



Mentoring Swimming Officials

USA Swimming Officials Committee

Welcome to the “Mentoring Swimming Officials” webinar. We appreciate that you have taken the time out of your day to participate and hope that you will learn some valuable tips from this program.

Let’s get started!



Primary Goals

National Officials Mentoring & Evaluation Program

DEVELOP SWIM OFFICIALS

- **Mentor and teach officials**

TEACH NATIONAL STANDARDS THROUGH COACHING

- **Ease entry onto the national deck**

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Develop Swim Officials

Mentor and teach officials to perform at a consistent, high level of swim officiating.

Teach National Protocols

By teaching new techniques, and helping officials make those techniques a habit, it will ease entry onto the national deck. And, while, making it a pleasant experience, officiating quality and retention will improve.



Mentor Roles & Responsibilities

National Officials Mentoring & Evaluation Program

Why have YOU been chosen to mentor?

- **Experience and knowledge**
- **Willingness to develop officials**
 - **Mentoring skills**

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Why have YOU been chosen to mentor?

You possess experience and knowledge as an outstanding national swim official and you have an ability to *teach*

You are willing to develop and promote new national officials

You recognize mentoring will help improve your own officiating skills



Mentor Roles & Responsibilities

National Officials Mentoring & Evaluation Program

A **MENTOR** as a **PARTNER**

- A Mentor:
 - Recognizes volunteers
 - Encourages
 - Motivates
 - Creates opportunity
 - Gives feedback
 - Empowers
 - Remembers personal history

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A Mentor can be thought of as a Partner to the apprentice official

Mentors work in a supportive way to help officials learn national protocols

A Mentor:

- Recognizes officials are volunteers
- Encourages self-confidence
- Motivates an official to improve their knowledge-base and skills
- Creates an environment and opportunity for improvement in a positive manner
- Gives constructive feedback that emphasizes progress and areas for improvement
- Empowers each official to be successful while still maintaining their individuality
- Remembers their own first national experience and how “lost” they felt



Mentor Skills

National Officials Mentoring & Evaluation Program

Mentors possess and use certain skills that make them more successful. It is a goal of the USA Swimming Officials Committee to encourage the use of these skills in the Mentoring & Evaluation Program.

Patience

- **Avoid rush to judgment**
- **Allow time**
- **Try not to do it for them**
- **Be reassuring**
- **Time to counsel**

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Mentors possess and use certain skills that make them more successful. It is a goal of the USA Swimming Officials Committee to encourage the use of these skills in the Mentoring & Evaluation Program.

Patience

- Try not to rush to judgment on skills or ability
- Allow the official time to “get it right”
- Try not to do it for them
- Be reassuring
- Try to find extra time to coach your protégé



Mentor Skills

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Encouragement vs. Anxiety

- **Anxiety and insecurity are roadblocks**
- **Mentors encourage officials**

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Encouragement over Anxiety

Anxiety and insecurity prevent many officials from learning new skills. They fear failure and humiliation.

instead

Mentors encourage officials to believe any anxiety they feel is misplaced. They have the “right stuff;” the mentor is just helping guide their talent in a new and different direction.



Mentor Skills

National Officials Mentoring & Evaluation Program

Listen

- **Listening provides an opportunity**
- **Locate discussion area**
- **Provide undivided attention**
- **Avoid interruption**
- **Repeat in your own words**
- **Ask questions**

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Listening skills are very important

- Listening provides an opportunity to understand the official's desires and concerns
- To do that, try to find an area for discussion that is free from distractions and interruption
- Give your protégé your undivided attention by being focused
- Let the official finish communicating. Interruption is a sign that you aren't listening
- Repeat the main points in your own words for clarification
- Ask questions if you don't understand their main point



Mentor Skills

National Officials Mentoring & Evaluation Program

When leaders encourage a questioning culture, they put out a subtle message that builds self-esteem and self-confidence.

That's when people believe their opinion matters. It's not only motivating, but builds positive attitudes and satisfaction, and a desire to participate and improve.

Ask Questions

- **Frame questions in a positive way**
- **Ask Empowering Questions that help an official discover their own answers**

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*When leaders encourage a questioning culture, they put out a subtle message that builds self-esteem and self-confidence. That's when people believe **their opinion matters**. It's not only motivating, but builds positive attitudes and satisfaction, **and a desire to participate and improve.***

Ask Questions

- Frame questions in a positive way by focusing on **what has gone well** and then what can be improved. That way the focus remains on improvement and continuous learning.
- Ask **Empowering Questions**, for instance, questions that facilitate thinking and helping the official discover their own answers



Mentor Skills

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Possible Questions

- **How would you describe your officiating thus far?**
 - **How do you feel about your performance so far?**
- **What have you accomplished so far that you are pleased with?**
- **What key things would you like to change? Why?**
- **How are you thinking of changing that?**
- **What advantages or disadvantages do you see in changing that?**
- **What would you like to work on?**
- **What kind of support do you want?**

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Possible Questions

- **How would you describe your officiating thus far?**
 - **How do you feel about your performance so far?**
- **What have you accomplished so far that you are pleased with?**
- **What key things would you like to change? Why?**
- **How are you thinking of changing that?**
- **What advantages or disadvantages do you see in changing that?**
- **What would you like to work on?**
- **What kind of support do you want?**



Mentor Skills

National Officials Mentoring & Evaluation Program

"Seek first to understand, then to be understood."

The 7 Habits of Highly Effective People

Feedback

- Use tact and diplomacy to encourage and critique
- Be honest
- Use positive verbal reinforcement
- Acknowledge and celebrate achievements
- Use non-verbal communication

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"Seek first to understand, then to be understood."

The 7 Habits of Highly Effective People

Feedback

- Use a blend of compassion, tact and diplomacy to both encourage and critique protégé officials
- Be honest
- Use positive verbal reinforcement (ex. "holding up the start of the heat for the fire engines to pass was a brilliant move.")
- Acknowledge and celebrate achievements
- Use non-verbal communication, which might include
 - Smile, head nod, pat on the back
 - Hand signals (thumbs-up, quiet clapping, fist pump)



Preparation

National Officials Mentoring & Evaluation Program

Prepare – Contact the Meet Referee

- List evaluation requests
- Agree on evaluation techniques
- Evaluation schedule
- Conform to meet attire

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Prepare – Contact the Meet Referee

The first step after accepting to be a mentor at a meet involves Preparation.

- Ask for a list of the officials seeking evaluation and get their email contact information. If a list hasn't been started, encourage that one be developed and shared with you early in the process
- Agree on how you will handle the mentoring of the officials being evaluated
- Send a copy of your proposed evaluation schedule to the Meet Referee for confirmation
- Confirm the uniform for the meet and dress accordingly and don't forget your USA Swimming Registration card!



Preparation

National Officials Mentoring & Evaluation Program

Prepare – Draft an Evaluation Plan

- Plan for multiple evaluators
- Manage the workload
- Define communication team
- Accept only what you can successfully handle
- Approval for additional evaluators

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Prepare – Draft an Evaluation Plan

- If there's more than one evaluator, communicate with each other to determine who will be responsible for each evaluation
- Manage the workload equally between the evaluators – preferably by position
- Include the Meet Referee, Chief Judge and possibly the LSC Officials Chair, as part of the communications team
- Try not to accept more evaluations than you can handle – that can be a recipe for disaster for both you and the official seeking mentoring
- Get early approval through the OQM team for any additional evaluators



Preparation

National Officials Mentoring & Evaluation Program

Prepare – Get the Paperwork Together

- **Review requirements**
- **Previous Evaluations and Detail Report**
- **Print and review the checklists and manuals**
- **Print evaluation worksheets**

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Prepare – Get the Paperwork Together

- Review the most recent requirements for evaluation and national certification. Make sure the officials requesting evaluation are actually eligible under the guidelines. You can find that in the Professional documents for each position
- Get a copy of the official's previous evaluations and Detail Report from OTS. Not only can the official provide their own past evaluations and detail report, you can get the same material from the official's LSC officials chair. In some cases, you may need to contact Melissa or Bob Griffiths to get those reports.
- Print and review the "Professional" documents and position manuals provided in the Officials "Education & Training" section of the USA Swimming website. Use these as the standards for mentoring each official
- Print copies of the evaluation worksheets to make notes during your observations OR utilize another system that works for you. But please be advised that note-taking during the meet will help you in your mentoring



Preparation

National Officials Mentoring & Evaluation Program

Prepare – Contact the Officials

- Verify the officials
- Forward the “Professional” position description and manual for review
- Anticipation to meeting
- Answer all questions

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Prepare – Contact the Officials

- Verify the positions each will be working, for which sessions, and each official’s certification level for the position they are seeking evaluation
- Forward the “Professional” position document and manual to them to review prior to the meet. Remind them *that* information is the standard for the mentoring and evaluation
- Let them know you are looking forward to meeting them and partnering with them
- Answer (or find the answer to) any questions they may have



Getting Started

National Officials Mentoring & Evaluation Program

Meet Arrival

- Arrive for the briefing
- Introduce yourself
- Identify observation areas
- Radio communication headset

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Meet Arrival

- Arrive prior to the initial officials' briefing. Try not to be late – it sets a bad example
- Introduce yourself to those people who do not know you, including those you are **not** evaluating (the meet director, facility staff, etc.)
- Identify places where you can comfortably and effectively observe the officials as they perform their duties
- Be sure to get a radio headset so you can fairly judge and mentor the accepted radio protocol



Getting Started

National Officials Mentoring & Evaluation Program

Meet Arrival – Begin Mentoring

- **Meet with each official**
- **Confirm reception of standards**
- **Reinforce education and mentoring**
- **Feedback preferences (during session, after each session, often during meet, etc.)**

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Meet Arrival – Begin Mentoring

- Meet with each official seeking evaluation to answer any questions and review the process
- Try to find a quiet area for discussions that are free from distractions
- Confirm they received and read the “Professional” checklist and manuals, and understand the standards of performance
- Reinforce this is primarily an education and mentoring program. You will help teach them the skills
- Ask the official their preferences when providing feedback
 - * Some officials would like to get advice while they are in position; others prefer to receive feedback at the end of their event or session
 - * Be prepared that some officials like to meet often during the meet



Getting Started

National Officials Mentoring & Evaluation Program

Mentoring - Start of the Meet

- **Attend briefings**
- **Evaluation plan**
- **Notes on performance**
- **Communicate**
- **Make suggestions**
- **Mentoring techniques**

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Mentoring - Start of the Meet

- Try to attend all pre-session briefings
- Work your evaluation plan for each official
- Make notes on good performances and those areas that need attention
- Communicate good performances to the official
- Make suggestions for improvements in a positive manner during the meet and note how they are received and/or adopted by the official
- Consider different mentoring techniques to teach new skills
- Describe the position in a different way than usually used
- Model the skill off-deck if necessary
- Use warm-up time to model the skill
- Consider modeling the skill during the meet as a CJ, DR or Starter, with the approval of the Meet Referee (you may need to bring your whistle to the meet!)



Meet Mentoring

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Mentoring - During the Meet

- **Criteria**
- **Meet protocol**
- **Communicate regularly**
- **Build a relationship**
- **Consistent feedback**
- **Suggestions**

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Mentoring - During the Meet

- Teach and Evaluate the official using established criteria in the Professional document. Please avoid using your own standards
- Assess the official's skills consistent with the meet protocol established by the Meet Referee. You may need to teach that other meets use different protocols, and make them aware of *how* those other protocols might be used
- Communicate regularly with the individuals being evaluated and recognize improvement immediately
- Build a good relationship, which will make the official more receptive to any suggestions you may have
- Be consistent with the feedback you provide the official throughout the mentoring process
- Try not to overload the official with suggestions



Meet Mentoring

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Mentoring - During the Meet

- How much mentoring vs. evaluating is needed at each level?
This chart should help:

| | Mentoring | Evaluating |
|-----|-----------|------------|
| N2 | 80% | 20% |
| N3i | 60% | 40% |
| N3f | 25% | 75% |

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Mentoring - During the Meet

- Figure that 80% of your mentoring time should be spent with the official who is *learning* the basic protocols, jurisdictions, and position information. The ability to teach at this level is paramount to the success of the National Mentoring & Evaluation Program. If you are successful at mentoring, the official is learning the needed skills and it will be much easier for them as they progress to the N3 level.
- The official seeking N3 initial certification should require less teaching time, however, the bulk of the time spent with this official should still be spent in a guiding/partnering/mentoring/support role. A successful performance at this level indicates the official has mastered the necessary skills to advance to N3-final and only needs some minor fine-tuning.
- An N3 final certification indicates the official has all the talent, knowledge and capabilities to fulfill this role on the national championship deck. Little time needs to be spent with this official in a mentoring capacity, however, sharing experiences and preparedness techniques is a benefit to this protégé official.



Meet Mentoring

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Mentoring – Tips to Remember

- National meet protocol; flexibility
- Reason and logic
- “Don’t sweat the small stuff”
- Provide space; avoid hovering
- Mentoring means helping
- Support the Meet Referee
- Avoid some evaluations

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Mentoring – Tips to Remember

- Each National meet has its own protocol, so avoid saying “that’s how it’s done at nationals.”
 - Remind them of the need for flexibility to adapt to varying protocols at each meet they attend
- Always explain the reason – the logic -- for any suggestion
- Remember the saying, “Don’t sweat the small stuff.” Try to avoid critiquing minor issues that can be easily corrected at a later time
- Provide the official with the time and space to make corrections to their performance. Avoid hovering over them – that creates anxiety
- Remember, you’re a Mentor. Your value to this program isn’t just to “grade” an official’s performance – you have been selected to help them learn and learn **HOW** to implement new skills
- Don’t contradict the Meet Referee’s instructions. Bring up any concerns with him/her privately
- Avoid evaluating an official who hasn’t requested evaluation



Reporting

National Officials Mentoring & Evaluation Program

Preparing the Report

- **Factual examples**
- **Accuracy over exaggeration**
- **Checklist criteria**
- **ALWAYS point out the positive**

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Preparing the Evaluation Report

- Provide clear, detailed, factual examples of their performance that either exemplifies proficiency in a certain area or a need for improvement
- Be accurate; do not exaggerate
- Do not merely recite the items from the checklist. It is assumed if you are recommending recertification or advancement the official meets most all of the criteria
- ALWAYS point out the positive attributes of the official's performance at the beginning of the evaluation draft. Then identify areas for suggested improvement. Conclude with your recommendation



Reporting

National Officials Mentoring & Evaluation Program

Preparing the Evaluation

- Detailed reasons
- N2 recertification vs. N3 advancement
- Education Observation may be appropriate
- When to reward with a positive evaluation

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Preparing the Evaluation (cont'd.)

- If you are **not** recommending recertification or advancement, then you must provide clear and detailed reasons why and where improvement is needed
- If an official is seeking an N3 certification, avoid providing a recertification at the N2 level just because you don't want to tell them they haven't mastered key skills and you aren't recommending them for N3 advancement
- At times, an Education Observation evaluation may be appropriate for officials who haven't been able to make necessary skills a habit, BUT this is something a mentor needs to recognize and discuss with the official early in the mentoring process.
- If the official shows that s/he understands what is needed to improve and displays that improvement during the balance of the meet that official should be rewarded with a positive evaluation.



Report Examples

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Stroke & Turn Example:

Opinion-Based: I am not recommending Barney for advancement to N3 stroke and turn official. I did not have confidence in his calls.

Performance-Based: Barney was on time for briefings and eager to advance. However, on several occasions when I observed Barney, he was not in position to observe the touches. The deck referee counseled him and asked him to move to the edge of the deck, but he resisted the "splash zone." A CJ reported Barney missed a couple of obvious calls due to his deck position. While our uniforms do not play a significant role in being a good official, it can reveal a lack of professionalism. Barney came to this sectional meet in well-worn cargo pants and his shirt tail was hanging out a good bit of the meet. He also wore multi-colored shoes. He was asked if he had other clothing and shoes and it was even suggested he might wish to purchase some for the rest of the meet. He did not see the point and argued that clothing should not have anything to do with being a good official. Based on these observed traits, I cannot recommend Barney for advancement to N3 stroke and turn at this time.

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Stroke & Turn Example:

Opinion-Based: I am not recommending Barney for advancement to N3 stroke and turn official. I did not have confidence in his calls.

*there needs to be more factual information, not just to help the official whom you're mentoring, but also for the next mentor who works with Barney. They deserve to know what Barney needs helps with at the next meet.

Performance-Based:

Start out with the positive: Barney was on time for briefings and eager to advance.

Provide suggestions for improvement: in this case, deck positioning.

Mention any challenges you may have in your mentoring: in this case, communicating the need for professional attire and demeanor.

Conclude with your recommendation: Based on these observed traits, I cannot recommend Barney for advancement to N3 stroke and turn at this time.



Report Examples

National Officials Mentoring & Evaluation Program

Chief Judge Example:

Opinion-Based: Betty is a great person and an asset to any deck. I recommend her for advancement to N3 CJ.

Performance-Based: Betty showed particularly strong communication and interpersonal skills when she gave the stroke briefing. She gave a concise and coherent presentation and was able to handle questions competently. Betty also exhibited the qualities of a good mentor. On more than one occasion, I observed Betty sitting with a stroke and turn official or CJ answering questions and providing assistance or advice. During the sessions, she watched the officials in her part of the pool. She worked well with them, making sure they were appropriately positioned. A couple things to work on: I observed her handle one DQ. She did it in a professional manner, however she was a little difficult to understand over the radio. She also anticipated the distance event and had the counters available, but they hadn't been checked ahead of time and were missing numbers. She worked well with all members of the officiating team.

Despite the challenges, I recommend Betty for initial N3 CJ certification.

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Chief Judge Example:

Opinion-Based: Betty is a great person and an asset to any deck. I recommend her for advancement to N3 CJ.

Performance-Based:

Start out with the positive: Betty showed particularly strong communication and interpersonal skills; answered questions and provided assistance, etc.

Things to consider going forward: radio protocols and checking equipment ahead of time.

Recommendation: Based on these traits, Betty is recommended for initial N3 Chief Judge certification.



Report Examples

National Officials Mentoring & Evaluation Program

Starter Example:

Opinion-Based: Wilma did a great job and is ready for a starter assignment.

Performance-Based: Wilma did an outstanding job as a starter at this meet and is deserving of a stellar evaluation. As a veteran official, Wilma exhibited perfect timing, delivery, patience, awareness and demeanor. She was in position and on-time for every assigned event, and was supportive and a wonderful mentor for all officials on deck. Wilma had only one shaky start in the 50 Free and she knew it the minute they went off the blocks. Having that kind of personal awareness and determination to correct the issue is the sign of a conscientious official. Only one suggestion: this meet was large and the noise from on-deck swimmers caused challenges for those on the blocks to hear the starting commands. Anticipate those challenges by asking other officials to listen to the starting delivery from the far end, and make adjustments in voice projection, if necessary.

I recommend Wilma for an N3 Starter Recertification.

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Starter Example:

Opinion-Based: Wilma did a great job and is ready for a starter assignment.

Performance-Based:

Positive attributes: Wilma exhibited perfect timing, delivery, patience, awareness and demeanor, and shows she is a conscientious official.

Things to work on: Only one suggest: large noisy meet made it difficult to hear starting commands. Anticipate and make corrections for the next time.

Recommendation: advance to N3 Starter recertification.



Report Examples

National Officials Mentoring & Evaluation Program

Deck Referee Example:

Opinion-Based: Fred did a great job as deck referee. It is my pleasure to recommend Fred for advancement to N2 deck referee.

Performance-Based: Fred started off fairly nervous but by the end of the meet was exhibiting all the traits of an excellent N2 deck referee. He was precise and clear on his radio communications with the CJs. He asked for clarification when he had any questions or concerns about a call. He observed and properly recorded potential false starts and appropriately confirmed the infraction with the starter. A couple things to work on as Fred progresses towards his N3 initial evaluation: check to make sure all equipment and systems are ready prior to the start of the session; maintain focus on the pool and the officials while a heat is in the water; be in position and ready as the next-up deck referee; and don't forget to check with admin about any possible swim-offs after each event.

Based on these observed traits, I recommend Fred for advancement to N2 deck referee and encourage him to continue towards achieving his N3 certification.

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Deck Referee Example:

Opinion-Based: Fred did a great job as deck referee. It is my pleasure to recommend Fred for advancement to N2 deck referee.

Performance-Based:

The positive: Despite nervousness, was precise and clear on radio communications; asked for clarification; observed and properly recorded potential false starts, etc.

Things to work on: maintaining focus, be in position early, check on possible swim-offs

Recommendation: advance to N2, but this one includes written encouragement, "continue towards achieving N3 certification."



Report Examples

National Officials Mentoring & Evaluation Program

Administrative Referee Example:

Opinion-Based: Slate did a great job with the paperwork at this meet. There was no pink paper.

Performance-Based: Slate worked this meet as an assistant admin referee. Slate came into this meet well prepared to work in a national level meet. The Grand Prix had a difficult format to work with and with it created some issues with seeding and scratching that would have challenged an experienced admin referee. He handled very well all of the record keeping necessary. Sunday, there were 113 scratches for finals. He was able to work with the admin referee to create a heat sheet that was free of errors. That is a major accomplishment. We had a manual start for an event and was able to work well with the timing operators to correct the times. When Slate observed a discrepancy, he came to the admin referee and was able to resolve the issue with no protests from the coaches. When things have a way to get a little hectic, Slate remained calm and completed the job with great confidence. I believe he is capable of being an assistant admin at a junior nationals level meet.

I recommend Slate use this positive evaluation for an N3i Administrative Referee.

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Administrative Referee Example:

Opinion-Based: Slate did a great job with the paperwork at this meet. There was no pink paper.

Performance-Based:

Positive attributes: Showed good preparation and teamwork, and resolved issues without complaints.

Using written evaluations for reminders: Slate observed a discrepancy, he came to the admin referee and was able to resolve the issue with no protests from the coaches...and...Slate remained calm during a hectic period and completed the job with great confidence.

Two Recommendations in this one: Slate is capable of being an assistant admin at a junior nationals level meet. I recommend Slate use this positive evaluation for an N3i Administrative Referee advancement.



Discussions

National Officials Mentoring & Evaluation Program

Discussing the Evaluation

- **When to finalize the evaluation**
- **Conversation vs. lecture**
- **Mentoring Tools on questioning and feedback**
- **Point out successes**
- **Present areas for improvement**
- **Remain calm and avoid overreaction**
- **Avoid discussion with others**

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Discussing the Evaluation

- Near the end of the meet or the end of an official's last session, finalize and discuss the evaluation, preferably in a private manner
- The discussion should be a conversation, not a lecture
- Consider using some of the Mentoring Tools on questioning, listening and feedback presented earlier in this webinar
- As in the written evaluation, first point out successes in performance
- Clearly present those areas in need of improvement and provide guidance on *how* the official can achieve that improvement
- Always remain calm and avoid reacting to any negative response to the evaluation
- Don't discuss an official's evaluation with others at the meet; with the exception of the meet referee or possibly the team lead chief judge.
 - Avoid all hospitality discussions about evaluations
 - Remember it is inappropriate to ask an evaluator about someone else's performance, so as a mentor, don't hesitate to say, "it's private."



Discussions

National Officials Mentoring & Evaluation Program

Discussing the Evaluation

- **Provide certification assistance**
 - Teaching/Mentoring & Learning
 - Minimum sessions
 - Upgrading to a new level
- **Survey opportunity**

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While Discussing the Evaluation

- Provide any assistance the official may have regarding updating their N2 or N3 certification once they arrive home. Many think their certification is automatically entered once your evaluation is sent. Make them aware of the application process and the minimum requirements -- for instance:
- At least one Teaching & Learning activity have been logged in their individual OTS account
- They have worked a minimum of six sessions per year and 18 sessions over the past three years
- If they are upgrading to a new level, it has been one year since their N2 certification in that position **AND 8 sessions in the position between each progression to a new level.** That's now a requirement *before they can request* an evaluation
- Inform the official of the opportunity to provide feedback on you as a mentor/evaluator *and* this program through the online survey on the National Certification page of the USA Swimming website.



Discussions

National Officials Mentoring & Evaluation Program

Adding the Evaluation in OTS

- **OTS listings**
- **Produce a printed evaluation document**
- **Evaluation reflects discussion**
- **Finalize evaluation after discussion**
- **Verify OTS updated and complete**

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Adding the Evaluation in OTS

- Make sure the officials you have evaluated are listed in OTS for the meet and they're credited with the proper number of sessions at the meet (4 minimum are needed) and the correct number in the position for which they've been evaluated. Otherwise you will get an "override error" message when you submit the evaluation
- If the officials aren't listed, enter them, but let the Meet Referee or Chief Judge know you have done that
- If possible, enter the evaluation in OTS before the end of the meet and produce a printed version for discussion with the official. If that option isn't available, try to provide another written evaluation document
- Make sure the evaluation reflects what is discussed with the official so there are NO surprises!
- Discussion with the official may make you want to change what you have earlier entered in OTS. Thus, avoid finalizing the evaluation until after your discussion (use the "save until later" option)
- Verify all your evaluations have updated in OTS and your status is marked complete, and that's done in the yellow section at the top of your evaluator page
- Try to complete all evals within a couple days. Remember the officials with whom you just worked are anxious to be credited with their new certification level.



Finalizing

National Officials Mentoring & Evaluation Program

Wrap-up

- **Communicating appreciation**
- **Communicate exemplary performances**

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Wrap-up

- Thank the Meet Referee and any others, as appropriate, for their help in allowing you to perform the evaluations and mentoring
- If one of the officials you have worked with has done an exceptional job, communicate that to the official as well as the LSC Officials Chair, Zone Officials Chair and, possibly, the National Officials Chair



Finalizing

National Officials Mentoring & Evaluation Program

Final Thoughts

- **Education is the main process**
- **Recognition of improvements**
- **Personal reasons for advancing**
- **Any questions, contact the Mentoring & Evaluation Program or the USA Swimming Officials Committee Chair**

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Final Thoughts

- This process is primarily an educational one and is intended to be a positive experience that will allow officials to grow in knowledge, experience and enjoyment of swim officiating
- Recognizing improvements by an official may be the best way to support and motivate the official to continue growth and improvement
- This isn't a popularity contest for you or the official whom you're mentoring. Avoid advancing officials who haven't made key skills a habit because you are uncomfortable giving them that news **or** they're friends **or** you think it will adversely reflect on you if you don't advance them. In fact, the reflection on you could be quite the opposite!
- If you have any questions about the proper evaluation procedure or requirements, contact the Mentoring & Evaluations program or the USA Swimming National Officials Chair



Conclusion

National Officials Mentoring & Evaluation Program

Thank you for participating in this
Program!

Questions? Comments?

Email your thoughts to Melissa at mhellervikbing@hotmail.com

USA Swimming Officials Committee

Thank you for participating in this
“Mentoring Swimming Officials” webinar.
We truly appreciate you took the time today,
and in so many other ways, to help us better
improve this program and all officiating in
USA Swimming

Questions or Comments can be directed to
Melissa Hellervik-Bing at this email address.