

The Football Coaching Process

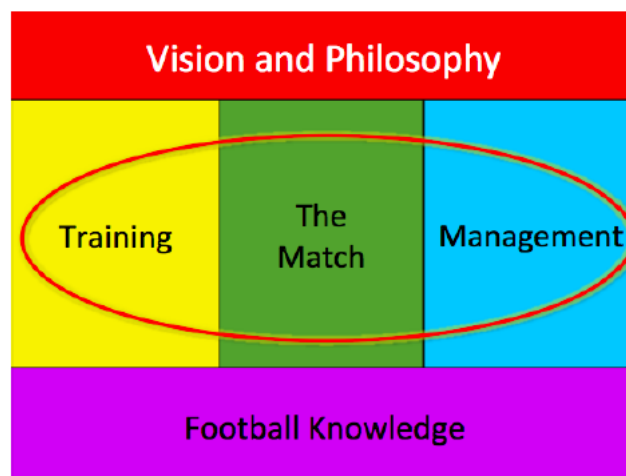
Despite the widely-held acceptance that it takes a long time to learn how to play football, there seems to be a very common perception that it should not take very long to learn how to coach it. If it takes around ten solid years of effort and practice to learn how to play, mastering perhaps one or two positions in the team, why should it take any less than that to be:

- *the one who knows everyone's role*
- *the one who makes the whole team tick*
- *the one who can plan and conduct training sessions to make the whole team better*
- *the one who can observe and analyze whole team performance on match day*
- *the one who can see the problems and identify solutions*
- *the one who drives, inspires and develops all players and staff, with a special combination of planning, communication and leadership skills*

It is clear that learning to be an effective team coach, like learning to be a player, is a process that takes a lot of time, effort and practice.

The Coaching Expertise Model

The Coaching Expertise Model gives coaches a clear picture of what knowledge and skills are required to operate effectively as a football coach.



The Coaching Expertise Model outlines the three main areas of competency the coach must develop: *Training - The Match - Management*

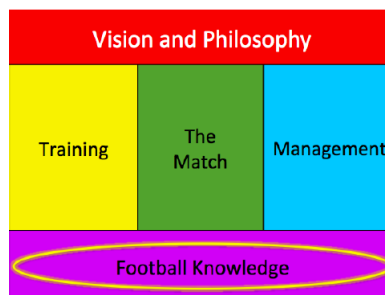
There are specific competencies related to all three of these.

‘The Match’ is at the centre of the whole model in line with the Club’s philosophical direction, as it is the focus of everything a coach does: it all begins and ends with the game of football.

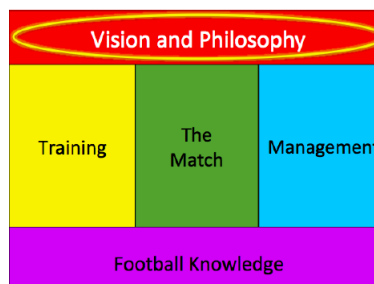
‘Training’ only exists because there is a ‘Match’; we train to become better when we play matches, and we measure the effectiveness of training by evaluating performance in matches.

‘Management’ encompasses all the skills and competencies involved in ‘managing oneself’, and ‘managing others’. The main areas to be considered here are *Communication, Planning and Leadership*. Since the coach, regardless of the level they work at, is constantly interacting with others they need to develop competencies which will improve the success of these processes.

The foundation that supports the coach’s work is **Football Knowledge**. This is gained in numerous ways, including playing football, analyzing football, coaching football and talking about football. Without in-depth Football Knowledge, the quality of what the coach does will be adversely affected.



The overarching ‘compass’ that guides the coach is their **Vision and Philosophy**. In essence, this is where the potentially infinite range of possible playing styles and formations must be distilled into a ‘personal preference.’ The coach has to be able to say ‘I am aware of the many different ways of playing football, but THIS is how I believe it should be played. I have a philosophy on football, and a vision for bringing it to life.’





Course-Driven

1. What is Football?

- The Laws of Football
- The Objective of Football
- The Structure of Football
- Match Analysis

Self-Driven

1. Football Experience

- Playing Football
- Coaching Football

2. Football Study

- Watching Football
- Informal Study - Books, Internet, DVDs
- Discussing Football - Peers, Mentors
- Club Attachment / Observation
- Other Study-Other sports-Sport Science



Philosophy

1. Opinions on Football

- Football is a game ...

2. Beliefs on Football

- Principles for scoring goals in football
- Principles for preventing goals in football
- Qualities required of players
- Principles for achieving my objectives

Vision

1. Team Model (Verbal)

- Style of Play
- Formation
- Key Principles in the 4 Main Moments
- Team Tasks
- Player Tasks - General and Position-specific
- Player Actions-4 Core Skills, Positioning, Communication
- Position Profiles
- Principles for Set Plays

2. Team Model (Visual)

- Basic Formation- also BF versus other formations
- Key Principles in the 4 Main Moments Illustrated
- Set Plays For and Against

3. Teambuilding

- Principles for Teambuilding
- Season Planning – Periodisation, Football Conditioning
- Long-Term Planning – Goals, Recruitment, Rosters



Focus

1. Post-Training

- a. Considerations
 - Training Evaluation
 - Injury Assessment
 - Staff Meeting
- b. Final Decisions
 - Game Plan Finalized
 - Team Announcement

2. Pre-Match

- a. Clarification
 - Team Meeting/Team Talk
- b. Preparation
 - Warm-up
 - Final Address

Performance

1. First Half

- a. Analysis
- b. Action
- c. Prepare for Half-Time

2. Half-Time

- a. First 5 Minutes
- b. Second 5 Minutes
- c. Last 5 Minutes

3. Second Half

- a. Analysis
- b. Action
- c. Get the result!

Re-Focus

1. Post-Match

- a. Players Recovery
 - Cool-down
 - Refuel
 - Rehydrate
 - Injury Management
- b. Finalize Match
 - Initial Review of Game Plan
 - Team Performance and Staff Performance
 - De-brief Players and Staff
 - Match Report

2. Pre-Training

- a. Information
 - Full Match review
 - Opponent Analysis
 - Injury Report
 - Player Availability
- b. Plan ahead
 - Formulate next Game Plan
 - Ideal Starting XI
 - Weekly Themes
 - Week's Training Content



Plan

1. Define

- a. PERFORMANCE PHASE
 - Football Problem? (5 Ws)
 - Session Objective
- b. GAME TRAINING PHASE
 - Main Moment / Key Principle
 - Session Objective
- c. SKILL ACQUISITION PHASE
 - Core Skill / Specific Aspect
 - Session Objective

2. Design

- a. Training Session Components
 - *GAME TRAINING PHASE AND PERFORMANCE PHASE*
(Passing Practices, Positioning Games, Game Training, Training Game)
 - *SKILL ACQUISITION PHASE*
(Skill Introduction, Skill Training, Skill Game)
- b. The Script
 - Team Task / Exercise Task
 - Player Actions
 - Coach's Cues
 - Step Up / Step Down (*SKILL ACQUISITION PHASE*)

Prepare

1. People

- a. Players, Staff, Others

2. Equipment

- a. Balls/Bibs/Cones; Goals; First Aid; Visual Aids; Hydration

3. Environment

- a. Safety; Field; Lights; Meeting Room

Conduct

1. Foundation

- a. Frame
- b. Warm-up

2. Animation

- a. Checklist
(Start, Organization, Attitude, Ability, Understanding, Shape)
- b. Teaching Process
(Set Team Task/Exercise Task, Observe, Intervene)

3. Conclusion

- a. Application
(Players apply the learning independently in the Training Game /Skill Game)
- b. Wrap-up (Cool-down, De-brief, Re-generation)

Evaluate

1. Objective Achieved?

- a. Observable improvement
(success in Training Game/ Skill Game?)

2. Next steps?



Manage Self

1. Know Yourself

- a. Personality, Values and Beliefs. Behavior
- b. Skills Assessment
 - Communication (Words and Pictures; Public Speaking; Negotiation/Conflict resolution; Use of Visual Aids; Media Skills)
 - Planning (Short, Medium and Long-term)
 - Leadership
 - Self-Organization (Time Management, Calendars/Schedules, Tasks/Deadlines, Computer Skills, Budgets)

2. Develop Yourself

- a. Improve Communication Skills
- b. Improve Planning Skills
- c. Improve Planning Skills
- d. Improve Self-Organization Skills
- d. First Aid Qualification

Manage Others

1. Know Others

- a. Psychology (Personalities, Needs, Thoughts, Feelings)
- b. How people learn (Action Types / Learning Styles)

2. Develop Others

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| <ul style="list-style-type: none"> a. Club Model <ul style="list-style-type: none"> - The 3 Ps (Purpose, People, Process) - Model Types - My Club Model | <ul style="list-style-type: none"> b. Teambuilding <ul style="list-style-type: none"> - Group Dynamics - Leadership Styles |
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