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**Handbook for Technical Directors**

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**NB:** For reasons linked to readability, the male form is used throughout the text. Nevertheless, any expression in the masculine gender shall be considered as including the feminine gender too.
Technical development is paramount in building the football of the future, 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 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, youth and women's football, coach education, as well as research and documentation.

With the introduction of FIFA's new development programme, FORWARD, the position of the 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 the technical director in the handling of his daily business. It does not claim to be complete but provides 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
INTRODUCTION

This handbook is the product of the work conducted by FIFA in the domain of technical development and education in recent years. The drafting process involved a panel composed of technical directors and technical development officers from all continents and with a wealth of knowledge derived from constant work in the field. The handbook is particularly intended for technical directors and senior technical department staff who face daily challenges related to a lack of financial and human resources, but who are still fully committed to the development of the game in their countries.

Scope of the handbook
The primary aim of this handbook is to provide a tool for self-learning and self-development. It does not aim to be complete or to answer to all questions and problems that might arise in every member association 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 readers with relevant guidance and help them to find what they are looking for.

A secondary aim of this handbook is to provide learning material for FIFA’s training sessions and seminars that specifically target technical directors. The handbook will be used during the preparation, execution and follow-up of courses and events, together with related PowerPoint presentations and specific material. Finally, the handbook creates an overall framework for other technical manuals that have been developed by FIFA in recent years 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 this handbook, the creation of common patterns among member associations is one of the expected outcomes, thus leading to a more homogeneous approach to football development in the regions of the world. This would prove to be a definite asset for FIFA’s development work for its associations.

How to use the handbook
The Handbook for Technical Directors is currently available in printed format or in a printable electronic format (pdf). It has been conceived as a practical tool that can be consulted when necessary thanks to an easy reference table. For instance, technical directors who are primarily interested in establishing a monitoring and evaluation process can easily access Part 8 and understand its content without previously reading the many pages that precede it. Nevertheless, the document also has an overall coherence and can be read from start to finish. This will require more time and is more for a systematic learning approach.
Content of the handbook

The handbook is composed of nine parts, as explained below. Parts 5, 6, 7 and 8 are strongly linked to each other as they relate to the four phases of the project cycle.

At the end of these parts, there is an example that further explains the content of each chapter in a practical way and helps put the theory into an everyday context.

1. Role and responsibilities of the technical director
   This chapter defines the role of the technical director and his profile. It also introduces the concept of a long-term development plan that will be further elaborated in Part 6.

2. The position of the technical director within a member association
   This chapter identifies the key aspects related to the hierarchical position of the technical director within a member association, in particular: the position in the organisational chart, the interaction with the other departments, and relations with elected members.

3. Technical department set-up
   This chapter explains the managerial functions of the technical director vis-à-vis the technical department, as well as his human resources, financial management and logistics responsibilities.

4. External contacts and relations
   This chapter contains an analysis of the relations between the technical director and stakeholders such as coaches, clubs, confederations, regional associations or federations/leagues, government authorities and other institutions. It also provides some basic information about the working relations with FIFA and its Technical Development Division.

5. Analysis of the football environment
   This chapter focuses on the first step of the project cycle (analysis) by identifying the key elements for an analysis of the football environment within a given country and the stakeholders that have to be involved.

6. Strategy and planning
   This chapter focuses on the strategic steps 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 work of a technical director. Priority is given to education, coaching licences, youth national teams, academies and development competitions. For issues where a separate manual is available (e.g. women’s or youth football), reference is made to the relevant literature.

8. Monitoring and evaluation
   This chapter deals with the last step of the project cycle: assessment and monitoring. It analyses short-/mid-/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 technical director to constantly develop his knowledge and skills through self-learning, peer-to-peer contacts and formal education.
1 / Role and responsibilities of the technical director

1.1 What is the role of the technical director? 7
1.2 The technical director’s profile 8
1.3 The importance of a long-term development plan 9
1. ROLE AND RESPONSIBILITIES OF THE TECHNICAL DIRECTOR

1.1 What is the role of the technical director?

The technical director, sometimes also called a director of technical development or a sports director, is the person in charge of defining and leading the national technical development programmes, therefore preparing the football of the future. He proposes to the general secretary, the president and possibly the executive committee (ExCo) a long-term vision and develops a technical strategy over several years in order to improve the level of the game within the country and achieve identified targets on and off the pitch. He and his department are likewise in charge of the implementation of all activities related to technical development, as well as the control, monitoring and assessment. In other words, he is for the technical side what the general secretary is for the management side.

Among the many domains that will be analysed in this handbook – particularly in Part 7 – the technical director has a number of key responsibilities for both men’s and women’s football:

- Encourages the expansion of football and promotes the practice of football by as many people as possible (from grassroots to elite for men and women)
- Acts as a vector for football’s educational values
- Encourages the expansion of women’s football, beach soccer and futsal
- Adapts the forms of organisation of competitions to age categories, time of the season, sporting infrastructure, skill levels, etc.
- Organises courses for coaches and instructors
- Defines a coach licensing system (Pro, A, B, C, D) in line with the needs of the association and the parameters set forth by the confederation
- Makes sure that clubs observe their obligation to use qualified/certified coaches (linked to the MA’s club licensing system)
- Prepares the future of national football and works to improve the standard of play in national competitions (senior and youth)
- Reinforces the competitiveness of youth national teams
- Helps to identify, train and protect talented young players
- Assists with setting up training camps for the various youth national teams
- Provides input for club competition rules (foreign players, young players, format of the competition, number of teams, etc.)
- Promotes technical analysis at various levels
- Gathers and manages as much information as possible on developments in football
- Studies major competitions and organises thematic seminars
- Produces documents on technical issues and audiovisual presentations
- Sets up a documentation centre and audiovisual service
## 1.2 The technical director’s profile

A good technical director combines three interrelated types of skills and experience:

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<th>Football</th>
<th>Leadership/analysis</th>
<th>Organisational skills</th>
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<td>→ Experience as a football player (not necessarily at the highest national level)</td>
<td>→ Recognition/acceptance by the national football stakeholders</td>
<td>→ Organisational capacities that enable him to implement a complex set of programmes nationwide</td>
</tr>
<tr>
<td>→ Experience as a coach and a instructor</td>
<td>→ Leadership, strategic and networking skills</td>
<td>→ Reports on activities and financial accountability</td>
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<td>→ Relevant football and sport qualifications (e.g. national or international coaching licence, university degree in relevant field)</td>
<td>→ Analytical skills (both concerning the game and the football environment in general): ability to define and develop the technical strategy</td>
<td>→ Managerial skills and experience enabling him to coordinate, motivate and supervise the technical staff, including those who work in the regional branches</td>
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### Important

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

In order to make sure that this requirement is respected, FIFA requests a copy of the technical director’s long-term contract and CV as a prerequisite for the disbursement of the FIFA forward development funds – see the Programme Regulations.

http://resources.fifa.com/mm/document/footballdevelopment/generic/02/79/08/69/fifafowarddevelopmentprogramme_regulations_neutral.pdf

It must be noted that the position of technical director and senior national team coach are incompatible: the senior national team coach prepares the next game, whereas the technical director prepares the future of football in the country.
1.3 The importance of a long-term development plan

As mentioned at the beginning of this chapter, the technical director must produce a long-term vision starting from the reality of the football of the country. This implies both a sense of purpose (reach for 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.

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. However, if we focus our attention on just one youth league – for instance a U-17 competition – we will soon realise that this, in itself, is not sufficient. To understand it, one can simply answer the following questions:

- Where will the players come from?
- Who will recruit and select them?
- Where will they play once they turn 18?
- Who will be in charge of coaching them?
- Are the coaches 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 evolve in the ideal way?
- Who will ensure that there is no age cheating?

These are just some of the many variables that have to be taken into account when developing the vision of the future and that will help us understand the need to build a competition’s structure that enables the gradual development of the players (U-15 and below, starting from grassroots) and the possibility for them to evolve towards the elite in a controlled environment (U-19 and above).

A long-term development plan is therefore an integrated set of activities that follow a coherent approach and reinforce each other over a long period. As we will see in Parts 5-8, in order to achieve long-term development, this handbook proposes a methodology based on the project cycle composed of four phases: analysis, strategy, implementation and monitoring.

It is, however, important that during the definition of priorities and the specific approaches to be adopted, the technical director always keeps in mind the complex interplay of factors that constitute the basis for football development. Like in the solution of a puzzle, it is not only important to put two pieces together, but also to understand their place in the general picture.

The graphical representation below is a simplified description of the logical links that exist between different football levels.

It takes all these pieces (and many more) to achieve a coherent development framework. The long-term development plan will identify the way in which the different steps can be achieved and be mutually reinforced. For more information on the strategic approach, please refer to Part 6.
Role and responsibilities of the technical director
Toolbox for Part 1

Most frequent challenges
→ Maintain a general overview during day-to-day work
→ Explain the complexity of football development to people who do not have a technical background

Necessary skills and experience
→ Multi-disciplinary attitude
→ Commitment and determination to carry out the development plan and face all obstacles during the implementation phase

FIFA support
→ The FIFA development officers and technical development officers are always at the technical director’s disposal for additional information and advice on how to approach their role and responsibilities
2. The position of the technical director within the member association

2.1 The position of the technical director within the general secretariat

2.2 Interaction of the technical director with other departments

2.3 Relations with the elected members
2. THE POSITION OF THE TECHNICAL DIRECTOR WITHIN THE MEMBER ASSOCIATION

Part 2 concerns the position and relations that the technical director maintains within the association, both at the level of the general secretariat and with the elected members.

It consists of three sections:
- The position of the technical director within the general secretariat
- Interaction of the technical director with other departments
- Relations with the elected members

2.1 The position of the technical director within the general secretariat

The organisational chart of the general secretariat

The general secretariat of the association is composed of different departments. The technical director is the head of the technical department (sometimes called “development department”, “technical and education department” or “technical development department”) and as such he is one of the senior staff of the association. The organisational chart typically looks like this:

From the above it is clear that the direct supervisor of the technical director is the general secretary, who is the head of all the staff of the association. Together with the other heads of department, the technical director is a member of the management board, where the coordination between the different departments and units takes place. The management board should meet on a regular basis (e.g. once a week).

Some key features of the management board

→ The management board meeting is chaired by the general secretary
→ All heads of department belong to the management board (see organisational chart) and will attend the meeting. If one person is absent, he should be replaced by his deputy or a designated person
→ The management board meeting is generally organised on the same day and at the same time (e.g. each Monday morning at 10.00)
→ The participants will brief their staff about the decisions taken during the meeting the same day, either by e-mail or in a short separate meeting
→ The management board deals with issues that concern the general secretariat as a whole and are anticipated in the agenda
→ Minutes of the meeting are distributed shortly after the meeting
The relationship between the technical director and the general secretary

Besides the hierarchical aspect, the relationship between the general secretary and the technical director is particularly strong and double-bonded as the two positions essentially complement one another.

On the one hand, the technical director is at the centre of everything that relates to football development. He has the technical knowledge, the field experience, the vision and recognition from his peers. He is the preferred focal point for the coaches in the country who will refer to him for guidance and advice.

On the other hand, the general secretary is responsible for the prerequisites for the technical director's work and must direct energy and resources in order to achieve a smooth and efficient implementation of the technical strategy. The general secretary clearly retains the supervisory, monitoring and assessment functions to make sure that the job is well done. The relationship is based on trust, integration of roles and close cooperation.

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

The professional relationship between the technical director and the senior national team coach is horizontal and is based on constant communication and cooperation.

As we have already seen, the aim of the technical director is to build the future of the nation's football 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 is in the best position to provide input on young talents and football potential. On the other hand, he will receive feedback on technical/tactical/physical/psychological weaknesses to be addressed through development programmes, coaching courses and specific training routines at the level of the 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.

It is to be noted that the role of the senior national team coach is characterised by a high level of independence. He is usually included in the national team department (if it exists) that is in charge of planning and providing logistical/administrative support. Alternatively, he is supervised by a standing committee and has direct relations with the committee's chairperson and/or the association's president.

The relationship between the technical director and the coaches of the other national teams (including beach soccer and futsal, if they exist)

The relationship between the technical director and the coaches of the other national teams is vertical in the sense that the technical director is their direct supervisor. He organises and monitors the work of there national teams. In this framework, he provides national coaches with targets, instructions, and programme plans and is responsible for all the matters that relate to there teams. He usually does not coach directly 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 team coaches (e.g. U-20 or U-21) and the senior national team coach, because one of the primary functions of the youth teams is to create and train talents for the senior team. This coordination between senior and youth coaches is managed by the technical director, who acts as the functional link.
2.2 Interaction of the technical director with other departments

As the head of the technical department, the technical director maintains regular horizontal relations with the other staff of the association, particularly with the heads of the other departments. This section explores in detail the issues of mutual interest between departments and how they are dealt with at the level of the general secretariat. As mentioned above, the typical forum during which inter-department discussions take place is the management board. However, the technical director interacts on a regular basis with the individual departments and has a number of bilateral meetings with his colleagues as well.

**Competitions department**
A close cooperation must take place between the technical director and the competitions department that organises the senior leagues at national level. Both the competitions department and the technical director 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 to avoid overlapping and undue interference.

In addition, the technical director provides useful insight and input for a better integration of the national competitions into the overall strategy of the association. 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 capacity of the technical director to influence the way competitions are structured can have a strong impact on how national football evolves over time.

**Example**
A typical responsibility of the technical director, 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 U-21 players who have not yet made it into the first team playing opportunities at a reasonable level.

Another point of contact between the technical director and the competitions department can be input on the increase or decrease of the number of teams in the top and second division or the number of foreign players and the criteria for their engagement.

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

For more information on FIFA Connect, the worldwide standard for players’ licences, please contact the FIFA Development Office in your region (see Section 4.4).
The position of the technical director within the member association

Important

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

National teams department

This department (in some associations replaced by a committee or some key ExCo members) is in charge of the planning and organisation of all activities related to the national teams, including official fixtures, participation in tournaments and friendly matches. Typically, the main focus is on the men’s senior national team. If this is the case, the role of the technical director is to liaise with the department or committee and ensure that the annual planning of the development activities is integrated and perfectly compatible with the annual planning of the senior national team. Over 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 junior level.

Referees

There is no FIFA standard on where the organisational unit that manages referees should appear in the organisational chart of a football association. 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. Apart from the association’s organisation, the main principles that concern the technical director and the domain of refereeing are the following:
- Work in full synergy and cooperation, and establish a fruitful relationship with the operational unit in charge of referees
- Actively cooperate to ensure that there are enough qualified referees for all competitions (including women’s, youth, futsal and beach soccer): good advanced planning and training
- Ensure that the educational activities for referees (courses, attestations) are in line with the educational framework of the association
- Establish cooperation whereby referees are available for activities with players and coaches (e.g. explain the Laws of the Game and the standards adopted in the country)
- Definition of the rules to be applied at grassroots level

For more information on the organisation of the refereeing unit, please refer to the document “Regulations on the Organisation of Refereeing in a Member Association” available online:
http://www.fifa.com/mm/document/tournament/competition/01/28/10/42/defs_regulationsorganisationrefereeinginfifama_inhalt.pdf

Medical

Similarly to the refereeing, the medical unit (if it exists) can be either independent or included in the competitions or technical departments. The points of common interest between the technical director and the medical unit include:
- Player injury prevention: define protocols and training standards for clubs and academies to minimise the risk of players sustaining injuries
- Player recovery: particularly for the national teams, support players in their rehabilitation after a severe injury or operation. Maintain contact with the doctors who work at club or hospital level
- Hygiene and nutrition: improve the way players (particularly at youth level) eat and take care of their bodies when they are off the pitch
- Prepare international games in special conditions (e.g. heat, high altitude, humidity)
- Medical tests and physical preparation follow-up: link between medical staff and fitness trainers at the level of clubs or national teams (i.e. according to international standards)
- Establish cooperation whereby medical doctors are available for activities with...
clubs and coaches in domains related to nutrition, injury prevention and medical tests for players.

Marketing
The department that manages marketing is fundamental in producing the revenue that can fund development activities and tournaments (sponsoring/marketing/ticketing/income generation) and in projecting a positive image of the association among the general population (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 the youth, or future consumers in general. An association that is particularly active in grassroots and youth football might have a higher chance to sign a sponsorship contract with a company that relies heavily on young people for its business. These synergies must be explored and discussed between the technical director and the person in charge of marketing and inputs 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 the 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 for the regional tournaments. When it reaches national level, the football association usually takes charge with the organisation of coaching and refereeing courses as well as assistance for the organisation of the final event. The objectives are multi-folded, particularly the development of mass youth football and detection of talents.

www.copa.coca-cola.com

Communications
From a communications perspective, development activities are a definite asset. They enable the association to be visible in the periods where the national teams are not active or during the league’s breaks. Moreover, development activities such as grassroots, courses or training camps for young talents are events that can be fully controlled by the association and do not present any element of surprise or risk, like – for instance – the results of the national team. The technical director must develop good awareness of how his work is perceived by the general public and be aware of the positive outcomes that it can bring to the good image of the association. He must be implicated in the definition of the association’s communication approach for development activities. In addition, the technical director must provide the communications staff with relevant information, good quality pictures or video footage for the production of articles or posts on the web and/or Facebook page.

Finance and administration
As part of the general secretariat, the technical director is bound by the general rules that apply to all employees, particularly the employee regulations and the financial procedures. As a head of department, the technical director has responsibilities related to human resources (recruitment, definition and revision of job descriptions, annual appraisals, sanctions, etc.) as well as in how money is spent (cost centres). Part 3 and Section 3.2 concern the management functions of the technical director and will provide guidance on the shared responsibilities concerning the recruitment of staff. One of the domains in which cooperation with the head of finance and administration is stronger is the preparation of the annual budget, because the technical department is typically associated with important investments by the association. We will analyse the contribution of the technical director to the annual budget exercise in Section 3.3.
2.3 Relations with the elected members

Relations with the president

The president of the football association is elected every four years. He is elected by the congress on the basis of a political programme that might include issues related to football development. The president will therefore rely on the technical director, as well as the general secretariat, as a whole for the implementation of his programme. Given the central importance of the role of the president in some associations, it is important that the technical director maintains a certain level of direct contact with him, without by-passing in any way the general secretary.

In some associations, there are routine meetings between the president, general secretary and technical director to discuss specific issues related to technical development and/or the national teams. In addition to these meetings, it is always good practice to invite the president to the opening of courses, grassroots events, youth and women’s national teams games and other development activities. On the one hand, this provides increased visibility for both the president and the activity; and on the other it enables the technical director to maintain some informal contact with a person who has the power to make decisions to provide additional resources and support to technical development.

Important

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

The role of the executive committee

The executive committee (ExCo) is the executive decision-making body of the association that receives its mandate from the congress that brings all of the association’s members together. It is convened on a regular basis during the year and it functions like the association’s government. The meetings of the ExCo concern all the domain of activities of the association (marketing, communications, finances, competitions, football development, etc.). In principle, the technical director should attend the ExCo meetings, at least for the part that concerns matters related to technical development. In this respect, he should be able to provide input for the discussion and intervene personally. It is always suggested to present a written contribution (short report or PowerPoint presentation) in addition to an oral report because it can be annexed to the minutes of meeting and remains in the records.

It is important to maintain an open communication line with the general secretary and president. In this way, the technical director will know when relevant issues are discussed at ExCo level and will be able to prepare the relevant contributions.

In some associations, some members of the ExCo meet on a regular basis (sometimes weekly) during informal meetings where no minutes of meetings are compiled. If this is the case, the technical director should be able to have direct or indirect (via the general secretary) access to these ExCo members and provide input for the decision-making process.

The standing committees

“Standing and ad-hoc committees shall advise and assist the Executive Committee in fulfilling its duties” (FIFA Standard Statutes, art. 19(3)). The committees are composed of elected or nominated people, meeting on average 2-3 times per year. The
The position of the technical director within the member association is usually a member of the ExCo. The committees 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 depends on the size, history and level of activity of the association. There is no worldwide standard for how many committees should be created and what they should deal with. The FIFA Standard Statutes (article 41) contain a suggested list of 16 committees, among which at least five relate to the work of the Technical Department: Technical & Development, Women, Youth, Futsal, and Football Committee.

Below is a simplified version of the association’s organisational chart that includes the committees as well:
The technical director should be aware of what committees are foreseen by the statutes and which ones are actually active (it does happen that a committee can exist mainly on paper). His role in this respect is:

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

Despite the fact that the committees increase the workload for the technical director, they present advantages as well, such as the possibility to get the development strategy and specific action plans formally approved by an institutional body of the association. This is usually associated with the allocation (or proposal thereof to the ExCo) of the needed resources for the implementation. The technical director should therefore understand the basics of the political dynamics within the association and interact with the committees by providing the technical support and justification for the decisions to be taken. Particularly important is the relationship with the committee chairperson, who is usually also a member of the ExCo. Developing a close and personal communication will enable the technical director to pass on his message in an efficient way and to get the backing on policy decisions.

Like FIFA, some associations plan their committee meetings on an annual basis and organise “meeting weeks” where most of the committee meetings take place, followed by a meeting of the ExCo. In this context, the technical director can plan the work related to the committees and involve his staff in the required organisational work. It is to be noted that staff of the technical department who work on specific issues (e.g. head of women’s football) should also participate in the relevant committee meeting (e.g. women’s football committee).

Important

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

The technical director should be in a position to suggest changes and adaptations to the number and type of technical-related committees and possibly to the profile of the nominated members. He should be able to approach both the general secretary and the president in order to make proposals to be submitted to the ExCo and the congress.
Toolbox for Part 2

Most frequent challenges

→ Explain technical matters to persons who have little experience in football
→ Achieve a high level of autonomy while still respecting the hierarchical lines
→ Achieve good cooperation from colleagues who are on the same hierarchical level
→ Understand statutory requirements
→ Relate to political decisions and participate in the relevant meetings of the ExCo

Necessary skills and experience

→ Capacity to adapt the language and arguments to match a non-specialist audience
→ Reliability, competence and hard work as the key for more responsibility and independence
→ Coordination and open communication lines as a means to explain the needs of the technical department vis-à-vis other functional units
→ Be fully aware of statutory and governance requirements and respect them
→ Understanding of the political dynamics and capacity to produce programme proposals that are in line with the association’s strategy and the president’s campaign manifesto. Liaise with the general secretary to participate in the ExCo meetings for the part that relates to technical development

FIFA support

→ Further information about the institutional and statutory aspect of the life of an association is available in the General Secretary Handbook, Part I
→ The FIFA development officers and technical development officers are always at the technical director’s disposal for additional information and advice on how to interact and relate within the general secretariat and the elected bodies
3 Technical department set-up

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3. TECHNICAL DEPARTMENT SET-UP

Part 3 focuses on the management responsibilities of the technical director. As one of the senior staff of the association, he is in charge of a department and therefore must develop the necessary organisational capacity, knowledge of human resources management and communication skills. Some of this might be new to recently appointed technical directors who have been primarily focusing on football before (training, coaching and teaching). It is, however, a must for anybody who wants to develop professionally and reach a high level of efficiency. The following sections will analyse the ideal structure of a technical department, the human resources functions of the technical director, the financial responsibilities and the logistical aspects related to the position.

3.1 Structure of the technical department

As mentioned in Part 2, the technical department is one of the key departments within the association, as it deals with its core business: football. The technical director reports directly to the general secretary.

The technical structure
Given the high number of tasks and the importance of development for any football association, the technical director cannot work alone. He should be in charge of a structure that enables him to reach the association's technical objectives and bring his personal contribution to the achievement of the strategic goals. The functions and areas of activity of a technical department vary considerably from one association to another, and are influenced by the association's long-term strategy, the identified priorities, as well as the available resources and its history.
The chart below describes most of the functions that are carried out by the technical department and for which the technical director is responsible.

<table>
<thead>
<tr>
<th>Technical director</th>
<th>Responsible for:</th>
<th>Key aspects:</th>
</tr>
</thead>
</table>
| **Grassroots**      | → Introducing football to 6-12 year-olds (boys and girls)  
                     → Increasing the number of participants  
                     → Training and coordinating educators | → Based on fun  
                       → No competitive aim  
                       → Partnership with schools/communities |
| **Youth football**  | → Player development/pathway  
                     → Increasing the number of participants  
                     → Ensuring their retention  
                     → Organising competitions of various age groups and levels (double pyramid)  
                     → Supervising academies | → Link to youth national teams  
                       → Link to Olympic teams  
                       → Link to elite football  
                       → Academies |
| **Women’s football**| → Promoting women’s football at all levels  
                        → Player development  
                        → Competitions  
                        → Tournaments | → Link to National teams  
                       → Recreation and friendship  
                       → Elite & amateur  
                       → Health and fitness  
                       → Social integration |
| **Futsal & beach soccer** | → Player development  
                        → Leagues/competitions | → Important for technical development of young players  
                       → Opportunity to enter FIFA competitions |
| **Education** (all disciplines) | → Instructor courses  
                        → Coaching courses  
                        → Coaching licences  
                        → Educator courses  
                        → Possibly referee courses | → Link to FIFA  
                       → Link to confederation  
                       → MA licence structure |

In some associations, creating a fully professional technical structure with at least one person in charge for each function might be a challenge due to a lack of financial resources. Therefore, some of the above functions will be merged and carried out by the same person. If resources are extremely limited, the technical director should try to develop a network of competent volunteers to be coordinated by the employed staff. There is also the opportunity to partner with the ministries of sport and/or education for obtaining support in terms of staff, particularly at the level of regional branches (e.g. grassroots instructors, coach education and scouting).

It is important to stress that it is not the number of the staff that make the difference, but their quality. It is better to have two good people who are responsible for more functional units rather than having ten people, none of whom meet the minimum requirements in terms of competence. Having said that, the workload of each staff member should be manageable.
Technical department set-up

Although activities are often more intense at the level of the capital city, the technical director is responsible for the country as a whole. In order to exploit the full potential of the nation’s football, and especially in big countries, it is essential to be able to organise football development in a systematic way everywhere. This can only be done if the appropriate technical structures exist in the regions and are integrated with the regional associations/leagues, or else organised/coordinated from the headquarters.

Depending on the resources available and the level of organisation of the regional branches, the structure might vary from just one focal point (paid 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 everywhere. To achieve this result, excellent internal communication and a performing feedback system are an absolute must.

3.2 Human resources management

Necessary profiles
Each function of the technical department is associated with a certain type of technical and organisational knowledge and skills. The person in charge of education and coach licences will have a different experience and personal profile than the one in charge of grassroots football. Defining the key skills for each position and assessing them is one of the responsibilities of the technical director. It is to be noted that – although technical knowledge is a must – staff also need to be proficient in other domains such as computer literacy, basic drafting skills (reports), organisational capacity and good understanding of the internal rules and regulations. Moreover, a department functions like a team and must be governed by team spirit, integration of roles and excellent internal communication. These are all qualities that play a pivotal role in the efficiency of any department.

When a technical director is newly appointed, he will have to evaluate the employees under his responsibility and assess how their profiles can best contribute to the effort of the department. If somebody presents some gaps in terms of personal profile or experience, it might be possible to improve his/her skills through training or peer-to-peer work (for more information on training see below). It is absolutely fundamental that whoever is in charge of certain functions is able to fulfil his/her responsibilities and receives all the necessary support from the technical director. If the person’s profile falls short of the minimum requirements and training is considered irrelevant, a replacement must be considered.

If positions are vacant, new staff must be hired (see below).

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

- Defining the necessary profile in terms of technical competence, autonomy and team spirit (job description/job announcement)
- Contributing to the criteria used for the assessment
- Actively participate in the selection process (shortlisting, interviews)
- Providing relevant input for the final decision

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

```
<table>
<thead>
<tr>
<th>Definition of needs for the department</th>
<th>Definition of the required profile</th>
<th>Publishing vacancy notice</th>
<th>Selection of best profiles (shortlist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction and integration</td>
<td>Approval of best candidate</td>
<td>Interviews with candidates</td>
<td>Appointment of recruitment panel</td>
</tr>
</tbody>
</table>
```

- **Responsibility of the technical director**
- **Responsibility of the director of administration and human resources (or GS)**

*For more information on recruitment, please refer to the General Secretary Handbook, Section 3.1.3.*

**Human resources tools**

Depending on the size and the complexity of the technical department, staff management will take a varying degree of time and personal effort by the technical director. The more complex the organisation, the more the technical director will supervise implementation rather than being personally involved with the different activities. Management is more efficient when human resources tools are employed:

- The starting point for a good manager is always to define how the structure should look in order to be in the best position to implement the association’s strategy and to achieve the identified objectives. Defining an optimal organisational chart and sharing it within the department and with the general secretary is the starting point for clarifying reporting lines and supervisory responsibilities.

- The second step is to sit down with each staff member and discuss in detail what his/her role and responsibilities are and what are the expected results over the following months or years. The best way to formalise this discussion is to put it on paper in the form of a job description.

- Another important step is to monitor and assess the performance of the employee against the targets defined at the level of the job description. Such assessment should be carried out on a regular basis in an informal matter and at least once a year on a formal (written) level. It should ideally be integrated into a process that involves the whole association.

The above are just three basic steps for the efficient management of employees. The more complex the department, the more human resources tools will be required (*for more information on this issue, please refer to the General Secretary Handbook, Section 3.1.2*).

**Internal communication**

Internal communication is fundamentally a management discipline because it is about defining the type of working environment and its rules. It is therefore directly linked to human resources management. As the head of a department, the technical director must decide how he wants the staff to interact with each other and with himself.

**TOP-DOWN**

```
1. Top
   ├── hierarchy
   │   ├── manager
   │   │   └── staff
   │   └── employee
```

**BOTTOM-UP**

```
1. Bottom
   └── employee
```

**HORIZONTAL**

```
   ┌── employee
   │   └── employee
```

Below are some key questions that can help to forge a better understanding about internal communications within the department:

- Do the reporting lines function efficiently in both directions (top-down/bottom-up)?
- Are horizontal relations between employees efficient? How do they take place?
- How do the 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 the coordination with other departments efficient? How can it be improved?
- Where are people based (e.g. in the regions) and what are the difficulties in communicating with others (availability of internet connection, electricity, mobile phone coverage, etc.)?
- What tools are commonly used and what are the pros and cons of each?

Meetings are a typical way to transmit/share information and take decision. They can have many purposes, such as:
- Informative
- Focused on analysis
- Focused on decision-making
- Clarify conflicts and misunderstandings
- Opportunity to work 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 transferred efficiently to people who did not participate in the meeting.

How to train staff
One way to upgrade the skills of the technical department’s employees is to train them in domains where they require improvements. Out of the various training possibilities, one should choose the one that is most cost-effective. Generally speaking, we can identify three types of training that are relevant for a football association:

- **Peer-to-peer training**: this training can be conducted when there are people within the association/department with the relevant knowledge and experience. It is the most typical form of training when a senior staff member works hand in hand with a junior staff member.

Peer-to-peer training is often not very formalised and takes often place within the framework of normal activities. It can be a mix of supervision (if performed by a superior) or cooperation (if performed by a colleague from a different department). Peer-to-peer can also be organised when staff participates in activities or competitions organised by other bodies (FIFA, confederation, NOC, a neighbouring association, etc.). Finally, individual training can be organised by FIFA.

- **In-house training**: this training involves the organisation of a course or several training sessions that concern many employees. It might be required when new working methodologies are introduced or when there is a radical change in the way the department functions, associated with new skills. The trainer can be either internal to the association (e.g. person responsible for IT for the introduction of a new database) or external (e.g. consultant).

- **External training and courses**: this involves the enrolment of the employee in an external course managed by a university or another training institution. Typically, the training will provide the employee with a certificate or degree that will enable the assessment of his/her academic results. Depending on the type of the course and the subject matter, the training can be based on pure theory, be focused on practice or be a combination of the two. Normally, there are costs associated with formal education that could be at least partly be covered by the association, if sufficient resources are available.

For more information about training of staff, please refer to the General Secretary Handbook, Section 3.1.4.
3.3 Financial responsibilities

Within a football association, the person in charge of finance is the director of finance and administration. Nevertheless, as one of the senior managers, the technical director has some responsibilities and prerogatives related to finance management as well. This section provides a general introduction to the matter.

The budget

The annual budget is the financial document that enables the association to plan how the money will be spent. Contributing to the budget exercise for the technical department and ensuring the funding is a key responsibility of the technical director. 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 general secretary.

Associations with few resources depend greatly on FIFA’s financial assistance for their funding. FIFA FORWARD involves the transfer of a yearly amount of money to all member associations (USD 500,000 for operational costs and USD 750,000 for tailor-made projects, both linked to specific criteria). Football associations request their funds between December and January on the basis of a specific budget that is sent to Zurich. This budget contains many lines that are typically related to technical development, such as women’s football, youth football, beach soccer and futsal. It is the role of the technical director to identify activities that relate to these budget lines and secure the related funding for the following year.

Financial procedures and accounting

Typically, the technical department is associated, together with the senior national team, to the highest levels of spending within a football association. This requires a certain level of financial responsibilities by the technical director and his staff, who is maybe in charge of approving and supervising spending within his department.

Financial management is associated to financial procedures that are the internal regulations to be followed by everybody in terms of how the money is attributed, spent and managed. The procedures encompass the following aspects, among others:

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

Although not a primary responsibility of the technical director, he should be fully aware of his responsibility under the financial procedures both direct (his own decisions and actions) and indirect (the behaviour of the employees under his authority).

Two basic rules

No expenses without authorisation (signatures/approval)

Technical directors, 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 associations with a basic accounting system there will be two recurrent terms: cost centres and cost types.

Cost centre: 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.). It is usually the responsibility of the technical director to approve the expenditures that fall within his cost centre and related accounts.

Cost type: cost types relate to how the money is spent (accommodation, transportation, material, etc.) and usually more concerns the finance department. Nevertheless it can contain useful information for the technical director 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 core responsibility of the technical director, there are a few elements that are worth mentioning.

**Office space**

In associations where the technical centre is in a different location from the headquarters (HQ), there might be some confusion as to where the technical director should be based. On the one hand, he usually spends a considerable amount of time at the technical centre supervising training sessions, games, national teams camps and courses. On the other hand, he is a senior manager of the football association and should also constantly liaise with the general secretary and the other senior staff. So, where should his office be? The right answer is: both at the technical centre and at the HQ. The main office will be at the HQ, because it is there that the coordination with the other departments takes place, where the meetings are organised and therefore where the most important decisions are made. However, given the amount of time that he spends at the technical centre, he should have an office there as well, with a minimum of equipment and furniture enabling him to work there.

In principle, the same should apply to the other employees of the technical department, including coaches. Of course, persons whose work mainly takes place at the technical centre (e.g. youth national team coaches), might have their main office there, and only a shared desk at the HQ. The situation is much easier in associations where the technical centre is located next to the HQ and the technical director can do work on and off the pitch without moving through town.

In any case, there is always a minimum of equipment that is needed to work, such as computers (both desktops and laptops), internet connection, printers, phones and a TV screen to analyse games. Making sure that all staff have access to the necessary equipment is part of the responsibilities as head of department.

**Material**

The technical centre and any other facility that is used for development activities like training camps for the 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 balls
- **Movable goals**: they can be of different sizes (from regular to mini)
- **Bibs of different colours**: to divide players into 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
- **Ball nets**: to avoid losing balls and spending too much time looking for them
- **Fixed dummies**: plastic or metal shapes of the size of a standing player. They are used as artificial barriers while training free kicks
- **Ladder**: made of a movable horizontal pole attached to two vertical supports; used to train jumps and for warm-up sessions
- **Medical set**: a box with the most important and used medical items (e.g. ice spray)
- **Timing gates**: used to get accurate data about the players’ and referees’ speed over a given distance

**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.
Toolbox for Part 3

Most frequent challenges

→ Define a management culture within the technical department
→ Combine excellent technical experience with sound managerial skills
→ Manage aspects of the work that are not directly linked to football (financial oversight, human resources, logistics, etc.)
→ Coordinate people who work in different locations (e.g. technical centre vs. HQ)
→ Ensure respect of internal regulations
→ Financial resources for the recruitment of qualified people

Necessary skills and experience

→ Excellent managerial skills
→ Excellent communication skills
→ Good level of organisation and computer literacy
→ Understanding of the basics of financial management

FIFA support

→ Administration courses
→ Performance consultancies
→ Training sessions
4 External contacts and relations

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4.2 Contacts with regional associations and leagues 36
4.3 Contacts with government and local authorities 37
4.4 Relations with other institutions 39
4. EXTERNAL CONTACTS AND RELATIONS

In Part 2, we analysed the interactions of the technical director within the football association, focusing on the relations with the senior management and the statutory bodies. Part 4 complements this overview by analysing the contacts and relations with all external stakeholders that can allow a systematisation and decentralisation of the development activities and therefore play a role in the success of the technical development strategy.

4.1 Contacts with coaches and club officials

Contacts with coaches
Club coaches are typically one of the most important target audiences for the technical department in general. As the person in charge of defining the structure and curriculum for coach education, the technical director is a clear reference point for his colleagues, from both a professional and personal perspective. The technical director must take any opportunity to interact with them. The ideal forums are coaching courses, workshops, coaching conferences and analysis seminars. Each of these events targets a different type of audience, and the technical director has to adapt his input accordingly. For instance, during a coaching course for lower licence levels, the technical director will participate in the opening/closing ceremonies, give lectures and be available for question and answer sessions. He will be the main reference point for the students at the beginning and during their career. His role will be that of a teacher and mentor.

On the other side, during – for instance – technical analysis seminars for the games of the top division or of an international competition, the audience will probably be composed of 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 the other coaches, as well as to establish a constant and open dialogue with them. In addition to multilateral forums, the technical director should maintain an open communication line at individual level as well. The bilateral relations take more time than participation in events, therefore they might not be possible on a constant basis with everyone. Nevertheless, it is important to maintain personal contact with the most relevant coaches over the phone or by e-mail, so that they can be reached in case of need, and vice-versa. A positive and open approach will enable the technical director to get the best information at any time and receive support from his peers whenever needed. Among the subjects that should be the object of discussion, we can mention:
- Information about young talents
- Feedback on youth training and matches
- Recurrent weaknesses noticed in young professional players
- Recurrent challenges by coaches on and off the pitch
- Talent scouting methods
- State of infrastructure, facilities, equipment
- Competition format (senior and youth)

Depending on the size of the country and the complexity of the competitions, the number of licensed coaches can reach into the thousands. It is clear that it will be impossible to maintain personal relations with all and even to remember some basic facts about most of them. In this case, it is therefore fundamental to establish a system whereby the relevant information is kept and constantly updated, for instance a database with the most relevant aspects of a coach’s career (clubs where he worked, years of experience, licence level, university degrees, etc.). Such a database can be developed through FIFA Connect and 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 (for more details on analysis see Part 5; for more details on coaching education see Part 7).

Last but not least, the technical director must establish a formal relationship with the associations of 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 the 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 relationships with the football association that are often reflected in the voting rights during congress or in the delegation of certain organizational functions by the association itself. Depending on the importance and role of the coach association in a given country, the technical director will decide how relevant its input can be 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 coach association (including at statutory level) and its operational capacities.

Contacts with club officials

In addition to coaches, the technical director maintains regular contacts with the clubs and teams that are relevant to his work. The ideal counterpart is the sport director of the youth sections and academies (if this position exists), but alternatively it can be any person who has decision power on the technical side (in some cases the clubs’ presidents themselves). Once again, this takes places both in the form of multilateral meetings and bilateral relations. Whereas the discussion with the coaches is mainly based on technical issues, the relations with clubs include other aspects as well. As an example:

- Youth structures: clubs that have strong youth structures are very important for the technical director. On the one hand, they are likely to produce the best talents for the youth national teams (scouting interest), while on the other they will be in a better position to provide input on issues related to training, competitions and education (football development interest). It is to be noticed that the decision on how many resources should be devoted to the youth teams, what kind of coaches should be engaged and in what competitions the team should participate in are often taken by the club’s president and/or the executive committee. It is therefore important that the technical director understands the decision-making process at club level and knows who to contact and with whom to discuss. For additional information on football academies, please refer to Section 7.4 on youth football.

- Investment in youth football: this is the key for football development that comes with 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 developing their own national talents. It is the job of the technical director to make sure that investment in grassroots and youth football (both regional and elite) is maintained and increased by the country’s clubs and he should find way to constantly advocate in favour of it. In some cases, it might be possible to impose standards on clubs such as the obligation to have one or several youth teams or to field a minimum number of youth players. In other cases, it is about persuading the decision makers and getting their support. The technical director should also inform clubs about the advantages that come from investment in youth football. These are not only the discovery and training of talents, but also the resources that can be generated by the selling of players. It should be stressed that clubs that train young players are entitled to receive “Training compensation” and “Solidarity mechanism” payments.

- Release of players: clubs need to release players before the games of the national teams and this can raise tensions, especially with clubs of the first division (e.g. fears of injury). It is part of the role of the technical director to explain to clubs how the release takes place and detail the established rules that apply, with a particular focus on youth teams that are under his direct responsibility. The technical director should also explain the advantages in having a youth player participate in games of the national teams, both in terms of
experience gained at a high level and in terms of potential economic return for the club (higher visibility, higher value of the player himself). In other terms, there is ample compensation for potential injuries.

- **Visiting matches and training sessions:**
a typical activity of the technical director involving clubs is to visit the training sessions of the different teams (senior, youth, women). 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 that can often be delegated to other members of the technical department.

---

**Reference: 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 signs his first contract as a professional and (2) each time a professional is transferred until the end of the season 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). […]
4.2 Contacts with regional associations and leagues

Regional associations
Regional associations, sometimes called regional or provincial leagues, are the local relays of the association. Depending on the association’s statutes, they usually have voting rights during congress and sometimes enjoy fixed representation in the executive committee. From a football development perspective, regional associations are of fundamental importance because they allow a systematic and widespread approach to football development country-wide. Particularly in countries that are big in size and population, developing a network of regional technical experts will allow the technical department to conduct its activities everywhere, potentially reaching every child interested in football and every active player.

The effectiveness of the technical network depends greatly on the level of organisation, human resources and financial means that are available at regional level. Unfortunately, in countries that face severe financial limitations, it might be difficult to have paid staff in the regions and provinces. The technical director must be aware of the capacities of the regional/provincial associations, both from a technical and from a management perspective and adapt the activities with them accordingly. In particular, there must be a clear communication procedure that should be harmonised at the association’s level and enable working-level contacts while respecting the hierarchical and statutory relations.
Regional associations play an important role for activities related to mass football, in particular grassroots, amateur and youth football. Since they represent the starting point for most players, the reinforcement of their capacities and the upgrade of the everyday activities must become a priority for the technical director and the football association in general. The quality of regional football is a good indication of the overall football potential of the country and – in some cases – amateur football produces talents that can reach the elite. Where financial resources are lacking, there might be the possibility to work with volunteers or in conjunction with schools, using professors of physical education as local relays.

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 association (for more information on leagues, please refer to the GS Handbook, Section 2.3 Relations with football stakeholders).

The technical director must have direct contact with the leagues, for different reasons:
- Both the football leagues and the technical department maintain regular contacts with the clubs
- The structure of the competitions plays an important role in how players evolve technically and in the development of football within the country.
- 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 the regional associations, to the point that the name of the two entities sometimes overlap.

### 4.3 Contacts with government and local authorities

**Contacts with government**

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

Before going into the details of the relations, it is important to notice that contacts with government institutions are the primary responsibility of the president and general secretary, who are the persons in charge of formally representing the association. Nevertheless, the technical director, as well as the other senior management of the association, should maintain working-level contacts that enable them to carry out their activities and exchange information without always reaching the top political level. A visual description of the different types of contacts is contained in the image below.

**Ministry of sport**

Relations with the ministry of sport are clearly strategic because this institution often provides essential funding like the covering of costs related to the national teams, the payment of the head coach’s salary, or support for the organisation of competitions and/or to the clubs.

In many countries, the ministry of sports is – together with the National Olympic Committee – the main stakeholder in sport development and can invest a considerable amount of money into infrastructure, material, training, support for the different 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 grassroots, women’s and youth football.

Some associations 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 sport usually has structures and human resources that can be of great help for the implementation of the association's strategy. One key suggestion is to involve the ministry in the early stages of the definition of the strategy, including during the analytical part (see Part 5). The relation 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 role of the general secretary to oversee the drafting of the MoU, whereas the technical director should participate in the technical discussions and provide the necessary input. He should also be the main contact person for anything related to the practical implementation of the agreement. Depending on the complexity of the association and the quantity and type of work that is envisaged, other departments (e.g. legal department) or other staff of 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 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 boys and girls of a young age and creates a framework for them to evolve into more structured competitions and training.

Working with schools is therefore almost mandatory, especially if the network of grassroots clubs and academies is weak and if there are no specific competitions in place.

Moreover, physical education is usually a standard item in the education curricula and the teachers of physical education can become grassroots coaches, working in the field, with great experience in dealing with children and youth. It is of the utmost importance for any association to have access to and establish cooperation with school football.

In some cases, it might be suggested to sign a tripartite agreement with the ministries of sports and education to secure full support for development activities. For more information on grassroots activity, please follow this link http://grassroots.fifa.com.

Ministry of health

Football and sport in general are the best way to advocate a healthy way of life, to fight tobacco, alcohol and drug abuse and for the prevention of diseases. FIFA has established a specific programme in this regard. This activity requires intense cooperation with the ministries of health and education. Although not of the primary responsibility of the technical director, he might be involved directly or indirectly in part of the implementation and must be fully aware of the agreements between the association and the ministry.

See Football for Health: http://www.fifa.com/development/medicalfootball-for-health/index.html

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 association's strategy at regional level. This can include:

- Cooperation for the improvement of existing football facilities or the construction of new ones
- Attribution of office space, furniture and equipment for the regional associations, including scouts and coaches
- Collaboration with local schools or community centres for the organisation of grassroots festivals or community tournaments
- Management of regional academies

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 of the contacts will be maintained at local level directly, the technical director must be aware of how these take place and supervise the implementation of the agreement from the association's side.
4.4 Relations with other institutions

The technical director maintains regular contacts with a number of institutions, both within the football family (FIFA, confederation, other member associations) and outside it (Olympic movement, other sport associations, universities, research centres, NGOs, etc.).

FIFA

Contacts with FIFA are among the most important for a technical director. Developing football worldwide is one of the main objectives for FIFA, which devotes important human and financial resources to development programmes. Technical development is overseen by the Technical Development Division that is part of the Football Branch in Zurich. In addition, there are some FIFA development offices worldwide that provide support and help to the member associations. Each office is headed by a development officer (DO) and has a technical development officer (TDO) in charge of the technical area. The TDO is a fundamental contact for any technical director and contacts should take place on a very regular basis to update FIFA on the evolution of the national strategy and to ask for support.

Confederations

Confederations are groups of football associations organised on a geographical basis and are not members of FIFA per se. They have different sizes and different histories. Recently appointed technical directors should get familiarised with the relevant confederation’s procedures to apply for development programmes and to participate in the regional competitions, particularly for youth and women's football. Some confederations as well as FIFA have developed an intranet system to provide their members with additional information and access to certain documents. Otherwise, their website usually contains a good guidance for what general information is concerned, including tournament regulations:

www.the-afc.com
www.cafonline.com
www.concacaf.com
www.conmebol.com
www.oceaniafootball.com
www.uefa.com

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

- Organisation of continental competitions: these include youth and women 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 or leagues shall not be formed without its consent and the approval of FIFA
- Representation functions: election of the members to FIFA’s Council, including the female representative
- Continental club licensing programmes
- Continental coaching licensing programmes

The relation between FIFA and the confederations is one of cooperation towards the same goal, which is the development of the game. To this end, FIFA tries to harmonise its activities in a complementary way to what is provided for by the confederations. Depending on the resources of the relevant confederation and its capacities, some of the services and development programmes in favour of the associations might be carried by FIFA, the confederation or in partnership between the two. As a general suggestion, the technical director should try to integrate as much as possible the support provided by the different stakeholders in a coherent way.
Other member associations
Collaboration and constant contact with colleagues from other countries is a must. Technical directors or technical staff from countries that face the same challenges are often the only ones who can fully understand the difficulty and the challenges that the position is associated to. They can provide advice, share personal experiences, or simply be available for informal discussions. Both FIFA and the confederations regularly organise seminars for the technical directors, therefore it is generally very easy to meet people 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 sports federations within a given country. Depending on the situation, it can be a strong and independent body with considerable resources, or a relatively weak structure that is highly dependent upon the ministry of sport or other state institutions. Notwithstanding the nature of the National Olympic Committee, establishing and maintaining working-level relations with it is part of the role of the technical director. It is to be noted that Olympic Solidarity (the International Olympic Committee body in charge of sport development) offers free courses and scholarships to sports federations. These can, for instance, be used to train coaches or the staff of the association. They have to be requested through the National Olympic Committee. http://www.olympic.org/Documents/Reference_documents_Factsheets/Olympic_Solidarity.pdf

Other sports federations
Football is the number-one sport in most countries worldwide and usually has more resources than other sports. Nevertheless, this is not the case everywhere and the challenges that other sports federations face on a daily basis are often very similar. There are sports like rugby or American football that use a very similar infrastructure to football. There are other sports like athletics that require a very similar physical preparation. Finally, most sports require the organisation of courses and seminars for the training of their instructors, coaches and referees. Identifying existing synergies with other sports can lead to the identification of unexplored opportunities and an increased efficiency in the use of the existing resources. This can concern, for instance, the exchange of experience and information, higher coach education, common training camps for youth and common school programs for academies.

Universities and research centres
Universities and research centres can be important partners for the technical director because they conduct studies on various aspects of the players or team performance from a scientific and
academic perspective. These can be of great help in upgrading the level of the technical analysis and to develop training programmes for clubs and national teams that are more in line with the identified needs.

The same applies to other relevant domains such as nutrition, prevention and recovery from injury, as well as mental and psychological training.

There is also the possibility to include students in some relevant research projects that will both provide them with credits for the university and a useful analysis for the association.

**Contacts with the parents of youth national players**

Although not stakeholders per se, the parents of youth national players are a group of people that should be given due attention by the technical director. The age categories between 13 and 18 are associated with very specific traits that need to be addressed through good interpersonal communication. Establishing a direct line of contact with the players’ families will both protect the players themselves and reassure the families. Some of the themes to be addressed when speaking with the youth players’ families are:

- Explain the advantages and risks of a football professional career and explain the importance of continuing education
- Listen to their fears and reassure them on how the boys and girls will be taken care of by the club and at the level of the youth national team
- Contain expectations about the potential career path of their son/daughter and ensure that any decision by the family is based on realistic considerations
- Explain the role of players’ agents and avoid excessive influence from their side

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**Toolbox for Part 4**

**Most frequent challenges**

- Lack of direct contact with the relevant football stakeholders (club officials, regional associations, etc.)
- Obtain the highest professional and personal recognition of peers (coaches)
- Find the time to maintain quality contacts 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 FIFA and confederation criteria for development programmes

**Necessary skills and experience**

- Highest level of technical expertise coupled with a good formal education (if necessary through adult educational programmes)
- Excellent level of organisation enabling him to maximise the time available
- Exploit any opportunity when target groups are present together (e.g. coaching courses or seminars) to meet people in person
- Capacity to understand regulations of international competitions that are drafted in legal language

**FIFA support**

- The technical development officer remains at the disposal of the technical director 24/7
5

Analysis of the football environment

5.1 The project cycle concept 43
5.2 Analysis of the different football levels 44
5.3 Type of analysis for each football level 46
5.4 Who has to be involved? 51
5.5 The outcome of the analysis 53
5. ANALYSIS OF THE FOOTBALL ENVIRONMENT

5.1 The project cycle concept

Part 5 concerns the analysis of the football environment, which is a key element in the technical director’s work. The analysis of the football environment always represents the first step of any strategic approach. One cannot possibly know where to go before knowing where one is. The analysis of the football environment answers critical questions like: where are we now in football terms? What are our weaknesses? What are our strengths? Are there unexplored opportunities? Who are the key stakeholders? What other stakeholders exist? Where have we come from? How is football related to our history and culture? An analysis must be made with a view to defining actions that will be further defined by the strategy. FIFA suggests to all member associations to develop a strategic document based on the project cycle concept composed of four interrelated phases: situation analysis, strategy, implementation and monitoring.

Analysis is the basis of the whole cycle, because without a good understanding of the football environment and of the external factors that can influence it, no long-term development is possible.

The two most common mistakes

There are two common mistakes made by newly appointed technical directors. The first is the belief of already knowing everything about the country and its football. Although technical directors 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 available 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 the analysis is an investment that will have returns in the long-term.
5.2 Analysis of the different football levels

Definitions

**Football level:** for the purpose of this handbook, the term “football level” defines where a competition, a team and the related players stand in terms of age grouping, amateur/professional status and regional/national nature. They specifically refer to the “double pyramid” graph described below.

**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.

The first step of the analytical process of the technical director is to understand how the country’s football is structured and the key links between the different levels of the game. A few simple questions that can help in this regard are:

- 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?
- How does a youth player continue to play, with which clubs and in which competitions?
- What is the link between grassroots and youth competitions?
- What is the link between youth competitions and elite football?

- What is the link between youth national teams and the senior team?
- What is the link between amateur football, youth football and elite football?
- What is the state of the infrastructure and is it adapted to the present and future needs?

The double pyramid below is a graphic tool that explains how the different football levels interact with each other and that helps to provide a roadmap for the analytical work. If one level is weak or missing, this will have strong repercussions on the levels above. The main rule is always to start from the bottom and move progressively to the top.
It is to be noted that the different football levels can be under the responsibility and/or control of different football stakeholders. Generally speaking, there can be three types of set-up:

- Activity/football discipline fully managed by the football association (e.g. grassroots directly organised by the technical department)
- Activity/football discipline managed by affiliated bodies (e.g. amateur leagues, beach soccer leagues, etc.)
- Activity/football discipline managed by external stakeholders (e.g. private academies). The association retains full regulatory powers and is responsible for the overall coordination and harmonisation of the different domains.

The afore-mentioned pyramid defines the “landscape” of national football. With some adaptations, it can also be used for the analysis of women’s football, beach soccer and futsal. In some associations, special disciplines like football for disabled people or for company sport can be part of the analysis.
5.3 Type of analysis for each football level

The main variable when it comes to the analysis of each football level is to know exactly how competitions and games are organised. The analysis has to be done for all age groups. Some of the key questions are:
- Who organises the competitions?
- What are the age groups or levels involved?
- How many teams per competition?
- How many games are played by a team over a season?
- What is the format of the competition?
- In what period of the year is the competition organised? Duration of the season? What consequences does this have?
- What facilities are used (competition and training)? What is their availability?
- Are there additional pitches to further develop the competition (including training)?
- How many and what kind of referees are available?
- What is the level of the coaching?
- Do academies exist and if so, who manages them? What are the requirements?

Criteria related to quantity

Depending on the football level, the key analytical factors might change. For instance, in grassroots and amateur football, where participation is much more important than the results or the quality of the games, it is fundamental to focus on very practical aspects linked to the frequency and geographical distribution of the festivals and tournaments, because these have a high impact on how many players can access them.

It is important to keep a record of the different activities available country-wide. In this respect, a simple table like the example below can be of great help:

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group</td>
</tr>
<tr>
<td>Number of players and game format</td>
</tr>
<tr>
<td>Number of teams per group</td>
</tr>
<tr>
<td>Number of games per team</td>
</tr>
<tr>
<td>Period of competition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organiser</th>
<th>Age group</th>
<th>Number of players and game format</th>
<th>Number of teams per group</th>
<th>Number of games per team</th>
<th>Period of competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional federation A</td>
<td>U-12</td>
<td>300 (9v9)</td>
<td>10-12</td>
<td>18-22</td>
<td>Apr-June/ Aug-Oct</td>
</tr>
<tr>
<td>Regional federation B</td>
<td>U-10</td>
<td>425 (7v7)</td>
<td>8-10</td>
<td>14-18</td>
<td>May-June/ Sept-Oct</td>
</tr>
</tbody>
</table>

In this domain, with very few exceptions, the higher the figures of the participants and the figure of the games played, the better the situation.
Criteria related to quality
At some other levels, it is more relevant to analyse the quality of the game. This is particularly important when it comes to elite youth and professional football. Here the main variable is not only the quantity of the games played, but mainly the performance. Particularly for professional football, the technical analysis of top division games will provide very good indications of the type and quality of youth training programmes. This qualitative analysis will have a strong link with the philosophy of the game that the technical director wants to develop for the football association in general.

Some of the elements to be looked into 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 main technical, tactical, physical and mental strengths/weaknesses?
- Level of goalkeeping?
- How to develop the potential of the players?

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

Quality of games U-15/16

<table>
<thead>
<tr>
<th>Level</th>
<th>4 = excellent</th>
<th>3 = good</th>
<th>2 = average</th>
<th>1 = poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X = Club teams U-15/16</td>
<td>O = Youth national team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Motivation, leadership, team spirit
- Dynamic, speed
- Construction, ball position, using width and depth
- Attacking by wing position
- Efficiency in box (attacking)
- Transition (both directions)
- Zonal defence and pressing
- Aggressiveness in 1v1 situations
- Technical skills in movement

If there is no national philosophy for the game or not yet, criteria for the analysis of different FIFA Technical Study Groups (TSG) could be used.
Analysis of individual performance

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

Criteria could be:
- Elements of the personality (motivation, learning capacity)
- Technical skills (ball handling)
- Tactical behaviour (in defence and attack)
- Physical strength (speed, constitution)
- Environment (support by parents)

Example of an analytical chart for individual performance in elite youth football

<table>
<thead>
<tr>
<th>Efficiency and performance factors</th>
<th>Performance profile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Technical skills</td>
<td></td>
</tr>
<tr>
<td>→ Basic skills</td>
<td></td>
</tr>
<tr>
<td>→ Technical skills under pressure</td>
<td></td>
</tr>
<tr>
<td>Tactics</td>
<td></td>
</tr>
<tr>
<td>→ 1v1 attacking</td>
<td></td>
</tr>
<tr>
<td>→ 1v1 defensive</td>
<td></td>
</tr>
<tr>
<td>→ Attacking game behaviour</td>
<td></td>
</tr>
<tr>
<td>→ Defensive game behaviour</td>
<td></td>
</tr>
<tr>
<td>Physical condition and constitution</td>
<td></td>
</tr>
<tr>
<td>→ Speed, sprint</td>
<td></td>
</tr>
<tr>
<td>→ Muscular strength, explosive power</td>
<td></td>
</tr>
<tr>
<td>→ Abdominal strength</td>
<td></td>
</tr>
<tr>
<td>→ Endurance</td>
<td></td>
</tr>
<tr>
<td>→ Robustness, health</td>
<td></td>
</tr>
<tr>
<td>Mental power, personality</td>
<td></td>
</tr>
<tr>
<td>→ Leadership</td>
<td></td>
</tr>
<tr>
<td>→ Aggressiveness, winning spirit</td>
<td></td>
</tr>
<tr>
<td>→ Concentration</td>
<td></td>
</tr>
<tr>
<td>→ Positive thinking</td>
<td></td>
</tr>
<tr>
<td>→ Team player</td>
<td></td>
</tr>
</tbody>
</table>

Level: 4 = excellent / 3 = good / 2 = average / 1 = poor
Analysis of coach education

Another important variable when it comes to the analysis of the football environment is to understand the situation concerning coach education and player training. As we will see in Part 7, developing the coach education framework for the whole country is one of the key responsibilities of the technical director. Before engaging in any changes and developments, one has to know how the national coaching education programme is working. This level of knowledge should not only be based on numbers, but should go deeper into the actual curricula and the understanding of 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 people will use the learned techniques during training and on matchdays. The key factor of any efficient coach education system is the presence of a number of qualified coach instructors who relay quickly and precisely the game philosophy at coach level. Their qualification, experience, motivation and professional relation with the football association has to be analysed because any weakness of the coach instructors will be automatically reflected in coach education.

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Control</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of coach education (several levels)</td>
<td>Written reports of coach instructors and participants after each course; yearly meeting with coach instructors</td>
<td>TD / head of coach education</td>
</tr>
<tr>
<td>Number of participants (several levels)</td>
<td>Statistics (yearly)</td>
<td>TD / person responsible for player/coach registration</td>
</tr>
<tr>
<td>Activity in clubs</td>
<td>Coach activity rules and regulations e.g. B licence for U-16</td>
<td>TD / competitions department</td>
</tr>
<tr>
<td>Quality of training and coaching in clubs</td>
<td>Visits of youth national team coaches in clubs with written reports; half-yearly meetings of all youth national coaches of an MA</td>
<td>TD / senior national team coach/youth national team coaches</td>
</tr>
</tbody>
</table>

The best way to understand the practical link between the coach education and the impact on the pitch is to regularly observe the training sessions at club level (both senior and youth competitions), as well as in official matches. This is particularly true for clubs who engage youth national players, as they represent the future of the national team and spend most of their training time with their own clubs. This 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 of the session (objective, phases)
- Methodology (organisation, demonstration, coaching, feedback)
- Activity of players (motivation, concentration, progress)
- Infrastructure and material
Analysis of player training

This analysis concerns how the training takes place and requires regular visits of youth club’s training sessions by the staff of the technical department.

Example of an analytical chart for U-17 club training

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

### Methodological construction of a training session and of coaching techniques

- Systematic alternation between play and training: application of 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 autonomy: play and train in a focused way (quality)
- Cognitive representation: memorise the key movements

### Installations and material (infrastructure)

- Infrastructure/pitches
- Material: many balls, mobile goals, bibs, cones, etc.

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

In addition to the actual training session, one should also look into the different weekly plans of the different age categories. This type of analysis can be conducted in a centralised way through meetings with representatives of clubs or leagues.
Analysis of the club structures
Another important element for the technical analysis is the level of structure and organisation of the football stakeholders that are directly or indirectly involved in youth football. These can be youth departments at club level, football schools, regional associations, private academies or community structures. At the end, only the overall quality of the work conducted by anybody who is involved in youth education can guarantee the progress of the future professional players (boys and girls).

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)

For a concrete example, see the FIFA Youth Manual, p. 244.

5.4 Who has to be involved?

Although the coordination of the analytical phase is the responsibility of the technical director, the whole process must involve all the relevant stakeholders. The greater the number of participants, the better the collected information and the more opportunities will be available in the future. The analysis of the football environment should also provide the technical director with a good mapping of the football structures and the stakeholders to be included in the long-term strategy as key partners.
Stakeholders within the association
The technical director should inform the general secretary, the president and all senior staff of the association that he is proceeding with the analysis. In some cases, they will facilitate contacts with non-football stakeholders, whereas in some others they will provide useful information about variables that relate to their domain of expertise. As a typical example, the marketing director can make an assessment of the income-generation potential of a grassroots or women's competition, and the finance director can provide figures on the actual costs of existing competitions and/or tournaments.

Technical department
As saw in Part 3, the technical director is a head of department and manages a team of employees. Given the importance of the analysis of the football environment for the development of the long-term strategy, all the staff of the technical department should participate in it. This will develop ownership from their side and possibly increase their level of commitment and motivation for future activities.

Coaches and coach instructors
As we will see in the coming chapters, working in close and frequent contact with coaches is a must for any technical director. This should be the case for the analytical step as well. When it comes to analysing games, training sessions, weekly schedules, physical fitness levels, etc., one needs the full cooperation of the country’s coaches, in particular the most experienced ones who work as coach instructors and can relay on a daily basis the vision and approach of the technical department. This will ensure a higher quality of information and improve the statistical relevance of the available data.

The technical director should be a reference for the country’s coaches, and establishing a network of committed people who cooperate from the start is one of the keys to the success of the long-term strategy.

Football stakeholders
As mentioned above, and particularly as far as youth football is concerned, the technical director should involve in his analysis all relevant football stakeholders, including clubs, regional associations and private academies. Although their status within the football association might differ greatly, the technical director should establish open and direct working-level contacts to enable a constant exchange of information.

Government
Government is usually a key stakeholder in the development of football in most countries. Although the political contacts are maintained by the president and the general secretary, the technical director should have working-level contacts at ministry level (particularly ministry of sport and ministry of education). Involving government in the analytical process will enable the identification of existing opportunities and possibly facilitate the allocation of funds and infrastructure. The typical example is the development of large-scale grassroots activities in cooperation with the ministry of education, targeting schools.

At local level, the involvement of regional authorities or city councils is also suggested.

Community organisations and NGOs
Other key stakeholders can be community or religious institutions that are very active in sport and have access to facilities, NGOs and civil society institutions that work with children and youth, as well as commercial entities that are interested in investing in sport or social programmes (e.g. corporate social responsibility).
The analysis of the football environment is not a purely academic exercise. It is done with a clear operational objective and must represent the basis for the planning and implementation of future development activities.

Usually, during the conducting of a technical analysis, a quantity of raw material is collected (statistics, qualitative analysis, quantitative data, etc.). This material needs to be ordered and compiled in a structured way. If there is a complex amount of data, this opens up the possibility/opportunity to collaborate with universities.

In some instances, the analysis will require continuous updates and assessments and will progressively transform itself into a continuously updated monitoring tool (for more information on monitoring, see Part 8).

Deciding how the information is compiled and stored, who can have access to it and who is in charge of the updates is a typical responsibility of the technical director.

**Technical analysis documents**
Beside the detailed technical documents, it is always suggested to produce a short and descriptive analysis of the football situation to be shared with the general secretary, 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 a technical analysis.

![Visual Example of Technical Analysis](image-url)
The table below contains the more detailed analysis of the above chart. It is just an illustrative example of a country where there are assets and liabilities. The football situation varies greatly from one context to the other and the analysis has to be as specific and tailor-made as possible.

<table>
<thead>
<tr>
<th>Football level</th>
<th>Analysis</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grassroots</strong></td>
<td>The country has a long and strong history of grassroots activities in all regions. All schools organise football activities (6-12 years) and the vast majority of boys and about 30% of the girls regularly play football. Very strong support by both the ministry of education and the ministry of sport, as well as parents’ associations.</td>
<td>Very good level, definite asset</td>
</tr>
<tr>
<td><strong>Regional youth football</strong></td>
<td>Only one youth tournament exists (U-17). There are ten teams and all from the capital city. There is widespread age cheating. There is no youth category where players can continue playing after the grassroots level and many talents are lost.</td>
<td>Very poor level, definite liability</td>
</tr>
<tr>
<td><strong>Adult amateur football</strong></td>
<td>The number of amateur leagues reflect the great passion for the game in the country. They are relatively well-organised country-wide 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. 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.</td>
<td>Good level, asset</td>
</tr>
<tr>
<td><strong>Elite youth football</strong></td>
<td>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 confederation tournaments. However, the selection and training of young talents is hampered by the absence of a well-structured youth competition.</td>
<td>Intermediate level, improvements needed</td>
</tr>
<tr>
<td><strong>Professional football</strong></td>
<td>The national 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 is eroding the basis of the national team and it is now difficult to find good goalkeepers and central defenders that used to be the pride of the country in the past. Clubs tend to buy players from neighbouring countries rather than invest in local youth players. Big problems in the long-term.</td>
<td>Intermediate level, some serious risks identified</td>
</tr>
<tr>
<td><strong>Coaching education</strong></td>
<td>Relatively good level of coaching education at professional level (good coach instructors), 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 teams coaches are poorly qualified. Concerning grassroots instructors, the ministry of sport has created its own training programmes, which are, however, managed independently (no control by the association which is unacceptable).</td>
<td>Poor level, definite liability</td>
</tr>
<tr>
<td><strong>Refereeing</strong></td>
<td>The country has a history of excellence in refereeing and one of the international referees is considered to be at the top of the confederation’s level. In addition, a number of young referees regularly graduate from the association’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 is high. This sometimes leads to serious intimidation and some good referees quit their career at an early stage.</td>
<td>Very good level, some improvements still possible</td>
</tr>
<tr>
<td><strong>Women’s football</strong></td>
<td>The youth national teams have a good record at international level thanks to a wide player basis and good scouting. Unfortunately the players leave football 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 true potential of the country.</td>
<td>Intermediate level, improvements needed</td>
</tr>
</tbody>
</table>
**Stakeholder mapping**

As mentioned above, another key element of the technical analysis documents relates to the identification and prioritisation of football stakeholders. A good mapping of all the stakeholders that are active in football or that can be engaged into future activities is a must for a good technical analysis document.

**Example of football stakeholder mapping**

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Stakeholder challenges</th>
<th>Stakeholder expectations from the MA</th>
<th>Possible extra resources</th>
<th>Performance of the stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of education</td>
<td>High number of schools and logistical challenges to access remote areas</td>
<td>Receive support in terms of balls and material for grassroots festivals. Train and coordinate educators</td>
<td>One sponsor might be interested in investing in grassroots football</td>
<td>Very committed to using football as a means for education. Generally quite efficient</td>
</tr>
<tr>
<td>Regional associations</td>
<td>Lack of funds and visibility</td>
<td>Capacity building of staff and volunteers. Additional resources (material, funds)</td>
<td>Governors and local authorities might provide office space and other facilities</td>
<td>Some regional associations are very committed and organise many amateur competitions. Level is not homogeneous within the country</td>
</tr>
<tr>
<td>Football academies (clubs, regional, private)</td>
<td>Lack of funds and very poor facilities, both in terms of pitches and accommodation</td>
<td>Support in terms of coaching education and creation of synergies for youth national teams. Playing opportunities. Licensing</td>
<td>Foreign clubs might invest in some of the academies because they are interested in acquiring young talents. Investment in infrastructure and development of local capacity</td>
<td>Very different level between existing academies. Some are professionally managed, other have little capacities and their motives are dubious</td>
</tr>
</tbody>
</table>
**Practical example**

**Creation of a U-17 domestic competition**

We will start here a practical example of what it means to use the project cycle framework for carrying out specific activities. The case study is the creation of a U-17 competition and its integration with all relevant football levels. The example will continue at the end of chapters 6, 7 and 8.

This is the analysis stage. The starting point of the case study will therefore be the assessment conducted above, that is to say:

“Only one youth tournament exists (U-17). There are ten teams and all from the capital city. There is widespread age cheating. There is no youth category where players can continue playing after the grassroots level and many talents are lost”

In order to better understand the problem, we have to ask ourselves some key questions and find the answers:

1. **Why do only teams from the capital city participate in the tournament?**
   The costs of transportation make it very difficult for other teams to travel long distances.

2. **Is it possible to create competitions in the different regions? Why was it not done before?**
   A lot of football is played in the regions, mainly at school and community level, but it is not organised by the regional associations. The reason is in some cases a lack of resources, in others a lack of organisation.

3. **Do the regional authorities support football? Can they do more?**
   Most of the governors support football but do not want to spend all their money on the travel costs of privately owned teams. They are more eager to organise local competitions instead.

4. **Why is there age cheating?**
   Age cheating comes both from the players who want to have a chance to be scouted for the national teams and the clubs who want to win 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 level competitions?**
   It is estimated that there are about 20,000 youngsters 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 infrastructure?**
   Infrastructure is generally in a poor state, but there are pitches owned by religious organisations that could be used for the purpose of youth leagues. These are in good conditions and have changing rooms.
Toolbox for Part 5

Most frequent challenges

→ Understand the importance of non-professional football (e.g. grassroots and amateur football) as well as coaching education
→ Pressure to deliver in the short term and need to plan in the long term
→ Pressure to move on with activities as soon as possible at the expense of a good analysis
→ Availability of reliable statistics about players, teams, games, coaches, referees and officials
→ Difficult communication and/or cooperation with other departments of the MA (player licensing, competitions, regional associations) and with the most important stakeholders (regional associations, local authorities, sponsors)

Necessary skills and experience

→ Use of standardised analytical methods (e.g. SWOT analysis, national statistics)
→ Capacity to maintain contact, communication and networking with stakeholders
→ Capacity to communicate with specialised and interested people at universities
→ Capacity to use an electronic licensing system for players and officials
→ Good time management to dedicate sufficient time to collection of information and analytical work

FIFA support

→ FIFA Connect (player licensing system)
→ Support by the FIFA development officer and technical development officer
→ Reports of FIFA’s Technical Study Group
→ FIFA manuals and courses
→ Technical ad hoc consultancies
6 Strategy and planning

6.1 Defining a long-term strategy

6.2 The yearly action plan
6. STRATEGY AND PLANNING

6.1 Defining a long-term strategy

What is a strategy?
A strategy is “the process of determining goals and developing plans to achieve them”\(^3\). It is based on the analytical phase that we described in the previous part. In principle, each football association should develop an overall strategy for all its activities, encompassing not only technical development but also domains such as marketing, communication, finances, event management etc.\(^4\)

Typically, the strategic planning takes place in the medium and long term (minimum 4 years). As far as technical development is concerned, it focuses on grassroots activities and investment in youth football that can give results ten years or more later. Therefore it is not related to the present but to the future of the country’s football. As mentioned in the first chapter, the definition of a long-term development plan is one of the key responsibilities of the technical director and this chapter will provide some guidance on the main aspects that underpin the process.

Defining the goals: the need to prioritise
As we will see in Part 7, the technical department is responsible for a vast number of domains and each of them is important in its own right. Nevertheless, there are very few football associations in the world that have sufficient resources and manpower to be competitive in all football disciplines and be able to invest consistently in all domains that relate to football development.

Most associations have a constant shortage of money or human resources and are not in a position to invest at the same time in the national teams, the youth leagues, women’s football, grassroots, beach soccer, futsal and organise courses on coaching, goalkeeping and fitness trainers for all disciplines and football levels. A decision has to be made as to where the available resources should be invested first and why. This process is called prioritisation and defines what goal or objective takes precedence over the others.

\(^3\) Strategy and Planning Manual, p. 13
\(^4\) General Secretary Handbook, Section 3.0
It is a common mistake to develop over-ambitious strategies that prove non-viable at the implementation phase because of a lack of resources. In this respect, prioritisation helps the technical director to identify the core activities and maintain a realistic approach during the strategic process.

The way prioritisation is defined differs from one association to another, because it greatly depends on the specific situation of the country (see Section 5.4 Outcome of the analysis). For instance, a country where grassroots football is already strong will not need to invest heavily in this domain and will concentrate on other aspects of development.

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

Please note that the above is just one of the many types of prioritisation that could be defined and does not represent a standard in any way. In other cases, for instance, grassroots or beach soccer might appear much higher in the table.
Goals, objectives and sub-objectives
The technical director has a responsibility to define and shape the technical development strategy in synchrony with the association’s strategy. It is his responsibility to take the broad goals (= priorities) and further detail them into an articulated strategic plan over several years.

To do so, it might be necessary to break down each main goal into a series of related objectives or sub-objectives and further develop these into an integrated set of activities. Below is a simplified example of how the main goal “Develop women’s football” could look:

### Development of women’s football

<table>
<thead>
<tr>
<th>Goal/Priority</th>
<th>Grassroots</th>
<th>Youth girl’s league</th>
<th>U-17 national team</th>
<th>Senior national team</th>
</tr>
</thead>
</table>
| **Objective** | 1. Mixed (boys and girls event)  
2. New ideas to include and attract more girls  
3. Sensitise families and school teachers  
4. Increase number and locations of grassroots events  
5. Establish U-14 and U-16 league in cooperation with schools and clubs  
6. Train coaches and referees  
7. Support clubs with material  
8. Improve playing facilities  
9. Ensure medical follow-up  
10. Scout best talents in the league  
11. Organise training camps  
12. Plan future participation in competitions and friendlies  
13. Better visibility with larger public (comm. dept.)  
| 1. Plan participation in competitions and friendlies  
2. Facilitate passage of best players from the youth teams  
3. Improve quality of coaches  
4. Provide visibility with larger public (comm. dept.) |

#### The SMART principle
In the example above, objectives and sub-objectives are listed as a simplified set of desired outcomes or proposed activities. The next step should be to define them in full detail and in a way that enables the technical director to use them for implementation and monitoring purposes. In order to do so, it is suggested to express them using a S.M.A.R.T. logic, which means:

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

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

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

  *Example*: the U-16 league is composed of 8 teams, each composed of a maximum of 25 players. Each team will play 28 games (double fixtures), plus play-off games (semis and final)

- **Achievable**: the objective must be achievable within the time frame provided. Over-ambitious 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 the human resources available, the money, the past experience and most common obstacles that are encountered in the day-to-day work.

Example: the 8 participating teams will be selected from among the women’s clubs that already have a talent identification system and established relations with schools.

- **Responsibility-assigned:** where the person responsible for carrying out and completing the objective is identified. If nobody has been chosen as the focal point for a domain of activities, most likely little will be done. The realisation of objectives depends on the right people and on the responsibilities attributed to them. For more information on human resources see Part 3.

Example: the youth league will be under the responsibility of the technical department, specifically under the responsible for 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 when it comes to the respect of 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 will finish on 30 April. It will maintain a 8-team format for the first year, after which it will be expanded to 10 and 12 during the following two seasons, with the inclusion of teams from other regions.

---

Practical advice

The table below is a very simple yet extremely useful tool to set main priorities (strategic goals) and break them down into the relevant activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Deadline</th>
<th>Person responsible</th>
<th>Result indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop grassroots football (example)</td>
<td>Organise a grassroots event in the capital city</td>
<td>XX.XX.20XX</td>
<td>John Smith, responsible for grassroots and youth football</td>
<td>1,000 boys and girls participate in one-off event</td>
</tr>
<tr>
<td></td>
<td>Organise grassroots event in the main regional towns</td>
<td>XX.XX.20XX</td>
<td>John Smith, in cooperation with the regional associations</td>
<td>10,000 boys and girls participate in the event and 100 potential instructors are identified</td>
</tr>
<tr>
<td></td>
<td>Systematise school football and create school competitions</td>
<td>XX.XX.20XX</td>
<td>John Smith in cooperation with the ministry of education</td>
<td>300,000 boys and girls practice football on a regular basis and play at least twice a week</td>
</tr>
</tbody>
</table>

For more on SMART objectives, please refer to the FIFA Strategy and Planning Manual, p. 43.
**Getting the technical development strategy approved**

Before the strategy can move to the implementation phase, it must be validated by the relevant bodies of the association. The first step is the approval by the relevant committee (e.g. technical or development committee). The technical director should explain his programme in detail to the members of the committee and be able to bring up the correct arguments to persuade them to adopt it. It is always suggested to prepare the meeting by approaching the committee’s chairman and share informally the main axes of the strategy, so that he will have sufficient time to digest it and will be in a position to understand and support it during the discussions.

In some cases, the committee will request the ExCo to further validate its decision. In that case, the chairman of the committee will act as the rapporteur during the ExCo meeting. Once again, it is important to brief him thoroughly and produce all the relevant information for an optimal presentation of the strategy. A bilateral meeting with the general secretary and the president of the association will also clear the way for their support during the discussion.

For more information on the relations between the technical director and elected officials, please refer to Sections 1.3 and 1.4.

---

**6.2 The yearly action plan**

**The importance of yearly planning**

As we have seen, a long-term strategy defines the expected results and related activities at macro level and over the long period (minimum 4 years). Eventually, it needs to be translated into a form that becomes the support for operational activities. This form is usually the yearly action plan that defines what will take place during the following 12-month period.

In most associations, the yearly plan follows the solar year (from January to December), in line with what happens for the budget. However, the yearly planning can also be defined with a strong reference to the football season (in Europe from September to June).

No matter how the period is defined, the principle remains the same, which is to define in advance what activities need to be carried out, in a way that distributes the workload evenly throughout the year and enables a good coordination of interrelated activities.

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

- Courses for coaches and instructors
- Seminars and refresher courses
- Fixtures of the youth leagues
- Fixtures of the women’s leagues
- Training camps for the women’s and youth national teams (boys and girls)
- Fixtures (including friendlies) for the women’s and youth national teams (boys and girls)
- Fixtures of the senior national team (for info)
- Courses for referees and medical staff (at least for info)
- School year and official holidays
- Meetings with national teams coaches (senior and youth)
Planning: where to start

Beside the type and number of foreseen activities, there are several factors that impact on a yearly activity calendar.

**Competition calendar:** although technical development programmes do not usually target the elite, the competition calendar (both national and international) does have an impact on the planning. For instance, when the senior national team is playing, the whole association is mobilised for it, including the president, general secretary, finance department, etc. When defining the yearly plan, one should therefore be very aware of the FIFA dates (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 and the calendar is available online, together with the dates of the main international competitions (http://www.fifa.com/aboutfifa/calendar/events.html). A similar approach should be adopted for the main fixtures of the national competitions (Cup final, big derbies) that could absorb a lot of energy from the association and would make the organisation of other activities (courses, grassroots, etc.) more complicated.

**National holidays:** when planning yearly activities, all the religious and banking 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 the association’s staff.

**Availability of people:** development activities rely on instructors, coaches, educators, referees, medical services, school teachers, players and sometimes the support of various departments of the general secretariat, if not of external organisations (government, NGOs, sponsors). A careful and reasonable annual plan will make sure that the relevant people can reserve the dates for the foreseen development activities well in advance. This is particularly important for people with busy schedules like the association’s president or the minister of sport, should they be required to attend (e.g. inauguration ceremony). From a management perspective, the annual plan is a tool that makes it possible to manage in efficient ways staff vacations and other types of absences (e.g. studies, FIFA missions, etc.).

**Available money:** what is important to know for the definition of the annual plan is not only how much money will be available for development activities, but also when. The technical director should be aware of the association’s cash-flow needs and should coordinate closely with the general secretary and the head of finance to make sure that the planned activities will receive adequate financial coverage. The following chapter will deal more in detail with financial planning.
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 technical director should be fully aware of the financial constraints of the association and engage in close cooperation with the general secretary and the head of finance when it comes to identifying the funds to be allocated to the technical department.

To facilitate the work of the finance department and also have a precise idea of the financial component of the development activities, the technical director should keep records of how much standard activities cost as an average (e.g. coaching course, grassroots event, training camp).

For budgets that start in January, it is suggested to finalise the action plan and any additional contribution no later than the month of October (depending on the association’s planning procedure). This will enable sufficient time for the needed discussions and for an integration with the overall budget of the association.

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

For more information on financial planning, please refer to the General Secretary Handbook, Section 4.2 Financial Planning and Budgeting.

Suggestion

There is never enough money and it is rare that there are sufficient resources to cover all needs. Although the production of income is not part of the core responsibilities of the technical director, it is also true that he has a personal interest in looking for additional resources to fund development activities. It is therefore suggested to establish a close cooperation with the head of marketing and to come up with ideas and suggestions on how to generate additional resources through the available means. In some cases, youth or women’s competitions can be adapted to make them more interesting from a sponsorship or TV perspective.
Practical example

Creation of a U-17 domestic competition (continues from Part 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 10 regions, the association chooses to develop the plan over three years in order to have sufficient time to train coaches, create the links between the regional leagues and the local authorities and identify focal points that will be in charge of the organisation at regional level.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deadline</th>
<th>Person responsible</th>
<th>Result indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting and approval of competition regulations</td>
<td>May (year 1)</td>
<td>John Smith, responsible for grassroots and youth football</td>
<td>Competition regulations in place, approved by the relevant committee and understood by all players participating in the competition registered before kick-off. Systematic and thorough age checks.</td>
</tr>
<tr>
<td>Support clubs in terms of talent identification and training</td>
<td>May (year 1)</td>
<td>Technical director</td>
<td>Clubs know how to relate to the young players and their needs. Scouting and coaching standards are defined and respected.</td>
</tr>
<tr>
<td>Introduce player registration system</td>
<td>June (year 1)</td>
<td>Anne White, responsible for players' status in the competitions department</td>
<td>All players participating in the competition registered before kick-off. Systematic and thorough age checks.</td>
</tr>
<tr>
<td>Select and train referees</td>
<td>July (year 1)</td>
<td>Paul Green, responsible for refereeing within competitions department</td>
<td>A group of 15 committed boys is identified and undergo specific education. A certificate is issued for those who fulfil the physical and technical criteria.</td>
</tr>
<tr>
<td>Start of the competition in the capital city with 10 teams that belong to the best premier league clubs</td>
<td>September (year 1)</td>
<td>John Smith, responsible for grassroots and youth football</td>
<td>All fixtures organised on time and the competition takes place without interruption. A champion is declared at the end of the season.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register players in 4 of the 10 regions</td>
<td>May (year 2)</td>
<td>Anne White, in cooperation with regional leagues</td>
<td>About 800 new players registered.</td>
</tr>
<tr>
<td>Courses for coaches and referees</td>
<td>August (year 2)</td>
<td>Technical department and refereeing unit</td>
<td>50 coaches receive training corresponding to the C licence. 10 new referees are trained.</td>
</tr>
<tr>
<td>Starting from school football create regional competitions in 4 of the 10 regions</td>
<td>September (year 2)</td>
<td>John Smith in cooperation with the regional associations. Additional funding secured via FIFA assistance programme and support by local authorities</td>
<td>All fixtures organised on time and the competition takes place without interruption. A champion is declared at the end of the season in each region.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register players in all regions</td>
<td>May (year 3)</td>
<td>Anne White, in cooperation with regional leagues</td>
<td>About 1,000 new players registered.</td>
</tr>
<tr>
<td>Courses for coaches and referees</td>
<td>August (year 3)</td>
<td>Technical department and refereeing unit</td>
<td>60 coaches receive training corresponding to the C licence. 12 new referees are trained.</td>
</tr>
<tr>
<td>Organisation of competitions in all 10 regions plus the capital city</td>
<td>September (year 3)</td>
<td>John Smith in cooperation with the regional leagues. Additional funding secured by ministry of sport</td>
<td>All fixtures organised on time and the competition takes place without interruption.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play-off phase organised in the capital city with the winners of each regional competition</td>
<td>April (year 4)</td>
<td>Technical department, with additional funding from a sponsor</td>
<td>All fixtures organised on time and a champion is declared.</td>
</tr>
</tbody>
</table>
Toolbox for Part 6

Most frequent challenges

→ Involve the relevant committees and manage an excess of enthusiasm and over-optimism by elected officials (expectations)
→ High number of needs that make it difficult to prioritise
→ Lack of planning tools at association level (no strategy, no annual budget in place) and erratic cash-flow management
→ Lack of information on available financial resources
→ Decisions by ExCo or government are taken at the last minute
→ Political instability within the association or the country

Necessary skills and experience

→ Capacity to explain in detail the daily challenges to a non-expert audience and to convince them of the well-founded approach to be adopted
→ Capacity to abstract from external pressure and “emotional decisions” and base the decision-making process on facts and figures that come from the situation analysis
→ Capacity to anticipate needs and problems and discuss them with the relevant colleagues or institutions
→ Ability to “visualise” targets and “feel” whether the course of action is correct
→ Understand political processes and provide timely and relevant input to make progress with the strategy and the yearly action plan

FIFA support

→ FIFA provides extended support for the definition of the strategy through the FORWARD programme
→ FIFA’s Technical Development Division provides ongoing support for the definition of the yearly action plan and for the implementation in general through consultants and the technical development officers
7 Implementation (domains of activity)

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7. IMPLEMENTATION (DOMAINS OF ACTIVITY)

Part 7 analyses the implementation phase of the technical strategic cycle, which is indeed the most complex and long-lasting. Implementation is also the most difficult part because it has to take into account a high number of variables and challenges, some of which cannot always be foreseen with accuracy. The domains of activities of the technical department in the implementation phase are numerous and include:

- National football
- Education
- Coaching licences
- Youth national teams (boys and girls)
- Youth competitions
- Youth academies
- Women’s football
- Grassroots
- Futsal
- Beach soccer
- Individualised training
- Youth football
- Fitness training
Over the years, FIFA has produced a number of technical manuals related to the aforementioned themes. Part 7 will make reference to these manuals when relevant and focus with a higher level of detail on issues that are not covered by other existing documents. As the image above suggests, each domain of activity in itself is meaningful only if it is structurally connected with the other ones. As an example, coaching education alone will not develop football in the country if it is not associated with the right competition structure; grassroots football needs youth competitions to produce results over the long-term; senior national teams will flourish only if serious work on youth national teams is conducted, and so forth and so on.

One of the main responsibilities of the technical director is to give form to these activities in order to achieve a high level of coherence. In this respect, we usually refer to a national football philosophy, which is the definition of a distinctive football identity that constitutes the common ground for coaches, instructors, players, referees, match officials, football managers and the fan base in general.

Important

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

When implementing a strategy, the technical director must look at the sky but maintain his feet well planted on the ground. Developing new programmes, particularly in associations that lack human and financial resources, is a difficult task. Achieving results is always much more difficult than initially planned and the technical director must always be aware of the practical obstacles that he will face during implementation and try to anticipate them. Realism is a very important principle of the implementation process. We could define it as follows:

- Rooted in experience: the technical director must start the implementation process from what he knows and have already experienced. The baselines (budget, type of competitions, number of activities, etc.) must be set based on information from the previous years.
- End results: the very meaning of implementing a strategy is to achieve concrete and quantifiable results. An implementation that does not achieve the results that are expected is of little use.
- Amendable: the implementation must be adapted to situation changes or when unexpected challenges present themselves. In extreme cases the original strategy document must be updated.
- Long term: implementation has to be integrated in a long-term framework.
- Integrate all the 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 activities. The meaningful integration of 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? What should we improve?
Education, particularly courses for instructors, coaches and referees, plays a fundamental role in any sound technical development approach. Education cuts across all the development domains (elite, youth, women’s, grassroots, beach & futsal) and should be considered as one of the top priorities of the long-term strategy, as well as of the annual plan.

One of the top priorities of any technical director is to define a coherent and well-structured educational framework that responds to the identified needs and provides answers and inputs for all football levels and all football disciplines that are practiced in the country. The educational framework is possibly the most efficient tool to apply a national football philosophy country-wide over the years.
The two parameters that have to be taken into account when defining the educational framework are the variety of the themes proposed compared with the reality on the ground.

<table>
<thead>
<tr>
<th>RIGHT</th>
<th>WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES</td>
<td>EXISTING COMPETITIONS</td>
</tr>
<tr>
<td>ELITE COACHES</td>
<td>PREMIER LEAGUE</td>
</tr>
<tr>
<td>YOUTH COACHES</td>
<td>U-15 and U-17 LEAGUE</td>
</tr>
<tr>
<td>WOMEN COACHES</td>
<td>SENIOR WOMEN’S LEAGUE</td>
</tr>
<tr>
<td>FUTSAL COACHES</td>
<td>NATIONAL AMATEUR LEAGUE</td>
</tr>
</tbody>
</table>

As the image above suggests, courses have to be linked to existing needs that usually stem from the actual situation on the ground. That is to say, courses for fitness trainers or goalkeeping coaches of elite clubs will only make sense if the clubs actually do employ fitness trainers and goalkeeper’s coaches. Similarly, a beach soccer course is only justified if the discipline is played in the country on a relatively organised basis.

However, the educational programmes can also be a means to develop football and can anticipate activities to come. For instance, if the football association plans to start a new women's competition, the training of coaches, referees, match officials and other relevant positions will be conducted in advance, so that the people involved will have the needed competences in the specific domain.

**Course plan for the creation of a senior women's league**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of match commissioners</td>
<td>Coaching course</td>
<td>Refereeing course</td>
<td>Kick-off of women’s league</td>
</tr>
</tbody>
</table>

**Train the instructors**

The educational framework needs experienced and competent people to function properly. The pillars of the whole system are the instructors. There are usually two levels of instructors: the ones who deliver the actual course to the coaches and the ones who train the instructors themselves. This second category is particularly important because it constitutes the core team of the educational component of the technical department. Only the best instructors should be chosen to become a “teacher of teachers”. Their profile should not only include sound technical knowledge and passion for the game, but also and foremost a clear pedagogical predisposition and a widespread experience in different technical positions. It is through this core team of “teachers of teachers” that the technical director can define and introduce the national football philosophy at all levels. Depending on the level of organisation of the association and the available resources, they might be full-
time staff of the technical department or be contracted on ad hoc basis for a series of courses. In any case, it is always suggested to have at least one very knowledgeable person within the technical department (e.g. director of education) in charge of the whole educational framework.

**Coordination with other departments**
Whereas for the technical director the main focus will be on coaching courses, the educational framework encompasses every training session that is directly or indirectly related to the technical aspects. This includes, for instance, refereeing and medical.

Depending on how the association is structured, refereeing and medical might be managed by different departments (competitions, refereeing, medical or a combination thereof). Notwithstanding the above, the technical director must harmonise the educational approach, as well as the calendar for the different courses and ensure a coherent approach to educational activities for the whole association.

**Organisational aspects**
The devil lays in the detail and the organisation of courses is no exception. An outstanding advanced preparation and thorough information is needed in order to maximise output. Beside the very practical aspects (accommodation, course venue, meals, material, training pitches, etc.), particular attention should be paid to the selection of the participants. Who participates in the course makes as much difference as who teaches the course.

As we saw above, training is related to an identified need and the selection of the participants must follow the same reasoning. For instance, if youth coaches are targeted, only people who work (or will work) with youth players should participate. Moreover, if someone has attended a similar activity before, he should not take part in the same session, because it would represent a waste of time and resources.

This is not to be confused with another important concept for education: follow-up. A one-off course tends to have a very limited impact on the participants. Theory can vanish very rapidly if it is not associated to the constant application of the learned concepts during the daily routine: ensuring that coaches will include the new knowledge in their training is a must.

Another way to ensure that the teachings are fully understood by the participants is to organise refresher courses where the main concepts are repeated, put in context and further developed.

In order to ensure proper follow-up, it is suggested to appoint a person responsible within the technical department or formalise such a function in the job description of an existing position.

### 7.2 Coaching licences

Each association is responsible for the development of a coaching licence structure that is in line with its needs and is harmonised with the confederation’s licence system. Coaching licences are a useful means to ensure that coaches at different football levels have the minimum qualifications required for the position.

It is also a powerful tool to upgrade the professionalism of coaches within a given country.

It is to be noted that FIFA is not responsible for coaching licences and that the coaching courses organised by the Technical Development Division are to be considered as supplementary training in the framework of refreshers or preparatory courses.

Each confederation defines a licence structure that is in line with the prevailing situation at continental level. Typically, the highest licence relates to coaching in the elite senior categories, whereas the lower licences relate to different age categories at junior and/or amateur level.
Confederations have adopted different systems but all follow a progressive and pyramidal rationale. Below is a general graphical illustration of the main concepts.

Example of a national coaching licence system

It goes without saying that the content of each licence must not only be completely adapted to the football level it relates to, but also to the quality of football within the country. Licences alone do not represent a guarantee of success. They are one of the elements that contribute to the development of training routines at club level, but they need to be coupled with other parameters like the coach experience and his work methodology in general. From a technical director’s perspective, a good licence system will reduce errors and prevent poor coaches working at the highest level.

The progression from one licence level to the next should be open to motivated coaches who have clear development potential. The technical department should establish a monitoring system whereby the best coaches are detected and supported in their effort to become more professional.

It is also important that they continue to apply on the pitch what they learned during the courses and licensing procedure. Without practical work, no coach can improve. This is why it is important that coaches who remain temporarily without a team can still participate in the association’s activities, like – for instance – refresher courses. Attending refresher courses should be compulsory to keep a licence.

The same structure can be adapted for other football disciplines, like women’s football (if not integrated in the general coaching education concept), futsal or beach soccer.
As mentioned many times throughout this document, youth football (both for boys and girls) is the very pillar of the development of the game. No long-term improvement is possible without sound youth competitions, strong youth structures (clubs, academies and schools) and constant investment from the association both at the level of coach training and the youth national teams.

Given the importance of the subject, FIFA has developed a separate coaching manual that is mandatory reading for every youth coach and every technical director.

From a technical director’s perspective, youth football goes far beyond coaching techniques and concerns the overall approach towards football (football philosophy), as well as a number of organisational and regulatory aspects, such as:

- Direct responsibility for the organisation of youth competitions
- Supervision, coordination and possibly licensing of academies and football schools
- Player licences

**Direct management of competitions**

Whereas the senior competitions are managed by the league or the competitions department, the technical department is usually in charge of the organisation of the competitions that are directly linked to development (“development competitions”), namely:

- Elite youth competitions (starting from 13 years)
- Women (youth and senior)
- Beach soccer
- Futsal
- School football (general overview)
The responsibility concerning the direct organisation of competitions may vary greatly from one association to another. For instance, in some European and Northern American countries, the senior women’s competitions are organised by a league, and in some other countries either futsal or beach soccer are organised by an external body that is officially recognised by or linked to the association. This stems from the fact that, as soon as a discipline manages to be self-sufficient, it requires less support from the association and is able to develop itself in a more autonomous way. However, for the vast majority of the football associations worldwide, the above-mentioned disciplines fall under the direct responsibility of the technical department, not only for coach education (and refereeing), but also for the very practical matters related to the organisation of fixtures, which sometimes include transportation, match commissioners, supervision of infrastructure and even material. Depending on how many development competitions exist, this can require a considerable amount of work, hence the need for an outstanding organisation of the technical department and competent staff, as well as sufficient resources. Without going at length into the practical aspects of the organisation of said competitions, we can provide a few suggestions that can make the work of the technical department much easier:

- **Choosing the right format:** development competitions require a certain number of fixtures per year over a certain period of time (at least 7 months) in order to enable the players to develop over time and have sufficient training sessions. They also need to attain a certain level of quality, otherwise the games will not be conducive to learning. Number of fixtures and quality of the competition can be achieved through the definition of an optimal format. A typical example is to have a limited number of teams (e.g., youth teams only from the best 6-8 clubs of the first division) and play double fixtures (twice home and away) in order to ensure a sufficient number of matches during the year. For more on how to structure youth competitions, please refer to Chapter 11 of the Youth Football Manual.

- **Defining the right calendar:** a well-defined and well-managed calendar is one of the keys for the smooth management of competitions. For instance, if the same clubs have various youth teams (e.g. U-15 and U-17), organising fixtures on the same day and at the same venue will save time and money in terms of transportation and reduce the need for staff (coaches, referees, physiotherapists, doctors, officials, etc.).

- **Having the right infrastructure:** to conduct proper development competitions one needs to have infrastructure of a good level. In countries where there is a lack of good pitches, this can represent a big problem. The advantage of development competitions is that they do not usually require big stadiums, therefore they can use other facilities, such as the pitches at the technical centre, or community structures in good conditions. Identifying these facilities and “reserving” them both for match-days and training is a priority for the technical director.

- **The importance of referees:** without good referees it is difficult to have good competitions at any level. Development competitions are perfect to select and train young referees (committed and skilled boys and girls) who can then evolve over time and officiate in the higher divisions.

### School football

In some countries, school football represents the backbone of youth football competitions, not only for grassroots, but also for youth elite. This is the case, for instance, in the United States, where high-school teams are the main stakeholders countrywide and lead the best talents towards university competitions first and eventually to professional leagues. There are many ways in which the association can interact with the school system in order to improve the level of youth football or maximise the output of the existing competitions. Just to mention a few:

- Provide equipment
- Coach/instructor education
- Format of the competitions
- Cooperate with the authorities to improve infrastructure
- Train and manage the referees
- Improve the coaching level through courses and licences

The best framework to cooperate with the school system is an agreement with the relevant ministry in the form of a memorandum of understanding.

**Academies**

Football academies or football schools can depend on three different stakeholders: the association itself, clubs playing in the different divisions or private owners without any links to the clubs. Each of the above represents a challenge for the technical director:

- The academies managed directly by the association are usually centres of excellence where the best players of the country/region (per age group) are brought together to undergo special training. The primary aim of these talent academies is usually to produce the best players for the youth national teams. The work in terms of training and education is directly conducted or supervised by the coaches of the youth teams. The academy might be established with a specific goal in mind (e.g. the participation in a junior World Cup organised by the country itself) or have a more open-ended approach (produce the best players for the foreseeable future).

  The big advantage of the centres of excellence is the possibility to work with a high level of continuity, to have a deeper impact on the psychology of the players (they are enrolled 24/7) and to enable youth players to grow as a team. Among the disadvantages, we should mention the very high costs (especially for academies with room and board), the high responsibility for the managing department (e.g. schooling, disciplinary issues) and the need to have adequate facilities that cannot be used for other purposes.

- The academies managed by the clubs do not depend on the technical department, but remain an important asset for youth football development, therefore the technical director will maintain very close relations with the coaches and will supervise their work both from an education perspective (coaching licences) and from a very practical perspective (assessment of the training sessions and scouting). In countries where club licensing exists, football schools that depend on the clubs should be part of the overall evaluation and specific standards should be defined by the technical director to ensure a minimum level of quality. It goes without saying that there should be a direct and strong link between the football academies managed by clubs and the youth competitions of the association.

- Football academies that belong to private entities and that might not participate in youth competitions organised by the association might pose a problem, because it will be more difficult to include their work into the development strategy and to ensure that a certain level of quality is maintained. They can also present a challenge in terms of ethics, if the motivation behind their activity is to make a profit rather than develop the game.

  In order to avoid risks linked to a lack of professionalism and an excessive focus on economic interests, the football association should set minimum standards at country level and possibly establish a licence mechanism for football academies that are not linked to a club.

Some criteria that should be imposed on all academies are the following:

- Qualified director (with a coach licence)
- Qualified administrative manager
- Access to good training grounds
- Registered players at association level (see below)
- Medical supervision and insurance
- Ensure proper education of children (only for boarding schools)
- Participate in adequate competitions organised by the association or the regional associations/leagues
- Minimum one qualified coach for 20 players
- Scouting system in place
- Respect of sports ethics
- Compliance with Laws of the Game
For additional information on academies, please refer to Chapter 12 of the Youth Football Manual. For the purpose of clarity and control of the academies, it might be useful to define a hierarchy of categories for football academies and create incentives for a regular improvement over the long term. This can lead to a system of accreditation or licensing that enables a tougher control of these bodies.

### Academy categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Type</th>
<th>Services</th>
<th>Scope</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> category | Academy with room and board | → Education of the players (agreement with schools recognised by ministry of education)  
→ Provide accommodation on site  
→ Provide food and cover all nutritional needs  
→ Provide material  
→ Provide high-level training conditions and content  
→ Constant medical and physiotherapy follow-up | Investment in the best national talents from the whole country. This model can be used to prepare youth national teams, particularly U-15 or U-17 |
| 2<sup>nd</sup> category | Open academy | → Provide high-level training conditions with players living at home or staying with host families  
→ Provide high-level training conditions and content  
→ Provide material  
→ Provide food complements  
→ Assure medical follow-up | Invest in talents at regional or national level. This model can enable high-level training while drastically reducing costs |
| 3<sup>rd</sup> category | Youth club academy | → Provide regular training  
→ Provide entry medical checks and emergency follow-up | Create the opportunity to play at national level (youth league and possibly elite football) |

### Player registration

Another important aspect is player registration, which is a must in any country that wants to develop its football. A centralised players’ database with all the key information about the career, starting from grassroots, will provide a wealth of relevant information on the experience of each player. It will also enable the technical director to have an updated picture on the health of the country’s football (the number of licences is always a good indicator of whether the base is expanding or not).

Player registration might not be managed directly by the technical department. Depending on the association, it can be managed by the competitions department or other services within the administration. Notwithstanding who actually prints and delivers the licences, the technical department is directly involved in defining the type of information that should be included in the database and use it on a systematic basis as an analysis and control tool.

FIFA has developed a standardised world platform for player registration, called FIFA Connect.
7.4 All youth national teams – boys and girls

The number and type of youth national teams managed by the football association is defined by a series of elements, like:
- Age-group competitions defined by the confederation for regional tournaments
- Age-group competitions defined by FIFA for the youth World Cups
- Existence of youth leagues at national level
- Development path defined by the technical director
- Available resources

In light of the above, there is no standard set-up for national teams. There are countries that start at U-15 and progress seamlessly until U-23, with up to 8-9 youth teams. Other countries simply cannot afford to maintain so many teams and focus primarily on the U-17 and U-20 that correspond to the World Cup age categories.

Notwithstanding the differences among the various associations, the main guiding principle for every technical director is that national youth elite represents the future of the country’s football and the quality of the senior national team players greatly depends on the work conducted at junior level over the years.

Example

Iker Casillas, one of the best goalkeepers in football history, started his career in Spain’s U-17 national team. At age 16, he was the youngest player in the Spanish squad that finished third at the FIFA U-17 World Cup 1997 in Egypt. Two years later, he won the FIFA U-20 World Cup in Nigeria.

The following year, he made his full international debut at senior level, and since then he has won every major national and international title.

Coordination and supervision of all youth national teams

The first responsibility of the technical director in this domain is the definition of the national team structure for both boys and girls. This is typically a policy decision that needs to be formally approved by the general secretary, the president and possibly the ExCo and/or the relevant committee.

Once the age groups are defined, there needs to be perfect coordination between the teams and a totally harmonised approach to training and preparation, according to the national football philosophy.

Coordination means, for example:
- Very good communication between coaches of different age groups (a U-17 player will soon become U-20)
- Excellent planning of the work conducted by each team (training camps, friendly matches, official matches)
- Constant exchange with the clubs the players belong to
- Possible establishment/oversight of a national talent academy
- Close follow-up of injury recovery
- Maintain an updated database on eligibility criteria (yellow and red cards, naturalisation issues, age requirements, other criteria)
- Overview on logistics and administrative requirements in cooperation with relevant departments (e.g. finance and administration)

From the above it becomes clear that the amount of work makes it very difficult for
For additional information about talent identification, please refer to Chapter 12 of the Manual Youth Football.
7.5 Other football disciplines and individualised and specific training

This chapter focuses on topics that are already the object of a separate FIFA manual and/or DVD. In order to achieve synthesis and avoid redundancy, anyone interested in the matters outlined below is kindly invited to refer to the related material. Some of it is available on FIFA.com, while the other publications can be requested via the development offices.

**Women’s football (see manual)**

Women’s football is without any doubt the new frontier of football. Opening up the doors of football to half of the population is the key for building a nationwide movement and increased interest in the game among the population at large. The progress made by women’s football in the past two decades has been immense, to the point that the Women’s World Cup now attracts massive interest both within the organising country and abroad. Although the national leagues are still weak if compared with men’s leagues, the gap is closing progressively and in a few years women’s football will enjoy a much higher visibility.

It is one of the primary tasks of the technical department to develop women’s football by introducing it at grassroots level and further structure the youth and senior competitions, in addition to overseeing the women’s national teams participating in international competitions. All the concepts that have been outlined above with reference to coach education and licensing, as well as youth national teams and youth competitions, are of course valid for women’s football as well.

FIFA devotes many resources to women’s football and supports associations that want to establish or strengthen women’s leagues with the funding of part of the costs, in addition to consultancies and technical advice. All that needs to be known about women’s football is contained in a separate teaching manual “Developing the game” that is supported by two DVDs on “Women’s football coaching” and “Women’s goalkeeping”, as well as FIFA’s guidelines for women’s football development programmes.

*Grassroots (see manual)*

FIFA’s definition of grassroots football is the age group between 6 and 12 years (boys and girls). It typically involves school, community and club initiatives. The key concept of the programme is to bring together as many children as possible through football in order to promote the sport and enable sharing human values.

It is primarily a recreational activity that – for the most talented – becomes the first step towards the organised practice of the sport, with training and matches within a school or club framework.

The essential elements of grassroots football are relationships, team spirit and fun. The coach-educator must be dynamic, uncomplicated, passionate, motivated and must always respect the children’s physical, physiological and psychological characteristics.

Grassroots is always the very basis of any development plan, because the larger the football base, the more talents are likely to be discovered and reach the top.

Given the importance of grassroots football for development, FIFA has developed a separate manual, which is available both online (http://grassroots.fifa.com/fileadmin/assets/pdf/grassroots_en.pdf) and in paper/DVD form.

**Futsal (see manual)**

Despite the fact that futsal is not considered a professional discipline by most associations, it plays an important role from a technical perspective both because of its popularity and its role in the technical development of young players.

The popularity of the sport is due to the fact that it is easier to play and requires less endurance than 11-a-side football. It is highly appreciated by older players who are attracted by its recreational nature and the game therefore helps to maintain a large base of amateur footballers within the country.

From a technical perspective, the most important feature of futsal is the fact that it enables to multiply the players’ number of ball touches and therefore develops their ball control, passing techniques and decision-making under pressure. This makes it a perfect tool for grassroots and youth football development.
Example

Ronaldinho, one of the best players of his generation (FIFA Ballon d’Or 2005 and world champion 2002), played both futsal and beach soccer during his early years, before becoming a professional player. From his movements with the ball, one could immediately see the impact that futsal had upon his technical skills.

Not all associations have the resources to invest consistently in all football disciplines and football levels. The technical director must make a decision and define priorities (see Section 6.1 Defining a long-term strategy). Futsal might not fall within the top priorities and the decision might be taken to not participate in international tournaments with the national team. However, introducing futsal at the level of school education and encouraging the development of community multisport infrastructure will definitely bring more people towards football or enable them to continue playing, at least as a hobby. Moreover, associations that might struggle to qualify for international tournaments in 11-a-side football might find more space in futsal where the competition is not as strong.

For more information on the technical aspects of futsal, please refer to the FIFA teaching manual and DVD “Futsal”.

Beach soccer (see manual)
Beach soccer shares many similarities with futsal (recreational aspect and specific technical skills) and the same considerations outlined above remain valid.

The relevance of beach soccer may vary depending on the geographical position of the country. Places with many beaches and warm weather are the ideal setting to develop beach soccer as the main competition, for recreational purposes, or as an additional training component. If managed well, beach soccer can be used as income generation too, because it can be included in beach events, concerts and parties that – depending on the country – can attract many spectators.

It is to be noted that beach soccer might represent an excellent chance for associations to qualify for a FIFA World Cup and participate in an international event. The good results of Tahiti, Madagascar and the Solomon Islands in this discipline are a good indication that investment in beach soccer can give very tangible dividends for associations.

For more information on the technical aspects of futsal, please refer to the FIFA teaching manual and DVD “Beach Soccer”.

Goalkeeping (see manual)
Goalkeeping is a specialisation of the coaching career that focuses on training goalkeepers. All big clubs and national teams have goalkeeper coaches, however a few associations have already developed a specific educational curriculum for goalkeeper coaches. Although not the top priority for associations that face serious challenges in the domain of coaching licences, goalkeeping is a specificity that associations that have embarked upon a development path should seriously take into account.

FIFA has developed a teaching manual and a DVD on goalkeeping coaching techniques, as well as a curriculum for the organisation of courses or seminars.

Fitness (see manual)
Last but not least, the fitness of players is becoming as important as their technique, given the increasingly physical nature of the game and the need to always run faster and for a longer time.

The physical preparation of players is usually the responsibility of a professional (physical trainer) who works under the responsibility of the head coach. Associations where physical trainers are routinely employed by clubs should develop a framework for this role and possibly even a licence.

FIFA has developed a teaching manual and a DVD on fitness training techniques, as well as a curriculum for the organisation of courses or seminars.
Practical example

Creation of a U-17 domestic competition (continues from Part 6)

For the purpose of the practical example related to the implementation phase of the U-17 competition we will focus on the first year only. The below planning developed in Part 6 is taken as the base-line:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deadline</th>
<th>Person responsible</th>
<th>Result indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting and approval of competition regulations</td>
<td>May (year 1)</td>
<td>John Smith, responsible for grassroots and youth football</td>
<td>Competition regulations in place, approved by the relevant committee and understood by all</td>
</tr>
<tr>
<td>Support clubs in terms of talent identification and training</td>
<td>May (year 1)</td>
<td>Technical director</td>
<td>Clubs know how to relate to the young players and their needs. Scouting and coaching standards are defined and respected</td>
</tr>
<tr>
<td>Introduce player registration system</td>
<td>June (year 1)</td>
<td>Anne White, responsible for players' status in the competitions department</td>
<td>All players participating in the competition registered before kick-off. Systematic and thorough age checks</td>
</tr>
<tr>
<td>Select and train referees</td>
<td>July (year 1)</td>
<td>Paul Green, responsible for refereeing within the competitions department</td>
<td>A group of 15 committed boys is identified and undergo specific education. A certificate is issued for those who fulfil the physical and technical criteria</td>
</tr>
<tr>
<td>Start of the competition in the capital city with 10 teams that belong to the best premier league clubs</td>
<td>September (year 1)</td>
<td>John Smith, responsible for grassroots and youth football</td>
<td>All fixtures organised on time and the competition takes place without interruption. A champion is declared at the end of the season</td>
</tr>
<tr>
<td>Register players in 4 of the 10 regions</td>
<td>May (year 2)</td>
<td>Anne White, in cooperation with regional leagues</td>
<td>About 800 new players registered</td>
</tr>
<tr>
<td>Courses for coaches and referees</td>
<td>August (year 2)</td>
<td>Technical department and refereeing unit</td>
<td>50 coaches receive training corresponding to the C licence. 10 new referees are trained</td>
</tr>
<tr>
<td>Starting from school football create regional competitions in 4 of the 10 regions</td>
<td>September (year 2)</td>
<td>John Smith in cooperation with the regional associations. Additional funding secured via FIFA’s assistance programme and support by local authorities</td>
<td>All fixtures organised on time and the competition takes place without interruption. A champion is declared at the end of the season in each region</td>
</tr>
<tr>
<td>Register players in all regions</td>
<td>May (year 3)</td>
<td>Anne White, in cooperation with regional leagues</td>
<td>About 1,000 new players registered</td>
</tr>
<tr>
<td>Courses for coaches and referees</td>
<td>August (year 3)</td>
<td>Technical department and refereeing unit</td>
<td>60 coaches receive training corresponding to the C licence. 12 new referees are trained</td>
</tr>
<tr>
<td>Organisation of competitions in all 10 regions plus the capital city</td>
<td>September (year 3)</td>
<td>John Smith in cooperation with the regional leagues. Additional funding secured by ministry of sport</td>
<td>All fixtures organised on time and the competition takes place without interruption</td>
</tr>
<tr>
<td>Play-off phase organised in the capital city with the winners of each regional competition</td>
<td>April (year 4)</td>
<td>Technical department, with additional funding from a sponsor</td>
<td>All fixtures organised on time and a champion is declared</td>
</tr>
</tbody>
</table>
We will now focus on the possible challenges related to the foreseen activities:

**Competition regulations:** there is a lack of competence within the association concerning the drafting of the regulations. John Smith is a very good technical person but has never drafted regulations and he appears lost. It is already March and there is no sign of any draft. The technical director calls a colleague from a neighbouring country who has just implemented a similar project and he sends him his regulations. With some adaptations they can be used for the purpose. The technical director meets with the chairperson of the competitions committee who revises the draft and gets it approved during the next session of the committee. Although with some delays, the regulations are ready. John Smith organises a meeting with all premier league clubs in the capital city and explains the project and its phases. Twelve of the sixteen clubs would like to participate with a U-17 team. A long discussion ensues about the number of teams allowed and eventually it is decided to raise the number from ten to twelve.

**Registration system:** the player registration system FIFA Connect is deployed but the person in charge within the competitions department (Anne White) is on maternity leave and nobody is there to replace her. Time passes by and nothing is happening. 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 Anne White, the registration begins.

When all the players have been registered, several complaints are filed by some clubs about age cheating. Some random controls confirm the fact. The person in charge of the registration used the documents provided by the clubs and did not conduct any cross-checks. The whole registration needs to start from scratch. It is already August and the competition is to start in two weeks. The technical director decides to postpone the kick-off date to October to allow for a proper age verification. John 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 according to the competition regulations.

**Start of the competition:** in protest against the fines, six clubs decide to withdraw from the competition. The club owners also declare that they will not vote for the president of the association during the next elections. The president is angry with the technical director and asks for explanations. The technical director meets the president and the general secretary and provides all details about the encountered problems. He is supported by the chairperson of the competitions committee (a close friend of the president himself) who is a judge at the constitutional court and is very strict when it comes to the respect of the regulations. The president then calls the club 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 the withdrawal of the clubs, the number of clubs participating in the competition is reduced to eight. To compensate for the reduced number of fixtures, it is decided to add a post-season knock-out phase composed of semi-finals and finals.

With a one-month delay, the first match takes place: the Vegetarian Lions beat the Vegan Panthers 3-2. Over 500 students from the neighbouring schools attend the match. The national TV and national radio send journalists to cover the event that is described as the “first youth match ever played in the country.”
Toolbox for Part 7

Most frequent challenges

→ Define clear priorities in line with the national football philosophy and integrate the different activities in a coherent pattern
→ Define a coherent and well-structured educational framework that responds to the identified needs and provides answers and inputs for all football levels and all football disciplines
→ Obtain the necessary resources and maintain the funding throughout the organisation of the activity
→ Put the focus on grassroots, youth and women's football, as well as on the youth national teams
→ Coordinate a number of different stakeholders within and outside the football association
→ Define a balanced interaction between the roles (e.g. club and coach licensing) and the support (courses and capacity building)

Necessary skills and experience

→ A mix of technical, strategic, analytical and practical skills that make it possible to achieve concrete activities and results
→ Perfect understanding of the overall football situation (including at club level and in the regions) in order to shape the coaching licences accordingly
→ Outstanding organisational skills with coordination of different stakeholders
→ Excellent relationship with the general secretary, president and chairperson of the related standing committees in order to maintain the focus on football fundamentals

FIFA support

→ Technical manuals and DVDs: Youth Football, Women's Football, Grassroots, Beach Soccer, Futsal, Goalkeeping, Fitness
→ Technical and organisational support at regional level (development officer and technical development officer)
→ Technical and organisational support through external experts and consultants (FIFA courses, technical and management consultancies)
→ Participation in the funding of grassroots festivals, as well as local youth and women's competitions
8 Monitoring and evaluation

8.1 Monitoring grassroots

8.2 Monitoring education programmes and coaching licences

8.3 Monitoring of youth football development

8.4 Monitoring of women’s football

8.5 The supervisory role of the committees and management responsibilities
8. MONITORING AND EVALUATION

Part 8 focuses on the last phase of the project cycle: monitoring. FIFA defines it as follows:

**Monitoring**: activity that ensures that the progress of the football association is known and being measured against its goals and objectives at all times, both in terms of quantity and quality.

On a personal level, this ensures that relevant parties are driven and always held responsible and accountable for the execution of activities.

From a technical director’s perspective, monitoring ensures that the quality level of the activities organised respects a defined standard and that relevant feedback is received on the results of said activities in order to plan the work for the following year or the next project cycle.

As exemplified by the graph above, monitoring becomes the starting point for the analytical phase for the following phase of the long-term planning and provides hands-on input and very practical case studies on what went right or wrong.

One of the main objectives of monitoring is the assessment of the actual outcome against the expected results. It is by comparing what was planned with what actually happened that we learn what has to be changed in the future.

Some of the basic principles behind monitoring exercises are the following:

- Always keep in mind what the expected outcome was before the activity was organised.
- Do not overstate or understate numbers or outcomes. Monitoring is not meant to justify oneself vis-à-vis direct superiors. It serves as a strategic and management tool and it is the basis for future decisions, so it must be based on facts.
- Encountered problems have to be clearly stated and analysed in detail. Only by identifying obstacles is it possible to improve the activity in the future.
- Keep it short and straight to the point: assessments serve an operational purpose, they are not literature.
- Leave a written record for future reference, otherwise the exercise will be forgotten and lost.

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5 The term “monitoring” includes similar, complementary and related concepts such as “quality control”, “outcome analysis”, “assessment” and “evaluation”.

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As mentioned several times in this handbook, grassroots activities are the bread and butter of any technical director and evaluating the outcome of festivals and other grassroots programmes is a staple item on their list. As we saw in Section 5.2 Type of analysis for each football level, grassroots 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 grid that can be used to monitor and assess grassroots activities.

### Example of an assessment for a nationwide grassroots festival

- **Total participation**: 20,000
- **7 regions covered**
- **5-10% girls**
- **40 new instructors identified**
- **Event followed by national TV and radio**
- **Criticism from some radio stations**

- **Target met**
- **Target partially met**
- **Target not met**
<table>
<thead>
<tr>
<th>Initial objective</th>
<th>Outcome</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary targets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involve 15,000 boys and girls (6-8 years) in a 3-day grassroots festival</td>
<td>Total participation of 20,000 boys and girls</td>
<td>The very high level of participation caused some minor organisational problems</td>
</tr>
<tr>
<td>Cover all the 10 regions and about 50% of the primary schools</td>
<td>Only 7 out of the 10 regions were covered. Within each region about half of the schools participated</td>
<td>Road blocked (bad weather) did not enable the organisation of the event in 2 regions. Another region did not participate due to a communication problem at the level of the ministry of education</td>
</tr>
<tr>
<td>Participation of at least 30% girls</td>
<td>About 90-95% of the participants were boys</td>
<td>Families prevented the girls from joining the grassroots festivals despite their interest</td>
</tr>
<tr>
<td>Identification of 30 instructors for the replication of the activity at community level</td>
<td>About 40 instructors gave availability for similar activities in their community</td>
<td>Great interest from the instructors. About 10 are experienced and participated in courses. The rest need to be further trained before they work autonomously</td>
</tr>
<tr>
<td><strong>Secondary targets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve the visibility of development programmes</td>
<td>All the regional radios made special broadcasts. Event shown on national TV</td>
<td>Great popular participation and excellent coverage by local and national broadcasts. The communication campaign of the association was very efficient</td>
</tr>
<tr>
<td>Improve the image of the association</td>
<td>Credit shared with ministry of education</td>
<td>Some local broadcasters kept reminding people of the bad results of the senior national team</td>
</tr>
</tbody>
</table>

From the above example, one can immediately understand that the activity generally met the expected results. However, despite a massive success with boys, the participation of girls was below expectations. This will be the main issue to be addressed for the next round of grassroots festivals. Other relatively minor issues like the communication problems within the ministry of education and the insistence of the radios on the national teams can also be taken into account. One problem (road blocked) was clearly beyond the control of the association. 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).
The monitoring and evaluation function is directly related to the previous phases of the project cycle (implementation, strategy and analysis), and the themes that were the object of activities. This is of course different for each association and greatly depends on the strategy and the action plan. Nevertheless, some themes constitute the core business of any technical director and will always need to be analysed. One of them is the content and the quality of the educational programme and of the coaching licences.

### Quality of coach education and other education programmes

The number of courses and licences within a country is a good indicator of the motivation and the work conducted by the technical department. An association that organises 20 courses per year is indeed more dynamic than one that organises two or three. However, quantity alone (e.g. number of instructors, number of courses organised, number of licensed coaches at different level) is not a guarantee of results and needs to be measured against the quality of the teaching. Quality control will ensure that the participants actually learned the key concepts that constituted the curriculum of the courses and that this new knowledge is used on a daily basis during training. Quantity and quality can be measured through statistics and ad hoc evaluation. Below are some hints on the main criteria to be taken into account and the tools used for the assessment:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Control mechanisms</th>
<th>Person in charge</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the training sessions in relation to the initial objective</td>
<td>Reports and feedback from the coach instructor, the participants and – over the long term – the clubs</td>
<td>Head of education and/or technical director</td>
<td>Paper/electronic reports together with the PowerPoint presentations used during the training</td>
</tr>
<tr>
<td>Number, level and profile of the participants</td>
<td>Precise statistics and profiling (ideally with the use of a database)</td>
<td>Head of education and/or unit in charge of the IT and database systems</td>
<td>Participants’ lists, tables and charts</td>
</tr>
<tr>
<td>Implementation of the coach licensing system</td>
<td>Control of diplomas</td>
<td>Technical department, league and/or club licensing department</td>
<td>Cross-check information (database and information from clubs)</td>
</tr>
<tr>
<td>Coaches’ activities at club level</td>
<td>Assessment during selected/ random visits to clubs</td>
<td>Technical director, head of coach education and/or other person with sufficient experience</td>
<td>Checklists that can be organised in statistics or other support based on football philosophy of MA</td>
</tr>
</tbody>
</table>

It is to be noted that the level of the 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 level of the participants, as well as the coaching licensing level (C, B, A, 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.
Another typical domain that requires monitoring is the evolution of the quality of the game at youth level. This type of activity is directly linked with the assessment made during the first phase of the project cycle (analysis, see Part 5).

While the first assessment identifies certain technical, tactical, physical or psychological weaknesses to be addressed, the second assessment (during the monitoring phase) evaluates the level of improvement after an action is taken.

Monitoring process of youth football development for the U-17 category (example)

<table>
<thead>
<tr>
<th>Analysis phase</th>
<th>Strategy phase</th>
<th>Implementation phase</th>
<th>Monitoring phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>No common game philosophy</td>
<td>Definition of common ground for:</td>
<td>Introduction of new training techniques through workshops and development of teaching material</td>
<td>Analyse change during youth league games and evaluate outcome through evaluation grid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above is of course just a simplified example and the monitoring will be defined according to the type of expected outcome and type of 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 technical director will decide to establish an ongoing monitoring mechanism that will constantly evaluate the situation.

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Control mechanisms</th>
<th>Person in charge</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of the youth national teams compared to the objective of the match and level of the opponent</td>
<td>Results of the fixtures, possibly confederation’s ranking/coefficient</td>
<td>Technical director and person responsible for the youth national teams</td>
<td>Commented figures in the form of an analytical report</td>
</tr>
<tr>
<td>Quality of play of the youth national teams from a technical and tactical perspective</td>
<td>Game analysis that takes into account the football philosophy of the association</td>
<td>Technical director and person responsible for the youth national teams</td>
<td>Reports and animated analysis</td>
</tr>
<tr>
<td>Quality of play during elite competitions (U-15 and U-17)</td>
<td>Game analysis that takes into account the football philosophy of the association</td>
<td>Technical director and person responsible for the youth national teams</td>
<td>Reports and animated analysis</td>
</tr>
<tr>
<td>Physical condition of the youth players</td>
<td>Physical tests</td>
<td>Responsible staff of the technical department</td>
<td>Commented test results</td>
</tr>
<tr>
<td>Number of youth players recruited by senior elite clubs (1st and 2nd division)</td>
<td>Player licence database</td>
<td>Responsible staff of the technical department in cooperation with competitions department</td>
<td>Commented statistics</td>
</tr>
</tbody>
</table>

Other relevant criteria include:
- Number of players who join the youth national team (to assess the level of each football academy)
- Level of development of youth teams within professional clubs
- Income generation through transfers of home-trained players
- Level of goalkeeping
- Percentage of qualified youth coaches compared to the total number of coaches in the country
- Youth league structure
## 8.4 Monitoring of women’s football

Women’s football is typically another domain of technical development that is regularly monitored and assessed by the technical director. Below are some hints on the main criteria to be taken into account and the tools used for the assessment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Control mechanisms</th>
<th>Person in charge</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of the female national teams compared to the objectives of the matches and quality of opponents (both senior and youth)</td>
<td>Results of the fixtures, FIFA ranking</td>
<td>Technical director and person responsible for the women’s national teams</td>
<td>Commented figures in the form of an analytical report</td>
</tr>
<tr>
<td>Quality of play of the female national teams (both senior and youth)</td>
<td>Game analysis that takes into account the football philosophy of the association</td>
<td>Technical director and person responsible for women’s football</td>
<td>Reports and animated analysis</td>
</tr>
<tr>
<td>Quality of play during elite competitions (both senior and junior)</td>
<td>Game analysis that takes into account the football philosophy of the association</td>
<td>Technical director and person responsible for women’s football</td>
<td>Reports and animated analysis</td>
</tr>
<tr>
<td>Physical condition of the players</td>
<td>Physical tests</td>
<td>Responsible staff of the technical department</td>
<td>Commented test results</td>
</tr>
<tr>
<td>Number of youth players recruited by senior elite clubs (1st and 2nd division)</td>
<td>Player licence database</td>
<td>Responsible staff of the technical department in cooperation with competitions department</td>
<td>Commented statistics</td>
</tr>
</tbody>
</table>

Other relevant criteria include:
- Number of female coaches at different levels and percentage over total number of coaches
- Number of youth players recruited by senior elite clubs (many female players stop their career at a relatively young age)
8.5 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 at the level of the technical department and the general secretariat at large. Monitoring is also directly linked to the supervisory roles 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” (orange line).

![Diagram]

The above is a simplified chart that visually takes into account only one technical-related committee. In reality a number of committees might exist (e.g. football, development, technical, women’s football, futsal & beach soccer, etc...)

As one can easily notice, the technical director is linked by three arrows: he has to report to the relevant committee (statutory supervision), he is supervised by the general secretary and he supervises the technical staff in general (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 Part 2, the standing and ad-hoc committees advise and assist the executive committee in fulfilling its duties: they actively contribute in the definition of policies and play an important role in assessing the work conducted by the general secretariat.

In any given association, there might be a number of technical-related committees and the technical director must be fully aware of his reporting duties. Committees meet on average 2-3 times a year, therefore their supervisory role is at macro level, in essence it concerns whether the strategy and the action plan has been implemented, and the major elements that impacted positively or negatively on the implementation. The monitoring phase will be based on the reports and/or the presentations to the committee (statistics, analysis, quantitative and qualitative data, etc.).

Management supervision

Management supervision is one of the primary responsibilities of the general secretary and it concerns the assessment of how the senior management of the general secretariat as a whole have 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?
- Quality: was the outcome in line with the expectations? If not, why?
- Efficiency: how was the activity carried out and what were the organisational challenges (internal/external communication, validation processes, contacts with third parties or regional associations, etc.)?
Supervision of the technical department

The supervision of the technical staff is one of the primary responsibilities of the technical director. If 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, development of grassroots, 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, rigorosity in carrying out tasks, personal commitment, etc.).

It is to be noted that the process should be a learning and development tool and help staff to adapt and improve their working modalities in the future. Failure or partial implementation of given activities is not always related to individual faults. In order to analyse the root causes, one has 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 improve?
- A better internal communication and clarity of role 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 be addressed in the future?

The above analysis will also provide valuable information for the assessment of the performance of the technical staff. For more information on management skills, please refer to Part 3.

Practical example

Creation of a U-17 competition (continues from Part 7)

For the purpose of the practical example related to the monitoring phase of the U-17 competition project, we will need to compare the expected results defined at the strategic phase with what actually happened.

<table>
<thead>
<tr>
<th>Result indicator</th>
<th>Assessment</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition regulations in place, approved by the relevant committee: respected and understood by all</td>
<td>Regulations of good quality, they made it possible to solve disputes and to maintain a competition of good level. Some delays in the drafting but with no major negative impact</td>
<td>Lack of capacity within the association about regulatory matters. It is suggested to address the issue in the future by contracting an external expert on an ad hoc basis</td>
</tr>
<tr>
<td>All players participating in the competition registered before kick-off. Systematic and thorough age checks</td>
<td>Delays in the registration process and lack of controls represented a serious threat for the project causing delays and strong tensions with some clubs</td>
<td>Competitions department to appoint a competent person. New rules on player registration must be defined to prevent age cheating</td>
</tr>
<tr>
<td>All fixtures organised on time and the competition takes place without interruption</td>
<td>Delay in the kick-off date and need to change the format of the competition at the last minute created some problems, but otherwise respect of the fixtures was good, with only some minor issues</td>
<td>For the following year, no major obstacles are to be experienced at the level of the competitions in the capital city</td>
</tr>
</tbody>
</table>
Additional elements to be monitored and assessed:

- Level and quality of referees (assessed in cooperation with refereeing/competitions departments): generally speaking the referees were not prepared for the level of the competition. There were many contested decisions and some referees did not have the capacity to officiate games under the pressure of the public.
  Action taken: additional training + recruitment has to be foreseen for the following year.

- Level of the game and players (assessed by the technical department and coach instructors): the majority of the 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 but clear deficiencies in construction of the action and ball position.
  Action taken: introduce changes at the level of the coach education content.

- Level of the coaching (assessed by the technical department and coach instructors): 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.
  Action taken: update the requirements for the coaching licensing system and organise refresher courses before the beginning of next season.

- 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 shown live. Clear interest from the printed media and great success at the level of social media, in particular Facebook and Twitter. Generally speaking the visibility was very good.
  Action taken: marketing department to contact potential sponsors to exploit the high level of visibility.
Toolbox for Part 8

Most frequent challenges

→ To explain the importance of monitoring and constant evaluation to all involved staff
→ To draw a clear line between “management supervision” and “statutory supervision” and a definition and clear division of responsibilities between technical departments and related committees
→ Possibility to discuss failure or unachieved targets in an objective way, without personal blames
→ Identification of performance indicators

Necessary skills and experience

→ Use of the correct methodology (e.g. check-lists 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 and delegation of responsibility over time
→ Contact and collaboration with specialised professionals (e.g. research centres and universities)
→ Capacity to present in an efficient and synthetic way to president, ExCo, general secretary and the general public (including presentation to committees, annual report, media information material, etc.)
→ Capacity to delegate non-essential tasks (e.g. administration) and concentrate on the core business (e.g. visits to clubs, scouting, relations with coaches)

FIFA support

→ FIFA development officers and technical development officers
9

How to grow professionally

9.1 Developing awareness
9. HOW TO GROW PROFESSIONALLY

Like any other senior manager, the technical director has the professional obligation to improve his skills over time and keep up with the changes in local and world football. Anybody who watches a game 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 game and personal technique. Similarly, development activities like grassroots football in clubs, schools or communities have reached an incomparable scale. Moreover, football is growing more professional by the day, clubs are developing the professionalism of their staff and their collaboration with other branches (academic institutes, scientific research, psychological studies) is more intense than ever. Generally speaking, football is becoming more complex at all levels and everybody is now obliged to have a good understanding of key aspects such as marketing, finances, communication, social media, etc.

All of the above requires from the technical director a constant effort to continuously learn and spread the knowledge to his staff and collaborators. This chapter will provide some ideas and hints on how to grow professionally, both on the technical side and concerning other skills that are relevant to the position.

Although the day of the technical director can start early, finish late and weekends might be spent at the stadium or at pitches in the regions, it is fundamental to be able to find sufficient quality time for self-learning and self-development. The job of the technical director is difficult because one must combine excellent technical expertise with sound managerial skills and outstanding communication capacities. Very few people possess all the qualifications for the position, and most must work hard on one or several domains to be perfectly proficient.

9.1 Developing awareness

The process of self-learning and self-development starts with identifying the areas where one needs to progress. This awareness is achieved with humility and by analysing with a cold head one’s professional and personal pattern. In some cases, it might be suggested to speak with a peer (e.g. a member of the technical department or a technical director from a neighbouring country), FIFA’s Technical Development Officer or with the direct supervisor. By sharing thoughts and thinking out loud, the awareness process loses part of its subjective nature and becomes a useful tool for self-development.

A typical learning pattern in any given area is composed of five phases:
1. Start
2. Awareness
3. Training
4. Output
5. Result

Visually it looks like this:
To develop awareness, which represents the turning point and produces the motivation to improve, one can start by asking oneself some basic questions, such as:

- What is my understanding of coaching techniques?
- What is my knowledge about youth football and grassroots?
- Is my teaching efficient?
- Is there anything about women's football that I can learn?
- How am I as a manager?
- 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?
- How well do I speak English, or any other relevant foreign language?
- What is my level of computer literacy? Is it important to be able to use the computers or certain software in modern football?

In order to identify all the relevant fields of expertise for the position of technical director, the toolbox that appears at the end of each section can provide useful guidance. It is of course important to be objective in the answers and apply a high standard for oneself.

Once the areas requiring additional efforts have been identified, one can proceed with the identification of the best tool for closing the gap. Generally speaking, there are three types of means that can be used:

1. Self-learning
2. Peer-to-peer
3. Formal education

**Self-learning**

As the expression itself suggests, self-learning is a practice that enables the technical director to evolve autonomously in a given area. In order to do so, one needs to know the basics of the subject matter and gather additional elements from various sources. An example of self-learning is this handbook that technical directors can read alone, without other prerequisites. Other types of self-learning activities include:

- **FIFA publications**: as mentioned in Part 7, FIFA has produced a high number of technical manuals, virtually covering all technical aspects of the game. They come with different supports that usually include text and videos. In some cases, it is possible to organise internal training sessions with the relevant staff of the technical department and external participants to analyse in depth one specific aspect of technical development, by showing the videos and organising a discussion.

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

- **Internet**: the amount of information and documents that can be found on the web is limitless; however one must keep an eye on the quality and on the reliability of the source.

- **FIFA courses and seminars**: FIFA regularly organises courses and seminars for technical directors, usually on a regional basis. These are an opportunity to share personal experiences, receive information on available programmes and potential activities, as well as to have access to the latest news from Zurich. Similar activities are organised by the confederations. Typically, relevant material is handed over. Using this material on a daily basis is a means to refresh the notions that were highlighted during the seminars.

- **Reports and presentations**: by producing material for internal courses or committee meetings, such as PowerPoint presentations, reports or didactical material, one can learn a lot by doing. These activities also oblige the technical director to further analyse and summarise the findings.

**Peer-to-peer**

Another way to improve professionally is to get together with colleagues and learn from each other. A typical domain when this can happen is the game analysis of both local and international matches. This can take place in a formal setting (e.g. post-FIFA World Cup conferences) or be organised more informally at local level. It is important that the analysis is organised in a structured way, that it is conducted...
by competent people, and that a track of the findings stays in the records. It is important 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 the performance of the teams. 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 of the technical department, with technical directors of neighbouring associations or with colleagues from different sports. Let us briefly analyse these opportunities:

- **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 goalkeeper coaches) to prepare a short lecture on a given topic, which is then analysed in the group. The advantage of this activity is not only knowledge sharing and a deeper analysis, but also the development of individual skills in terms of public presentations, communication, synthesis and use of electronic supports. In this way, each participant learns something, even the person who leads 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 technical directors:** colleagues from other associations are possibly the only persons who really know in full detail what it means to be a technical director. They can provide advice based on experience and share their specific knowledge. These contacts can be organised on the margin of seminars and courses or maintained through telephone and e-mail. There is also the possibility to organise contact groups and discussion forums using the social networks (Facebook, Twitter, meetups, etc.).

- **Close contact with the Technical Development Officer:** a good and open communication line with FIFA’s Technical Development Officer is always a good way to receive guidance and advice, as well as 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 associations.

- **Peer-to-peer with colleagues from other sports:** in some countries there might be sports federations that are as organised as football, or possibly more (rugby, basketball, cricket). 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, like for instance a common effort for the improvement of facilities or the joint use of technical centres.

**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 devote to it. Typically, a technical director will want to possess the highest coaching degree available at confederation level, or – if this has already been achieved – a higher licence level available with another confederation. In addition, there is the possibility to attend specialised courses on coaching, mental training and/or fitness. The higher the degree, the more consideration from the country’s coaches. Formal education can also focus on non-technical aspects, like management and communication for instance. There are now a number of undergraduate and post-graduate courses on sport management, focusing on a variety of relevant domains. Before enrolling in any course, one needs to understand very well the curriculum and the expected output, and whether it is relevant for the everyday work of the technical director. Some academic courses are conceived in order to enable persons who already have a job to attend and actively participate (lessons after working hours or during the weekends, distance learning, e-learning, or a combination thereof).
Toolbox for Part 9

**Most frequent challenges**
- Develop awareness about the need for training and learning
- Find quality time to devote oneself to self-learning and self-improvement
- Find the most appropriate way of further education
- Explain the importance of self-development to colleagues and superiors and get their support
- Maintain the gathered knowledge and stay in touch with the latest developments
- Find the funds to pay for formal education

**Necessary skills and experience**
- Perseverance and motivation
- Capacity to concentrate on different tasks during the same day/week
- Good planning capacity over the long-term
- Humility and eagerness to learn

**FIFA support**
- Technical development officers
- FIFA courses and seminars
- FIFA manuals
CONCLUSIONS

The work of the technical director is among the most exciting, enriching, intense and interesting in the world. The technical director touches football with his own hands, every day. He is not a star but helps to produce them, he is not a coach but trains them, he is not in charge of the senior national team but will greatly contribute to its future successes.

The role of the technical director is also associated with some risks, such as the frustration that is generated by the imperative to work with a long-term perspective and the mounting pressures related to short-term expectations. In order to completely meet his responsibility, a good technical director must not only be a good technician and know the game, but he also has to become a manager and administrator (responsibility for the technical department as a whole), a good negotiator (vis-à-vis the president, the general secretary and the relevant committees), as well as to develop a good understanding of the typical dynamics of a football association, including politics.

The toolboxes at the end of each chapter help to identify the skills that one needs to master or develop over time. Nobody possesses those skills without hard work and constant self-development. The aim of this handbook is to provide technical directors worldwide with a practical tool where they can find most of the answers to their questions and some useful references to orientate their professional journey.

For all other matters, FIFA remains at their disposal for support and help through the development offices and specifically the technical development officers who are in a position to provide the best guidance on the use of FIFA’s development programmes.