THE WELSH WAY

FIRST KICK TO NATIONAL TEAM

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FIRST KICK TO NATIONAL TEAM



HOW DO WE MAINTAIN THE CULTURE, CONTINUE TO ENGAGE MORE YOUNG PLAYERS AND PROVIDE CHALLENGES FOR OUR ELITE PLAYERS?

I am delighted to introduce this updated National Syllabus following our unparalleled success on the pitch with back to back European championship qualification and reaching the semi-finals in 2016, our aim is to take advantage of this success on the world stage to inspire, stimulate and engage the next generation of young girls and boys to play and fall in love with football. I recognise the huge contribution that our areas associations, leagues and volunteers provide across Wales to ensure the child's first experiences in the game are positive and by having stronger grass roots clubs who encourage girls and boys and endorse our pathway, this can only serve to increase our opportunity of sustained future success.

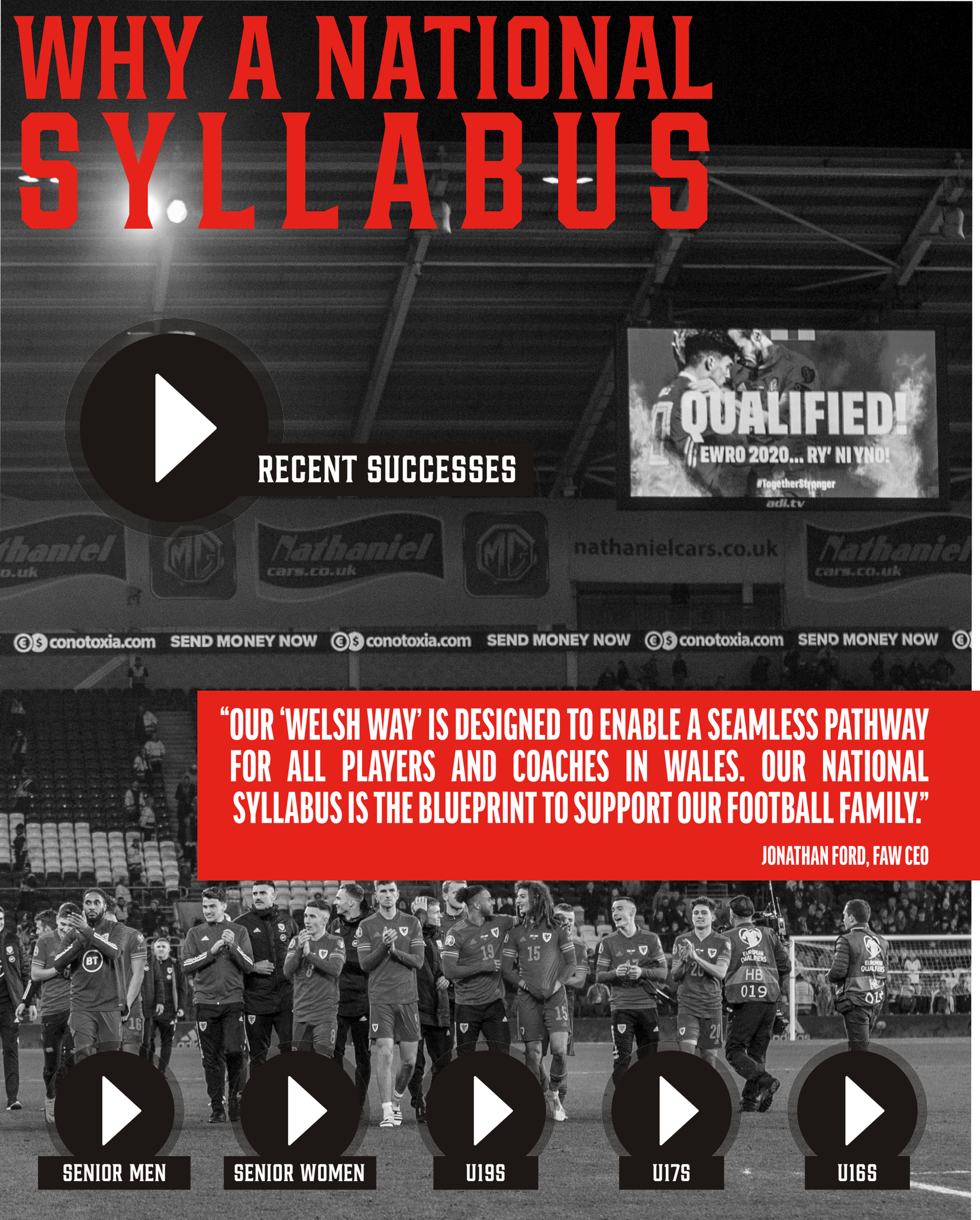
Building on our last strategic cycle 2016-2020 and national syllabus, we have seen the effectiveness of our player pathway and talent identification systems with a new generation of talented young players breaking into Ryan Giggs team and full testament to him and the rest of our National youth team staff for creating these opportunities and supporting these young players progress. We hope and anticipate by keeping this group together and with continued progress in our player pathways, which includes our youth national teams consistently reaching UEFA elite tournaments that we will continue to perform on the world stage. The women and girls game has seen significant growth, and through a more seamless pathway we hope that in the future we can develop a team that can regularly qualify for European and World Cup competitions.

This document is aimed to provide a unified approach so that all young people strive and have the opportunity to reach their potential. This new version of the National syllabus serves as a resource to support all stakeholders in the delivery of Welsh football, which places the 'person' at the centre of our approach. My thanks to all who have contributed to this document, and our football family across Wales.

Diolch.

David Adams,
Technical Director

WHY A NATIONAL SYLLABUS



"OUR 'WELSH WAY' IS DESIGNED TO ENABLE A SEAMLESS PATHWAY FOR ALL PLAYERS AND COACHES IN WALES. OUR NATIONAL SYLLABUS IS THE BLUEPRINT TO SUPPORT OUR FOOTBALL FAMILY."

JONATHAN FORD, FAW CEO

PAVING THE WAY FOR CONTINUED SUCCESS

In 2020 the Welsh National Team reached the finals of a major tournament for the second time in 4 years, thus building on the undoubted triumph of Euro 2016 in France which saw us reach the semi-finals of the tournament in our first qualification since 1958.

This success has changed the landscape and expectation on the shoulders of the game in Wales. The challenge now is to ensure that qualifying for and competing at major tournaments moves from being the exception and becomes the norm so that we continue to see the Welsh football nation on the world stage.

For this to be achieved we need to bring the long term vision we have for football in Wales to life. If Wales is to continue to compete at the highest level it is imperative that throughout the country a cohesive approach to how the game is taught and played be established and introduced.

The national syllabus will aim to provide an understanding of how this can be achieved by outlining a clear and simple framework to help coaches working with players from the Grassroots through to the Elite.

- To pave the way for continued success on the world stage.
- To highlight the importance of the Grassroots game in Wales.
- To help raise standards within all levels of the game in Wales.
- To create a clear framework for learning for players and coaches within all levels of the game in Wales.
- To communicate a style of play that can be worked towards regardless of team shape/structure.
- To illustrate how world class player development drives but is also underpinned by world class coach education.
- To provide a reference point for coaches working at all levels of the game in Wales.
- To help develop potential into elite players and coaches who can compete at the pinnacle of the world game.

CREATING A FOOTBALL CULTURE

UNDERSTANDING THE VALUES

RESPECT

Demonstrating respect for each other in all that we do and at all times.

FAMILY

A group of people working together to make football stronger in Wales.

EXCELLENCE

An intense desire or enthusiasm to continuously improve and strive for excellence.



CREATING A FOOTBALL CULTURE



OUR WELSH IDENTITY

Identity can be seen at the core of any high performance team and the success of our National teams is underpinned by a unique way of playing and thinking. Players and coaches share team membership collectively with a strong sense of 'we' and 'us' and are willing to sacrifice personal interests for the greater good of the team - an environment where everyone is valued. The team always supports in times of hardship and displays a strong support network in order to cope with training and game demands. Strong leadership is key for our identity and creates, advances and embeds a collective sense of 'us'. Our leadership has the power to influence team members and strengthen what we are and what we want to be: **Together Stronger**

DEVELOPING PLAYERS IN "THE WELSH WAY"

- **Welsh identity**
- **Technical excellence**
- **Tactical intelligence**
- **Desire to improve**
- **Honest reflection**
- **Freedom to express**
- **Togetherness**

IDENTITY

CREATING A FOOTBALL CULTURE

THE PLAYERS JOURNEY

First kick to National team. It takes time to become an elite football player.

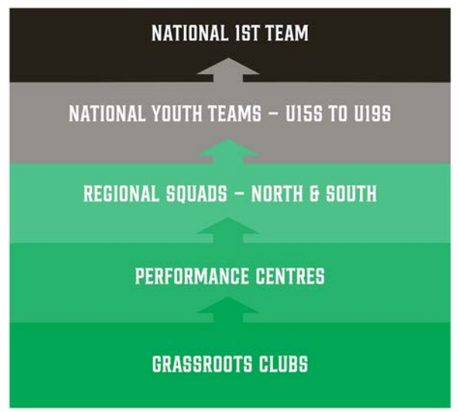
Although it seems a simple game on the surface, the complexity of the game means a very high level of technical ability, decision making and tactical understanding.

A player's football education begins the second they kick their first football and continues until they become the best player they can be.

BOYS' PATHWAY



GIRLS' PATHWAY



CREATING A FOOTBALL CULTURE



THE GRASSROOTS ARE KEY

Grassroots football relies on a huge amount of very hard working people who give up their time on a weekly basis to provide an environment for children to enjoy the game.

The Grassroots game should create an environment where children can gain:

- Positive Experiences
- Friendship Groups
- Social Development Opportunities

Some of these players may go on to make a living as a professional football player but statistics tell us that this will be unlikely for the majority. However we hope that when they grow up they remain in the game as a lifelong participant regardless. And this could be in a number of ways. They may play semi-professional football or amateur football, they may become leaders, coaches or referees, they may become volunteers, they may become administrators or sponsors, they may become fans or they may simply end up as parents with children who want to play the game.

The role of the grassroots coach cannot be underestimated because this is when young people will fall in love with the game. The grassroots coach must enthuse and inspire so that players not only want to come back every week but also to ensure future generations of football people.

GRASSROOTS FOOTBALL CLUBS LIE AT THE CENTRE OF WELSH COMMUNITIES AND ARE A PLACE FOR LIFELONG PARTICIPATION.

CREATING A FOOTBALL CULTURE



MAGIC SPORTS KIT

FALLING IN LOVE WITH THE GAME - THE IMPORTANCE OF PARENTAL INFLUENCE AND SUPPORT

HOW DO WE KNOW THE PLAYERS ARE FALLING IN LOVE WITH THE GAME?

Do the players come back? Do they arrive with smiles on their faces? Do they leave with smiles on their faces? Are they improving? Can you hear them talking about the session/game and what they did/enjoyed about it? Do you ask the players what they're favourite sessions are?

COACHES – BE A PART OF THE FUTURE SUCCESS OF WALES.

You may have the next Gareth Bale in your group... However we still have a responsibility to inspire/educate/develop each and every child under your guidance.

We can't underestimate the role of the coach/parent/guardian in the process of how players perceive themselves!

PARENTS/GUARDIANS FIRSTLY ASK YOURSELVES WHY IS THE CHILD THERE?

- Is it because they love football?
- Is it to be with their friends?
- Is it to improve as a player?
- Is it to stay fit and healthy?
- Is it a combination of all?

THEN ASK YOURSELVES...

- What if the team loses? And continues to lose?
- What if your child is a substitute?
- What if your child gets taken off?
- What if your child makes a mistake that leads to a goal?
- What if your child scores a goal?
- What if your child is player of the match?

HOW DOES THE CONVERSATION GO ON THE WAY HOME?

- What questions do you ask them?
- Did you enjoy the game/session?
- What was your favourite part?
- What did you do well?

CREATING A FOOTBALL CULTURE



THE IMPORTANCE OF SMALL-SIDED FOOTBALL

Small-sided games are very beneficial for both young and developed players. Studies have been conducted to show, and observations confirm, that children get more enjoyment and learn more from playing in small-sided games with adapted rules. They get more touches of the ball, learn quicker and have to make more decisions during the match. A higher level of concentration is also required because the ball is never far away.

Children are also much more involved in the game and enjoy it much more than playing on a large pitch. Fewer players on the pitch and smaller teams ensure that each participant gets more individual attention. There are also more goal-scoring opportunities (which is what children want) and the goalkeepers are in action more often (except in 4 v 4 matches which usually do not have goalkeepers).

Children are also more involved in attacking and defensive situations, and in this way they are more often exposed to more repetition. They enjoy themselves and learn more.

Statistically small-sided football highlights many benefits for children compared with 11-a-side football. For example:

- **Players touch the ball five times more often in 4-a-side football and 50% more in 7-a-side.**
- **Players are three times more often in one-against-one situations in 4-a-side football and twice more often in 7-a-side.**
- **Goals are scored every two minutes in 4-a-side football on average and every four minutes in 7-a-side.**
- **Goalkeepers are involved in the action two to four times more often in 7-a-side football than in 11-a-side football.**

From a physical viewpoint small-sided games can be very intense. They should not be underestimated and games should not last too long. Substitutes should be available at the side of the pitch and used regularly which should help the rhythm of the game/exercise to continue at a high level. We specify that mini footballers should play no longer than 60 minutes every 24 hours.



CREATING A FOOTBALL CULTURE

DEVELOP THE PERSON

GIVE THEM THE BEST CHANCE

The reasons for developing life-skills are:

- Not many players that begin in the grassroots game will end up in the professional game.
- However, all players can become better people by using the power of sport and football.
- Players can develop skills that are transferable to education and work.
- It is our role as coaches to aim to develop the person as well as the player.

BEING ABLE TO ADAPT AND REACT POSITIVELY TO CHANGING CIRCUMSTANCES IS VITAL FOR FOOTBALL AND EVERYDAY LIFE.

CREATING A FOOTBALL CULTURE



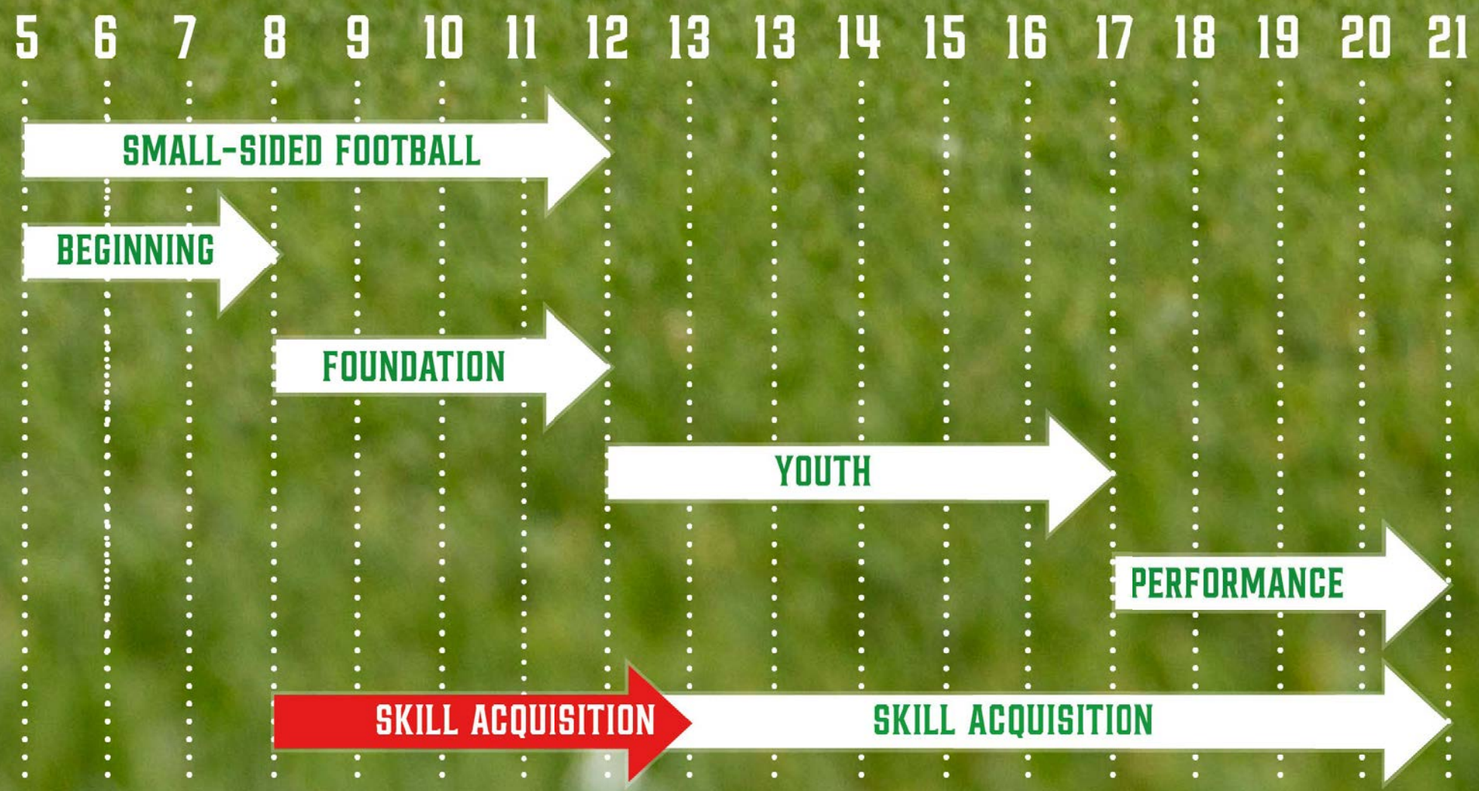
KEY STAGES OF DEVELOPMENT

THE FOUR STAGES

- Beginning (U6-U8)
- Foundation (U9-U12)
- Youth (U13-U16)
- Performance (U17+)

AGE BASED WINDOWS

of long term player development



SKILL ACQUISITION

KEY STAGES OF DEVELOPMENT



BEGINNING (U6-U8)

LEARNING FOOTBALL THROUGH FUN GAME RELATED PRACTICE

FOCUSES

Focus on fun, enjoyment and engagement.

- Basic technical development using both feet.
- Creativity & inventiveness with no fear to find a way.
- Use variety to stimulate and motivate the player.

OUTCOMES

Players with enthusiasm and motivation with a love of the game.

- Basic technical development using both feet.
- Creativity & inventiveness with no fear to find a way.
- Use variety to stimulate and motivate

PLAYER TRAITS

- Self centred
- Easily distracted
- Unable to digest too much information
- Lack of fine motor skills
- Energy & Enthusiasm in short bursts

KEY STAGES OF DEVELOPMENT



FOUNDATION (U9-U12)

NO AMOUNT OF FITNESS OR COMPETITIVE SPIRIT WILL EVER COMPENSATE FOR DEFICIENCIES IN FUNCTIONAL SKILL GAMES

FOCUSES

Training, learning and engaging.

- Training focused on teaching a range of techniques.
- Creativity & inventiveness with no fear to find a way.
- Challenge players to use both feet in all activities.

OUTCOMES

Engaged players with enthusiasm and love of the game.

- Broad technical proficiency.
- A willingness to take risks and 'make things happen'.
- Agile, co-ordinated and well-balanced footballers.

PLAYER TRAITS

- Players become more independent
- Begin to understand teamwork
- Begin to build relationships
- Maturity occurs at different rates (individual, gender, ethnicity)
- Mood swings occur as hormones change
- Begin to understand overload 2v1 etc.

KEY STAGES OF DEVELOPMENT



YOUTH (U13-U16)

DEVELOPING POSITION SPECIFIC FOOTBALL AWARENESS, PERCEPTION AND DECISION-MAKING THROUGH GAME-RELATED PRATICE

FOCUSES

Embedding game understanding and sound decision-making skills.

- Development of position-specific techniques.
- Introduction to tactics and role within a unit.
- Skill-based problem solving.

OUTCOMES

Well rounded technically sound footballers that can make decisions in games.

- Positional competence.
- An understanding of positions and roles within the team.
- Game intelligent, capable decision-makers.

PLAYER TRAITS

- Maturation occurs at different rates - Overuse injuries can occur
- Coordination and technical ability can temporarily decline
- Lifestyle choices begin to change
- Hormonal changes effect emotional stability
- Can begin to take increased responsibility

KEY STAGES OF DEVELOPMENT



PERFORMANCE (U17-U21)

DEVELOPING A TACTICAL UNDERSTANDING TO HELP SOLVE SPECIFIC GAME RELATED PROBLEMS

FOCUSES

Refinement of players' technical, tactical, physiological and psychosocial capabilities.

- Balance of technical refinement with decision making activities.
- Tactical appreciation of roles.
- Detailed understanding of how to optimally prepare for competition.

OUTCOMES

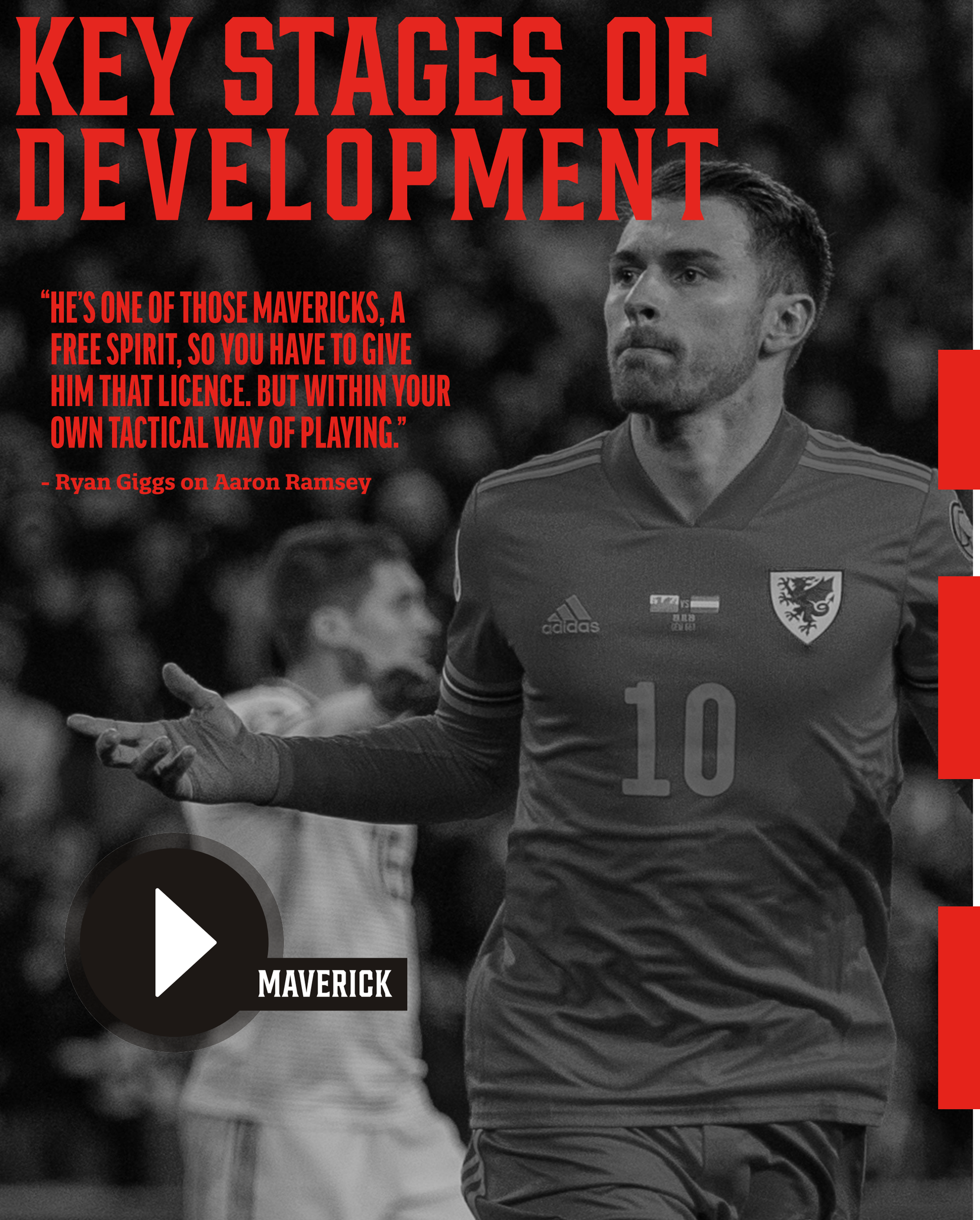
Balanced players with the fundamental resources to meet the demands of the modern game.

- Technical excellence combined with game intelligence.
- Positional understanding within various systems of play.
- Players obsessed with technical detail, role clarity and optimal preparation.

PLAYER TRAITS

- Physical maturation is reached
- Coordination is restored
- Can take on increased responsibility under associated pressure
- Self-motivated and the ability to critically reflect
- Capable of complex analysis

KEY STAGES OF DEVELOPMENT



THE MAVERICK

Individual qualities or moments of brilliance can often influence the results of matches at all levels of football. This is becoming more and more prevalent in the modern game where:

- Teams have better out-of-possession structures
- Counter attacking has become more prevalent, so teams sit deeper
- Space from back to front (Deepest defender to furthest attacker) is around 26-28 yards on average

These factors make it more challenging to find space and openings to create goalscoring opportunities and score. It is therefore essential to have players who:

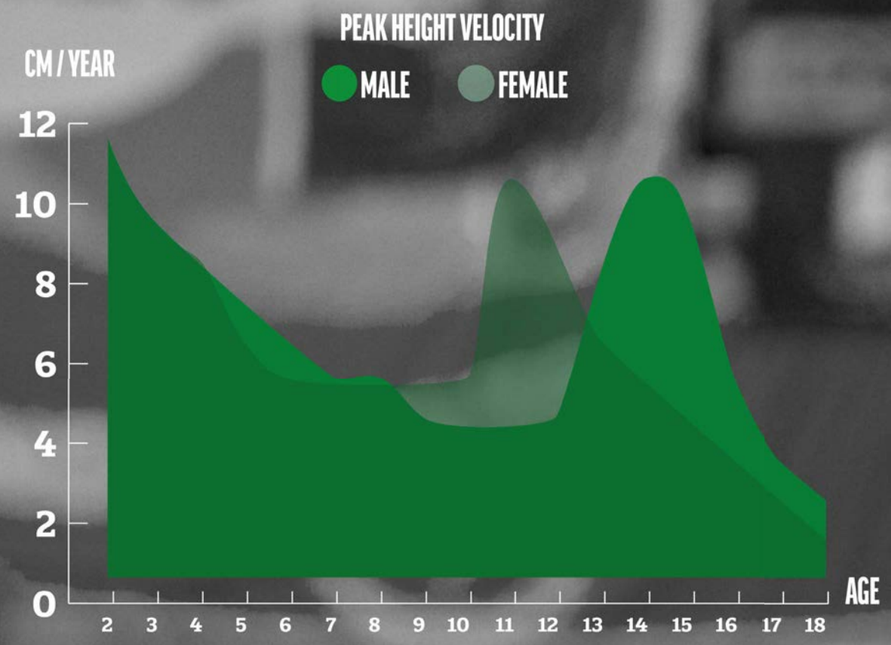
- Receive the ball and operate in congested areas
- See things others don't
- Dominate duels with the quality of their dribbles
- Possess the vision to execute their passes
- Contribute vital goals when most needed
- Reduce predictability through disguise and deception
- Make a difference by themselves

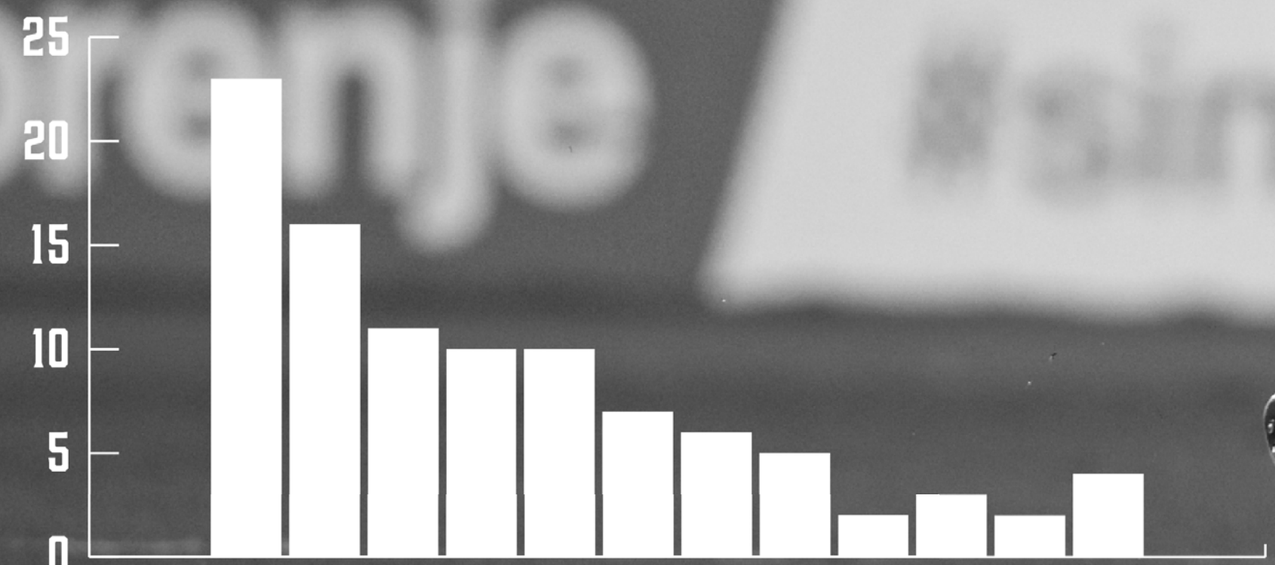
These players may frustrate coaches and team mates with how they play the game and take risks, but their impact cannot be under estimated. Considerations when working and creating environments that support the development of such players include:

- Opportunity to experiment
- Encouragement to try different skills and combinations
- Freedom to fail
- Allow for defensive faults
- Promote a no-fear culture
- Maximise all contacts with ball
- Be prepared to be challenged as a coach

Nurturing the individuality of these players, without fear of failure on the part of the player or the coach, can allow 'mavericks' to create game-changing moments of brilliance, which inspire those around them and those watching.

KEY STAGES OF DEVELOPMENT





BIRTH DATE DISTRIBUTION OF 8857 PLAYERS AT PROFESSIONAL CLUBS, AGED 9-16 YEARS

PHYSICAL DEVELOPMENT

PEAK HEIGHT VELOCITY

Peak Height Velocity (PHV) is the period of time in which a young person experiences their fastest upward growth in their stature – i.e. the time when they grow the fastest during their adolescent growth spurt. This usually happens earlier for girls than for boys.

Growth spurts can have both physical and psychological effects on young players which is why patience is key during this stage of development.

BIRTH BIAS

There is a tendency across world football to select players at the youngest ages who stand out due to physical stature, known as birth bias.

AS A COACH DO YOU CONSIDER?

- If the physical barrier was removed which players would be most effective?
- Are the best players in the team born in the early part of the year?
- Are the best players reliant purely on being stronger and quicker than the other children?
- Compared to other children in the age group would these players be classified as early developers? (i.e. a similar size/ stature to children in older age groups)

THE GAME

ATTRIBUTES OF HIGH PERFORMING TEAMS

DYSFUNCTIONAL		FUNCTIONAL
A focus on personal ego and status	RESULTS	High focus on the process to gain results
Avoidance of responsibility	ACCOUNTABILITY	Hold each other accountable for achievement of the task
Vague understanding of the task	COMMITMENT	A clear and collective commitment to the task
Reluctant to disagree & challenge	CONFLICT	Engage with healthy, constructive feedback
Reluctant to allow concerns to surface	TRUST	Accept mistakes and weaknesses and tap into support

THE GAME



OUR WELSH FOOTBALL DOMESTIC LANDSCAPE

We have a domestic landscape in Wales where young players are exposed to various playing philosophies adopted by their individual grassroots clubs. This is also the case with players making up the Welsh Regional and National squads from U12 to U21 from within Welsh Premier League Academy clubs, or from outside of Welsh club competition, who are therefore also exposed to differing styles and strategies.

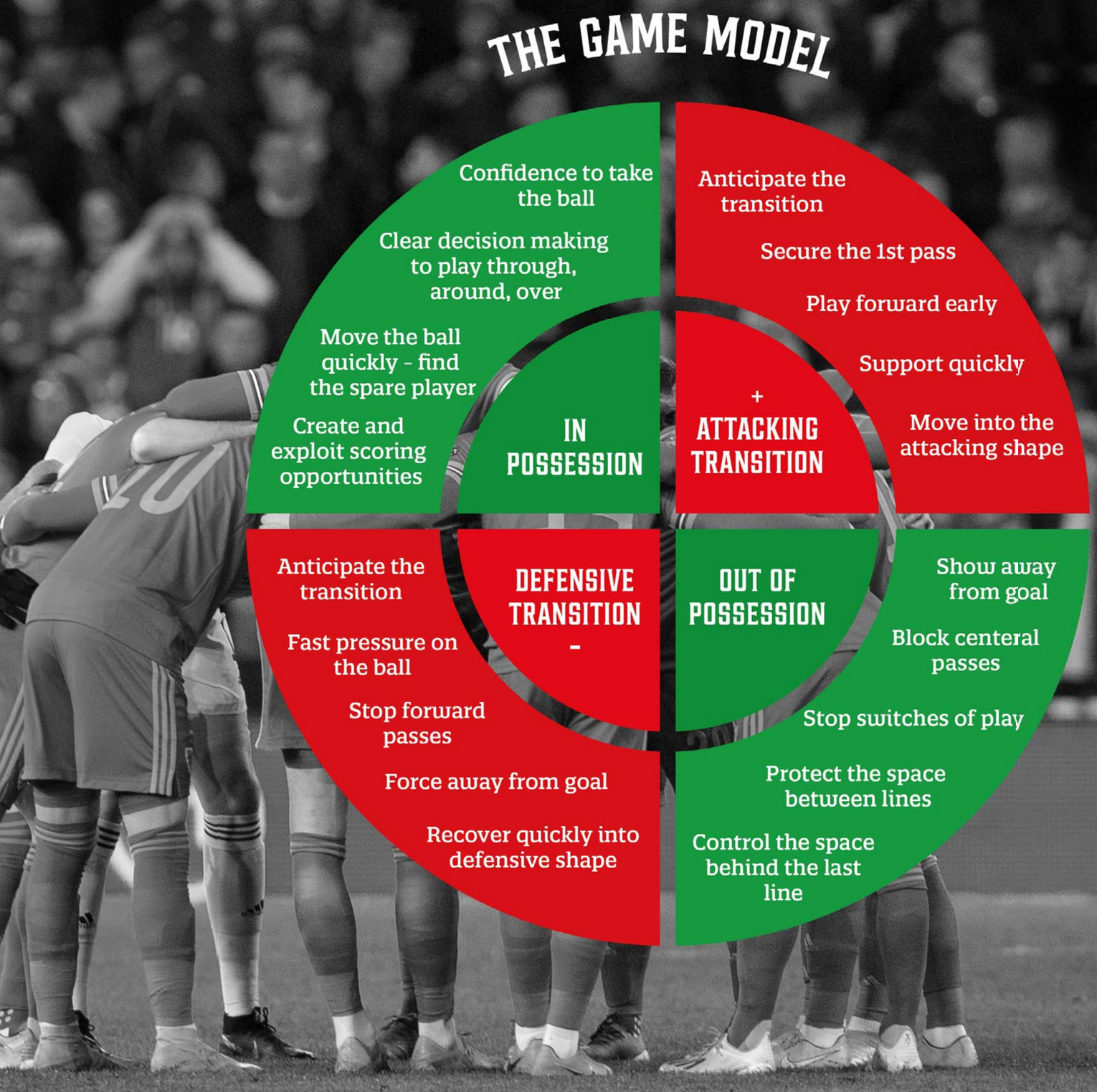
Due to this diverse nature of player development, it's important that the 'Welsh way' playing philosophy adopts clear principles of play that are always present regardless of team shape, tactics or the animation of tactics to assist player learning via a seamless pathway.

Domestically, since the inception of the Welsh Academy system, clubs have made huge strides year on year in improving their program. Additionally, a review of the domestic female game in Wales has enabled us to better understand what's needed to support the female game of the future. Additional measures have been introduced to assist and support clubs to continue to raise standards, and provisions have been implemented to provide players within the system the best opportunity to progress along the FAW Elite Player Pathway. Some recent measures include:

- Heads of Coaching for each Welsh Premier League Club have been recruited
- Skill Acquisition Program has been implemented
- Cymru Leagues Regional program has been expanded
- Cymru Cup talent identification event
- New U19 Women's Development League to bridge the gap

The principal challenge and ultimate gauge of successful player development is the transition of youth players into first team. A major factor in achieving this goal is the alignment between the various developmental phases that cover regional, national youth teams and first team squads.

THE GAME



THE GAME MODEL

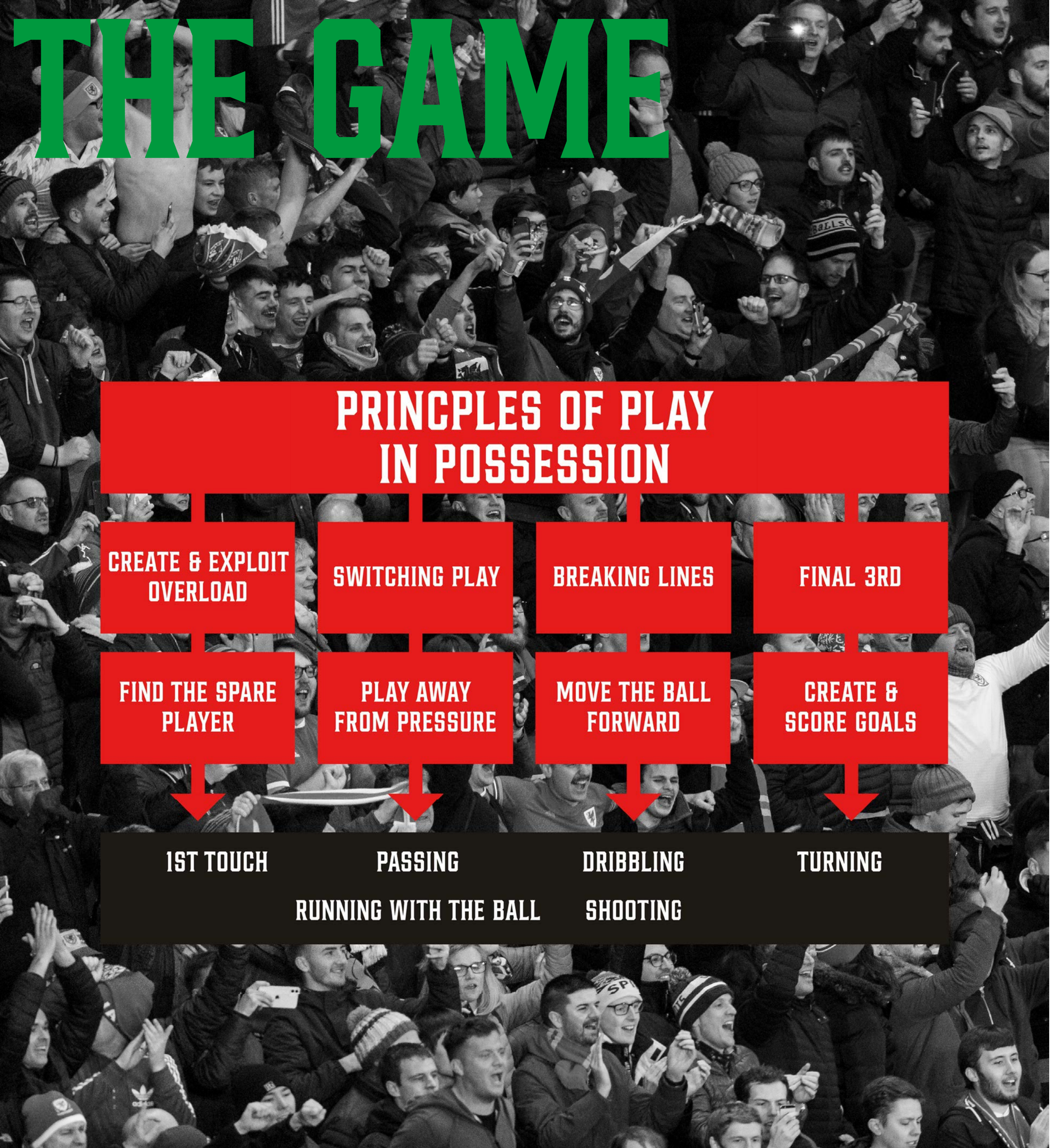
The Game Model Principles are aimed at articulating the way we teach the 4 moments of the game. The main rationale and purpose for doing this is to;

1. Provide our players with simple and understandable terminology when delivering on and off field sessions.
2. To ensure consistency in our football language delivered by coaching staff across all boys and girls youth team ages.
3. To deliver high quality, meaningful practice consistently aligned to the 4 moments of the game.

Additionally we have developed 8 simple principles of play, 4 in possession and 4 out of possession our main purpose for devising such principles are to;

1. Support coaches with a planning framework in order to prepare, conduct and reflect upon effective coaching sessions.
2. Ensure we focus on each principal, in order to teach all aspects of the game.
3. Allow coaches to focus on the long term player development requirements of the individual, to identify and recognise progress over time.

THE GAME



PRINCIPLES OF PLAY IN POSSESSION

The Principles of Play approach provides a framework for coaches to teach the players the game respecting the four moments of the game (see game model). It is a point of reference for all and can be broken down further to make it easier to understand, and applicable to any particular situation (age, level, etc.) faced by the coach.

For example, with 'Create & Exploit Overloads': rather than exposing the player to too much tactical information too early in their development, this principle can simply be referred to as 'Find the Spare Player'.

The principles are supported by the underpinning technical skills listed which are the fundamental building blocks required in player development (ages 5-12years). Players consciously think about what they want to do in training and games (tactics/decisions) but subconsciously use the technical skills learned to execute them. Mastering these skills at an early age allows the player to apply the tactical knowledge later and execute better decisions which are fundamental for all elite players.

THE GAME



PRINCIPLES OF PLAY IN POSSESSION

CREATE & EXPLOIT OVERLOAD

Understand when and how to exploit a numerical advantage against the opposition.

SWITCHING PLAY

Understand when and how to switch the point of an attack based on the pressure applied from the opposition.

BREAKING LINES

Understand when and how to play through, around or over the opposition based on the type of pressure applied.

FINAL THIRD

Understand when and how to combine, create and finish in the attacking 3rd of the pitch.

THE GAME



PRINCIPLES OF PLAY OUT OF POSSESSION

DEFEND THE OVERLOAD

Understand how and when to pressure the opposition to prevent them exploiting a potential overload situation.

PREVENT AND DEFEND THE SWITCH

Understanding how and when to stop the opposition switching play to prevent them exploiting space on the opposite side of the pitch.

DEFEND AGAINST BREAKING LINES

Understanding how and when to pressure the opposition so that they are unable to play forward and exploit space between and beyond defensive lines.

DEFEND THE FINAL THIRD

Understanding how to minimise the opposition attacking threat when they enter our defending 3rd.

THE GAME

PRINCIPLES OF PLAY APPROACH

Transition - Attack to Defence

FINAL THIRD
Play over
Counter - speed of distribution

SWITCHING PLAY
Ball speed
Full back to full back
Support position

GOALKEEPERS ATTACKING

BREAKING LINES
Ball speed
Full back to full back
Play through
Play over

CREATE & EXPLOIT OVERLOAD
Find spare man
5v2/3
Support positions

Transition - Defence to Attack

DEFEND THE FINAL THIRD
Shot stopping (inside/outside box)
Deal with crosses
Dealing 1v1 situations
Keep defence narrow
Force wide

DEFEND THE OVERLOAD
Recognise opposition movement
Press Quickly
Protect the Middle
Leave the furthest Players

GOALKEEPERS DEFENDING

DEFEND THE LINES
Higher start position
Front foot
Prepare for 1v1
Clear ball if out of area (low risk)

STOP THE SWITCH
Person on the ball the danger
Communication (get pressure on the ball)
Force away from goal
Delay for recovery runs

MAXIMISE PLAYER LEARNING



HOW PLAYERS LEARN

Learning is wonderfully messy and certainly does not happen in a straight line. Indeed, learning is not 'paint by numbers'. In all player developmental journeys there will be set-backs, disappointments and frustrations, but also lots of wonderful experiences that will stay with the player for life. Maximising the opportunity to learn allows these moments to be captured and nurtured.

ACCOUNTABILITY

To learn effectively, players require support and guidance. This often will form a large part of the coaches role, however it is important to understand that this cannot be purely coach-led. The player has to understand their role in maximising their learning and to this end the player is accountable to themselves, their teammates and indeed their coach in committing to being the best learner they can be. In ensuring a two-way relationship, this also applies to the coach.

ENVIRONMENT

It is possible to have a player/group with a thirst for learning, yet get stifled by the environment created by the coach. It is vital that these two areas work together, where players feel free to contribute, explore and embrace. The game requires players and coaches to see problems and difficulties as opportunities. The game needs players who persevere through adversity and embrace challenges, as they know it will help their overall player and personal development.

PRINCIPLES

Our principles drive much of the coaches' role, session content and player learning. Being guided by principles of play rather than steadfast rules of operation means learning is more transferrable to a variety of situations, therefore matching the ever-changing demands of the game. In maximising player learning, we try to develop players who are adaptable and display knowledge in a variety of situations.

MAXIMISE PLAYER LEARNING

REFLECTIVE PRACTICE

Engaging players in reflection improves their understanding of how to perform effectively as well as cope with the demands associated with competitive football by improving their self-awareness, commitment to goal setting, and ownership over performance (Cropley et al., 2020).

Reflective practice can also be used to open dialogue between the player and the coach during post-event (match and/or training) reviews (Cropley et al., 2018).

REFLECTIVE PRACTICE

COACHING



A WORLD CLASS COACHING NATION

The Welsh coach education program is at the forefront of the world game. We have developed innovative and renowned coaching courses to support all levels of the game, we are passionate as our fundamental objective to educate and inspire coaches in Wales to support all grass roots teams, whilst also educating our domestic coaches to improve the quality and provision in these environments.

We have more recently developed support for our current national team players and created a bespoke pathway and support service to enable our international players during their transition from playing to coaching the opportunity to gain the pre-requisite qualifications, further to this as we have built this reputation for our unique methodology for developing and educating coaches we have also educated some of the biggest names and coaches in world football, such as Roberto Martinez, Chris Wilder and Tony Pulis and Former players such as Thierry Henry, Sol Campbell, Marcel Desailly, Jens Lehmann, Patrick Vieira, Mikel Arteta and Freddy Ljungberg choose Wales to complete their coach education at the end of hugely successful playing careers. Wales is globally recognised for its coach education culture and excellence.

"THE WAY THEY SEE THE GAME IS HOW I SEE THE GAME. THE WAY THEY DO THINGS IN WALES, THE PHILOSOPHY, IS THE PERFECT MATCH."

Arsenal, Barcelona and France great, Thierry Henry

"THE LEVEL OF INDIVIDUAL SUPPORT AND CHALLENGE THE COACH EDUCATORS HAVE GIVEN ME, HAS REALLY HELPED ME LEARN AND DEVELOP, THIS IS A REAL STRENGTH OF OUR WELSH COURSES."

Wales Captain Euro 2016, Swansea City and Everton, Ashley Williams

COACHING



PRACTICE DESIGN

GENERAL FOCUS

- Unopposed / opposed / passive
- Principle Based
- Decision making focus
- More repetition
- Less focus on positions and pitch geography

Focus: Challenges / Conditions / Repetition.

SPECIFIC FOCUS

- Unopposed / opposed / passive
- Principle Based / Tactical Focus
- Decision making focus
- Less repetition
- More focus on positions and pitch geography

Focus: Positional Roles / Game Understanding.

UNDERSTANDING TRADE-OFF





COACHING



COACHING METHODOLOGY

COACHING PROCESS

The coach identifies a problem during play, pauses play, provides feedback, rehearsal and restarts practice from the same to reinforce the solution.

Coaches must be mindful that this approach is time consuming and can disrupt the flow of the session and player motivation.

REAL TIME 'CONCURRENT'

Player-Coach interaction during periods of play; the practice remains uninterrupted.

The coach uses the technique to 'reinforce' or 'correct' in a concise manner.

Example: 'Excellent pass Gareth; great use of weight to break the line.'

DURING BREAKS 'TERMINAL FEEDBACK'

Player-Coach interaction during pre-determined breaks in play.

Feedback can take a variety of forms (individual, unit or collective). The coach can draw upon a variety of resources (e.g. tactics board or video clips).

Example: Using a tactics board to the show the 2 strikers how to press from the front.

WALK THROUGHS

The coach utilises this technique to give players a clear idea of what is required from a practice or block of work.

They are drawn upon in a bid to prevent the necessity to intervene during play and can be used to address 'what-ifs'.

Example: Showing players how you would like them to defend against a counter-attacking overload prior to commencing a 3v2 'wave-game'.

COACHING

WHAT TYPE OF FEEDBACK WOULD BE MOST APPROPRIATE

TO DEVELOP A POSITIVE YOUTH ENVIRONMENT AS A COACH:

- Try not to stop the practice too often.
- Opportunities to explore and problem solve during practice.
- Present information the player can see, hear and experience in real time.
- Don't always offer an immediate solution - alter the rules and conditions first.
- Have breaks for social interaction, giving the players opportunities to discuss strategies and tactics for solving game related problems.
- Give frequent praise for good play AND effort, but avoid a running commentary.

1. GUIDED DISCOVERY

"Show me how you might link-up with the #10 in this position".

"See if you can use a disguised pass to break their midfield line".

2. CONDITIONS & RESTRICTIONS

"When switching play the ball must go through a central midfielder".

"Before scoring the ball must visit all three thirds of pitch".

3. DIRECT INSTRUCTION

"Try to play forward as often as possible".

"You must attempt to face forward using a one-touch turn".

4. DEMONSTRATION

A demonstration of a one-touch, 'round the corner', disguised pass as an element of a passing practice.

5. CO-OPERATIVE LEARNING

"As a group of defenders, discuss how you might deal with their striker who keeps dropping between lines".

6. CHALLENGES

"Gareth, in this block you must look to find a way to beat the full back in 1v1 situations".

COACHING



HOW TO ADAPT

When observing a practice, the coach should ask themselves the following questions:

- Is it working?
- Is it too easy?
- Is it too hard?

Then based on the answer, the coach should be able to adapt the practice to ensure it's pitched at the right level for the players being coached.

CHALLENGE - PLAYERS

Examples:

- **Rules/Conditions** - Less touches/no tackling
- **Numbers** - Overload/floaters
- **Time** - Less/More - Challenge
- **Inclusion** - Players make the rules
- **Individuals** - Player specific targets

CONDITION - AREAS

Examples:

- **Area size** - Bigger/smaller/wider/longer
- **Pitch geography** - Specific pitch area
- **Pitch zones** - Wide channels / pitch in thirds

VARY - TARGETS

- **Goals** - How to score a goal
  - One goal each end
  - Two goals each end
  - End zones
  - Target players
  - Number of passes
- **Equipment -** Bigger goal / smaller goal

COACHING

COACH EDUCATION STRUCTURE

REVALIDATION

FAW NATIONAL COACHES CONFERENCE

LEVEL 5 — FAW UEFA PRO LICENCE

LEVEL 4 — FAW UEFA 'A' ELITE YOUTH A LICENCE

FAW UEFA GOALKEEPERS A CERTIFICATE

LEVEL 3 — FAW UEFA 'B' LICENCE

FAW UEFA GOALKEEPERS B CERTIFICATE

FAW GRASSROOTS COACHING CONFERENCE

LEVEL 2 — FAW 'C' CERTIFICATE

FAW UEFA GOALKEEPERS C CERTIFICATE

FAW LOCAL WORKSHOPS

LEVEL 1 — FAW FOOTBALL LEADERS

FAW GOALKEEPERS AWARD

FAW INTRODUCTION TO FUTSAL

FAW COACHING FOOTBALLERS WITH A DISABILITY

FAW SAFEGUARDING AWARD

FAW FIRST AID FOR FOOTBALL AWARENESS

5 ONLINE FAW COACH EDUCATION MODULES
WWW.FAWCOURSES.COM

PLAYER PROFILES



TALENT ID
HOW DOES IT WORK?

Talent ID - How does it work?

Our network of regional scouts work across Wales, UK and beyond, observing and assessing players and potential players on several aspects of the game. They then provide a holistic report on the potential of the player and the best next steps for their development. Building strong relationships with clubs and the wider football community is fundamental to the success of the FAW Trust.

From a technical perspective players will always need to have excellent receiving and passing ability, and the capacity to decide how best to adopt these attributes dependent on the type of pressure they are subject to. In addition to this, players will need to master specific techniques and skills depending on the position they play within the team.

Questions will then be asked on how the players conduct themselves from a psychological point of view. What happens when they lose the ball? Who takes responsibility on and off the pitch? Do they interact with their peers? Does their game demonstrate a good level of understanding? The socio-psyche aspect of the game is vitally important if a player is to enter the Welsh national pathway and progress. Demonstrating such attributes provides the scout with a great insight into the players' potential upon entering the programme.

The scouts will approach all games with the same philosophy irrespective of the playing level. The decision-making process of the scout is influenced by 3 key areas:

- Technical ability demonstrated by the player
- Football intelligence of the player
- Attitude and application of the player

PHYSICAL ATTRIBUTES ARE ONLY TAKEN INTO ACCOUNT ALONGSIDE CONSIDERATION OF MATURATION AND BIRTH-BIAS. WHILST BEING AWARE OF PLAYERS' PHYSICAL STRENGTHS, IT'S ESSENTIAL TO FOCUS ON POTENTIAL AT ALL TIMES.

PLAYER PROFILES



GOAL KEEPERS

- Shot stopping
- Excellent handling
- Collect crosses
- Distribution range

- Excellent decision maker
- Resilient
- Calm under pressure
- Concentrated
- Reflective

- Lives to defend
- Brave in contact
- Aggressive
- Fearless

- Body weight forward
- Set position
- Quick footwork
- Distribution range

PLAYER PROFILES

WIDE DEFENDERS

- Lives to defend
- Resilient
- Calm under pressure
- You v them?
- Sees danger early
- Great work ethic

- Never gives up
- Physically strong
- Deals with contact
- Forces away from goal
- Quick over short distances

- Excellent in the 1v1
- Great distribution
- Travels with the ball
- Energetic forward runs
- Recovery runs
- Timing of tackles/ interceptions

PLAYER PROFILES



CENTRAL DEFENDERS

- Great communicator
- Composed under pressure
- Organises others
- Sees danger early
- Excellent heading ability

- Lives to defend
- Aggressive
- Desire to defend the goal
- Brave in the box
- Forces away from goal

- Times tackles
- Excellent in the 1v1
- Defends crosses well
- Range of distribution
- Comfortable in possession
- Quick over short distances interceptions

PLAYER PROFILES



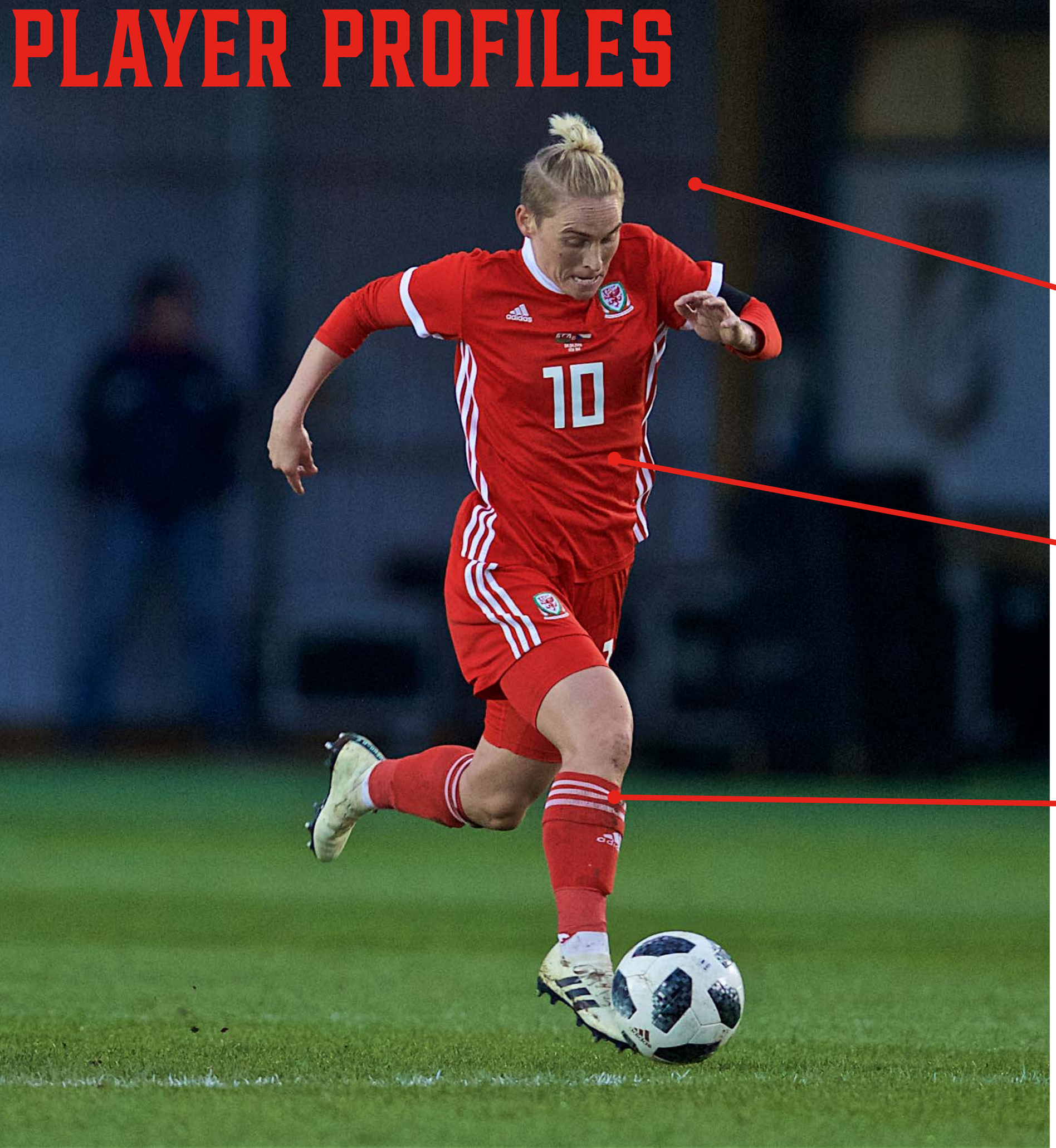
DEFENSIVE MIDFIELDERS

- Great awareness
- Looks forward
- Sees danger early
- Winning mentality
- Controls game tempo

- Great endurance
- Competitive edge
- Wins 1v1 contacts
- Block shots
- Brave in possession

- Comfortable in possession
- Extensive passing range
- Tracks runners
- Strong in the tackle
- Screens back four
- Supports across width of pitch

PLAYER PROFILES



ATTACKING MIDFIELDERS

- Great awareness
- Excellent decision maker
- Plays in the future
- Finds dangerous spaces
- Composed in possession
- Sees opposition weaknesses
- Creative in the final third

- Brave in possesison
- Strong in 1v1 contact
- Resilient
- Dominates opponents
- Desire to get forward

- Manipulate ball with both feet
- Clever first touch
- Keeps the ball
- Travels with the ball
- Fast distribution
- Clinical
- Scores goals

PLAYER PROFILES

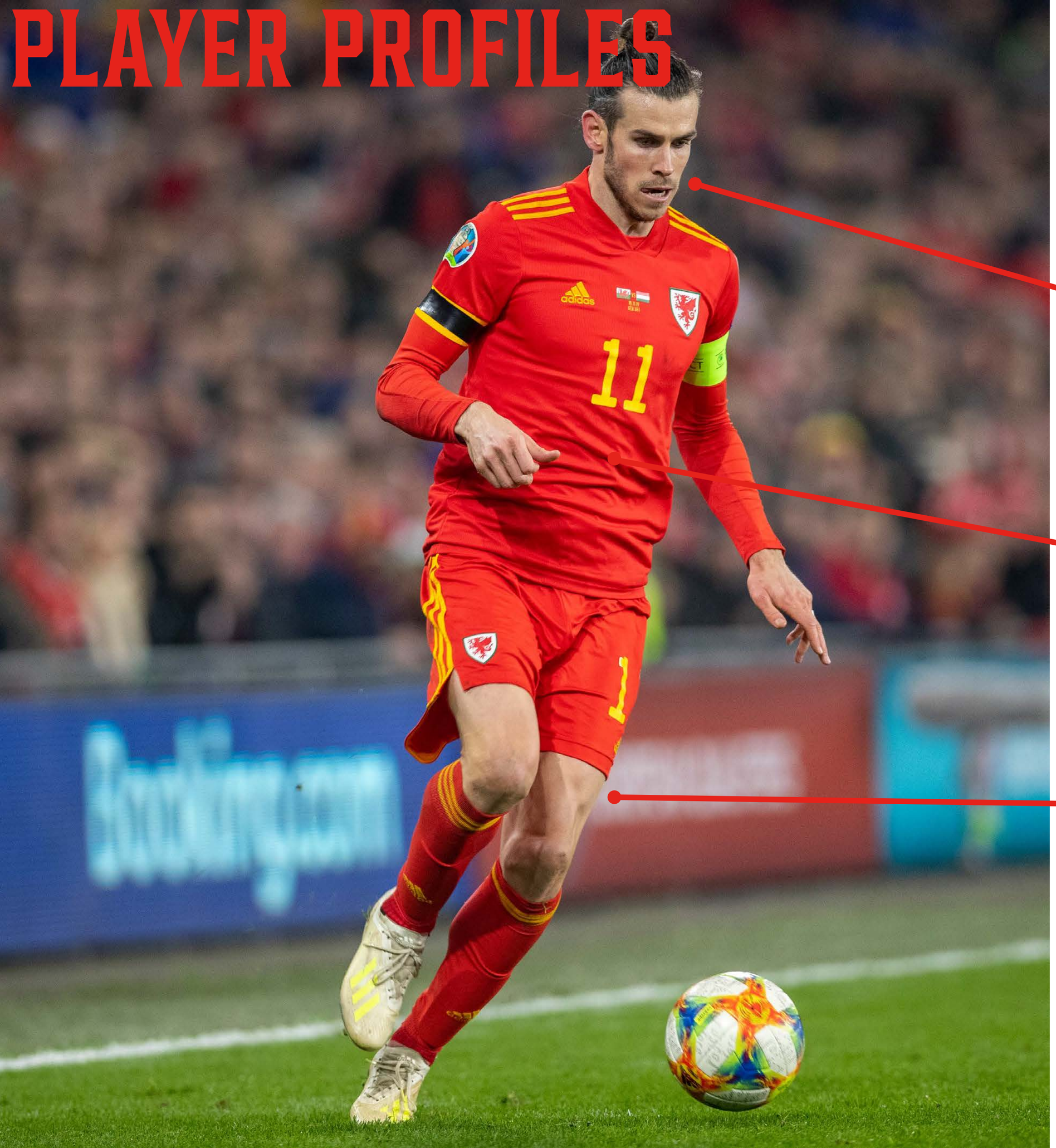
CENTRAL ATTACKERS

- Ruthless
- Confident
- Composed in possession
- Finds space in the box
- Resilient

- Strong in contact
- Desire to score goals
- Powerful
- Protects the ball
- Brave in the box

- Strong back to goal
- Links play well
- Mobile
- Times runs well
- Assists goals
- Clinical finisher

PLAYER PROFILES



WIDE ATTACKERS

- Creative
- Self-confident
- Excellent game awareness
- Composed in attacking situations
- Sees space in front
- Sees space behind

- Strong in the 1v1
- Excellent endurance
- Wants the ball
- Protects the ball
- Dominates opponents

- Mobile
- Quick
- Travels with the ball
- Ability to cross the ball
- Assists goals
- Scores goals


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