

COACHES CORNER



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

Coaching Director Area

By Bob Rickards

Coaches,

Another spring means another season. Outdoor practices have just begun and we appreciate everyone be so accommodating in regard to fields. Things are tight right now with the club losing Red Smith and Josten Park, but as always we will survive and work through this. Your parents will need to be given directions to every field location. Use your managers to help.

Speaking of fields, last month the town of Bellevue park commission voted 4-2 in favor of the Bay Area Recreational Complex. This 13 full field complex is moving one step closer to reality. (Don't worry younger team coach....a big field can be split into two smaller fields) Next month the complex will go to the full board for approval. We have been meeting with residence of the area to hammer out any potential problems and all seems to be going well. In may be awhile before we are playing on them since the next obstacle after approval will be the fund raising. Any help in this area either through a donation or a potential donor would be super!

The annual coaches meeting was held mid March. If you missed it, you missed a good one. Topic covered ranged from complex to licensing. Demonstrations were giving on dribbling, passing and playing a flat defense. All attendees had a good time.

Lastly, as I stated in the last newsletter, Tim Sewell and Mike Bootz have joined the coaching staff. It will be our job to help you do your job. Evaluations will be conducted on practices and games. At some point in the season each team will be contacted by the following coaching director.

INSIDE THIS ISSUE

Coaching Director Area	1
Coaching Corner	2
Featured Activity	3
Goalkeeper Activity	4

Team	Assigned
U11 Girls Maroon	Sewell
U11 Girls White	Bootz
U12 Girls Maroon	Sewell
U12 Girls White	Sewell
U13 Girls Maroon	Bootz
U14 Girls Maroon	Bootz
U14 Girls White	Bootz
U15 Girls Maroon	Sewell
U16 Girls Maroon	Bootz
U17 Girls State	Rickards
U17 Girls Maroon	Bootz
U19 Girls Maroon	Bootz
U11 Boys Maroon	Rickards
U11 Boys White	Sewell
U11 Boys Black	Rickards
U11 Boys Silver	Sewell
U12 Boys Maroon	Rickards
U13 Boys State	Rickards
U14 Boys State	Rickards
U14 Boys Black	Rickards
U15 Boys Maroon	Sewell
U16 Boys Maroon	Sewell
U16 Boys White	Bootz
U17 Boys Maroon	Bootz
U17 Boys White	Bootz
U19 Boys Maroon	Rickards

All for soccer,

Bob

Bob Rickards
Coaching Director
Green Bay Lightning
Bob.rickards@snc.edu
920-336-8898
920-619-4061



Please see *Goalkeeper Article* on page 4

Coaching Corner

By Steve Parker – Soccer Drills and Practice

Palms – via Mike Bootz

HOW TO DEAL WITH SOCCER PARENTS

No matter how knowledgeable, fair, or kind you are to your team, you can probably expect an irate parent or two to crop up during the season. Here are a few tips I find helpful when dealing with these situations.

1. Don't discuss the issue at the game

The first thing the coach should avoid is discussing the problem with the parent on the field, especially if he/she is visibly upset.

2. Schedule a separate time/venue to have the discussion

Rather than discuss the problem then and there, the coach should agree to meet, email, or telephone the parent at a mutually convenient time to discuss the complaint. Best of all sleep on it. Its important to address issues with a level head. By doing this, you avoid giving the parent an audience, allow the him/her to 'cool off', and give yourself time to prepare an appropriate response to the complaint. Best of all, it takes some of the emotion out of it.

3. Be an active listener

When you eventually talk to the parent, one of the most important things you can do is be an active listener. Doing things like taking notes, maintaining eye contact and nodding to acknowledge you have heard what the parent is saying are crucial.

4. Don't interrupt

Even if parents raise their voices or their stories have are not fact-based, the coach should avoid interrupting. By interrupting a parent, you risk inflaming the situation.

5. Don't get defensive

The coach should avoid defending or justifying their action. Such behavior at this point will only make the situation worse.

6. Show empathy

Respond to their concerns with statements like "I'm sorry that you feel your child has been treated unfairly". This will help the parent to understand his/her problem is being taken seriously. They are likely to be calmer and more willing to find a solution.

7. Clarify the problem

This can be achieved by asking probing questions. This helps

both parties to focus on the problem (not personalities), stick to the facts, and avoid being caught up in extraneous issues.

8. Offer a range of solutions

A lot of times, parents just want their feelings to be heard and understood. If they want more, try to offer a range of solutions. This demonstrates a willingness to work together to solve the problem. It's important to avoid making promises that you can't keep. Explain to them what you can and cannot do.

9. Get closure

Ideally, you will given the parent a number of options and agreed on a mutual course of action. At this point it's appropriate to end the meeting. It should conclude with three things:

* Leave the parent with a closing action statement (e.g.. 'I'll get on to that now').

* Thank the parent for their interest (no matter how unpleasant the meeting).

* If follow-up is required, tell them when you will contact them ('I'll ring you tomorrow').

This will leave the parent feeling as though their complaint has been heard, and the parent-coach relationship will be strengthened.

10. Leave the door open

There will be cases, however after this whole process where you will not be able to give the parent the response they are looking for. It is important in these circumstances that the coach leave the door open for the parent, e.g.. 'If there is ever anything else, please come to me'.

By doing this the parent will at least feel that his/her complaint has been taken seriously, and the coach-parent relationship, however strained, will remain intact.

Not doing this could allow the problem to fester... and the parent could damage your reputation through word-of-mouth.

The Best advice: **Keep your parents Informed.** When parents feel included, educated, and up to date on their children's/the teams situation. It reduces the likelihood of conflicts ever arising. A parent/team meeting is always a good place to start. It's a great place and setting to share your vision and coaching philosophy with both players and parents.





Developing relationships with parents will only make your team stronger!

Featured Activity: Whole-Part-Whole Method-Dribbling to Beat an Opponent

By Vince Ganzberg, Director of Coaching for the Indiana Youth Soccer Association – Via Tim Sewell

The whole-part-whole method is another way to conduct a training session. The usual progression starts with a warm-up and then progresses into several activities finally ending with the game. Using the whole-part-whole method allows a coach to get going in the match and then take a part of the game that they want to work on and then play another match at the end to see if learning has taken place.

We need for our younger players to “play” freely more in training. This method allows more free play, but then also gives the opportunity to teach using activities in the middle (isolation method) before going back to the game. One of the faults of using this method is that the coach will not have in his or her mind from the beginning of the training session an idea to work on. This method isn’t supposed to be used without a plan. A coach shouldn’t wait and see what happens in the first game before deciding what to work on in the isolation stage. All games and activities should be constructed to encourage specific problems seen in the last match. This method simply provides a varying way in which a coach can run a training session. Below is the session I will use:

Activity and Purpose	Description	Coaching Points	Diagram
Start with 3v3 or 4v4 game With some agility, dynamic stretching included.	Two teams to two goals.	Assess. Allow players to play freely for 10 minutes.	
1v1	Two groups of 4-6. Each player has a ball. Two players from each team play 1v1. As soon as the ball goes over the goal line or end line, a player from the other team brings on a ball and the player that either scored or was attacking stays on an plays defense.	<ul style="list-style-type: none"> - Mentality to go at someone - Attack with pace - Attack at the defender's front foot 	
4v4 Bank	Two teams of four. Each team starts off with three balls in the end zone that they are defending. One ball is used to start the game, making seven balls total that are needed. The object is to dribble the ball across into the other team's end zone. When this is accomplished, they then retrieve a ball from the end zone they are defending and continue on. Whichever team has the most balls in the other team's end zone at the end of a period of time wins the game.	<ul style="list-style-type: none"> - Be brave - Go fast-slow-fast when dribbling by an opponent - When to take someone on? Cues. 	
Game 4v4 or 6v6	Two teams on two goals. Rules: No corners, although teams count corners. If the attacking team gets three would-be corners then that is equal to a penalty kick.	Play and assess to see if learning took place and if they are looking to take players on!	

Goalkeeping Area:

Defending the near post

Start with a keeper beside a small hurdle and a server 15 yards away with a few balls. There are also two lines of cones (each cone 2 feet apart). There is a server 5 yards from the end of each line of cones (this activity works best with three keepers so one keeper works and the other two are the side servers).



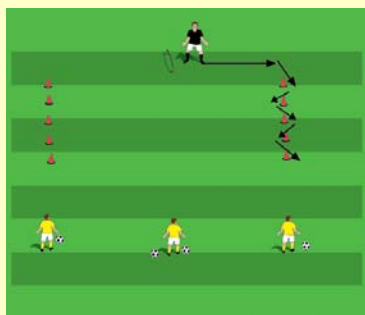
The keeper starts by jumping over the hurdle (jumping off of the balls of his feet and landing on the balls of his feet)



The middle server plays a ball in and the keeper makes the catch (start with easy tosses and then build up to more difficult balls)



The keeper then returns the ball to the server and slides to his left and then forward through the cones (slalom).



When the keeper gets through all of the cones, the side server plays a ball in and the keeper makes the save.



The ball then gets returned, the keeper runs straight back (backwards) and the same thing is done going the opposite direction. Once he finishes the opposite direction, the keeper switches with one of the servers and it starts up again.

The serves can be varied (high balls, low balls, dives etc) and the key is for this activity to be done at full speed while maintaining proper technique at all times.

World Class Coaching Introduces New Publication

Get your free copy of the PSV Eindhoven Journal. This E-book is free at WorldClassCoaching.com Visit the site for your free copy of the one week journal of training sessions from PSV Eindhoven, the Dutch giants who have won 14 championships.

<http://www.worldclasscoaching.com/emailsubscribe.asp>

Soccer Journal Archives

Published eight times during the year (seven printed versions and one online), *Soccer Journal* is the Official Publication of the NSCAA and is one of the few publications in the world produced exclusively for soccer coaches. Each issue contains technical and tactical articles, news and updates on important events, thoughts from opinion leaders in the sport and features on the interesting people and issues of the game.

Each issue of ***The Technical Area*** features an article from the *Soccer Journal* archives will be featured.

Coaching via Small-Sided Games (This article originally appeared in the November-December 2002 issue of Soccer Journal).

Training with 8 v. 3 and 10 v. 5 is ideal in shaping a team

By Craig Brown

Here are three examples of how former Scotland National Coach Craig Brown used small-sided games in his coaching scheme.

<http://nscaa.com/subpages/200905291113291014.php>