



Mentoring Stroke & Turn Officials – Session by Session Guide

Congratulations! You are ready to start your on-deck mentoring sessions. Here are some general guidelines:

- Ask questions! If you do not understand something do not hesitate to ask.
• Have you worked both the start end and the turn end? Have you had the opportunity to walk stroke? Work with the Deck Referee or TLCJ to request opportunities for further education.
• Review past sessions with your Mentor and discuss any differences between jurisdictional assignments, procedures, and protocols from session to session.
• Be patient. Everyone has a different background/experience in our sport, and we all learn at different rates.

Table with 2 columns: Session One and Session Two. Each column contains a list of mentoring topics and a line for 'Mentor & Date'.



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Apprentice Name: _____	Topics of Focus
<p><b>Session Three</b>  <i>A should be making calls; M asks questions and concurs</i></p> <ul style="list-style-type: none"> <li>○ Discuss content of prior sessions; reinforce concepts as needed to ensure proficiency; fill in the gaps in their knowledge</li> <li>○ Review “deck protocol” variations and other officiating experiences you may have had</li> <li>○ Function as A’s personal Chief Judge, reviewing what they saw and what rule was violated. Let them focus on the pool, and get used to recording infractions on their heat sheet.</li> <li>○ Discuss watching all swimmers in their jurisdiction, including empty lanes, and why this is done (<i>fairness to all swimmers; not over-scrutinizing</i>).</li> <li>○ Discuss “see what you call, and call what you see” and importance of verbal descriptions and not using hands to describe the infraction</li> <li>○ After a call, discuss what was seen and what rule was violated; show how DQ slip should be written</li> <li>○ Present different scenarios of possible infractions which could occur; ask A to “make the call”</li> <li>○ Discuss/practice how to talk with a swimmer about a DQ (<i>we notify, but do not coach</i>)</li> <li>○ Discuss/practice being a relay take-off judge (<i>watch the take-off and then look down for the hand on the wall</i>) and how to write RTO slip</li> <li>○ Discuss/practice walking Stroke and review lead/lag; discuss IM challenges and tips (<i>think ahead to req’d positioning for start of next stroke</i>)</li> <li>○ M: share experiences, different levels/types of meets worked, and why you officiate</li> <li>○ Discuss importance of immediately raising a hand when infraction is observed (<i>required by Rule 102.22</i>), and not waiting or hesitating (<i>may indicate doubt, which coach can rightly protest</i>)</li> <li>○ Review why no cell phones on deck, or conversations with others when swimmers are in your jurisdiction (<i>coaches may rightly protest if you appear/are distracted</i>)</li> <li>○ Review the rules for the stroke in the water; ensure proper understanding of applying the rules to what is observed. Encourage A to read the blue pages of the rule book prior to each meet.</li> </ul> <p>Mentor &amp; Date _____</p>	<p><b>Session Four</b>  <i>A should be making calls; M verifies accuracy and concurs</i></p> <ul style="list-style-type: none"> <li>○ Cover contents of prior sessions; ensure A has worked both ends of the pool at different types of meets (8 &amp; Under vs. Senior sessions); if not, discuss differences</li> <li>○ Discuss what to bring to every meet: <ul style="list-style-type: none"> <li>○ Credentials and name badge</li> <li>○ Clipboard and pen/pencil</li> <li>○ Rule book</li> <li>○ Check uniform requirements noted in meet information (varies by meet)</li> </ul> </li> <li>○ Evaluate what A needs practice with and emphasize those points; ensure knowledge of: <ul style="list-style-type: none"> <li>○ Backstroke starts (wrapping)</li> <li>○ Relay Take-off judging</li> <li>○ Walking stroke; lead/lag</li> <li>○ Deck position; 15M</li> <li>○ Knowledge of rules</li> </ul> </li> <li>○ Discuss differences between intermediate turns and transitional (finish) turns in Individual Medley events</li> <li>○ Ensure A is consistently and confidently raising hand immediately upon observing an infraction</li> <li>○ Discuss missed turns in freestyle events: hand is raised immediately, but DQ not final until swimmer touches at other end – as swimmer has option to return (which is not an option in other events).</li> <li>○ Discuss “did not finish” call, and importance of raising a hand if it’s observed.</li> <li>○ Discuss disability swims and officiating (<i>we judge the parts of the body that the swimmer has, not what they don’t have</i>)</li> <li>○ Discuss “swimmer gets the benefit of the doubt”; ensure observation vs. inspection</li> <li>○ Review what happens next: <ul style="list-style-type: none"> <li>○ Working additional session(s) w/ Mentor OR</li> <li>○ Scheduling Deck Check with an Evaluator</li> </ul> </li> <li>○ Offer to be a continuing resource for the Apprentice going forward</li> <li>○ Encourage A to work meets regularly, at different venues, with different Referees, to maintain knowledge &amp; skills and continue learning</li> </ul> <p>Mentor &amp; Date _____</p>



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Apprentice Name:  
Session One notes

Session Two notes

DRAFT



Apprentice Name:  
Session Three notes

Session Four notes

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