

Georgetown Force Select Program

Under 11 through Under 18



Director of Coaching

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June 2004

Introduction

This manual sets forth the coaching philosophy of the Force Select program and the role of Trainers, assistant coaches and parents in furthering the development of competitive soccer players.

Its intent is to offer practical guidelines that articulate the goals, objectives, and performance measurement criteria for training Force players and teams.

Football, or soccer, is a simple game, played with an uncomplicated set of rules in which two teams compete to score goals against each other. Each team consists of an equal number of players who must use their abilities to combine effectively in an attempt to win the match. Unlike the major American sports of football, baseball, basketball and hockey, players must use their feet or head to advance the ball, not their hands. Moreover, soccer is a player's game-- there are no playbooks designed by the coach; decisions are made by the players. In soccer, the game becomes the teacher. Soccer develops mental, physical, emotional and social skills, and these capabilities will carry over in life for the soccer player.

Force Coaching Philosophy

The goal of the Force Select program is to provide the highest level of competitive soccer development for youth soccer players in the Georgetown area. All training is to be conducted by independent qualified soccer trainers under the supervision of the Force Directors of Coaching. We will stress personal and team development in a challenging yet positive environment that instills a passion for this great game.

Player development will take first priority over winning. Winning will be the by-product of excellent player development. There are many schools of thought when it comes to developing soccer players. One successful school is based on the Dutch coaching philosophy. Holland has a reputation for consistently producing excellent players and teams disproportionate to the small size of the country. In this regard, the Force as a small club, can aspire to emulate Holland. The Dutch philosophy is embodied in the acronym "TIC." The T stands for Technique, developing ball skills. I stands for Insight, the ability of a player to read the game and make correct decisions. C stands for Communication, interacting with teammates both verbally and by actions on the field. The basic building block for youth player development are small-sided games which incorporate the elements of TIC.

Blue And White Teams

The purpose of having blue and white teams is to have kids play at their appropriate level. Players will be asked to move from blue to white and white to blue in order to have them play at the appropriate level. Parents, coaches, and players should know the reason for this type of system is to have the most technically skilled players play on the white team. The Blue team should remain competitive in support of its role to develop players. It is important to have two teams that support each other and that each coach or trainer understand their role and responsibility to our club and the overall goal is for the success of Georgetown Force Select Soccer Program.

The Role of the Trainer

If the game of soccer is the teacher, then it follows that the coach becomes the facilitator in developing players. Many sports experts characterize the ages 8-14 as the golden age of learning. The trainer's role is to provide a framework to teach the technical and tactical skills appropriate for the age group. Practices should neither be too easy nor too hard, but challenging enough to force players to leave their comfort zone. Practices should replicate match conditions and the demands of the game.

General Coaching Guidelines

- Force Trainers should organize and structure training sessions to maximize individual and team development. A good practice is one that motivates players to come back for more.**
- Training shall be conducted to provide a progression from fundamental to match related to match conditions. Put simply, the trainer should go from simple to complex in each practice. There should be a flow that is appropriate to the age of the players and the topic of the practice.**
- Anyone who has attended a coaching clinic has probably heard of avoiding the three L's"-Lines, Laps, and Lectures. "Unfortunately, that was how many parents experienced sports as a participant. Modern methods of coaching youth place emphasis on "game activities" rather than "drills". Game Activities are easily understood childhood games that have the element of a ball added.**
- Scrimmaging will be a tool of a well-organized training session, but should not comprise a majority of the training session. Fitness drills should not be the emphasis of a training session; this is a responsibility for the players to do on his or her own.**
- The demeanor of the trainer will be positive: "Praise in public, criticize in private". Children are more sensitive than we sometimes realize. Trainers should not swear or use tobacco products smoke in the presence of their teams. Trainers should never berate referees.**

The Roles and Responsibilities of the Parent Coach

Club Goals & Philosophies

The Parent Coach performs an important role in the success of a Force team. The Parent Coach should be familiar with the goals, philosophies and rules of the Force Select Program. The qualifications and responsibilities of the Parent Coach are described below.

Qualifications

The Parent Coach will have at least an E license (U9-U11 teams), or a state D License (U12-U14 U15) from South Texas Youth Soccer Association and will have shown some previous commitment to youth soccer and experience in coaching young players. The Parent Coach must also pass a background check, and agree to have this updated annually in compliance with STYSA and league requirements. The parent coach will be appointed by the Director of Coaching.

Conduct

The Parent Coach will not smoke, drink or swear- or coach in a negative manner- in the presence of any players. They will not berate referees and will help the coach encourage spectators to conduct themselves accordingly. If the Parent Coach is convicted of any crime or misdemeanor while in the role, then the Parent Coach will be expected to resign the position immediately.

Status

The role of Parent Coach is a voluntary position and will not be subject to payment either for time or expenses.

Assisting the Trainer

The trainer has full decision making responsibilities as a paid agent of the club. However, the Parent Coach should be expected and be encouraged to contribute to the coach's decision making and responsibilities in the following areas:

- Setting team goals & strategy
- Communication with parents
- Team selection and rotation of players during the game, if asked by the Trainer
- Evaluations
- Management of equipment
- Identification of potential new players

It is not expected that the Parent Coach will instruct the players on the field during the game when the Trainer is present, unless clearly delegated to do so by the Trainer. This is to prevent confusion among the young players if it is perceived that conflicting advice is being given to them. The Parent Coach will contribute to team talks before and after the game and halftime when the Trainer is present, only when clearly invited to do so by the Trainer. If a parent raises a concern or grievance regarding the coaching of the team, the playing time of their child, or any similar matter, then the Parent Coach must make it clear to the parent that the matter must

be raised directly with the Trainer- and then endeavor to facilitate a conversation with the parent and the Trainer.

Substituting for the Trainer

If for any reason the Trainer is unable to attend a meeting, practice or game then with the approval of the Trainer, the Parent Coach shall assume the responsibilities of the Trainer, as they are appropriate to the situation. Trainers are expected to be at every practice, if not notify the DOC to cover for he or she if not able to attend. In particular, it is noted that the Trainer is not expected to attend all of a team's games away from GSA. On these occasions, the Parent Coach will assume the role of the Coach during the game. The Parent Coach's approach and decisions should always be consistent with that of the absent Trainer – particularly in matters of tactics, team formation, team selection and rotation of players during the game.

Settling of grievances with the Coach

If the Parent Coach has any difference of opinion or grievance regarding the Trainer's decisions, it is strongly encouraged that this be raised in a constructive manner with the Trainer. If the matter is not resolved, the Parent Coach should take the grievance to the Director of Coaching. If the matter cannot be resolved by the Directors of Coaching, the grievance should be forwarded to the Select Committee, for resolution at the next scheduled Select board meeting.

Evaluation of the Trainer

The Parent Coach will be asked for constructive input to the annual evaluation of the Trainer.

Liaison with Team Manager

The Parent Coach and Trainer will maintain good communications with Team Manager, especially on those occasions when he or she substitutes for the Trainer. They will be supportive of the Team. Managers should also communicate with Directors of coaching regularly.

Player Development Guidelines

The purpose of player development guidelines is to articulate the goals, objectives, and performance measurement criteria for training Force players and teams. It is not designed to provide specific drills; that is at the discretion of the Director of Coaching and the Force coaching staff. As a prelude to discussing player development, an overview of the competitive youth soccer environment in the Austin and Central Texas areas is provided:

Overview of Soccer in Georgetown

- Participation in recreational youth soccer leagues continues to increase, serving as a solid pipeline to select soccer.

- Many of our players participate in outside activities such as band, basketball, track, and football. While general observations can be just that, Georgetown Soccer Association tends to produce athletic, competitive children from achievement-minded parents, who register their children to participate in multiple activities, often during the same season.
- Soccer development continues to be highly structured. The soccer culture in our community has not reached the point where “street soccer” contributes to meaningful technical skill development. Players joining Force teams require intense technical skill development, especially when it comes to developing players.
- Force players need to be challenged to develop outside of their “comfort” zone.
- The high school soccer programs receive minimal institutional support, and do not have any meaningful connection to the club programs (Force).
- The Force program has grown from a few teams to 16, and potentially more in a short few years, and has the potential to grow even further. The Select program has begun to attract players from outside of the Georgetown that are seeking a more competitive environment at a reasonable fee.
- GSA has the best practice facility in Central TX. We are planning to develop the area south of the parking lot for rain out days. We are also in talks with the P&R for the area east of field 1 behind the trees

Coaching Curriculum

Age Level training

U11 through U12 teams 2 x 90 minutes

U13 through U14 teams 2 x 90 minutes

U15 through U19 girls* 2 x 90 minutes

U15 through U19 boys* 2 x 90 minutes

- • Goalkeeper training: 1 to 2 sessions per week.
- • Boot camp: August of each year, prior to beginning of season.
- XTRA FIT offered Wednesday for a fee.
- Individual or small group training is available for a fee, contact DOG or DOB for information.

The Role of the Force Parent

The role that parents play in the life of a Force soccer player has a tremendous impact on their experience. With this in mind, we have taken some time to write down some helpful reminders for all of us as we approach each season. Please feel free to share this with your parents.

1. Let the coaches coach: Leave the coaching to the coaches. This includes motivating, psyching your child for practice, after game critiquing, setting goals, requiring additional training, etc. You have entrusted the care of your player to these coaches and they need to be free to do their job. If a player has too many coaches, it is confusing for him and his performance usually declines. Avoid critiquing your coach privately with your child.

- 2. Support the program: Get involved. Volunteer. Help out with fundraisers, car-pool; anything to support the program.**
- 3. Be your child's best fan: Support your child unconditionally. Do not withdraw love when your child performs poorly. Your child should never have to perform to win your love.**
- 4. Support and root for all players on the team: Foster teamwork. Your child's teammates are not the enemy. When they are playing better than your child, your child now has a wonderful opportunity to learn.**
- 5. Do not bribe or offer incentives: Your job is not to motivate. Leave this to the coaching staff. Bribes will distract your child from properly concentrating in practice and game situations.**
- 6. Encourage your child to talk with the coaches: If your child is having difficulties in practice or games, or can't make a practice, etc., encourage them to speak directly to the coaches. This "responsibility taking" is a big part of becoming a big-time player. By handling the off-field tasks, your child is claiming ownership of all aspects of the game – preparation for as well as playing the game.**
- 7. Understand and display appropriate game behavior: Remember, your child's self-esteem and game performance is at stake. Be supportive, cheer, be appropriate. If he/she starts focusing on what he/she cannot control (the condition of the field, the referee, the weather, the opponent, even the outcome of the game at times), he/she will not play up to his ability. If he hears a lot of people telling him what to do, or yelling at the referee, it diverts his attention away from the task at hand.**
- 8. Monitor your child's stress level at home: Keep an eye on the player to make sure that they are handling stress effectively from the various activities in his/her life.**
- 9. Monitor eating and sleeping habits: Be sure your child is eating the proper foods and getting adequate rest.**
- 10. Help your child keep his priorities straight: Help your child maintain a focus on schoolwork, relationships and the other things in life besides soccer. Also, if your child has made a commitment to soccer, help him fulfill his obligation to the team.**
- 11. Reality test: If your child has come off the field when his team has lost, but he has played his best, help him to see this as a "win". Remind her that she is to focus on "process" and not "results". His fun and satisfaction should**

be derived from “striving to win”. Conversely, he should be as satisfied from success that occurs despite inadequate preparation and performance.

12. Keep soccer in its proper perspective: Soccer should not be larger than life for you. If your child’s performance produces strong emotions in you, suppress them. Remember, your relationship will continue with your children long after their competitive soccer days are over. Keep your goals and needs separate from your child’s experience. Don’t make a college scholarship or professional soccer your goal!

13. Have FUN: That is what we will be trying to do! We will try to challenge your child to reach past their “comfort level” and improve themselves as a player, and thus, a person. We will attempt to do this in environments that are fun, yet challenging. We look forward to this process. We hope you do too!

Trainer Expectations

- **Create a Fun and Safe learning environment**
- **Dress professionally at all times (Look like a coach, dress like a coach,)**
- **Attend the monthly coaching meetings**
- **Communicate with your parents**
- **Communicate with your manager**
- **Communicate with Directors of Coaching**
- **Agree on a pay scale prior to season (discussed with DOT and Select Board)**
- **Use transitions during training sessions as outlined by USYSA**
- **Will attend coaching clinics to obtain appropriate licensing**
- **Have read and agree with Force select soccer program manual**

I _____ have read the Select soccer program Manual and agree to the conditions stated by the Directors of Coaching

Signature _____ Date: _____

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