

Hockey Canada Officiating Coaching Program

Mentorship in Community Sport – Workbook



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Introduction

The goals of the Hockey Canada Officiating Coaching Program are to improve the quality and consistency of officiating in the Hockey Canada Officiating Program (HCOP), develop the quality and consistency in the coaching, evaluation, and assessment of officials in the HCOP, and to provide instructional follow-up and standardized coaching that reinforces the information presented in Hockey Canada curriculum. This course will equip officiating coaches and mentors with the skills to build relationships with officials, coach in an ethical and responsible manner, deliver feedback in verbal and written form, and develop officials in accordance with the Hockey Canada Officiating Pathway for Levels 1 and 2.

Learning Objectives of the Mentorship in Community Sport course:

- ⇒ Understand the importance of relationship building as a mentor and officiating coach.
- ⇒ Utilize tools and experience to be an effective and ethical mentor and officiating coach.
- ⇒ Describe the knowledge, skills, and attitudes officials at the 1 and 2 level are expected to demonstrate as a result of their ongoing learning and development experiences, as it relates to Hockey Canada Officiating Pathway and Curriculum.
- ⇒ Deliver feedback in verbal and written form.

This workbook is designed to enhance your learning and is to be used as a reference to guide your officiating coaching pathway.

Course Outline

Before the live session	<p>Review the information in the workbook, with particular attention to the NCCP Code of Ethics and the stoplight reflections. What are you already doing and what is new information that will change your coaching practice?</p> <p>The live session will <u>not</u> be a lecture – so, it is important that you review the material in advance, so you can participate in the discussions.</p>
During the live session	<p>An interactive session with discussions that will focus on:</p> <ol style="list-style-type: none">1. The role of the officiating coach2. Identifying areas for feedback3. Delivering verbal feedback4. Delivering written feedback
After the live session	<p>Reflect on the material from the workbook and the live session. What kind of coach do you want to be? How will this change your coaching practice?</p> <p>Then, get out there and start coaching! Have fun and thank you for your service to the officiating coaching program.</p>

Note: There is no post-task for this course. Attendance at the live session is all that is required to achieve “trained” status. Completion of the NCCP Safe Sport course is required in order to achieve “certified” status. [Click here for instructions.](#)

1. The Role of the Officiating Coach

All athletes need coaches. Just like the players, officials are athletes and cannot develop without coaching. While many officials start out as players and many officiating coaches start as officials, but that's not always the case. Officials and coaches can come from many backgrounds: parents, teachers, fans, community members, etc. Regardless of their background, officiating coaches have one goal: to be part of a sport they love and make a positive difference in officiating. Officiating coaches inspire their participants and lead while building tomorrow's leaders.

Making a difference can include encouraging officials to continue, to challenge themselves, to have fun, or simply creating positive hockey experiences for all you encounter. This course is designed to train officiating coaches at the grassroots level to help officials improve their performance and build their confidence, as well as learn effective ways to offer constructive feedback and advice in an officiating context. This course is based upon participant-centered coaching strategies as an effective way to establish a safe and inclusive sport culture. By placing participants at the centre of our coaching process, Hockey Canada officiating coaches can promote growth and athletic development, foster inclusion, and learning, and protect participants from harm.

Qualities of an Effective Coach

Consider the following questions, and be prepared to contribute to the group discussion during your live session. The space provided below is for you to write down your answers or any notes you may have.

1. What have effective leaders/coaches/mentors meant to you in your life?
2. Think of a leader/mentor who you admire. What key qualities made those leaders and mentors stand out to you?
3. Consider a senior official, mentor, or officiating coach in your officiating community. Why do you look to them for guidance or advice? What makes them a leader? What makes them a good coach? If you can't think of anyone specific, describe the qualities that make someone an ideal mentor/coach/leader.



NCCP Code of Ethics



Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



Rule of Two

The Rule of Two is a leading practice to ensure a safe sport environment for all. The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. The purpose is to protect participants and coaches. When following the Rule of Two, two responsible adults (a coach, parent, or screened volunteer) are present with a participant. There may be exceptions in emergency situations. Check with your sport organization as to how the Rule of Two is enforced.



Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

2. Coaching Effectively

Communication

Communication is the transmission of ideas and exchange of ideas that leads to mutual understanding. You can have the greatest impact as an officiating coach through your communication, as you create positive hockey experiences, both for officials and yourself.

Knowing what to say and when to say it, along with the right body language or demonstrations, can help you convey the importance of a point, comfort an emotional official, or redirect inappropriate attitudes or actions. In an officiating environment, we have limited time to deliver feedback, which is why it is crucial that your message is concise and delivered appropriately, so the official understands. Simply saying the right words isn't enough. Words carry the content of a message, but the emotion of the message comes through in the tone of voice and the non-verbal elements. Below are some helpful practices for delivering clear feedback:

Verbal	Non-Verbal
Take your time. The pace at which you deliver feedback can hinder or foster understanding.	Establish eye contact with the person you are speaking to.
Avoid an upward inflection in your voice at the end of a statement. That can make it sound as if you're asking a question, even if you're not.	Use gestures or demonstrations to add emphasis; avoid those that may distract from the content of your feedback.
Think about which words you're emphasizing; misplaced emphasis can change the meaning of a sentence.	Sit or stand up straight. Slouching or leaning back can appear disinterested. Recognize if your presence is intimidating; you will want to position yourself at the same level as the officials.
Pay attention to your tone of voice. It is easy for someone to infer a negative connotation to what you're saying, based on your tone. The more important the feedback, the more important it is to ensure your tone of voice is appropriate for the message.	Eliminate as many distractions and environmental barriers to listening as you can: officials taking off their gear, music playing, side conversations, objects that block your view, temperature, etc.
If you're nervous or are speaking a lot, pause and take a deep breath to focus on your delivery.	When speaking to a group, pay attention to how the group is arranged (i.e. linespersons on one side, referee across the room, etc.)

Stoplight Reflection

To enhance my performance as an officiating coach, I will:

Start	Stop	Continue

Active Listening

As noted above, communication is a cycle of transmitting and receiving messages. As officiating coaches, we often overemphasize transmitting the message. We focus more on delivering the feedback, instead of listening to an official. We cannot fulfill our role as a coach in supporting officials, if we don't first understand them. Understanding starts with listening. Research tells us that one of the most important skills in interpersonal communication is listening to understand. Listening to understand is at the heart of our participant-centered coaching because it helps us build relationships with officials, but it also enhances our message. Before we give feedback and transmit a message, we need to know who the official is because it effects how we give them feedback.

Coaching officials always takes place in a specific context, and many factors interfere with the exchange of ideas and mutual understanding. One of the most important factors is your skills as a listener and transmitter of a message. This is also the area in which you have the most control. This is especially important if you are delivering feedback to an official with whom you have not yet established a relationship. The following behaviours will improve your ability to listen attentively, particularly when you ask diagnostic questions pre-game and post-game (see Section 3). You need to sustain these active listening behaviours throughout a feedback conversation with an official if you truly want to deliver effective feedback and be empathetic.

- Maintain eye contact.
 - You don't need to look directly into the other person's eyes; rather, focus on the face of the person who is speaking.
 - It's okay to look away for short periods of time. Constant eye contact can distract the speaker.
- Use body language that shows interest in the speaker.
 - Lean in toward the speaker.
 - Nod or shake your head to show the speaker you're listening.
- Acknowledge that you're listening with simple responses like "uh-huh," "okay", and "I see."
 - Listen to the full thought – don't interrupt.
 - Restate the speaker's ideas in your own words.
 - Ask questions to clarify or learn more.

Barriers to Listening

Many distractions can interfere with your ability to hear, listen to, and understand your officials. Some distractions are easier to identify and remedy. Barriers to listening include:

Environmental Barriers

Environmental barriers distract both you and anyone trying to speak to you. For example:

- If there's outside noise (e.g. others talking in the dressing room or hallway, music, someone using the bathroom in the dressing room, etc.)
- When it's too cold or too hot
- If your seating is uncomfortable, if one of you has a physical height advantage that is either natural or created by the setting (e.g., stairs, bleachers, viewing area)
- Uncomfortable clothing (e.g. sweaty clothes, skates that hurt, etc.)

Physiological Barriers

Physiological barriers can create barriers unless they're noticed, and adjustments are made. For example:

- Our ability to think faster than we speak creates a natural lapse where we fill in the time with our thoughts instead of staying focused on the speaker.
- If either of you has a physiological need, like being hungry or tired, having a headache or upset stomach, or has a cold.
- Speech impediments and hearing impairments.
- Speaking errors or the misuse of words, language barriers, etc.

Psychological Barriers

Psychological barriers are harder to identify and adjust for. Our first or ongoing impressions of a speaker or their message can create a significant barrier to effective listening. It's hard to suspend our inner judge, so we can really hear what's being said. For example:

- If you're speaking to an official who is generally less-receptive to feedback, they may fixate on the negative criticism and hear very little else. This is called selective listening.
- If an official feels as though your verbal or non-verbal communication is indicating that you're disinterested in their opinion or simply don't want to be there, officials may shut down.
- We all have hot-button words that cause us to over-react and that interferes with our ability to listen. For example, we can get lost in the emotion of responding to words like never, always, bad, etc. This barrier can be compounded with the assumptions we make about the people who is delivering the message.
- If you're unsure why you need to listen to the official, you will be poorly motivated to do so. Officials will pick up on that, no matter how well you think you're hiding it.

If there are any barriers to listening mentioned in the course that resonate with you and your specific context, there is space provided below for you to note them down.

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Stoplight Reflection

To enhance my performance as an officiating coach, I will:

Start	Stop	Continue

Effective Feedback

Effective feedback is *descriptive* rather than evaluative.

- Feedback describes the reactions, observations, feelings, and focuses on behaviour of the officials or situations and the consequences that may occur or have occurred from the behaviour.
- Feedback should focus on officiating behaviours rather than the personal qualities of the official. Consider what the official could do to improve based on the criteria provided by the Hockey Canada officiating curriculum. Feedback should be directed toward behaviour an official can change.

Effective feedback is *specific* rather than general.

- Feedback should comment on specific evidence when making suggestions for improvement or praising good work (see Appendix C – Examples of Written Feedback).

Effective feedback is *empathetic* rather than inconsiderate.

- Feedback should be official-focused or team-focused. It does not project the coach's experiences onto the official's situation.
- Feedback takes into account the feelings of the official and their own self-evaluation. It should be a conversation, rather than a lecture.
- Feedback should be given to help, not hurt. Coaches should understand how they might unintentionally hurt the official.
- Feedback is not given to make the coach feel better.
- Feedback should avoid overloading the official with information. Coaches should select their feedback based on what the official can use, rather than the amount the coach can provide.
- Feedback is meant to share information in a way that allows the officials to decide what to do with that information.
- Feedback is given when the official is ready to receive the feedback.

Effective feedback is *checked* with the officials rather than simply released.

- The official should be able to restate the feedback in their own words.
- Depending on the situation, it may help to see if others agree with the feedback.

The space provided below is for you to write down your thoughts or any notes that resonate with you during the live session.

Key Performance Indicators (KPI)

A KPI is a quantifiable measure of performance over time for a specific objective. KPIs provide targets for officials to shoot for and milestones to gauge progress. Positive performance can increase motivation and encourage continued productive performance. Constructive feedback using KPI's can help officials and coaches be clear about what changes are needed to improve.

Identifying Feedback Activity

For each of the video examples in the live session, your task is to determine:

- 1) What Performance Indicators can be identified?
- 2) What Performance Indicators should be prioritized?
- 3) Based on the identified and prioritized Performance Indicators, what feedback is the official going to receive? (*Remember: specific and descriptive*)

The space provided below is for you to write down your answers, thoughts, or any notes.

Example 1

Example 2

Example 3

Example 4

Example 5

3. Interacting with Officials

Pre-Game

- Arrive approximately fifteen minutes prior to the game so you can introduce yourself to the officials.
- Ask diagnostic questions that will inform how you can best deliver feedback. Ideally, officiating coaches will investigate prior to interacting with the official to contextualize the current development status of an official (e.g. checking in the system to see what their assignments have been, what feedback they have already received, etc.). Examples of diagnostic questions include:
 - What levels have you normally been working?
 - Do you prefer to referee or line?
 - Have you worked with an officiating coach before?
 - When were you last coached/mentored?
 - What were you told to work on?
 - What do you want to improve upon?

Post-Game

- Near the end of the game, take the time to think about any logistics you need to take into account to get the most out of the post-game conversation. Is the dressing room small? Is there another crew coming in? Do you need to have a difficult conversation that shouldn't happen in front of the group? Come up with a plan in order to maximize your time with the officials while also smoothly integrating into the natural post-game routine of the game.
- Consult your notes, identify the priorities, and come up with a plan for delivery. Know exactly which actions or behaviours you want to correct or reinforce and identify the consequences of the current performance. Know what you want to accomplish in the conversation but also take the opportunity to learn from the athlete. Remember, your feedback priorities can very well change depending on how an official responds to the diagnostic or follow-up questions. Be prepared to seek to understand and employ active listening.
- Whenever possible, talk to the officials as a group. This encourages the perception of the officiating crew as a team, provides opportunity for discussion, and ultimately better understanding for all parties. Depending on the conversation or how the game went, you may want to tackle specific topics first (e.g. talk about a teamwork situation vs. an individual Performance Indicator).
- Do not feel that you as a coach and mentor must have all the answers. If you are unsure of a rule or procedure, it is perfectly acceptable to admit it, and find the correct answer.
- You may also want to note what was specifically discussed so that the topics can be remembered when you draft your post-game report.

Stoplight Reflection

To enhance my performance as an officiating coach, I will:

Start	Stop	Continue

Delivering Feedback

Delivering feedback is the most impactful communication that an officiating coach has with officials and will determine what they take away from this experience. Feedback should be approached as a conversation and the deliverer of the feedback should attempt to be as empathetic as possible (see Section 2). Some best practices, include:

- Rather than jumping straight into the feedback, ask diagnostic questions to better understand the official, just like in the pre-game conference (see Pre-Game above). Officials will learn more from reflecting on their own performance than they will from having a coach tell them. Asking diagnostic questions give us a great opportunity to employ active listening and will help you to identify barriers to listening. Examples of post-game diagnostic questions include:
 - How did you feel during the game? How do you feel about the game?
 - If I said you did one thing really well, what do you think that would be?
 - If I said you needed to improve one thing, what do you think that would be?
- Always be honest and direct in your comments. Providing feedback is challenging and takes courage, but the officials deserve to hear both the good and the bad.
- When discussing an area that needs improvement, always provide solutions. Your feedback will be most effective if it avoids evaluative language, thus reducing the chances of a defensive reaction. Effective coaching relies on positive reinforcement and corrective direction. (See Section 2)
- When asking an official about a specific call, ask them what they saw first and then consider why that may differ from what you saw. Not only does this reinforce your empathetic approach, it may reveal another feedback opportunity that was not obvious during the game. Your feedback priorities could shift. This is also a great opportunity to employ active listening. Some additional guidelines for discussing specific calls include:
 - We want to focus on the thought process rather than the result. Walk the official through their decision-making process. Even if they did make a mistake, the mistake is over and cannot be corrected – the focus should be on preventing the next mistake.
 - Remember that your view is drastically different from that of the official on the ice.
 - This does not mean that you should avoid correcting officials where they have made mistakes. Part of what you offer as a coach is your expertise.
 - Remind officials that it is ok to make mistakes, as long as they make the effort to improve.
- When delivering constructive feedback, keep the number of core performance indicators discussed within each pillar to a minimum. Focus on foundational elements within a specific learning outcome. Refer to Hockey Canada Curriculum Guide for the core performance indicators.

Delivering Feedback Activity

For each example presented in the live session, identify the barriers to listening. Based on the incident and the profile of the official, how might you approach this situation as an officiating coach? How would you deliver the feedback? The space provided below is for you to write down your answers, thoughts, or any notes.

Example 1

Example 2

Example 3

Example 4

Example 5

4. Coaching Reports

An officiating coach's report is a record of performance by an official in a specific situation. It is essential that the report accurately reflects their performance and your feedback. These reports are important tools by which associations, leagues, and members can track and evaluate their officiating staff. Officials also depend on the coach's report to record the feedback they received, so that they also have a record.

Whichever system or method is being used to document feedback for officials, it is important to finish the report as close to when the feedback was delivered to the official as possible. The longer it takes for reports to be completed, the more likely it is that things will be forgotten and the report will be less accurate. While officiating coaches may have notes, it is important to document key items from the post-game debrief with the official. Officiating coaches should never put feedback that was not discussed with an official in an officiating report. Appendix C provides various examples of and guidelines for written feedback.

Written Feedback Activity

For any of the examples in the live session, use the space provided to write out the comments based on the feedback delivered. Refer to Appendix C for examples.

Example 1

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Example 2

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Example 3

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Example 4

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Example 5

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Appendix A - Resources

[Hockey Canada Curriculum Guide](#)

[Hockey Canada Referee's Casebook/Rule Combination](#)

[Hockey Canada Officiating Procedure Manual](#)

[Hockey Canada Officiating Coaching Cards](#)

Appendix B - Additional Guidelines for Officiating Coaches

- Officiating coaches may be confronted by spectators, players, and team officials under certain situations. It is important that the officiating coach realize their area of responsibility in this regard should refer problems relating to policy to the appropriate league or branch authority.
- When acting as a mentor or officiating coach, attire should be professional at all times. Ideally, mentors and officiating coaches are equipped with specific coaching apparel (e.g. member, league, or Hockey Canada branded apparel).
- When acting as a shadow, the expectations for attire for shadowing may be relaxed, as you will be going on the ice with the officials. However, professional standards still apply, as they would for officials.

In-Game Tips

- Find a vantage point that gives you a view of the entire ice but is away from parents/spectators.
- It is recommended that you make notes, including pre-game and post-game, which allows you to reference your conversations with the official and recognize patterns over the course of the game before documenting final impressions for your report. For example:
 - If you observe an un-called Head Contact infraction early in the 1st period, you may note it as a missed call. However, by the middle of the 2nd period, it may be clear that the official does not understand the Head Contact rule at all. This will lead to a very different type of written feedback.
 - If an official tells you that they prefer lining over refereeing or are working on specific goals, you can tailor your feedback to their preferred position and goals.

Appendix C - Examples of Written Feedback

The Performance Indicators outlined in the Hockey Canada Curriculum Guide serve as a common base for the expectations of the knowledge, skills, and attitudes officials at the 1, 2, and 3 level are expected to demonstrate as a result of their ongoing learning and development experiences. Performance Indicators have expectations of learning based on their stage within the pathway. A link to the Hockey Canada Curriculum guide can be found in Appendix A.

When writing feedback, it is crucial to give as much positive feedback as possible while also being specific and concise. When addressing both strengths and areas for improvement, it is important to ensure that feedback is constructive. The following are examples of common pieces of feedback for Level 1 officials.

SCO 02.01 - Understand the value and demonstrate the importance of on-ice presence.

Developing	You are driving to the net on close plays, which puts you in a position to see the play. Once you blow the whistle, use your voice to communicate with players; this will help build rapport with players.
Meeting	You are using your voice consistently to communicate with players on stoppages of play. As the game becomes more intense, you may want to raise your voice initially to get players' attention and then lower your volume to speak with an individual player or the goaltender.
Exceeding	Your verbal communication with players was excellent. After the Home Team accidentally hit the goaltender on the pads, you spoke to them individually. This showed the Visiting Team that you were dealing with the situation and prevented further issues.

SCO 03.01 - Demonstrate the value of proper referee positioning.

Developing	You are positioning yourself in the cone in the end-zone. Using the bump and pivot maneuver will help you to maintain the best sightline when play comes around the corner.
Meeting	You understand the piston system and do well to adjust your positioning during play.
Exceeding	Your positioning in the end-zone was consistently excellent and anticipating play allowed you to drive the net and see every close play.

SCO 04.01 - Understand the importance of proper penalty-calling procedures and signals.

Developing	Each step of the penalty procedure is followed but appears rushed. By slowing down your penalty procedure, you will appear more confident in your calls.
Meeting	Your penalty procedure is calm, crisp, and timed appropriately.
Exceeding	After a scrum resulting in a penalty, you took the time and followed proper procedure to clearly identify the penalized player.

SCO 10.01 - Demonstrate effective teamwork strategies.

Developing	When exiting the zone after a face-off, make eye contact with your partner to indicate that you have the line, and they can drop back.
Meeting	Getting together as a team to discuss a disputed goal at the referees' crease demonstrates good teamwork.
Exceeding	Supporting your partner during a conversation with a coach demonstrates excellent teamwork.

SCO 13.03 Understand and implement the game standard for physical fouls (Section 6).

Developing	You correctly identified intentional head contact infractions and can improve by assessing the appropriate Minor penalty to players who accidentally contact an opponent in the head, face, or neck.
Meeting	You set the standard with an early head contact call and kept a safe and fair game.
Exceeding	You consistently applied the standard for head contact and addressed it with the coach after the 3 rd head contact penalty to their team.

SCO 06.02 Understand and implement face-off standard.

Developing	Face-offs followed Hockey Canada procedure. Work with your partner consistently to ensure that centres are square and all other players are outside the circle and on-side. All face-offs must be fair.
Meeting	Your face-off procedure and standard was fair and consistent through the whole game.
Exceeding	Your proactive verbal communication with players as they lined up for the face-off set expectations for players and avoided face-off ejections.

SCO 02.02 - Understand the value and importance of proper signals.

Developing	You are using the correct signals and if your signals are crisp and professional, that will convey confidence in your calls.
Meeting	Your signals are consistently crisp and professional with clear vocal communication, which showed confidence in your calls.
Exceeding	Your signals and vocal communication were clear and, on close plays, you increased your volume. When washing out an icing because a player could have played the puck, making your signal and identifying the player will clearly communicate the reason for the washout.

Appendix D - Shadowing Procedure

On-ice shadowing is the development practice of having an officiating coach on the ice shadow the officials during the game.

Pre-Game

- Arrive at the rink a minimum of thirty minutes prior to the start time, so you can get ready and also speak with the officials.
- Ask diagnostic questions that will inform how you can best deliver feedback. See Section 3 for examples.
- Check if the officials have any questions about rules or procedure. In shadowing situations, the officials likely lack experience.
- Quickly review any level-specific rules (e.g. modified-ice procedures, league or association regulations, etc.)

In-Game

- Introduce yourself to the coaches and inform them of your role, so that they understand your presence in the game.
- You must never interfere with the play; the shadow does not wear a referee jersey and does not make calls in the game. A black helmet with a CSA approved visor must be worn as per Hockey Canada regulations.
- Although the benefit of shadowing is immediate feedback, we don't want to overload an official with too much information during the game.
- While errors should be corrected wherever possible, the shadow should select one or two aspects and focus on those during the game (e.g. end-zone positioning and face-offs).
- More complex questions can either be addressed in the period breaks or after the game.
- If the official seems to be comfortable in the game, you may choose to step off the ice and observe from the penalty box.

Post-Game

- Review what was worked on during the game one more time with the officials. Be sure to check for understanding.
- You should make an effort to give an official as much positive feedback as possible. At this level, we want officials to leave the rink with the confidence to come back next week and try again.
- Remind officials that it is ok to make mistakes as long as they make the effort to correct those mistakes and improve.
- Following the game, feedback should be documented and relayed to the appropriate parties. Please see guidelines for Officiating Coaching Reports.