



Advanced Management Instructor Resource Book



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Class One–Introduction

Explanation of the AYSO Management Vision for the future

- Management training could and should be done at the region and area level.
- Management training doesn't have to be boring. It can and should be fun and interactive.
- If a regional board member didn't attend a Section Conference, chances are they were never trained.
- A Section Conference isn't the only place to receive management training.
- Many new, small or economically challenged regions can't or don't attend their Section Conference.
- Management training should be just as important to a region as coach and referee training.
- The success of a region depends on its managers (regional board).
- We are looking for instructors who will commit to doing management training at the region and area level and not just waiting for the next Section Conference.
- Much of this training will be in small groups (5 - 20 volunteers)
- This small group instruction lends itself to interactive methods of teaching



Class Two–Course Ground Rules

The AYSO Way

- Everyone attending this course is here to participate
- At the times we break you into groups, we will do so based on your sex, section, years of experience, etc...We won't have groups that will be all women or all candidates from the same section
- We have accepted everyone to participate in this class as long as you are a Management Instructor
- When we give you feedback on your presentations, we will be as supportive as we can in our observations
- We are all here to support each other and have fun as individuals and as a group
- These are the 5 AYSO philosophies adapted to our course and will be our course guidelines.
 - **Everyone Plays** (participation is the only way to learn and improve)
 - **Balanced Teams** (we want everyone to learn from each other)
 - **Open Registration** (either you expressed an interest in coming or you were recommended)
 - **Positive Coaching** (the instructors will be positive in their feedback to you)
 - **Good Sportsmanship** (we will be supportive of one another and have fun)

Course Ground Rules

- Everyone attending is here to participate
- We break into groups by section, years of experience, etc...
- We have accepted everyone here to participate in this class
- Feedback will be supportive and positive
- We are here to support each other and have fun

Look Familiar? (AYSO Philosophies)

- Everyone Plays
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship



Class Three–Icebreaker

Your Introduction

Your Name	
City, State	
Region/Area/Section	
Positions Held	
Years of Experience	

Remind the students:

- Your credentials are basic information. Below are more ideas for you to add to your personal introduction.
- Remember that you only have two minutes.

What is special about AYSO? Why did you choose to volunteer in AYSO?	
Why did you become a Management Instructor?	
Why are you an instructor?	

Challenge the students:

Can you make your audience smile in the first minute? Not everyone is a comedian, but simply given the option to laugh or not laugh, most of us would vote for the former. You can stop short of seeking a belly laugh; just putting a smile on people's faces will be appreciated by your audience.



Class Four–Student Presentation

- Candidates: Be aware of your time. Time management is important in these two-minute presentations. If you need to set up the room or prepare the audience in some way, do that and then indicate to the timer (at the back of the room) that you are ready to begin. Your time will start then.
- When you have thirty seconds left the timer will hold up a yellow card.
- When your two minutes are up, the timer will hold up a red card.
- Every presentation should have:
 1. Introduction (yourself and your topic). There is no need to say more than your name. Your introduction should include what you have chosen to talk about.
 2. Body
 3. Conclusion
- There will be no direct feedback from the instructors, although the class may have a quick question or two about the topic.

Some Ideas for Your Presentation

- Tell us about your hobby
- Give us directions on how to do something
- A personal story
- A childhood memory
- A person you admire and why
- An AYSO experience
- How you got involved with AYSO
- Why you are still involved with AYSO



Some Additional Ideas

Food related

- How to make lasagna
- How to select the proper wine for dinner
- How to prepare ...

Outdoors related

- How to pitch a tent
- Key aspects of rock climbing
- My favorite hike
- How to choose a bicycle helmet

Vacation related

- The best meal I've had on vacation
- The most interesting thing I've done on vacation
- The worst part of my vacation

Arts and Crafts related

- How to make a hat from a piece of paper
- How to draw a face
- The best way to take a picture



Class Five–Using Games in Teaching

Divide the students in groups of no more than 6 to a group. Give each group a package of “Questions” and “Answers”. Tell the group to correctly match up the questions and answers - first to finish is the winner. It should take no longer than 5 minutes.

Here are the questions and the correct answers:

What is Safe Haven?

This is a program that protects AYSO’s two most vital resources – players and volunteers

What is Kids Zone?

Provides a safe, fun, fair, positive environment in which children can play and grow

What positions in AYSO are Executive Members?

Regional Commissioners

Area Directors

Section Directors

Special Directors

National Board of Directors

What are two of AYSO’s Special Programs?

VIP – Very Important Player

AYSO Soccer Camps

Which regional board position is a mandated reporter in most states?

Regional Commissioner

What is a mandated reporter?

It is someone who is required by law to report suspected child abuse

What is the Vision Statement of AYSO?

To provide world class youth soccer programs that enriches children’s lives.



What are the AYSO Philosophies?

Everyone Plays

Balanced Teams

Open Registration

Good Sportsmanship

Positive Coaching

Who is the President of AYSO?

Mike Wade

What is the National Coaching Program?

Develops AYSO soccer players who have a positive image of themselves, their teammates, officials and opponents by providing appropriate age training

What is the National Referee Program?

Ensures that AYSO games are played in a Safe, Fun and Fair environment by upholding the Spirit of the Laws of the Game

What is the National Management Program?

Provides training for individual regional and area board positions as well as the entire board

What is eAYSO?

It is a web based database system at the NSTC for maintenance of registration files for players and volunteers.

What are the seven required regional board positions?

Regional Commissioner

Regional Coach Administrator

Regional Referee Administrator

Safety Director

Treasurer

Child and Volunteer Protection Advocate

Registrar

Games should be used when:

- Material being presented is dry
- Demonstrating the importance of teamwork



Class Six–Team Teaching

Traditional Team Teaching

Both teachers actively share the instruction of content and skills to all students. Typically, both instructors are in front of the class. The active teacher usually steps forward a little to focus attention on their topic, while the other teacher steps back or to the side. The transition between positions should occur in a smooth fashion.

Sequential or Shared Teaching

Probably most of the teaching you have seen at the Section Conferences is Sequential Teaching. That is when one instructor teaches the first half of the workshop and then turns it over to the co-instructor. The instructors are in front of the class at different times.

Complimentary or Supportive Team Teaching

One teacher assumes the responsibility for teaching the content to the students while the other teacher provides follow-up comments, back-up facts and possible correction of mis-statements. The primary instructor is in the front of the room, with the support teacher close to the front of the class, but to the side allowing the primary focus on the center instructor.

Parallel Instruction Team Teaching

The class is divided into two groups and each teacher provides instruction on the same content to a smaller group of students. Each instructor positions themselves in front of their group.

Monitoring/Mentoring Team Teaching

One teacher assumes the responsibility for class wide instruction; the other teacher observes the instructor and student response. The Monitoring/Mentoring Teacher can observe student responses and provide feedback to the lecturing teacher. Sometimes, the Monitoring/Mentoring teacher can call a disruptive student aside to answer questions or address concerns. The primary instructor is in the front of the room, with the support teacher typically seated in the back of the room.

Combination Team Teaching

Often teachers may choose to use more than one type of team teaching in the same module in the teaching plan. For example, during the first 20 minutes of the class, one teacher presents a topic while the other teacher writes key discussion points on a whiteboard or flipchart (Traditional Team Teaching). Then the topic changes to one where the second teacher shares in the presentation of the content by alternating the control of the discussion of key points (Complimentary).



What are the pros and cons of Team Teaching?

Pros:

1. _____
2. _____
3. _____

Cons:

1. _____
2. _____
3. _____

What are the pros and cons of Shared or Sequential Teaching?

Pros:

1. _____
2. _____
3. _____

Cons:

1. _____
2. _____
3. _____

Successful Team Teaching

Successful team teachers are those who are united, not divided, and have a true partnership in the classroom. These teachers maintain the focus on the students. They have an agreed upon purpose for team teaching, agreed upon class rules and procedures, and agreed upon expectations for students and their teaching partner.

Successful Team Teachers are:

- Willing and want to try team teaching
- Positive thinkers
- Respectful
- Honest
- Trusting and trustworthy
- Open to another's point of view
- Able to communicate
- Flexible
- **Resourceful - "I'll try anything once!"**

Class Seven–Teaching Methods

There are some things to consider in determining which teaching method an instructor will use.

1. Students have different learning styles.
2. Diverse learning objectives must be taught in different ways.
3. Various teaching environments require different methods.
4. Effective teaching necessitates variety in the methods employed.

Lecture

Strengths

1. Present factual material in a direct, logical manner
2. Useful for large groups
3. A lecture can draw on the experience of the instructor
4. Instructor has control of the workshop

Limitations

1. Experts are not always good instructors
2. Attendees are passive
3. It is difficult to gauge if students are learning
4. Communication is one way.

Preparation

1. It needs a clear introduction and summary
2. It needs time and content limit to be effective
3. Should include examples and anecdotes to be effective

Guided Participation with Questioning

Strengths

1. Involves attendees at least after the lecture
2. Attendees can ask questions, clarify and challenge

Limitations

1. Time may limit discussion period
2. Quality is limited to the quality of questions and discussion

Preparations

1. Requires that the questions you will ask the group be prepared prior to the discussion.

Brainstorming–Forums

Strengths

1. Encourages full participation because all ideas are recorded
2. Draws on attendees' knowledge and experience
3. Spirit of congeniality is created
4. One idea can spark off other good ideas

Limitations

1. Can be unfocused
2. Needs to be limited to 5 – 7 minutes of gathering ideas
3. Attendees may have difficulty getting away from their known reality
4. If not facilitated well, criticism and evaluation may occur

Preparation

1. Facilitator selects issue
2. Facilitator must have some initial ideas if the group needs to be stimulated.

Role Playing During a Workshop

Strengths

1. Is a dramatic way to introduce a problem
2. Provides an opportunity for attendees to assume the role of others and thus appreciate another point of view
3. Allows for exploration of solutions
4. Provides an opportunity to practice skills

Limitations

1. Attendees may be too self-conscious to do role playing
2. Not appropriate for large groups
3. Attendees may feel threatened

Preparation

1. Instructor must give very clear instructions
2. Instructor has to define problem situations and roles clearly

Small Group Discussions–Activities/Assignments

Strengths

1. Allows participation of everyone
2. People are often more comfortable in small groups



3. Can reach a group consensus

Limitations

1. Needs careful thought as to the purpose of the group discussion or assignments
2. Group may get side tracked. It is difficult to supervise all the groups

Preparation

1. Instructor needs to prepare specific tasks or questions for the groups to answer

Scenarios

Strengths

1. Develops analytic and problem solving skills
2. Allows attendees to apply new knowledge and skills

Limitations

1. Attendees may not see the relevance to their own situation
2. Insufficient information can lead to inappropriate results

Preparation

1. Scenario needs clearly defined details to achieve the desired results
2. Scenario has to be prepared ahead of time



Lesson Plan Class Eight– The Questioning Toolkit

Why do instructors ask questions?

- To gain the learner's participation in the class.
- To determine what the learner knows about a subject
- To focus attention of the learner
- To lead discussions
- To review subject matter
- To help students learn from each other
- To test the learner's knowledge of subjects covered in the class

Information Questions—lead us right to the target. They focus the discussion so that we gather only the very specific feedback we require, only those facts that “cast light upon” the main question at hand. Some examples of information questions:

- What are the five AYSO philosophies?
- Who is the president of AYSO?
- When will the NAGM be held in 2009?
- Where is the National Support and Training Center located?

Probing Questions—Effective use of probing is one of the most important questioning skills. If the student does not provide a complete answer, he or she may know a partial answer. Probing is the use of further questions to force a student to put together knowledge into a more complete answer. Probing means going deeper; it means digging. It requires patience on the part of the instructor. Some examples of probing questions:

- Why do you think this is the case?
- What do you think would happen if..... ?
- How did you decide/determine/conclude..... ?
- What criteria did you use to..... ?
- What would you have to change in order for.....?
- What might you see happening in your Region if.....?

In summary, good probing questions:

- Do not place blame on anyone
- Allow for multiple responses



- Avoid yes/no responses
- Are usually brief
- Move thinking from reaction to reflection
- Encourage taking another person's perspective

Clarification Questions—are simple questions of fact. They clarify the situation. The litmus test for a clarifying question is: Does the participant have to think before he/she answers? Some examples of clarifying questions:

- How much time will the project take?
- How were the participants grouped in Introductory Management?
- What resources did the participants have available to them in Introductory Management?

Hypothetical Questions—are designed to explore possibilities. They usually project a theory or an option out into the future, wondering what might happen if...They are especially helpful when trying to decide between a number of choices or when trying to solve a problem. Some examples of hypothetical questions:

- What are some consequences of volunteers who do not fill out a Volunteer Application?
- What could happen if a Region allows parents to berate referees?
- What's the worst that might happen?
- What are the potential benefits?
- How would you feel if your child sat on the bench for an entire game?

Prompting Questions—This is used when a student does not give an answer or gives the incorrect answer. Reword the question. Break down your original question into a number of simple questions to lead the student in the direction of the correct answer. Some examples of prompting questions:

- If you can't tell me all five of the AYSO philosophies, can you name just one?
- Congratulations! You were able to name six of the seven required regional board positions. The seventh required position is not the Secretary but rather the person who takes care of the money. Do you know what his/her title might be?
- You are on the right track! What are some other reasons to implement the Kids Zone in your Region? How will it help the players?

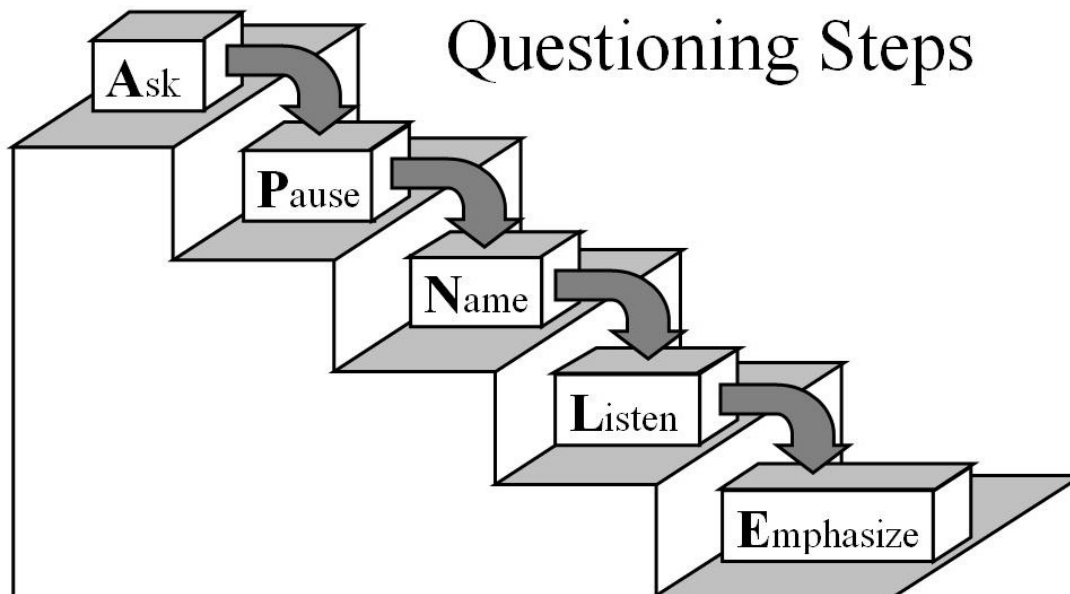
Questioning Guidelines

1. Ask clear questions. Ask something definite in simple, clear language that students can understand. Avoid ambiguous, confusing constructions and excess verbiage. Use AYSO terminology. Don't overuse the acronyms in AYSO.
2. Ask your question before designating a person to respond. Ask the question, wait for the students to think about it, and then ask someone for an answer. As usual,

there are exceptions to this rule. When you call on an inattentive student, it is often better to call the name first so that the question will be heard.

3. Ask questions that match your lesson objectives. When facts are wanted, ask factual questions. When you want to stimulate student thinking, ask evaluative questions.
4. Distribute questions around the class fairly. Avoid directing all questions to a few attentive students. Ask questions suited to all ability levels in the class. Some questions should be easy and some should be difficult, so that all students will have a chance to respond to some questions correctly. This is important in teaching Introductory Management because you will have new and experienced volunteers in the course. What would happen if you only asked basic easy questions?
5. Ask only one question at a time. Asking two or three questions at once often confuses students. Multiple questions permit no time to think and, since several questions were asked, students are not sure which question to answer first.
6. Pause for at least 3 seconds following each question. A 3-second pause gives students time to think and to formulate their answers.

Good questions and questioning techniques can make a fair instructor good and a good instructor great.





Lesson Plan Class Nine— How to Teach Introductory Management

What procedures need to be followed in arranging for, presenting and following-up a presentation of Introductory Management?

- Register and print your course roster using the course request form at www.eAYSO.org. (Course rosters are provided by the NSTC at Section Conferences) thirty (30) days prior to course date
- Make sure that you have the Lesson Plan, Roster, Overheads, handouts and Course Handbook in sufficient quantity for the number of participants.
- Arrange the teaching environment in as conducive a manner as possible, making sure that all Audio /Video equipment works.
- Ensure that the completed rosters and any required written materials are collected.
- Ensure that the course attendees receive credit in a timely manner by managing your course roster using www.eAYSO.org. (Course rosters at the Section Conferences should be turned in to the instructor lounge immediately after the course is completed) after ensuring that all names, addresses and telephone information is legible

The lesson plan for Introductory Management includes:

Module 1: Introduction and Course Overview	15 min
Module 2: Succession Planning & Regional Assessment Program	15 min
Module 3: The Regional Board	30 min
Module 4: The Importance of Planning - SMART	45 min
Break	10 min
Module 5: Calendaring and Budgeting	60 min
Module 6: Communication	45 min
Break	
Module 7: How to Run A Meeting	20 min
Module 8: Standard Regional Guidelines	30 min
Module 9: Conclusion	5 min



How would you adapt this lesson plan for a smaller group outside of the section conference? Here are some things to consider:

- Arrangement of the room
- Visual aids
- Equipment
- Handouts
- Identification of participants
- Group activities
- Games
- Confirmation of learning objectives
- Altering teaching methods
- Workshop evaluation



Lesson Plan Class Ten– Creative Brainstorming

Pick a Module from Introductory Management:

Information that should be taught:

Ideas for discussion:

If you were designing the module, what teaching method would you use?



What activity, game, quiz or special technique could be used to get all the participants involved?

List some of the ideas you would incorporate to make this module memorable and creative:

What visual aids could you put up around the room to encourage learning?

How will you know if the participants achieved the desired learning objective?



Lesson Plan Class Eleven– Student Presentation

The students will develop a 20 minute presentation from one of the modules from Introductory Management.

- Make sure that each presentation has an Introduction, Body and Conclusion.
- Ask questions
- Involve the audience
- Be creative

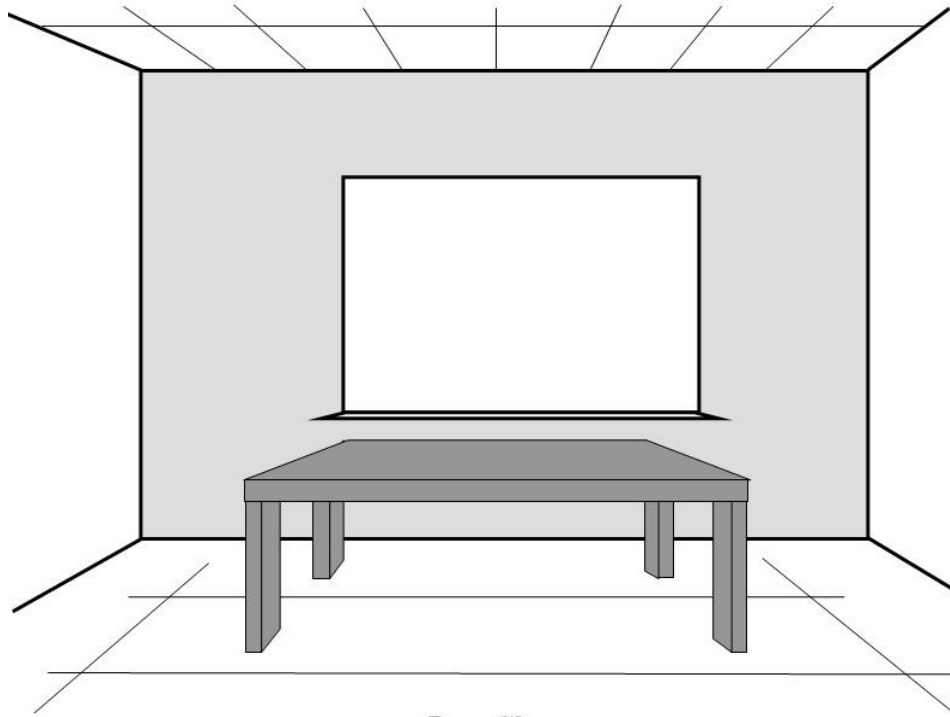
Introduction:

Body:

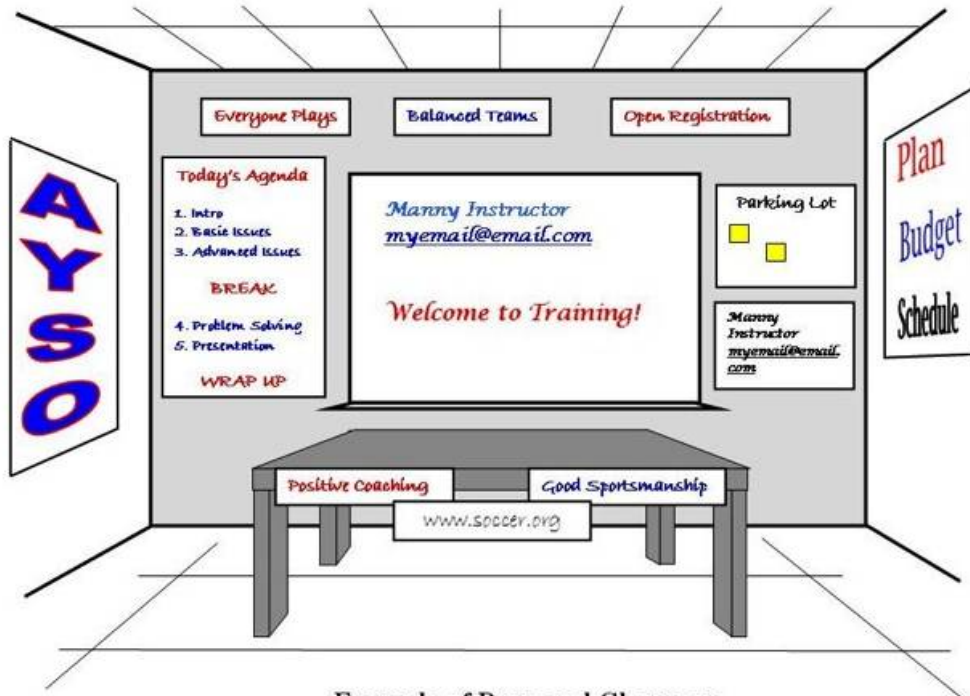
Conclusion:

Questions to ask:

Activity or creative idea for presentation:



Bare Classroom



Example of Prepared Classroom



Introductory Management– Complete Lesson Plan

Description

Increase familiarity with and the understanding of:

- The Regional Board
- Goals and Objectives
- Budgeting and Calendaring
- Communication
- How To Run A Meeting
- Standard Regional Guidelines
- Succession Planning

Goals

Offer training for new AYSO Regional Board member using a unified, practical approach to management emphasizing basic management skills for:

- The Regional Commissioner
- The Regional Coach Administrator
- The Regional Referee Administrator
- Registrar, Safety Director, Treasurer, and Child and Volunteer Protection Advocate (CVPA)
- Additional and future Regional Board Positions

Prerequisites

- Board and Staff Introductory Certification (BASIC)

Student Materials

- Management Handbook
- Section Conference CDs
- Paper and Pen

Instructor Equipment and Materials








- LCD and screen
- Blank Tent cards for attendees
- Premade tent cards (4 each) for Regional Commissioners, Coaches, Referees, and Other
- Flipcharts and markers
- 10 copies of the Standard Regional Guidelines
- Digital timer
- Masking tape
- Two toy telephones or cell phones
- Post-it Notes (at least 10 pads for each section conference)



- Laminated 5 philosophies
- Laminated lesson agenda with space to enter times
- Small soft balls (baseball size) for the name game
- 2 reams of paper (least expensive) for paper tower game
- 5 small staplers – paper tower game
- Small prizes (optional)

Instructor Notes

These are the icons that will be used throughout the lesson:

-  Activity
-  Key (Critical) Point
-  Question
-  Instructor Note
-  Handout
-  PowerPoint
-  Nuts and Bolts

Attachments

- There are handouts for each module. Please follow along in the Management Handbook.

Module 1: Introduction and Course Overview (15 min)

Introduction

Welcome attendees; introduce instructors, and any special guests. Familiarize attendees with the surroundings (restrooms, water, refreshments, etc). Play Name Toss Game:

Name Toss

Overview: This exercise allows participants, through repetition, to remember the names of new people in the group.

Goals:

- To allow members of the group to get to know each other's names.
- To get the group circulating and interacting with one another.

Time Required

5 – 10 minutes

Size of the group

Unlimited

Materials required

8 – 10 tennis size light balls



Procedure

- Tell the participants to divide into groups of 8 – 10. As an instructor you can facilitate this by counting off numbers or pick months of the year that their birthday is in, or any other way you are comfortable with. (Do this because people generally begin a meeting by sitting with the people they already know best).
- Each group should form a circle. Someone in the group should begin by tossing the ball to someone in the circle. As they toss the ball say their first name. Do this process for about 2 – 3 minutes.
- Announce that from this point they should toss the ball to someone in the group, but now say the name of the person you are tossing it to, not your own name.
- Continue this for another 2 – 3 minutes until you feel the groups are comfortably saying the name of everyone in their group.
- To really test them, have them reverse the direction the ball is moving and name each person as they receive the ball.
- Another way to challenge them is to instruct them to have one person start by saying the name of each person as the ball is being passed around the circle. Each person will have a chance to do this.

Body

Explain that the Introductory Management course is intended primarily for key members of the Regional Board.

- The Regional Commissioner (RC)
- The Regional Referee Administrator (RRA)
- The Regional Coach Administrator (RCA)
- Registrar, Safety Director, Treasurer, Child and Volunteer Protection Advocate (CVPA)
- And other present and future board members.

Attendance by additional members or potential replacement members is encouraged.

Give a brief outline of the class

- 9 modules over 4 and one half hours long

Module 1:	Introduction and Course Overview	15 min
Module 2:	Succession Planning	
	Regional Assessment Program	15 min
Module 3:	The Regional Board	30 min
Module 4:	The Importance of Planning SMART	45 min
Break		10 min



Module 5:	Calendaring and Budgeting	60 min
Module 6:	Communication	45 min

Break **10 min**

Module 7:	How to Run A Meeting	20 min
Module 8:	Standard Regional Guidelines	30 min
Module 9:	Conclusion	5 min

Explain the team concept of Management

- Regional Board
- RC, RCA, RRA, Treasurer, Safety Director, CVPA, Registrar, and other board member

✦ Form discipline specific groups of 6 - 8. If groups are larger than 8 to 10 people, subdivide into more groups of equal size.

- Regional Commissioners (Managers)
- Regional Coach Administrators (Coaches)
- Regional Referee Administrators (Referee)
- All other Members, if present

Give each group a different color pad of Post-It Notes and 4 or 6 sheets of flip Chart paper.

Conclusion

Bridge to Module 2: Succession Planning

Module 2: Succession Planning (15 min)

Introduction

? Although some of the participants might be new to their AYSO position, ask: “What is the legacy you want to leave in your region when you ‘retire’?”

List some of the responses. Point out that unless you have prepared your successor all your hard work may be lost or will have to be reinvented by trial and error. Succession planning is the cornerstone of all well managed regions. Summarize and make the point that a well-prepared successor means continued smooth operations and a better chance of your legacy surviving.

Body

 Instructor Note – Make this statement to the group:

“You agreed to take this AYSO position because you think you can really make a difference. Unfortunately, you also know that in one year your professional job will be changing and will not allow you to continue with this type of AYSO commitment. You have one year to do the best job you can but also find a replacement. This means developing a succession plan.”



Activity – To get participants working as a team, ask that each group come up with 2 tips that would be part of their succession plan. Give them about 3 minutes to discuss their answer. One person from each group will act as spokesperson. Ask your co-instructor to write answers on the flip chart. Get one tip from each table at first. As you begin to get duplicate answers, be sure to give positive reinforcement to all answers. Here are some possibilities, but they may come up additional ideas:

Good succession planning is a way to ensure ones legacy endures. Follow these simple tips:

- Know your job description.
- Make a list of all the tasks and duties (action list) associated with your job. Write everything down including the date of the action and if there was any money associated with the action.
- Delegate simple tasks to other volunteers.
- Appoint an assistant.
- Arrange a social event (pizza party, bowling, picnic, etc..) for your “team” of people you have delegated tasks to. Make it fun.
- Give them the responsibility and authority to do these tasks. These people are on your team.
- Evaluate the members of your team. Recruit the best qualified person to be your assistant and hopefully your successor.
- Once you have your assistant in place, you are now ready to advance to other opportunities within AYSO.

Conclusion

? Question: “We hope you will be in your AYSO position for much longer than a year. But even though the scenario I described may not be the situation you are in, why are these good tips for any AYSO volunteer?”

- Review key points
- Bridge to Module 3: Regional Board

“Ice-Breaker – Team Builder” Exercise – (Introduce before starting Module 3 15 min.)

Paper Tower

Instructor Supplies: Measuring tape

Student Supplies: 8 ½ x 11 paper (pretty much any type or color, get the least expensive), roll of masking or cellophane tape for each group (optional - stapler)

**Exercise plan:**

- 1) Break group into teams of 4 – 8 people (random or assigned, it doesn't matter)
- 2) Give each group 10 minutes to build the tallest, free-standing paper tower built from the floor up that they can. By free-standing I mean that they can't use a chair, table, person, etc. to prop it up. They can do anything else they need to stabilize it as long as it only involves the floor, the paper, and the tape (or stapler).
- 3) The group having the tallest free standing tower after 10 minutes wins.

Things to look for:

- * Teamwork
- * Separation of tasks vs. one person doing everything (delegation)
- * Leadership or lack thereof
- * Negotiation and decision making
- * Decisiveness/Indecisiveness
- * Flexibility to change course or not
- * Working under pressure (good, bad, angry, sad...?)

I found that it's a fairly quick way to get everyone's blood pumping and alert for the class and discussion.

I'd draw the analogy of how a team building a tower is similar to a Regional Board building a Region. The Region focuses on a goal (building the tower) and works together, with the characteristics I bulleted above (teamwork, delegation, etc.), to achieve the goal (planning, budgeting, etc.).

Another point you can make is "How long will the tower stand by itself?" It's probable that someone will have to check on it from time to time and fix it to keep it standing. The analogy here is the idea of monitoring progress towards achieving the goal and revising, adjusting and maintaining it as time passes.

 Instructor Note

An award for the winning team could be a "PASS" to leave the room for 5 minutes at any time during the workshop, extra treats, 1st place ribbons, the 1st place trophy at their table until the next group gets the award, or some other clever idea the instructor thinks of.

Bridge to Module 3.

Module 3: The Regional Board (15 min)

Introduction

What are the required positions on a Regional Board?

- Regional Commissioner
- Regional Treasurer

- Regional Coach Administrator
- Regional Referee Administrator
- Child and Volunteer Protection Advocate (CVPA)
- Safety Director
- Registrar



Instructor Note

Always try to get new people to answer questions. You will see their names on the tent cards in front of them so a good way to get everyone to stay involved is to ask for answers by name rather than having the same people answer your questions all the time. Walk around the room and make sure even the tables in the back of the room get your equal attention.

What are some additional positions that are strongly recommended?

- Regional Auditor
- Regional Secretary

? These next two questions require only a yes or no answer. Plant this seed for later discussion.

- Does each board position have the exact responsibilities and tasks? **(No)**
Are there some tasks that all disciplines must do? **(Yes)**
 - Budgeting, calendaring, scheduling, training, work at registration
- The REGIONAL BOARD is the backbone of the region.
 - Coordination of effort is essential
 - Every team needs a leader

Body

✎ Ask each group to brainstorm specific tasks they have to do in the region to have it run well. Then ask each member of the group to write one job on a Post-It Note.

Call upon one member of the RC group to come up. He/she is now serving in the role of RC for the entire group.

✎ Make sure the RC you pick is lively, outgoing and animated.

Have one group at a time come up and place their Post-It Note on the RC. Once all the notes are on the RC, ask the RC: “How are you going to get all these tasks done?” The answer is “Delegate.”

✎ Steer the discussion to the importance of delegation.

Tell the RC to call on a referee to come up and take the referee task papers off the RC and distribute these tasks to other referees in the group. Do the same process with the remaining groups.



Ask each group to prioritize their list and write down their top 5 responsibilities on the provided flip chart paper or refer to the page in the Management Handbook. Prioritize the tasks from the Post-It Notes.

At this point, discuss the role of the REGIONAL BOARD and the RC's job to monitor and evaluate how the tasks are completed.

A spokesperson from each group will come up to present their priority list to the group. Discuss their choices and ask the group if the list should be revised in any way. Tape the list to the wall.

Continue the discussion:

- The stronger the team the greater the chance for success.
- Attitude vs. Ability? Which do you prefer?
- We can teach them how to do their job through training and understanding of their job description.
- “Coming together is a beginning; staying together is progress; working together is success.”
-

✍ Have a brief discussion on where they can find their job description (on the website and the yellow Reference Book) and the importance of discussing their duties and responsibilities with their RC.

Conclusion

- Summarize duties and responsibilities, and emphasize the importance of delegation and teamwork.
- Bridge to Module 4: The Importance of Planning

Module 4: The Importance of Planning (45 min)

Introduction

Nothing happens until we plan and good plans have goals and objectives. In many situations people use the words “goals” and “objectives” as interchangeable. Yet, in the context of goal setting, the difference between goals and objectives has an important practical meaning.

After you set your important goals you move to setting objectives. Setting goals and objectives correctly goes a long way in helping in the achievement of them. Before we dive into how we go about setting SMART objectives we need to be aware of the difference between *goals* and *objectives*. Goals relate to our aspirations, purpose and vision.

- **For example, As a regional commissioner, I have a goal of having our region be financially stable. This is a goal.**

- **Objectives are the battle plan**, the stepping stones on the path towards the achievement of my goal. Therefore, a goal may have one or many objective that I would need to fulfill to achieve my goal. For example, to become financially stable, the region would need to 1) build up a reserve, 2) bring in two new sponsors and 3) recruit more players.

Body

Planning provides purpose and direction.

✎ Ask each group in the next 5 minutes to come up with a goal and a plan that they would like to achieve in the upcoming season. When that is completed put up the 'S.M.A.R.T.' (Transparency) or write it on a flip chart. Ask a co instructor to be the scribe for this activity.

When making a plan...Be 'S.M.A.R.T.'

The most well know method for setting objectives is the S.M.A.R.T. way. S.M.A.R.T. refers to the acronym that describes the key characteristics of meaningful objectives, which are:

- **S** = Specific – (concrete, detailed, well defined)
- **M** = Measurable – (numbers, quantity, comparison)
- **A** = Achievable – (feasible, actionable)
- **R** = Realistic – (considering resources)
- **T** = Timely – (a defined time line).

Let's look at these characteristics in more detail. SMART objective then are the stepping stones to the achievement of our goals.....

Specific

Specific means that the objective is concrete, detailed, focused and well defined. Specific means that it's results and action-orientated. Objective must be straight forward and emphasize action and the required outcome. Objectives need to communicate what you would like to see happen. To help set specific objectives it helps to ask:

- **WHAT** am I going to do? Use strong verbs such as conduct, develop, build, execute.
- **WHY** is this important for me to do?
- **WHO** is going to do what? Who else need to be involved?
- **WHEN** do I want this to be completed?
- **HOW** am I going to do this?

Diagnostic Questions

- What exactly are we going to do, with or for whom?
- What strategies will be used?
- Is the objective well understood?
- Is the objective described with action verbs?
- Is it clear who is involved?
- Is it clear where this will happen?
- Is it clear what needs to happen?
- Is the outcome clear?
- Will this objective lead to the desired results?

Measurable

If the objective is measurable, it means that it is identified and we are able to track the actions as we progress towards the objective. For example, what having a financially secure region means to me, may be totally different compared to what it means for you. As it's so often said **if you can't measure it, you can't manage it!** It's important to have measures that will encourage and motivate you on the way as you see the change occurring. This may require interim measures. Measurements go a long way to help us to know when we have achieved our objective.

Diagnostic Questions

- How will I know that I have achieved my goal?
- Can these measurements be obtained?

Achievable

Objectives need to be achievable, if the objective is too far in the future, you'll find it difficult to keep motivated and to strive to attain it. Objectives, unlike your aspirations and visions, need to be achievable to keep you motivated. I do feel that objectives need to stretch you, but not so far that you become frustrated and lose motivation.

Diagnostic Questions

- Can we get it done in the proposed timeframe?
- Do I understand the limitations and constraints?
- Can we do this with the resources we have?
- Has anyone else done this successfully?
- Is this possible?

Realistic

Objectives that are achievable may not be realistic. However, realistic does not mean easy. Realistic means that you have the resources to get it done. The achievement of an objective requires resources, such as, skills, money, equipment, etc. to the task required to achieve the objective. While keeping objectives realistic, ensure that they stretch you. Most objectives are achievable but, may require a change in your priorities to make them happen.

Diagnostic Questions



- Do you have the resources available to achieve this objective?
- Is it possible to achieve this objective?

Time-Bound - Timely

Time-bound means setting a deadline for the achievement of the objective. Deadlines need to be both achievable and realistic. If you don't set a time you will reduce the motivation and urgency required to execute the tasks. Timeframes create the necessary urgency and prompts action.

Diagnostic Questions

- When will this objective be accomplished?
- Is there a stated deadline?

To achieve success, you need both persistence and flexibility. When you face difficulties and unexpected problems, use all your persistence and determination to stick to your goals. But always stay flexible with your objectives and activities. If the way you do things now does not work, try another way. Keep trying until you find the one that works.



Instructor Note

Ask each group to look at their plan and goal and see if it meets the S.M.A.R.T. criteria.

Choose one group plan and go through the S.M.A.R.T. criteria.

Now ask each group to go back to their plan and make it S.M.A.R.T. (10 minutes). Refer to the S.M.A.R.T. page in the Management Handbook.

A spokesperson from each group will present their goal and plan and the application to S.M.A.R.T. Offer suggestions where needed to insure that the plans are S.M.A.R.T.

Have a plan and be smart.

Conclusion

- Review the acronym.
- Bridge to Module 5: Budgeting and Calendaring

Take a 10 minute break. Tell the participants the exact time you will restart the course. Offer some incentive for participants who return early or on time. Small candy bars or dollar store gifts work great.



Module 5: Calendaring and Budgeting (60 min)

Introduction

Give participants the following assignments - one at a time. Give them about 5 minutes to do each item:

1. In Module # 3 – The Regional Board, you were asked to brainstorm some specific duties and responsibilities of your particular position. Using that information, write down ten key things that you need to do as part of your responsibility in your regional board position during the year. Don't worry about the order at this time. Make the list as specific as possible.
2. The next step is to put these activities in sequence/chronological order, noting the approximate date of the activity. Even just a month or time of year will help (Spring, Fall...)
3. Prioritize the list. Which are the most important things to do on the list?
4. Find at least two things on the list that you could get someone else to do
5. List one person (position) to whom you could delegate this job.
6. Put a star (\$) next to any items that require money to get the job done. Make the point that these items should be discussed with the treasurer and RC. This is the beginning of the budget process.

This should take about 15 minutes.

As a debrief ask one person from four of the regional board positions to write down their ten key things on a flip chart. You can have four attendees start writing their 10 ideas at the same time to move things along. Depending on who you have in the room pick the four positions that have the most attendees (probably it will be RC, RRA, RCA and one regional board position)

Ask all attendees to add to the lists and make the point that everyone's list will be different but all the lists will have some of the same things.

The debrief should take about 30 minutes.

Is this a process that they could go back and ask each of their regional board positions to do at a board meeting?

What would be the benefit?

Make the point that when all of these lists are completed, the region has what then can be put into a regional calendar.

Body



Stress that budgeting and calendaring are essential to a successful region.



- Budgets and calendaring to ensure goals and objectives are implemented properly.
- Timeline for success.

Calendar

- Timeline to achieve goals and objectives.
- Work backwards to develop steps for completion.

Budget

- Determines resources needed and how they are allocated.
- Establishes funding sources
- Requires advanced approval
- Submit to NSTC 30 days prior to registration
- Must be part of National Accounting Program (NAP)
- Two signatures required

Demonstrate planning a regional calendar

- Solicit input from class
- List on flip chart

Develop a supporting budget

- Solicit input from class
- List on flip chart
- Note that your budget should determine your participant fees
- Point out how last year's calendar and budget help with developing new ones.
- Refer to sample budgets in Management Handbook

Conclusion

- Summarize why budgeting and calendaring are so important
- Bridge to Module 6: Communication

Module 6: Communication (45 min)

Introduction

- To define and clarify what effective communication is, and how it can affect everyone in the region
- To identify and develop an understanding of the components of effective communication
- To examine the importance of building trust in developing effective team communication
- To build an awareness of the barriers and builders of effective communication and team skills



***✍* This role-play scenario is done by two instructors or with enough preparation during a break, can be done by two workshop participants.**

The RC dials the phone and the registrar answers.

RC: This is John Doe the RC for Region 222. I know that our Treasurer recruited you to be the new Registrar a couple of months ago and being a brand new volunteer to AYSO and to our regional board, I sent you an email last month and I haven't heard anything back from you.

Registrar: I never received any email.

RC: **(an exasperated sigh)** I got your email address off of eAYSO.

Registrar: Oh, I changed that about 6 months ago.

RC: Well, we need to get that updated. Anyway, our region is big on communications and I wanted to let you know a few things about registration next month.

Registrar: Next month?

RC: **(speaking quickly)** I have some leftover **SAI forms** that we could use. The **CVPA** will bring the Volunteer Application Forms and the **RRA** and **RCA** will set up their own tables at registration. The Treasurer has some **NAP** procedures that he needs to explain to you and I think that the **AD** will be stopping by to deliver some **CAP** and **VIP** brochures for us to pass out. Have you ordered the Registration Packet from the **NSTC**? You know how important it is to be prepared. I don't know why, but we always have problems at registration.

Registrar: What? Who? When?

RC: We have a regional board meeting tomorrow at the usual place, and I didn't have time to make up an agenda so we will do what we usually do and have everyone come in with a report. Oh, my kids are waiting in the car; I'll see you tomorrow night. **(RC hangs up the phone).**

Registrar: What?

***✍* Instructor:** ***✋* give each group a few copies of the scenario and in the next five minutes ask them to find all the communication errors in this region.**

- Registrar was recruited a few months ago and the RC should have contacted her then.
- Registrar obviously does not know what her job description is.
- A brand new AYSO volunteer does not know what the acronyms stand for.
- Email has limitations
- There is not sufficient notice for the board meeting
- No agenda

- The RC did not give the address for the board meeting
- EAYSO information needs to be current



Good communication skills equal strong regions with few problems.

Poor communication skills equal weak regions with many problems.

? Ask attendees: For each of these situations, which is the best method of communication? Could more than one method work?

- Going over the job description for a new regional board member
- Sending a board meeting agenda out
- Thanking a volunteer for an outstanding job during a tournament
- Suspending a coach
- Amending the Standard Regional Guidelines
- Promoting the section conference
- Letting parents know when the season starts (Flier in Handbook)

Types of Communication

Verbal Communication

- It takes two, a speaker and a listener
- Learn to listen actively (“Let me make sure I understand what you are saying.”)

Non-Verbal Communication

- Body language
- Eye contact

Written Communication

- Parent Handbooks
- Regional newsletter/newspapers/calendar
- Standard Regional Guidelines
- Policies and Procedures

Electronic Communication

- Telephone/Answering Machines
- Email/Websites

Conclusion

- Communication impacts every aspect of our lives.
- It’s important that we take time to examine and analyze just what communication consists of and ways to improve upon them.
- “Hearing isn’t listening until you get the message.”
- Bridge to Module 7: How To Run A Meeting



Take a 10 minute break. Tell the participants the exact time you will restart the course. Offer some incentive for participants who return early or on time. Small candy bars or dollar store gifts work great.

Module 7: How to Run A Meeting (20 min)

Introduction

? “How many of you love to go to meetings?”

? “How many of you have to go to meetings?”

Point out most people do not like attending meetings yet most have to attend.

Write on a flip chart the reasons why most people don't like going to meetings.

These are some of the suggestions attendees may offer:

- Meetings never start on time
- No agenda
- Not staying on track with the agenda
- One person dominates the discussion
- Too much time spent on catching up board members who didn't attend last month's meeting
- Negative influences
- Poor preparation (not enough handouts, etc.)
- Poor facility (too hot, too cold, not enough chairs, noisy)

☛ Once a sufficient number of objections have been listed, refer back to the list and assign each group one negative situation. In the next 5 minutes each group is to come up with positive and proactive solutions to these negative situations. Think outside the box, be creative.

The ability to run good meetings is a common trait of effective managers. Elaborate on the key point of running a good meeting such as preparing agendas in advance, starting and ending on time, controlling deviations from the agenda, minimizing distractions and creating an atmosphere conducive to getting the business conducted in a fair and impartial manner. (Refer to the Handbook.)

? Why have meetings at all?

☞ This can be a group discussion with all attendees. Here are some of the responses you may get. Let attendees know that there is valuable information in the Handbook concerning this topic. Point out the page.

- Giving information to volunteers, parents, players, etc
- Training for coaches, referees, board members, parents, etc
- Discussion leading to an objective
- Generating ideas
- Planning for the upcoming season
- Consulting and getting feedback



- Finding solutions/solving problems
- Crisis management
- Setting goals and objectives
- Setting tasks and delegating
- Essential to running a region
- Meetings are vital for management and effective communication to a region
- Properly run meetings save time, increase motivation, productivity and solve problems
- Create new ideas and initiatives
- Diffuse conflict in a way that emails and memos cannot
- Making decisions
- Conveying/clarifying policies issues
- Team building
- Special issues and subjects
- TO HAVE FUN!

Conclusion

- Meetings are necessary
- Every board member is involved in meeting planning and facilitating
- Be proactive in your preparation
- Value people's time. It is the most valuable asset.
- Thank your volunteers for attending the meeting and be appreciative of their efforts.

Bridge to Module 8: Standard Regional Guidelines

Module 8: Standard Regional Guidelines (30 min)

Introduction

Standardized operating procedures reduce the occurrence of common pitfalls, avoid 'recreating the wheel', save time, energy and provide consistency. A reasonable measure of flexibility is also necessary in operating guidelines to allow freedom to adjust where necessary.

State that our focus is on AYSO's Standard Regional Guidelines that most directly effect regional day-to-day operations. Explain that these are the default Standard Regional Guidelines when the region has not submitted guidelines for approval. The Standard Regional Guidelines are sufficient for many regions without modifications.

- What are Standard Regional Guidelines? General operating guidelines
- Does every region have regional guidelines? Yes, every region is governed by the Standard Regional Guidelines unless they are amended
- Where can they be found? Yellow Reference Book and [www. soccer.org](http://www.soccer.org) (website)



✍ Each group is given a scenario. There will be opposite sides to every issue. Divide each group in half and each half will help their spokesperson prepare for a 2-3 minute debate using the Standard Regional Guidelines as verification. The reference points in the guidelines are noted at the end of each scenario.

Regional Commissioners:

At a regional board meeting the **RC** asks the board to vote on a player registration fee increase. Eight of the 15 board members are in attendance. The vote is taken and the fee increase has passed. At the next board meeting, the vote is challenged by the **registrar**. Is the vote valid or should it be rescinded. Present both sides of this issue. **Article Five.2**

Regional Coach Administrators

A **coach** requests to keep the same team from one season to the next. The **RCA** refuses to allow it. The coach is volatile and is threatening to take the team to a club program. Debate this issue. **Article Seven.1**

During half time of a very competitive U-19 game, the **coach** gives each member of the team a can of Red Bull (a highly caffeinated stimulant drink). A **parent** observes this and confronts the coach saying this is not allowed. **Article Seven.8**

Regional Referee Administrators

At a Sunday soccer game, a **coach** and referee get into a shouting match over a questionable call which ultimately affects the outcome of the game. On Wednesday night the coach calls the **RRA** with proof from the Laws of the Game that the referee's call was wrong. He is filing a protest. Debate the issue. **Article Seven.6**

Other Regional Board Members

At registration, pizza has been delivered for the workers' lunch. The delivery person will not accept a check for payment. The **Regional Registrar** wants to take money from the funds collected during the registration. The **Regional Treasurer** says "No can do!" **Article Eight.3**

A **parent** at registration demands to know what is done with all the money collected. The **Regional Treasurer** says "We are a non-profit organization and we do not have to divulge that information." **Article Three.1**

Conclusion

As you can see from the scenarios, the Standard Regional Guidelines covers most of the issues that a region will have to deal with.

- Can these guidelines be modified by the region? Yes
- If the region amends the guidelines who needs to approve the amendments?

These Guidelines may only be amended by the regional board by a 2.3 vote of the regional board members, with the approval of the regional commission, the



area director and the section director, and then submitted to the National Support and Training Center.

Bridge to Module 9: Conclusion

Module 9: Conclusion (5 min)

Introduction

State that this concludes the Introductory Management Training and express your hope that everyone has learned something to help them do a better job running their region. Improving management skills is a worthy goal. Invite them all to take advantage of additional management training at the Advanced Management Training course. Thank them all for coming.

Body

- What new ideas are they leaving with?
- What is one thing you are going to do differently when you get back to your region?
- What is your most memorable moment from this workshop?
- Take your new management knowledge back to the region and put it to good use.
- Plan to attend Advanced Management Training.

Conclusion

- Ask if there are any final questions.
- Thank the attendees for coming
- Collect the course evaluations and handout any course pins if available.



Management Instructor Criteria Table

Management Instructor Criteria	Management Instructor	Advanced Management Instructor
Authorized to Teach:	All Management Workshops except Introductory Management, Advanced Management and CVPA (child and volunteer protection advocate)	All Management Workshops except CVPA (child and volunteer protection advocate)
Pre-requisites	<ul style="list-style-type: none"> Recommended by RC, AD or SD – there may be exceptions to this pre-requisite Is a registered AYSO volunteer 	<ul style="list-style-type: none"> Recommended by SMA or SD eAYSO verifies attendance at Introductory and Advanced Management Workshops Is a current Management Instructor or an Intermediate Management Instructor Teach the following roster courses as a lead instructor: <ul style="list-style-type: none"> BASIC, Registrar, Treasurer, Safety Director
Certification Requirements	<ul style="list-style-type: none"> Within one year be the lead instructor for: <ul style="list-style-type: none"> Basic and two of the following roster workshops: <ul style="list-style-type: none"> Registrar, Treasurer, Safety Director, Regional Board Member Training 	<ul style="list-style-type: none"> Within one year be the lead instructor for three of the following roster workshops: <ul style="list-style-type: none"> BASIC, Safety Director, Treasurer, Regional Board Member, Registrar Note: In order to be the lead or co-instructor at a section conference, you must have previously taught the workshop.
Homework Assignment at section conference	<ol style="list-style-type: none"> Attend eAYSO lab for instructors. Observe three management workshop instructors for the following: <ul style="list-style-type: none"> Were visual aids used effectively? Give an example. Name the best management instructor you observed and tell us why. Give an example of an effective activity or guided participation technique used in a workshop. 	Observe 3 management workshop instructors for the following: <ul style="list-style-type: none"> What teaching methods were used? Give examples of the type of questions that were asked. Comment on how well the instructor involved the participants. What would you have done differently to make the workshop more creative?



AYSO Management Instructor Mentoring Tool

Comments to Instructors and Mentors:

The Mentoring Tool supplies an effective evaluation process within the context of a “critical examination.” Critical, in this case, is used to mean “essential and necessary,” rather than in the colloquial sense of “negative.” These effective mentoring sessions offer exposure to two types of evaluation:

- Opportunity for Self-evaluation
- Access to an evaluation by a knowledgeable colleague (mentor)

The trained mentor, who can help to focus the evaluative process, guides the use of the evaluation tool. The Mentoring Tool focuses observations on the critical elements needed to measure both effectiveness and competency. The evaluations are expected to:

- Observe the overall presentation.
- Assess the effectiveness of the lesson’s application.
- Identify points of strength.
- Identify opportunities for growth.

The end product is intended to be an analysis of the lesson with constructive feedback and specific recommendations for continued growth.

Management Instructor Program expectations:

Management: Subject matter knowledge is expected with at least minimal comfort shown speaking to a group [Sets the precedent of following AYSO protocol.]

The lead instructor should make the final determination to approve a participant as an instructor with input from the mentor(s).



Candidate Name _____ Date: _____

Mentor's Name _____

Presentation _____

Location of Course _____

Definitions of scores for evaluation:

- 1= Fails to meet minimum standards 2= Sometimes meets minimum standards
 3= Meets minimum standards 4= Exceeds minimum standards

Observation	1	2	3	4	Comments
Pre-Presentation					
Appearance of instructor					
Organization					
Presentation					
Gave adequate introduction (if applicable)					
Appeared relaxed and confident					
Adapted presentation to needs of students					
Demonstrated creativity in presentation					
Obtained adequate class participation					
Involved students in presentation – asked questions					
Used training aids properly					
Answered questions adequately					
Completed presentation on time					
Met lesson plan goals & objectives					
Knowledge					
Instructor has AYSO information specific to presentation					
Instructor has knowledge of the AYSO National Management Program					

Instructor's presentation meets the standards: Passed Needs additional work



Additional Instructor Comments

Follows Lesson Plan

Responds to student questions – Asks questions

Demonstrates knowledge of subject matter

Uses lecture, demonstration and guided participation appropriately

Additional comments



Advanced Management Instructor Homework

Please mail to:
AYSO Management Workshops
12501 S. Isis Avenue, Hawthorne, CA.
Or email information to managementworkshops@ayso.org

Name: _____

Section/Area/Region: _____

Observed three management workshop instructors as noted below: _____

Section Conference: _____

- 1. Workshop: _____ Instructor: _____
- 2. Workshop: _____ Instructor: _____
- 3. Workshop: _____ Instructor: _____

What teaching methods were used in each workshop?

Comment on how well the instructor involved the participants using each teaching method.

Give 3 examples of the type of questions that were asked?

What would you have done differently to make each of the three workshops more creative?

