

**Addis Ababa University**  
**School of Graduate Studies**

***Preparation and Implementation of Annual  
Training Plan in Football: With Specific  
Reference to Some Clubs in Amhara Regional  
State***

***By:***

***Ashenafi Kefyalew***

***May, 2010***

***Addis Ababa***

***Preparation and Implementation of Annual  
Training Plan in Football: With Specific Reference  
to Some Clubs in Amhara Regional State***

***A Thesis Submitted to the School of Graduate Studies  
Addis Ababa University***

***In Partial Fulfillment of the Requirement for the Degree of  
Masters of Education in Football Coaching***

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## ***Acronyms***

***FIFA*** – Federation International De Football Association

***DFB*** – Dutch Land Football Association

***AWCC*** – Amhara Water Construction Company

***IAAF*** – International Amatur Athletics Federation

***EFF*** – Ethiopian Football Federation

⊗ = ball

● = players

- - - - -> = movement of a player

————> = movement of a ball

## **Abstract**

*The purpose of this study was to assess the training plan of those selected club coaches and to identify the major factors influencing the implementation of periodic plan during training and competition. Four Ethiopian national league football competitive clubs were selected as subject of the study.*

*A total of 68 respondents participated as a source of data, 64 players and 4 head coaches of the selected clubs. Observation checklist, document analysis (annual plan evaluation checklist) and questionnaires were used as data gathering tools. The data collected were analyzed using percentage and descriptive phrases.*

*The findings of the study displayed that, the annual training plan prepared by those selected club coaches were missed including some major components of a training plan such as objectives, psychological training indices and considering the fixture list. The identified factors that affect the implementation of periodic planning were coach related factors and competition related factor.*

*Finally, recommendations were forwarded based on the major findings so as to solve the identified problems.*

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation, limitation and operational definition of terms as used in the research document.

### **1.1. Back Ground of the Study**

Football is one of the complex sports, with its main characteristics being the way in which it is continually changing. Situations always evolve through circumstances, and players find themselves that, they are obliged to adapt to new situations.

From the emergence of football as a major spectator sport, the role of a coach has been very complex. Its boundaries of responsibility have been more adhoc than explicitly stipulated and defined.

The coach is the key figure in football. It all depends on him. He is the crossroads through which it all passes dealing with directors, players, the public, the media, the sponsors etc. The coach has many roles to play ranging from instructing, advising, adapting science to training, motivating, managing and administration, scouting, planning the training process etc.

According to Wondimu T. and Damen H. (2004:41) football training is an act of faith, which is best regarded in terms similar to a bank deposit account. The more one puts in, the more can be drawn out of a future date. If the investment is wise the interest yields are greater and if players are systematically and scientifically trained can achievement of performance is superior to earlier performance. The principles, which apply to football, are a collection of rules, which in sports training are geared towards football. They are reflected all the

content, means and methods, planning and in the organization of the training process.

However, planning a training and coaching program is vital to the development of top-class performance of any kind. It ensures progression; it enables players to assess their own performance objectively, and at the same time they are to understand why training and coaching is necessary for the improvement of the team performance. The coach who plans his program is continually forced to think about what he is doing, without planning he is merely drawing up on his experience with out thinking progressive or analytically. Sooner or later a coach who works in this way finds that he has lost purpose and sooner or later his players realize that the training and coaching has not purpose. Allen Wade (1967:154)

Accordingly, with out knowing the destination, coaches could not plan the journey. The destination in sport is the competition objective or goal. It might be to win a league competition, a cup tournament, an Olympic medal, a place in the national championships or a qualifying performance in a particular competition. It must be realistic and must be agreed between coach and players. Coaches prepare planned program to help attain the desired objectives or goal. It is quantifiable and has a timescale.

The structure of the plan and its details must, however, be sufficiently flexible to move and adapt to the dynamics of players, coach and situation. The destination is not an end point or terminus, but a milestone or reference. The program must be capable of adjustment on the way to that milestone, and for progressing beyond it.

According to FIFA coaching manual 2001-2002, planning a training program provides several advantages. Some of these are:-

- To decide, after analysis and reflection, on the choice of objectives to be achieved, both for the short and long term.

- To help ensure a better weighting of the pillars of training, in terms of quantity, intensity and quality.
- To prevent improvisation in training work.
- To avoid routine and to give the coaching staff and players reassurance.
- To allow better monitoring and to facilitate evaluation.
- To allow the coach to respect and monitoring the biological, physiological and psychological factors those determine performance.

Thus, planning of training depends to a large extent on the age of the players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

Wondimu T. (1990 unpublished material) explained that, perspective plan is a four-year plan for a team (club). It is the basic guide line for working perspective in football club. In terms of length, this period is ideal for planning tasks which will ensure systematic increase in sport performance on the base of increased exertion in training. At the same time, in this cycle the main tasks of general character in the yearly training cycle are determined.

The year plan forms part of the perspective plan which includes concrete aim and tasks of the team, it consists of two parts:

- Analysis of the past season
- Planning of the next season

The year plan must include all components of training process, in which the tasks of the yearly training periods, the number of training sessions, time planning or budgeting for each training periods etc.

According to the manual of international DFB- coaching course 2008 (B-License) periodic planning is that the whole training and competition year is divided into periods (preparatory, competition and transition) in order to establish and improve performance towards a specific aim where by means of

training, loading and contents have to be taken in the consideration. It is organized in the pursuit of these basic objectives:-

- To prepare the player for achievement of an optimal improvement in performances.
- To prepare the player for a definite climax to the competition season.

Each period also further divided into monthly and weekly training plan. In the weekly training plan further tasks in the training are realized concrete terms and certain tasks receive priority. Working out of the weekly training plan is very important as exercises are adjusted to meet the requirements of the next match. The training session forms part of the heart of the weekly training plan. Each day the coach has to structure and plan his session around his objectives for that day, his medium and long term learning objectives etc.

Peak performance is the product of a carefully preparation where the competitive peak is the result of a well-planned training program. Wondimu T. and Damen H. (2004:28).

From the above arguments supported by different scholars it can be realized that planning of the teams training is therefore an essential task for any coach. Coaches, However start with some kind of “route map”, that indicate the division of the training year into periods of varying duration, characterized by their progressive contribution to reaching the ‘destination’ in such a ‘route map’.

Thus, with this substantial information that the researcher was initiated to carry out a research under taken, which focuses on the preparation and implementation of periodic planning and factors influencing its implementation in those selected clubs.

## **1.2. Statement of the Problem**

The development of a football player and the preparation of a team are comparable to building a house. In order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an over all plan. This is known as in the sporting world as the training plan (FIFA coaching manual 2001-2002).

It is quite evident that, drawing up and implementing of the training plan is an important tool to maximize football performance. And another key factor that helps to improve the performance of football is the effectiveness of coaches. A coach is the most valuable resource in the development of football players' performance by delivering scheduled quality training. The annual training plan is the base for all scheduled training activity over a year and based on the concept of periodisation, which divides the annual plan in to manageable training periods (phases), therefore, the coaches' first task is to draw up this plan before a new season gets underway. In this connection, it is important that all football team coaches who are preparing and implementing of periodic planning for training and competition should have well-balanced knowledge of the specific objectives and tasks in each periods of the annual training program and understand the principles of training, evaluate and reshape the plan in which they deliver training in order to determine whether or not coaches are truly provide the most appropriate training for their players.

Wondimu T. and Damen H. (2004:21) further explained that, the need to develop the standard of football in Ethiopia pauses to the question how to plan and achieve the training goal effectively.

Hence, coaches in different level, especially, the target of this study, those of selected club coaches are expected to prepare and implement their own training plan to attain their desired goals.

Accordingly, the following research questions are raised to be answered in the course of the study:-

1. Do coaches draw up (prepare) annual training plan?
2. Does the plan contain basic contents of football training?
3. Is their plan periodised and show general objectives and tasks (work involved and when) of the periods?
4. Do coaches implement the training program by adhering what they plan?
5. What are the factors that affect the implementation of periodic planning successfully?

### **1.3. Objectives of the Study**

#### **- General objectives**

The main objective of the study is to assess and show the training plan of those selected club coaches, and to identify the major factors influencing the implementation of periodic planning for training and competition.

#### **- Specific objectives**

Thus, the specific objectives of the study are to:

- Get basic overview information about the training plan of those selected club coaches.
- Identify the main aspects that did not taken into consideration by those selected club coaches when preparing annual training plan.
- Identify the hindrance factors for implementing the periodic training plan successfully.
- Suggest appropriate intervention and actions for joint effort, so as to bring solutions for those identified problems.

## **1.4. Significance of the Study**

It is obvious that ultimately quality and well designed training plan holds to maximize the benefits of football training. Therefore this study attempts to assess and give information about how those selected club coaches plan their training program and identifying the factors influencing the implementation of periodic planned training program. It is also expected to have some contribution for coaches, administrators (in the regional and federal level) and other stock holders to find out solutions or remedies for those influencing factors. Finally it serves as a starting point for other interested individuals or groups to carry out comprehensive further (large scale) study on the topic.

## **1.5. Delimitation of the Study**

The researcher strongly believes that it would be better to conduct the study in large scale. Nevertheless, due to constraints of time and finance, the number of clubs in this study was limited to four national league competitive clubs. Namely Amhara police football club, Bahir Dar kenema football club, wohaserawoche football club and Bahir Dar university football club. Therefore the researcher tried to study on these club coaches in relation to preparing and implementing of periodic training plan.

## **1.6. Limitation of the Study**

The researcher strongly agreed that the increment of number of clubs or large population size in the study could have a great value so as to transform more credible findings (result). However, because of time, reference materials and financial constraint hindrances the researcher was not able to conduct such an in depth study. Specially, shortage of time was highly limited the researcher to observe the training session only in the second round competition period.

## **1.7. Operational Definition of Terms as Used in the Text**

The following key terms were used throughout this document and to ensure clarity of meanings and usages the terms are defined below

- 1. Coach** – the person who takes care of the coaching and training of a team and who prepares them for good performance to achieve results.
- 2. Implantation** – putting into practice or action of the designed training program.
- 3. National League** – it is a competition level below to the Ethiopian premier league.
- 4. Periodization** – is that the whole training and competition is divided the training year into periods to establish and improve performance.
- 5. Planning** – the future activities of the player and a coach.
- 6. Player** – a person playing football.
- 7. Preparation** – preparing a scheduled training and competition program by a football coach.
- 8. Training plan** – a series of steps that has been scheduled as part of an over all plan.

# **CHAPTER II**

## **LITERATURE REVIEW**

This chapter focuses on reviewing various literatures and research findings, which are assumed to have relevance to the study. The organization of this chapter is based up on the following major topics: planning the training process, perspective plan, yearly (annual) plan, analysis of the past season plan, planning for the next, periodisation and its historical background, factors affecting implementation of periodic planning etc. The brief review of the sub-topic is presented below.

### **2.1. Planning the Training Process**

Planning is a process of thinking in advance what is to be done and how. It is an anticipatory decision making, it involves selecting objectives and developing action programs for achieving them. Success becomes a matter of planning rather than physical and psychological challenges, this is because plans are predetermined course of actions.

The training plan consists of determining objectives and implementing a set of increasingly detailed procedures with the aim of achieving these objectives. As with any form of education or teaching, as little as possible be left to intuition or 'nous' on the part of the coach, also has it's role to play in the process. The planning of his team's training is therefore an essential task for any coach if he is to ensure that the players progress, that their performance abilities develop, and that they are prepared both individually and as a team for competitive actions. This is just as much a task for top-level coaches as it is for youth coaches. (FIFA coaching manual 2001-2002)

### **2.1.1. The Tasks Involved in Planning the Training Process**

According to Sigmund Rahn, Martin Wendy and Pens-Peter Neuzehaner (1982:190) tasks performed by a coach during planning a training process are the following:

Planning is an effective means of ensuring continuous personality development and improving athletic performance and of enabling athletes of top-class age to achieve the highest standard of performance.

The planning of the junior program should be aimed at achieving the highest standard of performance at top-level or class age. The athletes should be prepared in such a manner as to enable them in due course to meet the requirement of the last stage of competitive training, planning is aimed at continuing to improve efficiency and at achieving the highest possible standard of performance in domestic and other international competitions.

The training process should be organized with foresight. This includes the long-term development of the highest standard of efficiency, the intermediate and short-term training athletes in cycles of one or several years and preparing them for training unit. Planning also includes the analyses of training in order to determine the extent to which the training plans have been fulfilled and to examine their influence on personality development and on athletic performance or efficiency. These analyses should be carried out in such a manner as to make it possible to make further improvements in the training methods.

Planning should be geared to international trends of development in the top-performance class and it should be based on the players' level of development. The age and sex peculiarities, improvement of the equipment and conditions in general and of training and competition equipment in particular and the most advanced method of education and training should be taken in to account. Planning Calls for the creative work of the coach based on comprehensive

knowledge of training methods. The coach must time and again consider in a creative manner the connection between the organization of training and the development of personality and performance. To do this a coach must keep improving his knowledge of training methods.

The planning of training is an activity that calls for foresight and consists of elaborating a plan and analyzing work done in the past. Analysis is necessary in order to check the progresses and to obtain new knowledge about effective ways of achieving the highest standard of players' performance and of developing psychologically.

The aim of planning is to conceive the long-term development of the highest standard of performance, to lay down detailed scientifically founded and effective plans of training for defined periods of time and to determine the efficiency of training.

### **2.1.2. Basic Forms and Types of Training Plan**

It has proved to be more expedient to work out training plans on the basis of fundamental methodological conceptions elaborated for several years in advance, in which the last stage of competitive training and the junior training program are treated as a unity. Fundamental is a logically structured draft laying down concrete objectives and tasks and the methods to be used in order to carry out the tasks. (Sigmund Rahn, Martin Wendy and Pens-Peter Neuzehaner, 1982: 192-194). In this sense every training plan should be a strategy for the future. The characteristics of a training plan based on a good training strategy are when the coach knows the intermediate objectives to be achieved within a certain period, when he knows why priority should be given to a certain task, why he makes certain training requirements and why he used particular means and methods, etc. A distinction is made between certain basic forms of training plans determined by their nature and types of training plans determined by the plan periods involved.

The essential types of training plans are:

- Four year and yearly plan and
- Operative plans

Individual training plans are worked out mainly as annual and operative training plans (for individual training weeks) but also as plans covering several years or long-term plans. They are tailored to individual objectives, tasks and idiosyncrasies of individual players who show particularly good performance and potential.

Group training plans are worked out mainly for teams (ball games etc). In the case of players undergoing the last stage of competitive training such plans should be complemented with individual plans. In the junior training program and in the lower classes of performance, group training plans are often used for dealing with specific tasks. Such plans are the same with regarded to the amount of individual load factors (such as speed, movement rate, scope of loading, quality requirements. Etc), but they are adapted to the requirement of individual players.

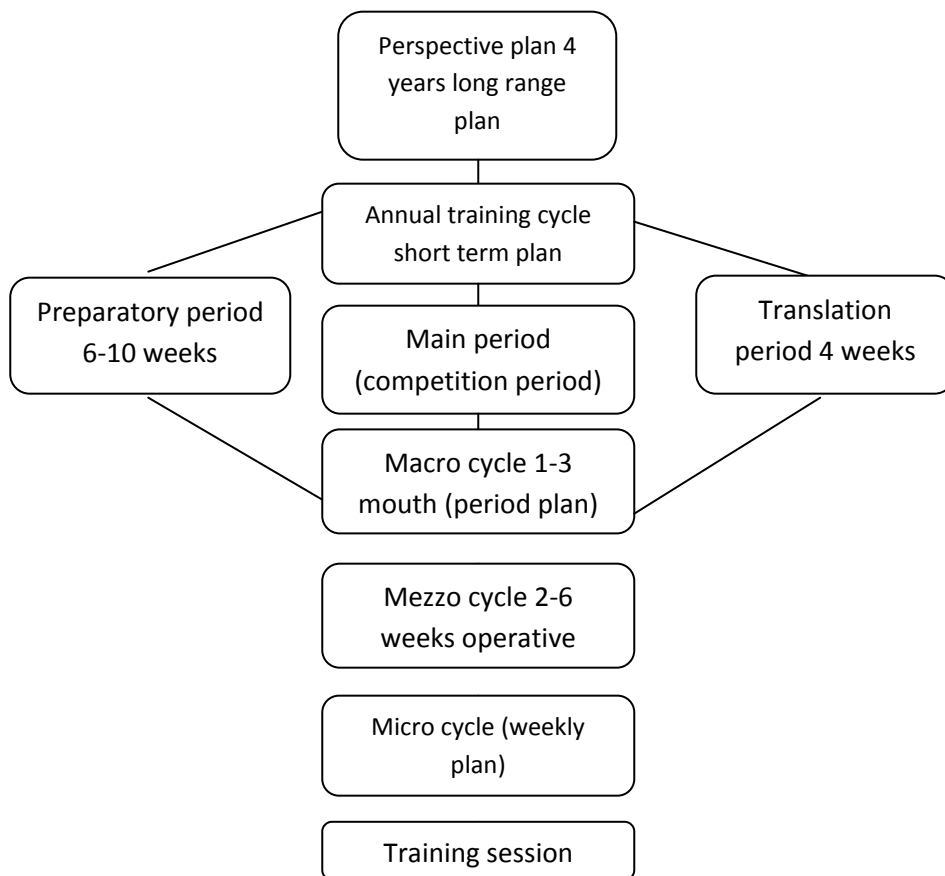
### **2.1.3. Perspective Plan**

The perspective plan is a four year plan for a team (club): its content is determined by the task of and football aims, available equipment and presence of sufficient cadre, with in which the framework of the training process is also said down. It is also the basic guiding line for working with perspective in football club. In terms of length, this period is ideal for planning tasks which will insure systematic increase in sport performance on the bases of increased exertion in training.

At the same time, in this cycle the main tasks of general character in the yearly training cycle are determined. (Wondimu T. 1990 unpublished)

In this sense, the assumption is that long-term planning of training is less detailed than short-term planning. The evaluation of how the year is planned might be thought of as a progressive shift towards considering training as a cyclical year-round process, which is part of a total development of training and performance over several years.

**Figure 1- structure of perspective plan**



Adopted from the modern way of football training (Wondimu T.1990, unpublished)

### **2.4.1 The Annual Training Plan**

The annual training plan is the bases for all scheduled training for a year and it is a part of an over all plan of the team. The plan varies from country to country, either because of the structure of the fixture list of the competitions in a given country or because of cultural, weather and even financial considerations. The plan does, of course also vary, according to whether the

coach is working with top-level professional players or with young players who are still being developed. It does, however, rely on the same methodological principles. (FIFA coaching manual 2001-2002)

The purpose of annual training plan is to identify the work to be carried out to achieve agreed objectives. The annual plan should be drawn up (prepared) to identify yearly objectives as well as tasks and durations for periods (phases) of the season. In its simplest form the plan could comprise of a single, A4 sheet identifying the over all plan for the year and more detailed weekly plans identifying the specific activities the players are to carry out.

An annual training program is necessary to maximize performance. In principle, this means that footballers must train continuously and then reduce the amount of work during the second half of the preparatory period and focuses on special preparation of footballers which encompasses preparatory and friendly matches. (Wondimu T. 1990 unpublished)

For coaches working with players at the pre-development/pre-training stage or at the development stage, the annual training plan is based around these same periods as well, but the scheduling of training activities is not geared solely to team performance. (FIFA coaching manual 2001-2002)

The yearly training plan forms parts of the perspective plan which includes concrete aims and tasks of the team and, it has two stages:

- Analysis of the last season
- Planning for the next season

### **Analysis of the past (last) season**

Even though analysis of the past training program is not put in written form in the annual plan, it is the most important information gathering system to identify the strong and weak side of the past season and it helps for preparation of the coming annual training program.

If the plan is not the first program a coach have prepared with the players then an important activity to conduct is a SWOT analysis of the last training program.

- Strengths
  - What were the best aspect of the program and why?
  - What did we do well and why?
- Weakness
  - Are there gaps in the program?
  - What we not do very well and why?
- Opportunities
  - How can we enhance the program to the benefit of the players?
- Threats
  - What may prevent us achieving the short and long term objectives?

### **Planning for the next**

After critically analyzed the last training program the next step or stage is planning for the coming season. According to Sigmund Rahn, Martin Wendy and Hans-peter Neugebaner (1982:192-194) there are principles or guidelines for a coach should have to follow to prepare a training plan. These are:

1. Always let a coach be guided by the strategy of the long-term performance structure and plan training carefully.

The guideline of the long-term performance structure and the fundamental ideas on training methods include the experience and knowledge gained through experience. They further more illustrate the development of the athlete's personality and the relations between all the conditions affecting performance and their balanced development of the prerequisite for performance depends among other things on the accomplishment of the sought after outstanding performance. This explains the need for carefully planned training. Each part of a plan should be deduced from the one immediately

following it. More specifically this means: preparation and designing of training on the basis of the long term performance structure and the basic idea of relating the method of training and the medium and short term plans inferred from it. Both coach and athletes must always be contributed towards something greater and is directed towards a limited objective, which in turn has to be integrated in the strategic target.

2. Always direct yourself with the long-term aim in view: plan and formulate the performance aim clearly and with in the target parameters.

Training is directed towards the realization of outstanding performance at the right age, i.e. towards the fulfillment of the long-term aim of performance.

The approach to long-term aims for an objectively directed and systematic training depends on the level expected of leading world performance, deducing medium and short-term objectives (aims) from the long-term objectives puts the athletes in a position always to be able to survey the aims to be achieved and to set specific tasks for him self. The intermediate aims must, however, not be tackled independently.

3. Note: the logical consistency of the organization of training in the formulation of individual factors determining performance.

This rule should be illustrated by some examples. Learning specified skills of movement requires an appropriate level of fitness and co-ordination. Strengthening the muscles in due course is, for instance, an important essential for the success of the learning process: it ensures shorter learning times and prevents movements from being acquired and consolidated incorrectly. A higher level of strength is required to produce further improvement or to deal with greater difficulties.

On the other hand, the effect of any fitness training depends on the technical mastery of the physical exercise. A proper tactical approach in competition

necessitates a corresponding level of fitness and co-ordination, technical skill and knowledge.

#### 4. Pay careful attention on the arrangement of the exercise

A consistent use of physical exercise increases the effectiveness of the individual exercise. As a rule, the coach must make sure that exercise having a minor effect does not precede those having a major effect.

Before breaking fresh ground, care must be taken that the necessary initial level justifies it. This implies especially to the fitness and technical preparation of the athlete. In learning new exercise, for instance, the athlete should be prepared by those that have preceded them. It must furthermore be noted that with selection and arrangement the positive effect of transfer is used. The acquisition of knowledge should be organized in such away that the athlete is able to integrate new knowledge with what he already knows.

It is also important to arrange the exercise and demands as well as the knowledge to be communicated according to an increasing degree of difficulty, i.e. from the simple to the complicated and from the general to the specific.

#### 5. Using of systems

Proceeding systematically in training means drawing conclusions on the training method from the demands of the performance structure of the sport or event from the laws governing the development of performance as well as from the long-term performance structures and the assessment of the demands arising from the aims of the performance.

Proceeding systematically also requires the development and improvement in performance by applying the patterns which become effective in training without any detours and delay, and in addition, always proceeding from long-term objectives.

The principles are derived from, among other things, the patterns of the cognition process and the specific effectiveness of differentiated forms of training on the development of performance. The varying relations of the performance factors in different sports and events require training directed towards the development of the personal factors which mark the specific demand characteristics of the desired performance. It becomes clear that the principle of using system is an essential condition for training on scientific lines.

6. Continuously pursue the development of performance, attitude and behavior of the athletes

Systematic procedures demands above all thinking about the particular needs of the individual in the development of the individual performance factors and their constituent parts. Everything acquired and improved by training must also established acquisition and consolidation process do not proceed parallel. The coach must therefore see that newly acquired knowledge is also established. Only then can fresh and higher loads be demanded with the best possible prospect of success. This applies to all abilities and technical skills as well as the overall physical capacity, and it also applies to the formation of political and ideological convictions as well as the behavior of the athlete. Without stability the establishment of a standard of performance will be affected.

Wondimu T. (1990 unpublished), explained that there are five principles, these principles are the fundamental conceptions, the guideline for the achievement of certain goals, and they are ever moving pointers to indicating the way to the desired ends.

- Specific
- Measurable
- Accountability
- Realistic

- Time forward
- Evaluate
- Revise

According to FIFA coaching manual 2001-2002, there are criteria's to be taken into account when preparing an annual training plan.

- Playing level, performance age and training age
- The number of players (squad size) available
- The fixture list
- The objectives for performance on the pitch for the season (general or long-term objective of the year)
- The infrastructure, equipment, and conditions available for training.
- The coaching staff available (coaches, medical support, administration manager, sport psychologist).
- Analysis and assessment of past performance.
- Additional criteria to be considered
  - Sport medical test
  - Inclusion of preparation or recovery period
  - The social environment of the player (family, place of residences, school, work, lifestyle habits, etc.)

In addition to this, Frank. W. Dick (1997) explains or list out additional criteria's. These are:

- Personal details
- Experience (players)
- Finance (budget)
- Competition available
  - Date of main competition
  - Date of areal competition (championships).
  - Required qualification times for competitions.

- Rhythm of matches at the beginning of the season-weekly or 2 matches weekly.
- Competition behavior
- Time available for training

### **Plan Components**

The different kinds of training plans mentioned above have the same components:

- Data on the scope and on the periods in question.
- Objectives: performance objectives to be reached in a certain important competitions: partial objectives relating to specific aspects of the requirement profile: intermediate objectives which are to be achieved after certain periods of training or intermediate competitions or pretests.
- Survey of the essential training element indices as the essential part of the plans.
- Data on the periodicity of the plan phases.
- Focal points of athletic training, definition of loads and training intensities of certain areas of training essential exercise, guidelines pertaining to methods and organizations.

### **2.2. Periodization and its Historical Background**

Sigi Schmidt and BOB Alejo (2002:6) explained that, periodisation is a yearly progression in which the training design focuses on specific qualities at specific periods of the year in an effort to reach optimal fitness (power, strength, speed, flexibility, etc) for a particular event or series of events. The philosophy behind periodisation is that training many qualities simultaneously or training without direction will not allow an athlete to optimize any one quality. By choosing blocks of time (weeks, months) to work on specific qualities, at the end of the year or training objectives the athlete will have optimized all qualities and should reach peak fitness. Periodisation offers the additional advantage of

providing a variety of training stimuli through various exercise choices, training intensities, and volumes. The variety helps prevent over training and boredom. The periods, or cycles, include mesocycles (monthly) and micro cycles (weekly). Macro cycles are yearly blocks of training better suited to younger athletes or athletes who have the luxury of time to prepare for the future. More commonly, mesocycles are used to achieve desired results, and micro cycles are the building blocks to those results.

Periodisation means that the whole training and competition year is divided in to periods in order to establish and improve performance towards a specific aim where by means of training, loading, and contents have to be taken in to consideration. It is quite clear that in this process first of all the periods have to be adjusted to the dates of league matches. Manual of the International DFB coaching course 2008 (B. License).

The main objective of training is to reach a high level of performance at a given time, usually the main competition of the year, based on correct development of football shape. Good football shape occurs when the degree of training is high the psychological status enhances a high level of performance. To achieve such a performance, the coach must properly periodise and plan the entire program so the development of skills, biomotor abilities, and psychological traits follow logically and sequentially.

According to Frank W. Dick (1997:240) periodisation may be described as an organized division of the training year in pursuit of three basic objectives:

- To prepare the player for achievement of an optimal improvement in performance.
- To prepare the player for a definite climax to the competition season.
- To prepare the athlete for the main competitions associated with that climax.

Periodisation refers to two important aspects. Periodisation of the annual plan divides it into smaller training phases, making it easier to plan and manage a training program and ensures peak performance for the main competition of the year, periodisation of biomotor abilities refers to structuring training phases to lead to the highest level of speed, strength and endurance. Wondimu T. (1990 unpublished)

As Wondimu T. (1990 unpublished) explained, simple annual plans have been used since ancient Olympic Games. Philostratus referred to a preparatory phase for the ancient Olympic Games with few informal competitions before and a rest period after. A similar approach was used for the modern Olympic Games (1896 in Athens, Greece). And by U.S college athletes at the beginning of the 20<sup>th</sup> century, planning has progressively become more sophisticated, culminating with the German programs for the 1936 Olympic Games, when coaches used 4 year and annual plans. After World War II, the Soviets started a state funded sports program with the scope of using athletics as the stage to demonstrate the superiority of their political system.

In 1965, Matveyev published a model of an annual plan based on a questionnaire that asked athletes how they trained. He analyzed the information statically and produced an annual plan divided into phases, sub-phases, and training cycles. Some enthusiasts called it the classical model. With this, he also describes the concept of periodisation is not new, but not everybody is familiar with its history. Periodisation existed in an unrefined form for unknown time. It is difficult to trace who initiated it. It was used in a simple form by the Greek Olympians. As mentioned Philostratus was the vanguard of today's planning. Over the centuries, many authors and practitioners added to the process, improving the knowledge to the present status.

Similarly Frank W. Dick (1997:242) described, modern theory of periodisation was originally advanced by L.P. Matveyev (USSR), in 1965, as an updating of work which he first introduced in 1962. From early ideas of preparing an

athlete for a competitive program distributed throughout a season, he looked towards a specific competition climax or peak (e.g. national championships, Olympic Games etc), for which not only training periods, but also a selected competition program was a totality preparation. Matveyve suggested that the year be divided in to three periods: preparation, competition and transition. The first two periods he divided further and these will be referred to have as phases.

### **2.2.1. Types of Periodization**

Periodization can be classified into two depending on the number of competitive periods in the season. These are single and double periodisation.

Several attempts have been made to accelerate performance improvement by establishing two competitions seasons. The concept of two competition season is referred as a double periodisation, while one competition season is single periodisation. The double periodisation year had been successfully applied to swimming and truck and field. Matveyve has suggested that by this method it is possible to achieve a greater increase per year in those events where maximum and elastic strength are key characteristics where as seasonal sports such as football, or sports with one major competition in a year, use single periodization and it is a monocycle plan and there is only one peak.

### **2.2.2. Implication of Periodization for the Long-Season Sports**

As Frank W. Dick (1997:243) suggested, simply playing a team game, as opposed to an individual sport, does not make players different in their capacity to produce peak performance. It becomes essential, then, for team managers in sport such as basketball, hockey, soccer etc, to establish some form of rotation of players to avoid burn-out of all first team players at the same time! Of course the first team will be prioritized and individual player preparation plans should be woven around the prioritized competition dates. If players are also to be able

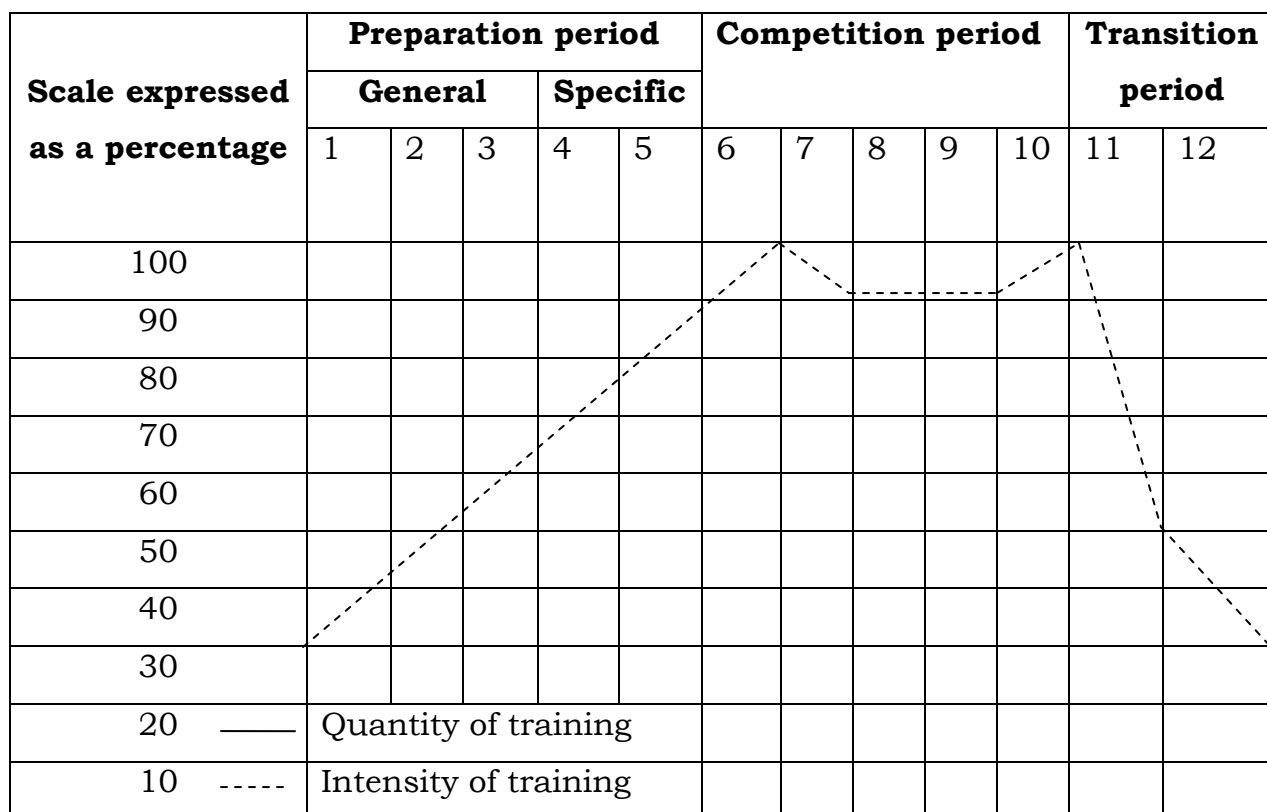
to peak for international team duties, these dates must be included in the prioritized list.

So many peaks, by definition, mean a well-planned regeneration program and the cycle reintroduction of general and related training units. In those sports with high and multiple technical demands and conditioning demands, there is a year round requirement for technical and conditioning work cycles of general: related: specific work can not be compromised to meet the demands of ranking systems. Short term objectives must be consistent with long-term objectives and not ends in themselves.

### **2.2.3. Periodisation of the annual training plan**

It is obvious that the training a coach runs during the season cannot be of the same kind, as he definitely has to differentiate with each macro cycles. Certain reasons can be responsible for variations concerning volume and intensity as well as the character of training with its technical/tactical objectives: e.g. injuries of players, short term change of the league's fixtures, extreme position in the league which could not be expected, pitch and weather condition, etc.... concerning volume and intensity of training Wondimu T. (1990 unpublished) indicate, during the preparatory and early competitive phases, emphasize training volume with low levels of intensity according to the specifics of the sport. During this period, quantity of work should dominate. As opposed to the competitive phase when you emphasize work intensity or quality. He also adds, as the competitive phase approaches the training volume curve decrease drastically while the intensity curve increases. Such a monocycle model is typical for sports dominated by speed and power. The volume curve decreases to allow the coach to concentrate on speed.

**Figure 2 – Graph showing the relationship between the quality and the intensity of training in an annual training plan.**



(Adopted from FIFA coaching manual 2001-2002)

Each periods preparatory, competition, and transition has its own tasks, characters and structure of training. The major factors in the annual training cycle are the level of exertion, of which quantity, intensity, complexity and content move up and down through out the periods.

The yearly training cycle is divided into periods (macro cycle):

- Preparatory period
- Competition period
- Transition period

Each macro cycle is divided into different mesocycles. A mesocycles is a portion of time where the character and structure of training concerning volume, intensity and contents are about the same. In general it lasts between 2-6 weeks, depending on which macro cycles a coach is involved with.

## **Preparation Period**

This is the key period for getting players and the team as a whole in the right physical conditions. It should last between 4 to 10 weeks (depending on the level of the players and the level of competitions) and must take into account physiological factors. Experience has shown that the first positive effect of training become apparent after 6 to 10 weeks, and it is lasting 6 to 8 weeks seems to be the norm nowadays in football.

In this period, the foundations are laid for future high performance. This period is vitally important for the performance of the team in the period and in the fulfillment of tasks planned for the yearly cycles. Besides the extent, intensity and complex of the training work, the length of the preparatory period is decisive factor. Due to the limited length of the preparatory period (8-10 weeks) material (balls, hurdles, goals playing fields etc) must be in first rate condition and organization of the training must first class. (Wondimu T. 1990 unpublished)

In this period the players will move gradually from very general to specific training. The main objective of the period is, as its name suggests, preparing the players for the competition period. The general training can be thought as “training to train” and may last as much as one third of the whole plan of preparation competition and transition. All round general fitness is developed by gradually increasing the volume of training. This general fitness will allow the players to do the more demanding specific training which follows without injury. Volume should not increase in a straight line, but in steps to allow time for recovery and overcompensation.

This period is divided in two phases

The first half of the preparatory period is dominated by physical activities. The quantity of training is decisive for this preparation, i.e. the frequency of training

sessions and the duration and volume of training the training done in this phase is basic.

The second half of the preparatory period is dominated by the preparation of technical-tactical aspects, match related games and friendly match. This is the pre-competition phase, the phase of specific physical development with the inclusion of technical/tactical and mental aspects. The quantity of training is reduced: the quantity therefore comes from the intensity of the work. There are nevertheless many who feel that the quantity is often synonymous with quality and intensity.

### **Tasks of the Preparatory Period**

As Wondimu T. (1990 unpublished) explained, tasks that:

- Increase of the functional ceilings of the individual systems of the organism of the player and adaptations of the enhanced functional capacity of the organism to the specific demands of performance in football.
- Increase of the physical preparation of the players in terms of general and special orientation.
- Elimination of individual shortcomings and the teachings of new playing skills and special knowledge in the area of tactics.
- Development of the psychic resistance of the players (characteristics of will and morale to the high pressure of training and games).

### **The Competition Period**

- The duration of this period depends on the competition schedule
- It usually lasts between 8 and 10 months (depending on the country and the level of competition).
- The period is subdivided in to weekly cycles called micro cycle.

- This is a period when general and specific fitness are transformed into match fitness: when players reach optimum performance capacity and seek to maintain this for as long as possible.
- During this phase, the players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing.
- As the level of performance during this period depends on the commitment of the players in the various competitions and on their own personal potential, the coach has to bear in mind the need to take individual requirements into account in training.
- To ensure the right emphasis in training and to allow the training to be monitored more easily, several of the micro cycles in this period become 3 to 4 week competition mesocycles.

### **Tasks of the Competition Period**

According to Wondimu T. (1990 unpublished) explained that, tasks performed in competition period are:

- Atonement and maintenance of the level of capacity for special work of the player's organism as pre-condition for high performance in football.
- Perfection of technical and tactical aspects of the game through improvement of individual play activity, play combinations plus further development of special knowledge and creative ability of the players.
- Through systematic influence of education on the moral, will and character traits of the players their psychological preparation is improved.

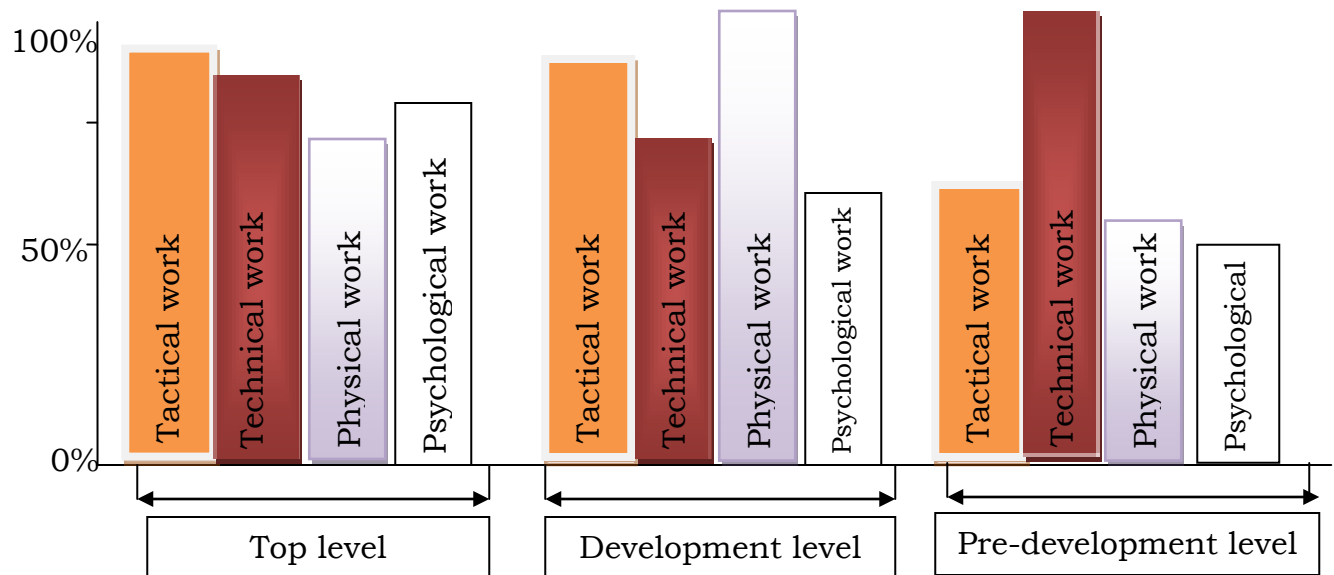
### **The Transition Period**

This is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertion of playing

competitive football. The period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

The transition period comes at the end of a season and can be thought of as an ‘active rest’. The main objective of this period is to allow the players an opportunity to recover mentally and physically from the training loads or the preparation and competition periods. Players should be encouraged to try different types of low volume, low intensity activities away from the usual training environment. The activity should provide change and allow the players to return to football refreshed and eager to resume training for the following season. The transition period is also a useful time for the coach and player to evaluate what was achieved and to make plans for the future.

**Figure 3 – Graphs showing the distribution in the annual program of the different elements that make up football training sessions between top-level, professional players, player at the training/development stage and players at the pre-training/ development stage.**



(Adopted from FIFA coaching manual 2001-2002)

**Figure 4 – Example of an Annual Training Plan**

<b>Periodization of Training</b>			
<b>Transitional</b>	<b>Preparation</b>		<b>Competition</b>
	<b>Basic</b>	<b>Pre-competitive</b>	
<ul style="list-style-type: none"> <li>• Rest</li> <li>• Holiday 20 to 30 days</li> <li>• The last 15 days                             <ul style="list-style-type: none"> <li>○ Active rest (2 to 3 sessions per week)</li> <li>○ additional sports</li> <li>○ individual training</li> </ul> </li> <li>✓ Jogging</li> <li>✓ Muscle strengthening</li> <li>✓ Suppleness</li> </ul>	<p style="text-align: center;"><b>Phase 1</b> <b>General physical Preparation (8 to 14 days)</b></p>	<p style="text-align: center;"><b>Phase 2</b> <b>Specific physical Preparation (10 to 15 days)</b></p>	30 to 35 weeks
	<p style="text-align: center;"><b>Cycle 1</b></p> <ul style="list-style-type: none"> <li>• Basic endurance                             <ul style="list-style-type: none"> <li>○ Aerobic capacity /70 to 80% of MHR/</li> <li>○ Continuous and fartlek</li> </ul> </li> <li>• Extensive strength                             <ul style="list-style-type: none"> <li>○ Muscle strengthening /conditioning/ and light loads.</li> <li>○ Circuit/circuit training/</li> </ul> </li> <li>• Co-ordination + suppleness</li> <li>• Games/technical or tactical work/</li> </ul>	<p style="text-align: center;"><b>Cycle 3</b></p> <ul style="list-style-type: none"> <li>• Anaerobic alactic + (lactic) /speed endurance, sprint endurance/                             <ul style="list-style-type: none"> <li>○ Interval training</li> </ul> </li> <li>• Power and explosive strength.                             <ul style="list-style-type: none"> <li>○ Low/high jumps</li> <li>○ Multiform /contrasted strength/</li> </ul> </li> <li>• Speed /95 to 100%</li> <li>• Technical/tactical work (collective preparation)</li> <li>• Pre-season warm-up matches (2 to 3)</li> </ul>	<ul style="list-style-type: none"> <li>• 2x15 to 18 weeks (professional players/</li> <li>• 2x12 to 15 weeks /young players/</li> </ul>
	<p style="text-align: center;"><b>Cycle 2</b> <b>Specific physical preparation (10 to 15 days)</b></p>	<p style="text-align: center;"><b>Cycle 4</b> <b>concluding phase (8 to 12 days)</b></p>	<ul style="list-style-type: none"> <li>• 40 to 65 matches</li> </ul>
	<ul style="list-style-type: none"> <li>• Aerobic power (80 to 100% of MHR)                             <ul style="list-style-type: none"> <li>○ Interval and intermittent training</li> </ul> </li> <li>• Intensive strength                             <ul style="list-style-type: none"> <li>○ With loads</li> <li>○ By station</li> </ul> </li> <li>• Running and co-ordination exercises</li> <li>• Technical/tactical work</li> <li>• Games</li> <li>• Warm-up matches (1 to 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Matches /2 to 3/</li> <li>• Technical/tactical work</li> <li>• Tactical work                             <ul style="list-style-type: none"> <li>○ With the whole team</li> </ul> </li> <li>• Speed strength                             <ul style="list-style-type: none"> <li>○ Alactic speed (100%)</li> </ul> </li> <li>• Aerobic refresher sessions (1 to 2 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• 6 to 8 mesocycles lasting 3 to 4 weeks each</li> <li>• Micro cycles of 5 to 7 sessions per week</li> <li>• Training objectives                             <ul style="list-style-type: none"> <li>○ Competitive activity (matches)</li> <li>○ Learning</li> </ul> </li> <li>• Physical cycle                             <ul style="list-style-type: none"> <li>○ Aerobic</li> <li>○ Speed strength</li> <li>○ Aerobic-anaerobic</li> </ul> </li> </ul>

(Adopted from FIFA coaching manual 2001-2002)

### 2.3. Planning of the Micro cycles

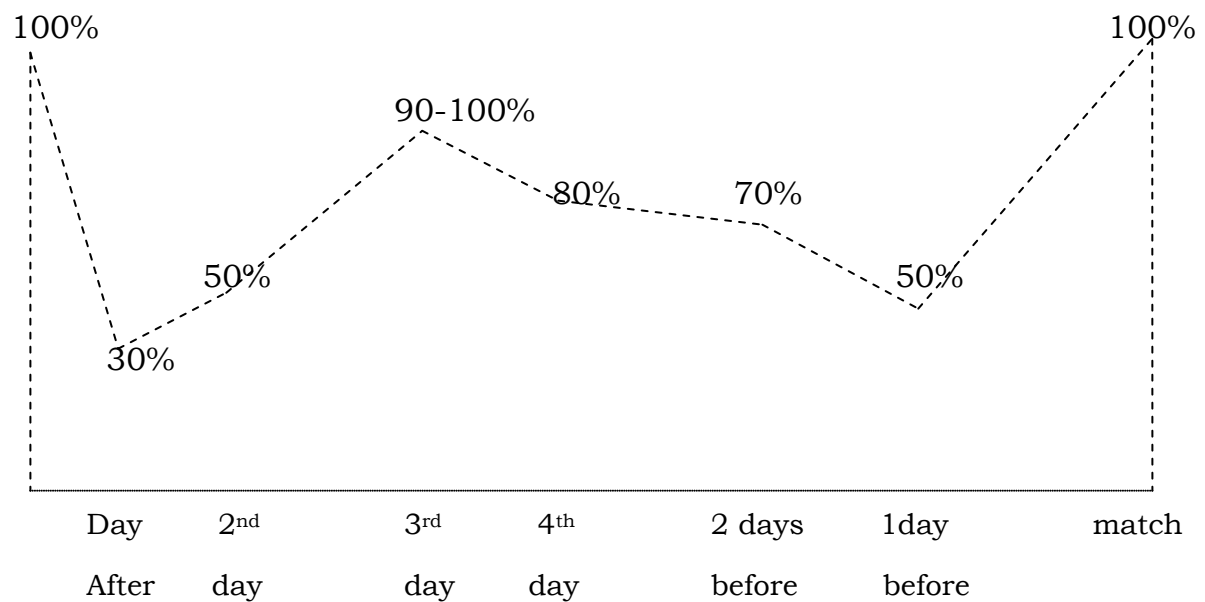
The training progresses in cycles of activity and the smallest of these is given the name micro cycles. The micro cycles is usually considered to be 7 days duration. The number of training sessions in a micro cycles will depends on the player's age, experience, fitness, capacity for work and where the micro cycles comes in the three periods of the training.

The weekly training ratio is the ratio of training load to recovery. This recovery may be a complete rest, but more often it is a lighter, easier or, in advanced programs, different training load. The training load is varied by increasing or decreasing the number, volume, intensity or combination of volume and intensity of the training sessions. (IAAF, introduction to coaching theory)

#### Planning the Weekly Training Program

According to the Asian football confederation A-license coaching manual (1997), the weekly training plan is explained as follows:

##### “AFTER A MATCH IS BEFORE A MATCH”



→ **Day after the match**

1. Staff meeting

2. Duties of staff

- Assistants – work with reserve players
- Doctor – treatment of injuries etc
- Physiotherapist – regeneration and rehabilitation of injured players.
- Secretary – to make arrangements for training fields, hotel arrangements, administrative things.
- Grounds man – see that field and facilities are available and in good order.

→ Training after the match

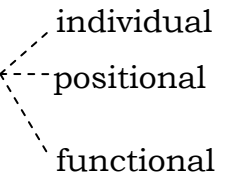
Tactic – No

Technical – with ball 30mins

Condition – no condition because players physically tired.

- Individual exercise and games like basket ball, football tennis (altogether 1 hour).
  - Players who did not play – training under assistant coach.
3. Team meeting (Match analysis)
- Then, T.V and lunch and send them off
  - No training in the afternoon.

**2<sup>nd</sup> day after match**

- Physical recovered
  - Match analysis has been done. If replacement –activities for players – partner activities or dual activities advance exercise over long distance
- Tactics -
- Technical – 60 minutes more on technique condition
- Condition -
- 
- ```
graph LR; condition --- individual; condition --- positional; condition --- functional;
```

### **3<sup>rd</sup> day AFTER Match (Players fully recovered)**

- The day of conditioning training – according to function in the field in groups- competitive
- The head coach should be outside of the field and observe while the assistants work out the groups according to functions

Tactics----->yes 90 minutes  
Technical----->  
Condition----->

- Training is based on the analysis and requirement (e.g. agility or speed or strength condition).

### **4<sup>th</sup> day after match – most important day in team building**

- Must have the team – team building is completed
  - Tactical – yes basic thing is tactical requirement and look at the function of the players.

- Technical----->
- Condition-----> yes

- Announce the 16 or 17 players
- The assistant takes over the rest of the players and if possible let them play another game on Saturday.
- We are interested in the formation and whether players have the concentration on their responsibilities.

### **5<sup>th</sup> day after match – 2 days before the match (16-17 players)**

Tactical – yes  
Technical – yes 60 minutes  
Condition –

- Motivation of players (players private life influence)
- Stationary tactics in groups.

### **6<sup>th</sup> day after match. Day before match**

- Modeling
- Recreational, partner or individual activities – tennis, table-tennis.

### **7<sup>th</sup> day – match**

- Morning training?

Other considerations

1. At what stage in season
2. Position – standing in league or cup

### **Immediate considerations:-**

1. Obligations:-

Matches to play - League competition

- Cup matches
- Friendly testimonial

2. Need for a practice match

Reasons - Tactical new systems, look at injury players, opposition/system/ tactics.

3. Injuries – who, position, likely recovery, cover for him?
4. Suspensions – who, position, cover.
5. Loss of form – who, why? Action-talk, replacement, who?
6. Staff availability – international team, illness, leave
7. Other factors – chief coach's absence
  - Illness of players
  - Disciplinary hearing – not training

8. Practical work

Days available after travel, rest, matches etc.

Sessions available

Similarly, NSCAA (National soccer coaches association of America 1994: 75-77) explains about the major activities of a coach, volume and intensity during a week, and also the character of training when there is one or two match with in week are described as follows:

Determining a topic for the session requires a clear sense of where the team is and where it needs to go. The focus should make sense for that week and for the time of the sessions. Coaches must be clear in their own minds what they want to accomplish in each practice.

With this in mind, match analysis is a wonderful source of information. For example, you might train in response to a recent match you played, or you might focus on an upcoming opponent and how you intend to handle them. If the sessions are designed to be the hardest one of the week, then manipulate how things flow, the numbers of players you use in exercise, and so forth to that end.

Then, selecting a training topic is important. Matches provide a great deal of information for both coaches and players. Review as many matches as possible with your team. It takes only 15 minutes to dissect what the team did well and what needs work. Reviewing matches together helps ensure that everyone is on the same page. One way to analyze matches is to have each field unit (goalkeepers, defenders, midfielders, strikers) report to the group what they felt they did well in the match as well as what their unit needs to work on or you could have a different unit indicate what they felt another unit did well, which creates positive energy and respect among the team. As a coach, you could address areas that need improvement so that only positive feedback comes from teammates.

Then, the next step is to use the information gained to select a training topic. Make it clear which areas from the review will be the focus for the week, and organize your training to reflect this. If you have an upcoming match, keep the team focused on the daily goals but also on the long-term objectives. This way, even in victory, important information is extracted from each match. Work back from where you want to end. Perhaps your end goal is to qualify for national competition. Create a calendar, work back from where that end point by mapping out matches, time-off periods or days, and tournaments then work

down to a weekly rhythm. Working back from where you want to be ensures that you map out a plan to get you there. This does not mean you won't need to make adjustments or modifications, but it provides a frame work to make the desired out come more likely to happen.

Once a coach has a long-term plan in place, create smaller blocks of weekly and daily training sessions. For examples, if we played Saturday, Sunday was an off day, in some instances, Sunday might include reserve training and light jogging or stretching for the starters. If Sunday was an off day, Monday might be a medium session. If Sunday was a light day, Monday was the off day. Tuesday included a hard workout, but Wednesday's workout was medium in intensity. Thursday was a medium session. Friday was a light practice leading into Saturday's match.

Some coaches like to schedule an off day the day before a game. If this is the case, Monday and Wednesday would be medium in intensity, Tuesday would be a hard practice, and Thursday would be light. Taking the day off before the game requires good leadership and an understanding of your team's ability to prepare and stay focused.

The commitment to have players stay on the same rhythm can go a step farther. Those who did not play or played minimally on Saturday performed some fitness after the match so they were on the same rhythm at those who saw the majority of action in the game. The next day they might play a small sided match to keep their technical and tactical skills sharp. You might wonder how I dealt with the psychology of that situation. The key is to create an atmosphere, a culture, in which your players want and choose to do what's best for the team. The more often you have players choose the right thing, the better. Here our players wanted to do fitness an activity because they knew it was in their own and the team's best interest.

Many teams play more than one match per week, which alters the training rhythm. If both matches are difficult, you have to be careful not to over train. If

one is hard and one is not, you can train through the easier game and taper in to the harder one. Training through a match means treating it like a training session. This allows you to stay a head of the game. When little time is available to prepare, focus most of your efforts on team organization and set pieces. When you take the field, all players should at least have a sense of the system of play, the general offensive and defensive strategies, and how to execute set pieces.

## **2.4. The Training Session**

The training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his session around his objectives for that day, his medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team. The training session has to be varied not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned. It should last between 80 and 100 minutes in total, depending on the type of session, the objectives and the training cycle (FIFA coaching manual 2001-2002).

When preparing the session, first think about what you want to accomplish. What message should the players get from the training session? The practice might have several objectives, but be sure they support each other and are woven together so they enhance the message, not complicate it. Know that elements of the game you want to emphasize. Communicate goals to players and design a session to teach or reinforce them. Write it out from beginning to end. Second, be sure there is a natural progression, a rhythm or flow to help players get where you want them to be. Planning goes beyond what you do in the session. It includes such aspects as structuring team delineation in advance, knowing the exact field dimensions, and providing a timeline of exercise. On field preparation entails laying out the scrimmage vests and the fields or grids in advance. This allows a coach to get more done in the allotted

time. Precise preparation contributes to the players learning to train effectively for 90 minutes or whatever the age appropriate match length. (NSCAA: National Soccer Coaches Association of America 1994:74)

According to FIFA coaching manual 2001-2002, the training session is all part of an educational process. Training is learning to practice and to correct one's mistakes, irrespective of the level of the player or the experience that he might have. There are always phases of training that involve learning (acquiring new technical and tactical skills or developing tactical situations to use against a given opponent). For this reason, it is important that training retains its effectiveness by:

- Written preparation of the contents and organization of training session.
- Use of methodological principles
- Emphasis on the coach-player-team relationship.
- The manner in which the coach runs the session.
- The quality of the coaching it self.

### **The preparation and organization of the session**

Aspects to be taken in to account, according to FIFA coaching manual 2001-2002:

- The objectives of training
- The choice of the type of session (predominantly technical, combined technical and tactical, or physical)
- The structure of the session (the three phases)
- The selection of learning methods (total or analytical) and training methods (continuous, interval, circuit, etc).
- Seeking the optimum exertion rest ratio
- Adapting of the session to meet individual requirements.
- The choice of material and equipment.

- Organization and preparation of the training pitch
- Assessment and monitoring what has been achieved.

## **Components (structure) of the training session**

According to FIFA coaching manual 2001-2002 training session has three phases. This are:-

### **A. The warm up phase**

This is the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination exercises; the tempo is then gradually increased with exercises specifically adapted for football based on technical skills or no different game situations. When working with young players, separate co-ordination and integrated co-ordinate work with the ball must be included in the warming-up phase.

There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase. And this phase lasts between 15 and 20 minutes.

### **B. The performance (main) phase**

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various training activities, not as regards volume, but also the duration and intensity of the activities. Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players.

In this phase of acquisition and learning, the quality of the coaching (i.e. the commitment shown by the coach, his ability to intervene in the right place and at the right time, the precision of the corrections that he makes and his overall dynamism) will ensure active commitment on the part of the players and the success of the training objectives set.

The duration of this phase varies. It generally lasts 50-60 minutes or up to 70 minutes, depending on the objectives, the day on which the session is being held, the weather conditions and number of sessions per day

### **C. The cooling-down phase**

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light jogging and limbering down and muscle-stretching exercise. The players then have hydration or energy drinks as the first step to aid recovery. And the duration of it varies between 10 and 15 minutes.

**Figure 5 = Example of a combined technical training session at the training/development stage.**

Objectives = working on ball control, passing and finishing.

Duration = 90'-95'

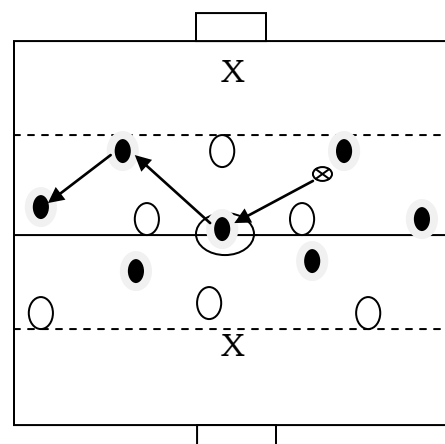
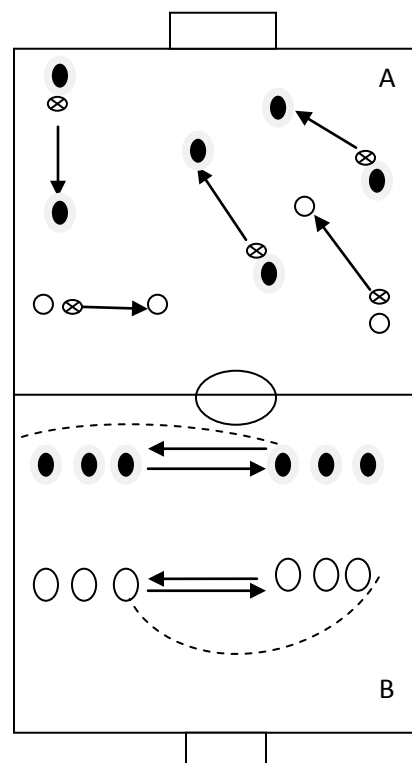
1. Technical warm-up (15')

- 1 ball per pair of players: the players' practices passing on the move, with 2 touches allowed per player.
- Standing on the spot: one player throws the ball to his partner, who then volleys or heads the ball back.
- Passing between 2 players: the players work on weighting the pass and vary the distances and trajectories of their passes.
- Dynamic suppleness and stretching.
- Aerobic technique: first time or second touch passing and varied runs (2x4') (pitch B).

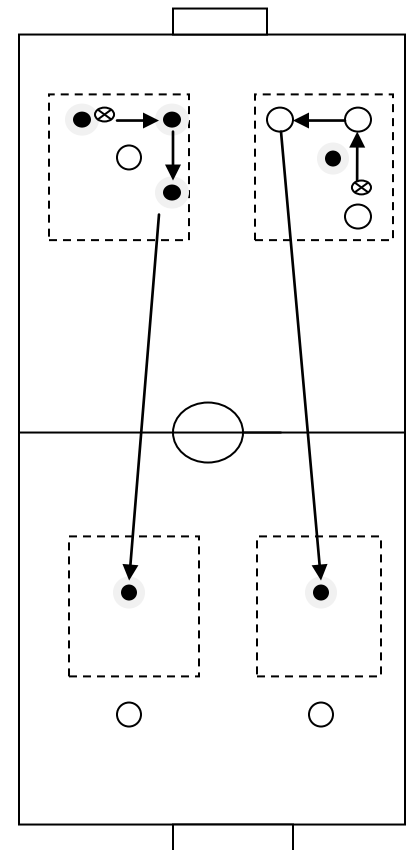
→ Players must always work with both feet's.

2. Practice game routine: retaining possession (15')

- The terms play 6v6 (7v7) on a marked out playing area +2 neutral floating X players(who are allowed 1 touch only) + goalkeepers.

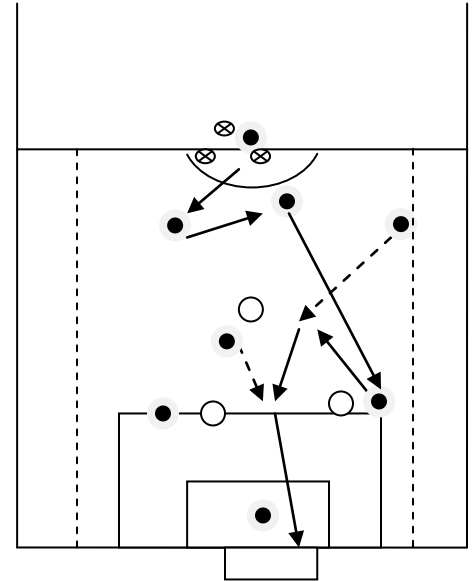


- The players attempt to retain possession, with 2 touches allowed for each player: after 7 or 8 passes, they attempt to pick out one of the extra players (goalkeepers) with a long pass along the ground (worth 1 point).
  - After the point has been scored, play is restarted by the opposing team.
- The players remain in their positions (occupying the zones).
3. Exercise to work on long and short passing (20')
- Group of 6 players, with 4 marked-out, 15x15m playing areas, the players play 3v1 in two of the playing areas: after 6 to 8 passes (or a signal), a player plays the ball to his partner in the square in the opposite half of the pitch (the distance must be sufficient for a long pass to be made). Two players then join their team-mate in the other square to produce numerical supremacy. As soon as the players have controlled the ball, the defender joins the game to challenge the players (in 3v1 game). The defenders are switched every 2'.
- Emphasis is on the quality of passing a long the ground and triangular passing and movement.

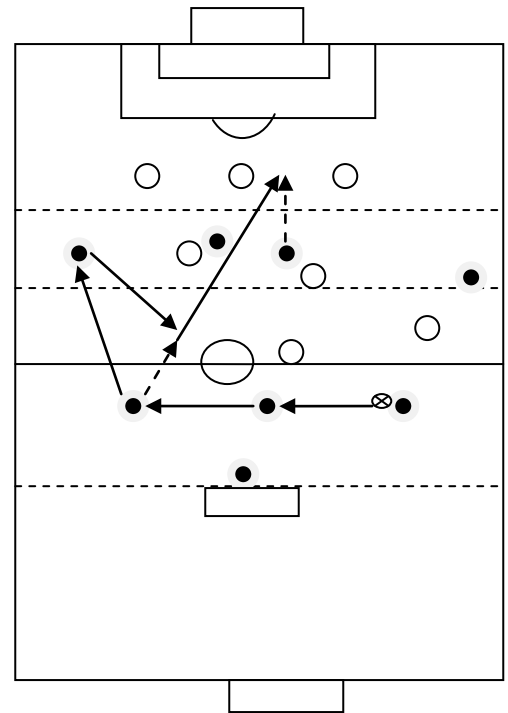


❖ Variation

- Players can vary the type of pass (diagonal pass, long ball, high balls in the air).
4. Simulated match situation: passing the finishing (15')
- Marked out playing area: 6 ● tacklers and 3 ○ defenders + 2 goalkeepers.
  - The ● team plays (3 touches maximum allowed) and tries to score.
  - When the ○ team gains possession, it plays normally with no restrictions and attempts to play a long pass to the 2<sup>nd</sup> goalkeeper, who waits to receive the ball.
  - Roles are switched every 3' to 4'.
- The ○ team has to find solutions (trying to play the ball long and making a good quality final ball). The coach then gets the players to work on a particular combination. The defenders are semi-active.
- The coach should limit the number of touches allowed before finishing off the move and impose a time limit on each attempt.



5. Putting everything in to practice: 7v7 (or up to 8v8) game (20')
  - Marked out playing area with a central zone A (15 meter wide).
  - Game with 2 (or 3) touches allowed for the team in its defensive zone: unrestricted play in the other zones.
  - Both teams try to score.
  - A goal scored from normal build-up is worth 1-point: a goal scored from a long ball played across the central zone A is worth 2 points.
6. Cool-down (10'-12')
  - Gentle running for recovery.
  - Intensive stretching



(The above figures are adopted from FIFA coaching manual 2001-2002)

## 2.5. Factors Affecting the Implementation of Periodic Planning

A number of factors can be mentioned as related to hinder the implementation of periodized annual training plan. Such as unknown of the beginning date (season) of competition, lack of knowledge about the nature and objectives of periodic planning, lack of experiences, etc are some of the factor that can influence. Generally, factors that affect the implementation of periodic planning can be categorized in to

- Coach-related factors
- Competition related factors

## **Coach related Factors**

Actually, these factors differ from coach to coach in intensity, but the common and major factors are lack of knowledge about the nature and objectives of periodic planning, inexperience, not adhering to what already planned etc. as Frank W. Dick (1997:240) a coach has to have a comprehensive knowledge and practical experience to be able to prepare periodic training plans, because he must be in a position to apply the laws pertaining to the development of players performance and to help get a better understanding of the training influence having a bearing on the development of performance. The coach must also understand the technology of the plan in order that the plan may be of practical use. This means that the content of a plan should be expressed in a clear, definite and quantifiable manner, that oral instructions should be given briefly and that graphs and tables are to be used for certain aspects of training.

## **Competition related Factor**

Similar with the coach related factors; competition related factor is equally inhibiting the implementation of periodic planning. It's unknown of the competition season. As Wondimu T. (1990 unpublished). The main objective of training is to reach a high level of performance at a given time, usually the main competition of the year, based on correct development of football shape. Good football shape occurs when the degree of training is high the psychological status enhances a high level of performance. To achieve such a performance, the coach must properly periodize and plan the entire program.

# **CHAPTER III**

## **DESIGN OF THE STUDY**

This chapter deals with method of the study, data gathering instruments and data analysis techniques.

### **3.1. Method of the Study**

As mentioned in the objectives, this study targeted to assess and show the training plan and identifying the major influencing factor for the implementation of periodized training plan of those selected club coaches. Hence, descriptive survey method was employed.

#### **3.1.1. Source of the Data**

The sources of data for this study were: Coaches, Football players of those selected clubs and documents (annual training plan and session plans prepared by those mentioned club coaches).

#### **3.1.2. Sampling Technique**

The target population of this study composed of coaches of Bahir Dar kenema, wahasrawoche, Bahir Dar University and Amhara Police football clubs. These clubs were selected by using purposeful sampling technique to get genuine information cooperatively for the study.

Regarding to the player respondents, first team (squad) players of those selected clubs were the target players' population of the study. 80% of the total players' populations were selected by using random sampling technique. Finally from those selected clubs a total number of 64 football players and 4 club coaches were participated as respondents.

## **3.2. Data Gathering Instruments**

As it had been stated earlier, the principal objectives of this research undertaken was to assess and show the training plan of those selected club coaches and identifying the major influencing factor for the implementation of periodized training plan. Hence, the researcher used questionnaire, document analysis and observation check list to collect the appropriate information (data) for the study.

### **Questionnaires**

Two kinds of questionnaires (for coaches and players) were prepared with the intention of gathering pertinent information for the study.

The coaches questionnaire consists of items regarding their background, experience in coaching, level of coaching license, experience of preparing yearly, periodical, weekly and session plans and related problems and the extent of adhering and commitment to implement their planned program...etc.

The player's questionnaire is composed of items pertaining their background, the extent of how much they help the coach for the preparation and implementation of the plan. Questionnaires are consists of both open-ended and close-ended types. For the purpose of ease on the part of the players and coaches, data collection instrument (questionnaires) were prepared and distributed in Amharic language and translated in to English language.

### **Document Analysis**

Documents prepared by coaches such as annual plan, session plans etc. were critically evaluated to check whether a plan contains the necessary components of football training, objectives, available time and resource budgeting ... etc., or not.

The annual training plan checklist has two parts, the first part contains scope of the annual training plan and the second part is data on the periodicity. In the annual training plan evaluation checklist mark, /✓/ assigned under the division of 'Yes', 'No', and 'Not sure'. If the annual training plan contain basic component of a training plan, it earned 'Yes' and if a plan failed to contain major components of a training plan, it earned 'No' and if the component are controversial to decide 'Yes' or 'No', it earned 'Not sure'.

### **Observation Check List**

The observation checklist was designed to examine the extent of implementing what a coach has planned and to check the session plans were derived from the weekly training program or not. The checklist has two parts, the first part contains common data of training and the second part contains the roles and activities of a coach and session elements, structures and available time.

Each club coaches were observed for six consecutive days (one week) for each of the roles and activities that demonstrates and the contents that included in the session plan. In each single observation check list mark (✓) assigned under the division of 'yes', 'no' and 'Not sure'. If a coach and his session plan exhibited a role and an activity in each of the successive six observation sessions he earned 'yes' and if a coach failed to manifest a role or an activity in the observation session, he earned 'no' and if the activity of a coach are controversial to decide 'Yes' or 'No', he earned 'Not sure'.

All the data gathering instruments were critically commented and amended by associate professor and instructor of sport science department of/in Bahir Dar University.

### **3.3. Data Analysis Technique**

The data gathered through the document analysis, the observation check list and questionnaires were analyzed in chapter four. The responses obtained from the above mentioned data gathering instruments were tabulated, interpreted and analyzed by using percentage. The interpretation, analysis and discussion were based on the results obtained and literature guide.

# CHAPTER IV

## Results and Discussion

This forgoing part of the study deals with presenting, interpreting, analyzing and discussing the data collected through observation checklist, document analysis and questionnaires.

### 4.1. Background of the Respondents

The main background characteristics of head coaches and players are presented in table 1 below.

**Table-1 Background of the respondents (players and coaches)**

|   | Items                                                                                                                                                                            | Coaches <u>No</u> - 4 |                           | Players <u>No</u> - 64   |                                         |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------|--------------------------|-----------------------------------------|
|   |                                                                                                                                                                                  | <u>No</u>             | %                         | <u>No</u>                | %                                       |
| 1 | Sex A. Female<br>B. Male                                                                                                                                                         | -<br>4                | -<br>100%                 | -<br>64                  | -<br>100%                               |
| 2 | Age<br>A. 17-20 year<br>B. 21-25 year<br>C. 26-30 year<br>D. 35-40 year<br>E. 41-50 year                                                                                         | -<br>-<br>-<br>3<br>1 | -<br>-<br>-<br>75%<br>25% | 7<br>46<br>9<br>2<br>-   | 10.9%<br>71.9%<br>14.1%<br>3.1%<br>-    |
| 3 | Educational level<br>A. 10 <sup>th</sup> completed<br>B. 12 <sup>th</sup> completed<br>C. Diploma holder<br>D. 1 <sup>st</sup> degree holder<br>E. 2 <sup>nd</sup> degree holder | -<br>-<br>4<br>-<br>- | -<br>-<br>100%<br>-<br>-  |                          |                                         |
| 4 | Coaching level<br>A. Level 1<br>B. Level 2<br>C. Level 3<br>D. Level 4                                                                                                           | -<br>3<br>1<br>-      | -<br>75%<br>25%<br>-      |                          |                                         |
| 5 | Experience in coaching<br>A. 1-5 years<br>B. 6-10 years<br>C. 11-15 years<br>D. 16-20 years                                                                                      | 3<br>-<br>1<br>-      | 75%<br>-<br>25%<br>-      |                          |                                         |
| 6 | Total year as a player<br>A. 1-3 years<br>B. 4-6 years<br>C. 7-10 years<br>D. 11&12 years<br>E. Above 12 years                                                                   |                       |                           | 21<br>30<br>10<br>1<br>2 | 32.8%<br>46.9%<br>15.6%<br>1.6%<br>3.1% |

Key No – indicates number of respondents participated

As shown in table-1 above, the number of head coaches participated in the study was 4(100%) and football players were 64(100%). Both of the coaches and players were males. Of them 4(100%) of the coaches were diploma graduates. When we see experience in coaching 3(75%) have served one to five years and 1(25%) has served eleven to fifteen years of work experience, with respect to coaching level 3(75%) have level 2 and 1(25%) has level 3.

On the other hand, age of players, 7(10.9%) have an age of 17 to 20 year, 46(71.9%) have an age of 21 to 25 year, 9(14.1%) have an age of 26 to 30 year and 2(3.1%) have an age of 31 to 40 year. And their total experience of playing football, 21(32.8%) have 1 to 3 year, 30(46.9%) have 4 to 6 year, 10(15.6%) have 7 to 10 year, 1(1.6%) has 11 to 12 years and the rest 2(3.1%) have an experience of more than 12 years.

According to the above data, the ages of players shown that they are top-level players.

#### 4.2. Data Obtained from the Observation Checklist

The table below presents the session plan and its elements of the respective clubs observed.

**Table-2 Session plan and its elements**

|   | Items                                                       | Yes |      | No |      | Not sure |      |
|---|-------------------------------------------------------------|-----|------|----|------|----------|------|
|   |                                                             | No  | %    | No | %    | No       | %    |
| 1 | Is there a clear plan of work                               | 6   | 25%  | 18 | 75%  |          |      |
| 2 | Are there a clear objectives for the session                |     |      | 6  | 100% |          |      |
| 3 | Is a session plan adhering from the weekly training program |     |      |    |      | 6        | 100% |
| 4 | Is a plan consider the equipment at hand                    | 6   | 100% |    |      |          |      |

Key No – indicates number of observed sessions.

As observed in table 2, the data obtained from the session observation checklist proved that, 6(25%) of the sessions observed have a clear plan of work. Whereas 18(75%) of the sessions observed were worked without session plan. From those prepared session plans 6(100%) have lack of objectives for the session. In the same fashion, 6(100%) of the prepared session plans were not clearly indicate the plan adhering or derived from the weekly training program. which means in the plan the smallest session length was 90' and the longest one was 125', in addition for about four consecutive days of a week the training program contains fitness activities. From those prepared session plans 6(100%) of the plan consider the equipment at hand or based on the resource of the club.

From the above data one club coach only prepared session plans but the plan lack objective and weekly rhythm or did not consider volume, intensity and character of training with in a week.

Further more one can understand that, without prepared session plan executing activities will lack direction for what the players does in the session, lack of objectives for the session, can not adjusting a timeline for exercise, cannot select content or elements of activities and can not select coaching methods etc. to sum up it is direction less coaching without clear plan of work.

**Table – 3 Session coaching activities**

|    | Items                                                                                                    | Yes |      | No |      | Not sure |     |
|----|----------------------------------------------------------------------------------------------------------|-----|------|----|------|----------|-----|
|    |                                                                                                          | No  | %    | No | %    | No       | %   |
| 1  | Are players informed of the session objectives                                                           |     |      | 24 | 100% |          |     |
| 2  | Are players informed of the session content                                                              | 24  | 100% |    |      |          |     |
| 3  | Are players made aware of the rules and code of conduct for the activities                               | 18  | 75%  |    |      | 6        | 25% |
| 4  | Are instructions clear, concise and appropriate                                                          | 18  | 75%  |    |      | 6        | 25% |
| 5  | Are the body languages and tone of voice appropriate when giving instruction and clear?                  | 18  | 75%  | 6  | 25%  |          |     |
| 6  | Are the players understand of what is required                                                           | 6   | 25%  | 6  | 25%  | 12       | 50% |
| 7  | Are explanations and demonstrations appropriate and clear                                                | 18  | 75%  | 6  | 25%  |          |     |
| 8  | Are players observed through out the session and appropriate feedback on strengths and weakness provided | 24  | 100% |    |      |          |     |
| 9  | Are an appropriate warm up undertaken in time and content                                                | 24  | 100% |    |      |          |     |
| 10 | Are an appropriate cool-down undertaken                                                                  | 24  | 100% |    |      |          |     |

In table – 3 above, the session coaching activities observation checklist results indicate that, majority of the activities which are expected to be demonstrated by the coaches were relatively better implemented. For instance 24(100%) of the observed sessions indicated that, coaches were informed the session content for their players. Contrary to this, 24(100%) of the observed sessions proved that coaches were not clarify objectives of the session. 18(75%) of the observed session showed that coaches were explained clearly the rules and code of conduct for the activities, the rest 6(25%) of the observed sessions were not. 6(25%) of the observed sessions players understand what the coaches explained, 6(25%) of the observation proved players were not understand and the rest 12(50%) of the observed sessions players were confused with the required performance or improved skill. 18(75%) of the observed sessions showed that coaches were able to demonstrate appropriately and clearly activities of the session but the rest 6(25%) showed that coaches were not demonstrate the activity, rather they explained only in verbal way. The remaining observed session coaching activities (elements) were 24(100%) successfully performed by those observed club coaches, the activities were appropriate warm-up and cooing down undertaken and the coaches observed throughout the session with, giving appropriate feedback.

According to the above result, during the training sessions players were accomplished the session activities with out knowing objectives, this leads to confusion of why to do, what to improve or totally what is required from the activities.

### 4.3. Data Obtained from Annual Training Plan Evaluation Checklist

The table below presents the scope of the annual training plan draw up by two club coaches.

**Table – 4 Scope of the annual training plan**

|   | Item                                                                                                                                                           | Yes       |      | No        |      | Not sure  |      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|-----------|------|-----------|------|
|   |                                                                                                                                                                | <u>No</u> | %    | <u>No</u> | %    | <u>No</u> | %    |
| 1 | Does the plan comprise clearly specified long-term (yearly) objectives?                                                                                        |           |      | 2         | 100% |           |      |
| 2 | Does the plan contain realistic yearly objectives?                                                                                                             |           |      |           |      |           |      |
| 3 | Does the plan contain pillars (elements) of football training<br>- Physical qualities<br>- Technical element<br>- Tactical element<br>- Psychological elements | 2         | 100% |           |      |           |      |
|   |                                                                                                                                                                | 2         | 100% |           |      |           |      |
|   |                                                                                                                                                                | 2         | 100% |           |      |           |      |
|   |                                                                                                                                                                |           |      | 2         | 100% |           |      |
| 4 | Does the plan relate with the age of players?                                                                                                                  | 2         | 100% |           |      |           |      |
| 5 | Does the plan take into account the fixture list?                                                                                                              |           |      | 2         | 100% |           |      |
| 6 | Does the plan take into account the available coaching stuff?                                                                                                  | 2         | 100% |           |      |           |      |
| 7 | Does the plan flexible?                                                                                                                                        |           |      |           |      | 2         | 100% |
| 8 | Does the plan take in to account the actual condition of the team resource?                                                                                    | 2         | 100% |           |      |           |      |
| 9 | Does the plan show specified timescale                                                                                                                         |           |      | 2         | 100% |           |      |

\* No – indicates number of draw up annual training plans

In table-4 above, show that only two club coaches draw up annual training plan, the rest have not. And to interpret the scope of the annual training plan, both of the clubs annual training plans were not comprised of yearly objective. Regarding to the components or elements of football training, both of the plan

contain (include) physical qualities, tactical and technical aspects of training indices. Where as, both of the plan missed psychological component (aspect).

In the same way both of the clubs plan did not take into account the fixture list and lack of specified time scale for the implementation. But, both of the annual training plans relatively match with the age and playing level of players. More of both plans take into consideration of the actual condition of the team (club) sport material and equipment and also the available coaching stuff in the clubs. Finally, both of the plans did not show flexibility in time and content.

From the above results, without yearly objectives they did not know the destination of the journey. In the same way, among the major advantage of planning a training program is to check or evaluate how much they achieved objectives of the year activities. So, in this case it is difficult to evaluate what was achieved in different periods of the year. Let me use one proverb to show how much objective is pillar in the annual training plan, "If you do not know where you are going any road will get you there."

In this connection, one of the most crucial component of football training is psychological aspect, but the above data manifests the plan missed this component and it is troublesome to perform the rest components during competition with out psychological aspects. Which means psychological aspects and football performance have direct relation (Football performance is the result of the four components of football training).

Similarly the plans missed considering the fixture list and specified time scale for the activities to execute. Without knowing when the competition begins, classifying the annual plan into periods is meaningless. This shows that, especially to allocate available time for preparatory training and for the achievement of players pick performance at the starting of the competition date, the fixture list must be taking into consideration.

To sum up, from the above discussion the scope of the annual training plans prepared by those selected club coaches have a big gaps.

**Table – 5 Data on periodicity**

|    | Items                                                                    | Yes |      | No |      | Not sure |   |
|----|--------------------------------------------------------------------------|-----|------|----|------|----------|---|
|    |                                                                          | No  | %    | No | %    | No       | % |
| 1  | Does the plan periodically classified or prepared                        | 2   | 100% |    |      |          |   |
| 2  | Does the classified periods relies on the beginning of competition date? |     |      | 2  | 100% |          |   |
| 3  | Does the plan allocate available time for preparatory period?            | 2   | 100% |    |      |          |   |
| 4  | Does the plan allocate available time for transition period?             | 2   | 100% |    |      |          |   |
| 5  | Does the plan clearly display the tasks in preparatory period?           | 2   | 100% |    |      |          |   |
| 6  | Does the plan clearly indicate the tasks in competition period?          | 2   | 100% |    |      |          |   |
| 7  | Does the plan clearly show the tasks in transition period?               | 2   | 100% |    |      |          |   |
| 8  | Does the plan clearly show objective of the preparatory period?          |     |      | 2  | 100% |          |   |
| 9  | Does the plan clearly indicate objectives of the competition period?     |     |      | 2  | 100% |          |   |
| 10 | Does the plan clearly show objectives of the transition period?          |     |      | 2  | 100% |          |   |

\* No – indicates number of draw up annual training plan.

In table – 5 above, both of the annual training plans were periodically classified. But, both of the classified training plans does not prepared by take into consideration or relies on the beginning of the competition date or competition season.

In the same fashion, both of the annual training plans were not manifest objectives in each period of the year. Contrary to this, both of the plans were clearly allocate the available time and display tasks in each period of the year.

In fact, one of the basic phenomenons that bears in mind when drawing up of annual training program knows when the competition begins. So, based on it coaches can put or budget available time and exercise (tasks) to achieve pick performance of their players to that day. Paradoxically, periodizing the annual training plan for the sake of following the structure of planning as similar with the above observed training plans indicated that, coaches were not understand the objectives and secretes of periodization of the annual training program.

#### 4.4. Data Gathered Through Questionnaire

##### 4.4.1. Coaches Response

Apart from the session observation and, evaluating the annual training plan made, questionnaire were administered to coaches and players to gather data related to the same issue in the observation checklist and evaluation check list.

**Table – 6 Preparation of annual training plan**

| <b>No</b> | <b>Item</b>                                    | <b>Response of coaches</b> |          |                  |          |           |          |
|-----------|------------------------------------------------|----------------------------|----------|------------------|----------|-----------|----------|
|           |                                                | <b>Yes</b>                 |          | <b>Sometimes</b> |          | <b>No</b> |          |
|           |                                                | <b>No</b>                  | <b>%</b> | <b>No</b>        | <b>%</b> | <b>No</b> | <b>%</b> |
| 1         | Do you draw up (prepare) annual training plan? | 2                          | 50%      |                  |          | 2         | 50%      |
| 2         | Why you did not draw up annual training plan?  |                            |          |                  |          |           |          |

As indicated in table-6, 2(50%) of the club coaches were draw up annual training plan. Contrary to this, half of the club coaches did not draw up annual training plan, and the responses for the question why did not draw up annual training plan is that, both of the coaches respond differently for the above question and the responses are:

- Not having enough knowledge about preparation of annual training plan and,
- Joining the club late or joining in the minor transition period of the year.



respond or mentioned one thing in common; it is related with the competition season. They explained that, the beginning of competition date was announced by the Ethiopian football federation after they started the preparatory training. And the federation (EFF) informed it before two or three weeks of the beginning date of the competition season. Because of these they can not take into account the competition season.

According the above result, one of the major aspect that did not take into account by coaches before draw up annual training program is the beginning of competition date (season) and it is also affects the preparation and implementation of periodic planning. Which means, when a coach knows the beginning of the competition date (season) immediately he can adjust the available time and exercise (training content) for preparatory training to achieve pick performance of his players to that period.

**Table – 8 coach and players co-operation on selecting objectives**

|   | Items                                                                                                                                                   | Response of coaches |            |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|
|   |                                                                                                                                                         | No                  | %          |
| 1 | When you prepare the annual training plan, do the players participate in selecting objectives (goal) of the year?<br>A. Yes<br>B. Some of them<br>C. No | -<br>-<br>2         | 100%       |
| 2 | If the answer of the above question is except 'A", do you explain about objectives (goal) of the year for the players?<br>A. Yes<br>B. No               | 1<br>1              | 50%<br>50% |
| 3 | Do the objectives (goal) you selected rely on the actual condition of the club?<br>A. Yes<br>B. Partially<br>C. No                                      | 1<br>1<br>-         | 50%<br>50% |

Key – No indicate number of head coaches

As the above table – 8 indicate, both coaches were not invited their players during selection of objectives for the year. Even though 100% of the coaches that draw up annual training plan were not invited their trainees in objective selection, 50% of coaches were introduced or clarify objectives of the year in the beginning of the new season. Contrary to this, 50% of coaches were not explained objectives of the year for the players. In similar fashion, the objectives selected by 50% of the coaches were relied on the actual condition (resources) of the club, but the rest was partially depending on the club resource.

Basically, objectives that selected co-operatively or agreed both between coaches and players achieve better results. But in the above data players were not participated to select objectives and even, did not explained about it by their coaches. So, players were not ready to achieve the selected objectives of the club for the year.

**Table – 9 periodizing and preparing weekly and session planning by coaches**

|   | Items                                                      | Responses |      |           |     |    |     |
|---|------------------------------------------------------------|-----------|------|-----------|-----|----|-----|
|   |                                                            | Yes       |      | Sometimes |     | No |     |
|   |                                                            | No        | %    | No        | %   | No | %   |
| 1 | Does your plan periodically classified?                    | 2         | 100% |           |     |    |     |
| 2 | Do you prepare weekly training plan?                       | 1         | 25%  | 2         | 50% | 1  | 25% |
| 3 | Do you prepare session plan?                               | 1         | 25%  | 2         | 50% | 1  | 25% |
| 4 | Do you explain objectives of the session for your players? | 1         | 25%  | 2         | 50% | 1  | 25% |

Apart from preparing annual training program, coaches should prepare periodical, monthly, weekly and session plans derived from the annual training plan. So, in the above table – 9, both of the coaches respond that, their annual training plan were periodically classified or periodized and 25% of the coaches were prepare weekly training plan, 50% of the coaches were sometimes

preparing weekly training plan and the rest 25% of the coaches were not prepare weekly training plan. In the same fashion, 25% of the coaches were preparing session plan and clarified objectives of the session for their players, 50% of the coaches were sometimes preparing and clarified objectives of the session for their players and the rest 25 % of the coaches were not prepare and clarified objectives of the session for their players.

**Table 10 – Evaluation and its result**

|   | Items                                                                                                                                                                                                   | Responses of coaches |                    |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|
|   |                                                                                                                                                                                                         | No                   | %                  |
| 1 | Do you evaluate what you have planned?<br>A. Yes<br>B. Sometimes<br>C. No                                                                                                                               | 2<br>-<br>2          | 50%<br><br>50%     |
| 2 | How many percent did you implement by adhering what you have planned? (based on preparatory and 1 <sup>st</sup> round competition period)<br>A. 85% and above<br>B. 65-84%<br>C. 50-64%<br>D. Below 50% | 2<br>-<br>-<br>-     | 50%<br>-<br>-<br>- |

Key No-indicates number of coaches responding the question

According to the above table -10, 50% of the coaches were responded that they evaluate the strong and weak side or limitation of what they planned. Where as, the rest 50% of the coaches were not evaluating their planned training program. In this connection, they respond that, the result of the evaluation show that, 50% of the coaches achieved more than 85%. It is based on preparatory and first round competition period evaluation.

#### 4.4.2. Responses from Players

**Table 11-participation of players during objective selection**

|   | Items                                                                                              | Responses |       |           |       |    |       |
|---|----------------------------------------------------------------------------------------------------|-----------|-------|-----------|-------|----|-------|
|   |                                                                                                    | Yes       |       | Partially |       | No |       |
|   |                                                                                                    | No        | %     | No        | %     | No | %     |
| 1 | Do you participate when objectives are selected for the year?                                      | 1         | 1.6%  | 4         | 6.5%  | 59 | 92%   |
| 2 | If the answer of the above question is 'No', does your coach explain about objectives of the year? | 13        | 20.3% | 27        | 42.2% | 24 | 37.5% |
| 3 | Do you know the activities and objectives in each period of the year?                              | 10        | 15.6% | 37        | 57.8% | 17 | 26.6% |

As the above table – 11 response of players indicate that, 1(1.6%) of the players were participated during selection of objectives for the year, 4(6.5%) of the players were also participated but they were not take part in the process and the rest 59(92%) of the players were not participated. Where as, 13(20.3%) of the player responses showed that coaches were explained objectives of the year, 27(42.2%) of the players response indicated coaches were clarify objectives partially and 24(37.5%) of the players responses were showed that coaches were not explained yearly objectives.

Regarding to the activities and it's objective in each period of the year, players respond that, 10(15.6%) of the players were aware of the activities and objectives in each period, 37(57.8%) of the players were partially aware and the rest 17(26.6%) of the players were not aware of the activities and objectives in each period of the year.

**Table – 12 Coach related factors affecting implementation of annual training plan**

|   | Items                                                                                                                                     | Responses |       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|
|   |                                                                                                                                           | No        | %     |
| 1 | Please mark from the following points that you expect it is a weak side for your coach related with implementing the annual training plan |           |       |
|   | A. Not adhering what already planned                                                                                                      | 30        | 46.9% |
|   | B. In practical of the plan                                                                                                               |           |       |
|   | C. Autocratic leadership                                                                                                                  |           |       |
|   | D. Inexperienced                                                                                                                          | 20        | 31.5% |
|   | E. Problem of explaining what he had planned                                                                                              |           |       |
|   | F. Fail to know objectives                                                                                                                | 40        | 62.5% |

As indicated in table – 12 above, responses of players indicate that, coach related factors affecting the implementation of the periodic annual training plan were:

- Fail to know objectives
- Not adhering what already planned, and
- Inexperienced

In fact, from the above result, one can understand that, losing objectives, inexperienced and not following what already planned are critical problems that affect not only the adjusted periodic plan but also the overall training activities of the year. Finally the above factors, losing objective and not following what already planed, are derived (developed) from lack of enough knowledge about coaching football.

**Table 13 – Evaluation and explaining session objectives**

|   | Items                                                                                       | Responses |       |           |     |    |       |
|---|---------------------------------------------------------------------------------------------|-----------|-------|-----------|-----|----|-------|
|   |                                                                                             | Yes       |       | Sometimes |     | No |       |
|   |                                                                                             | No        | %     | No        | %   | No | %     |
| 1 | Do you evaluate what have been achieved?                                                    | 22        | 34.4% | 25        | 39% | 17 | 26.6% |
| 2 | Before you start the training session, does your coach explain about the session objectives | 12        | 19%   | 18        | 28% | 34 | 53%   |

As responses in the above table 13 shows, 22 (34.4%) of the players respond that they were always evaluate what they were achieved and not. 25(39%) of the players were respond that they were occasionally evaluate what they were achieved and not, and the rest 17(26.6%) of the players respond that they were not totally evaluate what were achieved and not in different period of time.

In the same table, 12(19%) of the players were respond that coaches were always explained objectives of the session activities, 18(28%) of the players respond coaches were clarify objectives of the session occasionally, and the rest 34(53%) of the players respond coaches were not completely explained objectives of the session.

# **CHAPTER V**

## **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter deals with summarizing the overall activities of the study and concluding the result obtained from the analysis and discussion part. Finally, based on the findings of the study recommendation was forwarded to alleviate the problems.

### **5.1. Summary**

Planning is a process of thinking in advance what is to be done and how. It is an anticipatory decision making, it involves selecting objectives and developing action programs for achieving them. Planning a training program is vital to the development of top-class performance of any kind. The major aim of drawing up of annual training plan is to identify the work to be carried out to achieve agreed objectives. The purpose of this study was, therefore, to assess and show the training plan of those selected club coaches, and identify the major factors influencing the implementation of periodic planning for training and competition. In order to achieve these objectives the following research questions were raised:-

1. Do coaches draw up (prepare) annual training plan?
2. Does the plan contain basic contents (components) of football training?
3. Is their plan periodized and show general objectives and tasks (work involved and when) of the periods?
4. Do coaches implement the training program by adhering what they plan?
5. What are the factors that affect the implementation of periodic planning successfully?

The study was carried out on four Ethiopian national league football competitive clubs. The sources of data for the study were coaches, players and documents prepared by those selected clubs. The obtained data from different

sources of information were analyzed by using percentage and the result of the study shows the following findings.

- As to the drawing up of annual training plan, the result of the analysis which was obtained from the annual training plan evaluation checklist & questionnaire shows that half from those selected club coaches draw up annual training plan. (see table 4 & 6)
- As to the major reasons, which are accountable for not draw up of annual training plan by half of the coaches are, not having enough knowledge about preparation of annual training plan and joining the club late (in the middle of the year). (see table 6)
- According to different scholars one of the major components of a training plan is objective. However, the annual training plan evaluation checklist result indicates that, all the annual training plan prepared by those selected club coaches were not comprised of yearly objectives. (see table 4)
- Another important component of a training plan is elements (indices) of football training. These are physical qualities, technical/tactical elements and psychological aspects. But, the result which was obtained from annual training plan evaluation check list shows that, the plan missed psychological aspect of football training. (see table 4)
- According to the result obtained from coaches' questionnaire, viewpoints that take into consideration before draw up annual training plan by those selected club coaches were almost assessed. Where as, viewpoints that they were not take into account are:
  - The beginning of competition date (season)
  - Availability of the coaching staff
  - Players detail information and
  - players experience

From the above view points, when the competition season (date) begins and the available coaching staff were the main aspects that did not take into account by those selected club coaches. (See table 7)

- Basically, studies support objectives that selected co-operatively or agreed both between coach and players achieve better result. However, the result obtained from questionnaire of coaches and players shown that majority of the players were not participated in selecting yearly objectives. Similarly the objectives selected for the year were not explained by their own coaches. (see table 8 and 11)
- The annual training plan prepared by those selected club coaches, according to the result obtained from annual plan evaluation checklist, were missed considering or take into account of the fixture list and were not shown specified time scale for the activities to execute. In the same fashion, the plans were not manifest flexibility in time and content. (see table 4)
- According to the result obtained from the annual training plan evaluation checklist and coaches questionnaire, the annual training plans prepared by those selected club coaches were periodized or classified into different periods. However, the periods adjusted were not relied on the beginning of the competition date (season) and each period was not clearly indicating its objectives. (see table 5 and 9)
- Apart from draw up of annual training program, coaches should prepared periodical, monthly, weekly and session plans derived from the annual training program so as the achieve the desired objectives. But, according to the result obtained from coaches questionnaire and session observation checklist indicate that, most of the weeks coaches were not prepare weekly training plan and among the prepared weekly plans, were not manifest the weekly character of training, such as training time, volume and intensity of the training session. (see table 2 and 9)
- Regarding to preparing session planning, the result obtained from session observation checklist and coaches questionnaire shows that, only

one club coach does it or prepared session plan. However, the plan missed containing objectives of the session, and not following (adhering) the weekly character of training. In addition, those prepared session plans were not derived from the weekly, periodically or annual training plan. (see table 2,3 and 9)

- After the planned program put into practice or implemented, regular evaluation indicate how much they achieved the desired objectives. Where as, the result obtained from coach and player questionnaire indicate that, activities were evaluated occasionally. (see table 10 and 13)
- A number of factors influencing the implementation of periodic planning for training and competition. According to the response obtained from coaches and players questionnaire indicate that, coach and competition related factors were affected the implementation of periodic planning for training and competition. These are:-
  - ❖ coach related factor
    - Fail to know objectives
    - Inexperience
    - Not adhering what already planned
  - ❖ Competition related factors
    - Unknown of the beginning of the competition date (season). (See table 5,7 and 12)

## **5.2 CONCLUSION**

The following are conclusions of the study:-

- Half from those selected club coaches draw up (prepare) annual training plan and the rest were not. In this connection, the major reasons for not drawing up are:-
  - joining the club late. And
  - Not having enough knowledge about preparation of annual training plan
- the annual training plan prepared by those selected club coaches missed:-
  - Including objectives of the year.

- Including psychological training index.
- Considering the fixture list.
- Specified time scale for executing activities. And
- The periods adjusted were not relied on the beginning of the competition season
- The main aspects that did not take in to account by those selected club coaches when preparing annual training plan are:-
  - The beginning of the competition period. And
  - The available coaching stuff.
- Session plans prepared by those selected club coaches does not follow weekly character of training .In addition, it is not derived from the weekly, periodically or annual training plan.
- The implementation of periodic planning is affected by: -
  - Coach related factor
    - Fail to know objectives.
    - Inexperience.
    - Not adhering what already planned.
  - Competition related factors
    - Unknown of the beginning of competition season

### **5.3 Recommendation**

Based on the findings of the study, the following suggestion are forwarded as a means to alleviate the problems encountered in the process of preparing and implementing periodic planning in those selected clubs.

1. As the result of this study shown that the reason why they did not prepare annual training plan is joining the club late. Hence, a coach can prepare half a year plan. Therefore, it is possible to prepare half year plan based on the present result, performance and total information about the club plus present position in the league competition etc.
2. Planning is more related with selecting objectives and developing action programs for achieving them. However, the results of the study shown

that the annual plan were lack objectives for the year. Therefore, coaches must include objectives for the year as a major component of the annual training plan so as to select actions (activities) to achieve it.

3. Football performance is the result of the combined effect of the four major components of football training. Hence, according to the result of the study shown that the training plan missed including psychological aspects of football training. Therefore, coaches should include this component so as to keep or properly implement the rest components.
4. Basically, session plans were derived from the weekly training program and weekly, periodically and monthly plans are develop from the annual training plan. But, the result of the study shown that without any long-term or intermediate training plan coaches prepare session plans, and the session plans were lack objectives. Therefore coaches must prepare long-term (yearly) or intermediate plans so as to drive session or weekly training plans.
5. As indicated in the result of the study, the major factors influencing implementation of periodic planning is unknown of the beginning of the competition date (season). Therefore, the Ethiopian football federation (EFF) should inform at least the beginning of the competition period before the clubs start the preparatory training. In relation to this the other factor influencing the implementation was coach-related factors. Therefore, coaches must improve their knowledge about planning a training program.

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## ***Appendix – A***

### **Addis Ababa University**

### **College of Education**

### **Department of Physical Education and Sports**

#### **Annual Training Plan Evaluation Checklist**

The main purposes of this evaluation checklist is intended to asses and show the training plan prepared by those selected club coaches and identify the major factors influencing the implementation of periodic planning for training and competition. The activities will be recorded in the category of Yes/No/Not sure on the basis of whether the plan contains necessary information's or not for football training.

| <b>No</b> | <b>List of evaluation points</b>                                            | <b>Yes</b> | <b>No</b> | <b>Not sure</b> |
|-----------|-----------------------------------------------------------------------------|------------|-----------|-----------------|
|           | <b>A. Scope of the plan</b>                                                 |            |           |                 |
| 1         | Does the plan comprise clearly specified long-term (yearly) objectives?     |            |           |                 |
| 2         | Does the plan contain realistic yearly objectives?                          |            |           |                 |
| 3         | Does the plan contain pillars (components) of football training             |            |           |                 |
|           | - Physical qualities                                                        |            |           |                 |
|           | - Technical elements                                                        |            |           |                 |
|           | - Tactical elements                                                         |            |           |                 |
|           | - Psychological aspects                                                     |            |           |                 |
| 4         | Does the plan relate with the age of players?                               |            |           |                 |
| 5         | Does the plan take into account the fixture list?                           |            |           |                 |
| 6         | Does the plan take into account the available coaching stuff?               |            |           |                 |
| 7         | Does the plan flexible                                                      |            |           |                 |
| 8         | Does the plan take into account the actual condition of the team resources? |            |           |                 |
| 9         | Does the plan show specified timescale for executing activities             |            |           |                 |

| <b>No</b> | <b>B. Data on Periodicity</b>                                             | <b>Yes</b> | <b>No</b> | <b>Not sure</b> |
|-----------|---------------------------------------------------------------------------|------------|-----------|-----------------|
| 1         | Does the plan periodically classified or prepared?                        |            |           |                 |
| 2         | Does the classified periods relies on the beginning of competition date   |            |           |                 |
| 3         | Does the plan allocate available time for preparatory training?           |            |           |                 |
| 4         | Does the plan allocate available time for the transition period?          |            |           |                 |
| 5         | Does the plan clearly indicate the tasks in preparatory period?           |            |           |                 |
| 6         | Does the plan clearly indicate the tasks in competition period?           |            |           |                 |
| 7         | Does the plan clearly indicate the tasks in transition period?            |            |           |                 |
| 8         | Does the plan clearly show objectives of the preparatory period?          |            |           |                 |
| 9         | Does the plan clearly show objectives of the competition period training? |            |           |                 |
| 10        | Does the plan clearly show the objectives of the transition period?       |            |           |                 |

## ***Appendix – B***

### **Addis Ababa University**

### **College of Education**

### **Department of Physical Education and Sports**

#### **Questionnaire to be Filled by Football Coaches**

The main purposes of this questionnaire is intended to assess and show the training plan prepared by those selected club caches and identify the major factors influencing the implementation of periodic planning for training and competition. Be confidential that the information gathered will be used only for the research purpose.

“Thank you in advance for your co-operation.”

#### ***Direction***

1. No need of writing your name
2. Please give your appropriate answers for the following questions using (✓) mark in the given boxes.
3. If the question will be answered in written form please write short, precise, and clearly.

#### ***Part I***

1. Club Name \_\_\_\_\_
2. Sex            A. Female       B. Male
3. Age  
    A. 20-30 year                       D. 51-60 year   
    B. 31-40 year                       E. Above 60 year   
    C. 41-50 year

4. Educational level

A. 10<sup>th</sup> completed

D. 1<sup>st</sup> degree

B. 12<sup>th</sup> completed

E. 2<sup>nd</sup> degree

C. Diploma holder

F. Other \_\_\_\_\_

5. Total experience in coaching

A. 1-5 years

D. 16-20 years

B. 6-10 years

E. Above 20 years

C. 11-15 years

6. Coaching license

A. Level 1

B. Level 2

C. Level 3

D. Level 4

**Part II**

1. Do you draw up (prepare) annual training plan?

A. Yes

B. sometimes

C. No

2. If the answer of question No 1 is (c) No, why do not you prepare annual training plan? \_\_\_\_\_

3. Before you draw up (prepare) the annual training plan did you take into account the following, please mark those you did not.

Recent (last year) competition results

Competition behavior

Date of competition (national and areal championships)

Player's experience

The number of players (squad size) available

The coaching staff available (coaches, medical support, sport psychologist ...)

Analysis and assessment of past performance

Personal details

Objectives

Fixture lists

If any other \_\_\_\_\_

4. Why do not you take into account those you marked?\_\_\_\_\_
5. Does the objective selected rely on the actual condition of the club?  
A. Yes  B. Partially C. No
6. When you prepare the annual plan, does the players participated in selecting objectives (goal) of a year?  
A. Yes  B. Some of them C. No
7. If the answer of questions No, 5 is except 'A', do you explain about objectives (goal) of the year for the players?  
A. Yes B. No
8. Does your plan periodically classified?  
A. Yes B. No
9. If the answer of question No 7 is (B) no. Why? \_\_\_\_\_  
\_\_\_\_\_
10. Do you evaluate what you have planned?  
A. Yes B. some times C. No
11. Do you prepare weekly training plan?  
A. Yes B. sometimes C. No
12. Do you prepare session plan?  
A. Yes B. sometimes C. No
13. Do you explain objectives of the session for your players?  
A. Yes B. sometimes C. No
14. How many percent did you implement by adhering what you have planned? (based on preparatory period)  
A. 85% & above D. 50%   
B. 65-84% E. Below 50%   
C. 50-64%

## ***Appendix – C***

### **Addis Ababa University**

### **College of Education**

### **Department of Physical Education and Sports**

#### **Questionnaire to be filled by football players**

The main purposes of this questionnaire is intended to asses and show the training plan prepared by those selected club coaches and identify the major factors influencing the implementation of periodic planning for training and competition. Be confidential that the information gathered will be used for the research purpose only.

“Thank you in advance for your co-operation”

#### ***Direction***

1. No need of writing your name
2. Please give your appropriate answers for the following questions using (✓) mark in the given boxes.
3. If the question will be answered in written form, please write short, precise and clearly.

#### ***Part I***

1. Club name \_\_\_\_\_
2. Sex            A. Female       B. Male
3. Age  
    A. 17-20 year                       D. 31-35 year   
    B. 21-25 year                       E. Above 35 year   
    C. 26-30 year

4. Experience of playing football in the present club
- A. 1-3 year                       D. 11-12 year
- B. 4-6 year                       E. Above 12 year
- C. 7-10 year

## **Part II**

1. Do you participate when objectives are selected for the year?
- Yes               B. practically               C. No
2. If the answer of question a number '1' is (c) No, does you coach explain objectives of the year?
- A. Yes               B. practically               C. No
3. Do you know the activities and objectives in each period of the year?
- A. Yes               B. practically               C. No
4. Please mark form the following points that you expect it is a weak side for your coach when implementing the annual training plan
- A. Not adhering what already planned
- B. Fail to know objectives
- C. Autocratic leadership
- D. Inexperienced
- E. Problem of explaining what he has planned
- F. In practical of the plan
5. Do you evaluate what have been achieved?
- A. Yes               B. sometimes               C. No
6. Before you start the training session, does your coach explain about the session objectives?
- A. Yes               B. sometimes               C. No

## ***Appendix D***

### **Addis Ababa University**

### **Collage of Education**

### **Department of Physical Education and Sports**

### **Session Observation Checklist**

The main purposes of this observation check list is intended to asses and show the training plan prepared by those selected club coaches and identify the major factors influencing the implementation of periodic plan for training and competition. The activities will be recorded in the category of yes /No/ Not Sure on the basis of whether it happened in the practice field or not and by observing the session plan.

#### ***PART –ONE***

1. Observer Name -----
2. Club -----
3. Seccession period= morning ----- After noon-----
4. Session length -----
5. Number of players -----
6. Number of coach -----

## **PART – TWO**

Please mark a tick (✓) in the column provide, that corresponds the statement.

| <b>No</b> | <b>List of Observation</b>                                                                                           | <b>Yes</b> | <b>No</b> | <b>Not Sure</b> |
|-----------|----------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------------|
|           | <b>A. Session plan and it's element</b>                                                                              |            |           |                 |
| 1         | Is there a clear plan of work                                                                                        |            |           |                 |
| 2         | Are there a clear objectives for the session                                                                         |            |           |                 |
| 3         | Is a session plan adhering from the weekly training program                                                          |            |           |                 |
| 4         | Is a plan consider the equipment at hand                                                                             |            |           |                 |
|           | <b>B. Coaching Activities</b>                                                                                        | <b>Yes</b> | <b>No</b> | <b>Not sure</b> |
| 1         | Are players informed of the session objectives (aims)                                                                |            |           |                 |
| 2         | Are players informed of the session content                                                                          |            |           |                 |
| 3         | Are players made aware of the rules and code of conduct for the activity                                             |            |           |                 |
| 4         | Are instruction clear, concise & appropriate                                                                         |            |           |                 |
| 5         | Are the body language and tone of voice appropriate when giving instruction and advice                               |            |           |                 |
| 6         | Are the players understand of what is required                                                                       |            |           |                 |
| 7         | Are explanations and demonstrations appropriate and clear                                                            |            |           |                 |
| 8         | Are players observed through out the session and appropriate feed back on strengths and weakness provided            |            |           |                 |
| 9         | Are an appropriate worm-up undertaken <ul style="list-style-type: none"><li>- In time</li><li>- In content</li></ul> |            |           |                 |
| 10        | Are an appropriate cool-down undertake                                                                               |            |           |                 |

# Appendix –E

## በአዲስ አበባ ዩኒቨርሲቲ

### የሰውነት ማጎልመሻና ስፖርት ትምህርት ክፍል ድህረ-ምረቃ ፕሮግራም

#### በእግር ኳስ አሰልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአሰልጣኞች በሚዘጋጁት አመታዊ የስልጠና እቅዶች ላይ ጠቅላላ ያለ መረጃን ለመሰብሰብ እንዲሁም በእቅዳቸው ትግበራ ላይ ያጋጠሙትን ችግሮች ለመለየት ሲሆን ከዚህ ጋር በተያያዘ ማንኛውንም የዚህን መጠይቅ ውጤት በሚስጥር እንደምይዝ በዚህ እገልጻለሁ።

“ስለ ትብብርዎ በጣም አመሰግናለሁ”

#### ማሳሰቢያ

1. ስም መጻፍ አያስፈልግም።
2. ለጥያቄው ትክክለኛ መልስ በሚሉት አማራጭ ጎን ላይ ባለው ሳጥን ውስጥ የሩ/ጎ ምልክት ይጠቀሙ።
3. ጥያቄው በመጻፍ መመለስ ያለበት ከሆነ በተሰጠው ባዶ ቦታ በአጭሩ ይግለፁ።

#### ክፍል -1

1. የክለሱ ስም -----
2. የታ ሀ. ሴት  ለ. ወንድ
3. እድሜ
  - ሀ. ከ20-30 ዓመት
  - ለ. ከ31-40 ዓመት
  - ሐ. ከ41-50 ዓመት
  - መ. 51- 60 ዓመት
  - ሠ. ከ60 ዓመት በላይ
4. የትምህርት ደረጃ
 

|                                       |                                        |
|---------------------------------------|----------------------------------------|
| ሀ. 10ኛ ያጠናቀቀ <input type="checkbox"/> | መ. የመጀመሪያ ዲግሪ <input type="checkbox"/> |
| ለ. 12ኛ ያጠናቀቀ <input type="checkbox"/> | ሠ. ማስተርስ ዲግሪ <input type="checkbox"/>  |
| ሐ. ዲፕሎማ <input type="checkbox"/>      | ሰ. ሌላ ካለ <input type="checkbox"/>      |
5. በአሰልጣኝነት ያገለገሉበት አመት (ጊዜ)
 

|                                      |                                        |
|--------------------------------------|----------------------------------------|
| ሀ. ከ1-5 ዓመት <input type="checkbox"/> | መ. ከ16-20 ዓመት <input type="checkbox"/> |
|--------------------------------------|----------------------------------------|

ለ. ከ6-10 ዓመት  ሠ. ከ20 ዓመት በላይ

ሐ. 1-15 ዓመት

6. የአሰልጣኝነት ደረጃ (coaching license)

ሀ. Level 1

ለ. Level 2

ሐ. Level 3

መ. Level 4

### ክፍል-2

1. አመታዊ የስልጠና እቅድ በማዘጋጀት ይጠቀማሉ?

ሀ. አጠቃላይ  ለ. አልፎ አልፎ እጠቀማለሁ  ሐ. አልጠቀምም

2. የጥያቄ ቁጥር 1. መልስ (ሐ) አልጠቀምም ከሆነ ለምን እንደማይዘጋጁና እንደማይጠቀሙ ቢገልፁልኝ? -----

3. የአመቱ የስልጠና እቅድ ከማውጣትዎ በፊት የሚከተሉትን ነገሮች በጥልቀት ገምግመዎል?  
ያልገመገሙትን ምልክት ያድርጉ::

ያለፈውን አመት ውጤት

የውድሩን ባህሪ በተመለከተ

የውድር ጊዜ (ቀን) የሚጀምርበት (የከተማ ዋንጫ፣ ዋና ውድድርን በተመለከተ)

የተጫዋቾችን ልምድ

ያሉት ተጫዋቾች ብዛት

አሰልጣኙን በመርዳት የሚያገለግሉ ባለሙያዎች ብዛትና የተሟሉ መሆናቸው

ከባለፈው ዓመት ግምገማ በመመርኮዝ (ከነበረው ደካማና ጠንካራ ጎን)

ከተጨማሪ ወቅታዊ ሁኔታ

የአመቱን ግብ በተመለከተ (የአጭርና የረጅም ጊዜ አላማ

ተጋባሚ ቡድኖችን በተመለከተ (ከለማን ጋር እንደሚወዳደሩ)

ሌላ ካለ ይጥቀሱልን -----  
-----

4. እንደ ግብ ያስቀመጡት አላማዎች ከነባራዊ ሁኔታዎች ጋር የተገናዘቡ ናቸውን?  
ሀ. አዎ  ለ. ከሞላ ጎደል ተገናዝበዋል  ሐ. አልተገናዘቡም

5. አመታዊ እቅዱን በሚያዘጋጁበት ጊዜ በተለይም አመታዊ አላማን በተመለከተ ተጫዋቾች ተሳትፈዋል?  
ሀ. አዎ  አልተሳተፉም  ሐ. ጥቂቶቹ

6. በጥያቄ ቁጥር 5 መልስ (ለ) <አልተሳተፉም> ከሆነ በአመቱ መጀመሪያ ስለ አመቱ አላማ (ግብ) ለተጫዋቾች አስገንዝበዋል?  
ሀ. አዎ  ለ. አላስገንዝብኩም

7. አመታዊ የስልጠና እቅዶች የዝግጅት ጊዜ፣ የውድድር ና የዕረፍት በሚሉ ከፋፍለው ይጠቀማሉ?  
ሀ. እጠቀማለሁ  ለ. አልጠቀምም

8. ከላይ በጥያቄው ቁጥር 7 መልስ (ለ) <አልጠቀምም> ከሆነ ለምን? ቢገልፁልኝ -----  
-----

9. ያቀዱትን እቅድ በየጊዜው ይገመግማሉ?  
ሀ. አዎ  ለ. አልፎ አልፎ  ሐ. አልገመግምም

10. ሳምንታዊ የስልጠና እቅድ ያዘጋጃሉ?  
ሀ. አዘጋጃለሁ  ለ. አልፎ አልፎ  ሐ. አላዘጋጀም

11. እለታዊ የስልጠና እቅድ ያዘጋጃሉ?  
ሀ. አዘጋጃለሁ  ለ. አልፎ አልፎ  ሐ. አላዘጋጀም

12. ልምምድ ከመጀመሪያቸው በፊት የዕለቱን የስልጠና አላማ ለተጫዋቾች ይገለጻሉ?  
ሀ. አይገለጽም  ለ. አልፎ አልፎ  አልገልፅም

13. ምን ያክል ፐርሰንት እቅዱን በመከተል ይተገብሩታል ( ከዝግጅቱ ጊዜ በመመርኮዝ)  
ሀ. 85 % በላይ  ለ. ከ 65 - 84 %   
ሐ. ከ 50-64%  መ. ከ 50 %

## Appendix -F

### በአዲስ አበባ ዩኒቨርሲቲ

#### የሰውነት ማጎልመሻና ስፖርት ትምህርት ክፍል ድህረ-ምረቃ ፕሮግራም

#### በእግር ኳስ ተጫዋቾች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአሰልጣኞች በሚዘጋጁት አመታዊ የስልጠና እቅዶች ላይ ጠቅለል ያለ መረጃን ለመሰብሰብ እንዲሁም በእቅዳቸው ትግበራ ላይ ያጋጠሙትን ችግሮች ለመለየት ሲሆን ከዚህ ጋር በተያያዘ ማንኛውንም የዚህን መጠይቅ ውጤት በሚስጥር እንደምይዝ በዚህ ቃል እገልጻለሁ።

“ስለ ትብብርዎ በጣም አመሰግናለሁ”

#### ማሳሰቢያ

4. ስም መፃፍ አያስፈልግም።
5. ለጥያቄው ትክክለኛ መልስ በሚሉት አማራጭ ጎን ላይ ባለው ሳጥን ውስጥ የሩ/የምልክት ይጠቀሙ።
6. ጥያቄው በመፃፍ መመለስ ያለበት ከሆነ በተሰጠው ባይ ቦታ በአጭሩ ይግለፁ።

#### ክፍል -1

7. የክለሱ ስም -----
8. ፆታ ሀ. ሴት  ለ. ወንድ
9. እድሜ  
ሀ. ከ17-20 ዓመት  መ. ከ 31-35 ዓመት   
ለ. ከ21-25 ዓመት  ሠ. ከ 35 ዓመት በላይ   
ሐ. ከ26-30 ዓመት
10. በአጠቃላይ በክለሱ ተጫዋቾችን የቆየህበት ጊዜ  
ሀ. ከ 0 - 3 ዓመት  መ. ከ10 — 12 ዓመት   
ለ. ከ 4 — 6 ዓመት  ሠ. ከ12 ዓመት በላይ   
ሐ. ከ 7 — 10 ዓመት

11. አሁን ካለህበት ክለብ የቆየህበት ጊዜ

ሀ. ከ 0 - 3 ዓመት  መ. ከ11 — 12 ዓመት

ለ. ከ 4 — 6 ዓመት  ሠ. ከ12 ዓመት በላይ

ሐ. ከ 7 — 10 ዓመት

**ክፍል- 2**

1. በእቅድ ዝግጅት ጊዜ ከአሰልጣኝህ ጋር በመረዳዳት በግቦች (አላማዎች) ማርቀቅ ዙሪያ ተሳትፏህል?

ሀ. አዎ  ለ. በከፊል  ሐ. አልሳተፍም

2. በጥያቄ ቁጥር 1. መልስ (ሐ) <አልሳተፍኩም> ከሆነ በአመቱ መጀመሪያ የአመቱ አላማዎች በግልፅ ተገልጿልህል?

ሀ. አዎ  ለ. በመጠኑ ተገዷል  ሐ. አልተገለፀልኝም

3. በአመቱ ውስጥ ስለምትሰሩት ስራ በተለይም በዝግጅት ስልጠናና በውድድር ጊዜ ስለምትሰሩት ስራዎችና አላማቸውን በግልፅ ተገንዝበህል?

ሀ. ተገንዝቤለሁ  ለ. በፊል  ሐ. አልገነዘብሁም

4. አሰልጣኝህ ያቀደውን የስልጠና እቅድ በመተግበር ያለበትን ደካማ ጎን ምልክት አድርጉ:

- እቅድን በመከተል አለመስራት
- ዓላማን አለማወቅ
- ከተጫዋቾች ጋር መልካም ግንኙነት አለመኖር
- የልምድ ማነስ
- ያቀደውን የማስረዳት (የመግለፅ) ችግር
- እቅዱን ለመተግበር አስቸጋሪ በመሆኑ

5. በተለያዩ ጊዜያት የሰራችሁትን ስራ ከታቀደው ጋር ያለውን ልዩነትና አንድነት ትገመግማላችሁ ?

ሀ. እንገመግማለን  ለ. አልፎ አልፎ  ሐ. አንገመግምም

6. ልምምድ ከመጀመራችሁ በፊት የዕለቱን የልምምድ አላማ ምን እንደሆነ በአሰልጣኛሁ ይገለፁላችኋል?

ሀ. ይገልጻል  ለ. አልፎ አልፎ  ሐ. አይገለፅም

## ***Declaration***

I, the under signed, declared that this thesis is my own work and has not been presented of any other degree and that all sources of materials used for the thesis have been fully acknowledged.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

This thesis has been submitted for examination with my approval as a university advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

