



## SECTION 8

### Supervision



### **An Understanding of the Importance of Supervision to the Development of Officials**

Upon completion of this section you will be better prepared to:

- Explain what supervision is;
- Understand the role of the supervisor as a coach;
- React positively to supervision;
- Be familiar with supervision forms;
- Consider volunteering as a supervisor.



## INTRODUCTION

Proper and effective supervision of the performance of game officials during the course of a game will improve the level of officiating at the National Association level and, ultimately, at IIHF championship events. An improvement in officiating will result in better hockey games, less confrontations between players, team officials and game officials, provide a more interesting event for the spectators, and reduce the risk of injury to the players. Improved quality and consistency will result from effective supervision.

## Objectives of Supervision

- To assist in the development of officials through meaningful feedback.
- To coach the game officials to improve the quality of their officiating.
- To develop consistency in the assessment of officials.
- To ensure that the officiating judgement standards are being enforced
- To provide follow-up instruction which reinforces the IIHF Official's Development Program and the IIHF Career Path Development Program initiatives.
- To develop consistent officiating with reference to rule interpretation, rule enforcement, positioning, techniques, procedures and signal presentation.
- To offer every official the opportunity to reach their potential by supporting their development with sincere, honest and meaningful feedback.
- To protect the integrity of the game and the IIHF Official's Development Program by consistently reinforcing the principles of safety and fair play.

## Tips on Receiving Supervision

- The official must be prepared to accept constructive comments. Any constructive comments should be accompanied by suggested corrective action. The problem should be described and the official then given ideas on how to correct it.
- The official is encouraged to take notes and ask questions.
- The official should pay attention to what is being said by the supervisor.
- When the supervisor is speaking to the other members of the on-ice team, pay attention, as you may learn some valuable tips. (The linesmen of today are the referees of tomorrow!)
- Do not make excuses for the areas where improvement is needed.

- Do not compare or challenge a supervisor with another supervisor's advice or feedback. This leads to a very uncomfortable situation.

## Expectations of a Supervisor

### Principles

The referee supervisor must not influence a referee's decision, or cause any official to change his decision or penalty, at any time. Referees should be made aware of the fact that the referee supervisor will not make any decisions for them. For example, the measurement of any equipment is the responsibility of the referee during the game and, as such, the referee supervisor must not become involved during the course of a game.

Referee supervisors must remember that supervision during the course of a game is not a teaching seminar. It is the referee supervisor's responsibility to assist the game officials to ensure that all games are played in a fair and consistent manner according to the rules.

### Professionalism

- A supervisor must always present himself in a manner that demonstrates professionalism, confidence, experience and expertise.
- Officials, coaches, league administrators and spectators will expect a supervisor to have a stabilizing influence when everything and everyone else seems to be going astray.
- The way in which a supervisor dresses, acts, speaks and listens will have a serious impact on those he comes in contact with.

### Responsibility

- The most significant and likely the most challenging responsibility that a supervisor will have is to offer officials honest feedback on their development and performance.
- To constantly provide positive feedback in areas where the official is doing well is easy and comfortable. However, a good supervisor is also able to assist and coach an official in the areas where improvement is required and where an official may not be comfortable with this information.
- A supervisor has a duty to address both the positive and negative aspects of the official's performance; otherwise they are impairing the official's overall development.

## Teamwork

- Officials are taught that a supervisor is there to assist them and that they are an important part of the team.
- Supervisors must realize that many officials will be uncomfortable with their presence. They must work hard to install and enhance a positive working relationship with officials, towards them and towards the supervision process.
- Reinforce, wherever possible, that a supervisor is there to coach and assist them. They must be aware of what to do well and that helpful tips will be provided to assist them.

## Listening and Observing

- A supervisor's listening and observation skills will often determine his overall success. To be effective, a supervisor must always be aware of the "big picture". No one else in the rink has this responsibility.
- Supervisors must observe people in many situations and under various conditions and circumstances. They must judge the mood of the officials in their dressing room, the fans in the lobby and stands, and the players on the ice. They must observe the coaches, players, scoreboard and the officials.
- An official will observe many of these same areas and try to manage the game as best as possible. A supervisor must be able to keep everything in perspective and, in the end, offer the official direction. They must be alert and mentally ready for their role.

## Commitment

- It is important that individuals get involved in supervision for the right reasons. Some consider it for the financial benefit. Some think that it is necessary in order to move ahead in their officiating career. If these are your reasons, you may want to reconsider.
- Active officials can learn from watching others work. If you are not putting everything into it for the people you are supervising, someone is likely being short changed.

## Time

- Support of officials through supervision is so important that we would like to see each supervisor in the rinks on a regular basis. Ideally, if each individual could be out at least one night a week and supervise perhaps two games per night, it would have a tremendous impact. We realize that, at times, this will be a hardship for some, but others may be able to contribute more.



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### Training

- An effective supervisor should stay as current as possible on the playing rules, technical guidelines, rules emphasis and fundamentals of game management. Supervisors should consider attending National Association Official's Development Program clinics and supervisor meetings.
- Your peers in supervision are an excellent source of knowledge. Please do not hesitate to ask for advice, feedback or support.

### Support

- Supervisor support is a priority within the National Associations and in the National Association Development Official's Program. Your time and effort is very much appreciated. We want to keep you involved and enjoying your experience.
- Contact your National Association Referee-in-Chief for a list of support people to contact with any questions concerning supervision.

### Game Supervision

- Game supervision requires that the referee supervisor provides feedback and an evaluation to an official directly after a game. The supervisor must provide the officials with oral feedback of the game, as well as a written evaluation, so that the official can reflect and improve on all areas of his or her game.
- The supervisor must provide written copies of the evaluation to the National Association office to ensure continuity and proper development of an official's career path.
- Supervisors have certain guidelines and procedures which are the foundation of the supervision program.
- You are encouraged to protect the integrity of the National Association Official's Development Program and all supervisory personnel by consistently applying this information.
- Supervisors are members of a team. They are expected to contact the game officials in their dressing room prior to the game. The supervisor should introduce the officials to each other to help establish a comfort zone amongst the officials.
- The supervisor should review any new Rule Interpretation Bulletins and answer questions or concerns related to the rules and their interpretation prior to the game.

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- In the dressing room, the supervisor should be aware of the conversation and mood. Are the officials preparing themselves mentally to do the job? Mention to the officials that you may make contact with them between periods to offer some helpful tips and support. Prior to the game, wish each official “Good luck” with a handshake.
- Supervisors must support the no visitors rule in the official’s dressing room. The officials and the supervisor should be the only occupants, unless the scorekeeper makes contact for a specific reason. It is the officials’ responsibility to enforce the rule. Should it not be followed, the supervisor must document the problem and address it following the game.
- A supervisor should choose a private location in the rink that offers a good view of the ice surface. He is there to offer professional support and to coach the officials.
- A trained supervisor should be able to observe and supervise a three official officiating team in the same game. Even if the referee is the main focus, a supervisor should be able to observe the linesmen sufficiently to complete the supervision forms and offer helpful tips.
- At the end of the game, a supervisor should ask himself the following questions:
  - Taking all factors into consideration, did the officials do a good job?
  - Was it a difficult game or an average one, and did the officials contribute in a positive way?
  - Was the game safe and fair?
  - Did the officials support the technical and procedural guidelines?
  - Did the officials demonstrate courage?
  - Did the officials demonstrate good game management based on the category of hockey?
  - Did the officials read the game and react accordingly?
  - Did the official follow the judgement guidelines standards?
- Following the game, the supervisor should enter the dressing room, congratulate each official on their efforts, and begin his feedback.
- Feedback should be offered to the officials as a team, with all members listening to each others feedback. When the supervisor is addressing specifics to one official, the others should be attentively listening, not adding their own comments or observations.
- When providing feedback, one of the major goals is to ensure that officials hear and understand what is being said. If the supervisor feels that the officials did well, with a few areas to improve, then the supervisor must be confident that they understand this. If the supervisor was not happy and there are areas requiring immediate attention, then the supervisor must make this clear and ensure that they understand.



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- When mentioning an area of improvement to an official, a supervisor must always provide solutions or tips. Effective supervision is about positive reinforcement and corrective direction.
- In some circumstances, a supervisor may choose to speak to an official in private. This method is an option and should be used at the supervisor's discretion.
- Do not feel that, as a supervisor, you have all the answers. If you do not know a rule or procedure, find out. Do not bluff the officials. If you are not confident in your own technical knowledge, then do not provide technical feedback.

### The Forms

- The supervision forms are important documents for both the official and the program. The official should make future reference to them to support improvement and gauge development. The National Association Official's Development Program uses the forms to track each official's progress, as a comparison to other officials' skill, to evaluate the supervisor's contribution, and to report on the overall program success.
- A supervisor should complete all forms in detail using legible handwriting.
- When you supervise a game, you should be comparing the referee and linesmen to the best officials that you have seen at this level of hockey. This is your starting point. The same holds true at all categories of hockey.

### During the Game

#### Referee Supervisor "IN GAME" Supervision

- During the game, the referee supervisor should use a form similar to the "In Game" Work Form (**See page 13**) to make rough notes and to prepare the oral feedback and written evaluation for the officials. Make notes for the referee and the two linesmen in the spaces provided.
- It is very important that, after each period, that the supervisor writes up an evaluation using his notes. At the conclusion of the period, the supervisor should begin to transfer his work to the evaluation forms (**See pages 17, 18, 19, 20**), which will be given directly to the officials and the National Association office.
- Although the referee supervisor does not submit this form to the National Association, it is recommended that the working copies be retained until the end of the season to use as a reference on each official supervised throughout the season.
- With experience, each supervisor will devise an "in game" work form to meet his needs.

## Referee Game Penalty Selection

- During the game, the referee supervisor should also use the Referee Game Penalty Selection Form (**See page 15, 16**) to help him prepare the final game reports.
- The purpose of this form is to enable the referee supervisor to discuss with the referee the penalties which were assessed and those that were not assessed during the game. The form is also a useful tool to review the entire game.
- The referee supervisor may also use the form in discussions with team officials after the game, when requested.
- Penalties Assessed - this part of the form is to be filled in for all of the penalties which the referee assesses during the game. The following information is required:
  - Time - the time at which the penalty was assessed.
  - H/V - H is for home team and V is for visiting team.
  - No - Player number.
  - Code - write in the number which corresponds to the Penalty Codes on the back side of this form.
  - Rate - this corresponds to the How to Rate numbers on the reverse side of the form. Rate the call of the official according to your point of view.
  - Comments - add any comments that you feel are necessary.
- Infractions Not Penalized - this part of the form is to be filled in to indicate all of the infractions which were not assessed during the game. The following information is required:
  - Time - the time at which the penalty was assessed.
  - H/V - H is for home team and V is for visiting team.
  - No - Player number.
  - Code - write in the number which corresponds to the Penalty Codes on the back side of this form.



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- Index - select the number from the Index list on the reverse side of this form that explains why the call was not made, according to your point of view.
- Comments - add any comments that you feel are necessary.

### Post Game

#### Oral Feedback

- It is important that a supervisor is consistent in both his oral and written feedback.
- A supervisor should sit with the referee after the game and provide oral feedback about his performance. Use the Referee Game Penalty Selection Form (**See page 15, 16**) to aid in your discussion with the referee.
- The game officials are advised to bring any concern they have of the game to the attention of the supervisor, if the supervisor himself does not bring it up. This process guarantees good communication between the game officials and the supervisor, and better prepares the game officials for future games.
- Important points to discuss with the officials include:
  - penalties – officiating standard
  - offsides, icings and face-offs
  - consistency
  - critical moments in the game – solving problems
  - communication with the teams and individual players

#### Referee Evaluation

- The supervisor should use the Referee Evaluation Form (**See page 17, 18**) as this feedback will provide the referee with information useful for improving his officiating in the future. The Referee Evaluation Form should also be forwarded to the National Association office so that the administrator can continually evaluate the career path of the official.

- The rating scale and the categories and definitions are on the reverse side of the Referee Evaluation Form, for your reference (**See page 17, 18**). In order to help you to understand, keep in mind the following percentage (value) which is assigned to each category:

➤	Appearance and Fitness	5%
➤	Signals	5%
➤	End Zone Positioning	10%
➤	Game Management	40%
➤	Presence and Poise	10%
➤	Awareness	10%
➤	Communication	10%
➤	Team Work	10%

## Linesman Evaluation

- The supervisor should use the Linesman Evaluation Form (**See page 19, 20**) as this feedback will provide the linesman with information useful for improving his officiating in the future. The Linesman Evaluation Form should be forwarded to the National Association office so that the administrator can continually evaluate the career path of the official.
- The rating scale and the categories and definitions are on the reverse side of the Linesman Evaluation Form, for your reference (**See page 19, 20**). In order to help you to understand, keep in mind the following percentage (value) which is assigned to each category:

➤	Appearance and Fitness	5%
➤	Signals	5%
➤	Positioning	10%
➤	Game Management	40%
➤	Presence and Poise	10%
➤	Awareness	10%
➤	Communication	10%
➤	Team Work	5%
➤	Face-offs	5%

Using this system, the game officials can be monitored and they can be assigned to the games which meet their officiating capabilities.



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### Summary

The supervisor is a part of the officiating team. The overall improvement of officiating skills is directly related to the quality of supervision and the attitude of the officials involved in the supervision.





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Linesman \_\_\_\_\_

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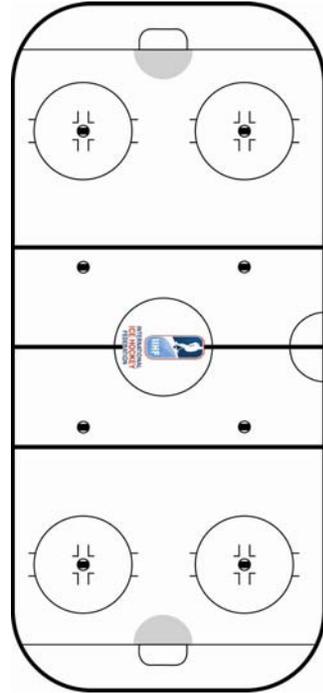
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Comments: \_\_\_\_\_

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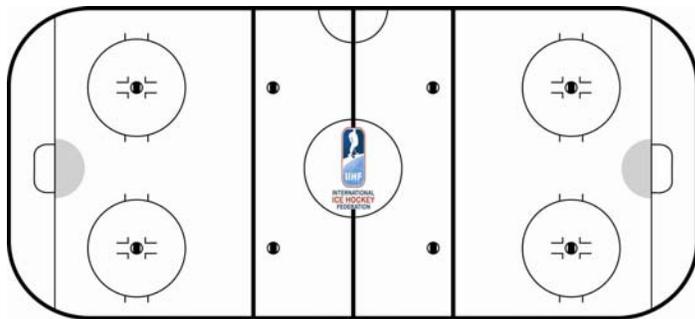
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## INFRACTIONS NOT PENALIZED

### INDEX: Why infraction remained unpenalized

1	Looking at it – no reaction	6	Could not possible see it – in good position
2	Out of Position	7	Focusing the Puck Carrier
3	Positioned in the Middle of Play	8	Focusing the Players Left Behind Play
4	Blocked out – Players in Front	9	Would have made the Team 2 Men Short
5	Behind Back	10	Poor Judgement

### MISSED PENALTIES

Period	R1/R2	Time	H/V	№	Code	index	Comments

## 1. PENALTY ABBREVIATIONS AND CODES:

Abbrev.	Cd	Explanations of penalty abbreviations	Abbrev.	Cd	Explanations of penalty abbreviations
ABUSE	01	Abuse of Officials	HANDP	28	Hand pass
AD-EQ	02	Measurement of equipment	H-BUT	29	Head butting
ATTUDE	03	Attitude of captain or alternate captain	HI-ST	30	High-sticking
BD-CK	04	Body Checking (female only)	HOLD	31	Holding
BENCH	05	Bench Minor Penalty	HOOK	32	Hooking
BLOOD	06	Prevention of infection by blood	HO-ST	33	Holding the Stick
BOARD	07	Boarding	INTRF	34	Interference
BR-ST	08	Broken Stick	INT-S	35	Interference with spectators
BUTT-E	09	Butt-Ending	KICK	36	Kicking
CH-PL	10	Infringement of change of players	KNEE	37	Kneeing
CHARG	11	Charging	L-BCH	38	Leaving the players/penalty bench
CHE-B	12	Checking from Behind	L-BCH	39	Leaving the bench during an altercation
CHE-H	13	Checking to the head and neck	L-BCH	40	Team officials leaving the bench
CLIPP	14	Clipping	MATCH	41	Match Penalty
CROSS	15	Cross-Checking	MISC	42	Misconduct
DELAY	16	Delaying the Game	OTHER	43	Other Offence
DIS-N	17	Goal being deliberately knocked	REFUSE	44	Refusing to start play
ELBOW	18	Elbowing	ROUGH	45	Roughing
EQ-INF	19	Equipment infraction	SLASH	46	Slashing
EX-RP	20	Excessive roughness	SPEAR	47	Spearing
FAL-P	21	Falling on the puck	THR-ST	48	Throwing the stick or any other object
FISTI	22	Fisticuffs	TOO-M	49	Too many players on ice
GA-MI	23	Game Misconduct Penalty	TRIP	50	Tripping
GK-PEN	24	Beyond the red line	UN-SP	51	Diving
GK-PEN	25	To bench during stoppage of play			
GK-PEN	26	Leaving the crease during an altercation			
GK-PEN	27	Dropping the puck on goal netting	PEN-S		Penalty Shot

**Note:** When there is an automatic Misconduct or Game Misconduct Penalty assessed, add an (a) to the penalty code (i.e. 23 a)

NOT TO BE SUBMITTED TO THE IIHF OFFICE



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## IIHF Fillable Evaluation Forms

INTERNATIONAL ICE HOCKEY FEDERATION



### REFEREE EVALUATION FORM

League: \_\_\_\_\_ Referee: \_\_\_\_\_ Date: \_\_\_\_\_  
 Home Visiting \_\_\_\_\_  
 Team: \_\_\_\_\_ Team: \_\_\_\_\_ Game No \_\_\_\_\_

Goals Scored ( - ) ( - ) ( - ) ( - ) Result: ( - )

Penalties by Period ( - ) ( - ) ( - ) ( - ) Total: ( - )

Penalties	2	5	10	GM	MP	PS
Home						
Visitor						

Penalty Rating	Team	3	2	1	0	Missed Penalties / Cheap Calls	Period 1	Period 2	Period 3	Period OT	
	Home										
	Visitor										

O = Outstanding, G = Good, S = Satisfactory, W = Weak

Categories & Definitions	O	G	S	W	Penalty Consistency	O	G	S	W
Appearance and Fitness	◆				Period 1	◆			
Signals	◆				Period 2	◆			
Positioning – End Zone	◆				Period 3	◆			
Positioning – Pursuit of Play	◆				Period OT	yes <input type="radio"/> no <input type="radio"/>			
Game Management	◆								
Presence and Poise	◆								
Awareness	◆								
Communication	◆								
Team Work	◆								

Game Type: Difficult ( ) Average ( ✓ )

Areas of Strength:

Areas for Improvement:

Supervisor: \_\_\_\_\_

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## EVALUATION FORM – CATEGORIES & DEFINITIONS

1. APPEARANCE & FITNESS (R&L)	2. SIGNALS (R&L)	3. END ZONE POSITIONING (R)
<ul style="list-style-type: none"> <li>* physical condition</li> <li>* skating skills</li> <li>* backward skating skills for the 4 Man System</li> <li>* enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>* correct signal procedure</li> <li>* shows confidence</li> <li>* correct signal assessment</li> <li>* consistency of signals &amp; procedures between two Referees in a 4 Man System</li> </ul>	<ul style="list-style-type: none"> <li>* out of the way</li> <li>* close to the net</li> <li>* split vision / players in front</li> <li>* stay out of the corner</li> <li>* anticipation / read and react</li> <li>* minimize behind the net position</li> <li>* face-off procedure</li> <li>* position during stoppages</li> <li>* co-ordination of position with partner in a 4 Man System</li> <li>* movement into the end zone in a 4 Man System – entering End Zone ahead of play</li> </ul>
4. POSITIONING – PURSUIT OF PLAY (R)	5. GAME MANAGEMENT (R)	6. PRESENCE & POISE (R&L)
<ul style="list-style-type: none"> <li>* correct distance from play</li> <li>* read and react</li> <li>* distance from the boards during stoppages in neutral zone</li> <li>* blocking view of linesmen</li> <li>* skating turns towards the play</li> <li>* checking behind play</li> <li>* split vision / head up</li> <li>* distance between two Referees in a 4 Man System</li> </ul>	<ul style="list-style-type: none"> <li>* Judgement               <ul style="list-style-type: none"> <li>- following the IIHF Officiating Standard</li> <li>- penalty standard with partner in a 4 Man System</li> <li>- penalty selection</li> <li>- rule application</li> <li>- rule knowledge / interpretation</li> </ul> </li> <li>* Game control               <ul style="list-style-type: none"> <li>- feel for the game</li> <li>- reaction in critical situations</li> </ul> </li> <li>* Consistency               <ul style="list-style-type: none"> <li>- maintain standard</li> <li>- consistency standard with partner in a 4 Man System</li> </ul> </li> <li>* Decisiveness               <ul style="list-style-type: none"> <li>- no hesitation / selling the call</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* maintains poise under difficult situations</li> <li>* look and act like a game official</li> <li>* display authority</li> <li>* body language</li> <li>* presence indicates authority</li> </ul>
7. AWARENESS (R&L)	8. COMMUNICATION (R&L)	9. TEAM WORK (R&L)
<ul style="list-style-type: none"> <li>* awareness of all situations and conditions</li> <li>* maximize field of vision</li> <li>* anticipate difficult situations</li> <li>* ability to coordinate area to cover with the partner in a 4 Man System</li> </ul>	<ul style="list-style-type: none"> <li>* communication with all on- and off-ice officials</li> <li>* communication with coaches and players during the game</li> <li>* co-operation with supervisors</li> <li>* approachable</li> <li>* people skills</li> <li>* ability to calm down difficult situations</li> <li>* level of communication between two referees in a 4Man System</li> <li>* ability to maintain eye contact between Referees in a 4 Man System</li> </ul>	<ul style="list-style-type: none"> <li>* team work between to Referees in a 4 Man System</li> <li>* support of partners decisions &amp; actions</li> <li>* on-ice officials duties &amp; responsibilities during the game</li> </ul>

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INTERNATIONAL ICE HOCKEY FEDERATION



## LINESMAN EVALUATION FORM

League: \_\_\_\_\_ Linesman: \_\_\_\_\_ Date: \_\_\_\_\_  
 Home Team: \_\_\_\_\_ Visiting Team: \_\_\_\_\_ Game No: \_\_\_\_\_

Goals Scored ( - ) ( - ) ( - ) ( - ) Result: ( - )  
 Penalties by Period ( - ) ( - ) ( - ) ( - ) Total: ( - )

O = Outstanding, G = Good, S = Satisfactory, W = Weak

Categories & Definitions	O	G	S	W	Consistency	O	G	S	W
Appearance and Fitness	◆				Icing	◆			
Signals	◆				Delayed Offsides	◆			
Positioning	◆				Face-offs	◆			
Game Management	◆				Player Control	◆			
Presence and Poise	◆				No. of missed Offsides / Cheap Calls				
Awareness	◆				No. of missed Icings / Cheap Calls				
Communication	◆								
Team Work	◆								
Face-offs	◆								

Game Type: Difficult ( ) Average ( ✓ )

Areas of Strength:

Areas for Improvement:

Supervisor: \_\_\_\_\_

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## EVALUATION FORM – CATEGORIES & DEFINITIONS

<b>1. APPEARANCE &amp; FITNESS (R&amp;L)</b> <ul style="list-style-type: none"> <li>* physical condition</li> <li>* skating skills</li> <li>* enthusiasm</li> </ul>	<b>2. SIGNALS (R&amp;L)</b> <ul style="list-style-type: none"> <li>* correct signal procedure</li> <li>* shows confidence</li> <li>* correct signal assessment</li> </ul>	<b>3. POSITIONING (L)</b> <ul style="list-style-type: none"> <li>* proper positioning at lines and face-off spots</li> <li>* proper positioning while play in progress</li> <li>* proper positioning during stoppages in play</li> <li>* covering the referee &amp; partner</li> <li>* proper technique for changing at blue lines</li> </ul>
<b>4. GAME MANAGEMENT (L)</b> <ul style="list-style-type: none"> <li>* Judgement               <ul style="list-style-type: none"> <li>- following the IIHF Officiating Standard</li> <li>- judgement on icing &amp; offside's</li> <li>- rule application</li> <li>- rule knowledge / interpretation</li> </ul> </li> <li>* Game control               <ul style="list-style-type: none"> <li>- feel for the game</li> <li>- reaction in critical situations</li> <li>- during offside's and icings</li> </ul> </li> <li>* Consistency               <ul style="list-style-type: none"> <li>- maintain standard</li> <li>- calling offside's and icings</li> </ul> </li> <li>* Decisiveness               <ul style="list-style-type: none"> <li>- no hesitation / selling the call</li> </ul> </li> </ul>	<b>5. PRESENCE &amp; POISE (R&amp;L)</b> <ul style="list-style-type: none"> <li>* maintains poise under difficult situations</li> <li>* look and act like a game official</li> <li>* display authority</li> <li>* body language</li> <li>* presence indicate authority</li> </ul>	<b>6. AWARENESS (R&amp;L)</b> <ul style="list-style-type: none"> <li>* awareness of all situations and conditions</li> <li>* maximize field of vision</li> <li>* anticipate difficult situations</li> </ul>
<b>7. COMMUNICATION (R&amp;L)</b> <ul style="list-style-type: none"> <li>* communication with all on- and off-ice officials</li> <li>* communication with coaches and players during the game</li> <li>* co-operation with supervisors</li> <li>* approachable</li> <li>* people skills</li> <li>* ability to calm down difficult Situations</li> </ul>	<b>8. TEAM WORK (R&amp;L)</b> <ul style="list-style-type: none"> <li>* support of partners decisions &amp; actions</li> <li>* on-ice officials duties &amp; responsibilities during the game</li> </ul>	<b>9. FACE-OFFS (L)</b> <ul style="list-style-type: none"> <li>* execution of proper procedures and techniques</li> <li>* control of players</li> <li>* movement out of the face-off circles</li> <li>* proper puck dropping technique &amp; timing</li> </ul>