

Giving written feedback to referees

The goal of giving written feedback to referees who you are mentoring is to give him or her the most important skills they can work on as well as reinforcing the skills he or she already has developed.

To the best of the mentor's ability (and when appropriate), positive and constructive written feedback should have the following qualities:

- Specific-focus on specific skills rather than making broad statements
 - i.e. "explode to the net when you are stopping play" is more specific than "you need to work harder"
- Provide an in-game example for the referee to consider
 - i.e. "you demonstrated great at-the net positioning when you waved-off the goal in the second period."
- Sufficient detail such that the referee can imagine the situation in his or her mind.
 - Here is an example and giving a little bit of detail → *"He learned quickly and showed more and more confidence as the game progressed. He was able to learn from example how being in the correct position can help make calls easier"*
 - Here is the same example that includes specific and in-game examples to ensure sufficient detail → *"Later in the game you demonstrated confidence by having crisper hand signals, getting to the net faster and blowing your whistle with authority. you position got better later in the game and you demonstrated that you could better call a goal if you were close to the net rather than in the corner. This occurred at 3:15 of the third period...great call."*

For who are you writing the mentorship?

In short, you are writing your report for the referee. Mentorships could be written like report card or like you are addressing the referee. *Mentorships should be written as though you are talking to the referee not like you are writing a report card. Therefore, of the two examples below, please use the tone of example 2.*

EXAMPLE 1

Billy Bob has good knowledge of endzone positioning. He is good at backing out of the center faceoff to quickly and efficiently allow play to develop. Billy Bob has good knowledge of off-sides and icings.

EXAMPLE 2

- pretty good end zone positioning as you seem to have the basics and can begin to learn some of the finer points of end zone positioning and awareness. - You are a fast skater which allowed you to bust up the ice when needed to.

Examples of Positive Feedback

1. Topic: "Attitude: Off-ice"
 - a. "I was impressed with your ability to take feedback and apply it. In the third your whistle was much louder and you skated hard to get to the blue line. Being able to take feedback and use it is crucial to development..."
2. Topic: "Knowledge of the Rules"
 - a. In the first period you had assessed the same team a 2+2 and 2 in that order. There was a goal scored on the power play during the 5 on 3. The natural temptation is to cancel the second 2 to end the 5 on 3. However, as per order of occurrence, the first penalty called (one of the 2+2) is cancelled and the 5 on 3 continues. Good choice.

Examples of Constructive Feedback

1. Topic: "Judgement, Consistency, Standard"
 - a. "At 10:35 of the second period there was a major scrum that resulted in 2 x 2+2 for both teams (all cancelling). I want to encourage you to make a team short at every scum after the whistle; by doing so you will set the standard "do not push and shove after the whistle". The current approach of coincidentals didn't make anyone think about this situation twice; Make the team short that starts the pushing after the whistle and it all stops. Rule 6.7 situation 2 is the rule for this."
2. Topic: "Skating"
 - a. "Skating is an area that you continue to work on. As a reminder, there is a video about skating in the resource section of wpgerfs.com (Scroll down on the resource page) called "How to skate like a referee". A of thoughts from me..."

Highest Capable Level: What is it & how is it used?

Highest Capable Level is used to place officials at a level of hockey where they are set up to be challenged but not in over his or her head. HCL is tracked by the mentorship coordinator.

For every regular season mentorship, you will provide an HCL for the official. Select the highest capable level from the drop down menu. Select the level that you feel "the official can work with an equal level partner". Alternatively, ask yourself "what level can this person do while being challenged but not "in-over-his/her-head".

In some cases, you will select an HCL and want to add a note. For example, you may want to make a point that a person could struggle with skating at MAA but definitely has the "head" to do so. Or you may want to note that the person needs a lining mentorship to determine what levels he or she can line. These types of thoughts can go in "Comments about HCL"