Icings**

The calling of icing situations is also an important function which the linesmen perform. When an icing situation arises, the supervisor should verify that the correct sequence of events is followed:



- Does the back linesman signal a potential icing by fully extending the arm over the head (the arm nearest the goal line)? The arm should remain extended until the front linesman signals icing or washes out the icing.
- Does the front linesman indicate that icing is completed by blowing the whistle when the puck crosses the goal line and then extending the arm above the head?
- Does the back linesman point to the face-off spot, then skate backwards to the spot, keeping all players in view while doing so?
- Does the front linesman retrieve the puck and skate hard to return it to the linesman who will perform the face-off?

After verifying the correct sequence, the supervisor should then consider the following:

- Do the officials use sound judgement when waiving off icing situations? A player must have a reasonable opportunity to play the puck before the icing is waived off. On the other hand, if the player does not make an honest effort to play the puck that is playable, then the icing should be waived off.
- If a player makes a bad pass to a teammate and the puck continues down over the goal line, is icing called if the opposition is not in position to play the puck before it crosses the line?
- If the puck passes through the goal crease, is icing still called?
- If the officials have erred in calling an icing, does the face-off take place at the centre ice face-off spot?

On icing situations, the supervisor should ensure that the back linesman moves up to cover the other's blue line when that official goes in deep. The front linesman must look back as the blue line is crossed to confirm that icing is still being signaled.

## 8.07 Face-offs

Face-offs are a very important part of the game which are all too often taken for granted by the officials. Supervisors must ensure that officials use the correct procedure when conducting face-offs, and should watch for the following:

- Does the official always proceed directly to the location where the face-off is to take place and avoid any undue delay of the game? Players should never have to wait for an official to get into position to drop the puck for a face-off.
- Does the official conducting the face-off ensure that both teams have an equal opportunity to play the puck, and is in general control at all times?
- Is the visiting team player directed to place the stick on the ice first? The home team player must then be directed to place the stick on the ice. Both players must have their sticks flat on the ice and have their feet within the face-off restraining lines prior to the linesman dropping the puck. The official should not be timing the drop of the puck, but ensure sticks are square and stopped before dropping the puck, but once sticks are square and stopped, there should be no delay.

The key areas of a good face-off can be summarized as:

1. Players stopped
2. Feet within the restraining lines



### 3. Sticks down and stopped (not timing drop of the puck with sticks coming down)

Talking the centres into the face-off can ensure they follow guidelines.

- Does the linesman ensure that no players, other than the two taking the face-off, have entered the face-off circle? If any player enters the face-off circle prematurely, ensure that the linesman remove the original player who was to take the face-off. Encroachment should not be called once the puck has been dropped. At that point it is too late.
- When all players are in position, does the linesman drop the puck using the correct CHA technique?
- Does the linesman know the correct technique for conducting face-offs?
- Does the linesman get in a balanced and comfortable position?
- Does the linesman telegraph the puck drop by using unnecessary motion?
- Does the linesman use good communication skills when conducting a face-off?
- Does the linesman drop the puck correctly - out and then down?
- Does the linesman exit the face-off spot in a careful manner keeping the play in front at all times?
- Do the linesmen work as a team when conducting a face-off? The back linesman must cover the other's line until proper position is regained, and also that the back linesman must watch for encroachment behind the other linesman's back.

## 8.08 Application of Rules

It is very difficult for a supervisor to fully appreciate an officials application of the rules. The supervisor should insist on a standard of consistency so that when an official is faced with a particular problem or situation, the same call will be made every time.

Points to observe are:

- Are the rules applied in the spirit or intent of the CHA, Branch, or league involved?
- Are fans, players, and coaches allowed to influence decisions?
- Is there a display of common sense when applying the rules?
- Is the correct method for measuring equipment used?
- Are tough penalties called in crucial situations?
- Are the "Rules Emphasis" areas enforced firmly?

## 8.09 Penalty Calls

The calling of penalties is by far the most important function of a referee. The supervisor should look for the following:

- Is there firmness and decisiveness when giving the penalty signal?
- Is there behavior or attitude which could be considered hostile or intimidating?
- Is there an attempt to keep out of the path of penalized players to avoid unnecessary confrontation?
- Is there approved CHA technique and procedure for calling and reporting penalties?
- Is there refrain from unnecessary discussion with players?



- Is there consistency, sound judgement, decisiveness (e.g. no hesitation) and confidence when making the calls?

### **8.10 Judgement**

Judgement is one of the most important criteria for a successful official. Judgement is acquired with experience, and a good official will remember and use good judgement consistently in all on-ice decisions. The supervisor should determine if the official has the ability to make split-second decisions which are correct. Some points to consider are:

- Are icing situations handled properly?
- Are off-sides (blue line, centre red line, delayed) handled properly?
- Are penalty calls (types, frequency) handled properly?
- Is involvement with players and coaches handled properly?

Unfortunately there are no hard and fast guidelines which can be written down to assist in the judgement area. Each play must be “judged on its own merit”, and the referee is expected to use consistent judgement throughout the game. All “impact” calls must be called, and all “marginal” calls should be avoided.

#### **Evaluation Tips**

1. Draw on your past experience when discussing situations which require sound judgement. For example, with interference in front of the net, an experienced official will know when to call interference as compared to when both players are fighting for position. Time should be spent discussing the various situations which occur and offering suggestions as to how to handle them.
2. Remember that the supervisor's vantage point is greatly different from that of the official on the ice. It is sometimes much easier to referee the game from the stands. This must be taken into consideration when providing feedback.
3. Be aware of the “no-call” situations where players accidentally trip or are checked into an opponent. The referee will demonstrate good judgement by not calling a penalty in these situations, and should be praised for this.

### **8.11 Game Control**

It is the referee's responsibility to see that the game is played in accordance with the rules, and that the referee does not become the focal point of attention. Through presence alone, a good referee will cause players to avoid rule violations and thus create a positive relationship between all components of the game. Obviously this type of relationship is very difficult to establish, but there are certain policies which an official can follow in order to reach this point.

**The supervisor should look for the following:**

- Is there zeroing in on the play or the use of peripheral vision?
- Is there ability to take charge, rather than reacting after the situation has happened?





- Is the game called “fairly” and “safely”?
- Is there quick reaction when making decisions?
- Is there confidence shown in the decisions?
- Is there consistency?
- Is there checking behind the play coming out of the end zone?
- Is there evidence of knowledge of the rules and their correct application?
- Is sound judgement displayed?
- Is there forcefulness, but respect shown by the players and coaches?
- Is there taking charge with “presence” and “communication” at key times of the game?
- Is there ability to set a pattern and maintain it rather than letting the play dictate the pattern?
- Is there good communication skills - voice, signals?
- Is there evidence of a controlled environment between players and coaches?
- Is the movement of the game maintained rather than over-controlled through the calling of “technical” violations?
- Is there good anticipation?
- Is there awareness of potential problems, and the reacting to them before a potential problem becomes a reality?
- Are the officials staying on the ice until all players have departed? This is very important!

By following these policies, officials will earn respect and acceptance of the players and coaches as being competent and fair. In this way they will make a positive contribution to the game.

### **8.11 Reaction Under Pressure**

It is a foregone conclusion that as soon as an official steps onto the ice there is a build-up of a certain amount of pressure. Pressure and officiating hockey go hand in hand and the two are inseparable. But how does the official react under pressure? How well the pressure is handled will make or break a good prospective official. Generally, when an individual is placed in a difficult situation, there should be a natural reaction and not a reaction that could be considered out of character.

#### **Points to note are:**

- Is the official acting in character? There is nothing wrong with borrowing successful techniques from more experienced and successful officials, however, one must adjust these to fit their own character and personality.
- Is there control and is there players' respect? All too often, referees allow players to dictate how the game goes. The referee must be firm but fair from the opening face-off.

The official must be aware of the climate prevailing (atmosphere between teams, attitude of the benches) throughout the game.

- When a tough call happens (example, a puck deflects into the net off a stick just above the legal shoulder level), how is it handled?



- immediately, and without hesitation give the "no goal" washout signal.
- point to the face-off spot.
- report and have announced the reason why the goal was disallowed.

After a tough call how does the official respond to clarification questions from the players?

- remains calm and confident and doesn't display undue delay in providing an explanation.
- uses a tone that is convincing and sincere, not antagonistic.
- explains the rule and the interpretation of the play only once.
- returns to the appropriate face-off position.
- blows the whistle to notify the players that the game is about to resume.

As the pressure and tension of the game increases, how does the official respond? Is there evidence of:

- anticipates potential problem areas.
- acts before trouble starts.
- does not merely react after "disaster" has struck having done little or nothing to prevent the situation from happening.
- is capable of keeping up with the play in the latter stages of the game.
- does not react differently later in the game due to fatigue.

Alertness is a very important part of a linesman's skill. A linesman who is able to see problems developing and react to them, will save the officiating team from being involved in a lot of problems.

A large number of fights are stopped by alert linesmen who see them (fights) developing and are able to cut the players off before they get to each other.

During stoppages, the officiating team will communicate to each other when they see a situation developing (Example: No. 4 Blue didn't like the body check from No.16, let's watch them)

A large number of problems develop from conversations between opposing players. Listen and you will probably be able to settle down some potential problem situations. On line changes, watch the route the players are taking. You want to be quick to react here because of the extra players on the ice.

Be alert in all situations involving goalkeepers. If a fight breaks out here it can quickly grow into a serious problem. Players will always come to their goalkeeper's rescue. The linesmen who hustle in on all stoppages, is alert to what the players are doing, will save a lot of problems. They will be involved in a much better hockey game because of their alertness.

In conclusion, the supervisor should remember that a referee's reaction to difficult situations and pressure is often directly proportional to the person's on-ice experience



level. The more experienced a referee, the better the reactions should be when faced with difficult situations.

There is no harm in mentioning the old adage to an official who is experiencing problems in this area: "When the going gets tough, the tough get going."

## 8.12 Teamwork

Teamwork is an essential ingredient for success in officiating hockey. This includes teamwork between the referee and linesmen, and also between the off-ice officials and on-ice officials.

They all must have the ability to cooperate with each other under the direction of the referee.

Many on-ice situations occur which require teamwork.

When evaluating performance in this area the supervisor must look for the following:

- Ensure that all officials have a thorough knowledge of their pre-game, game and post-game responsibilities (e.g. checking nets, verifying lineups, post game reports).
- If a referee is doubtful of a rule, verify that there is consultation with the linesmen or minor officials so that the correct call is made.
- Ensure that all officials, on-ice and off-ice, work as a complete team, and not as individuals.
- Encourage the referee to provide direction and leadership to all officials.

### **Some points for the supervisor to note are:**

- How are penalty infractions and "Rules Emphasis" handled?
- How are fight situations handled?
- How are problems with the timing of penalties handled?
- How are bench penalties handled?
- How are icing calls handled?
- How are off-side pass calls made?
- How fast and fairly are face-offs handled?
- How are fast break situations handled?
- How are disputed goals handled?
- What occurs during stoppages?

## 9.00 Conclusion

The overall improvement of officials is directly related to the quality of supervision. You as the supervisor can control this quality. The official's improvement within your Branch rests in your hands.



It is important to remember that your role is that of both an evaluator and a coach. An evaluator reviews a performance and identifies areas of strength and areas where improvement is required. A coach provides direction to help reach maximum potential. It is imperative that a supervisor be supportive as well as honest in regards to areas of improvement, in their assessment of the officials.

# MENTORSHIP

## 10.00 INTRODUCTION

The ODMHA Mentorship program is a developmental and educational program in association with the Hockey Canada Official Mentorship Program (HCOMP). Some Associations are already exercising Mentorship programs, in fact this program has been adopted from one of our local associations. This program is not meant to replace current programs, but enhance them and primarily to guide those associations without a current Mentorship Program. This program is primarily a grass roots effort designed to assist the young official in developing their skills. The side effect will be the mentors themselves, who will learn the qualities of becoming an effective teacher, leader and organizer in our community. Although the primary focus will be on officials just starting their careers, the benefits should last their entire career. Coaches, players, parents and most importantly, the officials will all benefit from this program. The program has had great success in associations where it is diligently applied.

## 11.00 DEFINITIONS

- 11.01 Mentor:** A trusted, respected, experienced and learned counselor/advisor who encourages and inspires the acquisition of knowledge, skill and wisdom of the developing mentoree. .
- 11.02 Mentoree:** An individual who is receptive to guidance in pursuit of their aspirations in acquiring knowledge, skill and wisdom.
- 11.03 Mentoring:** A collaborative process that provides counsel, guidance and assistance to a Mentoree in the acquisition and development of knowledge, skill and wisdom from a trusted , respected and experienced mentor.
- 11.04 Benefits:** Provides officials with the required skill, knowledge and support to promote and sustain higher levels of performance within the officiating field.





## 12.00 PURPOSE

The purpose of this program is to provide mentoring opportunities to officials. The focus will primarily be on the young, inexperienced officials (in their early years of officiating) working Novice and Atom hockey in the two official system.

## 13.00 MENTORSHIP VS SUPERVISION

Some may ask what is the difference between a Supervision Program and supervision within the Mentorship Program.

To clarify:

**13.01 Mentorship:** An informal approach to promote an ongoing relationship for the purpose of personal growth within the roles and responsibilities of an official.

**13.02 Supervision:** A formal evaluation and development tool to assess an officials skills and abilities.

## 14.00 PROGRAM DESCRIPTION

The Branch HCOMP representative will oversee the program for the Branch. Resources are available with this package to assist the local associations with their program. The RICs will be expected to provide reports on the status of their program. A sheet is provided to ensure the information required is collected.

The following steps are designed to assist local RICs in implementing the program:

- Select a coordinator for the program to oversee all aspects
- Send your Minor Hockey Association (MHA) a package outlining the HCOMP and receive approval to run the program locally from your local MHA. Ensure coaches are aware of the program and support it's execution. A letter template to your association is included in this package.
- Solicit the interest of volunteer official Mentor candidates from existing officials
- Provide Mentor candidates with an outline of the program and the roles and responsibilities they will have. There is a template included in this package.



- Provide Mentoree's with an outline of the program and the expectations and responsibilities of the Mentoree. There is a template included in this package.

The following steps are designed to assist local HCOMP coordinator.

- Develop your list of Mentorees
- Develop a list of your Mentors and match them to Mentorees. There is a template included in this package. Have a pre season meeting with all Mentors to discuss the program and expectations
- Assign Mentors to Mentoree's first game
- Track supervisions conducted by the mentor to ensure the minimums are being respected
- Collect supervisions conducted on Mentorees
- Ensure post season evaluations of program are completed

## **15.00 DELIVERY**

Delivery of the program will fall on experienced officials who volunteer to become mentors. The model that is used for on ice mentorship is up to the association as many of the models used each will provide the desired outcome. Examples of models are provided below, but there are even more available:

- One Mentor and one Mentoree
- One Mentor for two Mentorees
- The "shadow" program

Whichever model is chosen, Mentors will be partnered with a young official starting their first season. This will be a season long commitment, including periodic supervisions and overall availability of the Mentor for questions or issues that the Mentoree may have, from time to time. Once selected, the Mentor will be expected to call their Mentoree, introducing themselves and ensuring that the Mentoree has their contact information and should ensure the Mentoree has correct information about their first assignment. The Mentor should arrive earlier than normal to the rink and help the new official enjoy what may be their very first experience in a game. Ensure the new official is properly dressed and mentally ready for the game. A short pep talk on hustle and desire is appropriate. Complete the game in a teaching fashion without detracting from the game itself. The Mentor should focus on basics and not overwhelm the new official with too many instructions. This will be different for each Mentoree, and must be adjusted accordingly. Encourage the Mentoree to read the play, find the correct position and communicate, in particular eye contact, with the Mentor or their partner as much as possible. "Do as I do" will become very important, increasing the requirement for Mentors to execute procedures and positioning properly. After the game follow-up with words of encouragement, some further advice and don't forget to shake hands. This game should be followed up with a brief supervision to provide the new official a reference point for what they are doing right and on what areas they will need to work. The Mentor



will follow-up with at least two additional supervisions before Christmas and always be available as a first contact for support information. An evaluation form is to be completed by both the Mentor and Mentoree upon the season's completion.

## **16.00 THE MENTOR**

Mentors will be expected to draw upon their experience to offer guidance and encouragement to a developing official. Some of the areas they may address in this process include:

- The importance of quality officiating for the development of athletes and sport programs.
- The officiating process: what is competent officiating.
- Values and attitudes that show respect for the athletes and sport as an institution.
- A framework to assist the Mentoree to become critically reflective and make enlightened decisions.
- A blend of information on the art and science of officiating.
- The human dimension of officiating.
- Technical/tactical information to foster the Mentoree's knowledge.
- An understanding of our organization.
- Goals necessary for advancement.

It is imperative, that at all times, the Mentor provides constructive and positive feedback. Young, inexperienced officials need to work in an environment that allows them to make mistakes and learn from them rather than being criticized for making errors. Ensure you bring with you the right mind-set and attitude to your position as a Mentor. The official Mentor gives the Mentoree:

- Vision and insight
- Advice and counsel
- Support and encouragement
- Self-confidence and an improved self-esteem
- Crisis or error control plans
- A solid point of reference as a role model
- Tasks that will challenge their skill development
- Opportunities to reflect critically on issues and situations
- Make an objective decision
- Develop a strong work ethic
- Constructive feedback and critical analysis.

## **17.00 MENTOREE**

A Mentoree is someone who has the desire, commitment and initiative to expand and develop their expertise and career goals by listening to, learning from, emulating and





working with a trusted advisor and counselor. A Mentoree has certain responsibilities:

- Dedication toward improving current knowledge and competency level
- Addressing their individual needs and current abilities
- Constructing a personal Officiating Development Plan
- Taking initiative in their current development
- Actively participating in the mentoring relationship
- Taking full advantage of the training and assistance provided
- Willingness to accept and follow through on the Mentor's advice
- Respecting the rules of confidentiality
- Developing and utilizing the skills of ethical and professional conduct

## **18.00 EVALUATION**

All participants at season end must complete an evaluation form. This feedback will assist the local association to make adjustments in their implementation of the program and assist the ODMHA Executive to guide future enhancements that will benefit all associations executing the Mentorship Program.

## **19.00 QUALIFICATIONS**

### **19.01 THE MENTOR**

Recommended Minimum Official Mentor Qualifications:

- Certified at a minimum of level II in the Canadian Hockey Officiating Program or Branch Mentor training
- Minimum three years officiating experience in minor hockey or other minor hockey experience
- Ability to communicate and work effectively with younger or less experienced officials

Keeping the selection criteria above in mind will provide a natural pool of Mentor candidates. Careful attention must be given to time availability and interest in working with officials in a mentoring capacity. Many former officials have retired from active officiating and have not remained involved in the game. Many may be willing to give back to the game in the Mentorship Program. As former officials, these individuals possess critical practical knowledge and appreciation for sound officiating development programs. The bottom line when selecting a Mentor is to find people who are trustworthy, understand their role and will work towards bettering officiating in the process.

### **19.02 THE MENTOREE**

All officials can benefit from mentoring, however, this program focuses on young,





inexperienced officials who are working hockey at the Novice and Atom level. Ideally all officials that fall into this category will be eligible for mentoring in your program. Individual program coordinators will have to determine what will work best for their program based on the number of Mentors and Mentoree's in the program.

## **20.00 PROGRAM ADMINISTRATION & RESOURCES**

- Sample letter to local MHA
- Sample letter to Mentors
- Sample letter to Mentorees
- Program evaluation
- Sample mentorship tracking spreadsheet

## **21.00 SUMMARY OF KEY POINTS**

Mentoring is a developmental process involving someone with more experience - a MENTOR - that is designed to help and guide less experienced individuals. A formalized mentoring program can enhance official's education and training. A facilitated mentoring program takes the key elements of solid relationship building and combines them with a strategically planned design for learning. As a component of an Official's education programs, mentoring can play an important role in enhancing technical and tactical training; it also provides the apprentice with meaningful insights in the art of officiating.

The success of any mentoring relationship is found in the level of commitment from all parties involved. A well-designed mentoring program offers rewards for all involved: the Mentor, the Mentoree and the organization.

## **22.00 NEW OFFICIAL DEVELOPMENT**

### **22.01 INTRODUCTION**

Becoming a competent hockey official is not something that is going to be mastered overnight, nor does it come naturally. Hockey is an apprenticeship process and one of the main tools is learning through actual game experience. To assist individuals in the "Art of Officiating" there are many resources and other related publications to enhance learning, to compliment the rulebook.

Not only is there an opportunity to stay involved in the game, but there is also a tremendous level of satisfaction to be attained when you know you officiated a good





game. Officials receive rewards for their efforts by having an impact on player development, coaches, and fellow officials.

Successful development of officials will directly enhance not only the enjoyment of the game, but also that of the players, coaches and spectators. The responsibilities as an official are no doubt challenging, so a positive attitude toward training and supervision is extremely important.

The success of development programs in other associations have shown both short and long term effects. From positive feedback from minor hockey stakeholders to tournament and championship assignments.

The ODMHA recognizes that personnel resources to run this programs are scarce. Each association is expected to the best that they can. Two clinics for the season is not much to ask for considering the HC guide recommends two per month.

The use of the following resources and techniques will aid in the coaching and development of New Officials.

- In-house learning sessions and On-ice clinics (2 sessions)
- Demonstrations
- Instructional videos (HC)
- Rule book / Case book (HC)
- Procedures manual (HC)
- Review handouts and quizzes
- Watching Senior Officials
- Feedback from Officials (Supervisions)
- Open discussions
- Team building activities
- Positive encouragement
- Equal Opportunity

## **22.02 PURPOSE**

The purpose of this program is to provide regular development to new officials. The focus will primarily be on the young, inexperienced officials (in their first year of officiating) working Novice and Atom hockey in the two official system.

## **22.03 HC CLINIC vs LOCAL CLINICS**

Some may ask what is the added value of local developmental clinics. The initial HC clinic sets the stage. It provides a basic amount of information in a short period of time. Try to remember your first experience on the ice after your initial clinic. Additional sessions will ensure officials are prepared and will provide them the tools to be more successful throughout the season. Their development will be faster and they will have



more confidence on the ice.

## **23.00 OVERVIEW**

Depending on the structure of your executive the oversight of the Development clinics can be assigned to one of the executive or run by the RIC himself. Regardless the executive should assist in the conduct of the clinics.

The following resources have been provided to facilitate the implementation of the New Official Development Program.

- 3 x Clinic Agendas
- 3 x Clinic Quizzes and Answer sheets
- On ice schematic for drill locations to make best use of ice and keep new officials engaged
- Videos are available in the ODMHA library

## **23.01 DELIVERY**

The number of clinics held is up to the individual associations. Two clinics is the minimum. The first clinic should be held prior to the house season. New officials will be better armed to handle their first assignment. The next clinic should be held prior to holidays ensuring new officials are ready for tournaments. If a third clinic is held it should be held in January to prepare for play-offs and provide some information to arm the officials for their sophomore season. Sessions are divided into classroom and on-ice sessions. The maximum use of available resources are encouraged. Some HC videos may be dated or may include demonstrations that are not applicable to the level of hockey being officiated by younger officials, for future years local associations are encouraged to make their own videos to enhance the experience.

In the two clinics are selected the first session should focus on:

- Orientation to the association
- Introduction to officiating
- Basic procedures and positioning
  - o Starting a game
  - o Face-offs
  - o Off Sides
  - o Icing
  - o End Zone positioning
  - o Basic Penalty calling

The second session should focus on:

- Feedback from New Officials





- Discussion of issues
- Common areas picked up on supervisions
  - o Positioning
  - o Line changes
  - o Penalty procedures
  - o Linesmen duties (three man)
    - At the whistle
    - Defusing altercations
    - Escorting penalized players
    - Fight procedure

The clinics should be fun and interactive. The experience these officials have in their first year will be the deciding factor for their continuation as an official. Involve the Executive and Mentors as instructors, facilitators and demonstrators. The team building will be invaluable. As a final reminder, be organized; three hours go by quickly and while one hour and 20 mins is the recommended ice time, it goes by quick, especially if you can only obtain 50 mins.

## **24.00 PROGRAM ADMINISTRATION & RESOURCES**

### **24.01 LIST OF RESOURCES**

- Clinic 1 agenda
- Clinic 1 orientation quiz
- Clinic 1 quiz answer sheet
- Clinic 1 on ice schematic
- Clinic 2 agenda
- Clinic 2 orientation quiz
- Clinic 2 quiz answer sheet
- Clinic 2 on ice schematic
- Clinic 3 agenda
- Clinic 3 orientation quiz
- Clinic 3 quiz answer sheet
- Clinic 3 on ice schematic

### **25.00 CONCLUSION**

The development of new officials is key to ensuring the health of minor and senior hockey. A development program will ensure that young officials are armed with the tools will allow them to advance and achieve their goals. One side effect will be the quality of officiating on the ice and the view of the association who administers a successful development program.





## **26.00 QUIZ PROGRAM**

### **26.01 INTRODUCTION**

**26.02** We hope that you will enjoy officiating, whether as a way to keep active, as a hobby, or as part time job, you'll get a whole new perspective on the game of hockey. No matter what your motivation, players, coaches and fans have an expectation that you do your best every game. They also have an expectation that the referees know the rules, whether as seasoned veterans or brand new officials.

To help you develop your rule knowledge, the ODMHA Officiating Program has implemented a Quiz Program. All brand new officials shall participate.

**26.03** There are four quizzes per season.

- Quiz 1 will be posted in mid October and due Nov. 30
- Quiz 2 will be posted in late November and due Dec. 31
- Quiz 3 will be posted in late December and due Jan. 31
- Quiz 4 will be posted in late January and due Feb. 28

**26.04** Officials must complete and pass the four quizzes every season every quiz for three seasons in a row. Once successfully completed the official becomes exempt; however, welcome to voluntarily continue to improve personal awareness of the rules.

**26.05** Quizzes are to be completed at home, on your own time. Each quiz has 25 questions and no time limit; however once you log in, you must complete the entire quiz. The link to each quiz is available at [www.odharefs.com](http://www.odharefs.com) . The password to access the quiz is "ODMHA" and the other log-in information is posted on the first slide.





## 27.00 ODHA/ODMHA OP CLINICS

### 27.01 POLICIES AND PROCEDURES

**27.02** Every new official for the ODHA/ODMHA shall be certified by taking an authorized Hockey Canada Officiating Clinic. Every returning ODHA/ODMHA official shall re-certify every year by taking an authorized Hockey Canada Re-certification Officiating Clinic.

**27.03** The ODHA/ODMHA officiating instructional staff will consist of: a Director of Clinics, Instructors and when required, Probationary Instructors.

### 28.00 Responsibilities

#### ***Instructors:***

- ODHA/ODMHA Instructors will be appointed by the ODHA/ODMHA Director of Clinics in consultation with the ODHA and ODMHA Referee-In-Chiefs. The Director of Clinics will identify instructors for each clinic, one of whom will be identified as a lead instructor.

**28.01** Lead instructors will perform the following duties:

#### **Pre-Clinic**

- Confirm all travel arrangements for instructors at each clinic;
- Liaise with clinic host regarding required/provided A/V equipment;
- Arrange classroom assignments;
- Email all students via the system 48 hours prior to clinic;
  - Cheques payable to
  - Clinic Rates
  - Materials
  - Times
- Pick-up Clinic Material;

#### **During Clinic**

- Distribute material accordingly;
- Set agenda for the day;
  - Start Times
  - End Times
  - Lunch Times (Suggestion 45 minutes)
- Handle registration for hockey office clinics;





- Work with registration team at out of town clinics;
- Assist instructors in teaching classes after registration and accounting is complete;
- Teach, coach and mentor probationary instructors
- Assist instructors with marking exams and classroom clean up;
- Facilitate claims

### **Post Clinic**

- Enter clinic scores into the registration system within 48 hours of clinic;
- Return clinic material to hockey office;
  - Registration forms in an envelope w/ ODHA copy of accounting form
  - Feedback forms in an envelope
  - Claim forms in an envelope
  - Ensure all forms are filled out correctly
  - Please put all forms in Clinic Coordinator bin beside Jeff Baker's door

**28.02** Instructors will perform the following duties:

### **Pre-Clinic**

- Coordinate travel with lead instructor
- Inform lead instructor of classroom preference
- Inform lead instructor of any special material you may need/require

### **During Clinic**

- Ensure classroom is organized for all aspects of teaching
- Organize students
- Have classroom ready to go for 8:30am for early students
- Begin teaching by 9:00am
- Teach an 8 hour clinic based on Hockey Canada standards and material using varied teaching techniques
- Teach, coach and mentor any probationary instructors
- Ensure registration forms are filled out correctly
- Administer exams

### **Post Clinic**

- Ensure claim form is completed before leaving clinic
- Assist with any clean up or marking required

**28.03** Probationary Instructors will assist Instructors with their duties during their probationary period. It is the main objective for the mentoring instructor to learn from the instructor in his or her classroom. Mentoring instructors are to be paired up with an instructor to learn different teaching techniques and methods until they are capable of handling a classroom on their own.



## 29.00 Clinic System Login Instructions

1. Go to [www.odharefs.com](http://www.odharefs.com)
  2. Go to ODHA/ODMHA Supervision system
  3. User Name: XXXXXXXXXXXX
  4. Password: XXXXXX
- Please try not to click directly on a clinic as it will open the contact information
  - If you do, please hit the back button rather than update
  - The Hockey Canada icon will allow you to view the registrants at each clinic
  - The white email icon will allow you to email the registrants
  - The pass/fail icon will allow you to enter scores and comments for students
    - Please make sure to enter comments if necessary (IE failed, re-write, missing cresting, etc)
  - Please do not use the other icons as they are used to add and delete students and clinics

## 30.00 Instructor Fees 2008 2009

### Clinic Rates

Lead Instructor	\$165
Instructor	\$140
Probationary Instructor	\$100

### Mileage Claim

Local Mileage	\$21.00
Out of Town Mileage	\$0.50 per kilometre

\* For definition purposes local mileage would be an Ottawa based instructor teaching in Ottawa, or a Cornwall based instructor teaching in Cornwall, etc.

### Per Diem Claim

Breakfast	\$10.00
Lunch	\$15.00
Dinner	\$20.00





# BY-LAWS

## BY-LAW # 1 – CODE OF CONDUCT

### I Will:

1. Do the best job I can, no matter what level of hockey.
2. Always show respect for fellow officials, players, coaches and fans.
3. Study and continue to improve my knowledge of Hockey Canada playing rules and Hockey Canada Officiating Program policies and procedures.
4. Represent myself and the rules of the game as fairly and accurately as possible at all times.
5. Always be unquestionably impartial, keeping a professional and appropriate distance from the teams.
6. Uphold the right of all hockey participants to “Fair Play” and penalize all violent acts.
7. Be supportive of my fellow on-ice and off-ice officials at all times, even when I am a spectator.
8. Accept the fact that I will make mistakes, but I will not get frustrated or let this learning process affect my performance or professionalism.
9. Contribute to the continuing growth of the Hockey Canada OP and its officials within my Branch through support, encouragement and positive attitude.
10. Respect and accept constructive feedback from supervisors and the assignments I receive from administrators.



## **BY-LAW # 2 - SUPERVISIONS**

The purpose of this by-law is to describe requirements of supervisions when conducted within the ODMHA OP. This policy is in addition to and complements the Hockey Canada Supervision Program.

- 1.01** Each District RIC shall ensure that a supervision program is conducted within their district in accordance with Hockey Canada guidelines. The district RIC, assignor, or director of supervision should assume responsibility for scheduling supervisors.
- 1.02** Supervisors should complete a Supervisors Clinic endorsed by Hockey Canada through the ODMHA OP at no cost to the attendee.
- 1.03** On-ice supervisions are not recognized with the exception of the mentorship program where the very first game of an official may be entered as a supervision.
- 1.04** Supervisors cannot supervise immediate family members.
- 1.05** A supervision is not complete without a debriefing at the end of each game.
- 1.06** There will only be one supervisor per game, unless in exceptional circumstances as approved by the Director of Development. Such exceptions may consist of special development-related initiatives, during or in preparation for special events/tournaments, or for disciplinary purposes.
- 1.07** Supervisors, other than for the AAA league, must contact District Directors of Supervision prior to conducting a supervision in a District to ensure there is no duplicity.
- 1.08** Supervision reports must:
  - a. be completed within 24 hours,
  - b. be properly filled out ensuring all information is entered,
  - c. provide meaningful feedback from the actual game, never cutting and pasting from previous forms.
- 1.09** Supervisors should avoid, when possible, back-to-back games of the same officials performing the same duties.



## Appendix A – References

Canadian Hockey Official Mentorship Program

[http://www.hockeycanada.ca/index.cfm/ci\\_id/7203/la\\_id/1/document/1/re\\_id/0/file/mento\\_md1.pdf](http://www.hockeycanada.ca/index.cfm/ci_id/7203/la_id/1/document/1/re_id/0/file/mento_md1.pdf)

Canadian Hockey New Officials Officiating Program Development Guidebook

[http://www.hockeycanada.ca/index.cfm/ci\\_id/23884/la\\_id/1/document/1/re\\_id/0/file/01devguidebk.pdf](http://www.hockeycanada.ca/index.cfm/ci_id/23884/la_id/1/document/1/re_id/0/file/01devguidebk.pdf)