



## **GOLF CANADA REFEREE MENTORING PROGRAM**

### **PARTICIPANTS**

Participants must:

- Have completed the Level 2 Rules of Golf exam (80% minimum) and have completed their on course hours prior to participating in this Golf Canada pilot scheme.
- Be willing to identify areas of development with mentor in advance of starting pilot scheme based on past experiences and performance.

### **MENTORS**

Mentors must:

- Should be selected by Golf Canada and has extensive refereeing experience and is willing to take on the role.
- Work with Participant to establish areas for development and be in regular contact with Participant.
- Facilitate opportunities to gain necessary experience during 2024.

### **ASSESSMENT AREAS**

To become a Golf Canada Referee, the Participant must complete the practical assessment tasks in a tournament setting while being observed/assessed by the mentor. The mentor does not need to physically supervise/oversee every action but must monitor progress and understand how the referee is performing. It is particularly important when it comes to the Refereeing and Pace of Play assessment tasks that the mentor can monitor progress. If not present in person, the mentor should receive a report on the activities completed by the Tournament Rules Chair, or another experienced referee appointed by the mentor to evaluate the performance of the Participant in their absence.

The assessment areas will involve aspects of tournament administration as follows:

1. Preparing course notes
2. Course marking
3. Local Rules
4. Suspension of play/evacuation plans
5. Refereeing
6. Pace of play policy management
7. Course set-up

On completion of each task, the mentor should evaluate the performance and approve the passing of the task. It should be noted that the tasks do not need to be completed in order. Equally, more than one task may be achieved when attending one event.

### **TIMESCALE**

For the purposes of the pilot scheme, we would like to receive the results and feedback by end of 2024.



## TASK SPECIFICS

The Participants should demonstrate competence in the specific task areas outlined below.

They should be assessed on their ability to successfully complete these tasks and developmental feedback needs to be provided if they fall short of the requirements so that the Participant can improve in this area.

Feedback should also be given on the personal skills and progress in these areas over all the tasks.

### 1. Assessment Task - Course Notes

Ideally, before any course marking or Local Rules are created, it is important to review the whole course and note any specific features that might need special consideration for the event. The Participant should complete a course walk/tour reviewing each hole in turn, making notes of the Rules related features on each hole. Course notes also provide a useful reference tool to provide to other referees when they are preparing for their refereeing assignments.

The course notes should also identify any course marking that might need refreshing or changing.

#### Key Points for Participant

- Complete at least one course walk/tour.
- Compile notes detailing all observations for each hole (e.g. boundaries, penalty areas, immovable obstructions, etc).
- Assess what course marking materials might be needed (e.g. paint, stakes, paint guns).
- Produce notes in a format that is easy to read and utilise – create a “hole-by-hole” guide (**see Course Summary Example in Golf Canada Tournament Manual**).

#### Key Points for Mentor

Notes should be clear and all-encompassing.

- Notes should form a hole-by-hole guide detailing the Rules features of each hole, including any tournament infrastructure that could create a Rules situation. The notes do not have to exactly mirror the **Course Summary Example in Golf Canada Tournament Manual** but should provide a similar level of information.
- A list of course marking materials should be compiled.
- Notes should be produced electronically for ease of sharing and be easy to amend/use/read.
- When successfully achieved, complete the report card for this task.

### 2. Assessment Task - Course Marking

Marking a course is a key aspect of refereeing and tournament administration. While there is not necessarily a “right or wrong” way to mark certain areas of a course, failing to mark it properly or not at all can lead to situations where players cannot proceed correctly under the Rules or are uncertain as to how to proceed.

The Participant should undertake course marking following the guidance on these areas in the **Committee Procedures (Section 2 and Section 5B)**, and ideally involving the marking of the following areas:

- Out of Bounds
- Penalty Areas
- Abnormal Course Conditions
- No Play Zones
- Dropping zones
- TIOs (if applicable, either side relief options or DZs for TIOs)

#### Key Points for Participant

- Be prepared for some manual work (dress accordingly).
- Demonstrate an understanding of the impact of the course marking on Rules situations.
- Use paint/stakes as required to mark the various features on the course and appropriate levels of course marking materials.
- Work in a safe and responsible manner.
- Refresh any existing course marking that is to remain in place for the event and add additional if any markings are missing.
- Mark the course as “neatly” as possible so as not to negatively impact on the look of the course.
- Discuss any potential GUR marking with Tournament Director/ Tournament Rules Chair before marking. Make sure that any AAC identified is truly abnormal for the course being played.

#### Key Points for Mentor

- Participant should be motivated to undertake some manual work on the course.
- The Participant needs to demonstrate clear understanding of the significance and potential impact of course marking on Rules situations.
- They should be prepared to ask questions if they are doubtful on how to mark a feature.
- They should discuss marking any GUR with Tournament Rules Chair/Tournament Director before marking.
- Course marking should reflect the course notes.
- When successfully achieved, complete the report card for this task.

### 3. Assessment Task - Local Rules

When running a competition, referees are responsible for deciding whether to adopt any Local Rules and to ensure they are consistent with the principles found in **Section 8 of the Committee Procedures**.

Local Rules may need to be created for the course if none exist or are additional to any that Golf Canada may already have on a Hard Card. Following the guidance in **Section 5C and Section 8) of the Committee Procedures**, Local Rules should be drafted in advance of the competition and made available to competitors and referees for the competition.

#### Key Points for Participant

- The Local Rules should reflect the course marking, special relief procedures, abnormal course conditions and integral objects, use of specific equipment, who may give advice, where players may practice, procedure for a suspension of play and the pace of play policy.
- Keep in mind any Local Rules that the course already has in place and assess if they are appropriate for your competition.
- Limit the use of Local Rules to only dealing with the types of situations and policies covered in Section 8 of the Committee Procedures.
- Use the Model Local Rules recommended wording wherever possible.
- Highlight any particularly problematic areas to players so as to minimise the possibility of penalty.
- Produce an electronic document containing the draft Local Rules for approval by the Tournament Rules-Chair/Tournament Director.

#### Key Points for Mentor

- The Participant should consider the course marking, special relief procedures, abnormal course conditions and integral objects, use of specific equipment, who may give advice, where players may practice, procedure for a suspension of play and the pace of play policy and reflect these in the Local Rules if applicable.



- Reference to the Committee Procedures during the compilation of the Local Rules should be observed.
- The language used in the Local Rules should be clear and concise.
- The Participant should be thinking about the players and highlighting any areas that could be problematic and providing clear explanation.
- Should be produced in electronic format for ease of editing.
- When successfully achieved, complete the report card for this task.

#### 4. Assessment Task - Suspension of Play/Evacuation Plan

A plan for inclement weather is essential for the safety of all that are involved in a competition. The extent to which a course can be evacuated may be resource dependant, therefore it is important to consider the plan in advance of the competition commencing. This plan should be done in consultation with the Tournament Director.

The guidance in **Section 6E of the Committee Procedures** should be reviewed and considered.

##### Key Points for Participant

- Establish course layout from a map/diagram. Ask club if they have an evacuation plan.
- Assess which holes players can walk to the Clubhouse from.
- Assess which holes players will require shelter on the course.
- Assess if there is shelter available (e.g. greenkeepers buildings, halfway house facility, etc).
- If vehicles are to be provided, assess suitable locations to park vehicles (consider terrain, ease of access, etc).
- Draw up a plan (**see Example in Golf Canada Tournament Manual**).
- Have plan approved by Tournament Rules Chair/ Tournament Director.
- Ensure plan is distributed to players and referees.
- Establish roles and responsibilities and ensure that there is means for signalling suspensions/resumptions.

##### Key Points for Mentor

- The Participant should consider what resources are available for an evacuation.
- The Participant should be considering the volume of golfers on the course at maximum capacity to ensure plan will be effective.
- A diagram/plan should be used to illustrate appropriate shelter points for an evacuation.
- The Participant has considered communications and roles during a suspension/resumption, including means of signalling suspensions/resumptions. (as noted on hard card)
- When successfully achieved, complete the report card for this task.

#### 5. Assessment Task – Refereeing

The Participant must attend 1 multi-day tournament or complete approximately 20 hours of refereeing under supervision of a Mentor or experienced Referee on the course. This task is not something that can be completed theoretically or in a demonstration set-up. This task may be carried out over several days at the same event or over multiple events depending on event schedules. Depending on the event, the Participant may give lots of rulings over a very short period or it may take longer to deliver 6 or more rulings as there is not many requests. The key is that the mentor witnesses the Participant give at least 8 rulings to players so the mentor can evaluate performance effectively.

The Participant will spend the first day, observing the Mentor/Referee giving rulings and for the remaining time, give rulings with the Mentor/Referee in attendance to observe and monitor. The mentor should witness the Participant give 8 rulings to assess performance over the duration of the refereeing task.

Additional guidance on providing Rules assistance to players can be found in **Section 6C of the Committee Procedures**.

#### Points for Participant

The key areas the Participant should focus on:

- Prepare for duties, ensuring you have correct equipment necessary for day ahead.
- Dress appropriately for the conditions/weather (wearing the required uniform if provided).
- Positioning on the course to view play but not be in the way of play.
- Demonstrate knowledge of routes to get around the course.
- Responding to rulings/general use of communication tools/devices (e.g. radios, phones, etc).
- Demonstrate awareness of other things going on around them on the course.
- Approach to rulings (e.g. body language, style, confidence, general interpersonal skills).
- Skilled practical application of the Rules to a variety of scenarios (with focus on likely occurrences)
- Requesting a second opinion if at all doubtful.
- Monitoring pace of play (see also Pace of Play Management Assessment Task).
- Completing and submitting a short report of all rulings given to Tournament Rules Chair/Tournament Director after each day.

#### Points for Mentor

- Check Participant is polite and approaches the ruling appropriately.
- Participant should be communicating clearly and not using complicated "Rules terms".
- Participant should be confident but not overly confident.
- General level of interpersonal skills.
- Ability to apply the Rules practically and in a way that is helpful to the player.
- If unsure, the Participant should be looking to Mentor for guidance.
- If the ruling does not go right, the Mentor/Referee should step in to take over.
- Provide constructive and encouraging feedback to Participant on how to improve performance.
- When hours in the field are successfully achieved, complete the report for this task.

### 6. Assessment Task - Pace of Play Management

Effective management of pace of play is a key skill to refereeing. It is important all Participants understand the pace of play policy for the event, ie. Group Pace of Play or Individual Pace of Play, and knows how to implement it. All referees should be committed to taking appropriate action and applying the policy. **See Golf Canada Pace of Play Manual**

This assessment task will be carried out in conjunction with refereeing on course. Again, this is not something that can be completed theoretically or in a demonstration set-up and must be completed while attending an event to referee. However, there are aspects to pace of play that should be completed in advance of the first round of the competition to understand the policy in full.

Additional guidance can be found in **Section 4 and Section 5G of the Committee Procedures**.

#### Points for Participants

Before Competition:

- Establishing maximum times for each hole to be played (**see Golf Canada Group Pace of Play Manual and Max. Time Example**).
- Take into account walks from greens to tees and the difficulty of the hole.



- Using template spreadsheet documents to produce “raguzzi sheets” or timing sheets, and sheets for recording individual timings (**see Timing Sheet Example – Golf Canada Group Pace of Play Manual**).
- Communication of policy to all players and referees.
- Understand pace of play policy and “out of position”.

During competition:

- Monitor flag-in times as required.
- Be aware of other groups on the course and any delays ahead.
- Be aware of where other referees are positioned on the course and when a referee is timing.
- Monitor groups that are over time and out of position.
- When advised to put a group on the clock, being prepared to time each shot as per the policy. Advise each player as per the policy.
- If applicable, advise a player of a bad time. (Individual Pace of Play).

Points for Mentor

- The Participant should understand how to establish maximum times for holes.
- The Participant should be committed to operating the policy on the course.
- The Participant should be using the raguzzi/timing sheet to note down flag-in times.
- The Participant should demonstrate appropriate levels of communication with the referee team about the pace of groups going through his/her zone.
- The Participant should be demonstrating an awareness of where groups are on the course, any delays/waits on tees that should be reported to other referees.
- The Participant should be aware of where referees are on the course, the problematic areas and be aware of when someone is timing, they may need to “fill in” and cover for that referee.
- The Participant should demonstrate the ability to advise a group that they are over time and being monitored in a suitable manner.
- The Participant should demonstrate the ability to time players.
- If applicable, observe Participant speaking to player and advising of a bad time in an appropriate manner.
- When this task is successfully achieved, complete the report card for this task.

## 7. Assessment Task – Daily Course Set-Up

Course set-up is an aspect of running a competition that a referee should be competent in. While it may not be a task that the referee will handle on a regular basis, having an understanding of what is involved in setting up a course for play is important.

Often this duty will be carried out by a person or persons on the referee team with considerable experience of course set-up and working alongside the green staff. However, a referee may be asked to check the set-up of the course in the morning behind the green staff and ahead of play. All referees should be able to undertake the basics of this task.

Additional guidance can be found in **Section 6B of the Committee Procedures and Golf Canada Tournament Manual**.

Points for Participant

- Check on weather forecast/conditions.
- Check teeing areas have been cut.
- If requested, set tee-markers for the competition at the agreed length, ensuring they are aligned with the ideal line of play.
- Dot the tee-markers so that there is a reference point should a tee-marker be moved.

- Check all bunkers have been raked and are in appropriate condition.
- Check rakes have been positioned in the agreed place (e.g. just outside bunker where they will have least impact on play).
- Refresh any course marking that may have been damaged, removed or faded due to sunlight or rain.
- Check putting greens have been cut.
- Check that new hole locations have been cut, the hole is not damaged in any way and the flagstick is correctly in the hole (with the corresponding flag on top).
- Check that the new hole location corresponds with the measurements on the hole location sheet for that day (e.g. pace off to check the measurements).

#### Points for Mentor

- Check that the Participant understands the need to liaise with green staff.
- Observe Participant locating tee-markers on teeing areas in correct manner.
- Check that the Participant is paying attention to details of presentation.
- Check that the Participant understands where the measurement points for hole locations are taken from.
- When this task is successfully achieved, complete the report card.