

CLUB

TECHNICAL PLAN



LAKESHORE SOCCER
TECHNICAL DEPARTMENT

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WORD FROM TECHNICAL DIRECTOR

My philosophy is based on the needs of each player and the needs of our teams. We focus on recognizing the potential of our players and developing it to its fullest.

The player is viewed and treated first as a person, then as an athlete. We provide them with an enjoyable overall experience in a supportive environment, while instilling proper values, respect and hard work.

We are always prepared and organized in our technical programs and tailor our training to each group stage of development. We conduct skills sessions, which includes decision-making based on game principals.

Our way of working is influenced by my personal soccer background, experience and knowledge that I've acquired through many years involved in Quebec and Canadian soccer.

Leading the way with enthusiasm and passion, I strive to always improve and adjust by following the federation and national philosophies, coaching education, programs, opinions, and ideas.

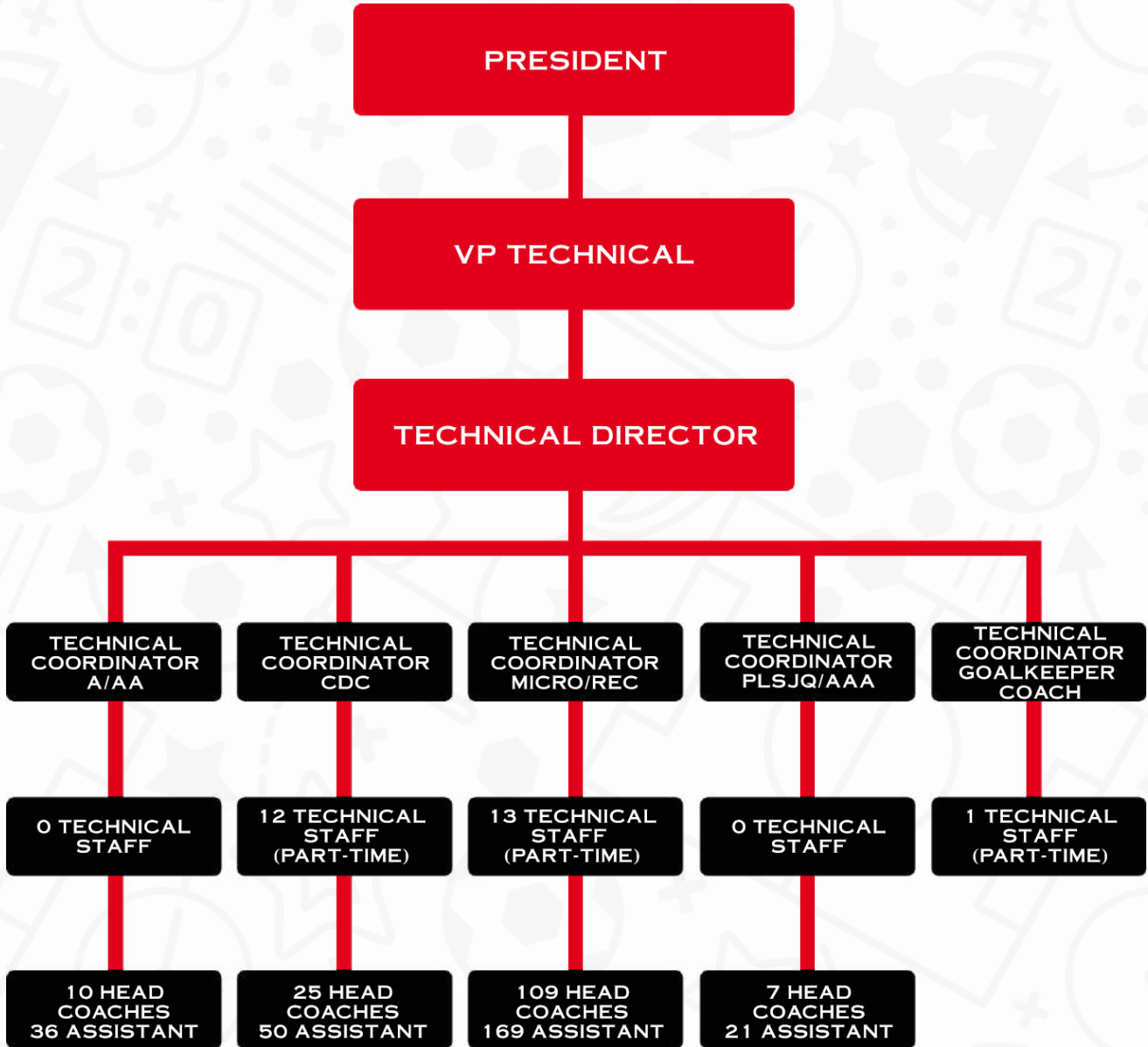
I constantly look and find ways that can positively improve our technical approach and execution, all while educating the coaches and parents on what is required to have a successful program.

Yours in soccer,

John Limniatis
Technical Director



TECHNICAL STRUCTURE



TECHNICAL STAFF ROLES AND RESPONSIBILITIES

POSITION	RESPONSIBILITIES	TASKS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNICAL DIRECTOR</p>	<p>Work closely and report to the VP technical on all mentioned below. Confirm, manage, design, implement, supervise, review, and assess all the technical coordinators, staff and coaches as well as all development programs.</p> <ul style="list-style-type: none"> • Design and communicate the technical programs policies, rules, guidelines, and goals. • Recommend the hiring of technical coordinators, staff and coaches. • Design and recommend the overall annual technical budget (September). • Responsible for coaching education and players development. • Office hours and committed to working non-traditional hours (ex: nights, weekends). • Available for all club functions if needed and necessary. • Represent the club at all of the regional, provincial and national technical meetings. • Promote, market and be a spokesperson for the club. • Attend all the licensing required by the FED/CSA. • Lead, motivate and inspire all those involved in your program. • Continue improving your knowledge by taking all the coaching courses required and beyond. • Attend the executive board meetings when invited. 	<ul style="list-style-type: none"> • Help and support the technical coordinators on the programs for which they are responsible. • Prepare and conduct coaching education to the technical coordinators, staff and coaches by holding on and off field meetings (10-12 meetings yearly). • Communicate with the technical staff and coaches so they can attend the coaching licenses required and beyond. • Application to the CSA/FED for the Club National Licensing Program (on-going). • Annual Technical report for the General Assembly (September). • Design the roles/responsibilities of all the coordinators, staff and coaches. • Recruit potential part-time or full-time technical staff. • Periodically attend training sessions of all programs and coach training sessions if needed or necessary (primarily for staff and coach's education purposes). • Periodically attend games of all ages and categories and coach games, if needed or necessary (primarily for staff and coach's education purposes). • Attend parent meetings when needed. • Promote and recommend players for the Regional, provincial and National programs. • Communicate periodically with the regional and provincial technical staff concerning the development progression of the players involved in these programs.



POSITION	RESPONSIBILITIES	TASKS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNICAL COORDINATOR</p> <p>Tasks for the following Programs:</p> <p>Grassroots / Recreational, F&M U4 to U7</p> <p>Intercity, F&M A-AA U13 to U17</p> <p>CDC/Skill Center, F&M U8 to U12</p> <p>PLSQJ/AAA, F&M U13 to U17</p>	<ul style="list-style-type: none"> • Report to the technical director with a dotted line to the VP Technical. All programs must be confirmed and approved by the technical director prior to their implementation. Build program budget and recommend staff member to assist and/or coach in the program. • Responsible (emphasis) on youth players development. • Full implementation of the technical development plan. • Office hours and committed to working non-traditional hours (ex: nights, weekends). • Available for all club functions, if needed and necessary. • Represent the club at all technical meetings, if the technical director cannot attend. • Promote, market and be a spokesperson for the club. • Attend all the licensing required by the FED/CSA. • Lead, motivate and inspire all those involved in your program. 	<ul style="list-style-type: none"> • Help and support the technical coordinators on the programs for which they are responsible. • Prepare and conduct coaching education to the technical coordinators, staff and coaches by holding on and off field meetings (10-12 meetings yearly). • Communicate with the technical staff and coaches so they can attend the coaching licenses required and beyond. • Application to the CSA/FED for the Club National Licensing Program (on-going). • Annual technical report for the General Assembly (September). • Design all the roles/responsibilities of all the coordinators, staff and coaches. • Recruit potential part-time or full-time technical staff. • Periodically attend training sessions of all programs and coach training sessions, if needed or necessary (primarily for staff and coach’s education purposes). • Periodically attend games of all ages and categories, coach games, if needed or necessary (primarily for staff and coach’s education purposes). • Attend parent meetings when needed. • Promote and recommend players for the regional, provincial and national programs. • Communicate periodically with the regional and provincial technical staff concerning the development progression of the players involved in these programs.



POSITION	RESPONSIBILITIES	TASKS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNICAL (GK CLUB HEAD COACH)</p> <p>Grassroots/ Recreational, F&M U4 to U7</p> <p>Intercity, F&M A-AA U13 to U17</p> <p>CDC/Skill Center, F&M U8 to U12</p> <p>PLSQJ/AAA, F&M U13 to U17</p>	<ul style="list-style-type: none"> • Report to the technical director. All programs must be confirmed and approved by the technical director prior to their implementation. • Build program budget and recommend staff member to assist and/or coach in the program. • Responsible (emphasis) on youth players development. • Coaching the GK in all our programs as per the GK program. • Available for all club functions, if needed and necessary. • Promote, market and be a spokesperson for the club. • Attend all the licensing required by the FED/CSA. • Lead, motivate and inspire all of those involved in your program. 	<ul style="list-style-type: none"> • Follow and be vigilant in the application of the club policies and guidelines. • Communicate the development plan to the staff and coaches per age groups and programs, and be there resource person. • Communicate with all the GK's in the club, be there resource person. • Communicate with parents when and if needed. • Design, implement, manage, and evaluate the program assigned to you. • Prepare and execute training sessions. • Attend games periodically per age groups. • Put together a budget for the program for which you are responsible. • Recruit assistants and recommend them to the technical director. • Design clear roles for your assistants and follow-up. • Prepare and conduct monthly coaching education/formation meetings, on and off field (GK CTC for the staff and coaches of all age groups and levels, four per year). • Develop and plan GK selections (if needed or applied per program). • Design, coordinate and distribute the practice schedules and practices sessions. • Communicate feedback periodically to the coaches concerning their GK's. • Schedule, coordinate and execute the evaluations of the GK's.



POSITION	RESPONSIBILITIES	TASKS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNICAL (STAFF & COACHES)</p> <p>Tasks for the following Programs:</p> <p>Grassroots/ Recreational, F&M U4 to U7</p> <p>Intercity, F&M A-AA U13 to U17</p> <p>CDC/Skill Center, F&M U8 to U12</p> <p>PLSQJ/AAA, F&M U13 to U17</p>	<p>Work closely with and report to your program technical coordinator</p> <ul style="list-style-type: none"> Educate and develop the players in your group or team by providing the best possible environment that is safe, ethical, fun, challenging, and competitive. Player development is first and foremost — concentrate on the process/performance and not on game results. Do all you can for the individual player, group or team to reach their potential. Educate yourself by participating in coaching licence courses required and beyond to give the best that you can to all the players you coach. 	<ul style="list-style-type: none"> Follow and be vigilant in implementing all the club policies/guidelines. Follow and execute the development program provided by your coordinator. Communicate the club team policies, rules, goals, and program to the players and coaches. Reminders if needed or necessary. Attend all training sessions and games of your programs, groups/teams. Prepare and execute the training sessions and games. Manage your group/team, appoint and work closely with your assistants and team manager. Design and explain their roles and responsibilities. Evaluation of players (three times a year) and when needed or necessary. Team manager to attend club manager meeting (one yearly). Head and assistants to attend coaches' meetings provided by your coordinator and or technical director. Also attend coaching meeting/seminars of the region or province, as required. Attend all the coaching licensing courses required and beyond. Meet with parents



POSITION	RESPONSIBILITIES	TASKS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">VP OF TECHNICAL (EXECUTIVE BOARD MEMBER)</p>	<p>The technical VP is a member of the executive committee. He oversees all of the technical department and is the technical staff representative at the board. He/she works closely and in conjunction with the technical director.</p>	<ul style="list-style-type: none"> • Takes part in the club executive board monthly meetings. • Recommends and votes for the hiring of the club technical director and all other technical staff. • Provides a list of coaches in conjunction with the technical director to the board yearly for approval. • Helps, supports and evaluates all the technical staff. • He/she communicates and meets, if needed, with any or all technical staff. • Works in conjunction with the VP competitive • Approves and subsequently, recommends the annual technical budget to the board. • Takes part in all staff and coaching meetings. • Participates in the design and plan of all the technical programs.



PLAYER DEVELOPMENT

CLUB PHILOSOPHY

Lakeshore Soccer Club's primary focus is to provide a well-rounded and positive soccer experience for the player, coach, referee, and parent. For players, the emphasis will be on their development so that their experience at Lakeshore Soccer will encourage them to continue their participation in the sport, with a renewed enthusiasm and a sense of accomplishment.

For coaches and referees, the club will emphasize continual training and ensure that they impart the philosophy of the club on all our members. Lakeshore Soccer Club is a place to learn and enjoy the game of soccer!

OUR MISSION

The mission of the club is to create, develop, grow skills, knowledge, and the enjoyment of the game of soccer. We are also committed to developing coaches to the highest level through a high-level instructional program.

OUR VISION

Our coaches and the club strive to be recognized as a model organization, providing the best in soccer developmental programs for all skill levels; from recreational, competitive to high-performance players and eventually, semi-professional.

OUR VALUES

- Demonstrate respect, honesty and integrity between coaches, players and parents.
- Conduct itself in a fair, credible and trustworthy manner.
- Maintaining the club's focus and priorities as it pertains to player development and participation, while encouraging parents to do the same.
- Pursue excellence in its programs and operations.
- Promote safety for all its participants.
- Instill a love and respect for all aspects of the game.
- Promote and encourage high standards of sportsmanship and fair play.

CLUB PROGRAMS

Micro Soccer (U4-U7)

Our Micro CDC is our introductory program to soccer. We hold training sessions and inter-club games throughout the summer. During the winter, we hold technical training sessions once a week. (For duration of the program, see matrix pg. 9).

Recreational Soccer (U8-Senior)

Our recreational soccer program is home to approximately 3000 players. This program gives players the opportunity to enjoy the game, without the competitive environment. We offer all recreational soccer players sessions with our experienced technical staff. The duration of our recreational program is 13 weeks, which takes place throughout the summer.

Competitive Soccer (U8-Senior)

Our competitive soccer program is designed to give players the optimal chance at developing. It is a rigorous, all year-round program that is ran by the club's most experienced and knowledgeable coaches. We have levels within our competitive structure that are tailored so that each player participates in a team with proper conditions, according to their ability at the time. Our CDC program runs for 40 weeks (see



matrix). Senior groups have an elongated break, they generally train from January to September, for around 30 weeks.

CDC

Our player development program is a tailored regimental training program that follows our youth players from ages eight to 13. We design and implement a yearly training program that is aligned with the Canadian Soccer LTPD program. It is ran by the club's technical staff, under the watchful eye of the our technical department heads. Our CDC runs all year round and is 40 weeks.

TEKKERS SOCCER CAMP

Our camps offer a place where kids can learn to love the game in a fun and safe environment, all while working on their technical and physical abilities. During their time on camp, they will learn all about the sport while working on their social skills, by meeting new kids and coaches. The camp runs in the summer for a duration of 8 weeks.

SUPERSONICS PROGRAM

Supersonics is a soccer program open to all children ages 4 -20 years old, who are intellectually challenged, suffer from poor social skills or low self-esteem due to behavioral or learning difficulties. As far as we're concerned, there are no limits when it comes to learning basic soccer skills, getting fit and having fun. Players discover a healthy appetite for competition — whether it be during a game of soccer or our fun filled mini-skill challenges, which help strengthen the children's cognitive and gross motor skills. Our goal is to fine-tune each individual child's abilities and develop them further so that they may discover their inner athlete and live life to the fullest.

FUTSAL PROGRAM

Our futsal program allows for our competitive players a chance to train different aspects of their technical ability, while enjoying a small format match play. Our futsal program runs for 20 weeks in the winter months.

S.A.S PROGRAM

Soccer a Sept (S.A.S) is a senior men and women's program for those over 35 years of age. It is a 7-aside league that is played once a week amongst friends, neighbours and club members. It is a great way for our senior members to stay active and engaged with the sport.

GOALKEEPER PROGRAM

Our goalkeeper program is designed to offer position specific training for all the club's goalkeepers. Our goalkeeper head coach, Nizar Houhou, offers a ton of experience and knowledge to help get the most out of each individual. Our goal is to offer a full year program with structured, high intensity sessions while keeping it in a fun and safe environment, so that the players want to come back and continue to get better each week.

AGE GROUPS

Players are divided based on age and experience. Each age group will have access to one session a week with our staff.

- U8-12 Developmental (CDC)
- U13 + Advanced (A/AA)
- U13 + High performance (AAA/PLSJQ)

Technical: footwork, handling, diving, high balls, positioning, distribution, and communication

Physical: Balance, coordination, speed, agility, endurance, strength and flexibility.

Mental: Work rate, presence, GK mentality, mental recovery, ton/urgency, non-verbal communication.

Tactical: Distribution, angles, game positioning, decision making, anticipation, reading the game.



PLAYER DEVELOPMENTAL PATHWAY

	Stage 1 (Active Start)	Stage 2 (FUNDamentals)			Stage 3 (Learning to Train)		
Age Groups	U4 - U6	U7	U8	U9	U10	U11	U12
Game	4v4	5v5	5v5	7v7	7v7	9v9	9v9
Training Format	65 %Drills 35% Game	100% Stations	100% Stations	100% Stations	100% Stations	50%-100% Stations	50%-100% stations
Number of weeks	12 weeks Optional 15 additional weeks	12 weeks Optional 15 additional weeks	40 Week Program	40 Week Program	40 Week Program	40 Week Program	40 Week Program
Sessions per week	Summer : 2 Winter : 1	Summer : 2 Winter : 1	3	3	3	4	4
Coach's certification	Parent* S1* Micro CTC	Parent / S2* S2 as of 2021	S3	S3	S3	C license	C license
Coordinator's Certification	License Enfants	License Enfants	License Enfants	License Enfants	License Enfants	License Enfants	License Enfants
Coach to Player Ratio	1-6	1-8	1-8	1-10	1-10	1-12	1-12

CLUB PLAYER PATHWAY



GRASSROOTS (U4-U7)

Our grassroots program is designed to foster an enjoyable experience while being physically active. We also get players familiarized with the ball. The hope is that passion and curiosity sets in so players will further engage in the sport at older ages.

Our grassroots program runs for 38 weeks out of the year. During the summer season, they train once during the week and play an interclub game on the weekend. On the weekend, the games are managed by our recreational technical staff, and overseen by our technical coordinator for micro soccer. During the winter, we offer all our grassroots players a chance to train with our TAPS program. The program offers our micro and recreational players the ability to train once a week with our trained technical staff. Given the volume of technical sessions these groups have, it makes it very easy for us to familiarize ourselves with the players and track their development.

These are characteristics of our grassroots players that allow us to tailor a specific program to their needs.



PHYSICAL

The physical attributes we focus on are:

- Running (forwards and backwards)
- Jumping (sidesteps, skipping and hops)
- Sprints (5 yards, 10 yards)
- Falling over without being hurt
- Cardiovascular (be able to play for two periods of 15 minutes)

TECHNICAL

The technical aspects worked on are:

- Dribble the ball forward
- Move the ball left or right when dribbling
- Stop the ball when dribbling
- Turn 180 degrees when dribbling
- Kick the ball forward
- Push the ball forward a short distance
- Stop the ball when its rolling towards them

SOCIO-EMOTIONAL

The socio-emotional characteristics of a grassroots player are:

- Having fun
- Having success (scoring goals, and stopping opposition from scoring)
- Trying to win the ball from opponents
- Participation/engagement
- Support from coaches/players

MENTAL/DECISION MAKING

Here are the mental aspects of a grassroots player:

- Understanding the concept of attacking one goal and defending another
- Understanding in and out of play (boundaries)
- Understanding the basic rules – handballs, tripping etc.



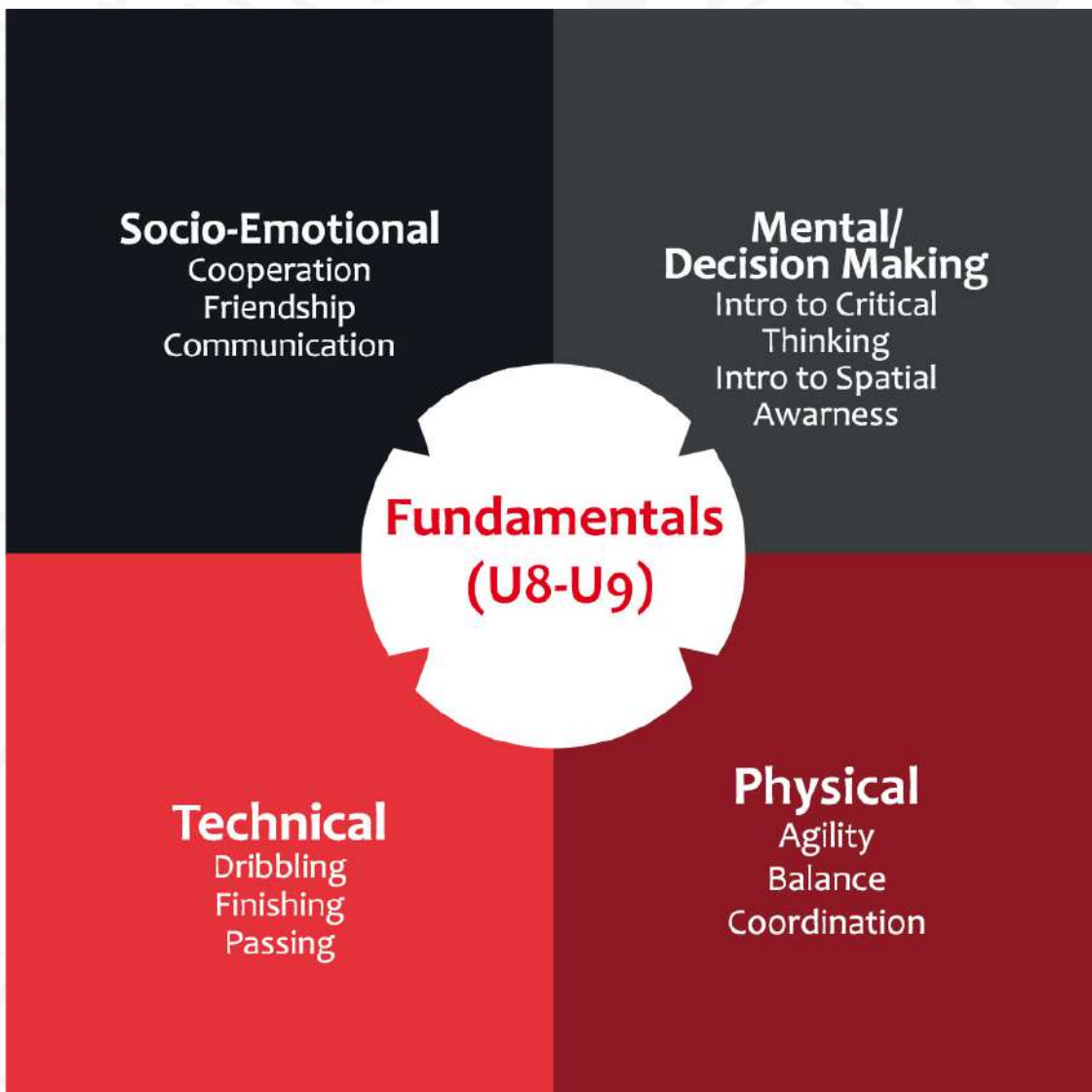
FUNDAMENTALS (U8-U9)

In this stage of their development, our U8/U9 players are meant to familiarize themselves with the ball. Getting touches on the ball is paramount. It's also where we start to question players with the hope that they will begin to think critically. The goal is to maximize their development, while still focusing on enjoyment.

U8 is the first year our competitive program is introduced. It runs all year round and is managed and ran by the club's technical staff department. In the summer, it takes place 3-4 times per week and includes one league match and at least one session ran by one of our certified technical staff members. During the winter, our focus shifts to off-season training and the groups train 2-3 times per week. Our winter program is a combination of training on-turf and futsal training/league.

Our technical department administers the evaluation process of this age group. Self-evaluations are made throughout the off-season by our players to introduce self-reflection and an understanding of their developmental process.

These are the characteristics of our players' fundamentals. This allow us to tailor the program to their needs:



PHYSICAL

The physical attributes we focus on during the learn to train stage are:

- Agility (speed, changing direction, cuts, quick start, stopping)
- Balance (jumping, staying upright and landing)
- Coordination (without ball, with the ball, falling, falling down safely)

TECHNICAL

The technical aspects worked on are:

- Dribbling (rolling the ball, introducing surfaces, fakes, feints, turns)
- Control (thigh, chest, multiple surfaces of foot)
- Passing (inside of the foot, laces, passing in movement)
- Heading (proper technique)
- Finishing (both feet, inside and laces)

SOCIO-EMOTIONAL

The socio-emotional characteristics of a player between the ages 10 and 12 years old are:

- Cooperation
- Teamwork
- Communication
- Friendship

MENTAL/DECISION MAKING

Here are the mental aspects of a player in the fundamental stage:

- Critical thinking (drills that exercise their train of thought)
- Understanding spacing
- Understanding player movement (opposition and teammates)
- Understanding which technique to use given the situation



LEARN TO TRAIN (U10-U12)

This stage of development is where our athletes grasp the most amount of knowledge. Their minds are like sponges. Our sessions underline critical thinking and self-reflection. The technical development of an individual occurs in conjunction with developing the player's soccer IQ.

Our athletes at this stage of development have the ability to participate in our competitive program or recreational one. Our competitive program is more demanding, and it functions all year round with a workload of 2-3 sessions or matches per week the during our winter program (off-season) and 3-4 times per week in our summer program (in-season).

For these age groups, we have year-round technical support, self-evaluations and meetings held with players, coaches, parents and a member of technical staff to discuss progress and developmental improvements that need to be made.

These are characteristics of our players in the learn to train stage:



PHYSICAL

The physical attributes we focus on during the learn to train stage are:

- Agility (speed, changing direction, cuts, quick start, stopping)
- Balance (jumping, staying upright and landing)
- Coordination (without ball, with the ball, falling, falling down safely)

TECHNICAL

The technical aspects worked on are:

- Dribbling (rolling the ball, introducing surfaces, fakes, feints, turns)
- Control (thigh, chest, multiple surfaces of foot)
- Passing (inside of the foot, laces, passing in movement)
- Heading (proper technique)
- Finishing (both feet, inside and laces)

SOCIO-EMOTIONAL

The socio-emotional characteristics of a player between the ages 10 and 12 years old are:

- Cooperation
- Teamwork
- Communication
- Friendship

MENTAL/DECISION MAKING

Here are the mental aspects of a player in the learn to train stage:

- Imagination
- Creativity
- Introduction to positional awareness
- Self-reflection
- Critical Thinking
- Confidence
- Perseverance
- Concentration



TRAIN TO TRAIN (U13 TO U15)

This stage of development focuses on training to build well-rounded athletes. There is a focus on endurance and other physical attributes, as well as training the appropriate technical and tactical aspects of 11-aside soccer. Our objective in this stage is to develop a player's ability to be responsible, accountable and to be free to express themselves as players within a structured way of play. In this stage, we also introduce goal setting and coping with winning and losing.

During this stage of development, we have a competitive program with three levels of competition:

- A: for players who would like to remain competitive, but also commit to other activities.
- AA: for players who want a more demanding, higher quality version of A — AA is the precursor to Quebec Soccer's LSEQ AAA league.
- AAA/PLSJQ: the highest level for amateur clubs, this is for elite players who seek to develop for the national programs, professional pathways and university scholarships.

The commitment of our players in a calendar year depends on the level in which they play. Our A teams generally function 2-3 times during the summer (in-season) and once during the winter (off-season). Our AA and AAA groups function 3-4 times during the summer (in-season) and 2-3 times during the winter (off-season).

These are characteristics of our train-to-train players:



PHYSICAL

The physical attributes we focus on during the train-to-train stages are:

- Strength
- Endurance
- Speed
- Agility

TECHNICAL

The technical aspects worked on are:

- Speed of execution
- Dribbling (dribbling under pressure)
- Passing (weighted passes aerial passes)
- Finishing (placement, power)

SOCIO-EMOTIONAL

The socio-emotional characteristics for players between the ages 13 and 15 years old are:

- Leadership
- Mental Toughness
- Attitude

MENTAL/DECISION MAKING

Here are the mental aspects of a player in the train to train stage

- Team play (player in relation to teammates)
- Patience
- Concentration
- Focus
- Control
- Positional awareness
- Individual play (player in reference to ball, teammates and opponents)
- Situational (decision making, given the match situation)



TRAINING TO COMPETE (U16 TO U18)

For the training-to-compete stage, we aim to teach our athletes game maturity, as well as to be able to execute technical and tactical aspects of soccer under various competitive conditions. At this stage, we also introduce the idea of tactical awareness and understanding complex concepts during match play.

Much like train-to-train, we offer our athletes multiple levels of competition to fit all varied abilities. The programs we offer for our players of these ages range from recreational to elite (AAA). The management load is dependent on which level their ability allows them to play. The load of a competitive player will be 2-3 times per week during the winter (off-season) and 3-4 times per week during the summer (in-season).

At this stage, our competitive players are under the watchful eye of our technical director, technical coordinator and their respective coaches. Here are the characteristics of players in this stage of development.



PHYSICAL

The physical attributes we focus on during the train-to-competitive stages are:

- Flexibility
- Agility
- Aerobic
- Anaerobic
- Endurance
- Strength
- Stability

TECHNICAL

The technical aspects worked on during this stage are:

- Refining core skills (dribbling, passing, shooting)
- Position specific skills (i.e. striker specific skills)
- Working on advanced technical aspects (i.e. positive touch, one-touch play)

SOCIO-EMOTIONAL

The socio-emotional characteristics for players ages 16 to 18 are:

- Self-motivation
- Will to win
- Mental toughness

MENTAL/DECISION MAKING

The following are the mental aspects of a player in the train-to-competitive stage:

- Discipline
- Increased Focus
- Accountability



TRAIN TO WIN (U18+)

The objective in this age category is to develop the players to perform at their best. We create pre-training and pre-match routines, which are used to achieve peak performance during sessions or match play. Players at this stage are expected to be able to adapt technically and tactically to situations that call for change. The players are expected to maintain optimal physical and psychological fitness.

Players at this stage of the player pathway are expected to maintain a certain level of commitment given the level they choose to participate. Players who compete in the competitive program generally play twice per week. Our senior AAA groups function on a 1:1 match-to-practice ratio. Our senior competitive groups (AA) strive for the same. On the recreational side, our players are at the stages where they generally just want to play, so sessions become scarce. Our competitive groups play throughout the winter and that program is designed given the specific needs and wants of the team.

The senior teams are under the direction of our technical director and technical coordinators. The teams receive guidance from our technical staff and are used as resources when requested.



PHYSICAL

The physical attributes we focus on during the train-to-win stages are:

- Individual fitness program
- Aerobic
- Anaerobic
- Strength
- Plyometric

TECHNICAL

The technical aspects worked on during this stage are:

- Refining core skills (dribbling, passing, shooting)
- Advanced positional skills (i.e. striker specific skills)
- Refining technical skills under pressure

SOCIO-EMOTIONAL

The socio-emotional characteristics for players ages 18 and older are:

- Will to win
- Mental toughness
- Competitive toughness
- Engagement
- Self confidence

MENTAL/DECISION MAKING

Here are the mental aspects of a player in the train to win stage:

- Discipline
- Accountability
- Responsibility
- Leadership
- High degree of decision making
- Game analysis skills (adapting strategies)



STYLE OF PLAY

5-A-SIDE

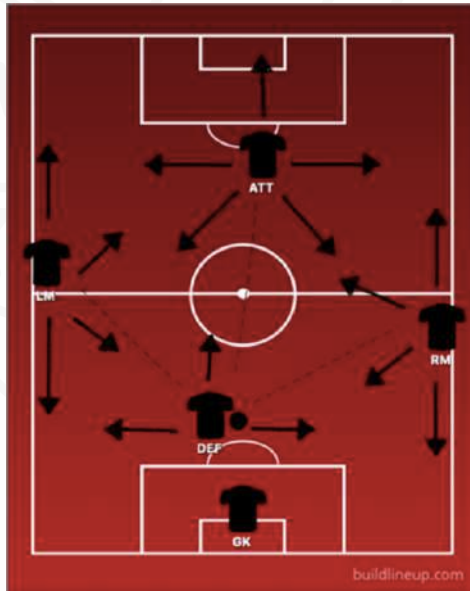
OVERVIEW

- Designed for players in our U7 & U8 groups.
- Introduction to structured soccer with a GK
- Rules begin to apply
- Coaching and referring are also introduced

ALL PLAYERS MUST:

- Share equal game time
- Must play different positions from game to game (one position per game)
- Follow the technical/tactical instruction
- Briefed before the game and debriefed after the game
- GK should be on even rotation (needs to comply with our GK/Outfield ratio)





FORMATION

The formation is a 1-2-1 (GK not referred to in the formation numbering)

Generally referred to as a diamond

All players have responsibilities in defending and attacking

Shape when attacking is spread out, and compact when defending

ATTACKING

When in possession, our shape should maximize space

The idea is to keep possession until an opportunity presents itself to go forward

Left and right midfielders need to focus on keeping width. They have freedom to go up and down the line to support as well as make runs centrally if appropriate

Striker needs to focus on giving the shape depth. Needs to make runs in behind and in front to receive the ball

Defensive player remains behind the play in a support role. This player acts like a pivot

DEFENDING

Shape must be compact and central

Defensive block must force opposing team to play through the flanks and not through the middle

Objective is to be an organized block that remains in between the ball and the net

Players must be tucked centrally and not spread out like when we are attacking

Attacking player must come back and help with defensive responsibilities

Defend in zonal/man to man hybrid. Which is when an opposing player is nearest you remain goal side and press if he/she is in possession of the ball



STYLE OF PLAY 7-A-SIDE

OVERVIEW:

- Designed for players in our U9 and U10 groups.
- League play starts and tactics are introduced
- Retreat line is introduced
- Positions start to be learned

ALL PLAYERS MUST:

- Share equal game time
- Must play different positions from game to game (1 position per game)
- Follow the technical/tactical instruction
- Briefed before the game and debrief after the game
- GK should be on even rotation (needs to comply with our GK/Outfield ratio)
those who have interest could play more in nets than others.





FORMATION

Formation is 2-3-1

Consist of 1 attacking player, 3 midfielders and 2 defenders.

All players have responsibilities in defending and attacking

ATTACKING

When in possession, our shape should maximize space

The idea is to keep possession until an opportunity presents itself to go forward

Left and right midfielders need to focus on keeping width. They have freedom to go up and down the line to support as well as make runs centrally if appropriate

Striker needs to focus on giving the shape depth. Needs to make runs in behind and in front to receive the ball

Defensive mid remains behind the play in a support role. This player acts like a pivot

DEFENDING

Shape must be compact and central

Defensive block must force opposing team to play through the flanks and not through the middle

Objective is to be an organized block that remains in between the ball and the net

Attacking player must come back and help with defensive responsibilities

Defend in zonal/man to man hybrid. Which is when an opposing player is nearest you remain goal side and press if he/she is in possession of the ball



STYLE OF PLAY

9-A-SIDE

OVERVIEW:

- Designed for players in our U11 and U12 groups.
- Advance principles are introduced
- Retreat line is still in use
- Positions getting more advanced, more demanding.

ALL PLAYERS MUST:

- Playing time is based on agreed upon club policies (attendance, performance)
- Must continue different positions but could play more frequently in preferred position.
- Follow the technical/tactical instruction
- Briefed before the game and debrief after the game
- GK should be in nets 75% of games only.





FORMATION

Formation is 3-4-1

Consist of 1 attacking player, 4 midfielders and 3 defenders.

All players have responsibilities in defending and attacking

Also use 4-3-1 formation

Start to apply 11 aside principles

ATTACKING

Idea is to promote keeping possession

Midfielders have to work in conjunction with the central CB. The two CM and central CB mimic a midfield 3 in 11-aside

Left and right CB act as central CB in 11-aside format.

LM and RM act as full backs or wingbacks in a 11-aside format

Focus on players playing on different lines and being organized to retain possession.

DEFENDING

Shape must be compact and central

Defensive block must force opposing team to play through the flanks and not through the middle

Objective is to be an organized block that remains in between the ball and the net

LM and RM tuck in with the CMs. Left and Right CB tuck in with central CB.

Defend in zonal/man to man hybrid. Which is when an opposing player is nearest you remain goal side and press if he/she is in possession of the ball



STYLE OF PLAY

1 1-ASIDE

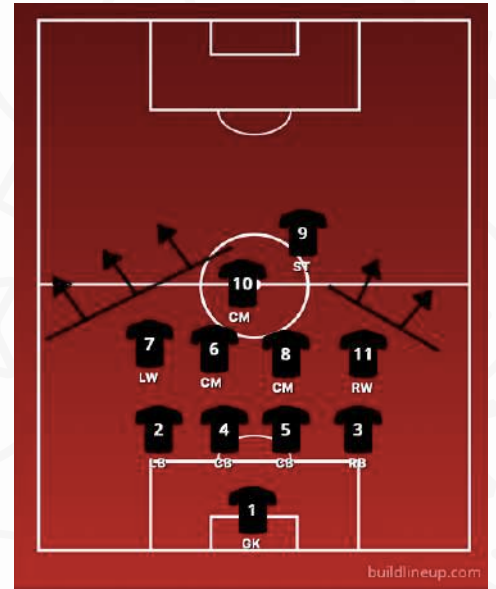
OVERVIEW:

- Designed for players in our U13+
- Competition levels are introduced (National, Provincial and Regional)
- Positions are more or less locked to a 2 that are on rotation. Some players could play up to 3 positions.

ALL PLAYERS MUST:

- Game time is not equal, performance and ability become factors.
- May play different positions within a game
- Follow the technical/tactical instruction
- Briefed before the game and debrief after the game
- GK is full time





FORMATION

Formation is 4-3-3

Consist of 3 attacking players;
1 central to wide.

3 midfielders; 1 defensive mid (6), one box to box mid (8) and 1 attacking mid (10)

All players have responsibilities in defending and attacking

ATTACKING

When in possession, our shape should maximize space

The idea is to keep possession until an opportunity presents itself to go forward

LW and RW need to focus on playing on different lines from FB. They have freedom to go up and down the line to support as well as make runs centrally if appropriate

Striker needs to focus on giving the shape depth. Needs to make runs in behind and in front to receive the ball

Defensive-mid remains behind the play in a support role. This player acts like a pivot. The shape may mimic a 3-5-2 with the 6 dropping in between the CBs.

DEFENDING

Shape must be compact and central

Defensive block must force opposing team to play through the flanks and not through the middle

Defending shape is a 4-4-1-1. The 10 is high to be an outlet when possession is won.

Wingers and FBs tuck in to form a compact block

Defend in zonal/man to man hybrid. Which is when an opposing player is nearest you remain goal side and press if he/she is in possession of the ball



INVITATION + SELECTION PROCESS

MICRO CDC (U4 TO U7)

Our micro CDC program is open to all players from our connected cities, as well as to players from other Greater Montreal areas. There are two registration periods; summer and winter. There is no cap of players that could register prior to the summer program starting, and we do limit mid/late season additions if we can accommodate (i.e. all groups are full). The winter program is capped based on how many players fit on an 11-aside field.

Open Winter Registration (Nov)	Cap 80 players per 11aside field	Registration online and in office
Open Summer Registration (Apr)	No cap limit	Registration online and in office

CDC (U8 to U12)

Our CDC program is structured so that 50 per cent of the players that populate a group are by invitation (i.e. those already in the program), while the other 50 per cent are populated on a first come first serve basis. The invitations are made and decided by the club technical staff and communicated to the admin team. Once the registration process is open, all of our social media channels promote the CDC to create a buzz for open registration. We do set a cap for number of players based on field availability. Our cap in the winter is naturally smaller given the field/gym size and availability of the fields/gyms. In the summer, we do set a cap for number of players based on field availability.

Winter: Invitation + Open (Nov)	Cap 50 players per group	Registration online and in office
Summer: Invitation + Open (Apr)	Cap 70 players per group	Registration online and in office

EDC (NATIONAL TEAMS)

Our EDC program (Elite Development Center) is set for the groups in the highest amateur competition, which is currently LSEQ. Those who are interested in joining one of our elite teams must go through our selection process. The selection process begins in October. The teams will hold three fall tryouts and after each session, selections are made. Following the fall tryouts, a select group is invited to the winter program from November to December. Following the extensive two-month tryout process, the team is then finalized, and players are told whether they made the team or not. In summary, the selection process lasts from October through December. The selections are made by the club’s technical coordinator and the respective coaching staff.

Selection Process	October to December	Registration online and in office
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LDC (A and AA)

Our older competitive groups (League Development Center) share the same selection process as those in the EDC. The slight difference is they have a longer period to make the team. The older competitive teams (previously A & AA) start with fall tryouts (October) and finalize the teams near the end of the winter program (March). The selections are made by the club’s technical coordinator and the respective coaching staff.

Selection Process	October to March	Registration online and in office
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FILM ANALYSIS (VEO)



The club owns a filming/camera system called Veo. Veo is a video camera that has a proprietary system in which it tracks the ball and game without needing someone to man the camera. Robert Lalla, a club volunteer has been appointed in charge of managing the usage of the system. He created a schedule and management system that allows our club's teams to have a portion of their games filmed. The PLSJQ and AAA teams have been given priority and therefore get all games filmed for individual and collective analysis. Our match analysis is done by our respective

PISJQ/LSEQ head coaches. The meetings are held in either our office classroom or over Zoom/Microsoft teams.

The Veo camera is also used for coaching education. We film sessions and provide the coaches with feedback on their sessions, coaching style and transformational coaching. In addition to the Veo camera, we also film with other handheld devices to offer video feedback in real time.

Camera Person Profile:

- Responsible for camera equipment while in use, including pick up and/or drop off
- A vehicle to transport camera and stand (four feet long). Small SUV or car with folding seats.
- Transport 25 lbs of equipments from car to field, and back.
- Access to a charged mobile phone or tablet, with WiFi and web browser (no mobile data, GPS or data plan needed)
- Access to WhatsApp group chat application to communicate with group to coordinate pick up & drop off camera.
- Desire to film all season games for one specific team (single team point of contact).
- The camera person will not have access to the film or the expected to perform any technical work related to game analytics. The role is to setup, start and upload the film to a central Lakeshore repository. Coaches and technical staff will process the data from this point.

PLAYER MANAGEMENT

The following is how we manage our players who participate in multiple soccer programs. Our technical director oversees the workload management and communicates with the coaching staff of the player in question, as well as with the program coordinators.

Club Players (F/M)	Regional Selection & CDR	Sports-études or CNHP	Provincial Team	National Team
U10-U12 D1/D2 (CDR)	Regional schedule is posted online and the region notifies our technical director by email.	Our technical director is in touch with the centre. Once the list of players is out, the head coaches are notified of the training dates.	Our technical director is in touch with the federation. Once the list of players is out, the head coaches are notified of the training/game dates.	Our technical director is in touch with Canada Soccer. Once the list of players is out, the head coaches are notified of the training/game dates.
U14AA+ (CNHP)				
U15AAA+ (Provincial Team)	The technical director or technical coordinator then passes the information to the head coach of the team.			
U15AAA+ (National Team)				

PLAYER LOAD MANAGEMENT

Player Category	Program	Load Management (When Program is off)	Load Management (When Program is on)
15-17 AAA (PLSJQ)	C.H.N.P	Full participant	1 club session per week
13+ AA	Sports Etudes	Full participant	2 club sessions per week
13 AA	Regional team	Full participant	Reduce club session by 1
15+	National Excel Program	Manage the mandated break (CSA)	Manage the mandated break (CSA)
11+	Futsal (school)	Full Participant	Full Participant
16+	RSEQ/College	Full Participant	Reduced Club session by 1
8+	Multi-sport	Full Participant	Reduced Load given schedule (case by case)



COACHING DEVELOPMENT

Our technical director's philosophy on coaches and their development is to help, support, guide, and educate all of our coaches to reach their potential, which is the key to our success. Our technical director will do everything possible to shape our coaches in the present and future as educators. Our coaches are vital representatives of our club and as such, he will assure to the best of his abilities that they promote, present and apply the club's mission, vision and values. The technical director will also provide the coaches with a positive and educational environment, and allow them to be and feel a part of the overall process.

Also, he will ensure that coaches create, grow in their skills, knowledge of and enjoyment of the game. He is committed to their continual development and for them to attain their full potential through a quality instructive program. Furthermore, he will provide coaches with access to coaching courses, as well as other workshops and mentoring.

COACHING PHILOSOPHY

- The educator must be a good person with proper values, principals and they will be respectful and committed to the technical and social growth of the athletes they coach. They will demonstrate respect, honesty, transparency, fairness, and integrity to all. Coaches will also conduct themselves in a credible and trustful manner.
- Coaches will need to promote, present, and apply the club's mission, vision, and values.
- They should create and maintain a safe, fun, informative, positive, challenging, and progressive environment. Also, they should assure that their focus and priority is the player's development and continual participation.
- Players will be taught the beautiful game through fun and engaging technical and tactical training sessions that are organized in a manner to ensure success for the individual player and group/team.
- The training sessions will focus mainly on games and activities that allow the individual player a maximum number of physical touches with the ball. This will encourage the individual to explore creatively and experiment in a way that they will attain their fullest development potential.
- Focus on technical skills and the principles of play rather than the tactics and systems of play for our players U12 and under. Tactics and system of play will be introduced and developed at U13+. This will ensure a more focused approach is taken to individual player development, which in turn, will ensure individual and group/team success.
- It is the educator's responsibility to teach and instill a passion for the beautiful game. In order to accomplish this, we need to teach our players to be aware of all the options available to them. This method will produce good, bad and indifferent decisions. However, by allowing the player to make mistakes and supporting them through this process, without negative punishment, it will allow players to develop an ability to quickly identify the right decision in any situation. When the ability to consistently make the correct choice properly becomes automatic and without reminder or contemplation, we have truly succeeded and developed exceptional players. This is the true measurement of our success as coaches and is the most gratifying accomplishment that can be attained.
- Concentrate on the process, progression and quality of the performance rather than the game results.
- Focus on physical, psychological, technical, tactical and four moments of the game; defending, attacking, transition from defending to attacking and transition from attacking to defending.
- Teach the way of play, system and strategy of play established by the club's technical director



TECHNICAL VISITS

A tech staff member periodically visits teams/groups training sessions and games.

The tech visits have a few specific objectives and goals. The primary one is coaching education/formation which is also a part of the coaches' mentorship. They are a tool for the coach to develop and achieve their full potential. These tech visits provide the necessary help and support for coaches to achieve the current coaching course or the future course they will participate in. We want to have our coaches participate in every course given, thus increasing the amount of certified coaches. The tech staff also informs and makes recommendations to the technical director on the development of the coach and what the next steps are for him/her. Also, the tech staff visits keep the technical director and his tech staff connected to the coaches, players and parents thus creating, maintaining, and improving relationships. The tech visit will also assure quality sessions and that the annual planification is followed (the visit's process is explained in the attainable part below). The tech staff member will help, support and provide feedback if selections of players need to be made, depending on the age group and if categories exist. Also, the tech staff member will assure that the various rules and protocols are being followed, as well as the values of the club. Another goal of the visit is player development. By the tech staff visiting the training sessions, they will coach the group/team, which will help educate the players and coaches. In turn, that will help coaches better coach their players. A way to also see how the players are progressing is to possibly play an age or category above and recommendations can be given for the regional, provincial, and national programs.

Measurable: We provide several yearly visits per program and category. The number of visits varies from one program to another (view in timeline below). Another way of measuring is by the improvements, changes or adjustments the coaches have made from one tech visit to the next. Also, the players improvement and how much they enjoyed the session. Players are also questioned on what they thought of the session. Their comments, feedback and questions are another way we can measure the coach and the players development. We also ask the coaches to self-evaluate, reflect, and rate themselves on these points which are also the points the tech staff refers to for a tech visit (tech visit coaches evaluation form).

Attainable: Having the necessary staff to organize and execute the visits. Staff that have more experience, knowledge and a higher level of licensing than the coaches. Having a clear process to follow on how the tech visits are executed. For the visit, the tech staff prepares and executes the entire session, while the coaches assist and observe. Feedback is given by the tech staff during and post session as well as a Q&A. The tech visit is also for the tech staff and coaches to prepare a training session together in advance and for a coach to execute the session. The tech staff assists and provides thorough feedback and post session as well as a Q&A. After every tech visit, the feedback is also sent by email to the coaches involved. The tech staff member will also participate in video take sessions and games by the VEO camera, sit with the coaches to discuss and send the coach clips of the session.

Relevant: The CSA/FED has set certain standers to coach certain levels, the increased requirements to coach specific ages, levels, groups/teams make the tech visits an essential part of the coaches' progression along with the players achieving their potential. Ex: the CDC coaching requirements set by the club licensing program. Our coaches want and need tools to continue improving and to have the best opportunity to reach the highest possible coaching certification. The tech staff and coaches must be committed by being present in all team activities. The tech staff/coordinator explains the time and commitment required to coach and to participate in the various courses. The coaches must understand the time needed to achieve the goals. The tech visits also provide the latest information and content on the various coaching course.

Time-bound: The tech visits are done year-round and with every age and level. The amount of tech visits varies between certain ages and levels:



At the start of spring (for the summer) and again in the fall (for the winter indoor), a meeting is organized and a presentation is given by each tech staff member responsible for their coaches groups/teams/ages/level to explain the objectives and process of these visits and a tentative schedule is also put together (days and times may change). An e-mail with the presentation and the tentative schedule is sent by the tech staff to all the coaches with-in the next three days of the meeting.

- Grassroots & recreational, clinic once a year (April) one clinic for coaches (U4-U8), 1 for (U9& U10) and one for U11 +).
- CDC, as required by the CSA/FED.
- U13, 14 A and U15 to U17 A & AA — a minimum of six visits per team per year, two practices and one game, a team can get one or two more if the tech staff deems necessary.
- U13, U14 AA and all AAA teams — a minimum of one practice or game visit per team per week throughout the entire year. All of these visits are currently organized and executed by the club technical director. In the very near future, the TD will hire a person to do all these visits.

Timeline process for all tech visits:

- The tech staff member sends an e-mail to the coaches of the group/team at least three days prior to the confirmed date of the training session.
- The coaches confirm back the tech visit as soon as possible.
- The tech staff decides if he/she or the coach will execute the session and who will assist along with the theme. Once the session is put together, they communicate with each other 2-3 days prior to the session date to discuss.
- As mentioned above, feedback is given during and post session.
- An email is sent to the coaches involved by the tech staff with all the feedback within the next three days of the tech visit.
- The coaches involved must confirm and acknowledge as soon as possible, the reception of the email and the feedback. They can also contact the tech staff member if they need further explanation or have any other questions.

Game tech visits:

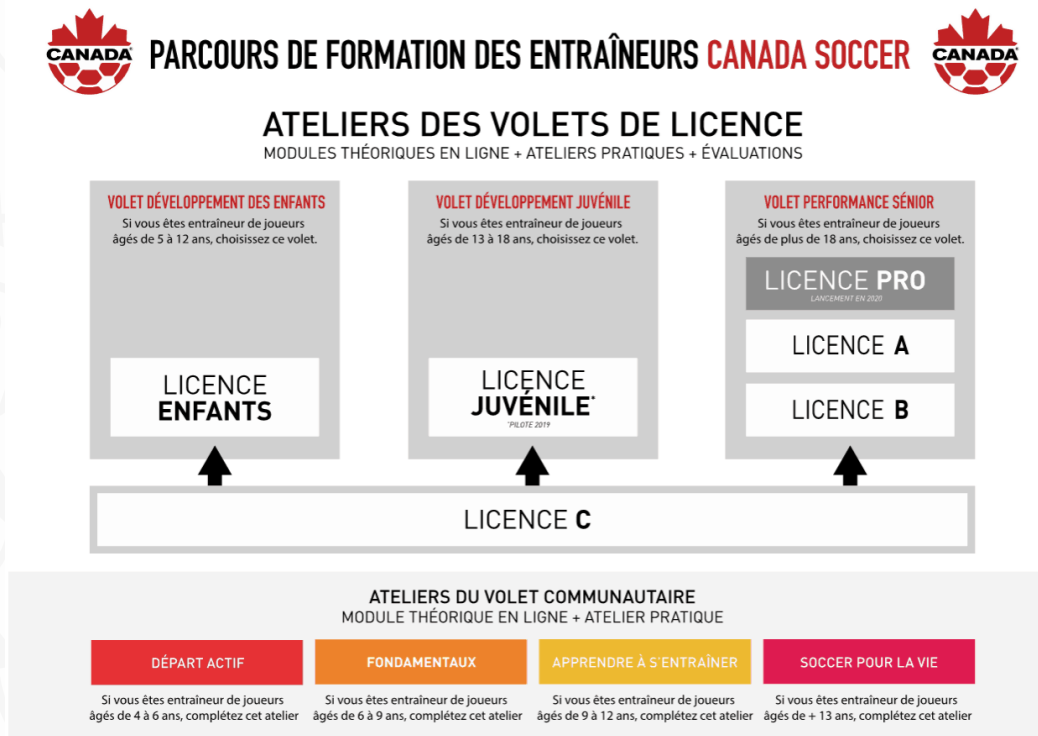
The objectives/goals and process are almost identical to the practice visits already mentioned above.



COACHING PATHWAY

The coaching pathway is designed to develop, certify and qualify our coaches to coach multiple ages and categories. The Canadian Soccer Association and the Quebec Soccer Federation set the pathway for our coaches to get licenses and accreditation. The following is the coaching pathway (pictured). It is a certification process set forth by the CSA that educates our instructors for the category they instruct.

The club incentivises our coaches to go for their licensing by covering the cost of the course.



COACHING CERTIFICATION

The steps that need to be taken to assure that our coaches have the proper certification starts with our placement process. We ask that all interested coaches fill out an application form. The application form covers all certification information that is required. When applying for a group, we note if the coach has the requisite certification. Their certification at the time of application will dictate if they get selected for the position they requested.



COACHING CERTIFICATION BY NUMBERS

The following is a table with our current standing in coaching certification, along with the estimated budget for coaching courses needed by next year.

Certification	Number of Coaches	Predicted Numbers 2020/2021	Certification Budget
Stage 1: Active Start	2019	30+	0
Stage 2: Fundamentals	25	30	1000
Stage 3: Learn to train	25	30	1000
Stage 7: Soccer for life	9	15	1000
C license	3	6	1500
Children’s License	1	3	3000
Youth License	1	3	3000
B1	2	6	0
B2	2	4	0
License A	1	2	3000
E.S.P/D.E.P	14	18	1000
Futsal Level 1	0	2	300



COACHING METHODOLOGY

The following is our coaching methodology. We educate our coaches to be free thinking, enthusiastic, compassionate, and to put our athletes first. We use transformational coaching to instil this method in our coaches. We hold clinics, seminars and other formal/informal tech visits to develop our coaches. We have monthly coach evaluations, which we log to have an individual progress report. Coaching development is paramount in the development of our players and the club as a whole. The following table is a look into our clinics/seminar



TRANSFORMATIONAL COACHING

11 KEY BEHAVIOURS

IDEALIZED INFLUENCE

- I discuss and model prosocial values and behaviours with my athletes.
- I show vulnerability and humility to my athletes.

INSPIRATIONAL MOTIVATION

- I discuss goals and expectations with my athletes.
- I express confidence in my athletes' capabilities.
- I implement a collective vision for my athletes.
- I provide meaningful and challenging tasks and roles for my athletes.

INTELLECTUAL STIMULATION

- I elicit input from my athletes.
- I share decision-making and leadership with my athletes.
- I emphasize the learning process with my athletes.

INDIVIDUALIZED STIMULATION

- I show interest in my athletes feelings and perspectives.
- I recognize my athletes accomplishments and contributions.



COACHING EVALUATION

The following is our coaching evaluation form. It was created by our club technical director and is used for periodical coach evaluations. The forms are logged by the technical staff to create progress reports and at the conclusion of each evaluation, the coach is given comments regarding the game/session that was evaluated. Coaching evaluations are done mainly by the club technical director and the technical coordinators. Each coach goes through at least two formal evaluations in a calendar year. Informal evaluations, comments and suggestions are given on a daily basis by the club technical staff, technical coordinators and the technical director.



Lakeshore Soccer Club Coaches Evaluation

1-1

- 1 Coach did not demonstrate a desired level of competence
- 2 Coach partially demonstrated a desired level of competence
- 3 Coach demonstrated a desired level of competence

Date _____

		Evaluation Criteria	Chk	1-3
Preparation	1	Prepared a complete, precise and detailed session plan in writing		
	2	Explained the session theme to the group (elaborate quickly with 1 - 2 coaching points)		
	3	Delineated the zones, areas of play accurately (length, width with cones)		
	4	Determined the correct amount of equipment needed (pinnies, balls and cones)		
	5	Provided an ample source of balls in right place(s)		
	6	Planned progression or regression of the drill based on the skill level		
Organization	7	Demonstrated and explained the rules and the objective of exercise		
	8	Ensured the exercise was realistic to attain objective		
	9	Questioned the players on the rules and the objective		
	10	Started the action quickly (approx. 1.5 - 2.0 min.)		
	11	Intervened efficiently and at the right moments		
	12	Assessed the length of each intervention (not too long or too short - approx. 0.45 sec. - 2.0 min.)		
	13	Placed the players in their proper positions		
	14	Managed time of each exercise for the entire session		
Observation	15	Examined from a proper coaching position, best point of view for particular theme		
	16	Recreated the action before the explanation and the demonstration		
	17	Recognized and corrected errors with efficient solutions		
	18	Provided more than one option / solution for a given situation		
	19	Maintained a high-level of intensity and activity		
Instruction	20	Displayed good knowledge of the theme		
	21	Selected the coaching points in priority order		
	22	Explained coaching points while using demonstration		
	23	Instructed for everyone to hear and see		
	24	Questioned players at each intervention		
	25	Re-started the action exactly where it was stopped		
	26	Improved the group performance and reached the session objective		
	27	Provided feedback during and after each exercise as well as at the end of the practice		

Coach Name: _____ Team: _____

Total:

Personal Notes: _____

Avg



COACHING CLINICS

The table below is our club technical college, which displays when we hold technical department meetings, club member meetings and coaches' meetings.

Grouped coaches running stations	U4-U7	U8-U9	U10-U12
Pre-season, in-season and post-season meetings with staff	-3 meetings a year. One in October, another in December and at the end of March. -2-hour classroom session.	-3 meetings a year. One in October, another in December and at the end of March. -2-hour classroom session.	-3 meetings a year. One in October, another in December and at the end of March. -2-hour classroom session.
Coach's clinic	1 session in November (post-season)	1 session in November (post-season)	1 session in November (post-season)
Club members meeting (schedules and information on programs).	-1 meeting in October at JAC -1 meeting in April at the lakeshore office.	-1 meeting in October at JAC -1 meeting in April at the lakeshore office.	-1 meeting in October at JAC -1 meeting in April at the lakeshore office.
Periodically meet with tech staff	Monthly	Monthly	Monthly
Head Coaches and team's staff	U13-U14 (2021)		
	Recreational	Competitive	Elite
Pre-season, in-season and post-season meetings with staff	2 meetings a year. One in October & one in April.	-3 meetings a year. One in October, another in December and at the end of March. -2-hour classroom session.	-3 meetings a year. One in October, another in December and at the end of March. -2-hour classroom session.
Coach's clinic	2 times annually. Pre-season & post season	2 times annually. Pre-season & post season	2 times annually. Pre-season & post season
Club members meeting (schedules and information on programs).	-1 meeting in April at the lakeshore office.	-1 meeting in October at JAC -1 meeting in April at the lakeshore office.	-1 meeting in October at JAC -1 meeting in April at the lakeshore office.
Periodically meet with Head coaches	Monthly	Monthly	Monthly



DEVELOPMENTAL PLAN FOR REFEREES

The process in which we assign referees is based on their age, level and experience. We log this information when we receive their applications. Once the applications are logged, our assigner can then schedule the appropriate games for the refs who are deemed most qualified.

Formation	# Of Refs in 2019	Expected # for '20/'21	Budget
7-aside soccer	93	100	0
District Refs	93	100	500
Regional Refs	1	5	500

REFEREE ACTIVITIES

ASSESSMENT

- Lakeshore hires 5-10 senior referees as mentors each year. They are assigned specific games to assess by the referee assigner.
 - o The mentor gives feedback (sandwich technique: positive-negative-positive) and specific strategies to help referees improve.
 - o Mentors answer any questions the referee might have from their season overall.
 - o Mentors meet once a month to discuss which referees need the most help, which of them could potentially handle higher level games, which are capable of doing higher level games, but may require some encouragement, etc.
- The referee director job description requires the referee director to see an average of two games per week as a referee mentor.
- In addition to assigned mentoring games, referees are welcome to request a mentor at any of their games.
- All first-year referees have a mentor on their first game in the centre on U8-10 games, as well as on their first game as AR on U12 games.

VERIFICATION

- Lakeshore does not accept new referees who do not pass their district course.
- For returning referees, we give an update meeting every year to keep our referees up to date on the LOTG and our competition-specific rules. All referees are required to attend the annual meeting and for those who cannot attend are expected to make it up individually by reading the materials or in a meeting (or phone call) with the referee director.
- For referees formerly affiliated with another club, region, or area of the world, we verify their credentials in two ways:
 - o For referees transferring from another club within our ARS, we verify their training with the ARS.
 - o For referees coming from other areas, we have them write the grade exam corresponding to their current level of experience in their former club/region/province (or state).



RECOGNITION

- Annual awards for referee of the year, rookie referee of the year, and mentor of the year.
- Winners receive a small prize (gift card) and are invited to Lac-St-Louis’ annual gala.

ANNUAL PLAN FOR REFEREES

Date	Activities
1st & 2nd week of March	Referee hiring interviews
End of March/early April	District referee courses (En & Fr)
Mid-April	Assemble club referee mentor team
April 25th	Rookie referee meeting <ul style="list-style-type: none"> • Welcome – introduce refereeing staff & mentors • Expectations • Opportunities • How to fill out a game sheet • What to put in referee bag (required & recommended referee equipment) • Competition specific rules • Policy and procedure • On-field teambuilding & practical experience game
April 25th	Returning referee meeting <ul style="list-style-type: none"> • Welcome back – reminder of referee staff chain of command (i.e. who to go to for what information) • Changes to policy & procedure and/or to competition specific rules • LOTG updates 2019/2020 • Revisit expectations • Opportunities • On-field teambuilding game
June 1st	E-mail to mentors checking in on first year performance in first weeks of season
Early June	Check-in e-mail <ul style="list-style-type: none"> • Address any common errors, frequently asked questions, modifications to policy and procedure since beginning of season, updates on mentor feedback thus far, etc.



Date	Activities
Starting in June – 2nd Wednesday of each month (up to & including September)	Club referee mentor meetings <ul style="list-style-type: none"> • Review rookie progress • Discuss referees who show promise • Nominate referees for advancement opportunities (eg. Regional tournaments) • Identify referees that require extra support or encouragement, structure, discipline, etc.
Mid-June	Offside workshop (in-class and on-field) <ul style="list-style-type: none"> • Split group into new and veteran referees
Early July	Mid-season meeting <ul style="list-style-type: none"> • Check-in • Announcements • Address common questions or concerns • Offer solutions to any recurring problems • Field any questions • On-field teamwork activity
Mid-July	Foul recognition workshop (in-class & on-field)
1st week of August	Soccerfest & Knock-Out Cup meeting <ul style="list-style-type: none"> • Competition-specific rules • Policy & procedure • Expectations • Opportunities for evaluation/mentoring
1st week of August	Assign Soccerfest referee teams
Mid-August	Referee award nomination
Early September (after Labour Day weekend)	End of year referee party & award distribution
September 21st	Distribute referee feedback form



PAYMENT CALENDAR

1st payment – week of June 15

2nd payment – week of July 13

3rd payment – week of August 10

4th payment – week of September 7

Final payment – week of September 28

REFEREE EVALUATION FORMAT (i.e. période de rétroaction)

- Referee evaluation is ongoing over the course of the season
- Referees receive direct feedback from a mentor every time they are informally evaluated by a club referee mentor.
 - o Emphasis is placed on rookie and second year referees.
- Referees also receive feedback directly from the referee director throughout the season.
 - o Emphasis is placed on second year referees and new district list referees at the beginning of the season.
 - o The rest of the season emphasis is placed on third year referees and up.
 - o While referee mentors take care of the beginners, the referee director will focus primarily on more experienced referees, paying special attention to those who express and interest in advancing as referees.
- Referees may request a summary of their club mentor ‘evaluations’ at any time via e-mail.

FEMALE REFEREE PROGRAMMING & PLANNING

RECRUITMENT

- Referee director and two female referees of different levels of experience will visit U15+ female soccer teams to encourage female applicants.
- Encouraging older applicants (as opposed to U14) can help reduce intimidation felt from coaches and players, as new female referees will be older, more confident and more mature.
- By going to see these teams in person, potential applicants will be able to see female role models in refereeing who have gone far with their trajectory. They will also meet less experienced referees who can speak about their early experiences refereeing with great clarity and who can express how they grew over the course of their first season.
- An opportunity for parents to consider refereeing as an excellent first job for their daughters
- Organize an all-girls soccer workshop, in collaboration with F10 to F14 competitive teams during next off-season.
- Exhibition games for girls refereed by female officials.
- Gets girls thinking about refereeing as a viable summer job from a young age.
- It will sensitize parents and coaches to the reality of female referees to help them be more considerate and aware of their words and behaviours to female referees (as well as towards referees in general).



Generate promotional materials showcasing female referees

Use 2020 season to capture photo and video to create video compilations and photo montages.

- It will normalize image of girls in refereeing. It could also help female audiences imagine themselves in the roles of female referee.

DEVELOPMENT

Partner with ARS to offer workshop exclusively for female referees

- Discuss difficulties faced by female referees and potential solutions for overcoming these challenges.
- Include a team-building exercise to foster a sense of camaraderie between female referees.
- Offer resources female referees can consult for support.
- Explore possibility of further female referee training and teambuilding opportunities (group brainstorm).

Assign female mentors to female referees

- Give less experienced female referees an example of a female who has done well in refereeing.
- Female mentors will be more likely to modify their style to be more nurturing towards the female referees they 'evaluate,' providing a sense of comfort and connection for growing referees.
- Will help less experienced female referees feel more comfortable asking questions knowing their mentor can more easily relate to their experiences.
- Will train one more female referee to address these needs.

Develop action plan for promising female referees

- Establish and track goals with action plan participants.
- Create a viable action plan to achieve goals.
- Regular progress reports and updates.
- Extra mentoring and group training sessions.

RETENTION

Create mandatory training session for coaches

- Sensitize coaches to reality of all referees.
- Emphasize challenges faced by female referees.
- Offer coping strategies for coaches to avoid inappropriate emotional reactions towards referees.
- Bring two female referee representatives who may each share anecdotes and answer questions.
- Give coaches tips for managing player behaviour towards referees. Outline inappropriate comments or behaviours related to gender stereotypes.

Distribute end of year feedback form specific to female referees and their experiences

- Offers referee staff the opportunity to improve programming for female referees.
- Allows referee director the opportunity to better understand the challenges faced by female referees at Lakeshore.
- Gives female referees a unique voice, showing them that their opinion is valuable to the club.
- The referee director will have the opportunity to offer the necessary support after the season to minimize attrition and help set goals for the following season.



PATHWAY FOR THE REFEREE

The chart below outlines the typical progression for a Lakeshore referee. Referees whose progression does not follow these guidelines are either exceeding our expectations, advancing faster than normal or are underperforming and thus are not reaching their milestones at the expected rate.

- Those who exceed our expectations will continue to be challenged and will be given mentor feedback that emphasizes areas for improvement to promptly address any weaknesses.
- Referees who do not meet expectations will be given more time to get comfortable at each level before advancing. As long as the referee is doing a satisfactory job regarding their professionalism, attendance, and effort, they may continue to work for Lakeshore. They will be given mentoring feedback centred on bolstering their confidence and highlighting their strengths before addressing areas for improvement.
- Referees who do not meet expectations on the field and lack professionalism, decline too many assignments, miss assignments, and/or who do not give sufficient effort will be placed on probation, and if no improvement is made, she will be terminated

Category	Position	
	Centre	AR
U8 HL	Y1	N/A
U9 IC	Y2	N/A
U10 HL	Y1	N/A
U10 IC	Y2	N/A
U11 IC	Y2 or 3	Y2
U12 HL	Y2	Y1
U12 IC	Y2 or 3	Y2
U13 IC A	N/A	Y2
U14 HL	Y3	Y2
U16 HL	Y3	Y2
U18 loc F	N/A	Y3
U21 HL	Y4	Y3



CLUB DEVELOPMENT PLAN FOR PLAYERS

PLAYER ATTRACTION

MALE

SPECIFIC GOALS

The objective of the club is making sure that we implement strategies to attract players into soccer within our cities. These strategies can help grow men's soccer within the club culture, structure, and philosophy:

- Plan an open day for the players to discover the sport (have different stations to test out their skills by having fun).
- Offer multiple programs for flexibility.
- Certify more coaches and bring in more experienced ones.
- Partner with schools in the district to promote the players to play and create after-school programs.
- Use social media to share trainings, players, coaches, and activities to showcase the club's programs.
- Make sure that the costs are affordable to families.
- Promote our male athletes that are in the national or professional program to talk about their journey and inspire others.
- Have an all-boy tournament day with prizes.

MEASURABLE GOALS

In 2020, there are 883 male players at the club. Our objective is to increase our numbers by three per cent within a year. This increase in numbers would be equal to around 30 players. In addition, over the next three years, our objective is to triple this number to 90. This is an increase of 9 per cent. Therefore, our objective is to increase within 9 per cent within three years.

ATTAINABLE GOALS

The population of the five borrows (Kirkland, Senneville, St-Anne-de-Bellevue, Baie-D'Urfé and Beaconsfield) is 52 098. With the specific goals implemented in our program and continuously promoting it, 30 players per year is an attainable goal. In addition, having a variety of programs and services at the club (competitive, futsal, play for life, etc.,) will help attract more players.

REALISTIC GOALS

With the population, programs, actions, and timeframe given the numbers we would like to attain are possible.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.

FEMALE

In soccer, female athletes face many factors that act as obstacles from playing their favorite sports such as the following:

- Influence of parents and friends
- Lack of confidence and motivation



- Other commitments that affect their time, such as family and social limitations
- Environments that have more males than females
- Lack of information on the women's program that encourages female athletes to play soccer

However, there are many reasons as to why female players register to play soccer at all levels and ages. Participants play for the following reasons:

- Having fun
- Staying healthy and in shape
- Pursue their objectives to make it at a higher level (national program)
- Achieve new challenges
- Socialize and make new friends in a safe and positive environment
- Love for the sport

SPECIFIC GOALS

The club has set a strategic plan to increase the recruitment of female soccer players and to tackle factors that create barriers for playing soccer. These strategies can help grow women's soccer within the club's culture, structure, and philosophy:

- Promote the women's program on social media, through schools and sports institutes. Also, we can detail girls soccer pathway of the club (showing different exercises, our coaches, staff and activities in the club).
- Host events to promote our women's team by explaining the benefits of team sports and physical activity.
- Host a female-only day for all ages. In addition, existing players can bring a friend to the event for them to try it.
- Create an all-female tournament day.
- Promote our female players playing for the national program.
- Have a parent-player practice to show the importance of parents getting involved (example: mother-daughter or father-daughter practice at the grassroots level).

MEASURABLE GOALS

In 2020, there are 710 female players registered to the club. Our objective is to increase that number by three per cent within a year. This increase would equal to 21 players. In addition, for the next three years, our objective is to make sure that we increase to 74 players. This is an increase of 9 per cent over the next three years.

ATTAINABLE GOALS

The population of the five borrows (Kirkland, Senneville, St-Anne-de-Bellevue, Baie-D'Urfé and Beaconsfield) is 52 098. We believe that with the strategies implemented by promoting women's soccer, our goal of 21 new players within the year, and 74 over the next three years is attainable.

REALISTIC GOALS

With the population, programs, actions and timeframe given, the numbers that we would like to attain are possible.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.



PLAYER RETENTION

MALE

SPECIFIC GOALS

- Giving feedback to the parents.
- Making sure to educate the parents about peer-pressuring their kids during practices and games, in order to keep the player from not quitting the sport.
- Making sure to create a positive environment depending on the level by creating team building activities.
- Identify confident and experienced players, who are leaders and who can act as mentors to empower female athletes in promoting togetherness.
- Have a variety of programs to offer from grassroots to play for life.

MEASURABLE GOALS:

Our objective is to maintain a retention rate of 98 to 100 per cent. It is normal that some players will use soccer as a discovery sport and choose something else that they prefer to pursue. In addition, older players could decide not to pursue soccer due to work, family, health, and/or school. Therefore, we want to make sure that we retain the most players possible and at the same time, make sure that the players leaving still have a positive experience, in case they decide to come back.

ATTAINABLE GOALS

With the strategies such as educating parents on the negative impact of pressuring and coaching on the sidelines and giving feedback to parents, which is a major factor in players quitting, it is a goal that is attainable.

REALISTIC GOALS

The objective that we have implemented is somewhat realistic. We know for a fact that the percentage can be over 100 because of our strategies to attract players (example 104 per cent retention). Yet, the realistic objective is to have these goals implemented from the transition of playing at U18 to senior. Having a 98 per cent is a realistic objective because when players get older, they may not have the time they had before due to school and/or work, which can restrict from playing.

TIME-BOUND GOALS

Our time frame will be in three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.

FEMALE

In Canada, many factors have made female players drop out from different stages of their soccer pathway. These reasons can be the following:

- Decrease in motivation
- Personal factor
- Negative experience with coach and mentor
- Lack of support from teammates
- Feeling excluded from a difficult environment

SPECIFIC GOALS

To address the factors mentioned above, the club has implemented a retention strategy that can help keep female players to stay involved in their pathway (from grassroots to playing for life):



- Expose the players to successful female athletes as guest speakers that have been part of the club to share their experience and give our female players inspiration for their own journey. In addition, the players can be involved in the team's session.
- Have and recruit additional women's coaches to assist and head the female teams of the club (at least 66 per cent of the staff must be female).
- Team building activities that promote togetherness and belong with the group.
- Identify leaders, confident and experienced players that can act as mentors to empower female athletes in promoting togetherness.
- Individual feedback (players and parents).
- Help in coordinating parents that have difficulty bringing their girl to practice (ex, carpool).
- Make sure to educate the parents about peer-pressuring their kids during practices and games to keep the player from not quitting their sports.

MEASURABLE GOALS:

Our objective is to maintain a retention rate of 98 to 100 per cent. It is normal that some players will use soccer as a discovery sport and choose something else that they prefer to pursue. In addition, older players could decide not to pursue soccer due to work, family, health, and/or school. Therefore, we want to make that we retain the most players possible and at the same time, make sure that the players leaving still have a positive experience, in case they decide to come back.

ATTAINABLE GOALS

To attain these goals, the resources necessary for attaining our objectives is to make sure that we have women coaches to make sure that the girls are empowered by mentors that they can give them a positive environment to keep playing soccer.






REALISTIC GOALS

The objective that we implemented is somewhat realistic. We know for a fact that the percentage can be over 100 per cent because of our strategies to attract players (example 104 per cent retention). Yet, the realistic objective is to have these goals implemented from the transition of playing at U18 to senior. Having a 98 per cent is a realistic objective because when players get older, they may not have the time they had before due to school and/or work that can restrict from playing.

TIME-BOUND GOALS

Our time frame will be in three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.



	Player attraction (Boys)	Player attraction (Girls)	Player retention (Boys)	Player retention (Girls)
 Specific	Partner with schools in the district to promote the players to play and create after-school programs. Plan an open day for the players to discover the sport (have different stations to test out their skills by having fun) Offer multiple programs for flexibility	Promote the women’s program on social media, school and sports institutes about the girls’ soccer pathway of the club (showing different exercises, our coaches, staff, and activities in the club) Host a female-only day for all ages in order that can bring a positive and safe experience. In addition, the existing players can bring a friend to the event for them to try it. Promote our female players playing for the national program	Giving feedbacks to the parents Make sure to educate the parents about peer-pressuring their kids during practices and games to keep the player from not quitting their sports Making sure to create a positive environment depending on the level by creating team building activities Have a variety of programs to offer from grassroots to play for life.	Expose the players to successful female athletes as guest speakers that have been part of the club to share their pathway Have and recruit additional women coaches to assist and head the female teams sports Team building activities that promote togetherness and belong with the group Individual feedback (players and parents)
 Measurable	9% in 3 years 90 players in 3 years	9% in 3 years 90 players in 3 years	98% to 100% in 3 years	98% to 100% in 3 years
 Actionable	Population in our borrows Marketing	Population in our borrows Marketing More resources in women’s coaches	Educating parents on the pressure of players Communication with parents	Educating parents on the pressure of players Communication with parents Create an all-women’s environment
 Relevant	Realistic with the number of services and programs we offer. Enough time for consistent growth	Realistic with the number of services and programs we offer. Enough time for consistent growth	Realistic based players getting older to continue at the senior level and players quitting based on personal factors (work, school, family, etc.)	Realistic based players getting older to continue at the senior level and players quitting based on personal factors (work, school, family, etc.)
 Time-bound	3 years	3 years	3 years	3 years



CLUB DEVELOPMENT PLAN FOR COACHES

COACH ATTRACTION

MALE

SPECIFIC GOALS

- Ask former and current players in our men's soccer for life programs to coach our boys teams by promoting their experiences and journeys. In addition, attract enthusiastic young and older experienced coaches by paying them for their work.
- Create coaching clinics to enable the tools necessary to start coaching.
- Create brand awareness via social media, website, and community outreach.

MEASURABLE GOALS

There are 255 mens coaches at the club. Our objective is to increase our numbers of coaches by 8 per cent. With the increase of players coming, we would like to increase it by 20 coaches, which will be 270 coaches in a period of three years.

ATTAINABLE GOALS

To attain this goal, the main resource will be to find the necessary coaches (people), train (courses) and money to pay the coaches. By surpassing the challenge of sponsorship, paying our coaches would be a substantial way to attract coaches to achieve our objectives.

REALISTIC GOALS

With the population, programs, actions, and timeframe given the numbers we would like to attain are possible.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.

FEMALE

SPECIFIC GOALS

To attract more female coaches to support our womens program, here are the actions that the club will implement. In addition, these coaches will ensure that we can promote our womens program and retain female athletes to follow their pathway in soccer:

- Ask former and current players in our women's soccer for life programs to coach our women's team by promoting their experiences and journeys. In addition, attract enthusiastic young and older experienced coaches by paying them for their work.
- Promote our coaches by creating interest and the benefits of coaching by using social media, schools (Universities and CEGEP) and public athletic facilities (ex., coaching can be added in a CV and oral presentations).
- Encourage coaching education for the former and current players in our women's soccer for life programs and having a mentorship program with them. In addition, creating ways and steps to making sure to reduce the intimidation of coaching.
- Host an all-female coaching education event for women's soccer.



MEASURABLE GOALS:

There are 68 women coaches at the club. Our objective is to increase our numbers of coaches by 30 per cent. With the increase of players coming, we would like to have 20 more female coaches within the year, for a total of 88 more coaches over three years.

ATTAINABLE GOALS

To attain this goal, the main resource will be to find the necessary coaches (people), train (courses) and money to pay the coaches. By surpassing the challenge of sponsorship, paying our coaches would be a substantial way to attract coaches to achieve our objectives.

REALISTIC GOALS

The goal can be realistic and achievable if we can make sure that we fund enough to attract and pay the coaches for the time they put on the field.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.



COACH RETENTION

MALE

SPECIFIC GOALS

- Create a plan for the development of coaches to achieve (pathways and licenses).
- Give raises to coaches based on getting a certain certification or team.
- Have CTCs, seminars, and workshops to ensure the continuity of learning experience.
- Have 1-on-1 meetings with coaches as part of mentorship program and ensure feedback.
- Have more coaching resources for coaches that they can use (online sessions planners, equipment, coaching gears, etc.).
- Set different or new goals / objectives / challenges / responsibilities.
- A continues good work environment that is fun, productive and challenging.
- Keep them engaged, motivated, enthusiastic, and inspired.

MEASURABLE GOALS

Our objective is to maintain a retention rate of 95 to 100 per cent. We want to make sure that we can keep the statistics consistent over the next few years. The reason for the 95 per cent is that we can anticipate coaches deciding to stop due to lack of time for reasons such as family, work and school.

ATTAINABLE GOALS

To attain this goal, the main resource will be money to pay the coaches. In addition, giving raises based on licensing can bring improve on our coaching retention. By surpassing the challenge of sponsorship, paying our coaches would be a substantial way to retain coaches.

REALISTIC GOALS

The goal can be realistic and achievable if we can make sure that we fund enough to retain and pay the coaches for the time they put on the field. In addition, implementing a three-year time-plan coaching pathway with every coach helps us retain them and develop them in a long-term period.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.

FEMALE

Coaching retention is an aspect that is very important to our club. There are many reasons have impacted educators to leave their positions throughout the province, such as the following:

- Lack of funding.
- Lack of support and coaching development.
- Commitments such as family, studies and full-time jobs.
- Not enough women coaches to reinforce other new women coaches.

SPECIFIC GOALS

- Create a culture for female coaches to grow as individuals and educators in the future by having events such as an all-female coaching education seminars, workshops or CTC. In addition, the club can have



mentorship programs about leadership and education on the field.

- Have a female coordinator that will guide women coaches that will ensure the development of young female coaches and experienced ones in the future.
- Promote the coach's journeys on social media and club websites.
- Help female coaches to get their coaches license and fund the courses and increase pay for experience and licenses.
- Set different or new goals / objectives / challenges / responsibilities.
- A continued work environment that is fun, productive and challenging.
- Keep them engaged, motivated, enthusiastic, and inspired.

MEASURABLE GOALS:

Our objective is to maintain a retention rate of 95 to 100 per cent. We want to make sure that we can keep the statistics consistent over the next few years. The reason for the 95 per cent is we can anticipate coaches deciding to stop due to lack of time for reasons such as family, work and school.

ATTAINABLE GOALS

To attain this goal, the main resource will be money to pay the coaches. In addition, giving raises based on licensing can bring improve on our coaching retention. By surpassing the challenge of sponsorship, paying our coaches would be a substantial way to retain coaches.

REALISTIC GOALS

The goal can be realistic and achievable if we can make sure that we fund enough to retain and pay the coaches for the time they put on the field. In addition, implementing a three-year time-plan coaching pathway with every coach helps us retain them and develop them in a long-term period.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.








	Coach attraction (Boys)	Coach attraction (Girls)	Coach retention (Boys)	Coach retention (Girls)
Specific	<p>Ask former and current players in our men's soccer for life programs to coach our boys' team by promoting their experiences and journey's. In addition, attract enthusiastic young and older experienced coaches by paying them for their work</p> <p>Create coaching clinics to enable the tools necessary to start coaching</p> <p>Create brand awareness via social media, website, and community outreach</p>	<p>Ask former and current players in our women's soccer for life programs to coach our women's team by promoting their experiences and journey's. In addition, attract enthusiastic young and older experienced coaches by paying them for their work</p> <p>Promote our coaches by creating interest and the benefits of coaching by using social media, schools (Universities and CEGEP) and public athletic facilities.</p> <p>Encourage coaching education and having a mentorship program with them. In addition, creating ways and steps to making sure to reduce the intimidation of coaching</p> <p>Host an all-female coaching education event for women's soccer</p>	<p>Create a plan for the development of coaches to achieve (pathways and licenses)</p> <p>Give raises to coaches based on getting a certain certification or team</p> <p>Have CTCs, seminars, and workshops to ensure the continuity of learning experience</p> <p>Have 1 on 1 meetings with coaches as part of mentorship program and ensure feedback</p> <p>Have more coaching resources for coaches that they can use (online sessions planners, equipment, coaching gears, etc.)</p>	<p>Create a culture for female coaches to grow as individuals and educators in the future by having events such a woman all coaching education seminar, workshop, or CTC.</p> <p>Have a female coordinator that will guide the women's coaches that will ensure the development of young female coaches and experienced ones in the future</p> <p>Promote the coach's journeys on social media and club websites</p> <p>Help female coaches to get their coaches license and fund the courses + increase pay due to experiences and licenses.</p>
Measurable	8 % in 3 years 20 coaches in 3 years	30 % in 3 years 20 coaches in 3 years	95% to 100% in 3 years	95% to 100% in 3 years
Actionable	<p>Sponsorship to pay coaches</p> <p>Marketing former players to coach</p> <p>Coaches clinics</p>	<p>Sponsorship to pay coaches</p> <p>Marketing former players to coach</p> <p>Coaches clinics</p>	<p>Sponsorship for money to pay coaches</p> <p>Money to pay certification</p>	<p>Sponsorship for money to pay coaches</p> <p>Money to pay certification</p>
Relevant	Realistic based on sponsorship and personnel	Realistic based on sponsorship and personnel	Realistic based on funding	Realistic based on funding
Time-bound	3 years	3 years	3 years	3 years



CLUB DEVELOPMENT PLAN FOR REFEREES

This is our plan of action for the attraction, retention and development of referees.

 Specific	Maintain a good attraction of referees.	Improve the retention of referees.	Improve the development of club referees in order to have more high-level referees at the club.
 Measurable	Every second week during the hiring process, the numbers can be compared to the prior years.	Every end of season, from November through April, referees are asked if they will be returning next season. Those numbers can be compared to the prior seasons.	Success in this goal can easily be measured through the number of referees advancing through the various stages of pre-selection and promotion.
 Actionable	Create promotion posts about refereeing on social media and sending an email to current referees for possible candidates.	The retention is developed through three key areas: hosting early-season field day & end of the season "appreciation" party; having prizes such as "Mentor of the year," "referee of the year" and "referee of the year"; giving the opportunity to work in tournaments and higher-level games.	The development of referees is done through three key areas: hosting meetings 3 times a year (preseason, midseason & postseason) to promote refs to further their development; hosting two workshops annually (one in June & one in July); having constant referee mentoring in place for newer and more experienced referees.
 Relevant	Maintaining a good attraction of referees is required in order to have enough referees every year to cover all the clubs' games.	By having a better retention of referees, not only less effort will be needed to be placed on attraction, but the quality of refereeing through the clubs' games will overall improve as there will be more experienced referees.	Elite referees are offered the opportunity to join our team of club mentors. This keeps them engaged at the club level and gives junior referees accomplished idols to look to for guidance. Their feedback to newer referees will also help them through their development.
 Time-bound	Starting in April 2021 and every year after that, we will be able to determine if our objective was met.	The actions taken as of now will show mostly in the next two to three years. Although, we will be able to see the initial turnover, if after one year of refereeing, it has decreased by the end of 2021.	These initiatives will allow the club to continue to produce referees who advance to the elite level ensuring we meet our goal of continuously promoting referees to the regional grade at a rate of roughly one per year as of 2023.



CLUB DEVELOPMENT PLAN FOR STAFF

The following are strategies in which we will implement to develop the club from a staffing perspective. Focusing on our TD's continuing education plan, as well as the retention and acquisition of staff members.

TD'S CONTINUING EDUCATION

Our Technical Director already has the following coaching licenses / certifications:

- A license
- Technical directors course
- Facilitator / course director course
- Theory 3
- Respect in sport on-line course
- Previously attended seminars within our country and the US (Kansas City, Baltimore, Florida)
- TD is in the final stage of attaining the children course and has registered to soon participate in the youth course, as per the club licensing requirements.
- TD has always and will continue to attend the annual federation coaching symposium and any other seminars that the region and federation offer.
- Continuously searches and uses social media website and outlets.
- Continuously looks to attend domestic and out of country seminars and coaching courses.
- Would like to participate in the pro license course, if or when it becomes available in Canada

PLAN FOR HIRING STAFF (HUMAN RESOURCES)

SPECIFIC GOALS

- Identify needs.
- Create profile for best possible candidate.
- Detailed job description (requirements, tasks, objectives, working conditions, range of salary, etc.)
- Screening and interview plan/process to identify best possible candidates, select candidates for possible second or third interviews.
- Advertise through a variety of social media and website, on-line job boards, employments agencies, traditional media outlets (newspaper, radio), word of mouth, on regional, federation, and CSA websites.

MEASURABLE GOALS

- Hire two coordinators (Responsible for boys and girls).
- Hire six additions technical staffs (4 girls and 2 boys).

ATTAINABLE GOALS

- Funding to make sure that we can attract the right staff for the club.

REALISTIC GOALS

- Sponsorship to ensure that have the funding necessary to pay and give raises to the staff.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.



PLAN FOR HIRING STAFF (HUMAN RESOURCES)

SPECIFIC GOALS

- Continue mentoring.
- Set different or new goals / objectives / challenges / responsibilities.
- A good work environment that is fun, productive and challenging.
- Keep them engaged, motivated, enthusiastic, and inspired.
- Opportunities to grow; possibility of getting promoted, salary increase.
- Opportunities to get more experience and further education (seminars, courses). Club to fund.
- Included in discussions on how to adjust, improve programs, tasks, objectives etc.
- Evaluate

MEASURABLE GOALS

- Keep two coordinators (Responsible for boys and girls).
- Keep 98 to 100 per cent of the technical staff.

ATTAINABLE GOALS






- Funding to make sure that we can attract the right staff for the club.

REALISTIC GOALS

- Sponsorship to ensure that have the funding necessary to pay and give raises to the staff.

TIME-BOUND GOALS

Our time frame will be three years. However, to track our progress, we will track the number of registrations every year and try to modify our strategies to make sure to attain our goal.

	Hiring Staff	Retaining Staff
 Specific	Identify needs. Create profile for best possible candidate. Detailed job description, (requirements, tasks, objectives, working conditions, range of salary, etc.) Screening and interview plan/process to identify best possible candidates, select candidates for possible second or third interview. Advertise through variety of social media and website, on-line job boards, employments agencies, traditional media outlets (newspaper, radio), word of mouth, on regional, federation, and CSA websites	Continue mentoring. Set different or new goals / objectives / challenges / responsibilities. A continues good work environment, fun, productive, challenging. Keep them engaged, motivated, enthusiastic, inspired. Opportunities to grow, possibilities in getting promoted, increase of salary. Opportunities to get more experience and further education (seminars, courses). Club to fund. Include in discussions on how to adjust, improve programs, tasks, objectives etc. Evaluate.
 Measurable	+2 coordinators (program for boys and girls) +6 additions technical staffs (4 girls and 2 boys)	Keep 2 coordinators (Responsible for boys and girls) Keep 98 to 100 per cent of the technical staff
 Actionable	Additional funding to attract staff	Additional funding to retain staff
 Relevant	Realistic with sponsorship	Realistic with sponsorship
 Time-bound	3 years	3 years





club de soccer
LAKESHORE
soccer club

SEMI-PRO PLSQ MALE 2022 & FEMALE 2023



PLSQ LAKESHORE

OUR MISSION

Our mission is to be a club that is engaged and transparent with our community. It is to provide our community with excellence and success on the pitch and to have an organization that is inclusive, driven by change and understanding off the pitch. It is also to provide guidance and mentorship to our elite student-athletes and professional players on the values of teamwork, fair play, social responsibility, and ultimately being leaders of society.

OUR VISION

Our vision is to be viewed by the soccer community as one of the premier semi-professional clubs in North America. We would like to be viewed as an organization that is dedicated to the development of its players, with a focus on winning. It is also to be an organization that is seen as having the highest set of standards in every aspect of its operations with an unwavering commitment to the community.

TEAM VALUES

Respect
Discipline
Commitment
A will to win

We are here to serve our community....

TIMELINE

2020-21: Determine the project feasibility / League approval

- August: Approved or not approved
- September: League approval
- October: Business development planning begin; partnerships (city, organizations, etc.)
- November: Quiet launch —start social media, website, etc.
- December: General organizational structure set; start critical path for 2021

2021: Launch the new PLSQ Franchise: Prior to the start of 2021 PLSQ season

- Business planning — budgets.
- Hire staff & coaching team
- Sign players,
- Sponsorships
- Launch kit, uniforms, etc.
- Be game ready by December 2021

2022: First men's season; review women's team



PLANNING

- Step 1: General assessment & planning
- Identify what will be our strengths
 - Look at the league, other teams, ask questions
- Step 2: Set our goals
- Step 3: Key performance indicators (manage)
- Step 4: Set the strategy and set the tone for the future
- Revenue strategy - Social Media
 - Player development - Operational strategy
- Step 5: Budgeting

STEP 1: GENERAL ASSESSMENT

- The purpose of the general assessment is to take a snapshot of the current situation (the league, the organization, etc.) its strengths, weaknesses, and to identify areas of focus (SWOT analysis).
- Create a clear picture of the now and identify opportunities, confirming our mission and vision.

Why do a self-assessment? The purpose of the self-assessment is to engage our admin team, coaches, players, fans, and sponsors. It is to have a clear picture of the team and the brand. We will set the foundation for the team, its vision and goals for the current and next season.

WHAT DOES IT MEAN TO BE A MEMBER OF OUR PLSQ TEAM

General Assessment

- What is the general financial snapshot of the league and other teams?
- How do teams generate revenue?
- Are our revenue budgets accurate?
- What was the league's average attendance last season and the season prior?
- Which team has the highest attendance? How many people? Why?
- Which team has the lowest attendance? How many people? Why?
- Types of businesses we approach for partnerships.
- What is our relationship with the media: Gazette, JDM, Suburban, Team 690?
- Why have teams failed in the past? How do we learn from their situation?
- How do we communicate the success of our past players?
- How do we implicate past players in the organization?
- How are we branding the team in the community?
- How are we involved in the community?
- How are we socially responsible?

STEP 2: GOALS

Our goals are the baseline for the whole organization to follow;

- They are to be specific
- Measurable
- Attainable
- Have a timeline



Our goals are our roadmap to success, they are our macro view of where we want to go. Key performance indicators (KPI's) are the micro view that provide us with a real time framework of how we are performing along the route to achieving our goals.

Macro: Top 5 Team

Micro: Goals scored vs. Goals against

- Regular Season Wins - Playoffs - Championship
- Revenues:
 - Merchandise
 - Ticket sales
 - Food Sales
 - Sponsorship
- Attendance
- Social Media-Communication
- Player development
- Social Causes; community outreach

STEP 3: KPI's

- KPI's are the strategic measures that will allow us to analyze our goals. Each functioning department within the organization is responsible for their specific KPI's.
- KPI's provide knowledge, discipline and show our reality.

Tenacity + Speed = Victory!
KPI's are our reality, we work through our reality. Teamwork!
We control the direction of the team; we make the changes.
You can be proud of what YOU have done!
You take control — no excuses.

Example of KPI's

Revenues

- Revenues vs. Budget
- Attendance vs. Goals
- Merchandise sales vs. budget
- Season ticket sales vs. Budget

Soccer

- Wins/Losses
- Home Wins
- Road wins
- Goals for / Goals against

STEP 4: Winning Soccer Games

Single most important strategy is winning soccer games

- Revenue strategy
- Player development
- Social & Community Engagement
- Social Media
- Operational strategy



We MUST have a community focused, business development strategy that is centred around having a sustainable business model.

- Focus on fan (community) satisfaction and experience
- Focus on sponsor satisfaction and experience
- Focus on player satisfaction and experience
- Focus on new revenues and merchandising opportunities

Most importantly, protect the community!

Sustainable Business Model: Strategy

Create revenue process

- A: How do we get people to the game?
- B: What is the current communication process?
- C: Reporting: What reporting is required by sales?
- D: What marketing is done and where?
- E: What are we selling?

Community Engagement

Social Media-Strategy

- Facebook/Twitter/Instagram
- A PLSQ YouTube Channel
- Dedicated Website

Media Strategy

- In house media team — post-game interviews
- Game reports to local media

Partner with Charity/Association

- Make a game specific jersey for the cause. Sell the jersey and donate proceeds to the cause.

Partner with a school board

- School visits
- Invite schools to games
- Ticket give away and promotion

STEP 5: BUDGETING

Estimated expansion fee: \$10,000

Estimated annual budget: \$90,000-\$100,000

Estimated Revenues:

- Sponsors:
- Game day:
- Merchandise:
- Money Raising Event:
- Management Team:

Game Day Revenues

8 League Home Games

- Game day tickets:
- Food & Beverage:
- 50/50:
- Merchandise:

Season tickets: (2 tickets per game)

Play 2-4 friendly home games:

- NPSL / USL2 / Ligue 1





TRADITION. HONOUR. RESPECT.