



# Hockey Winnipeg Referee Development

To: Mark Alward, Ross MacKeen, Ian McArton, Chris Hall, Area Presidents  
From: Mitchell Jeffrey, Hockey Winnipeg Referee Development  
Re: Continuation of Hockey Winnipeg Referee Development for 2018-2019  
Tuesday, April 24, 2018

To whom it may concern:

The attached summary describes the outcomes of Hockey Winnipeg Referee Development programs from 2017-2018 and describes the proposal for continuing in 2018-2019.

1. Section 1: Results and recommendations for wpgrefs.com
2. Section 2: Results and recommendations for grass-roots training courses
3. Section 3: Program plan for 2018-2019
4. Appendix
  - a. What is the "Ref-Off"?
  - b. How does the "Ref-Off" differ from Hockey Canada Certification?
  - c. Understanding how to develop officials

Thank you for your continued support of referee development,

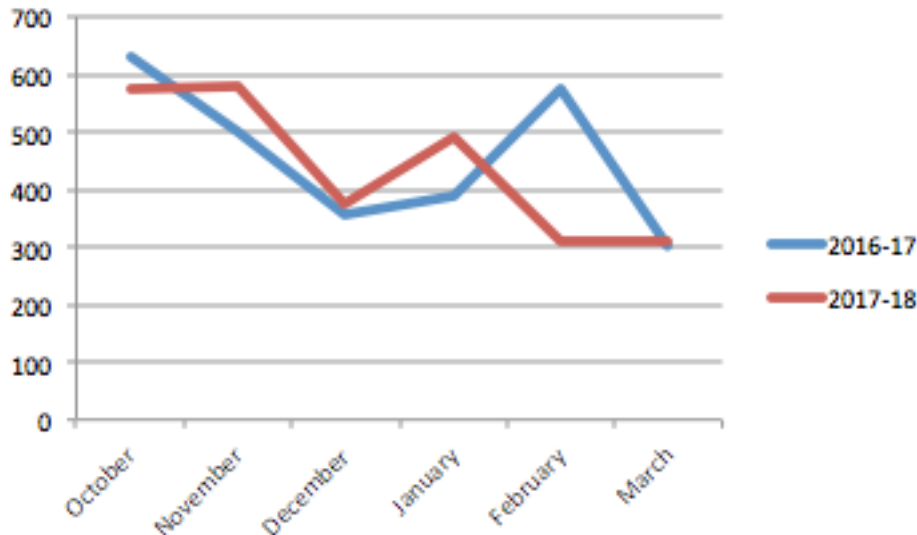
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## Section 1: wpgrefs.com

### Results of 2017-2018

The goal for the 2017-2018 was to maintain the number of website visitors.

- The chart on the left shows website visitors by month for the last two seasons between October and March. The table on the right summarizes total hits by year and average per month.



	16-17	17-18
Total for Year*	2758	2642
Avg/Month*	460	440

\*Differences are not significant

- Were there any significant differences between each season?
  - The differences observed were not significant. There is no overall significant difference in visitors between the two seasons ( $p=0.80$ ).

### Conclusions about visits to wpgrefs.com

- Conclusion 1: *Overall, both years had very similar patterns of visits except for February 2018 compared to February 2017.*
  - Explanation: The decrease in 2018 is difficult to explain as 2018 had 3 quizzes rather than 2 in 2017, which should have resulted in more traffic. However, February 2017 did have an article written by Dan Lett that February 2018 did not have.
  - Recommendation: Ensure that each month consistently has a variety of content. February 2018 may have been too heavy on quizzes at the expense of a well-written article.
- Conclusion 2: *There was no change in website visitors over the two seasons.*
  - Explanation: This result means that users kept using the website at the same rate in 2017-2018 as in 2016-2017. With referees who quit and referees who start, the size of the email list remained the same. Therefore, the number of hits should be expected to stay the same.
  - Recommendation: Continue to run the website with the favorite content such as quizzes while following the plan in Section 3 to incorporate a variety of new and old content.

## Section 2: Developing referees in the “Ref-Off” courses

### Results of 2017-2018

The following table summarizes course registration for the past three years:

	Linesman	Referee	Game Management
<b>2015-2016</b>	19*	No Course	No Course
<b>2016-2017</b>	12	19	23
<b>2017-2018</b>	22	11	26

\*This first season was funded by SJAMHA

The following table summarizes registration by area for all courses in 2017-2018:

<b>Minor Hockey Association</b>	<b>2016-2017 Registrants</b>	<b>2017-2018 Registrants</b>
<b>APHA/SJAMHA</b>	25	28
<b>Seven Oaks</b>	5	2
<b>Fort Garry</b>	4	10
<b>Lord Selkirk</b>	1	6
<b>River East</b>	2	1
<b>St. Boniface/St. Vital</b>	9	7
<b>South Winnipeg</b>	6	4
<b>Transcona</b>	0	0
<b>Warren</b>	1	1
<b>Total for 3 Course</b>	53	59

### Conclusions for 2017-2018 and Recommendations for 2018-2019

- Conclusion A: *Each of the courses has a mixture of success in attracting registrants.*
  - Explanation: The Game Management Course is consistently attended in both years. The linesman and referee courses switch attendance success over the course of the past two or three years. The linesman course is the best example as attendance was 19 in 2015-2016, down to 12 in 2016-2017, then up to 22 in 2017-2018.
  - Recommendation: continue to provide the Game Management Course. Combine the Linesman and Referee Courses to reduce fluctuations.
- Conclusion B: *Moving the course from BMTS-IP to St. Vital did not have a positive effect on increasing attendance in parts of the city far-a-way from BMTS-IP.*
  - Explanation: Transcona, St. Vital, Seven Oaks, and South Winnipeg had decreases of registrants from last year to this year despite the location being more convenient. Other areas, such as APHA/SJAMHA, Selkirk, and Fort Garry had an increase of registrants even though the relative trip to St. Vital versus BMTS-IP was equal or longer. Another possible factor is area-RIC engagement in encouraging refs to go.
  - Recommendation: continue to move the course(s) to different parts of the city as this makes sense. However, the course administrator should contact each area-RIC and ask for 3 names of potential registrants then invite those officials to the appropriate course.

- Conclusion C: *A true grass-roots level program should provide additional training in the two-official system to prepare officials to progress to the three-official system.*
  - Explanation: There is no data from above, however, the two-official system is designed to transition into the three-official system. We need to do a better job of teaching officials the two-official system at the grass-roots level to prepare them to advance to higher levels.
  - Recommendation: In conclusion A, the recommendation was to combine the lining and referee courses. To further this grassroots level program, implement a 2-official course to better prepare referees for both the two-official system and the three-official system.
- Conclusion D: *The overall registration increased suggesting there is continued interest in this program as a whole.*
  - Explanation: There were 59 registrants over the three courses in 2017-2018 that is an increase of 6 from the previous year. If interest in courses was decreasing then registrants should decrease too.
  - Recommendation: this grass-roots level program can continue to be run with the changes found in conclusions A, B, & C.

## **Section 3: The Plan for 2018-2019**

Wpgrefs.com

- Goals:
  1. By the end of the 2018-2019 season, wpgrefs.com will have at least 2600 visitors between October and March.
  2. By the end of 2018-2019, the website will have introduced one new piece of content per month about managing referee harassment.
- Overall Plan
  - Continue with the following content:
    - two quizzes (one rule and one skills) per month using both old and new questions, increase length of quiz as appropriate;
    - 1-2 highlighted content using content from previous seasons;
    - 2-4 “Learning from each other” per month.
- New or “to change” for 2018-2019
  - Continue with surveys, prioritize posting the results 2x per season;
  - Referee Harassment Page
    - Situation Room: post situations of harassment and discuss how to deal with them using penalties or other strategies.
    - General strategies for reducing harassment with a focus on what the referee controls.
    - Media Articles: What are other referees experiencing in other parts of Canada?
    - Message Slider; thinking differently about what referee do about harassment.



## Ref-Off Courses (See Appendix A and B)

- Goals:
  1. By the end of the 2018-2019 season, HWRD will have provided three courses: two-official, three-official, and game management.
  2. The two-official and three-official courses focus on positioning and procedures. The Game Management course focuses on preventing and responding to issues (see Appendix C for discussion on what is taught).
- Overall Plan for three courses
  - Two-Official System Ref-Off Course
    - The goals of this course are to:
      - Introduce *Positioning*: endzone positioning, when to cover the blue line as play moves out of the zone, how to be positioned on the blue line, following the play, positioning at stoppages;
      - Introduce *Procedures*: situational procedures for both officials calling a penalty or an offside, where to look on the ice, penalty procedure to manage a stoppage, scrum procedure to bring the issue to an end, line change procedure to communicate, post-goal procedure to prevent issues from arising;
      - Understand how two-official system skills transfer to the three-official system and prepare for that transfer;
      - Provide on-ice mentorship on procedures and positions of the two-official system in an exhibition game.
  - Three-Official System Ref-Off Course
    - The goals of this course are to:
      - Introduce *Positioning*: where the linesman should stand at the line relative to where the puck and partner are, referee positioning in endzone and pursuing play, relative positioning of referee and linesman at whistles;
      - Introduce *Procedures*; penalty procedure for how the linesmen and referee work together, post-goal procedures, post-period procedures, where the referee, “front” linesman, and “back” linesman are looking at any point during the play;
      - Apply positioning and procedures relative to the other officials in the game;
      - Provide on-ice mentorship focused on procedures and position of the three-official system.
  - Game Management Course
    - The goals of this course are to:
      - Understand the effect (and proper use) of non-verbal and verbal communication effect on game management;
      - Improve officials’ ability to manage in-game stress;
      - Apply good procedures and positioning to prevent incidents to reduce the need for penalties;
      - Teach impact penalties of a fair and safe game reducing the need to over-call a game.

### Appendix A: What is the “Ref-Off”?



The Ref-Off is an exhibition game where referees take 5-6 minutes shifts over 1-2 hour games working 1 on 1 with a Hockey Manitoba level official. When not on the ice, the referees are in the penalty box with 1-2 mentors discussing procedures and positioning occurring on the ice. The Ref-Off takes place immediately following in-class and is designed to provide hands-on experience to solidify classroom learning for as many officials as possible.

### Appendix B: How does the “Ref-Off” differ from Hockey Canada Certification?

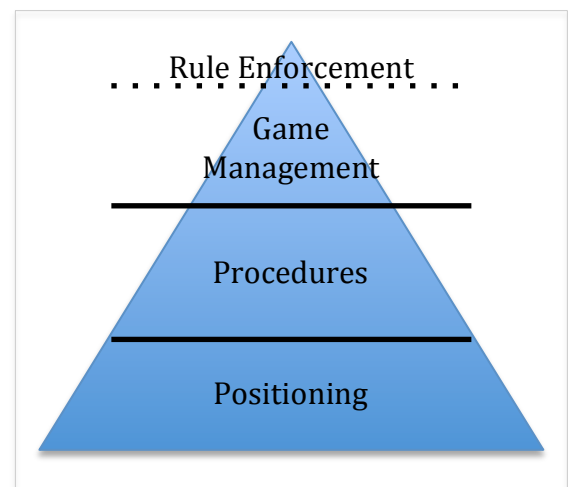
There are two differences between the H.C. certification and HWRD Ref-Offs:

- HC certification is 50% computer, 37.5% classroom, 12.5% on-ice practice. HWRD Ref-offs is 50% classroom and 50% in-game teaching. HWRD provides a more hands-on experience which research show has better learning outcomes across disciplines.
- HC needs to focus on rule changes and basic positioning. HWRD focuses on the deeper and nuanced aspects of positioning and procedure skills that are foundational for applying rules and game management. Research shows that building foundational skills results in better outcomes for higher-level skills.

### Appendix C: Understanding how to develop officials

The best analogy for understanding how to develop an official from the grass-roots level is the iceberg where only the tip is seen. Like looking at an iceberg:

- Most fans will only recognize the referee’s ability to enforce the rules; off-sides to face-offs to penalties;
- Some fans may look a little deeper (under the water) to see how the referee communicates and manages the game with skills other than penalties;
- Very few fans will ever be aware of position and procedures on which game management is supported.



The logic of the lower levels of the iceberg: 1) Good positioning provides the officials with the best view of the ice to make rule-enforcement-judgments on icings, off-sides, intervening in player interactions, and penalties. 2) Good procedures improve

communication, on-ice presence, and awareness of the play. 3) Therefore, with good positioning and procedures, game management is easier because the officials can see the ice, communicate, establish presence, and work as coherent team with officials they know well and those they know less well. 4) All of this reduces the risk of issues with impact penalties being used to re-enforce what is fair & safe rather than as penalties being the primary tool of game management.

Therefore, wpgrefs.com is designed to separate content into three areas: positioning, procedures, and game management. Similarly, courses are designed to teach positioning then procedures, then game management as outlined in section 3.