Training Administrative Officials

Some general guidelines for training administrative officials:

- Help the trainee become comfortable in his/her new role. Compliment observations, demeanor, etc. as appropriate and make certain that questions and concerns are voiced.

- Ask your trainee about clinic and other on deck training experiences. Review what training session this is. What were the positive takeaways from the last session? What were the development needs? What would they like to focus on? What do you as the trainer want to achieve?

- Set specific goals for your training session.

- Be patient and expect questions. It's perfectly fine for "watching only" during busy/stressful times, but return with explanations and pointers when things calm down and involve trainee as much as possible throughout. The more they do, the better.

- AO training sessions ***are not "Meet Manager how-tos"***. If your trainee isn't overly familiar with MM, make them aware of capabilities and suggest they find access to the software from their club or the online demo version to learn and practice on their own on top of their training.

- Always be willing to discuss common mistakes, things you have seen or things you have messed up before.

- These are guidelines. Common sense, flexibility and creativity should apply to your specific training session. Your physical set-up and number of computers will impact the design of your training session.

Suggested Topics of Focus for Each Session

Session One

- Trainees should get an understanding of the flow of the table during a meet from getting times to Meet Manager to results. Most attention should be spent on how to make good timing adjustments. Exposure to other parts of the table process is good, but should not be overwhelming.
- Talk with the trainee about the different ways that paper can flow from the deck and timing console to the scoring computer.
- To avoid slowing the meet down with "live" timing adjustment discussions, try this approach: if you have heats requiring investigation/potential adjustment, print the CALC screen report then follow your normal process to make adjustments and generate results. Turn the CALC sheets and supporting data over to your trainee. Ask them to investigate/process adjustments and make a recommendation on paper. During a slow time at the desk, you can review these and compare to what you did.
- Giving the trainee the opportunity to work through the adjustment data without the pressure of getting results out is a very good thing, and will give them good practice and instill good habits while keeping your meet moving.
- When your trainee is comfortable with this oversee the trainee's live calculation of adjusted times, letting them take the lead to determine whether an adjustment needs to be made. Check and sign-off on the adjustment before it is processed.
- Share your system for collating all supporting data for an event and filing it, while continually stressing the need for documentation of all changes made to times, results, etc.

Suggested Topics of Focus for Each Session

Session Two

- Trainees should get a more global view of the meet – where information comes from and how we use it.
- Reinforce their ability to do timing adjustments while increasing understanding of minimizing bad inputs (pads, buttons, timers) and managing the paper flow at the table.
- Talk about best practices for importing times into Meet Manager – the need to check for a pattern of bad buttons or pads and make appropriate changes with equipment manager or head timer. Include discussion about the need for an operator to record race numbers, and demonstrate how those might be used in the course of a session.
- Discuss the handling of DQ slips – when/how to input into MM, how DQ codes are organized, what system is being used to notify swimmers, how are they filed, etc. This is a good time to discuss the AO's interaction with the Meet Referee. Also discuss DQ log options, if used.
- Share your practices for reviewing meet results – do DQs, NSs and DFSs match what Deck Referee has? Do the times seem reasonable (no world records for 8&unders due to a missed touch at a turn, etc.)? Stress the importance of consistent use of best practices for checking results every time.
- Discuss good table practices: files for event results, keeping a DQ log, a detailed paper trail.
- If the situation presents itself, cover the handling of late/deck entries into a heat: central person to decide, how to notify deck ref, timers of the add.

Session Three

- Focus on managing entries and deck paperwork in this session, especially if you can determine that the trainee is comfortable with timing adjustments.
- If it is a positive check-in meet have your trainee report early to the table. Let the trainee help with check-in procedures, and discuss methods teams use to handle entry scratches.
- Talk about different methods of producing heat sheets quickly so that the meet can begin. (seed and produce heat sheets and limited lane timer sheets before running big print jobs.) Advise of key people who need heat sheets immediately (deck referee, starter, timing system operator) so a meet can begin.
- Cover how late/deck entries will be handled and by whom.
- Assess what your trainee still needs practice with, and emphasize those points.
- Use your trainee as an active assistant, making timing adjustments, getting times from the deck, gathering DQ slips for entry, filing paperwork. Help them get comfortable with the process of working the table "solo."
- Offer to be a continuing resource for them on deck as they "go solo."

Completing a Training Card:

Please use the main portion of the card to give constructive advice for improvement. Praise what was done well and offer advice on what to try to focus on in future trainings. There is no expectation that newer trainees are completely proficient.

At the bottom, circle Y or N for advancement. N means the training session will not be counted, Y means they are proficient enough for their relative level of training. Only use N when a trainee does not show proper learning for their training status.

After the Session:

Review the card with the meet referee, and give it to the trainee. Provide some feedback about your comments and answer any questions they may have. Remind them they must submit their training cards via email when all training is done. BE POSITIVE ABOUT OFFICIATING!