



# Mentorship

Building a Program in your Local Association

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“If I have seen further than others, it is by standing on the shoulders of giants.” — Isaac Newton



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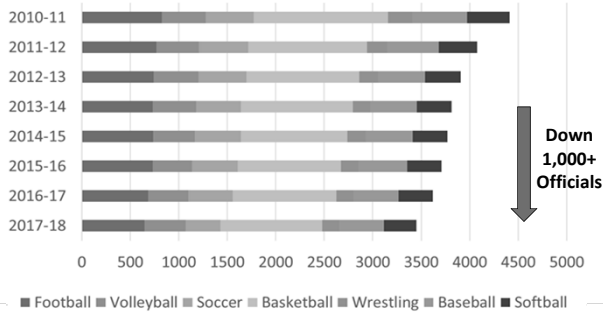
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### Unique Registrations



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“The Committee has reached consensus that all local associations will have an approved mentorship program in place to begin the 2018-19 school year. Locals will be able to develop their own models but they will be required to contain certain elements that all programs will have in common.”

Excerpt from April 2 meeting update of the OSAA Recruitment and Retention Committee



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### Why a Mentorship Program?

- Creates opportunities to make a difference in someone’s life
- Has potential to help the local association to retain officials and increases the chance of recruiting more
- Can provide a sense of purpose for veteran membership
- Provides opportunities to enhance the overall leadership skills of current membership and shapes leaders of tomorrow



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#### Coaching

- Task Oriented
- Short Term
- Explicit Feedback
- Develops Skills
- Driven by Coach
- Shows you where you went wrong



#### Mentoring

- Focus on Progress
- Longer Term
- Intuitive Feedback
- Develops Capabilities
- Driven by Mentee
- Helps you work it out for yourself

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Section 9. Local associations shall implement a member mentorship program. The mentoring program should be documented in writing and contain the following minimum information (refer to AOH Appendix C for examples of mentoring programs):

- a) Goals and objectives of the mentoring program,
- b) How the mentorship program is administered; i.e. mentoring format, mentor-mentee interactions, etc.,
- c) Qualifications, responsibilities, and expectations of mentors and mentees,
- d) Procedures for mentor-mentee pairing, and
- e) Plan for feedback and evaluation of the mentorship program.



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### Goals and Objectives

- Build and retain membership
- Increase communication and knowledge across the local
- Create more collaboration opportunities
- Increase commitment and a sense of connection
- Enhance and promote diversity awareness and understanding



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### Program Administration

- Who is responsible to coordinate the program?
- What type of structure has been selected – traditional, team, group?
- What are the basic ground rules for all pairings – length of commitment, length and frequency of meetings?
- How will success be measured?



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### Mentor Qualification

- Where you are, I have been. Where I am, you can go
- Willing to embrace challenges
- Can model appropriate behavior and ethics
- Has the respect of the membership



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### Mentor Responsibilities and Expectations

- Provide “real-world” training
- Embrace challenges
- Model appropriate behavior and ethics
- Provide a link to the “network”



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### Mentee Responsibilities and Expectations

- Eagerness to learn
- Ability and willingness to work as a team player
- Patience
- Be a risk taker
- Have a positive attitude



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### Mentor –Mentee Pairing Format



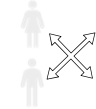
Traditional



Group



Peer to Peer



Team



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### Mentor – Mentee Pairing Criteria

- Similar background (racial, ethnic, cultural, or linguistic)
- Language requirements
- Geographic location
- Availability/schedule
- Shared or compatible interests
- Mentee’s needs and strengths
- Mentor’s skills and strengths
- Life experience
- Shared values
- Temperament
- Personality traits
- Program goals
- Mentoring experience



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### Feedback and Evaluation

- Pre and post surveys for mentors and mentees
- Focus groups
- Direct observations



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### Additional Resources

- Appendix C of the 2018-19 AOH will have an example of a local association mentoring program that meets the criteria listed in Section 9.
- The Recruitment tab at [www.osaa.org/officials](http://www.osaa.org/officials) - will be adding content moving forward to this page. Templates, Best Practices, Surveys, Links to Alternate sites.
- A Google search on "Mentor Program" produced 163,000,000 potential resources.



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Thank you!



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## Recommended change to the 2018-19 Athletic Officials Handbook

### Rule 3 – Annual Local Association Requirements

**Section 1.** A local officials association, in order to maintain its charter, shall annually:

- a) Verify the roster of schools serviced by the local association.
- b) Submit to the OSAA a conflict of interest policy in accordance with AOH Rule 3.8.
- c) Submit to the OSAA an excused absence policy.
- d) *Submit to the OSAA a document outlining a mentoring program in accordance with AOH Rule 3.9.***
- e) Submit to the OSAA the complete upcoming season's schedule of local association meetings which shall include at least six study/training meetings or 10 hours of training per sport season.

**Section 2.** At the close of each sport season, each local association commissioner shall submit to the OSAA a list of members who have not met the attendance requirements for officials certification as in AOH Rule 4.1.d.

**Section 3.** The commissioner of each local association shall forward to the OSAA office the names of all duly elected local association executive board officers.

**Section 4.** The local association commissioner, when specifically requested by the OSAA, shall be required to submit a report on any matter of local association business or the status of any of its members.

**Section 5.** Each local association shall complete the prescribed process to receive reimbursement for officiating duties performed during the OSAA State Championships.

**Section 6.** Permission to discontinue service to an assigned school must be granted by the OSAA Executive Director.

**Section 7.** Officials assigned to OSAA sanctioned contests shall be members of a local association and are independent contractors.

**Section 8.** Local associations shall adopt a written conflict of interest policy. Policies shall include, at a minimum, the following provisions:

Unless the athletic directors of the schools involved in the contest and the assigning commissioner agree, no official shall be assigned to a varsity contest if:

- a) The contest involves a school currently attended by the official's child or step-child.
- b) The contest involves a school at which the official or a member of his/her immediate family\* is a current employee or coach.
- c) An immediate family\* member of the official is a team member of one of the involved teams.
- d) The contest involves a school from which the official has graduated within the last four years.
- e) There are other factors or relationships between the official and a participating school that, in the judgment of the commissioner or the official, might give rise to the appearance of a conflict of interest.

\*Definition of "immediate family" as used in this policy:

Spouse, parents and grandparents, children and grandchildren (including adopted and step), brothers and sisters, mother and father-in-law, brother and sister-in-law, daughter and son-in-law.

***Section 9. Local associations shall implement a member mentorship program. The mentoring program should be documented in writing and contain the following minimum information (refer to AOH Appendix C for examples of mentoring programs):***

- a) Goals and objectives of the mentoring program,***
- b) How the mentorship program is administered; i.e. mentoring format, mentor-mentee interactions, program administration, etc.,***
- c) Qualifications, responsibilities, and expectations of mentors and mentees,***
- d) Procedures for mentor-mentee pairing, and***
- e) Plan for feedback and evaluation of the mentorship program.***

**Section 10.** Failure to meet the requirements, duties, and responsibilities of local associations may result in denial of allocated playoff assignments for OSAA State Championship events, modification of serviced member schools, or revocation of the local association's charter by the OSAA Executive Director.