

BALTIMORE

National Soccer Coaches Association of America

2016 CONVENTION



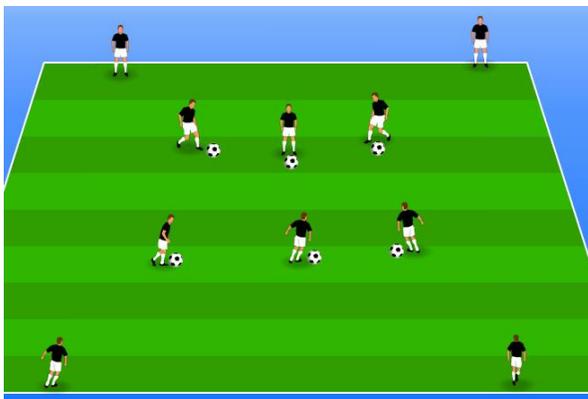
75
YEARS

Table of Contents

Eddie Henderson – How to Improve Your First Touch	3-4
Tim Bradbury – Deliver Developmentally Appropriate Skill Instructions and Activities	5-6
Coaching the coach.....	6
U11 – U13 Technical Training	7
Carlos Anton – Soccer Chess	8
Goalkeeping – Why Build a goalkeeping toolbox.....	9-11
Vince Ganzberg and Ian Mulliner, 7v7 and 9v9 Characteristics	12-14
Rene Meulensteen – Developing Confident, Technical, Creative Players and others.....	14-17
Identifying and Developing the Characteristics for Success – Brad Friedel, U.S. Men’s National Team.....	17
Using Social Media and Other Ideas to Engage Youth Soccer Families – David Fliegler	18-20
Why TopSoccer	21-22
Effective and Suitable Volunteer Programs	23-25

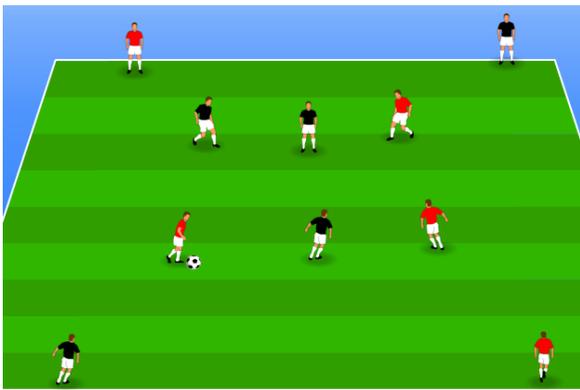
Eddie Henderson – How to Improve Your First Touch

Warm up



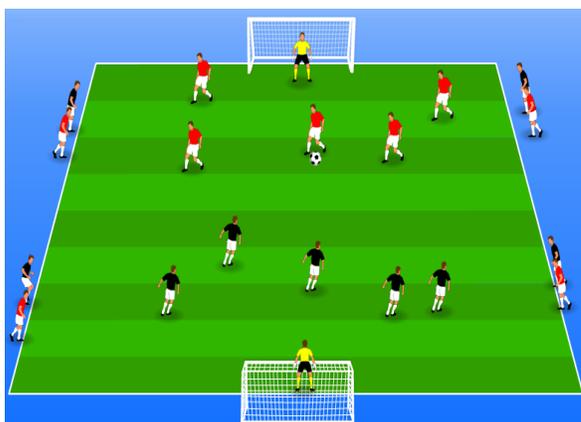
- Even numbers of players in the middle and outside
- Players dribble to a player on the outside, player on the outside controls the ball and enters the square and finds someone else
- *KEY QUESTION* - How can we manipulate our touch to bring us quicker and closer to the player we want to go to?

1st activity



- 3v3 in the middle with 4 on the outside
- Possession game
- Players on the outside on your team must swap with you after your pass
- *KEY QUESTION* – Does your first touch bring you into the game or not?

2nd
Activity



- 5v5 in the middle with 4 on the outside for your team
- Go to goal
- Must play the ball to at least 2 of your outside players.
- Outside players must swap when receiving a ball
- *KEY QUESTION* – Is my first touch something special?

To improve your first touch, the four D's are important

- Decision -What surface of my foot do we use? If we need to push the ball across my body from left to right do we use the inside of my left foot, the inside of our right foot, and the outside of our right foot? Using these questions, the player will be able to identify what is needed to take his touch out of pressure.

- Direction – Where do I play my first touch? If I have pressure on the right hand side of my body and the ball is being played to me on the right hand side of my body, where do I take my first touch? Using these questions, the player will be able to identify what is needed to take his touch out of pressure.
- Distance – How far do I play my first touch? If I have 5-10 yards past an oncoming defender, do I take a touch to steady myself and then try a 1on1 or do I try to knock a first touch into the 10 meters to get away from oncoming pressure? Using these questions, we can ascertain the correct first touch with regards to distance, the player can use his own decision making and be aware of the need to get out of pressure.
- Disguise – In what way can I disguise my first touch so I can beat the player without even taking my first touch? If I am receiving a pass from the left side and I want to play the ball across my body to my right side using the inside of my left foot can I fake a touch using my body to act as if I am taking my touch going from my left side and using the outside of my right foot.

During any activity in the warm up or the second activity we can observe every touch and apply the 4 D's. If we see a positive touch going out of pressure using the D's well, we can ask the player why it was a positive touch? How many and what D's did they use? Encourage them to make decisions. Using the freeze method, we can stop the activity before a first touch is made ask them using the four D's what first touch they were going to do.

Tim Bradbury – Deliver Developmentally Appropriate Skill Instructions and Activities

The Consequence in youth sports is dire. Over 70% of youth soccer players quit playing by 13 years of age. We can overcome this by developing practices that meets cognitive, emotional and physical needs based upon child development theories and observations of children’s individual strengths and weaknesses.

What we must consider to be effective:

Effective Training sessions		
Cognitive Development	Psycho Motor Development	Psycho Social Development
Learning Curve and Learning Styles	Current Performance Level	Previous Experiences

In a culture of youth sports so controlled by overzealous coach’s kids are no longer allowed to solve social problems themselves. Each discussion, disagreement and argument is solved by the parent. Our kids are growing up with a severe lack of social skills. Due to an emphasis upon winning at the expense of FUN and development, GAME DAY has become a setting in which it is practically impossible to develop.

To protect the setting in which are youth players participate in the beautiful game we must FIND a way to educate parents. With regards to our coaches at Amherst we must ensure that our coaches are suitably equipped – (age appropriate licenses)

- Our Technical Director must provide age appropriate curriculum
- Band players by ability
- In mixed ability sessions plan to cater for all

There is more to consider when running an effective, developmentally appropriate training session

- Prior Learning (what have they learned before, does this allow them to play in the activity)
- Rhythm of the session (How active was the last activity, can I change something to add pressure)
- Mixed Ability Task (in one activity can I develop every player)
- Emotional State (after a heavy loss or a big win, how do I coach?)

A checklist to have avoiding all these can be extremely helpful

- Ensure practices have a good rhythm
- Avoid starting with long speeches
- Pre plan language and questions you will use
- Plan so all activities are mixed ability
- Learn visual cues that players are disengaged
- Stay as close to ideal ball player ratios that most engage the age as possible

- On game day present developmental goals

In some practices putting pinnies down and giving them the chance to create their own 3v3 games gives them control of the practices and will enhance enjoyment. Let them figure it out.

Our culture impacts our practices, in the warm up let them talk, let them get out all their social needs and when practice starts they are ready to learn.

Coaching the Coach

Change the negative to a positive – A famous coach called the speaker, the coach went on to tell him were playing away from home, we have two injuries and we can't compete with their pace. He told the manager "I don't like your story" call me back in an hour. In an hour he called him back and changed his story. Told him he was going to play a different style, tell his team to silence the crowd early, tell his players to cover more than often to counter their pace. He changed his story from a negative to a positive and won the game.

I know the story isn't relevant to Amherst Soccer but the attitude of the coach is, we all know wining is not the most important, but losing every game can be to some of our young soccer players. During this time, we must as coaches and as parents constantly be positive. Find something positive your team or the individual soccer player did during the practice or game.

Let's change the way we think, we are working to live and forgetting to actually live. Enjoy conversing with your players and other coaches about soccer and life. We all need to look at the big picture. We can more often than not get frustrated by the uncontrollable, think about what I can control? Don't think like a victim. He told us how at half time of one game in a youth soccer game, his team were losing, he told his players to look at the parents and people watching. He then went on to say how lucky all the spectators were to watch you play soccer. That is how good you are, and they went on to win. In an uncomfortable situation, try to create a comfortable situation within that and go from there.

U11-U13 Technical Training

Emphasis on proper technique

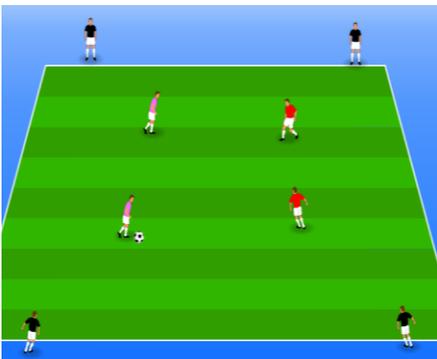
Dribbling – Bend your knees, lots of little touches, using all sides of your feet; keep the ball under control, and head up.

Passing – Lock your ankle, swing your leg through the ball, swing your arms with your body momentum, use the inside of your foot and bend your standing knee.

Control – bend your knees, cushion the ball, take your touch out of pressure and keep your shoulders square.

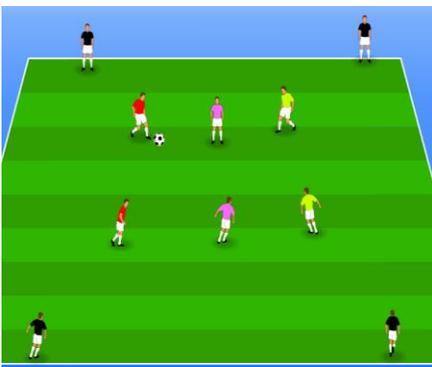
Use activities designed for a specific skill in soccer. Only coach that during the practice. If you're coaching first touch, be aware of every first touch that your players make and coach accordingly, remember only coach the good first touches. As the practice goes on the pace of the activity goes up. Using a shorter time frame or fewer touches can increase pace. Try to end every practice doing something that gives them a smile on their face and desire in their heart.

Small sided games are integral to technical training and mixing positions in small sided and possession games.



2v2 with 2 neutrals and six outside 3 touch max

3v3 with 2 neutrals and 4 outside one touch max



4v4 with 2 neutrals – intensity limit touches for all

Use guided discovery and let them answer their questions. Make spacing bigger for B level teams.

Carlos Anton – Soccer Chess

1. Soccer Chess – Positional Play and Overloading Through the Thirds
 - a. Structured 5v2 Rondo
 - i. 10x20 yd rectangle, 1 player on each side and 1 in the middle for attacking team
 - ii. Defensive team has 2 players in the middle
 - iii. Possession game
 - iv. Progression – If attacking team plays a pass from one end line to the other, the player who played the pass switches with attacking player in middle of grid
 - b. Play Through the Thirds
 - i. 30x40 yd field
 - ii. 7v7+1+GKs
 - iii. Field divided into thirds – 2 strikers in attacking third, 2 defenders in defensive third, 3 midfielders in middle third for both teams. Also neutral player in middle third.
 - iv. Goal is to attack from defensive third through the middle third (can't skip!) and into attacking third. Play ball to GK on end line to score. GK scores point for attacking team and is a support player for defending team.
 - v. Neutral can go anywhere on field to support. 1 MF can join attack if the team has used the neutral player to progress. 1 DF can join midfield if the team has used neutral.
 - c. 4v2 Possession/Transition Game
 - i. 20x20 yd grid with a dividing line down the middle
 - ii. 4v2 possession in first grid. Any player who can dribble out of the grid successfully does so.
 - iii. Player dribbling in creates a 3v2 in second grid
 - iv. 3 attackers go toward goal and attempt to finish against GK

Ball starts with player in the middle at the end ball must get from one end to the other. Defenders can intercept.

Player in the middle must have his shoulders and body at an angle so he can receive the ball and turn as quickly as possible. They can lead the player in front of him with his body language. The players on the outside can also lead them, if a defender is close to the player in the middle a ball cannot be played wide and high so he can open up and play the ball to the far end player. If the defender is deep, then a pass can be played wide and high and he can then open his body up and play the pass.

Goalkeeping - Dan Gaspar, Why Build a GK Toolbox

Activity #1

GK stands on end line at side of one post with a mini net placed a body's length away. Another mini net is set up on the other side of the net. The shot comes in from the end line and the keeper dives to save it. He then gets up, shuffles across the face of the net and dives for a shot from the top of the box aimed at the other mini net.

Notes

When crossing feet over, keep body and knees forward
Know how many steps it takes to cross net from various points

Activity #2

A ladder is set up in-between 3 cones/sticks acting as 2 goals on each side of the ladder. Each set of goals is called by a name (Right 1, Right 2, Left 1, Left2) and has one person set up to take shots. Keeper goes through ladder (in any style) until one of the shooters calls out a number (right side always leaves from one end of the ladder and left leaves from the opposite.) The keeper then goes into the respective cone/stick net to make the save. ALL SHOTS ARE ON THE GROUND

Progress to shooter calling out a number (1), but instead of going to that numbers goal, he enters the opposite net (2) and dives to make a save in the original net (1)

Notes

Stay light on feet going through ladder
Small slide step to dive
Shoulder past the knee when diving down

Activity #3

Set up mini hurdles/cones (6) every few yards leading out from the center of the net. Have one cone set slightly in front of and on each side of the hurdle, to represent where the post would be. Have two shooters set up outside of box with line of balls. Keeper hops over hurdle and shooter takes a low shot on his side of the field. After each shot, keeper centers himself and hops over the next hurdle. Repeat until he hops over the final hurdle.

Notes

When keeper hops over cone, have him set and attack the ball
Dive forward and keep shoulder over knee

Goalkeeping - Jill Loyden

Ages 12-16

When shooting, use different types of service

- Vary speed of shot
- Vary release (wind up) (foot vs hand)
- Become accustomed to visual cues (when to set self)

Organize set pieces

All corners and free kicks

Includes wall, line, and man marking

Stay connected with back 4

As ball moves up field, keeper moves up field as well

Communication

Define vocabulary

Specific

Short

Boost confidence

Surrender perfection

Keep it simple

Angles

Body set

Move ball side to side before shot

Footwork

Angles

Visual cues

Shoulder over the knee

Make a decision

Ages 16-23

Tactical awareness

Recognize counter attacks and style of plays

Yours and opponents

Set up small disruptions

No shot is open

Reinforce all above

2. Goalkeeper Toolbox

- a. Setup - Pop up net sideways at front post, pop up net inside of back post
 - i. Down to cut off cross on the ground before it goes in pop up goal, back up, shuffle across to save shot toward pop up goal at back post.
- b. Setup – Ladder, pole nets set up on either side at the end of the ladder
 - i. Fast feet through ladder, turn and catch punted ball
 - ii. Fast feet through ladder, turn, dive and catch punted ball
- c. Setup – Mini hurdles in front of goal
 - i. Hop over mini hurdles, dive and save to either left or right
- d. Setup – Trick balls, racquetballs, soccer balls in piles 20 yards from goal
 - i. Bounce a trick ball toward goalie (make sure it bounces), then hit a racquetball at the goalie, then shoot a soccer ball
 - ii. Goalie tries to save all 3, then start again

General Club Notes

Need a plan

Eight week cycles with one, two-hour session per week

Give feedback

- Provide a next step

- Give encouragement (they or we will never be perfect and that's ok!)

Mentality to get better

Consistency over flashy

A Club within a club for GKs

Education for coaches to help GK

- Hand out goalkeeping drills to coaches which include the entire team

- Have drills fit with your Goalkeeping curriculum for that week

Tiny tot GK

- Shuffle and pick up ball

- Not shot stopping

FUN

Hope Solo played field in High School

Don't pigeon hole players in to GK or field

Talk

- Start small in order to build confidence

- Explain player's roles and why

Vince Ganzberg and Ian Mulliner, 7v7 and 9v9 Characteristics

7v7

Technical	Tactical
Dribbling – Feint and fakes to pass shoot or penetrate	Penetration from the defending half – Build out line implications
Passing – Weight and accuracy of short range (5-10 yrds)	Depth – When and how to support?
Receiving – Ground pass – forward, lateral and backward	Width – Reinforcement and development of this concept
Shooting – Off the dribble and introduce one touch finishing	Length – Reinforcement and development of this concept
Individual defending – Poke tackle	Defending – “Win the ball back” instead of “defend”

❖ Player Competencies entering 7v7

1. Dribbling with head up to improve vision.
2. Passing to a teammate by making eye contact and proper surface selection.
3. Receiving – redirecting a ground pass somewhere “new”.
4. Finishing – Shooting of the dribble.
5. Principles of play – I have the ball vs I don't have the ball (penetration vs pressure)

❖ Defending – Coaching Methods

Coaching objectives:

- First defender to close space, lower body and sideways.
- Introduce cover defender.
- Help players to recognize the visual clues if an opponent is play a short or long ball.

Coaching Tips:

- Time dedicated to defending.
- Press high up the field.
- Introduce a points system.

Less challenging:

- Maintain low numbers until player's experience success.

More challenging:

- Remove zonal restrictions.
- Impose a time restraint on attacking players.

❖ Player competencies leaving 7v7

1. Passing – Improved weight and accuracy of short/medium passes.
2. Receiving to move forward or maintain possession.
3. Dribbling that is purposeful using feints and fakes to penetrate.
4. Finishing – Surface selection – Shorter vs longer range.
5. Attacking principles – Penetration, depth, with a 'dash' or width.
6. Defending principles – Pressure, cover, with a 'dash' of balance.

Technical	Tactical
<i>Defending</i>	<i>Defending</i>
Angle, speed and distance of approach	Pressure and delay – When and why?
Footwork and body shape	Cover and balance – Who and where?
Tackling	Compactness – When, where and why?
<i>Attacking</i>	<i>Attacking</i>
Accuracy and pace of passing to unbalance a defense	Penetration – When and how?
Receiving – Reading the cues	Mobility and Support – Depth – When and where?
Finishing – Power vs accuracy	Width – When and why?

❖ Player competencies entering 9v9

1. Passing – Improved weight and accuracy of short and longer passes.
2. Receive to move forward or maintain possession.
3. Dribbling that is purposeful using feints and fakes to penetrate.
4. Finishing – Surface selection – shorter vs longer ranges.
5. Attacking principles – Mobility, penetration, support (depth) and width.
6. Defending principles – Pressure, delay, cover, balance and compactness.

❖ Creating space as a team: Coaching methods

Coaching objectives:

- Recognize visual cues.
- Clean, crisp and high tempo passing combinations.

Coaching tips:

- Be prepared to choreograph some of the movement patterns.
- Movement in the final third away from the ball carrier.

Less challenging:

- Work through pattern play.
- Remove defenders.
- Add passive defenders.

More challenging:

- Remove zonal restrictions.
- Add defenders.
- Restrict the number of touches by the attackers.

❖ Player competencies leaving 9v9

1. Recognize and respond to visual cues to initiate a tactical adjustment – i.e Switch the point of attack.
2. Ability to pass over short and medium distances and change the attacking tempo and the speed of play.
3. Develop attacking and defending partnerships with teammates in front, behind and by the side.
4. Attacking principles – individual and team movement (mobility) to create space.
5. Defending principles – apply high and low pressure in team units.

Say “Win the ball back” vs. Defending

Use the “w’s”

Who, what, when, where, **WHY**

Local (me) vs. global view (team)
Short bursts with multiple intervals

Use their names

Might be the best thing they hear

1. Rene Meulensteen – Developing Confident, Technical, Creative Players

Key points

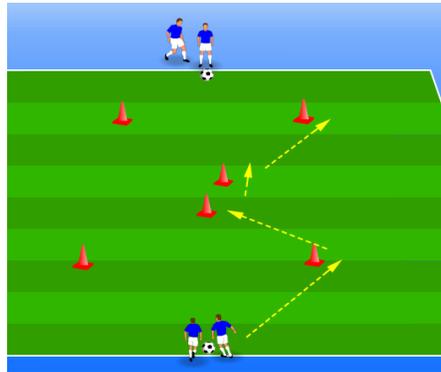
- iii. Training sessions should be BOTH fun and educational
- iv. Focus on development for ages 6-14
- v. www.soccerplannerapp.com
- vi. Meulensteen Method
 - i. Identifying talent
 - ii. Developing that talent
 - iii. Building successful teams
- vii. 4 areas of development
 - i. Technical
 - ii. Tactical
 - iii. Physical
 - iv. Mental
- viii. United States needs more emphasis on technical and tactical
- ix. Develop: range of passing, touch, skill, 1v1 ability
- x. Developmental focus for age groups
 - i. Ages 6-9: Technical
 - ii. Ages 10-12: Tactical
 - iii. Ages 13-15: Physical
 - iv. Ages 16-18: Mental
- xi. Don't coach failure, coach success! -- "What was so good about that?" NOT "Stop! What'd you do wrong?"
- xii. Praise effort, NOT talent
- xiii. Eliminate the fear of failure, encourage creativity
 - i. More 1v1 play

2. Excite with the Ball: Combination Play – Emma Hayes, Chelsea FC

- e. 4 touching grids of 4v1
 - i. Play 5 passes, then pass to another grid
 - ii. Progressions – Only 3 passes then play to next grid. Interchange one player from grid that played pass with grid receiving pass.
- f. 6v6 + GKs
 - i. GKs serve as neutral on end line
 - ii. 2 small cone/flag goals at each end
 - iii. Encourage combination play. If you get combined around, you're out of the game until your team gets a combination.

- g. 5v5+2+4 wall players to goals with GKs
 - i. Field divided into thirds
 - ii. 3 players in defensive third, 2 neutrals in middle third, 2 attackers in final third. Neutrals on each side of the grid at the entrance to attacking third.
 - iii. Goalkeeper plays long to wide neutral at start of their attacking third. Both attacking neutrals, join 2 attackers and one midfielder in final third attempting to score.
 - iv. If GK wins ball, they play long to their attacking neutral and start attack in the other direction.
- 3. 11v11 Responsibilities – Stuart Pearce, Former Manager of Manchester City FC & England U21s**
 - a. Set team up in 11v11 shape with no opposition
 - b. Coaching points – stay compact, win the ball, break and score on GK. Quickly recover and get compact shape back. Shift with the ball.
- 4. The 4v1, the 5v2, and the 3v3+1 – Anson Dorrance, University of North Carolina**
 - a. Promotion and relegation in all aspects of training to create competition. Always emphasize winning. **This is specific to older, very high level players.
 - b. 4v1 – Closing and Tackling in 5x10 yd grid
 - i. Side players have to stay onside
 - ii. Have to play 2 touch
 - iii. Offense scores by getting ball from one end player to the other. End player can only play to opposite end player if they take on defender on the dribble and beat them.
 - iv. Play in 30 second blocks and rotate
 - c. 5v2 Rondo
 - i. 10x10 yd grid
 - ii. 5 players can go outside the grid for 2 passes, but 3rd pass has to go through the grid
 - iii. Player who gives the ball away switches with defender who won the ball
 - iv. Play one touch
 - d. 3v3+1
 - i. No touch restrictions
 - e. 5v5v5
 - i. 30x45 yd grid
 - ii. 45 yds divided into 15 yd 1/3s
 - iii. One team of 5 starts in each third
 - iv. Ball starts in end third, 2 defenders from middle third come in to defend
 - v. Play 5v2, get 5 passes, play long ball in the air to team in farthest third of the field
 - vi. If defenders win the ball, their team enters that third and plays. Team that gave ball away goes into middle third with 2 defenders remaining to defend
- 5. Developing Confident, Technical and Creative Players Using the Meulensteen Method – Rene Meulensteen, Former Youth Academy Coach and First Team Coach at Manchester United FC, Former Manager of Fulham FC**
 - a. 6v6+GKs Scrimmage
 - i. No restrictions, no coaching. Let them play.

- b. Dutch Double Diamond Dribbling
 - i. Working on turns and cuts, multiple players going around the diamond at the same time
 - ii. Many different turns and skills practiced



- iii. Many repetitions
- c. Dutch Double Diamond Passing
 - i. Using same set up, one player passes across the diamond. Opposite player receives in a direction, practices turn/skill on cone, then passes to next player in line. Player who originally passed the ball goes opposite direction around time and takes place of player he passed to.
 - ii. Progression – Instead of going opposite direction, player who passed ball closes down the dribbler and puts some pressure on player practicing turn/skill (only 50%, don't steal the ball)
- d. Box Dribble
 - i. Practice moves on a clap
 - ii. Add a few players to press them, but not take the ball
- e. Windows Drill
 - i. Dribble, move, pass to the outside
 - ii. Only half the players in the middle have a ball
 - iii. Players without a ball check to outside player to receive a ball
- f. 2v2 Four Goal Game
 - i. Each team can score on 2 goals and defends 2 goals
 - ii. Encourage practicing turns/skills
- g. 4v4 Four Goal Game
 - i. Progression from 2v2
- h. 6v6+GKs
 - i. Same as initial activity
 - ii. Let them play, no coaching

6. Identifying and Developing the Characteristics for Success – Brad Friedel, U.S. Men's National Team

- a. Confidence
- b. Self-criticism, self-analysis
- c. Competitiveness
- d. Individuality

- e. Leadership
- f. Thriving in Conflict
- g. Ability to Deal with Pressure
- h. Work Ethic; Desire to improve
- i. A love of soccer; Passion for the game
- j. Communication
- k. Context – Understanding the outside world
- l. Selfishness
- m. Resilience
- n. Intelligence

Small Sided Games Lecture – 7v7, 9v9

- o. 7v7 – U10
 - i. Technical and Tactical Focus
 - ii. Dribbling, Passing, Receiving, Shooting, Individual Defending, Penetration, Depth, Width, Length, Team Defending, Team Attacking
 - iii. Find a shape that fits your team – know your kids
 - iv. All defending for young players should be directional
- p. 9v9 – U12
 - i. Similar ideas as U10, but more advanced

More in-game coaching can occur

Using Social Media and Other Ideas to Engage Youth Soccer Families – David Fliegler

David is the webmaster for the Coast Soccer League. During his talk he gave examples about his leagues successes in social media. The league asks each club to submit team pictures, Fan and Family pictures of parents and their young soccer players, they gave out free hats and if you wear your hat to a game you get a picture on Facebook. They had selfie contests where the best selfie would win prizes. CSL uses Facebook and app contests to engage families. Feedback from parents informs CSL that they feel connected with the league through their club using social media.

One major success was video interviews conducting by CSL with coaches from all around the league. All it took was an Iphone. Questions such as

- Are you a better coach because you're a dad or a better dad because you're a coach?
- Favorite soccer team?
- Best stories from coaching?
- Does your accent (if they have one) allow you more opportunities?
- What is your experience as a coach?
- What's unique about your club?
- How do we educate parents?

Many questions to keep the interviews fresh.

Changing team photos for your website and social media banners also keeps things fresh.

CSL also has a very successful app. (Maybe something Amherst Soccer should look into?)

Volunteers within Youth Soccer Organizations

1. Coaches
2. Referees
3. Administrators
4. Team persons

Why do people volunteer?

- People volunteer because the care about the organization, they are passionate about Amherst Soccer and the development they are trying to adhere to.
- They have a child playing in the club. More than 80% of volunteers in clubs have children playing in their local club.
- To help provide a positive experience for their community. Soccer is an extremely fun and interesting sport. Children and Adults love the play the game. People volunteer because they see the smile on children's faces playing and after playing the game. This can be very rewarding.
- Feel good factor. Volunteering your time can be hard; however, seeing children smile can have a lasting effect on your life. Children are just learning the world and the sport of soccer. Being able to

give them the tools to play the game and seeing them excel can give you a feel good factor that can sometimes be hard to find.

- They have a passion or skill for the position. More often than not, coaches or other volunteers have played the game before, and or love the game. Like a fan. They feel their passion and skill can translate well by volunteering, especially coaching.
- Achieve experience/training while volunteering. Volunteers can gain valuable experience and networking by volunteering in soccer. Whether you're a young coach looking to excel in that position or an administrator looking to meet new families and make friends or future colleagues. Becoming a board member is also a very useful way of gaining job skills to move over to your full time job.

Recruiting Volunteers

1. Players parents
2. Recruitment days
3. Kickoff meeting and welcome packets
4. Selecting volunteers wisely

Five Key points to keep volunteers within your organization

1. Be informative and honest of expectations. Giving set hours and key responsibilities can give our volunteers valuable information going into volunteering. Many volunteers site a lack of information as to why they leave. Explaining they don't have time. Giving them a set of hours and responsibilities can keep volunteers in youth soccer.
2. Get the parent excited for the opportunity. Having a volunteer night and showing pictures and videos of young soccer players can increase excitement from your volunteers. Talking to future volunteers about their best three stories coaching or being an administrator can give other people belief they will have a rewarding experience.
3. Make sure there's a clear cut training program. For coaches, administrators and board members having an implemented set of training philosophies can not only prepare them for their roles but can also make them excel.
4. Make them feel good by giving out free club merchandise or a clear decrease in pricing, having a set volunteer night with food, drinks and prizes. Having the hierarchy of the club constantly being visible and thanking the volunteers can also help a great deal.

Why TopSoccer

US Youth Soccer TOPSoccer (The Outreach Program for Soccer) is a community-based training and team placement program for young athletes with disabilities, organized by youth soccer association volunteers. The program is designed to bring the opportunity of learning and playing soccer to any boy or girl, who has a mental or physical disability. Our goal is to enable the thousands of young athletes with disabilities to become valued and successful members of the US Youth Soccer family.

TOPSoccer was formed to perpetuate the US Youth Soccer mission statement which is, in part, "to foster the physical, mental and emotional growth and development of America's youth through the sport of soccer at all levels of age and competition." There are thousands of children with disabilities who need, and can be provided with, the opportunity to play soccer through the TOPSoccer program.

Benefits

- Sense of belonging
- Value – Part of a team
- Developing Physical and social skills
- Public Image

Coach

- Improve Communication style
- Fun
- Rewarding

Volunteers

- Fun
- Rewarding
- Community involvement

Site Co-coordinator skills necessary

Detail orientated, communicator, negotiator, delegator

Minnesota TopSoccer structure

Practice 6-8 on Sundays

Game Days May – August

Expenditure - \$3,000

\$1-1,500 Equipment

\$20-30 per player for Uniforms

\$1,000 Field Dues

Final word in TopSoccer

Don't put anyone in a situation that guarantees failure.

Effective and Suitable Volunteer Programs

A good volunteer program design should:

- Decrease administrative costs by reducing volunteer and retraining needs
- Engage members in ways that increase their satisfaction and retention
- Increase program support and a sense of team across the organization
- Shares the workload across a variety of people and their diverse talents
- Improves support for coaches so that they can devote more time and energy to players on the field

5 Steps to Success

1. Know what you need

Develop written job descriptions for ALL volunteer jobs

- Skills and Abilities
 - What skills and abilities are required to do the job?
 - Tasks and Time
 - What are the responsibilities of the position?
 - What specific activities and tasks need to be performed in what place and at what time?
 - How many hours will it take to complete the work?
 - Communications and Reporting
 - To whom does this job report? Who is the supervisor or coordinator?
 - With what other people and positions does this volunteer need to communicate and coordinate activities and tasks?
 - Who should the volunteer contact for more information or help?
 - Supplies and Equipment
 - What supplies and equipment are needed to do the job?
 - Who provides the supplies and equipment?
2. If you don't ask, they can't say "YES"

Be specific about the help you are requesting

- Use the job description to inform the volunteer and make yourself and the organization look good
- How does the job benefit the organization?
- How does the job benefit the volunteer?

What is in it for the volunteer?

- It is OK for volunteers to say "yes" for their own reasons, which may be different than your reasons for asking for their help

Make it meaningful and manageable - avoid burnout and the loss of institutional memory

CAUTION - If your volunteer job requires more than an average of 10 hours a week, you are setting up a situation for volunteer burn-out and turnover.

3. Preparation and Training

What do your volunteers need to know to do the job?

- Let your volunteers in on your organization's institutional knowledge, history, and "the way we do things here"
- What kinds of instructions are needed?
 - Written instructions with diagrams or pictures
 - Oral explanations
 - A physical demonstration of how to accomplish a task
 - Who do I go to for help or when I have questions?

What supplies do your volunteers need to do the job?

- What supplies are needed?
- Who provides the supplies?
- How are supplies acquired, purchased/paid for, and delivered to the volunteers or the job site?
- What happens to leftover supplies after the job is done?

4. Get stuff done

Who will support and supervise volunteers while the work is being done?

Set the priorities. Know the back-up plan(s).

Incorporate volunteer feedback and suggestions into the job

HINT - Volunteer engagement is often more important than job perfection.

5. Say "THANK YOU"

Express gratitude in ways that reflect how your volunteers see and value themselves

Technically competent – Experts in their areas of skill and knowledge

Team builders, peace makers, and caregivers – Looking out for everyone on the team

Connected and resourceful – Know who to call and how to get things done

The Real Secret – The Preparation Payoff for Your Volunteer Team

What is the ratio of your coaches' and players' preparation and practice to game time? How much time do your coaches spend – Designing team training sessions? Leading team practices? Planning for games? How much time do your coaches and players spend competing in games?

What is the ratio of the time your organization spends preparing for success in your volunteer programs?

The recipe for success for an effective program that engages and retains volunteers is: 3 parts + 1 part + 1 part

Planning and Preparation	Volunteers Working	Gratitude
1. Know what you need 2. If you don't ask, they can't say "YES" 3. Train and Prepare	4. Get stuff done	5. Say "THANK YOU"