



CANADIAN HOCKEY OFFICIAL MENTORSHIP PROGRAM

RESOURCE MANUAL

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FORWARD

The Canadian Hockey Association, commencing with the 2003 - 2004 hockey season has approved a National Official Mentorship Program. I am sure that the implementation of this program will be defined as one of those watershed moments in our game. For years, hockey people have talked about doing something to improve our game, and in all these discussions, the subject of better officiating has been at the forefront. However, hockey has never had the collective will to implement the necessary changes. That has changed. There are no more excuses. Mentorship is indeed the tool to accomplish all those ideas that we have all talked about for years.

If I were to ask you to define Mentorship, I am sure that many who read this would have difficulty in providing an immediate answer. However, if I were to ask you whether you have had any Mentors in your life, most of us would have no trouble in creating a list of people. From parents, to teachers, to officials, to co-workers, we have all had Mentors who have guided us in our journey of life.

Mentors are usually people who have gone that extra mile for us as we attempt to improve ourselves, from the simplest of tasks to the most complex. Many people that we would describe as Mentors may not even know that we consider them our Mentors. Most often, these people may not know how large an impact they have had in our life journey.

I think it is also fair to say that it is the person being mentored who defines whether or not a person is their Mentor. After all, it seems logical that given the nature of the relationship, that it is the person who has received the benefit of the wisdom and guidance of another that will determine if that person has risen above the normal relationship to be considered a Mentor.

I believe that the vast majority of our officials will be ecstatic that they now have a resource to help them with officiating. I also believe that this program will assist in the recruitment of officials, when people know that someone will be in place to help with their development as an official.

The challenge before hockey is also one that is bigger than simply helping officials be better officials. If you ask officials what they dislike most about officiating they will clearly tell you that the amount of abuse they must face is a major factor as to why they consider or actually leave the game.

If this is indeed true, then what are we doing to assist officials as they attempt to overcome or deal with the issue?

Today, unless an official is able to develop his or her own support network, they are unable to face the challenges in the game today. Officials more than ever need to find ongoing support and training that can not be given to them in the course of an officiating clinic. A Mentor can do this, teaching them the skills they need to be better officials, and also provide support when times get tough.

If we can provide more assistance and learning opportunities to these officials through the crucial early years when they are first learning what officiating is all about, we will end up with better officials. Officials who will stay in the game longer will get more enjoyment out of officiating, and as a result the rest of the participants in the game will benefit from the increased quality of officiating.

I wish everyone great success in their Mentorship role. It is not only important, it is crucial to every official who takes up this great game. The CHA is asking everyone who has “talked the talk” to now “walk the walk”. We all have discussed how this can happen, but it is now the time to implement. On behalf of the 33,000 registered officials, I thank you for your commitment to improving our game. I truly believe that we will all look back on this moment in time as the most important development issue that the Canadian Hockey Officiating Program has ever addressed, and it certainly will be rewarding to have been a part of this evolution in our game.

Dr. Maurice Roy
Referee-in-Chief
Canadian Hockey Association

*If you want one year of prosperity,
grow grain,
If you want ten years of prosperity,
grow trees,
If you want one hundred years of prosperity,
grow people.*

Ancient Chinese Proverb

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1.0 INTRODUCTION

The Canadian Hockey Official Mentorship Program (CHOMP) is an educational program developed by the Canadian Hockey Association. The program is primarily a grass roots effort designed to be administered at the Minor Hockey level in cooperation between the Minor Hockey Association and the local Officials Association. CHA Branch support where possible will ensure ongoing and effective mentoring of recreational, developmental and high performance officials so they can obtain the necessary skills to become effective teachers, leaders and organizers. Although the primary focus will be on officials just starting their officiating careers, the benefits should last their entire career. Coaches, players, parents and more importantly, the officials will all benefit from the CHOMP.

1.1 Definitions

Mentor...A trusted, respected, experienced and learned counselor/advisor who encourages and inspires the acquisition of knowledge, skill and wisdom of the developing Mentoree.

Mentoree...An individual who is receptive to guidance in pursuit of their aspirations in acquiring knowledge, skill and wisdom.

Mentoring...Mentoring is a collaborative process that counsels, guides and assists a Mentoree in the acquisition and development of knowledge, skill and wisdom from a trusted, respected and experienced Mentor.

Benefits of Mentoring...Provides officials with the required skills, knowledge and support to promote and sustain higher levels of performance within the officiating field.

1.2 Program Purpose

The purpose of this program is to provide mentoring opportunities to officials. The focus will primarily be on young, inexperienced officials (in their early years of officiating) working Novice and Atom hockey in the two official system. Adaptations are allowed to meet the needs of the local program and the program coordinator. Mentoring may take different forms, however, the mentoring of officials at all levels and specifically minor hockey is the key to improvement and future growth of officiating in Canada. The ultimate outcome is the improved development of officiating skills through the establishment of a National Official Mentorship Program. As a result, at the 2003 Annual General Meeting, the Board of the Canadian Hockey Association approved unanimously the creation and implementation of the National Official Mentorship Program to foster the future growth of officiating development in Canada.

Mentor Resource Guide

This resource guide should be viewed as a work in progress. It lays the foundation for an effective and meaningful National Official Mentorship Program, but should not be seen as a comprehensive resource for all mentoring situations and environments.

This CHOMP Resource Guide was developed to support CHA Branches in the delivery of the CHOMP within their province or territory. Where available, Branches may seek the assistance of the CHA in the delivery of the program. The Canadian Hockey Officiating Program has developed the policies and procedures which have been presented in this document.

Any adjustments to the resource material contained herein require the Branch, wishing to make these adjustments, to apply, in writing, to the CHA Director of Development. The Branch request will then be distributed to the members of the CHA Officiating Committee for consideration and recommendation for document amendment or addition to be approved by the Hockey Development Council of the CHA.

1.3 Mentorship vs. Supervision

Some hockey administrators and officials have asked “what is the difference between the CHOP Supervision Program that has been in place for many years, and the CHOP Official Mentorship Program”. In an attempt to clarify this the following definitions have been created:

MENTORSHIP: An informal approach to promote an ongoing relationship for the purpose of personal growth within the roles and responsibilities of an official.

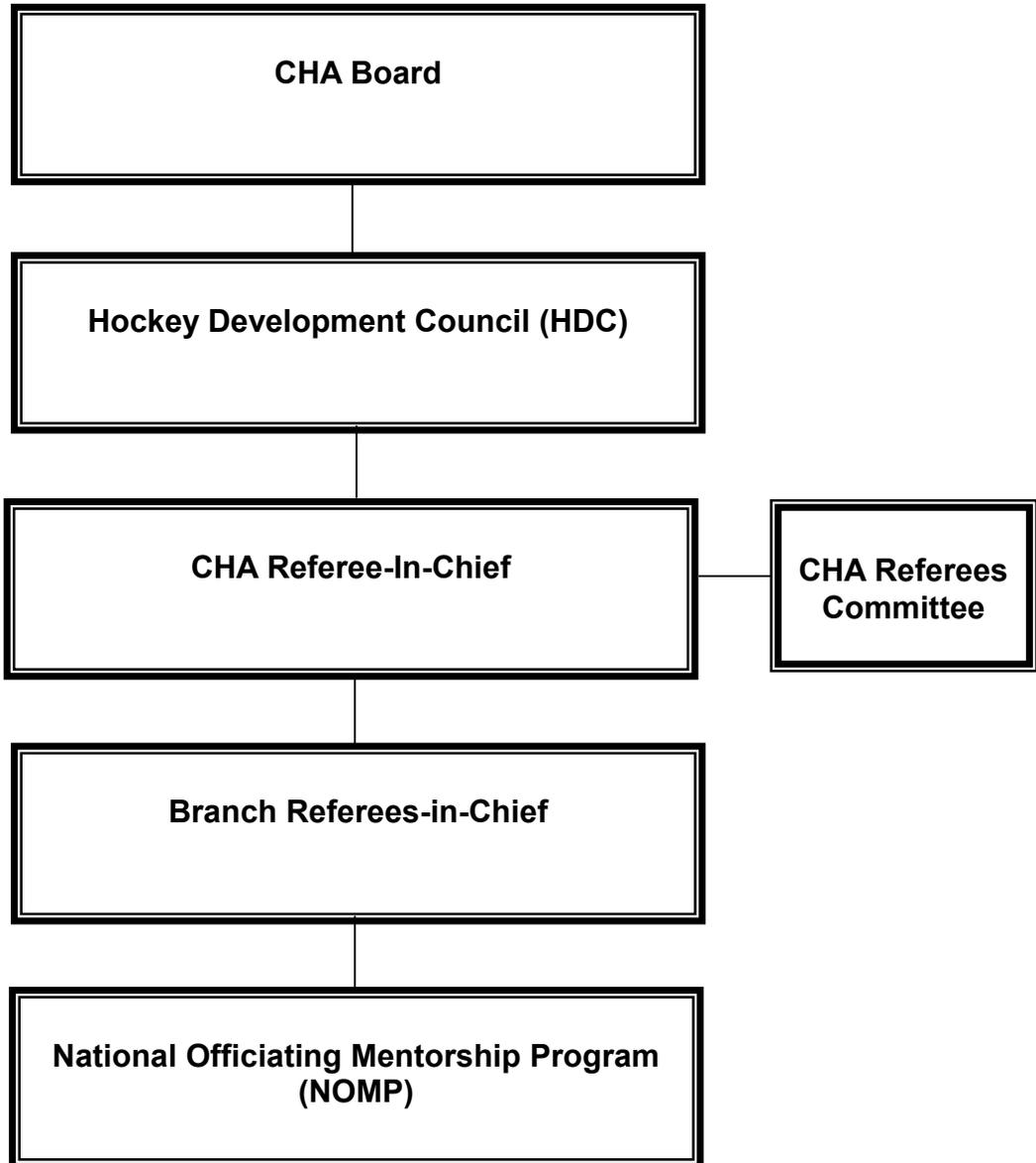
SUPERVISION: A formal evaluation and development tool to assess an officials skills and abilities.

*“A true Master is not the one with the most students, but one who creates the most Masters.
A true leader is not the one with the most followers, but the one who creates the most
leaders.”*

- Neale Donald Walsch

1.4 Program Structure

CHOMP Organizational Chart



The CHOMP within the CHA Organizational chart is under the direction and development of the CHA Referees Committee which sits as a working committee of the CHA Hockey Development Council (HDC). The program is under the direction of the Chair of the CHA Referees Committee with day to day management provided by the Manager, Officiating.

1.5 Official Mentorship Training Support

The delivery of the CHOMP for the volunteer training of Official Mentors has been designed in a way to utilize the National and Branch infrastructure that has been in existence for many years. The responsibilities of the CHA, Branch and Minor Hockey Association are:

Canadian Hockey Association:

To develop, promote and build resource materials for the CHOMP

To provide support where needed to Branches on the delivery of the CHOMP.

To conduct on-going national evaluation of the CHOMP.

To conduct on-going research in the area of mentoring.

To manage a website devoted to the mentoring and overall development of the official (www.refereesclub.com)

Branch:

To identify CHOMP co-ordinator

To conduct Branch Instructor training in the CHOMP.

To deliver the CHOMP in the Branch including all program administration.

To assist with the evaluation of the CHOMP.

To assist with the identification of mentoring “best practices” in the Branch.

To identify and administer Official Mentor selection criteria and recruitment.

To provide various support functions to identified Official Mentors.

Minor Hockey Assn:

To permit the local officials association to run the program at the local level.

To support the local officials association in the execution of the program.

To provide feedback and assist in the evaluation of the CHOMP.

2.0 PROGRAM DESCRIPTION

2.1 Delivery Model

Delivery of the CHOMP may vary within the CHA Branches. The duty for delivery of the CHOMP will fall primarily on the local Minor Hockey Officials Association in co-operation with the local Minor Hockey Association. As such, the human and physical resources available to these local associations may vary.

To that end, the CHOMP is available in a very basic form, with additional information provided that can be used to build and enhance the program.

Support is available from the Branch and the CHA.

2.2 Training

Check with your Branch to see if they provide training for Mentors. Having said that, active and former officials, community leaders and other interested parties can provide support and training to younger officials based on their skills and experiences. Here is a look at some of the expectations that Mentors and Mentoree's should have, as well as some of the responsibilities they take on.

The Mentor

Mentors will be expected to draw upon their experience to offer guidance and encouragement to a developing official. Some of the areas they may address in this process include:

- The importance of quality officiating for the development of athletes and sport programs.
- The officiating process: what is competent officiating?
- Values and attitudes that show respect for the athletes and sport as an institution.
- A framework to assist the Mentoree to become critically reflective and make enlightened decisions.
- A blend of information on the art and the science of officiating.
- The human dimension of officiating.
- Technical/tactical information to foster the Mentoree's knowledge.
- Goals necessary for advancement.

It is also imperative that at all times the Mentor provide constructive and positive feedback. Young, inexperienced officials need to work in an environment that allows them to make mistakes and learn from them rather than being criticized for making errors. Ensure that the Mentors you select to participate in this program will bring the right attitude and mind-set to their position.

Responsibilities

An official Mentor gives the Mentoree:

- Vision and insight.
- Advice and counsel.
- Support and encouragement.
- Self-confidence and an improved self-esteem.
- Crisis or error control plans.
- A solid point of reference as a role model.
- Tasks that will challenge his or her current beliefs.
- Opportunities to reflect critically on issues and situations, make objective decisions and develop a strong work ethic.
- Constructive feedback and critical analysis.

The Mentoree

A Mentoree is someone who has the desire, commitment and initiative to expand and develop his/her expertise and career goals by listening to, learning from and working with a trusted adviser and counselor.

Responsibilities

The Mentoree's responsibilities may include:

- Dedication toward improving current knowledge and competency level.
- Assessing his/her individual needs and current abilities.
- Constructing a personal Officiating Development Plan.
- Taking initiative in his or her development.
- Actively participating in the mentoring relationship.
- Taking full advantage of the training and assistance offered.
- Willingness to accept and follow through on the Mentor's advice.
- Respecting the rules of confidentiality.
- Developing and utilizing the skills of ethical and professional conduct.

*“ The mediocre teacher tells
The good teacher explains
The superior teacher demonstrates
The great teacher inspires.”*

William Ward

2.3 Resources

Resources available to the CHOMP coordinator are:

- CHOMP Official Resource Guide
- CHOMP promotional video*
- CHOP Videos – see 5.8 for list of videos available

* Under development by the CHA in the 2002 – 2003 season

2.4 Evaluation

As the CHOMP is a new CHA and Branch program, it is critical that all components of the program be evaluated for program improvement. An evaluation form (see Section 5.7) has been developed for use by the CHOMP coordinator. When completed, this information should be forwarded to the Branch Mentoring coordinator or Referee-in-Chief, as well as the CHA Manager, Officiating, and this information should guide future enhancements to the training of mentors.

“How much you practice is far less important than how you practice”

- Lloyd Percival

3.0 THE PROGRAM

3.1 Overview

The following guidelines have been established to assist the local CHOMP coordinator in the areas of promotion, delivery, communication and follow-up of CHOMP training within the Branch structure. If you want to proceed with setting up a Mentorship Program in your Minor Hockey Association or community, here is a brief outline of the steps to follow:

- Receive approval from your Branch to run a mentoring program
- Select a coordinator for the program to oversee all aspects
- Send your Minor Hockey Association (MHA) a package outlining the CHOMP and receive approval to run the program locally from your local MHA. Ensure coaches are aware of the program and support it's execution.
- Solicit the interest of volunteer official Mentor candidates from existing officials
- Provide Mentor candidates with an outline of the program and the roles and responsibilities they will have
- Provide Mentoree's with an outline of the program and the expectations and responsibilities of the Mentoree
- Provide parents of Mentoree's with a description of the Program

3.2. The Basic Model

For the most part, mentoring programs that have been going on in an "unofficial" capacity in various parts of the country, have primarily used what is often referred to as a "SHADOWING PROGRAM". As mentioned earlier, in order for this program to work, you must select a coordinator for the program to administrate and oversee all aspects. Depending on your local program structure, it could be a volunteer who does not officiate, the assignor, the local RIC or a senior official. Here is a check list of things a coordinator may need to do or oversee:

- find Mentors, provide written information on the program or hold a pre-season meeting to explain the details
- determine which officials could be mentored
- assign Mentors to games where Mentoree's are assigned to work
- track games worked by Mentors. See section 5.10 for sample spread sheet that shows tracking of Mentors and Mentoree's
- track games where Mentoree's received mentoring. See section 5.10 for sample spread sheet
- collect post game reports from Mentors.
- complete evaluation form at end of season.

PRE- SEASON PLANNING AND PREPARATION:

Prior to the season, all senior officials and other volunteers involved in mentoring should attend a meeting to have their role clarified. It does not need to be a long meeting, but it needs to cover some details on how the program works, what is trying to be accomplished, and how the mentor should handle themselves on the ice. See section 5.2 for written description of programs that can be handed out to Mentors or provided at meetings to promote discussion.

AT THE ARENA

Here is an example of how the “shadowing” program might work in a game where two young, inexperienced officials have been assigned, along with a Mentor. Variations of this program are discussed later in this Resource Guide.

Pre-Game

The Mentor should spend a few minutes prior to the game, chatting with the young officials in the dressing room, going over how they are progressing and enjoying officiating. The Mentor may also review some procedures or positioning expectations and a little pep talk about hustle, desire, etc.

On The Ice:

The Mentor will then go on the ice with the Mentoree's, dressed in his officiating gear. The Mentor must advise the coaches of the role he is playing. Generally a brief explanation is given to the coaches noting that the official is mentoring the young officials, and will not blow his whistle unless there is a flagrant penalty that has to be called, or any other situation that is blatantly unfair. It is the experience of those that have run a Mentorship program, that the coaches are very receptive to this program.

Prior to the puck drop, the Mentor will ensure the young officials check the game sheet and correct any concerns, and also check the nets after warm-ups. The officials including the Mentor will also perform the “Fair Play” procedure, shaking hands with the coaches.

From there the Mentor has to read the game and determine where to get involved. If coaches get overly upset over missed off-sides or penalties, the senior official may have to step in at times. If necessary, the Mentor may need to advise the coach that they are aware of an error, and it will be addressed with the Mentoree at the appropriate time. Those that have run the program find that the coaches usually do not get upset about missed calls, because they see the Mentor making suggestions and offering advice to the officials. They know that it will take time for the young officials to learn all of the rules and procedures.

As the game progresses the Mentor will work with both officials, taking turns as situations dictate to provide advice, both during stoppages and while play is going on. For example, the senior official may skate into the end zone next to the young official and as the play moves around the zone, be advising the official about positioning – home base, ½ piston, at the net, etc. Before long the Mentoree should understand the end zone positioning movements required, and the constant adjustment based on where the puck is.

At other opportunities, the Mentor may stay outside the zone with the back official, talking about a situation that happened previously, or talking to them about anticipating situations that might happen in a matter of seconds.

For example, one of the most difficult things to teach the back official is to read the play as play comes out of the zone, and to have patience to hold the line if there is potential for a close play at the blue line. By standing next to the official, the Mentor can talk them through holding the line to make a close call, and if the play does come out of the zone and moves toward the other end of the ice, to hustle to the far blue line in time to make another call, and proceed into the zone if warranted.

Another example where young, inexperienced officials seem to have trouble with when they first start is keeping the play between them when the puck is in the neutral zone. This often occurs after the face-off at center ice when the official dropping the puck starts moving backwards to the boards. When the puck stays in the center ice area, the officials will often not choose ends until the puck clearly moves one way or the other.

The Mentor can encourage them to choose an end as soon as possible after the puck is dropped, even if the puck stays at center ice. Through eye contact with their partner, they can move in opposite directions and ensure both blue lines are covered once direction of play is determined.

Many other learning opportunities exist throughout the game as the Mentoree's learn to determine off-side, off-side passes and icing, procedures after a goal, calling penalties, face off locations, etc. Between periods, even if it is only for a minute or two, or ideally if the ice is flooded, the Mentor can review areas of concern, or procedures that the Mentoree may not be grasping.

Obviously a more experienced Mentor will have better opportunity for teaching, but even a Mentor who may not be the best technically can provide assurance and support for the Mentoree's, and teach them some of the basics.

In many instances the mere presence of an adult Mentor on the ice will reduce potential abuse of the young officials. The mentoring program will provide a better learning environment for new officials by lowering the level of harassment, enabling them to learn much quicker. By being given an opportunity to make mistakes with a Mentor present, and properly learning from those mistakes, new officials will benefit and be more likely to return the next season.

Post – Game

At the conclusion of the game, the Mentor should ensure that young officials monitor the post game handshake, sign the game sheet, and depart the ice after the teams have left the ice. Once in the officials' room, they can be given words of encouragement, and some further advice on things to work on in their next game.

A written report should be completed by the Mentor, making notes on what the official needs to work on or keep in mind, so that they have something to look at and remind them of their duties. Having these forms handed in also serves as a record of mentoring that has been done. (These are not to be confused with Supervisions). See section 5.6 for a sample Post Game Report that can be adapted for your use.

Mentors should keep assignors and RIC's aware of any officials that are ready to officiate higher levels of hockey or are ready to work without a Mentor. Officials who are struggling, and need further mentoring should also be noted. They can do this by simply making a few comments on the written report that is submitted to the program coordinator or by direct contact.

Association Referees-in-Chief should make note of any top young prospects and commit Mentors to working with them to continue their skill development. If an official consistently struggles, and doesn't seem to be improving, Mentors should be prepared to spend more time developing the skills and confidence of this official. Ultimately, it should be the decision of the official if he/she decides to continue further as an official but should be encouraged to work with the mentor in order to improve.

3.3 Variations of the Basic Model

In the basic description above, the Mentor went on the ice with two Mentoree's. There are many variations of this basic model which are listed below.

- The shadowing program can also work with a Mentor and three Mentoree's in a three official system.
- The shadowing program can also work with one Mentor and one Mentoree. However, an experienced official, by using the shadowing system described above, can easily Mentor and ensure two young officials get the opportunity to officiate, rather than just one. The Mentor should not be actively working the game as they are not able to work with the Mentoree's as easily, as they must also actively officiate the game.
- A meeting can be arranged between a Mentor and Mentoree prior to the season to discuss the Mentoree's goals and objectives for their officiating season and career.
- The Mentor can be on the ice and not wear officiating gear, but must wear a helmet and visor.

- In the basic description above, the Mentor can blow his/her whistle if there is a flagrant penalty that has to be called, or any other situation that is blatantly unfair. Some programs prefer the Mentor not blow the whistle under any circumstances.
- A flyer or pamphlet can be distributed to the parents and fans in the stands to explain the role of the Mentor on the ice, and ask for their support.
- Mentoree's may sit in the stands with a Mentor from time to time, watching a game and having the opportunity to discuss various on-ice situations and answering questions. Seeing the game from the stands can be very valuable in allowing inexperienced officials to see what they could be doing on the ice.
- Additional training opportunities can be provided for Mentoree's, by booking ice time where they can work on their skills, or booking classroom time to view videos and discuss on-ice situations that they have experienced.
- Pre-season tournaments can be arranged to give Mentors and Mentoree's a chance to try out the program prior to the start of the regular season.
- A Mentoree may have different Mentors on the ice with them from game to game. Some programs assign specific Mentors to specific Mentoree's in a "buddy" system, or also called "Big Brother", "Adopt-a-Ref", etc. There are advantages and disadvantages to both. With different Mentors, a Mentoree may learn a greater variety of different things from different Mentors, who have different experiences and styles. The concern in this area is if Mentors teach the Mentoree's opposite ways of doing things, it can cause confusion. It is imperative that CHA procedures and guidelines are taught consistently. With assigned Mentors, there is opportunity for greater relationship building and trust to be built, however, if the Mentor does not commit to the program, the Mentoree may find they are not receiving the same amount of mentoring opportunities as those with a committed Mentor.
- The Mentor can also use radio head sets to communicate with the Mentoree when they are on the ice. A description of this program is found in section 5.9.
- The mentoring process could also begin at the pre-novice level with hockey players who want to give officiating a try without having to make the time and financial commitments required at higher levels. A complete description of this program, developed by the Dartmouth (Nova Scotia) Whalers Minor Hockey Association is available on their website at www.dwmhoa.com

"We learn wisdom from failure much more than success; we often discover what will do, by finding out what will not do; and probably he who never made a mistake never made a discovery."

Samuel Smiles

3.4 Other Mentorship Resources

As mentioned earlier, the Canadian Hockey Officiating Program has produced various videos and publications that can assist officials with their development.

Local associations can purchase copies of various videos, and if an official is having trouble grasping certain concepts, it is suggested they view the video that can best help them. For example, the Mentoree may have seen the “Two Official System” video at a clinic, but if they have never officiated prior to seeing the video, many of the concepts are unclear. After working a game or two, a review of the video can often clear up procedures and get them on the right track.

Similarly, some young officials have trouble grasping offside situations. Having them watch the “Offside, Offside Pass, Icing” video can provide them a clearer understanding of the various factors to consider. Videos are available through the Branch offices or Branch RIC. They may also be ordered from the CHA by calling 1 – 800 – 441 - 0449.

A list of Videos and a brief description is provided in section 5.8.

Another invaluable tool for all officials is the Canadian Hockey Officiating Program Procedures Manual. Other than the rule book, this is the most important tool available that an official can access to learn the procedures and techniques they need to apply. All Mentors involved in the mentoring program should have a current copy and be fully aware of its contents. Placing a copy of this manual in the referees dressing room in your local arena is also valuable, as officials can reference it at any time, when they have spare time before the game, between periods, or after the game.

The Procedures Manual is available from your Branch Office or from the CHA by calling 1 – 800 – 441 - 0449.

As well, the Canadian Hockey website at www.canadianhockey.ca has an officiating section that provides some useful information for officials of all ages. Plans are to make this website more interactive, and in due course, officials may be able to watch videos through the website.

“I don’t do great things, I do little things with great passion.”

- Mother Theresa

3.5 Gender Issues

When different genders are involved in the Mentoring program, the CHA policy on Dressing Room usage, as described in the Instructors Manual, applies. It is reprinted below.

Guidelines Related To Dressing Rooms:

Although the dressing rooms for officials are usually quite small, it is important that an area be reserved for officials as they prepare for the upcoming competition.

- Any inappropriate behavior in the dressing room must be reported to a mentor or someone who can help.
- When male and female officials/Mentors work together, it is never appropriate to change dress in the same space at the same time. One gender should dress first while the other waits outside the dressing room; then vice versa.
- Once both genders are fully dressed, they can share the room in preparation for the competition, but leave the door open.
- Only officials and their mentors are allowed in the officials' room.
- Young officials should use the two-deep system: always have a third person present.

3.6 Compensation

The question of whether Mentors should be compensated financially is left with each association. Certainly one needs to ensure that financial gain is not the sole reason for a person serving as a Mentor, but asking active officials to volunteer extensive amounts of time when they could be officiating, or spending time in other pursuits, is also difficult.

If enough willing Mentors can be found, and the program works well without compensation issues, this is ideal. Having officials buying into "giving something back to the program" is critical.

If this is not attainable, there may be ways to reward hard working volunteers, without unduly burdening the system. First of all, all senior officials should be giving some time back to the program. In some local associations, a mutually agreed upon number of Mentoring situations can be set, and this becomes the minimum each official must perform in order to earn special assignments, including playoff hockey. Playoffs may be the reward for completing the Mentoring situations, but the down side is that this means all officials must be Mentors, and in some cases you may not want certain officials mentoring young officials.

Other options to financially reward or compensate Mentors exist. As with many other situations in hockey, funding is the issue. Rather than pursuing Minor Hockey Associations or provincial organizations for funding, officials may consider paying for the training they receive. The training provided to them will allow them to develop officiating skills, and so it is for their benefit if they are provided with more opportunities to advance, due to the mentoring opportunities they receive. Each association would need to determine the monies they would require, but even a small deduction from all game fees, such as 3% deducted from the officials cheques and placed in a development pool could result in minimal difference for the official, and provide some compensation for the Mentor.

3.7 Refereesclub.com

Each year, officials attend a clinic where they are updated on the new rules, rules emphasis and other branch issues, and have the opportunity to begin preparations for the hockey season, however ongoing learning opportunities are seldom available during the busy hockey season.

Now imagine that each official with internet access will be able to go to a website to find out the latest news and information available from the CHA on various officiating issues, be able to download various officiating tools that can assist in their development or watch a video on their computer to enhance their understanding on certain topics.

As well, imagine that the CHA Manager, Officiating could send an email to every official with an email address, providing them with important information that they can use in their officiating.

This is the goal of the proposed website "refereesclub.com. Similar to the "coachesclub.com" website available to CHA coaches, the refereesclub.com website will serve to enhance the ability of the officials in this country. Better trained officials will result in better officiating, and a better game across the country.

3.8 Summary

The overall impact of the CHOMP is best measured by the influence the program will have on Minor Hockey Associations in Canada. To measure the effect CHOMP will have on officiating, attitudes towards learning and enhanced officials development will take years and if not, decades to see the just rewards of the program.

The CHOMP will not have a short term affect on officiating development in Canada. Instead this program will take years to have an impact as changes in individual behavior is a long term process. As a result minor hockey associations and branches must be patient with this program and strive for excellence in the areas of promotion and delivery.

It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself."

- Charles Dudley

4.0 QUALIFICATIONS

4.1 The Mentor

Recommended Minimum Official Mentor Qualifications:

- Certified at a minimum of level II in the Canadian Hockey Officiating Program or Branch Mentor training
- Three years officiating experience in minor hockey or other minor hockey experience
- Ability to communicate and work effectively with younger or less experienced officials
- Successfully completed a criminal record check

Additional Optional Official Mentor Qualifications may include:

- Attended the CHA Speak Out Program (Harassment and Abuse)
- Familiarity with Branch and CHA development programs
- Knowledge of the amateur hockey structure at the Branch and National levels
- Sound leadership, teaching and organizational skills

Official Mentor Identification:

Volunteer official Mentors may come from three possible sources; active CHOP trained officials, retired officials and active community leaders.

Branch trained CHOP officials are the natural pool for the identification of volunteer Official Mentors. These individuals are already knowledgeable of the officiating program and have a good knowledge of the needs of the minor hockey official. Careful attention must be given to time availability and interest in working with officials in a mentoring capacity.

Many former officials have retired from active officiating and have not remained involved in the game. Many may be willing to give back to the game in the National Official Mentorship Program. As former officials, these individuals possess critical practical knowledge and appreciation for sound officiating development programs. For some, giving back to the development system by serving as a volunteer officiating Mentor may be a gratifying experience where knowledge is passed on and relationships are built for the enhancement of hockey in the Minor Hockey Association.

Volunteer Mentors without officiating training should not be eliminated from consideration. Many parents who have an interest in hockey may be interested in assisting in the Mentorship Program. Parents who were active players can provide a lot of direction and support to the program. They should be encouraged to attend a CHOP clinic to increase their knowledge of the officiating aspects of the game, but failing to do so should not discourage them from participation.

The bottom line when selecting a Mentor is to find people who are trustworthy, understand their role and will work towards bettering officiating in the process.

4.2 The Mentoree

All officials can benefit from mentoring, however, this program focuses on young, inexperienced officials who are working hockey at the Novice and Atom level.

Ideally all officials that fall into this category will be eligible for mentoring in your program. Individual program coordinators will have to determine what will work best for their program based on the number of Mentors and Mentoree's in the program.

There is no clear consensus as to whether Mentoree's should have a choice of whether to be part of the program or not. Certainly it is expected that the vast majority will look forward to the instruction and support they will receive in the mentoring process. If an official, after having the program explained to them, is not interested in taking part, they should not be forced to participate.

*"People Who Fail to Plan
Plan to Fail"*

- Abraham Lincoln

5.0 PROGRAM ADMINISTRATION RESOURCES

5.1 Sample Information Form to Minor Hockey Association

To: _____ Minor Hockey Association

On behalf of the _____ Referees Association, I hope you are enjoying the summer months. Like you, our association is looking forward to and preparing for the upcoming hockey season.

The reason for this correspondence is to solicit the support of the _____ Minor Hockey Association for our Referees Association to conduct an Officiating Mentorship program in the upcoming season. Here is what it is all about.

Each year we have many new, young and inexperienced officials join our association to experience what it is like to be an official, and to make some money. However, many do not stay with officiating for more than a year or two, because of the on-ice pressures they face and the lack of training they receive to deal with the many issues of officiating. The turnover rate causes problems for all involved in our hockey program, because each year we need to train new officials who end up making many of the same mistakes that are typical of inexperienced officials. The high turnover rate often means we lose officials we desperately need in our program, just as they gain the experience to become more competent officials.

An Officiating Mentorship program will provide more support to our young, inexperienced officials, and will also reduce the pressure faced by these officials, as they are given in depth, practical instruction while they are learning about officiating.

Here is what is involved. In each game played at the Novice and Atom level, an adult Mentor will go on the ice with the Mentoree's assigned to officiate the game. The Mentor will work with the Mentoree's to teach them proper positioning, officiating procedures and making the correct call in various situations. The Mentor will not actively officiate the game, but simply work with the Mentoree's to ensure they are learning various officiating procedures and techniques. In some situations they may be allowed to assist in the calling of the games.

Prior to each game, the Mentor will talk to the coaches to advise them of their role, and ensure them that they are there to improve the officiating for the present and future.

In other parts of the country where the Mentorship Program has been put in place, there have been many positive comments as to its effectiveness.

I would like to meet with your executive to discuss the program in more detail at your earliest convenience, and to answer any questions you may have.

5.2 Sample Information Form to Mentors

On behalf of the _____ Referees Association, I hope you are enjoying the summer months. Like you, our association is looking forward to and preparing for the upcoming hockey season.

The reason for this correspondence is to invite you to consider participating in the Officiating Mentorship program we are running in the upcoming season. Here is what it is all about.

Each year we have many new, young and inexperienced officials join our association to experience what it is like to be an official, and to make some money. However, many do not stay with officiating for more than a year or two, because of the pressure they face and the lack of training they receive to deal with the many issues of officiating. The turnover rate causes problems for all involved in our hockey program, because each year we need to train new officials that end up making many of the same mistakes that are typical of rookie officials. The high turnover rate often means we lose officials we desperately need in our program, just as they gain the experience to become more competent officials.

An Officiating Mentorship program will provide more support to our young, inexperienced officials, and will also reduce the pressure faced by these officials, as they are given in depth, practical instruction while they are learning about officiating.

Here is what is involved. In each game played at the Novice and Atom level, you as a Mentor will go on the ice with the young officials assigned to officiate the game. You will work with the young officials to teach them proper positioning, officiating procedures and making the correct call in various situations. You will not actively officiate the game, but simply work with the Mentoree's to ensure they are learning various officiating procedures and techniques. In some situations you may be required to assist in the calling of the game.

Prior to each game, you will talk to the coaches to advise them of your role, and ensure them you are there to improve the officiating for the present and future.

By serving as a Mentor to young, inexperienced officials in our association, you will be giving back to the program and improving officiating for all of our hockey programs. When you first started officiating, others took an interest in your development. Please consider sharing these experiences as a mentor to a younger official.

I would like to meet with you and other potential Mentors to discuss the program in more detail and to answer any questions you may have. A meeting will be held on ... at If you can not make the meeting, but are interested in helping out, please give me a call to discuss this further.

Thanks in advance for your consideration.

5.3 Sample Information Form to Mentoree

On behalf of the _____ Referees Association, welcome to the new season and we look forward to helping you develop your officiating skills.

The reason for this correspondence is to invite you to participate in the Officiating Mentorship program we are running in the upcoming season. Here is what it is all about.

Each year we have many new, young and inexperienced officials like yourself join our association to experience what it is like to be an official, and to make some money (or possibly the other way around). There is a lot of pressure put on officials to be in the right position and make the right calls, and being a great official can only be learned through practice and having someone teach you the proper way to officiate. We want to ensure that you learn as much as you can about officiating, while doing it in an environment that is fun and makes you excited and proud to be an official.

In this program, a Mentor will go on the ice with you in many of your games to ensure that you learn the procedures and techniques it takes to be an official.

Prior to each game, you will talk with the Mentor to discuss the game and the things you may want to work on. They will also answer any questions you may have about what to do when you are on the ice. Once you are on the ice they will provide advice to you and give you encouragement to ensure you are using the correct procedures and techniques you learned about at your recent officiating clinic.

We plan to have a Mentor work with you at a number of your games. They will either contact you in advance or introduce themselves to you prior to the game.

You may choose not to participate in the mentoring program, but I am sure you will find the game more enjoyable and you will learn a lot quicker when you have a Mentor to give you advice and encouragement. If you do not wish to have a Mentor assigned to your games, or if you have any concerns about our Mentorship program, please let me know.

I would like to meet with you and other officials that will take part in the mentoring program to discuss the program in more detail, and to answer any questions you may have. A meeting will be held on ... at If you can not make the meeting, but have any questions or concerns, please give me a call.

Thanks in advance for your participation.

5.4 Sample Information Form to Parents of Mentoree

On behalf of the _____ Referees Association, welcome to a new hockey season and we look forward to helping the young official in your family develop their officiating skills.

The reason for this correspondence is to provide information to you on the Officiating Mentorship program we are running in the upcoming season. Here is what it is all about.

Each year we have many new, young and inexperienced officials join our association to experience what it is like to be an official, and to make some money (or possibly the other way around). There is a lot of pressure put on officials to be in the right position and make the right calls that can only be learned through practice and having someone teach officials the proper way to officiate. We want to ensure that our officials learn as much as they can about officiating, while doing it in an environment that is fun and makes them excited and proud to be an official.

In this program, a Mentor will go on the ice with the young, inexperienced officials (Mentoree) in a number of games to ensure that they learn the procedures and techniques it takes to be an official.

Prior to each game, the Mentor will meet the Mentoree to discuss the game and the things the Mentoree may want to work on. Once they are on the ice the Mentor will provide advice to the Mentoree and give them encouragement to ensure they are using the correct procedures and techniques they learned from their recent clinic.

We plan to have a Mentor work with your son or daughter at a number of their games. The Mentor will introduce themselves to the Mentoree's prior to each game.

Your son or daughter does not have to participate in the mentoring program, but I am sure you will find that they will enjoy officiating more and will learn a lot quicker when they have a Mentor to give them advice and encouragement. If you do not wish to have a Mentor assigned to your son or daughter's games, please let me know, or if you have any concerns about a Mentor working with your son or daughter, please let me know.

I would like to meet with you and other parents of officials that will take part in the mentoring program to discuss the program in more detail, and to answer any questions you may have. A meeting will be held on ... at If you can not make the meeting, but have any questions or concerns, please give me a call.

Thanks in advance for your participation.

5.5 Sample Pre-Game Goals Form for Mentoree



CANADIAN HOCKEY ASSOCIATION
OFFICIALS SELF-EVALUATION FORM

Date: _____ Level of Hockey: _____

Areas of Emphasis: Fitness, Appearance, Knowledge of Rules, Skating, Positioning, Signals, Procedures, Attitude, Reaction to Pressure, Rapport and Communication, Judgement, Face-Offs, Teamwork, Awareness.

Select 1 or 2 points to work on per game. Name the point(s) below and why you are choosing these points to work on.

Was I successful in improving in these areas?

Officials Name / Signature: _____

Mentor Name / Signature: _____

5.6 Sample Post-Game Report Form for Mentors

Mentored Assignment

Game Information

Location: _____ Date: _____

Level: _____ Type: _____

Areas of strength

Areas of improvement

1- _____

1- _____

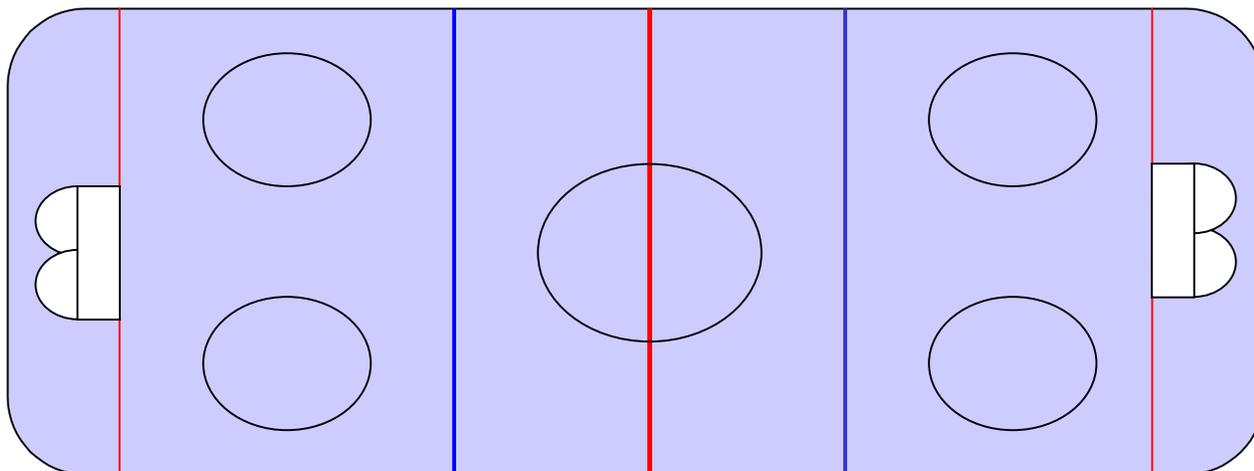
2- _____

2- _____

3- _____

3- _____

Comment Section _____



Student Signature

Mentor Signature

Print _____

Print _____

Sign _____

Sign _____

CHOP _____

CHOP _____

5.8 CHOP Video Library List

The following Officiating Videos are available from the Canadian Hockey Officiating Program. (E&F indicate if video is available in English and / or French)

- Basic Rules (E&F) – New video to show young and inexperienced officials the basics of calling penalties.
- Two Man System (E&F) - This video describes positioning used in the two official system.
- Reducing the Risk, On Ice Safety for Officials (E&F) - This video looks at various steps officials can take to reduce the possibility of injury to themselves while officiating a hockey game.
- Body Contact - The Right Call (for Female hockey) (E&F) – produced by the International Ice Hockey Federation, this video shows various video clips that help an official determine what is considered body contact in female hockey.
- It's Your Call (E&F) - This video provides different video clips of penalty situations, allowing you to determine what the correct call would be for each penalty situation presented.
- Linesman - Signals, Tips, Procedures and Supervision (E&F) - This video provides instruction for Linesmen on the proper usage of signals, some tips on being a better linesman, proper procedures to be used, as well as what to expect when being supervised.
- Offside, Offside Pass & Icing (E) - This video demonstrates the various calls to be made, and situations that may occur when calling offside, offside passes or icing.
- Everything You Always Wanted To Know About Refereeing....But Were Afraid To Ask (E&F)
- This video takes a lighthearted look at what an official may experience in his first season of officiating.
- Communication (E&F) - This video provides insight into effective communication skills that need to be developed by officials. - Referee - End Zone Positioning (E) - This video describes the use of the piston, and proper end zone positioning for a referee.
- Referee - Procedures and Techniques (E) - This video describes various procedures & techniques that will help an official improve his on-ice performance.
- Speak Out! - Harassment & Abuse (E&F) - This video is designed for all hockey participants, and provides information on how to handle incidents of harassment and abuse.
- Psychology of Officiating (E&F) – This video is designed for experienced officials. Sports Psychologist Wayne Halliwell give tips on preparing mentally for officiating in all levels of hockey.

5.9 Radio Headset Program Description

(Thanks to Hockey Manitoba for providing this information)

This program is generally used with semi-experienced officials working a two official system game, a referee in a three official system, or either linesman in a three official system.

Headsets used in any game are very beneficial in correcting appropriate positioning, such as an official's tendency to over-compensate when adjusting to the movement of the puck – especially within the zone, **or** to stand in one location and observe the play when he/she should be using home base and ½ piston.

The radios are small and attach to the belt, while an ear piece goes into the ear. The radio transmits and receives through the ear piece so it is very discreet and not obvious that they are being worn.

(Note: The units (a pair) can be purchased from an electronics store like Radio Shack and retail for approximately \$100.00.)

Procedures for Use

- 1) When an official is wearing the transceiver the **coaches must be informed** of this fact and that a mentor has the other transceiver.
- 2) It is explained to the coaches that the **mentor will be coaching positioning and procedures** - not calling or pointing out specific penalties.
- 3) Three different modes of operation can be experimented with:
 - a) In the first case the setting is on VOX which means both transceivers were open and activated by the voice of either the official or the mentor. In this mode the mentor can hear the referee and near-by players at all times. In this mode it would be advisable for the mentor to be located in a quiet section of the arena to avoid peripheral noise or other distractions being transmitted to the referee.
 - b) In the second case the setting on the official's transceiver is set in the receive only mode, while the mentor' transceiver is set in the VOX mode - activated by voice. In this mode **only when the mentor speaks** does the referee hear a comment. The communication is one-way - mentor to official.
 - c) The third method is to have the official's set programmed to "receive only" and the mentor's set to transmit only when manually activated by "Touch to Talk". This works well when the mentor is in a noisy area or may be communicating with another person / mentor and does not want the official to be part of that communication.

5.10 Sample Spread Sheet for tracking of Mentors and Mentoree's

**LIST OF
MENTOREE'S**

2001 - 2002 Season

NAME	Mentored by						
Bil Jason	ND	KK	ND				
Erickson Olin	ND	DE	DH				
Farkas Tyler	KK	TH	ND				
Fentie Brandon	ND	JB	DH				
Frederick Michael	ND	JB	BH				
Fuller Dustin	ND	KK	DE				
Harvey Matt	ND	SH	TH				
Hyland Ryan	DE	DE	ND				
MacDonald Brandon	ND	AB	TH				
Mitchel Billy	ND	DB	KK				
Quinlan Dan	ND	KK	DH				
Rogers Eric	KK	DB	ND				
Rubuliak Brett	ND	SH	JB				
Thomas Matt	ND	ND	SH				
Uhrich Paul	KK	AB	TH				
Velting Kaylen	KK	SH	DB				

MENTORS

2001 - 2002 Season

NAME				
		On Ice Mentorings Completed		Total
Bil Jack	4			4
Boehm Alex	2			2
Brown Doug	2			2
Dueck Norm	14			14
Erickson Don	2			2
Gleason Dan	4			4
Honish Brenda	2			2
Honish Darryl	4			4
Horbachewski Stan	4			4
Hubbs Terry	2			2
Kane Karen	2			2
Swanson Larry	2			2
VanWinkle Kent	6			6

5.11 Personal Officiating Development Plan

Name: _____ Season: _____

of years you have previously officiated: _____ Current level: _____

Highest level officiated as Referee: _____ Linesmen: _____

What do you consider your officiating strengths? _____

What areas of officiating do you know you need to work on? _____

OFFICIATING ASPIRATIONS (What's Next?)

Short Term Goal(s): _____

Long Term Goal(s): _____

5.12 Review

In the situations that have been conducted, the referees were very experienced officials who were working at a higher level of hockey for the first time. They had volunteered to wear the headsets and provide feedback.

From the mentor's point of view the positives were:

- immediate correction of positioning difficulties
- an improvement in anticipation and awareness, resulting in a reduction of the yo-yo skating pattern when reacting to the puck movement, especially within the zone.
- immediate correction and minor adjustments to the line change procedures and penalty calling procedures.

When used in a game with novice officials the results are even more dramatic.

- Improvements in positioning and procedures are very evident from period to period.
- The official is the recipient of "coaching" throughout the game. Most talking is done during stoppage of plays, however, some coaching such as "go to half piston" or "move in to the net" can be done during the play.

In both cases, be it working with new officials or experienced officials, use of the headsets provided the ability to remind the official to remember specific plays for review. In a situation where you want to ask the official "What he saw?" you can ask him to "bookmark" it for further discussion.

Areas of Caution

The drawback of this program is that mentors must be careful not to interfere with the game or the official's concentration. Also be aware of officials, who while using the headsets, rely on the mentor to bail them out of difficult situations.

Conclusion

Although our experience with using the headsets is limited, we foresee very positive things happening in the development of young officials. The main area of development is increased confidence that the developing referee feels knowing that he or she has support within hearing distance.

Any hockey association utilizing this technique or any other procedures within their programs must ensure that the integrity of the official, the mentor and the Mentorship program is maintained.

5.13 Branch Contact Information

OFFICIATING CONTACTS LIST – CHA Referees-in-Chief and CHA Officiating Staff and Committee

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6.0 SUMMARY AND KEY POINTS

Mentoring is a developmental process involving someone with more experience - a MENTOR - that is designed to help and guide less experienced individuals.

A formalized mentoring program can enhance official's education and training.

A facilitated mentoring program takes the key elements of solid relationship building and combines them with a strategically planned design for learning.

As a component of an Official's education programs, mentoring can play an important role in enhancing technical and tactical training; it also provides the apprentice with meaningful insights in the art of officiating.

The success of any mentoring relationship is found in the level of commitment from all parties involved.

A well-designed mentoring program offers rewards for all involved: the Mentor, the Mentoree and the organization.