



## SYSA BAYS Coordinators Guide

Protocols and procedures for the roles and responsibilities of a SYSA BAYS age group coordinator.



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# 1

## **SYSA Objectives/ Philosophy**

**The mission of the Sudbury Youth Soccer Association shall be to provide the opportunity and training for the youth of Sudbury, Massachusetts, to learn the game of soccer through the development of individual skill, fitness, teamwork, and fair play.**

The SYSA seeks to fulfill its mission through the pursuit of the following objectives and philosophy:

- All players should have opportunity to play.
- Enjoyment, skill development, fitness and having fun are important goals for players, coaches and the program.
- Passion for soccer -- "love of the game" -- is a specific goal for the program.
- Sportsmanship is an important goal for the program.
- The Sudbury Soccer program is "child-centered" and promotes personal achievement, teamwork development and fair play.
- Sudbury Soccer is competitive.
- We strive to have a soccer program of the highest quality.



# 2

## Roles and Responsibilities

The coordinator role is the spine of our youth soccer organization. Without these volunteers, our program would not be what it is today.

The main purpose of the coordinator is to be the leader of an age group and deal with any issues that may occur. This involves several steps and this guide is designed to help assist you in your role.

### MAIN TASKS

#### Communicate:

- Boys/Girls VP
- Technical Director
- Coaches
- Parents

#### Organize:

- Player data
- Teams and rosters
- Evaluation Night
- Placement meeting
- Coach assignments

The responsibilities of the coordinator are very important to the success of our program and the board is dedicated in helping every step of the way.

# 3

## **Boston Area Youth Soccer**

**Before you can fully understand your role, you must understand how the league we play in works. The league we play in is called Boston Area Youth Soccer, BAYS.**

BAYS runs travel leagues from the age of U9 – U18 for both boys and girls. It is the coordinators' responsibility to manage SYSA's age group within one of these age groups.

Each age group is broken down into ability leagues. Sudbury will have a number of teams in each age group and it is our responsibility to divide the players up fairly based on ability.

To identify the ability of each player we ask that all the coaches evaluate each player and rank them based on ability. We then run an evaluation process and placement process to determine where players should be placed.

Based on these results and the performance of the age group as a whole, the coaches and coordinator, determine appropriate placement of each team in BAYS, with review by the Technical Director and Boys/Girls VP,. SYSA then requests that our teams be placed into BAYS at our chosen level.

*E.g. If your age group is typically strong, then we will request our top team play in high league 1 (1A), our second team may be requested in low league 1 (1C), third in League mid league 2 (2B) and so on. Our Administrative Director will help with this process.*

Once our Administrative Director sends our requests to BAYS, the league will try to uphold our placements as best they can.

# 4

## Time Line

→ Late August	August meeting with the Technical Director	←
→ Mid-September	Hand coaches player evaluation sheets. Start of fall season	
→ All Season	Liaise with coaches/parents/age group director	
→ Early November	Receive completed player evaluation sheets	
→ Mid November	Compile data/ End of Fall season	
→ By January	Create suggested spring teams and email to coaches	
→ Mid-January	Revise teams and send to Admin Director	
→ Early March	March meeting with Technical Director	
→ Early April	Hand coaches player evaluation sheets. Start of spring season	
→ Mid May	Coordinators dinner	
→ May-June	Evaluation process. Collect player evaluation sheets.	
→ Late June	Placement Meeting	
→ Late June	End of Spring Season	

# 5

## Fall Season

**Before the fall season begins, each coordinator must meet with the Technical Director and discuss the upcoming season and complete an S.C.O.T. analysis (Strength, Challenges, Opportunities, and Threats).**

After that meeting, each coordinator should correspond with their coaches and ensure they have contacted the parents and have collected all the equipment they need for the season.

This part of the season always presents different challenges. Parent communications is often one which may have unforeseen issues (kids moving into town etc.).

Each coach should be handed a player evaluation sheet at the start of the season. This will allow each coach to review the evaluation and give them time to track the progress of a player. The more accurate data we have, the easier player placement will be.

Once this is done it becomes a case of maintenance. During the season there will be a couple of hurdles but for the most part it runs smoothly.

Towards the end of the season it is critical that the coordinator receives all the player evaluations and file them for the spring.

# 6

## Spring Season

**The spring season starts off with the coordinator creating teams via data received from the fall. We try to keep teams together from fall to spring but this sometimes cannot be avoided due to players not registering due to participation in other sports etc...**

The coordinator starts by reviewing the players registered for the spring season, and identifying whether any teams lost players due to non-registrations. The coordinator determines the size of the teams based on the total BAYS registrations, with input from the Technical Director and appropriate VP.

The coordinator then drafts the initial spring teams, by keeping the fall teams together and filling in open slots. Players may be moved up to a higher team from the fall, but not down. The coordinator sends the proposed teams appropriate VP as well as the Technical Director for feedback, and then to the coaches for comment. Following this process, the coordinator makes final draft teams for approval by the Technical Director and appropriate VP, and then sends the finalized rosters to the administrative director so they can be sent to BAYS.

In March, the coordinator must have another meeting with the Technical Director to run through the spring season.

Follow the same protocol as the fall by handing out the coach evaluations before the season begins and ensure the coach has all the equipment needed.

Once the season begins and the teams have settled, there will be a coordinators dinner to run through the evaluation process and to clear up any loose ends.

# 7

## Evaluation Preparation

**The evaluations are run by the Technical Director with the assistance of each coordinator. In order to run a successful evaluation, there must be a high level of communication between the Technical Director and coordinator.**

The Technical Director will provide to the coordinator the specific details of the evaluation, including how the evaluation will be run and the system to be used, in a separate document provided by the Technical Director.

Each evaluation will require (i) independent evaluators and (ii) coaches from different age groups. The coaches of that age will have no correspondence with the evaluators in any way.

The independent evaluators will consist of three professional Revolution Academy coaches and three volunteer coaches from another age group in town that have no connection to that evaluation.

In order to gather these evaluators from all ages, the coordinators must recruit their own coaches to serve as evaluators for different age groups.

*E.g. a U10 girls coach could evaluate a U14 boy's evaluation and the U14 boys coach could evaluate a U10 girls try out.*

This list of coaches must be handed to the Technical Director so the evaluators can be placed.



# 8

## Evaluations

**Each age group must participate in 2 nights of evaluation. The first night will evaluate pure skill and the second night will evaluate game ability. It is important to keep all results confidential.**

### FIRST NIGHT

Before arriving to the evaluations, the coordinator must divide the players randomly into six groups. This will be identified by two sets of colored pinnies, numbered red and blue 1-30 or 31-60. Please confirm with the Technical Director which numbers you have.

Each group will consist of two colors:

*Group 1 = Red 1-6 + Blue 1-6*

*Group 2 = Red 7-12 + Blue 7-12*

*Group 3 = Red 13-18 + Blue 13-18 etc...*

The coordinator must find an assistant to help check players in and 6 team leaders to supervise each group.

The coordinator should also send a copy of the sign-in data to the Technical Director in case of unforeseen delays in their arrival.

Each coordinator must arrive thirty minutes before the evaluation begins to set up an arrival desk and lay out the evaluation pinnies.

As players arrive, the professional evaluators will perform a mass warm up. This will give the coordinator time to organize.

Parents are not allowed to be on the sidelines or in the evaluation area at any point. No coaching of the players is allowed by any team leader or parent.

## FIRST NIGHT CONTINUED...

The evaluation will have six small sided game stations with six rotations. The evaluation will last two hours which gives fifteen minutes at each station plus water breaks.

The coordinator will keep track of the time and sound an air horn or whistle when it is time to rotate.

At the end of the night the evaluation forms will be handed to the Technical Director and then copied for the coordinator. The Technical Director and the coordinator each keep a copy of the forms.

It is important that the evaluation pinnies are returned in colored numerical order for the following evaluation.

All equipment from clipboards to balls will be supplied by SYSA and will not be required by the Coordinator.

## SECOND NIGHT

Between the first and second night of evaluations, the coordinator uses the first night data and the data from the player evaluation by the coaches to divide the players into three groups based on ability. This will determine which field they will play on during the second night of evaluations. E.g. Top 24 players will play on Field 1, the next 24 will play on Field 2 and the final 24 will play in Field 3.

The evaluation will begin the same as the first night with the coordinator arriving thirty minutes early. Again the players will be put into two colors red and blue. Red numbered from 1-30 or 31-60

It is important to note that when numbering the players it should be completely random. Do not have the best 24 numbered 1-24.

The evaluation is allocated for two hours but will often only require an hour and a half.

Halfway through the evaluation, the evaluators will suggest players that can move up or down a field to compare their skills against a different level.

Constant communication between the Technical Director and coordinator is important at this time so that they can work out the ability of bubble players.

Once the evaluation is complete, the data will be handed to the Technical Director and copied for the coordinator.

# 9

## **Player Placement Process**

**The player placement process is the main role of the coordinator and it is imperative that it is performed fairly and lives up to our mission statement of fair play.**

The coordinator will input the data into the SYSA placement sheets as will the Technical Director. Both will produce team placements according to the data. The knowledge of the coordinator is invaluable here and they will have very good knowledge of the players.

Both the Technical Director and coordinator will discuss the final data that will be on show at the placement meeting.

The data sheets that have been created are designed to highlight potential moves both up and down for players. We recommend highlighting three players to move in either direction although a lot of the time that may not be who actually moves; it provokes healthy discussion at the meeting.

The data will be easy to read and simple to follow. Too much complication baffles people and forces the evaluation meeting to go round in circles.

Once the data is complete the coordinator will arrange the time and location for the placement meeting, this must be first agreed upon by the Technical Director and the Boys/Girls Director.

The coordinator will invite the head coach and 1 assistant coach, no more than that.

All discussion relative to the player placement process is confidential and is not to be discussed with anyone not in attendance at the placement meeting.

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## Player Placement Meeting

The placement meeting must follow the criteria set in this section. It is important that the meeting has a healthy discussion about each player from top to bottom.

The meeting will go through a four stage process:

Stage 1: Opening

Stage 2: Review of data

Stage 3: Team placement

Stage 4: Closure

The coordinator is the speaker of the house and will move the discussion through the stages when he/she feels that the topic has been exhausted.

### STAGE 1: OPENING

The coordinator will begin by explaining the process of the meeting and the basic order of play.

We suggest at this stage you inform all coaches that they cannot talk about their own child. Their assistant coaches must provide the relative information. This is to prevent the opportunity to push for one's own child.

Once this has been done the discussion can move to Stage 2.

## **STAGE 2: DATA REVIEW**

This stage will begin with the explanation of the data sheets that the coordinator will provide to each coach in attendance:

- SYSA Proposed Rosters

The coordinator will have one copy of the following data for his/her use at the meeting:

- Raw coach evaluation sheets
- Raw evaluation Night 1 evaluation sheets
- Raw evaluation Night 2 evaluation sheets
- Master Data Overview

The coaches will review the data sheets. Once the coaches fully understand what they are reading then the discussion should move to highlighted "bubble players".

The coordinator must make sure no discussions of players are made at this stage. Make sure each coach understands the data.

Coordinators will then examine the proposed teams separately one by one, starting from the top team down, and ask the coaches if the players highlighted are indeed the weakest on the team. Once this has been established, move to the 2<sup>nd</sup> team, start with the players that have been highlighted to possibly move up, identify that they are actually the best on the team. Then move to the bottom of team two identify if they are possibly the weakest on the team and once agreed upon, move to the following team and so on.

Please note that no players have actually moved yet nor has there been any discussion to do so. We have merely identified who is the strongest and weakest on each team.

The coordinator must reinforce this to keep the meeting from running in circles.

Once all teams have established that the players in the bubble zone are the strongest and weakest the meeting can move into the 3<sup>rd</sup> stage.

## **STAGE 3: PLAYER PLACEMENT**

Discussion of the bubble players begins. Starting from the top, the players highlighted as weakest on the first team are compared with those identified as the strongest on the other teams (even if they are two teams below, are they good enough to move up two teams?).

Continue in this fashion though all teams.

## **STAGE 4: CLOSURE**

Finalize updated rosters and discuss fall coaches. Fall coaches will not be finalized at this stage.

Coordinator should discuss which league the teams should be placed in for the upcoming season.

Coordinators should explain that we encourage coach rotation and we promote taking the licenses that will be held in Sudbury by MYSA.

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## **Finalizing Teams**

**After the meeting, the coordinator will propose head and assistant coaches based upon the finalized teams.**

**These suggestions will be sent to the Technical Director and be finalized after review of their evaluations by the professional coaches and any parent evaluations.**

Once all is set, the teams will be sent to the Administrative Director to place in the appropriate league

Throughout this whole process the coordinator will have the backing of the board and the support of both the boys/girls director and the Technical Director.

Once again we thank the hard efforts of the coordinators in SYSA and we hope this document helps solve some of the issues faced with being a coordinator.

