



INTERNATIONAL  
**ICE HOCKEY**  
FEDERATION

***NATIONAL ASSOCIATION  
GAME OFFICIALS'  
SUPERVISION PROGRAM***

(Practical Guidelines)



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## INTRODUCTION

The purpose of this publication is to assist member national association (MNA) and national association referee-in-chiefs (NA RIC) in the development of their national association game official's supervision program as a part of the development of national association game officials. Supervision of game officials is an important part of their development and certification process in the respective national association.

This publication is a collection of principals, procedures, guidelines and working materials which have been worked out and used by IIHF MNA and IIHF regarding supervision of on-ice officials. Practical implementation of these publication supervision principles by IIHF MNA and IIHF shows their effectiveness and recommend by the IIHF to all member national associations who are building or who would like to improve their existing supervision system.

Evaluation of on-ice game officials is designed to enhance the development of game officials through constructive coaching tips and useful feedback. The International Ice Hockey Federation (IIHF) and the IIHF Officiating Committee has developed this handbook to serve as a guide for MNA, NA RIC and persons (volunteers and professionals) who will be involved in coaching, supervision and evaluation of on-ice game officials in the respective national associations on different levels and leagues. The guidelines contained in this manual have been designed to foster a standardized approach to the evaluation of the on ice game officials through MNA using their local resources and possibilities.

Because evaluation of the on-ice game officials is one of the most important, yet most overlooked functions, the IIHF Officiating Committee is attempting to formalize the evaluation process from country to country. The game of ice hockey changes so quickly that attendance at one seminar at the beginning of the season is no longer adequate for the average game official. Thus, follow-up education is essential in establishing a strong core of on ice officials.

## NATIONAL ASSOCIATION OFFICIALS' SUPERVISION PROGRAM STRUCTURE

The goal of a national association supervision program is to make an attempt to gain consistency in the competence among national association on-ice game officials in the respective national association on different levels from grassroots (Level I) to the top (Level IV) and to generate enthusiasm towards the evaluation process. Each national association (NA) or national association officiating committee (NAOC) or national association referee-in-chief (NA RIC) should appoint a person who will be responsible to guide and oversee the program in the respective national association. In small MNA with the small number of game officials this function can be delivered to NA RIC. Depending of the structure of the respective national association NAOC/NA RIC should appoint national association referee supervisors (NARS) who will be responsible to guide and oversee the supervision program in districts, provinces, towns or on national level. The number of these persons appointed by respective NA, NAOC or NA RIC will depends from the structure of the respective NA. These NARS will be in charged with the task of implementing the national association game officials' supervision program (program) throughout the district, province and town or on national level. Initially, this means that they will coach, supervise and evaluate a wide base of the on-ice game officials, recruiting experienced, respected and interested officials, training them and turning them loose to complete their task.

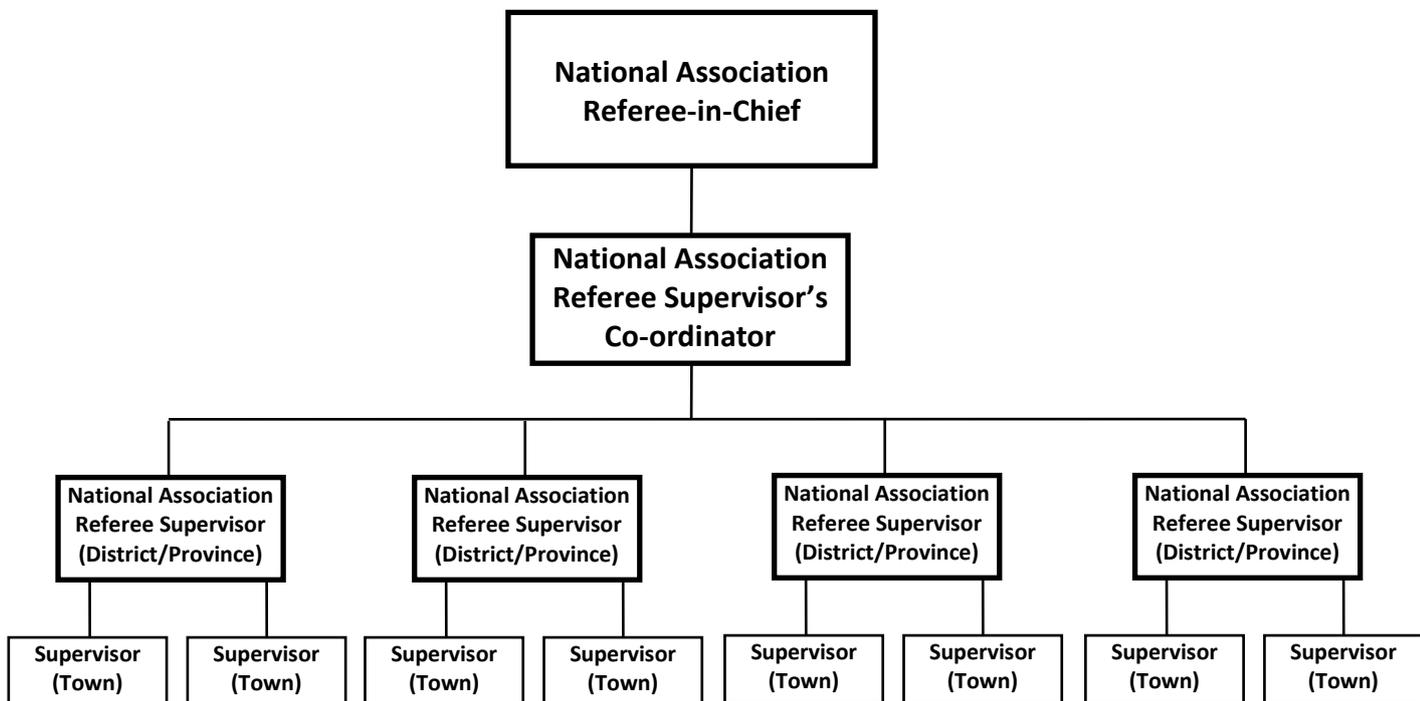
The NARS is also responsible for monitoring the progress of the Program in districts, provinces and towns or on national level and recommending changes to be implemented nationally.



# IIHF OFFICIATING DEVELOPMENT PROGRAM

NA should conduct national association referee supervisor's workshops (Seminars) depending of the structure of the respective NA for the further refinement of NARS's evaluation skills. NARS should be trained in the mechanics of evaluating of the on-ice game officials in the areas of officiating technique and, most importantly, "people" skills. NA should commit to developing this Program as completely as possible with the ultimate goal of having each registered on-ice game official evaluated, by a trained NARS.

Below is the national association supervision hierarchy as it relates to the national association game officials' supervision program. This chart represents the proper channels for information flow and idea exchange and can be adjusted to the structure of the respective NA:



## **OBJECTIVES OF NATIONAL ASSOCIATION OFFICIALS' SUPERVISION PROGRAM**

National association game officials' supervision program (Program) is positioning itself as an educational tool to assist in the development of national association on-ice game officials on all levels. The evaluation process should provide instructional follow-up which reinforces information presented at national association game officiating seminars (clinics, camps) and is outlined in the national association's game officiating manuals and documents. In essence, the national association referee supervisor (NARS) is an officiating "coach" who is dedicated to successful officiating. Although the evaluation process is a means of providing opportunities for on-ice game officials to work at their appropriate level, success at this particular level of play is not a guarantee of advancement.

The national association game officials' supervision program (Program) will accomplish many goals upon its implementation in a national association. Among the goals are:

1. To provide instructional follow-up which reinforces materials presented at national association officiating seminars (clinics, camps).
2. To improve the overall quality of officiating on all levels in national association.
3. To develop more consistent officiating standards in terms of rule interpretation and enforcement, positioning and techniques.
4. To identify candidates for advanced training and higher level competition.
5. To provide on-ice game officials opportunities to work at their appropriate level.
6. To improve consistency in evaluation of on-ice game officials throughout respective national association.

## **ROLE OF REFEREE SUPERVISOR**

In order to launch this Program in your respective national association you must first develop the core of NARS. As we know from experience, not every good hockey player is capable of becoming a good Coach. Likewise, not every good game official possesses the necessary skills to become a good referee supervisor (RS). Good referee supervisors are, in essence, Coaches of the officiating world. Thus, it is vital to the success of the Program that only well qualified persons are utilized.

### ***DEDICATION TO QUALITY***

Each RS must be:

1. Dedicated to improving the quality and consistency of officiating.
2. Prepared to provide positive, as well as points that need improvement (negative), but constructive feedback to individual game officials evaluated.
3. Able to recognize their area of responsibility and not get involved in policy or supervisory matters, whenever possible.
4. Respected by the game officials who are being evaluated.
5. Objective in their assessments, since these evaluations can be an important teaching, as well as promotional, tool.
6. Able to be neutral enough to divorce themselves from the evaluation of family members, personal friends and frequent partners.



## **QUALITIES OF AN EFFECTIVE REFEREE SUPERVISOR**

All high quality RS have the following traits in common:

1. Have a thorough understanding of all current national association rules, interpretations and officiating techniques.
2. Know the special league rules and regulations that may apply to fairly evaluate an on-ice game official for a particular game.
3. Develop and encourage a positive relationship with game officials.
4. Identify a game official's strengths and encourage continued development of these areas.
5. Identify a game official's weaknesses and indicate ways of overcoming these problems.
6. Promote enthusiasm towards the perfection of officiating skills.
7. Be honest; tell the game official the same things that are written in your report.
8. Be objective. If there are problems, indicate solutions that the game official can use to improve.
9. Be a good listener. Be attentive to what the game official is saying so that there is no misunderstanding.
10. Use the "Positive, Negative, Positive" approach when speaking to the game official. Everybody has some positive attributes; emphasize these at the end of your conversation.
11. Present negatives in a positive manner. Don't give a reason for the game official to be defensive.
12. Don't simply tell the game official that he made a mistake. Teach him/her solutions to prevent it from occurring again.
13. Ask questions about game situations you may be unsure of.
14. Be sympathetic, particularly when working with inexperienced game officials.
15. Keep your conversations and your reports confidential.
16. Do not openly criticize game officials or the local official's organization. (Doing so hurts their credibility and yours).
17. In feedback it is important to keep in 3-4 important points regarding strengths and things to improve

## **SELECTION OF REFEREE SUPERVISORS**

Persons whom you would like to select on position of referee supervisor should possess all of the qualities described earlier in this guideline. The best candidates should be selected from the following groups:

1. **Level III** and **Level IV** on-ice game officials - They are people who have already demonstrated a high degree of competency in ice hockey in their respective national association.
2. Senior on-ice game officials who are willing to sacrifice on-ice time to evaluate other game officials in low category levels. (No evaluation is to be done by an on-ice game official who is working on the ice with the game official who is being evaluated.)



3. Retired on-ice game officials, who have accomplished a high level of competency, but no longer actively officiate.
4. Affiliated persons who knows hockey (Including former coaches, players, non-skating game officials, members of national association staff, hockey club administrators).
5. Most respectful persons among the on ice game official.

NOTE: All persons mentioned above must possess maturity and interpersonal communication skills. They should attend seminars (clinics, camps) conducted by national association. The respect that all mentioned above persons has earned from their fellow game officials in key when selecting referee supervisors.

National association should use all possible options in selection persons on a referee supervisor's position and not limited to persons listed above. For example, it may happens that some national association (NA) and /or national association referee-in-chief (NA RIC), will have difficulties to find suitable person on a RS position in some parts of the country or in some districts/towns following criteria mentioned above or country is just starting to develop hockey in the country and they have not enough knowledgeable people. Than most respectful person among hockey community (coach, player, and hockey club administrators) can be assigned by the national association perform referee supervisors duties.

## SUPERVISION FREQUENCY

The following guidelines have been developed as a "wish list" for the national association game officials' supervision program. It is recommended that all groups of national association on ice game officials from Level I to Level IV should be supervised and evaluated during the season. Supervision frequency depends of number of games which respective on-ice game official has been assigned for during the season:

1. **Level I** on-ice game officials – maximum of 60% from total numbers of all assigned games but not less than 3 games per season in order to be certified for the next level.
2. **Level II** on-ice game officials – maximum of 50% from total numbers of all assigned games but not less than 3 games per season in order to be certified for the next level.
3. **Level III** on-ice game officials – maximum of 40% from total numbers of all assigned games but not less than 4 games per season in order maintain Level III status or to be certified for the next level.
4. **Level IV** on-ice game officials – maximum of 30% from total numbers of all assigned games but not less than 4 games per season in order to maintain Level IV status.



## **SUPERVISION FORMS**

### ***“IN GAME” Work Form***

The International Ice Hockey Federation (IIHF) has recently developed several types of supervision forms that Referee Supervisor can use to take notes while watching the game and also provide to the on-ice officials during the review process. These forms provide rink diagrams where positioning and procedural items can be diagramed, along with a section for notes next to each diagram.

The Referee Supervisor can use this worksheet for their own note-taking purposes or can give it to the official as a means to provide additional information and visual reinforcement to the evaluation process. A different kind of the supervision forms developed and recommended by the IIHF to use by national association Referee Supervisor can be found in Section 8 in IIHF Officiating Procedures Manual (OPM). Each national association has the right to develop their own supervision forms and recommend them to their national association referee supervisors.

### ***GAME OFFICIAL’S EVALUATION Form***

The International Ice Hockey Federation Officiating Committee (IIHF OC) developed the IIHF Game Official’s Evaluation Form separately for referee and linesman. These forms have been utilized by all the IIHF Referee Supervisors at IIHF Championships and competitions for evaluation assigned IIHF game officials. The view of these forms can be found in Section 8 IIHF OPM.

Each national association has the right to develop their own game official’s evaluation forms. These forms can be as hard triple copies hand filled in or electronic filled copies.

In this publication we introduce as an example a modified by IIHF, worked out and implemented by one the IIHF MNA’s, universal game official’s evaluation form which can be used both for referee and linesman, utilizing different types of officiating system. An example of such possible hand filled in game officials evaluation form is shown on Figure 1a and Figure 1b.

The top portion of the form contains vital information relative to the officiating of the game. It identifies the level of competition, the teams involved and the officiating system. This information is necessary as a reference when reviewing the evaluation at a later date. This portion of the form allows you to identify whether pre and post-game meetings with the game official took place and has a space set-aside for the game official to initial in order to verify his/her receipt of the evaluation. It also allows for easier tracking purposes in those multi- district associations by including information to which home association evaluated game official is belonging.

The evaluation form allows for the game officials to be evaluated using two different sets of criteria; basic (Level I and Level II) and advanced (Level III and Level IV), which will be outlined in this manual later. For each set of criteria, a four-level scale of Excellent, Good, Satisfactory and Needs Improvement is used for each item to be rated. This scale has been designed to be very general in nature to help the game official identify his/her general strengths and weaknesses. By having the scale general in nature, more emphasis will be put on the important part of the evaluation, the written comments.



National  
Association Logo

## NATIONAL ASSOCIATION GAME OFFICIALS EVALUATION FORM

NA Code  
Form number  
XXXXXX

**Game Official:** \_\_\_\_\_ **Official's Level:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Assignment:**  Referee  Linesman    **System:**  2     3    **Supervisor:** \_\_\_\_\_

**Competition:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Home Team:** \_\_\_\_\_ ( ) vs.    **Visiting Team:** \_\_\_\_\_ ( )

**Pre-game meeting held**    **Official's Local NA:** \_\_\_\_\_ **Official's NA Registration Number:** \_\_\_\_\_

**Post-game meeting held**    **Official's Signature:** \_\_\_\_\_

CATEGORY	COMMENTS
<b>Appearance</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Skating Skills</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Position</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Face-Offs</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Signals</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Judgment</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Awareness</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Needs Improvement	
<b>Summary Comments:</b> <b>Type of Game:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult	
<b>Supervisor's Signature:</b> _____	

**Copy 1:** Must be send to National Association Supervisor Co-ordinator    **Copy 2:** Game Official    **Copy 3:** Referee Supervisor

*Figure 1a*

National association officials' supervision program (Program) is positioning itself as an educational tool to assist in the development of national association on ice game officials on all levels. The evaluation process should provide instructional follow-up which reinforces information presented at national association officiating seminars and is outlined in the national association's officiating manuals and documents. In essence, the national association referee supervisor (NARS) is an officiating "coach" who is dedicated to successful officiating. Although the evaluation process is a means of providing opportunities for on ice game officials to work at their appropriate level, success at this particular level of play is not a guarantee of advancement.

CATEGORY	DESCRIPTION
<b>Appearance</b>	
UNIFORM	Skates, laces, sweater, trousers proper fit, grooming, etc.
ATTITUDE	Enthusiasm, arrogance, confidence, outlook on game, players, partners, enjoyment of game
PRESENCE/POISE	Reaction under pressure, condition, mannerisms, temperament
<b>Skating Skills</b>	
FORWARD	Balance, stride, starts, stops, turns, posture, agility, quickness
BACKWARD	Balance, stride, starts, stops, turns, posture, agility, quickness
HUSTLE	Staying with play, skating hard when necessary, adjustment to tempo of game effort
<b>Position</b>	
END ZONE	Movement toward and away from goal, field of vision
BLUE LINE	Reaction to play, line usage
REACTION TO PLAY	Proximity to play, anticipation, coverage for partner, flow of play
STOPPAGES	Positioning to see majority of players, proper position for face-offs, skating lanes after whistle, position during altercations
<b>Face-Offs</b>	
CONTROL OF PLAYERS	Encroachment, communication, player ejections, player position
STANCE/DROP	Presentation, stance and drop, set up, sequence, appropriate age level
MOVEMENT OUT	Hesitation, backwards skating, partner release, position, hustle
<b>Signals</b>	
EXECUTION	Crispness, conciseness, clarity, verbal, correctness, posture
ASSESSMENT PROCEDURES	Stopping play, movement after signal (icing, off-sides and penalties), reporting penalties to penalty bench
<b>Judgment</b>	
RULE KNOWLEDGE	Playing rules and interpretations
RULE APPLICATION	Penalty assessment according to guidelines, points of emphasis
CONSISTENCY	Assessing similar situations in similar manners, how external factors contribute to judgment
DECISIVENESS	Confidence and quickness in making calls, correctness of calls, overall demeanor
GAME CONTROL	Taking charge of difficult situations, game management, penalty selection
<b>Awareness</b>	
RINK CONDITIONS	Inspection of rink, debris on ice, broken sticks, displaced goals
DURING PLAY	Actions behind the play, reading and reaction to various game situations, communication with partner(s)
DURING STOPPAGES	Anticipation of altercations or other actions, line changes
TEAMWORK/COMMUNICATION	Communication (verbal and signals), quickness in reacting to partner's actions, enthusiasm toward partner(s)

Figure 1b



Even though the same scale is used for both the basic (Level I and Level II) and advanced (Level III and Level IV) criteria, a difference in performance should be recognizable based on the level of the game official, level of competition, and the rating given.

Naturally, we would have greater expectations of experienced game officials who are being evaluated using the advanced criteria. For this reason, an inexperienced game official receiving a “Good” using the basic criteria may be different than an experienced official receiving a “Good” using the advanced criteria. The scale may be the same, but the presence of different criteria and expectations distinguishes between the basic (Level I and Level II) and advanced (Level III and Level IV) level official. If necessary, the Supervisor can make reference as to which criteria were used in the summary section at the bottom of the form.

As you can see, the main body of the form (Figure 1a), containing the important information, is broken down into seven (7) critical areas of concern that form the first column. They are Appearance, Skating, Position, Face-Offs, Signals, Judgment and Awareness. These are the general areas in which game officials are evaluated by coaches, players, spectators and by other officials. They are the true determinants of a game official’s overall acceptability.

Each of the seven general areas of concern can be broken down into several specific items that are outlined on the back of the evaluation form (Figure 1b). These specific topics are the most important aspects of each general category. Within each of the seven main categories, there is space to rate the game official on the above-mentioned scale with a simple checkmark.

As you may notice, there is no a numeric rating in each category. This is done purposely so that the game official will be more likely to concentrate on the written comments instead of a bottom line score. In most evaluation systems that use a raw score to rate a game official, the game official becomes more interested in moving from a 65 to a 70 than they are about improving on a specific weakness. This evaluation form will, hopefully, eliminate this competitive aspect of the evaluation process.

With experienced game officials, the Supervisor can be more technical in his/her evaluation. He/she will be more apt to use the advanced criteria for such a game official. Conversely, when evaluating a new, less experienced game official, the Supervisor must be more general in nature, overlooking the small detailed aspects of officiating. When evaluating these officials, he/she will be more likely to use the basic criteria.

Thus, the criteria being used to rate a particular game official is, generally, based upon the amount of details that is contained within the evaluation. For example, if the written portion of the evaluation mainly contains comments about very basic concepts like getting to the blue line ahead of the play and signaling a penalty infraction, the basic criteria is being used. An evaluation that speaks mainly of judgment and the thinking part of the game, calls for the advanced criteria to be used. The subsequent rating in each category should reflect the performance based on the criteria being used and the level of play.

Supervisors must be sure to give “true” ratings in each category. If a game official is honestly “Excellent” at a certain category, he/she deserves a rating of “Excellent”. Attitudes such as “I never give anybody an Excellent, because there is always room for improvement,” defeat the entire purpose of the program. This is also true of the lowest end of the rating scale.

These evaluations must be completed solely on the basis of the game official’s performance and not compared to another game official's rating. Fill in the ratings last, based upon the written comments.



The last column is a blank column reserved for "Comments." In these spaces the Supervisor can write down pointers, reinforcements, notes or other items that can be referred to during the verbal review with the game official. The Supervisor must make these notes so they are clear and understandable to the game official.

Additionally, it must be written clearly enough so that both the game official and the Supervisor will be able to understand its intent long after the evaluation has passed. This comment section has been enlarged in order to provide more flexibility and space for the Supervisor to write comments. If more space is needed for comments, use another form.

The summary, located at the bottom of the form (Figure 1a), indicates some things for the game official to work on during his/her future assignments. This summary presents the "big picture" and must be general, simple and to the point. There should be no more than 3 or 4 items written in this summary. Just as important, the summary should accentuate positive attributes and improved areas. Additionally, the summary should contain information about special league rules that are being played and unusual situations that have occurred.

In this part of the form, the Supervisor should note the difficulty of the game. Judging the difficulty level is a very subjective issue. It should be determined according to the style of game within the participating age group. A difficult U12 game, for example may be a roughly played game with a significant amount of body contact while an easy U12 game might be one played well within the rules with a wide margin of goals. Generally, game officials will tend to have better scores for easier games because there aren't as many things that can go wrong.

The form distribution is listed on the bottom of the form. It is intended for the National Association Supervisor Coordinator to get the top (white) copy, the game official to get the middle (yellow) copy and the Supervisor to retain the bottom (pink) copy for his/her records. On the back of each copy is a reminder as to the Mission Statement and a description of each of the seven main categories. This explanation capsules each of the categories and briefly describes the attributes that go into the determination of a rating for each. For example, when we speak of "Control of Players" in the "Face-Offs" section we are referring to the manners in which the game official handles encroachment of wingers, communication with players and partners, player ejection and player position. This chart will help to serve as a reference when the game official reviews his/her evaluation in the future.

## **GUIDELINES FOR EVALUATING BASIC (Level I and Level II) AND ADVANCED (Level III and Level IV) GAME OFFICIALS**

The next section of this training handbook is the most important section to you, as a Supervisor. We have attempted to describe each of the attributes that are to be considered when evaluating game officials in each of the areas that have been identified on the evaluation form.

You will note that, when reviewing each of these guidelines, we have supplied you with the particular criteria that you are to evaluate.

Each attribute is further designated as being either basic or advanced. Generally, **Level I** and **Level II** game officials should be evaluated on the basic criteria and **Level III** and **Level IV** game officials on the advanced criteria. However, based upon the experience level of the game official being evaluated and the level of competition being played, variations may occur.



These criteria are purposefully general in nature. This is done so that the Supervisor will have a general idea on what aspects of the particular category he/she should be concentrating on. This publication is not intended to teach the Supervisor on the basics and fundamentals of officiating national association hockey games. Rather, it is designed to assist in the observation of performance.

Each Supervisor is personally responsible for knowing the proper national association mechanics, procedures and philosophies. These procedures are defined in the national association officiating manuals, the official rule book and case book. If you have questions concerning the "official" policies of the Officiating Program in your respective national association, you should not hesitate to contact your respective national association Referee Supervisor Coordinator or National Association Referee-in-Chief or office of your respective national association.

## APPEARANCE

### UNIFORM

The uniform contributes greatly to a game official's overall first impression on the ice. The game official who looks clean and sharp is more likely to present a positive image than the game official who appears dumpy and unkempt. When reviewing the game official's uniform the Supervisor must look at the official in the locker room as well as on the ice. Sometimes imperfections can be hidden when viewed solely from the stands.

The wearing of the proper equipment and the proper fit of this equipment are equally important. Likewise, the grooming of the game official and the cleanliness of his/her apparel must be observed.

#### BASIC

- Approved black hockey helmet with Chin strap fastened.
- Neatly groomed face / neck.
- Clean sweater, current crest on left chest. Proper fit.
- Metal finger whistle.
- Black creased trousers with suspenders and no belt.
- Skates polished black with tendon guards taped. No Goalie skates or figure skates.
- White laces.
- No jewelry.

#### ADVANCED

- Polished, proper helmet per league issue or sponsorship.
- Facial hair discouraged. Neatly trimmed mustache is acceptable.
- Proper name plate. Orange or red properly fitted armbands.
- Whistle protected with tape.
- Pants - sewn in crease. Hemmed to touch top of skate.
- Skate toes un-tattered, black tape around ankles.
- White, clean, bright laces.
- Appropriate street attire off-ice.



## APPEARANCE

### ATTITUDE

At all levels of Ice Hockey, the attitude of the game official must be stressed. Ideally, each game official should strive to work at his/her best ability during every game, strive to work on his/her weaknesses and accept constructive criticism as a learning tool. Hockey game officials must possess the appropriate "people skills" on the ice to promote an atmosphere of cooperation between coaches, players and officials.

The attributes listed below are the traits that the Evaluator must assess for each official:

BASIC	ADVANCED
<ul style="list-style-type: none"> <li>• Seriousness.</li> <li>• Rules and technical knowledge of the game.</li> <li>• Enthusiasm.</li> <li>• Interest in the game.</li> </ul>	<ul style="list-style-type: none"> <li>• Business-like mannerisms.</li> <li>• Enthusiasm.</li> <li>• Respect towards participants.</li> <li>• Interest in the game.</li> <li>• Confidence, without arrogance.</li> <li>• Dedication.</li> <li>• Composure.</li> <li>• Professional demeanor.</li> <li>• Capability of earning respect.</li> <li>• Willingness to admit a mistake.</li> <li>• Integrity and Fairness.</li> <li>• Enjoyment of Officiating.</li> <li>• Maturity.</li> <li>• Rules and Interpretation Knowledge.</li> </ul>

## APPEARANCE

### PRESENCE AND POISE

Presence of an official is an intangible trait and usually it is not easily measured. Essentially, presence and poise can be described as "how a game official carries himself/herself," on the ice. This includes skating posture (to an extent), body language, physical conditioning, gestures, mannerisms and how he/she reacts under pressure.

Officiating presence and poise is enhanced by:

#### BASIC

- Good physical condition. Height and weight.
- Composed under pressure, control of emotions.
- Use of body language.

#### ADVANCED

- Upper body strength, athletic body type.
- Conveys authority assertively when necessary.
- Use of signals, physical presence and voice, during difficult situations.
- Maintains a positive rapport through mannerisms and personality without jeopardizing integrity.
- Adjusts emotions to coincide with intensity level of game.



## SKATING SKILLS

### FORWARD

Skating ability is the fundamental building block around which all other traits revolve. Good skating ability helps an official to be in good position to view the play. This position, in turn, helps the game official to see more of the play and make more sound judgments.

You will find that most game officials are much more proficient at skating forward than backward. Nonetheless, every game official, no matter how strong a skater, can improve some aspect of skating forward. To properly evaluate skating, it is recommended that each Supervisor personally should attend national association ice sessions concerning power skating that have been designed for game officials.

#### BASIC

- Comfortable appearance on skates.
- Proficient, strong strides.
- Proper ready position.
- Efficient starting ability.
- Able to stop in both directions (facing play).
- Controlled manner of stopping.
- Turns facing the middle of the ice.
- Uses cross-unders turns in both directions.
- Pivots in both directions facing play.

#### ADVANCED

- Comfortable appearance on skates.
- Exaggerated knee bend.
- Full extension and recovery.
- Proper arm swing.
- Proper "V" and "T" starts (limited cross-unders).
- Stops in ready position.
- Uses stops at proper times (play on same side of ice).
- Control turns at proper times (play on opposite side of ice).
- Proper technique and balance when using control turns.
- Fluid cross-under style.
- Skates stay close to the ice during Cross-unders (eliminate "hop")
- Smooth transition and proper posture while pivoting.
- Able to change directions quickly (proficient lateral movement).

## SKATING SKILLS

### BACKWARD

Backward skating requires the same skills as utilized when skating forward. Generally speaking, what an official can do forward, he/she should be able to do backward with equal proficiency. When evaluating an official's backward skating skills, you will notice that most of the same guidelines for forward skating are also used for backward skating. Those attributes that are unique to backward skating are listed first in each of the columns below:

BASIC	ADVANCED
<ul style="list-style-type: none"><li>• Starts backward as opposed to skating forward then turning backward.</li><li>• Comfortable appearance on skates.</li><li>• Proficient, strong strides.</li><li>• Proper ready position.</li><li>• Efficient starting ability.</li><li>• Able to stop in both directions (facing play).</li><li>• Controlled manner of stopping.</li><li>• Turns facing the middle of the ice.</li><li>• Uses cross-under turns in both directions.</li><li>• Pivots in both directions facing play.</li></ul>	<ul style="list-style-type: none"><li>• Uses "C" cuts when starting and striding backward (limits cross-unders).</li><li>• Uses "V" and "T" stops in appropriate situations.</li><li>• Uses legs to skate with no wiggling from the hips.</li><li>• Exaggerated knee bend.</li><li>• Full extension and recovery.</li><li>• Power starts (limited cross-unders).</li><li>• Stops in ready position.</li><li>• Uses stops at proper times (play on same side of ice).</li><li>• Fluid cross-under style.</li><li>• Skates stay close to the ice during cross-unders.</li><li>• Smooth transition and proper posture while pivoting.</li><li>• Able to change directions quickly (proficient lateral movement).</li></ul>

## SKATING SKILLS

### HUSTLE

Hustle is one aspect of officiating that players, coaches and spectators subconsciously use when evaluating a game official's overall ability. A game official who demonstrates the use of a strong skating style to get into the proper position at the right time is generally more accepted than one who does not.

With each passing season, hustle seems to be an increasingly more difficult aspect to teach game officials. Successful game officials not only hustle, but hustle at the appropriate times. By this, we mean that when a game official simply skates hard and fast he/she may be sacrificing awareness levels for speed.

Hustle incorporates strong, hard skating when getting into position without lowering awareness levels.

#### BASIC

- Ability to maintain proper distance from play.
- Skating hard when necessary.
- Gets to the appropriate line before the play.
- Readiness before players during a stoppage.
- Does not appear tired or fatigued.
- Gives the appearance of a positive effort.

#### ADVANCED

- Quickness on skates.
- Ability to read and react quickly to situations.
- Utilization of the proper speed in pursuit of the play.
- Skates quickly into the Attacking Zone.
- Limited gliding during stoppages.
- Keep feet moving, especially when skating backward.

## POSITION

### END ZONE POSITION (ANY OFFICIATING SYSTEM)

The ultimate success of a game official greatly depends on his/her ability to effectively manage the game at the end zone. Even though there are several Officiating Systems that may have been used in the national association, end zone position remains the same.

Simply stated, an effective game official uses limited movements, keeps the play in front of him/her at all times and moves to the net when a scoring opportunity is present. When evaluating end zone positioning of any game official, during play, the following attributes should be observed:

#### BASIC

- Keeps the players in front of him/her at all times.
- Never turns back to the front of the goal.
- Skates completely into the Attacking Zone to the goal line.
- Skates to the goal line quickly.
- Stays away from the end boards.
- Stays out of the play.

#### ADVANCED

- Displays the proper anticipation of reading of play leaving the Attacking Zone.
- Minimal movements along goal line.
- Skates behind the goal only in emergency situations.
- Moves towards the net on goal scoring opportunities.
- Proper use of "based of operation" (BOP - on goal line where face-off spot would be).
- Moves towards benches when signaling line changes.

## POSITION

### BLUE LINE (LINESMAN OR 2 OFFICIAL SYSTEM)

Blue Line position is important to game officials, especially Linesmen. It is difficult to "sell" a call that is made when the game official is not at the line, watching the play. There is a definite "art" to proper blue line positioning. When evaluating blue line position, use the following criteria:

BASIC	ADVANCED
<ul style="list-style-type: none"> <li>• Gets to the Blue Line before the play.</li> <li>• Gets inside the Blue Line to make the call (Approx. 1.5 meter).</li> <li>• Maintains proper Blue Line position while the play is in the Attacking Zone.</li> <li>• Use of release signal (3 or 4 Officials System).</li> <li>• "Shades" into zone during End Zone Face-Offs.</li> </ul>	<ul style="list-style-type: none"> <li>• Flows well into the Attacking Zone when play is going toward the game official at the Blue Line.</li> <li>• Leaves the Blue Line position with last attacking player when play exits the Attacking Zone toward the far Attacking Zone.</li> <li>• Maintains position in the Neutral Zone as the Back Linesman to assist partner, if necessary.</li> <li>• Maintains position in the opposite zone from the puck (3 or 4 Official System).</li> <li>• Proper reading of play for release of partner from Blue Line (3 or 4 Official system).</li> <li>• During a power play in Attacking Zone, the Back Linesman moves up near partner's line (3 or 4 Official system).</li> </ul>



## POSITION

### REACTION TO PLAY

The "Reaction to Play" evaluation revolves around the game official's ability to follow the play as it moves from zone to zone.

One of the truly important attributes of a successful game official is his/her ability to "read and react" effectively to the play. To do this, the game official must learn to use a wide field of vision instead of concentrating on the puck, only. Puck watching is easy to detect in a game official. Such a game official moves constantly, even with the slightest change of direction of the puck. The game official, who utilizes a wide field of vision, generally sits back and watches the play from a distance.

Game Officials who effectively read the play rarely get hit with the puck, see most occurrences on the ice, move only when necessary and move in a controlled manner.

#### BASIC

- Follows play 3-5 meters behind (Referee).
- Follows play close to the boards.
- Stays out of the play.
- Officials maintain diagonal position to each other (2 Official System).

#### ADVANCED

- Uses stops and starts when play is on same side of ice.
- Uses control turns to follow play on opposite side of ice.
- When play is on opposite side of ice, follows play further away from boards.
- Change position with his partner to avoid play only when physical contact is eminent.
- Maintains position that allows him/her the best vantage point of the play, and is not obstructed by players or objects.
- Avoids contact with the puck, when possible



## POSITION

### DURING STOPPAGES

Game Officials need to utilize proper position during stoppages of play for one reason: to see all happenings on the ice. This awareness is most important, especially during the more hostile games. More often than not, penalties assessed during stoppages assist the game officials in maintaining control of the game. In fact, during difficult games the actions that take place after the whistle are more important than those that occur during the play.

Good game officials will recognize these facts and react by being physically present during stoppages of play.

#### BASIC

- Use proper positioning for all face-offs.
- Use of proper positioning to view line changes, benches, goal activity, altercations, etc.
- Uses proper positioning at end of period and during handshake line.

#### ADVANCED

- During Neutral Zone Face-Offs, official not conducting face-off "shades" (moves in) toward closer goal (2-3 meters - 2 Official system).
- Positioning at penalty bench when multiple players leave during stoppage.
- Hustling quickly to get in between players after the whistle.
- Skating route always provides focus on the players' benches and the players during stoppages.
- Positioning which enables the coach to better view line change signals.
- Positioning during face-offs that assists the Linesmen when during difficult situations (Referee in 3 or 4 Official system).
- Staying away from players when assessing penalties.

## FACE-OFFS

### CONTROL OF PLAYERS

During properly executed face-offs, the game official who is conducting the face-off must be sure to create a fair opportunity for both teams to win possession of the puck. In order to accomplish this, it may be necessary for the game official to take control of certain players. At lower levels, face-offs are fairly easy to conduct as the player's line up quickly and correctly.

The Supervisor must evaluate the speed of the face-off, the methodology used in lining up the players and the communication that occurs during the process. The following attributes contribute to successful face-offs:

#### BASIC

- The game official takes up position quickly and directly following the stoppage of play.
- The game officials line up prior to all players.
- Sticks are placed in white portion of face-off circle or a stick length apart (Attacking team first).
- Other players are completely out of face-off circle.
- Players are separated by marks.
- Centers who do not line up properly are replaced.

#### ADVANCED

- Game Officials watch line changes while carrying out duties during stoppage.
- Centers place sticks on ice fairly (Attacking team first).
- Encroachment is kept to a minimum.
- Whistle is blown for hash mark encroachment well in advance of face-off.
- Game Official skates out of face-off stance to verbally correct flagrant encroachment.
- Referee assists Linesman only during "Penalty potential" encroachment. He/she positions himself/herself on the same side of the ice to help (3 or 4 Official system).
- Proper assessment of delay of game penalties when necessary to control face-offs.
- Use of good communication that players respond to in a positive manner.
- Use of verbal and visual communication with partner during encroachment situations.

## FACE-OFFS

### STANCE AND DROP

The basic stance and actual dropping of the puck are to be evaluated under this column. Dropping the puck flat is one of the easiest tasks that officials are responsible to accomplish. Most officials, however, are not proficient at this maneuver simply because they don't take the task seriously enough to practice regularly.

BASIC	ADVANCED
<ul style="list-style-type: none"><li>• Use of proper national association stance and technique.</li><li>• Balanced and comfortable stance.</li><li>• Puck lands flat on ice with no bounce.</li><li>• Minimal telegraphing of drop of puck.</li></ul>	<ul style="list-style-type: none"><li>• Consistency to drop puck well during difficult face-offs.</li><li>• Pushes the puck down to the ice without slamming it down.</li><li>• Stops play when the puck accidentally hits shaft or blade of players stick prior to hitting the ice.</li><li>• Delivers the puck at the instant both players are set.</li><li>• Methodically uses the proper cadence when lining up the centers.</li></ul>

## FACE-OFFS

### MOVEMENT OUT OF AREA

Leaving the immediate area of a face-off is an important aspect of the conducting of Face-Offs. It is imperative that the game official be more concerned with the proper execution of the face-off than getting out of the way. Many younger game officials tend to move before dropping the puck and seem to race back into position along the boards.

More experienced game officials are less concerned with getting out of the face-off as they tend to wait until a clear path is established. Additionally, they tend to watch the play more when leaving.

The Supervisor must be able to see these traits in game officials and assess them according to the patience and maturity that is demonstrated by the game official.

#### BASIC

- Proper cadence of drop, pause, look, and then move.
- Moves backwards to side-boards then to proper position when a clear path is available.
- Skates out of end zone forward or backward, facing play at all times (Linesman in 3 or 4 Official system).
- Proper release of covering partner (Linesman in 3 or 4 Official system).

#### ADVANCED

- "C cuts" are used to exit the immediate area of face-off.
- Game Official who drops puck reads the play and moves based on location of play and situation.
- Releases partner only when he/she is not involved in the immediate play (Linesman in 3 or 4 Official system).
- Hustles out and Reacts to partner on blue line when play leaves the zone for the other end of the ice (2 Official system).



## SIGNALS

### EXECUTION (SIGNAL ITSELF)

The proper use of signals is a game official's sole means of communication at the amateur levels of ice hockey. Clear, distinct signals demonstrate that the game official has confidence in the calls he/she makes. Conversely, signals made with hesitation convey a sense of uncertainty. The following criteria demonstrate the proper use of the signal given for infractions of the rules.

#### BASIC

- Makes appropriate signal for the infraction.
- Signals delay quickly after an infraction is committed.
- Signals clearly.

#### ADVANCED

- Does not react too quickly for restraining fouls.
- Signals with authority.
- Does not allow for discussion with players
- Does not use creative signals.

## SIGNALS

### ASSESSMENT PROCEDURES

A good game official will use assessment procedures to help sell the call. The gestures and mannerisms used in assessing a penalty can be as important as the penalty call itself. Assessment procedures communicate infractions to the spectators, coaches, off-ice officials as well as to the players. Poor assessment procedures tend to confuse others because they are unclear, hurried or incorrectly executed.

#### BASIC

- Blows whistle sharply and comes to a complete stop prior to assessing penalty.
- Identifying penalized player by pointing properly, states player(s) number(s), states color(s) of sweater(s) and states the infraction.
- Uses correct penalty signal.
- Skates backward to penalty bench after assessing penalty to player.
- Reports violation to scorekeeper and repeats signal at penalty bench.

#### ADVANCED

- Puts whistle in "ready" position while skating and signaling delayed infraction. Uses a control stop after stopping play.
- Points "in the vicinity of" and not directly "at" penalized player. Proper verbal communication and eye contact during penalty situation.
- Waits until attention is on the game official prior to assessing penalty.
- Indicates infraction in a methodical, deliberate manner.
- Skates backward or forward to penalty bench to keep all players in front of official.
- Avoids players at the penalty bench.



## JUDGMENT

### RULE KNOWLEDGE

Rule knowledge is one of the most difficult areas of a game official's performance to evaluate. Unless a rule is flagrantly misapplied or a seldom-used rule is properly administered, it is difficult to determine the extent of rule knowledge. Thus, it is important to discuss the performance of the game official directly with him/her. During the conversation, it is easy to interject rules questions when discussing some of the various aspects of the game.

In some cases, this category will not be able to be assessed. In these cases, leave the column blank rather than guessing.

BASIC	ADVANCED
<ul style="list-style-type: none"> <li>• Thorough working knowledge of the major playing rules.</li> <li>• Precise understanding of the intent and "spirit" of the major playing rules.</li> <li>• Periodic review of the entire rule book.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of frequently and infrequently encountered playing rules.</li> <li>• Knowledge and understanding of all national association interpretations of the playing rules.</li> <li>• Knowledge of differences among various rule books (ex. Different leagues, National Federation, etc.)</li> </ul>

## JUDGMENT

### RULE APPLICATION

The actual application of the rules is much easier to identify through assessing the nature of each penalty assessed and not penalized. The game official should be assessing penalties that fit the philosophy of national association, the Points of Emphasis and the individual philosophy of N/A or each league.

A successful game official will apply the rules according to the "spirit and intent" of each rule. For example, if hooking and holding are Points of Emphasis and the game official allows these infractions to occur un-penalized he/she will rate low in this category.

Do not confuse this category with the Game Control category. Rule application simply means that the rules are being called according to the nature for which they were intended.

#### BASIC

- Implementation of the spirit and intent of the rules.
- Proper application of the correct rule to suit the situation.
- Knowledge of the criteria that constitute a particular infraction.

#### ADVANCED

- Factors other than the literal interpretation of the rule that apply in various situations.
- Rules are applied based on the impact on the play.
- Knowledge and application of infractions that tend to aggravate and frustrate players.
- Proper implementation of the Points of Emphasis.
- Proper implementation of N/A or local or league rules and officiating policy.
- Use of common sense in applying the rules.



## JUDGMENT

### CONSISTENCY

Consistency is a difficult aspect of officiating to measure. We tend to expect consistent performance from game officials while the intensity of most games varies from period to period. Thus, we must measure how the game official reacts according to the changing flow of the game. Generally, when the game is calm, he/she should allow the game to flow. When the game becomes more violent in nature, he/she is expected to assess penalties for these flagrant infractions.

Game Officials who hold their line regardless of the changes in a game are said to have no "feel" for the game. These game officials can do just as much harm to the game as can game officials who assess too few penalties.

#### BASIC

- Does not allow score to dictate.
- Applies rules in similar manner regardless of the teams involved.
- Penalizes similar infractions for similar infractions, regardless of the time of game or the score.

#### ADVANCED

- Knows what actions are acceptable at different levels of competition.
- Carries a uniform standard of officiating from game to game.
- Disregards outside influences.
- Able to assess the proper call in crucial situations.
- Reacts in a manner that fits the situation.

## JUDGMENT

### DECISIVENESS

Decisiveness refers to the game officials' mannerisms used when calling the game. This is primarily a trait that can be measured by watching physical clues. Reaction time is clearly an indicator of decisiveness. Additionally, the body language that is displayed will also demonstrate the confidence that the game official is feeling when making these decisions.

#### BASIC

- Makes split second decisions.
- Uses loud sharp whistle to demonstrate authority when stopping play.
- Displays confidence in making calls.

#### ADVANCED

- Uses additional emphasis on signals to demonstrate assuredness, without being antagonistic.
- Able to communicate effectively with players and coaches, but only when appropriate.



## JUDGMENT

### GAME CONTROL

Even though most game control problems should be addressed by the coaches of each team, we can't depend on each team official to guide his/her team in a responsible manner. Game Officials are charged with the task of controlling each game, on the ice, to the extent necessary to allow each team an equal opportunity to win the game. This means the elimination of the undesirable aspects of the game. The violent and dangerous actions that may be created need to be handled in a stern manner.

Additionally, the application of rules, relating to the Abuse of Game Officials, is to be evaluated in this category. Game Officials are generally not required to tolerate verbal abuse and the manner in which the game official handles this aspect of the game will influence the related score and comments.

BASIC	ADVANCED
<ul style="list-style-type: none"> <li>• Attempts to control the violent aspects of the game.</li> <li>• Displays confidence in making calls.</li> <li>• Does not overly-discuss his/her judgment with the players and coaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to distinguish between good, hard, aggressive play and play that violates the intent of the rules.</li> <li>• Does not allow players and coaches to openly challenge judgment, yet has an open line of communication with each of the teams.</li> <li>• Takes charge of altercation situations.</li> <li>• Becomes aggressive as a game official when necessary.</li> <li>• Demonstrates the ability to control difficult situations.</li> </ul>

## AWARENESS

### RINK CONDITIONS

The primary authority as it relates to the assessing of rink and arena playing conditions is the On-Ice Game Officials. They determine whether or not the game conditions can promote the safe conduct of the game. With Risk Management playing an ever-increasing role in hockey, this extra burden is often placed upon the game officials.

This category not only encompasses sticks and other debris on the ice, it also involves more complicated aspects of game management. The following attributes should be observed when assessing awareness of rink conditions.

#### BASIC

- Visually inspects the playing surface.
- Recognizes debris and other equipment on the ice quickly.
- Reacts promptly to arena defects such as open door, fallen glass, etc.
- Stops play immediately when the goal post becomes dislodged.

#### ADVANCED

- Fixes holes on the ice without having to be requested to do so.
- Recognizes and reacts properly when the clock malfunctions or Game Timekeeper has problems.
- Recognizes dangerous conditions and stops the play when they can potentially affect the game.
- Suspends the game whenever rink conditions become unsafe for all participants.



## AWARENESS

### DURING PLAY

Awareness is one of the most important qualities that a game official can have. A game official who sees more of the play and the surrounding events that occur has a better opportunity to demonstrate consistent judgment. After all, a game official cannot assess a penalty for an event that has gone unnoticed.

Usually, better positioning habits can assist a game official who is weak in the awareness department. The Supervisor should be looking for the game official to have his/her head "on a swivel" to view as much as possible.

BASIC	ADVANCED
<ul style="list-style-type: none"> <li>• Watches play around the puck and in front of the goal.</li> <li>• Visually knows where partner is located on the ice.</li> <li>• Watches line changes during the play.</li> <li>• Watches the goalkeeper change during a delayed penalty or near the end of the game.</li> <li>• Watches encroachment of players when partner is conducting face-off.</li> </ul>	<ul style="list-style-type: none"> <li>• Checks frequently behind the play. Keeps head "on a swivel". Does not always follow the puck.</li> <li>• Watches play around the puck and in front of the goal.</li> <li>• Takes over partner's position when partner is forced out of the play.</li> <li>• Skates toward all potential altercations.</li> <li>• Demonstrates the People, Puck, Position mentality consistently.</li> <li>• Awareness of partner's location and status at all times.</li> <li>• Recognizes and reacts to unusual situations that occur on and off the ice.</li> <li>• Properly anticipates a stoppage of play.</li> </ul>

## AWARENESS

### DURING STOPPAGES

Awareness during stoppages of play has become a huge part of a game official's role. In fact, the emphasis that is placed on awareness is far greater in North America than anywhere else in the world. This is due strictly to vast differences in the style of play, particularly after the whistle. After the whistle blows, game officials must be concerned first with the "P"eople on the ice, second with the "P"uck and last with reassuming the proper "P"osition (3 P's).

Additionally, it isn't enough to skate hard after the play stops to get close to a potential altercation; game officials must be physically present between players. Other awareness situations occur during scuffles. Watching for the defensemen to come in past the tops of the circles and watching the players' bench for changes are two good examples of awareness during stoppages.

This category is different from the "Hustle" category. The game official must first recognize a potential situation before he/she can react (hustle) to it.

#### BASIC

- Counts players prior to face-off.
- Watches line changes as they occur after the whistle.
- Observes encroachment during Face-Offs.
- Watches for Defensemen skating into Attacking Zone during a gathering of players.
- Practices the 3 P's.
- Awareness after icing situations.

#### ADVANCED

- Pauses after stopping play for a penalty to look for retaliation.
- Properly monitors line changes.
- Constantly observes players' benches and players leaving the ice.
- Positions himself/herself in the best position to see everything.
- Escorts penalized players to the penalty bench, when necessary.
- Assists partner onto the ice, when necessary.



## AWARENESS

### TEAMWORK AND COMMUNICATION

Game Officials quickly learn that they are a part of the third team that is on the ice. They must assist each other whenever possible to help ensure that the game progresses as smoothly as possible. This "Brotherhood" often results in many valuable friendships that occur off the ice. On the ice, it is easy to detect game officials who are working well together. They cover each other's position, discuss matters as openly and as often as necessary and generally have fun doing it.

Officiating hockey is a game of cooperation among the game officials. It is especially nice for a Supervisor to watch game officials who do well in the areas of teamwork and communication.

#### BASIC

- Covers partner's position, when necessary.
- Establishes eye contact with partner often.
- Knows where partner is at all times.

#### ADVANCED

- Meets in the Referees' Crease to discuss altercations, disputed goals, etc.
- Reads each other and reacts off of the partner's actions.
- Anticipates the needs of the officiating team.
- Unselfish when dividing the work load.



## WHEN TO COMMUNICATE WITH GAME OFFICIALS

### A. BEFORE THE GAME

Communicating before the game requires from the Supervisor these special skills:

- Inform game officials at the pre-season seminars that the Supervision Program will be in place and that most game officials will be evaluated and critiqued during the season.
- Except under extreme circumstances, the Supervisor should always visit the On-Ice Officials prior to the game. Respect the game officials' right to privacy in their dressing room. Knock and wait to be invited in before entering the room. Be brief and to the point and do not hang around to socialize.
- If a game official is experienced, the Supervisor should discuss goals and things to work on for the upcoming game, during a short pre-game visit. He/she should ask the game official to identify areas in which the game official has been attempting to improve upon. Tell him/her that you will key in on these areas to observe his/her progress. Answer any questions about situations that may have arisen during the past few weeks. Shake hands and wish the game official a good game.
- If the game official is inexperienced and may be upset by the presence of a Supervisor a short, friendly pre-game visit is in order. The Supervisor should present himself/herself as a "Coach" and not as a "Policemen." Use phrases like "I'm here to help you to improve your game." The Supervisor should not give an inexperienced game official a list of goals and things to work on prior to the game, unless he/she has been working closely with the game official in prior games.

### B. DURING THE INTERMISSIONS

- During the intermissions between periods the Supervisor may go into the officials' room to discuss the previous period. During this time, the Supervisor should only discuss situations that relate to the mechanical part of the game. Unless, comments are solicited by the game official, judgment should be discussed minimally, if at all.

This is done to prevent an overreaction by the game official and a drastic change in standards during the game. At very high levels (Junior, Senior, Minor Pro and Pro Leagues) this aspect of the "Coaching" process becomes more important.

- During intermissions, be brief. Discuss only a few small fine-tuning types of things. The intermission is a time for the On-Ice Game Officials to regroup and relax. Do not use the entire intermission for a critique.

### C. AFTER THE GAME

- After the game, the Supervisor should discuss the evaluation report with the game official (unless specifically instructed to do otherwise). Wait for the game official to complete his/her change of equipment into his/her street clothes. Be prepared to discuss the major parts of a game official's performance only.



- Talk to the game officials being evaluated on an individual basis and in private, if possible (i.e., in locations other than dressing room).
- An evaluation over the telephone should be used only when there is insufficient time after the game to discuss the game with the official.

## CONCLUSION

By this publication International Ice Hockey Federation (IIHF), in cooperation with member national associations who have built their own National Association Game Official's Supervision Program, suggests practical ways of building this program to member national associations who are on the way of building this Program and have difficulties with where to start.

The publication will be interesting to all persons and national association officiating staff involving in developing and supervision of game officials.



## Literature

1. USA HOCKEY Officiating Program. Officials' Evaluation Program. Evaluators' Handbook. July 2010.
2. IIHF Officiating Procedure Manual (IIHF OPM). June 2009



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