



Samford Rangers Football Club

Information for Coaches

1. Coaching Philosophy of Samford Rangers

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1. Coaching Philosophy of Samford Rangers

1. Overall Philosophy

Samford Rangers coaching philosophy will be based around the Dutch Vision of coaching and playing football. The coaching will be inclusive, irrespective of gender or ability. Our aim as coaches within Samford Rangers is to develop the skills and knowledge of the football player to a level of mastery over the football and of their opponent at their appropriate level. This can also mean discussing the theory of the game during the practices and before, during and after the football game.

This will be supplemented by the use of SAQ (Speed, Agility and Quickness) training. Here the emphasis will be on conditioning the muscles for optimum usage during a game of football. It will focus on improving the balance and agility of players and speed of thought and action within the game.

Finally it is the intention of Samford Rangers Football Club, that there will be no mixed sex teams post puberty. For the sake of choosing an age group, this will commence at U12.

2. What is the Dutch Vision?

The most important premise is that players learn to play the game of football by playing the game. By being allowed to make mistakes in training and by being put in situations, many times, that allow them to correct those mistakes.

Equally, that to be able to do this the players must **FIRST** gain the fundamental skill of ball mastery and develop the creativity that comes with this skill. As this skill is mastered the rest of the game becomes much simpler. However having the skill alone is not enough. The player must develop an understanding of the game, such that he or she is in the right place at the right time to implement the skills developed. It is critical that during the development and implementation of these skills the players learn to communicate, not just with each other, but also with the ball. This means that when a signal is sent from the brain to the foot, it does not say “kick it as hard as I can in that general direction” - more - “cushion the ball in that direction with that part of my foot and I can create space for myself to play that pass which will open up their defence and allow my team a shot on goal.”

This introduces the TIC concept.



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3. TIC

TIC stands for technique, insight and communication. The idea is that while they are separate elements they need to be taught together, in fact in the learning process they are inseparable.

Training dribbling for the sake of dribbling or passing for the sake of passing misses the point. The aim of the pass or dribble is to achieve an objective, for example, to advance the ball against the opponents or keep possession. Without an objective the technique has no meaning. If the objective is not about "playing football" then the time is wasted.

It's normal to see technique alone being touted as the key to success in football. Television and newspaper reporters talk about and emphasise the great moments of individual brilliance that win games. These moments are memorable and usually centre around someone's "brilliant control, deft touch, a spectacular run, fantastic shot on goal etc." Technique is very important. But when it's isolated from the rest of the game there is a problem. Having the greatest technique in the world is useless if the player is not in the right place at the right time. This player can do nothing; the technique will never be utilised. However, even the least skilled player can do something, if they are in the right place at the right time. Something is always better than nothing.

Even in the youngest players some elements of I and C will be stressed. Insight (Awareness); you want to go that way; you can take the ball away from the other person. Communication; see how the ball rolls when you touch it with your foot. It's true that for these young children their biggest football problem is the ball and that technical competence is a key. But even for young children some simple, basic ideas can be incorporated into training sessions.

By making a football objective the aim of the practice the children are free to experiment with their TIC. As long as they can get the job done within the rules it doesn't matter how they do it. It is the objective of the game, and the resistance that the children have to overcome that sets the level for success. The children's motivation and abilities are their limiting factors. They are free to decide for themselves how they will solve the football problems. Those that want to go on to the next level will have the internal motivation to improve their own game. Those that don't can simply get off the developmental train at that station, they have found a home. These children become our RECREATIONAL players, i.e. those players playing the game purely as fun or for exercise.

A skilful player can execute good decisions. Poor players either cannot execute those decisions or cannot make them. That is the connection behind technique, insight and communication working together towards an aim. Reaching the objective is what is important. TIC is the means, never the end. It is the tool to get the result.



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4. The Coach

The coach's job is simply to help the players play better football. He or she accomplishes this by accelerating the learning process. This requires him or her to coach the right thing and to do it in an efficient manner. With the small amount of time that children spend at practice both points are critical. Small sided games take both into account.

The right thing can be something highlighted from the previous game or a specific technique or skill as part of the long term development plan for the team. Once the coach has isolated the problem or selected the skill he needs to design the correct game. When this is combined with the correct coaching the children have the best chance to learn. With the correct game there will be many opportunities to solve the football problem. It's how the coach approaches these moments that determine the outcome of the session. If you are overbearing then the session is about you, you are at the centre. If you are invisible then the learning is by luck. It is just the right touch that keeps the practice being about the game and provides the best climate for learning.

Be careful of absolutes. "Never pass the ball across the goal." The child asks "why?" "Because they could intercept it and score a goal." Is that always true? Certainly not. A bad pass might be, but a good one won't. Absolutes limit children's thoughts and actions. Football encourages expression; it's part of what makes the game enjoyable.

Absolutes can also become dogma. They educate through fear and fear takes the fun out of anything. It's better to let children try something and fail and then help them to understand the consequences. This can turn on the light bulb of understanding. Children have a natural level of curiosity which, should be encouraged.

A coach strives to make the children independent, able to solve problems without outside assistance. The problems and solutions for the children are all on the field. When they no longer need help from off of the field the coach has done his job. Part of our Code of Conduct for Coaches; tell us not to constantly shout at the children from the sidelines. By encouraging self expression and self learning, we **do not** need to say very much from dugout.



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5. A Coaching Model

The Kids <i>Active/Passive</i>	The Game <i>Plan/Vision</i>
The Coach <i>Lead/Guide</i>	Coaching <i>Whole/Part</i>

Being a coach, like anything else, is a matter of "wearing a different hat." It is not the same thing as being a parent, a fan or a role model. The coach has responsibilities beyond these. In order to fill them you will have your own views and they will be filtered through your "coaching glasses," a set of assumptions about the children, the game, coaching and your role in the process.

The Children - They will either be viewed as active, i.e. curious, wanting to figure things out on their own, possibly stubborn, willing to learn through trial and error, needing to find their own answers to problems. Or they will be seen as passive, simply vessels that have to be filled with the correct answers to all of their problems. Willing to accept the adult views as correct and subordinate their own to it.

The Game - The vision you communicate on how the game should be played. Listen to the words that you use regularly, chase, pressure, run hard, kick it long and a picture will emerge of what you value in the game. Is it a player's game or the coach's game? Is a controlled build-up preferred to a quick counter attack? Will the team defend in the opponents half or drop back into their own?

The Coach - The coach can teach by leading, i.e. giving instructions, controlling, being at the centre of the activity and always having the answer. Or you can guide by offering ideas in place of answers, encouragement for the players to try their own solutions, covert instead of overt direction.

Coaching - How do children learn best? By learning the parts and then applying them to the whole? Or, by learning the whole and letting the parts take care of themselves?

The important point in this model is that the different frames in the "coaching glasses" should support one another. Passive kids won't respond to a guiding coach. They'll both wait for the other to take initiative. In the Dutch Vision *the kids are active, the coach guides, the game is centred on the player's and they learn best by playing the game itself.*



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6. Age Appropriate Training

Remember winning is an important part of the game. After all the basic premise of the game is to score more goals than your opponents and what is the use of developing the TIC of our players if they are not allowed to use it to achieve the fundamental aim of the game of football. However, playing the game the “right” way is still at the core of our philosophy. Winning should be emphasised, but not until after the foundations are set. Age group goals are determined:

COMMON ACROSS ALL AGE GROUPS

NO LINES, NO LECTURES AND NO LAPS

UPTO 6-YEAR-OLDS

- Ball touch/learn to master the ball
- Skill games in which direction, speed and precision are emphasised
- No set positions especially goalkeeper
- One ball per child – minimum of one ball per two children

7- TO 11-YEAR-OLDS

- Begin to teach the basic game – start to develop creativity and confidence on the ball
- Especially help the weaker player develop confidence, whilst challenging the stronger player
- Technical skills and game insight have to be developed by playing in simplified football situations – small-sided and small-group games
- Instructions by the coach should be confined to skills and technique (technical)
- One ball per child – minimum of one ball per two children
- No set positions especially goalkeeper
- Support all standards of player

12- TO 16-YEAR-OLDS

- Game maturity develops in 11 v 11 situations
- Team functions are taught for each third of the field through small-sided and full-field games
- Position functions have to be developed through small-sided and full-field games
- Instructions by the coach for both technical and tactical matters
- Players to play alongside players of a comparable standard
- Improve speed of play



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17- TO 18-YEAR-OLDS

- Full competition with emphasis on winning — football maturity begins to develop
- Game coaching with tactical emphasis
- Stress on efficiency of play and mental aspects of the game

With these overall objectives in mind, it is important to understand that at age 11 the emphasis changes from technical training to the development of tactical considerations. Up to the age of 11 the main objective is to learn the technical skills. The starting points for the coach are defined as:

- Technique is not an objective by itself but leads to football maturity
- There must always be a relation with football as a whole and the aforementioned objectives
- Football insight and technical skills should be developed through game-related situations. Small-sided games are best for this.

For juniors (from 11 to 18 years) that means:

- Development of the tactical aspects of the game.
 - This begins with vision, awareness and communication
 - Working together as a team in small groups and the whole team
- Playing football with a given and specific task or goal as a team.
 - Players must be aware that the most important thing is winning the game
 - Reading the game:
 - Recognising and judging the situation with good decision-making

At age 12 (U13) we should make a clear split between our competitive players and recreational players. However being graded into either competitive or recreational does prevent movement of individual players either way. It should be noted that some players develop later than others and as such all players should be given the best opportunities to improve. This split will be formally carried out using the TIPS (Technique, Insight, Personality and Speed) measurement process. (See separate document)



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7. SAQ (Speed, Agility and Quickness)

We are looking to teach our players to dribble well, learn the game to anticipate the opponents' next move, whilst avoiding challenges and injuries. We are looking for quick, sharp movement with and without the ball, for defenders and attackers who can jump well, "hang" in the air and power the header. We require our goalkeepers to have quick feet and excellent hand, eye coordination. Yet we expect these attributes to be purely picked up in a standard football coaching program or for our players to be born with them.

These physical attributes can be developed. We can give our players the correct mechanics for improved sprinting, help provide the power for acceleration and develop fast feet for dribbling and goalkeepers.

Speed – A crucial part of the modern player is the ability to cover the ground efficiently and economically. Training to improve the maximum speed requires a focus on the correct mechanics of both legs and arms. The best sprinters spend very little time in contact with the ground and what contact they make is extremely efficient and powerful. Focusing on these mechanics helps control the power generated and to use it efficiently and sparingly.

Agility – is the ability to change direction without loss of balance, strength, and speed or body control. Proper training in agility will improve a players balance, coordination and response to known and unknown changes of direction. Agility training has the added benefit of helping to prevent niggling injuries and teaching muscles how to fire and activate properly.

Quickness - relates to the explosion of power into a movement, whether that be an outfield player cutting left, then right and then left again before sprinting down the wing or the goalkeeper diving to make a split second reaction save. With quickness training you are looking to minimise the reaction time it takes for the brain to receive and respond to a stimulus by sending a message to the muscle. The aim is for the player to explode over the first 3 to 5 meters without loss of balance or coordination.

By aligning this body and muscle training with TIC Samford Rangers footballers will gain a significant edge over the opposition.

Drills for improving each of these can be incorporated into the warm-up or by using the skill/technique section of the coaching session, prior to the small-sided game.