



# Filling the Recreational Coach's Tool Box Part 2



# The Sequel

# Today's Presenter: Bill Stara

## Occupations:

Director of Academy and Recreation for the Broomfield Soccer Club

Technical Director for Maryland State Youth Soccer

Instructor for US Soccer, NSCAA and USYS

Technical Director for Loudoun Soccer Club

Technical Director for Soccer Association of Columbia

Professional Assistant Coach (USL)

Public school teacher

High School Soccer Coach: Centennial HS and River Hill HS

Club Coach: SAC, Howard Soccer Club, Loudoun



## Certifications:

US Soccer A License

NSCAA Premier Diploma

National Youth License

NSCAA Goalkeeping Diploma

TOPS Soccer Certification



# What's is the Coach's Tool Box?

A collection of educational resources and equipment, called tools, that a coach can use to train and develop young people to become better players and citizens.

The more tools a coach is equipped with the easier his job is to train and develop players.

# What should already be in the Tool Box from Part 1

## Tool Box:

1. Age-Appropriate Manual
2. Player Assessments
3. Equipment
4. Resources
5. Free Play
6. Sportsmanship Campaign
7. Coaching Education

**REVIEW**

# Training Manuals



Broomfield Soccer Club U4's

U4 Soccer Curriculum

## GAME ANALYSIS FOR PLAYERS (HOW TO ASSESS PLAYERS DURING PLAY)

Skill	Dribbling	Ball Control	Passing and Receiving	Engagement	Attacking	Defending
What the coach should look for.	What does the player do when they are presented with a 1v1 situation?	How confident is the player when in possession of the ball.	What does the player do when they receive the ball?	Is the player activity involved in the game?	How does the player approach attacking?	How does the player approach defending?
Gold Standard	Attacks the defender at speed and uses foot skills to beat an opponent.	Player uses different surface of the foot and body to manipulate the ball.	Controls the ball and keeps it close to them so they can play the ball with their next touch.	Influences the pace and tempo of the game. Always looking to be involved in the game.	Rarely give the ball away. Often tries to attack players trying to get to goal.	Pressures the ball. Forces attackers away from goal or often separates attacker from ball.

- Training Manuals provide the instructions as to how to train players
- Training manuals should provide guidelines as to how to assess players.

# Tools & Resources

Equipment to run training activities:  
Pug goals, training post, vest, balls and  
cones

Additional resources:

- iSoccer
- Trainers
- Videos



# Free Play



# Sportsmanship

# Respect



## Code of Conduct:

- Players
- Coaches
- Spectators

### Broomfield Soccer Club Standards of Conduct for Spectators

Broomfield Soccer Club is proud of our players and teams and appreciates the passion of our parents and spectators and their enthusiasm for the game of soccer. In an effort to encourage appropriate and productive sideline behavior and therefore showcase the performance of our athletes both on and off the field, BCS sets forth the following standards for spectator conduct before, during and after matches:

- **Take a position on the opposite half of the field from the other team's supporters.**
- **Do not address remarks to referees, opposing players or opposing fans.** This does not apply where remarks convey genuine friendship and encouragement.
- **Never use foul or abusive language or obscene gestures.**
- **Do not make remarks toward your own team players who make mistakes.** This is the job of the coach. If you are aware of the error, you may rest assured that the player is even more aware.
- **Applaud superior play by both teams.**
- **Give consistent support to coaches and managers whether winning or losing.** Coaches are giving hundreds of hours to their players and are committed to their own continued improvement as a coach. In winning they deserve your congratulations, in losing your encouragement.
- **Always stay 3 yards or more from the playing field.** For all matches at the Broomfield Commons, this distance is clearly marked with a line on the each spectator sideline.
- **Cooperate immediately with any referee request.**
- **Do not address referees or other officials at any time.** Avoid comments and gestures which express disagreement with referee calls. Prolonged remarks or abusive disagreement with referee's calls may result in an offense chargeable to your team's coach or manager, and/or removal from the sidelines by a Broomfield Soccer Club representative.

Persons who cannot conduct themselves in the above manner are not welcome at any event in which a Broomfield Soccer team is involved. For individuals who persist in disrespectful and/or abusive behavior, the following may occur:

- 1) You will be asked to leave the playing area by a member of the officiating crew (referees). In this case play will be suspended until you do so. Failure to respond to such a request within two minutes will result in forfeiture against the offending spectator's side.
- 2) You will be asked to leave the field and/or the facility by a representative of Broomfield soccer. Any individual removed from a game, will be required to serve a minimum one game suspension.
- 3) Any individual who is removed from a game a second time will be required to meet with a Broomfield Soccer representative to discuss ongoing participation in Broomfield Soccer Club activities.



# Coaching Education

- Licenses
  - Coaching Clinics
  - Workshops
  - Mentoring
  - Self-reflections\*
- \*Part 2 : The Sequel**





# Filling the Recreational Coach's Tool Box: Part 2



# The Sequel

# Coach's Tool Box

## Part 2

**THE  
CHALLENGE**

How to assess an excess of recreational coaches with a limited number of technical staff and no budget?



# Coach's Tool Box

## Part 2

Coaching  
Self-Reflection



# Recreational Coaches



Volunteer coaches come with their own experiences and expertise. How can clubs help them reflect on their coaching styles in order to do a better job?

# Self-Reflection vs Evaluation

Self-Reflection provides coaches a template to self-assess their own personal progress

An evaluation is more of a formal process where coaches are being judged on a predetermined set of criteria or standards.

# Self-Reflection

Self-Reflection provides coaches an opportunity to reflect on how effective they are working with players by focusing on three specific areas during a training session:

1. Player engagement
2. How many players are accurately coached
3. How are corrections made during the session

# Engagement

**Engagement:** We will define “Engagement” as *how long a player is activity participating in play*. (Standing in line or listening to directions is not considered activity engaged in this measurement tool.)

Coaching Education: Engagement must be modeled during pre-season coaching clinics to show coaches the proper way to engage players.



# Engagement

**The process:** Select one player for your assistant coach to observe for the first 30 minutes of practice. The assistant coach will time how long that player is actively engaged in each of the activities. At the end of 30 minutes , the assistant coach will then assess the percentage of time the player was actually engaged in each activity.

# Engagement examples



**NOT APPROVED**

# Engagement examples



**NOT APPROVED**

# Engagement examples



**APPROVED**

# The number of players coached

**How many players are coached:** *How many players does the coach actually make better with a correction or by pointing out what they did correct during the activity?*

Coaching Corrections v Coaching Jargon  
(There IS a difference!)

# Coaching Jargon is not the same as coaching.

**Jargon:** Many coaches yell out general coaching points during a session that are not directed at any specific player and do not solve a specific problem. This is known as “Coaching Jargon”. Although the “Jargon” may be referring to the correct technique, the jargon does not provide information to the player on how to correct the problem. (Example: The coach yells “We need to pass the ball out open.” The jargon does not provide any information to the players on how to solve the problem. They don’t know if the player with the ball does not have a clear head or if the attacking players are not in the proper position.)

# The number of players coached

**The process:** Have the assistant coach chart how many players are actually coached during a 30-minute segment of practice. (How many players does the coach make better with a correction or point out that they were doing the activity correctly.) The assistant coach may even write down the verbiage used for the correction. (How many players are actually coached in a 30- minute time span?)

# Number of players coached





# How are coaching correction made?

There are a number of ways corrections can be made:

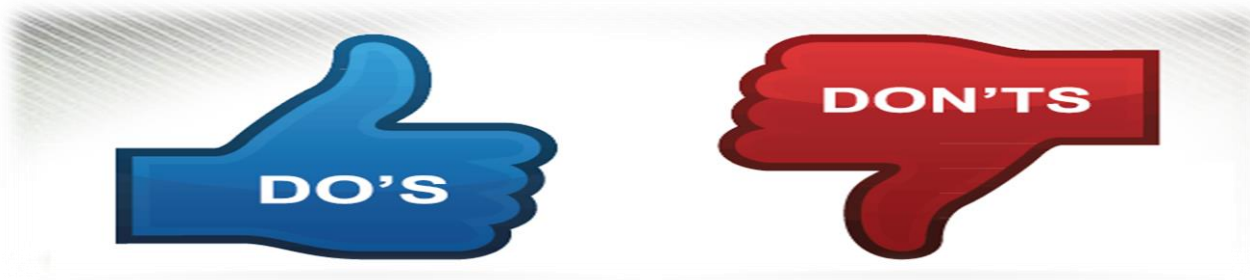
- Freeze play
- Demonstration (by coach or player)
- Coaching during flow of play

The second level of making corrections is using the proper questioning based on *Bloom's Taxonomy* - Part 3

# Game reflection

Unlike many American sports, soccer is not a coach-centered sport. The game is free flowing with limited stoppages in play. Match-day is a chance for players to put into action what they have learned from practice. On game-day, how can the coach be of help to the players?

# Game day Self-Reflection



Do's	Don'ts
Inspire players	Cheer lead
Encourage players	Joystick coaching
Help them solve problems*	Coaching jargon**



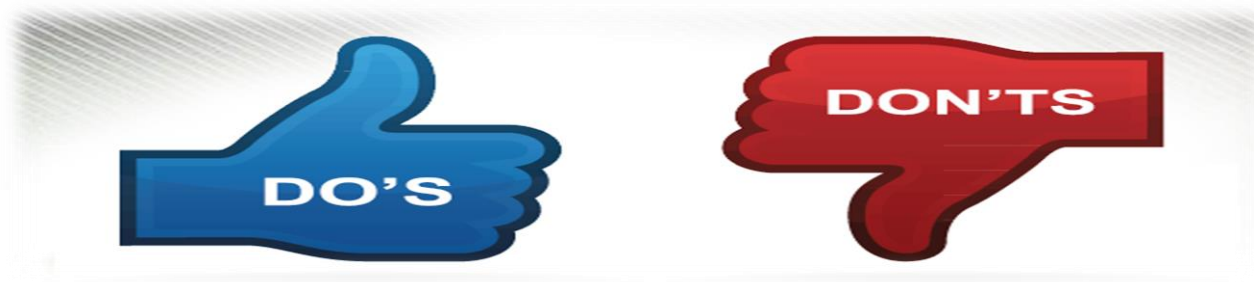
# Game Day Reflection

## Problem Solving:

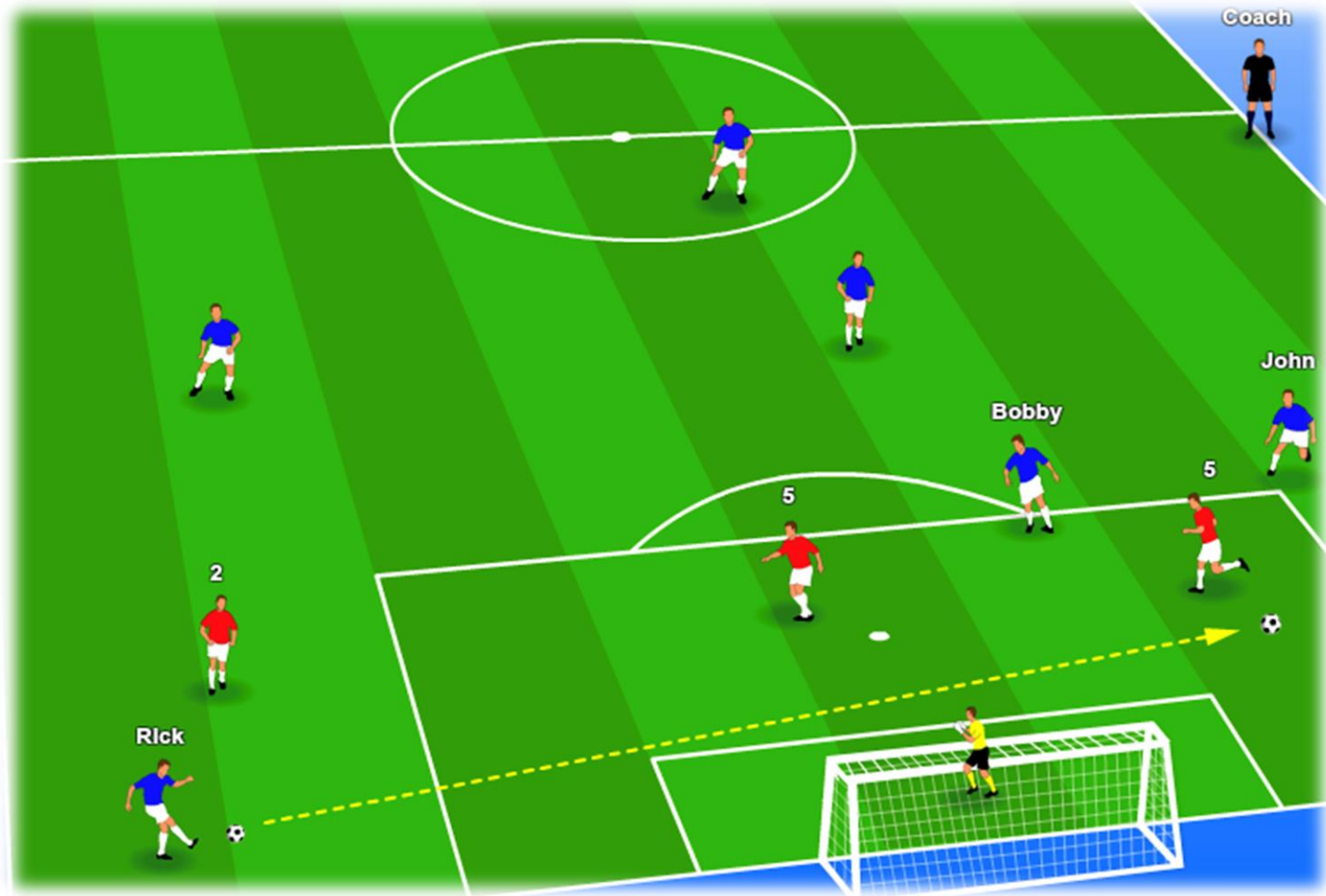
Information provided to the player to help them solve a problem on the field.

## Coaching Jargon:

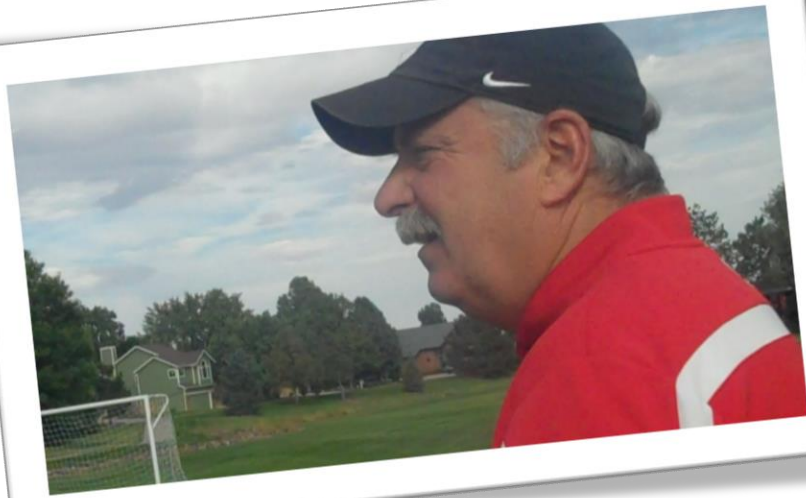
- General soccer terms that do NOT provide information on how to solve a specific issue on the field.



# Coaching examples : Who's there?



# Coaching examples : Who's there?

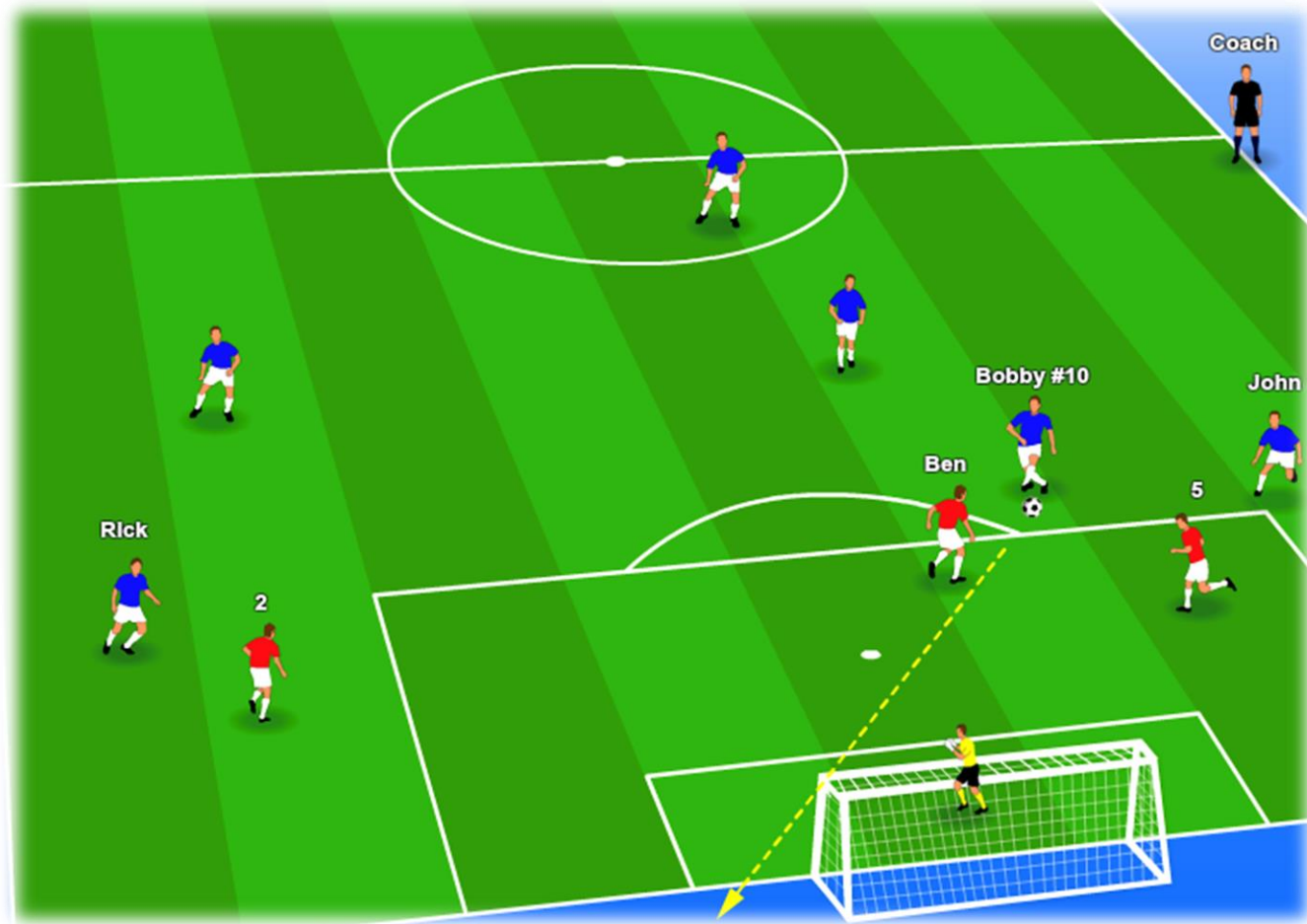


**NOT APPROVED**



**APPROVED**

# Coaching examples: Wake up defense!



# Coaching examples: Wake up defense!



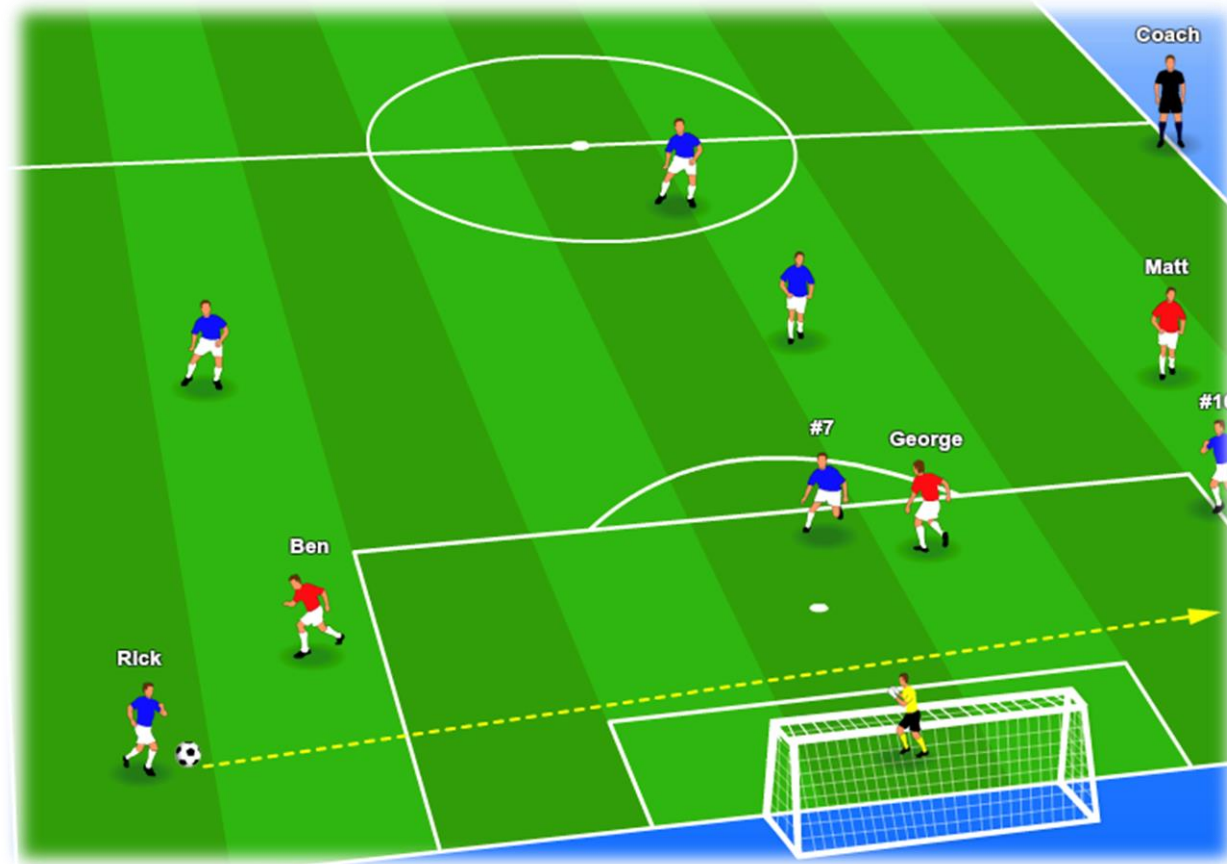
**NOT APPROVED**



**APPROVED**



# Coaching examples : Who has #10?



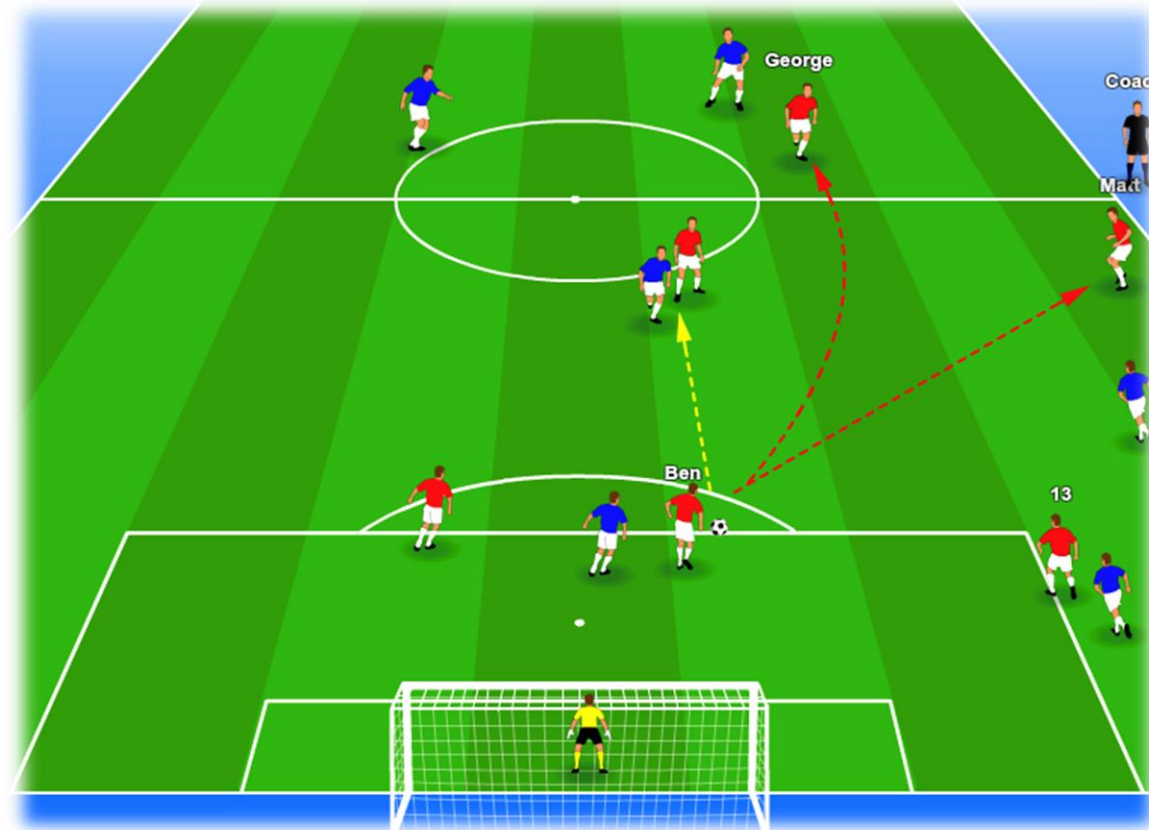
# Coaching examples: Who has #10?



**NOT APPROVED**

**APPROVED**

# Coaching examples: Don't play the ball into the middle.



# Coaching examples: Don't play the ball into the middle.



**NOT APPROVED**



**APPROVED**

Self-reflection is more about providing alternative help in a non-judgmental way.



# Self-Reflection

- The goal is to enhance training and the playing experience for both the players and the coach.





[bill.stara@broomfieldsoccerclub.org](mailto:bill.stara@broomfieldsoccerclub.org)

