

ONTARIO RINGETTE ASSOCIATION



REFEREE IN CHIEF MANUAL

Table of Contents

I. INTRODUCTION	3
II DUTIES	3
III. RECRUITING	4
IV. TRAINING	4
V. ASSIGNING GAME OFFICIALS	5
VI. LIAISON WITH EXECUTIVE	6
VII. EVALUATING OFFICIALS	7
VIII. YOUR ROLE AS EVALUATOR	9
IX. DELIVERING FEEDBACK TO THE REFEREE	10
X. QUESTIONS AND ANSWERS	11
XI. EVALUATION FORMS	13

I. INTRODUCTION

Your role as Referee-in-Chief (RIC) is very important to the proper development of your association's officials. The instructions and guidance that an official receives in their first 2-3 years of officiating will set a pattern and partial style as to how that official will function in future years. How well you do your job will reflect in the quality of officiating that your community will receive.

For many officials the Ontario Ringette Association is a mystery. Fortunately, this mystery can be easily solved. Each association has a copy of the Ontario Ringette Operating Manual - get a hold of it and read it. The Operating Manual contains information regarding all O.R.A. programs; you should give special attention to the Officiating Development Section.

The Ontario Ringette Association has decentralized many functions to the Regional Associations. Your "link" with us is the Regional Officiating Coordinator. This person's job is to help you and your officials. Any questions you have should be directed to him or her.

Questions and/or problems can either be Regional or Provincial in nature. Regional problems are given to your Officiating Coordinator who then works with the Regional Association. Provincial level problems should be directed to your Regional Officiating Coordinator. The Coordinator will then deal with the Officiating Development Chair of the Ontario Ringette Association. If necessary, the Officiating Chair will consult with Ringette Canada to provide a ruling or assistance.

Your senior officials can be another valuable resource. Use their experience and knowledge to assist you. Their experience can be very useful when evaluating your officials. Select a senior official to assist you with your evaluations and to discuss any problems you may experience. Properly used, these officials will be an asset.

II DUTIES

As RIC some of the many duties you may have to perform are:

1. recruit new officials;
2. train officials;
3. assign game officials;
4. liaise between officials and executive;
5. evaluate your officials.

III. RECRUITING

Recruiting new officials is not an easy task. Some possible sources of new officials are players, coaches, parents, brothers and sisters of players. If you are short of officials, encourage your executive and coaches to assist you by asking their teams for volunteers. Some form of advertising, such as arena bulletin boards or association newsletters, may also prove helpful.

If your association has a chronic problem keeping officials, you should investigate why. Is it possible the high cost of officiating; i.e., sweaters, equipment and clinics, are causing the problem? Is there a problem with spectators or abusive coaches?

Once you have determined why your association has not been able to keep officials, act upon it. Before you approach your executive, do some research; find out what other associations with similar problems are doing. If the problem is money, ask your association to increase the amount they are currently paying. Does your association pay for clinics and supply equipment for their officials? If not, and you find most other associations do, perhaps you should consider purchasing some sweaters, crests and helmets for seasonal use.

IV. TRAINING

The start of an official's training generally begins at a Level 1 Clinic. As RIC you must make your officials aware of required clinics and encourage attendance at higher level clinics. The O.R.A website and operating manual will list the current clinic requirements. You must also ensure that all officials you use are registered with the O.R.A. **The fee paid at a clinic does not include the official's registration.**

It is recommended that a pre-season meeting be held. This meeting can be used to discuss rule changes (by Ringette Canada, Ontario Ringette Association and your association), officiating fees and new activities being carried out by the association. It will assist in developing greater rapport between the officials. This meeting should be repeated several times during the season to deal with ongoing problems, interpretations and consistency. A meeting before the playoffs is important to inform officials of "playoff rules" or changes that have been made specifically for the playoffs.

It is important to ensure your officials know the difference between house league rules and Ringette Canada rules. Should your official go to a tournament and not be aware of the difference in rules, problems will occur.

Rule Books, Case Books and Body Contact handbooks are necessary for the proper training and advancement of any official. You should ensure that all of your officials have a copy of these valuable resources. Without a proper understanding of the basic rules your officials will not be able to advance within the National Officiating

Certification Program (N.O.C.P.). These can be ordered through your Regional Officiating Coordinator.

During the season you should be watching the progress of your officials, offering advice and rule clarifications as needed. TRAINING IS AN ON GOING PROCESS - IT MERELY CHANGES FORM. At Level 1, training is more formal, where it is performed at clinics and meetings. As an official progresses, training becomes less formal through the use of written and verbal evaluations from Evaluators and Coordinators on an ongoing basis.

Payment of officials should be made clear to them at the onset of the season. They should know how much they'll be paid and when to expect such payments. You may want to contact your regional Coordinator for what most associations in your Region pay.

While you are training your officials, it is of the utmost importance that you answer all questions, but more importantly, that you answer all their questions CORRECTLY! If you have any problems answering any question, contact your Regional Officiating Coordinator.

V. ASSIGNING GAME OFFICIALS

At first glance this may seem like an easy part of the job, but don't be fooled. Improper selection of officials can be disastrous. Before assigning any officials, you must be aware of their strengths and limitations.

Make a list of experienced and new officials. You should try not to put two new or "inexperienced" officials on the ice together. Too many situations can occur that they will not be ready for. If you have an abundance of new officials, or a lack of experienced officials, you may consider the three official system.

The three official system allows two new officials to gain on-ice experience without the "burden" of calling penalties. This will allow a greater number of officials to gain experience. Once you feel the new officials are ready to work on their own, continue to use them with an experienced partner.

Many factors must be considered in the selection of officials for a particular game. These factors may include, but are not restricted to:

- Division (i.e., U19);
- Level (i.e., "A")
- Does the official have an involvement with either team? i.e. coaches in that division;
- Does the official have a conflict with a particular coach or team?

- Does the official have a conflict with a particular partner?
- Does this particular official require a “strong” partner?
- Can this official handle the game if their partner doesn’t live up to their responsibilities?
- Has this official officiated this team “too many times” already this year?
- Has this official been officiating with this partner on a regular basis? (rotate partners when possible).

A common practice is to put new officials into the lower age divisions and lower levels; i.e. U12 “C”. This is commonly done out of necessity, but be considerate - the lower levels deserve “good officiating” as much as the upper levels. Rotate some experienced officials into these games. This will not only provide the lower levels with better officiating but will also help your new officials learn faster. Explain to your experienced officials why they are getting some games that may be viewed as being “below their potential”.

If your officials are doing well in the lower divisions and you feel they are ready to advance, give them the opportunity to do so by assigning them with an official who could “take over” if required. In these situations, you should monitor their progress. If the official still is not ready, explain why. It is important to note that lack of advancement is a common reason for officials losing interest and dropping out of the program.

The N.O.C.P. rating given to an official does not restrict them from officiating games above their carded level. This rating indicates that this official has met clinic requirements and has been seen to do a consistently competent job at the indicated level. You must determine if this official is capable of doing higher level games.

The notes above are some of the factors you should consider when scheduling your officials. As the season goes on, you will find other factors, which will help to determine your selections. Remember, the game is for the players. Try not to let association politics control your decisions to the point that the game suffers. Do what is right for your program, you and all participants involved.

VI. LIAISON WITH EXECUTIVE

As RIC, you may or may not hold a position on the association’s executive; but, in either situation, you must still communicate effectively with both the executive and your officials. Problems discussed by the executive have usually been presented by the coaches, players or parents therefore, you must be able to deal effectively with this group.

It is important that your officials know what is happening in your association. If problems regarding your officials are discussed at the executive level, your officials have the right to be informed.

Many problems arise from a lack of communication. If you make effective communication one of your goals, your job will be easier. Many complaints regarding officials result from a lack of understanding of the rules of Ringette. This lack of understanding may be attributed to the person presenting the complaint but may also be caused by the official. Use your communication skills to decipher the information given. Investigate the situation thoroughly. You should always report back to the person initiating the complaint with your findings.

If the complaint is unfounded, you must be diplomatic. Present the correct information and/or reasoning as to why they are incorrect in this situation. If your officials are incorrect, or require discipline, you must handle the situation carefully. It is important that the person complaining is told the truth, but it is also extremely important that you protect your officials.

You are responsible to uphold the image of your officials. If you “put down” your own officials, how can you expect them to be respected? It is okay to report that an official has made a mistake but do not leave the impression that the official is not capable of doing a proper job. **YOU MUST SUPPORT YOUR OFFICIALS AT ALL TIMES, EVEN IF THEY ARE WRONG.** Supporting does not always mean that you take their side, but that you represent them and their interests. It is highly recommended that any discipline or other significant issues be documented with your association keeping a copy on file.

If an official has caused a problem, make sure that you do everything within your power to correct the situation. Rule interpretations are relatively easy - inform the official of the correct ruling and watch to see if the official implements the correct ruling. Problems on a personal level are much more complicated and will require careful consideration on your part. You must consider what is best for the Ringette program, your association, the official, and all members involved. At times you may not have control over the situation. In that case, you may have to keep the parties isolated from one another by changing your schedule or other appropriate action.

VII. EVALUATING OFFICIALS

Evaluation is a key component of your responsibilities as RIC. An official can only correct their weaknesses if they are aware of them. Too many officials are left to figure these out for themselves. Feedback must be provided on a regular basis, NOT once or twice a year.

Evaluations in an informal manner are done on an ongoing basis at most, if not all, tournaments including Regional, Provincial and National. An informal evaluation usually consists of an evaluator observing a game, or a particular behaviour, which may present a concern or problem. This information is then relayed to the official during a discussion after the game. This information usually suggests ways to improve,

but **PRAISE** should also be given when deserved. We learn from mistakes, but need to know what we did right. You should endeavour to provide this service to your officials in the same manner.

The difficult part is keeping your officials from feeling they are “under a microscope”. If you watch and critique every game an official does, the official may lose interest and be lost to the program. Evaluating officials is a delicate procedure.

An RIC must be concerned with the improvement of the quality of officiating and the development of consistency within his/her community. As RIC you should be prepared to spend time with each official discussing their performance and making suggestions for improvement.

Many officials complain because their ranking does not reflect their on-ice abilities. Officials who are not recognized at their proper level become discouraged and lose interest in improving their skills, since they feel they will not be recognized for their effort. Make every effort necessary to encourage improvement and advancement of your officials.

Please make it your number one priority to view and evaluate all of your Level 1 officials and submit evaluation forms which recognize their proper on-ice ranking. Ensure that your Regional Officiating Coordinator receives these forms.

As RIC, you are the first step in the N.O.C.P. process. A new official, who attends a Level 1 Clinic and passes the written test, will be certified as a 1C official. It is your job to evaluate your officials and to upgrade and downgrade them within Level 1.

You may move your officials within the Level 1 framework as you see fit by the use of evaluations. Officials who are, or wish to become, Level 2 or higher require evaluations from an accredited Community, Regional or Provincial Officiating Evaluator (depending on desired level). See O.R.A.’s Evaluator level system for more details.

You should realize, you have a large amount of “power” over your officials. You control their “destiny” within the Level 1 system. This is a responsibility that must not be taken lightly. If you have a problem or concern with this responsibility you **must** seek assistance. If your association has Level 2 or higher officials you should enlist their help and consider their advice and views. Remember, you are ultimately responsible, so if you are in doubt **CALL YOUR REGIONAL OFFICIATING COORDINATOR** who has the experience to assist you!

The N.O.C.P. requires that EVERY official secures an evaluation at, or above, his or her present carded level. Your returning Level 1 officials will require a maintenance evaluation from yourself or an O.R.A. Accredited Officiating

Evaluator. Your Level 2 and higher officials require a maintenance evaluation from an O.R.A. Accredited Officiating Evaluator. All Level 1 and Level 2 officials require one maintenance evaluation every two seasons. Level 3 and higher officials require one every season. Officials who fail to secure a required maintenance evaluation during a season, have until December 15th, of the following season.

Any official not providing a maintenance evaluation may be automatically downgraded one full level; i.e. a 2A official would be downgraded to 1A.

INFORM ALL OF YOUR OFFICIALS THAT IT IS THEIR RESPONSIBILITY TO ENSURE THAT THEY RECEIVE A MAINTENANCE EVALUATION

For officials who wish to upgrade, officiating at tournaments is recommended. There are a limited number of Accredited Officiating Evaluators, making it nearly impossible to have an Evaluator come into your association. Level 2 and higher evaluations require games representing a skill level of Regional “B”, or above, at the appropriate age division for the desired carded level; i.e. to achieve a 2A rank you must be capable of officiating 18+ “B” consistently. Evaluators will be assigned to specific tournaments. Ask your Regional Coordinator for the locations as well as the names of the local RIC and Evaluators in attendance.

Officials who wish to be considered for assignments at the Regional Championships should be seen by an Accredited Officiating Evaluator or the Officiating Coordinator to qualify. The final responsibility for selection of officials at Regional Championships lies with the Regional Officiating Coordinator. It is the **responsibility** of the **official** to seek out an evaluator when going to a tournament. Contacting the tournament RIC, who can then inform the evaluators present of your request, may accomplish this.

VIII. YOUR ROLE AS EVALUATOR

Before you begin evaluating you should ask yourself the following questions:

1. Am I genuinely concerned with the improvement of officials at all levels of Ringette?
2. Do I have time to take on these assignments?
3. Can I effectively communicate with the officials?

4. Do I consider all information confidential and do not discuss comments with spectators seated nearby?
5. Do I field questions from team officials, executives, etc., tactfully and politely?
6. Do I convey my messages to officials in an understanding and constructive manner?
7. Do I demonstrate correct appearance and deportment at all times when out on an assignment?
8. Am I prepared to discuss comments made on the evaluation form with the officials?

If you answered no to any of these questions, find a suitable replacement to do your evaluations.

IX. DELIVERING FEEDBACK TO THE REFEREE

A. WHY?

For the most part, people who choose to participate in activities such as officiating usually try to do “their best” at that activity, “their best” being relative to what they understand to be the expected standard. Without feedback, people will continue to do the same things repeatedly because they think what they are doing is correct. In officiating, this may mean doing the same things incorrectly time after time. The old saying “practice makes perfect” is only partly true; more accurately “correct practice makes perfect!” The purpose of an evaluation is to provide a correct standard of performance and promote change in the official.

B. HOW?

While officials need feedback to assess their performance, they do not always appreciate that the intent of that feedback is to improve their performance. Very seldom is feedback directed at personal characteristics of an official unless it involves a trait, which is seen to intimidate or irritate the participants. Here are some guidelines for delivering feedback, which may improve the effectiveness of both the delivery and reception of that information.

1. try to provide the feedback as close to the performance as possible; this increases the likelihood that the official will remember the events;
2. “sandwich” bad points (those needing attention) between good ones; we want

to encourage, not discourage, the officials by recognizing his/her strengths as well as his/her weaknesses;

3. focus on a maximum of 2 or 3 major points per session; that is about the maximum number of items of the official will retain and be able to focus on in his/her next game;
4. focus on general rather than specific problems, particularly in EARLY evaluations; point out overall problems (i.e. lack of anticipation leaving the zone) rather than specific situations;
5. be visual as well as verbal in delivering your feedback; as the old saying goes, a picture is worth a thousand words and the official is more likely to retain a “picture “ of the situation than your verbal description of what happened.

C. WHEN?

Prior to the beginning of the season, a schedule should be drafted in terms of arranging multiple observations of each official over the season.

1. **EARLY:** In the first 2 - 3 weeks of the season, attention should be focused on basic mechanics (positioning and signals) and rule application (crease violations, blatant penalties, etc.).
2. **MIDDLE:** More attention should be directed to judgement and consistency in rule application pertaining to violations and penalties. It is important, however, that such a focus not be at the expense of good solid mechanics.
3. **L A T E :** There should now be increasing focus on judgement and consistency in rule application with some attention on advantage gained in those actions (in terms of the effect on the play).

X. QUESTIONS AND ANSWERS

Q. Should an evaluator talk to the officials before or during the game?

A Generally the answer is No. If the officials are experienced and your presence in the official’s room will not upset them, you may speak to them before the game if you wish. You may explain you are there to help and not to “spy” on them.

If you are intent upon “checking out” a problem, it is recommended you DO NOT make your presence known. Some officials may change their officiating “style” when they know an evaluator is present. You should see how this

person officiates the majority of the time and not how they officiate because of your presence.

Speaking to officials during a game should be avoided unless a MAJOR problem is apparent. By speaking to the officials the game may be altered. The participants will have become “accustomed” to the officiating and will have adjusted accordingly. If your comments change the officiating, the participants will have to “readjust” which will spoil the flow of the game.

Q. Should I talk to both officials at the same time?

A. If you are discussing a situation that happened during the game it is better to relay the information to both. Chances are that you will stimulate some discussion, which will benefit both officials and possibly give you a clearer picture of what happened and why. If you are presenting a formal written evaluation, do it privately. The comments on the evaluation pertain only to the individual official and should be kept confidential.

Q How do I present the official’s mistakes and bad habits?

A. The first and most important point to realize is that your position, as evaluator in the stands, affords you a better and more complete view than that of the on-ice officials.

You are likely to see many things missed, or not visible, to the on-ice officials. You will also see the play from a completely different angle, which means what you saw and what the official saw may be two different things. You must consider your advantage before consulting with your officials and you should never directly tell them they are wrong until you have obtained all the pertinent information.

The answer depends upon the personality of the individual receiving the evaluation. With some officials, especially higher level officials, it is expected that they will be informed of actions which are incorrect, therefore, a direct approach is appropriate.

Some officials do not take criticism well and should be approached carefully. Basically, you should not put your officials on the “defensive” from the beginning of your talk. Guide them through the situation, during which time, you can present your views and correct rule interpretations. Allow the official to discover for his/ herself that an error has been made, if possible. It is more important that the proper ruling be known and understood, than it is to dwell upon past events.

Q When presenting improvements needed, should I tell the official how to improve?

A. Yes! If you criticize an official's performance, you must tell that official what is required to improve. If the official isn't sure how to change or exactly what is expected of him/her a change is unlikely to occur.

XI. EVALUATION FORMS

There are two different evaluation forms available to you. The first is the long form, which provides detailed feedback, and the other is the standard community evaluation form.

It is recommended that RIC use the long-form and provide a copy of it to the official. The information from the long-form can then be condensed and transferred to the community evaluation form with the appropriate recommendation. A copy of these forms can then be sent to your Regional Officiating Coordinator, who will inform the Ontario Ringette office of any change of status for that official. This is the only way your officials will progress through the Level 1 system.

You may make as many photocopies of the long-form (included on last page) as you wish. The community evaluation form is available at the Ontario Ringette office. Please submit your evaluations on a regular basis. Remember the December 15th maintenance deadline for officials who did not receive a maintenance evaluation during the previous two years.

Your officials should receive a membership card once a season. If cards are not received, ensure that your association has registered this official. If the official is registered and not carded, consult your Regional Officiating Coordinator. Upgrade/Downgrade cards will also be issued at a time deemed appropriate by the Officiating Committee.

GOOD LUCK!

It is hoped that you now have a better understanding of the importance of your role. While there is considerable responsibility, some careful planning, organization and patience will help you become successful.

Many references have been made to your Regional Officiating Coordinator; this person's role is to assist YOU. Please make use of their services. Additional help can be received from the Ontario Ringette Officiating Development Chair, or from your Regional Association.

Enjoy your term as Referee-in-Chief.

2014-2015 O.R.A. Officiating Development Committee

Chair: Karen Meek

Central Region: Amy Murray

Eastern Region: Shelley Stairs

North Eastern Region: Dave Bretsznajder

North Western Region: Vacant

Southern Region: Geri-Lou Lamers-Arnold

Western Region: Denise Pelletier



LEVEL I OFFICIAL'S EVALUATION FORM



Last Name	First Name	Registration No.
Rank (Level/Category)	Region	Province/Territory

Game: Difficult <input type="checkbox"/>	Average <input type="checkbox"/>	Easy <input type="checkbox"/>	Division: N <input type="checkbox"/>	P <input type="checkbox"/>	T <input type="checkbox"/>	Level: C <input type="checkbox"/>	B <input type="checkbox"/>
Type: Hslg <input type="checkbox"/>	Comp. <input type="checkbox"/>	Tourn. <input type="checkbox"/>	J <input type="checkbox"/>	B <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	AA <input type="checkbox"/>
Regular <input type="checkbox"/>	Semi <input type="checkbox"/>	Final <input type="checkbox"/>	I <input type="checkbox"/>	O <input type="checkbox"/>	S <input type="checkbox"/>		

Visiting Team	vs	Home Team
Place	Date D/M/Y	Partner(s)

CHARACTERISTICS	NEEDS IMPROVEMENT	SATISFACTORY			EXCELLENT		COMMENT #
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pregame Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Signals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Free Passes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Composure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Blue Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Free Play Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Creases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Penalties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Positioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

COMMENTS: (Note - Any '√' in a "Needs Improvement" column requires comment.)

RECOMMENDATION Level I A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	Referee-in-Chief's Signature _____ Official's Signature
--	---

White - Official Pink - Local Association Yellow - Provincial/Territorial Office

LEVEL 1 EVALUATION - LONG FORM

OFFICIAL: _____
Partner(s): _____
Referee **Line Official**

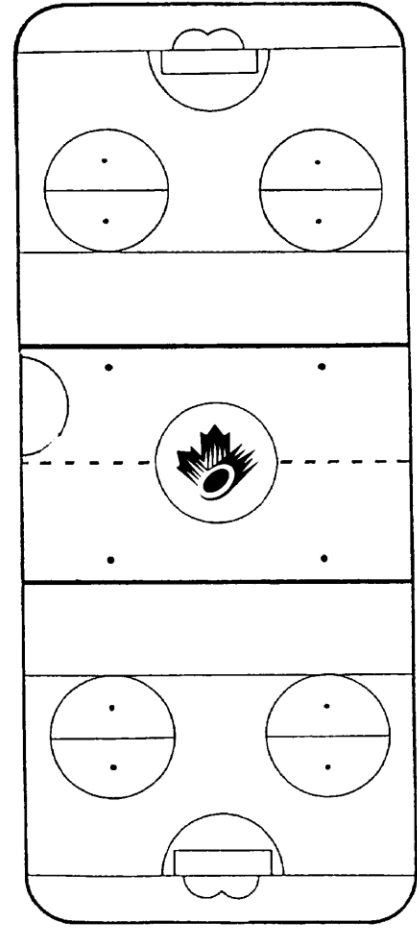
NI = Needs Improvement
 S = Satisfactory
 E = Excellent



Game Date: _____ **Division:** _____ **Type:** _____

SECTION A. PERSONAL CHARACTERISTICS

1. APPEARANCE:			4. FREE PLAY LINES:			Notes
NI	G	E	NI	G	E	
sweater (clean, fit)	---	---	positioning	---	---	
skates & laces (clean)	---	---	violation calls	---	---	
pants (colour, length, clean)	---	---	signals	---	---	
helmet (colour, clean)	---	---	5. CREASES:			
grooming (neat)	---	---	positioning	---	---	
conditioning (fit)	---	---	violation calls	---	---	
2. COMPOSURE:			judgement	---	---	
resolution of problems	---	---	signals	---	---	
rapport with players/coaches	---	---	6. PENALTIES:			
control of temper	---	---	positioning	---	---	
facial expression	---	---	judgement	---	---	
reaction to spectators	---	---	technique	---	---	
3. CONSISTENCY:			7. SIGNALS:			
rule application within game	---	---	correctness	---	---	
with accepted interpretations	---	---	clarity	---	---	
4. ATTITUDE:			8. SKATING:			
interest in game	---	---	balance	---	---	
enthusiasm	---	---	agility	---	---	
dedication	---	---	acceleration	---	---	
firmness	---	---	striding: forward	---	---	
fairness	---	---	backward	---	---	
			stopping	---	---	
			body position	---	---	



SECTION B. COMPETENCE

1. PRE-GAME DUTIES:						9. POSITIONING:			
ice surface	Y	N	sticks	Y	N	basic "J"	---	---	---
doors	Y	N	clock	Y	N	net	---	---	---
nets	Y	N	ring	Y	N	blue line/free play	---	---	---
minor officials	Y	N				line	---	---	---
2. FREE PASSES:						as back official	---	---	---
hustle	---	---				as lead official	---	---	---
signals	---	---				anticipation	---	---	---
positioning	---	---				hustle	---	---	---
judgement	---	---				10. TEAMWORK:			
3. BLUE LINES:						2 blue line pass	---	---	---
positioning	---	---				free passes	---	---	---
violation calls	---	---				ring retrieval	---	---	---
signals	---	---				penalties	---	---	---
						problems faced	---	---	---

COMMENTS

