



USA TRACK & FIELDSM

Junior Officials Program 2020-2021

Mentoring Handbook

Junior Officials Program Committee

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USATF Junior Officials Program

Congratulations on being approved by your local Association to become a Certified Mentor in the Junior Officials Program. Without your leadership and guidance this program has a better than average chance of not being successful.

Many of the successful mentoring strategies and procedures were outlined in the Mentor Training Session that you have recently completed. Please refer to those items and keep them handy to work with in conjunction with your Mentoring Handbook.

Objective: To educate, train and provide opportunities for USATF members to serve as part of the USATF officiating team; and to promote opportunities to encourage our Junior Officials to continue serving as USATF Officials in the future. We are instituting this effort to provide the necessary longevity of having outstanding officials to continue servicing our track & field programs nationwide on all levels (Association, Region, National and in some cases, Internationally) and in all disciplines from Youth to Masters level.

USATF Junior Officials Program Participant Requirements:

- Participant must be between 14 and 17 years old and it is clearly understood that a Junior Official enrolled in this program IS NOT a USATF Certified Official on any level including "Apprentice". A permanent curriculum (program learning and performance objectives) have been developed by the National Officials Committee to assure program continuity nationwide.
- Must have a current USATF membership and in good standing.
- This program will cover competition rules and best practice procedures, philosophy and more
- Develop and maintain professional and ethical guidelines
- This program will provide basic training to prepare them to officiate and fill team assignments, with the exception of shot put, discus throw, hammer throw and javelin throw.
- This program will work with the field officials to set-up/take down venues
- This program will be based on the current USATF Rules
- All Junior Officials in this program will receive a printed copy of the current competition rules
- All Junior Officials in this program will be able to purchase a shirt.
- Training must include the successful completion of a Field of Play Evaluation developed by the USATF National Officials Committee.
- The program shall be designed as a per hour/4 meets per year program with exposure to all disciplines (outdoor, indoor and cross country programs) if applicable in the association.
- Upon completion of the Junior Officials Program, those who are 18 and have been recommended by their assigned mentor, will be eligible as USATF Certified Officials at the apprentice level after they complete the Officials Certification Training.



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- Upon completion of a 3 year or a 4 year Junior Officials program, the participant will be eligible to enter as a USATF certified at the Association level official.
- All participants must present a valid Permission/Release of Liability Form/Disclaimer developed by USATF (Legal). This form must be maintained in the applicable USATF Association Office and a copy forwarded to the USATF National Office Program Coordinator and Legal Department.
- Junior Officials will not be allowed to serve as competition officials at USATF National Championships but will be allowed to assist at the discretion of the LOC Officials Coordinator and under the leadership/mentorship of an approved Certified Official.

Benefits to Participants

- Be a part of the sport of Track & Field on an integral level.
- Be prepared as one of the future USATF Certified Officials to officiate at a higher level of the sport including Championships on the Association, Region, National and International Levels.
- Earn mandatory community service credit hours for your high school.

USATF NOC Responsibility (in Partnership with the USATF National Office

and/or NFHS): Assign a Coordinator(s)/Certification Chair/Association designee for the implementation of the USATF Junior Officials Program in a nationwide setting.

- Assign a mentor to each participant. Mentor must sign a Memorandum of Understanding accepting the responsibility to fulfill the requirements of oversight. This form will be developed by USATF (Legal).
- Promote the USATF Junior Officials within the USATF Associations through the Association Certification Chairs, Association websites and other media opportunities.
- Maintain a current list of Members in the USATF Junior Officials Program.
- Communicate to the Certification Chairs and Associations that once a member has completed the program and indicate the allowable next level of certification opportunity.
- Develop a Certificate of Completion to be awarded to those that complete the program.

USATF SafeSport Requirements

- All participants must be current members
- All participants must complete the USOC SafeSport Course and agree to abide by the guidelines in the USATF SafeSport handbook
- Those certified as USATF Junior Officials will be eligible to officiate Association meets under an adult USATF Certified Official who is at least a National Certified Level in good standing.

Revisions agreed to by USATF National Office: (2018)

- Junior Officials can be certified at Association Level upon completion of program if they have completed 3 or more years.



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- The number of meets to attend and participate is four(4) per year for the length of time you are enrolled in the program. (The meet requirement can be accumulated in the Fall, Spring, & Summer).
- Experience can include Track & Field, Race Walk, Road Racing, LDR, MUT, and Para-athletics.
- Throwing events are still excluded.
- Junior Officials will be covered under the same insurance coverage as Certified Officials.

Junior Officials Program (JOP) Mentor Responsibilities and Expectations

Requirement: The mentor must be a certified official who has certification status is that of a National or Masters Official. However, an Association level official, with three years of experience, may also serve as a mentor. All mentors must be approved by the Co-Chairs/Certification Chair/Association Designee.

The mentor must be willing to be responsible for the following:

1. Recruit junior officials and help them enroll and attend USATF clinics.
2. Volunteer to become the mentor for those Junior Officials that your Association recruits.
3. Call the Junior Official after he/she completes the junior officials' clinic to continue the connection that has been made with the Association.
4. Assist the junior official in the selection of meets and the events within each meet that will accommodate their ability to travel, available time, and degree of comfort that they feel for the events and meets they will work.
5. Keep track of the junior official's schedule and make a follow up call after those scheduled meets. Do so after every meet they work during their first season.
6. Telephone frequently (at least twice/month - minimally)
7. Make the Junior Official feel that they can contact you at any time. This can be accomplished by telephone calls/ emails /instagram /snapchat to the junior official, at the frequency indicated above, as well as stress to the junior official that he/she is welcome to contact the mentor whenever they need to do so.
8. Take time to assist the junior official at meets at which you are both attending.
9. Encourage the junior official to work many of the same meets you will be working.

10. Encourage the junior officials to provide most of the dialogue during mentor/junior official conversations.
11. Work cooperatively with other Discipline Mentors in providing a positive learning environment for the JOP participant.
12. Introduce the junior official to other officials at every opportunity and attempt to make important social connections with those veteran officials.
13. Role model to the junior official the proper way to relate to the athletes during competition and other times outside of competition.
14. Prepare the junior official on ways that they may settle protests, disagreements, requests and demands by the athletes and their coaches, and objectionable behaviors which may occur at an event they work.
15. Reinforce the mental preparation of the junior official in regards to their own personal safety during meets as well as the safety of athletes, coaches, and other people who may be involved in the meet.
16. Stress the importance of preparing oneself from the elements of heat, sun, cold weather, and work schedule.
17. Assist in acquiring the needed rulebooks, resource books, and other track and field publications.
18. Assist with obtaining the proper equipment for events the new official will work which may include clipboard devices, writing instruments, chalk, rubber bands, tape measures, colored markers, levels, flags, announcing equipment, and etc.
19. Assist in obtaining the proper uniform dress for meets including the shirts, badges, pants, shoes, socks, hats, outerwear, and etc.
20. Facilitate the understanding of the rules as they apply to each event and each level of competition as the junior official has questions that they cannot answer. In the event that you may not have the answer, connect them with other veteran officials with knowledge you may not possess. Have the veteran official call the junior official and assist them and thereby increase the number of contacts for the junior official.



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21. Help determine the events that the junior official will eventually specialize by encouraging the junior official to observe, or work, as many differing events as possible during the season.
22. Reinforce their experiences with constructive criticisms and be sure to praise their work often.
23. Assist them in understanding the requirements that they will need to fulfill to reach advanced officiating certification.
24. Provide contact information for all junior officials they are mentoring to the regional coordinators.
25. Report developmental progress of the junior officials to the regional coordinators on a monthly basis.
26. Inform them that the service they receive by way of the mentor program will be evaluated at the end of the year and to be thinking of ways that the program could be improved to help junior officials who join the USATF Associations in the future.

Discipline Mentors – Rotation of JOP Participants

The question comes to mind...“What about an assigned mentor who has little or no experience with the event(s) that his assigned JOP Participant is assigned to work? ”. This idea brought about the concept of establishing a “Discipline Mentor” at each of the venues/topics that are covered by the 17 Study Guides.

With Discipline Mentors assigned to each venue the JOP participant could then simply rotate from their assigned venue to a different venue and this effort will create a smoother transition from one event to another. In our recruiting efforts of assigned mentors, we would need to fill each event with a trained Discipline Mentor.

We are surmising that it may take 10+ trained mentors per meet to adequately cover the needs of the JOP participants. Not all events in the Study Guides may be offered at any particular meet. The mentor will work with the assigned JOP participant over the timeline of their program to cover all events.

Needed Mentors for the following disciplines:

Umpire	Horizontal Jumps – Long Jump
Starter	Horizontal Jumps – Triple Jump
Clerk	Combined Events
Finish Line Lap Scores	LDR/CC/Road Racing
Vertical Jumps – High Jump	Race Walking
Vertical Jumps - Pole Vault	Meet Management
	Wind Gauge

Things That you Need to Know!

Ages of the JOP Participants – General Characteristics - (Born since 1995)

Before you read any further, you need to read this section of the handbook to acquire a basic understanding of what are some of the social, learning, what personalities look like, sound like, and how they act. The following characteristics offer an insight to the adolescents that you will be instructing. Note: not all participants fall into this generalization. Culture, socioeconomic conditions and other factors, obviously have a major role in anyone’s condition of learning

- Technology native
- Focused on authenticity
- Entrepreneurial
- Educated
- Multicultural
- Socially progressive

In general, to the JOP participants it is all about technology. They want instant gratification and they know if that if they need information, it's easily accessible.

In general, the JOP participants are infamous for being the first generation that can’t clearly recall a time before the Internet. These digital natives are defined by their persistent use of smart devices, love of social media, and all things digital – more than 60% of their time is spent online.

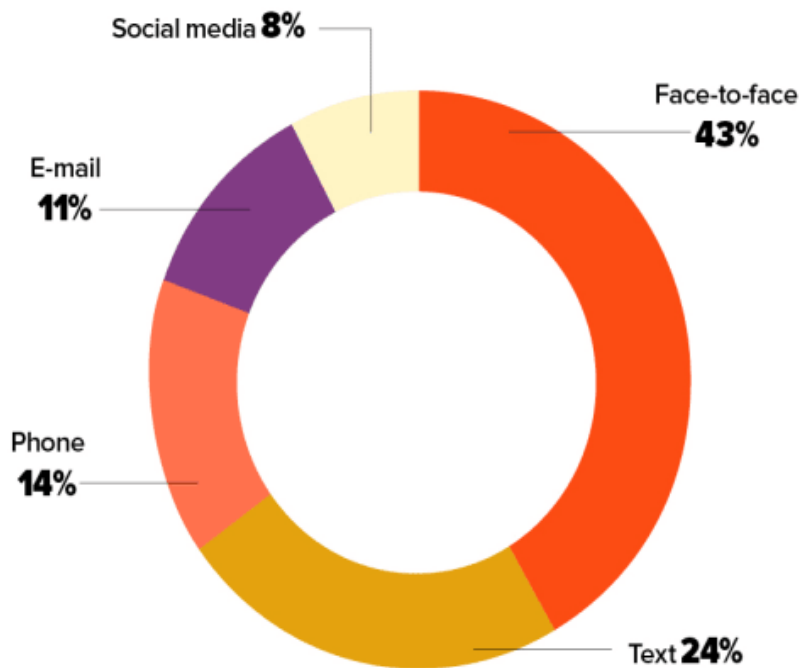
The average members of this JOP Program primarily use technology as a way to communicate and stay connected – although they grew up with instant communication online, they understand the value of genuine relationships. They also embrace technology to make their tasks more efficient, leaving more time for the face-to-face communication and in-person meetings that matter.

The JOP Program participants care about the world. They are acutely aware of environmental, political, and socio-economic problems that societies face today.

The JOP participants care about the collective good and well-being. But they also care about everyone having the chance to be who they are in their lives. In other words, freedom of expression is vital to them.

Mentors will also need to recognize that members of the JOP participants crave structure, goals, challenges and a way to measure their progress. At the same time, it's important to be aware of the potential for burnout among young overachievers—and to incorporate fun and breaks into the work environment and provide access to healthy escapes focused on relaxation and stress relief.

Communicating with your JOP Participants



Source: XYZ University.

The JOP participants are accustomed to getting immediate feedback. Immediate feedback is most beneficial when delivered as soon as possible after a task has been performed.

The JOP Participants will mark the last generation in U.S. history where a majority of the population is white. Given the shifting demographics of the country, JOP participants do not focus as

much on someone's color, religion or sexual orientation as some of our older generations might. To the JOP Participants, a diverse population is simply the norm. What they care about most in other people is honesty, sincerity and—perhaps most important—competence.

This is but a quick synopsis to get you thinking about the young participants that you will be working with in the JOP Program. Do you think you have the mettle to match up?

Types of Learners that you will encounter in the JOP Program

- We all experience the world in unique ways, and with that comes variation in the ways we learn best. Understanding the differences in these types of learning styles can drastically impact the way teachers handle their students, set up group projects and rally behind individual learning. Without understanding the disparity in learning styles, teachers might end up with a handful of students lagging behind their classmates—in part because their unique learning style hasn't been activated.
- Learning styles and preferences take on a variety of forms—and not all people fit neatly into one category as there's plenty of overlap between styles. That being said, most learners align with the following styles: There are basically 4 types of learners

- **1. Visual Learners - How to recognize visual learners ?-** Someone with a preference for visual learning is partial to seeing and observing things, including pictures, diagrams, written directions and more. This is also referred to as the “spatial” learning style. Students who learn through sight understand information better when it's presented in a visual way. Examples: List makers, students who like to take notes.

How to create understanding for visual learners ?- Mentors should create opportunities to draw pictures and diagrams on the board, or ask students to doodle examples based on the topic they're learning. Teachers catering to visual learners should regularly make handouts and use presentations. Visual learners may also need more time to process material, as they observe the visual cues before them. So be sure to give students a little time and space to work through the information. (Expanded Study Guides).

- **2. Auditory Learners - How to recognize auditory learners ?-** Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas. These are the students who like to read out loud to themselves, aren't afraid to speak up in class and are great at verbally explaining things. Additionally, they may be slower at reading and may repeat things a teacher tells them. (Plan B Study Guides),

How to create understanding for auditory learners ?- Since these students can sometimes find it hard to keep quiet for long periods of time, get your auditory learners

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involved in the lecture by asking them to repeat back new concepts to you. Ask questions and let them answer. Invoke group discussions so your auditory and verbal processors can properly take in and understand the information they're being presented with. Watching videos and using music or audiotapes are also helpful ways to engage with auditory learners.

- **3. Kinesthetic Learners - How to recognize kinesthetic learners?** - Kinesthetic learners or "tactile" learners learn through experiencing or doing things. They like to get right in the thick of things by acting out events or using their hands to touch and handle in order to understand concepts. These are the students who might struggle to sit still, might be good at sports or like to dance, need to take breaks when studying and might not have great handwriting. (Creating a log of meets they have worked).

How do you create understanding for a kinesthetic learner? - The best way mentors can help these students learn is by getting them moving. Mentors should instruct students to act out the skills/procedures they are teaching. Additionally, mentors should encourage these students by incorporating movement into lessons: pacing to help memorize, or learning skills that involve moving around the track/field facility. Once these students can physically sense what they're studying, abstract ideas and difficult concepts will be easier to understand.

- **4. Reading/Writing Learners – How do you recognize reading/writing Learners?** - reading/writing learners prefer to learn through written words. While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles on the internet, writing in diaries, looking up words in the dictionary and searching the internet for just about everything. (Journaling and accumulating a Brief Case/Back Pack of strategies for future use).

How do you create understanding for reading/writing learners? - This is probably the easiest learning style to cater to since most of the educational system provides lots of opportunities for writing in journals, doing research online and reading books. Allow plenty of time for these students to absorb information through the written word, and give them opportunities to get their words out on paper as well.

- Pinpointing how a child learns best can dramatically affect their ability to connect with the topics you're teaching/mentoring, as well as how they participate with the rest of their peers.
- We have designed the JOP Program and the Study Guides to incorporate all of the types of learners that you may encounter in your mentoring experiences.

Curriculum/ Purpose

The fundamental **purpose of curriculum** development is to ensure that the Junior Official participants receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

In essence, the Committee has developed this curriculum mapping tool to document the relationship between every component of the curriculum. Used as an analysis, communication, and planning tool, a curriculum mapping of Learning and Performance Objectives. This provides the mentors with the ability to:

- allows mentors to review the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps;
- documents the relationships between the required components of the curriculum and the intended student learning/performance outcomes;
- helps identify opportunities for integration among the track and field disciplines;
- provides a review of assessment methods; and
- identifies what the program participants have learned, allowing mentors to focus on building on previous knowledge.

Curriculum Components for JOP

Individual Study Guides will be distributed by mentor/available online as the participant progress through the Program, or in multiple sets, depending on the Mentors decision. Participants will be encouraged to provide a binder to accumulate the entire curriculum over the course of their time-limit commitment.

Junior Official Program Study Guides – Common Opening Page

Purpose

The purpose of the 17 Study Guides in this program are to help you acquire the knowledge needed to be able to understand and create a brief statement of the information that you will need for course completion and future knowledge. You might think of this Study Guide as a mini-outline to the different official positions that are contained in Track and Field competitions. Consider this Study Guide as a condensed version of all of the important information that you will need to complete the Junior Officials Program successfully.

Each Officials duties, skills and behaviors are contained in the 17 Different Study Guides offered in this program. These Study Guides are a combination of



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- Adopted 2020 USATF Rules of Competitions.
- Best Practices (those skills that describe “what works best” in a particular situation or environment). These Study Guides are data supported successes and researched supported over time, as offered by Track & Field officials in the quest for accountability for reliable methods.
- USATF Code of Ethics
- USATF Professional Conduct Guidelines

Procedures

Once you have the study guide in front of you, do more than just read it. Take the time to look at the material to understand what you will be asked to do. Start by reading the description to formulate a big-picture idea of what your Mentor’s assessment will look like. Then, review the list of concepts.

Quizzing yourself is a highly effective study technique. Make a copy of the Mentors Checklist and carry it with you to the meets so you can review the questions and answers periodically throughout the day and across several days/meets. Identify the questions that you don’t know and quiz yourself on only those questions. Say your answers aloud.

Ask questions of your Mentors, they are there to answer your questions and guide you to learning and performing as a USATF official.

Journals / Back Pack of Strategies – Participant Expectations

Besides utilizing the learning tool of utilizing study guides, the participants will need to produce, over the time-span they are in the program, a journal of their activities or a “Back Pack of Strategies” that they have collected that will help them, not only over the course of the JOP Program, but in their upcoming career as a certified USATF official. The journal/ briefcase will be a collection from all of their study guides and experiences that they consider an important reference of their knowledge and skills.

Log of Meets attended and Duties/Responsibilities Performed

The expectation is that each participant will submit a “Log of Meet “ experience that they have “worked at” during the course of their individual program age level. **The minimum requirement for meets per year are six (6).** Note: a two (2) day meet would count as two (2) meets. Also, many local Association /Regional meets are 4 days in length. This would equate to a four (4) day meet completion. The participant must work at least three quarters of the length of the meet to have the meet counted in their log. Mentor initials will verify completion of the meet.

The log must include:

Meet Name	Meet Location	Duties/Job(s)- List the different disciplines	Mentor Initials

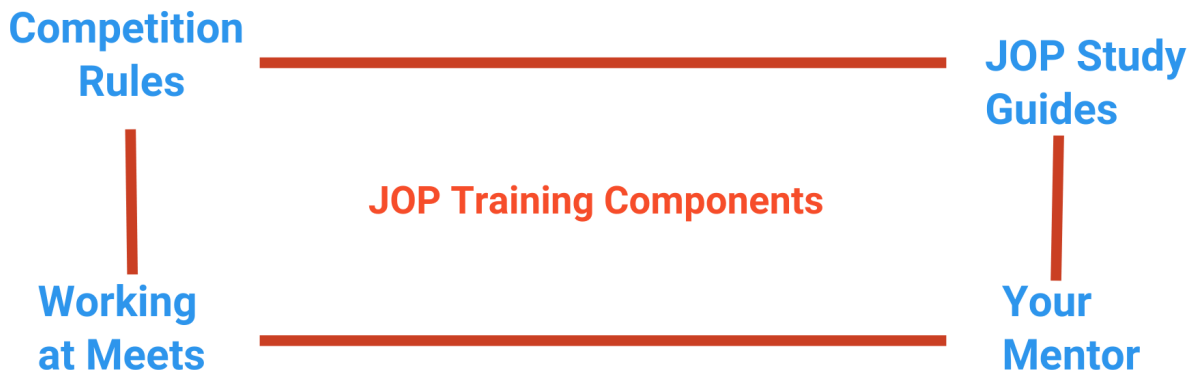
From the Study Guides – What the participants see utilizing Plan B Study Guides:

This is one of 17 Study Guides available to you. Each Guide covers a different track and field event. You are welcome to review all the guides, but the JOP program would like you and your mentor to **select ten (10)** of these Guides to concentrate on as your primary focus while participating in the JOP program. JOP Participants who are in the program for longer than two (2) years will have the opportunity to experience all of the 17 Study Guides. This will help you prepare for the Officials Association Level that the 3-4 year participants can qualify you to become. You will be evaluated by your mentor on your knowledge of your 10 Study Guide events. Also, an Alternative List of Study Guides will be produced for your furthering your knowledge in your officiating experience.

The content of these Study Guides is primarily drawn from these resources:

- USATF Competition Rules
- Best Practices
- USATF Code of Ethics
- USATF Professional Guidelines
- Certification Standards for Apprentice and Association Level of Officiating.

These Study Guides, your mentor, the USATF Competition Rules, and experience working track and field meets are the four key components of the Junior Officials Program.



Your key resource in learning to officiate as an Umpire is the USATF Competition Rules Book that has been issued to you for your use. That Rule Book is also on line at this link:

[2020 Competition Rule Book](#)

Yearly Curriculum Offerings

We are asking that, as part of your Mentor Planning ,to collaborate with the JOP Participant and select 10 of the Plan A, Plan B, or AD Study Guides. (or combinations of all three) to fulfill the basic requirements of the JOP Program. Depending on the age of the participant, not all Study Guides will be completed in the time spent in the program. Those participants who are in for three (3) or four (4) years will have time to complete all of the Studies Guides, and those that do successfully complete the program will enter at the Association Officiating Level based on your evaluation of their knowledge and skills. Those participants who are in the two (2) or one (1) year period may not have time to complete the program. Likely a two (2) year participant can completed the needed Study Guides in that time frame. The one (1) year participant will probably have to select a trac (Track Events/Field Events/LDR-CC-RR) and follow that path in the program. Both the one and two year participants will exit the program and enter the Apprentice Officiating Level based on your evaluation of their knowledge and skills. Tree and four year members, upon successful completion of the program, will enter at the Association Level.

By using the “ Officials Card Credentials” as a basic format for the officiating **skills and Level of an Apprentice and Association level officials, the basic breakdown of the curriculum was selected and utilized for use.**

2021-2024 CARD CREDENTIALS – check marks indicate what areas of the JOP program cover the disciplines in each year of the program

Apprentice Card	Association Card	Year 1	Year 2	Year 3	Year 4
Track Events –	<i>Starter</i>	<i>Track</i>	✓	✓	✓
	<i>Umpire</i>	<i>Track</i>	✓	✓	✓
	<i>Clerk of the Course</i>	<i>Track</i>	✓	✓	✓
	<i>Finish Line Official</i>	<i>Track</i>	✓	✓	✓
Field Events	<i>Shot Put</i>				
	<i>Discus</i>				
	<i>Javelin</i>				
	<i>Hammer/ Weight Throw</i>				
	<i>Horizontal Jumps</i>	<i>Field</i>	✓	✓	✓
	<i>High Jump</i>	<i>Field</i>	✓	✓	✓
	<i>Pole Vault</i>	<i>Field</i>	✓	✓	✓
	<i>Inspector of Implements</i> Rules Review				

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	<i>Fully Automatic Timing</i> No Current Review				
	<i>Competition Secretary/ Data Specialist</i> No Current Review				
Marshal	<i>Marshal</i>	LDR	✓	✓	✓
Race Walk Rules Review Ap/A/N/M	<i>Race Walk Official</i> Rules Review RW Association	LDR	✓	✓	✓
	<i>Race Walk Judge</i> Grade 1/2				
LDR/Off-Track Events Rules Review Ap/A/N/M	<i>LDR/Off-Track Events</i>	LDR	✓	✓	✓
	Rules Review LDR Association	LDR	✓	✓	✓

A sample **Yearly Individualized Program per Participant** was then created to offer the mentors ideas of what knowledge and skills should be presented in each year of the program. **Note:** You may have one of those individuals who just can't get enough to do. They are picking-up the knowledge and skills at an enormous pace. The committee offers that you can create an **Alternative List** of Study guides for them to pursue..."should they get bored". The **Alternative List** are composed from the Study Guides that have not been selected yet, based on their time frame in the program. You can be as creative as you like to help fill in their program needs.

Yearly Individualized Program per Participant Overview – Possible paths for you to follow as you create a Plan with your Assigned JOP participant.

Four Year plan (14 year old) (Can come it as an Association Level Official)			
Year of the program	Study Content	Study Guides incorporated	Total number of Study Guides per year
Year 1	Umpire/Starting/Clerking/Finish Line-Lap Scorer	1,2,3,4	4
Year 2	Field Events General Rules, Vertical Jumps Common Rules, High Jump, Pole Vault, VJ General Rules, <i>Plus review of year 1, & 2</i>	5,6,7,8,9	5
Year 3	Field Event General Rules, Long Jump, Triple Jump/ Meet Management <i>Plus review of year 1, 2, & 3,</i>	5,10, 11, 17	4

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Year 4	LDR, Race Walking, Wind Gague/ Combined Events General Rules, Marshal) – <i>Plus review of year 1.</i>	13,14, 16,17,	4
Total Study Guides covered			17 total

Three Year Plan (15 year old) (Can come in as an Association Level Official)			
Year of the program	Study Content	Study Guides incorporated	Total number of Study Guides per year
Year 1	Umpire/Starting/Clerking/Finish Line- Lap Scorer/Marshal	1,2,3,4,13	5
Year 2	Field Event General Rules/ HJ/PV General Rules/High ump/Pole Vault/ Horizontal Jumps General Rules/ Long Jump/Triple Jump.- <i>Plus review of Year 1, & 2 .</i>	5,6,7,8,9,10,11	7
Year 3	LDR/Race Walking/Wind Gague/ Combined Events General Rules/Meet Management – <i>Plus Review of Year 1.</i>	12,14,15, 16,17	5
Total Study Guides covered			17 total

Two Year Plan (16 year old) (will come in the Apprentice Level Official)			
Year of the program	Study Content	Study Guides incorporated	Total number of Study Guides per year
Year 1	Umpire/Starting/Clerking/Finish Line- Lap Scorer/Marshal/LDR/ Race Walking/Wind Gague	1,2,3,4, 13,14,16,17	8
Year 2	Field Event General Rules/ Vertical Jumps General Rules/High Jump/Pole Vault/ Horizontal Jumps General Rules/Long Jump/Triple Jump/ Combined Events GR/Marshal	5,6,7,8,9,10,11,12,13	9
Total Study Guides covered			17 total

One Year Plan – (17 year old). Working under the same premise of the 5 credentialed areas...the 17 year old may have to “Declare a Track trac or a Field trac or a LDR-Off Track//Race Walking/Marshal trac.

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Year of the program	Study Content	Study Guides incorporated	Total number of Study Guides per year
Year 1	Track Events trac: (Umpire/Starting/Clerking/Finish Line-Lap Scorer/Combined Events GR/Marshal	1,2,3,4,12,14	6
Year 1	Field Events trac: Field Event General Rules/ Vertical Jumps Common Rules/High Jump/ Pole Vault/ Horizontal Jumps General Rules/Long Jump/ Triple Jump/ Combined Events GR/Marshall	5,6,7,8,9,10,11,12,14	9
Year 1	LDR Off-Track/Race Walking/Marshal /Meet Management/ Wind Gague	14,15,16,17,	5
Total Study Guides covered			5-9 total

Study Guides:

Study Guides Disciplines (Discipline Mentor Areas)

Study Guide 1 - Umpire	Study Guide 7 – Vertical Jumps High Jump	Study guide 13 - Marshal
Study Guide 2 - Starter	Study Guide 8 – Vertical Jumps Pole Vault	Study Guide 14 – Long Distance Running-LDR/CC/Road Racing
Study Guide 3 - Clerking	Study Guide 9 – Horizontal Jumps General Rules	Study Guide 15 – Race Walking
Study Guide 4 – Finish Line/ Lap Scorer	Study guide 10 – Horizontal Jumps – Long Jump	Study Guide 16- Meet Management
Study Guide 5 – Field Events General Rules	Study Guide 11- Horizontal Jumps – Triple Jump	Study Guide 17 – Wind Gague
Study Guide 6 – Vertical Jumps Common Rules	Study Guide 12 – Combined Events-General Rules	

Based on the different types of learners, from your previous training, the Committee has designed 2 specific types of Study Guides.

Plan A Study Guides



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Each Study Guides contain the following components. The Plan A Study Guides contain the “complete” curriculum in written format of the expectations of the Learning and Performance Objectives of the program. Not all Study Guides have charts and tables contained within the Study Guides. Many of the needed charts and tables are contained within the Resource section of the Study Guide).

Basic Format of PLAN A Study Guides:(Rules, Skills/Techniques, Charts. Tables, Resources, Assessment Map, Mentor Checklist, & Field of Play Evaluation Examples.

Plan B Study Guides

Plan B Study Guides are simpler in content, which puts more ownness on the Mentor(s) to follow the Mentor Checklist to deliver the knowledge and skills needed for the JOP participants to be successful. In essence both the Mentor and the participants are required to be responsible for providing the information, skills, procedures (Mentor responsibility) and researching, reading about, seeking the procedures and prior knowledge of skills needed (JOP Participant responsibility) through the use of the Resources provided in each Study Guide.

Alternative Delivery (AD) Study Guides

The Alternative Delivery (AD) Study Guides provide yet another knowledge delivery system designed especially for the age group of the JOP Program participants. Responding to the different learning styles, the AD provides a virtual voice that leads the participants through the 17 Study Guides as presented. The AD Study Guides also follow the format objectives of both the Plan A and the Plan B (shortened) Study Guides. These are also offered if accelerated participants need a more vigorous program of instruction.

All three (Plan A, Plan B , and Alternative Delivery (AD) Study Guides plans are formatted in the same learning sequence. These Study Guides provide:

Learning/Performance Objectives for rules needed for the discipline, list of skills/techniques needed, Resources for knowledge and understanding, Reminder Map of Officials Code of Ethics/ Performance Standards, Mentor checklist of needed skills, and a Field of Play Evaluation to be taken at a mutual time as decided on by the JOP participant and the Mentor.

The Study Guides, the mentor, the USATF Competition Rules, and acquired experience working track and field meets are the four key learning components of the Junior Officials Program. Utilizing these four strategies will help you to produce successful JOP Participants.



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Please do a side-by-side comparison of the three types of Study Guides to help you determine an action plan to discuss with your assigned JOP participant.

You will soon be assigned a Junior Official Program participant. Please use the strategies and skill as outlined in your Mentor Training Session.

The committee urges you to help recruit those individuals that you see at meets to become Junior Officials. Encourage them, guide them, and share with them your experiences. This is a GREAT time to be a Mentor.

JOP Mentor Self-Assessment

Mentor Name _____ Date _____

26 Mentor Role and Expectations Ideally, you should be using this Assessment as a monthly checklist.	Not yet started	In Progress	Accomplished Dates
1. Recruit junior officials and help them enroll and attend USATF clinics.			
2. Volunteer to become the mentor for those officials that they recruit.			
3. Call the junior official after he/she completes the junior officials' clinic to continue that connection that has been made with the Association.			
4. Assist the junior official in the selection of meets and the events within each meet that will accommodate their ability to travel, available time, and degree of comfort that they feel for the events and meets they will work.			
5. Keep track of the junior official's schedule and make a follow up call after those scheduled meets. Do so after every meet during their first season.			
6. Telephone frequently (at least twice/month - minimally).			
7. Make the junior official feel that they can contact you at anytime. This can be accomplished by frequent calls to the junior official, at the frequency indicated above, as well as stress to the junior official that he/she is welcome to call the mentor whenever they need to do so.			
8. Take time to assist the junior official at meets at which you are both attending.			
9. Encourage the junior official to work many of the same meets you will be working.			

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10. Encourage the junior officials to provide most of the dialogue during mentor/junior official conversations.			
11. Work cooperatively with other Discipline Mentors in providing a positive learning environment for the JOP participant.			
12. Introduce the junior official to other officials at every opportunity and attempt to make important social connections with those veteran officials.			
13. Role model to the junior official the proper way to relate to the athletes during competition and other times outside of competition.			
14. Prepare the junior official on ways that they may settle protests, disagreements, requests and demands by the athletes and their coaches, and objectionable behaviors which may occur at an event they work.			
15. Reinforce the mental preparation of the junior official in regards to their own personal safety during meets as well as the safety of athletes, coaches, and other people who may be involved in the meet.			
16 Stress the importance of preparing oneself from the elements of heat, sun, cold weather, and work schedule.			
17. Assist in acquiring the needed rulebooks, resource books, and other track and field publications.			
18. Assist with obtaining the proper equipment for events the new official will work which may include clipboard devices, writing instruments, chalk, rubber bands, tape measures, colored markers, levels, flags, announcing equipment, and etc.			
19. Assist in obtaining the proper uniform dress for meets including the shirts, badges, pants, shoes, socks, hats, outerwear, and etc.			
20. Facilitate the understanding of the rules as they apply to each event and each level of competition as the junior official has questions that they cannot answer. In the event that you may not have the answer, connect them with other veteran officials with knowledge you may not possess. Have the veteran official call the junior official and assist them and thereby increase the number of contacts for the junior official.			
21. Help determine the events that the junior official will eventually specialize by encouraging the junior official to observe, or work, as many differing events as possible during the season.			
22. Reinforce their experiences with constructive criticisms and be sure to praise their work often.			
23. Assist them in understanding the requirements that they will need to fulfill to reach advanced officiating certification.			
24. Provide contact information for all junior officials they are mentoring to the regional coordinators.			
25. Report developmental progress of the junior officials to the regional coordinators on a monthly basis.			
26. Inform them that the service they receive by way of the mentor program will be evaluated at the end of the year and to be thinking of			



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ways that the program could be improved to help junior officials who join the USATF Associations in the future.			
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From the JOP Committee

When you wake up in the morning you have two choices – go back to sleep and dream your dreams, or wake up and *chase* those dreams.

Help our Junior Officials become motivated to *chase* the idea to become outstanding officials. What can I do? You can pick them up and drive them to the meets with you (with parental permission of course), create some time where its’ one-on-one to help instruct, or to just sit with them and listen.

Always honestly answer their questions and not make them feel like they are *adolescent* officials, and challenge them and *encourage* them to strive for higher level tasks as they grow in their skill levels. Most importantly, be the best role model and encourager that you can be. Constant encouragement is an awesome tool to create motivation.

What will you hand down, as a predecessor official has done for you, to the *new/JOP* officials that will eventually fill the ranks? Its’ your legacy. Have you thought about what your legacy will be as a person, as a husband, as a friend, as a USA Track and Field official?

This would be a great time to have that discussion with yourself...if you have not already done so.

What do you want the heritage of USA Track and Field Officials to be? Its’ never too late to build a legacy...*be a mentor!* Think of it this way...When your time is up who will tell your story?

Peter Drucker, Educator and Author stated, “The best way to predict the future is to create it”. Lets’ all help to *create the future, the heritage, and the legacy of USA Track and Field officials.*

Thank you for doing all that you do...now let’s BE THE ONE to start another part of our legacy.

Sincerely.

The Junior Officials Program Committee 2020

Continued



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JOP/Mentor Memorandum of Understanding Form

By affixing your signature to the Junior Mentor Memorandum of Understanding (MOU) Form below, you agree to have read the entire training document and have discussed this entire document with your Certification Chair(s)/Association Junior Officials Designee, or have attended your Association JOP Mentor Training Session and agree to fulfill the duties and responsibilities as outlined in this entire document. You further agree to uphold the USATF policies and practices as outlined in this document as well as that you understand the entire document as presented and take the responsibility to provide a positive learning experience in which the JOP participant will feel safe, secure, and have a fair opportunity to complete the program a designed.

USATF ASSOCIATION AFFILIATION _____ State _____

Name: _____ Address: _____

City: _____ State: _____

Phone _____ Email: _____

Officials Membership # _____ Officials Credential # _____

Mentor (signature): _____ Date: _____

APPROVED _____

NOT APPROVED _____

Reason NOT APPROVED _____

Association Certification Chair Name _____

Association Certification Chair Signature _____ Date: _____

OR

Association Mentor Coordinator Name _____

Association Mentor Coordinator Signature _____ Date: _____



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JOP/Mentor Assignment Form (Date)_____

I accept the responsibility of being a mentor in the _____ Association Junior Official Mentoring Program, keeping in mind the expectations stated above in training the working with the new official(s) as listed below:

JUNIOR OFFICAL(S)

Name: _____
Address: _____
City: _____
State: _____
Phone: _____
Email: _____
Age of Participant: _____

Name: _____
Address: _____
City: _____
State: _____
Phone (H): _____
Email: _____
Age of Participant: _____

USATF _____ ASSOCIATION MENTOR ASSIGNED:

Name: _____ Officials Level _____
Address: _____ City: _____
State: _____ USATF Membership # _____
Phone _____ Email: _____
Mentor (signature): _____ Date: _____

APPROVAL:

Association Certification Chair: _____ Date: _____
Association Mentor Coordinator: _____ Date: _____



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Sample Mentor Checklist – (Study Guide 13 – Marshal) All Study guides have the same format for the next three documents: Mentor Checklist / Reminder Map of Ethics & Standards of Performance / Field of Play Evaluation.

Study Guide 13 – Marshaling Program– Mentor Checklist

Participant Name _____ Mentor Name _____

Evaluate applicable areas, based on assignment(s) for this meet/some areas will be Non-Applicable (NA)

INSTRUCTIONS: All items on this Checklist must be completed during the timeline of the program. Some participants are in the program for one-to-four years. All items/objectives should be checked when the item is successfully completed. Not all items will be completed at any particular meet but over a series of meets. Enter the date of the completed PO/LO, your initials for verification, and any comments that you may have. Make three (3) copies when the form is completed. Keep one (1) copy for yourself. Distribute one (1) to the participant. Send one (1) to your Certification chairperson or to your Junior Officials Program coordinator as per your specific Association designee. All Objectives must be met before submission. Note: Some of the items on the checklist maybe “Not Applicable (NA) but those items are very limited. Ex. A 14 year-old JOP Participant will not be a Starter at a meet or assigning other officials to duties. These type criteria will be marked NA. NA’s should be used sparingly.

Learning /Performance Objectives – MARSHALL What should the JOP to explain and do?	PO#	Date Completed	Mentors’ Initials
USATF RULE 133 – MARSHAL	M1		
Secure access to the competition area so that only working officials, competitors, and other authorized/credentialed individuals are permitted entry.	M2		
Secure the start area of each race, prevent physical encroachment and sound interference (including that from the announcer) which could jeopardize the start.	M3		
Secure the finish area of each race and prevent any person other than competitors from crossing the finish line/timing system so that the order of finish and timing can be accurately determined.	M4		
Secure every field event competition area, including the runways, pits, circles, and implement landing areas to	M5		

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protect competitors and officials, spectators, and media.			
Secure meet administration areas within the competition enclosure.	M6		
In the event of an injury, secure the area to permit access to the injured person only by appropriate personnel.	M7		
See that competitors, coaches, or trainers do not engage in unsportsmanlike conduct within the competition area.	M8		
Assist in the enforcement of competition uniform, electronics, and unauthorized assistance rules.	M9		
Possess writing materials to make a record of uniform, electronics, and unsportsmanship infractions, and refusals to follow Marshals' directions.	M10		
Anticipate movement of officials from one location to another to carry out their duties; precede them to ensure the area is ready for the officials to use when they relocate.	M11		
If necessary, upon completion of the competition, escort competitors to the Mixed Zone.	M12		
For cross country & road races, may be both a Marshal & Umpire.	M13		
Personal Equipment	M14		
CC/LDR/MUT RACES – Aid Station Instructions	M15		
Course Marshal Instructions	M16		
Incident Report	M17		

Comments:

REMINDER MAP - Common Learning/Performance Objectives (PO's) for all Junior Official Participants

Mentors will be concentrating on the **areas in gray** to determine your Checklist and Field of Play Evaluation during and at the end of your individual time-line in the program.

Code of Ethics/Performance Objectives (PO's)	PO #	Assessment Evaluation Criteria (P.O.'s)	PO #
Be fair, consistent, and impartial to ensure equitable treatment for all competitors.	PO1	Arrives on time for meetings and events.	AEC1
Have a thorough knowledge of the rules and procedures for the particular event or position assigned and review them prior to a competition.	PO2	Properly wears officials' uniform; presents a professional appearance.	AEC2
Cooperate with fellow officials to conduct competition in a safe and professional manner. Be courteous and avoid confrontations or making derogatory comments to athletes, coaches, spectators, or other officials.	PO3	Knows and applies rules correctly and consistently.	AEC3
Demonstrate respect and courtesy for other officials. Avoid interfering with duties assigned to other officials or publicly questioning the performance of other officials. Assist in correctly applying rules and support final decisions rendered by chief officials. Provide and accept performance feedback in a positive manner.	PO4	Treats all personnel with respect and professionalism	AEC4
Honor all assignments and agreements made for performance of officiating and support duties.	PO5	Communicates effectively with competitors.	AEC5
Not discriminate against any individual or group on the basis of race, color, religion, gender, national origin, age, or other protected characteristic.	PO6	Stays alert to the competition, potential problems, and the athletes.	AEC6
Not engage in harassment by making unwelcome advances, remarks, or display of materials where such would create an intimidating, hostile, or offensive environment.	PO7	Works well with other officials for success of the crew.	AEC7
Not fraternize with athletes or coaches, provide tips or comments which could be construed as coaching for any athlete, nor cheer for or	PO8	Willing to pitch in and help wherever needed or directed.	AEC8

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provide encouragement to particular athletes or teams during a competition.			
Not use tobacco products while in the field of competition, nor consume alcoholic products before or during a competition.	PO9	Has applicable rule books and necessary personal equipment.	AEC9
Not seek recognition or attention during a competition.	PO10	Correctly and efficiently prepares the venue; maintains safety	AEC10
Conduct an honest self-evaluation after each competition, to identify errors made and areas for improvement; and be receptive to suggestions for conducting events in the best possible manner in the future.	PO11	Conducts complete, accurate briefings for athletes.	AEC11
Comply with the USA Track & Field Officials Code of Ethics	PO12	Effectively manages volunteers	AEC12
Be punctual in reporting for assigned officiating duties, including allowing adequate time for venue inspection and set-up prior to the warm-up period and competition.	PO13	Completes event forms properly and neatly	AEC13
Possess the appropriate rule book(s) for the competition.	PO14	Demonstrates good decision-making and problem-solving skills.	AEC14
Possess and maintain appropriate uniform items and wear the national uniform or other dress prescribed by meet management, and be prepared to continue duties in all types of weather.	PO15	Accepts & responds to feedback, contributes to post-event review	AEC15
Inspect assigned venues to ensure the safety of athletes, officials, and spectators. Correct or report apparent or suspected dangers to meet management before beginning a competition.	PO16		
Be calm, positive, and polite. Refrain from dialog with athletes and coaches regarding disputed calls or decisions, and instead refer them to the referee, protest table, or games committee for resolution. Report abusive behavior toward officials to meet management.	PO17		
Not use any electronic or photographic devices, including cell phones, while officiating.	PO18		

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Assist in submitting competition results, cleaning the event area, and returning equipment. Before departing the site, determine if any other venues need officiating assistance.	PO19		
Attend periodic training sessions or clinics to maintain or update officiating skills. Assist, as appropriate, in developing and presenting training materials.	PO20		
Keep physically fit, and advise their association or coordinator of officials of physical limitations on their ability to perform any assigned duty.	PO21		
Mentor less experienced officials by sharing information and techniques, demonstrating use of equipment, identifying potential problems or issues and recommending solutions, and encouraging questions.	PO22		
Assist in recruiting new officials.	PO23		
Consider active involvement with the officials' committees of the local association and USATF.	PO24		
Make recommendations for rules changes as appropriate.	PO25		



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Study Guide 13 Marshal - Mentor Assessment – Field of Play Evaluation

Participant's Name _____ Mentor Name _____

MENTORS – All items on this Checklist must be completed during the timeline of the program. Some participants are in the program from one-to-four years. All items/objectives should be checked when the item is successfully completed. Not all items will be completed at any particular meet but over a series of meets. Checkoff the rating that you give to the JOP Participant, enter the date of completion and enter your initials as a verification that the objective was completed. If you have assigned a rating of Fair* - Please add your rationale to the *Area for Improvement space. *Please submit a copy of this Field of Play Evaluation/Assessment final form with the completion dates and your Mentor signature, to the Association Certification Chairperson or JOP Designee in your Association.* Please make 3 copies -One (1) for your records, one (1)for the Association Chair/JOP Designee, and one (1) to give to the JOP Participant for their records. Hardcopies or electronic copies are acceptable. All Objectives must be met before submission.

Code of Ethics/Professional/ Learning/Performance Objectives	PO#	Fair* (check)	Good (check)	Excellent (check)	Date Completed	Mentor Initials
1. Arrives on time for meetings and events.	AEC1	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
2. Properly wears officials' uniform: presents a professional appearance.	AEC2	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
3. Knows and applies rules correctly and consistently.	AEC3	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						

4. Treats all personnel with respect and professionalism.	AEC4	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
5. Communicates effectively with competitors.	AEC5	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
6. Stays alert to the competition, potential problems, and the athletes.	AEC6	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
7. Works well with other officials for success of the crew.	AEC7	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
8. Willing to pitch-in and help wherever needed or directed.	AEC8	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
9. Has applicable rulebooks and necessary personal equipment.	AEC9	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
10. Correctly and efficiently prepares the venue and maintains a high level of safety.	AEC10	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
11. Conducts complete, accurate briefings for athletes.	AEC11	Fair*	Good	Excellent	NA	NA
*Area for Improvement (Fair or below):						

12. Effectively works with volunteers.	AEC12	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
13. Completes event forms properly and neatly.	AEC13	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
14. Demonstrates good decision-making and problem-solving skills.	AEC14	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
15. Accepts and responds to feedback in an appropriate manner.	AEC15	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
16. Not discriminate against any individual or group on the basis of race, color, religion, gender, national origin, age, athletic ability or other protected characteristic.	PO6	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
17. Not engage in harassment by making unwelcome advances, remarks, or display of materials where such would create an intimidating, hostile, or offensive environment.	PO7	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
18. Not use tobacco products while in the field of competition, nor consume alcoholic products before or during a competition.	PO9	Fair*	Good	Excellent		
Area for Improvement (Fair or below):						

19. Be calm, positive, and polite. Refrain from dialog with athletes and coaches regarding disputed calls or decisions, and instead refer them to the referee, protest table, or games committee for resolution. Report abusive behavior toward officials to meet management.	PO17	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
20. Not use any electronic or photographic devices, including cell phones, while officiating.	PO18	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
21. Keep physically fit, and advise their association or coordinator of officials of physical limitations on their ability to perform any assigned duty.	PO21	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
22. Presentation of JOP Log of meet experiences containing the number of Hours based on age group.	Program Requirement	Fair*	Good	Excellent		
*Area for Improvement (Fair or below):						
23. Presentation of Journal or "Briefcase of acquired materials indicating the participants knowledge of growth over the length of the program.	Program Requirement					
*Area for Improvement (Fair or below):						



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Comments: _____

If you have any questions at all about any part of the program, either contact your Association Certification Chair/Association JOP Designee, your Regional Supervisors, or contact Mike Trego (IN) (mikeogert@gamil.com) / 1-765-661-1645 or Ashley Newton (KY) (flaming_roses@hotmail.com) / 1-502-741-6937 Committee Co-Chairs.

Thank you for your commitment and support of the Junior Officials Program.

Thanks to you it will work! When your time is up...who will tell your story?

What will be *your* legacy? After you have gone...You will sing your song?

Mike Trego / Ashley Newton – Co-Chairs

Junior Officials Committee Members

- Doug Allen (Kentucky)
- Robert Gidari (New England)
- Mark Heckel (Three Rivers)
- Mary Onken (New York)
- Cindy Slayton (Georgia)
- Phil Sutton (Oregon)
- Doug Weir (Michigan)
- Reg Weissglass (New York)