



**National Soccer Coaches  
Association of America**

**Coaching Academy**

# **National Diploma**

**Learn. Participate. Belong.**  
[www.NSCAA.com](http://www.NSCAA.com)







# NSCAA National Diploma

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## General Introduction

On January 11, 1941, the organization known as the National Soccer Coaches Association had its first meeting. From a small group of college coaches who met at that time, the NSCAA has grown to include all levels of men's and women's soccer, including youth, high school, junior college, college and professional coaches, as well as referees, administrators and other individuals interested in the growth of soccer in the United States. With more than 30,000 active members, the NSCAA is currently the largest soccer coaches' association in the world.

The nature and purpose of the Association is to educate, provide services, and promote and stimulate interest in the game of soccer. With this in mind, the NSCAA Coaching Academy Program was established to further these objectives and to meet the growing needs of our membership to learn more about the sport of soccer. NSCAA coaching education strives to enable coaches of all levels of players to provide challenging but age appropriate instruction for their teams. We pride ourselves on providing that education in a positive and collegial environment.

The Coaching Academy Program is a comprehensive educational program. We hope to reach coaches at all different levels from those who coach youth recreational players to those who coach advanced and professional players. We anticipate that the different programs we offer will evolve as the needs of coaches change and evolve.

Those coaches who complete a diploma course through the NSCAA Coaching Academy will become effective coaches through learning to organize training sessions and incorporate appropriate teaching methodologies for the age and level of experience of the players they coach.

-- The NSCAA Education Committee

# Preface

Welcome to the NSCAA Coaching Academy and more specifically, the National Diploma Course. The National Diploma is the foundational course of the Coaching Academy program for coaches of advanced players.

There are several objectives of the NSCAA Academy:

1. To introduce the coach to the NSCAA as a “Network of Support.” We hope the coach will come to see the NSCAA as a family and will utilize NSCAA resources to grow professionally and personally.
2. To recognize that soccer is a player’s game which should be played with minimal coaching interference. We honor the history and traditions of soccer in the USA and worldwide and promote soccer as the “Beautiful Game,” the ultimate players’ game.
3. To help the American coach develop the skills necessary to address the “specific” needs of the American player.
4. To develop awareness in American coaches of the need for continual growth and study in the coaching profession, a hunger for continued improvement and a deeper appreciation of “Coaching as a Craft,” a highly refined skill.
5. To reinforce that, due to the cultural position of soccer in the USA, the American coach must have instructional, managerial and promotional skills superior to those of coaches from other countries.

By the end of the course, the Coach should have a better understanding of:

- The Progressive Coaching Methodology
- The Coaching in the Game Methodology
- How to analyze an individual’s technical abilities
- The key coaching points in teaching technique
- The key coaching points in teaching tactics and the principles of play
- An improved ability to read the game
- An ability to plan practices which are focused and dynamic and which improve the player’s ability to play
- The importance of the coach as a dynamic teacher, moral leader, and effective manager

We welcome you to the NSCAA National Diploma course. We welcome your comments relative to course curriculum, administration and staff.

## IMPORTANT NOTICE

The NSCAA Coaching Academy does not discriminate based on any physical limitations to perform. While the National, Advanced National and Premier Diploma courses do require participation in certain instructional sessions, candidates that have any disability or health problem which might limit their participation in some academy activities should notify a staff member and they will be excused from participation. Testing is based on the ability to coach and grading does not include any evaluation of personal technical ability.

The curriculum for this National Diploma Course is the property of the National Soccer Coaches Association of America. Any reproduction or reuse of any part of this material without the express written consent of the NSCAA Executive Director is strictly prohibited. Videotaping of academy sessions is also strictly prohibited.



Coaching Academy

# The NSCAA Coaching Academy

The NSCAA Coaching Academy offers courses for coaches across all levels of the game of soccer. Totalling more than 320+ hours of coaching education, including specialized courses geared toward Goalkeeping, Directors of Coaching and High School coaches, the NSCAA Coaching Academy offers a comprehensive program for continuous self-improvement.

- The Level 1 Diploma is a 4 hour course that deals with coaching young players 6-8 years of age. The Diploma is designed to help coaches implement developmentally appropriate training games to improve skill levels in a fun and safe environment. The Diploma has three parts, classroom with theory of coaching U6-U8, field work with coaches and field work with U6-U8 players. Coaches not working at this age group would benefit greatly from an appreciation of the developmental abilities and needs of this important age group.
  - The Level 2 Diploma is a 6 hour course that deals with coaching players 8-10 years of age. This Diploma develops on the ideas in Level 1 and is designed to help coaches implement developmentally appropriate training games to improve skill levels in a fun, safe and challenging environment. The Diploma has three parts, classroom with theory of coaching U8-U10, field work with coaches and field work with U8-U10 players. Coaches not working at this age group would benefit greatly from an appreciation of the developmental abilities and needs of this important age group.
  - The Level 3 Diploma is a 9 hour course directed at the "novice team coach". This Diploma is a valuable and necessary one for many coaches. The material in this course is designed to assist the coach who has been asked to step up for the first time to coach a team in competition. The course is, in part, conducted in the classroom covering the role of the coach, methodology and player development. The field portions of the course cover a variety of helpful training ideas primarily designed to improve technical ability. The field work also shows coaches a variety of small sided games to use and features a sample session conducted by the instructor.
  - The Level 4 Diploma is a 12 hour course that deals with technique (and tactics). This Diploma is strongly partnered with Level 5. The primary focus of the Level 4 Diploma is to assist coaches in their teaching of technique as it is applied in the game. The course includes coaches designing a lesson plan, participating in practical field work and observing a model session. Level 4 concludes with the presentation of small side game activities that teach technique.
  - The Level 5 Diploma is a 12 hour course that deals with tactics (and technique). This Diploma is strongly partnered with Level 4. The primary focus of the Level 5 Diploma is to assist coaches in their teaching of tactics as applied in small groups. The course discusses the principles of play and the roles of players. Coaches spend time designing a lesson plan. Coaches also see tactics taught in small games and are exposed to a series of different teaching methodologies.
  - The Level 6 Diploma is an 18 hour course that deals with technique and tactics with a practice coaching segment. This Diploma is an excellent preparatory course for coaches going onto the National Diploma. One third of the course is dedicated to candidates presenting on assigned topics and enjoying feedback on their performance in both methods and content. Expanding upon the content of the Level 4 and 5 Diplomas this course includes a session on reading the game as well as coaching technique and tactics with in 4 vs. 4 and 6 vs. 6 models of play.
  - NSCAA Residential courses (National, Advanced National and Premier Diplomas) are conducted at a variety of pre-selected sites. The National Diploma and Advanced National Diploma are geared toward coaches of advanced players (high level U15 club players and above), and explore a variety of teaching models and methodologies. The Premier Diploma is designed for coaches working with elite players and deals primarily with systems of play and advanced tactical concepts. The NSCAA National and Advanced National Diplomas are also taught in non-residential settings at select sites over two long weekends.
- Participation in all sessions of these courses is mandatory (unless a physical condition prohibits) but the playing ability of coaches is not assessed and has no bearing on one's final evaluation. Evaluations take into consideration only a candidate's coaching ability and the coach's performance at the course being attended.**
- The High School Diploma addresses leadership and managerial issues as well as coaching methodologies specific to coaches of boys' and girls' high school teams.
  - The Director of Coaching Diploma is designed to address the issues confronting the Director of an American soccer club. The curriculum is rich in application and theory and will focus on organizational structure, methods of coaching, leadership theory, evaluation and development of coaches and players and fiscal, legal and ethical responsibility.
  - The Goalkeeping Academy consists of four courses: Level 1, Level 2, Level 3 and Advanced National Diplomas. The Goalkeeping Level 1 Diploma is six hours and deals with introduction to teaching goalkeeping. The Goalkeeping Level 2 Diploma is twelve hours and deals with integrating the goalkeeper into team training and the eighteen-hour Goalkeeping Level 3 Diploma analyses tactical decision making in goalkeeping. The Advanced National Goalkeeping Diploma is a 50-hour course that deals with positioning, communication, goalkeeper psychology, goalkeeper fitness and the methodology of training goalkeepers.
  - The Master Coach Diploma is the pinnacle of the NSCAA educational program. The Master Coach Diploma is a 18-month-long mentorship program formulated along the lines of the UEFA "A" license. Only holders of the Premier Diploma with a "Distinguished" or "Good Pass" are allowed into the Master Coach program. Candidates who do not have a "good pass" may be considered if the committee determines that the applicant can make a "significant contribution" to the course.
  - The Coaching Academy program is progressive. The National Diploma Course is a prerequisite for the Advanced National, unless the candidate has received a "C" license from the United States Soccer Federation. The Premier Diploma Course requires the Advanced National, and/or the USSF "A" or "B" license or the UEFA "A" or "B" with an application requiring additional support material.

Non-Residential	Instruction	Testing	Prerequisite
Level 1 Diploma	4	-	-
Level 2 Diploma	6	-	-
Level 3 Diploma	9	-	-
Level 4 Diploma	12	-	-
Level 5 Diploma	12	-	-
Level 6 Diploma	18	yes	-
<b>Total Hours (Non-Residential)</b>	<b>61</b>	-	-
Residential	Instruction	Testing	Prerequisite
National Diploma	45	yes	-
Advanced National Diploma	45	yes	yes
Premier Diploma	45	yes	yes
<b>Total Hours (Residential)</b>	<b>135</b>	-	-
Goalkeeping Academy	Instruction	Testing	Prerequisite
Goalkeeping Level 1 Diploma	6	-	-
Goalkeeping Level 2 Diploma	12	-	yes
Goalkeeping Level 3 Diploma	18	-	yes
Advanced National Goalkeeping Diploma	50	yes	yes
<b>Total Hours (Goalkeeping Academy)</b>	<b>86</b>	-	-
Specialty	Instruction	Testing	Prerequisite
High School Diploma	21	-	-
Director of Coaching Diploma	21	-	yes
<b>Total Hours (Specialty)</b>	<b>42</b>	-	-
<b>Master Coach Diploma</b>			
18-month-long self-guided study with guidance from a mentor.			yes
<b>Total Hours of Instruction</b>	<b>324</b>		





# Examination Procedures





# Examination Procedures

Coaches attending an NSCAA Coaching Academy course are divided into squads. Each squad is assigned an instructor who monitors the progress of the squad and evaluates the squad members in four different testing formats.

## I. Practice Coaching and Final Field Test Session Plans

Coaches will prepare session plans using progressive methodology for both practice coaching opportunities and the final field test. The topics assigned in the National Diploma course will be tactical in nature, though coaches will be expected to address significant technical breakdowns that impact tactical choices. Coaches will fill out blank practice planning forms found in later pages of this curriculum book for both practice coaching sessions and their final field tests. A practice utilizing progressive methodology to teach tactics will have the following components:

### A. Warm Up

This is an introductory exercise with a relatively uncomplicated playing environment. This exercise should involve movement and is preferably related to the assigned topic, but it need not necessarily be directional.

### B. Core Teaching Exercises (Three; all with realistic or "live" play.)

- i. An activity designed to produce clear tactical choices in a relatively uncomplicated environment. For an attacking topic this may be a possession activity or a directional activity. Possession activities are rarely used to teach defending tactical choices, so more often than not the coach will choose a first exercise that is directional if teaching a defending topic. Exercises will benefit from a clear, consistent start position. Directional activities will often be one direction with a counter attacking option.
- ii. This activity will provide players with increasing difficulty in making tactical choices at "game speed." Clear start positions will again facilitate the teaching/learning process. This activity will be either one directional with a counter or continuous play in two directions.
- iii. The final teaching exercise will almost always involve continuous play in two directions. It need not involve even numbers, as neutral players

may increase the number of opportunities to recognize a particular tactical choice.

### C. The 6 vs. 6 Game

This is a free flowing match played with two teams of five field players and one goalkeeper. The game is to be played with two large goals and all of the normal laws of the game.

## II. Contents of the Practice Coaching and Final Field Test Sessions

Coaches will be assigned a number on the first night of the course. Practice coaching topics corresponding to that number may be found in this curriculum book. Final field test topics will be assigned during the second half of the course.

### A. Practice Session I

If a coach is the first one to teach in a given time slot, he or she will lead the squad in a brief warm-up activity. Otherwise the coach will proceed directly into the first teaching activity of his or her progressive practice session. When directed by the staff instructor the coach will move into the second activity of the practice plan. Exclusive of warm up, total teaching time will be approximately 15-18 minutes. Immediately following the two teaching activities the staff instructor will gather the squad together and offer the coach a few minutes of evaluative feedback on his or her coaching of the topic within the two activities. The staff instructor may also solicit feedback for the coach from the other members of the squad. The staff instructor will fill out a written evaluation form and return a copy to the coach as soon as is feasible.

### B. Practice Session II

If a coach is the first one to teach in a given time slot, he or she will lead the squad in a brief warm-up activity. Otherwise the coach will proceed directly into the third teaching activity of his or her progressive practice session. The coach will be afforded 5-6 minutes of teaching time in this segment. The coach will then be afforded 6-8 minutes to coach his or her topic in the 6v6 game. During that time the staff instructor will be on the field with the coach to assist in recognizing coachable moments and to help sharpen the implementation of correction methodology. Immediately following the session the staff

# Examination Procedures

instructor will gather the squad together and offer the coach a few minutes of evaluative feedback on his or her coaching of the topic within the two stages of the practice. The staff instructor may also solicit feedback for the coach from the other members of the squad. The staff instructor will fill out a written evaluation form and return a copy to the coach as soon as is feasible.

The Q & A Session will be used as a complement to the Match Analysis assignment. The NSCAA Staff Coach will ask each candidate questions based upon the candidate's match analysis observations and the practice session he/she developed as a result of those observations.

## C. Final Field Test

If a coach is the first one to teach in a given time slot, he or she will lead the squad in a brief warm-up activity. Otherwise the coach will immediately proceed to coaching a given topic in the 6 vs. 6 game. The coach will be on the field with a coach from the opposing squad. The two coaches will have "opposed" topics, that is, topics that will likely provide for a maximum of coachable moments for both coaches (for example, "coach first attacker penetration" paired with "coach first defender in denying penetration"). Staff instructors will not be on the field with the two coaches. Total coaching time for both coaches will be approximately 15-20 minutes. There will be no verbal feedback offered to the coach following this session, but a written evaluation will be sent to each coach with his or her National Diploma in the weeks following the course.

## III. Match Analysis Exam

The Match Analysis Exam consists of 2 parts:

### A. Analysis of a live match or video

The instructor assigns an individual player to each squad member. The squad member evaluates the player, recording the observations on the "Match Analysis Individual Player" sheet.

### B. Practice Outline

The coach then designs a team training session to help improve the player under analysis. The practice is written on a coaching outline sheet with the emphasis on the player's tactical choices. Course participants will complete a coaching plan using progressive tactical methodology.

## IV. Question and Answer





# NSCAA Statement on Grading

## Course Grade

Whereas the final field test is the most important part of one's grade for an NSCAA National, Advanced National, or Premier Diploma course, a coach may not receive a grade for any of those courses that is higher than the grade he/she receives on his/her final field test. Exceptions to this policy may be recommended by the evaluating NSCAA staff coach.

The overall impression gained by the evaluating staff coach during the course of the week remains the definitive guide to a final grade in any particular course. The grade assigned to that overall impression will usually correspond to the grade earned by the coach on his/her final field test, and the evaluating staff coach is under no obligation to raise a coach's grade above that of the final field test.

## NSCAA National Diploma Grading Guidelines

### 1.(R1) Recommended for Next Level

**This recommendation indicates that the coach has a good understanding of the theoretical and practical material presented in the course and is recommended to move on to the Advanced National Diploma course with a wait of one year. The one year wait affords the coach the opportunity to utilize the learning from the National Diploma course in coaching his or her own team.**

### 2.(R2) Recommended for Next Level with Experience

**This recommendation indicates that the coach has a solid understanding of the theoretical and practical material presented in the course. The instructors also believe that the coach would do well to acquire at least one year and preferably two or more years of practical experience prior to applying for the Advanced National Diploma.**

### 3.(R3) Recommended for Alternative Educational Offerings

**The course instructors believe the coach would have difficulty completing the Advanced National Diploma successfully. It is therefore recommended that the coach avail himself or herself of alternative educational opportunities over the ensuing several years, including courses and symposia offered by the NSCAA, US Soccer, and**

**other coaching education providers.**

### 4.Certificate of Participation

**A Certificate of Participation is provided to those coaches who have attended the course but who have not successfully completed the evaluation component of the course. A coach who receives a certificate will need to take the National Diploma course again or successfully complete the evaluation components prior to being allowed to enroll in the Advanced National Diploma.**

All candidates will receive their final field session paper work from the national office.

## Future Course Enrollment and NSCAA Instructor Status

Coaches who receive a grade of "Good Pass" or better in either the Advanced National or Premier Diploma courses may be considered to receive an invitation to become an NSCAA Associate Staff Coach.

Coaches who receive a grade of "Distinguished Pass" in the Advanced National Diploma gain automatic entry onto the Premier Diploma.

Coaches are advised to wait a period of one year from completion of a course before enrolling in the next higher level course. Taking time to utilize with one's own team what has been learned in a course will usually enhance the candidate's enjoyment of, and performance in, the next higher course.



# Explanation of Practical Assessment Form

## Outline

Session outline is appropriate to the player, reflects the topic, is neat and clean, and shows the start of the exercise and the position of players and the movement of the ball and players.

providing accurate explanations/demonstrations. The coach implemented the assigned methodology and balanced play and stopping effectively. The coach identified moments for correction and affirmation and demonstrated and articulated coaching points specifically and accurately.

## Impression

The coach presented a professional appearance and approach to the session. The coach exhibited enthusiasm while coaching, projected voice well and took a positive approach towards players.

## Coachable Moments

The coach used correct methodology: identifying the coachable moment and effectively changing for the better the performance of the individual or group being corrected.

## Organization

Equipment to be used in the session was organized and players prepared prior to the session. The coach has correct sizing for the exercises. The coach transitioned smoothly between exercises.

## Session Highlights

Areas of the session that were successful.

## Effectiveness

The coach began play in a timely manner, clearly

## Improvement Suggestions

Elements that would have helped the session's effectiveness and that might be considered for improving future sessions.



Coaching Academy

National Diploma

**National Diploma Assessment Form****FINAL  
GRADE**

Name: \_\_\_\_\_ Site: \_\_\_\_\_  
Date: \_\_\_\_\_ Topic: \_\_\_\_\_

**Key: 1 - Achieved 2 - Partially Achieved 3 - Needs Improvement**

<b>OUTLINE</b>	_____ Reflects topic	Comments:
	_____ Diagrams clean	
	_____ Shows ball start	
	_____ Positions and movement shown	
	_____ Exercises appropriate to player level	
<b>IMPRESSION</b>	_____ Professional appearance	Comments:
	_____ Voice projection clear	
	_____ Positive approach	
	_____ Enthusiasm for teaching process	
<b>ORGANIZATION</b>	_____ Equipment/players prepared for session	Comments:
	_____ Appropriate use of space	
	_____ Smooth transitions between exercises:	
	_____ Warm up to exercise 1	
	_____ Exercise 1 to 2	
<b>EFFECTIVENESS</b>	_____ Exercise 2 to 3	Comments:
	_____ Exercise 3 to game	
	_____ Timely start of play	
	_____ Communicates coaching points clearly and concisely	
	_____ Identifies moments for corrections	
	_____ Balances playing and stopping play	
	_____ Affirmations	
	_____ Implements assigned methodology	
	_____ Demonstrates clearly	
<b>COACHABLE MOMENTS</b>	1: _____ Correct moment _____ Proper correction _____ Effective Teaching	
	2: _____ Correct moment _____ Proper correction _____ Effective Teaching	
	3: _____ Correct moment _____ Proper correction _____ Effective Teaching	
	4: _____ Correct moment _____ Proper correction _____ Effective Teaching	
<b>SESSION HIGHLIGHTS</b>		
<b>IMPROVEMENT SUGGESTIONS</b>		

\_\_\_\_\_  
signed\_\_\_\_\_  
attested\_\_\_\_\_  
date





# Field Session Topics - Session #1

## Candidate 1

- 1A - Teach first attacker when and how to penetrate.
- 1B - Teach first defender when and how to pressure first attacker.

## Candidate 2

- 2A - Teach first defender when and how to pressure first attacker.
- 2B - Teach first attacker when and how to penetrate.

## Candidate 3

- 3A - Coach first attacker on the technical points of taking on a defender.
- 3B - Coach first defender on the technical points of pressuring a first attacker.

## Candidate 4

- 4A - Teach first attacker when to dribble and when to shoot.
- 4B - Teach first defender when to delay and when to tackle.

## Candidate 5

- 5A - Coach first defender on the technical points of pressuring a first attacker.
- 5B - Coach first attacker on the technical points of taking on a defender.

## Candidate 6

- 6A - Teach first defender when to delay and when to tackle.
- 6B - Teach first attacker when to dribble and when to shoot.

## Candidate 7

- 7A - Coach first and second attackers in recognizing and exploiting 2 vs. 1 situations.
- 7B - Coach first defender in tactical choices when outnumbered.

## Candidate 8

- 8A - Coach first defender in tactical choices when outnumbered.
- 8B - Coach first and second attackers in recognizing and exploiting 2 vs. 1 situations.

## Candidate 9

- 9A - Coach first and second attackers to combine in attack when playing in 2 vs. 2 situations.
- 9B - Coach first and second defenders when and where to pressure and cover.

## Candidate 10

- 10A - Coach second attacker when and where to show for a 1-2 pass.
- 10B - Coach second defender in proper angles and distance in covering situations.

## Candidate 11

- 11A - Coach first and second defenders when and where to pressure and cover.
- 11B - Coach first and second attackers to combine in attack when playing in 2 vs. 2 situations.

## Candidate 12

- 12A - Coach second defender in proper angles and distance in covering situations.
- 12B - Coach second attacker when and where to show for a 1-2 pass.

## Candidate 13

- 13A - Coach second attacker when and where to support first attacker.
- 13B - Coach first defender when and where to pressure when playing with cover.

## Candidate 14

- 14A - Coach first defender when and where to pressure when playing with cover.
- 14B - Coach second attacker when and where to support first attacker.



## Field Session Topics - Session #2

### Candidate 1

- 1A - Coach second defender in proper angles and distance in covering situations.
- 1B - Teach players when and where to utilize 1-2 pass, or wall pass, in attack.

### Candidate 2

- 2A - Teach players when, where, and how to exploit 2 vs. 1 situations in attack.
- 2B - Teach first defender where to channel the first attacker.

### Candidate 3

- 3A - Teach first defender when and where to pressure the ball.
- 3B - Teach players in advance of the ball when and where to check.

### Candidate 4

- 4B - Teach proper speed/angle of approach when closing opponents from front.
- 4A - Teach players when to pass and when to dribble.

### Candidate 5

- 5A - Teach support play in attack.
- 5B - Teach when to pressure and when to cover.

### Candidate 6

- 6A - Teach players when and where to overlap.
- 6B - Coach first and second defenders in defending when outnumbered.

### Candidate 7

- 7A - Coach first and second defenders in defending when outnumbered.
- 7B - Teach support play in attack.

### Candidate 8

- 8A - Coach first and second attackers to combine in attack when playing in 2 vs. 2 situations.
- 8B - Teach proper speed/angle of approach when closing opponents from the front.

### Candidate 9

- 9A - Teach proper speed/angle of approach when closing opponents from behind.
- 9B - Teach players when, where, and how to exploit 2 vs. 1 situations in attack.

### Candidate 10

- 10A - Teach players balance in defending.
- 10B - Teach players when to penetrate and when to keep possession.

### Candidate 11

- 11A - Teach players in advance of the ball when and where to check.
- 11B - Teach players balance in defending.

### Candidate 12

- 12A - Teach third attackers to make runs to unbalance or stretch the defense.
- 12B - Coach second defender in proper angles and distance in covering situations.

### Candidate 13

- 13A - Coach first defender when and where to pressure when playing with cover.
- 13B - Teach players mobility in attack.

### Candidate 14

- 14A - Teach players when to penetrate and when to keep possession.
- 14B - Teach first defender when to delay and when to tackle.



# Sample Match Analysis Evaluation

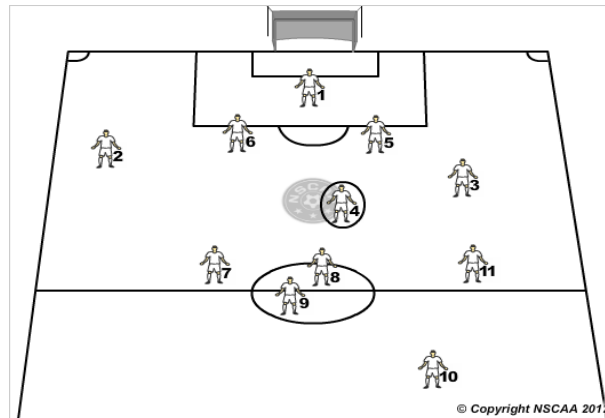
## Match Analysis Individual Player

**Objective:** To analyze individual role of players with a view to improving their play.

Team Systems of Play:

Player's # 4

Shirt Color white



### **Technical/Skill Analysis (control, shooting, passing, etc.):**

Good first touch. Good short passes of the ball. Not a good header. Excellent tackler. Poor at long passes.

### **Tactical Analysis (Decision making):**

Plays ball sideways too much. Good at reading game defensively and intercepts numerous passes.

### **Physical Qualities (strength, speed, etc.):**

Small and stocky, Very powerful. Does not have great speed.

### **Psychology (aggression, composure, focus):**

Aggressive and combative. Loses focus and composure easily.

### **Role in the Team:**

Screens back 4. Intercepts passes and relieves back 4 when they are under pressure. Changes point of attack.

### **Strengths:**

Receives ball well. Tackles superbly. Does not try to do too much.

### **Weaknesses:**

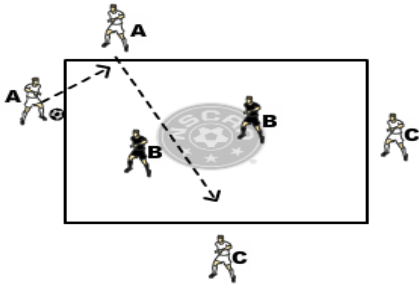
Does not drive ball well. Not a good header of the ball. Never goes forward.



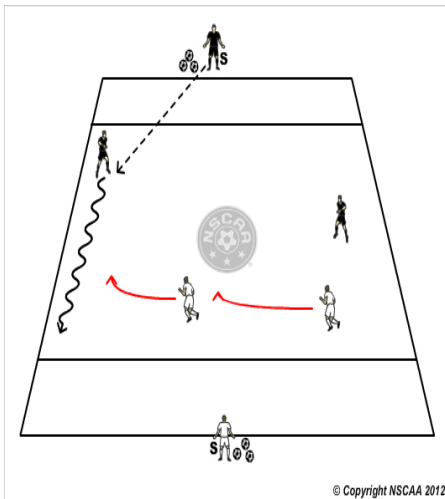


Name: Les IsmoreTopic: Teach pressure and cover in defending**Coaching Methodology**

- ☐ Technical Progressive      ☒ Tactical Progressive  
☐ Functional Training      ☐ Phase Play      ☐ Shadow Play

**Organization/Instructions**

- 4 v 2 possession game (3 pairs; different colors)
- 4 on perimeter: 3 touch maximum; then 2 touch maximum
- 2 in middle must “win” ball, not just kick it out to join 4
- “live and die” with partner; 2 that lose ball go in middle

**Main Theme Exercise 1**

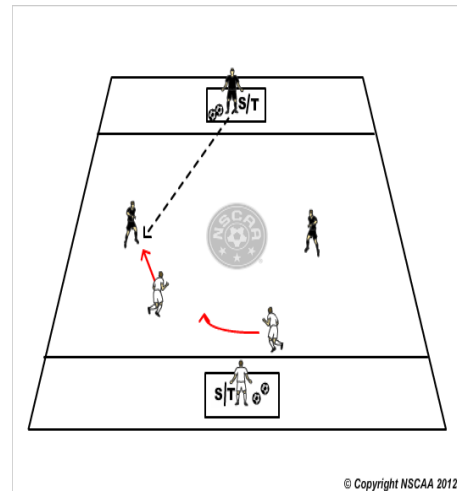
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**Organization Exercise 1**

- S plays ball to teammates, who attempt to stop ball in end zone – opponents defend; play ball back to original S to score
- Space: 30 yds. x 20 yds.

**Organization Exercise 2**

- S/T plays ball to teammates, who attempt to play to opposite S/T in restricted area to score
- Continuous play – S/T always plays new ball to his/her color
- Counter to S/T at opposite end

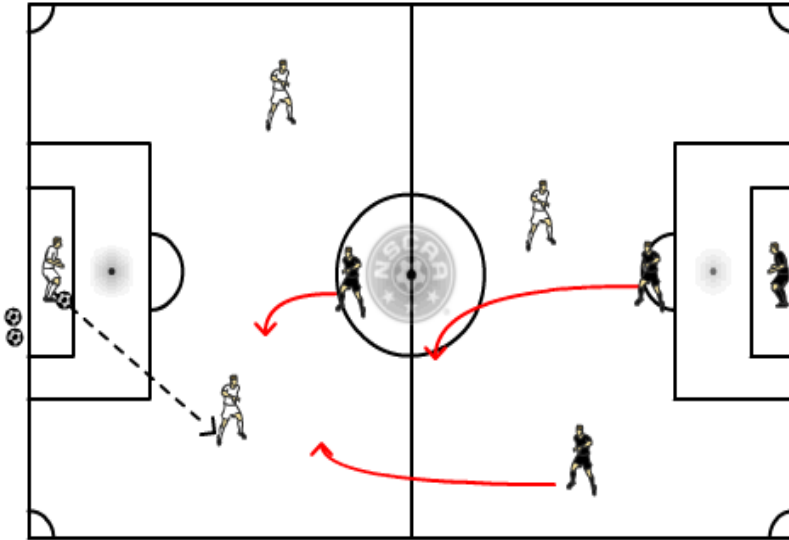
**Main Theme Exercise 2**

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**Coaching Points****Include Visual Cues**

- first defender responsible for pressure; second defender for cover
- first defender denies penetration to target; “channels” first attacker
- angle and distance of cover defender depends upon level of pressure on ball, location on field, body shape of first attacker, position of second attacker
- second defender “reads” angle of pressure of first defender, communicates where to channel first attacker

## Main Theme Exercise 3



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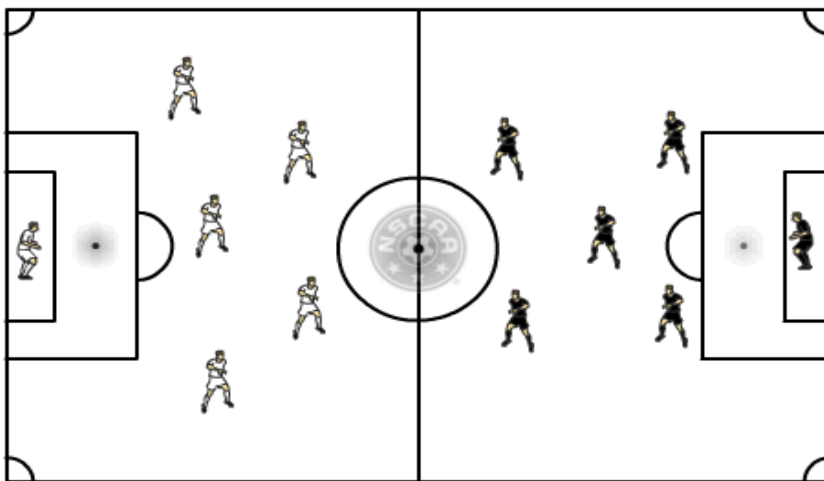
Organization

- 3v3 plus keepers to large goals
- Keepers serve from hands at all times
- Throw ins from out of bounds
- Continuous play
- 40 yds x 20 yds field

Coaching Points

- Pressure as ball is traveling, second defender immediate cover, third defenders provide balance
- "Read" the moment to pressure (area of the field, body shape of receiver, etc.)
- Second defender provides immediate cover, third defenders work to deny passing and shooting lanes
- Goalkeeper connects with defensive team verbally and by adjusting position

Diagram Team Shape  
Provide Field Dimensions

Organization

- 6v6; 60 yds x 40 yds
- Penalty area: 15 yards deep; 36 yards wide
- In this example team #1 3-2 shape, team #2 2-1-2 shape



# Methods of Coaching





# Methods of Coaching - National Diploma Course

Two methods of instructing players are covered in depth in the National Diploma course: the Progressive Method and Coaching in the Game (CIG). An introduction to Functional Training is also provided, though participants in the course will not necessarily utilize that methodology in their own coaching assignments in this course.

## I. Progressive Methodology for Teaching Technique

### A. Fundamental

1. No pressure from opponent.
2. Toward execution at top speed.

### B. Game Related

1. Introduce pressure from an opponent.
2. Incrementally add pressure.

### C. Game Condition

1. All restrictions taken off defender.
2. Does not have to be 11 v. 11 or even-numbered exercise.

### D. Technical Functional Training

1. Training that is specific to a position or role.
2. Done in part on the field where the player will be playing.

## II. Progressive Methodology for Teaching Individual (1 v 1) and Group (2 v 2 and above) Tactics

### A. When teaching tactics, opponents are always “live” - that is, providing realistic opposition - so that the choices players make are realistic.

### B. Individual attacking

1. In first stage of training, allow player being coached to receive ball prior to defender actively challenging the attacker.
2. As training progresses, allow opponent of attacker to stay in the field of play at all times, forcing attacker to receive ball under pressure.
3. Designate a starting position for each stage of training - from in front of the attacker, behind the attacker, etc.
4. Player being coached in attacking tactics may attempt to play to a line, an end zone, a target player, a small goal, or a large goal with a goalkeeper.
5. Individual tactical training in attacking usually begins with the attacker receiving the ball from

a server and attacking in one direction, with the opponent having a counter-attacking objective.

6. Individual tactical training in attacking usually progresses to continuous 1 v 1 play in two directions.

### C. Individual Defending

1. The tactical progression for teaching decision making in individual defending utilizes the same stages as in individual attacking
2. Effective teaching of tactical decision making in defending will include exercises in which players are taught to confront attackers who have the ball at their feet but whose backs are turned to the goal they are attacking.

### D. Group Attacking and Defending

1. Possession Activities (usually used for teaching attacking decisions in numbers-up situations).
2. Exercises in which the group being coached in attack receives the ball from a set starting position and attacks a line, zone, target player, or large goal with goalkeeper (counter attacking objectives for opponents).
3. Exercises providing continuous, two directional play enhance the opportunities for making tactical decisions. These exercises may have teams of equal numbers or may utilize neutral players who always play with the team in possession of the ball.
4. Tactical teaching will be enhanced if groups, whether attacking or defending, are taught to play in situations with numbers up, numbers even, or numbers down.

## III. Fitness (not covered in this course, but important in team training; see Appendix E)

### A. Anaerobic capacity

1. Ability to repeat explosive moments over two 45-minute halves.
2. The training of Type II and Type IIa muscle fibers.

### B. Aerobic Capacity

1. Ability of cardio-respiratory system to endure two 45-minute halves of sustained activity.
2. Training of Type I muscle fibers.
3. Optimal test is 12-minute Cooper Run.

### C. Speed

1. Pure speed: How fast can the player cover a given distance (without the ball)?
2. Technical speed: How fast can a player move

# Methods of Coaching

his/her feet in relation to a soccer ball. A physical process.

3. Speed of Action: The perception and thought processing procedure.
4. Mental Speed: Awareness of all factors, e.g., teammates, opponents, referee and external factors.

## D. Strength

Moving a resistance through a certain distance ( $S = R \times D$ )

- E. Power is the application of strength in time (e.g.,  $\text{Power} = R \times D / T$ )

## F. Flexibility

1. Range of motion through a joint.
2. Flexibility training to prevent injury and increase ROM.
3. Present accepted process is static stretching.

## IV. Psychology (not covered in this course; also important in team training)

Mental characteristics of individual players ex: aggression, concentration, leadership, resilience.

## V. Economical Training

- A. The combining of as many components of coaching as possible into one exercise.
- B. Necessary for American players because of limited training time and a limited soccer environment.

## VI. Specificity of Training: The S.A.I.D. Principle

- A. Soccer is the most effective when it replicates the game. What is done in training provides numerous learning opportunities when it resembles what happens in the game.
- B. Training that is specific to the needs of soccer in creases players' overall fitness and readiness for matchplay.
- C. The S.A.I.D. Principle: (**Specific Adaptations to Imposed Demands**)

Training is best when specific to the technical, tactical, and fitness demands of positions and roles.

Example: The technical, tactical, and fitness demands of the goalkeeper are different from those of the midfield player.



# Technical and Tactical Functional Training

Technical and tactical functional training isolates one aspect of an individual or small group's function within the team. Functional training often begins in the simplest form of any training: a single player performing. From an organizational point of view, however, the details of managing functional training sessions are numerous. Ball placement, artificial targets and objectives, sources of service, not to mention inspiration and leadership are a few of the challenges which face coaches in functional training sessions. Functional training occurs in the area(s) of the field in which an individual or group usually operates.

## Designing a Functional Training Session

1. Targets. What are the targets of the session? Don't try to do too much. Pick two, at most three targets. Be Concrete and Specific! The clearer you can define your goal the clearer it will be to your players.
  2. Key Factors. What key factors are involved? How does it happen?
  3. Location. Where does it occur on the field?
  4. Players. What players are involved?
    - a. What players from your team?
    - b. What opposing players?
  5. Progression. You want to develop the practice from simple to complex, and from clarity to reality. You will need a sequence of environments that will change the demands on the player in a realistic way. The coach needs to design a starting point, the sequence and the ending points with three things in mind.
    - a. Players. The expertise of the players: the more accomplished the players the more realistic the starting exercise.
    - b. Realism. The final step should look like a section of a real game.
    - c. Target. The type of target sought: technical training follows a different progression than tactical training.
  6. Type of Target. Technical or Tactical.
    - a. Technical. The usual progression is from "fundamental" to "match conditions."
    - b. Tactical. The progression gradually makes the environment visually more complex.
  7. Organization.
    - a. Coaching position. Must be able to see clearly and yet not interfere. Most of the time the best position ranges from the side of the field into the field, depending on where the ball is located at a given moment. Positioning oneself inside the field is acceptable if that affords the coach a clearer view of tactical choices, as long as the coach can avoid interfering with play.
    - b. Warm-up. What sort of warm-up will lead smoothly into the session?
    - c. Starting and re-starting the exercise. The coach will take charge of stopping and re-starting the exercise to achieve frequency. The means chosen to re-start the exercise must highlight the targeted skill, action, tactic.
    - d. Ball supply. There must be an adequate supply of balls. The means of re-starting the exercise will probably determine where to place the balls.
  - e. Defining the area. Will you use cones, corner flags or lines of field? Determining the size of the area is a tuning process. The coach defines the area at the start and then fine tunes it after the exercise begins.
  - f. Distinguishing the teams. Practice vests should be used. The clearer the distinction between teams the clearer the session is to both players and coach. Keep in mind: the more game-like the conditions, the more game-like the performance.
  - g. "Goals" for each team. Each player taking part must be competing, not just providing "opposition." The organization must include something to play to, as well as something to stop the opponent from getting to.
8. The NSCAA recommends that each functional training session include two exercises with opposed play in one third of the field and a third exercise with opposed play in two thirds of the field.



# The Teaching Process

## I. Coaching as a Craft

### A. Coaching Soccer

Coaching soccer is different than coaching other American sports. Many American sports are coach-dominated. In basketball, football, and lacrosse, the coach is actively involved in the execution of strategy on game day. Soccer, however, is a “player’s game”. Once the whistle blows, the player must make all of the decisions. Soccer is a non-stop “invasion” game unaffected by time-outs and multiple “on-the-fly” substitutions. Consequently, soccer coaches must train players to become self-regulated leaders, independent of the coach, but interdependent on each other.

#### The Experienced Coach:

- Analyzes and determines what needs to be practiced.
- Develops exercises that highlight and condition the players to practice the desired skills and tactics.
- Allows the game itself to teach the players, intervening occasionally to make a coaching point.
- Understands the need for “flow” in an exercise and its importance in developing player focus and task mastery.
- Develops leadership among the players by making sure the players are the focus of the practice, not the coaching staff.

Consequently, the coach understands the importance of knowing which mistakes to correct, which elements of good play to reinforce, and when to allow play to continue ignoring mistakes or occasions of brilliance.

The philosophy of the Academy is to make sure that our coaches have the information they need to help players improve but also to reinforce the importance of allowing the game itself to do the teaching.

### B. Mistakes fall into the following categories:

1. Technical
2. Tactical
3. Psychological

4. Physical
5. Individual
6. Team

## II. Creating an Environment for Learning

### A. The Training Session

#### 1. Organization/Outline

- a. Selecting the Topic
  - i. Individual or team
  - ii. Technical or tactical
  - iii. Length of session

#### b. Organization of Equipment

- i. Balls
- ii. Cones/Flags
- iii. Vests
- iv. Miscellaneous

#### c. Warm-up – 15-20% of Allotted Time

- i. Reflects topic specific to session
- ii. Physiological aspect (physical rehearsal)
- iii. Psychological aspect (mental rehearsal)
- iv. Functional level of training session
- v. Individual level of technical session

#### d. Body/Main Activities – 45-50% of Allotted Time

##### i. Progression I – Technical

- a. Fundamental
- b. Match related
- c. Match conditions
- d. Functional training
- e. Repetition

##### ii. Progression II – Tactical

*(Refer also to progressions described in Methods section, pg 53)*

- a. Numbered topic (e.g.: 2v1, 3v3, etc.)
- b. Increase demands (possession, penetration to goal, functional, etc.)
- c. Simple to complex
- d. Concluding Activity – Game 30-35% of Allotted Time
  - i. Implement topic in match environment
  - ii. Games with restrictions
  - iii. 8v8 to 11v11
- e. Cool Down (5-10%)

##### i. Stretch

##### ii. Activity





# The Teaching Process

## B. Training Methods

### 1. Introduction of Session

- a. Teach, don't "pontificate"
- b. Brief with visual images, not lengthy explanations

### 2. Let the Game be the Teacher

- a. Activities vs. drills
- b. Meet the demands of the game, not the coach. The conditions of the exercise should facilitate the desired player response.

### c. Create environment for improvisation and problem solving

### d. Classic conditioned environments for teaching themes

#### i. Goals

- Number of passes (possession/support)
- Multiple goals (changing point of attack)
- Dribble over a line (possession)
- Hit a specific target (penetration)
- Size of goal (defending, scoring)

#### ii. Field

- Wide for crossing, short for shooting, long for driven passes, divided into zones

#### iii. Numbers of players

- Superior numbers, inferior numbers, even numbers, plus one players

#### iv. Other conditions

- Number of touches allowed, size of ball, playing surface, follow your pass, etc.

### 3. Mechanics

- a. Proper use of space
- b. Smooth and logical progression
- c. Exercises appropriate to topic and focus

### 4. Coaching Actions

- a. Identify the problem
- b. Recognition of the "teachable moment"
  - i. Should the exercise be stopped?
  - ii. What can and cannot be ignored?
- c. Freezing the action
- d. Effective demonstrators
  - i. Painting pictures
  - ii. Verbal vs. nonverbal communication
  - iii. Corrections done quickly and clearly
- e. Teach the player, not the exercise
- f. Keep corrections specific to the focus of the session

### 5. Assessment

- a. Did learning take place?
- b. Was focus and flow maintained?
- c. Was level of session appropriate for level of players?
- d. Are players better than before the session?





# Technique

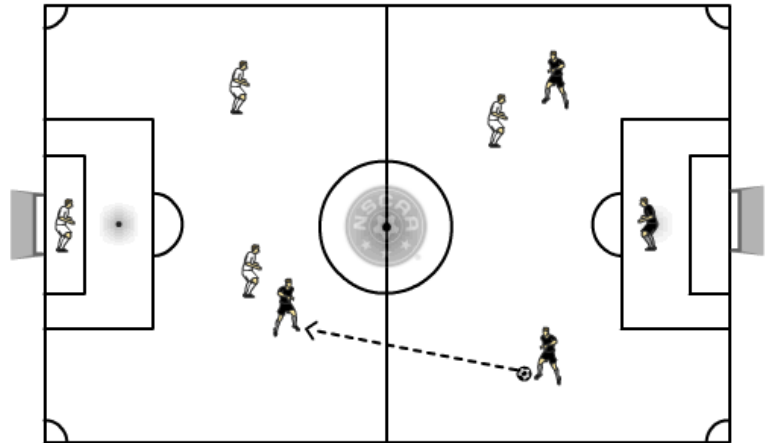
# I. Dribbling

There are three types of dribbling.

## 1. Shielding

To keep possession when pressured by an opponent.

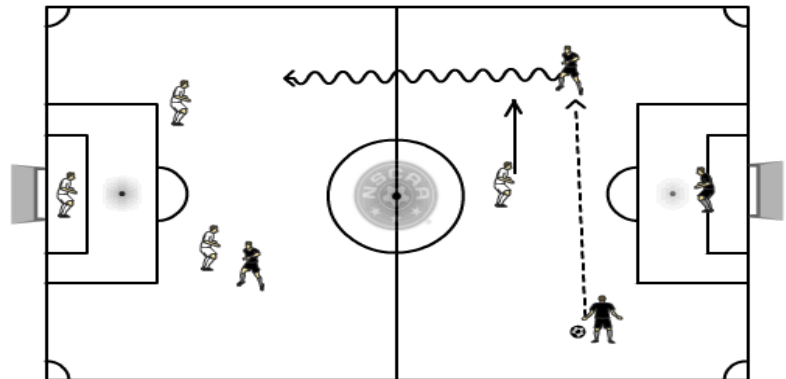
- Keep body between ball and defender.
- Play ball with far foot.
- Keep body at a right angle to defender.
- Low center of gravity.
- Come away from goal or move laterally.



## 2. Speed dribbling

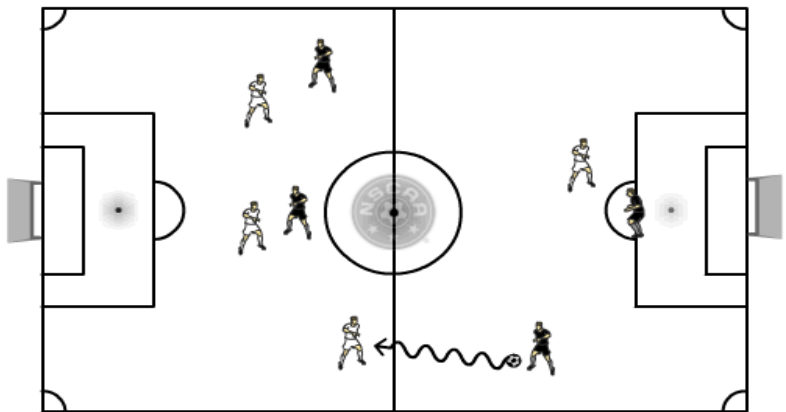
Running with the ball.

- Toe is down.
- Use instep or outside of foot.
- First play of ball should be long.
- As space to defender decreases, use more touches to keep ball closer to feet.



## 3. To attack defender with the ball.

- In general, change speed and direction.
- Think of playing the ball past the defender and being first to it in the space behind the defender. Attack most forward leg. After playing ball past defender, explode behind him/her.
- First play of the ball behind the defender should cut off any recovery run.



## II. Passing and Checking

The four main considerations in all types of passing are speed, accuracy, timing and deception. This section deals with the technique of ground passes. Passes in the air are addressed in VI - Long Passing. Players should be taught two basic ground passes: inside of the foot pass; and outside of the foot (lead foot) pass

### I. Passing

#### A. Inside of the foot pass

1. Approach ball and look at target if not under pressure
2. Slight hop onto support leg. Support knee is bent. Support foot is planted alongside ball and pointing at the target.
3. Hip opens up.
4. Kicking foot should be in an L shape as it strikes the ball. Toe pointed slightly up. Strike the center of the ball.
5. Head steady, eyes looking at the ball at the moment of contact.
6. Kicking foot follows through to target.

#### B. Outside of the foot pass (lead foot pass)

This pass is a pass with the outside of the "lead" foot. It is a pass made within the running or walking motion of the forward foot. Because the body and hip do not open it is an excellent technique for disguising a pass.

1. Approach ball or dribble ball if already in possession.
2. Walk or hop onto support foot placed slightly behind the ball.
3. Striking foot pronated in, toe slightly down.
4. Head steady, eyes looking at the ball as ball is struck.
5. Strike ball in middle or on side depending on direction required.
6. Punching motion with little follow through.

### II. Technique of checking

Although there are numerous tactical considerations in the timing of passes and the timing of checking and running movements, we deal with the physical mechanics in this section.

### Checking

Moving to the ball carrier to provide the ball carrier with an option to pass. Frequently checking players are being marked by an opponent.

#### 1. Decoy step

The checking player steps away from the space in which they expect to receive the ball in an attempt to deceive the defender.

#### 2. Angle of check (See diagram)

If the ball is directly in front of the attacker, it is recommended that the player checks at an angle.

#### 3. Vision

One of the benefits of checking at an angle is that the attacker can use swivel-head vision to see if they are being followed.

#### 4. Low center of gravity

As the player is about to receive the ball, they lower their center of gravity and "sit down."

#### 5. Look at the ball

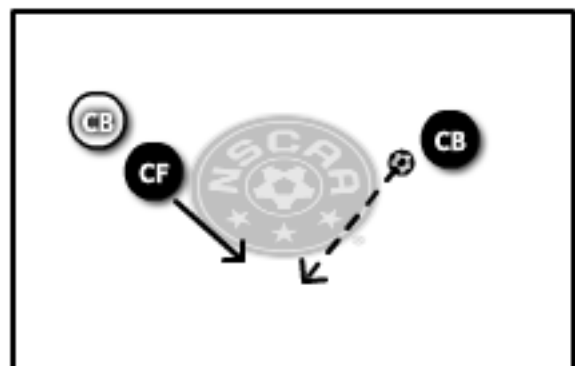
Players must have visual contact with the ball as the ball arrives.

#### 6. Sideways on

It is preferable to position the body sideways on to the defender to maximize the distance between the defender and the ball.

#### 7. Receive on the outside foot

Player receives the ball on the foot furthest away from the defender with toe slightly raised.



## II. Passing and Checking

### III. Deception

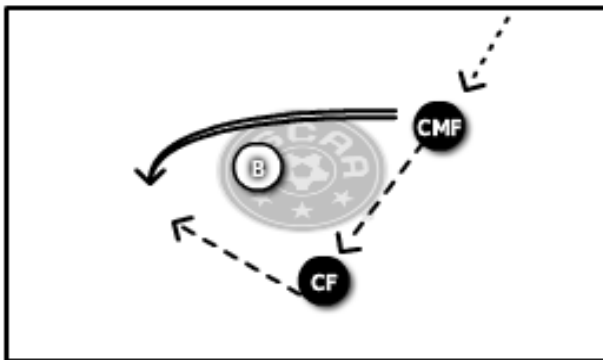
If players telegraph passes defenders will be able to anticipate where and when the ball is to be passed and will intercept the ball. Deception is an important characteristic of a pass and is achieved in two basic ways.

1. Looking one way and passing in another
2. Moving the ball one way and passing it in another (ex. back heel)

### IV. Passing combinations in twos

The following combinations between two players involve intricate passing movements.

1. The 1-2 movement
  - a. Player with ball
    - i. Get as close to the defender as possible.
    - ii. Play first half of one-two firm.
    - iii. Accelerate for return pass.
  - b. Player without the ball.
    - i. Show close to teammate.
    - ii. Show about square with defender.
    - iii. Must show sideways on.
    - iv. Variations of second half of 1-2 and options.
  - c. Rhythm of 1-2 movement.



2. The takeover
  - a. Player with ball.
    - i. Tucks ball in.
    - ii. Drags ball with foot.
    - iii. Decision to keep ball.
  - b. Player without ball.
    - i. When teammate pressured from behind and drags ball toward me.

- ii. Always assumes he/she will takeover ball unless kept (chopped) by player with ball.
- c. Options after the takeover.
- d. Rhythm of takeover.

Passing exercises must involve repetition. The coach utilizes numerous exercises of a general and functional nature to improve the players passing ability. These exercises include:

1. Possession Games
2. Condition Games
3. Grid Work
4. Small-Sided Games
5. Shadow Play

## III. Receiving

We no longer talk about trapping in soccer, which implies stopping the ball dead. Although there are occasions when a player has enough time and space to do this, as the game gets quicker players must “receive” and “prepare” the ball on the first touch. Receiving and preparing the ball involve receiving the ball in motion and all players must be able to competently do this.

The coach’s role in identifying faults in receiving the ball is particularly vital as technical problems in this area really prohibit the player from using any of the other techniques. In this session we analyze receiving the ball on the ground and in the air.

### 1. Receiving balls on the ground

- A. Inside of the Foot
  1. Get in line of the flight of the ball.
  2. Lower center of gravity.
  3. Present inside of foot to ball - toe slightly point up.
  4. Look at ball as contact is made.
  5. Cushion and prepare ball by taking foot away - combine with a slight hop on support foot.
- B. Outside of Foot
  1. Get in line of the flight of the ball.
  2. Lower center of gravity.
  3. Present outside of foot to ball - toe slightly point down and pronated inward.
  4. Look at ball as contact is made.
  5. Cushion and prepare ball by taking foot away -



combine with a slight hop on support foot.

## 2. Receiving balls in the air

1. Get in line of the flight of the ball.
2. Decide what body part will be used.
3. Present body part to ball.
4. Cushion the impact of the ball by “giving” at moment of impact (like catching an egg).
5. Look at ball at moment of contact.

# IV. Tackling

In this session we deal with a number of defensive techniques.

1. Technique of tackling
2. Technique of closing down from the front
3. Technique of closing down from the rear

We deal with two basic kinds of tackles in the Academy.

1. Poke Tackle
2. Block Tackle

## I. Tackling from the front

### A. Poke Tackle

Generally executed when the attacker is in control of the ball and approaching the defender. The poke tackle is a safe tackle that helps the defender to stay balanced and able to recover. The defender tackles at the moment the attacker loses control of the ball or mis-touches it.

Technical Cues for Poke Tackle

1. Close opponent down quickly. (long strides)
2. Slow down as the defender gets closer to the attacker. (short steps)
3. Focus on the ball.
4. Lower center of gravity.
5. Sideways on.
6. Force attacker into an angle. (angle of approach)
7. Retreat as opponent dribbles forward.
8. Tackle with front foot but stay balanced.

### B. Block Tackle

The block tackle is a fully committed tackle using the inside of the foot. Block tackling is only recommended in 50-50 situations where neither player has possession of the ball. The block tackle is a driving tackle with the back foot and involves the following:

Technical Cues for Block Tackle

1. Decision to commit to the tackle.
2. Commitment to ball at high speed. (long strides)
3. Lower center of gravity and shorter steps as defender gets close to ball.
4. Hop onto support foot, support knee is bent, foot planted alongside ball.
5. Back foot contacts ball below equator - foot is in shape of an ‘L’
6. Follow through is straight forward.

## II. Closing down from the rear

When closing attackers down from the rear the defender must be aware of two factors:

1. Closing down too quickly and causing a foul or being spun.
2. Closing down too slowly, allowing the attacker to receive the ball and turn.

The following technique is used when closing down a player from the rear:

1. Close player down quickly initially. (long strides)
2. Slow down when approximately 5-6 paces away. (short strides)
3. Lower center of gravity
4. Sideways on.
5. Positioning should be “one-touch” away.
6. Positioning should be behind foot that is playing the ball.

# V. Shooting

## A. Mentality

1. Aggressive attitude.
2. Shoot at any opportunity.
3. Positive attitude about success of shot.

## B. Power

1. Round and compact over ball.
2. Horizontal body movement through ball.
3. Stay down on ball with steady head.
4. Strike through center of ball.
5. Landing on shooting foot.

## C. Placement

1. Early decision of target. Where is goalkeeper?
2. Support foot, hips and shooting kneecaps aiming at target when going through ball.
3. Strike ball before advancing keeper sets feet.



## D. Body and Ball Position

1. Facing goal
2. Facing away from goal
3. Running onto ground pass
4. Ball traveling across body
5. Running diagonally away from goal
6. Ball running towards body

## E. Volleying

1. Side foot
  - a. Toe raised.
  - b. Ankle locked.
  - c. Lift outer border of foot.
2. Instep
  - a. Preparatory coiling of shoulders.
  - b. Toe pointed.
  - c. Ankle locked.
  - d. Upper leg parallel with ground.
  - e. Knee top points at target.
  - f. Power from knee extension.

## F. Toe Poke

1. Toes Up
2. Punch
3. Above “equator”

## VI. Long Passing

## A. Driving (driven “line drives”)

1. Ball must be “out of” feet.
2. Player approaches from slight angle.
3. “Hop” onto support foot – pointed forward.
4. Support foot alongside ball.
5. Toe pointed down.
6. Ball stuck in middle third – slightly left of center (right footed player).
7. Follow through at target.

## B. Lofted passes

1. Ball must be “out of” feet.
2. Player approaches from more of an angle.
3. “Hop” onto the support foot – pointed forward.
4. Support foot slightly behind ball.
5. Player leans back more.
6. Toe pointed down.

## 7. Ball struck left of middle.

8. Player kicks down at ball and extends towards target.

## C. Bending and hooking

1. Toe pointed up at impact when hooking with inside of foot.
2. Toe pointed down at impact when slicing with outside of foot.
3. Kicking “across” the ball.
4. Follow through is across (slicing) or away from (hooking) the body.

## VII. Heading

## A. Defensive heading

1. Leave late to attack ball.
2. One foot take-off from run.
3. Must jump first.
4. Head through bottom half of ball.
5. Height, width and distance.

## B. Heading to goal. (Pass or Score)

1. Bend to side of field opposite ball.
2. Leave late to attack ball.
3. One foot take-off from run.
4. Must jump first.
5. Head through top half of ball.
6. Attempt to hit goal line with header.

## VIII. Goalkeeping

The goalkeeper’s first objective must be to prevent a goal. However the coach should try to train correct technique at all times.

## A. Catching

1. High Shots
  - a. Thumbs and index fingers almost touching.
  - b. Elbows out.
  - c. Ball caught with the “pads” of fingers.
  - d. Catch top half of the ball.
  - e. Body behind ball.
2. Low shots and ground shots
  - a. Little fingers almost touching.
  - b. Down to ball.
  - c. Body behind ball.





### 3. Cutting out crosses

- Set up in back third of goal for outswinging crosses. Set up in middle or close to near post for inswingers.
- Set up two yards off line.
- The two factors the goalkeeper deals with in the decision to go are:
  - Distance to ball.
  - Path to ball.

### B. Boxing

- When it is impossible to catch a cross, the goalkeeper should box it.
  - Use two hands to box if possible.
  - Surface to box is the front surface with a clenched fist.
  - Ball should leave fists at a 45-degree angle.
  - The movement is elbow extension.
  - To change direction of the ball, use two fists.
  - To keep ball going in same direction, e.g. a cross from deep in corner across goal to other corner, use one fist.
- Punching ball other than crosses. Use a clenched fist to get distance and height.

### C. Diving

- Low to middle balls.
  - Progression should go from sitting to kneeling to squatting to standing.
  - Keeper must land on side, not stomach.
  - Save made with low hand on deflected balls.
  - To trap ball on ground, keeper uses lower hand behind ball, upper hand on top.
  - Keeper dives out at ball: perpendicular to the line of flight.

### 2. Middle to high balls.

- As in catching high shots, except arms are fully extended.
- Bring ball to ground first.
- Save made with high hand on tipped saves.

### D. Angles

- Keeper starts from center of goal.
- Keeper advances, in general, along bisector of the angle from the ball, at apex, to the posts.
- The farther he/she advances, the more of the goal that is covered, but the goalkeeper must be aware of being chipped.
- When moving from the middle to the flank, the goalkeeper must first cover the near post.





# Tactics



# Theory of Tactics – Defending

## I. Role of the first, second and third defenders (pressure, cover and balance)

### A. First defender (pressure and angles of pressure)

1. Restriction  
limit attacker's passing options.
2. Deny penetration
  - a. Prevent penetrating pass. Force opponent sideways or backward
  - b. Make player with ball a ball watcher (head down) so player cannot read game.
3. Make opponents play predictable. This is accomplished by the angle of the challenge. -- Not so close that attacker can get behind defender.
4. Becoming the first defender
  - a. Angle of challenge  
when going to close down player receiving ball, take angle to intercept, tackle or predict.
  - b. Speed of challenge  
must not be so slow, that player receiving ball has time to play ball forward or attack defender with ball. Must not be so fast that player receiving ball can play ball past defender one time or can execute a 1-2 movement.

### B. Second defender (cover)

1. Support the first defender.
  - a. Angle of support
    - i. Second defender should support the first defender at a 45-degree angle. This allows the second defender to be equal distance from supporting the first defender and closing down a supporting attacker.
    - ii. Angle of support will vary according to positions of attackers and third of the field.
  - b. Distance of support
    - i. Should be a distance that the second defender can tackle or immediately close down an attacker who has beaten the first defender.
    - ii. Distance of support will vary with the third of the field, how the first defender has closed down the ball, and whether the player with the ball is running or standing with the ball.
    - iii. Track down supporting attacker who makes run in advance of ball, while still providing cover for first defender.

### C. Third defender (balance)

1. Track down attackers away from area of ball who are making runs toward goal.
2. Deny space toward center of field.

## II. Principles of defending

### A. Pressure

1. Force attacking team to take time in organizing attack so that defenders have time to build a collective defending action between the ball and goal. First defender's angle makes opponents play predictable.
2. The work of the first defender should implement principle of delay.

### B. Cover

1. Covering players support pressuring players at the correct angle and distance depending on disposition of attackers and area of the field.
2. Work of second defender.

### C. Balance

1. Tracking of opponents making vertical runs away from the area of the ball (weak side).
2. Work of the third defender.

### D. Concentration (lateral) and Compactness (vertical)

Squeezing together of defenders from back to front and from side to side to form a defending block.



# Theory of Tactics – Attacking

## I. Role of first, second and third attackers

### A. First attacker

1. Player with ball.
2. Most important player on the field.
3. First attacker must achieve penetration.
  - a. Penetration by shooting.
    - i. Technical ability to hit driven, bent and chipped balls.
    - ii. Tactical ability to choose where to place the ball.
  - b. Penetration by dribbling.
    - i. Technical ability to attack and beat defender with the ball.
    - ii. Tactical ability to look through first defender to determine if dribbling is a viable option.
  - c. Penetration by passing.
    - i. Technical ability to strike long ball.
    - ii. Technical ability to serve ball away from defenders or around defenders.
    - iii. Tactical ability to see and determine if penetrating pass is on.
    - iv. Tactical ability to make correct decision to serve or not serve the ball.

### B. Second attacker.

1. Player in immediate support of first attacker
  - a. Supports behind in front of, or square of first attacker depending on pressure on ball.
  - b. Supports far enough away from first attacker that first defender cannot restrict both first and second attackers.
  - c. Supports close enough that a short, accurate ground pass can be played by the first attacker.
2. Second attacker combines with the first attacker to penetrate.
  - a. Bent run
    - i. Second attacker bends away from and ahead of first attacker.
    - ii. Second attacker has isolated first attacker to dribble.
    - iii. Through ball.
  - b. 1-2 movement
  - c. Take-over
  - d. Overlap
    - i. Second attacker runs behind and to the outside of first attacker.

- ii. Second defender pulled out of good supporting position.
- iii. First attacker will pass to overlapping player or dribble first defender.

### C. Third attacker.

1. Attempts to disturb balance of defending team by making runs behind third defenders.
2. Deals with the area away from the vicinity of the ball.
3. The penetrating run allows possibility of the third attacker receiving the ball or creating space behind his/her run for another attacker.

## II. Principles of attack.

### A. Penetration

1. Getting the ball behind opponents.
2. The work of the first attacker should implement the principle of penetration.

### B. Depth

1. The organization of players behind and in front of the first attacker.  
Specifically, the work of the second attacker.

### C. Mobility

1. The attempt of attacking players to penetrate and unbalance the collective defending action.
2. The work of the third attackers.

### D. Width

The disposition of attackers across the field to pull apart the collective defending action.

### E. Improvisation and Creativity

The spontaneous actions of attacking players to exploit momentary weaknesses of opposing defensive units.



# Coaching First Attacker and First Defender

## I. Tactics – 1 vs. 1

The 1v1 duel is the most basic tactical situation in soccer. Basically, the player who has the ball is confronted by an immediate defender. Most 1 vs. 1 situations fall into 3 basic categories:

1. Player with ball facing immediate defender
2. Player with ball facing away from immediate defender
3. Player with ball being closed down on the side by defender

Soccer is a game of opposites and the tactical decisions made by attackers and defenders fall into 5 ascending and opposing decisions:

Attacker		Defender
How can I get free to receive the ball?	1	How can I position myself to prevent the attacker from receiving the ball?
Can I receive the ball in front or behind the defender?	2	How close can I get to have a chance of interception?
Can I receive the ball and face the opponent?	3	Can I intercept the ball before the attacker's first touch?
If I can face the opponent, do I pass it or can I drive at my opponent?	4	Can I force the attacker into a predictable position?
Do I use a fake or pure speed to get past defender?	5	Do I have the opportunity to tackle or do I delay

The team that wins the most 1 vs. 1 situations is in a good position to win the game, especially if those 1 vs. 1 situations occur in the critical areas of the field.

### 1 vs. 1 plus 1

The 1 vs. 1 plus 1 series of exercises introduces a second attacker. The plus 1 player is restricted by the following:

1. Limits on number of touches
2. Limits on positioning
3. Cannot defend
4. Cannot be tackled

In the 1 vs. 1, the attacking player is limited to beating the defender with a dribble. By introducing a second attacking player, 2 further options are added:

1. Dribble past defender
2. Use +1 player for combination
3. Use +1 player as a decoy player and keep the ball

The position of the plus 1 player has an important effect on the focus of the exercise.

### Stages

#### 1. Plus 1 – Support behind

**Attacking emphasis:** Teaching attacker to create space to receive the ball.

**Defending emphasis:** Teach defender to gauge how close to get to attacker to be in a position to intercept the ball.

**Exercise:** +1 begins with ball. Attacker 1 is marked by defender 1. Attacker 1 tries to check to the ball or get behind the defender if the defender gets too close.

#### 2. Plus 1 – Support in front

**Attacking emphasis:** Teaching attacker to transition quickly by rebounding the ball off +1 player, who acts as a target.

**Defending emphasis:** Pressure the ball so it cannot be played forward. If the ball is played forward – track attacker.



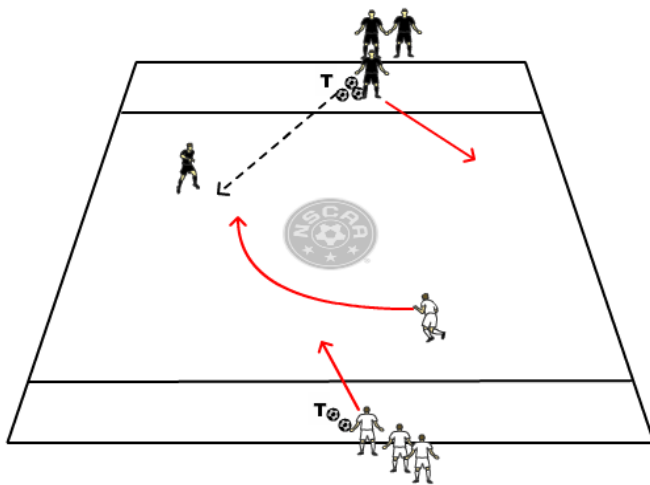
### 3. Plus 1 – Support from sides

**Attacking emphasis:** Teaches attacker to use support players for wall pass or decoy.

**Defending emphasis:** Teaches the defender to track the first attacker after the ball is played wide (not to follow the path of the ball).

**Exercise:** 1 vs. 1 in an area 25 yds x 15 yds (with goals and goalkeepers).

**NOTE:** The following outline presents one possible method of organization for the presentation of this segment of the National Diploma curriculum. Presentations by NSCAA Staff Coaches will vary, but all will cover the key teaching points discussed heretofore.



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(12x40)

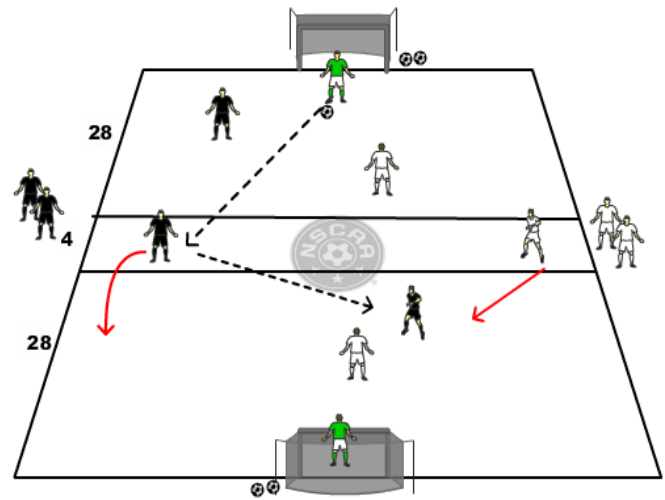
1 vs. 1 to endzone or to target (T)

Ball is served to the player from behind

Develop to allow server to join in to make a 2 vs. 1 (plus targets)

Develop to allow a second defender to join in 1 vs. 2 (plus targets)

Develop to 2vs.2 (plus targets)



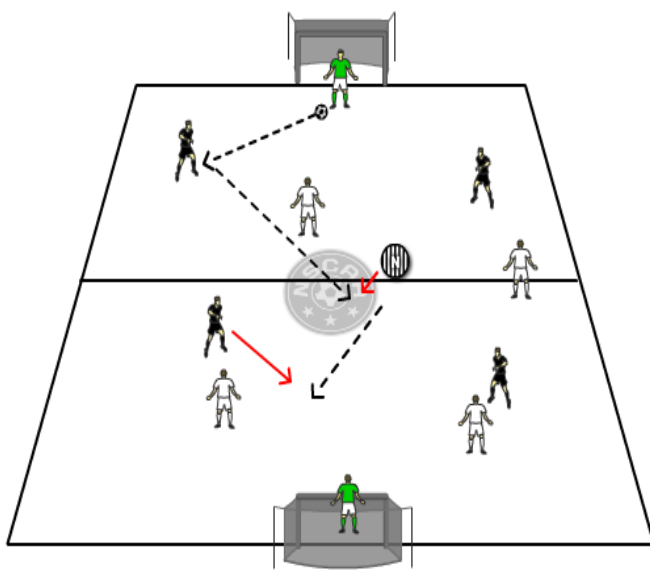
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1vs.1 to goal with service from neutral zone

Develop to allow offensive support 2vs.1 to goal

Develop to allow defensive recovery 1vs.2 to goal

Develop to 2vs.2 to goal



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40x60

4vs.4 + keepers and one neutral

Develop to 5 vs. 5 + keepers





# Coaching First & Second Attacker/First & Second Defender

## I. Tactics – 2 vs. 1

Attacking players must recognize, create and exploit outnumbered situations all over the field. Defending players must recognize when they are outnumbered and retreat/delay depending on which part of the field they are in.

### A. Attacking objectives

1. Beat defender by wall pass.
2. Beat defender by double pass.
3. Beat defender by overlapping run.
4. Beat defenders by faking and dribbling.
5. Beat defenders by take-over.
6. Beat defenders by faking take-over.

### B. Defending objectives

1. Delay
2. Keep both attackers in view.
3. Feint towards ball as if going to tackle.
4. Separate player with ball from support and turn in 1 vs. 1.
5. Never dive in.

### C. Stages

1. To 2 goals – 40 yards apart.
2. Allow players to go from one zone to another zone to outnumber the defense.
3. Put into context of full 6v6 game.

### D. Tactical clues – attack

1. First attacker dribbles at defender's front leg.
2. Support attacker separates from defender.
  - a. In front?
  - b. Square?
  - c. Behind?
3. First attacker passes to 2nd attacker or uses decoy.

### E. Tactical Cues – Defense

1. Does defender "jockey" or step up to isolate attacker?
  - a. Do I have support arriving?
  - b. How close am I to my goal

## II. 2 vs. 2 Tactics

### A. Attacking objectives

1. Transition to attack before opponents organize

defense.

2. If counter not on, then build attack from possession.
3. Two attackers use combinations to defeat defenders.
  - a. Bending run away from man with ball to isolate first defender or receive through ball.
  - b. Wall pass
  - c. Double pass
  - d. Take-over
  - e. Overlap

### B. Defending objectives

1. Transition to defending before counter can be developed by opponents.
2. Structuring of the two defenders.
  - a. Pressurizing defender
  - b. Covering defender
  - c. Ability to change roles (a & b above) quickly and correctly.
3. Deny penetration

### C. Stages (if taught with progressive methodology)

1. To two small goals.
2. To small goals with neutral players on sideline of playing area.
3. To small goals with target players (one each) on goal lines.
4. With two support players, one behind each team.
5. Play 2 vs. 2 + 2 vs. 2 in two halves to full goals.
6. Number 1 through 5 to two large goals.

### D. Tactical cues – attack

1. Can second attacker take away covering defender?
2. Can first attacker penetrate with dribble, pass or shoot?
3. If first attacker is pressured, can he/she use second attacker or side/end support to help penetrate?
4. Do first and second attackers look to penetrate?

### E. Tactical clues – defense

1. Angle of pressure – to isolate ball carrier – force onto weak foot or away from second attacker.
2. Tackling or forcing mistake.
3. Second defender – keep both attackers in view.
4. Angle and distance of pressuring player determines angle and distance of supporting player.



# Coaching First, Second, Third Attacker/First, Second, Third Defender

## I. 3 vs. 2 Tactics

### A. Attacking objectives

1. Numerical superiority means to go at speed at defenders.
2. Player with ball attacks first defender and plays him/her out of the game.
3. Becomes 2 vs. 1 against last defender.

### B. Defending objectives

1. Delay
2. Keep all three attackers in view.
3. Force square passes.
4. Pressurizing defenders close passing angles into covering teammate.

### C. Stages (if taught with progressive methodology)

1. 3 vs. 2 for possession in a penalty box.
2. Continuous 3 vs. 2 across penalty box to small goals.
3. Using sides of penalty box as sidelines extended to half way line. Divide field into two (2) 30 yard halves, with 3 vs. 2 in each half to full goals
  - a. One player allowed over off three man combination or 1-2 off center forward.
  - b. Ball may be dribbled in.
  - c. Eliminate half way line.

### D. Tactical cues – attacking

1. Can first attacker find third attacker with long pass?
2. If pressured, can first attacker combine with second attacker to eliminate first defender?
3. Second attacker:
  - a. Does first attacker need support – where?
  - b. Where can I best position myself to exploit 2 vs. 1 advantage?
  - c. Can I support third attacker when ball is passed to him/her?
4. Third attacker:
  - a. Can third attacker get behind the defense?
  - b. When does third attacker check run and come back for support?

### E. Tactical clues – defending

1. First defender:

- a. Split attackers by “jockeying” first and second attacker.
  - b. Isolate man with ball by angle of approach. Force into covering teammate.
  - c. Become a second defender.
  - d. Force square passes.
2. Second defender:
    - a. Keep all three attackers in view.
    - b. Communicate with first defender.
    - c. Support first defender at correct angle and distance.
    - d. Become first defender.

## II. 3 vs. 3 Tactics

### A. Attacking objectives

1. Transition to counter before defense is organized.
2. If counter is not on, build on attack through possession.
3. The three attackers should:
  - a. Always maintain width and depth to their attack.
  - b. One attacker always supports player with ball.
  - c. The third attacker plays away from the area of the ball and tries to penetrate defense.
- d. The three combined attacking tactics of 1 vs. 1, 2 vs. 1, 2 vs. 2 and 3 vs. 2

### B. Defending objectives

1. Transition to defending before counter can be developed by opponents.
2. The three defenders must pressure ball, support player pressurizing ball, and balance the situation.
3. Force attacking team to play square, back or wide.
4. Keep the ball in front of them.
5. Win the ball back when the collective defending action is secure enough to tackle for the ball.

### C. Stages (if taught with progressive methodology)

1. Continuous 3 vs. 3 to small goals by two teams of three.
2. Same as #2, but three or more teams of three.



3. Same as #2 and #3 to two large goals.

4. Functional.

D. Tactical clues – attack

1. Same as 3 vs. 2 above (3 vs. 2 – Section D)

E. Tactical clues – defense

1. Same as 3 vs. 2 above for 1st and 2nd defenders (3 vs. 2 – Section E).

2. 3rd Defender: vertical tracking, see the ball and see the opponents.

## Coaching Tactics Utilizing 4 vs. 2, 5 vs. 3 Exercises

These are “classic” soccer exercises usually used to teach fundamental attacking tactics, though occasionally used for limited teaching of defending tactics. In the National Diploma course, the teaching topics assigned to candidates from these sessions are attacking topics, so staff will thus spend most of their instructional time in this session on the attacking aspects of these exercises.

### I. 4 vs. 2

A. Attacking objectives

1. Composure
2. Possession pass vs. penetration pass
3. Play fast to create penetrating pass.
4. Play fast to take advantage of numerical advantage.

B. Defending objectives

1. Delay – do not commit.
2. Control – force square pass.
3. Provide cover at angle that denies penetration pass.
4. Confront players in possession at an angle that makes play predictable.

C. Stages

1. Confined area – unlimited touches.
2. Confined area – 1-2 touches.
3. Confined area – 1-2 touches; teams of two alternate defenders; keep score of interceptions vs. penetrating passes (up to 10).
4. Continuous to two small goals (targets).
5. To a large goal to score – add small goal to counter.
6. To two large goals – using neutral players to create 4 vs. 2 “coachable moments.”

### II. 5 vs. 3

Attacking rhythm of play, changing point of attack.  
Defenders locking opponents into small spaces.

A. Attacking objectives

1. Rhythm of play.
2. Possession.
3. Recognition of defensive compactness.
4. Change point of attack.
5. Immediate support at new point of attack.
6. Recognition of “attacking shape”.

B. Defending objectives

1. Keep ball in small area.
2. Prevent penetration / change in point of attack.
3. Recognition of proper “defensive shape”.
4. Win the ball and maintain possession.

C. Organization

1. In half of field or appropriate space.
2. Five attackers on perimeter.
3. Three defenders in the middle.
4. As exercise begins, two players support player with the ball and two players go away from ball – one as far as possible.
5. When ball changed to farthest player, the two closest players support the player with the ball and the other two players go away from the ball



## Coaching Transition

The game of soccer has 4 major “moments” that every team will find itself in:

- In possession
- Out of possession
- Transitioning to being in possession
- Transitioning to being out of possession

The most effective teams are able to manage the moments of transition:

- With speed
- As a collective
- With good team shape

The effectiveness with which a team responds to regaining or losing the ball is fundamentally based on the speed of the players’ mentally and physically. The speed with which the team identifies the moment of transition will determine if the opportunity to go on the attack or quickly regain the ball is realized.

In transition a team must act as a collective and respond to both verbal and non verbal cues. For example if upon losing possession one player presses the ball, but the rest of the team drops off the team may be compromised, allowing the opponent to maintain possession. In the example where upon regaining the ball a quick long ball is played to a target, but the rest of the team fails to move up in support then the ball will almost certainly be won back from the isolated target player.

The more a team can maintain shape and positional balance in the development of an attack or while defending the more likely the team is organized for effective transition. For example if a left sided defender avoids being dragged across the central defenders, when the team regains the ball that player is still in their wide, left sided position to support the attack.

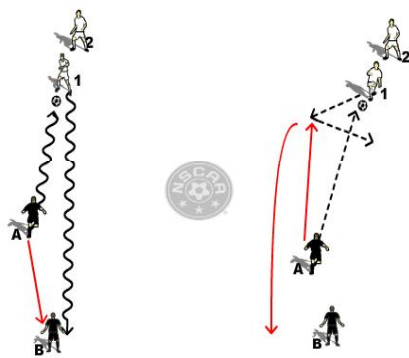
To improve a team in transition in the training environment the coach must ensure the activity has “goal bound” objectives for both teams. These objectives could be full size goals, counter goals, target players, end zones etc. The coach is focusing on the action/reaction of the team in the moment the ball is turned over. As such the coach must allow an activity to flow as coaching transition requires identifying the mentality of the team in these key moments.

The use of “situational” challenges in training is often effective in coaching transition. For example if the activity has one team winning by 2 goals with 5 minutes to play this may present different responses by each team to moments of transition.



Name: NSCAA Coaching Academy

Topic: Transition

Coaching Methodology☐ Technical Progressive☒ Tactical Progressive☐ Functional Training☐ Phase Play☐ Shadow PlayWarm-Up Exercise

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Organization / InstructionsActivity 1:

Player A dribbles the ball to the feet of player 1

Immediately the ball is given up player A back peddles to their starting point

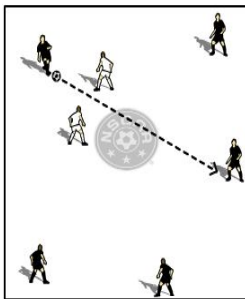
Player 1 then dribbles the ball to player B and immediately recovers to their starting point

Activity 2:

Player plays A a long pass to player 1 and then moves to support for a two pass interchange

Immediately after the "long-short-short" sequence is played player A recovers to their starting point

Player 1 plays long to player B

Main Theme Exercise 1

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Organization Exercise 1

5 vs. 2/3 (+ 3/2)

If 2/3 win the ball they must pass it to their teammates outside the grid

If a pass is completed to the outside players or ball goes outside the grid teams switch roles

If the team of 5 loses possession to opponents they may immediately win it back

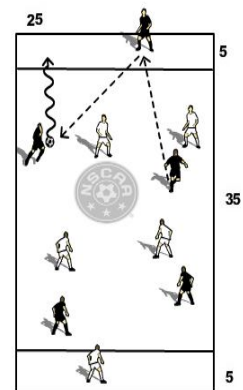
Organization Exercise 2

4 vs. 4 + Targets

To score:

Play to target and receive ball back

Play to target, target play to third man who dribbles into end zone

Main Theme Exercise 2

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Coaching Points: (Include Visual Cues)Exercise 1

The possession group should keep the space big and look to split opponents when possible

2/3 must pressure the ball to force a turnover and then identify the pass to the outside

Team of 5 must have the mentality to immediately regain possession with pressure on the ball and deny the pass out of the grid

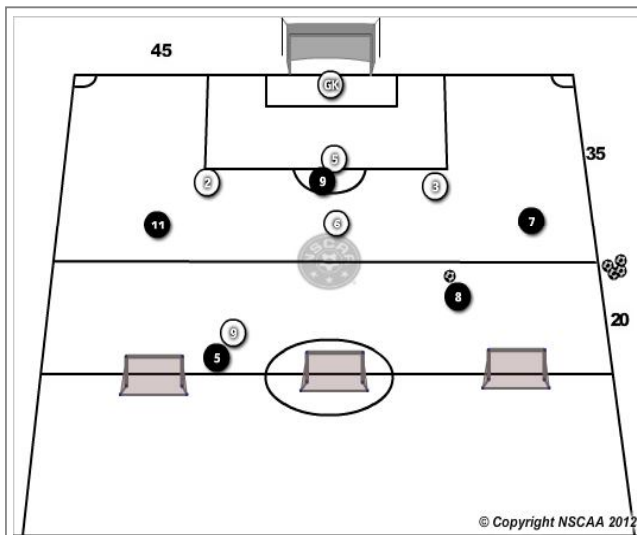
Exercise 2

Out of possession defend entry pass to target by applying immediate pressure to the ball

In possession look forward quickly and support quickly

When ball turns over transition quicker and more effectively than opponent

### Main Theme Exercise 3



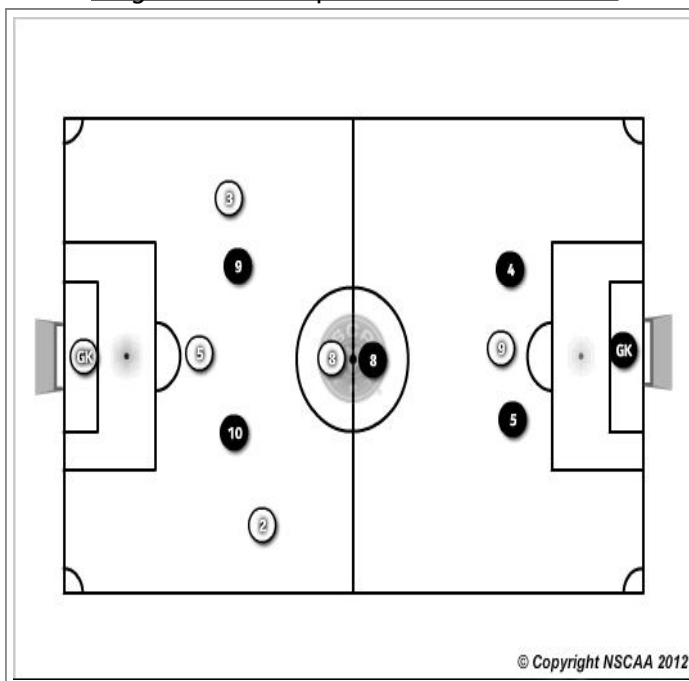
### Organization

Play begins with a midfield player +35 yards from goal  
 Attacking team plays to the goal  
 Team defending goal seeks to win possession and play to target. Target must receive immediate support and team attacks counter goals  
 Team attacking goal must seek to immediately regain in possession in the final third to maintain attack and deny the counter attack

### Coaching Points

Team attacking the goal must circulate the ball to create a goal scoring opportunity  
 Team defending goal must maintain shape in order to win the ball and be able to transition to the target player and support the target player  
 If the ball is lost by the team attacking the goal they must immediately pressure to keep ball in the final third  
 If the ball leaves the final third the team attacking the goal must recover deeper to defend the counter attack goals

### Diagram Team Shape - Provide Field Dimensions



### Organization

6 (3-1-1) vs. 6 (2-1-2)  
 Unconditioned play

Attention should be paid to any throw in or dead ball situation where possession is exchanged

Upon gaining possession the mentality must be to go forward and maintain possession  
 Emphasis should be placed on regaining possession in the attacking third and maintaining an attack at the opponent's end  
 Upon losing possession the mentality must be to win the ball back immediately. Pressure must be directed to the ball and supported by the rest of the team  
 Maintaining team shape and balance in and out of possession will allow for more effective transition



# Appendices



# NSCAA Membership

## NSCAA Membership Categories

Active/Retired Membership	\$65	
Regular Membership	\$85	(U.S. and Canada Only)
European Membership	\$125	
Other Foreign Membership	\$135	

The National Soccer Coaches Association of America is the largest single-sport coaches association in the world with more than 30,000 members. Founded in 1941, the NSCAA is dedicated to the education of coaches at every level of the game including youth, high school, college and professional.

## Benefits of Membership in the NSCAA

- Soccer Journal Magazine - Printed eight times each year, this official publication of the NSCAA is the only magazine dedicated specifically to soccer coaches.
- Annual Convention - Held each January in a U.S. city, the NSCAA Convention is the largest soccer show in the world with clinics, lectures, exhibits, meal and social functions.
- Awards and Recognition - The NSCAA sponsors numerous award and recognition programs including Coach of the Year, All-American, national team rankings and various service awards including commendations, the Hall of Fame and the Honor Award, the NSCAA's highest award.
- Academy Program - The academy program includes the coaching certification courses (both residential and non-residential), clinics, forums, symposiums and various educational offerings.
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Kansas City, KS 66101  
Phone: 913-362-1747



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- 1.** Contact your NSCAA State Director (contact information is available online at [NSCAA.com/education](http://NSCAA.com/education)).
- 2.** Secure a location appropriate for the course you'd like to host (your SD can help with specifics, but you should plan on having classroom space and space for field sessions).
- 3.** Promote your course! Visit NSCAA's Course Marketing Toolkit Page at [NSCAA.com/education-toolkit](http://NSCAA.com/education-toolkit) to download your promotional materials or call **913-362-1747** for more information.

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# Recommended By The NSCAA Academy

## Ages 12 +

Bauer, Gerhard; Soccer Techniques, Tactics and Teamwork.

Bisanz, Gero & Norbert Vieth; Success in Soccer.

Bonfanti, Mario and Angelo Pereni; The Complete Book of Soccer Restart Plays.

Caitlin, Mark; The Art of Soccer.

Caruso, Andrew; Soccer Coaching Development and Tactics.

Caruso, Andrew; The Great Game.

Coerver, Wiel; Score.

Critchell, Mick; Warm Ups for Soccer: A Dynamic Approach.

Detton, Jack; Zonal Defending.

DiCicco, Tony; Catch Them Being Good.

DiCicco, Tony; The Goalkeeper Training Manual.

Dorrance, Anson; Training Soccer Champions.

Erickson, Sven; The England Coach.

Gregg, Lauren; The Champion Within.

Goncalves, Jose. The Principles of Brazilian Soccer.

Gorman, Barry with Lawrence Fine; The Full Season.

Howe, Bobby; Coaching the Player.

Hughes, Charles; The Football Association Coaching Book of Soccer- Tactics and Skills.

Kentwell, Richard; Dutch Soccer Drills Volume 1: Individual Skills.

Kentwell, Richard; Dutch Soccer Drills Volume 2: Game Action Drills.

Kipnes, Barry D.; PRIDE + A Coach's Handbook.

Marziali, Floriano and Vincenzo Mora. Coaching the 4-4-2.

NSCAA, The Soccer Coaching Bible.

Pereni, Angelo and Michele Di Cesare; Zone Play.

Pronk, Nico & Gorman, Barry; Soccer Everyone.

Schreiner, Peter; Coordination, Agility and Speed Training For Soccer.

Schum, Tim; Coaching Soccer. (Masters Press)

Simon; Practice Games for Winning Soccer.

Simon & Reeves; Soccer Restart Plays.

Success in Soccer; the Magazine.

Verheijen, Dr. Raymond; Conditioning for Soccer.

Wade, Alan; Soccer Strategies.

Wade, Allen; Positional Play.

Walters, Tony; Coaching the Team.

Walters, Tony; Coaching Set Plays.

World Class Coaching; The Magazine.

Wrzos, Jerry; The International Training Guide.

## U-12

Dewazien, Karl; Practice for Champions.

Dewazien, Karl; Tactics for Champions.

Dewazien, Karl; Fundamental Soccer.

Quinn, Ron; The Peak Performance.

Walters, Tony and Bobby Howe; Coaching 6, 7 and 8 Year Olds.

Walters, Tony and Bobby Howe; Coaching 9, 10 and 11 Year Olds.

## The Indoor Game

De Boer, Klaas; Indoor Soccer.

Leight, Wes; Indoor Soccer Tactics and Skill.

## Goalkeeping

Luxbacher, Joe; The Soccer Goalkeeper.

Machnik, Joe; The Skills of Goalkeeping.

Machnik, Joe; Goalkeeping Fitness and Tactics.

Machnik, Joe; Goalkeeping- The Next Dimension.

Phillips, Lincoln; Goalkeeping- The Last Line of Defense, The First Line of Attack.

Walters, Tony; Coaching the Goalkeeper.

## Psychology and Management

Beswick, Bill; Focus on Soccer.

Goleman, Daniel; Primal Leadership.

Gorman, Barry; The Personality Pyramid.

Martens, Rainer; The Coaches Guide to Sport Psychology.

Useem, Michael; The Leadership Moment.

Walton, Gary M.; Beyond Winning: The Timeless Wisdom of Great Philosopher Coaches.

## Videos

NSCAA; Club Tactical Development

NSCAA; Futbol Moderno

NSCAA; Player Development

NSCAA; Soccer Coaches Guide - For Young Players 5-7 Years Old

NSCAA; Soccer Coaches Guide - For Youth Players 9-12 Years Old

NSCAA; Soccer Tactics - On the Attack

NSCAA; Soccer Tactics - Defending to Win

NSCAA; Technical Training - Critical Coaching Points

DiCicco, Tony; Soccer Fun!

DiCicco, Tony; The Champions Soccer Series with Brandi Chastain (Tapes 1-3)

DiCicco, Tony; Goalkeeping, The DiCicco Method (Tapes 1-3)

Heinrichs, April; Training Girls and Women to Win



International Tactics Limited (Jape Shattuck); Individual  
Attacking

International Tactics Limited (Jape Shattuck); Individual  
Defending

International Tactics Limited (Jape Shattuck); Group  
Attacking

International Tactics Limited (Jape Shattuck); Group  
Defending

United States Soccer Federation  
[www.ussoccer.com](http://www.ussoccer.com)

United States Soccer Players  
[www.ussoccerplayers.com](http://www.ussoccerplayers.com)

United States Youth Soccer Association  
[www.usyouthsoccer.org](http://www.usyouthsoccer.org)

Women's Professional Soccer  
[www.womensprosoccer.com](http://www.womensprosoccer.com)

Women's Soccer World  
[www.womensoccer.com](http://www.womensoccer.com)

World of Soccer  
[www.worldofsoccer.com](http://www.worldofsoccer.com)

#### NSCAA Partners

Human Kinetics [www.humankinetics.com](http://www.humankinetics.com)  
800-747-4451

Reedswain Books & Videos [www.reedswain.com](http://www.reedswain.com)  
800-331-5191

Soccer Learning Systems [www.soccervideos.com](http://www.soccervideos.com)  
800-762-2376

#### Top Soccer Websites

National Soccer Coaches Association of America  
[www.NSCAA.com](http://www.NSCAA.com)

Down the Line  
[www.down-the-line.com](http://www.down-the-line.com)

Eurosport  
[www.soccer.com](http://www.soccer.com)

ESPN Soccer  
[www.soccernet.espn.com](http://www.soccernet.espn.com)

FIFA  
[www.fifa.com](http://www.fifa.com)

Major League Soccer  
[www.mlssnet.com](http://www.mlssnet.com)

National Intercollegiate Soccer Officials of America  
[www.nisosa.com](http://www.nisosa.com)

Soccer 365  
[www.soccer365.com](http://www.soccer365.com)

Soccer America  
[www.socceramerica.com](http://www.socceramerica.com)

Soccer Association for Youth  
[www.saysoccer.org](http://www.saysoccer.org)

Soccer Buzz Magazine  
[www.soccerbuzz.com](http://www.soccerbuzz.com)

Soccer Plus  
[www.soccerpluscamps.com](http://www.soccerpluscamps.com)

Soccer Times  
[www.soccertimes.com](http://www.soccertimes.com)

United Soccer Leagues  
[www.uslsoccer.com](http://www.uslsoccer.com)



# Ethics

## I. Introduction

### A. Rationale

1. Serious concerns at all levels of game concerning conduct of coaches and players
2. Coaches have a tremendous impact on players – not only in terms of development as athletes and soccer players, but as complete human beings. We are looking at coaching more holistically, not just in terms of teaching techniques, tactics, and fitness, but also looking at psychology, leadership, fund-raising, and community development – and now ethics and moral development of players.

### B. Approach/Methodology

1. Difficult, if not impossible, to teach ethics by lecturing people – we have consciously chosen not to take that approach.
2. We have written the Code of Ethics to be a true code of ethics and not a code of conduct (we'll eventually have codes of conduct for youth, high school, college, and professional levels).
3. We have written cases, or scenarios, that we believe touch upon important ethical issues for coaches. Our intention is to have coaches in our courses read the cases, consult the Code of Ethics, and reflect upon the questions at the end of the cases.
4. Our intention is more directed toward identifying the ethical issues involved in each case and sharing reflections, rather than reaching consensus.

## II. Ethical Theory

Making the difficult choices we are often faced with:

### A. Right vs. Wrong “Moral Temptations”

1. Pressure that affect Right vs. Wrong decisions
  - a. \$ Money \$
  - b. Parental pressure
  - c. Job security
  - d. Institutional pressure
  - e. Winning!
  - f. Etc.

### B. Right vs. Right “Ethical Dilemmas”

1. Paradigms for identification
  - a. Truth vs. Loyalty
  - b. Individual vs. Community (team?)
  - c. Short-term vs. Long-term
  - d. Justice vs. Mercy
2. Resolution Process
  - a. Questions to start with
    - i. Whose dilemma is it?
    - ii. Is there a middle path open between the two “rights”?
    - iii. Which side is the nearest “right” given the circumstances?
  - b. Resolution principles for decision making
    - i. Ends based “utilitarianism”
      - Do whatever produces the greatest good for the greatest number
      - Teleological thinking from “teleos” – Greek for “end”
    - ii. Rule based (Kant)
      - “Categorical Imperative”; follow only the principle you want
      - Universal standard
      - Deontological thinking from “deon” Greek for “duty”
    - iii. Care based
      - “Golden Rule” (associated with many religious traditions)
      - “Do unto others as you would have them do unto you”
      - Process of reversibility “put yourself in their shoes”

Attempt to see an ethical dilemma through a variety of lenses.

Definition: “Obedience to the un-enforceable.”

**Rushworth M. Kidder**  
*Institute for Global Ethics*

## III. Small Group Discussion of cases

\*Select a recorder/reporter in each group

## IV. Full Group Discussion

Reporting of Major Points of Discussion in the Full Group and Further Discussion





## NSCAA Code of Ethics

1. Soccer is the player's game. The paramount concern of coaches is the holistic development, welfare, enjoyment and safety of their players.
2. Coaches bear the responsibility for teaching players to strive for success while playing fairly, observing the laws of the game and the highest levels of sportsmanship.
3. Coaches shall treat officials with respect and dignity, and shall teach their players to do the same.
4. Our opponents are worthy of being treated with respect. Coaches will model such respect for opponents and expect their players to do likewise.
5. In both victory and defeat, the behavior of the coach shall model grace, dignity and composure.
6. Coaches shall adhere to the highest standards and the regulations of the institutions they represent: clubs, schools, sponsoring organizations and sports governing bodies.
7. Coaches have a responsibility to promote the interests of soccer, including treating the media with courtesy, honesty and respect.
8. Coaches shall model inclusive behavior, actively supporting cultural diversity while opposing all types of discrimination, including but not limited to, racism and sexism, at all levels of the game.
9. Coaches are responsible for taking an active role in education about, and prevention and treatment of drug, alcohol and tobacco abuse, both in their lives and in the lives of their players.
10. Coaches shall refrain from all manner of personal abuse and harassment of others, whether verbal, physical, emotional or sexual, and shall oppose such abuse and harassment at all levels of the game.
11. Coaches shall respect the declared affiliations of all players, and shall adhere to all guidelines and regulations on recruiting established by the governing bodies having oversight of their teams and leagues.
12. Coaches shall seek to honor those who uphold the highest standards and principles of soccer and shall use appropriate protocol to oppose and eliminate all behavior that brings disrepute to the sport – violence, abuse, dishonesty, disrespect and violations of the laws of the game and rules governing competition.



## Ethics Case Study - “How Much Is Enough?”

The regular season was over and now it was tournament time. Central High was pitted against West High in the opening round of the Metro Tournament. Central had breezed through the regular season 16-0 averaging 4 goals per game. West, on the other hand, had managed to “Peak” down the stretch and reel off some major upsets to gain their first tournament appearance in ten years.

As the two teams entered the field, the Central players stared down the West High squad and pounded their fists in a show of intimidation. In the 4th minute of play Central’s star midfielder, Joe Riley, dribbled past two defenders and chipped the goalkeeper for the first goal of the match. To celebrate the goal he ran down to the West goalkeeper and shook his finger in front of his face as if to say, “that was a no-no.” Then he ran to the crowd and raised his arm and signaled “number one.” Other members of the Central squad started laughing and gave high fives to each other.

With the dominating size and tenacious pressure, Central built a sizeable lead. Despite this, the Central coach left in most of his starting eleven and told them

that they could set a school record for goals scored and number of shutouts in a season.

Late in the second half, West’s speedy forward, Billy Byer, broke Central’s pressure and was one on one with the goalkeeper. A substitute defender, nicknamed “Chopper”, caught him at the top of the “D” and slid from behind with boots up to take out the threat and save the shutout. Billy Byer was carried off the field on a stretcher while the Central players congratulated their teammate as he was sent off with a red card.

The game ended with Central setting two new school records. Following the game both teams walked over for the traditional game-end handshakes. West’s coach refused to shake anyone’s hand and abruptly left the field.

The Central squad wildly celebrated their tournament victory with “Chopper” leading the cheers chanting, “West go home.”

### Discussion Questions

1. Are there any “unwritten rules about the rules” regarding the attainment of victory?
2. How and why does animosity arise in competition? Is psychological intimidation between opponents an acceptable part of sport?
3. Is the major responsibility of a coach to win? What are some of the other responsibilities that may be specifically stated in the job description? How might these responsibilities conflict and/or facilitate the objective to win?
4. If you coached either of these teams how would you have handled the situations in question?



## Ethics Case Study - “Who Enforces The Rules?”

Cabot College and Middletown College participate in one of the oldest and most intense rivalries in NCAA women’s soccer. Elite academic institutions, they both also have made multiple appearances in post-season play. With the new NCAA Division III selection procedures introduced in 1999, the Cabot vs. Middletown match has taken on a new significance, as the winner will take home both a conference championship and an automatic bid to post-season play. Although both teams are undefeated in the conference, they both have a 10-4 overall records and the loser may not receive an invitation to post-season play. The Cabot-Middletown contest is the next-to-last match of the season for both squads, as both end their regular season schedules with non-conference foes against whom they are strongly favored to win.

Middletown has scored 40 percent of its goals so far this year on restarts. They are particularly dangerous on free kicks around the penalty area and their center midfielder, Sarah Conlon, is capable of bending balls around both sides of walls. Middletown’s coach, Michelle Woodson, has also told Sarah to look to take a quick restart any time she has a free kick within her shooting range.

Cabot’s success this year has been due largely to its bruising defense and counterattacking offense. Their coach, Barb Nichols, has taught a low-pressure defense that picks up opponents around midfield. Barb has encouraged Cabot to play a highly physical style, so her team commits almost twice as many fouls as its opponents. But they are also very difficult to score against. Barb has told her team that because their style leads to numerous restart chances in their own end of the field, they must do all they can to delay the taking of those restarts to gain time to set their wall.

Early in the match, Middletown’s central striker beat her mark about 25 yards out from the goal, only to be tripped as she attempted to go by the Cabot center back. The referee called the infraction and signaled for a direct kick. Jennifer MacPherson, a Cabot midfielder, quickly ran by the ball and kicked it 15 or 20 yards away, effectively keeping Middletown from getting off a quick restart. The referee ran over to Jennifer and issued a quick but stern reminder that her tactic was not in the spirit of the game. No yellow or red card was issued. Sarah Conlon bent the ball around the wall, but

the Cabot keeper was ready and came up with a strong save.

True to form, Cabot played quite physically against Middletown. Each time they were called for a foul within scoring distance of their own goal, at least one or two players would stand a yard or two away from the ball to keep Middletown from getting a quick shot on the goal. The referee regularly chided the Cabot players, admonishing them to get back. Sarah Conlon’s frustration level rose significantly as time and again she could not get off a quick shot because of Cabot encroachment.

Cabot stymied the Middletown attack and late in the first half scored on one of their patented counterattacks. With time running out in the first half, Middletown was awarded a free kick just outside the Cabot penalty area. Sarah Conlon saw an opening, placed the ball quickly, and attempted to shoot. At that moment, Jennifer MacPherson sprinted past the ball, blocking Sarah’s shot. Completely frustrated, Sarah gave Jennifer a two-handed shove. As Coach Woodson yelled at the referee to card Jennifer, the official did pull a yellow card and proceeded to administer it to Sarah. Coach Woodson lost her composure and berated the official from the sideline, complaining that she had not done anything to stop the encroachment by Cabot all game long and that she had taken the game away from the Middletown players. Coach Woodson quieted down a bit after a verbal warning from the referee. As that exchange was occurring, Coach Nichols was yelling out, “Good job, Jennifer, way to be heads up.”

At halftime, Coach Woodson told her Middletown team to settle down and regain their composure. She told them to continue to try to take quick restarts and to resist any retaliation against Cabot encroachment. She also reminded her players that no matter what the situation, they were to set their own wall at ten yards, as the rules require. In Cabot’s halftime gathering, Coach Nichols told her players that with a national tournament berth at stake, they were to make absolutely certain that Middletown could not take any quick restarts, even if that meant taking cards for encroachment.



## Ethics Case Study - “Who Enforces The Rules?”

Early in the second half, Jennifer MacPherson did just that, drawing a yellow card as she stood just two yards away from a potentially dangerous Middletown free kick. Shortly thereafter, Middletown scored on a corner kick Kate Neilson headed home from a Sarah Conlon inswinger.

The two teams battled tenaciously, with no additional scoring until once again Cabot scored on a counterattack. Middletown refused to quit and kept pressing to tie the match. With two minutes left in the game, Middletown once again got a direct kick outside the Cabot penalty area. Once again, Sarah Conlon attempted to shoot quickly, and once again, Jennifer MacPherson ran to stand just a yard or two away from the ball. The referee blew the whistle and ejected Jennifer from the match. When the game was finally restarted, Cabot had all their players between

the ball and the goal. Middletown’s restart went awry, and Cabot held on to win the match, the conference title, and an NCAA bid.

Coach Nichols thanked Jennifer for the sacrifice she made for the team, and told her not to worry about the red card, as she would only have to sit out the next game, which really had no bearing on the season. Coach Woodson, angered by Cabot’s tactics, left the field without shaking hands with Coach Nichols, but only after she had pulled Sarah Conlon away from the referee, whom she was deluging with complaints about her failure to stop Cabot from encroachment on free kicks. Middletown won their next game, but their 11-5 record against a tough schedule was not enough to get them an NCAA post-season bid as an at-large team.

### Discussion Question

1. Which person in the preceding example is conducting themselves in the spirit of the laws of soccer
2. Which persons are contradicting the spirit of laws?
3. Which coach is best serving the interest and needs of her team? Which coach would you emulate? Why?
4. Can a player or coach ever justify a player being ejected from the game?
5. Are officials the only ones in soccer who have the responsibility for enforcing the laws/rules of the game? If a referee is slow to enforce a rule against something such as encroachment, should teams take advantage of the lax enforcement and violate the rule until such time as the official “crack downs”?
6. What are the ethical issues involved in the case? What do you teach your players concerning the rules related to free kicks?





# NSCAA National Diploma System Development Plan

## Purpose

Propose a possible model for youth clubs that provides a framework of technical and tactical development of players from ages seven through senior level.

## Organization

The session will utilize three fields, all which should be set up from the beginning.

The warm up and 5v5 uses a 40x20 field with small goals.

The 8v8 game uses an 80x50 field with regulation goals.

The 11v11 game uses a regulation field and goals.

The session requires 11 players in yellow vests and 11 players in red vests.

## Warm Up

Four vests are placed in the shape of a diamond with two players at one vest (the back of the shape) and one player at each of the other vests.

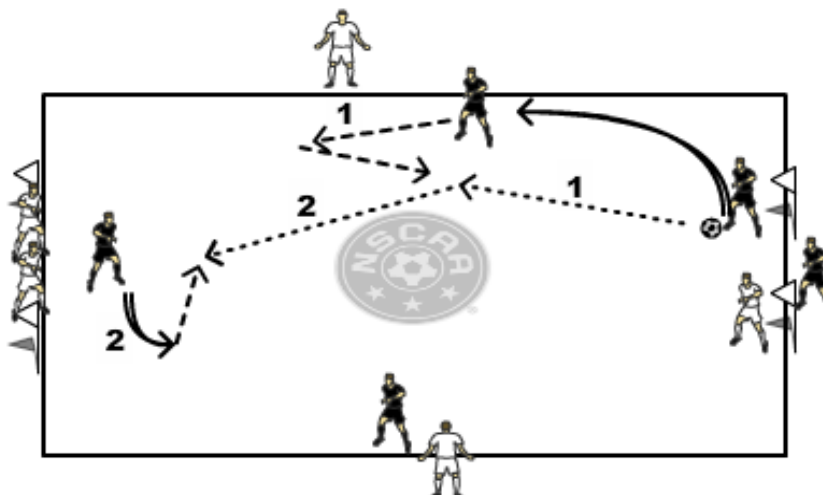
1. Pass ball to your right and follow your pass.  
Pass to front foot.  
Receiving player should be sideways on.  
Check away before receiving (demonstrate best angle).  
Demand ball.  
Pace of pass should be under weighted (easy control).  
Change direction.

2. Same arrangement of players, but now three-player combination. X1 plays to outside foot of checking X2 (imaginary defender), X2 one-touches back to X1 and spins away. X1 plays directly to X3, who one-touches to the supporting X2 and spins away. The rotation continues around the diamond. Teaching points as above.

## PHASE I – 5v5 (7 & 8 year olds)

Organize game (4v4 plus GK's) and allow free play. Then structure the diamond shape and consistently strive to maintain shape. Coach only one team.

1. GK and back player must be diagonally opposite creating a 2v1 against opposing forward.
2. First option is always the most penetrating pass. The visual cue is the position of the forward. If the back can't play forward due to pressure, he plays through the GK and vice versa.
3. Midfield players must be as wide as possible to stretch the markers and must play sideways on. The visual cue now is the position of the markers: If they are tucked in we play wide, if they are tight we play to the forward. If we play to the forward, we look for runs up the flank or across the face.
  - which foot we play to depends on pressure
  - always look before receiving (good habit) "First you make your habits, and then, your habits make you"
4. The forward must stay as high as possible, be diagonally opposite from the ball, and play sideways on.

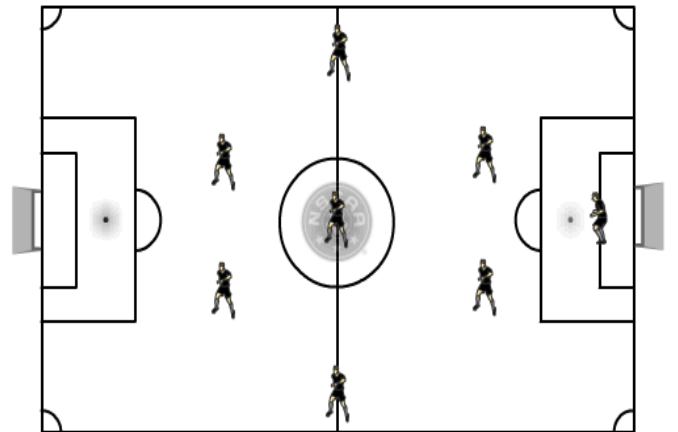


# NSCAA National Diploma System Development Plan

## PHASE II – 8v8 (9 & 10 year olds)

The shape of the team is 2-3-2. Allow play and then freeze the game when one of the two back players is in possession. By having everyone kneel except the diamond, we can now clearly see that the formation gives us two diamonds. The shape therefore is the same as the players learned when they were 7 and 8, and the same teaching points and patterns are possible.

1. We must now teach the two center forwards to play with and off of each other, for example, cross over runs.
2. Even numbers everywhere forces players to learn to play under pressure, which will improve their technical and tactical development. Show a 3-3-1 system, which allows for different tactical patterns, but also allows for too much time for players.



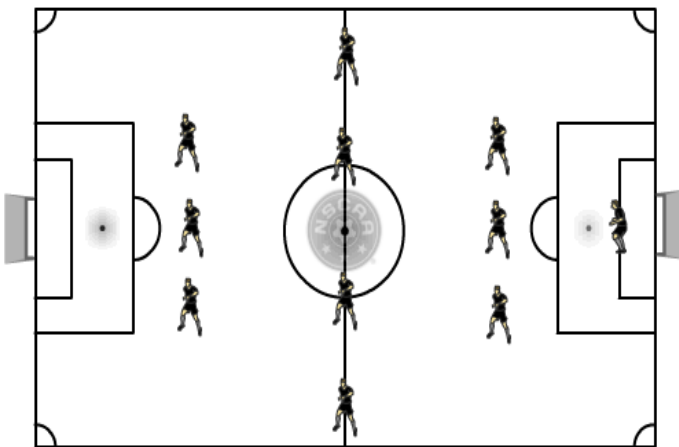
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## PHASE III – 11v11 (11 & 12 year olds)

System is now 3-4-3 and we ask the forward to play within the width of the penalty area, which insures the three-diamond shape. Again, through having players kneel, show the three diamonds.

### Summary

What we've tried to show is a progressive teaching model for a club. Currently because our clubs are disjointed, we attempt to reinvent the wheel at each age group. This model may help clubs give their coaches a template for progressive and consistent technical and tactical coaching at different age levels.



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# Fitness

## I. Warm-up

To prepare body and mind for training

- A. Warm-up should begin with a non-explosive aerobic activity that you are teaching.
  - 1. Begin by ball juggling in a standing position.
  - 2. Progress to ball juggling on the move.
  - 3. May do group warm-up, e.g. each player has a ball and whole team dribbles (or juggles) in penalty box.
  - 4. Coach should vary warm-up daily. One day individually, one day group, one day with ball, one day without ball.
- B. Warm-up proceeds incrementally to raise heart rate, respiration rate, etc.
- C. Flexibility done during and as part of warm-up - not before.

## II. Aerobic Fitness

Promote general cardiovascular efficiency.

- A. Interval training with ball.
  - 1. Groups of four, one works and three rest (3-to-1 ratio).
    - a. Demand different tasks by training player.
    - b. Vary time frame.
    - c. Check pulses.
  - 2. Groups of two, one works and one rests (1-to-1 ratio).
    - a. Demand different tasks by training player.
    - b. Vary time frame.
    - c. Check pulses.
  - 3. Three teams of five (5v5v5). Two play to small goal while third rests.
- B. Interval training without ball.
  - 1. Sprint – jogs.
  - 2. Timed intervals.
  - 3. Weisweiler square.
  - 4. Shuttle runs.

## III. Anaerobic Fitness

Promote power, explosiveness.

- A. Pressure training with ball.
  - 1. Pressure training necessitates maximal number of repetitions per unit of time.
  - 2. General pressure training examples:
    - One player tosses ball side-to-side while working player must side foot volley with right, then sprint to next toss and side foot volley with left.
    - One player stands and passes ball 15 yards away. Second player standing next to first must sprint to ball, collect and dribble back and stop by first player, repeat maximal number of times in 30-45 seconds.
  - 3. Functional pressure training examples:
    - a. For a striker, set up eight balls along top of box within the "D". Striker starts behind coach (positioned 10 yards behind "D"), then sprints and shoots a ball. Now sprints around coach to other side and shoots again. Repeat for a total of eight balls.
    - b. For an outside back, receives ball from goalkeeper, must dribble and serve to target. Now chases a winger back down line and must tackle before winger can cross, repeat.
- B. Pressure training without ball.
  - 1. One player sprinting while another shuffles behind holding hips of sprinter.
  - 2. Continuous vertical jumping.
  - 3. Plyometric training



## **NSCAA TEAM MANAGEMENT CHALLENGE DISCUSSION SESSION**

In the Team Management segment of the National Diploma course, each coach will have an opportunity to discuss with two peers his or her most significant management challenge in his or her current coaching environment. This will be an opportunity to receive feedback from colleagues that might help the individual coach address the challenge in a positive way.

Please fill out the sections on the next page (one for you and one for each of your colleagues), describing briefly the team management challenge you wish to discuss. The challenge can be anything related to team management: how best to construct a sequence of preseason training sessions, how to sharpen the focus of halftime talks with one's team, how to deal with difficult parents, how to construct tryout sessions, how to decide what players to cut and how to handle the cutting process, or anything else that is important to you in your coaching venue.

Your challenge will be given to two other coaches, and you will receive challenges from two other coaches in preparation for a discussion session in which you will offer one another ideas for meeting those challenges. Please write down just one management challenge (write the same challenge three times).



## Management Challenge Worksheet

Your Name:

Coaching Venue:

Brief description of management challenge:

Your Name:

Coaching Venue:

Brief description of management challenge:

Your Name:

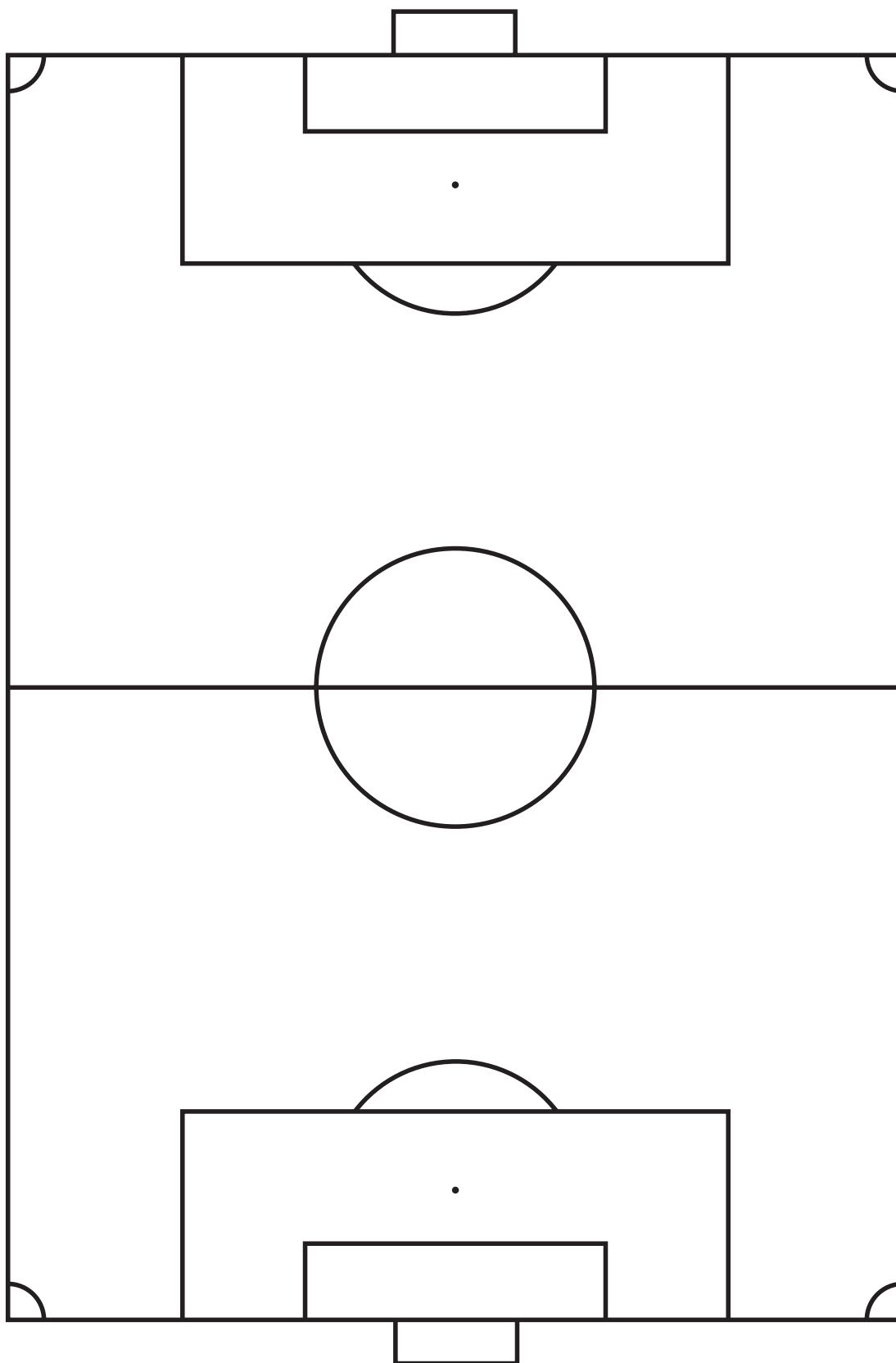
Coaching Venue:

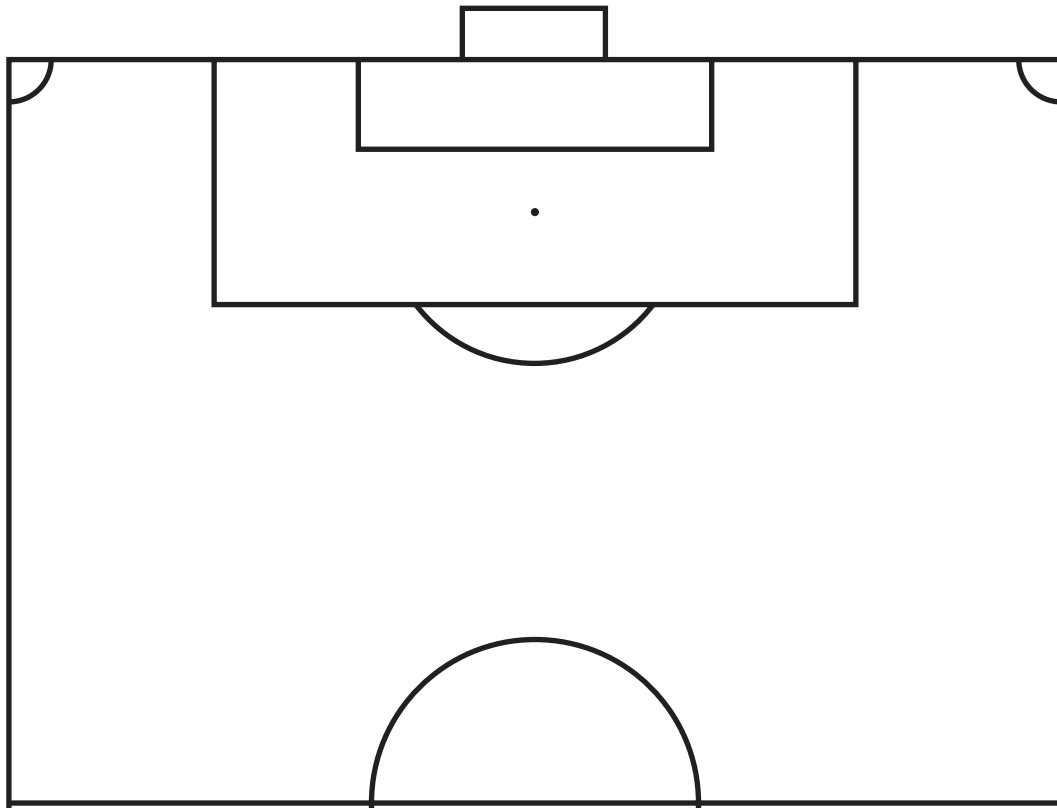
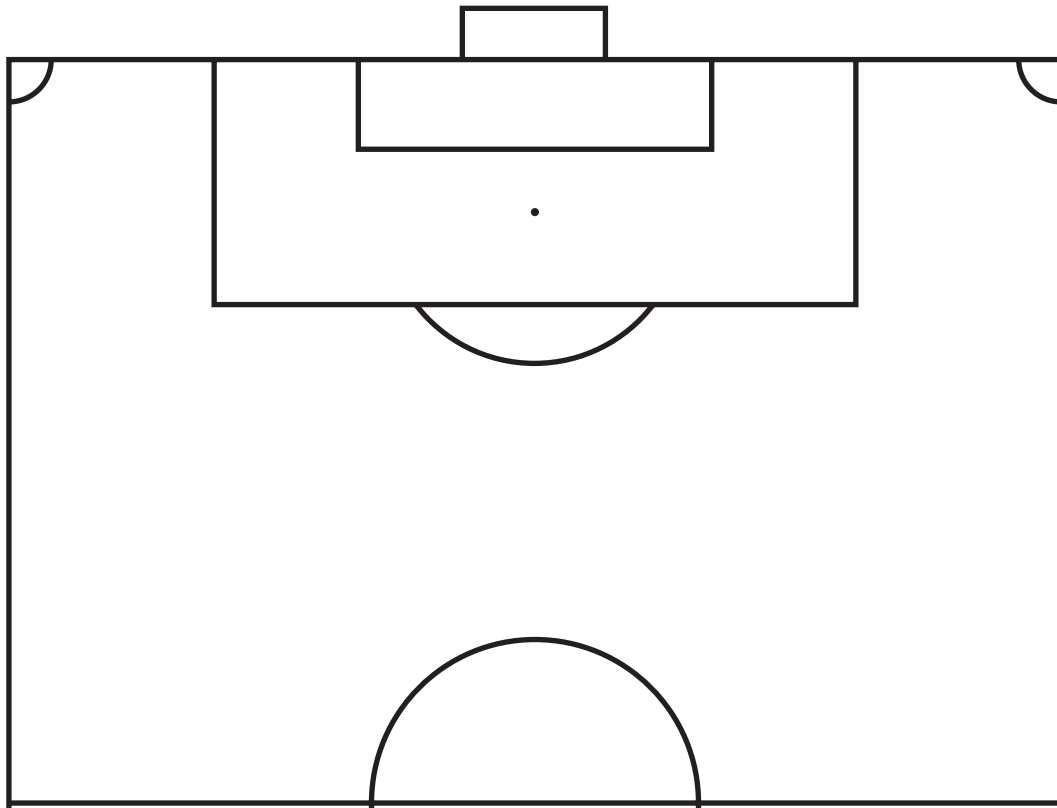
Brief description of management challenge:



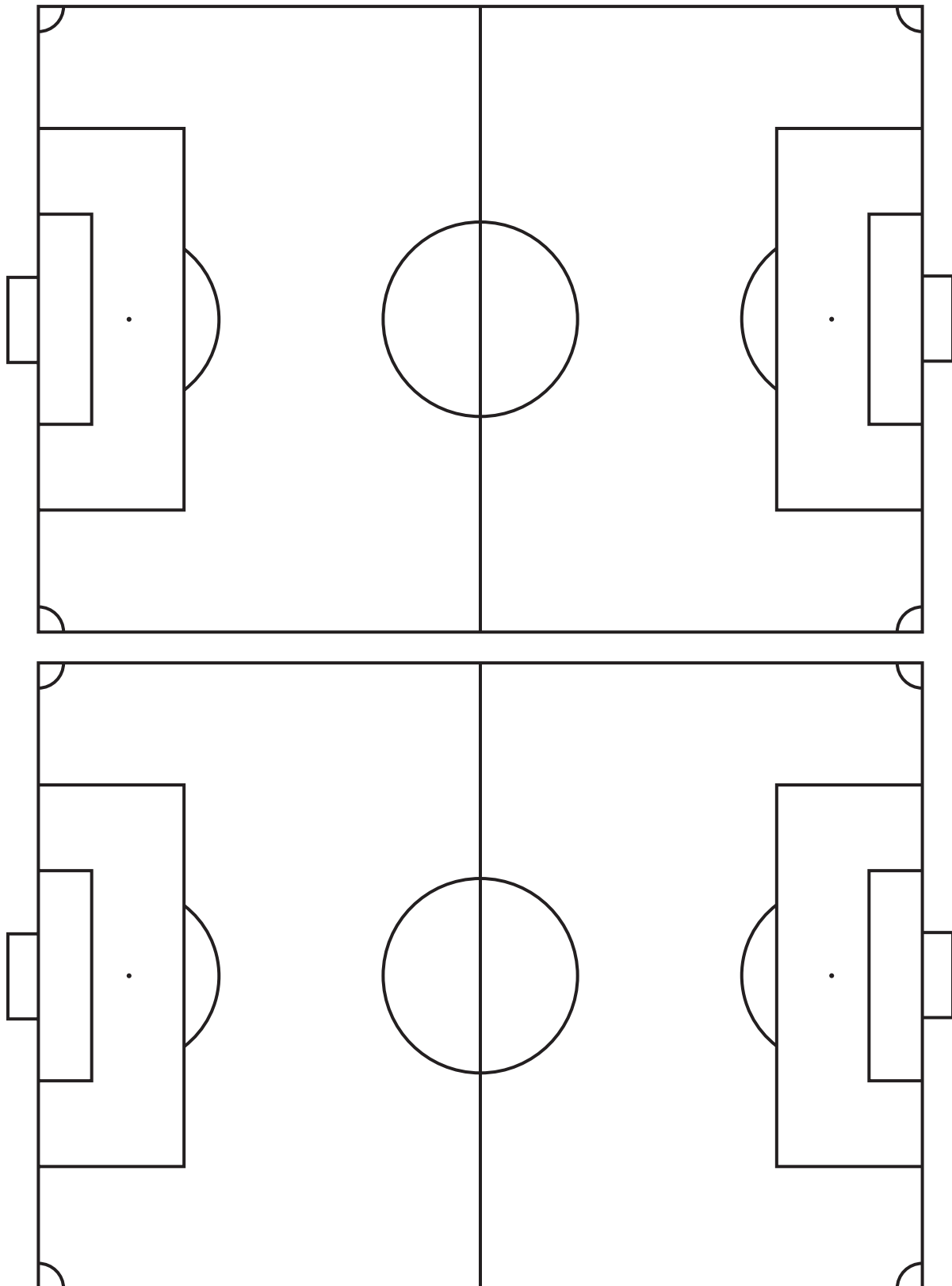


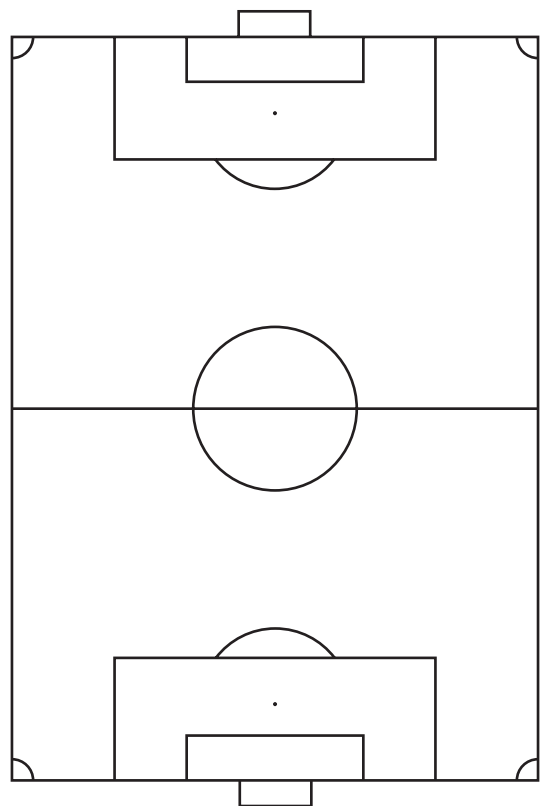
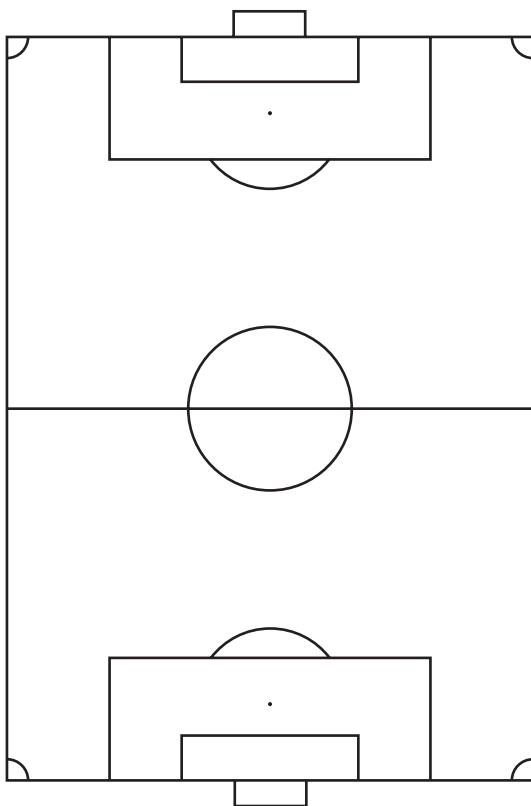
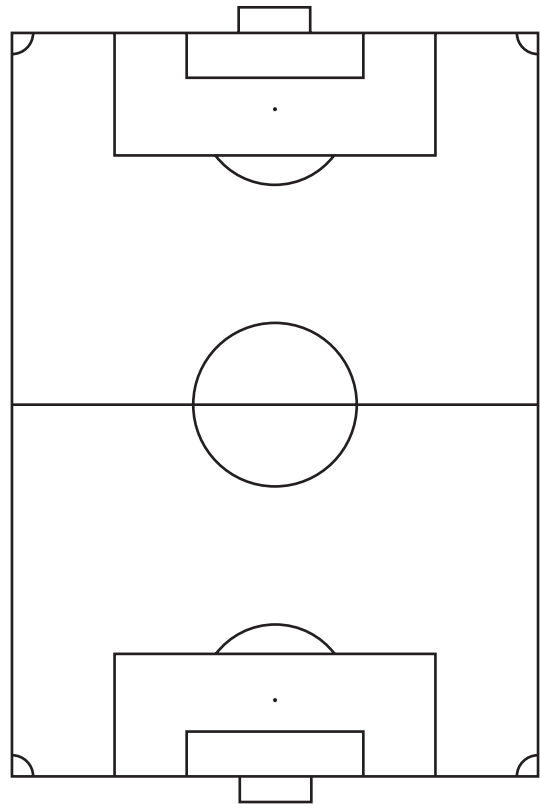
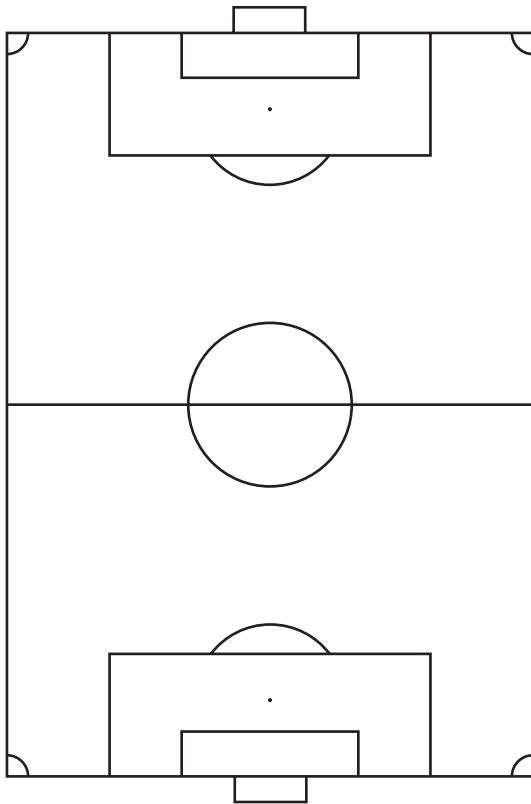
Coaching Academy













## College Credit For NSCAA Academy Courses

As a participant in a NSCAA Residential, Non-Residential or Special Topics course, you are eligible to apply for college credit through the University of Colorado. Information about credit hours and tuition cost is listed below.

NSCAA Course	Semester Hour Credits	Tuition
Level 2 Diploma*	1	\$100
Level 3 Diploma	2	\$150
Level 4 Diploma	2	\$150
Level 5 Diploma	1	\$100
Level 6 Diploma	2	\$150
National Diploma	3	\$200
Advanced National Diploma	3	\$200
Premier Diploma	3	\$200
Goalkeeping Level 1 Diploma*	1	\$100
Goalkeeping Level 2 Diploma	1	\$100
Goalkeeping Level 3 Diploma	2	\$150
Advanced National Goalkeeping Diploma	3	\$200
High School Coach Diploma**	2	\$150
Director of Coaching Diploma	2	\$150
Master Coach Diploma	2	\$150
Special Topics: Algarve Cup Symposium	3	\$200
Special Topics: Men's Championship Clinics	1	\$100
Special Topics: Women's Championship Clinics	1	\$100
Special Topics: Champions Coaches Clinic	2	\$150
Sports Safety: PREPARE (online course)	½	\$65
NSCAA Annual Convention Clinic Sessions***	1	\$100

\* Credit for the Level 2 Diploma and the Goalkeeping Level 1 Diploma courses require submission of a short paper to meet college requirements for receiving credit. Details listed below in #4.

\*\* For the Master Coach Diploma, register for college credit with UCCS after completion of all of the course requirements.

\*\*\* Course requirements for the NSCAA Annual Convention Clinic Sessions are listed in the materials provided for attendees at the convention.

### COURSE REQUIREMENTS for COLLEGE CREDIT

- Attend all the sessions and complete all course requirements for the NSCAA course or courses you are using to apply for college credit.
- Download and complete the **University of Colorado - Faculty Course Questionnaire**. Return of this form is required.
- Mail the completed Faculty Course Questionnaire to: Jay Engeln, 1724 Wood Avenue, Colorado Springs, CO 80907.
- If taking the Level 2 Diploma or the Goalkeeping Level 1 Diploma you will need to complete a one-page paper describing how you will use the information learned in the course in your coaching career. Mail your paper along with the Faculty Course Questionnaire to the address listed in #3 above. Paper should be postmarked within two weeks of the conclusion of the course.
- Complete the credit registration process with the University of Colorado (see the Credit Registration Process section on the reverse of this page). Credit registration must be completed within two weeks of the completion of the NSCAA course.
- Please allow 6-8 weeks for processing of grades through the University of Colorado and verification of course completion with the NSCAA.



### CREDIT REGISTRATION PROCESS

1. Go to <http://www.tinyurl.com/nscaa-college-credit> or visit the College Credit link at [www.NSCAA.com](http://www.NSCAA.com).
2. Scan the list of courses for the specific NSCAA course you took and for which you wish to receive University credit. Each course listing will indicate the deadline to register in the University of Colorado online system, the number of credit hours available, and the tuition.
3. Make a note of the appropriate 5-digit call number above and the term designation (right-hand column), and then proceed to the LAS Extended Studies Registration page. The registration instructions will guide you through registration and payment. *Note: online registration through UCCS can take up to two business days, so please do not wait until the last day to register.*
4. Any questions regarding registration should be directed to the LAS Office of Extended Studies.



## Earn CEUs For NSCAA Academy Courses

The National Soccer Coaches Association of America (NSCAA) is pleased to offer the option of credit in the form of Continuing Education Units (CEUs) to coaches who have completed the following courses:

- National Diploma
- Advanced National Diploma
- Premier Diploma

The CEUs will be awarded by the United States Sports Academy. As a CEU provider for NSCAA, the United States Sports Academy will award five CEUs upon successful completion of the National Diploma, Advanced National Diploma, and Premier Diploma courses to those coaches who wish such credit as an option.

CEUs are awarded based upon the Carnegie Educational System at the successful conclusion of a continuing education course, seminar, or workshop. One CEU is equivalent to ten clock hours of participation in a recognized continuing education program. CEUs are widely used in the sports and fitness industry by coaches, teachers, administrators, and other professionals to help determine salary increments, promotions, and maintenance of certifications.

### How to Obtain your CEU Certificate from the United States Sports Academy

#### NSCAA Certification Number

Coaches successfully completing an NSCAA Residential Course will receive their Certification Number with their diploma and can also contact the NSCAA National Office at 800-458-0678 to receive that number if lost. NSCAA Certification Number is needed to apply for CEUs.

Course	CEUs	Cost
National Diploma	5	\$187.50
Advanced National Diploma	5	\$187.50
Premier Diploma	5	\$187.50

#### Phone:

Coaches may call the United States Sports Academy's Department of Continuing Education at **251-626-3303** to pay by credit card and register for CEUs. The NSCAA Certification Number (provided on your grade summary sheet) is required for verification.

Individuals who successfully complete any one of the above courses have up to one year from the date of completion to apply for CEUs.

Student CEU records are maintained in the United States Sports Academy Office of Student Services. Requests for transcripts may be obtained by visiting the following page: [http://media.usssa.edu/files/documents/forms/request\\_transcript.pdf](http://media.usssa.edu/files/documents/forms/request_transcript.pdf). The cost per transcript is \$10.

### About the United States Sports Academy

The United States Sports Academy, America's Sports University, is an independent, non-profit, accredited, special mission sports university created to serve the nation and the world with programs in instruction, research, and service. Visit us online at [www.usssa.edu](http://www.usssa.edu).

The Academy features the world's largest academic program in sports and offers degrees at the bachelor's, master's, and doctoral levels. Additionally, over 70 courses and certifications are offered through the Academy's Department of Continuing Education.

The United States Sports Academy is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of the United States Sports Academy.

The United States Sports Academy accepts students regardless of race, religion, gender, age, disability or national origin.





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**MLS SOCCER.COM**   

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# Match Analysis - Individual Player

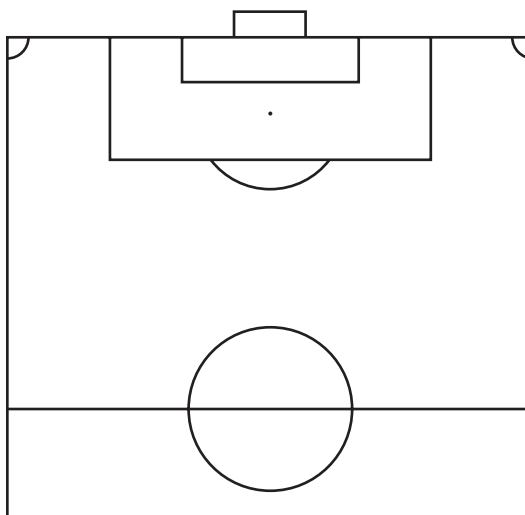
## Objective

To analyze individual role of players with a view to improving their play.

## Team's System of Play

Player's Jersey #: \_\_\_\_\_

Team Colors: \_\_\_\_\_



## Technical/Skill Analysis (control, shooting, passing, etc.):

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## Tactical Analysis (Decision making):

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## Physical Qualities (Strength, speed, etc.):

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## Psychology (Aggression, composure, focus):

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## Role in the team:

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## Strengths:

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## Weaknesses:

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# Match Analysis - Individual Player

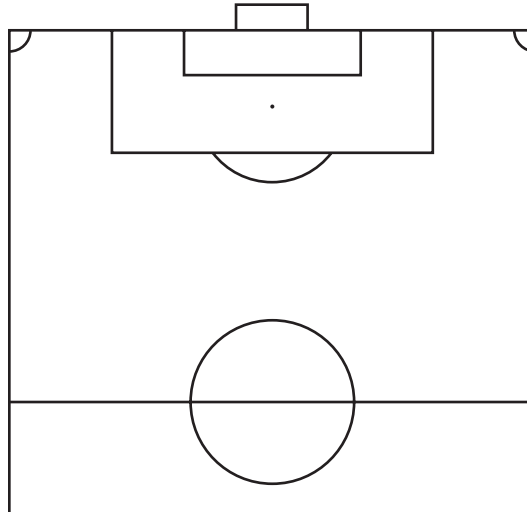
## Objective

To analyze individual role of players with a view to improving their play.

## Team's System of Play

Player's Jersey #: \_\_\_\_\_

Team Colors: \_\_\_\_\_



## Technical/Skill Analysis (control, shooting, passing, etc.):

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## Tactical Analysis (Decision making):

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## Physical Qualities (Strength, speed, etc.):

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## Psychology (Aggression, composure, focus):

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## Role in the team:

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## Strengths:

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## Weaknesses:

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Name: \_\_\_\_\_ Topic: \_\_\_\_\_

### Coaching Methodology

- ☐ Technical Progressive      ☐ Tactical Progressive  
☐ Functional Training      ☐ Phase Play      ☐ Shadow Play

### Warm Up Exercise

### Organization/Instructions

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### Main Theme Exercise 1

### Organization Exercise 1

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### Organization Exercise 2

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### Main Theme Exercise 2

### Coaching Points Include Visual Cues

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**Main Theme Exercise 3****Organization**

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**Coaching Points**

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**Diagram Team Shape  
Provide Field Dimensions****Organization**



Name: \_\_\_\_\_ Topic: \_\_\_\_\_

**Coaching Methodology**

- ☐ Technical Progressive      ☐ Tactical Progressive  
☐ Functional Training      ☐ Phase Play      ☐ Shadow Play

**Warm Up Exercise****Organization/Instructions**

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**Main Theme Exercise 1****Organization Exercise 1**

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**Organization Exercise 2**

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**Main Theme Exercise 2****Coaching Points**

Include Visual Cues

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**Main Theme Exercise 3****Organization**


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**Coaching Points**


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**Diagram Team Shape**  
**Provide Field Dimensions**
**Organization**

**RESIDENTIAL COURSE EVALUATION**

Thank you for your participation in this NSCAA Coach Academy course. Please assist us in our commitment to the quality of the NSCAA Coaching Academy by completing this questionnaire. Your evaluation is valuable as we continue to strive to improve our courses.

Please evaluate each of the following by circling your choice; please add any comments you would like to add in the space following each question:

**1. Pre Course:**

- a. The registration process was timely and helpful.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- b. The pre-Academy information packet was informative and helpful in preparing for the course.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

**2. Site**

- a. Lodging accommodations were sufficient and adequately close to lecture, meal and field sites.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- b. The quality of the food met my expectations for a coaching course.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- c. The quality of field facilities was sufficient for the course.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- d. The quality of the audio in the lecture facilities was sufficient.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- e. The quality of the visual presentations in the lecture facilities was sufficient.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

**3. Schedule**

- a. The course schedule provided a good balance between learning and evaluation.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- b. The course schedule provided adequate time for preparation and planning.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

**4. Curriculum**

- a. The curriculum provided for the course was helpful in providing structure and focus to the course.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- b. The curriculum content will provide an effective benefit to me in my coaching environment.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

**5. Field Sessions**

- a. Staff coaches provided clear, logical progressions.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- b. Provided information that I can use in my coaching environment.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- c. Coaching methodologies presented provided insight and ideas.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

- d. Assisted me in preparing for my field coaching sessions.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree



## 6. Lectures

a. Presentations were organized, informative and information was clearly presented.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

b. Assisted me in preparing for my field coaching sessions.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

## 7. The staff coach(es)

a. Communicated clearly and effectively.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

b. Exhibited thorough understanding of the curriculum.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

c. Helped me prepare to use the course information with my team(s).

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

d. Created a spirit of collegiality during the course.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

e. Was engaged, receptive to and a good resource within the squad. Questions.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

## 8. Overview

a. This course will enhance my knowledge and effectiveness as a coach.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

b. The course was interesting and enjoyable.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

c. I will recommend this course to coaching colleagues.

☐ Strongly Agree    ☐ Agree    ☐ Neither Agree or Disagree    ☐ Disagree    ☐ Strongly Disagree

## 9. What components of the course did you consider most beneficial?

## 10. What changes or additions would you recommend for the course?

Feel free to share any additional information about your participation in this course in the space below.



# The NSCAA Foundation Endowment Campaign



## About the National Soccer Coaches Association of America

The NSCAA is the largest coaches' organization in the United States. Founded in 1941, the NSCAA represents more than 26,000 members. Core to its mission is advancing soccer through coaching education. This is pursued through a nationwide program of clinics and week-long courses, teaching more than 4,000 coaches each year.

The NSCAA is also firmly committed to fostering diversity. The NSCAA strives to accomplish this by nurturing a learning environment that respects differences in culture, age, gender, race, ethnicity, physical ability, sexual orientation, religious affiliation and socioeconomic status.

## About the NSCAA Foundation

More recently, the NSCAA established the NSCAA Foundation. Its mission is to provide soccer coaching educational opportunities to underserved socioeconomic communities, geographic areas, and ethnic groups throughout the United States.

The Foundation firmly believes in the broader societal benefits of soccer as a recreational activity, an avenue for health and fitness, a means of building leadership skills, and a

competitive sport. We believe we can provide these benefits through soccer coaching education. The Foundation's primary program activity is direct financial support through grants and through scholarships to coaching education programs.

## Why We Need an Endowment—The Case for Support

Several minority groups, most notably Hispanics, are the fastest growing population segments of the United States, yet often they face financial and social barriers. Other underserved groups, such as African Americans in urban communities and Native Americans in rural areas, face the same barriers.

The NSCAA Foundation began awarding grants four years ago. Grantees include the Special Olympics, organizations serving Hispanic youth and Native American youth, inner city groups in the District of Columbia, Atlanta, and Philadelphia, and flood victims of hurricanes Katrina and Rita.

Because the Foundation does not have an endowment, each year we grant only what we receive in annual contributions. And because we have never undertaken a comprehensive

fundraising initiative, funds available for grants have been inconsistent. We award an average of about \$15,000 in grants each year.

To keep pace with the growth of these underserved groups, and to reach largely overlooked urban communities, the Foundation must be financially positioned to support the increasing demand for coaching education.

If we have the ability to increase support for these underserved groups, we will be able to provide them a never-before-offered opportunity to join the American youth soccer experience that today is predominantly a suburban experience.

Therefore, the NSCAA Foundation has launched a campaign to establish a significant permanent endowment that will bring coaching education opportunities to underserved communities and groups throughout the United States. Our initial goal is \$1,000,000. Each year a draw of 4% on this principal will enable the Foundation to make grants of approximately \$40,000—nearly three times what we currently award.

A gift to the NSCAA Foundation endowment will ensure that we are able to provide financial support to many more underserved groups than at present, and that these educational outreach initiatives will continue well into the future.



**NATIONAL SOCCER COACHES ASSOCIATION OF AMERICA**  
800 Ann Avenue, Kansas City, KS 66101 phone: 800.458.0678  
[www.nscaa.com](http://www.nscaa.com)



# YOUR TOTAL COACHING RESOURCE: SIGN UP FOR AN NSCAA ADVANCED LEVEL COURSE

## 2013 NSCAA COACHING ACADEMIES

COURSE OFFERED			SITE	DATE
<div>Advanced National Goalkeeping Diploma</div>			Macalester College St. Paul, Min.	June 3-9
<div>National Diploma</div>	<div>Advanced National Diploma</div>		San Francisco State Univ. San Francisco, Calif.	June 10-16
<div>National Diploma</div>	<div>Advanced National Diploma</div>		Curry College Milton, Mass.	June 24-30
<div>National Diploma</div>	<div>Advanced National Diploma</div>	<div>Premier Diploma</div>	Bloomsburg Univ. Bloomsburg, Pa.	July 8-14
<div>National Diploma</div>	<div>Advanced National Diploma</div>		Elmhurst College Elmhurst, Ill.	July 15-21
<div>Advanced National Diploma</div>	<div>Premier Diploma</div>		Regis University Regis, Colo.	July 15-21
<div>National Diploma</div>	<div>Advanced National Diploma</div>		Darlington School Rome, Ga.	July 29 – August 4



**National Soccer Coaches  
Association of America**

Space in the Summer Coaching Academies is limited and fills quickly. Visit the master course schedule at [NSCAA.com/education](http://NSCAA.com/education), find the course you are interested in and register!