

# 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

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.

## Succession Planning

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

# 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.



# American Youth Soccer Organization Regional Board Top Priority List

List the top 5 priorities for your regional board position.

**Priority #1**

**Priority #2**

**Priority #3**

**Priority #4**

**Priority #5**



# AYSO DELEGATION

**Delegation** will always be one of the most important management skills for any regional board member – and one of the easiest to get wrong. Good delegation saves you time, develops productive volunteers, grooms a successor, and motivates. Bad delegation will cause you frustration and confuses the other person, and fails to achieve the task itself. Here are the simple steps to follow if you want to get delegation right, and the seven levels of delegation freedom you can offer.

A simple delegation rule is the acronym **SMART**. It's a quick checklist for proper delegation. Delegated tasks must be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imely.

## Steps of Successful Delegation

### 1. Define the task you want the volunteer to do.

Confirm in your own mind that the task is suitable to be delegated. Does it meet the criteria for delegating?

### 2. Select the volunteer.

What are your reasons for delegating to this volunteer? What are they going to get out of it? What are you going to get out of it?

### 3. Assess ability and training needs.

Is the other person capable of doing the task? Do they understand what needs to be done? If not, you can't delegate.

### 4. Explain the reasons.

You must explain why the job or responsibility is being delegated. And why are you delegating to that volunteer? What is its importance and relevance? Where does it fit in the overall scheme of things?

### 5. State required results.

What must be achieved? Clarify understanding by getting feedback from the other volunteer. How will the task be measured? Make sure they know how you intend to decide that the job is being successfully done.

### 6. Consider resources required.

Discuss and agree what is required to get the job done. Consider people, location, equipment, money, materials, other related activities and services.

### 7. Agree on deadlines.

When must the job be finished? Or if an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities?

At this point, you may need to confirm understanding with the other volunteer of the previous points, getting ideas and interpretation. As well as showing you that the job can be done, this helps to reinforce commitment.

Methods of checking and controlling must be agreed with the other volunteer. Failing to agree to this in advance will cause this monitoring to seem like interference or lack of trust.

### 8. Support and communicate.

Think about who else needs to know what's going on, and inform them. Does the RC need to know?

### 9. Feedback on results.

It is essential to let the volunteer know how they are doing, and whether they have achieved their aims. If not, you must review with them why things did not go to plan, and deal with the problems. You must absorb the consequences of failure, and pass on the credit for success.

# PLAYSOCCER

# SEVEN LEVELS OF AYSO DELEGATION

Delegation isn't just a matter of telling someone else what to do. There is a wide range of varying freedom that you can confer on the other person. The more experienced and reliable they are then the more freedom you can give. The more critical the task then the more cautious you need to be about extending a lot of freedom, especially if your job or reputation depends on getting a good result. Take care to choose the most appropriate style of each situation.

1. "Wait to be told what to do during the tournament." Or "Do exactly what I say."

No delegation at all.

2. "Look into this budget matter and tell me what you come up with. I'll decide."

This is asking for investigation and analysis but no recommendation.

3. "Give me your recommendation on switching uniform vendors, and the other options with the pros and cons of each. I'll let you know whether you can go ahead."

Asks for analysis and recommendation, but you will check the thinking before deciding.

4. "Decide and let me know your decision on removing this coach, but wait for my go ahead."

The other person needs approval but is trusted to judge the relative options.

5. "Decide and let me know your decision on purchasing new soccer nets, then go ahead unless I say not to."

Now the other person begins to control the action.  
The subtle increase in responsibility saves time.

6. "Decide whether we should allow this team to participate in the tournament and take action, but let me know what you did."

Saves more time. Allows a quicker reaction to wrong decisions, not present in final level.

7. "Decide on a new location for registration and take action. You need not check back with me."

The most freedom that we can give to the other person. A high level of confidence is necessary, and needs good controls to ensure mistakes are flagged.

# Who In The World Does All This?



# Who In The World Does All This?



**The Regional Board  
and AYSO Parents!**

**T**ogether **E**veryone **A**chieves **M**ore



# Just How S.M.A.R.T. Is Your Region?

## STATE YOUR GOAL

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### PLAN YOUR PLAN

S

Is your plan precise and clear?

M

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

A

With the resources you have, can you accomplish your goal?

R

Is this just a dream or can you make it happen?

T

What is the timetable to get this done?

## Planning Form for Calendaring and Budgeting

	<b>Responsibilities of Your Position/ Action Items</b>	<b>Put in Chronological Order (1 – 10)</b>	<b>Delegation Items</b>	<b>Delegate to Whom?</b>	<b>Budget Items *</b>
1. .					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					



## Communication

Find all the communication errors in the following scenario:

**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 **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?

## Regional Communications Group # 1

Situation	Recommended type of communication	Who should send out the communication?	Who should receive the communication?	What follow-up is required?
A referee hit a player in the face during a game. The RC recommends immediate suspension.				
The Regional board meeting will be at a new location				
A new Regional Coach Administrator has been appointed.				
A Section wide tournament has been scheduled				
Inter-Regional game schedules need to be revised				

## Regional Communications Group # 2

Situation	Recommended type of communication	Who should send out the communication?	Who should receive the communication?	What follow-up is required?
The Region will be implementing Kids Zone.				
The Registrar has added on two new registration locations.				
Four of your Regional Board members have not been trained.				
The Region has developed a Web Page.				
The neighboring town has started a new AYSO pilot Region				

## Regional Communications Group # 3

<b>Situation</b>	<b>Recommended type of communication</b>	<b>Who should send out the communication?</b>	<b>Who should receive the communication?</b>	<b>What follow-up is required?</b>
An Intermediate Referee Class has been scheduled				
The AD has requested each Region participate in the RAP.				
The Regional Coach Administrator is resigning after 20 years				
You suspect that the Treasurer is stealing money from the Region.				
Only 40% of coaches are Safe Haven trained.				

# The Top Ten Reminders for Running an Effective Meeting

Instructor: It is important to ask questions during the process of discussing the following points. Great ideas and individual issues will come from this discussion.

## 1. First decide if you need to have a meeting.

- Often times there are more efficient ways to “meet” your objectives without holding a meeting.
- Ask yourself:
  - Why am I scheduling this meeting?
  - What do I want to accomplish or gain?
  - What information will be exchanged or decisions made?

If you have determined a meeting is the best avenue to carry out your objectives, then you should begin to organize for an effective meeting.

## 2. Have an agenda, circulate it prior to meeting and then stick to it!

Every meeting should have a specific purpose, an objective. This purpose should be reflected in the agenda. If you are being called to a meeting, ask for an agenda. A printed agenda ensures everyone will be on the same page. Regional Commissioners: You may need to consult with other board members to finalize the agenda.

- Prepare yourself – prioritize issues to be discussed, issues from previous meetings.
- Research information necessary for making important decisions

## 3. Arrange all logistics.

- Find a comfortable and convenient meeting place.
- Variety – meet in different places (not every time) to keep their attention and accommodate different members
- Arrange in advance for A-V equipment, flip charts, markers and other supplies
- Arrive early and set up.
- Check lighting, heat, ventilation, etc.
- Set up seating arrangements. Chairs in a circle, semi circle or U shape allow for easy sight of all members and all will feel included.
- Provide name tags if new people will be attending
- Greet people as they arrive – you are the host.
- Supply refreshments if appropriate.

## 4. Send out announcements, invitations, and reminders for the meeting

- Invite guest speakers to present on special topics/issues
- Send general and personal invitations early, send reminders
- Circulate agenda, minutes and background information in advance

## 5. If networking first, give three minutes notice of starting time.

Many meetings have a pre-meeting period of mixing, networking, getting coffee, or other unstructured activities. The transition to structured meeting necessarily takes a few minutes for people to finish their conversations and take their seats.

## 6. Start on time.

If you wait just a few more moments’ for those who you know are coming but have not yet arrived, regulars will start to expect that you will wait, and over time the meeting will start later and later.

- Set a welcoming tone: introductions (ice breaker)
- Engage all participants during meeting. Everyone should have something to contribute. If not, let uninvolved participants know why it was important for them to be at the meeting.

### **7. Keep track of time, or appoint a timer and sure he/she does the job effectively.**

- Acknowledge interruptions, know that whether they are dealt with now or after current business is your decision, and stand firm on it.
- Be gentle but firm with people who speak too long or get off the subject. A simple “let’s move on” or “thanks, now let’s hear from someone else.”
- Do not tolerate side-talking. It is the job of the person presiding over the meeting – not necessarily the person speaking at the time – to stop this. An appropriate comment is “One meeting at a time, please.” Another response can be for the speaker to stop speaking and simply look at the offenders while waiting for the side-talking to end.

### **8. Be a good facilitator**

- Be interested and enthusiastic – enthusiasm can be contagious. Have a positive attitude!
- Set ground rules for the meeting, including the expectation that everyone participate, no judgment statements during discussions and that there will be an ending time and state that time.
- You will not have time to take minutes, so be sure to appoint another volunteer to do this job.
- Ask open-ended questions. Example: “How can we promote this fund raiser to our volunteers?” Vs. “Do you think the volunteers will accept this fund raiser?” –which dead ends with a “yes” or “no” response. Ask “How?” questions, not “Why?”
- Listen carefully to each person. Make sure you understand what the speaker is saying. If you’re unsure, try restating it or ask the person to clarify. Be aware of people who are confused or lost.
- Call attendees by name. This personalizes the discussion and also assists the minute taker in accurately noting who is speaking.
- Avoid stating that a person is wrong; rather ask for other comments and ideas on the subject. Always throw it back to the audience.

### **9. Have an ending procedure.**

- End with a list of next action items.
- It helps if as many people as possible have assigned tasks for the next meeting.
- Summarize key points.
- Look for emerging threats.
- Express any ending concerns as wishes/problems to be solved. E.g., “I wish we could find a way to.....how could we...?”
- Ask for feedback. “How could we make the next meeting better?” End the meeting on a positive note by asking members to express things that felt good or successful.
- Before adjourning, state the next meeting date, time and place. Thank everyone for attending.

### **10. After the meeting**

- Either you or the assigned person should write up and distribute minutes by the next day. Quick action reinforces the importance of the meeting and reduces errors of memory.
- Follow up on delegated tasks. See that all members understand and fulfill their responsibilities.
- Give recognition and appreciation to excellent and timely progress.
- Put unfinished business on the agenda for the next meeting.
- Conduct periodic evaluation of the meetings, either secretly or publicly.
- Express appreciation for people’s time, energy and contribution if you want continued involvement. Set a tone of respect for each other.

# SAMPLE AGENDA FOR A REGIONAL BOARD MEETING



## American Youth Soccer Organization Regional Board Meeting Agenda Region 0000

**Date:** Aug. 7, 2004    **Location:** AYSO Meeting Room    **Start Time:** 6:30 pm    **Stop Time:** 8:30 pm

<b>Opening Statement</b>	Regional Commissioner	5 mins
<b>Review of Last Meeting's Minutes</b>	Regional Secretary	5 mins
<b>Old Business</b> Review of all action items since last meeting	Regional Commissioner	15 mins
<b>Review of Season's Calendar</b>	Regional Secretary	5 mins
<b>Treasurer's Report &amp; Budget Discussion</b> Reimbursement checks will be issued for training, clinics and travel expenses – Bring in reimbursement forms	Regional Treasurer	10 mins
<b>Referees Report</b> Decision about what type of incentive program for the upcoming season Issue: Not enough referees volunteered to cover games	Regional Referee Administrator	20 mins
<b>Section Meeting Announcement</b> Are you planning to attending?	Regional Commissioner	5 mins
<b>Coaches Report</b> Report on practice schedule Items for the coaches' packet	Regional Coach Administrator	15 mins
<b>Field and Equipment</b> Schedule field clean up day Report on Equipment – Discussion on purchasing new equipment	Field Coordinator	10 mins
<b>Uniform Report</b>	Uniform Coordinator	10 mins
<b>Registration Report</b> Registration Totals – Discussion about refunds and a waiting list Rosters	Regional Registrar	15 mins
<b>Closing Remarks &amp; Action Item Review</b>	Regional Commissioner	5 mins



# Taking Minutes

These days, many of us find ourselves in the position of taking minutes without a clue of how to go about it. The following is a guide for making the task easier:

- List type of meeting, name of organization, date and time, venue, main topics, and time of adjournment.
- Prepare an outline based on the agenda ahead of time, and leave plenty of white space for notes. By having the topics already written down, you can jump right on to a new topic without pause.
- Prepare a list of expected attendees and check off the names as people enter the room. Or, you can pass around an attendance sheet for everyone to sign as the meeting starts.
- To be sure about who said what, make a map of the seating arrangement, and make sure to ask for introductions of unfamiliar people.
- Don't make the mistake of recording every single comment. Concentrate on getting the gist of the discussion and taking enough notes to summarize it later. Think in terms of issues discussed, major points raised and decisions taken.
- Use whatever recording method is comfortable for you, a notepad, a laptop, computer, a tape recorder, a steno pad or shorthand.
- If you are an active participant in the meeting, be prepared! Study the issues to be discussed and have your questions ready ahead of time. If you have to concentrate on grasping the issues while you are making your notes, they won't make any sense to you later.
- Don't wait too long to type up the minutes, especially while your memory is fresh. Be sure to have the minutes approved by the regional commissioner or appropriate person, before distributing them to the attendees.
- Don't be intimidated by the prospect of taking minutes. Concise and coherent minutes are the mark of a professional. The very process of recording minutes can give you a deeper understanding of the issues faced by AYSO along with the ability to focus on what's important.



Date: \_\_\_\_\_ Location: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

**In Attendance:**

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**Review of Last Meeting's Minutes**

Changes and Corrections:

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**Action Items and Person Responsible:**

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**Informational Items:**

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**Discussion Items:**

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**Meeting Notes:**

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## Standard Regional Guidelines

Each group is assigned a scenario. There are opposite sides to every issue listed. Pick two people from your group to act out the scenario.

Help these two people come up with convincing arguments in preparation for a 2-3 minute debate. The Standard Regional Guidelines should be used as verification.

### 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.

### Regional Coach Administrators

1. 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
2. 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.

### 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.

### Other Regional Board Members

1. 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!"
2. 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."

**Regional Commissioners**

**Regional Commissioners**

**Other Positions**

**Other Positions**

**Coaches**

**Coaches**

**Referees**

**Referees**