

**LISTEN
ENGAGE
REPRESENT**



WELSH ATHLETICS
ATHLETAU CYMRU

GUIDANCE FOR THE MENTORING OF TECHNICAL OFFICIALS

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INTRODUCTION

In order to provide appropriate levels of competition for all our athletes the organisation and the roles required to deliver competitions from grass roots to the elite level are considerable. The role played by technical officials is a key component in the successful staging of any competition.

As the sport grows the challenge of the recruitment, training and the upskilling of technical officials is vital if we are to progress. In addition to training courses and workshops the ongoing support provided through the Welsh Athletics mentoring programme is designed to assist officials at all levels in their respective journeys as technical officials.

In promoting the mentoring of technical officials, the focus to date has been at National level mainly with Track and Field officials; the aim now is to strengthen the provision for both Track and Field and Endurance Officials. In addition, the ambition is to encourage all clubs as part of their respective development plans to identify a mentor/officials coordinator from within the club to work with a small group of volunteers who are prepared to train as technical officials. Welsh Athletics will provide support on a regional basis to support this initiative within both Track and Field and Endurance clubs.

See [Appendix 1. WA Mentoring Model](#) & [Appendix 2. WA Grassroots Dual Mentoring Pathway Model](#).

THE SIGNIFICANCE OF A MENTORING SCHEME WITHIN WELSH ATHLETICS

- To improve the infra structure within the sport to enhance the delivery of competitions at all levels.
- Enable clubs and regions to provide the requisite number of qualified officials for league, regional and open competitions,
- Upskill officials at all levels by providing guidance and support.
- To induct and provide new officials with the support that they require.

Assist qualified officials to progress through the levels. Continue to support qualified officials who wish to remain at their current level. Contribute to the development of those individuals who aspire to officiate at UKA meetings and beyond.

HOW CAN MENTORING BE DELIVERED?

- Through a formal structure where a mentee will be linked with a suitable mentor usually within his/her region.
- Informal mentoring within a competition where an individual may seek the advice of an experienced official.
- Mentees frequently take advantage of both the formal and informal structures.

WHO CAN BECOME A MENTOR?

A qualified official with the knowledge, relevant experience and the interpersonal skills to provide guidance and support to mentees. It does not follow that the mentor should be a highly qualified official. Existing officials with the relevant experience will be encouraged to become mentors.

THE SELECTION OF MENTORS

- The Welsh Athletics Officials Development Officer will coordinate a small advisory group to select mentors.
- Mentors should be approachable, supportive and fully appreciate the learning and experiential processes.
- Mentors would normally be selected on a regional basis to facilitate contact between the mentor and the mentee.
- Mentors should have a small group of individuals to mentor.
- Mentor training workshops will be established in all four regions.

THE ROLE OF THE MENTOR IS TO: -

- Assess the needs of the mentee.
- Discuss and agree an action plan with the mentee in order to progress.
- Adopt a pastoral, coaching and supportive role for the mentee.
- Act as a role model for the mentee.
- Introduce new officials to the documentation and resources required to facilitate events.

Induct new officials in practices and procedures relating to the specific responsibilities presented on duty sheets drawn up by chief officials, in working as a member of a team and in establishing effective working relationships with athletes and fellow officials.

- Provide ongoing feedback to the mentee reflecting the outcomes of the various judging episodes undertaken during a competition.
- Be able to gauge when and how to comment, listen to the concerns/ questions posed by the mentee (especially during debriefing/feedback sessions).

During a debriefing session focus initially on the strong points, encourage self-evaluation and identify areas for further development (refer to Appendix 4. Self-evaluation questions for mentee).

- Discuss and agree targets for the future development of the mentee.

- Provide an annual progress report for Welsh Athletics.

NB Mentors should avoid the temptation of being too dictatorial or in responding strongly in a particular situation. All potential problems should be approached rationally.

MENTORING A NEW OFFICIAL

- Ensure that the mentee develops an understanding of his/her role as a member of a team of officials.
- Clarify the procedures to be adopted when undertaking various roles within a competition.
- Support the documentation of record sheets.
- Ensure the mentee has attended a level 1 discipline course and completed either the UKA Health and Safety module or a Risk Assessment course.
- Work in the same team as a new official as often as possible. This may require communication with the chief official responsible for drawing up the duty schedule prior to the competition.
- Provide constructive feedback orally and/or in written capacity within the context of a supportive and encouraging environment.
- Mentoring is essentially an active process, and the majority of the support would normally be addressed within the competition environment.
- A new official should be encouraged to reflect upon his/her performance in terms of preparation before an event, during an event and to identify where further support from the mentor may be required.

MENTORING AN OFFICIAL THAT REQUIRES UPGRADING

- Conduct a needs analysis/ support assessment with the mentee based upon self-evaluation by the mentee together with an early observation within a competition environment.
- Identify and discuss areas for development and agree an action plan.
- Ensure that the mentee understands the requirements for progression between his/her current grade and the next level.

- Agree a programme of dates where mentor and mentee are able to work together.
- Regularly provide oral and/or written feedback.
- Support the mentee in completing the required logbook in preparation for assessment by an approved assessor.
- Submit an annual progress report to Welsh Athletics (see [Appendix 3. Mentor Progress Report](#)).

ENTITLEMENT OF THE MENTEE IN TERMS OF GUIDANCE AND SUPPORT FROM THE MENTOR

To receive regular feedback relating to:-

- Knowledge and understanding of the rules of competition.
- Application of the rules.
- Working relationships with athletes and fellow officials.
- Communication skills.
- Organisation and management within allocated duties.
- Self-evaluation
- Assistance with an application for a change of grading.

NB It is important that the mentee feels comfortable in undertaking a range of roles and develops the confidence to discuss processes and procedures with his/her mentor.

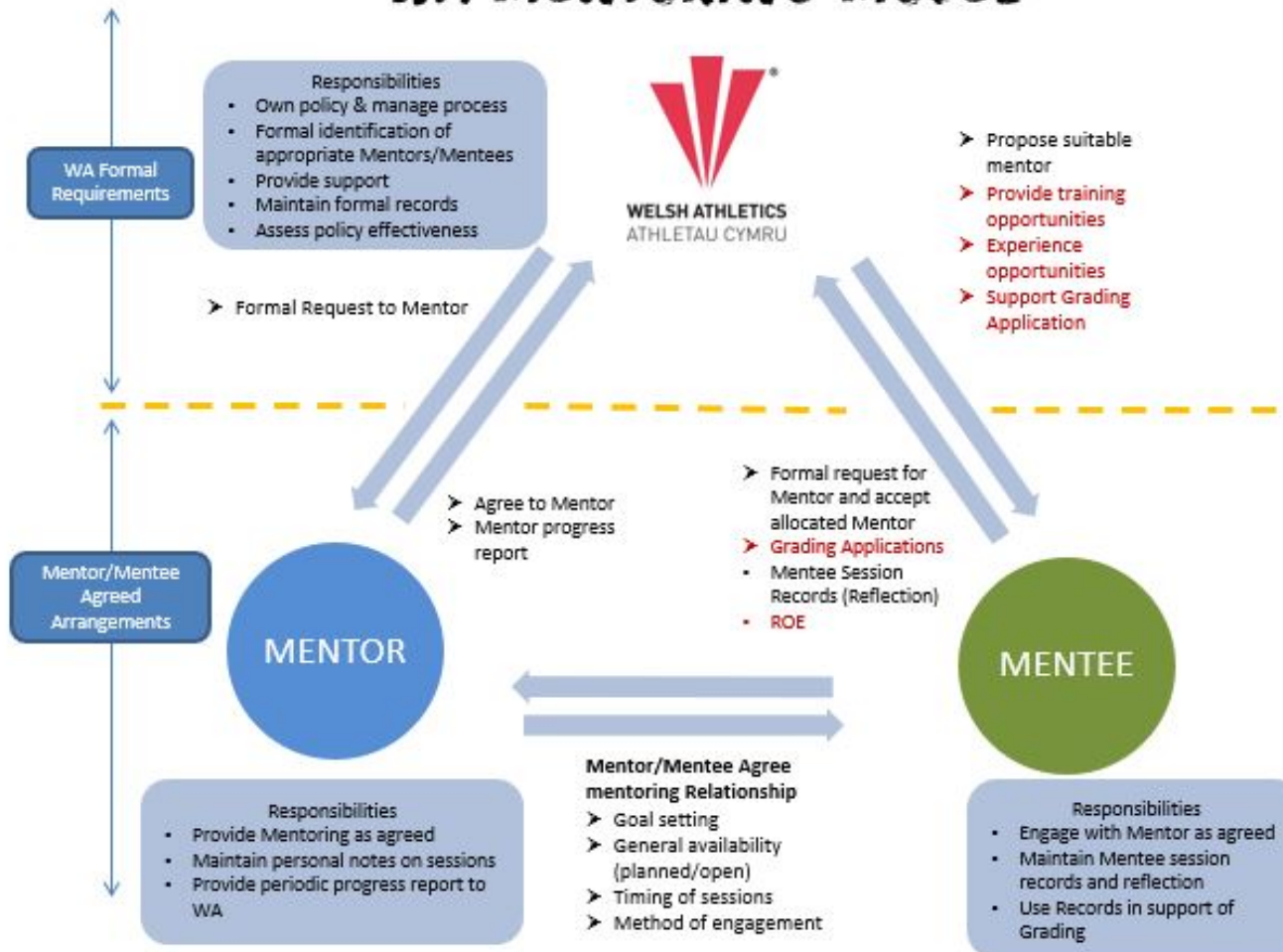
RESPONSIBILITIES OF THE MENTEE

- Seek and receive advice.
- Be prepared for an initial conversation with the mentor prior to a competition and identify any points that require further clarification.
- Observe experienced officials in a variety of roles within a range of competitions.
- Prepare for a self-evaluation session at the end of a competition; the mentor should have provided feedback during the day which should assist the mentee in the process of self-evaluation.

APPENDICES

APPENDIX 1. WA MENTORING MODEL.

WA MENTORING MODEL



APPENDIX 2. WA GRASSROOTS DUAL MENTORING PATHWAY MODEL.



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APPENDIX 3. MENTOR PROGRESS REPORT.

MENTOR PROGRESS REPORT

Please send to officials@welshathletics.org at after periodic intervals October – March & April – September.

Mentor: (Level) Mentee (Level)

Number of meetings arranged:

Preparation:

Availability.....

Timing of sessions.....

Method of engagement.....

Achievements to date

Goals setting: GROW Model

What does the mentee want to achieve?.....

Where is the mentee in relation to the goals?.....

What could the mentee do differently?.....

What actions will the mentee take?.....

Goals review:

What the mentee did well.....

What areas can the mentee can improve on.....

Next steps: What is required for the mentee to move forward? (training opportunities / experience opportunities)

Recommendations.....

APPENDIX 4. SELF-EVALUATION QUESTIONS FOR MENTEE.

Goal Reality Options Will

*Here are some examples of GROW questions **you might want to use** during self-evaluation.*

Goal

- What do you want to achieve?
- What areas do you want to work on?
- How will you know when you've reached your goal?
- Is the goal positive, challenging, achievable for you?

Reality

- Where are you now in relation to your goal?
- What skills/knowledge/attributes do you have?
- What progress have you made so far?
- What is holding you back from finding a way forward?
- What is working well right now?

Options

- How have you tackled this/ a similar situation before?
- What could you do differently?
- Who do you know who has encountered a similar situation?
- What if you had more time?

Will / Wrap up

- What one small step are you going to take now?
- What actions will you take? What support do you need and from whom?
- When are you going to start?
- How will you know you have been successful?
- How will you ensure that you do it?
- On a scale of 1 -10 how committed /motivated are you to doing it? What prevents this being a 10?
- What support will you need?

APPENDIX 5. INFOGRAPHIC

ARE YOU MADE TO BECOME A MENTOR?

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Characteristics of a good mentor

OFFICIALS WHO HAVE HAD POSITIVE FORMAL OR INFORMAL EXPERIENCES WITH A MENTOR TEND TO BE GOOD MENTORS THEMSELVES.



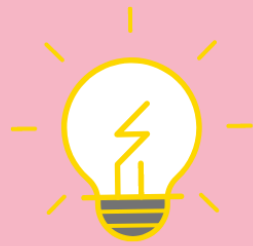
- Officials open and receptive to new ways of learning and trying new ideas.
- Officials able to accept feedback and act upon it.

- Officials who have demonstrated effective coaching, counselling, facilitating and networking skills.
- Officials who know when to ask for help.



OFFICIALS WITH A SENSE OF PERSONAL RESPONSIBILITY AND COMMITMENT.

OFFICIALS WHO ARE INTERESTED IN
AND ARE WILLING TO HELP OTHERS.



- Officials who maintain current, up-to-date knowledge and skills.
- Officials who are still willing and able to learn and who see the potential benefits of such a relationship.

- Officials who have the time and mental energy to devote to the relationship.
- Officials able to communicate and work cooperatively with others.



**EXPERIENCED OFFICIALS WHO
HAVE A GOOD REPUTATION FOR
HELPING OTHERS DEVELOP THEIR
SKILLS.**