

MOUNT LAUREL UNITED

PRESENTS

THE TRAINER MANUAL

MLU Training objectives

Mount Laurel United Soccer Association prides itself on the quality of their trainers – all trainers have extensive background in the game either playing, coaching or both. Our unique training methods produce a motivated coaching staff that is second-to-none. As a result, MLU trainers are acclaimed for their commitment to soccer education, as well as their ability to create environments that promote fun, learning, sportsmanship and team spirit.

All MLU Trainers are:

- Nationally and internationally qualified
- Experienced players (professional, semi-professional or collegiate)
- Experienced teachers and motivators
- Effective and dynamic communicators
- Passionate soccer enthusiasts
- Positive role models and leaders

The MLU Coaches Methodology

A variety of methods are used to teach players proper technique and ideas on the game. For many technical coaching points, the coach employs a **direct** or **task method** where he/she is in control of the information and feeds it to the players. Providing clear pictures and demonstrations of appropriate technique or tactics is crucial with this method. Be careful not to drill your players for long periods and avoid the 3 L's: laps, lines, and lectures.

Using other methods, try not to always dictate and direct the decisions players make. For example, create environments where players can **problem-solve** on their own or with some assistance. Players need to make their own mistakes. Encourage them to make their own decisions. Reduce player dependence on adult guidance by using a **guided discovery** method. In practice and games, guide players to the correct answer rather than providing it to them all the time.

Whether using a direct or problem-solving method, employ a freeze or cue method. Be careful not to stop the game too much, though. Let the players play.

Regardless of the method used, a progression-based approach can be very helpful, particularly for younger players who internalize information more readily when a single topic is stressed.

Recommended approaches to teaching:

1. Freeze Method: Stopping and freezing play within training to identify a "mistake/error" and creating better picture through reenactment and demonstration or celebrating and identifying successful completion of technique/task/decision/tactic.
2. Cue Method: Providing verbal suggestions during action within training and games to "cue" players to act ahead of plays.
3. Natural Stoppages Method: Using natural moments within training activities where play is stopped for breaks, water and otherwise, to instruct/lead/advise players.
4. Individual Approach: Taking one player aside during play to discuss ideas or skill improvements.
5. Collective Approach: Taking the team aside before, during, or after training activities in order to elaborate on "coachable moments."
6. Small Group/Line Approach: Taking a smaller group than the team aside, such as the "back 4," to talk about challenges/issues facing the group.

MLU TRAINER REQUIREMENTS & QUALIFICATIONS

MLU Trainers are required to have the following coaching qualifications to coach within the club:

Required – New Jersey State F License

Preferred – New Jersey State /National D License

MLU Trainers must keep up with the ever increasing changes in the game by taking further education – MLU would like to have all trainers increase this knowledge each year to at least the D License or higher.

Notes to above:

- All existing coaches are grandfathered in
- New coaches must obtain their license before they can begin coaching on the sidelines
- All trainers attending and passing Non-Residential / Residential Courses may have their coaching fee refunded after completion, and successfully passing the course. This refund will be paid over the course of the year.

Coaching Licenses		
A comparison of NSCAA, USSF, and UEFA		
NSCAA	USSF	UEFA
Master Diploma*	N/A	UEFA Pro License*
Premier*	A*	A*
Advanced National*	B*	B*
National*	C*	C*
Junior Levels 5 & 6	D	others
Youth Levels 3 & 4	Youth Modules	others
Youth Levels 1 & 2	Youth Modules	others
<p>*These licenses are residential and consist of 40 hours or more of instruction. UEFA & NSCAA features licenses that exceed all, the UEFA Pro License and the NSCAA Master Diploma – these two courses will run over 12 months</p> <p>For more information on these licenses or how to apply contact Technical Director Wayne Grocott</p>		

The MLU Coach Education Program

Overview

The continued education of volunteer coaches should be an important focus for all soccer organizations. MLU will offer an extensive range of coach education workshops that are designed to educate and support coaches at all levels of the game.

Key features

MLU has the opportunity to host workshops in our community - Workshops available for all levels - NSCAA Diploma courses, USSF courses and NJYS course are available - Topic specific workshops and Coach mentoring program

USSF Courses

National A, B & C Licenses – Goalkeeping License and more – additional information is available at www.ussoccer.com

NJYS Courses

State F, E & D Licenses and the National Youth License are available – additional information is available at www.njyouthsoccer.com

NSCAA Diplomas

Parent Diploma - State Diploma - Regional Diploma - Advanced Regional Diploma and more – additional information is available at www.nscaa.com

MLU Coach Education Workshops

Coaching Correct Technique – Scoring Exercises – Small Sided Games - Theory of Tactics - Systems of play – Tactical - Attacking - Tactical – Defending – Coaching in the game methodology – Effective Session Planning –Philosophy of coaching youth players – Goalkeeping

MLU COACHES / TRAINERS CODE OF CONDUCT

Coaches have to be aware that all of their everyday decisions and choices of actions, as well as strategic targets, have ethical implications. Coaches are key to the establishment of ethics in soccer. Their concept of ethics and their attitude directly affects the behavior of players under their supervision. Coaches are, therefore, expected to pay particular care to the moral aspect of their conduct.

It is natural that winning constitutes a basic concern for coaches. This code is not intended to conflict with that. However, the code calls for coaches to disassociate themselves from a “win-at-costs” attitude.

Increased responsibility is required from coaches involved in coaching minors. The health, safety, welfare and moral education of the players we are developing is our top priority, before the achievement or the reputation of the club, school, coach or parent.

Set out below is Mount Laurel United’s code of conduct – please make sure that you adhere to all when involved in coaching young children.

Coaches must not be on the phone during training

Coaches must not be on the field and on the phone while we have parents / players showing up

Coaches must be on time – 15 minutes prior to start of session

Coaches must start the session on time no matter how many players are there

Coaches must wear MLU coaching apparel

Coaches must email / call Nan and the TD for any cancelations / sickness that they incur

Coaches must inform the TD of any days where they cannot attend training

Coaches must call the TD and fellow coaches that they are running late

Coaches must submit time sheets in a timely fashion in order to get paid on time

Coaches must liaise with MLU teams with regards to what they want you to work on

Coaches must watch at least 1 – 2 home games per season for free and provide feedback

Coaches must attend one coaches’ clinic per season

Coaches must attend two MLU coaches’ clinics per season as they will be required to run a session

Coaches must update their coaching qualifications every year to keep up to date with the ever changing game

Coaches must hand in copies of all their coaching qualifications to the TD

Coaches must encourage and guide players to accept responsibility for their own behavior and performance

Coaches must ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of all players

Coaches must be dynamic and upbeat when coaching

If as coaches we recognize and pro-actively strive towards improving the behavior, attitudes and discipline of our players. Then it is vitally important that we also recognize the impact we have as coaches on our players. Players and indeed parents will look towards you as a Role Model. Therefore coaches must seriously consider their own behavior, attitudes and discipline if they truly wish to be considered positive role models. To set the highest standard coaches should consider and constantly be aware of their attitudes and approach to the following scenarios:



Good principles for coaches	Poor principles for coaches
Being organized, well planned and structured in your coaching	"Winging it" Organizing and planning on the "hoof"
Keeping equipment clean and well maintained	Poor maintenance of equipment
Setting high and consistent standards of time keeping	Expecting everyone else to be on time, except you. You're the coach, you can turn up when you want
Positive body language. Head up, look people in the eyes. Set an example	Poor body language, poor example.
Use encouragement and positive reinforcement when talking to players	Being negative, belittling or ridiculing players.
Listening and asking questions of players	Talking over or dictating to players. Shouting at players.
Showing equal respect to all. regardless of their perceived importance as players	Lack of respect. Having favorites
Being fair, approachable and consistent	Blowing hot and cold. Being aloof and standoffish
Being even tempered. Being calm, unruffled, maintaining your cool	Losing your temper. Being over excitable
Trusting and believing in your players. Working together to mutual advantage.	Condemning players. Preaching at players. Laying down the law. Bullying
Show commitment and support for your players	Demonstrating a lack of belief or commitment. Blaming the players.
Mutually agreeing and abiding by a code of conduct with the players.	Unilaterally using withdrawal from training or playing as a punishment
Wanting to win, but accepting winning and losing are two sides of the same coin.	Having a win at all costs mentality.
Accept that soccer is a game of subjective and difficult decisions by officials	Blaming the officials or the opposition for your own poor performance or poor result.
Accept mistakes by players happen and they form an important aspect of the learning process	React badly to mistakes or poor play by your players. Criticizing players
Have realistic expectations of your team and players and managing them effectively	Unrealistic expectations and your team and players
Use justified praise. Good play deserves praise.	Over praising or being over enthusiastic in situations where the situation doesn't warrant it.
Be aware of and sensitive to less gifted players	Over using the better more talented players

Coaches Safety Checklist

Field Safety

Walk the Field

- Inspect for any foreign objects
- Check for pot holes
- Make sure sprinkler heads are sealed
- Notify your club and field owners of unsafe field conditions
- Do not allow anyone to use the field until hazards have been corrected

Goal Post Safety

- Make sure goals are properly fastened and anchored to the ground
- Inspect goal post for sharp corners and unsafe rusting
- Portable goals should only be moved by authorized personnel or under proper supervision
- Forbid any horseplay by players
- Remove nets when(if possible) when goals are not in use

Player Safety

- Communicate the laws of the game to all players and parents
- Position yourself to provide proper supervision at all times
- Make sure jewelry and hair pieces are removed and shoe laces tied
- If severe weather approaches, remove all players from the playing fields immediately
- You must know of any health issues your players may have
- Keep a first aid kit handy at all times
- Arrange supervision of players without rides at conclusion of every practice
- Don't hesitate to involve the parents with maintaining the safety of the players

Injury Claims

- Maintain a supply of player medical forms
- Obtain and record relevant info about an injury to a player at time of incident
- Keep a first aid kit handy at all times, phone numbers of parents / emergency contacts, cell phones etc

DESIGNING A PRACTICE

The design of a practice, gives you the coach the opportunity to place your own personal input into the development of your players. The design of the practice should follow careful consideration of the following issues:

ENJOYMENT

Players play for enjoyment. Try to incorporate elements into your design which are light hearted and fun but do not lose sight of the practice goals and objectives.

INNOVATION

Try to be innovative with the design. This may mean altering some of the practice or introducing a different way of scoring in an activity or game. Do not be afraid to change any part of your coaching session.

MAXIMUM ACTIVITY

Try to avoid practices that involve young players having to stand and watch for long periods. Attempt to set up activities so that everyone is working.

COMPETITIONS

Most children enjoy playing in competitive situations. Attempt to design your practice to incorporate this by setting lots of short term goals, i.e. show how many points you can score or how many times you can perfect a certain technique in a limited amount of time.

PLANNING AND ORGANIZING A PRACTICE

When planning and organizing a practice, the following points should be considered:

THEME

Each practice should have specific goals and objectives. These will be short term which is linked into long term plans for the season. In order to achieve these objectives, a single theme for the practice should be chosen. Encouraging an individual theme for a practice session aids the learning and understanding of all players. Despite the enthusiasm to coach all aspects of the game, coaches should concentrate solely on the theme of the practice. Age of the players should also be considered when planning a practice.

TIME

The length of the time allocated for practice will influence the planning and design.

EQUIPMENT

What equipment do you require to successfully coach in your practice? It is recommended that the coach have 8 – 10 balls, 30 cones, 12 bibs and a basic first aid kit.

FACILITY

Several important factors should be taken into consideration such as weather you play indoors or out, the size of the field, the surface and availability of goals.

WEATHER

Extremes of weather can cause you to adapt the design of your practice.

DEVELOPING A PRACTICE

The development of a practice can contain several key components, all of which should be geared towards achieving the goals and objectives of your practice. It is noted that the session format below can / and should be altered and changed based on the theme and the ability of the players.

WARM UP

A series of activities, linked to the theme, to prepare the body (players) mentally and physically for the rest of the practice. Coaches should utilize the use of balls during the warm up phase wherever possible. The warm up is a good way to introduce the technical points to the theme.

FUNDAMENTAL

The fundamental section of the practice will continue to build upon the technical points that were introduced in the warm up which are related to the theme. The coach should present these concepts using simple, logical coaching points. As progress is made, pressure can be added to allow techniques to be progressed into skills. All players need to experience success at this stage, however it is understood that the extent of that success will be different for each player.

GAME RELATED

A technique becomes a skill when it is performed regularly under pressure. Pressure can be added by increasing / reducing both players involved and the size of the playing area.

GAME CONDITION

Conditioning a game allows a situation to occur while still encouraging concentration on a particular theme. Ask yourself what do you want your players to do? What are you trying to achieve? Placing restrictions on players is artificial but can encourage the desired behavior.

MATCH CONDITION

NO RESTRICTIONS: The final stage of a practice is unconditioned play, which allows the coach and the players to see how much has been learned. Players need this time to make as many decisions for themselves as possible. Allow at least 15 – 20 minutes free play in a 1.5 hour session

EVALUATION PROCESS

This is vital, but so often a neglected part of coaching. It involves such questions as:

- What went well and why?
- What did not go so well and why?
- What goals were achieved?
- What is need for the next session

The answers to these questions form the foundation of your planning for future coaching sessions and also a valuable resource as to feedback on your own coaching delivery techniques.

MOUNT LAUREL TRAINERS CONTACT LIST

TRAINERS NAME	PHONE NUMBER
WAYNE GROCOTT	609 – 560 – 3909
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MLU TRAINING SESSION CURRICULUM

This curriculum outlines the objectives set by the MLU Technical Department. The objectives listed below are required to be executed during each and every training session.

Dynamic Warm-Up (10-15 minutes)

Speed, Agility, Strength, and Conditioning (SACS) Training (5-15 minutes)

Technical Training (20-30 minutes)

Tactical Training (25-30 minutes)

Session related game (20-30 minutes)

Communication with Players

Dynamic Warm-up

Lasting 10-15 minutes, the warm up should prepare the body for the demands of a session or game. This is done by increasing the heart rate, respiratory rate and blood flow to the muscles, which in turn increases core body temperature and enhances muscle elasticity. The Dynamic Warm-up **MUST** progress from low to higher intensity, remembering it is a warm-up.

Speed, Agility, Conditioning and Strength Training

Lasting 5-15 minutes, this can be done as needed. All elements of SACS Training should be game relevant and game related.

Technical Training

Lasting 20-25 minutes, Technical Training raises each player's comfort and ability with the ball. Technical training should always remain as game realistic as possible.

Tactical Training

Lasting 25-30 minutes, Tactical Training addresses team attacking and defending strategies. Tactical training should remain as game realistic as possible.

Session Related Game

Always finish a session with a 15-30 minute training related game, depending on session length.

Communication with Players

Trainers/Coaches are expected to communicate training ideas and philosophy with players, in effort to educate players.

MLU SOCCER COACHING PLAN

COACH NAME: _____ DATE: _____

Details of Coaching Session:

Date: _____

Time (to/from): _____

Gender / Age: _____

Location: _____

Theme of Session: _____

Session Goals: _____

MATERIAL/
TIME

MATERIAL & ORGANIZATION/ PROGRESSIONS

COACHING
POINTS

SELF EVALUATION:

EVALUATION OF SESSION: