

On Being a Mentee

The Referee Mentorship program was started in 2009 to provide local officials with support to improve the on-field performance and to increase their satisfaction as an official.

Mentoring is a brain to pick, an ear to listen, and a push in the right direction. John Crosby

MENTORING

Mentoring is about one person helping another to achieve something. More specifically, something that is important to them. It is about giving help and support in a non-threatening way, in a manner that the recipient will appreciate and value and that will empower them to move forward with confidence towards what they want to achieve.

Mentoring is also concerned with creating an informal environment in which one person can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them.

The mentoring partnership is an agreement between two people sharing experiences and expertise to help with personal and professional growth.

In its simple form, mentoring is people helping people grow and develop.

Mentoring is not assessment

Mentoring is about an experienced advisor providing guidance and instruction to help you improve knowledge and skills or meet other goals that you have identified prior to your first mentorship session.

Mentoring Program Changes

A few changes have been made to the Mentorship Program this season.

- You will be notified via email of games where a mentor has been assigned.
- You are expected to set goals and objectives for the season and discuss them with your mentor before the game.
- You have the opportunity to change sessions to more challenging games.
- Efforts will be made to have you mentored by the same individual again during the season. This may not always be possible based on the mentor's schedule and the location of games, but when possible it will be done so that the Mentor can provide feedback as to the progress towards meeting your goals and objectives.



Steps to being a Mentee

1. Prepare your goals and objectives for the season. That will help you get the maximum benefit from your Mentorship sessions.
2. Your mentorship sessions will be scheduled by the referee scheduler and you will be notified by email.
3. Review your mentorship game assignment. Determine if there is a different game that month where mentoring could be more beneficial. Check with your Mentor to determine his or her availability and if mutually agreeable, then have the Mentor contact the referee scheduler to

- make the assignment change. If at all possible the game selected should allow for sufficient time immediately after for discussion. A single game would be ideal for mentoring sessions and is strongly encouraged.
4. You should be contacted by your Mentor prior to your mentoring session to discuss your goals and objectives for the season. If your mentor does not contact you, do not hesitate to contact him or her to have that discussion.
 5. Get your mentor's feedback, either immediately following the game or at a prearranged time, perhaps by phone if necessary. If you have questions, do not hesitate to contact your mentor.
 6. A written form providing a summary will be provided to you by the mentor. This should give you suggestions that you can put into practice at future games to help you achieve your goals.

Examples of possible goals and objectives:

- To become more effective in communicating to teams.
- To become more consistent in applying the Laws of the Game.
- To better recognize certain types of fouls.
- To ensure that arm movements are appropriate and clear.
- To become more effective in dealing with 'vocal' teams.
- To learn when and how to call offensive language.
- To improve positioning on the field.
- To identify areas that could be improved via mentor and then work towards that.

If you want to increase your knowledge or improve your skills, you have a brain to pick and a mentor who will care your goals and will work with you to meet them.

You will have access to someone who has more experience and can offer support and guidance for further development as a referee.

Mentorship offers you free one-on-one guidance and support.

Mentoring Overview and Program Changes

The Referee Mentorship program was started in 2009 to provide local officials with support to improve the on-field performance and to increase their satisfaction as an official.

Mentoring is a brain to pick, an ear to listen, and a push in the right direction. John Crosby

MENTORING

Mentoring is about one person helping another to achieve something. More specifically, something that is important to them. It is about giving help and support in a non-threatening way, in a manner that the recipient will appreciate and value and that will empower them to move forward with confidence towards what they want to achieve.

Mentoring is also concerned with creating an informal environment in which one person can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them.

The mentoring partnership is an agreement between two people sharing experiences and expertise to help with personal and professional growth.

In its simple form, mentoring is people helping people grow and develop.

Mentoring is not “assessment” although assessment is one component of mentoring. However, that assessment is not to locate deficiencies in total performance but rather to determine where a mentee is at currently relative to their goals and objectives and what steps can possibly be taken to reach those goals and objectives.

Mentoring is about an experienced advisor providing guidance and instruction to help someone improve knowledge and skills.

Mentorship Program Changes

A few changes have been made to the Mentorship Program this season.

- The referee scheduler will attempt to have you mentor the same individual twice in a season wherever possible.
- The mentee has been advised to prepare their goals and objectives for the season.
- Once games have been assigned by the referee scheduler, the mentee should review his or her schedule and if there is another game more appropriate for mentoring, then the mentee should consult with the mentor to determine his or her availability. If the mentor is in agreement with the change of assignment, then the mentor should contact the referee scheduler to make the change.
- At the end of the season both Mentees and Mentors will be asked if the mentee's goals and objectives were met.



Steps to Mentoring

1. In conjunction with your availability, the referee scheduler will assign you to a mentee and a specific game.
2. Before the assigned game, contact your mentee to determine his or her goals and objectives for the season. Knowing the mentee's goals and objectives will allow you to assist the mentee in their specific desired growth areas. Your contact may be by phone or email or in person before the game (assuming that sufficient time has been allocated to do so) but is a critical touch point in defining the nature of the relationship that is to be about supporting and assisting another in their continued development.
3. Write the mentee's goals and objectives on the Mentorship Form.
4. Attend the game for that Mentee. If possible, discuss your observations with the mentee immediately following the game, with the Mentorship Form completed as soon as possible after the game.
5. Both the mentee and the referee scheduler are to receive the completed Mentorship Form.
6. If the Form cannot be emailed to the referee scheduler, it can be faxed or delivered to CUSA/Co-Ed/CWSA for forwarding.
7. Mentees have the opportunity to have their mentor reassigned to a more challenging game. If they wish to do so, they are to contact you to determine if this new game fits your schedule. If it does, you are to contact the referee scheduler to make the reassignment.

The mentoring form, examples of mentoring reports and some additional materials are available on the Calgary Soccer Federation web-site under the menu- 'Referees' and 'Mentorship Program.'

Given the results of the Mentorship Program Survey, it is the hope of the Calgary Leagues that, in addition to assisting the mentee with their specific objectives, that the Mentors also re-enforce consistency of rule application and assist developing referees with strategies for effective communication with teams.

Summary of Mentorship Survey Results

Survey Results- Mentors

- 55.4% of mentors completed the survey.
- Slightly more than half of mentors felt that mentors should be allowed to opt out of the program
- Even if allowed to opt out, 93.8% of mentors would stay in the program, continuing to mentor.
- Mentors were unclear about the difference between assessment and mentorship.
- Examples of excellent reports were most wanted by mentors to assist them in being a better mentor, followed by written materials on mentoring and an information session at the beginning of the year.
- To provide better mentorship, mentors most wanted more time with that mentee after the game and also a repeat session with the same mentee.
- The most common key message to mentees was about field coverage, having good sight lines, when to accelerate, followed by arm/hand signals.
- 73.3% believed their mentoring experience also positively impacted their own officiating.

Survey Results- Mentees

- 46.3% of mentees responded to the survey.
- 62% of mentees felt that referees should not be able to opt out of the program.
- 83% of respondents indicated their mentoring session provided valuable information to improve their game while 17% indicated it did not.
- Mentors were most often described as "Willing to share insight and knowledge," "Knowledgeable," and "Helpful."
- Field coverage, being in position to have a good site line, when to accelerate were the most important areas of knowledge to discuss with the mentors followed by communication with the AR.
- Only 9% of mentees indicated that they made no changes as a result of their mentoring session while 9% made many changes, 38% made many changes and 44% made a few changes.
- More time with the mentor and a repeat session were the ways that mentees thought the program could be of greater value to them.
- 42% of mentees felt the ability to choose the game where a mentor is assigned is important.
- 65.5% of mentees felt that being able to choose a specific mentor was not important or neither important nor unimportant.
- Surveyed mentees most often felt that a referee should be able to have 3-4 mentoring sessions a season.

Survey Results- Players

- 46% of survey respondents were both players and coaches.
- 53% of respondents did not know about the Referee Mentorship Program.
- While 23% of respondents felt that the quality of officiating had improved from Indoor 2009-10 to Indoor 2010-11, 41% felt that it declined.
- The biggest criticism cited regarding officiating was differences in application of the Laws of the Game between referees, followed closely by the perceived unwillingness of officials to communicate with teams, and inconsistency in application of the Laws by the same referee within a game.
- The most desired trait wanted from a referee is willingness to communicate followed by calmness.
- The three skills that officials best demonstrate now according to the survey respondents are 1) good arm movements, 2) proper positioning on the field, and 3) application of the spirit of the laws of the game.
- 69.4% of 85 respondents felt that offensive, insulting or abusive language or gestures leads to increased physicality on the field.

Note: the skills that mentors said they mentioned the most, and the areas that mentees said they wanted assistance with the most, are also the areas that players identified as being the best skills represented in the refereeing community (field coverage, being in position to have a good site line, when to accelerate, arm/hand signals).