



GEELONG FOOTBALL UMPIRES' LEAGUE INC.

RECRUITMENT AND RETENTION POLICY

VERSION 1

Adopted by the Board on

14 January 2013

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**REVIEW HISTORY OF GEELONG FOOTBALL UMPIRES' LEAGUE
RECRUIRMENT AND RETENTION POLICY**

Version	Date reviewed	Date endorsed	Content reviewed/purpose
<i>One</i>	<i>Created December 2012</i>	<i>January 2013</i>	

1. SCOPE

This policy applies to all GFUL Members

2. POLICY

The GFUL will develop an integrated recruitment and retention strategy that plans to increase the number of active members to 600 by the end of the 2016 season.

3. DISCUSSION

The optimum number of active members required by the GFUL to achieve full appointments in the current competitions is 600 (this figure contains a 20% allowance for unavailability) – comprising 295 Field, 187 Boundary and 125 Goal. This requires an approximate 100% increase in active member numbers.

To date the GFUL has generally been able to appoint:

- full panels to all games in senior grade
- Goal umpires to reserve grade
- Field and Goal umpires to Colts/U18 grade
- Field umpires to U16 and U14 grades
- No appointments to U10 grade

The GFUL aims to appoint full panels to all competition grades by the end of season 2016.

The strength of the GFUL membership is dependent on a two part strategy that encompasses:

- the recruitment of new members
- the retention of existing members

This policy has been created to provide a framework for both recruitment of new members and the retention of existing members.

4. RECRUITMENT

The strategies that the GFUL has and will develop that will lead to the increased recruitment of new members will comprise an Annual Recruitment Program that:

- targets:
 - non-returning Club playing members
 - school's - by piggy-backing off the provision of basic umpire training programs
- includes
 - a general recruitment advertising program
 - a "Bring a Friend" incentive program
 - a strategy (to be developed) to identify and meet with CALD communities within the greater Geelong area
 - a continuing commitment to the development of further strategies to expand the recruitment base
 - appointment of a School's Liaison Officer

5. RETENTION

The strategies that the GFUL has and will develop that will lead to the retention of a greater proportion of members include:

- A well constructed and managed annual training program
- Participation in:
 - the AFL Umpire Coach Professional Development Program
 - the AFL Victoria Country Umpire Academy Program
 - the AFL Green Shirt Program
 - the AFL Mentor program

- Implementation of
 - Welcoming Officer Program (Appendix A)
 - Buddy Programs (Appendix B)
 - a talent enhancement program
- The development of an integrated strategy to welcome and induct new members into the GFUL.

Appendix A – Welcoming Officer Program

Coming to a GFUL training session for the first time can be both exciting and overwhelming.

The role of the **welcoming officer** is to greet new members and their families and help them settle into the GFUL. Undertaking this role requires the ability to know when to offer help and when to step back. The **welcoming officer** needs to provide support without putting pressure on the new member (and their families).

What does the welcoming officer do?

- Attend each GFUL training session (when rostered) to introduce themselves to new members and their families.
- Providing a copy of the **New Member Induction Folder** to the new member and to answer any questions and help with practical issues such as getting a uniform, club fee payment and getting to and from games.
- Confirm with the new member the need to complete a **New Member Application Form** as soon as possible. New Members who are under 18 years old need to have their application counter-signed by a parent/guardian.
- Find out what umpiring discipline the new member is interested in and then introduce the new member to a member of the coaching staff for that discipline.
- Letting new members and their families know that they can contact the welcoming officer throughout the season if they need support with participation.

Qualities required of a welcoming officer

- **Empathy** –patience and understanding are essential when welcoming people to the GFUL.
- **Communication** - assuming a high level of understanding may result in misunderstanding. Keep it simple, make it visual and avoid shouting or speaking slowly.
- **Asking questions** - don't be afraid to ask questions. It is okay to ask people about their background and what sports they like playing.
- **Talking with parents** - offer to talk to parents to explain the GFUL's activities.
- **Getting consent** - consent from parents for children and young people under 18 years is essential for membership of the GFUL.

Appendix B – Buddy Program

What is a buddy system?

The GFUL **buddy system** is a procedure in which two people in the same umpiring discipline (the buddies) operate together as a unit to monitor and help each other, usually in unfamiliar situations. Each buddy has responsibility for one other person and vice versa.

A buddy system is designed to:

- Help new members to feel part of the GFUL by introducing them to other members of their discipline and the discipline coaches, showing them around the facilities, and making sure they know where the venues are.
- Give new members and especially new young members someone to turn to when they need help.
- Foster relationships between peers and age groups that would not usually connect.

How does a buddy system differ from a mentoring program?

In many ways being someone's buddy is very similar to being a mentor. Either way, one of the primary goals of a mentoring or a buddy system is to support someone else.

However, a buddy system is a less formal arrangement and generally applies to people of equal standing in the club who help each other out.

Appendix C – New Member Induction Process

The following process is to be followed when inducting a new member into the GFUL

The process commences when a prospective member makes contact with the GFUL (usually by attending a training session at the GFUL Rooms).

The personnel involved in the process are:

- Welcoming Officer
- Discipline Coach
- Buddy
- Mentor

Welcoming Officer

- Act as the point of contact at training for any prospective member attending – members to take any prospective member to the Welcome Officer.
- Welcome the prospective member – take on a tour of the rooms – discuss umpiring as a career.
- Provide a copy of the **New Member Induction Folder** to the prospective member and to answer any questions and help with practical issues such as getting a uniform, club fee payment and getting to and from games.
- Confirm with the prospective member the need to complete a **New Member Application Form** as soon as possible. New Members who are under 18 years old **MUST** have their application counter-signed by a parent/guardian.
- Find out what umpiring discipline the new member is interested in and then introduce the new member to a member of the coaching staff for that discipline.

Discipline Coach

- Welcome the prospective member to the discipline.
- Provide an outline of the training program for the next three weeks.
- Determine whether the 'Green Shirt' requirement will be waived for those with experience.
- Allocate and introduce prospective member to a **buddy**.
- Allocate and introduce prospective member to a **mentor**.
- Enter green shirt/buddy/mentor data onto the new member application.

Buddy

- Help new members to feel part of the GFUL by introducing them to other members of their discipline.
- Train with the new member for the next four training sessions.
- If necessary, show the new member around the facilities and making sure they know where the venues are.

Mentor

- Mentor the new member following either Model A or Model B as agreed with the discipline coach. (See Annex D)
- Report to discipline coach on the progress of the new member.

Appendix D – Mentor Process – Model A & B

The following information has been reproduced from the AFL Mentor Program Manual pp 29-30.

ENTRY-POINT INTO UMPIRING

FIRST STEPS

Junior umpire runs the boundary to get a feel for the game.

SECOND STEPS

Junior umpire moves to field umpiring under guidance of a mentor.

STEP ONE

Junior umpire shadows mentor. Mentor takes time to talk the junior umpire through the game.

Alternate entry points

Umpire enters as an ex-player.
Umpire bypasses boundary umpiring and goes straight into field umpiring.
Parent involved with child's team moves into umpiring.

STEP TWO

Junior umpire calls specific decisions. For example, junior umpire calls only the marks, mentor makes other decisions.

STEP THREE

Junior umpires parts of the game, alternating with mentor who continues giving support.

WHEN READY

Junior umpire takes control of full game with mentor observing from the boundary and providing support during and after the game.



■ A 'staged' approach to mentoring

Each experience with a 'learner' umpire will be different. As a result taking a 'staged' approach will allow you to pace the types to experiences and methods you will use to develop an umpire that you are mentoring. Some times an umpire may advance through one or more stages and then revert back depending on the level of competence and the standard of match.

Stage 1 – The first stage involves the learner umpire 'shadowing' you. This gives them a chance to be out there seeing and experiencing first hand the game from the umpires perspective. From time to time you should make comments that provide additional insights into the role, skills and responsibilities of an umpire during the match.

Breaks in play and intervals between quarters are a time when you should encourage the learner to ask questions and explain to you what they are 'picking up' in terms of the basic skills of umpiring including communication, positioning, decision making, signals and cooperation with players, officials and other umpires.

Stage 2 – Providing the umpire with practical match experience is the key to the next stage. Allowing the umpire to do things like – blow the whistle and call in the captains, toss the coin, throw the ball up after a goal, give an all clear after a score or pay a mark are some of the ways in which the umpire can develop confidence, communication and decision making skills. Many of the 'in game' skills are best done during the middle of a quarter, and you can use your judgement on which and how many that you also introduce the concept of the 'over rule' which is done in a supportive and corrective way so the game is umpire fairly and the learner umpire and get immediate feedback on what they are doing well or can improve upon.



MODEL A

STEP ONE

Shadow the mentor on the ground.

GAME TWO

Take only specific decisions in the game.

GAME THREE

Umpire all decisions in parts of the game.

GAME FOUR

Umpire whole quarters, building up to a whole match.

GAME FIVE

Umpire whole quarters, building up to a whole match.

GAME SIX

Umpire whole quarters, building up to a whole match.

GAME SEVEN

Progress to higher grade competition.

Be aware that the learner umpire is trying to process many things, often for the first time, so when and how you provide feedback and ask questions is important. Clear breaks in play (after a goal) and the time between quarters are good examples.

Stage 3 – As you gain a greater understanding of the learner umpires abilities you can begin to provide them with greater exposure to periods of the match where they are in control. You may even consider them starting quarters, and completing paperwork. At any time you may utilise strategies described in earlier stages to support the umpires development.

Stage 4 – By this stage the umpire is controlling extensive periods of the match. You may even be observing from the sidelines. Again there is flexibility in your approach. An example of this may be when an umpire advances to a higher standard or experiences a challenging period during a match. At any time you may use strategies from earlier stages to help support and encourage the umpires development.

