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2010/11

Module 1
Introduction to Coaching
• Explain why the coach wants to coach players.

• Identify the process of coaching.

• Plan, prepare, conduct and evaluate a coaching session.

• Coaching styles and communicating with players.
• Helping all players to achieve their potential.
• Encouraging all players to maintain their involvement in football.
• Protecting the traditional values of football e.g. competition, effort, skill.

Being fair and honest to all players.
Making football enjoyable.
To win games, leagues, awards and cups.
1) Observe the Practice
2) Diagnose Problem
3) Recreate Situation
4) Provide Feedback
5) Rehearsal of Performance
6) Play live from Situation

What happened?
What do you need to consider when planning a coaching session?

With the person next to you list your thoughts (5 minutes)
Prior to a session

• Time

• Space

• Players

• Area

• Equipment

• Weather

• Risk Assessment

• Transition between activities
Prior to a session

What needs to be prepared before taking a coaching session?

With the person next to you list your thoughts (5 minutes)
• Mark out area

• Set of bibs

• Medical kit (emergency phone)

• Any special needs (eg inhalers)

Are balls pumped up & right size?

Take register of players

Is playing area & equipment safe?
Coaching styles

What styles of coaching are there?
Coaching styles

• Autocratic
• Democratic
• Guided discovery
• Question & answer

Give an example of each

When would it be most appropriate to use different styles?

Kicking & Screaming
In groups of 3-5 identify the benefits and limitations of each style?
Autocratic

**BENEFITS**

- Sessions can progress quickly
- Safe activity as the coach has tight control
- Athletes know what is required
- Suitable for large groups
- Information is transferred quickly

**LIMITATIONS**

- Fails to motivate athletes
- Creativity is discouraged
- No individual involvement in learning
- Self discipline is not developed
- Athletes do not develop decision making abilities
# Democratic

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>LIMITATIONS</th>
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<tbody>
<tr>
<td>• Athletes develop decision-making skills</td>
<td>• Process can be time consuming</td>
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<tr>
<td>• Encourages a sense of responsibility</td>
<td>• Decision-making could be wrong initially</td>
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<td>• Empowers athletes to learn and help each other</td>
<td>• Coaches may not be able to maintain control</td>
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<td>• Increased feedback from the coach</td>
<td>• ‘Too many voices’</td>
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# Question & Answer

## Benefits
- Encourages group interaction
- Allows athletes involvement
- Generates a rapport between coach / athlete
- Provides coach with learning effect.

## Limitations
- Time consuming.
- Heightened anxiety if athlete is unclear on solution.
- Athlete questions coaches knowledge.
- Type of question – open / closed.
Guided Discovery

**Benefits**

- Empowers athletes to make decisions
- Players uncover solutions for themselves
- High interaction between player and coach
- Increases motivation and understanding

**Limitations**

- Difficult to ask the right questions
- Coach needs to be highly skilled and experienced
- Athletes may not know the answers
- Can be a lengthy process
Key Questions

• What do the players need to learn?
• What is the age, ability, and experience?
• What is their preferred learning strategy?
• What practice best suits the players needs?
Blocked Practice

- Associated with early learning stages

- Effective tool to increase performance.

- Will allow players plenty of repetition of correct technique.

- Will not produce long term learning effects.
Variable Practices

- Inter-related techniques will be linked but should not detract from main objective.

- Players will develop understanding of when and where.

- Greater long term learning effects can be observed.

- Key is to alter distances, directions, tasks, speed to establish varied and adaptable motor programmes.
Starting activity/
Technical warm up

Skill Progression

Game related activity
(Small sided 2 v 2 to 8 v 8)

Cool down/recovery activities
• Lots of opportunities to learn from experience in football coaching

• Cannot assume learning by experiencing

• *Reflective practice* offers a tool for excavating learning from experience

• Generates knowledge
• Common idea that reflection is:
  “Looking back and making sense of your practice, learning from this and using this learning to affect your future action ”

• Reflection can be used to serve a number of purposes:
  ❖ Technical
  ❖ Practical
  ❖ Critical
The following can be modified and improved where appropriate:

• Any organisational changes?

• Any safety factors arise?

• Were the objectives achieved?

• What were the strengths and weaknesses of the coach?

• What worked well and what did not?
1) Description
What Happened?

2) Feelings
What are you thinking And feeling?

3) Evaluation
What was good And bad about The experience

4) Analysis
What sense can You make out of The situation?

5) Conclusion
What else could you have done?

6) Action Plan
If it arose again what could you do?

(Gibbs, 1988).
“I sleep before the game, I don’t sleep afterwards. That’s when I think about what I did before the game, what I did at half-time, what I did to prepare and could I have done anything different to improve...”


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