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Change History	
	Lesson Plan First Developed
<b>August 13, 2005</b>	<b>Lesson Plan Revised</b>
<b>September 1, 2006</b>	<b>Lesson Plan Revised</b>
August 1, 2008	Lesson Plan Revised
August 23, 2009	Lesson Plan Revised
January 2010	Review for Road Shows
March 23, 2011	Lesson Plan and PPP Revised
July 15, 2011	Lesson Plan and PPP Revised
December 23, 2011	Lesson Plan and PPP Revised
March 23, 2012	Lesson Plan and PPP Revised

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## DESCRIPTION

Increase familiarity with and the understanding of:

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

### 1. 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.

### 2. PREREQUISITES

AYSO's Safe Haven<sup>®</sup> or BASIC (Board and Staff Introductory Certification)

### 3. STUDENT MATERIALS

Handouts (on [www.ayso.org](http://www.ayso.org)).  
Paper and pens for the tables.

### 4. INSTRUCTOR EQUIPMENT AND MATERIALS

LCD and screen  
 Flipcharts and markers  
 Blank tent cards for attendees  
 Markers for the attendee tables  
 Premade tent cards (4 each) for: Regional Commissioners, Coaches, Referees, and Other  
 10 copies of the Standard Regional Guidelines  
 Digital timer for breaks (optional)  
 Award ribbons from the dollar store (optional)  
 Candy for tables (optional)  
 Small prizes (optional)  
 Two cell phones (optional)  
 Post-it Notes (at least 10 pads for each Section Meeting)  
 Six Philosophies cards

## 5. INSTRUCTOR NOTES

Legend:



Activity



Key (Critical) Point



Question



Instructor Note



Handout



PowerPoint



Nuts and Bolts

## 6. ATTACHMENTS

There are handouts for each module.


## LESSON PLAN

### **Module 1: Introduction and Course Overview (15 min)**

#### **A. INTRODUCTION**

Put up **Slide # 1** as participants enter the room.

Introduce yourself as the lead instructor along with any co-instructors.

 **Slide # 2** As participants enter the room, form discipline specific groups of six – eight people at a table. If groups are larger than eight people, subdivide into more groups of equal size.

- Regional Commissioners (Managers),
- Regional Coach Administrators (Coaches),
- Regional Referee Administrators (Referee),
- all other Regional Board Members, if present.

Tent Cards are provided to help with this process.

Give each group a different color pad of Post-It Notes and four or six sheets of flip chart paper.

**Slide # 3** Welcome participants; introduce instructors, and any special guests. Familiarize attendees with the surroundings (restrooms, water, refreshments, etc.).

#### **B. BODY**

**Slide # 4** Give a brief outline of the class.

- 9 modules over 4 and one half hours.

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

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Module 5:	Budgeting and Calendaring	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

**Slide # 5** 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),
- the Registrar, Safety Director and Child and Volunteer Protection Advocate (CVPA),
- other present and future Board Members.

Attendance by additional members or potential replacement members is encouraged.

**Slide # 6**

Are there prerequisites?

Yes!

A Desire to Learn!

**Slide # 7**

PLEASE NOTE

This is an interactive class – you will be actively participating in the training – that’s part of the learning experience...and...it will be fun!

**Slide # 8**

Before we get started, we would like you to take quick quiz.

What are the Six AYSO Philosophies?

Participants can use the Post-It-Notes or any available paper. Give them about one minute to do this.

**Slide # 9**

Did you know all six?

- Everyone Plays®
- Balanced Teams

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- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development

### **Slide # 10**

Why is it important that you know the Six AYSO Philosophies?

Our philosophies are what make AYSO special and unique. We should be incorporating these philosophies in all Regional communication.

### **Slide # 11**

AYSO Philosophy

The Philosophy of the Organization is to educate and develop young people by encouraging their interest and participation in soccer through its “Everyone Plays<sup>®</sup>”, “Open Registration”, “Balanced Teams”, “Positive Coaching”, “Good Sportsmanship” and “Player Development” concepts.

### **C. Slide # 12 Conclusion**

How does your Region promote the Six AYSO Philosophies?

Depending on the time left in this module, you may only have time for a few comments. Promoting the philosophies on your Region’s website and at Registration are two ideas.

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This next activity is optional. It is a great way to get everyone comfortable and get them to remember some names. Scrambling the tables works best. In the course of the 4½ hours they will probably learn the names of the people at their table.

## **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 group** 8 – 10 is a perfect number

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### **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 two – three 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 two – three 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.


Bridge to Module 2: Succession Planning

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## **Module 2: Succession Planning (15 min)**

### **A. INTRODUCTION**

#### **Slide # 13 – Module # 2 Succession Planning**


 Although some of the participants might be new to their AYSO position ask this question:

**Slide # 14** “What is the legacy you want to leave in your Region when you ‘retire’?”

When you leave AYSO and a group of AYSO volunteers are sitting around and your name is mentioned, what would you like them to say about you?

List some of the responses on a flip chart. 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. Having trouble finding a successor? Try finding an “assistant.” Many people will more easily take a “short-term” commitment. Summarize and make the point that a well-prepared successor means continued smooth operations and a better chance of your legacy surviving.

### **B. BODY**

 Instructor Note – Make this statement to the group.

#### **Slide # 15**

Let’s look at the following hypothetical situation.

#### **Slide # 16**

**“In one year your professional job will change and you will not be able to continue in your current AYSO position. You have one year to do the best job you can, but you must also find a replacement. This means developing a succession plan.”**


#### **Slide # 17**

What are some tips that could be part of your succession plan?

#### **Don’t click to Slide # 18 until you have done this activity:**

Activity - To get participants working as a team ask that each group/table come up with two tips that would be part of their succession plan. Give them about three minutes to discuss their answer. One person from each group/table will act as spokesperson. Ask your co-instructor to write answers on the flip chart. Get one tip from each group/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 with additional ideas:

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 Good succession planning is a way to ensure one's legacy endures.

**(Refer to Slides # 18 and 19)**

Follow these simple tips:

- Know your job description. Have a written copy available to pass on.
- 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.

**D. CONCLUSION**

Instructor: “We hope you will be in your AYSO position for much longer than a year.

**Slide # 20**

But even though the scenario I described may not be the situation you are in, why are these good tips for any AYSO volunteer?”

- We need to leave our AYSO position better than what it was when we started.
- We will have a better chance of recruiting someone to take over our position if we follow these tips.

**Bridge to Module 3: The Regional Board and Regional Assessment Program**

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## **Module 3: The Regional Board and Regional Assessment Program (30 minutes)**

### **Slide # 21**

#### **A. INTRODUCTION**

##### **Slide # 22**

What are the required positions on a Regional Board?

**Always try to get new participants 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.**

##### **Slide # 23**

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

##### **Slide # 24**

What are some additional positions that are strongly recommended? There are many other possible answers.

- Regional Auditor
- Regional Secretary
- Volunteer Coordinator
- Other

[Ask for other positions that Regions have on their Regional Boards.](#)

##### **Slide # 25**

- Does each Regional Board Member have the exact same responsibilities and tasks? (No)
- Are there some tasks that all Regional Board Members must do?  
Budgeting, calendaring, scheduling, training, work at registration

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**Slide # 26**

The **Regional Board** is the backbone of the Region.

- Coordination of effort is essential.
- Every team needs a leader. The leader of the Region is the RC. “The Buck Stops” with the RC.

**B. BODY**

 **Slide # 27**

Brainstorming

Activity:

Each participant will write at least one job/task that is a responsibility of their Regional Board position on a Post-It Note.

Note. Use: Post-It-Notes and Markers/Pens

Ask each group to brainstorm specific tasks (for their position) that they have to do in the Region to have it run well. They can discuss this as a group but then ask each member of the group to write one task/job on a Post-It Note. Use tape if Post-It-Notes are not sticking.

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



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

**Each participant will come up and put their Post-It-Note on the RC.**

**Slide # 28**

Question

What happens when Regional Board Members don't do what is expected of them?

“The Buck Stops” with the RC. The Regional Commissioner is responsible to make sure everything gets done. When RBMs don't do their jobs they not only let the RC down but they also let the Region down.

**Slide # 29**

Picture of RC and tasks

**Slide # 30**

What is the key to success?

How is the RC going to get all these tasks done?

Delegate!

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 **Steer the discussion to the importance of delegation.**

**Ask 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.**

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

**Slide # 31**

Question

What is the best tool that AYSO gives a Region to help make it successful?

You may have to give participants some hints if they don't immediately know the answer.

This "tool" is also an award program.

It is a delegation "tool".

**Slide # 32**

Regional Assessment Program

Ask which Regions have participated in RAP.

If there are Regions that have achieved Gold or Platinum ask for their endorsement of the program.

**Slide # 33**

Regional Assessment Program

New Format!

The Best delegating tool!

All Regional Board Members participate. It isn't something that is done by just the RC. It helps make RBMs accountable.

Everyone (players, parents, Coaches, Referees, volunteers, RBMs, community, etc.) benefits when a Region participates in RAP.

Pass around hard copies of the RAP so that participants can see the new format.

**Slide # 34**


**Teamwork**

- 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."

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**Slide # 35**

Job Descriptions

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

**C. CONCLUSION**

**Slide # 36**

Conclusion

RAP encourages:

Teamwork

Delegation

Summarize duties and responsibilities, and emphasize the importance of delegation and teamwork.

- Use Handout “Who in the World” as a debrief.

Bridge to Module 4: The Importance of Planning

**Slide # 37**

**✂ Module 4: The Importance of Planning (45 min)**

**A. INTRODUCTION**

**Slide # 38**

**Without goals, and plans to reach them, you are like a ship that has set sail with no destination.**

**Slide # 39**

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.

**Slide # 40**

A goal is a dream with a deadline.

Napoleon Hill

Goals determine what you're going to be.

Julius Erving

Goals help you channel your energy into action.

Les Brown

**Slide # 41**

The goal is where we want to be. The objectives are the steps needed to get there.

Objectives are the battle plan.

•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 objectives would need to be fulfilled to achieve the goal.

**Slide # 42**

The key for your plan

PLAN

SMART

**Slide # 43****SMART****S = Specific****M = Measurable****A = Achievable****R = Realistic****T = Timely****Slide # 44**

## Specific

Specific means that the objective is concrete, detailed, focused and well defined. Specific means that it is result 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?

**BODY****Slide # 45****Measurable**

Measurable – How are you able to determine when your goal is completed?

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?

If you can't measure it, you can't manage it. In the broadest sense, the whole goal statement is a measure for the project; if the goal is accomplished, the project is a success. However, there are usually several short-term or small measurements that can be built into the goal.

- Choose a goal with measurable progress, so you can see the change occur. How will you determine when you reach your goal? Be specific!
- Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

#### **Slide # 46**

##### **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. 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?

#### **Slide # 47**

##### **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. for 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. This is not a synonym for "easy." Realistic, in this case, means "do-able."

### Diagnostic Questions

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

### Slide # 48

#### 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. Time frames create the necessary urgency and prompts action. Set a timeframe for the goal: for next week, in three months, by 2011. Putting an end point on your goal gives you a clear target to work towards.

If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.

### Diagnostic Questions

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

When that is completed put up the "SMART" PowerPoint slide or write it on a flip chart. Ask a co-instructor to be the scribe for this activity.

The most well known method for setting objectives is the SMART way. SMART refers to the acronym that describes the key characteristics of meaningful objectives, which are:

### Slide # 49

- **S**pecific (concrete, detailed, well defined)
- **M**easureable (numbers, quantity, comparison)
- **A**chievable (feasible, actionable)
- **R**ealistic (considering resources)
- **T**ime-Bound - **T**imely (a defined time line)

### Slide # 50

Each group/table will come up with a sample goal with objectives to achieve the goal. All instructors should walk around the room and help each group/table to come up with the best goal possible.

### Slide # 51

Look at your goal and objectives

How do they measure up to the SMART criteria?

Choose one group plan and go through the SMART criteria.

**Slide # 52**

Let's have one or two groups present their plan

A spokesperson from the group will present their goal and plan and the application to SMART.

Refer to the SMART page in the Introductory Management Handbook. You may have time to allow one or two more groups present their plans. A spokesperson from the group will present their goal and objective and the application to S.M.A.R.T. Offer suggestions where needed to insure that the plans are S.M.A.R.T.

Look at your goal and objectives  
How does it measure up to the SMART criteria?

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.

**B. CONCLUSION****Slide # 53**

- 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)**

### **A. INTRODUCTION**

#### **Slide # 55**

#### **Slide # 56**

Calendaring and Budgeting are essential to a successful Region.

### **B. BODY**

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

- Budgets and calendaring insure that goals and objectives are implemented properly.
- Your Region will have a timeline for success.

#### Calendar

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

#### **Slide # 57**

Calendars and Budgets insure goals and objectives are implemented properly. They are a timeline for success.

#### **Slide # 58**

##### Calendar

- A timeline is critical to achieve goals and objectives.
- Work backwards to develop steps for completion.

#### **Slide # 59**

Planning Form for Calendaring and Budgeting.

#### **Slide # 60**

Let's begin developing a Regional calendar.

#### **Slide # 61**

Calendar Exercise

#### Activity -

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 five key things that you need to do as part of your

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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. Find at least two things on the list that you could get someone else to do.
4. If possible, list one person (position) to whom you could delegate this job.
5. Put a dollar sign (\$) 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 five key things on a flip chart. You can have four attendees start writing their five 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 15 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?

### **Slide # 62**

#### **Completed Regional Calendar**

This is an example of a hard copy calendar that a Region in Section 9 uses. Ask participants who have a calendar in place to describe it.

Who receives the calendar?

Who develops it?

Hard copy or electronic?

### **Slide # 63**

Now that we have a calendar – let's look at budgeting.

**Slide # 64****Budget**

- Determine resources needed and how allocated.
- Establishes funding sources.
- Requires advanced approval.
- Submit to the National Office on or before June 1.
- Must be part of National Accounting Program (NAP).
- Two signatures required on budget.

**Instructor Note**

As far as the budgeting process goes, what people really need is to understand that you should identify expenses, that those expenses are partly fixed, partly discretionary and partly derived from the number of players. Start the budgeting and calendaring discussion with the following criteria:

- A fictitious Region with a date for the opening games.
- A fixed number of players with a predefined number of teams in each age group.
- A fixed number of games for the season.

When you ask for budgeting costs for the season, make sure to ask for examples of some of the expenses that are variable, some that are fixed and some that are discretionary. These should include examples such as field expenses, national player fees, coaches' bags, jackets for the Regional Board, etc. Be sure to make the point that in no way should this be seen as a complete list. As long as the various **categories** of expenses are mentioned, that is good enough for discussion.

**Reference the Handout – Budget Form****Slide # 65**

Let's develop a Regional budget.

When income is discussed, take suggestions from the class, but make sure player fees, fund raising, sponsorships/grants are mentioned and then assign arbitrary numbers to all of them.

The real point of the budgeting discussion is that there were three possible outcomes:

1. Expenses and income matched exactly.
2. Income is higher than expenses.
3. Expenses are higher than income.

The first two were no problem, the third required some adjustments. Ask for class input on where adjustments might be made.

The major points were that budgeting should be as comprehensive as possible (calendarizing first helps) and, when you deviate, you will at least know where the deviations can come from and what the consequences are.

**Slide # 66**

Things the budget does:

- Your budget should determine your participant fees.
- See the sample budget in the handbook.
- Let's review this form.

**Slide # 67**

Budget Form Items

Estimated Revenues:

- Registration fees \_\_\_\_\_
- Tournament/Player camp \_\_\_\_\_
- Donations/Sponsorships \_\_\_\_\_
- Fund raising receipts \_\_\_\_\_
- Concessions \_\_\_\_\_
- Other \_\_\_\_\_

**Total estimated revenue (R)** \_\_\_\_\_

**Slide # 68**

- Estimated cash increase (decrease):
- Cash balance from prior season:
- Estimated ending cash balance:

**Slide # 69**

Estimated Expenditures:

- Uniforms – players \_\_\_\_\_
- Uniforms – Coaches \_\_\_\_\_
- Uniforms – Referees \_\_\_\_\_
- Clinic training expenses – Coaches \_\_\_\_\_
- Clinic training expenses – Referees \_\_\_\_\_
- **Payments to AYSO** \_\_\_\_\_
- Section Meeting/NAGM \_\_\_\_\_

**Total estimated expenditures** \_\_\_\_\_

**Slide # 70**

Why are budgeting and calendarizing so important?

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?

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## **C. CONCLUSION**

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

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## **Module 6: Communication (45 min)**

**Slide # 71**

### **A. INTRODUCTION**

**Slide # 72**

Communication Module

- 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.

**Slide # 73**

- 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.

### **B. BODY**

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

**Slide # 74**

Let's listen to this communication.

This is a conversation between the RC and the Registrar...

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 six 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 **EXTRA** and **VIP** brochures for us to pass out. Have you ordered the Registration Packet from the **National Office**? 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?

#### Slide # 75

 **Instructor:**  **If teaching this workshop outside of the Section Meeting, 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.**

#### Slide # 76

Start finding the errors.

#### Slide # 77

What items did the teams find?

#### Slides # 78 - 79

- 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.
- There is no agenda for the Board meeting.
- The RC did not give the address for the Board meeting.
- eAYSO information needs to be current.



#### Slide # 80

Good communication skills equal strong Regions with few problems.

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**Slide # 81**

Poor communication skills equal weak Regions with many problems.

**Slide # 82**

The Best Method of Communication

We will review situations – let’s discuss the method of communication. Could more than one method work?

**Slide # 83**

The Situations

- Going over the job description for a new Board Member. Face to face – email - telephone
- Sending a Board agenda out. Email – Snail mail – hard copy should be available at the meeting
- Thanking a volunteer for an outstanding job during a tournament. Face to face – email – Snail mail - website

**Slide # 84**

- Suspending a Coach. Face to face – written documentation
- Amending the Standard Regional Guidelines. Face to face at a Board Meeting – pre-communication can be sent out by email
- Promoting the Section Meeting. Face to face – Website - Email
- Letting parents know when the season starts. Website – eblast - Calendar

**Instructor Note****Types of Communication – Alternate activity****Communication Handouts – in the Handbook**

This is similar to the above activity, but has more examples and can be used as a team activity. If your time management has been accurate here is an alternate activity to do as a wrap up. Give each group five minutes to “fill in the blanks” of the Regional communication activity. You probably won’t have more than 10 minutes to debrief so do one random point from Group # 1 and then go to Group # 2 and then Group # 3. Even if you can’t finish all of the points it will give them the idea behind the exercise.

**Slide # 85****Verbal Communication**

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

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**Slide # 86**

**Non –Verbal Communication**

- Body language
- Eye contact
- Gestures

**Slide # 87**

**Written Communication**

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

**Slide # 88**

**Electronic Communication**

- Telephone/Answering Machines.
- Email.
- Websites (keep it current).

**C. CONCLUSION**

**Slide # 89**

- 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

**Slide # 90**

**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)**

**Slide # 91**

**A. INTRODUCTION**

**Slide # 92**

**?** “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.

**B. BODY**

**Slide # 93**

**What makes you crazy about “some” AYSO meetings?**

**Write on a flip chart the reasons why most people don’t like going to meetings.**  
Don’t put up Slide # 95 until after you get input from participants.

**Slide # 94**

These are some of the suggestions attendees may offer:

**Meetings make me crazy when...**

- They never start on time.
- There is 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.

**Slide # 95**

**Meetings gone wrong...**

- Negative influences.
- Poor preparation (not enough handouts, etc.).
- Poor facility (too hot, too cold, not enough chairs, noisy).
- And?

 **Slide # 96**

**Making Things Better**

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

outside the box, be creative. If time is an issue you can do this activity with the entire group, making sure that you get input from participants who have not contributed as much as others.

**Slide # 97**

## Good Meetings

The ability to run good meetings is a common trait of effective managers.

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.

**Slide # 98**

## Good Meetings

- Prepare agendas in advance.
- Start and end on time.
- Control deviations from the agenda.
- Minimize distractions.
- Create an atmosphere conducive to getting the business conducted in a fair and impartial manner.

**Slide # 99**

**?** Why have meetings at all?

**This can be a group discussion with all attendees. Here are some of the responses you may get.**

- 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!

## C. CONCLUSION



### Slide # 100

- 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.

### Slide # 101

Bridge to Module 8: Standard Regional Guidelines

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## **Module 8: Standard Regional Guidelines (30 min)**

### Slide # 102

#### **A. INTRODUCTION**

Standard Regional Guidelines is one of the best tools in the AYSO Toolbox. Your job as an instructor is to make these “Guidelines” come alive. This is the final module in this workshop and needs to “pack a punch”. I challenge the participants that at the end of this module they will say “Woo Hoo!” because they will understand how these guidelines can help them be successful.

### Slide # 103

Standardized operating procedures reduce the occurrence of common pitfalls, avoid ‘recreating the wheel’, save time, energy and provide consistency.

### Slide # 104

But Don’t Forget


A reasonable measure of flexibility is also necessary in operating guidelines to allow freedom to adjust where needed.

State that our focus is on AYSO’s Standard Regional Guidelines that most directly affect 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.

#### **B. BODY**

### Slide # 105

- What are the 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.ayso.org](http://www.ayso.org) ([website](#))*
- Can they be changed? *Yes*

 **Slide # 106** - *Each group is given a scenario. Look for verification in the Standard Regional Guidelines. **Pick** a spokesperson from each group - preferably someone who has not spoken before. The reference points in the guidelines are noted at the end of each scenario.*

**Handout in Handbook**

**Slide # 107 - 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.3 - .4, Page 4:5**

**Slide # 108 - 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 (c), Page 4:8**

**Slide # 109** - 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, Page 4:10**

**Slide # 110 - 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, Page 4:9**

**Slide # 111 - 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 (b) (d), Page 4:11 and 4:12**

**Slide # 112** - 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 Eight, Page 4:11**

**C. 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.

**Slide # 1113**

- 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**

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**the approval of the Regional Commissioner, the Area Director and the Section Director, and then submitted to the National Office.**

Bridge to Module 9: Conclusion

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## **Module 9: Conclusion (5 min)**

### **Slide # 114**

#### **A. 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 Dispute Resolution course. Thank them all for coming.

#### **B. BODY**

### **Slide # 115**

- Hopefully everyone learned something to help them do a better job running their Region.
- Improving management skills is a worthy goal.
- Don't stop with this course – take advantage of additional management training.

### **Slide # 116**

What one thing did you learn that will make a difference in how you manage your Region?  
What is your most memorable moment from this workshop?

Go around the room and ask each participant to comment on one or both of these questions. The time you spend will be determined by the number of participants in the room and the time left.

### **Slide # 117**

- Take your new management knowledge back to the Region and put it to good use.
- Plan to attend Dispute Resolution, formerly Advanced Management Training.

### **Slide # 118**

Before we end, we would like you to take a quick survey.  
What is the one word that would describe how you are feeling right now as a result of completing the Introductory Management Workshop?

Your co-instructor should put these words on a flip chart. Hopefully they will be powerful, inspiring words. You may get some words that indicate that the participants are challenged or overwhelmed. This is okay. Try to turn every word into a positive.

**Slide # 119**

**C. CONCLUSION**

**Slide # 120**

These players are counting on you to do the best job possible to manage their Region.

**Slide # 121**

- Thank the attendees for coming.