

METHODS OF COACHING

1) WHAT IS COACHING?

- a) Method is a framework, a recipe. It specifies the role of coaching and is based on the requirements of the game and the players' needs and characteristics.
- b) Role of the coach: to guide talent – based on the players' characteristics
- c) Expertise – a tool to be applied
- d) Suitability: know who you are coaching, have realistic expectations
- e) **The Coaching Cycle:**
 - i) **OBSERVATION:** This is an acquired skill. Figure out where you are and what you need to do to improve it.
 - ii) **ANALYSIS:** You should know what the game demands, have a vision of how it should be played, and observe your players to see how far they are from attaining that vision. No harebrained schemes please! Don't try to reinvent the wheel. Keep an open mind and learn from everyone around you.
 - iii) **IDENTIFY PROBLEMS:** coaching is a fix-it business. Problems are solved by training.
 - iv) **TRAINING:** You will know if your training succeeded by your team's performance in the next game.
 - v) **GAME:** Players perform, and the coach observes. The cycle repeats itself.

2) COACHING CAN BE DIVIDED INTO FIVE DIFFERENT PHASES:

- a) **Knowledge and understanding** of the game and of the role of the coach
- b) **Reading the game:** apply your expertise by means of the Coaching Cycle;
- c) **Determining objectives:** depends on where your players are at, on the demands of the game, and on realistic expectations of how much they can achieve
- d) **Setting Priorities:** how best to achieve your realistic objectives; depends on choosing the short-term training objectives that will have the maximum impact – pick the topics of training that are lowest in the pyramid of development and build upwards
- e) **Planning:** coordinating your long and short term objectives given your time constraints

3) HOW TO TEACH

- a) Who are the players and what are their physical, mental, technical and tactical characteristics?
- b) How do they learn?
 - i) Young players learn by visual observation, not by lecturing
 - ii) Older players learn by visual observation and also by analyzing the game. The coach should involve the players in the game analysis and challenge them to come up with solutions
 - iii) Take into account the players cognitive development, which depends on their age
- c) When do you teach?
 - i) What are the coachable moments at practice?
 - ii) At the games?
- d) What are you going to teach and why?
- e) Acting as a facilitator
 - i) Coaching suitability: adapt your coaching to your players' needs
 - ii) Know who you are coaching
 - iii) create a proper learning environment – guide talent; the coach is a facilitator
 - (1) Young players: facilitating is all you do – the game is the best teacher
 - (2) Older players: Facilitate and coach (but know when to stop, when to let it go)
 - iv) Coach within your personality, with some constraints
- f) Providing a positive role model

4) THE TRAINING SESSION

- a) Organization
- b) Progression
- c) Training Variables
 - i) Goals
 - ii) Field
 - iii) Balls
 - iv) Players
 - v) Rules
 - vi) Demonstration

5) THE PLAYING AREA

6) COMPONENTS OF COACHING SOCCER

- a) Skill development
- b) Tactical Development
- c) Fun and enjoyment
- d) Player development
- e) Intuitive development

7) COACHING TECHNIQUE (proper progression for a technical training session)

- a) **Fundamental phase:** focuses on the body mechanics for executing a skill with the ball, without the speed and defensive pressures of a game situation
- b) **Match Related phase:** begins to introduce in gradual steps from easy to more difficult all the demands of speed, limited space, and defensive pressure found in a game
- c) **Match Condition phase:** reproduces the actual demands of the game – must put the player in high pressure situations, with tight spaces and limited time to execute, forcing an increase in the speed of play
- d) **Technical Functional Training:** teaches the technical skills required for each position
- e) **Technical/Tactical Functional Training:** teaches the player to choose which skills to use, depending on what the game demands, and on what position he is playing

8) COACHING TACTICS (proper progression for a tactical training session)

- a) Individual tactics
- b) Group tactics
Unrestricted space → Restricted space → to one large goal with a counter → Two large goals
- c) Team tactics
- d) Tactical Functional training: teaches players what decisions to make by position, and involves a view of the player's overall role in the team's style of play

9) PRINCIPLES OF PLAY IN TEACHING TACTICS

a) DEFENSIVE PRINCIPLES OF PLAY

- i) Immediate Chase
- ii) Pressure
- iii) Cover
- iv) Balance
- v) Compactness

b) ATTACKING PRINCIPLES OF PLAY

- i) Possession
- ii) Penetration
- iii) Support
- iv) Mobility
- v) Creating Width and Length

10) CONCEPTS IN TEACHING TACTICS

- a) Tactical Implications of Technique – Tactical problems have technical solutions; technical choices have tactical consequences.
- b) Transition
- c) Vision
- d) Communication
- e) Speed of play (how fast players read the game, formulate and execute plans, react, and how fast they circulate the ball and change the point of attack)

11) GOALKEEPING

- a) Four areas of goalkeeping
 - i) Conceding goals
 - ii) Poor technique
 - iii) Dealing with crosses
 - iv) Goalkeeping distribution

12) PSYCHOLOGY

- a) Psychology is the most important aspect of coaching
- b) Make it a priority and you will get better as a coach
- c) The coach and the individual player
 - i) Give your players ownership
 - ii) Train the players to make decisions on the field
 - iii) Train the players to make decisions off the field: parents do too much – let the players take more responsibility earlier
 - iv) Solve problems by involving the player: if you are wondering what is up, ask the player and challenge him to find solutions
 - v) Following is a list of mental attributes that players must develop. How do these attributes affect your coaching? How does your example affect your players? What can you do to develop these attributes in your players?

13) MENTAL TOUGHNESS ATTRIBUTES

a) STRONG DESIRE TO SUCCEED

- i) Do I know where I am going and how I am going to get there?
- ii) How badly do I want it?
- iii) Am I prepared to make these sacrifices to get there?
- iv) PRIDE: “personal responsibility in delivering excellence”

b) STAY POSITIVE IN THE FACE OF CHALLENGE AND PRESSURE

- i) Competition is a continuous presentation of challenges and problems
 - (1) Players respond to challenges and increase their ability to handle pressure
 - (2) What can I do in my sessions to develop emotional control on my players and place them under the psychological stresses demanded by the game?
 - (3) How good are you at creating sessions that put your players under pressure?
 - (4) Do I understand my players and how much they can handle? Some players cave in to pressure, others thrive on it.
 - (5) Coaching girls: teach them to stand out from the others.
- ii) How good are you at staying positive under pressure?
 - (1) If the coach can't stay positive he can't expect the players to do it.
 - (2) Do you lose your cool with the referee as a way of venting your stress and frustration?
 - (3) Your demeanor and body language will be reflected in the players' perceptions and behavior.
- iii) Do you love the challenge of tough competition?
- iv) How well do you and your players deal with adversity?
 - (1) Do your players love the pressure of tough competition?
 - (2) How well do they deal with adversity?

c) CONTROL THE CONTROLLABLES

- i) Do you worry about the uncontrollable factors?
- ii) The coach is the main source of stress for the players, and is a variable that they cannot control. You should make your interactions the least stressful as possible for your players.
- iii) Focus on things you can do something about.
- iv) Demand that the players focus on what they can control. Get them to write a list of controllable and uncontrollable factors.

d) HIGH COMMITMENT – BALANCED ATTITUDE

- i) Demand more of yourself than others demand of you
- ii) Maintain balance
- iii) Do I give 100% in training as well as competition, even if things are not going well?
- iv) How committed am I?

e) HIGH LEVEL OF SELF-BELIEF

- i) Ability to refocus and come back strong
- ii) Can you maintain your self-belief when you are performing badly?
 - (1) Confidence: the belief that you can achieve what you want to achieve – one of the main skills
 - (2) Confidence is easy when things are going right. The real skill comes in when things are going wrong.
 - (3) Beware of overconfidence – such as when a midfielder goes up all the time and never comes back, or when a defender just whacks the ball.
- iii) Is confidence under stress one of your strengths?
- iv) Never give up even when it looks like it is all over

v) EGO-INVOLVED VS TASK-INVOLVED PLAYERS

- (1) The ego-involved player feels well only when he outperforms others
- (2) The task-involved player feels good when he performs well
- (3) Both may look identical when things go well, but when things go wrong they respond differently
- (4) Ego-involved players make bad tactical decisions because they are afraid to make mistakes. They also don't like to try new things. They should not be afraid to make mistakes
- (5) Coaches must change ego-involved players into task-involved performers. Imagine the following equation: $1+2=3$ (1+2 is the task part, and 3 is the ego part). The more a player focuses on the 1+2 part, the more success he will have, maximizing the ego part. The more he focuses on 3, the ego part, the more he will forget the task part, and is therefore liable to have less success and become frustrated.

f) POSITIVE BODY LANGUAGE

- i) 90% of a message is transmitted by non-verbal (body language) and para-verbal (speech patterns) means.
 - (1) Coaches: don't intimidate the player – ask questions, show interest, listen, show care
- ii) Non-verbal messages are 16 times more powerful than verbal ones.
 - (1) It's not what you say but how you say it
 - (2) Body language is powerful in terms of what others think of you, but also in terms of what you think of yourself.
 - (3) What impact does your body language have on your players?
 - (4) Videotape yourself and analyze your body language.
 - (5) Remember that you are coaching young players who remember every interaction. What you think means a lot to them.
- iii) Do you look like you mean business?
- iv) Do you maintain positive body language when you are playing or losing poorly?