



Handbook for Technical Directors

FIFA®







Technical development is paramount in building the future of football, and as such, it is one of the most important areas in any football association. It is a long-term process, whereby vision, perseverance, stability and continuity are required if results are to be achieved. The technical director plays a key role in this by defining and leading the country's national technical development programme. He/she is for the technical side what the general secretary is for the management side, and the main activities and responsibilities focus on increasing the number of players, developing youth and women's football, and furthering coach education, as well as research and documentation. With the introduction of FIFA's new development programme, Forward 2.0, the position of member association technical director has become even more important for the analysis, planning, implementation and monitoring of various projects. The main objective of this handbook is to assist technical directors in the handling of daily business. It does not claim to be complete, but it does provide the reader with guidance and methodologies for self-learning and self-development. I hope that this handbook will assist all technical directors in their daily business and contribute to the further development of football worldwide.

Gianni Infantino
FIFA President



With the development of football being at the heart of FIFA's mission, it is crucial that every member association's potential is maximised in this area.

Sustainable development is a long-term approach and requires dedication, confidence and patience, together with the continuity of roles. Technical directors define and run their country's national technical development programmes and their position is, in its own way, as important to the organisation as that of the general secretary.

Arsène Wenger
*Chief of Global Football
Development*

Introduction

This handbook is the product of the work conducted by FIFA in the field of technical development and education in recent years. The drafting process involved a panel composed of technical directors (TDs) and technical development and technical leadership experts from every continent, who brought with them a wealth of knowledge derived from constant work in the field. This handbook is aimed at TDs and senior staff in the technical department of football associations.

Scope of the handbook

The primary aim of the handbook is to **provide a tool to enable self-learning and self development**. The document does not aim to be complete or to answer all the questions and problems that might arise in every member association (MA) worldwide. Instead, it proposes a set of methodologies of proven value and a number of cross references (related to FIFA material and other sources) that will provide the reader with relevant guidance and help him/her find what he/she is looking for.

A secondary aim of this handbook is to provide learning material for FIFA's training sessions and seminars that specifically target TDs. The handbook can be used during the preparation, execution and follow-up of courses and events, together with related PowerPoint presentations and specific material. Its design allows TDs to adapt it and turn it into a bespoke handbook for their own development by adding information resources that relate to them in their own context.

In addition, it provides an overall framework for other technical manuals that have been developed by FIFA in the past and that embrace virtually all aspects of the technical domain (women's football, grassroots, youth football, etc.).

Although the definition of standards for technical development is not a goal of the handbook, the creation of common patterns among different MAs is one of the expected outcomes, thus leading to a more homogeneous approach to football development in any given region in the world.

How to use the handbook

The Handbook for Technical Directors is currently available in paper or electronic format (FIFA Training Centre). It has been conceived as a practical tool which can be consulted when needed through an easy-to-use reference table. For instance, TDs who are primarily interested in establishing a monitoring and evaluation process can easily refer to Chapter 8 and understand its content without first having to read the preceding chapters.

It can, however, also be read from start to finish and used to learn more about the subject as a whole as part of a systematic learning approach. While this might require more time, it provides a sound foundation to further delve into the topic.

The handbook is a resource that can be used to identify your needs and as such, should be adapted by adding to it and annotating it (see the toolboxes at the end of each chapter) to relate to your own development within the context of your own role.

► We encourage you all to read Chapter 9 to support your professional growth as TD.

Content of the handbook

The handbook is composed of nine chapters. Chapters 5, 6, 7 and 8 are strongly linked with each other as they relate to the four phases of the project cycle. At the end of these chapters, you can find an example that further explains the content of each chapter in a practical way and helps put the theory into an everyday context. At the end of each chapter, there is a toolbox related to your professional growth and resources to support your development.

1

Role and responsibilities of the TD

This chapter defines the role of the TD and his/her profile in a nutshell. It also introduces the concept of a long-term development plan that is elaborated on in Chapter 6.

2

The position of the TD within the member association

This chapter identifies the key aspects related to the TD's hierarchical position within the football association, in particular: the position in the organisation chart, interaction with other departments and relations with elected members.

3

Technical department set-up

This chapter explains the managerial functions of the TD vis-à-vis the technical department, as well as his/her human resources, financial management and logistics responsibilities.

4

External contacts and relations

This chapter contains an analysis of the relations between the TD and stakeholders, such as coaches, clubs, regional associations/leagues, government authorities and other institutions. It also provides some basic information about the working relations with FIFA and its development department.

5

Analysis of the football environment

This chapter focuses on the first step of the project cycle (analysis) by identifying the key elements to analyse the football environment within a given country and the factors that have to be taken into account.

6

Strategy and planning

This chapter focuses on the strategic stages of the project cycle, particularly the definition of the long-term strategy (four years) and the yearly action plan.

7

Implementation (domains of activities)

This chapter analyses the implementation phase and contains a detailed list of all aspects of the TD's work. Priority is given to education, coaching licences, youth national teams, academies and development competitions.

8

Monitoring and evaluation

This chapter deals with the last step of the project cycle: assessment and monitoring. It analyses short-, mid- and long-term control mechanisms and explains the supervisory role of standing committees.

9

How to grow professionally

This chapter focuses on the need for the TD to constantly develop his/her knowledge and skills through self-learning, peer-to-peer contacts and formal education.

Contents Summary

| | |
|---|------------|
| Introduction | 2 |
| 1. National football strategy and technical development | 6 |
| 2. The position of technical director within the member association | 22 |
| 2.1 The organisational chart of the general secretariat | 24 |
| 2.2 The relationship between the general secretary and technical director | 26 |
| 2.3 The relationship between the senior national team coach and the technical director | 27 |
| 2.4 The relationship between the technical director and the youth and women's football national coaches | 27 |
| 2.5 The technical director's interactions with other departments | 28 |
| 2.6 Relations with elected members | 35 |
| 3. Technical set-up in a member association | 42 |
| 3.1 Technical department structure | 44 |
| 3.2 Human resource management | 47 |
| 3.3 Financial responsibilities | 54 |
| 3.4 Logistics | 57 |
| 4. External contacts and relations | 62 |
| 4.1 Contact with clubs | 65 |
| 4.2 Contact with regional associations and leagues | 69 |
| 4.3 Contact with government and local authorities | 70 |
| 4.4 Universities and research centres | 72 |
| 4.5 Relations with other institutions | 73 |
| 5. Analysis of the football environment | 82 |
| 5.1 Analysis of different football levels | 86 |
| 5.2 Type of analysis | 88 |
| 5.3 Analytical tools | 94 |
| 5.4 The outcome of the analysis | 100 |
| 5.5 Practical example | 102 |
| 6. Long-term planning | 106 |
| 6.1 The need to prioritise | 108 |
| 6.2 Priorities, objectives and sub-objectives | 109 |
| 6.3 Approval of technical projects | 111 |
| 6.4 Action plans | 111 |
| 6.5 Yearly action plan | 112 |
| 7. Implementation | 120 |
| 8. Monitoring and evaluation | 128 |
| 8.1 Monitoring implementation | 130 |
| 8.2 Evaluation | 132 |
| 8.3 Monitoring grassroots | 134 |
| 8.4 Monitoring coach education programmes and coaching licences | 136 |
| 8.5 Monitoring youth football development | 137 |
| 8.6 Monitoring Women's Football | 139 |
| 8.7 The supervisory role of the committees and management responsibilities | 140 |
| 9. How to grow professionally | 144 |



NATIONAL FOOTBALL STRATEGY AND TECHNICAL DEVELOPMENT

1. National football strategy and technical development

Every member association (MA) is unique – this is a principle of FIFA development – and every MA has to find its own way to respect the past and the reality of football in its country, the independence of clubs, regional associations and other stakeholders.

Typically, the association's executive committee should be the key driver of the whole process by approving an overall strategic plan. It is therefore critical that the association's president, general secretary (GS) and technical director (TD), for the technical side of the strategy, be fully involved in the planning process.

If a strategy or a long-term development plan (LTDP) already exists, it is essential for the TD to understand the strategic plan and the process the MA has gone through to develop it. He/she should take time to understand and discuss the plan with the GS to be fully informed. This will be vital in order to develop a playing and coaching philosophy or other technical programmes for the future.

FIFA – development of the game

FIFA, with its responsibility towards its members and with its statutory obligations, has to contribute to football development through its MAs. The main objectives are (article 2 of the FIFA Statutes):

- A. to improve the game of football constantly and promote it globally in the light of its unifying, educational, cultural and humanitarian values, particularly through youth and development programmes;
- B. to organise its own international competitions;
- C. to draw up regulations and provisions governing the game of football and related matters, and to ensure their enforcement;
- D. to control every type of association football by taking appropriate steps to prevent infringements of the Statutes, regulations or decisions of FIFA or of the Laws of the Game;
- E. to use its efforts to ensure that the game of football is available to and resourced for all who wish to participate, regardless of gender or age;
- F. to promote the development of women's football and the full participation of women at all levels of football governance; and
- G. to promote integrity, ethics and fair play with a view to preventing all methods or practices, such as corruption, doping or match manipulation, which might jeopardise the integrity of matches, competitions, players, officials and member associations or give rise to abuse of association football.

These basic objectives are the foundations for all FIFA's activities, but it is the game of football that remains at the very heart of the FIFA development programmes. FIFA's main responsibility is to create a framework to govern relations between football's many stakeholders, to define the macrostructures of world football, and to support and guide these structures and stakeholders so that they can better manage and develop their respective aspects of the game.

FIFA Capacity-Building Programme

FIFA will proactively focus on building capacity for those within MAs who have a key role in driving football development. The main objective of this initiative is to bring MAs into a better position to have courses conducted by their own educators (trained by FIFA and/or the confederations). FIFA's programme on technical capacity-building is based on one important cornerstone: offering support in an efficient manner, tailored to the needs of each MA. In order to introduce this new approach, FIFA has put together a comprehensive catalogue of activities and services from grassroots to elite level, for both men's and women's football.

The process is based on a three-step approach:

- regional activities for the MAs' technical leaders (TDs, heads of coaching, grassroots football and women's football) and coach educators;
- individual consultancy, guidance and mentorship will be available to meet the specific needs of these technical leaders and coach educators; and
- courses for special topics, such as goalkeeping, futsal and beach soccer.

Strategic planning

The importance of strategic planning for any FIFA member association is clearly related to three of the MA's main functions:

- to govern football within its territory (meeting the statutory objectives of the association: to improve, promote, govern and control football, and to protect the game);
- to develop football within its territory (national technical direction, development of participation and performance in football); and
- to administer football within its territory (financing and managing the association's activities, financial management, development of administrative and commercial activities).

The growth of football as a sport – in addition to as an event and leisure activity and as a hub of commercial activity – in recent decades has made the day-to-day work of FIFA's MAs even more complex. MAs now have to manage their own systems and governance reforms, just like any other company or organisation. A strategy or an LTDP are very important tools to achieve effective results in football development.

In simple terms, strategic planning involves determining goals and developing plans to achieve them.



A strategy or an LTDP will define the association's ambitions and provide a clear road map on how to reach them, having considered which resources are needed, and when and how to use them. Much like the importance of building plans for new buildings, in developing a strategic plan, the MA will possess an essential management tool enabling all areas of the organisation to improve. It will become the association's blueprint for success.

A strategy is normally headed by an organisation's most senior executives, with emphasis placed on determining the company's mission, vision and overarching objectives. Strategic planning is also an ongoing process, where management continuously reallocates resources to initiatives that need to be prioritised.

An LTDP is about establishing the process by which the strategic plan will be achieved. It is about aligning your project to fit in with your strategic goals and coordinating departments so that they are in sync and ready to hit the organisation's targets. In contrast to strategic planning, long-term planning is normally given a time frame, often over five years, depending on the strategic objective it is trying to accomplish.

Planning in both ways has to explain what an MA wants to achieve in football in the country and how to get there (vision, mission, goals and plans for implementation). It is a definition of the football identity and a common ground for all stakeholders in the MA.

- **As a decision-making tool**, it will help to evaluate: circumstances and opportunities against its vision and goals; how to navigate and manage circumstances so that they do not impact the association's long-term health; whether the association has the necessary

resources (funds and staff) to manage circumstances or pursue opportunities; and whether there is enough time, having considered all other activities to be performed, to pursue these new openings.

- **As a road map**, the MA's development plan is the groundwork and the point of orientation for all other projects, such as for technical development, administration, marketing and sponsorship, finance and communication.
- **A development plan** can also be used as a valuable communication tool, demonstrating to the world the association's ambition, focus and capability.
- Ultimately, it will provide a **window into the association**, presenting the association as professional, focused, aware of its environment and role, with a clearly defined vision and goals, and an understanding of how to achieve them.

If managed properly, the process of engaging in planning is very beneficial to the organisation in itself. Indeed, it will reinforce and strengthen the understanding of the association's environment, challenges, opportunities, stakeholders and resources. This "baseline" of information is critical for enhancing the association's overall management ability.

To ensure improvement in this area, FIFA obliges all MAs to develop a strategy or an LTDP and to use this as the basis of their work. A contract of agreed objectives, setting out every association's development plans over two to four years, has to be approved by the FIFA Development Committee. This condition is the first criterion to be supported by the FIFA Forward football development programme.



Every MA is unique. The strategic plans must always be essentially individual and specific. That means that, in your planning process, you should not “copy and paste” what other MAs have done – but rather you should develop your own! There are huge risks in trying to implement a plan based on copying and pasting someone else’s, rather than one that is tailor-made for your MA and more suitable for the country’s specific circumstances.

Long-term planning is, first of all, a team effort which should not be done in isolation or individually. The involvement of key people within your association is the best guarantee that you will take into account all critical aspects for the successful development of your organisation. Moreover, the association’s relationship with stakeholders will be strengthened if they feel they have been involved in developing the strategic plan. Involving stakeholders signals to them their value for development. The success of the strategic plan requires every person and group to have a clear understanding of their roles and responsibilities in its creation, planning and implementation, as illustrated below:

| | |
|----------------------------|---|
| Executive committee | <ul style="list-style-type: none"> Set long-term strategic direction and approval of development plan Monitoring of performance against strategy |
| Standing committees | <ul style="list-style-type: none"> Supporting the planning process with specialised competency (statutes, finance, marketing, communication) |
| President | <ul style="list-style-type: none"> Setting the mission and vision of the association Consultation of stakeholders Supervision of strategic process and implementation |
| General secretary (GS) | <ul style="list-style-type: none"> Project manager for the complete planning process Consultation of stakeholders Support for implementation and monitoring the plan Liaison between executive committee and administration |
| Technical director (TD) | <ul style="list-style-type: none"> Consultation of technical stakeholders – grassroots to elite Defining and defending the technical development plan(s) Playing and coaching philosophy Implementation and leadership of technical development plan(s) Reporting the GS on the progress of the strategic plan |
| Technical department staff | <ul style="list-style-type: none"> Development and implementation of technical action plans Monitoring and evaluating departmental plans Reporting the TD on the progress of plans |

The GS and TD play key roles in the planning process. The GS is responsible for supporting and monitoring the development of the national football strategy, its implementation and evaluation. Therefore, he/she is a “builder” and in charge of recruiting and leading the MA staff and allocating resources. The TD must define and lead the national technical development programmes, especially a playing and coaching philosophy. He/she is the “architect” and shapes the future of football in the country. It is important for both to know what their role is during the different steps. For more details, see chapters 5 to 8.

Advancing an association's development plan

Every MA needs a strategic plan, but for the development of a plan, it is very important and helpful to know how to deal with the process of developing an LTDP before having a final version. FIFA suggests that all MAs develop a strategic plan based on the project cycle concept composed of four interrelated phases: situation analysis, strategy, implementation and monitoring.



The following text illustrates these significant steps. They are all central to ensuring that a development plan is both ambitious and achievable. Strategic plans are often not precise enough about implementation and monitoring, especially about actions and (financial) resources. They then have to lead to more concrete programmes; if not, they will not be realised.

The first important step in developing an association's strategic plan involves a comprehensive review of its environment, capabilities, competition, opportunities and challenges.

Such analysis provides the MA with key information related to:

- how football was developed in the country;
- the stakeholders' expectations;
- how your MA is perceived internally and externally;
- the specific strengths and weaknesses of your key competitors;
- what opportunities are, or will become, present for your management to exploit;
- any risks or threats which will require your attention; and
- the level and capabilities of your management and staff.





Situation analysis

Where are we now?

This initial analysis and the information gathered will represent the baseline of your association's long-term strategy and the starting point for the following steps, which include the development of your vision, mission, values, goals, objectives, and action plans.

By conducting such analysis, the MA will be able to develop a long-term vision and goals, which are:

- realistic and achievable, having considered its existing position, resources and capabilities;
- supported by stakeholders; and
- carefully and broadly studied.

The next step involves using the information gathered in the preceding phase to help to develop and formulate a long-term vision with strategic goals and specific objectives because when one has not decided where to go and how, one has little chance of getting there.



Strategy

Where do we want to be?

Strategic goals are long-term targets to which resources are directed. The association's objectives are strategic goals translated into specific milestones. They are commonly also referred to as "sub-goals". To ensure that the objectives can be achieved by management and staff as part of their day-to-day activities, the SMART (specific, measurable, achievable, realistic, timely) principle should be applied for their development.

These fundamental elements will form the basis of the association's direction and focus, how the MA will make decisions in the future, how it will conduct itself and how it should not. They will act as a road map for the achievement of the vision and strategic

goals, without which it would be impossible to implement plans and measure your association's performance against its strategy.

The third step involves formulating the tactics that will lead to the MA achieving its strategic goals. These tactics take the form of action plans, breaking down the goals and objectives into tasks which can be performed on a day-to-day basis by management and staff. Budgets for operations are also formulated in this step. Importantly, by incorporating the budget process into the strategic planning process, the association can begin to ascertain the financial impact of long-term goals and their implementation.



Implementation

How do we get there?

As the objectives act as a road map for the achievement of the association's vision and goals, the action plans will do the same for the objectives set within the association, turning them into operational activities and tasks which the MA staff can work towards accomplishing.

Having now developed action plans and formulated budgets, they must be shared among all staff within all departments to ensure their effective implementation. Furthermore, action plans should also be incorporated into each employee's job description and performance review, especially for senior management.

To ensure that the strategic plan is utilised as a dynamic management tool and not just confined to a shelf, through its GS and senior staff, the association must continually use it as a guide and road map for activities.

The monitoring and evaluation functions are directly related to the previous phases of the project cycle and without continual monitoring of the implementation, the plan is nothing more than a static document. A strategy has to begin with the end goal in mind.



Monitoring

Are we getting there?

This step involves the ability to meet regularly to critically scrutinise the organisation's performance against the objectives and action plans formulated. As such, the association's executive committee and most senior personnel, i.e. its GS and TD, must continually monitor the progress of action plans and their execution by the people responsible for completing them.

Typically, the association should monitor the implementation of the strategic plan on a

monthly basis. However, it is not uncommon for more sophisticated and well-resourced associations to hold monitoring meetings quarterly. It is the responsibility of the GS to ensure that each department carries out its strategic tasks and activities on schedule. This exercise ensures that strategic intent is a core focus of the association, that communication and interaction regarding the strategy are strong, and that your association's strategic goals are always relevant.

Examples of MA football strategies

Once again, each country's football environment is unique and planning needs to be tailored to it. As we all know, as soon as new leadership is in place, plans can change. It is important to remember that the publication of a beautiful strategic plan document, with nice colourful diagrams and images, does not necessarily mean that the plan will be embraced and implemented. The idea of the following good examples is to stimulate ideas and creative thinking, but certainly not for them to be copied wholesale.

**AIFF Strategic Plan
2019-2022**



**All India
Football Federation (AIFF)**

**SAFA Vision 2022 –
detailed summary**



**South African
Football Association (SAFA)**

**A working plan to develop
a national strategy 2014**



**St Lucia
Football Association (SLFA)**

The importance of technical development

Technical development is possibly the most important domain of activity in every MA because it shapes the future of football in the country. All the other elements (statutes and governance, management and human resources, communication and marketing, finances and auditing) are means to generate overall efficiency for the benefit of football.

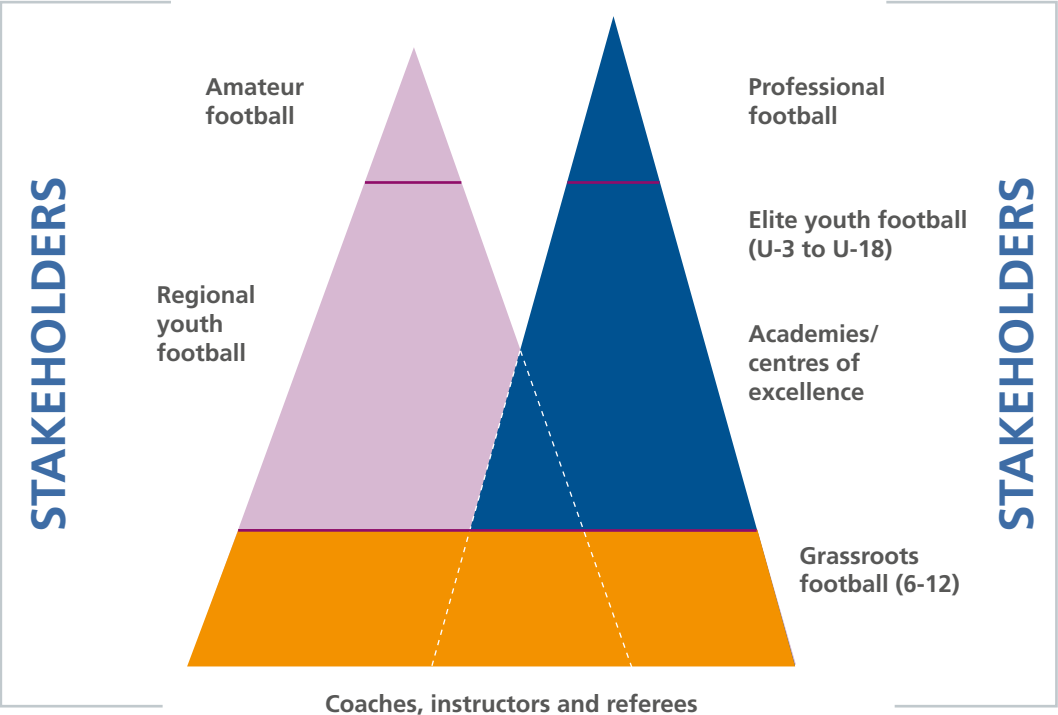
Based on the strategic plan (see above), the TD proposes to the GS, the president and eventually to the executive committee a long-term vision and develops a technical development plan over several years in order to improve the level of and participation in the game within the country and achieve identified targets on and off the pitch. This implies both a sense of purpose (reach the sky) and a very realistic approach (feet well planted on the ground). It also implies the understanding of all interconnected variables that are related to football development.

These projects are complex. If we focus, for example, on a project to develop a new elite U-17 league, we will soon realise that this leads to several other questions:

- Where will the players come from?
- Who will recruit and select them?
- Where will they play once they turn 18 or 19?
- Who will be in charge of coaching/refereeing them?
- Are the coaches/referees qualified?
- Are there sufficient instructors to provide coaches with the right training?
- Are there clubs that can provide the right framework for the players to develop in the ideal way?
- What facilities can be used?
- Who will ensure that there is no age-cheating?

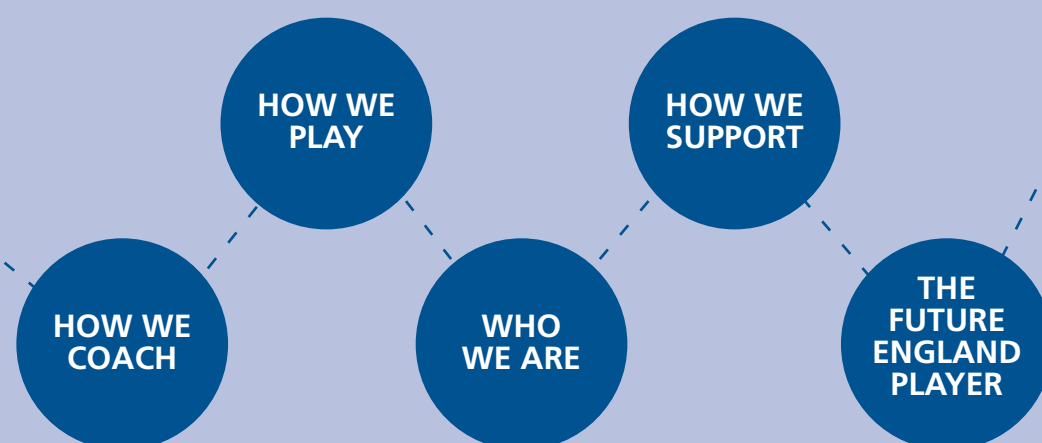
These are many variables that have to be taken into account when developing a vision for the future. The graphical representation below, as a double pyramid, is a simplified description of the logical links that exist between different levels and objectives for men's and women's football and even other football disciplines, such as futsal and beach soccer.

Structure of national football



The LTDP will identify the way in which the different steps can be achieved over a period of years and be mutually reinforced. For instance, everybody knows that youth football is an essential component for any long-term development plan, because the talented young players of today will be the top players of tomorrow and the not-so-talented ones will hopefully support football in the MA as amateur players, youth coaches, referees or fans. It takes all these pieces (and many more) to achieve a coherent development framework. An LTDP is therefore an integrated set of activities that follow a coherent approach and that reinforce each other over the long term.

The England DNA by The FA is a perfect example of such a technical football development strategy:



It is, however, important that the TD always keep in mind, when defining priorities and the specific approaches to be adopted, the complex interplay of factors that constitute the basis for football development. Like solving a jigsaw puzzle, it is not only important to put two pieces together, but also to understand how they fit into the bigger picture.

The role and responsibility of the TD

The TD is the person in charge of the national technical development programmes, thus shaping the future of football in the MA. He/she is likewise in charge of the implementation of all the activities related to technical development, as well as their control, monitoring and assessment. In other words, he/she is for the technical side what the GS is for the management side.

He/she has to know:

- Where will the players come from?
- Who will recruit and select them?
- Where will they play once they turn 18 or 19?
- Who will be in charge of coaching/refereeing them?
- Are the coaches/referees qualified?
- Are there sufficient instructors to provide coaches with the right training?
- Are there clubs that can provide the right framework for the players to develop in the ideal way?
- What facilities can be used?
- Who will ensure that there is no age-cheating?

Among the several domains that will be analysed in this handbook – particularly in Chapter 7 – the TD has a number of key responsibilities for both men's and women's football.

MASS FOOTBALL (PARTICIPATION)

- To encourage the expansion of football and promote participation in the game by as many people as possible (from grassroots to adult for men and women);
- To champion football's educational values;
- To encourage the expansion of women's football, beach soccer and futsal;
- To adapt the forms of organisation of competitions to age categories, time of the season, sports infrastructures, skill level, etc.

EDUCATION FOR COACHES AND REFEREES

- To organise courses for coaches, referees and relevant educators;
- To define a coach licence system (Pro, A, B, C, D) in line with the needs of the association and the parameters established by the confederation;
- To make sure that clubs observe their obligation to use qualified/certified coaches (linked to the MA's club licensing system).

ELITE FOOTBALL (SENIOR + YOUTH)

- To shape the future of top-level football in the country and to work to improve the standard of play in national competitions;
- To reinforce elite youth competitions and the competitiveness of youth national teams;
- To help to identify, train and protect talented young players;
- To select and monitor the coaches for the various youth national teams;
- To provide input for club competition rules (foreign players, young players, format of the competition, number of teams, etc.).

RESEARCH AND DOCUMENTATION

- To promote technical analysis at different levels with universities;
- To gather and manage as much information as possible on development in football;
- To study major competitions and organise thematic seminars;
- To produce documents and audiovisual presentations on technical issues;
- To set up a documentation centre and audiovisual service.

The profile of the TD

A good TD combines four interrelated types of competency:



Personality

- Recognition/acceptance by the national football stakeholders;
- Leadership skills (decision-making, planning, self-learning);
- Recognition as a credible role model for coaches and coach educators;
- Communication skills that enable him/her to convince the key football stakeholders of the quality of his/her projects.



Knowledge

- Wide knowledge of football at all levels;
- Theory of learning;
- Training and coaching;
- Talent identification and education;
- Management (recruitment, finance);
- Football history of the country.



Skills

- Analytical skills (concerning both the game and the football environment in general);
- Ability to define and develop a strategy and projects;
- Organisational capacities that enable the implementation of a complex set of programmes nationwide;
- Managerial skills enabling him/her to coordinate, motivate and supervise the technical staff;
- Communication and reporting skills.



Experience

- Experience as a football player (not necessarily at the highest national level);
- Experience as a coach and a coach educator;
- Experience as a group leader;
- Relevant football and sports qualifications (e.g. national or international coaching licence, university degree in relevant field).





Important

FIFA considers technical development a core function of each football association and has advocated the appointment of a qualified TD and the creation of a technical department in each association for a long time. The TD is a key figure for planning and implementing the development activities funded by FIFA, the confederation or the association.

In order to make sure that this requirement is respected, FIFA requests a copy of the TD's long-term contract, a job description and a CV as a precondition for the disbursement of annual financial assistance through FIFA Forward.

It is to be noted that the position of the TD and of the senior national coach cannot be combined. They are two completely different roles: the senior national coach prepares for the next game; the TD shapes the future of football in the country.

CHAPTER 1

TOOLBOX

| | |
|--------------------------------|---|
| Most frequent challenges | <ul style="list-style-type: none"> • Missing an overall strategic or long-term development plan • Convincing the MA management of the importance of technical development • Building a better relationship with the GS (Chapter 2) • Explaining the complexity of football development to people who do not have a technical background • Convincing the main stakeholders (clubs, regional associations) • Maintaining a general overview of the day-to-day work |
| Necessary skills and knowledge | <ul style="list-style-type: none"> • Self-learning skills • Planning skills • Multidisciplinary attitude • Commitment and determination to carry on with the development plan and face all the obstacles during the implementation and monitoring phase • Persuasiveness |
| FIFA support | <ul style="list-style-type: none"> • FIFA regional technical consultants are always at the TD's disposal for additional information and advice on how to approach his/her role and responsibilities • FIFA SharePoint platform • FIFA Technical Leadership Mentoring Programme (individual mentorship) • FIFA Technical Leadership courses and workshops |
| Confederation support | <ul style="list-style-type: none"> • Technical consultancy |



GROWING PROFESSIONALLY FRAMEWORK: STRATEGIC PLANNING

*Devote a good amount of time to reflecting on this important task.
Use the toolbox for reflection. Discuss your solutions with your mentor.*

What are or will be your main tasks on this project in the coming months?

(What are the tasks/challenges?)

What knowledge or skills will help you to perform well?

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/leadership cell/additional network) and in what ways?

(Who/how/which solutions?)

Set deadlines:

2

THE POSITION OF TECHNICAL DIRECTOR WITHIN THE MEMBER ASSOCIATION



2. The position of technical director within the member association

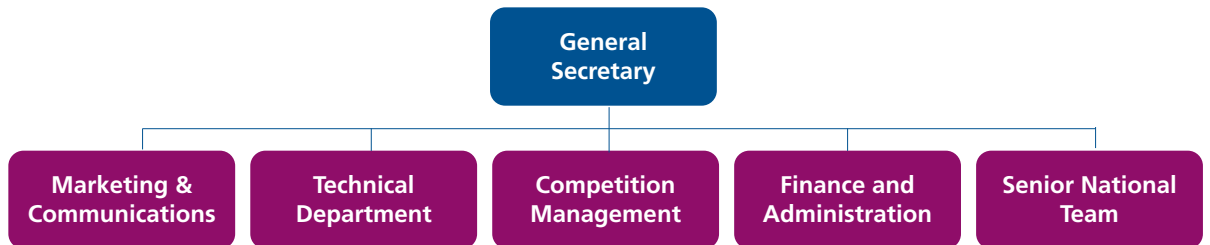
MAs have to manage their own systems and, if necessary, their own governance reforms while also continuing to act as a driving and stabilising force in the development of football and – just like any other company or organisation – ensuring that their administrative and commercial activities also bear fruit. In a modern understanding of management, the principle that “structure follows strategy” should be respected. That means that the structure of the general secretariat and the management of the MA has to reflect the (hopefully existing) development strategy.



2.1 The organisational chart of the general secretariat

The general secretariat of the MA is composed of different departments. The technical director (TD) is the head of the technical department and as such, is one of the MA's senior figures.

The organisational chart of a small or medium-sized MA typically looks like this:

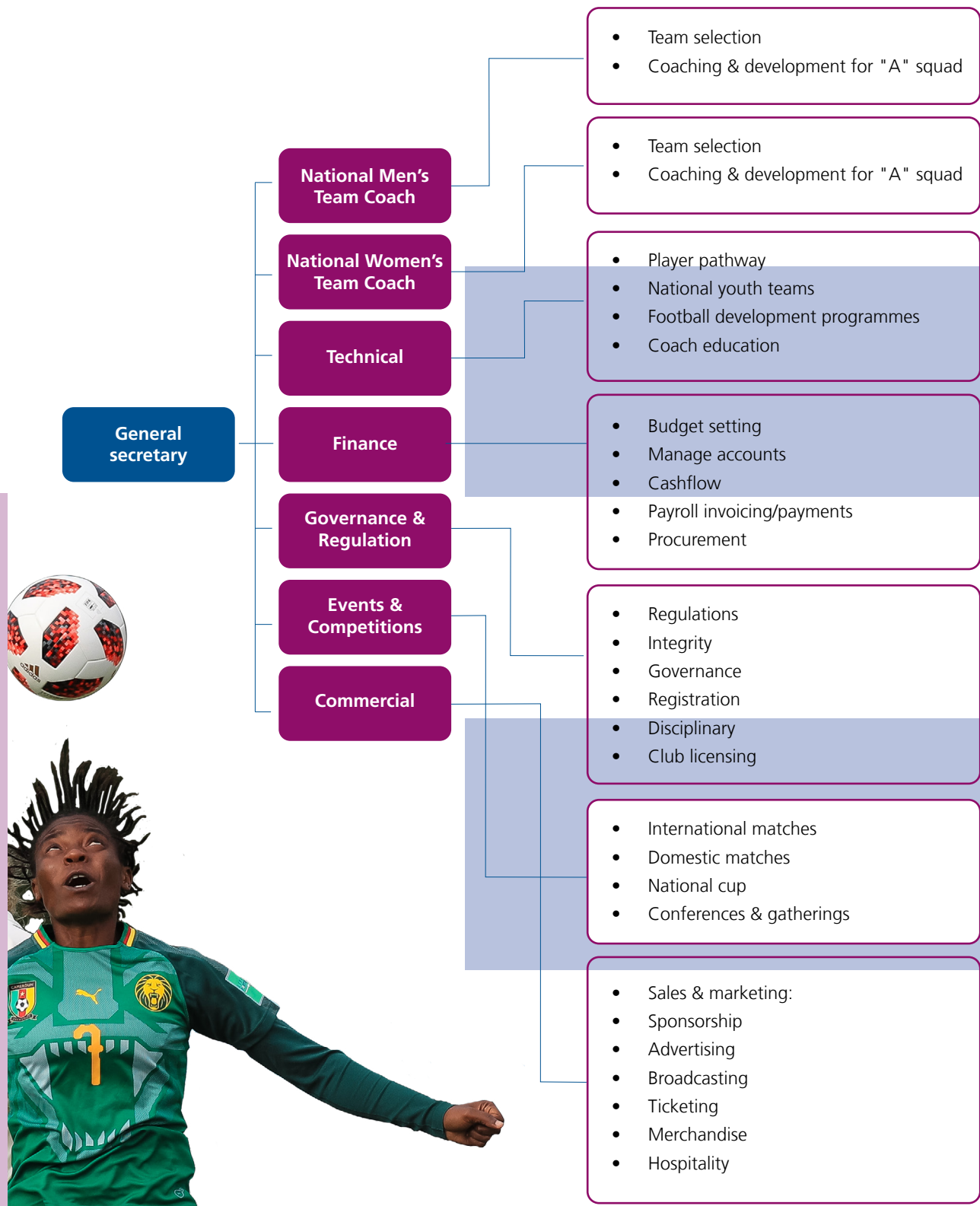


Bigger and more developed MAs may have more departments and the technical responsibility can even be divided between several departments – for example, one for performance and another for the participation line of football (see Chapter 3).

Some key features of the management board

- All heads of department belong to the management board and will attend its meetings. If one person is absent, he/she should be replaced by his/her deputy or designated person.
- The management board meeting is generally organised every week on the same day and at the same time (e.g. every Monday morning at 10:00).
- All heads briefly present the past and future actions of their departments.
- The management board meeting is about issues that concern the general secretariat as a whole and that are anticipated in the agenda.
- The strategic plan is the baseline of the decision-making process.
- It is imperative that participants brief the staff in their departments about the decisions taken during the meeting on the same day, either by email or through a short separate meeting.
- Minutes of the meeting are distributed shortly after its completion.

Whatever structure an MA may have, it is clear that the direct supervisor (and mentor) of the TD is the general secretary (GS), who, in most cases, is the head of all senior staff at the MA. The TD, together with the other heads of department, is a member of the management board, where the coordination and exchange between the different departments and units take place.



2.2 The relationship between the general secretary and technical director

The core business for both is to develop football in the country. Beside the hierarchical aspect, the relationship between the GS and TD has to be particularly strong and double-bonded, as the two positions essentially complement each other; trust, the integration of roles and close cooperation are essential.

■ BOSS



On the one hand, the TD is at the centre of everything that relates to football development. He/she has the technical knowledge, the on-pitch experience, the vision and the recognition of his/her peers. He/she is the preferred focal point for the coaches and coach educators in the country, who will refer to him/her for guidance and advice.

■ LEADER



On the other hand, the GS is responsible for the preconditions for the TD's work. He/she must direct energy and resources in order to achieve a smooth and efficient implementation of the technical strategy and programmes. The GS clearly retains the supervisory, monitoring and assessment functions and can support regular contact between the president, the TD and him/herself.

The GS's contribution to technical development

- put technical development at the centre of the association's strategic plan;
- choose the best profile to fill the TD position;
- ensure a coherent structure in the technical department and logical links with other departments and the national team (management board);
- provide sufficient support and resources for technical development;
- facilitate regular contact and discussion between the president, the TD and him/herself; and
- evaluate, together with the TD, the benchmarks and outcome parameters for technical activities and development.

2.3 The relationship between the senior national-team coach and the technical director

In some MAs, the senior national-team coach does not report to the TD and it is to be noted that his/her role is characterised by a high level of independence. He/she is usually included in the national-team department (if it exists), which is in charge of planning and providing logistical/administrative support. Alternatively, he/she is supervised by a standing committee and has direct relations with the committee's chairperson and/or the MA's president.

Nevertheless, the professional relationship between the TD and senior national-team coach must be horizontal and based on constant communication and cooperation. As we have seen, the TD's aim is to build the future of football in the nation so that – as a result of a long-term process – the national team can progress over time. In this respect, and as the person responsible for elite youth football, he/she is in the best position to provide input on talented young players and football potential. On the other hand, he/she will receive feedback from the national-team coach on technical/tactical/physical/psychological weaknesses to be addressed through development programmes, coaching courses and licences, and specific training routines at the level of elite youth teams. As a very experienced technician, the senior national-team coach is a valuable source of advice and guidance for all coaches in the country.

2.4 The relationship between the technical director and the youth and women's football national coaches (see Chapter 3)

The relationship between the TD and the youth and women's teams' coaches is vertical, in the sense that the TD is their direct supervisor. He/she organises and monitors the work of the youth national teams and – if they exist – of the beach soccer and futsal teams as well. Within this framework, he/she provides national coaches with targets, instructions and programme plans and is responsible for all the matters that relate to youth teams. He/she does not usually directly coach any team, but can actively participate in planning, budgeting and organising the training camps and preparation work.

It is also evident that there is a direct and strong link between the work conducted by the youth national coaches (e.g. at U-20 or U-21 level) and the senior national coach, because one of the primary functions of the youth teams is to nurture and train talented players for the senior team. This coordination between senior and youth coaches is managed by the TD, who is the functional link.

2.5 The technical director’s interactions with other departments

As the head of the technical department, the TD maintains regular horizontal relationships with other staff within the MA, particularly the heads of other departments. As mentioned above, the typical forum during which interdepartmental discussions take place is the management board meeting. However, the TD interacts on a regular basis with the respective departments and also has a number of bilateral meetings with his/her colleagues to explore in greater detail what the issues of mutual interest and support between departments are and how they are dealt with.

Below is a simplified version of the association’s organisational chart that includes the committees as well:



Competitions department

Close cooperation is required between the TD and the competitions department, which normally organises the senior leagues at national level. Both the competitions department and the TD maintain regular contact with the clubs (although with different aims and frequency), and it is important to make sure that there is good communication and that overlapping and undue interference are avoided.

In addition, the TD provides useful insight and input for better integration of the national competitions into the MA's overall strategy. In fact, the structure of the competitions, the number of games played, the rules that apply to player eligibility (age and nationality, for instance) and the standards imposed on clubs are all key variables from a development perspective that have to be discussed and agreed between the two departments. The TD's capacity to influence the way competitions are structured can have a strong impact on how domestic football evolves over time.

Example

A typical responsibility of the TD, when it comes to competitions, is to develop formats that facilitate the integration of young players into elite football. One possibility is the implementation of U-21 teams of professional clubs in amateur football leagues to give the U-21 players, who are yet to break into the first team, playing opportunities at a reasonable level.

Another point of contact between the TD and the competitions department can be input on the increase or decrease in the number of teams in the top and second division or the number and criteria for the recruitment, of foreign players.

The player licensing system is a further common interest between the TD and the competitions department, which often directly manages player licences. The licensing system database – particularly as far youth players are concerned – represents a valuable tool for the TD and his/her department. It contains information about all active players in the country and can be used to monitor the results of mass football activities (e.g. growing or decreasing numbers of players over time), as well as to receive relevant information about individual players for scouting and talent selection purposes.

FIFA supports the MAs in order to build a worldwide standard for player licences with the FIFA Connect Programme. For more information, refer to the FIFA regional consultant (see section 4.4).

Important

In some countries, elite competitions are organised by an independent or semi-independent body (league), in other countries the competitions committee (composed of elected and nominated members) is heavily involved in the organisational and operational aspects. Notwithstanding who is in charge of competitions and how these are managed, the TD must establish a formal and constant communication line with competitions.

(Senior) national-team department

In some MAs, the men's senior national team is (traditionally) not integrated in the technical department. In this situation, a national-team department (in some MAs, this is replaced by a committee or some key executive committee members) is mostly in charge of the planning and organisation of all activities related to the senior national team, including official fixtures, participation in tournaments and friendly matches. If this is the case, the TD must establish a close working relationship with the department or committee, particularly with the director/chairman, and ensure that the annual planning of development activities is integrated and perfectly compatible with the annual planning for the senior national team. In the longer term, there should be a strong functional link to make sure that the senior national team benefits the most from the work conducted at elite youth level (see section 2.3).

Referees

There is no FIFA standard on where the unit that manages referees should appear in the organisational chart of an MA. In some cases, it appears as an autonomous department. In some others, it is part of the competitions department, or even part of the technical department itself. Lastly, refereeing can also be managed by a separate entity that has signed a formal agreement with the MA (e.g. referee association).



For more information on the organisation of the referee unit, please refer to [the Regulations on the Organisation of Refereeing in FIFA Member Associations](#).

Apart from the MA's organisation, the main principles that concern the TD and the domain of refereeing are:

- working in full synergy and cooperation and establishing a fruitful relationship with the operational unit in charge of referees;
- cooperating actively to ensure that there are enough qualified referees for all competitions (including women's and youth football, futsal and beach soccer): good advanced planning and training;
- ensuring that the educational activities for referees (courses, certification programmes) are in line with the player pathways and the MA's educational framework;
- establishing cooperation whereby referees are available for activities with players or coaches (e.g. to explain the Laws of the Game and the standards adopted in the country) or coaches at certain levels of football attend courses for referees as speakers (e.g. to present the MA's playing and coaching philosophy); and
- any modifications to the Laws of the Game to be applied at grassroots and amateur level.

Medical

Similar to the situation for refereeing, the medical unit (if one exists) can be either independent or included in the competitions or technical department.

The following are some of the points of common interest between the TD and the medical unit:

- Player-injury prevention: defining protocols and training standards for clubs and academies to minimise the risk of player injuries;
- Player recovery: particularly for the national teams, supporting players in rehabilitation after a severe injury or operation. Maintaining contact with the doctors who work at club or hospital level;
- Hygiene and nutrition: improving players' diet and the way they take care of their bodies when they are off the pitch, particularly at youth level;
- Preparing for international games and tournaments in special conditions (e.g. heat, high altitude, humidity);
- Medical tests and physical preparation follow-up: liaising between medical staff and fitness trainers at club or international level (i.e. according to international standards);
- Establishing cooperation whereby medical doctors are available for activities in coach education and with clubs and coaches on domains related to nutrition, injury prevention and medical tests for players.



To keep football free from doping, and to protect and improve the health of all who play football, from grassroots to elite level, around the world.

Marketing

The department that manages marketing is fundamental in order to produce the revenue that can fund football activities (sponsorship/marketing/ticketing/income generation) and to project a positive image of the MA among the general population (through the media, social media, website, etc.).

In terms of marketing, development activities might represent a clear asset, because they concern age categories that are associated with certain products that target young people or future consumers in general. An MA that is particularly active in grassroots and youth football might have a better chance to sign a sponsorship contract with a company that relies heavily on young people for its business. Innovative marketing programmes can serve the interests of all the members of the “football family”.

The synergies must be explored and discussed between the TD and the person in charge of marketing, and input from both sides should be taken into account to shape activities that satisfy both the need for football development and the requirements to sell the product to sponsors.

Example: Copa Coca-Cola

The Copa Coca-Cola (U-15 or U-17) takes place in many countries worldwide. It is financed by Coca-Cola and supported by central and local governments. It usually involves the whole country, starting at community and regional level. The best teams (youth elite) qualify for the district tournaments and then further for the regional tournaments. When the competition reaches national level, the football association usually takes charge (sometimes supported by FIFA) and puts on coaching and refereeing courses, as well as providing assistance with the organisation of the final event. The objectives are multifold, particularly the development of mass youth football and detection of talented players.

Communication

From a communication perspective, development activities are a definite asset. They enable the MA to be visible even in periods when the national teams are not active or during league intervals. Moreover, development activities such as coach education, grassroots courses or camps for talented young players are events that can be fully controlled by the MA and do not present any element of surprise or risk, unlike, for instance, national-team results.

The TD must develop good awareness of how his/her work is perceived by the general public and the positive outcomes that it can bring by enhancing the MA's image. He/she must be involved in the definition of the MA's communication approach where development activities are concerned. In addition, the TD and the senior staff of the technical department must provide the communication staff with relevant information and good-quality pictures or video footage for the production of articles or posts on the MA's website and/or social media channels.

Finance and administration

As part of the general secretariat, the TD is subject to the general rules that apply to all employees, particularly the staff regulations and the finance procedures. As a head of department, the TD has responsibilities related to human resources (recruitment, definition and revision of job descriptions, annual appraisals, sanctions, etc.) as well as to how money is invested (cost centres). Chapter 3 and section 3.2 specifically concern the management functions of the TD and provide guidance on the shared responsibilities concerning leading staff.

One of the domains in which the TD cooperates closely with the head of finance and administration is in the preparation of the annual budget, because the technical department is typically associated with important investments by the MA. If the TD does not understand and influence finance planning, his/her department will not be sufficiently funded to realise the technical programmes.

We will analyse the TD's contribution to the annual budget exercise in section 3.3.



2.6 Relations with elected members

Relations with the president

The president of the MA is elected by the congress every four years, usually together with most of the members of the executive committee (ExCo), on the basis of a strategic programme that should include issues related to football development. The president will therefore rely on the TD, as well as the general secretariat as a whole, for the implementation of his/her programme.

In some MAs, there are routine meetings between the president, GS and TD to discuss specific issues related to technical development and/or the national teams. Given the central importance of the role of the president in some MAs, it is important that the TD maintain a certain level of direct contact with him/her, without bypassing the GS in any way.

Presidents have different working styles, which can be closer to or further removed from technical development activities:

| Ceremonial president | Executive president | Corporate-style president |
|-----------------------------------|----------------------|----------------------------|
| Far away from actions | Close to actions | Strategic approach |
| Mostly political/royal background | Action-oriented | Outcome-driven |
| GS has free rein in some cases | GS has limited power | GS as chief executive |
| Not accessible | Accessible | Structured accessibility |
| Complex decision-making | Fast decision-making | Structured decision-making |

It is helpful for the TD to understand the leadership and working style of the president and to devise a strategy (together with the GS) to deal with him/her.

It is always good practice to invite the president to the opening of coaching courses, grassroots events, youth and women's national-team games and other development activities. On the one hand, this increases the visibility of both the president and the activity; on the other, it enables the TD to maintain informal contact with a person who has the needed decision-making power to provide additional resources and support for technical development.

Important

The president is particularly exposed when it comes to senior national-team results and will devote most of his/her attention to it. It is suggested that the TD explains that development activities represent a fundamental asset in terms of long-term progress and that appearing as a champion of development can greatly compensate for poor national-team results. This message can never be repeated enough.

The role of the ExCo

The ExCo is the MA's executive decision-making body; it receives its mandate from the congress, which brings together all the MA's members. It is convened on a regular basis during the year and functions like the MA's government.

ExCo meetings concern all the MA's domains of activities (marketing, communication, finance, competitions, football development, etc.). In principle, the TD should attend the ExCo meetings, at least for the part that concerns matters related to technical development. In this respect, he/she should be able to provide input for discussion and actively participate in the meetings. It is always suggested that submit a written contribution (a short report or presentation) to be submitted in addition to participating orally, because this can be annexed to the meeting minutes and will remain in the records.

It is important to maintain an open communication line with the GS and president. In this way, the TD will know when relevant issues are discussed at ExCo level and will be able to prepare reports/presentations accordingly.

In some MAs, some members of the ExCo meet on a regular basis (sometimes weekly) for informal meetings for which no minutes are compiled. If this is the case, the TD should be able to have access to these ExCo members, whether direct or indirect (via the GS). This allows the TD to provide specialised, informed input into the decision-making process, for example, regarding the introduction of new competition formats or club licensing criteria.

The standing committees

The committees are composed of elected or nominated people, meet on average two or three times during the year and are usually chaired by a member of the ExCo. They represent a forum where policy discussions take place and they approve and supervise the work conducted by the general secretariat.

The number and type of committees depend on the size, history and level of activity of the MA. There is no worldwide standard as to how many committees should be created and what they should deal with. The FIFA Standard Statutes contain a suggested list of 16 committees, some of which relate to the work of the technical department: technical and development, women, youth, futsal, football committee or national team.

The TD should be aware of which committees are provided for in the MA's statutes and which are currently active (it can be the case that committees exist mainly on paper). His/her role in this respect is to:

- discuss the agenda of the meeting with the chairperson;
- organise the content to be presented (activity reports, statistics, different kinds of information, presentations);
- participate in committee meetings and provide relevant input during discussions, including proposals for new activities or changes to the way work is conducted; and
- execute decisions that are taken or ratified by the committee after final approval by the ExCo via the GS.

Committees present the TD with a great opportunity to get the development strategy and specific action plans and projects formally approved by an institutional organ of the MA. This is usually associated with the allocation (or proposal thereof to the ExCo) of the resources required for implementation. The TD should therefore understand the basics of the political dynamics within the MA and interact with the committees by providing the technical support and justification for decisions to be taken. The relationship with the committee's chairperson, who, as noted above, is usually also a member of the ExCo, is particularly important. Developing a close and personal line of communication will enable the TD to transmit his/her message in an efficient way and to get backing on policy decisions.

Like FIFA, some MAs plan their committees' tasks on an annual basis and organise "committee weeks" in which most of the committee meetings take place, followed by a meeting of the ExCo. In this context, the TD can plan the work related to the committees and engage his/her staff in the required organisational work. It is to be noted that staff in the technical department who work on specific issues (e.g. those responsible for women's football) should also participate in the relevant committee meeting (e.g. women's football committee).

Important

The TD should be in a position to suggest changes and adaptations to the number and type of technical-related committees and possibly to have a say on the profile of nominated members. He/she should be able to approach both the GS and the president in order to make proposals to be submitted to the ExCo and the congress.

As a general suggestion, MAs should keep the number of committees manageable. It is sometimes better to have only one committee in charge of all development activities that meets more frequently rather than a committee for each matter that meets rarely or not at all.





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CHAPTER 2

TOOLBOX

| | |
|--------------------------------|--|
| Most frequent challenges | <ul style="list-style-type: none"> • Understanding statutory requirements • Building a good relationship with the GS (and president) • Handling political decisions and participating in relevant committee and ExCo meetings • Explaining technical matters to people who have little football experience • Achieving a high level of autonomy while still respecting the hierarchical lines • Achieving good cooperation from colleagues who are on the same hierarchical level |
| Necessary skills and knowledge | <ul style="list-style-type: none"> • Full awareness of and compliance with statutory and governance requirements • Understanding of the political dynamics and capacity to produce programme proposals that are in line with the MA's strategy and the president's campaign manifesto. Liaising with the GS to participate in ExCo meetings, at least for the part that relates to technical development • Capacity to adapt the language and arguments to cater to a non-specialised audience • Capacity to negotiate and persuade to the management up and external stakeholders • Reliability, competence and hard work as the keys to more independence and acceptance • Coordination and open communication lines as a means to explain the technical department's needs vis-à-vis other functional units |
| FIFA support | <ul style="list-style-type: none"> • Further information about the institutional and statutory aspects of the life of an MA is available on the FIFA website • The FIFA regional consultants are always at the TD's disposal for additional information and advice on how to interact and relate within the general secretariat and the elected bodies |
| Confederation support | <ul style="list-style-type: none"> • All confederations have a TD and specific development officers to support your technical department's needs |



GROWING PROFESSIONALLY FRAMEWORK: UNDERSTANDING THE MA'S ORGANISATION

*Devote a good amount of time to reflecting on this important task.
Use the toolbox for reflection. Discuss your solutions with your mentor.*

What are or will be your main challenges on this issue in the coming months?

(What are the tasks/challenges?)

**What knowledge, skills or experience will help you
to perform well in this area?**

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:

3

TECHNICAL SET-UP IN A MEMBER ASSOCIATION



3. Technical set-up in a member association

As a member of the member association's (MA's) senior staff, the technical director (TD) is in charge of a department and therefore must develop the needed organisational capacity, understand human resource management and have communication skills. Some of this might be new to recently appointed TDs, who have primarily focused on football previously (training, coaching and teaching). However, in order to develop professionally and reach a high level of efficiency, it is also necessary to focus on these other areas.



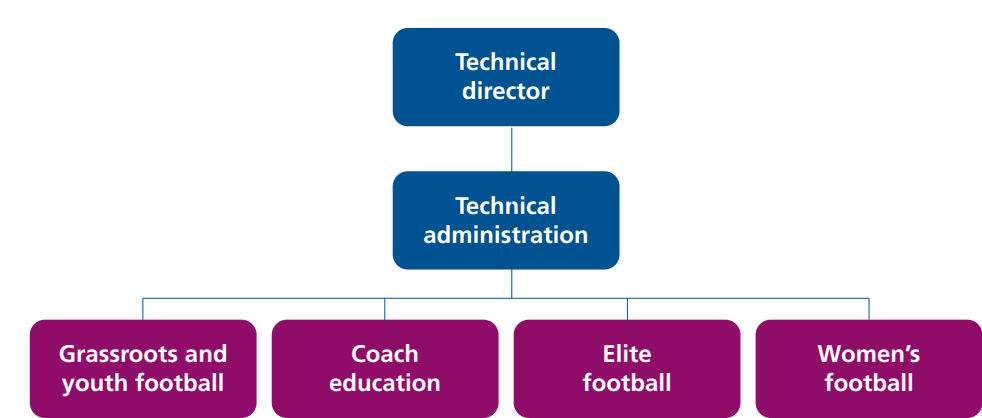
3.1 Technical department structure

As we mentioned in chapters 1 and 2, the technical department plays a central role within a football association, since it deals with its core business of football in many different aspects.

Technical structure

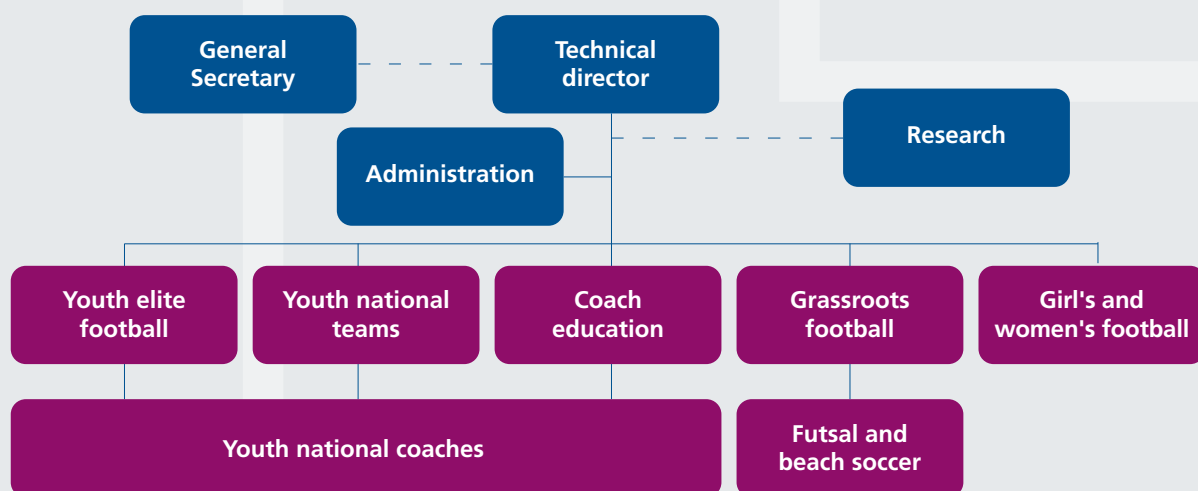
Given the high number of tasks and the importance of development for any football association, the TD cannot work alone. He/she should be in charge of a structure that enables him/her to reach the MA's technical objectives and make a personal contribution to the achievement of strategic goals. A TD's functions and areas of activity vary considerably from one MA to another, and are influenced by its long-term strategy (in other words, structure follows strategy), the identified priorities and available resources.

In very small MAs, creating a fully professional technical structure with at least one person in charge of each function might be a challenge due to a lack of financial resources. Therefore, some of the functions will be merged and carried out by the same person.



If resources are extremely limited, the TD should try to develop a network of competent volunteers that is coordinated by employed staff. Another option might be to partner with the ministries of sport and/or education to bolster human resources, particularly at regional level and with regard to grassroots educators, coach educators and talent scouts. In this case, contracts should be signed with the MA to avoid a situation in which the government decides to withdraw people whenever it wishes.

Bigger MAs, based on their technical development plan and resources, may have all the important functions occupied, sometimes even by more than one person.



It is important to stress that it is not the number of staff that makes the difference, but the quality of their contribution ("How to recruit" on p. 50). It is better to have two good people who are responsible for more functional units than to have ten people, none of whom meet the minimum requirements in terms of competence. Having said that, each member of staff's workload should be manageable.

Technical structure at regional level

Although activities are often more intense in the capital city, the TD is responsible for the country as a whole. In order to harness a nation's full football potential, especially in big countries, it is essential to be able to organise football development systematically across the country. The TD must make sure that the MA is at the centre of development activities, and, where possible, bring all the elements on board and provide support and coordination.

This can only be done if appropriate technical structures exist in the regions and are integrated with the regional associations and leagues, or are organised/coordinated at the headquarters (HQ).

Depending on the resources available and the degree of organisation at regional level, the structure might vary, anywhere between having just one focal point (employee or volunteer) to a small structure that includes several functions. Notwithstanding the level of complexity of the structures at regional level, it is of paramount importance that their activities follow very clear guidelines and that the technical development work is conducted in a coherent way across the country. To achieve this, excellent communication between the MA technical department staff and regional technical staff and a functioning feedback system are essential.

The table below sets out the functions that should ideally be covered at regional level (mostly by volunteers) and how they relate to the MA technical department staff:

| MA technical department staff | Regional technical staff |
|-------------------------------|---|
| TD | <ul style="list-style-type: none">• Responsible for regional technical activities (e.g. youth/women's/amateur competitions)• Explaining technical matters to people who have little football experience• Achieving a high level of autonomy while still respecting the hierarchical lines• Achieving good cooperation from colleagues who are on the same hierarchical level |
| Grassroots manager | <ul style="list-style-type: none">• Grassroots (ages six to 12)• Youth and adult amateur football• Women's football |
| Head of coach education | <ul style="list-style-type: none">• Coach educators and education courses (if regional courses are available)• Activities (e.g. youth/women's/amateur competitions) |
| Head of youth national teams | <ul style="list-style-type: none">• Regional youth teams and academies (if they exist) |



3.2 Human resource management

Staff profiles

Each function of the technical department is associated with a certain type of technical and organisational knowledge, skill and experience. The person in charge of education and coaching licences will have a different experience and personal profile from the person in charge of grassroots football. Defining and assessing the key tasks and skills for each position is one of the TD's responsibilities. It is to be noted that although technical knowledge is a must for technical staff, their skill set should also include computer literacy, basic drafting skills (reports), increasing organisational capacity and having a good understanding of the internal rules and regulations. Moreover, in order for a department to operate as a team, there must be a team spirit, integration of roles and excellent internal communication, all of which play a pivotal role in ensuring efficiency in any department.

When a TD is newly appointed, he/she will have to hold discussions with the employees under his/her responsibility and assess how their profiles can best contribute to the department's efforts. If an individual has gaps in terms of their personal profile or experience, it might be possible to improve his/her skills through training or peer-to-peer work (see Chapter 9).

It is fundamental that whoever is in charge of any given function is able to fulfil his/her responsibilities and receives the necessary support from the TD. If the person's profile falls short of the minimum requirements and training is not thought to be worthwhile, a replacement must be considered.

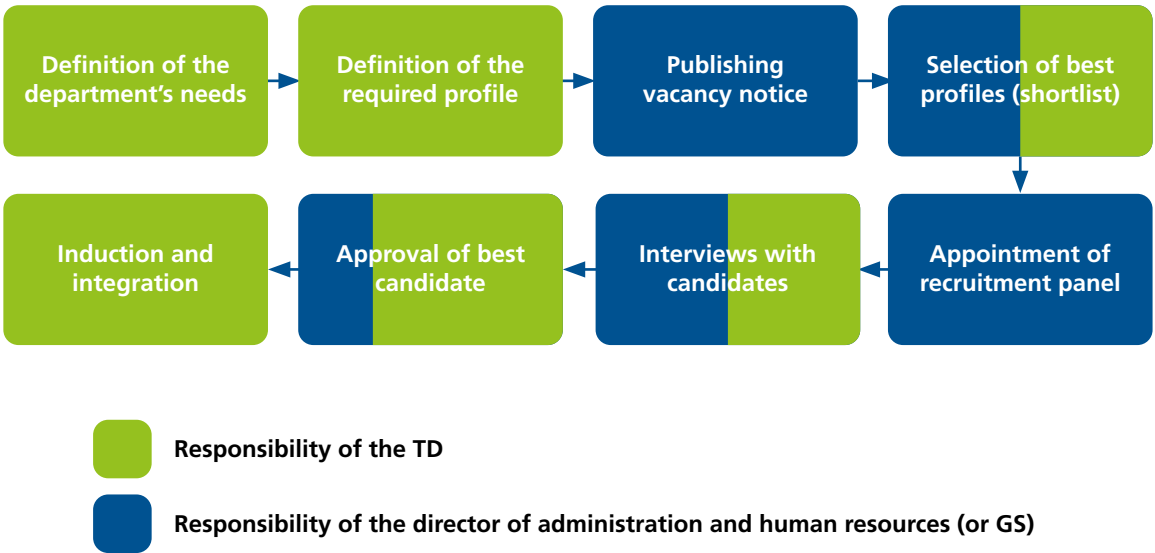
In the case that positions are vacant, it will be necessary to proceed with hiring new staff.

How to recruit staff

Recruitment is a process that is usually managed at association level, either under the responsibility of the director of human resources (if such a position exists) or under the supervision of the general secretary (GS). Notwithstanding who is in charge of coordinating the whole process, as the person responsible for the technical department, the TD must be involved in such a process, particularly regarding:

- defining the profile in terms of technical competence, autonomy and team spirit (job description/job announcement);
- contributing to the assessment criteria;
- actively participating in the selection process (shortlisting, interviews); and
- providing relevant input for the final decision.

Depending on the complexity of the MA’s structure and the particular profile for the position, the recruitment process can vary greatly. In some cases, and for positions that require very specific experience and skills, a selection will be made among a very small group of people that are easily identifiable (e.g. head of women’s football in a country with only a few former elite players/coaches). In other cases, particularly if there are many people in the country with the required skills, the process will be lengthier and more complex. Below is a schematic description of a standard recruitment process:



Human resource tools

Depending on the size and the complexity of the technical department, the amount of time and personal effort the TD has to invest in staff management will vary. The more complex the organisation, the more the TD will supervise implementation, rather than being personally involved with the different activities. Below are three basic steps for efficient employee management. The more complex the department, the more human resource tools will be required

- 1** The starting point for a good manager is always to define the desired structure in order to be in the best position to implement the MA's strategy and to achieve the identified objectives. Defining an optimal organisational chart and sharing it within the department and the GS is the starting point for clarifying reporting lines and supervisory responsibilities.
- 2** The second step is to sit down with each staff member and discuss in detail what his/her role and responsibilities are and what the expected results over the following months or years should be. The best way to formalise this discussion is to put it on paper in the form of a job description.
- 3** Another important step is to monitor and assess employee performance against the targets defined at the job description stage. Such assessment should be carried out informally on a regular basis and formally (in writing) at least once a year. It should ideally be integrated into a process that applies to the whole MA. For more information, see Chapter 9.

Internal communication

Internal communication is fundamentally a manager's task because it is about defining the working environment and its rules. It is therefore directly linked to human resource management. As the head of a department, the TD must decide how he/she wants staff to interact with each other and with him/herself.

Below are some key questions that can help to form a better understanding of internal communication within the department:

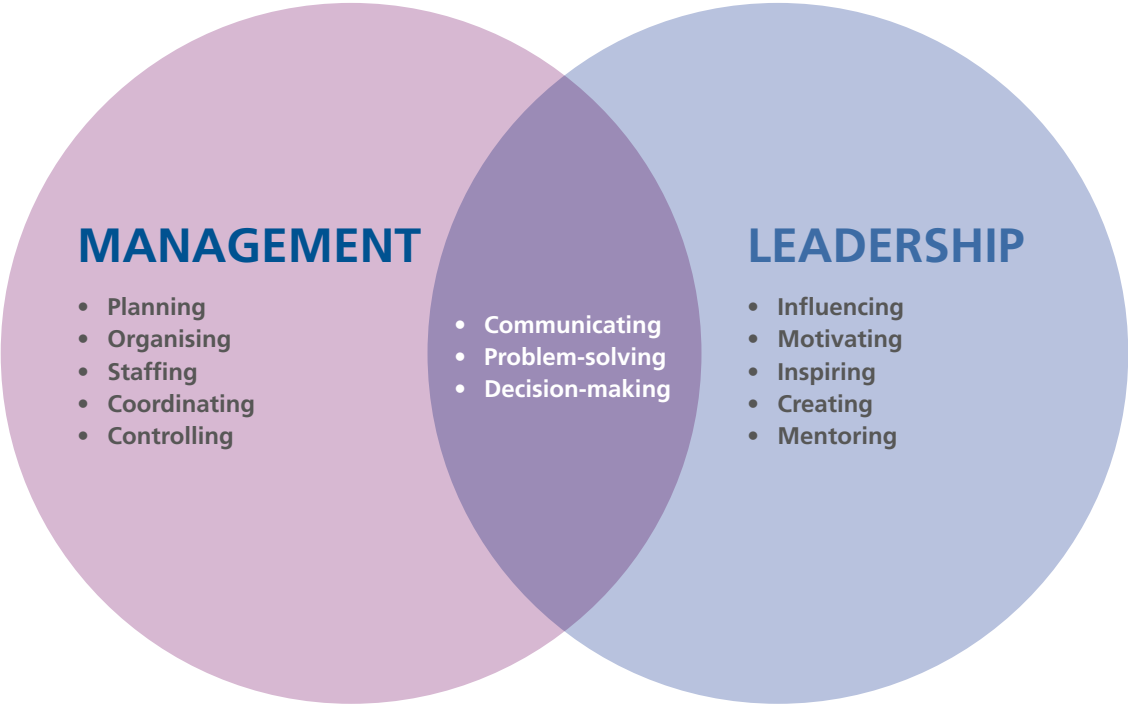
- Do the reporting lines function efficiently in both directions (top-down/bottom-up)?
- Are horizontal relations between employees efficient? What communication channels are used?
- How do different people prefer to transmit/receive information (e.g. written v. oral)? Is this approach efficient?
- What are the most frequent setbacks in terms of information-sharing and coordination?
- Is coordination with other departments efficient? How can it be improved?
- Where are people based (e.g. geographical location) and are there any infrastructure problems hindering communication (internet access, electricity, mobile phone coverage, etc.)?
- Which tools are commonly used and what are their pros and cons?

Collaboration with senior staff in the department

The TD is indeed at the centre of the MA’s football development work. He/she has the technical knowledge, experience in the field, vision and recognition of his/her peers. To properly develop football in all areas, however, he/she needs competent and well-organised staff, who will refer to him/her for guidance and advice (see Section 3.1). These staff members are specialists for grassroots development, elite education, coaching and women’s football, etc. The TD may have expertise in one or two of these fields, but rarely, if ever, in all of them. Usually, he/she is a generalist who has to oversee the development of football in the country and to understand how the different areas are interlinked.

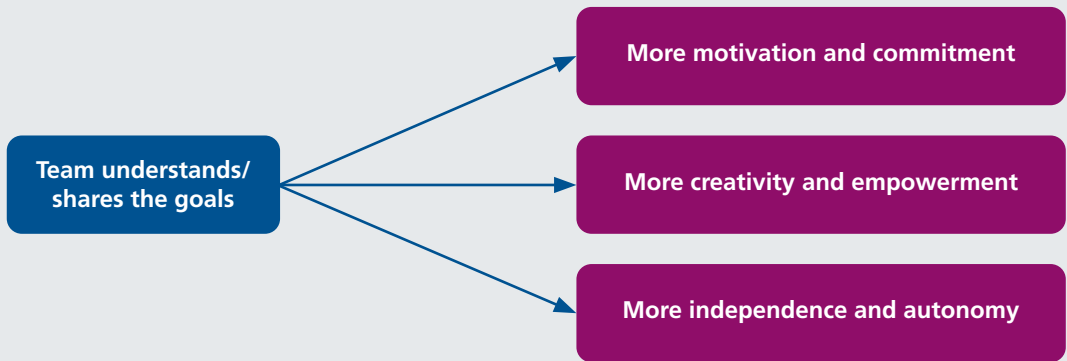
The art of leading a technical department is similar to being a successful coach: **make your players better and form the best team possible!**

To lead the department successfully, the TD has to be able to switch between being a manager and a leader. Management generally refers to organising staff and the department in order to accomplish goals; leadership generally refers to the TD’s ability to motivate, influence and inspire people.



It can be argued that two aspects of being a manager and leader are especially important to ensure staff perform well, namely ensuring that the team understands and shares common objectives and that the team has clear roles and responsibilities.

ENSURING COMMON OBJECTIVES ARE ACCEPTED AND SHARED



If people are involved in this process, they are much more likely to agree and to follow.

DEFINING AND COORDINATE RESPONSIBILITIES



If team members understand the responsibilities entailed in every role, it is easier for the team to work together.

The relationship between the technical director and youth national-team coaches

The relationship between the TD and youth national-team coaches (boys' and girls') is vertical, in the sense that the TD is their direct supervisor. He/she organises and monitors the work of the youth national teams and – if they exist – of beach soccer and futsal teams as well. Within this framework, he/she provides national coaches with targets, instructions, programme outlines and is responsible for all matters that relate to youth national teams. A focal point of this collaboration is the implementation and periodic review of the MA's playing and coaching philosophy.

The TD usually does not directly coach a team, but can actively participate in planning, budgeting and organising training camps and preparation work.

It is also evident that there is a direct and strong link between the work conducted by youth national coaches (e.g. U-20 or U-21) and the senior national coach, because one of the primary functions of youth teams is to create and train talented young players for the senior team. This coordination between senior and youth coaches is managed by the TD, who serves as the functional link.



Meetings and bilateral discussions

Meetings are a typical way to transmit information and take decisions. They can serve many purposes, such as:

- providing information;
- focusing on analysis;
- decision-making;
- managing conflicts and misunderstandings; and
- working together for creative solutions and new projects (brainstorming/strategic thinking).

Each type of meeting requires a different approach and, in some cases, different rules. As a general suggestion, it is always better to distribute the agenda in advance and keep minutes of the meeting, so that the information does not get lost and can be efficiently conveyed to anyone who was not at the meeting. The better a meeting is prepared and organised, the better the chances of its objectives being achieved.

How to mentor and train staff

One way to upgrade the knowledge and skills of the technical department's employees is to train them in domains where they require improvement. Out of the various training possibilities, one should choose the most cost-effective. Generally speaking, there are five types of training that are relevant to a football association (see Chapter 9):

- Self-learning
- Mentoring
- Leadership cells
- Peer-to-peer
- Formal education

The professional obligation to grow professionally applies not only to TDs (see Chapter 9), but to all staff members. Based on regular feedback and assessments, the TD (or the head of HR, if there is one) should propose and find tailor-made solutions for staff training.

3.3 Financial responsibilities

Within a football association, the person in charge of finances is the director of finance and administration, sometimes the GS. Nevertheless, as one of the senior managers, the TD has some responsibilities and duties related to financial management as well.

Budget

The first step in budgeting involves developing forecast revenues over the term of the strategic plan (see Chapter 1). Without a long-term budget plan, the technical development plan will not be realised. The association's finance department must, in collaboration with other departments, collate and populate cost projections, which are based on the association's planned activities. It is critical, and the finance department's responsibility, to carefully check and validate the accuracy of the proposed revenue streams and costs prior to them being included in the MA's budget. By incorporating the budget process into the strategic planning process, the association can begin to ascertain the financial impact of long-term goals and their implementation. Once completed and signed off, it is strongly recommended that the long-term budget be included in the strategic planning document and used as the association's guiding financial tool.

The annual budget is the financial document that enables the association to plan how money will be spent year on year. Contributing to the budget exercise for the technical department and ensuring funding is an important task for the TD.

- It is fundamental for the implementation of technical programmes and projects.
- It sharpens the understanding of the department's yearly goals.
- It is a team-building exercise that can develop ownership.
- It gives the department a clear idea of the available funds and the activities that can be implemented.
- It shows the TD what the department can afford and where the gaps are in funding.
- It allows the TD to plan ahead to meet needs.
- It encourages effective ways of dealing with money.
- It can motivate staff to be creative in seeking out other sources of funding and to increase savings.
- It helps avoid surprises.

Typically, the technical department is associated, alongside the senior national teams, with the highest levels of spending within a football association. This requires a certain level of financial responsibility and understanding from the TD and his/her staff.

Once the budget is defined and approved, spending needs to be monitored and adapted. This is a process that is conducted on a regular basis (e.g. once a month) in conjunction with the director of finance and/or the GS.



Small MAs with limited resources depend greatly upon the FIFA Forward development programme for their funding (see more on <https://www.fifa.com/football-development/fifa-forward>).

FIFA FORWARD Development Programme Regulations

FORWARD 2.0

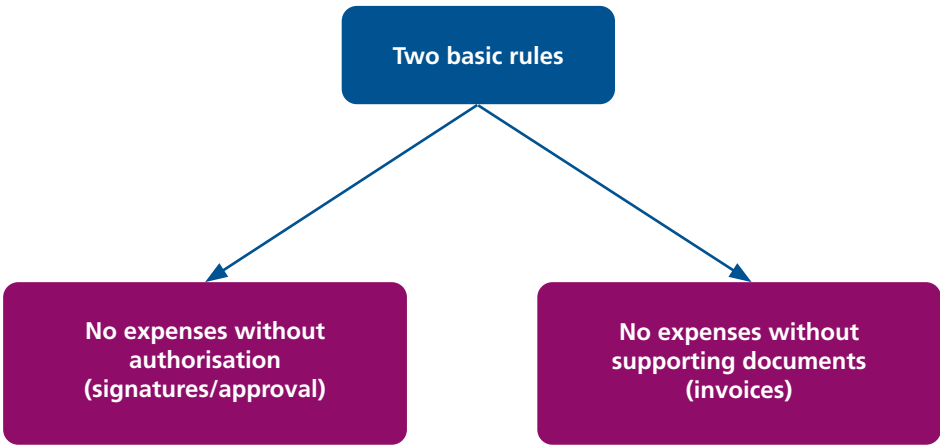
The Forward programme offers tailor-made support, adapted to the MA's individual requirements through the MA's identification of specific needs and priorities for football development after conducting an analysis of the current footballing situation in its territory. It seems logical to fully integrate the TD in this process. He/she must defend the requested resources based on the technical development plan.

Financial procedures and accounting

Financial management is closely linked to financial regulations and procedures that must be followed by everybody on how money is allocated, spent and managed. The procedures encompass the following aspects, among others:

- Budgetary control: who can spend how much and on what, and which expenditure needs special permission?
- Controls on human resources: who can recruit and for what roles, and which permissions are needed?
- Controls on physical assets: who can authorise the sale and lease of buildings or equipment?

The TD should be fully aware of this, as he/she is responsible for the budget at his/her disposal and must justify any differences between budget and actual costs (overspend or underspend).



TDs who have a limited understanding of financial matters should close the gap by requesting a crash course from their finance colleagues in order to fulfil the minimum requirements for the position and be able to comply with the association’s regulations.

Cost centres and cost types

In MAs with a basic accounting system, there will be two recurrent terms: cost centres and cost types.

Cost centre: is a section of the budget (usually identified by a number) that refers directly to a unit or department. Depending on the complexity of the operations and the accounting system, the technical department will be associated with one cost centre and/or several accounts (sometimes called project types or cost units) related to activities or specific projects (education, youth football, grassroots, etc.). Usually, the TD is responsible for approving the expenditure that falls within his/her cost centre and related accounts.

Cost type: relates to how money is spent (accommodation, transportation, materials, etc.) and is usually handled by the finance department. Nevertheless, it can contain useful information for the TD to better understand how the development money is spent and whether the situation is in line with the identified needs.

3.4 Logistics

Depending on the division of tasks among departments, logistics might be managed by a separate unit or the administration department. Although not part of the TD's core responsibilities, a few elements are worth mentioning.

Office space

In MAs where the technical centre is in a different location from HQ, there might be confusion on where the TD should be based. On the one hand, he/she usually spends a considerable amount of time at the technical centre supervising training sessions, games, national-team camps and courses. On the other hand, he/she is a senior manager of the football association and therefore needs to frequently liaise with the GS and other senior staff. So, where should his/her office be?

The right answer is both at the technical centre and at HQ. The main office should be at HQ, because that is where coordination with other departments takes place, where meetings are held and, therefore, where the most important decisions are made. However, given the amount of time that he/she spends at the technical centre, he/she should have an office there as well, with equipment and furniture enabling him/her to work there.

In principle, the same applies to the technical department's other employees, including coaches. Of course, those whose work mainly takes place at the technical centre (e.g. youth national-team coaches), might have their main office at the technical centre, and only a shared desk at HQ.

The situation is much easier in MAs where the technical centre and HQ are on the same premises, and the TD can do work on and off the pitch without having to travel.

Regardless of the exact set-up, there is always a minimum amount of equipment needed to work, such as computers (both desktops and laptops), internet access, printers, phones and a TV screen to analyse games. Making sure that all staff have access to this is part of the TD's responsibilities as head of department.

Material

The technical centre and any other facility that is used for development activities, such as training camps for youth national teams, should be equipped with a minimum set of football material enabling specific exercises and matches. A typical list of material would include:

- Balls: good training requires a high number of good quality balls (possibly official match quality);
- Movable goals: different sizes (from regular to mini) can be used, allowing the length of the pitch to be reduced, or the available space to be exploited by alternating the direction of play;
- Different colour bibs: enable players to be divided into different groups (e.g. defenders v. strikers) or teams;
- Cones, cups and poles: used to reduce the size of the pitch, to create zig-zag paths and for many other exercises;
- Nets: used to avoid losing balls and wasting time looking for them;
- Fixed dummies: human-sized plastic or metal objects used as artificial barriers to practise free kicks;
- Ladder: a movable horizontal pole attached to two vertical supports used to practise jumping and for warm-up sessions;
- Medical set: a box containing the most important and frequently used medical items (e.g. ice spray);
- Timing gates: used to get accurate data on the players' and referees' speed over a given distance;
- Electronic equipment for game and performance analysis.

The ability to use and stay up to speed with the latest technology, knowledge and skills is required in order to successfully run a multifunctional department. The modern-day TD needs to understand the benefits and nature of sports science, how to manage performance staff, and have an excellent grasp of how to use electronic equipment for communication.

Many MAs struggle to get a technical sponsor and in some countries the material might be difficult to find or expensive to purchase. In order to utilise resources efficiently, it is important to plan ahead and identify in advance what the needs will be over a period of time, so that costs can be minimised (see FIFA Forward operational cost budget or integration in any project proposal within Forward).

It is also fundamental that the materials be looked after and kept in a safe place. A person should be in charge and responsible for them, a function that can be coupled with that of facility manager, for instance.

Important

Always make sure that there is an automated external defibrillator (AED) near the training pitches. It can save lives and needs to be reachable within seconds.



FIFA®

CHAPTER 3 TOOLBOX

| | |
|--------------------------------|--|
| Most frequent challenges | <ul style="list-style-type: none"> • Define a management culture within the technical department • Combine excellent technical experience with sound managerial and leadership skills • Manage aspects of the work that are not directly linked to football (human resources, financial planning and oversight, logistics, etc.) • Coordinate people who work in different locations (e.g. technical centre and HQ) • Ensure compliance with internal regulations • Financial resources for the recruitment of qualified staff • Financial resources in general |
| Necessary skills and knowledge | <ul style="list-style-type: none"> • Excellent managerial and leadership skills • Excellent communication skills • Good level of organisation and computer literacy skills • Understanding of the basics of financial management |
| Delegation skills | <ul style="list-style-type: none"> • Set expectations for completion of tasks before and after meetings • Provide support and follow up |
| FIFA support | <ul style="list-style-type: none"> • Further information about the technical structure of a member association • FIFA regional technical consultants are always at the TD's disposal for additional information and advice on how to build and lead the technical department |



GROWING PROFESSIONALLY FRAMEWORK: LEADING THE TECHNICAL DEPARTMENT

*Devote a good amount of time to reflecting on this important task.
Use the toolbox for reflection. Discuss your solutions with your mentor.*

What are or will be your main challenges in this regard in the coming months?

(What are the tasks/challenges?)

**What knowledge, skills or experience will help you
to perform well in this area?**

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:

4

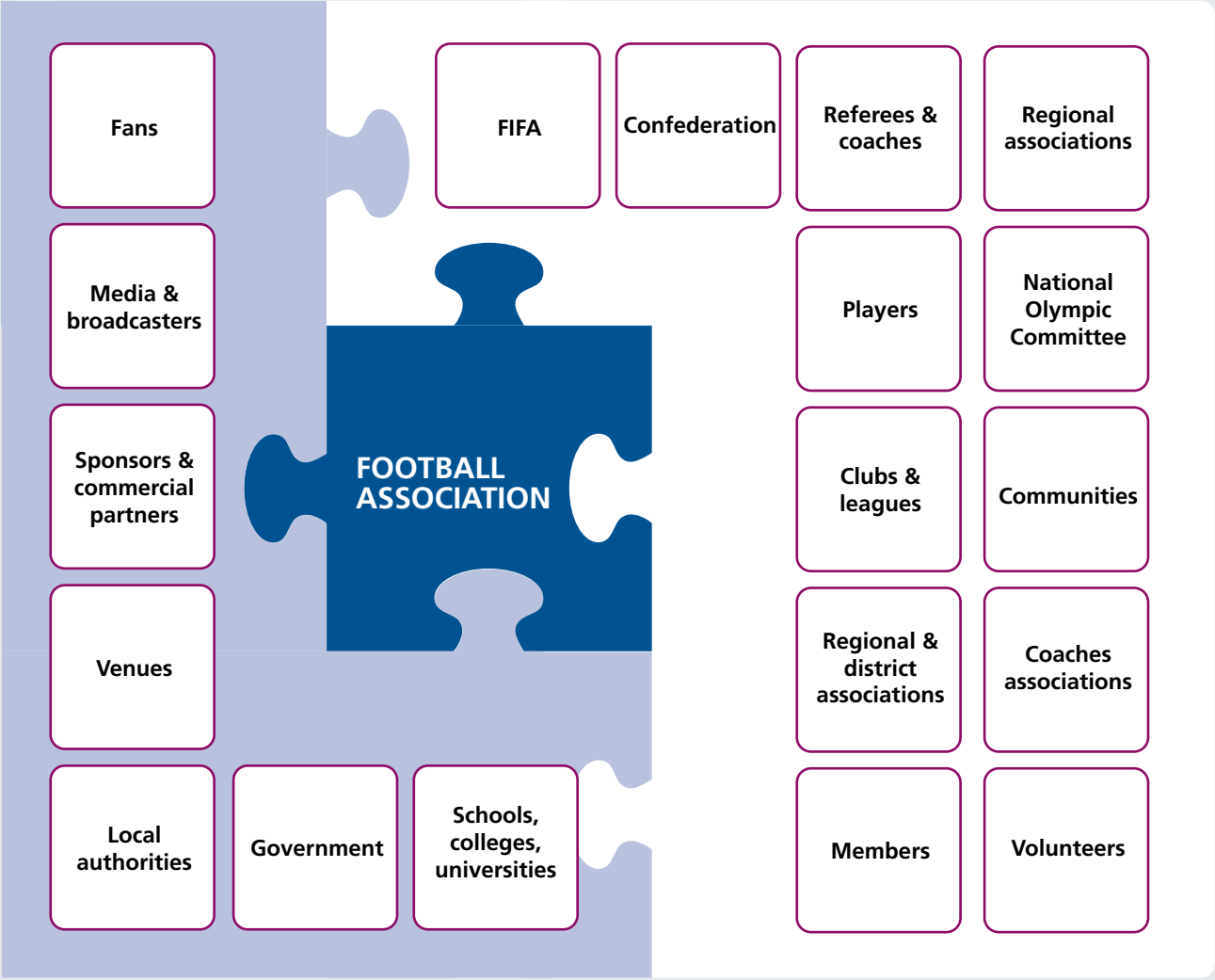
EXTERNAL CONTACTS AND RELATIONS



4. External contacts and relations

In Chapter 2, we analysed the technical director's (TD) interactions within his/her member association (MA), focusing on relations with the general secretary (GS), senior management and statutory organs. Chapter 4 complements this overview by analysing the contact and relations with all external stakeholders. There are many of these, and they can facilitate the systemisation and decentralisation of development activities and, therefore, play an important role in the successful implementation of the technical development strategy.





The overall identification of MA stakeholders may be done internally under the guidance of the GS in the form of a workshop. Once identified, it is necessary to categorise and prioritise them differently for different (technical) projects (see Chapter 5).

The primary stakeholders for the technical plans and programmes are those who have a significant influence on implementing these projects, such as coaches, clubs, regional associations or leagues, government and local authorities.

The secondary stakeholders are those who may not have a major influence in setting the direction of technical programmes, but can have a considerable impact on the performance of special operations and support. Examples include FIFA, the confederations, the National Olympic Committee, the Special Olympics and universities or research centres.

4.1 Contact with clubs

Contact with club coaches

Club coaches in elite football are typically one of the most important stakeholder groups for the technical department at large. As the person responsible for the definition of the structure and curriculum for coach education, together with the head of coach education, the TD is a reference point for his/her colleagues from both a professional and personal perspective. The TD must make the most of any opportunities to interact with them.

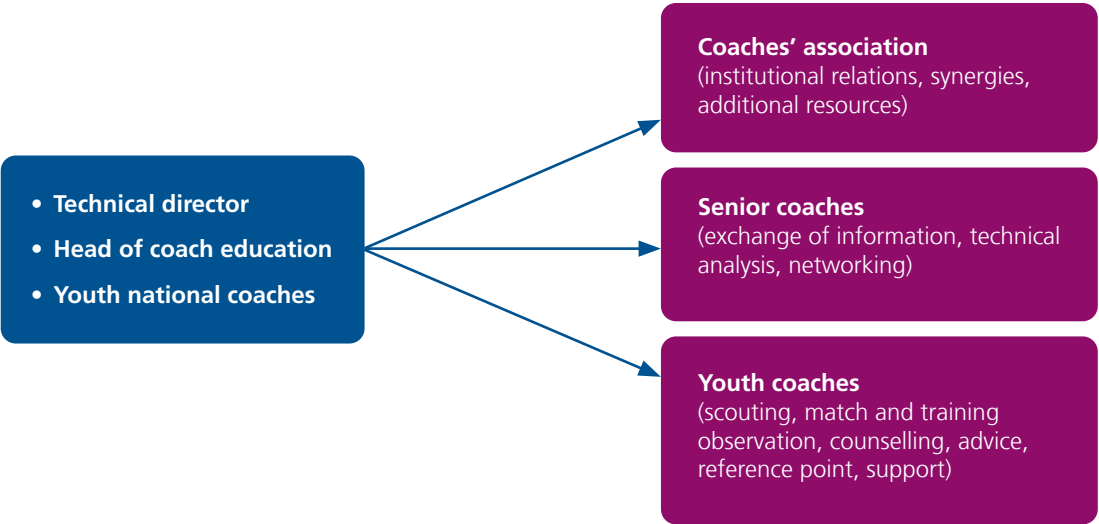
Usually such opportunities arise on coaching courses, or at workshops, coaching conferences and analysis seminars. Each of these events targets a different type of audience and the TD has to adapt his/her input accordingly. For instance, during a coaching course for lower licence levels, he/she will participate in the opening/closing ceremonies, give lectures and be available for question and answer sessions.

At a higher level, such as technical analysis seminars for top-division games or for an international competition, the audience will probably include some of the most experienced coaches in the country and the relationship will be more horizontal, as is the case among colleagues and friends. This will enable the technical director to receive new ideas and relevant input from other coaches, as well as to establish a constant and open dialogue with them. His/her role at this level will be more of a mentor for the most interesting coaches at clubs.

In addition to multilateral forums, the TD should maintain open communication on an individual level. Maintaining bilateral relations takes more time than participation at events. They might not therefore be possible constantly with everyone. Nevertheless, it is important to maintain personal contact with the most relevant coaches by phone or email, so that you can reach them, and vice versa, in case of need. A positive and open approach will enable the TD to get the best information and receive support from his/her peers whenever needed. Among the subjects that should be discussed are:

- the implementation of national football philosophy;
- information about talented young players;
- feedback on (elite) youth training and matches;
- recurrent weaknesses noticed in young professional players;
- recurrent challenges faced by coaches on and off the pitch (coach education syllabus);
- talent-scouting methods;
- the state of infrastructure, facilities, equipment; and
- competition formats (senior and youth).

Depending on the size of the country and the complexity of the competitions, there may be thousands of licensed coaches. It is clear that it will be impossible to maintain personal relations with all of them or even to remember a few basic facts about most of them. In this case, it is fundamental to establish a system whereby relevant contact is established and constantly maintained. Other staff members in the technical department must be involved in the relationship with club coaches. Technical staff in regional MAs in big countries can also play a role in that regard.



A database with the most relevant aspects of a coach’s career (clubs where he/she worked, years of experience, licence level, university degrees, etc.) and the number of coaches per level should be in place. That is also a requirement for the coaching convention in the confederation. Such a database can be developed through FIFA Connect and it will provide an overview of the level of coach education and practical experience in the country based on reliable figures. This is a major asset in terms of analysis of the football environment and a good basis to plan changes in the coaching education framework (see Chapter 5 for more details on analysis and Chapter 7 for more details on coach education).

Last but not least, the technical director must establish a formal relationship with the associations representing coaches, both at national and – if they exist – at international level (e.g. the Alliance of the European Football Coaches’ Association – AEFCa). Coach associations represent licensed coaches within a country and defend their interests vis-à-vis clubs, the football association and the league. In many ways, they resemble trade unions, but in some countries, they might have very close relations with the football association and have voting rights during congress or have been delegated certain organisational functions by the football association itself.

Depending on the importance and role of the coaches’ association in a given country, the TD will decide how relevant its input is and how important it will be to establish close working relations with it. This decision is taken in view of the role and function of the coaches’ association (including at statutory level) and its operational capacities.

Contact with club officials

In addition to coaches, the TD maintains regular contact with the clubs and teams that are relevant to his/her work. The ideal counterparts are sporting directors and the heads of youth sections and academies (if these positions exist). Alternatively, it can be any person who has authority on the technical side (in some cases, the clubs' presidents themselves). Once again, this takes place in the form of both multilateral meetings and bilateral relations. Whereas discussion with coaches is mainly focussed on technical issues, relations with clubs include other aspects as well. One such aspect is youth structures. Clubs that have strong **youth** structures are of great interest to the TD. Not only are they likely to produce the best talented players for the youth national teams (scouting interest), but they will be in a better position to provide input on issues related to training, competitions and education (football development interest). It is noteworthy that it is often the clubs that decide how many resources should be devoted to the youth teams, what kind of coaches should be engaged and which competitions the team should participate in. It is therefore important that the TD understands the decision-making process at club level and knows who to contact and with whom to discuss these matters.

Another important aspect of relations between the TD and clubs is the investment in elite youth football. This is key for football development, but it also involves associated costs that can be quite high for clubs. This is one of the reasons why some clubs prefer to buy "cheaper" players abroad instead of raising their own home-grown talent. This can also be regulated through the club licensing programme by insisting that each club has an academy and various youth teams in place. The condition for this is that the MA provides/organises such competitions.

It is the TD's job to make sure that investment in grassroots and youth football (both amateur and elite) is maintained and increased by the MA and the country's clubs, and he/she should endeavour to advocate for it whenever possible. In some cases, it might be possible to impose standards on clubs through a club licensing programme, such as the obligation to have one or more youth teams, or to field a minimum number of youth players in the first team. In other cases, it is about persuading the decision-makers and gaining their support. The TD should also inform clubs of the advantages that come from investment in youth football. These are not limited to the discovery and training of talented players, but also includes the revenue that can be generated by selling players. It should be stressed that clubs that train young players are entitled to receive training compensation and a solidarity mechanism.



Regulations on the Status and Transfer of Players

Article 20

Training compensation shall be paid to a player's training club(s): (1) when a player is registered for the first time as a professional, and (2) each time a professional is transferred until the end of the calendar year of his 23rd birthday. [...]

Article 21

If a professional is transferred before the expiry of his contract, any club that has contributed to his education and training shall receive a proportion of the compensation paid to his former club (solidarity contribution). [...]

For more information on these mechanisms, please refer to the Regulations on the Status and Transfer of Players, available on www.fifa.com/legal

The release of players is also an important topic for TDs and clubs. Clubs need to release players before national-team matches and this can raise tensions, especially with top-division teams (e.g. fears of injury). It is part of the role of the TD and the youth national-team coaches to explain to clubs how these releases work and detail the established applicable rules, with a particular focus on youth teams that are under his/her direct responsibility. The TD should also explain the advantages of having a youth player participate in national-team matches, in terms of the experience gained at a high level and the potential economic return for the club (the higher the visibility, the higher the player's potential value). In other words, the rewards outweigh the potential risks.

Lastly, visiting matches and training sessions are an area of interest for TDs and clubs, as TDs typically visit different teams' (senior, youth, women's) training sessions. This is possibly the best way to understand how clubs, coaches and players work and to assess their true potential. This part of the work can often be delegated to other members of the technical department and can also create opportunities to talk to other club members and officials.

4.2 Contact with regional associations and leagues

Regional associations

The quality of regional football is a good indication of the country's overall football potential. For development strategy, regional associations, sometimes called regional or provincial leagues, should be the local relays of the MAs. The association should incorporate regional football organisations with well-established structures and staffing where possible, as these have closer links with schools, clubs and communities. Decentralised structures, supported by their own technical staff, can take over from, or assist, the member association's technical department for any regional or local activities that are implemented (see Chapter 3).

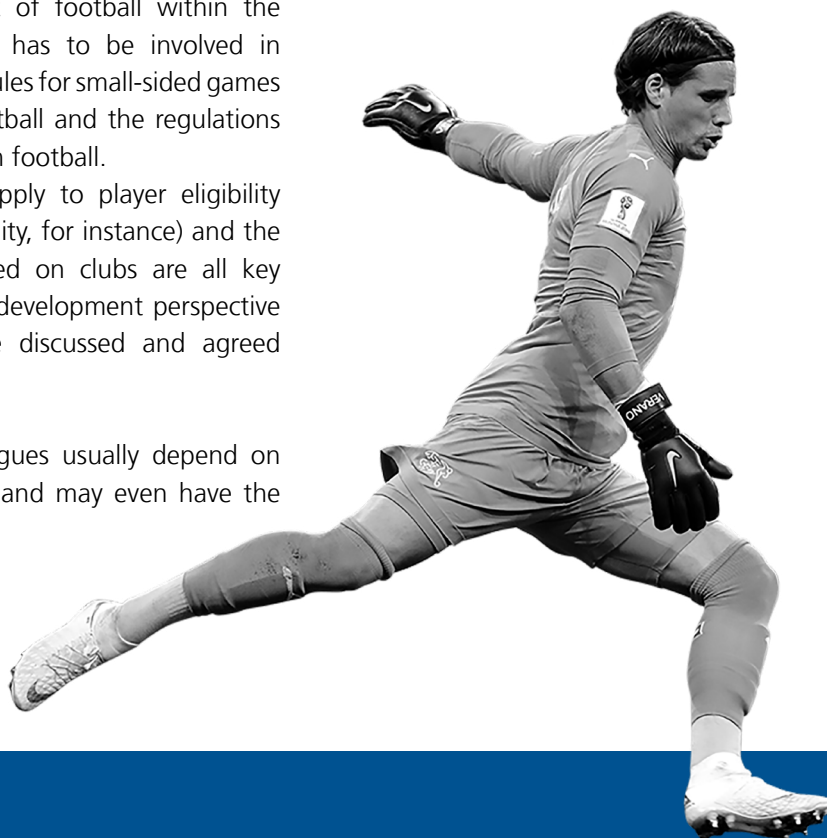
On a political level and depending on the association's statutes, they usually have voting rights during congress and sometimes enjoy fixed representation on the executive committee.

Football leagues

A football league is an entity that organises competitions within the country, usually at professional level. It can be independent, affiliated or completely integrated into the MA. The TD must have direct contact with the leagues for a number of reasons, including:

- Both the football leagues and the technical department should maintain regular contact with the clubs.
- The structure and format of the competitions play an important role in how players evolve technically and in the development of football within the country. The TD has to be involved in establishing the rules for small-sided games in grassroots football and the regulations for regional youth football.
- The rules that apply to player eligibility (age and nationality, for instance) and the standards imposed on clubs are all key variables from a development perspective that have to be discussed and agreed upon.

Regional football leagues usually depend on regional associations and may even have the same name.

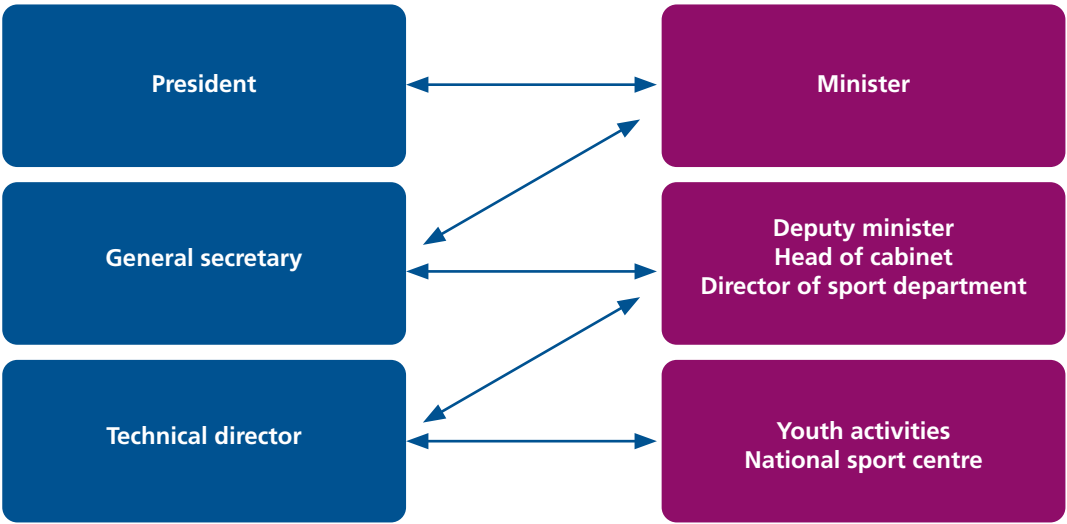


4.3 Contact with government and local authorities

Contact with government

There are usually two ministries that are extremely relevant for football development: the ministry of sports and the ministry of education. In some cases, the ministry of health and regional authorities can play an important role as well.

Before going into the details of the relations, it is important to note that contact with government institutions is primarily the responsibility of the president and of the GS, who are in charge of formally representing the MA. Nevertheless, the TD, as well as the rest of the association’s senior management, should maintain working-level contact that enables them to carry out their programmes and exchange information without always needing to go through the top political level. A visual description of how the different actors relate to each other is contained in the diagram below.



Ministry of sports

Relations with the ministry of sports are clearly strategic because this institution often provides essential funding, such as covering costs related to national teams or support for the organisation of competitions and/or to clubs.

In many countries, the ministry of sports is – together with the National Olympic Committee – the main actor in sport development and can invest a considerable amount of money in infrastructure, materials, training, support to the various national teams and the organisation of national and international competitions. From a football development perspective, the interest is primarily focused on training infrastructure and the support and funding for mass football, including women's, grassroots, and youth football. Some MAs have also developed an agreement on the creation of a specific curriculum for higher coach education.

It is to be noted that, beside direct financial support, the ministry of sports usually provides structures and human resources that can be of great help for the implementation of the MA's strategy. One key suggestion is to involve the ministry at the early stages of the definition of the strategy (see Chapter 1), including during the analytical part (see Chapter 5). The relationship should be formalised as much as possible in the form of a written agreement or a memorandum of understanding (MoU) which will define the respective responsibilities, prevent disputes, and facilitate the timely payment of financial contributions.

It is the GS's role to oversee the drafting of the MoU, but the TD should participate in the technical discussions and provide the needed input. He/she should also be the main contact for anything related to the practical implementation of the agreement. Depending on the complexity of the MA's organisation and the quantity and type of work that is envisaged, other departments (e.g. legal) or other staff in the technical department can be involved and will maintain working-level relations with the ministry on specific areas (e.g. women's football).

Ministry of education

The ministry of education is a key partner for any football association, because it has access to the primary football asset: future footballers. No association can conduct development programmes if it does not establish grassroots activities that engage young boys and girls and create a framework for them to progress into more structured competitions and training. Working with schools is therefore almost mandatory, especially if the network of grassroots clubs is weak and there are no specific activities in place.

Moreover, physical education is usually a standard subject in the curriculum and physical education teachers can become a workforce of grassroots coaches, working in the field, with great experience in dealing with children and youngsters. It is of the utmost importance for any MA to have access to and to establish cooperation with school football. It is recommended that specific MoUs are signed between the MA and the ministry of education, particularly with regard to having access to school football and determining relevant tasks. In some cases, it might be suggested that a tripartite agreement be signed with the ministries of sports and education to secure full support for development activities.

Ministry of health

Football and sport, in general, are the best vectors to advocate a healthy way of life, to fight tobacco, alcohol and drug abuse and for the prevention of diseases. This activity requires an intense cooperation with the ministries of health and education. Although not the TD's primary responsibility, he/she might be involved directly or indirectly in part of the implementation and must be fully aware of the agreements between the MA and the ministry.

Regional and local authorities

Local authorities (governorates, provincial authorities, local offices of the central ministries, municipalities) can become relevant partners for the implementation of the MA's strategy at regional level. This may include:

- cooperation on the improvement of existing football facilities or the construction of new ones;
- the use of land belonging to communities or regions;
- the provision of office space, furniture and equipment for regional associations; and
- collaboration with local schools or community centres for the organisation of grassroots festivals or community tournaments.

The stronger the technical component of the regional associations' work, the more important it is to have the full support of local authorities. Although most contact will be at local level directly, the TD and his/her staff must be aware of how it takes place and supervise the implementation of the agreement from the MA's side.

4.4 Universities and research centres

Universities and research centres can be important partners for the TD because they conduct studies on various aspects of individual and team performance and on football development from a scientific and academic perspective. These can be of great help in upgrading the level of technical analysis and to develop programmes that are more in line with the identified needs. The same applies to other relevant domains, such as health, nutrition, injury prevention and rehabilitation, as well as mental and psychological training.

Regular contact with academic institutions can help to:

- support a culture of evaluation and reporting;
- provide objective measurements of activities and results v. objectives;
- ensure the quality of the process and improvement; and
- utilise the knowledge and experience of others.

It is not difficult to develop these very useful contacts if there is an understanding on both sides about progress, for example, the possibility to include master's students in relevant research projects that will give them university credits while delivering useful analysis and data to the MA. Below are some examples of partnerships:

- Qualification work at tertiary level (physical education, teacher education, IT, medicine, etc.)
- Diploma work for higher coaching licences (e.g. Pro Licence)
- Working on internal data projects (e.g. with IT department)

4.5 Relations with other institutions

The TD maintains regular contact with a number of institutions, both within the football family (FIFA, confederations and member associations) and outside it (Olympic movement, other sports associations, non-governmental organisations, etc.).

FIFA

As developing football worldwide is one of the main objectives for FIFA (see Chapter 1), contact with FIFA is important for a TD. The main partners are FIFA's Technical Development and Women's Football Divisions.



The following FIFA programmes and projects offer direct support for the TD's work:

Technical leadership, capacity building and talent development

To develop football in all areas, each member association needs a well-organised technical department with a strong technical director (see Chapter 3). FIFA delivers courses, workshops and individual mentorship for TDs of MAs to develop their specific knowledge and leadership skills (see Chapter 9).

FIFA regional offices and consultants

There are FIFA regional offices worldwide that provide support and help to MAs. Each office is headed by a development manager. FIFA maintains a network of regional technical consultants in charge of the technical matters for a particular region. The regional technical consultant is a fundamental contact for any TD and exchanges should take place on a regular basis to update FIFA on the evolution of the national strategy and to ask for support.

Internet support

FIFA technical development will use its dedicated Microsoft SharePoint platform as the central hub for all relevant information on FIFA projects and programmes. TDs will have a direct link to the platform as well as presidents, general secretaries, heads of coach education and women's football.

Via this platform, MAs will have access to the following topics:

- high performance & talent identification;
- coaching development;
- technical leadership; and
- technical development services.

Some of the information to be found on the platform includes contact details of the Technical Development Division staff and regional technical consultants, updates on projects and programmes, application templates, event dates, teaching materials, recordings of workshops/forums/webinars, publications, newsletters and much more.

FIFA Forward 2.0

The FIFA Forward Programme offers tailored (financial) support, adapted to the MA's individual requirements through the identification of specific needs and priorities for the development of football (see Chapter 1). In alignment with the long-term development plan and the analysis of the technical development situation, the MA must determine its objectives for a two- to four-year cycle.

As most of the criteria that the MA must meet concerns technical development, with support from regional technical consultants, TDs must be fully involved in the planning of the project template.

Confederations

Confederations are collective organisations of football associations on a geographical basis and are not members of FIFA per se. They are important at continental level, are of different sizes and have different histories. Recently appointed TDs should familiarise themselves with their confederation's procedures to apply for development programmes and to participate in regional competitions for senior, women's and youth football. One especially important contact for any TD will be the confederation's TD. Some confederations have developed an intranet system to provide their members with additional information and access to certain documents, in the same way that FIFA has. Otherwise, their website usually contains useful guidance and general information, including tournament regulations.

www.the-afc.com

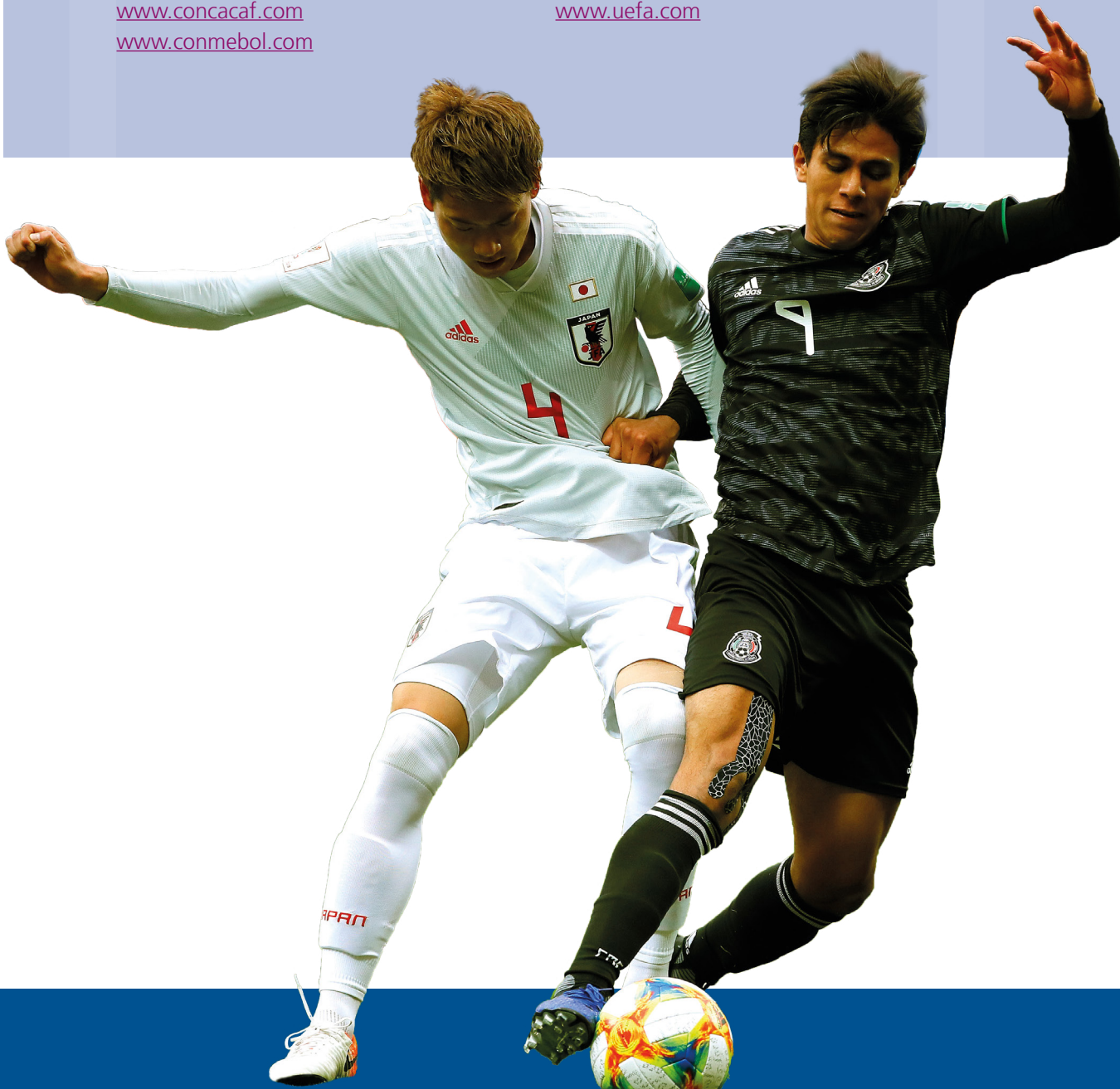
www.cafonline.com

www.concacaf.com

www.conmebol.com

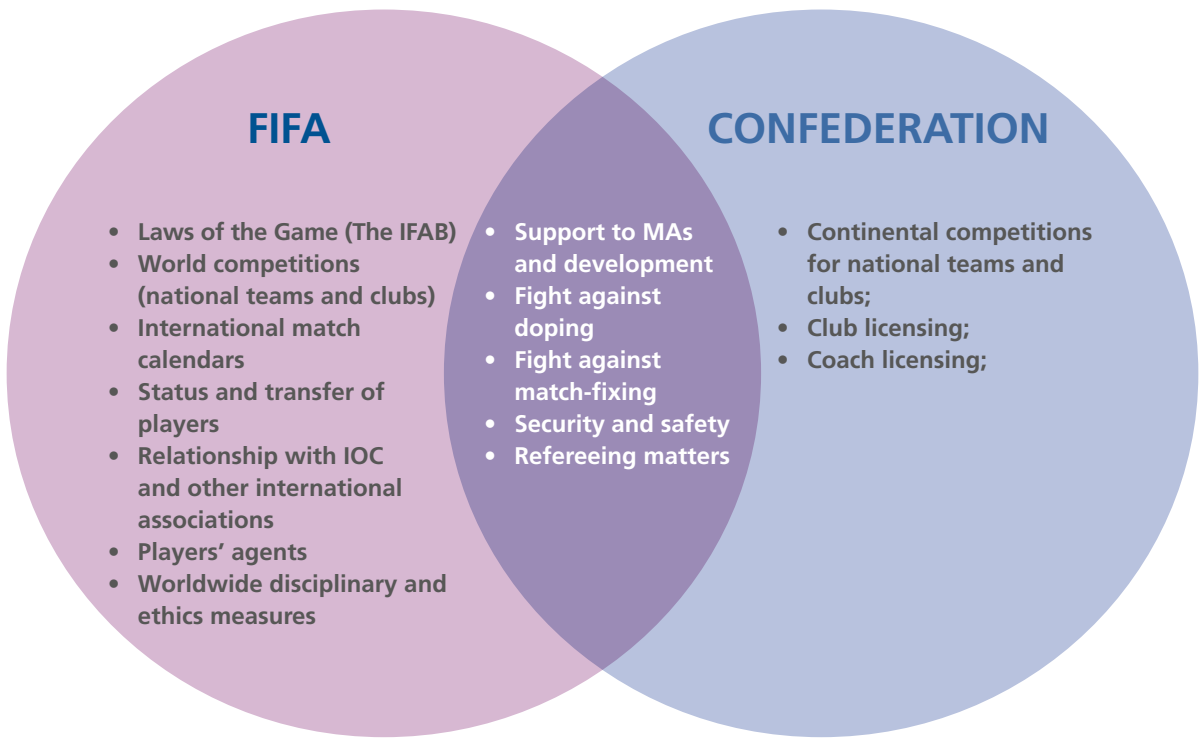
www.oceaniafootball.com

www.uefa.com



The responsibilities of confederations can be divided into the following domains:

- Organisation of continental competitions: these include women's and youth competitions, as well as other football disciplines, such as futsal or beach soccer. Each confederation also manages continental club competitions;
- Supervisory role: enforce compliance with the statutes and ensure that international leagues or any other such groups of clubs are not to be formed without its consent and FIFA's approval;
- Representation functions: election of members to the FIFA Council, including female representatives;
- Continental club licensing programmes;
- Continental coaching conventions and licensing programmes.



The relationship between FIFA and the confederations is one that is characterised by cooperation towards the same goal: the development of the game. To this end, FIFA tries to harmonise its activities in a complementary way to those provided by the confederations.

Depending on the relevant confederation's resources and capacities, some of the services and development programmes that support the MAs might be delivered by FIFA, the confederation or in partnership between the two. As a general suggestion, the TD should try to integrate to the extent possible the support provided by both organisations in a coherent way.

Other member associations

Collaboration and constant contact with colleagues from other countries is a must. While some challenges may be country-specific, TDs or technical staff often face similar challenges regardless of where they are based. As a result, they are often best placed to fully understand the difficulties and challenges associated with the position. They can provide advice, share personal experiences, or simply be available for informal discussions. Both FIFA and the confederations regularly organise activities and events for TDs. These vary from confederation to confederation. Mostly conferences are organised for all the TDs on the continent. Therefore, it is generally very easy to meet other TDs and technical staff and to keep in touch with them.

National Olympic Committee and Olympic Solidarity

The National Olympic Committee is the institution that coordinates and supports the different sport associations within a given country. Depending on the situation, it can be a strong and independent organisation with considerable resources, or highly dependent on the ministry of sports or other state institutions. Notwithstanding the nature of the National Olympic Committee, establishing and maintaining working-level relations with it is part of the TD's role. It is to be noted that Olympic Solidarity (the International Olympic Committee body responsible for sport development) offers free courses and scholarships to sport associations. These can, for instance, be used to train coaches, referees or even MA staff. Requests have to be made through the National Olympic Committee.

Other sport associations

Football is the number one sport in most countries worldwide and usually has access to more resources than other disciplines. Nevertheless, this is not the case everywhere and the challenges that other sport associations face on a daily basis are often very similar. Sports like rugby and American football use a very similar infrastructure to football. Others like athletics require very similar physical preparation. Finally, most sports require the organisation of courses and seminars to train instructors, coaches and referees. Identifying existing synergies with other sports can lead to the establishment of unexplored opportunities and an increased efficiency in the use of existing resources. This may include, for instance, the exchange of experience and information, higher coach education, common training camps at youth level and common school programmes for academies.

Non-governmental organisations

Non-governmental organisations often benefit from assistance from the state or external organisations (UNICEF, the International Committee of the Red Cross, the European Union, etc.) and act on behalf of the government in very specific sectors, in particular, development and assistance projects. These organisations have objectives that can be associated with football development activities, for example:

- specialised support for disabled football by the Special Olympics;
- first-aid instruction by the International Committee of the Red Cross during training sessions for coach-educators and schoolteachers;
- UNICEF health campaigns (e.g. education about malaria) linked to matches between school establishments; and
- financial partnerships with the European Union for sporting and educational development programmes.

Contact with the parents of youth national players

Although not a stakeholder per se, the parents of youth national players are a group of people that should be given due attention by the TD. The age categories between 13 and 20 are associated with very particular traits that need to be addressed through good interpersonal communication. Establishing a direct line of contact with their players' families will both protect the players and reassure their families. Some of the themes to be addressed when speaking with the youth players' parents are:

- explaining the advantages and risks of a professional football career and the importance of continuing education which will allow the player to pursue a career other than football should he/she cease to play professional football;
- listening to their fears, reassuring them and explaining how their son/daughter will be taken care of by their club and by youth national-team staff;
- managing expectations about the potential career path of their son/daughter and ensuring that any decision by the family is based on realistic considerations; and
- explaining the role of player agents and avoiding excessive influence from their side.



FIFA®

CHAPTER 4
TOOLBOX

| | |
|---|---|
| <div>Most frequent challenges</div> | <ul style="list-style-type: none"> • Lack of direct contact with the relevant football personnel (club officials, regional associations, etc.) • Obtain the highest professional and personal recognition from peers (coaches) • Find the time to maintain quality contact with coaches, clubs and other relevant institutions • Explain technical needs to both expert and non-expert audiences and adapt the content and form • Integrate a good understanding of political dynamics while remaining on non-political and strictly technical ground • Understand the criteria for development programmes set out by FIFA and the confederation • Comprehend the range of services provided by FIFA and other stakeholders • Build a shared understanding across stakeholders (expectation management) |
| <div>Necessary skills and knowledge</div> | <ul style="list-style-type: none"> • Highest level of technical expertise coupled with a good formal education (if necessary, through adult education programmes) • Excellent level of organisation enabling optimal time management • Take advantage of any opportunity where target groups are gathered (e.g. coaching courses or seminars) to meet people in person • Capacity to understand international competition regulations that are drafted in legalese • Constant high level of information sources and networking |
| <div>FIFA support</div> | <ul style="list-style-type: none"> • FIFA Brochure “Capacity Building and Talent Development” • FIFA SharePoint platform • Regional technical consultants are always at the disposal of the TD |



GROWING PROFESSIONALLY FRAMEWORK: EXTERNAL CONTACTS AND RELATIONS

*Devote a good amount of time to reflect on your professional career.
Discuss your solutions with your mentor.*

What are or will be your main challenges in this regard in the coming months?

(What are the tasks/challenges?)

What knowledge or skills will help you to perform well in this area?

(Think about where you are now and where you want to/should be?)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:

5

ANALYSIS OF THE FOOTBALL ENVIRONMENT



5. Analysis of the football environment

The Faroe Island Football Association's experience

Pætur S. Clementsen, Technical Director, Faroe Island Football Association (FSF): "I started in 2016, so it was quite early in my employment when we were planning for the long term and, to be honest, I wasn't that involved in discussing the bigger picture of the strategy. But as the strategy had been accepted by the Executive Committee and our clubs, we started planning in detail how we could achieve our technical goals and objectives. To start, we produced a development plan for children and youth football. We developed this in accordance with the project cycle concept, with particular focus on situation analysis, getting the right people involved and making them feel part of the process. The involvement of all stakeholders was absolutely critical in gaining broad acceptance of the strategy among our clubs, coaches, board, etc.



The most challenging points occurred when the strategic document was finished and the real work began by getting members of staff to work toward the shared objectives and making the strategy a lively document. It is easy to get lost in everyday work tasks and difficult to strike the balance between keeping a disciplined focus on reaching strategy objectives and, at the same time, being open to new creative ideas from staff members, which might be very good – but are they in line with our strategic objectives? It can also be a pitfall not to be open to new ideas, which can actually help us reach our goals.

Another overall challenge is making all members of staff, in all departments, aware of the strategy and accept our objectives. Even in a small association, it is challenging to get different departments or areas (people) to work towards the same objective. A reason for this is that we do not prioritise taking time to discuss the ‘bigger picture’. We’re so busy with our own projects that we tend to get lost and lose track of what we’re trying to achieve as a unit. It would help to have regular status meetings where we look at the progress and evaluate our work in accordance with the strategy. This would allow members of staff to get a helicopter view of all our activities and this could be beneficial in terms of developing better cooperation across departments. Thus, with regard to the project cycle concept, the implementation and monitoring phases have been the most challenging.”

The two most common mistakes

There are two common mistakes made by newly appointed technical directors (TDs). The first is the belief that you already know everything about the country and its football. Although TDs do generally have widespread experience and knowledge, there are always a number of elements that require further analysis and understanding. Moreover, there are probably many stakeholders (within and outside the football world) that need to be contacted to have a complete picture of the potential opportunities.

The second mistake is self-imposed pressure and urgency. The eagerness to deliver in the short term tends to push people to skip the analytical step because it is considered a waste of time. Rushing into activities without first thinking, analysing and developing a strategic document often leads to inefficiencies and a waste of resources. The time spent during analysis is an investment that has long-term returns.



Planning progress

The FSF's experience shows that planning is of primary importance and a fundamental requirement for a TD. TDs need to be able to take football in their member association (MA) forward from where it currently is, and this can only be done by skilfully using planning tools and knowledge. The role of any TD as an architect of his/her football is about planning, by both working on an overall technical plan and working out the details of smaller projects that are part of the overall plan.

In an ideal situation, the TD would be responsible for an overall technical plan with all its components and his/her staff for the elaboration (under his/her supervision) of plans for smaller projects. However, since TDs are often alone and not equipped with enough qualified staff, he/she has to do both. As a result, the reality very much depends on the size and the development of the MA. If the TD works for a well-resourced MA, with staff in place to deliver all the key functions of the department, the TD may have the time and be able to take a much more strategic, hands-off approach, and he/she may have the time to focus on analysing what is offered and delivered, through an effective monitoring programme. If the TD has a small team and the MA has a limited budget, it is more likely that he/she will have to be much more hands-on, with much less time to analyse, plan and monitor. This is not to say that planning is any less important, but perhaps a reality of the role with limited growth potential for the MA.

Therefore, chapters 5 to 8 are very important. Without the ability to plan (e.g. budgeting), the TD is not in a position to meet expectations. The TD does not have to be an expert in this field, but has to realise his/her own strengths and weaknesses as elements of the leadership framework and should learn that a beautiful plan might not come to fruition in the absence of good leadership (see Chapter 9). If the TD handbook itself and corresponding workshops are not enough help to the individual TD, FIFA's support can be complemented with the guidance of FIFA regional technical consultants.

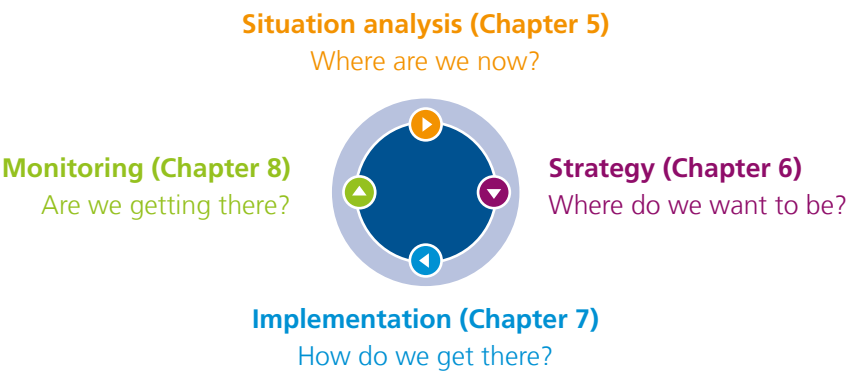
The project cycle concept

We saw in Chapter 1 that FIFA recommends that all MAs develop a strategic plan based on the project cycle concept, composed of four interrelated phases: situation analysis, planning, implementation and monitoring. This is not only valuable for an overall strategy, but for all mid- and long-term plans. Accordingly, the TD is an architect, he/she must therefore have the know-how to plan for small and large projects.



5.1 Analysis of different football levels

Analysis of the current situation is always the first step of any project. It is impossible to know where to go without first knowing where you are. The TD has to understand how the country’s football level and disciplines are structured and organised, and what the key links between the different elements of the game are.



Definitions

Football level: for the purpose of this handbook, the term “football level” refers to the kind of competition (e.g. regional/national), a team’s status (e.g. amateur/professional) and the age category of the related players.

Football disciplines: for the purpose of this handbook, the term “football disciplines” defines the different ways football can be played, particularly 11-a-side (male and female), futsal, beach soccer and other variations of the game used during training.

When planning a project, a few questions can help to start the process. For example, if you were to work on a grassroots development plan, the following questions could be discussed and answered:

- How, why, when and where do children start playing football?
- Can the grassroots base be increased?
- What is the attitude of girls and their families concerning football?
- Who organises the activities, tournaments and competitions?
- What are the age groups or levels involved?
- How many teams per activity/event are participating?
- How many activities and games are played by a team over a season?
- What is the format of the games, festivals and competitions?
- What period of the year are the activities organised in? What consequences does this have?
- What facilities are used (games, competition and training)? What is their availability?
- Are there additional pitches to further develop grassroots football (including training)?
- How many and what kind of referees are available?
- Who are the coaches? What is the level of coaching?
- How does a grassroots player continue to play later on, with which clubs and in which competitions?
- What is the link between grassroots and youth competitions?

It is to be noted that the different football levels and disciplines can be under the responsibility and/or control of different football actors. Generally speaking, there are three types of set-up:

- 1 Activities and games fully managed by the football association (e.g. grassroots directly organised by the technical department)
- 2 Activities and games managed by affiliated bodies (e.g. amateur leagues, regional associations, beach soccer leagues, etc.)
- 3 Activities and games managed by external actors (e.g. private academies)

Notwithstanding the different degrees of involvement and direct responsibility, the football association retains the full regulatory powers and is responsible for the overall coordination and harmonisation of the different domains.

5.2 Type of analysis

There are two main variables when it comes to the analysis of each football level. The first is knowing exactly how activities, games and competitions are organised, and the second is knowing more about the quality of football. According to the football level, the key analytical factors might change. For instance, in grassroots and amateur football, where participation is more important than the results or the quality of the games, it is fundamental to focus on the practical aspects linked to the frequency and geographical distribution of the activities, festivals and tournaments, because these can significantly impact how many players can access them.

Quantitative criteria

It is important to keep a record of the different activities available countrywide. In this respect, a simple table like the one below for grassroots activities can be very useful:

| Criteria | | | | | |
|-----------------------------|-----------|-----------------------------------|-----------------------------|--------------------------------------|-------------------------------|
| Organiser | Age group | Number of players and game format | Number of teams (per group) | Number of games per team over season | Period of activities (months) |
| Example of possible answers | | | | | |
| Regional Association A | U-12 | 300 (9v9) | 10-12 | 18-22 | 4-6/8-10 |
| Regional Association B | U-12 | 500 (11v11) | 10-12 | 10-11 | 5-6/9-10 |
| Regional Association C | U-10 | 425 (7v7) | 8-10 | 14-18 | 5-6/9-10 |
| Regional Association D | U-10 | 100 (7v7) | 8 | 7 | 5-7 |

In grassroots football, with very few exceptions, the higher the number of participants and games played, the better. The table can be completed following a workshop, a conference call or on the basis of written questionnaires.



Qualitative criteria

At other levels, it may be more relevant to analyse the quality of the game. This is particularly important when it comes to elite youth and professional football and coach education. Here the main variable is not the number of games played or training sessions held, but rather the quality of the performance. Particularly for elite youth and professional football, the technical analysis of top division games will provide a very good indication of the type and quality of (youth) training programmes. This qualitative analysis is closely linked to the philosophy of the game that the TD wants to develop for the MA as a whole. Some questions to consider are:

- How do the teams defend?
- How do the teams attack?
- How do the teams conduct the transition (both directions)?
- What about set pieces (free kicks, corners, etc.)?
- What are the team's main technical, tactical, physical and mental strengths/weaknesses?
- What is the individual level of the players?
- What is the level of goalkeeping?
- How to develop player potential?
- What is the coaching level?

Example of analytical chart for team performance in elite youth football competitions

Quality of games U-15/16

X = Club teams U-15/16
O = Youth national-team U-17

- Motivation, leadership, team spirit;
- Dynamic, speed;
- Construction, ball position, using width and depth;
- Attacking by wing positions;
- Efficiency in box (offensive);
- Transition (both directions);
- Zone defense and pressing;
- Aggressiveness in 1v1 situations;
- Technical skills in movement.

Level: 4 = excellent 2 = average
 3 = good 1 = poor

| 4 | 3 | 2 | 1 |
|---|----|----|---|
| O | X | | |
| | O | X | |
| | OX | OX | |
| | OX | OX | |
| | O | X | |
| | O | X | |
| | O | X | X |
| | | OX | |
| | OX | | |

The criteria for game observation should be based on a national football philosophy and playing style.

If there is no national football philosophy, the criteria from different FIFA Technical Study Groups could be used for the analysis.

The TD, together with youth national-team coaches or specialised game observers, can set up scouting and reporting mechanisms for different categories. A yearly evaluation can produce interesting results concerning the quality of play and coaching at the observed levels.

Analysis of individual performance

In some cases – particularly for elite youth football competitions and the youth national teams – it can be useful for the TD and his/her staff to check the individual performance of players. This is necessary for talent identification and may help to judge the influence of the coach education programme and the quality of education in youth academies and/or training centres.

Criteria might include:

- Personality traits (motivation, learning capacity, relative age, etc.)
- Technical skills (e.g. ball handling)
- Tactical behaviour (in defense and attack)
- Physical strength (speed, constitution, etc.)
- Environment (e.g. support from parents)

Example of analytical chart for individual performance in elite youth football

| Efficiency and performance factors | Performance profile ¹ | | | |
|--|----------------------------------|---|---|---|
| | 4 | 3 | 2 | 1 |
| Technical skills | | | | |
| Basic skills | | | | |
| Technical skills under pressure | | | | |
| Tactics | | | | |
| 1v1, offensive | | | | |
| 1v1, defensive | | | | |
| Offensive game behaviour | | | | |
| Defensive game behaviour | | | | |
| Physical condition and constitution | | | | |
| Speed, sprint | | | | |
| Muscular strength, explosive power | | | | |
| Abdominal strength | | | | |
| Endurance | | | | |
| Robustness, health | | | | |
| Mental power, personality | | | | |
| Leadership | | | | |
| Relative age | | | | |
| Aggressiveness, winning spirit | | | | |
| Concentration | | | | |
| Positive thinking | | | | |
| Team player | | | | |

¹ 4 = excellent; 3 = good; 2 = average; 1 = poor.

Analysis of coach education

Another important variable when it comes to analysing the football environment is to understand the situation concerning coach education and player training. As we will see in Chapter 7, developing a coach education framework for the whole country is one of the TD’s key responsibilities. Before making any changes, it is necessary to assess how well the national coaching education programme is working. The assessment should not focus only on numbers, but should go deeper into the actual curriculum and how coaches learn and apply their knowledge on the pitch. It is obvious that having thousands of licensed coaches will only have a tangible impact if the quality of the teaching is of a certain standard and if the techniques acquired by coaches during training and matchday are applied.

Example of analytical chart for coach education and coach activity at club level

| Criteria | Control tools | Responsibility |
|---|--|---|
| Quality of coach education (several levels) | Written reports of coach educators and participants after each course; yearly meeting with coach educators | Head of coach education/TD |
| Number of participants (several levels) | Statistics (yearly) | Department for player/ coach registration |
| Activity of coaches in clubs | Coach activity rules and regulations. For example, B-licence for U-16 | TD/competition department |
| Quality of training and coaching in clubs | Visits of youth national-team coaches to clubs; written reports to TD; half-yearly meetings of all youth national-team coaches (men’s and women’s) | TD/senior national-team coach/ youth national coaches |

The key to an efficient coach education system is the presence of a number of qualified coach educators (and developers) that are able to respond quickly and precisely on the basis of the game philosophy at coaching level (see Chapter 7). A coach’s qualifications, experience, motivation and professional relationship with the football association has to be analysed, because any of the coach educators’ weaknesses will be automatically reflected in their coach education programme.

Analysis of player training

The best way to understand the practical link between coach education and the impact on the pitch is to regularly observe the training sessions at higher club level (both senior and youth), as well as official matches. This is particularly true for clubs who engage youth national-team players, as they represent the future of the national-team and spend most of their training time with their own club.

Analysis should be conducted on a continuous basis. It can be delegated to the youth national-team coaches during their club visits.

Some of the criteria to be analysed are:

- Structure and schedule of the session (objectives, phases);
- Methodology (organisation, demonstration, coaching, feedback);
- Activity of players (motivation, concentration, responsibility, progression);
- Infrastructure and material.

The analysis focuses on how training sessions take place and requires frequent and regular observation of youth clubs’ training sessions by technical department staff.

Example of analytical chart to observe a U-17 club training session

| Methodological construction of training sessions and coaching techniques | Assessment ² |
|---|-------------------------|
| Systematic alternation between play and training: application of game-activity-game (GAG) methodology | |
| Demonstration, explanation: the players understand the objective of the training | |
| Definition of groups, use of space and material: small and homogeneous groups, high frequency of ball touches | |
| Reinforcement and correction: precise and target-oriented feedback to the players | |
| Players’ activity | |
| Motivation and responsibility: play and train in a focused way (quality) | |
| Cognitive representation: memorise key movements | |
| Installations and material (infrastructure) | |
| Infrastructure/pitches | |
| Material: many good balls, mobile goals, bibs, cones, etc. | |

² 4 = excellent; 3 = good; 2 = average; 1 = poor.

In addition to the actual training session, the different weekly plans of the different age categories should also be analysed. This type of analysis can be conducted online in a centralised way and evaluated in meetings with club or league representatives.

Analysis of the club structures

Another important element for technical analyses is the level of structure and organisation of the football actors that are directly or indirectly involved in youth football, including youth departments at club level, football schools, regional associations, private academies or community structures. Ultimately, only by ensuring the overall quality of the work by those involved in youth education can the progress of future professional players (boys and girls) be guaranteed.

The most important questions to be answered in this respect are:

- Do they have the right players (talent identification and recruiting structure)?
- Do they have the right coaches (experience and education of coaches and staff)?
- Do they have the right education programme (training priorities per age group/games)?
- Do they have adapted daily and weekly programmes (sport-school-leisure balance)?
- Do they have sufficient infrastructure (facilities and material)?

Further examples can be found in the FIFA Youth Football Training Manual (p. 244) or the club licensing criteria at MA level.

5.3 Analytical tools

To help you to perform a precise situation analysis, specific analytical tools can be used. The initial analysis and the information gathered will represent the baseline of your project and the starting point for the following steps of planning and implementation. By conducting such an analysis, you will be able to develop a project plan that is:

- realistic and achievable, having considered your existing position, resources and capabilities;
- supported by stakeholders; and
- carefully and broadly studied.



SWOT analysis

A SWOT (strengths, weaknesses, opportunities and threats) analysis is probably the most common tool to start a planning process. It involves assessing and identifying your organisation’s strengths (in order to develop further) and weaknesses (in order to address them and strengthen the project foundations) concerning any given project.

The knowledge generated, information collected and documents elaborated within the context of the above-mentioned approaches in the situation analysis (quality and quantity) will be the starting point of the SWOT analysis. From this perspective, overlaps and repetition are not a problem. On the contrary, the more complete the previous analyses, the easier the SWOT analysis will be. Importantly, it is not just a matter of listing different points, but also assessing their impact on the organisation. For example, limited access to football facilities will hinder football development at grassroots or elite youth level.

Example of a SWOT analysis for a grassroots development plan

| SWOT analysis | | | |
|--|---|--|---|
| Strengths | Weaknesses | Opportunities | Threats |
| Children throughout the country, in all provinces and regions, play small-sided games after school | Regional and local football structures are not well developed | Good relationship and cooperation with government (department for education) | Other sports (basketball, volleyball) are dealing with government for support |
| Small MA with excellent relationships with key stakeholders | Limited number of qualified coaches and referees | Support from FIFA and confederation for grassroots projects | No investment from major sponsors for grassroots and youth football |
| A grassroots football manager works under the TD and is responsible for the grassroots football department | Not enough education courses for grassroots coaches | Grassroots football is football for everyone, by everyone, everywhere | The facilities available in all sectors, in particular in rural areas, are poor with the exception of primary schools |

You should consider conducting a workshop for the SWOT analysis. Such a workshop should include a broad representation of participants from different departments and at different seniority levels in the MA who can consider and discuss the findings. The participation of members of staff is very important as they are in an excellent position to observe the MA’s strengths and weaknesses from a day-to-day perspective.

Resource analysis

Another beneficial activity that is key to improving the chances of successfully implementing your technical development projects is an analysis of the MA's resources and capabilities, as well as the identification of new opportunities for extra resources. As a first step, this involves a self-assessment of the association's financial resources, staff, infrastructure (including equipment, vehicles, etc.) and other assets (IT, database, etc.) to understand what it can realistically achieve with existing resources and avoid formulating unreachable goals.

Example of resource analysis for a grassroots development plan

| Resource analysis | | |
|---------------------|---|--|
| Type of resource | Resources (examples) | Comment (examples) |
| Financial resources | <ul style="list-style-type: none">• Cash reserves for grassroots development (USD 20,000)• FIFA Forward for grassroots development (USD 50,000)• Yearly budget (USD 10,000 out of USD 40,000) | <ul style="list-style-type: none">• Built over last two years based on the LTDP• Executive committee policy• 25% of budget for grassroots department for new grassroots development plan |
| Human resources | <ul style="list-style-type: none">• Full-time grassroots manager• Part-time grassroots project manager• Regional grassroots managers (volunteers) | <ul style="list-style-type: none">• Newly employed• 20% job to work on grassroots development (master's student)• Limited number of (qualified) regional staff• Part of grassroots development plan |
| Infrastructure | <ul style="list-style-type: none">• MA technical centre• Minibus• IT database for grassroots• Balls for kids• T-shirts | <ul style="list-style-type: none">• For meetings, courses and a big opening festival• Fully equipped bus for regional festivals (needs substantial repair)• Diploma work of high school• FIFA project• Discussion with external stakeholders ongoing |

Inadequate resources and capabilities are often a major constraint on the achievement of the planned objectives. That is why a resource analysis for every new project should be developed with the head of finance and with the support of the general secretary (GS).

Stakeholder analysis

Chapters 2 and 4 focused on the importance of the TD's internal and external relations with football stakeholders in general. Although the coordination of the analytical phase for technical projects is the responsibility of the TD and his senior staff, the whole process must involve the relevant stakeholders and football actors for a specific project.

For every technical project, therefore, you have to decide on the stakeholders to be integrated in the analysis and how and when to do so. This could be done under the guidance of the GS with the support of a core group of people who participated in a stakeholder identification workshop. The more participants, the more accurate the information and the more support will be available in the future, especially for the implementation phase (see Chapter 7).

Actors within the MA

The TD should inform the GS, the president and all the senior staff of the MA that he/she is proceeding with the analysis for a technical project. In some cases, they will facilitate contacts with external actors, in others they will provide useful information about variables that relate to their domain of expertise. A typical example would be that the marketing director can assess the income-generation potential of a grassroots or women's competitions and the finance director could provide figures on the actual costs of existing competitions and/or tournaments. The staff of the technical department should be informed. The members who are directly involved should participate in the analysis, thereby promoting ownership and possibly increasing their level of commitment and motivation for future activities.

External actors

As mentioned above, the TD should involve all the relevant football stakeholders, including clubs, coaches, regional associations and private academies, in the analysis for bigger projects. Although their status within the football association might differ greatly, the TD should establish open and direct working-level contacts to enable a constant exchange of information with them. Involving government representatives in the analytical process will enable the identification of existing opportunities and potentially facilitate the allocation of funds and infrastructure. A typical example of this would be the development of large-scale grassroots activities targeting schools in cooperation with the ministry of education.

We recommend that you undertake the selection and the categorisation of stakeholders on the basis of:

- their expectations with regard to your project;
- what they have to offer, whether tangible (e.g. participants, facilities, funding, human resources, etc.) or intangible (e.g. communication, feedback, networks, know-how, etc.).

When preparing your analysis, you should communicate with your selected stakeholders as early as possible to inform them of the process and explain precisely why, how and when they will be involved.

Typically, the most effective format for consultation with your stakeholders are:

- one-on-one meetings;
- telephone interviews;
- group workshops and forums; and/or
- questionnaires (conducted online or by mail, email or telephone).

Regardless of the form, the consultation will allow you to compare the stakeholders' perception of the situation with your impression of the situation based on the previous stages of analysis. Furthermore, the consultation process will help you to understand the stakeholders' situation, as well as the main challenges they face. Finally, the consultation is an opportunity for you to understand the stakeholders' perception of your performance and gather their views on your plan. This will allow you to undertake stakeholder analysis.



Example of resource analysis for a grassroots development plan

| Stakeholder analysis | | | | |
|---|--|---|---|--|
| Stakeholder Categorisation: 3 = high 1 = low | Stakeholder's role/ provider | Stakeholder's expectations of MA | Stakeholder's challenges | Stakeholder's resources |
| Regional associations 3 | <ul style="list-style-type: none">• Organisation of grassroots festivals, competitions, tournaments with clubs and schools• Volunteer recruiting and education• Communication with communities and schools | <ul style="list-style-type: none">• Financial support• Administrative support• Education of volunteers, coaches, referees | <ul style="list-style-type: none">• Lack of resources• Staffing• Lobbying and networking with communities and schools• Recruiting and rewarding volunteers | <ul style="list-style-type: none">• Direct contact with clubs, schools and communities• Regional grassroots festivals |
| Clubs 3 | <ul style="list-style-type: none">• Organisation of grassroots activities• Communication with parents• Recruitment of grassroots coaches, referees | <ul style="list-style-type: none">• Education of grassroots coaches/officials• Material• Administration | <ul style="list-style-type: none">• Grassroots staff• Infrastructure | <ul style="list-style-type: none">• Direct contact with players, coaches, volunteers• Team structures |
| Communities 3 | <ul style="list-style-type: none">• Infrastructure | <ul style="list-style-type: none">• Well-organised leisure activities for children | <ul style="list-style-type: none">• Support for several sports | <ul style="list-style-type: none">• Infrastructure |
| Government 2 | <ul style="list-style-type: none">• Project support• Teacher education | <ul style="list-style-type: none">• Relevant activities for education and health | <ul style="list-style-type: none">• Support for several sports• Independence of sport associations | <ul style="list-style-type: none">• School curriculums• Teacher education |
| Public schools 1 | <ul style="list-style-type: none">• Infrastructure• Football curriculum | <ul style="list-style-type: none">• Well-organised activities | <ul style="list-style-type: none">• Teacher motivation• Support for several sports | <ul style="list-style-type: none">• Contact with children and teachers• Infrastructure |
| Sponsors 1 | <ul style="list-style-type: none">• Advertising• Material, giveaways | <ul style="list-style-type: none">• Future customers• Attractive organisation | <ul style="list-style-type: none">• Marketing budget• Suitable project manager• Patience | <ul style="list-style-type: none">• Branding• Material• Sponsorship fee |

The final stage in the stakeholder analysis involves summing up and organising the information gathered from the stakeholder consultation. This last step will provide you with crucial insights to which you will be able to refer in further steps of the project planning process. To do so, you need to transfer the information collected and summarise the stakeholder feedback in a table, as illustrated above.

5.4 The outcome of the analysis

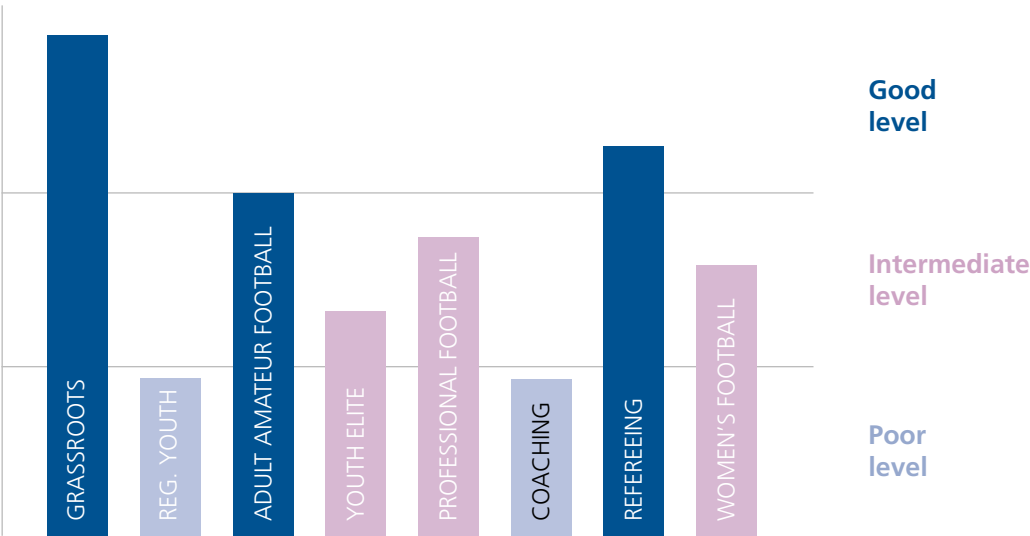
Analysing the current situation of a specific topic is not a purely academic exercise. It is done with a clear operational objective and must represent the basis for the planning and implementation phase of the project.

Usually, when conducting an analysis, a certain amount of raw material is collected (for example, statistics, qualitative analysis, quantitative data, etc.). This material needs to be ordered and compiled in a structured way. In case of a large amount of complex data, this can open up the possibility/opportunity to collaborate with universities. In some instances, the analysis will require continuous updates and assessments and will progressively transform into a continuously updated monitoring tool (for more information on monitoring, see Chapter 8).

Technical analysis documents

Beside the detailed technical documents, it is always suggested that a short and descriptive analysis of the football situation be produced so that it can be shared with the GS, the President and the ExCo. The analytical document should be short and simple and should become the basis for the discussions related to the development of the long-term strategy.

Below is a simplified visual example of an overall technical analysis of an MA to develop a national development strategy.



The table below contains more details in relation to the above chart. It is intended to demonstrate the potential assets and liabilities in a country. The football situation varies greatly from one context to the other and the analysis has to be as specific and tailored as possible.

| Football level | Analysis | Conclusions |
|--------------------------|---|---|
| Grassroots | The country has a long and strong history of grassroots activities in all regions. All schools organise football activities (for children aged six to 12) and the vast majority of the boys and about 30% of the girls regularly play football. Very strong support from both the ministry of education and the ministry of sport, as well as parents' associations. | Very good level, definite asset |
| Regionnal youth football | Only one youth tournament exists (U-17). There are ten teams, all from the capital city. There is widespread age-cheating. There is no youth category beyond the grassroots level to which players can progress and many talented players are lost. | Very poor level, definite liability |
| Adult amateur football | The number of amateur leagues reflects the great passion for the game in the country. They are relatively well-organised countrywide and are structured in three different divisions. Although some professional players do occasionally participate in amateur tournaments (which is a violation of the competition's regulations), the nature of the leagues remains amateur in essence albeit at a high technical level. Many youth players aged between 15 and 17 join the amateur teams because they do not have any other place to play and train. | Good level, asset |
| Youth elite football | The country regularly participates in U-17 and U-20 tournaments at international level. The youth national teams perform relatively well and occasionally manage to qualify for the final stages of the confederation's tournaments. However, the selection and training of young talented players is hampered by the absence of a well-structured youth competition. | Intermediate level, improvements needed |
| Professional football | The country's premier league is well-organised, most of the clubs are well-structured and the technical level is quite high. This is reflected by the good results of the senior national team. Nevertheless, the increasing number of foreign players means there are fewer home-grown players on the national team and it is difficult to find good goalkeepers and central defenders that used to be the pride of the country. Clubs tend to buy players from neighbouring countries rather than invest in local youth players, which may be problematic in the long term. | Intermediate level, some serious risks identified |
| Coaching education | Relatively good level of coaching education at professional level (good coach educators), but no criteria for amateur and youth competitions where there are a number of unqualified coaches. There is no youth coaching licence in the country and even the youth national-team coaches are poorly qualified. Concerning grassroots instructors, the ministry of sports created its own training programmes. However, these are managed independently (the MA has no control which is unacceptable). | Poor level, definite liability |
| Refereeing | The country has a history of excellence in refereeing and has produced one of the top international referees at confederation level. In addition, a number of young referees regularly graduate from the MA's courses. Unfortunately, due to the absence of a well-structured youth competition, the young referees must often start in adult amateur competitions where the age difference with the players may be significant. This sometimes leads to young referees feeling very intimidated and some good referees quit their career early on. | Very good level, some improvements still possible |
| Women's football | The youth national teams have a good record at international level thanks to a broad player basis and good scouting. Unfortunately, the players stop playing at a very young age due to the absence of a strong elite league and the need to pursue their studies. The results of the senior national team are not in line with the country's true potential. | Intermediate level, improvements needed |

5.5 Practical example

Below is a practical example of what it means to use the project cycle framework to carry out specific activities. This is a case study of the creation of a U-17 competition and its integration with all the relevant football levels. This example will be further developed in chapters 6, 7 and 8.

Creation of an elite U-17 domestic competition

The starting point is the analysis stage, which involves an assessment as presented in the table above. To create an elite U-17 domestic competition, it is necessary to consider the current situation, namely:

“Only one youth tournament exists (U-17). There are ten teams, all from the capital city. There is widespread age-cheating. There is no youth category beyond the grassroots level to which players can progress and many talented players are lost.”

In order to better understand the problem, it is necessary to consider the answers to some key questions.

- 1 Why do only teams from the capital city participate in the tournament? Transport costs make it very difficult for other teams to travel long distances.
- 2 Is it possible to create competitions in the different regions? Has this been done before and if not, why not? A lot of football is played in the regions, mainly at school and community level, but it is not organised by the regional leagues. In some cases, this is due to a lack of resources; in others, it is due to a lack of organisation.
- 3 Do the regional authorities support football? Could they do more? Most regional authorities support football but cannot necessarily afford to cover travel costs of privately owned teams. They would prefer to organise local competitions instead.
- 4 Why is there age-cheating? The reason for age-cheating is two-fold: players hope that they will be scouted for the national teams and the clubs are focused on winning at all costs.
- 5 Is there an efficient player registration system that can reduce the risk of age-cheating? Not yet, but FIFA provides the FIFA Connect system that can easily be put in place and that can drastically reduce cheating.
- 6 How many players could potentially be active in U-17 competitions? It is estimated that there are about 20,000 youth playing at school level and 3,000 players are potentially interested in joining more structured youth club competitions and training regularly.
- 7 What is the state of the available infrastructure? Infrastructure is generally in poor state, but there are pitches owned by religious organisations that could be used for youth leagues. These are in good condition and have changing rooms.



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CHAPTER 5

TOOLBOX

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|--|--|
| Most frequent challenges | <ul style="list-style-type: none"> • Balance between pressure to deliver in the short term and the need to plan in the long term • Pressure to move on with activities at the expenses of a good analysis • Availability of reliable statistics about players, teams, games, coaches, referees and officials • Difficult communication and/or cooperation with other departments in the MA (player licensing, competitions, regional associations) and with the most important stakeholders (regional associations, local authorities, sponsors) |
| Necessary knowledge, skills and experience | <ul style="list-style-type: none"> • Use of standardised analytical methods (e.g. SWOT analysis, resource and stakeholder analysis, national statistics) • Ability to maintain contact, communication and network with stakeholders • Ability to communicate with specialised and interested parties at universities • Ability to use an electronic licensing system for players and officials • Good time management to ensure sufficient time is allocated to information gathering and analytical work |
| FIFA support | <ul style="list-style-type: none"> • FIFA Connect (player licensing system) • Support from the FIFA regional consultants • Reports of FIFA's Technical Study Group • FIFA manuals • Technical ad hoc consultancies |



GROWING PROFESSIONALLY FRAMEWORK: ANALYSING A PROJECT

Spend time to reflect on your professional situation and work. Discuss your solution with your mentor.

What are or will be your main challenges in this regard in the next months?

(What are the tasks/challenges?)

What knowledge or skills will help you to perform well in this area?

(Think about where you are now and where you want to/should be?)

Who can support you (GS/mentor/FIFA consultant/leadership cell/additional networks)

(Who/how/what solutions?)

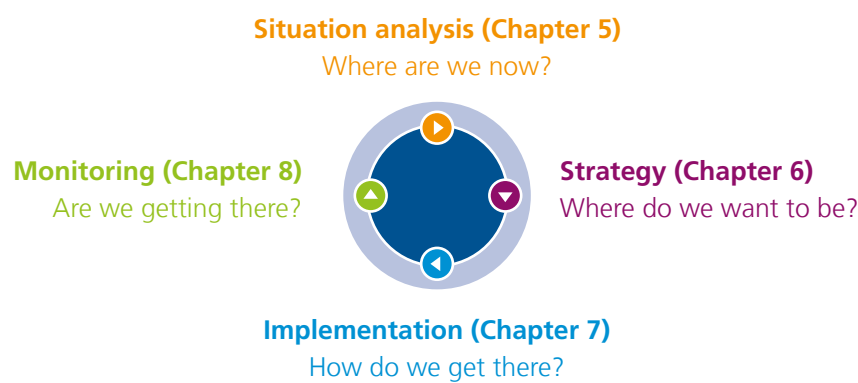
Set deadlines:

6

LONG-TERM PLANNING

6. Long-term planning

Having completed the situation analysis, you have identified the baseline of your project by analysing your football environment. You now understand the strengths, weaknesses, stakeholders, resources, opportunities and challenges linked to your project. You have also defined possible actions and started thinking about responsibilities and priorities. It is now time to clearly determine what your member association (MA) wants to achieve with your project, and why and how it will be achieved. This is step two of the project cycle.



By formulating detailed objectives, you will have a strong management and communication tool enabling you to motivate all your stakeholders towards a common goal and plan, but first of all you will have to prioritise.

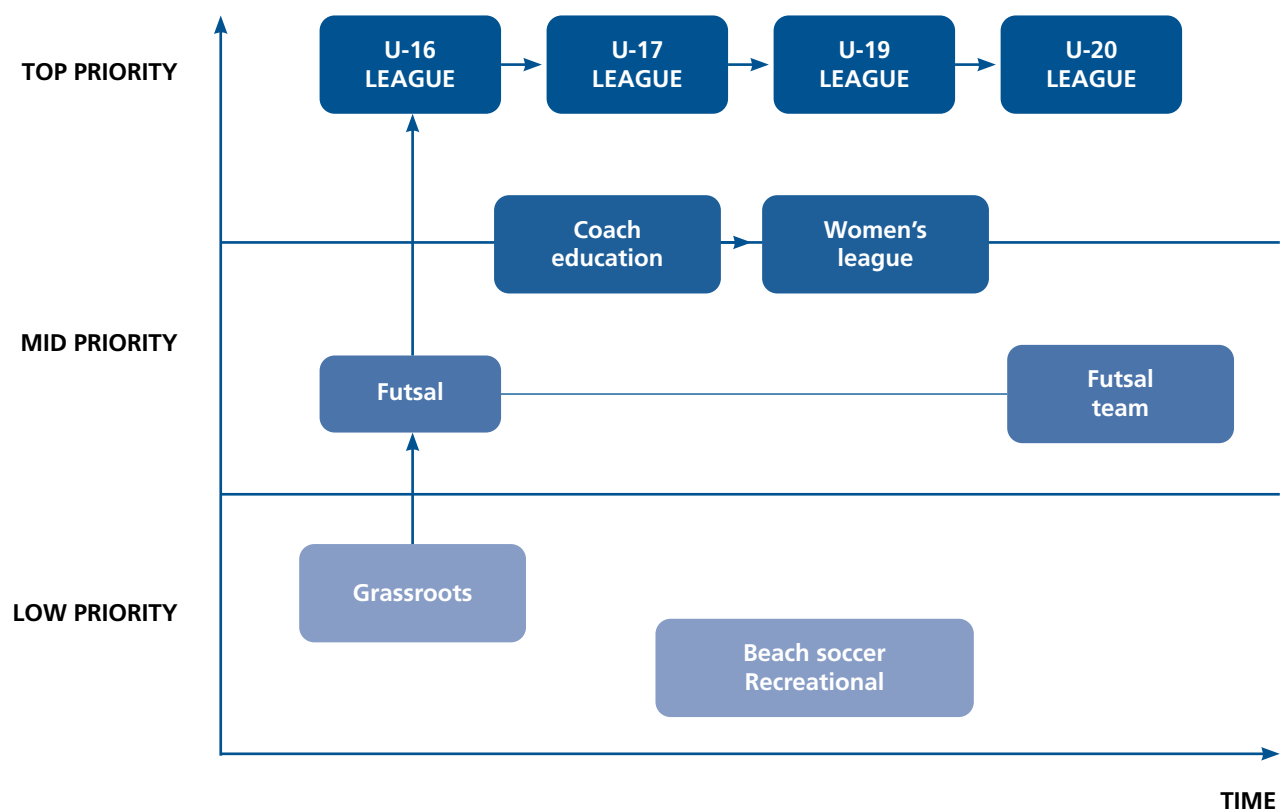


6.1 The need to prioritise

As we have seen in Chapter 3, the technical department is responsible for a vast number of domains and each of them is important in its own right. However, there are very few football associations in the world that have sufficient resources and manpower at their disposal to be competitive in all football disciplines and able to invest consistently in all domains relating to football development. Most MAs face constant shortages of money or human resources and are not in a position to invest in all disciplines and football levels at the same time. Decisions have to be made about where the available resources should be invested first and why. It is a common mistake to develop overambitious projects that prove unviable at the implementation phase because of a lack of resources.

This process is called prioritisation and defines which objectives are prioritised over others. Prioritisation helps the technical director (TD) identify the core activities and maintain a realistic approach during the development process over time.

Below is a simplified example of the prioritisation of development areas in a country with a strong grassroots structure:



Please note that the above example is just one way of prioritising and does not represent a standard template in any way. In a different scenario, grassroots or beach soccer might appear much higher in the table. The way development aspects are prioritised differs from one MA to another, because it greatly depends on the country's specific situation. For instance, a country where grassroots football is already strong will not need to invest heavily in this area and will concentrate on other development aspects. Regardless, the strategic plan (if one exists) should show the way forward.

6.2 Priorities, objectives and sub-objectives

The TD is responsible for defining and shaping the technical development projects in synchrony with the association’s strategy. It is his/her responsibility to take the broad goals (priorities) and expand them into an articulated plan over several years. To do so, it might be necessary to translate each main goal into a sequence of related objectives or sub-objectives and further develop these into an integrated set of activities.

Below is a simplified example of what the “Development of women’s football” priority could look like:

| Priority | Development of women’s football | | | |
|-----------------|--|---|---|---|
| Main objectives | Grassroots | Youth girl’s league | U-17 team | Senior national team |
| Sub-objectives | <div>1. Mixed (boys and girls’ events)</div> <div>2. New ideas to include and attract more girls</div> <div>3. Sensitise families and school teachers</div> <div>4. Increase number and locations of grassroots events</div> | <div>1. Establish U-16 league in cooperation with schools and clubs</div> <div>2. Train coaches and referees</div> <div>3. Support clubs with materials</div> <div>4. Improve playing facilities</div> <div>5. Ensure medical follow-up</div> | <div>1. Scout best talented players in the league</div> <div>2. Organise training camps</div> <div>3. Plan future participation in competitions and friendlies</div> <div>4. Better visibility with larger audience (communications department)</div> | <div>1. Plan to participate in competitions and friendlies</div> <div>2. Facilitate passage of best players from youth teams</div> <div>3. Improve quality of coaches</div> <div>4. Provide visibility with larger audience (communications department)</div> |



The SMART principle

In the example above, main and sub-objectives are listed as a simplified set of desired outcomes or proposed activities. You are now invited to develop the objectives and to define them in full detail in a way that enables the TD and his/her staff to use them for implementation and monitoring purposes. In order to do so, the use of SMART logic is recommended, which means:

- **Specific:** the objectives are detailed in terms of “what” and “how” activities that will be carried out. When reading the description of the objectives, it should be possible to clearly “visualise” what concrete work will be conducted. Abstract and very theoretical objectives are not suitable for implementation.

■ **Example:** create a girls’ U-16 league for next season.

- **Measurable:** the objectives can be measured with definitive or quantifiable methods. While defining the objective, the TD must also define how success will be assessed and should identify measurable benchmarks and clear performance indicators. As explained in Chapter 8, these are the prerequisites for efficient assessment and monitoring.

■ **Example:** the U-16 league is composed of eight teams made up of a maximum of 25 players. Each team will play 28 games (home and away), plus play-off games (semi-finals and final).

- **Achievable:** the objective must be achievable within the time frame provided. Overambitious objectives are useless from an operational perspective, because they relate more to the sphere of aspirations and dreams rather than reality. Objectives must be put in context and defined on the basis of available human resources, money, past experience and the most common obstacles that are encountered in day-to-day work.

■ **Example:** the eight participating teams will be selected among the women’s clubs that already have a talent identification system and established relations with schools.

- **Realistic:** objectives need to be achievable and the realisation of these objectives depends on the right people being aligned to specific responsibilities. For more information on human resources, see Chapter 3.

■ **Example:** the youth league will be the responsibility of the technical department, specifically the head of women’s football, Ms Alice Green.

- **Time-bound:** the objective is given a realistic completion date. The same variables mentioned for the “achievable” point should be considered in terms of respecting deadlines. Past experience is usually a good reference point when it comes to assessing the time needed to meet a given target.

■ **Example:** the league will kick off on 30 September and finish on 30 April. It will adopt an eight-team format for the first year, after which it will be expanded to ten and 12 teams during the following two seasons, with the inclusion of clubs from other regions.

6.3 Approval of technical projects

Before a project can move to the implementation phase, it must be validated by the MA's relevant bodies.

The first step is approval by the relevant committee (e.g. technical or development). The TD should explain his/her programme in detail to the committee members and be able to cite the correct arguments to persuade them to adopt it. It is always suggested that meeting preparations involve approaching the committee's chairperson and informally sharing the main axes of the strategy, so that he/she will have sufficient time to digest it and be in a position to understand and support it during the discussions.

In some cases, the committee will request further validation of its decision by the executive committee (ExCo). In that case, the president of the committee (the TD if he/she has access) will act as the rapporteur during the ExCo meeting. Once again, if the chairperson of the committee is presenting the project, it is important to brief him/her thoroughly and produce all the relevant information for an optimal presentation of the project. A bilateral meeting with the general secretary (GS), even the president of the MA, will also clear the way for their support during the discussion.

6.4 Action plans

Having defined where your MA wants to be, it is now time to take action. The process of developing action plans is based on further breaking down objectives into more precise targets and activities. To do so, you are invited to formulate action plans for each one. As the objectives you have developed act as a road map for implementation, they can be used as the basis for operational activities and tasks which your staff can work towards achieving.

Action plans improve the efficiency and effectiveness of your MA's staff and stakeholders by documenting what is to be done, by whom, how and when. They translate the objectives into a powerful short-term management tool.

Involving staff and discussing if action plans or timelines are realistic, and if there may be other tactics which could be employed more effectively are recommended. By involving staff in this process, you also provide them with information ahead of the activities they will be engaged in. This further integrates them as contributors into the project and ultimately motivates them to take on a more active role in the pursuit of the MA's goals.

The table below is a very simple tool that can be used to set the main objectives and break them down into the relevant activities and responsibilities.

| Objective | Activities | Deadline | Person responsible | Result indicator |
|---------------------------------------|---|---------------------|---|---|
| Develop grassroots football (example) | Organise a grassroots event in the capital city | XX.XX.20XX (year 1) | John Smith, responsible for grassroots and youth football | 1,000 boys and girls participate in one-off event |

| Objective | Activities | Deadline | Person responsible | Result indicator |
|---------------------------------------|--|---------------------|--|---|
| Develop grassroots football (example) | Organise a grassroots event in the main regional towns | XX.XX.20XX (year 2) | John Smith, in cooperation with regional leagues | 10,000 boys and girls participate in the event and 100 potential instructors are identified |
| | Systematise school football and create school competitions | XX.XX.20XX (year 3) | John Smith in cooperation with the Ministry of Education | 30,000 boys and girls play football on a regular basis – at least twice a week. |

(Another practical example can be found at the end of this chapter.)

6.5 Yearly action plan

The importance of yearly planning

Long-term projects define expected results and related activities at macro level and over a longer period (two to four years). Eventually, it needs to be translated and integrated into a form that becomes the support for all operational activities. This form is usually the yearly action plan that defines what will take place during the following 12-month period.

In most MAs, the yearly plan follows the calendar year (from January to December), in line with the budget year. However, it can also be defined in line with the football season, provided it is clearly stated.

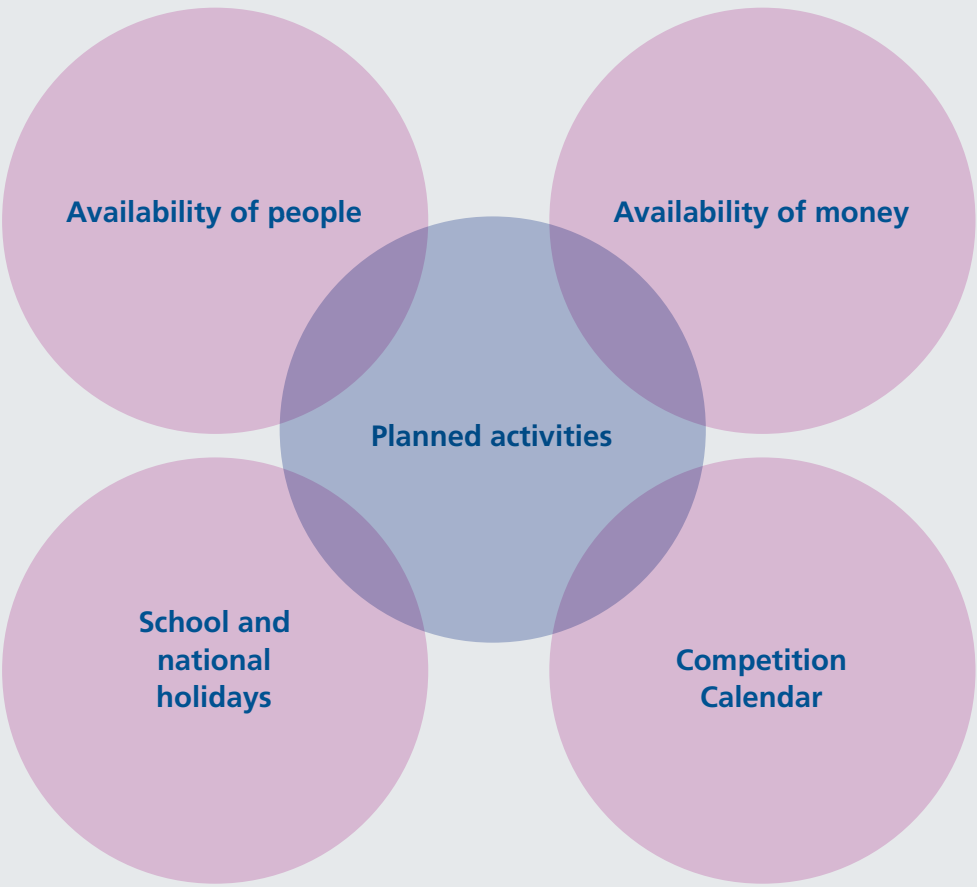
Regardless of how the period is defined, the principle remains the same, which is to set out in advance which activities need to be carried out, in a way that distributes the workload evenly throughout the year and enables good coordination of interrelated activities.

From a TD’s perspective, the yearly plan should include the following:

- strong grassroots structure;
- courses for coaches and coach educators;
- seminars and refresher courses;
- meetings with national-team coaches (senior men’s, senior women’s and youth);
- national grassroots events;
- fixtures for the (elite) youth league(s);
- fixtures for the women’s league;
- training camps for youth national teams (boys and girls);
- fixtures (including friendlies) for youth national-teams (boys and girls);
- fixtures for the senior national-team (for information);
- courses for referees and medical staff (at least for information).

Yearly plan: where to start

Beside the type and number of planned activities, there are several factors that have an impact on a yearly activity plan.



Competition calendar

Although technical development programmes do not usually target elite football, the competition calendar (both national and international) does have an impact on planning. For instance, when the senior national-team is playing, the whole MA is mobilised, including the general secretary (GS), finance department, etc.

When defining the yearly plan, the FIFA match calendars should therefore be taken into account, in particular with regard to periods of the year during which players have to be released by their clubs in order to join their national-team. The FIFA dates are defined on a four-year basis.

A similar approach should be adopted for the main fixtures in national competitions (domestic cup final, big derbies) that could use up a lot of the MA's resources and would make the organisation of other activities (youth national-team games, courses, grassroots, etc.) more complicated.

School and national holidays

When planning yearly activities, all religious and bank holidays should be duly taken into account, especially if most of the population is expected to travel or spend time with their families. It is important to schedule development activities a few days after the end of the holiday, so that preparatory work can be conducted with the full support of MA staff.

Availability of people

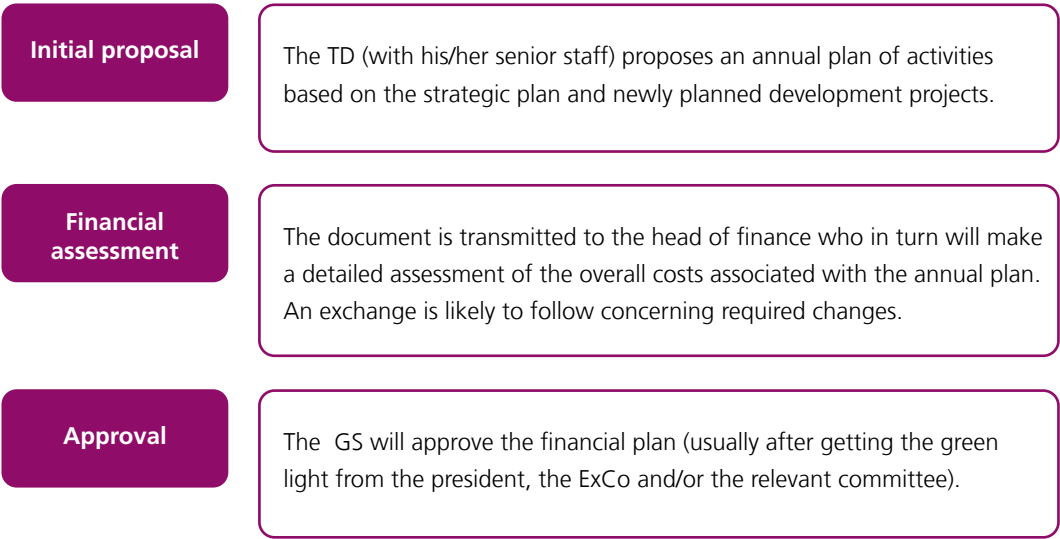
Development activities rely on educators, coaches, referees, medical services, school teachers, players and sometimes the support of various general secretariat departments, and even external organisations (government, non-governmental organisations, sponsors). A careful and reasonable annual plan will make sure that the relevant people can reserve the dates for the planned development activities well in advance. This is particularly important for people with busy schedules, such as the MA’s president or the minister of sports, should they be required to attend (e.g. an inauguration ceremony). From a management perspective, the annual plan is a tool that enables to efficiently manage staff holidays and other types of absences (e.g. studies, FIFA missions, etc.).

Availability of money

For the definition of the annual plan, it is not only important to know how much money is available for development activities, but also when it will be available. The TD should be aware of the association’s cash-flow needs and should coordinate closely with the GS and the head of finance to make sure that the planned activities will receive adequate financial backing. The following section deals with financial planning in more detail.

Financial planning

The yearly budget is the financial component of the association’s annual plan. Considering the importance of money for the organisation of any activity, the TD should be fully aware of the MA’s financial constraints and engage in close cooperation with the GS and the head of finance when it comes to identifying the funds to be allocated to the technical department.



To facilitate the finance department's work and also to have a precise idea of the financial component of the development activities, the TD should keep records of how much standard activities cost on average (e.g. coaching courses, youth national-team games, grassroots events, training camps).

For budgets that start in January, it is suggested that the action plan and any additional contribution be finalised by no later than October (depending on the MA's planning procedure). This will allow sufficient time for the required discussions to be held and for the department's budget to be integrated into the MA's overall budget.

A yearly budget is usually divided into cost types and cost centres that refer to the areas where money is spent and to the department/unit in charge. TDs should be aware of the financial rules related to their cost centres and respect the MA's financial procedures.

Suggestion

There is never enough money and it is rare that there are sufficient resources to cover all needs. Although revenue generation is not part of the TD's core responsibilities, it is also true that he/she has a personal interest in looking for additional resources to fund development activities. Therefore, establishing close cooperation with the head of marketing and coming up with ideas and suggestions for generating additional resources through available means is a recommended strategy. In some cases, the youth or women's competitions can be adapted to make them more interesting from a sponsorship or TV perspective.

Practical example: creating an action plan for a U-17 domestic competition (continued from Chapter 5)

Objective: create a U-17 competition with regional representation over three years
 Given the complexity of structuring the U-17 competition and expanding it to the ten regions, the MA chooses to develop the plan over three years in order to have sufficient time to train coaches, create links between regional leagues and local authorities, and identify focal points who will be in charge of the organisation at regional level.

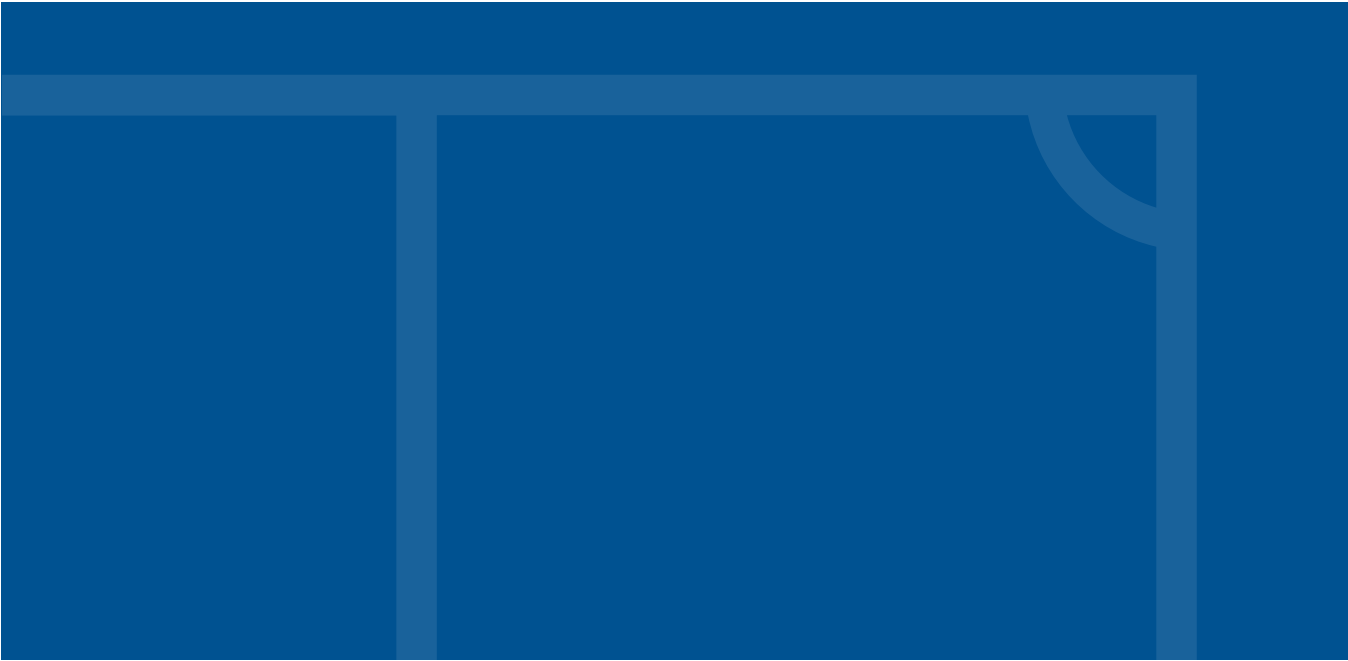
| Activities | Deadline | Person responsible | Result indicator |
|--|-----------|---|--|
| YEAR 1 | | | |
| Drafting and approving competition regulations | May | John Smith, responsible for grassroots and youth football | Competition regulations are in place, approved by the relevant committee and understood by all. |
| Supporting clubs in terms of talent identification and training | May | Support from FIFA and confederation for grassroots projects | Clubs know how to relate to young players and their needs. Scouting and coaching standards are defined and respected. |
| Introducing a player registration system | June | Anne White, responsible for player status in the Competitions Department | All players participating in the competition are registered before kick-off. Systematic age checks are carried out. |
| Selecting and training referees | July | Paul Green, responsible for refereeing within the Competitions Department | A group of 15 committed boys and girls is identified and receives specific education. A certificate is issued to those who fulfil the physical and technical criteria. |
| Start of the competition in the capital city with ten teams that belong to the best Premier League clubs | September | John Smith, responsible for grassroots and youth football | All fixtures are organised on time and the competition runs without interruption. A champion is declared at the end of the season. |

| YEAR 2 | | | |
|--|-----------|--|---|
| Register players in four of the ten regions | May | Anne White, in cooperation with regional leagues | About 800 new players are registered. |
| Courses for coaches and referees | August | Technical Department and Refereeing Unit | 50 coaches receive training corresponding to the C licence. Ten new referees are trained. |
| Starting from school football, create regional competitions in four of the ten regions | September | John Smith, in cooperation with regional leagues. Additional funding secured via FIFA donations and support from local authorities | All players participating in the competition are registered before kick-off. Systematic age checks are carried out. |
| Selecting and training referees | July | Paul Green, responsible for refereeing within the Competitions Department | All fixtures are organised on time and the competition runs without interruption. A champion is declared at the end of the season in each region. |
| YEAR 3 | | | |
| Register players in all regions | May | Anne White, in cooperation with regional leagues | About 1,000 new players are registered. |
| Courses for coaches and referees | August | Technical Department and Refereeing Unit | 60 coaches receive training corresponding to the C licence. 12 new referees are trained. |
| Organisation of competitions in all ten regions plus the capital city | September | John Smith, in cooperation with regional leagues. Additional funding secured from the Ministry of Sports | All fixtures are organised on time and the competition runs without interruption. |
| YEAR 4 | | | |
| Play-off phase organised in the capital city with the winners of each regional competition | April | Technical Department with additional funding from a sponsor | All fixtures are organised on time and a champion is declared. |

CHAPTER 6

TOOLBOX

| | |
|--------------------------------|--|
| Most frequent challenges | <ul style="list-style-type: none"> • High number of needs that make it difficult to prioritise • Lack of planning tools at MA level (no strategy, no annual budget in place) and erratic cash-flow management • Involving relevant people in the planning process • Lack of information on available financial resources • Decisions by ExCo or government are taken at the last minute • Political instability within the MA or the country |
| Necessary skills and knowledge | <ul style="list-style-type: none"> • Capacity to define and shape technical development projects in synchrony with the MA's strategy • Experience to take the broad goals (priorities) and turn them into SMART goals and an articulated plan over several years • Capacity to explain in detail the challenges of the project to a non-expert audience and to convince them of the well-founded approach that is to be adopted • Ability to visualise targets and intuit whether the course of action is correct • Capacity not to be influenced by external pressure or make rash decisions and base the decision-making process on facts and figures from the situation analysis • Capacity to foresee needs and problems, and discuss them with the relevant colleagues or institutions • An understanding of political processes and how to provide timely and relevant input to make progress |
| FIFA support | <ul style="list-style-type: none"> • FIFA Forward Programme • Support from FIFA regional consultants • FIFA's individual mentoring programme for TDs to develop specific leadership skills and knowledge |
| Confederation support | <ul style="list-style-type: none"> • UEFA leadership retreat |



GROWING PROFESSIONALLY FRAMEWORK: PLANNING A PROJECT

*Devote a good amount of time to reflecting on your professional situation and work.
Discuss your solutions with your mentor.*

What are or will be your main challenges in your project planning cycle in the coming months?

(What are the tasks/challenges?)

What knowledge or skills will help you to perform well in this area?

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/FIFA consultant/leadership cell/additional network)?

(Who/how/which solutions?)

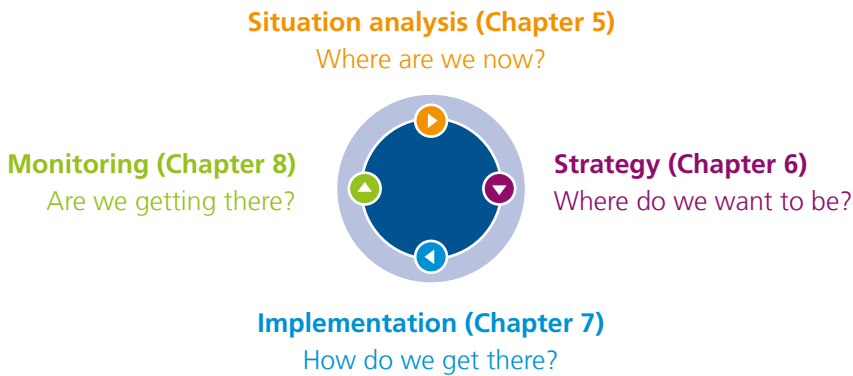
Set deadlines:



IMPLEMENTATION

7. Implementation

Having completed the situation analysis, you have identified the baseline of your project by analysing your football environment. You now understand the strengths, weaknesses, stakeholders, resources, opportunities and challenges linked to your project. You have also defined possible actions and started thinking about responsibilities and priorities. It is now time to clearly determine what your member association (MA) wants to achieve with your project, and why and how it will be achieved. This is step two of the project cycle.



Implementation is probably the most difficult part of the project cycle. The objectives and action plan you have developed act as a road map for implementation. Moreover, responsibilities are clearly assigned, precise deadlines are set, and costs are estimated and documented. Staff can now perform their activities with greater clarity, but a high number of variables and challenges must be taken into account, some of which cannot always be accurately foreseen.

Project implementation is a learning process. Working on a project may entail leaving the day-to-day work to one side and exploring new fields, which can be very beneficial. The benefits you should expect from implementing action plans within your MA include:

- staff that are motivated to achieve defined objectives;
- improvement in the department's ability to develop and execute plans;
- improved time management and efficiency;
- better collaboration and communication within the technical department and with other departments;
- improved department focus on its objectives and operations;
- empowerment of department staff to take an active role in developing football;
- an instilled sense of accountability and responsibility within the department;
- improved financial planning and responsibility; and
- improvement in how organisational and employee performance are measured.

Furthermore, you should also incorporate action plans into each employee's job description and yearly performance review.

The importance of a realistic approach to implementation (R.E.A.L.I.S.M.)

When implementing a project, the TD must aim high while keeping his/her feet firmly planted on the ground. Developing new programmes, particularly in small MAs that lack human and financial resources, is a difficult task. Achieving results is often much tougher than initially anticipated and the TD must always be aware of the practical obstacles that he/she will face during implementation and try to anticipate them. Realism is demanded.

Realism is a very important principle of the implementation process which can be defined as follows:

- **Rooted in experience:** the TD must start the implementation process based on what he/she knows and has already experienced or what he/she knows from the experience of others. The baselines (budget, number of activities, etc.) must be set in accordance with information from previous analysis and planning steps.
- **End results:** the very meaning of implementing a project is to achieve concrete and quantifiable results (see the SMART principle in Chapter 6). Implementation is of little use if it does not achieve the expected results.
- **Amendable:** implementation must be adapted if the situation changes or unexpected challenges present themselves. In many cases, the original project plan will have to be updated as a result.
- **Long-term:** implementation has to be integrated into the long-term framework.
- **Integrate all variables:** all the key factors that can lead to success or failure must be taken into account. It is important to be objective in the initial assessment and pay particular attention not to overstate opportunities or underestimate risks.
- **Short term:** long-term planning is made up of a combination of short-term activities. The meaningful integration of the short and long term is the key to a realistic approach and successful implementation.
- **Monitor:** did we take the right path? What indicates that we are doing the right thing? Did we make the right initial assessment? What has changed?



Anticipation of foreseen challenges

Over the course of implementing a project plan, it can help to keep an eye open for emerging difficulties. During your SWOT and resource analysis at the beginning of the project cycle, you should have already anticipated numerous difficulties and challenges, but only reality will show you how stakeholders understand and do their job, and if your budget plan can be fulfilled.

See what could happen in our U-17 competition project (continuation of chapters 5 and 6) below.

Competition regulations (example)

There is a lack of competence within the MA concerning the drafting of the regulations. John Smith is a very good technical person, but has never drafted regulations and appears lost. It is already March and there is no trace of any draft. The Technical Director calls a colleague from a neighbouring country who just implemented a similar project and he sends him his regulations. With some adaptations, they can be used for the same purpose. The Technical Director meets with the chairperson of the Competitions Committee who revises the draft and gets it approved at the next committee meeting. Although delayed, the regulations are ready. Smith organises a meeting with all Premier League clubs in the capital city and explains the project and its phases. There is interest in participating in a U-17 competition from 12 of the 16 clubs. A long discussion ensues about the number of teams allowed and eventually it is decided that the number will go up from ten to 12.

Registration system (example)

FIFA Connect, the player registration system, is deployed, but Anne White, the person in charge within the Competitions Department, is on maternity leave and there is nobody to replace her. Time passes and nothing happens. After a meeting between the General Secretary, the Technical Director and the Competitions Director, it is decided that a replacement will be found. Although the person is not as competent as White, the registration process begins.

When all the players have been registered, several complaints are filed by clubs about age-cheating. Some random controls confirm this to be accurate. The person in charge of registrations used the documents provided by the clubs and did not conduct any cross-checks. The whole registration process needs to be done from scratch. It is already August and the competition is due to start in two weeks. After discussion with the General Secretary and the Competitions Department, they decide to postpone the kick-off date until October to allow proper age verification. Smith is asked to support the Competitions Department and he contacts all the schools where the players study to verify the enrolment dates. After the checks, 35 players are disqualified and six clubs are fined in accordance with the competition regulations.

Start of the competition (example)

In spite of the announcement of the fines being part of the regulations and the meeting which was organised with the Premier League clubs, six of them decide to withdraw from the competition in protest. The club owners also declare that they will not vote for the President of the MA in the next elections. The President is angry with the Technical Director and asks for an explanation. The Technical Director meets the President and the General Secretary to provide all details about the problems encountered. He/she is supported by the chairperson of the Competitions Committee (a close friend of the President) who is a judge at the Constitutional Court and is very strict when it comes to respecting regulations. The President then calls the clubs' owners to discuss the issue and two of them apologise. They pay the fine and participate in the competition. The other four – who have always been opposed to him – decide not to take part in the competition. Following their withdrawal, the number of clubs participating in the competition is reduced to eight. To compensate for the reduced number of fixtures, a post-season knock-out phase composed of semi-finals and final is added to the calendar.

After a one-month delay, the first match takes place: the Vegetarian Lions beat the Vegan Panthers 3-2. Over 500 students from neighbouring schools attend the match. National TV and radio channels send journalists to cover the event that is described as the “first elite youth match ever played in the country”.

Action plan development

Action plans and formulated budgets must be shared among all staff within the project to ensure their effective implementation. In an ongoing process, development has to be regularly monitored and evaluated, which links to the next step of the project cycle (see Chapter 8). The results of the implementation should be documented in an action plan development worksheet, which should include the activities, responsibilities and results of a project at the very least.

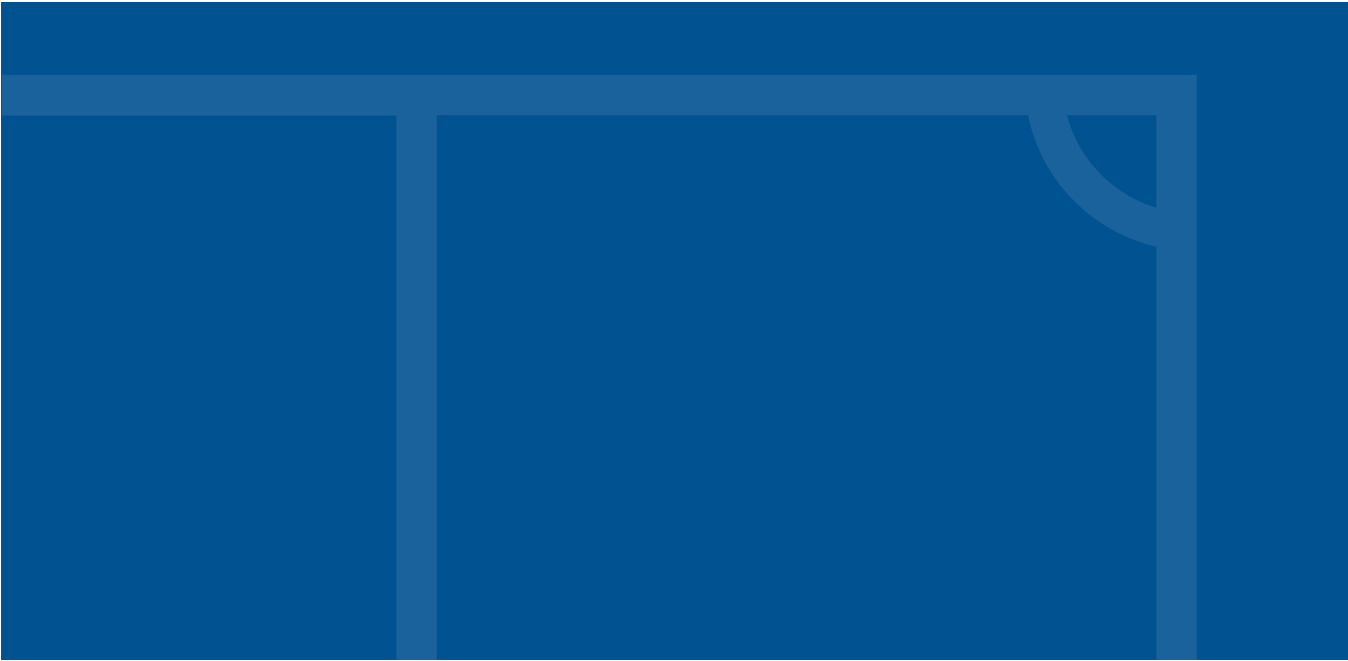
Please see a practical example related to the implementation phase of the U-17 competition project (continued from chapters 5 and 6). We will only focus on the first year.



| Action plan development worksheet | | | |
|--|-----------|---|--|
| Activities | Deadline | Person responsible | Result indicator |
| YEAR 1 | | | |
| Drafting and approving competition regulations | May | John Smith, responsible for grassroots and youth football | Competition regulations are in place, approved by the relevant committee and understood by all. |
| Supporting clubs in terms of talent identification and training | May | Technical Director | Clubs know how to relate to young players and their needs. Scouting and coaching standards are defined and respected. |
| Introducing a player registration system | June | Anne White, responsible for player status in the Competitions Department | All players participating in the competition are registered before kick-off. Systematic age checks are carried out. |
| Selecting and training referees | July | Paul Green, responsible for refereeing within the Competitions Department | A group of 15 committed boys and girls is identified and receives specific education. A certificate is issued to those who fulfil the physical and technical criteria. |
| Start of the competition in the capital city with ten teams that belong to the best Premier League clubs | September | John Smith, responsible for grassroots and youth football | All fixtures are organised on time and the competition runs without interruption. A champion is declared at the end of the season. |

CHAPTER 7 TOOLBOX

| | |
|--------------------------------|---|
| Most frequent challenges | <ul style="list-style-type: none"> Defining clear priorities in line with the national football philosophy and coherently integrating activities into the project Obtaining the required resources and maintaining funding throughout the organisation of the activity Applying the action plan as per the road map Coordinating the different actors within and outside the project Ensuring department staff take on an active role in developing football projects Promoting effective collaboration and communication within the department and with other departments Running regional associations efficiently Ensuring clubs understand regulatory content Dealing with unforeseen obstacles and difficulties |
| Necessary skills and knowledge | <ul style="list-style-type: none"> A mix of technical, strategic, analytical and practical skills that enable activities to be held and results to be achieved Outstanding organisation and communication skills enabling the coordination of different actors Good time management Excellent relationship with the GS and chairperson of related standing committees Give effective feedback: praising good performance and offering corrective suggestions |
| FIFA support | <ul style="list-style-type: none"> Technical manuals and DVDs: youth football, women’s football, grassroots development, beach soccer, futsal, goalkeeping, fitness FIFA Technical Leadership Programme Technical and organisational support at regional level (FIFA regional technical consultants) Technical and organisational support through external experts and consultants Participation in the funding of grassroots festivals, as well as local youth and women’s competitions |
| Confederation support | <ul style="list-style-type: none"> Financial support Club licensing programmes |



**GROWING PROFESSIONALLY FRAMEWORK:
PROJECT IMPLEMENTATION**

Devote a good amount of time to reflecting on your career. Discuss your solutions with your mentor.

What are or will be your main challenges in this regard in the coming months?

(What are the tasks/challenges?)

What knowledge or skills will help you to perform well in this area?

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:

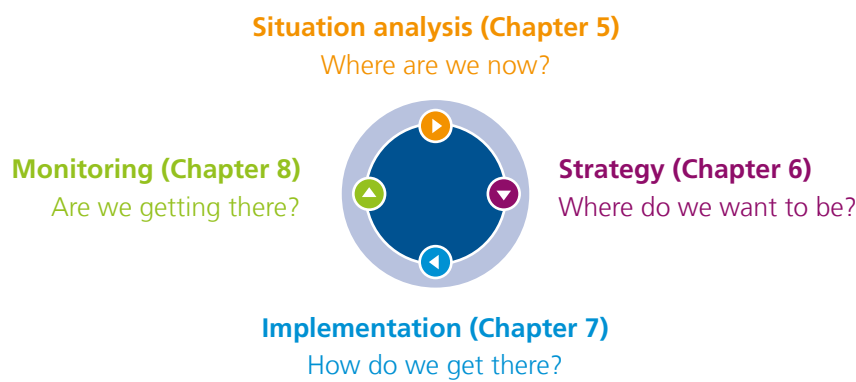
8

MONITORING AND EVALUATION



8. Monitoring and evaluation

Chapter 8 focuses on the last phase of the project cycle: monitoring and evaluation.¹ As important as planning and implementing a project plan are, without monitoring and evaluation of the implementation, it is nothing more than a static situation.



From a technical director’s (TD) perspective, monitoring and evaluation ensure that the quality of the activities organised is in line with the defined objectives and that relevant feedback is received based on the results of said activities in order to plan for the following project cycle. It is a very important general task for the TD and an integral part of any project and all major activities within the technical department. It is worth considering instituting systematic monitoring for an annual progress review.

As exemplified by the diagram above, such monitoring becomes the starting point for the analytical phase for the next period of long-term planning and provides practical input and case studies on what went right or wrong.



¹ The term includes similar, complementary and related concepts such as quality control, outcome analysis and assessment. Monitoring is an ongoing process to see if activities are on track. Evaluation is done on a periodic basis to measure success against the objective.

8.1 Monitoring implementation

How will you know if you have achieved the project's objectives? Once you've broken down your objectives into key activities, you need to define how to track them as well as the main impact of your project. This is called monitoring and it should be done from the beginning. Monitoring is an activity that ensures that the implementation and progress of the project are accompanied and supported. On a personal level, this ensures that relevant parties are driven and always held responsible and accountable for the execution of the action plan.

The benefits of monitoring are:

- ensuring that the project's action plans are being executed as planned;
- continually reinforcing the project among staff;
- acting as an early warning system to identify and anticipate potential problems and risks, allowing time to manage and navigate;
- encountered problems have to be clearly stated and analysed in detail. Only by identifying obstacles is it possible to improve in the future;
- providing guidance to recover and get back on track when problems arise;
- improving communication within the member association's (MA) technical organisation and with its stakeholders;
- instilling a strong culture of discipline, accountability and responsibility among staff; and
- acting as a tool for employee performance reviews.

The first aspect of monitoring is to ensure that the project plan is utilised as a dynamic management tool and not just confined to a shelf. It must continually be used as a guide and road map for activities. Using the plan is critical to implementation and, in many cases, the absence of monitoring is the underlying factor leading to an unsuccessful project.



The second aspect that should be considered is how often monitoring is carried out. You should monitor the performance of your project plan on a regular basis. The frequency of monitoring activities and meetings depends on the nature of the project. For new youth competitions, that may be quarterly; for a new coach education programme, yearly. To ensure that your monitoring discussions or meetings are effective, they should be strictly for discussing the project and should not include discussions of other matters or be an agenda item as part of another meeting.

The main tools for following and supporting implementation are discussions and meetings. These must be well organised. Before you hold project plan monitoring meetings, each head of department should complete an evaluation worksheet and forward it to the TD or another designated project head for review. The project head is required to indicate the completion percentage of the task on this project monitoring worksheet. He/she may also note any relevant issues which have arisen.

Project monitoring worksheet

| Member association: | | | | Evaluation date: |
|----------------------------------|--|----------------|-------------|---|
| Department or key function area: | | | | Head of department: |
| Goal: | | | | |
| Objective: | | | | |
| Action plans | Milestone date (and expected completion date) | Responsibility | Measure/KPI | Completion status (circle one or type different) |
| | | | | 0% 25% 50% 75% 100% |
| | | | | 0% 25% 50% 75% 100% |

Every objective that can be marked as “completed” is a step forward for the MA in terms of achieving goals. Every major success can be formally noted by management and then communicated to the relevant stakeholders.

8.2 Evaluation

One of the main objectives of step 4 of the project cycle is the assessment of the actual outcome against expected results. Evaluation must compare the results of implementation against its goals and objectives. By comparing what was planned with what actually happened, we learn what is working well and what has to be changed in the future.

Some of the basic principles behind evaluation exercises include:

- always keeping in mind what the expected outcome was before the activity was organised;
- not overstating or understating numbers or outcomes. Evaluation is not meant to justify oneself vis-à-vis direct superiors. It serves as a strategic management tool and is the foundation for future decisions, so it must be based on facts;
- encountered problems having to be clearly stated and analysed in detail. Only by identifying obstacles it is possible to improve the activity in the future;
- keeping it short and straight to the point: assessments serve an operational purpose; and
- leaving a written record for future reference, otherwise the exercise will be forgotten and lost.

The stakeholders involved in implementing the plan, as well as the senior management responsible for executing it, should come together in a workshop format to review the project plan and evaluate its implementation. For each goal, the following must be considered at this workshop:

- Are the objectives and plans still relevant and realistic?
- What issues and constraints, if any, have arisen that may prevent the goal from being reached?
- Should the target be revised either in terms of content or time?
- What tasks have been carried out towards achieving this goal?
- What financial resources have been used to date?
- What remains to be done to complete the project within the time frame?

A written record should be made of the outcome of such a discussion or workshop. This can later be presented in committee or Executive Committee (ExCo) meetings, and sometimes even used in the MA's annual report.

Practical example: creation of a U-17 competition (continued from Chapter 7)

The evaluation phase of the U-17 competition project, in which the expected results defined at the planning phase are compared with what actually happened, is presented in the example below.

| Result indicator | Assessment | Comment |
|---|--|--|
| Competition regulations in place, approved by the relevant committee: respected and understood by all | High-quality regulations enabled dispute resolution and the maintenance of a good level in the competition. There were some delays in drafting but with no major negative impact. | Lack of capacity within the MA regarding regulatory matters: it is suggested that the issue be addressed in future by contracting an external expert on an ad hoc basis. |
| All players participating in the competition are registered before kick off. Systematic and thorough age checks to be carried out | Delays in the registration process and lack of controls represented a serious threat to the project, causing delays and strong tension with some clubs. | The Competitions Department to appoint a competent person. New rules on player registration must be established to prevent age-cheating. |
| All fixtures are organised on time and the competition takes place without interruption | The delay to the kick-off date and need to change the competition format at the last minute created some problems, but otherwise fixtures were respected, with only some minor issues. | For the following year, no major obstacles are expected at competition level in the capital city. |

Additional elements to be monitored and assessed

Level and quality of referees (assessed in cooperation with the Refereeing and Competitions Departments): generally speaking, the referees were not prepared for the high level of the competition. There were many contested decisions and some referees did not have the ability to officiate games under pressure from the public.

Action taken: additional training and recruitment have to be scheduled for the following year.

Level of the game and players (assessed by the Technical Department and coach educators): the majority of games were assessed using an analytical chart for team performance (see section 5.2). The results were included in a database and show clear strengths in technical skills and clear deficiencies in construction of the action and ball position.

Action taken: introduce changes to coach education content.

Level of coaching (assessed by the Technical Department and coach educators): Some training sessions were assessed, showing a varying degree of capacity by the technical staff at club level. Some coaches were not qualified for their position at elite youth level.

Action taken: update the requirements for the coach licensing system and organise refresher courses before the beginning of next season for these categories.

Communication approach (managed by the Communications Department): very good coverage of the fixtures by radio. TV covered the first game and the play-off phase, with the final broadcast live. Clear interest by the printed media and great success on social media, in particular on Facebook and Twitter. Generally speaking, the visibility of the competition was very good.

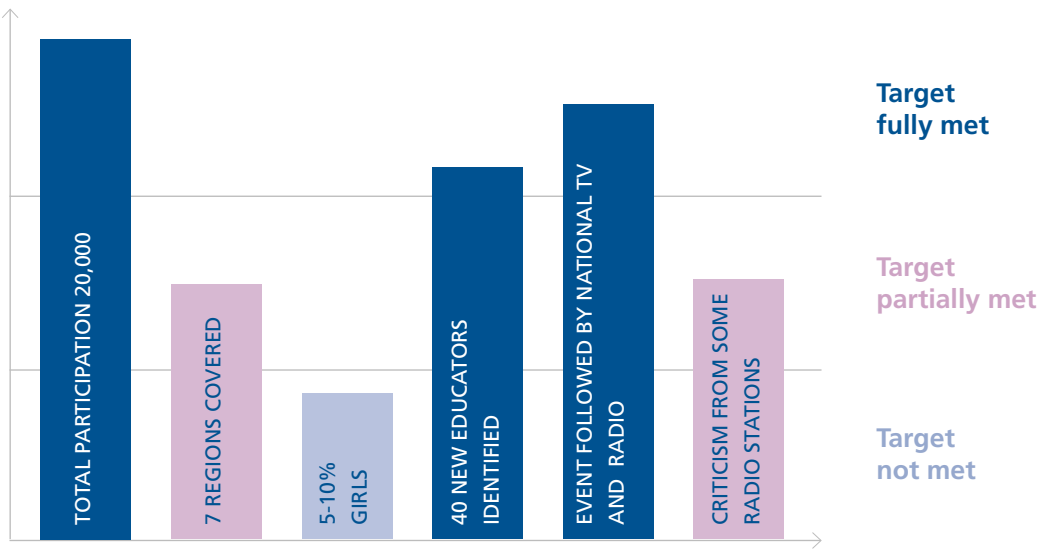
Action taken: Marketing Department to contact potential sponsors to exploit the high level of visibility.

8.3 Monitoring grassroots

Monitoring and evaluation are directly related to the previous phases of the project cycle (analysis, strategy and implementation), and the themes that were the focus of activities. This may, of course, be different for each MA and greatly depends on the long-term development plan. Nevertheless, some themes constitute the core business of any TD’s work and will always need to be evaluated. They include grassroots, the coach education programme and youth football.

As mentioned several times in this handbook, grassroots activities are the bread and butter of any TD and evaluating the outcome of festivals and other grassroots programmes year on year is one of their key tasks. As we saw in section 5.2, grassroots level is primarily associated with quantity indicators. Numbers are a good benchmark of success because they indicate participation (number of players), opportunities (number of games and festivals) and geographical distribution (number of regions/provinces).

Below is a simplified graph that can be used to monitor and evaluate grassroots activities:



Example of assessment for nationwide grassroots festivals

| Targets | | | Target fully met | Target partially met | Target not met |
|---|---|--|------------------|----------------------|----------------|
| Initial objective | Outcome | Comments | | | |
| Primary targets | | | | | |
| Technical skills under pressure for a three-day grassroots festival | A total of 20,000 boys and girls participated. | The very high level of participation caused some minor organisational problems. | X | | |
| Cover all ten regions and about 50% of the primary schools | Only seven out of the ten regions were covered. Within each region, about half of the schools participated. | Roadblocks (bad weather) prevented the event from being held in two regions. Another region did not participate due to a communication problem with the Ministry of Education. | | X | |
| Ensure participation of at least 30% girls | 5-10% of the participants were girls. | Families prevented girls from joining the grassroots festivals despite their interest. | | | X |
| Identify 30 educators to replicate the activity at community level | Around 40 educators gave availability for similar activities in their community. | Great interest from the educators. Around ten are experienced and participated in courses. The rest needs to be trained further before they can work autonomously. | X | | |
| Secondary targets | | | | | |
| Improve the visibility of development programmes | All the regional radio stations made special broadcasts. The event was shown on national TV. | Great popular participation and excellent coverage by local and national broadcasters. The communication campaign of the association was very efficient. | X | | |
| Improve the MA's image | Credit shared with the Ministry of Education. | Some local broadcasters kept mentioning the senior national team's bad results. | | X | |

In the above example, it is clear that the activity generally achieved the expected results. However, despite massive success with boys, the participation of girls was below the set objective. This is the main issue to be addressed ahead of the next round of grassroots festivals. Other relatively minor issues, such as the communication problems with the ministry of education and the radio stations’ insistence on mentioning the national team’s poor results, can also be taken into account. One problem (the roadblocks) was clearly beyond the MA’s reasonable control.

The above is just an example that can be adapted to the type of activity and the specificity of the country. With the necessary changes, it can be used to evaluate similar activities (e.g. amateur football).

8.4 Monitoring coach education programmes and coaching licences

The number of courses and coaching licences within a country is a good indicator of the motivation and the work conducted by the technical department. An MA that organises 20 courses per year is indeed more dynamic than one that organises two or three. However, quantity alone (e.g. number of educators, number of courses organised, number of licensed coaches at different levels) is not a guarantee of results and needs to be measured against the quality of the teaching.

Quality control will ensure that participants actually learn the key concepts on the course curriculums and that this new knowledge is used and applied on a daily basis during training at clubs or schools.

Quantity and quality can be measured through statistics and ad hoc evaluation. Below are some suggestions for the main criteria to be taken into account and the tools used for assessment.

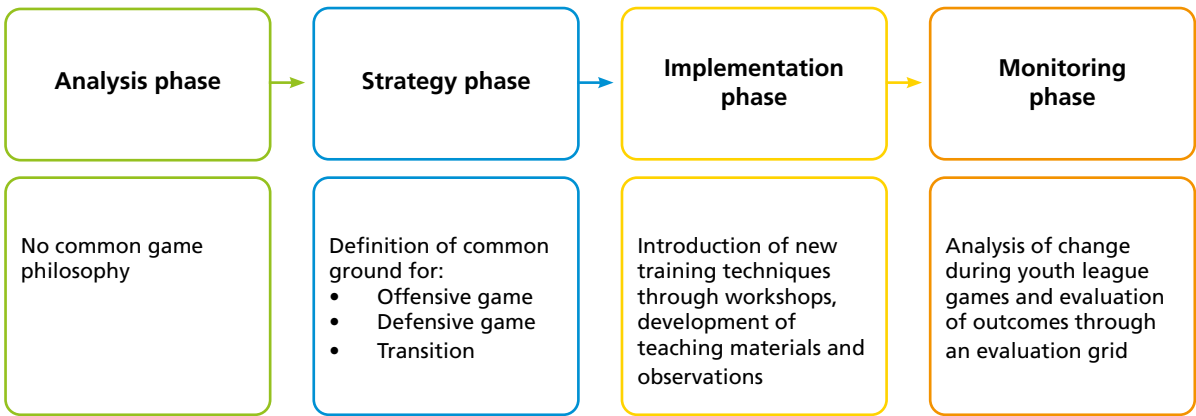
| Criteria | Tools | Person in charge | Format |
|---|--|--|---|
| Quality of the education sessions on coaching courses | Observations, reports and feedback from coach educators, participants and – in the long term – clubs | Head of coach education and/or TD | Paper/electronic reports together with the PowerPoint presentations used during training |
| Number, level and profile of the participants at different levels | Precise statistics and profiling (ideally with the use of a database) | Head of coach education and/or unit in charge of the IT and database systems | Paper/electronic reports together with the PowerPoint presentations used during training |
| Implementation of the coach licensing system | Control of diplomas | Technical department, league and/or club licensing department | Cross-check information (database and information from clubs) |
| Coaches’ activities at club level | Assessment during selected/random visits to clubs | Technical director, head of coach education and/or another person with sufficient experience | Checklists that can be organised into statistics or other support based on the MA’s football philosophy |

It is to be noted that the level of the coaching course must be in line with the identified needs. Therefore, when we speak about quality, it does not mean that all the curriculums must be at pro-licence level. The content of each course must be assessed according to initial objectives, the experience of the participants, as well as the coach licensing level (A, B, C, etc.). Quality means efficiency in delivering the course content and adapting it to the type of audience and their capacity to learn.

It goes without saying that the person in charge of assessing the results of the education programmes should have some degree of independence and should not be the same person that organised the activity.

8.5 Monitoring youth football development

Another typical domain that requires systematic monitoring and evaluation is the evolution of the quality of the game at elite youth level (U-17/19). This type of activity is directly linked with the assessment made during the first phase of the project cycle (see Chapter 5). While the first assessment identifies certain technical, tactical, physical or mental weaknesses to be addressed, the second assessment (during the monitoring phase) evaluates the level of improvement after an action (one season) is taken.



The above is, of course, just a simplified example and monitoring will be defined according to the type of expected outcomes and activity that it relates to. In the long run, the monitoring and analysis phases will greatly overlap. In addition, for certain key technical issues, the TD will decide to establish an ongoing monitoring mechanism that will constantly evaluate the situation.



Below are some suggestions for the main criteria to be taken into account and the tools used for assessment.

| Criteria | Tools | Person in charge | Format |
|---|---|--|--|
| Youth national-team results assessed in light of the objective set for the match and the opponents' level | Results of the fixtures, confederation ranking/ coefficient, where applicable | TD, and person responsible for youth national teams and national-team coaches | Analytical report containing annotated figures |
| Youth national teams' quality of play from a technical and tactical perspective | Game analysis that takes the MA's playing style into account | TD and person responsible for youth national teams | Reports and animated analysis |
| Quality of play during elite competitions (U-15, U-17 and U-19) | Game analysis that takes the MA's playing style into account | TD, person responsible for elite youth competitions, coaches of youth national teams and head of coach education | Reports and animated analysis |
| Physical condition of elite youth players (national team and club level) | Relevant physical tests | Competent staff in the technical department and at clubs | Test results with comments |
| Number of youth players recruited by senior elite clubs (1 st and 2 nd division) | Player licence database | Competent staff in the technical department in cooperation with the competitions department | Statistics with comments |

Other relevant criteria include:

- number of players who join the youth national team (to assess the level of each football academy);
- level of development at youth teams within professional clubs;
- income generation through the sale of home-grown players;
- level of goalkeeping training;
- percentage of qualified elite youth coaches compared to the total number of coaches in the country; and
- elite and grassroots youth league structure.



8.6 Monitoring Women's Football

Women’s football is typically another domain of technical development that is regularly monitored and assessed by the TD.

Below are some suggestions on the main criteria to be taken into account and the tools used for the assessment.

| Criteria | Control mechanisms | Person in charge | Format |
|---|--|---|--|
| Women’s national-team results in light of the objectives set for the matches and level of the opponents (both senior and youth) | Results of the fixtures, FIFA ranking | TD and person responsible for the women’s national teams | Analytical report containing annotated figures |
| Women’s vs vs’ quality of play (both senior and youth) | Game analysis that takes the MA’s playing style into account | TD and person responsible for women’s football and national-team coaches | Reports and animated analysis |
| Physical condition of the players | Relevant physical tests | Competent staff in the technical department and at clubs | Reports and animated analysis |
| Physical condition of the players | Relevant physical tests | Competent staff in the technical department and at clubs | Test results with comments |
| Number of youth players recruited by senior elite clubs | Player licence database | Competent staff in the technical department in cooperation with the competitions department | Statistics with comments |

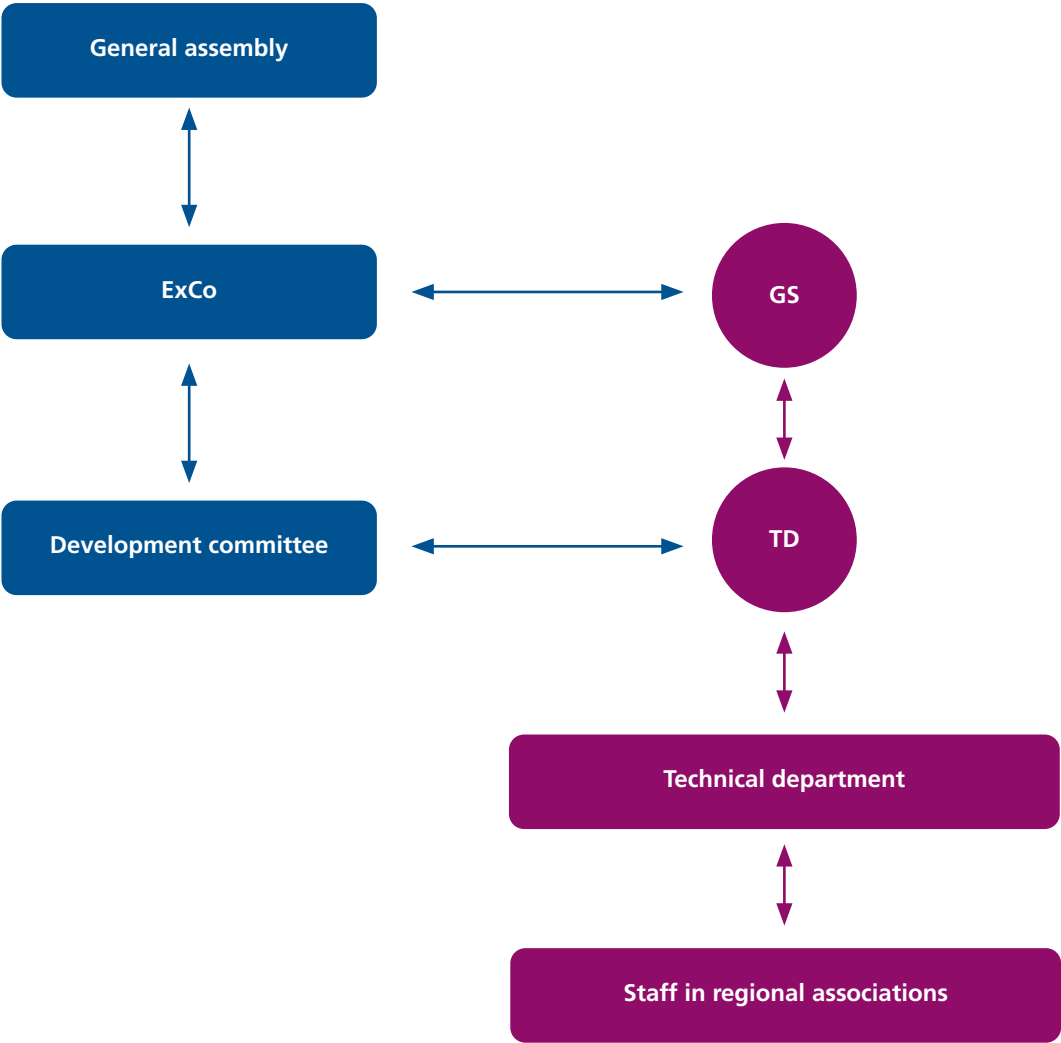
Other relevant criteria include:

- number of female coaches at different levels and percentage of total number of coaches; and
- number of youth players recruited by senior elite clubs (many female players stop their career at a relatively young age).



8.7 The supervisory role of the committees and management responsibilities

The monitoring phase of the project cycle is not only related to the management supervision that is conducted by the technical department and the general secretariat, but it is also directly linked to the supervisory roles played by the ExCo and the relevant committees that we can define as “statutory supervision”. The chart below describes the interaction between “management supervision” (blue line) and “statutory supervision” (red line).



As you can see, the TD is linked by three arrows: he/she has to report to the relevant committee (statutory supervision), is supervised by the general secretary (GS) and supervises the technical staff (both management supervision). The monitoring phase will provide input and material for these three key links.

The supervisory role of committees

As we saw in Chapter 2, in addition to advising and assisting the ExCo in fulfilling its duties, the standing and ad hoc committees should play an active role in approving and supervising the work conducted by the general secretariat and the departments but not intervene in daily business. In any given MA, there might be a number of technical-related committees and the TD must be fully aware of his/her reporting duties.

Committees meet two to three times a year on average, therefore their supervisory role is at macro level. In essence, it concerns whether the project plans have been implemented or the daily work is done well. The monitoring and evaluation role is mostly based on reports and/or presentations to the committee (statistics, analysis, quantitative and qualitative data, etc.).

Management supervision

Management supervision is one of the primary responsibilities of the GS and it concerns the assessment of how the senior management of the general secretariat as a whole has advanced in the achievement of the identified objectives. Management supervision is the process that defines whether each identified objective or its components has been carried out according to plan. The indicators for the assessment usually include:

- Time: were deadlines respected? If not, why not?
- Quality: was the outcome in line with expectations? If not, why not?
- Efficiency: how was the activity carried out and what were the organisational challenges (internal/external communication, validation processes, contact with third parties or regional associations, etc.)?

Supervision of the technical department

Supervision, monitoring and mentoring of technical staff is one of the TD's primary responsibilities (see chapters 3 and 9). In cases where the employees have high levels of autonomy, they will be assessed on the overall outcome related to the goals or objectives that were assigned to them and that should be clearly stated in their job descriptions (e.g. organisation of youth league, grassroots development, development of futsal, etc.). Otherwise, they will be assessed on the basis of fixed benchmarks related to their efficiency (e.g. capacity to meet deadlines, rigour in carrying out tasks, leadership, personal commitment, etc.).

It is to be noted that the process should be a learning and development tool and help staff adapt and improve their working methods in the future (see Chapter 9). The failure or partial implementation of given activities is not always related to individual faults. In order to analyse the root causes, you have to look into some of the following:

- Were the tasks sufficiently clear and precise (quantitative and qualitative) to provide guidance for the staff or enable an objective assessment? Were they formalised in writing?
- Did unpredicted external factors jeopardise the activity (e.g. budget cuts, withdrawal of teams, etc.)? How can these be minimised in the future? How can the situation analysis be improved?
- Better internal communication and clarity of roles can improve efficiency. How should people communicate?
- If the activity is new, were there foreseeable gaps in the training and knowledge of the staff? How can these aspects be addressed in the future?
- The above analysis will also provide valuable information for assessing the performance of technical staff and their professional growth (for relevant mentoring techniques, see Chapter 9).

CHAPTER 8

TOOLBOX

| | |
|--------------------------------|---|
| Most frequent challenges | <ul style="list-style-type: none"> Explaining the importance of monitoring and constant evaluation to all relevant staff The identification of staff members with objectives and performance indicators Taking enough time for monitoring tasks Drawing a clear line between “management supervision” and “statutory supervision” and defining the clear division of responsibilities between technical departments and related committees Creating the possibility to discuss failure or unachieved targets in an objective way, without personal blame Clearly define and follow up with tools to track levels of accountability (task management) |
| Necessary skills and knowledge | <ul style="list-style-type: none"> Use of the correct methodology (e.g. checklists and analysis tools adapted to the type of assessment) Hands-on experience that provides the basis for improvements year after year and enables the creation of institutionalised practice Capacity to delegate non-essential tasks (e.g. administration) and concentrate on the core business (e.g. visits to clubs and regional associations, relations with coaches) Delegation of responsibility to staff over time Contact and collaboration with specialised professionals (e.g. research centres and universities) Capacity to present in an efficient and concise way to the president, ExCo, GS and the general public (including presentations to committees, annual reports, media information material, etc.) |
| FIFA support | <ul style="list-style-type: none"> FIFA regional technical consultants FIFA capacity-building and individual mentorship programme |
| Confederation support | <ul style="list-style-type: none"> Confederation TD or regional officer |



GROWING PROFESSIONALLY FRAMEWORK: PROJECT MONITORING AND EVALUATION

*Devote a good amount of time to reflecting on your professional situation and work.
Discuss your solutions with your mentor.*

What are or will be your main challenges on project monitoring in the coming months?

(What are the tasks/challenges?)

What knowledge or skills will help you to perform well in this area?

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/FIFA consultant/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:

9

HOW TO GROW
PROFESSIONALLY



9. How to grow professionally

Like any other senior manager, the technical director (TD) has the professional need to constantly build on his/her knowledge, skills and experience to become a real expert in the job.

First of all, there is a professional obligation to improve. Local and world football is changing. Anybody who watches a match from 20 or 30 years ago – even a non-expert – can clearly see the striking difference with today's game in terms of speed, tactics, collective play and individual technique. Similarly, development activities like grassroots football in clubs, schools or communities have reached an incomparable scale.



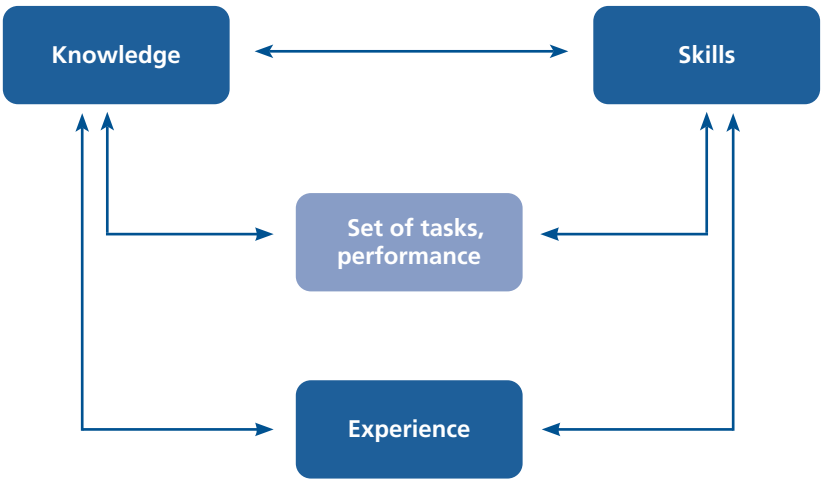
Alternative football disciplines such as futsal and beach soccer are on the up. Moreover, football is growing professionally by the day. Member associations (MAs), regional associations and clubs help their staff to grow professionally and the collaboration with other branches (academic institutes, scientific research, psychological studies) is more intense than ever. Generally speaking, football is becoming more complex and dynamic at all levels and everybody is now obliged to have a good understanding of key aspects, such as management, marketing, finances, communication, social media, etc. rather than purely technical ones. All the above requires a constant effort from the TD to continuously learn and share knowledge with his/her staff and collaborators, involving them in the learning process.

Secondly, every TD must be personally motivated to improve. Just like a player or later on as a coach, the TD is a key leader in every MA and must seek to be the best he/she can be. All TDs must aim to improve their capacity and effectiveness and to take ownership of their development within our ever-changing game.

This chapter will provide some ideas and suggestions on how to grow professionally, both on the technical side and concerning other skills and knowledge that are relevant to the position. Although the TD's day may start early, finish late and weekends might be spent at the stadium or at pitches in the regions, being able to find sufficient quality time for learning and self-development is fundamental. The TD's job is challenging because excellent technical expertise must be combined with sound leadership skills and outstanding communication. The ideal situation would be to have a personal action plan to grow, supported by the general secretary (GS). Very few people possess all the qualifications for the position and most must work hard on one or several domains to be perfectly proficient.

The elements and characteristics of professional expertise

To fulfil a special set of tasks and to achieve a strong performance, every leader needs knowledge and skills, both based on practice and experience.





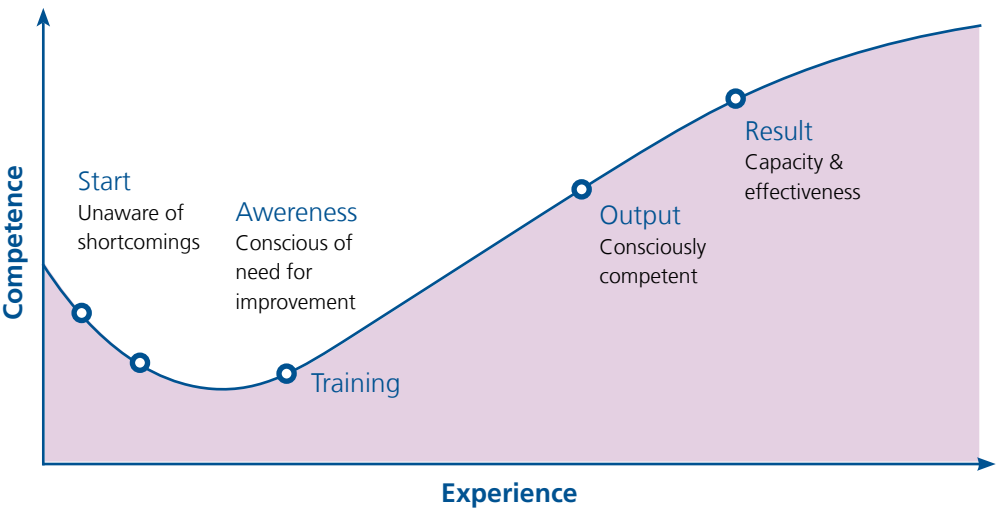
Due to the complexity and dynamics of modern football and its leadership, a TD's knowledge must be both specific and extensive. Most TDs are former players, coaches and/or instructors. They have knowledge and experience of many technical matters in elite football, but what about grassroots football, coach education and alternative football disciplines? What about the leadership and management side of the position? The challenging role of TD demands knowledge of management, planning, finance, education, communication, marketing and much more. These elements of knowledge have to be organised in bigger units. Creating a new competition for elite youth, for example, connects knowledge of football and player development, coach education, administration, finance and so on.

With such a challenging job, the TD must also have a well developed skill set. Carrying out projects, leading, convincing and improving others is not possible without a set of mastered attributes. Communication, teaching, planning, self-learning, leading and mentoring skills have to be combined with soft skills, such as empathy and team-building. Self-learning is possibly the most useful quality.

Knowledge and skills can be learned in books and on courses. However, if they are not applied and adapted to real practical situations, nothing will be achieved at a high level. It takes more than just knowing what to do – there is no substitute for practical experience. The best way to improve competence is through real world practice. True experience, however, is gained not simply by doing or repeating. It comes from conscious, reflected and deliberate practice. Combining experience with activities, such as reflection, journal writing, professional meetings and networking with colleagues, leads to expertise. This can also be learned.

Developing professionally

A typical learning pattern in any given area is composed of five phases. Visually it looks like this:



Starting

When you start working as a TD, you are motivated, full of ideas and convinced you are competent and prepared to be successful in your work. That is good! Be proud to have the most fulfilling job in football. Start, but be aware that truly great leaders are open-minded and self-critical. You are not yet conscious of the outcomes of your activity and projects. Use your eyes and ears to feel your way into the new role.

Give yourself time to understand the MA's culture and history and be prepared to be patient and flexible in your approach.

Developing awareness

The process of self-learning and self-development starts with identifying the areas where you need to progress. This awareness is achieved with humility and by analysing your professional and personal patterns with a cool head.

The best way to have an overview of personal competence, training needs and to develop awareness is a self-assessment. Self-reflection represents a turning point and produces the motivation to improve. You can start by asking yourself some basic questions, such as:

- What is my understanding of coaching and teaching techniques?
- What is my knowledge of youth football and grassroots?
- Is my teaching efficient and effective?
- Is there anything about women's football that I can learn?
- How am I as a manager and administrator?
- How do I communicate in public? How do I communicate with colleagues?
- How are my writing skills? Are my reports of good quality?
- What do I know about fitness, group psychology, motivational aspects?
- What about planning?
- How good is my English or any other relevant foreign language?
- What is my level of computer literacy? Is it important to be able to use computers or certain software in modern football?

It is, of course, important to be objective in your answers and apply a high standard. By sharing thoughts and thinking out loud, the awareness process loses part of its subjective nature and becomes a useful tool for self-development. In order to identify all the relevant fields of expertise for the TD position, the toolbox at the end of each chapter of this handbook can provide useful guidance.

In some very developed MAs, concrete procedures for self-assessment and long-term professional development are in place and organised with the direct supervisor or the head of human resources, if this position exists.

The following example from The FA could be adapted for different circumstances and needs.

Training – my professional learning and development

| Development need and solution | Success measures | Target date for completion | Your evidence of completion, impact on performance and sharing learning with the team | Line manager's comments on evidence of completion, impact on performance and sharing learning with the team |
|-------------------------------|------------------|----------------------------|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

Technical Leadership Growing Professionally Framework

The Growing Professionally Framework identifies skills gaps for the individual development of technical leaders, identifying specific development needs to support their learning and understanding in special technical leader projects within football.

This handbook provides a simple questionnaire as a tool to be used every time the TD has to work on a specific (new) project. In some cases, discussing it with a peer (e.g. the GS, a member of the technical department, the TD from a neighbouring country or FIFA's regional technical consultant) might be suggested.

**GROWING PROFESSIONALLY
FRAMEWORK: PROJECTS/TASKS**

Devote a good amount of time to reflecting on your professional career. Discuss your solutions with your mentor.

What are or will be your main task in this regard in the coming months?

(What are the tasks/challenges?)

What skills, knowledge and experience will help you to perform well in this area?

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:

Precise frameworks will:

- serve as a self-analysis tool;
- give individual support to technical leaders for special projects;
- ensure the quality of technical leaders within football;

- enhance capacity-building programmes for technical leaders in football;
- be a support for MAs with the recruitment process; and
- support sustainable football development.

Below is an example of how the tool could be used in a specific task (see Chapter 3).

Recruit a head of coach education

(What are the tasks/challenges?)

- Drawing up the required profile (job description)
- Selection of best profiles
- Interviews with candidates
- Obtaining references
- Approval of best candidate
- Introduction and integration

What skills, knowledge and experience will help the TD to perform well in this area?

(Think about where you are now and where you want to/should be)

- Communication skills (interviewing candidates' former employers, leading employment and career interviews)
- Knowledge of international coach education standards (coach conventions, coaching pathways, adult learning and teaching)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

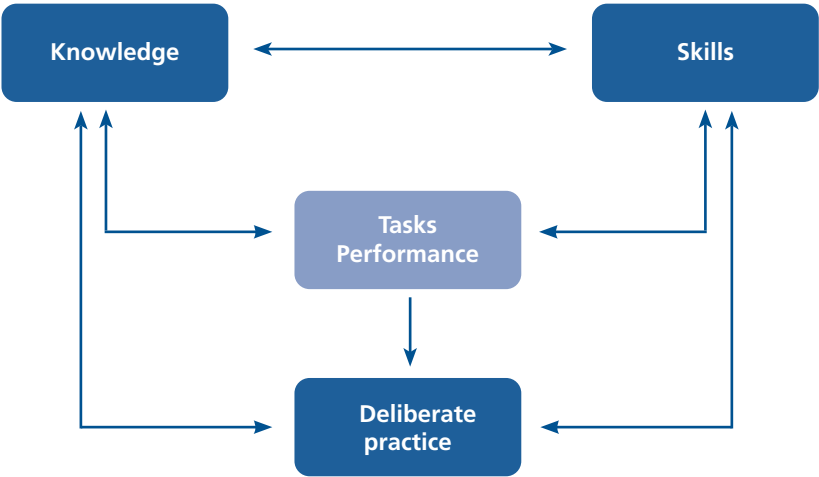
- HR of the MA's main sponsoring partner -> discussion, workshop
- GS in his/her HR role at the MA -> discussion, recommended literature
- Literature -> reading, studying
- Experienced TD at another MA -> Skype call, documents, visit
- FIFA regional consultants -> documentation

Set deadlines:

How to develop professional expertise

Once the areas requiring additional efforts have been identified, you can proceed with pinpointing the best tools for closing the gap. A wide range of tools is available.

- Literature, publications
- Internet
- Courses, seminars, visits
- Reports and presentations



Generally speaking, there are five means that can be used:



Self-Learnning



Peer-to-peer



Mentoring



Formal education



Leadership cells (Developed through Mentoring)



Teaching others



Self-learning

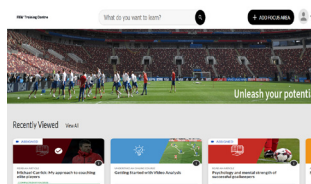
As the expression suggests, self-learning is a practice that enables the TD to evolve autonomously in a given area. In order to do so, you need to know the basics of the subject matter and gather additional elements from various sources. An example of self-learning and self-assessment is this handbook that TDs can read alone, without other prerequisites. Other sources for self-learning material include:

Publications by FIFA and confederations: as mentioned in Chapter 7, FIFA and the confederations produce a significant number of technical manuals, covering virtually all technical aspects of the game. They come with different supporting material that usually combines text and videos. (FIFA has changed its policy regarding the production of teaching manuals and technical study reports. All technical study reports are now on fifa.com, but not in a printed version). In some cases, it is possible to organise internal training sessions with the relevant technical department staff and external participants to analyse one specific aspect of technical development in depth, by showing videos and organising a discussion.

Specialised literature: there is now a wealth of literature about football (both management and technical aspects). Many big MAs publish several books and manuals about coaching and other subjects each year. TDs from smaller MAs should benefit from this material and stay informed about the available documents in a language they understand. Moreover, there are hundreds of interesting studies published every year that are available on the market.

Internet: the amount of information and documents that can be found on the web is limitless. You must, however, keep an eye on the quality and on the reliability of the source. Specialised internet platforms, like the one FIFA is running, are helpful, especially for TDs in MAs.

FIFA Training Centre ►►



Courses and seminars: FIFA and the confederations regularly organise courses and seminars for TDs of MAs, usually on a regional basis. The new programme on FIFA's technical capacity-building is based on one important cornerstone: offering support in an efficient manner, tailored to the needs of each MA.

These are opportunities to share personal experiences, receive information on available programmes and potential activities, as well as to have access to the latest news from FIFA headquarters. Similar activities are organised by the confederations. Relevant material is typically provided. Using this material on a daily basis is a means to refresh the notions that were highlighted during seminars. The most tailored ones are FIFA courses for MA TDs with the participation of general secretaries.

1. STANDARD COURSES FOR NEW TECHNICAL DIRECTORS

A complete overview of the role of the technical director, with supporting modules to develop the breadth of knowledge and skill set required for the position. This is an opportunity to develop a broader, regional network within the confederation (sharing knowledge, experience and good practices).

Criteria for participation
Technical directors who have been appointed under a contract in a full-time position at the member association.

2. LEADERSHIP AND MANAGEMENT WORKSHOP

A comprehensive insight into the management and administrative skills required to be an effective technical director. The workshop includes long-term planning in line with the member association's strategic plan and provides the tools with which to implement and deliver those plans effectively.

Criteria for participation
Technical directors must have attended the standard course programme.

3. TECHNICAL WORKSHOP

The workshop will cover technical knowledge and insights in greater detail to add to the technical director's core understanding. The focus will be on the following key areas for technical development:

- Coach-education
- Player development
- Talent identification

The titles of the three FIFA technical director courses give an indication of a TD's responsibilities.

Reports and presentations: you can learn a lot by producing material for internal courses, management boards or even committee meetings, such as PowerPoint presentations, reports or didactic material. These activities also oblige the TD to further analyse and summarise the findings.

Self-learning is probably the most common and popular form of professional growth, but we have to be conscious of the limits of courses and seminars. The knowledge we can gain during such events has to be applied. Courses and reading combined with reflective practice, professional meetings and networking with colleagues is the route to excellence.



Mentoring

Mentoring is a specialised form of peer-to-peer learning. The main objective is to further the leaders' individual development needs as TDs. The mentor is an expert in a particular field and is educated in how to give advice, inspire and work in different ways with the mentee's potential and specific situation. Successful mentors need core skills like active listening, asking questions and building relationships, and good mentoring will lead to a learning partnership, which is fruitful for both parties.

The FIFA mentoring programme for TDs

At FIFA's invitation
Engagement needed by MA

or

On application by MA
To be approved by FIFA

Individual mentorship (online & onsite)

An individual mentoring programme for the technical director to develop the specific leadership skills required to enhance the delivery of technical development at the member association and its overall operations.

The focus of this programme will be on emotional intelligence and core leadership skills to:

- Motivate themselves and others to drive performance.
- Create positive change.
- Set the direction.
- Increase awareness of themselves and others.
- Build the team's self-confidence.
- Manage with tough empathy to challenge others effectively.
- Develop core leadership skills.

Criteria for participation

- Technical directors must have a minimum of two years remaining in their contract or have already been in the role for at least two years with their member association.

All applications will be assessed on an individual basis, but they must be fully supported by the general secretary and the member association.

Learning involved in everyday work is probably the most useful type of professional growth. After two pilot mentoring projects in 2019, FIFA is offering an individual mentoring programme for MA TDs. Based on individual analysis of the TD's professional needs, a group of qualified FIFA experts leads these learning partnership projects.



Leadership cells (developed through mentoring)

One single person will not have all of the necessary skills, knowledge and experience to support the individual technical leader, but a group of people with different knowledge and experience can fill the gap. These leadership cells often form an integral part of the mentoring process and can consist of many different types of support mechanisms:

Example:

- Objective friend
- Skills mentor (soft skills)
- Personal coach
- Head of the technical department (for example, coach education)
- General secretary
- Specialised scientist

The leadership cell usually forms an integral part of the mentoring process.



Peer-to-peer

Another way to improve professionally is to get together with open-minded colleagues and learn from each other. It needs to be clear that this is an “objective friend” relationship and is a way to see decisions through a different lens. For it to be a successful relationship, each party should feel comfortable giving and receiving constructive criticism and sharing ideas. Game analysis, whether for local or international matches, is a typical domain where this kind of feedback can be useful. It can take place in a formal setting (e.g. FIFA post-World Cup conferences) or more informally at local level.

What is important is that the analysis is organised in a structured way and is conducted by competent people. It is key to stress that game analysis is not just done for personal pleasure, but serves the purpose of identifying technical, tactical, physical and psychological aspects that play a role in team performance. The output of the game analysis will eventually have an influence on the football philosophy that is applied to the country's football.

Peer-to-peer learning can be done with colleagues in the technical department, with TDs of neighbouring MAs or with colleagues from different sports.

Peer-to-peer within the technical department: one easy way to proceed is to ask a member of the department with a specific skill set and experience (e.g. physical trainers or goalkeeping coaches) to prepare a short lecture on a given topic, which is then analysed as a group. The advantage of this activity is not only knowledge-sharing and deeper analysis, but also the development of individual skills in terms of public presentations, communication, conciseness and the use of electronic supports. In this way, each participant learns something, even the person running the session. Special events like tournaments or important games are ideal occasions to get together and learn from one another.

Peer-to-peer with other TDs: colleagues from other MAs are possibly the only people who really know in full detail what it means to be a TD. They can provide advice based on experience and share their specific knowledge. This type of peer-to-peer learning can be organised alongside seminars and courses or conducted over the phone or by email. There is also the option of organising contact groups and discussion forums using social networks (Facebook, Twitter, Meetup, etc.).

Close contact with FIFA regional consultants: a productive and open communication line with FIFA's regional consultants is always a good way to receive guidance and advice, as well as to be informed of the latest news on technical development. These contacts often remain at an informal level, but can be enriched by sharing analytical documents or case studies from other MAs.

Peer-to-peer with colleagues from other sports: in some countries, there might be sport associations that are as organised as those in football, possibly more so (rugby, basketball, cricket) or the National Olympic Committee. Getting in touch with the person in charge of development and learning from other sports is a way to improve professionally. In addition, some interesting synergies can develop, such as joining efforts to improve facilities or to facilitate the joint use of technical centres.

If you have limited opportunities to learn from others, though, you can always learn something about yourself: how do others perceive you, including your talents and performance? Answering these questions will help you to identify gaps, as well as future learning areas.



Formal education

Formal education is possibly the best option in domains where academic courses exist and if the person has the time and resources to commit to it. Typically, a TD will want to possess the highest coaching degree available at confederation level. In addition, there is a possibility to attend specialised courses on coaching, mental training and/or fitness. The higher the level of qualification, the better the TD will be positioned when working with the country's coaches.

Formal education can also focus on non-technical aspects, such as management and communication. There are now a number of undergraduate and postgraduate courses on sports management, focusing on a variety of relevant domains. Before enrolling on a course, you need to fully understand the curriculum and the expected output, and whether it is relevant for your everyday work as a TD. Some academic courses are conceived in order to enable people who already have a job to attend and actively participate (lessons after working hours or during the weekend, languages, e-learning, or a combination thereof).



Teaching others

One of the quickest ways to learn something new and practise it, is to teach others how to do it. Share what you have learnt with your mentor or in your FIFA courses with your team, GS, managers or co-workers. You can do it by forcing yourself to put a “teaching” date in your calendar or agreeing to lead a formal training session. With those objectives, your learning will be more focused, you will create a learning culture within your team and inspire your MA to become a learning organisation.

As a TD and leader, you are responsible for making sure that everyone in your team sees learning as part of their job. In the changing world in which we live, it is more crucial than ever that people continually create, acquire and transfer knowledge, helping your team and MA to adapt to the unpredictable. Here are some ways of creating on how to create a learning culture in your team.

- Be a role model: you should come back from every workshop or training with a story about what you learned. Rather than the typical “it was interesting”, be specific. Think about what skills you are most excited about developing? What areas do you need to grow in? Then share your answers with the rest of your team.
- Celebrate growth and learn from failure.
- Foster new experiences: give special assignments, allow your team to witness the impact of their decisions.

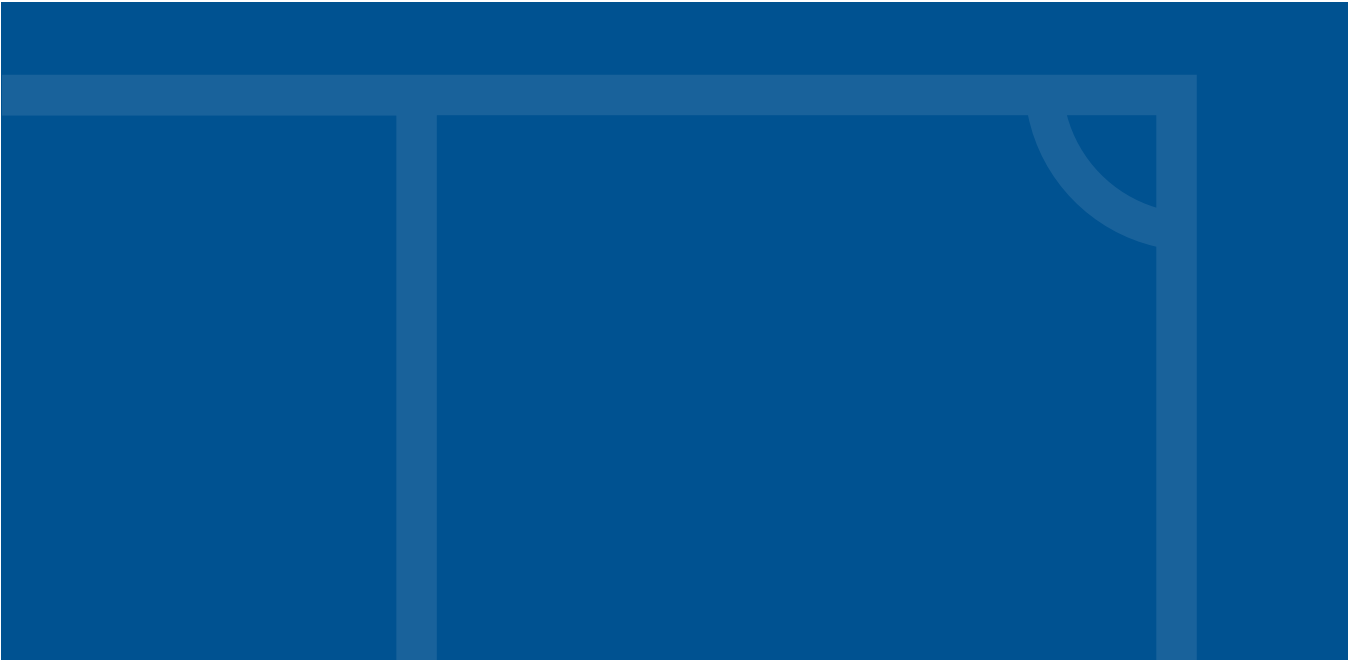


FIFA®

CHAPTER 9

TOOLBOX

| | |
|---------------------------------|---|
| Most frequent challenges | <ul style="list-style-type: none"> • Raising awareness about the need for training and learning • Finding quality time to devote to self-learning and self-improvement • Finding the most appropriate routes in further education • Explaining the importance of self-development to colleagues and superiors, and getting their support • Maintaining the knowledge gained and staying up to date on the latest developments • Finding the funds to pay for (formal) education |
| Necessary skills and experience | <ul style="list-style-type: none"> • Perseverance and motivation • Capacity to concentrate on different tasks during the same day/ week • Good long-term planning • Humility and eagerness to learn • Networking with other TDs from the region or worldwide, and alumni in order to practise transfer of knowledge |
| FIFA support | <ul style="list-style-type: none"> • FIFA regional consultants • FIFA courses and seminars • FIFA manual for MA TDs • Technical study analysis from FIFA competitions (see fifa.com) • FIFA mentoring programme for TDs |
| Confederation support | <ul style="list-style-type: none"> • Confederation TD • Regional office |



GROWING PROFESSIONALLY FRAMEWORK: FOSTERING SELF-DEVELOPMENT

Devote a good amount of time to reflecting on your professional career. Discuss your solutions with your mentor.

What are or will be your main task in this regard in the coming months?

(What are the tasks/challenges?)

What skills, knowledge and experience will help you to perform well in this area?

(Think about where you are now and where you want to/should be)

Who can support you (GS/mentor/leadership cell/additional network)?

(Who/how/which solutions?)

Set deadlines:



The Handbook for Technical Directors was developed by the FIFA Technical Development Department and with the invaluable contribution of the following individuals: Hansruedi Hasler, Gareth Jennings, Juerg Nepfer, Philip Carpinteiro Zimmermann, Jenny Ninck, Lenny Lake, Jamie Houchen, Kim Poulsen, Kelly Cross and Karl Lines









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