



Methodology



The International Coaches Association
www.TheICA.com

Coaching Methodology

practice makes permanent not perfect!

Introduction



This manual provides you with information on the latest coaching methods used by top professionals. Great tips on how to organize your practices. Learning the formula for effective coaching, communication and much more.

The modern game of soccer has improved significantly, due to the enhanced knowledge and application in areas of tactics, fitness, nutrition and organization. Players are stronger, possess a higher level of fitness and more educated in their daily nutritional needs. Coaching is readily accepted as an important component in today's game. This was not always the case. In many countries, people involved in the game believed coaching would ruin the game and good players were born, not made.

For the past several decades, coaching organizations have slowly gained respect and proven that better teachers can produce better players. Thousand of coaches attend national coaching schools across the world to improve their knowledge of the game and in turn transfer their experiences and love of the game to train future stars.

Once a coach has acquired a certain degree of technical and tactical understanding, they then form their philosophy of the game and develop a picture of how it should be played.

Some coaches prefer the Brazilian approach; others subscribe to the European methods and many coaches create a combination of both styles. There are many common elements when it comes to coaching. Below are some of the important principles all coaches should master.

- ▶ Coaches must understand how habits are formed.
- ▶ Coaches must possess knowledge on how players learn.
- ▶ Practice sessions must be highly organized and well planned.
- ▶ Practices should progress in a logical sequence.
- ▶ Practices should be performed in relative areas of the field.

It should also be stated that ***“practice does not make perfect”***.

It would be more precise to say, ***“practice makes permanent”***.

This holds true for both good and bad training. The quantity of practices must never be more important than the quality of practices. Keep your sessions simple and clear. In this section you will find useful information on how to organize your practice sessions more efficiently, understand the coaching formula, effective communication, how players learn and the qualities of a good coach.

Coaching Organization - Practices should reflect the game. If it doesn't happen in the game, then don't do it in your practice.

Organization of the practice session is one of the most important responsibilities of the coach. It covers many aspects, from securing a field, to preparing a written plan for the practice. You should plan ahead of time and always prepare for the unexpected. Never arrive at a practice or a game without considering all the elements of organization. Players will recognize immediately when a coach is unprepared.



Good planning and thorough organization translates into confidence. If you have a well thought out plan and you are certain about how your objectives are to be achieved your players will respond appropriately.

The following are important aspects to consider when organizing your practice sessions.

FACILITIES

The field or practice area:

Check in advance and confirm what facilities you have for practice and make best use of those facilities. Do you have access to a full field or are you sharing a field? Search for the best playing surface if you are doing drill work or training goalkeepers. Did it rain that week? If so, do you need grids lined or the field marked? Is there shelter in case of a thunder storm? If you are using full size goals use nets. Players love seeing the ball hit the net when they score and it reduces time retrieving the ball. Portable goals are very useful for training as they can be moved around the field to suit your needs.

The area of the field:

Practice in the appropriate area of the field. For example, If you're teaching players how to pass the ball from defense, then do it in the defensive third of the field.

EQUIPMENT

Balls:

Each player should own a ball and bring it to practice. Have players write their name with indelible ink on the ball. Bring extra balls incase someone forgets to bring one. You will need a ball bag and an inflator to keep the balls pumped up. If your teaching heading to young players you may want to deflate the balls slightly to make them softer to head.



It is also good planning to position balls on the field to reduce time wasting. For example, when playing small-sided games have your players place a sufficient number of balls beside each goal. This allows quick retrieval after a shot is missed and maintains the game tempo.

Training Vests:

Training vests are needed to identify players in drills and small-sided games. Fluorescent colors are more visible. Remember to wash them after each practice.

Cones or Discs:



Cones or discs are important to identify boundaries in drills and small sided-games. Without boundaries players will navigate all over the field. The more the better, but you should at least have a minimum of twelve.

THE NUMBER OF PLAYERS INVOLVED

Consider how many players you will have for practice. How many players do you need in each drill? Are you working in pairs or small groups? Do you have an odd or even number? If you have a player without a partner, improvise the practice to involve him or have an assistant or parent work with the player. As the coach, try avoiding having to team up with the odd player. You should be observing and coaching at all times.

The number of players must be appropriate to the area. It is a mistake to provide too much space as it is too little. Players with poor skills need greater space.

PRACTICE SHOULD BE REALISTIC

Practices should reflect the game. If it doesn't happen in the game, then don't do it in your practice. Ensure that players are positioned realistically in training. For example, your goalkeeper may cheat a little in their positioning in a shooting drill because they can easily anticipate the repeated shot. Make sure they are always starting from the goal line and not creeping out too early.

Players must also perform realistically. Forwards will try harder to score goals if the defenders are working as hard to prevent them. Practice should also develop rapidly to reach a tempo that resembles game speed. If you practice slowly, you will have a slow team. If you practice explosively, you have an exciting and explosive team.

Always use full size goals (size appropriate for age group) whenever possible in practice.

POLICY FOR INJURED PLAYERS

Try to keep your injured players involved in the team as much possible. If they are capable of attending practice they should do so. Make sure you have seating for them, as it can be uncomfortable to stand for long periods. Can they be utilized as a temporary assistant? Have them help throw balls during drills to keep their interest up. Injured players should also sit on the team bench during games and not in the crowd to maintain a feeling of being involved.

The Coaching Formula - Make your point and get them playing again as quickly as possible. Remember that players want to play and not stand around.



After you have carefully planned your practice session and checked that you have all the necessary equipment, it's time to deliver your message to the players. The key to an effective practice session is simplicity and clarity. From the outset each player should understand what is expected as individuals and as a group.

The following are some key factors for you to consider when coaching in a practice session:

HOW TO STOP AND START YOUR PRACTICE

Players should be instructed at the beginning on how to stop and restart the practice. This is a very important point. While you are observing the practice you will want to select a "teachable moment" to stop the play. There is not a better opportunity to teach, than catching the player in the act and stopping the play to correct it. Players should "freeze" instantly at the exact moment the play is halted. This will provide the coach a perfect picture to emphasize the coaching points. Once you have stopped a player to correct the mistake, walk the player through the movement, then slowly increase the movement to game speed.

How to stop the play:

Some coaches prefer to use a whistle, other their voice. If you are using a whistle let the players know that "**two short blasts**" of the whistle means stop. If you are using your voice, use a catchphrase such as "freeze". With young children make it into a game. See who can become the best statue when you shout freeze.

How to start the play:

After your coaching points have been addressed start the play as quickly as possible. Return a moving ball back to the player who was in possession to make the game instantly live. Simply call out "Play" to get them going.

Note: keep your stoppage time to a minimum or you will lose the tempo of the practice.

Make your point and get them playing again as quickly as possible. Remember that players want to play and not stand around.

CONDITONED GAMES

Conditioned games are commonly used. These are usually small-sided games that have restrictions placed upon them. Its purpose is to isolate a specific skill or tactic. For example, a coach may place a condition that players may only use "one touch" when receiving the ball. This restriction is designed to develop players' awareness of supporting teammates and increases the tempo of the game. However, you must use conditioned play selectively as it can often be unrealistic.

Forcing a player to play "one touch" when they may not have support is both unrealistic and impractical. Conditioned games need to reflect real game situations and problems. It should be used occasionally and limited to short periods and always concluded with free play.

OBSERVATION

Analysis is based on observation. Make sure that your players are following your instructions. Always coach what you see and do not fabricate situations. Support your observation with facts.

RELATIVE AREAS TO COACH

Coach in the relevant thirds of the field. Attacking drills should be performed with a full size goal and in the attacking third. Specific practices for midfielders should be rehearsed in the middle third and defending in the defensive third of the field.

UNDERSTANDING THE TOPIC

You should have an understanding of the technical and tactical elements of the topic you are teaching. Do your homework. Research books, watch videos and talk with other coaches to help prepare your session. The practice should move from simple to complex.

BE SINGLE MINDED

You cannot teach several aspects of the game at one time. Focus on a theme such as the correct use of the push pass. Stick with it no matter how many other problems arise. Young children will not retain the information if you clutter the session with too many coaching points.

SELECTING TEAMS AND SMALL GROUPS

When selecting teams for small-sided games and group drills, do not have the players select. Too often the same player is picked last, which leaves the player with a negative experience. Allowing players to pick teams also takes valuable time away from your practice session. The simplest and most efficient method for selecting groups is to have all your players face you in a straight line. Move along the line and assign each player a number or a team name. Use your imagination when making teams or small groups. Give each team a name such as the "dragons" or "super heroes" for younger players. World Cup team names can be used for older players such as "USA" versus "England".

Identify each team with colored training vests. Stay away from having one team remove their shirts (skins). Children can easily get sun burned in hot conditions and some players are very self-conscious about their body. You do not want to place any child in an embarrassing situation

ENSURE QUALITY SERVICE

This is a very important point, which is often overlooked by coaches. The quality of the service a player receives will have a direct effective on their ability to perform the task at hand.

You must teach players from the beginning on how to correctly serve a ball to their teammates. Young player's should know how to roll the ball at the correct speed and be able to throw the ball to a player's head, chest and thigh. A two handed throw is always more reliable. Young players have a tendency to throw with one hand. When teaching your players to serve the ball demonstrate the following:

- Kneel on one knee when rolling the ball. This enables the player to recover the ball quicker should they have to retrieve it.
- Release the ball from "waist height" when the service is meant for the thigh. Players should be standing with legs positioned one in front of the other for good balance.
- Release the ball from "chest height" when the service is meant for the head. Players should be standing with legs positioned one in front of the other for good balance.
- You can also have your assistant coaches and parents serve the ball when working with the novice players.

Note: Special consideration should be given when serving a ball to head for a player whom is wearing spectacles. Follow these simple instructions:



- First deflate the ball so it is soft to head. Allow the player to feel the ball so they know how soft it is.
- Have the player hold the ball in both hands while bouncing the ball off their forehead.
- Take the ball and slowly demonstrate how fast you intend to serve the ball. This way they know what to expect on the first serve.
- The players chin should be tucked in slightly to present more of the forehead to the ball. First serve should be very slow, soft and from close range.
- Gradually build up the speed of the serve and distance as the player grows in confidence.
- If the player makes a mistake and the ball hits their spectacles, then start again from step two.

Coaching the Practice - Remember when teaching "a picture tells a thousand words".

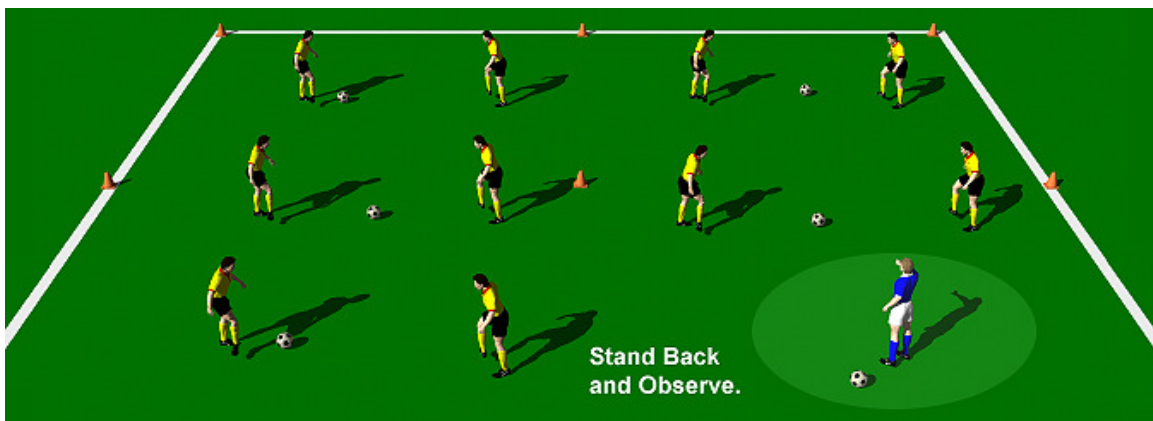
The following is an example of how to conduct a practice session.

Step One: What's the Topic?



When you are ready to teach your session bring in all players and describe and demonstrate your topic. Be simple and clear. Remember when teaching "a picture tells a thousand words". If you feel uncomfortable demonstrating have one of your better players perform the skill.

Step Two: Stand Back and Observe



After you have made your coaching points and demonstrated, let the players practice the topic. When the players are practicing, stand outside the practice area so you can see all groups working. Observe that the practice is being carried out according to the organizational plan. Observe the general performance of the group and that all players are following your instructions. If most of the players are performing the task incorrectly it is usually because:

- Your instructions were not clear enough.
- Your demonstration was not clear enough.
- The players physically are not ready to perform the task.

Step Three: Correct the Mistakes



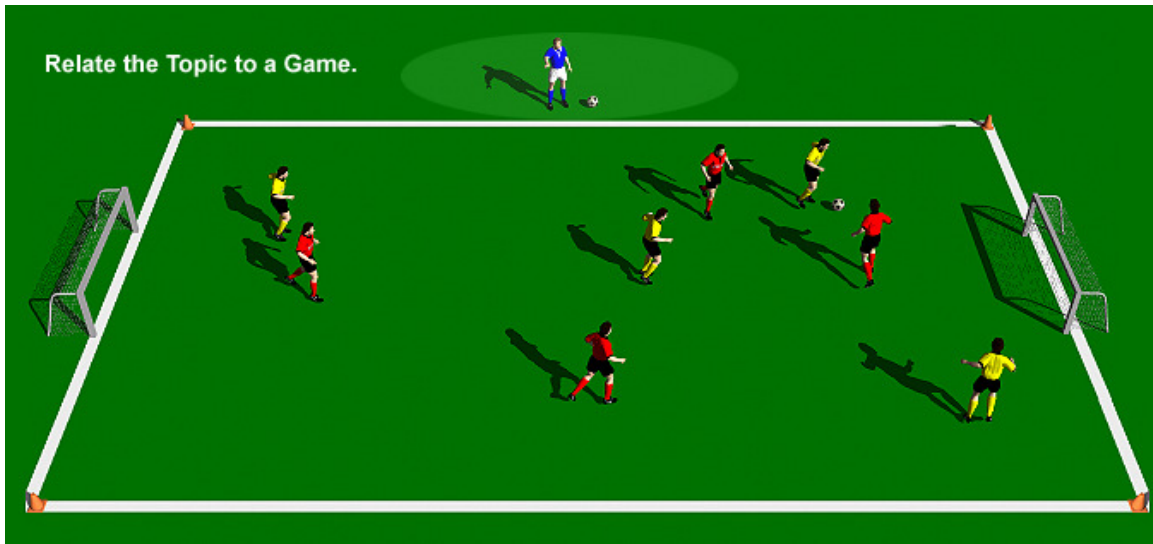
If most of the players are having problems, bring in the entire group and explain and demonstrate. If the task is too much physically for the players, improvise to an easier level. If only a few of the players are having problems, allow the other players to continue practicing while you correct the mistakes of the individuals.

Step Four: Progressive to the next level



When it's time to progress to the next drill, bring in all the players and explain and demonstrate what you are looking for. Be careful to progress at the correct point and not just go through a timed schedule. 50% of your practice time should be spent on quality practices to improve technique. Remember to keep your groups small, whenever possible, one ball each or one ball between two players.

Step Five: Relate the Topic to a Game



At least half of your practice time should be spent playing small or full-sided games. Emphasis should be placed on applying the topic you have practiced in game related situations.

Always try to end practice on an exciting tone. Too often players finish practice feeling tired and not looking forward to the next practice. Try to create an atmosphere where when you finish, players actually want to continue playing. Players will look forward to the next practice and anxious to return.

When to Progress - All practice sessions should have a logical sequence of progression, from simple to complex, with each stage evolving at the correct time.

All practice sessions should have a logical sequence of progression, from simple to complex, with each stage evolving at the correct time. One of the realities of youth coaching is that teaching time is extremely limited. Coaches often fall into the trap of wanting to do too much in one session. Do not just go through a set time schedule, by progressing from drill to drill every ten minutes or so. Players do not develop this way. Some players improve quickly, while others need more time.

Fundamentals should be your starting point whether you're teaching skills or tactics. After players understand the basic concepts and have mastered the techniques they should be challenged progressively in game like situations.

It is worth stating that team tactics are totally dependent upon the player's ability to execute the technical components of those tactics. For example, can your players pass the ball diagonally behind a defense? Can they control the ball in tight areas? Do they possess the ability to dribble past an opponent? Do they win head balls in set-plays? All of which are techniques which tactics are built upon. Remember that you cannot build a foundation on sand. The fundamentals must be strong and engrained in your players to a point of habit. Without players who possess good technique, your time invested in team organization and principles of play will be fruitless. With players of high technical ability, the foundation will be strong to apply those techniques in skillful and tactical situations.

It is of paramount importance that coaches understand how quality technique is developed and implement a coaching regimen to challenge players to a level of technical excellence. "Practice does not make perfect" rather "Practice makes permanent." To reach a level of technical perfection, the technique must be isolated and performed until it becomes habit. Three important components are needed to rapidly develop good habits.

1. Repetition:

Repetition is important in developing the motor memory patterns to enable the players to execute each technique automatically, without thinking, so this becomes an ingrained habit. The practices should be designed to ensure that each player is getting as many touches on the ball as possible. Have players perform drills in small numbers. The larger the number, the less contact a player will make with the ball.

2. Consistent Quality:

Repetition can be a dangerous thing if the skill is being rehearsed incorrectly. The mechanics involved in each execution of the technique must be accurate and consistent. Aim for an 80% success rate. The coach must be the facilitator in ensuring that poor technique is detected early and precise information is provided to the player to correct the problem. The coach must know the mechanical movements involved in each technique to be able to correct those techniques.

3. Explosive Movements:

As soon as possible players must practice the technique at a speed that simulates match play. Slow practices will develop slow players and up-tempo practices will develop fast and explosive players. Never sacrifice quality for speed when practicing technique.

The following is an example of how to progress your practice session from simple to complex.

STEP ONE - THE BASICS

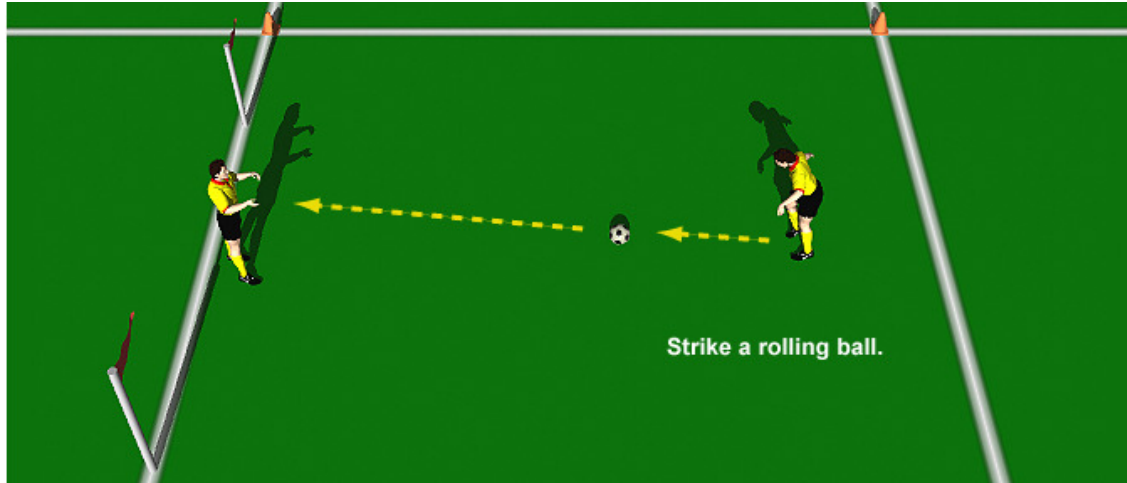


Start with the fundamentals and ensure that the player understands the basic mechanics involved in the technique. This stage should be unopposed (no defenders) and the ball should be static. Develop the practice slowly to ensure that correct habits are established from the beginning.

At this basic level of instruction you will have to get down on your knees and physically hold the players foot to show the correct placement of the standing and kicking foot.

In this example two players are positioned in a grid 10 yards x 10 yards. One player kneels holding the ball firmly between their hands. The other player alternates stepping towards the ball and performing the mechanics of the low driven shot.

STEP TWO – A MOVING BALL

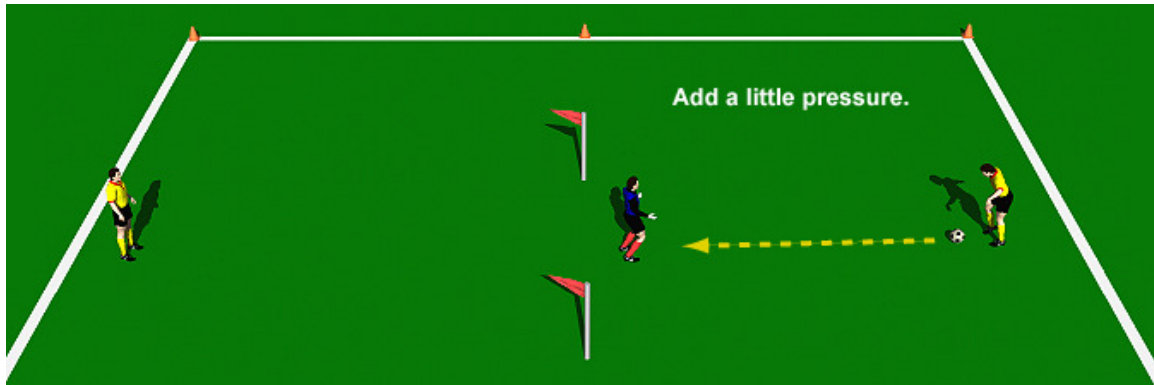


After a player demonstrates they have good shape when kicking a static ball, the next logical progression is to have the player hit a rolling ball. Balls can be rolling away from you, towards you, across you. In this example we have the ball rolling towards the player. The ball should be rolled out slowly at first, then increase the speed of the serve to challenge the player.

In this progression we have two players positioned in a grid 10 yards by 10 yards. One player is the server, the second a receiver. The server stands in between the two cones and rolls the ball towards the receiver. The receiver steps towards the ball and shoots the ball back to the server. After shooting the ball, the receiver must return to the starting position. Both players alternate roles.

The players are not trying to score goals at this stage, just repeating and reinforcing quality mechanics.

STEP THREE – PASSIVE RESISTANCE



The players have now developed a feeling for striking a moving ball. Now it's time to add a little pressure, but not too much. At these early stages everything should be geared towards success and allowing the player to build confidence in their new skill. This level you are conditioning the opposition to be passive. A defender going full speed to win the ball will not help the developing player, as he will rarely get a shot at goal.

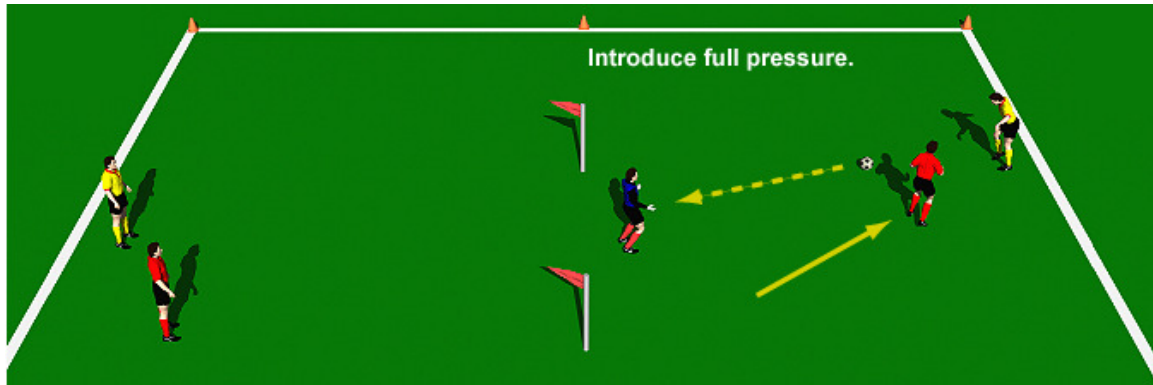
In this example the goalkeeper is the player who is passive. They have been instructed not to go full out to stop the ball. As the drill progresses they will be encouraged to be more realistic and defend the goal like game conditions.

The players are positioned in a grid 20 yards x 40 yards. One player is placed each side of the goal and the third acts as a goalkeeper. The goalkeeper starts the practice by rolling the ball to one of the players. The player tries to score past the goalkeeper. The ball must travel between the flagpole's or cones and below head-height of the goalkeeper to count. Goals are awarded in the following manner:

- 3 goals if the player scores on first touch
- 2 goals if the player takes two touches before scoring
- 1 goal if the player takes three or more touches before scoring.

The player on the opposite side must always be alert to strike the ball when it comes into their end from a shot. If the goalkeeper saves the shot, he turns around and rolls the ball out to the opposite player. The player in goal should be rotated with the outfield players. Keep a record of the score to determine the champion. Again, the emphasis is on repetition. By playing both sides, time in retrieving the ball is minimized considerably.

STEP FOUR – INTRODUCE PRESSURE



At this stage a defender is introduced. This will test the player in a more realistic scenario. We are still working in grids and concentrating on repetition. The practice layout with players on each side of the goal minimizes time lost retrieving the ball.

In this example, five players are positioned in a grid 20 yards x 40 yards. Two players are positioned either side of the goal and the goalkeeper positioned between the flags. The goalkeeper starts the practice by rolling the ball to one of the players. The first player to the ball tries to score past the goalkeeper, the second must defend, if they win the ball they may also shoot. The ball must travel between the cones and below head-height of the goalkeeper to count.

STEP FIVE – GAME RELATED

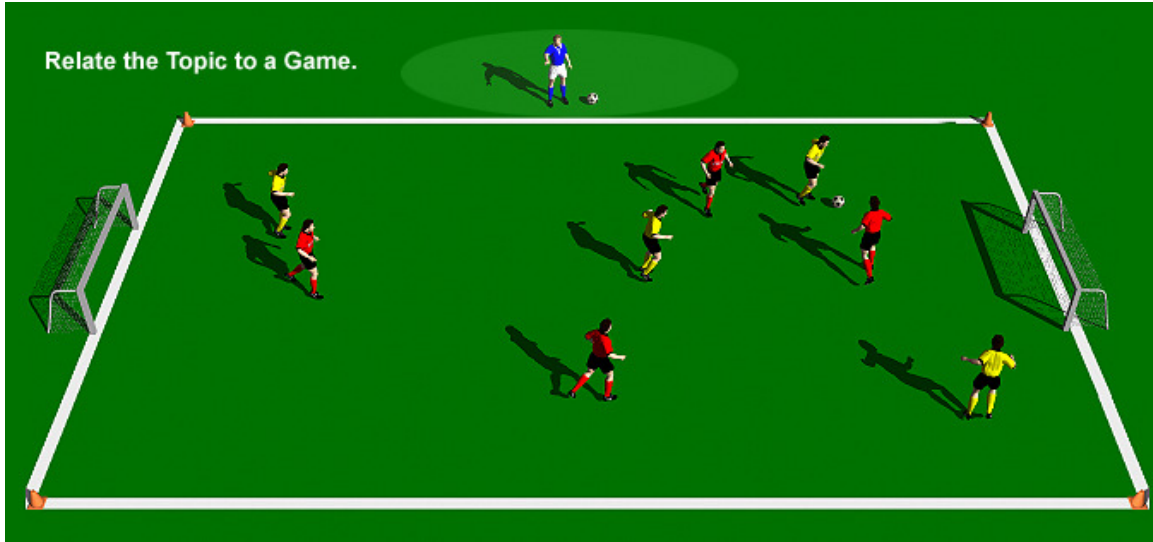


The practice is now conducted in a more realistic environment and in the relevant third of the field. We test the players against real defending and a goalkeeper who should be determined to win the ball.

In this stage the players are divided into pairs and placed on the end line at opposite sides of the goal. Each pair is assigned a number. The goalkeeper starts the practice by serving the ball out towards the edge of the penalty area. On distributing the ball, the goalkeeper calls out a number such as 1, 2, 3, or 4 etc. The pair selected then run out to the ball. First player to get to the ball becomes the attacker, the second acts as the defender. The defender must attempt to win the ball, and the attacker tries to score. The defender becomes the attacker if they can win possession.

After a shot is taken, both players return to their starting positions. This drill can further be developed to playing 2 v 2, 3 v 3 or 4 v 4, making each stage more game like.

STEP SIX – THE BIG PICTURE



The final test is always the game. Your progression should always conclude with a full match. Your coaching points during the session should be transferred into the game. Players need to see the “big picture”. How does the skill fit into the team concept? Where and when should it be applied?

Communication - A coach can communicate in two ways, by showing or by speaking.



A coach can communicate in two ways, by showing or by speaking. The more senses involved in the learning process will increase the chance a player will retain the information. Often new coaches are intimidated by facing a group of players, whether it's to talk or demonstrate.

A coach who has not played the game may feel uncomfortable demonstrating. On the other hand, a coach with substantial playing experience may feel equally uncomfortable speaking in front of an audience. Both situations are a matter of experience and confidence.

This section will provide you with tips on how to communicate by showing and speaking.

One of the most effective forms of communication is by showing. There is an old saying "*a picture tells a thousand words*". On the practice field coaches are painting mental pictures for their players all the time. The more precise and clear those pictures are, the more likelihood it will be transferred into the game.

There are several ways coaches can visually communicate information to their players, these are:

BY A PHYSICAL DEMONSTRATION

If you are confident in your technical ability you should always show a player how it is done as opposed to tell him how it's done. When players see it, they believe it's possible.



The demonstration should be clear and of high standards. If you are uncomfortable demonstrating, select one of your most proficient players to demonstrate the skill. Demonstrating can also bring a certain degree of respect from the players, use it to your advantage.

Some coaches invite a guest professional player or a college player to their practices to demonstrate. This is a great way for younger players to watch and emulate the skills of experienced players.

BY USING VISUAL AIDS

A physical demonstration is not the only way to show players. The use of chalk boards, instructional videotapes, game videos, books, handouts and television should all be incorporated throughout the season.

Chalk boards

Mostly used in a classroom or locker room setting. It is limited visually and often used for X's and O's sessions. Make sure you always have chalk and an eraser. Carry extra in your kit bag for away games.



Instructional Videos

There is large variety of instructional videos on the market, some good, some not so good. Talk to other coaches for recommendations. Select tapes that are age appropriate for the group you are coaching.



Game Videos

Take a camcorder and have a parent or an assistant record your games and practices. This is a perfect way for you to analyze players and team performances. You can review mistakes or feature highlights at team meetings. Use a tripod whenever possible so the finished product is steady. Focus in on players to see the action close up.



Books and Hand Outs

Recommend books for your players to buy. There are many good coaching books specifically designed for players with information on skills, nutrition and fitness. Reinforce your practice coaching points with handouts. Highlight the key points and provide diagrams wherever applicable. Develop a manual for set plays and restarts so players know their specific roles and responsibilities. If you have a team locker room, post game responsibilities for each player on the notice board.



Television

Have a team meeting and watch a professional soccer game. Younger players should watch how professionals play. Ask each player to watch the player in his or her position.



DO IT BY SPEAKING

Many people are intimidated by speaking in front of a crowd, but confidence can be developed if you follow a few simple rules. The most important thing is to keep it simple and clear. Preparation is key. Have an idea of what you are going to say and when you're going to say it. The following are important rules for you to use when speaking to a group of players:



Have something of value to say

Don't just talk to hear your own voice. Have something important to say or don't speak at all.

Think before you speak

Take a second or two before you respond to a question.

Be certain of the meaning of the words

Don't use words you don't understand.

Avoid jargon

Don't use words that sound too technical. Keep it short and simple. Do not waste time with lectures. If you don't know how to say it simply, don't say it at all!

Speak clearly

Don't mumble. Speak clear enough for everyone to understand you. Avoid talking too fast. If you have an accent, slow down and ensure your dialog is clear.

Vary your volume

Don't be monotone. Try to vary the volume and tempo of your speech. If your describing an explosive movement, let your voice reflect it. If you're calming players down, speak softly. Always talk past the most distant player. This way you will be ensured that everyone can hear you.

Be positive

Keep your comments positive. Try positive reinforcement at each and every opportunity.

Watch the group while speaking

Look directly into your player's eyes when you speak. Make sure that your players are paying attention and watching you when you talk. It will help if you position them to avoid any distractions behind you. If it's a sunny day, have the sun in your face so the direct sun light does not distract the players.

How Young Players Learn - Provide feedback to players in a positive manner and explain how they can improve upon their mistakes.

To coach effectively you must possess knowledge of how players learn. You should frequently remind yourself of what it is like to live in a child's world. Players are unique psychologically, physically and emotionally and it is important to understand and appreciate the differences between players at various age levels.

This section will provide you with pointers on how players learn and some of the character traits.



PLAYERS MUST HAVE AN INTEREST

Before you can improve a player, they must have a desire and an interest to want to participate. As a coach you cannot force a player to be interested, they either are or they are not.

Particularly with younger players, their parents made the decision for them, to sign up for soccer. Some of these players simply do not want to be there. Best you can do, as a coach, is to make the soccer as fun and enjoyable as possible to spark the interest of the child. If the player does not respond, it may never have been meant for them to play soccer. As much as it hurts, not everyone loves soccer.

PLAYERS SHOULD BE ENTHUSIASTIC

Enthusiastic players want to play longer, practice harder and have an open mind when it comes to learning new ideas.

PLAYERS SHOULD SEE GOOD EXAMPLES

Encourage your team to watch professionals play. This is the highest level for your players to aspire to. Players need role models to emulate. Players will learn by watching and copying the skills and habits of their stars. Players also need good examples in practice. The coach must set high, and attainable standards for the team.

PLAYERS SHOULD LEARN THROUGH HABIT FORMING PRACTICES

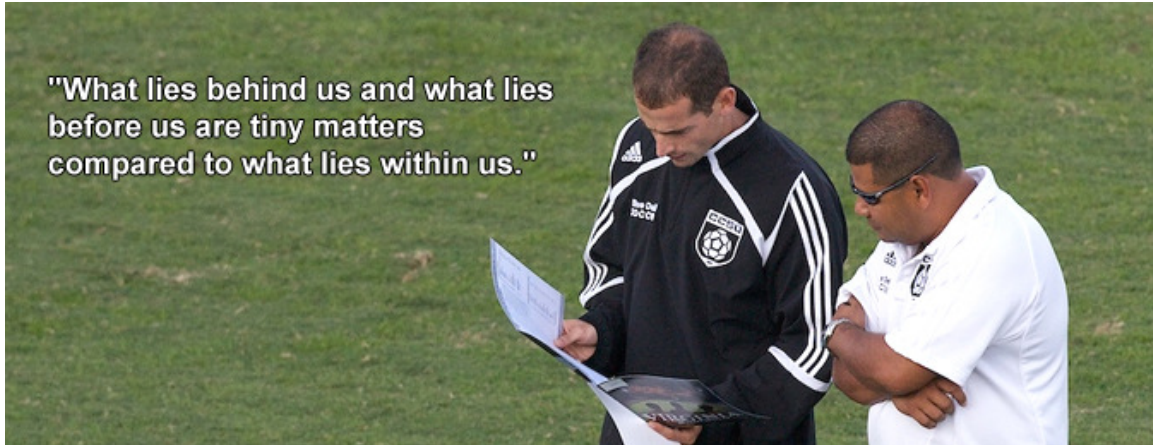
Players need to develop good habits. To achieve this, you must have three qualities in every practice. These are repetition, consistent quality and explosive movements. Repetition is vital to engraining the movement until it becomes second nature. Quality assures that the repeated movement is good and that we are not investing time reinforcing bad habits. Last, but not least, the movements must be developed as quickly as possible to a speed, which simulates match play.

PLAYERS LEARN BY GOAL SETTING AND FEEDBACK

From the first day of practice, through the entire season you should set performance goals for your players and the team as a whole. These goals should be realistic and attainable.

Always calculate on the side of success. When these objectives are achieved, then reestablish new goals. Provide feedback to players in a positive manner and explain how they can improve upon their mistakes.

Qualities of a Good Coach - Listen to your player's problems or concerns. Encourage feedback regarding games and training sessions.



Good coaches possess some fundamental qualities. It is not all about your win/loss record. Ironically, you can do a great job coaching and still not win. Conversely, you can have a successful record by just having the good fortune of better players. Regardless of the level you are coaching, the game should be a fun and a learning experience for your players. Below are qualities of good coaching.

A GOOD COACH MUST:

Be enthusiastic

Enthusiasm is infectious. Regardless of how your day went always show up to practice with enthusiasm.

Have integrity

Coach and play by the rules. Set an example of good sportsmanship after every game, regardless of the result. Be honest and upfront to players and parents.

Be a good listener

Listen to your player's problems or concerns. Encourage feedback regarding games and training sessions.

Set high standards

A good coach will always challenge their players to higher standards both on and off the field.

Be organized

If there is one controllable factor in coaching it is organization. Good coaches plan ahead and consider all aspects.

Be knowledgeable

You should have knowledge of the basic principles of the game. In areas such as skills, tactics, laws, safety, management, nutrition and fitness.

Eager to learn

To continue your development you should obtain a coaching certification, attend clinics, read books, watch videos and talk with other coaches with greater experience.