

COACHES CORNER



<http://www.eteamz.com/gblightningsc/index.cfm?>
P.O. Box 1022, Green Bay, Wisconsin, 54305

Coaching Director Area

By Bob Rickards

I wanted to take the time to update you on a couple of things. First of all, I need to know who will be returning a soccer coaches for next year. I will need to know what age group you will want to work. I will need this information by June 25. Just email me....

Secondly, I have just given managers a coach's contract extension sheet. Basically it asks parents to sign a sheet if they would like the current coach to return. If 75% of the parent agree than the coach will be asked to return. If the number is lower I will follow up with parent who did not sign as to why they do not want the coach to return. This feedback is important in maintaining the highest quality coaches possible. If you should receive less than 75% it does not mean the club will not rehire you, I may just move you to another team.

Thirdly, we have put on the web a coach's evaluation form for parents and players to fill out. Once again this is just a way for problems to be addressed early. One negative evaluation does not mean than I will be coming to your practices and games to watch. It is just a way to allow those who want to vent, to vent and for positive comments to make their way to me. All evaluations are confidential.

Lastly, tryouts are just around the corner.

State League Tryouts for the 2010-2011 Season will be June 22 and 23 at the Notre Dame High School Soccer Field on the corner of W. Mason and Locust St. Enter field at the Locust St entrance.

U12 Boys and U15 Boys from 5:30pm-7pm
U14 Boys and U18 Girls from 7pm-8:30pm

*GBL is proud to have players from all area schools, and is not affiliated in any way with Notre Dame High School - Thank you to Notre Dame for donating the use of their fields for these tryouts.

Classic League Tryouts for the 2010-2011 Season will be July 13, 14, and 15th. Located at NEW Lutheran.

All coaches for a respective age group will work together to grade players from 1-54. The top 18 players will go to the national team coach, with the next 18 going to the world coach and the last 18 to the American coach. All coaches will have to agree to this order. There can be exceptions, but I want to hear about them first. For example, if two coach are both in the national division then the will keep their

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respective players, but everyone else will go back to the pool for reallocation. This is the fairest way possible. I have simplified the grading sheet to grade players on the following criteria:

Mentality	3
Awareness	4
Communication	
Confidence	
Athleticism	4.5
Technique	3.5 (3+4/2=3.5)
Total Score	15

Each player will be graded on a scale of 1-5 (with 5 being the best). Coaches will be able to do any drill they want as long as all coaches in the age group agree. Players must be graded on 4 of the 6 areas. (goalkeeping is extra) The areas to be graded on are up to the coaches. I will be sending out a sheet with specifics for each area. All coaches should agree to the score. For example....Coach A feels that the technique score for a player in a dribbling exercise would be a 4. Coach B feel the skills are not a strong and gives the player a 3. The score recorded is a 3.5.

So you can use any drill or exercise that you feel shows the criteria you are looking for. In 1 1/2 hours you should be able to pick your players. Then the acceptance or refusal letters can go out that week.

Keep up the good work....GBL appreciates all your hard work and dedication.

I look forward to seeing all of you at the meeting.
Sincerely,

Bob

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Coaching Corner

Effective On-Field Communication An Element of Success

By Elizabeth M. Mullin

"Talk to each other out there!"
 "Let them know if they have a defender coming!"
 "Open your mouth!"

As a coach, how many times do you find yourself exasperated, trying to fill the communication void on the field? Effective communication is essential to cohesion, team dynamics, and relationships among teammates (Yukelson, 2006). Good communication can affect the motivation, expectations, emotional dispositions and behaviors of participants (Yukelson, 2006). One type of communication that often is neglected by coaches, but that deserves emphasis, is the discussion among on-field participants. Like any other skill in soccer, effective on-field communication is a skill. It must be learned and can be practiced. If communication styles are not discussed or worked on in practice, players will not use them on game day, hindering the team's ability to perform at optimal levels.

What is Effective Communication?

Communication is a dynamic process in which each member of the "conversation" is participating in a give-and-take process. At practice, you can blow a whistle and stop a drill in order to instruct players, but that's not possible during the fast-paced dynamic movement of competition. Consequently, effective communication among players must consist of short phrases that relay the pertinent information. For example, "Man on!" is a common phrase used to let a dribbler know when a defender is closing in on the play. "Cross the ball!" identifies that a teammate is open across the field. Simple phrases like these are commonly understood by soccer players. Still, sometimes coaches become irritated when lack of communication causes a turnover or forces a defender out of position. Communication skills are seemingly simple to understand but hard to carry out without practice. And without them, you may find your team struggling to remain in control of the ball.

How Can I Improve My Team's Communication Skills?

Here are three simple approaches that could improve a team's ability to use quick, effective language on the field. First, develop an agreed-upon language, universally understood by all of your players. Second, begin to use that language as an important element of your drills. Finally, appoint a "general" to relay one coherent message to your team, so that all 11 players can be on the same page.

Develop an On-Field Language

As mentioned above, on-field communication is a skill. Your players might be chatty off the field, but in the speed of game situations are unable to draw on their verbal abilities. The first step toward gaining "talking tools" is to create a language that your team can understand and remember. A common phrase like "Cover me" yelled by a sweeper to a defensive back might seem self-explanatory, such that the sweeper wants the defender to drop back while he or she goes after a dribbler. Without practicing this type of short communication, the defensive back might not react immediately, leaving an opening wide enough for an attacking opponent. Developing an on-field language is as simple as a quick discussion among players that frequently interact with each other. Encourage your players to find phrases that work for them and can be easily recognized during the speed of the game.

Make "Talking" a Practice Objective

Once a team develops a common language, design some drills that will integrate that language into daily practice. For example, a five-on-two drill should require all four off-ball players to be communicating with the

passer regarding their locations. In order to be successful, the defenders should be communicating who will guard the ball handler and who should drop back waiting for the next pass. Reinforcement, both positive and negative, is critical to maintaining the use of language. Coaches should praise the successful use of communication. Lack of talk may result in the change of position from offense to defense, push-ups and crunches, or even sprints.

Removing language in a drill is also an effective method to demonstrate the importance of talking in a game situation. For example, an even-field game of keep-away where use of language is an automatic turnover will quickly illustrate to your players just how useful game talk can be when trying to alert players about where to pass or if a defender is approaching. Note when players resort to other forms of communication, such as clapping or waving, to get an idea across. After a five- to 10-minute game of silence, reinstate the use of language and notice the immediate increase in substantive verbal communication.

Appoint a "General"

Some messages can be relayed by any member of the team as the situation requires. In other cases, one coherent message is required to organize the team. An appointed "general" might be an effective way to put the entire team on the same page. Having one player relay your message regarding an attack formation, defensive switches, or holes in the opponent's defense will enable everyone to obtain the information clearly and efficiently. Central defenders or midfielders tend to be highly skilled players with leadership skills. Sometimes these players are captains who understand that verbal leadership is a part of their charge. Appointing a general does not require any special announcement or declaration. It can be as simple reminding a prospective general to talk in certain situations. On a drill toward the goal where the central midfielder begins the drill, remind that player to keep talking and play an integral part in organizing the drill. Telling general to talk in certain situations. On a drill toward the goal where the central midfielder begins the drill, remind that player to keep talking and play an integral part in organizing the drill. Telling the player to be and act like a general will eventually sink in and that player will step up to the role.

Typically, players are receptive listeners to people whom they respect (Yukelson, 2006), such as elected captains or other highly skilled players. For example, a sweeper is typically positioned close to the midfield line while the offense strings together an attack. The positioning of the sweeper allows for an excellent view of the field, thus providing an opportunity for the sweeper to vocally guide players to locations where they could be most beneficial in the attack. Williams, Davids, Burwitz, and Williams (1994) found that experienced players in the central part of the field have the cognitive abilities to read the field and make an accurate assessment of where passes should be made during an offensive strike. With that in mind, an appointed "general" can communicate to a weak-side midfielder to make a cut or encourage the dribbler to look for a certain pass.

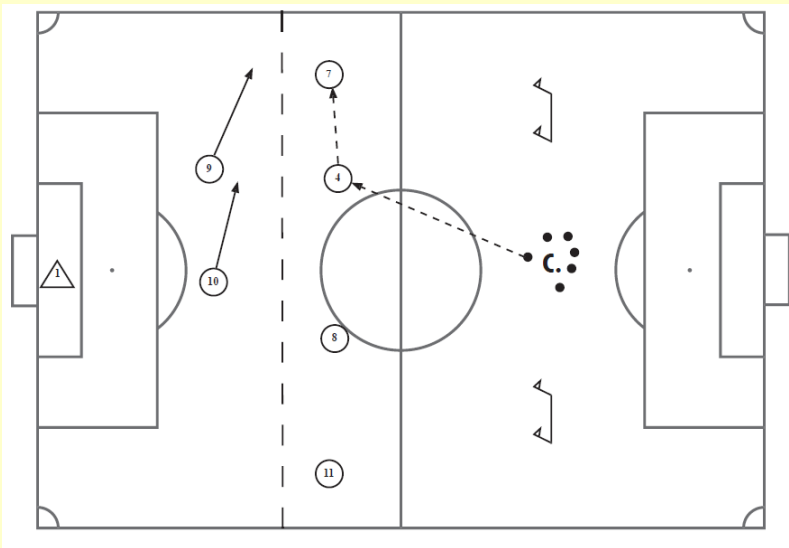
In sum, there are many types of communication that occur in sport, whether on the field or off, between coach and player, or player and player. Every coach will tell you that on-field "talk" is essential to success, but that success cannot be attained without vigilant practice. With a designated language and a commitment to learn, practice, and use that language during game situations, teams will have a better opportunity to be successful.

References

Yukelson, D. P. (2006). Communicating effectively. In J. M. Williams (Ed.) Applied sport psychology: Personal growth to peak performance (5th ed.) (pp. 174-191). Boston: McGraw Hill.

Williams, A. M., Davids, K., Burwitz, L., & Williams, J. G. (1994). Visual search strategies in experienced and inexperienced soccer players. *Research Quarterly for Exercise and Sport*, 65(2), 127-135.

Featured Activity: Shaping 4 Midfielders and 2 forwards



Organization

Space – 70 yds long x 75 yds wide

Two forwards and four midfielders with opposing goalkeeper.

Zone 30 yds from goal line – players not allowed to cross zone line

Coach has a supply of balls 70 yds from goal

Description of Exercise

A shadow play exercise to work on shaping the movement of the two forwards.

e.g. when the ball is played wide to ⑦, ⑨ and ⑩ move into space so that can play to ⑦ or bypass to ⑩.

Purpose of Exercise

To maximize the passing options into the front two.

Keys to addressing your team at halftime:

Players are excited, and coaches are excited. Coaches need to be calm. Take a few deep breathes to settle down before addressing the troops.

- Keep them short and simple
- Location, location, location. Make sure there is nothing behind you as you talk, nothing that would distract your team. Therefore, don't stand in front of your bench and talk while the other team is warming up behind you. Have your team turned away from the field when you talk with them.
- Prepare what you will say. Write it down and stick with it. All too often coaches try to "wing it" and go all over the place. Then they get too excited... see number 1.
- Give them 1 or 2 thoughts to focus on. Hopefully these are 1-2 areas that have been emphasized during the week.
- Give them something specific to focus on. Something for their extremely short-term memory. "First shot, BOX out!!" "First ground ball is OURS at all costs!!" "Everyone touches the ball before we attack the goal".
- Reinforce their strengths. Too often coaches remind players of their weaknesses right before games which defeats the purpose of getting them mentally fired up.
- Save the great motivational speeches for that one key game/moment of the season. Prepare that speech, write it out ahead of time and practice it. What sounds good in the shower, or in your commutes, may not sound as inspirational out loud.

Coaches Meeting:

TUESDAY JUNE 13, 2010 prior to the tryouts.

This meeting will last about 20 minutes.



Goalkeeping Area:

Diving from the ground

While we would all like to think keepers shouldn't give up rebounds and we like to think one of the things that separates great keepers from good keepers is the number of rebounds given, the reality is all keepers will give up rebounds at some point. The only realistic way to not give up rebounds is to not make saves. It's simply impossible to hold onto all balls.

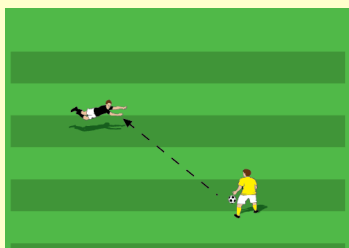
Since all keepers give up rebounds, it's extremely important to prepare for them in training.

Most of the time, we work on diving from a standing position however, when a rebound is given, in many cases the keeper is not in a standing/set position.

To prepare for rebounds start with the keeper on their knees with a server 10 yards away with a ball at their feet.



The server plays the ball on the ground to the side of the keeper and the keeper dives for the ball to make the save (in the diagram it shows the keeper in the air but that is just a limitation of the graphics, this would be a collapse dive)

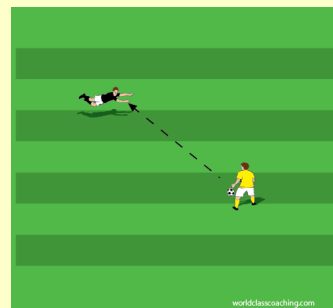


This is done to both sides and gradually the ball gets hit harder and further away so the keeper will have to push off a bit to reach the ball.

Next the same thing is done but this time the keeper starts on one knee and the ball gets played to his side.



The keeper pushes off to get up in the air to make the save.



Again this is done to both sides.

Next the keeper starts by lying on their side, the ball is played to the side the keeper is lying but further away and possibly up a bit. The keeper must scramble up a bit, and get to the ball.

Preparing the keeper to dive from different positions will only make it easier for them when they find themselves in those types of positions in a game due to a rebound. The more they train for these situations, the better they will handle them in a game.

5 Tips to Stop Screaming on the Sidelines

“As you mentioned, they are often not aware of the extent of their behavior (or the impact that it has on the players). Here are a few ideas to help them to change:

Don't pair up with another screamer! Pair up with someone that you respect, someone who will walk over and nudge or bump you when you are acting inappropriately and act as a calming influence. Too often the coach who is a screamer pairs up with someone else who has a similar intensity instead of someone who is calmer and will be a better balance.

Wear slacks. You are less likely to be a screamer if you are dressed up.

Sit in a chair while you coach. It is harder to yell while you are sitting.

Sit in a beach chair. It is almost impossible to yell when your legs are sticking straight out in front of you.

Remember the kids are not a Nintendo system and pushing the “A” button while yelling at them will not get them to run any faster!”