

2005 - 2006
LEVEL III
UPGRADE CLINIC





The Ontario Hockey Federation together with its Member Partners holds the following beliefs:

We believe in the values of Fair Play and Sportsmanship – to win modestly and accept defeat graciously.

We believe in creating positive, safe hockey environments within which developing friendships and having fun are priorities.

We believe in fostering personal growth life experiences while encouraging development of skill competencies.

We believe in encouraging people regardless of age, gender, colour, race, ethnic origin, sexual orientation or socio-economic status to enjoy the hockey experience.

We believe in the importance of developing dignity and self-esteem, having respect for all participants and instilling the values of honesty and integrity throughout the hockey community.

We believe in teamwork, the value of hard work, determination and the pursuit of excellence to make the Sport of Amateur Hockey successful.

We believe in the benefits of working together for the 'love of the game'.

AGENDA

	<u>Time</u>	<u>Topic</u>
Start of Day	9:00	Comparing the Differences Coincidental Penalties Break Delayed Penalties Case Book Study
	11:45	Lunch
	12:45	Game Management Protests / Game Scenarios Break
		Conflict Management
	4:00	Exam and Review of the Exam
End of Day	5:00	Wrap-up

COMPARING THE DIFFERENCES

TWO-OFFICIAL vs. THREE-OFFICIAL SYSTEMS

Officiating in the three-official system means more than just more skating. You will now be expected to be a leader, both on and off the ice. This means that you will need to ensure that you have good mechanics, and good procedural knowledge. Let's see if the skills we already have can be put to use here, in our new role.

What are the advantages of the two-official system over the three-official system?

What are the advantages of the three-official system over the two-official system?

What are the differences between two-official and three-official systems?

POSITIONING

End Zone

Play Pursuit

PROCEDURES

Fair Play

Penalty

Line change

Fight

Face off

DUTIES OF THE REFEREE

Pre-game

In game

Post-game

COINCIDENTAL PENALTY QUIZ

Often, penalties happen when tempers flare, or retaliation is sought by a player. When this happens, we are forced to assess penalties to players from both teams, at the same stoppage. At this time, we can apply **Rule 28(e)**, and replace the penalized players on the ice with immediate substitutions. To maintain order during this time, we must follow a 4-step process:

1. Cancel as **Many** penalties as possible.
2. Cancel in a way to make the team only **One** player short.
3. Cancel in a way to avoid **Taking** an extra player off the ice.
4. Cancel using the order of penalty **Occurrence**, or in the order that they were reported by the Referee.

This process is first used to solve Major/Match penalties, then Minor/Bench Minor penalties.

What must be remembered is the composure to work through this process. Other influences may be confusing or misleading. For example, at one stoppage the following is assessed:

Almaguin
5 + 2 + GM

Cayuga
2 + 2

After all is explained & 1 substitute for each team (Almaguin for 5 min; Cayuga for 2 min.) is in the box serving the remaining penalties for their team, the teams line up for the ensuing face-off. Before the puck is dropped, a winger from each team earns a minor penalty. The situation now looks like this:

5 + 2 + GM
2

2 + 2
2

Does this change the cancellation that has already taken place? Will there be a difference in on-ice strength? Does it matter if we follow MOTO in order?

Or consider the following:

Almaguin
2

Cayuga
2 + 2

This is a typical RAW scenario. If a fight breaks out after these players are in the box, but before play restarts, then it may look like this:

2
5

2 + 2
5 + 2

Does this mean that Cayuga is 2 players short for 2 minutes? What is the on-ice strength?

DELAYED PENALTIES

Delayed penalties occur when a third player of any team is penalized while two players of the same team are serving penalties. **Rule 38 (a) - (e)** indicates the process to follow with respect to substitution on the ice, commencement of the delayed penalty, & the order of return to the ice.

In the following examples, indicate when each penalty would expire & in what order the players would be entitled to return to the ice. Assume no additional stoppages, other than those listed.

Burford # 14 - 2 minutes @ 10:00
 Burford # 10 - 5 minutes @ 9:30
 Burford # 17 - 2 minutes @ 8:15
 Next whistle @ 4:00

#	OFF	START	END	ON
14				
10				
17				

Orono # 21 - 5 minutes @ 10:00
 Orono # 28 - 2 minutes @ 8:00
 Orono # 66 - 2 minutes @ 7:00
 Next whistle @ 3:00

#	OFF	START	END	ON
21				
28				
66				

CASE BOOK STUDY QUESTIONS

OBJECTIVE

To become more familiar with the Case Book/Rule Combination and how to use it.

INSTRUCTIONS

Use the HOCKEY CANADA Case Book/Rule Combination and OMHA Manual of Operations to find the correct answer, rule number, and page number.

Q 1. The lines of the goal crease are not part of the crease. True or False?

A 1. _____

Q 2. What is the penalty for the home team listing their starting line-up on the game sheet first?

A 2. _____

Q 3. During a delayed penalty situation against Team B, Team A is in possession of the puck in their defending zone. There is a stoppage of play for premature substitution of Team A's goaltender. Where does the face off take place?

A 3. _____

Q 4. What is meant by "deliberate illegal substitution"? What effect does the time on the clock have on the calling of this penalty?

A 4. _____

Q 5. A player on a breakaway in the neutral zone or attacking zone is tripped or fouled from behind by an opponent such that a Penalty Shot would be awarded. Before play is stopped, a player or the goaltender of the offending team throws a stick or any other object at the puck in the defending zone. What does the referee call when this happens?

A 5. _____

Q 6. A goaltender has been assessed a Misconduct penalty. The player who had been designated to serve the goaltender's penalty is in the penalty box when the goaltender receives another Misconduct. What does the referee do?

A 6. _____

Q 7. It is up to the referee's discretion whether or not she consults the linesmen or goal judge on a disputed goal. True or False?

A 7. _____

Q 8. What is the determining factor when deciding when the penalty should be cross checking or checking from behind?

A 8. _____

Q 9. The referee has signalled a delayed minor penalty for Checking from Behind on a player from Team A. Team B scores before play is stopped. Is the game misconduct still assessed the offending player of Team A?

A 9. _____

Q 10. What criteria should a referee or linesman use to decide when to stop play when a goal has been dislodged?

A 10. _____

Q 11. In a situation where two willing combatants each drop their gloves and square off to fight, and the player from Team A knocks down the player from Team B with the first punch, must an instigator or aggressor penalty assessed?

A 11. _____

Q 12. The puck is batted with the hand, hits the opposing goaltender, rebounds back out and is picked up by another player of the same team batting the puck. Does play continue or is there a whistle?

A 12. _____

Q 13. Where a player in the neutral or attacking zone hand passes the puck back into her defending zone and a teammate gains possession and control of the puck, play should be stopped. True or False?

A 13. _____

Q 14. The puck is shot by a player behind her blue line, hits a teammate's body or stick behind the centre red line, then goes down over the goal line. Is this icing?

A 14. _____

Q 15. Team A number 16 is credited with an assist: however, Team A has no number 16 listed on the game sheet. The player is wearing number 15 according to the game sheet. What does the referee do?

A 15. _____

Q 16. A captain who has been assessed a penalty for tripping persists on questioning the call. What should the referee do?

A 16. _____

Q 17. A player has a breakaway in the neutral zone or attacking zone, but the goaltender is apparently hurt. Assuming an injury, the referee stops the play. What is the ruling?

A 17. _____

Q 18. The captain requests the Referee to check or certify the validity of a helmet. The helmet is found to be certified. Is a delay of game assessed to the team requesting the certification?

A 18. _____

Q 19. Can a linesman report a "Checking from Behind" infraction?

A 19. _____

Q 20. Can a referee give a goaltender permission to go to the bench to adjust his equipment or to recover from an injury, then permit that goaltender to return to the game, even though the team has a substitute dressed and on his bench?

A 20. _____

Q 21. Can a linesman report a double minor penalty for spearing, butt ending, head butting, or situations calling for a minor penalty for grabbing of hair, facial proctor, helmet or chin strap?

A 21. _____

Q 22. The goaltender has been removed and another player is lying in the goal crease. The puck is shot under him, but the player makes no attempt to cover, fall on or gather the puck into his body; however, the puck becomes frozen under his body. What is the ruling?

A 22. _____

Q 23. A player of Team A received a minor penalty at 8:30. At 7:00, due to a timekeeper's error, the player left the box. Team A scores at 6:40. What does the referee do?

A 23. _____

Q 24. Team A has withdrawn from the ice. The coach feels the play is too rough and he is taking his team home. What action must be taken and what penalties must be assessed?

A 24. _____

Q 25. A goaltender is on the ice but away from his goal crease. An opposing player takes possession and control of the puck and shoots it towards the open goal. As the puck is about to enter the open goal a defending player knocks the goal off its moorings. Do you award a goal?

A 25. _____

Q 26. A team shoot the puck in the direction of the goal and the delayed off-side goes into effect (the linesman raises his arm) but before the puck gets into the goal, the offending team clears the zone and the linesman drops his arm. When the puck enters the net the linesman's arm is down. Does the goal count?

A 26. _____

Q 27. A player is on a breakaway in the attacking zone and a stick is shot at him by an opposing player preventing him from getting a clear shot on the goal. What should the referee call?

A 27. _____

Q 28. An attacking player kicks the puck. It deflects off a defending player into the net. Should the goal count?

A 28. _____

Q 29. A linesman notices that Team A has too many men on the ice. What procedure must he follow?

A 29. _____

Q 30. A player makes a cross checking motion to an opposing player but contacts the opponent in the chest with his fist. Should a cross checking penalty be assessed?

A 30. _____

NOTES

GAME MANAGEMENT

Officiating is an art, and effective game management is an important component of every successful official's repertoire. One's knowledge of the technical aspect of the game (i.e rules and procedures) is relatively easy to acquire. However, learning effective game management is not easy to acquire, much less define. There is very little written on the subject. Therefore we must examine the concept of game management through open and frank discussion.

Game management is without true definition, and can be better understood as a concept rather than a set of executable procedures. There are too many intangibles that can alter game management, making what is effective in one game, ineffective in another. Game management is not an excuse for not calling penalties.

Remembering that the official's role is to ensure that the game remains FAIR & SAFE, we can look towards the penalty calls that we make to see their Timing, Type & then we must Evaluate their result. These 3 factors will play a critical role in forming our management style, and they will be the yardsticks of our successes.

With this in mind, please consider the following questions:

1. When does Game Management start?
2. Of what importance is the first penalty call of the game?
3. IMPACT CALLS - What are they? Give examples and/or statements that clarify this concept.
4. MARGINAL CALLS - What are they? Give examples and/or statements that clarify this concept.
5. What is a good non-call?
6. If a team is already shorthanded, what is a good second penalty call?
7. If a team is already shorthanded, what is a poor second penalty call?
8. Coaches often say they want "consistency" from officials. Define consistency?

PROTESTS / GAME SCENARIOS STUDY

The following scenarios have been compiled from actual game situations. Please read the scenario, discuss with your partners, and answer the question(s) posed. When responding please make note of the specific Rules used to form your response. Please decide amongst the group who will record the information. You will also require someone in the group to present the scenario to the rest of the classroom. Please be sure to remain on task.

SCENARIO #1

A player on a breakaway is fouled from behind. He crashes into the net and is injured. He is removed from the ice by stretcher. The Referee awards a penalty shot and the shot is successful. The call was not questioned.

Did the official make the correct call?

If not, what call should have been made?

ANSWER

RULES

SCENARIO #2

Team A 27 is receiving a minor penalty for slashing. On the stoppage of play Team B 16 receives an interference penalty and Team B10 a roughing penalty. A number of players come together falling on Team A 27, injuring him. He is removed from the ice by the trainer and other players.

How many players will Team A have in the penalty box?

How many players will Team B have in the penalty box?

What penalties are on the clock?

ANSWER

RULES

SCENARIO #3

Team A 20 is in the penalty box for 2 min roughing and 2 min high sticking. Thirty seconds into the penalty Team A 16 loses his stick in the corner. As Team A 16 skates past the penalty box, his teammate A 20 throws him his stick from the penalty box and continues to the other end and scores. The throwing of the stick from the penalty box is observed by the Linesman but not the Referee, but the Referee does see Team A 16 score and signals a goal.

What procedures do the Linesman and Referee follow at this time?

Does the goal count?

Is the clock reset if the goal is disallowed and to what point in time?

What penalties are assessed if any?

ANSWER

RULES

SCENARIO #4

During overtime in a deciding game of the playoffs, Team A is in possession of the puck in Team B's defending zone, and they are applying considerable pressure. During the play, Team B's goaltender loses his stick. A Team B forward gives his stick to the goaltender, and then picks up the goaltender's stick and skates with it, to participate in the play. With Team A still in possession of the puck, the Team B player throws the goaltender's stick that he is carrying at the puck/puck carrier. (Not in a manner that would call for a Match Penalty).

What decision must the Referee make?

ANSWER

RULES

CONFLICT MANAGEMENT

As an official you will encounter conflict. How you deal with this conflict can determine your success as an official. The purpose of this module is to give you techniques to deal with conflict. Remember, you will not always be successful, even if you use these techniques.

Always treat disrespect with respect. If you react to disrespect with disrespect then conflict will escalate. Aggression begets aggression. Follow the golden rule; treat others the way that you want to be treated. If you follow this axiom then you will be able to earn respect.

Listed below are some suggestions for dealing with conflict.

- 1) When there is a conflict between the officials and teams (players and coaches) the official should always try and remain calm or at least give the appearance of control. You may be upset in your mind but no one knows what you are thinking, they can only see what you are doing. If you overreact, then you may start to give out misconducts too quickly, and then the penalty is perceived as personal rather than professional. Likewise, when we are angry our vocabulary is poorly chosen. We say things, which are not true, or we chose words that are inappropriate. We say things that we may later regret or our own words come back to haunt us.
- 2) Try to ignore the conflict or problem if the problem is minor. If the conflict is not influencing the manner in which you officiate or, in your judgement, the problem is not going to escalate, then ignore the situation.
- 3) Some officials do not recognize situations that do require intervention. If a coach is constantly questioning your decisions, then we might communicate with the coach that we are not happy with his behaviour. If we allow a coach to constantly criticize us and we do not react, then in effect, we are granting permission for the coach to behave in this manner. The coach will continue to act in an inappropriate manner for your game as well as future games that you officiate.
- 4) In some situations we know, as an official, that we are wrong. When this occurs we have to be prepared to take some flack. How we react to the criticism will determine whether we will gain respect or not. Too often officials try and justify their call even though they know their call, at best, is "iffy". This leads to an escalation of conflict and, as a result, a poorer situation occurs. It is probably the best policy to admit to the mistake and communicate that to the player or coach if asked. It is difficult for a player or coach to argue with you if you are both in agreement. If the conversation with the coach or player becomes personal then you must react by assessing a penalty. There is a big difference between "that was a lousy call" versus "You are lousy". The word "You" has made it personal, and our anger level will increase.
- 5) As an official, you have to make a decision as to whether or not to go to the bench. Never go to a bench with the intention of giving a penalty. If you have to give a penalty to a bench, then follow the penalty procedure. You always take a risk by going

to the bench, so be prepared when you go there. Be thinking before you go to the bench; have a mental game plan. Always get the coach down to your level. If the conversation is adversarial, then turn your back to the boards so that both you and the coach are facing in the same direction. Eye-to-eye contact in this adversarial confrontation is not a good strategy. Remember, we are not gun-slingers, but negotiators. If the conversation is informational in nature, then you can face the coach. You can indicate your sincerity by doing this. Listen to what the coach is asking. Sometimes we go to benches with a preconceived idea as to what the coach wants. We have a mental game plan as to how we are going to react and then, to our surprise the coach, has a different agenda than what we expected. When the coach is finished take a few seconds to formulate and answer to a legitimate question. Sometimes, the answer might be quite short, “Yes” or “No”, or a simple reply “I will keep an eye out for it”. This might address his concern. Remember, you are not obligated to explain your rationale for making the calls that you have made. If you get into this habit (of going to the bench too often), then the coach will probably take advantage of you in future decisions. How well you treat a coach at the bench will probably determine his reaction to your next call – good or bad.

Often, we have confrontations with captains or assistant captains. Here are some suggestions, on dealing with players.

- 1) Try to keep the conversation to a minimum and get the game going. We know that an official's best friend is a moving clock
- 2) When you know that a player is coming to challenge your decision, you decide the physical location of the conversation. Try not to have the conversation at the same place you plan to be when the play resumes. This will enable you to skate away when you have made the decision to terminate the conversation. If the player decides to follow you, then it gives the impression he is chasing you, and that he deserves everything that he is assessed.
- 3) When the player approaches you in an aggressive manner then try to delay the conversation. If you can delay the conversation for a few seconds, then the tone of the conversation will take a different direction. You can achieve this by telling the player that you will listen to him but you need to look at something else for a few seconds or you can advise the player that you will entertain questions and what is the question. This will force the player to put his concern into a question. In most of the situations, the player wants to give you his interpretation of the play or call and does not have a question.
- 4) If you enter a conversation with a player, keep your voice low. It will demonstrate composure on your part and it will force the player to lower his voice. If you are short bend over. Most players will bend as well, thus demonstrating that you are in control. If you are tall then tower over the player, again this indicates power.
- 5) Keep control of the topic. If the player asks about a call, then address that call. Do not allow the player to do an evaluation of the whole game.

- 6) If you saw a play and are positive in your call and the captain approaches you then ask the player if he saw the play. In many cases the player has not seen the play and will tell you that the coach sent him over. Keep the captain there for a few seconds and then tell the captain to go to the face-off spot. If the player says that he did see the play, then tell the player there is no need for a conversation since he knows that the call was correct.
- 7) Lastly, always try to have the player leave the conversation with this head going in an up and down (affirmative) direction. This creates the impression with all involved that there was a mutual agreement reached. How you might achieve this is by asking a question that only can achieve a positive answer. For example, your goalie is really playing well (or badly), or it's really hot/cold in here. Anything that gets the head going up and down creates the impression of agreement even though it has nothing to do with the topic or question.

Being prepared & confident are two essential tools used by officials in dealing with conflict. In order to become prepared, discuss with your Instructor(s) the answers to the following questions.

- 1) You have failed to call an obvious penalty on Team A and Team A scores on the play. After reporting the goal the coach from Team B wants to talk to you. His body language would indicate that he is not too upset. Give some strategies that you might follow in this situation.
- 2) What rules do you use when dealing with verbal conflicts with team officials?
- 3) What rules do you use when dealing with verbal conflict with players?
- 4) How could we communicate with a coach without actually having a direct conversation with him?
- 5) What happens if the conflict becomes physical to an official?
- 6) How to you deal with an obnoxious fan?

In closing, conflict is not always verbal. Often officials think that there is nothing wrong, when in reality, the messages they are sending out are creating conflict. Our body language speaks volumes about what we are thinking. Arms crossed, while having a conversation with players or coaches, may convey a different message than what you really want to send. When players are injured look genuinely concerned. Often officials will stand and smile when a player is down. This creates the impression of non-concern about the player's well being. If you consider the whole communication package, you may better understand why people are upset.

EXAM INSTRUCTIONS

The Ontario Minor Hockey Association Officiating Program Level III exam is a special exam designed for officials who have shown the potential to become the future Referees in the OMHA. It is designed to provide a strong test of mid-season rules knowledge, and to prepare officials for the challenges ahead. This exam consists of 55 questions, 40 multiple choice and 15 which require you to “State the Referee’s Decision” (SRD). You will be given 1 hour to complete this exam.

All of the questions are to be completed, with a minimum passing grade of 80% (44-55).

The answer sheets will be marked prior to your departure, and your mark will be made available to you. Additionally, you will be asked to adhere to the following guidelines in your classroom.

- DO NOT make marks in the test booklets.
- Please write your exam identifier beside your name.
- Hand in only the answer sheet for marking.
- Select the most correct answer.
- Choose the answer you want by marking an “X” over the correct letter.
- If you have made an error, circle the error, & then mark your correct choice with an “X”.
- After the exam, a question review will be held. Please hold all of your questions until then. This will allow others to complete their exam without disruption.
- You must return both the question booklet & your answer sheet before you leave.

The wallet card shows your new OMHA registration number. The first character is coded to the year you begin in the program. The second character now shows “3”, indicating successful completion of this clinic. As you recertify next season, please ensure that this new number is reflected in the information package that you receive. Please quote this new registration number immediately in all correspondence with the OMHA, especially in special reports & on game reports.

For many officials, Level III will be the pinnacle of their certification. Be proud of your accomplishments & CONGRATULATIONS!

GOOD LUCK!



ONTARIO MINOR HOCKEY ASSOCIATION

25 Brodie Drive, Unit 3

Richmond Hill, Ontario, L4B 3K7

Tel. (905) 780-6642

Fax. (905) 780-0344

E-mail: omha@omha.net

Website: www.omha.net

OMHA Sponsor:



OMHA Supplier:

