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**THE CURRENT STATUS AND PROSPECTS OF FOOTBALL COACH
APPROACH: THE CASE OF AKAKI KALITI SUB CITY FIRST,
HIGER DIVISION AND NATIONAL LEAGUE CLUBS IN ADDIS
ABABA**

BY

BERHANU MENGESHA MAMO

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN
FOOTBALL COACHING**

JUNE, 2014

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APPROVALS PAGE

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ACKNOWLEDGMENT

I would like to present my heartfelt gratitude and thanks to my advisor Ato Mebratu Belay (ass prof) for his constructive comments and advice to complete the study. I would also like to thank members of Akaki Kaliti sub city division clubs for filling questionnaires necessary data.

My heartfelt gratitude also extends to my parents, Dr. Mengesha Mamo and Wro/ Martha Lamorie for their love and financial support.

I thank all who participated in one way or another to the compilation of this thesis.

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ACRONYMS AND ABRIVATIONS

EQ	Emotional intelligence
FIFA	Federation International de Football Association
IQ	Intellectual capacity of the coach
U.S	United States
USSF	United States Soccer Federation
STYSA	South Texas Youth Soccer Association

Abstract

Contributions of educated coaches are very crucial to develop football in one country. To say one educated coach he should have deep knowledge on coaching skills and quality of leadership. Recently, there is a lot of study going on coach approach which is developing coach skill plus quality of leadership. On my research I tried to study coach approach in Akaki Kaliti sub city division and national league participant clubs.

The study is focuses on coaches' behavior, coaching skill, coaches' ground profile and coaching style they follow. Before implementing new coaching system and scientific method of coaching, it is significant to understanding present status of coaching. To achieve the objective researcher used mainly coaches' self-evaluation questioners from different literature review developed. The subjects in the study include 120 players and 4 head coaches of the clubs; in this study .Questionnaire was dominantly used as data collection instrument the study held on the four clubs.60 players selected from each clubs through simple random sampling techniques from total of 120 players. For the study descriptive survey method was employed. And also unstructured interview and observation were used as instrument in the process to triangulation. The data gathered through questionnaires were analyzed by using frequency respond distribution counts and their percentages; whereas the data gathered through interview and observation were analyzed through descriptive statements. The major findings includes coaches have no enough experience, lack off coaching education and weakness in fund raise strategy.

Key words: coaching behavior, coaching style, coaching skill, Coaching philosophy, modern coach approach

CHAPTER ONE

Introduction

1.1 Background of the study

Now day's world football game is passionate and attractive for millions of peoples around the world. For this achievement football coaches' contribution is crucial. Therefore, the game of football has become more and more complex, due to the various systems constantly introduced and this has made the demand to players and especially coaches the more. The game demands wider range of involvement, due to the fact that the challenge has become greater. With this complexity, the demand has become great. The tactical aspect must be improved, the physical aspect to perform must be always at its peak, and the players spring surprises to beat opponents and to score.

Therefore, coaches must be aware of these changes to adjust to the situation in planning their training programme whilst coaching players. Coaching football nowadays is not just exercising anymore, but sophisticated process. The development of football performance is influenced by many factors, which require a lot of expert knowledge from the coach. Coaches should be aware of the gradual process. They do not just start training and expect instant results but it lasts several years, until the footballer achieve a high standard of performance in order to make a further increase in performance possible, it necessary to adjust the training load to the new performance level play should have the physical abilities and the readiness to perform well, too (The International DFB-Coaching Course Manual (B-license), 2008).

The lay view of coaching shows that it is seem as a domain of sport constructed by the coach constituting a series of episodic activities conducted on a week by week basis, with the aim of improving and thereby enhancing performance coaches however tend to see the process quite differently coaching may be seen not simply as a serious of discrete actions but rather a complex model of overlapping scenarios ranging from training supervision to liaison with fellow coaches and peers (Gorden, 2009). The term "coaching" is often used to cover a wide range of activities, usually to help someone prepare for something. Coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. The jobs of successful coach is as a teacher :imparting new knowledge, skills and ideas ,as trainer: improve fitness, as instructor

:directing activities and practices, as motivator :generating a positive and decisive approach, as disciplinarian: determining a system of rewards and punishments, as a manager organizing and planning, as an administrator: dealing with the proper works, as a publicity agent: working with the media, as a social worker :counseling and advising, as a friend :supporting, as a scientist: analyzing ,evaluating and problem solving ,as a student: will to listen ,learn and look for new knowledge. In most coaching situation any or all of these roles are combined, and in all these situations you will need to make decision (Thompson, 1991).

In modern time football coaches' responsibility in the clubs is vast. Coaching in football is depending on mental and physical coordination improvement training. In the past the skills element comes second to mental and physical toughness, and most players were chosen for their tackling ability and strength in running. Now days in modern football clubs needs qualified professional coaches who develop feat of skills for players to be effective and efficient ways. Football coaching is complex procedure so coaches have to deep and applicable knowledge on the basic component of such as physical, technical, tactical and psychological preparation in sport science and management skill of all aspects of work of staff. In addition to that coaches have to their own coaching philosophy and planning to specific objective.

The modern coach needs a philosophy, an expert eye and intuition. You need to have a clear philosophy to know what you want and how to get it (Snow, 2012).

The coach's work starts before arriving at the football field. Planning the session correctly for the week and the season will help the coach identify the team's needs and deliver a more efficient training session. Properly a training session gives the coaches greater confidence with the players and a better understanding of how to adapt the exercises to the teams and players needs on the fields a good coach is a good planner (Perez, 2012).

Learning to coach well comes through experience watching and listening and, of course trial and error it takes time. In general the future standards of play and the long term prospects of the game of football depend on a new and modern approach to training. It is vital to understand that the acquisition of skills for the modern game comes from special training exercises, which are concerned with working with the in a specific way (Bidzinski, 1996).

Practice-learning anything hurts somewhat you see how bad you are at it and with encouragement there is improvement with practice comes disciplines the best road to getting there runs not through the land of connection, play, practice, mastery and recognition. He/she learned to be coached (Snow, 2012).

The objective of football coaching start based on two things. The first one is to get a good result of the game of competition and another one is preparing the youth athlete to behave and become healthy and effective role model citizen to the society. But when we come to our country let ask something do we achieve on the first objective? no because we do not have qualified players specially in world cup and African cup nation so we do not have winning players for the last 31 years but when we come to the second objective we have well effective and ethical players have prepared even they are good model to society and their family (Teklehaimanot, 2012).

Understanding Modern approach of training system is significant for coaches to be competent in the profession and develop their knowledge. The research identifies transformation level of traditional approach of football coach in to modern one. In this all the upper points of the background the research will focus on survey of the current status of the coaching skills or modern approach of training system specified clubs of Addis Ababa sub city of Akaki Kaliti Ethiopia.

1.2 Statement of the problem

Now days football coaching is on the transition of amateur in to professionalism in Ethiopia (Teklehaimanot, 2012). The only thing constant about modern football is change! The modern football coach is challenged by the changing nature of both the modern player and the modern game Each requires that the coach adjusts his / her philosophy and coaching style to stay ahead of such change and meet the demands of their own particular situation (Beswick, 2006). Not only that and also the time to changing traditional coaching in to modern coaching approach.

However, the research solve problem in the gap of that indicate the current status of football coaches approach in specified clubs in the relation to implementation of common characteristics of effective modern coach approach. Thus, the study was investigating current status implementation of modern coach approach in Ethiopia in case of Akaki Kalit Sub city clubs. So the research is significant for this transition. It trying to identify the current status of

coaches training approaches to clubs and coaching staff through survey study and also the research will significant to different football related families and coaches especially who related employed personnel in the sport commission coaches educational and training offices to understand gap comparative coaching system between contemporary coaching and our countries coaching and it will have to gives focus and interest in duplicate similar researches. It shows how to preparing competent coaches for the country because of the coaches contribution is huge and central to the countries football development. In the investigating the over general problem phases to the specified clubs during training depending on the roles of coaching duty and code of ethics .so fare the studies from the present condition the research will see how is views of modern football coach approach. From based up on the current status study of coaching approach it can be developing and reform new way of coaching approach.

Behind every great team that achieves results, produces quality football and plays an entertaining game, you will find a manager or coach with a charismatic personality, who is frequently an emblematic figure within his club or country (Beckenbauer et al, 2004).

1.3 Objective of the study

1.3.1 General objective

The general objective of the study is to investigate current status and prospects of football coach approach.

1.3.2 Specific objectives

To achieve the general objective of the study, the following are specific objectives are studied.

- Investigating written short term and long term set of training plan in the clubs
- To identify coaches competence, job description as modern coach expertise coaching staff
- To assess the coaching style
- To identify coaching method

1.4 Research questions

The research questions of the study are as follows:

- Are the coaches having a good coaching personality, coaching skill and relation skill with their player?

- What is the educational and coaching profile of the coaches?
- Do the coaches having method and coaching style?

1.5 Significant of the study

The study would support and enrich to prepare qualifying and certified elite of coach in Ethiopia. To this end, the significance of the study is:

- To give information on gap between currently applied our country coaching system to contemporary coach approach .
- Initiate concerned and interested researchers in the area to expand findings and to come up with new idea and suggestions that can be contributed to the betterment of training in particular and its developing coaching behavior and staff efficiency.
- To insight direction changing current traditional coaching way in to modern or scientific way.
- Shows coach how they improve their own personal coaching style.

1.6 Scope of the study

The research study only delimited on the four clubs 120 players and 4 coaches" population Akaki kaliti sub city division one, higher division and national league clubs, to ward surveying study on the status of coach approach. Therefore the result will help to have preliminary information about profile, and status of coaching.

1.7 Limitation of the study

In the course of conducting the study a number of limiting factors encountered, respondent had the tendency to hide in providing the exact response as what they are existing and attempting to keep secret of their clubs and byes them. In addition, the scarcity of time to assess different views to incorporate and keep the standard of the study Encountered

1.8 Operational Definition

Modern coach approach: coaching and training of a team as smarter and hard worker prepares players for peak performance, i.e. to achieve results. The coach is a specialist in technical and tactical training and in psychological and physical development.

Coaching approach: common characteristics of the effective coaching

Training: physical football activity for develop specific purpose or objective.

Traditional coaching: coach through experience rather than knowledge and smartness way of coaching approach.

Coaching manual: material or rules guides“ puts to the role of coach to develop their coaching approach achieve on their objective.

Coaching Philosophy: own coaching approach creativity sound to achieve on their setting goal.

Active learning: is a process whereby players encountering the learning tasks through their active mental and physical engagement.

Coaching style: strategies or method of training football with in coach player relationship

Coaching: The term covers everything involved in the work of the coach: training and developing, directing, advising and correcting players and helping them to progress. Good coaching relies on an In-depth knowledge of psychology and pedagogy;

1.9 Organization of the study

The thesis has five chapters“ .The first chapter deals with introduction, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of some key terms and concepts. Chapter two deals with literature review. Which consist of modern football, football coaching, modern football coach approach, coaching in Ethiopia and similar and related research“s on coaching approach. Chapter three comprises methods and procedures of the study .while chapter four deals with presentation, analysis and conclusion of the findings .eventually, chapter five provides summary of the findings, conclusions reached on the recommendation made on the bases of conclusions from the data analyzed.

CHAPTER TWO

Literature Review

2.1 Characteristics of the Modern Football

“Football is simple. But the hardest thing is to play football in a simple way.” (Cruyff, no year). Before beginning to coach it is important that coaches understand how the various elements of the game influence a player’s behavior in training and competition. These game elements are found in all levels of football, from the beginning player to the seasoned professional. However, football is a game of passion for millions of people in the world. “It is an art for the players; it is a science for the coaches.” It is a game of basics, therefore a game of simple things. The team that executes these basics in the simplest way will always have an advantage. In a team there are 11 players: goalkeeper, defenders, mid-fielders and forwards. The objective of the game is to place the ball in the other team’s net: to score a goal or goal results when the ball passes over the goal line between the goal-posts and under the crossbar. Getting the ball between the goal posts and into the goal scores a point. While playing the ball, players may use any body part except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. If we score more goals than the opposite team, then we win. For this to take place, our team must have possession of the ball because if the other team has possession, then we are in trouble. Therefore we must maintain possession of the ball. We know that one player on their own cannot do that. That is where football becomes a team game (Berthiaume, 2009).

FIFA – Football’s World Governing Body Founded in 1904 to provide unity among national football associations, the Federation Internationale de Football Association (FIFA) boasts 207 members, and over 240 million people regularly play football rivaling that of the United Nations, and is arguably the most prestigious sports organization in the world. This game is the most widely played and watched team sport in the world. As football’s ultimate administrative authority, FIFA governs all facets of the game: regulating the rules of play, overseeing the transfers of players internationally, organizing international competitions such as the FIFA World Cup, establishing standards for refereeing, coaching and sports medicine, and encouraging football’s development around the world (United, 2008)

The FIFA Family numbers are around 250 million members, and includes male and female football players of all ages, coaches, coaching staff, administrators, referees and assistant referees, as well as medical staff. For all of these people, our sport represents passion, pleasure and fascination. Football is part of their everyday lives, as well as being their favorite leisure pursuit. While some of them have made football their profession, for others it is a vocation. Football is undergoing constant transformation. The game is continuing to spread and conquer the world: smaller countries are starting to become organized; borders are opening up for players; teams are travelling; and the level of training and development of young players has reached new heights in many countries. In short, the game is in a healthy state.

On the playing side as well, football is developing at a rapid pace: the game on the pitch is developing; the issues surrounding the game and the competitions are also developing; and, more recently, we have seen advances with the human-related factors and structures that lead to top-quality performance. To enable us to understand this development better and also the issues facing the game of football in the third millennium, we should perhaps take a brief glance at the current state of the game.

2.2 Football coaching

Depending upon the ages of the players, coaching may be seen as a management and facilitating process while others see it as developing and nurturing talent. Whatever the perspective, we can say the coaching simply by stating that coaching is an activity aimed at influencing the way football is played and the people who play it. The basis for coaching is observation. All coaching begins with an analysis of the game and the causes and effects which determine the eventual outcome of the game. The ability to articulate the events or actions seen in a game and re-create those situations in training requires the coach to have a keen sense of observation and a good memory. It can be said that a coach is like a camera - always taking pictures of situations within the game so they can accurately assess the needs of their players and team. The development of a coach is similar to that of a player. (USF, 2008)

Much on-going practice must occur for the coach to gain the skills and techniques necessary for teaching and coaching. Becoming a good coach has much to do with the experiences gained through numerous practice and game situations. Individuals who have played football often have an advantage in understanding the game. However, many former professional

players who later went into coaching failed because of their inability to relate the game to players who were less talented than themselves. Coaching and teaching young players requires more than just knowledge of the game, it requires the ability to apply that knowledge within a structure that creates a challenging and rewarding experience for the players.

According to USF 2008 learning to coach can be divided into 5 different phases:

Knowledge and understanding of the game:-First and foremost the coach must be familiar with the game. They must understand how the game functions as well as the principles and concepts that govern the game.

Reading the game:-This means seeing what happens and listening to what is being said by the players. The ability to observe and hear what is occurring in the game is a fundamental requirement for every coach. The ability of the coach to concentrate on the game and what is happening is crucial to enable the coach to accurately read the game. The coach must be able to detach from the many emotions of the game in order to stay focused and objective.

Determining objectives:-The coach must determine which objectives, both individual and collective, need attention. These objectives come from the game and are established by the coach through observation. Careful observation provides numerous objectives, both of a positive and negative perspective. The coach must then ask which objectives are worthy of more detailed consideration.

Setting priorities:-After determining the objectives the coach must establish the priorities for improving or correcting the situations from the game. The more experienced a coach is, the more football problems they will encounter. However, the broader the coaches experience, the easier it will be to determine and establish priorities. Because of the limited amount of time available to correct problems, the coach must determine the priorities of the situation. Sometimes a minor problem must be corrected before moving on to a more complicated one. Understanding the game aids the coach in determining the priority and how to correctly address the problem.

Planning:- It is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development. Coaches need to make a plan of action at the beginning of each year or season. By doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan, especially at youth levels often results in players not receiving instruction or practice in areas that are the basis for future development (USF, 2008).

Coaches and assistant coaches are expected to maintain a higher level of sportsmanship, professionalism, and integrity both off and on the field. A coach's primary responsibility is for his/her players to have fun, to develop football players, and to instill a passion for the game. The performance of coaches is not measured in wins and losses, but rather in what is taught to players in terms of technique, sportsmanship, and fair play. Coaches must maintain respect for the game as well as the referees. Coaches are charged with the responsibility of controlling their players and parents at all times during a match. Coaches lead and teach by example; players will be a reflection upon each individual coach.

Coaches and assistant coaches are expected to:

- Have a basic knowledge of the game and to pursue coaching education allowing you to better develop your players.
- Use positive reinforcement when dealing with players, never use foul or abusive language, and never abuse a player mentally, verbally, or physically.
- Have respect for the authority of the referee and his/her assistants. You should not harass, abuse, or berate the referee during or after the match. You should not enter the field of play without the referee's permission.
- Exhibit good sportsmanship both off and on the field. You should teach your players the rules of the game, fair play, and proper game behavior. (VYSA, 2003)

A good coach will study the performance of an athlete during both competition and training, generating information from which comments can be made, focusing on both the positive and negative aspects of the performance. The coach's analytical role is crucial to the development of the athlete, as it provides feedback on performance and can be used to frame training and competition goals. Two roles, apparently opposed to each other, are those of disciplinarian and friend/mentor. The disciplinarian role could be viewed as negative and stereotyped as the overpowering coach who controls the athlete at all times. However, it is the responsibility of the coach to ensure that the athletes reach their full athletic potential. To do this, the coach has to instill discipline. The coach/athlete relationship can be extraordinarily close. It is, therefore, important also for the coach to be able to act as friend and mentor – someone to whom the athlete can turn in order to discuss problems or concerns. A further role is that of motivator. One could argue that athletes should be self-motivated; however, the coach has to be able to pick the athlete up when suffering a „low“, either due to poor performance or from monotony of training. For example, swimmers generally have early morning training sessions

for which they have to be motivated enough to attend, but who will often go through the „motions“ of training, rather than actually training hard. At this point the coach (as motivator) needs to step in to drive the athletes on (Gorden, 2009).

Intelligence approach:-Coaching is psychological challenge because everybody expects good results. It would be wrong to assure that a well performing athlete will also become a good coach. Being an athlete and training athletes are two different things. In workouts and in competitions an athlete is the actual performer, whereas a coach has to make and influence other people to perform. These activities differ completely. Not everybody can be a coach. The most successful coaches are the ones who have good communication skills because the essence of the coaches' work is communication skills because the essence of the coach's work is communication (Kaunas, 2012).

2.2.1 Philosophy of coaching

A coaching is the god of victories this definition was coined at the coaching academy in Cologne. Really high requirements for the coaching profession! There is undoubtedly a great variety of attitudes to the athletic coaching profession. The correct approach helps to know oneself better and to develop one's coaching philosophy.

Firstly, we should define what philosophy is, the word originates from the Greek words *philo* -love and *Sophia* -wisdom. To put it simply philosophy is the concept of personal outlook or the approach.

Note: philosophy is expressed not by words, but by actions.

The coaching philosophy has three major aspects:

- approach to the coaching profession and personality of the coach
- approach to sports performance
- approach to sport training

Approach to the coaching profession and personality of the coach- The success of any coach depends on the approach to this work. The teaching and personality education mission is especially important. Already in 1977 the famous UK track-and-field coaches Ward and Watts defined the coaches' mission as potency in sport „they also collaboration between the coach and the athlete is mutual because the athlete has sport abilities and is willing to express

them where as the coach has knowledge and skills how to do that".the key features of the coaching profession and personality are as follows:

- Educated teacher able to develop athlete personality
- Competent and innovative
- keeps to the principles and demands the best from his or herself;
- Reliable person
- group leader
- Has idea and enthusiasm, makes other follow the idea;
- Believes in goals and motivates the trainees verbally and non- verbally to attain these goal;
- Able to interpret different situations and to find appropriate decisions;
- Psychologist able to resolve conflicts;
- Communicative; (Kaunas, 2012)

2.2.2 Role of the coach

In present day society there are many characteristics, personality traits and responsibilities that an individual must interconnect, balance and perfect if they are going to fulfill their full potential as a coach and provide their players with the highest level of guidance possible. Coaches take on many roles when leading a team. However, coaches need to understand their roles are within the overall player development process. Inexperienced coaches often identify with coaches of older aged teams where the priority and objectives for that age group may be different given the environment and demands. Coaches who understand the player development process and the differences that exist between age and ability characteristics are more likely to positively influence and affect the development of a player.

The role of the coach based upon principles of player development is:

A. Serve as a Facilitator.

- Set up the conditions and environment for learning.
- Players need to have fun and receive positive feedback.
- The coach must be enthusiastic.
- Practice should be conducted in the spirit of enjoyment and learning.
- Activities need to be geared toward achieving success.

B. As a positive role model.

- Demonstrate respect for team members, opponents, referees, parents, spectators and opposing coaches.
- Demonstrate a responsibility to the game itself.

C. Understanding who they are coaching.

- Recognize that children/players are not defined by chronological age only. They mature and develop at their own pace. There are also growth differences between genders.
- Treat each person as an individual.
- Recognize that their needs are different and they participate for different reasons (at any level). (United, 2008)

Manager: Managers are viewed as an integral piece to the success of a person and/or an organization. Appointing the right manager is crucial, and research indicates that there is a direct link between manager/coach behavior and an athlete's performance. A manager is charged with the responsibility of making decisions for the team or athlete and plays a fundamental role in the operation of a team. Managers also handle personnel matters, institute policy, and are responsible for skill development, fitness preparation, and public relations.

Friend: Coaches also work to build rapport with their athletes, sometimes befriending them. They may lend support to their athletes and provide them someone to confide in. Relationships shared among coaches and athletes will be further discussed in this work.

Planner: Coaches develop strategies to achieve desired results. They assess talent, organize and develop the content of practices and specific drills, and in the case of strength and conditioning and fitness coaches, design and implement periodized exercise programs to elicit continuous results (Baechle 2008).

Motivator: Coaches also serve as motivators to maximize an athlete's full potential. Coaches utilize supportive behaviors such as providing choices within specific rules within the sport, providing a rationale for tasks and limits, and acknowledging their athletes' feelings (Mageau, 2003). These coaches impart their passion and energy for the sport in the athlete. Motivators have a strong drive to achieve and remain optimistic in the face of adversity (Goleman, 1998). This attitude is contagious, as research has shown that these behaviors improve an athlete's intrinsic motivation and self-determined types of extrinsic motivation (Mageau, 2003). The LSS contains five scales of coaching behaviors, including:

Instructional behavior

Training and Instruction: coaching behavior aimed at improving athletes' performance by emphasizing and facilitating hard and strenuous training.

Decision-making behaviors

Autocratic behavior: the coach keeps apart from the athlete and stresses his or her authority in dealing with them.

Democratic behavior: allow greater participation by the athletes in decision pertaining to group goals, practice methods and game tactics or strategies.

Motivational behaviors

Social support: characterized a concern for the welfare of individual athletes, positive group atmosphere and warm interpersonal relations with members.

Positive feedback: the coach reinforces an athlete by recognizing and rewarding good performance regardless of the outcome of their performance. (kidane et al , no year)

2.2.3 Qualities of a Coach

You as the coach need to have three things to help you make the game enjoyable for the players and to make your job easier. They are knowledge of the game, the ability to communicate that knowledge to the player, and the ability to observe so that you can correct and coach to improve play. All corrections should be done in a positive manner, catch them being good!

Coaching styles differ between individuals. Each of us has a different coaching style based on our own personality. Effective coaches, however, possess the same basic qualities: Leadership, Teacher, Conscientiousness, Fair and Honest, Good Appearance, Responsibility, Drive, Demonstrator, Enjoyment, Understanding, Patience, Communication, Motivator, Humorous, Self-confidence

Coach yourself before you coach others! Based on advance coach on 2010 the basic qualities of any coach combine into four basic attributes all successful coaches share:

- Knowledge of the game.
- Always place an athlete's wellbeing first.
- The ability to communicate that knowledge to the player.
- The ability to observe and evaluate (coaching eye) so the coach may correct any apparent faults in a positive manner.

Every activity you undertake during a season uses your coaching qualities and abilities. How you execute all the activities listed below, and many others, reflect your personal coaching style.

- Planning and adjusting a season as required.
- Organizing a season.
- Simplifying a complex technique, skill, or tactic to its basic component, in a language

Appropriate to the players' ages.

- Holding players' attention in order to convey knowledge in a positive manner.
- Demonstrating skills under game conditions, as much as possible.
- Correcting players' actions in a positive manner.
- Molding players with different levels of skills and knowledge into a functioning unit, with the focus that football is a team game.
- Developing a system or formation of play that suits and is good for the team, not an individual.
- Changing that system or formation, if need be, for the good of the team, not an individual.
- Delegating the necessary administrative duties within the team.
- Motivating players, Building confidence and listening to the players.

The most successful coaches are the ones who have good communication skills because the essence of the coaches' work is communication skills because the essence of the coach's work is communication (Kaunas, 2012)

2.2.4 Coach's Code of Ethics

Coaches must have to job discipline to have good relation and perform as well their duty

- Coach's will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- Coaches will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.
- Coach's will respect all players' individuality and help them reach their own full potential.
- Coaches will be fair, considerate and honest with all players.
- Coach's will be professional and accept responsibility for their actions and encourage players to demonstrate the same qualities.

- Coaches will make a commitment to his/her team, and me, that I will continue to improve my own knowledge of the game through coach education and various training programs. I will coach my players to play within the rules and in the spirit of the game of Soccer (Football).
- Coaches will avoid any physical contact with the players and should it be required it would be appropriate to the situation and necessary for the player's skill development.
- Coaches will refrain from any form of personal abuse towards the players. Also he/she will be aware of any forms of abuse directed towards their players from other sources while they are in my care.
- Coaches will refrain from any form of harassment towards the players.
- Coaches will provide a safe environment for training and competition, by ensuring the equipment and facilities meet safety standards.
- Coach's will show concern and caution towards sick and injured players and allow for further participation in training and competition only when appropriate.
- Coach's will not engage in the use of crude, foul or abusive language that may be determined offensive or engage in any conduct detrimental to the image of the game when on or off the field.
- Coaches will refrain from arguing with the referee and / or assistant referees regarding decisions they make.
- Coaches will treat participants, officials and spectators with courtesy and respect (Australia, 2011).

2.2.5 Competency of coaching

The path to becoming a coach appears to be diverse. Based on quantitative research of Canadian university sport coaches, (Erickson, K., Côté, J., & Fraser-Thomas, J., 2007) discovered five general stages that elite coach's progress through in their coaching development:

Stage One: Begins at age six when the future high-performance coach begins diversified early sport participation;

Stage Two: At age 13, starts to compete in their sport competitively;

Stage Three: At roughly 19 years old, begins to participate in their sport at a highly competitive level while gaining some coaching experience;

Stage Four: At age 24, usually ends their competitive career and begins to coach at a part-time level while engaged in some type of coach mentoring;

Stage Five: The coach reaches the level of a high-performance coach. There were some essential pre-requisites researchers discovered in the high performance coaches' career development. Past experience as an athlete in the sport coached and formal coaching, or mentorship, are important elements in the development of the high performance coach (Erickson, K., Côté, J., & Fraser-Thomas, J., 2007) and (Irvine, 2012)

2.3 Profile of the Modern Football Coach Approach

The modern football coach is challenged by the changing nature of both the modern player and the modern game. Each requires that the coach adjusts his or her philosophy and coaching style to stay ahead of such change and meet the demands of their own particular situation. Whilst re-emphasizing traditional coaching virtues – courage, commitment, character and so on – the conclusion of this. That the modern coach is going to be challenged intellectually and emotionally in new and very demanding ways – and coping with this may be the difference between success and failure (Beswick, 2006)

2.3.1 The Coach's Journey – Coaching is changing

The only thing constant about modern football is change! Increasing knowledge, experience, scientific and technological advancement all exert their influence on the game and our attempts to play it excellently. Society itself, and importantly the family structure, have changed dramatically and the modern player brings a new profile of strengths and weaknesses to challenge the coach.

Figure 1 shows the pattern of change as we move from traditional coaching – which of course was right for its time – to modern coaching. From (Beswick, 2006)

Figure2.1 : THE MOVE FROM TRADITIONAL TO MODERN COACHING	
Traditional • Focused on winning..... • Task centered • Results dominated • Instinctive • Player dependent • Isolated • „Me“ • Authoritarian • Yells • Speaks • Trainer • Field only • Ex-player • Hard worker	Modern • Focused on winning • Player-centered • Excellence dominated • Careful planning • Coach influenced • Mentored • „We“ • Democratic • Sells • Listens and then speaks • Teacher/Technologist • Field and classroom • Qualified coach • Smart worker

(Beswick, 2006)

Although coaching must adapt, the virtues of the great traditional coaches such as presence and charisma, the positive use of power and authority, a driving vision, courage under fire and the ability operate under public scrutiny will still underpin great coaching. What will change are the player-coach relationship and a new emphasis on coaches sharing the process with the players – „shared ownership“ – and becoming as much player-centered as task-centered. All coaches are in the end measured by results but the modern coach will not be dominated by them. They understand that the drive for excellence in performance – an everyday focus on teaching and preparing – is the best way to ensure consistent results and build great player relationships. The traditional coach also often worked alone and dictated the programme from above, but now it is much more common to see the coach as the leader of a multi-skilled support team seeking consensus on the best preparation for the players.

One of the most significant challenges the modern coach faces is in the use of sports science and technology in the teaching and preparation of players. The most dramatic change in the English Premier League is the advance of match analysis, feedback and player accountability as coaches learn to maximize on the technological benefits of systems such as Prozone. we see the modern coach as working smart as well as hard, more thoughtful, more democratic, a leader rather than a dictator, a 'seller' of ideas rather than a 'yeller' of opinions. Their philosophy will be based on player relationships focused on respect, shared ambition, good communication and with a shared motivation to pursue the journey to excellence. You will understand then, that when I am asked if modern coaches need to be ex-players my answer is that it always helps but is no longer essential. The complex nature and variety of features listed in table 1 may well see the emergence of a new

breed of coaches from a variety of backgrounds - but all with the personality and ability to meet the four great demands of modern coaching.

- A sophisticated understanding of the game and a willingness to always continue to be a student of the game.
 - The presence, personality, and communication skills to 'sell the dream'.
 - The intellectual ability to cope with ever-increasing performance analysis and information and to use it to make better decisions - especially being able to cope with the advances in sports science and technology.
 - The emotional intelligence to stay stable, well-balanced and maintain healthy relationships with players, staff and fans in the roller-coaster world of competitive football.
- Finally check where you feel you are right now on Table 2 - a self-evaluation exercise. The aim is simply to identify strengths and weaknesses. - "strongly agree/agree" represents a strength, "strongly disagree/disagree" represents a weakness, and "maybe" represents indecision-a poor quality in a coach (Beswick, 2006). For further analysis note that questions 1-5 reflect the personality of the coach, 6-10 coaching skills and 11-15 the relationship skills. You could also ask fellow coaches and players to complete this for you as a further check.

Figure 2.2:where are you now?-a coach self-evaluation						
No	Decide where you stand on the following questions and the box that best fits	Strongly agree	Agree	May be	Disagree	Strong disagree
1	Everyone knows how passionate and committed I am to coaching football					
2	My personality and behavior always reflect a positive model to players					
3	I have a clear goals and am tough enough to drive the programme					
4	I am a good communicator and always get my message across					
5	Players enjoy playing for me					
6	I have a clear understanding of how to develop players and teams					
7	My strength is being able to plan organize and coach practice well					
8	I have a good track record of identifying and recruiting talent					
9	I am tactically sound and can teach a variety of formation					
10	I coach game day well and always give my team the best chance to win					
11	I pride myself on developing positive and productive relationships with players					
12	Player who have played for me will say I got the best out of them					
13	As far as possible I always try to share „ownership „with the players					

2.3.2 The Modern Coach - a Job Description

Very often coaching jobs do not come with a job description. This often implies a lack of clarity in what a coach does - and can lead to later problems. According to (Beswick, 2006) recommend that such a job description for a football coach should concentrate on 3 key aspects:

Personality - does this coach possess the necessary characteristics - e.g. Passion, commitment, charisma, resilience, and so on?

Production - can this coach plan, organize, teach, and build a winning football team?

Relationships - does this coach have the interpersonal and motivational skills to get the best out of players and staff?

Using this as a basis I know what questions to ask when interviewing for a modern coach. Discuss with your colleagues how you would answer the following questions:

Interview questions - post of football coach:

- Why do you want to be a coach?
- What are your personal strengths and weaknesses as a coach?
- How would you impact on and improve players?
- Describe the players you will be working with
- How is potential turned into performance?
- What benefits can you see from sports science and technology?
- How do you build a cohesive team?
- Why are you at your best on game day?
- How would you handle success - or failure?
- How will our players describe you?
- Tell me about your life outside football.

What should emerge from the better candidates are the 10 key qualities of a modern coach:

1. A suitable character and intellectually and emotionally sound
3. Experienced and qualified
4. A sound and winning coaching philosophy
5. A good communicator
6. The ability to plan, prepare and organize
7. The ability to create a network of support

8. The ability to develop positive relationships
9. A builder of teams
10. Potential for leadership. (Beswick, 2006)

The better a coach knows his job and the better he masters that job, the more he will gain the understanding and respect of the players.” (FIFA, 2004)

Figure 2.3: The seven secrets of successful coaches (research results)
1. Character
2. Consistency
3. Communicator
4. Caring
5. Confidence builder
6. Committed
7. Competent

(Beswick, 2006)

Figure 2.4: THE 12 KEY DEMANDS ON A MODERN FOOTBALL COACH				
No	Items	This is my strength	I can cope with this	I need work on this
1	A strong, competitive, and resilient character			
2	Intellectually and emotionally sound			
3	Appropriately qualified and experienced			
4	Consistently guided by a clear coaching philosophy			
5	Able to plan, prepare, and manage training, matches and a season			
6	An excellent teacher of the game			
7	Able to gather, analysis and evaluate information			
8	A team leader for a network of multi –skilled support staff			
9	Successful at developing honest and inspiring player relationships			
10	An innovation thinker able to create winning game plans			
11	Expert at building cohesive teams and squads			
12	Gifted in communication, motivation and leadership			

(Beswick, 2006)

2.3.3 Personality and Coaching Style

It has now reached the age where coach can look back on his/her coaching career meaningfully and honestly. More and more I realize that coach was limited only by their own personality. At times was unable to coach and yet still trying to coach a team of complex characters. Coach value as a mentor to younger coaches is that now understands this.

Coaching begins with self-awareness; an honest appraisal of strengths and weaknesses. Once coach has defined that profile with a coach we look at strategies to maximize strengths and contain weaknesses and build this into an effective coaching style.

A modern Coaching Style

There have been many beneficial innovations in football coaching and education in general over the last decade or so, but not all coaches have been implementing them. The genuinely modern coach who has the welfare and development of the kids at heart will endeavor to fulfill the following criteria:

1. The coach/manager should emphasize development more than results!
2. Coach should know and respect the rights and needs of his players (see Horst Wein Model) at each age group and also their individual needs.
3. Coach should have a good knowledge of the game of football and the appropriate curriculum for the age group he is working with.
4. Coach should act fairly and evenly with all the kids under his care to help all of them reach their full potential.
5. Coach should use words and actions of encouragement towards the players, creating an enjoyable and friendly environment for them to blossom.
6. Coach should use less instruction and more active learning, empowering the players through giving them responsibility and welcoming their opinions.
7. Coach should use games more than drills in training, so that the game itself becomes the teacher.
8. Coach should use the Guided Discovery method of learning with his young players, employing more questions/problems which they must answer/solve for themselves. This ensures greater participation and attention, deeper knowledge of the game and greater retention of lessons learnt, helping to create decision-makers on the pitch.
9. Coach should be able to use different games/variables/progressions in training to keep his players interested and ensure steady progress, always challenging the players, but not overstretching them, so they develop in a continuous experience of success.
10. Coach will need a lot of patience and perseverance, bearing with the foibles of young growing children, and allowing them to develop steadily and naturally. He will also need the moral courage to defend his players against the pressures from the other adults who demand more than is fair from the players, especially with regards to results.
11. He should, as much as possible, employ the Global, Analytical, Global methodology in order to develop game intelligence, and to maintain a high level of enthusiasm. Refer to Horst Wein's comment "Drills Kills" meaning that drills tend to develop techniques in isolation and

have the tendency to kill children's enthusiasm. (Hoff, 2013)

The Coaching Style (More Kids, Less Coach) - Benefits

1. The kids, and their welfare, always come first, and they learn to respond to that.
2. Children learn by playing. The game itself is by far the best teacher. A good coach teaches nothing, he facilitates and guides the young players through a varied and interesting experience of games and corrective exercises, in which they are actively involved.
3. Children, who are praised regularly, blossom.
4. Children grow in confidence through their involvement in the process not by being shouted down by coaches. Coaches listen to the kids whose opinions are valued and welcomed.
5. Children understand and retain far more as they take ownership of the learning process without constant instruction by the coach.
6. Less is More: less interruptions, less lecturing, less lines (queues), less drills, less laps and running without the ball = less frustration for kids and more time enjoying the game.
7. Less emphasis on separate physical exercises means more time with the ball and playing games. (What a choice!)
8. The wise coach uses his skill to set up games to teach different aspects of the game.
9. The simplified games and exercises of the Youth Football Development Model have been designed to relate directly to the real game of football.
10. Instead of instructing the kids, the coach stimulates them with problems to solve themselves, continuously adding to their store of successful solutions.
11. The coach guides the discovery of the kids through open or closed questions which foster understanding and learning whilst the kids are obliged to explore their creativity and imagination.
12. Young players become skilled at solving progressively more complex problems on the field.
13. Kids learn to play without interference from adults and can get on with the game.
14. Optimal repetition of particular situations allows the kids to develop a range of different solutions adding to their repertoire.
15. As a bonus, the coach gets to learn from the kids and becomes even wiser and more attuned to their learning needs.
16. Parents can rest easy knowing that their children are in the best professional, nurturing care.
17. The result is, that, over time, you develop more intelligent players who become independent of (and indeed outgrow) the coach. This has important long term implications. (Hoff, 2013)

Figure 2.5 modern coach style and traditional coach style design by (Hoff, 2013)

<p>MODERN COACH PLAYER-CENTRED The player's innate potential is valued</p> <ul style="list-style-type: none"> • Collaborative learning with the coach • <i>Players empowered through involvement</i> <p>DEVELOPMENT FIRST</p> <ul style="list-style-type: none"> • Long term development strategy • Recognizes the time it takes to develop • Model with progressive curriculum • Children are allowed to be children • Players experience all positions • All players get a fair chance • More rounded, creative players <p>HAS A PLAN</p> <ul style="list-style-type: none"> • A complete Model for Optimal Development • Age-oriented curriculum • Step by step approach to coaching • Covers all topics comprehensively • Players can reach their full potential <p>GAME-ORIENTED</p> <ul style="list-style-type: none"> • GAG Method (Games) for "open" skills • Integration of technical, tactical, physical and cognitive elements of the game • Teaching Games for Understanding (TGfU) • Simplified Games at the heart of training • Exercises for correction after the game • Greater motivation for players in training • Greater transfer to the real game <p>GUIDED DISCOVERY</p> <ul style="list-style-type: none"> • Active learning • Dialogue • Effective questioning • Deeper learning experience • Greater retention of learning • Create Decision Makers <p>COACHING SKILLS</p> <ul style="list-style-type: none"> • Knows how to get the most from his players • Knows his topics very well • Modifies conditions/rules to suit his players • Knows when his players are ready to progress • Skilled at asking questions • Uses a wide variety of stimuli • Give players opportunities to discover things for themselves • Creates a healthy environment to stimulate creativity and game intelligence <p>POSITIVE ENGAGING ENVIRONMENT</p> <ul style="list-style-type: none"> • Stimulation • Great variety • Encouragement • Progressive - Success builds on success • Motivated players 	<p>TRADITIONAL COACH COACH-CENTRED</p> <ul style="list-style-type: none"> • The player is considered an "Empty vessel" • The Coach as the font of all wisdom and likes to show off his knowledge • <i>Players are not as engaged</i> <p>WINNING AT ALL COSTS</p> <ul style="list-style-type: none"> • Short term winning all important • Must have immediate results on the pitch • The next game is all that matters • The adult game is forced on children • Early specialization to win games • Bigger stronger players get most play • Obedient competitors but lacking in flair <p>RANDOM TOPICS ONLY RELATED TO WINNING</p> <ul style="list-style-type: none"> • A collection of hints, tips and drills • Not usually age-appropriate • Pressured approach to winning • Topics mainly related to winning • Players often told they are not good enough • Talent is often wasted <p>DRILLS ORIENTED</p> <ul style="list-style-type: none"> • Analytical Method (Drills) for "closed" skills • Segmentation of each element • Conditioning using exercises • Game usually as a reward at the end • Conditioning drills before the game • Little motivation for players in training • Poor transfer to the real game <p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Passive Learning • Monologue • One-way instructions • Often counter-productive • Poor retention of learning • Create obedient robotic players <p>COACHING SKILLS</p> <ul style="list-style-type: none"> • Usually focused on winning • Focused on winning topics mainly • Usually does not use variables • Less aware of his players progress • Doesn't usually ask questions • Often limited and rigid topics • Demands obedience and conformity to the accepted norms • Constant instruction frustrates creativity in players <p>MILITARY BOOTCAMP</p> <ul style="list-style-type: none"> • Fixing "mistakes" • Limited variety • Pressure • Games and training often not age-appropriate • De-motivated players
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Using Games and Play Practice to Teach, Rather Than Drills (Hoff, 2013)

Twelve Reasons Games are great for Teaching

1. Games are fun. They enhance interest and spark motivation in learners.
2. Games are disarming. People are drawn into the play and begin learning before they have time to let their inhibitions about learning kick in.
3. Games build teams. In the activity of play, people create bonds that extend to the workplace.
4. Games provide practice and feedback. People can rehearse procedures and see the immediate results without serious consequences.
5. Games let people try out different roles. People can experiment with different leadership styles before using them in the workplace.
6. Games are memorable; they enhance retention. Games provide a context for what is being taught that is easy to recall.
7. Games have an emotional impact. When emotions are involved, learning is deeper and has a longer lasting impression.
8. Games fulfill multiple needs. They can be used to assess what people need to learn, to solve problems, to generate ideas, and to evaluate what people have learned.
9. Games make abstract concepts more concrete. They provide an in-the-moment application of the ideas being taught.
10. Games teach decision-making skills. Both individuals and teams learn techniques to evaluate data and make strategic decisions.
11. Games encourage holistic learning. You can use games to transfer information and knowledge, to practice skills, or to change attitudes.
12. Games provoke thought on multiple levels. Games can teach factual information but they can also encourage thinking on the deeper levels of "How?" and "Why?"
13. Games provide reinforcement and reward. People can gain immediate satisfaction and accomplishment in their learning.
14. Games appeal to different learning styles. People, who read, write, draw, or learn through movement, can find an outlet in games.
15. Serendipity! With a well-designed and well-run game, you always get more than you expected (Just like finding 15 reasons for using games instead of only 12)! (Hoff P. , 2013)

Every coach must develop a coaching style that is effective in interpreting their vision in to meaningful action whilst staying true to their personality.

Such a modern coaching style must:

- meet the needs of a fast-changing sophisticated game
- meet the needs of the modern player
- Move beyond simply 'hardware' coaching - physical, technical, tactical - and

Embrace 'software' coaching - mental, emotional, lifestyle

- emphasize the positive over the negative at all times
- be based on high levels of communication
- be appropriate for the coaching situation - coaching U-10's requires a different style from coaching U-18's, coaching girls may require subtle changes of style, and so on. (Hoff, 2013)

The potential for coaching problems - especially of a mental, emotional, or lifestyle nature - has increased dramatically as the nature of our players has changed.

Figure 5 illustrates the likely characteristics of modern young players.

FIGURE 2.7: CHARACTERISTICS OF PLAYER 2000+
<ul style="list-style-type: none">• Independent - less submissive• Preoccupied with self - 'me not we'• 'Pick and mix' loyalty• Finds criticism difficult• More liable to conflict• More lifestyle problems• Motivation less strong, more variable• More liable to mental, physical burnout• Needs emotional support

Clearly a coaching style based on command and control may not work as it has in the past. The modern coach whilst retaining authority must be less overtly 'tough' and build a 'warmer' relationship style that can get the best out of players. The player must now be firmly in the center of the coach's focus and regular and sensitive communication becomes a priority. Thus the coach and players share 'ownership' of the journey to excellence and such inclusion ensures player motivation and co-operation - the player being empowered to have greater control of their personal football destiny.

Figure 2.8 compares traditional and modern coaching styles and acts as a useful checklist for coaches. The key point - and one I will come back to again and again in the Master class Series - is the rising importance of not just the intellectual capacity of the coach

(IQ) but the emotional intelligence (EQ). This will become a key Determinant of whether a coaching style is capable of dealing with and getting the best from the more complex and difficult players now emerging.

Figure2. 8 : comparing traditional and modern coaching styles	
Traditional	Modern
<ul style="list-style-type: none"> • Charismatic..... • Action-orientated..... • Idealistic • Top down..... • Motivation via fear..... • Task focused..... • I.Q..... • Individual/isolated..... • Tough and cold..... • Coach hard..... • Person of few words • Tendency to be negative..... • Instinct • My way or "highway" 	<ul style="list-style-type: none"> • Understated • Reflective • Pragmatic • Bottom up • Motivation via reason • Task and people focused • I.Q. and E.Q • Team/mentored • Tough and warm • Coach hard and smart • Constant communicator • Tendency to be positive • Planning and preparation • More than one way

2.3.4 Strategies - The Foundations of Winning

In the early days of coaching many coaches flew 'by the seat of their pants' and made the script up as they went along. Modern football is too complex to allow that and increasingly, strategy and planning are becoming the foundations of success.

Coaches who are intellectually capable of becoming - and staying - students of the game will see strategy and planning as an interesting challenge and not a chore and their teams will benefit (Beswick, 2006)

COACHING PHILOSOPHY: every coach needs a sound and clear coaching philosophy - their particular everyday approach to creating excellent football teams. This blueprint of vision and action allows them to plan an appropriate programme of work every day, week and season.

Their philosophy must be:

- Coherent - capable of being clearly communicated and clearly understood
- 'do-able' - capable of being acted upon by the team in their particular situation.

Your personal philosophy starts the day you become responsible for a team and of course never ends as you build experience and knowledge.

'When teams stay the course and hold fast to their philosophy through good times and bad, they work from a firm foundation. They gain and identify. They stand for something'

According to beswick 2006 the foundations of any coaching philosophy are:

Experience - clearly the richer the coach's experience the more solid and sophisticated the philosophy is likely to be. Many coaches will draw upon their experience as ex-players - coached by other players! - But this is no longer enough. It is vital the coach does not get trapped within their own experiences repeating the philosophies of their former coach, but seeks and is influenced by a wide range of experiences.

Knowledge - a coaching philosophy must match the game's progress so keeping up-to-date with new ideas, tactics, preparation methods is vital. Much of this knowledge is football related but there is an increasing need for the modern coach to be able to deal with wider demands - business, media, psychology, technology, exercise science, lifestyle and so on. Such demands are why we may increasingly see coaches supported by expert staff who can interpret the information.

Player-centered - all successful modern coaching philosophies put the player at the centre of the process and aim to deliver the maximum performance from the player potential available.

Increasingly philosophies reflect a holistic approach to developing „complete“ players and are based round:

Physical - building maximum physical capacity

Technical - developing a high level of skill

Tactical - teaching tactical intelligence

Mental - creating positive and strong attitudes

Emotional - developing control under pressure

Lifestyle - ensuring this supports the above.

Context related - any philosophy must reflect the particular needs of the situation the coach finds himself in. If you are coaching U-10 then develop a U-10 philosophy and don't try a senior team approach.

Similarly a philosophy will reflect gender, cultural issues, competitive level, ambitions of owner/fans/parents, and so on.

Figure 2.9 helps you start to get your particular philosophy in order by asking you to complete your answers to some key questions.

Do this exercise with the coaching staff - first of all individually and then collectively

FIGURE 2.9: BUILDING MY COACHING PHILOSOPHY	
Key Words	Key Statements of Philosophy
Vision	My vision for my team is.....
Targets	Our targets for the next period will be
Attitudes	We will establish a positive mentality throughout the club by
Relationships	The coach-player relationships I want to develop are
Planning	Our programme will be well planned because....
Recruitment	My plan for getting and keeping the best players is.....
Setbacks	The way we will deal with the setbacks will be.....
Practice	The way I will establish effective practice will be....
Teaching	Players will constantly develop because our teaching will be...
Matches	Our plan for coaching games will be....
Results	We will always deal with success or failure by...

(Beswick, 2006)

PLANNING THE PROGRAMME: arising from your coaching philosophy should be a blueprint of your action plan. This will build structure to your ideas and give you an appropriate development plan for the day, the week and the season.

Raising the importance of planning – especially longer term – has been a key part of my role coaching the coaches wherever I have been. By instinct coaches want to live in the „now“ – dealing with today’s issues – rather than learning from the past or preparing for the future.

At Middleborough we deal with 3 key plans –

1. The plan for the day – decided in a staff meeting from 9.00-9.30 am and then communicated to the players via the dressing room whiteboard. Clearly this can only be planned each day as the situation with games, injuries, etc is very variable.
2. The 12 week plan – whilst planning the day we are all conscious of the upcoming 12 weeks listed on a whiteboard clearly in view. The knowledge of what is to come will influence our day to day decisions – for example whether to train hard, minimally, or rest the players.
3. The full season plan – again laid out on a large whiteboard. This helps us reflect where we have been and how far we have to go, plus highlighting key phases of the season. This is the board that the Head Coach and I use for all sorts of forecasting – our potential points total, the pattern of work and rest, recruiting opportunities, and so on. At Middleborough we are fortunate to have experts supporting the Head Coach with planning suggestions for each of the areas of physical, technical, tactical, and mental/emotional work. (Beswick, 2006)

In general the modern coach should emulate the following characteristics and actions:

- Create learning situations.
- Create age appropriate conditions and intensity of competition.
- Cause transfer of learning from training to match.
- Encourage players to develop physically, technically and tactically.
- Develop a team framework and teach players their roles so the team has a good football environment.
- Explore a variety of strategic situations and have mental and tactical rehearsal for all eventualities.
- Develop infrastructural support; the club has a good football culture.
- Develop psychological strength and maturity of the players and team.
- Enjoy the work. Enjoy the game. Strive to win.

2.4 Coaching in Ethiopia

In history of Ethiopian football known person Ato Yidnekachew tessema called the “the father of modern sport in Ethiopia “but also “the father of sport in Africa”. He was the first football coach in Ethiopian history. During the time he was the coach team leader of Saint George and several generations of Ethiopian national teams. In 1943, Yidnekachew opened the first sport federation with his colleague Made Desalegn. He was the chairman of the team selection committees for the Ethiopian national football teams from the 1950 to 1976. He was the instructor of the best Ethiopian football referees his history. He was the head coach of the Ethiopian national team that won the third African cap for the country.

(<http://www.saintgeorgefc.com/history/yidnekatchew>) .

But in the other hand other literature shows in the early days of its establishment (1943-1952) the Ethiopian football Federation employed foreign residents as coaches. History of football in Ethiopia, Starting from 1947, Ethiopia National team had different coaches, Major Isaacsson from Sweden was the first Ethiopian national team coach (Gedamu, 1968)

We had contribution in foundation of CAF of nation this is not get simply it was from different effort .but in modern time we don’t have competent and qualified coach from different reason. One of the reasons is the attitude of the society and government on the coaching profession they do not see as job. And the professionals always follow the same way to solve problems face to them. For these effects we don’t have professional players who win and participate in international game. Even we don’t have at list one player that plays in

European standard team because; player agencies will see the position of the country from the FIFA standard range of the over all the members.

Without quality coaches, no quality football! So we have to work on the development of coach's profession in numbers and qualities. Even we can see they look them as model the even origin of modern football Country England learning from Brazil and Italy in development of football. We professions have developed from traditional way (through experience) in to modern scientific expectation and sacrifices for the development of profession and we need to know our gap to the present time and we make it until it have dignity job description. So modern time we must change the coaching system newly. Now days Competition and trainings are done with new philosophy improve efforts development so that we also with in using new and different types of training.

So the coach must ready through this way develop their profession and also must develop the relation between coaches each other because the game by its nature need group work to develop our player level. We must develop coaches level Quality of training approach traditional from experienced to new ways. Coach must discuss and evaluate on why the profession is not developed and know their strength and weakness. There are common ideal differences between coaches but struggle together problem on in front of profession we can learn from Europeans If we stop learning stop coaching (Teklehaimanot, 2012)

They are currently ranked 95th in the world according to the FIFA World Rankings and 26th in CAF. The team is currently led by head coach Sewnet Bishaw who has been at the helm since November 2011. Under Sewnet, the team has succeeded in qualifying for the 2013 African Cup of Nations after a 31 year absence.

Coaches, players and club administrative discipline sportsmanship important. No basement (grass rooted) player not expected has good result from short time national rather than team training Rather than Long period plan. Now coaching license is given by Ethiopian football federation in level one and level two CAF give c-license and B,A and pro Given by FIFA through sponsoring.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The main objective of this study is to identifying the current condition of coaching approach and style of coaching in training of football in specified clubs. To this effect, descriptive survey method was employed. This method is selected because it is helpful to identify present conditions and point to present immediate status of a phenomenon and fact finding (Yougesh, 2006) moreover, it is economical and rapid turn round in data collection and identifying attribute of a large population from a small group of individuals (Kothari, 2004).there for the first approach of the data study was to gather data, to examine the coaches roles ,coaching skill, style and cooperation as modern coaching approach.

3.2 Research method

In order to attain objectives of the study, valuable information was gathered from different sources. Beside triangulation of various data gathering tools were used to obtain and quantitative design analysation used to be relevant information. Intensive review of related literatures was made to support study with empirical knowledge in the area. (Louis Cohen, 2007)

3.3 Sample and sampling technique

The sample size of each target population is going to determine by what (Kothari, 2004) suggest, “The ideal sample size of a target population is large to serve as an adequate representative and small enough to selected economically in terms both time and complexity of analysis.”

In Akaki Kaliti sub city there were total of 4 division one, higher division and national league clubs, each of which have 30 players or a total of 120 players.in this study 60(50%) of players, all head coaches of the clubs and take two division clubs of one day sessions training and game time for observation and interview conducted using simple random sampling techniques. This sampling technique is selected because it gives equal and independent chance for all division clubs in the defined population of being selected as a sample.

3.4 Source of Data and collection instrument

In order to collect the data necessary for analysis, the researcher used primary source of data used through instrument observation, questionnaire and unstructured interview. Triangulation, a multi-method approach is implemented to maintain the validity of the study and to acquire information from different sources. The use of different tools helped to see the situation in-depth. The detail of each data collection instruments is discussed as follows:

Questionnaire (closed ended)

Questionnaires were also used to collect major relevant information from players and coaches. In order to obtain data about coaches coaching profile, coaching style and in the role of coach Questionnaire has been used by the researcher. Close-ended questions were distributed and collected from the respondents. Out of the total questionnaires distributed to the target population, 59(98.3%) from players and 4 (100%) from coaches were returned. Since the majority of players and all of the coaches returned the questionnaire then the analysis was made using the responses of 59 players and 4 coaches.

Observation

In order to obtain information about coaches short term and long term plan of a training. Observation has been used by the researcher. However with in check list the researcher measures some basic component of coaching plans

Interview

Un structured Interview guide has been prepared and conducted in order to gained information about coaches' coaching philosophy.

3.5 Procedure of data collection

After designing the research instruments (observation checklist, questionnaire and interview) the research sites and sample size of participants were identified. Then, observation of the outline of session plan took the first step in data collection. This is because to gained first-hand information about the long term plan, method and the coach during the training session. Secondly, date and times of contact were determined and questionnaires were distributed to selected team players and their coaches. The interview session followed with coaches. After completing the data collection, processing the raw data or analysis follow unit.

3.6 Method of data analysis

The results of data collected through questionnaire, interview and observation were interpreted using percentage, count and descriptive statements.

3.7 Pilot study

Before the actual study was carried out, a pilot study was conducted with 2 respondents who were not part of the sample group. The purpose of the pilot study was to assess the relevance of the questionnaires designed to collect data for the study. The objective was also to check the clarity of the questionnaire items. Accordingly, 2 questionnaires were distributed to one for player and one for coach. On the bases of the feedback of the pilot study and expert's comments some modification was made on the questionnaire.

CHAPTER FOUR

DATA REPRESENTATION AND ANALYSIS

Background information

This chapter deals with representation and analyzing of the data collected through questionnaire, observation and interview. The data are presented in tables; graphs analyzed using frequency percentage and textual description at last represents data analysis. To supplement and enrich the information, drawn using questionnaire, the data from close ended questionnaires, semi structured interviews and observation checklists were used.

4.1 coaches profile Information

Coaches were asked to indicate their personal coaching profile information through questionnaire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification, knowledge development in coaching profession and availability of performance enhancing courses are summarized in table 4.1

Table 4.1 Coaches Personal Coaching Profile

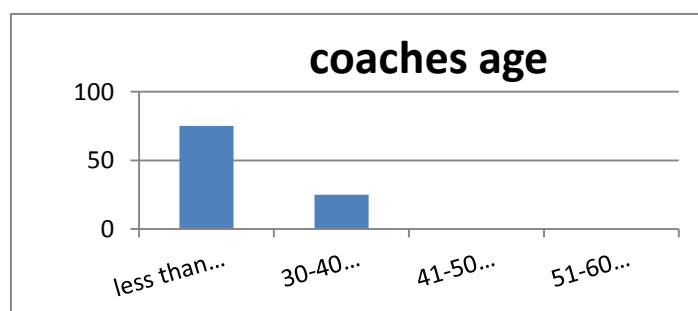
No	Items	Alternative	Coaches	
			NO_respondent	%
1	Sex	Male	4	100
		Female		
2	Age	Less than 30	3	75
		30-40	1	25
		41-50		
		51-60		
3	How much year experience do you have in coaching?	Less than one year		
		1-4 year	2	50
		5-10 year	2	50
		Above 10 years		
4	How long have you been coach in this clubs?	Less than one year		
		1-4 year	2	50
		5-10 year	2	50
		Above 10 years		
5	What is your current level of coaching license?	First level	3	75
		Second level		
		C license		
		B license	1	25
6	What is your educational level and	Grade 10 complete	1	25

	qualification?	Twelve complete	1	25
		Certificate level	1	25
		Diploma	1	25
		Degree		
		Masters and above		
7	If your educational level is above diploma, what was your area of study?	Physical education and sport		
		Football coaching		
		Teaching other subjects		
8	Did you have a chance of getting performance enhancing courses?	Yes	4	100
		No		
9	Do you have assistant coach	Yes	3	75
		No	1	25
10	If your answer is Yes for Question number 12, what is his/her educational level	Grade ten complete	1	25
		Twelve complete	1	25
		Certificate level		
		Diploma	1	25
		Degree and above	1	25
11	If your answer is Yes for Question number 12, what is current level of coaching license?	First level	1	25
		Second level		
		c-level	1	25
		b-level		
		No license	1	25
12	Do you always improve your knowledge of coaching through reading different coaching through reading different coaching supporting materials	Yes	3	75
		No	1	25

Table 4.1 presents that, 4(100%) of the coaches are male. This shows that football coaches of the divisions clubs are dominated by male sex.

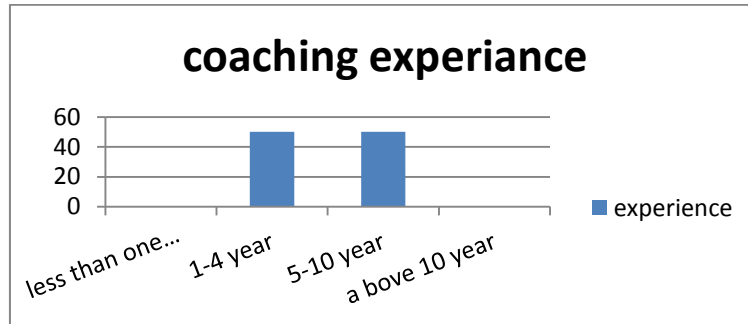
Concerning to the age of coaches, table 4.1 reveals that 3(75%) of the coaches and 1(25%) of the coaches are found between the age of Less than 30 and 30-40 respectively. so this implies most of coaches are found in younger age.

Graph 4.1 coaches age



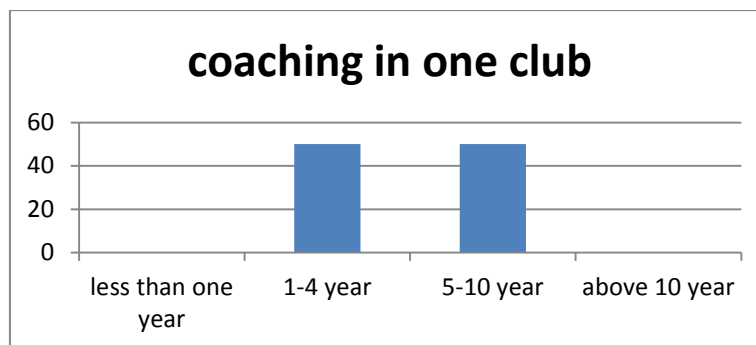
With regard to their experience in coaching as a main coach shows table 4.1 2(50%) have an experience of range between 1-4 year and 2(50%) have an experience of range between 5-10 year. From this one conclude majority of the coaches are having optimum level of experience.

Graph 4.2 coaches coaching experience



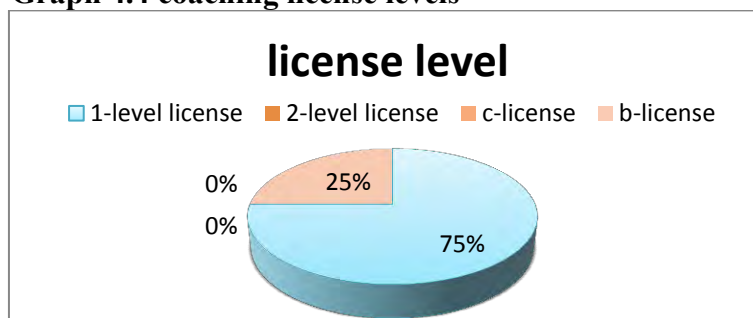
And concerning to consistently coaching without changing one club table 4.1 shows, 2(50%) have been stay on of range between 1-4 year and 2(50%) have been stay on of range between 5-10 year. This indicates that the coaches work in one club consistently.

Graph 4.3 consistencies in one club



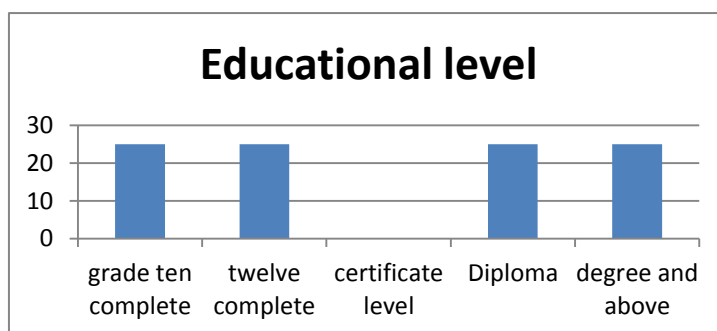
The other thing is table 4.1 shows within related to license improvement 3(75%) have first level license and 1(25%) have B-license. These show that coaches have low level of license certified.

Graph 4.4 coaching license levels



Pertaining to the educational qualification, table 4.1 depicts, 1(25%) of the coach has diploma in other field, 1(25%) in certificate, 1(25%) of coaches in twelve complete and 1(25) coach is grade ten complete. This indicates that major coaches have low background education level in coaching.

Graph 4.5 educational level



As shown on the above table 4.1 their chance or opportunity of getting performance enhancing courses from the Football Federation. One times in a year. This shows that coaches get low level of rehearsal course.

As the table 4.1 shown all coaches have one assistant coaches except one club have two more assistant coaches, they have 1(16%) c-license 1(16%) first level and the others are no coaching license and all of them are grade ten complete only one have diploma. And also assistant have no educational background.

In the improvement of their knowledge through reading their training manual and other helping books 3(75%) say yes and 1(25) say no. this shows most coaches tries to develop their knowledge through reading.

4.2 The position of coaches related to the job description

Coaches were asked to indicate their personality of coach, coaching skills, the relationship skills information through questionnaire to got coaching behavior. Responses on their chose strongly agree, agree, may be, disagree, strongly disagree of alternative which reflect their on coaching behavior of with related to loving the profession, approach and of coaching philosophy, are summarized in table 4.2.from according to (Beswick, 2006).self-evaluation of

coaches The aim is to identify strengths and weaknesses. - "strongly agree/agree" represents a strength, "strongly disagree/disagree" represents a weakness, and "maybe" represents indecision-a poor quality in a coach.

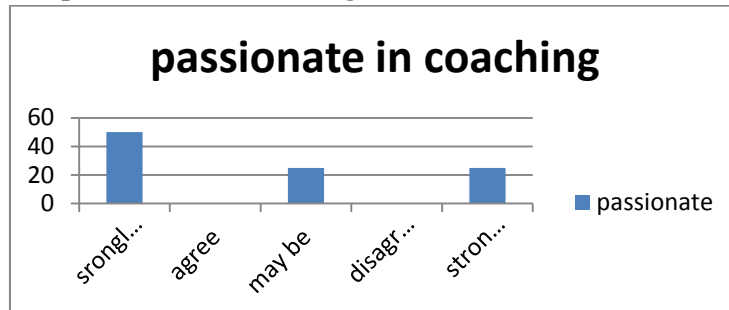
Table 4.2 Coaches level Job Description

No	Item	Alternatives	Coaches	
			NO respondent	%
1	Everyone knows how passionate and committed I am to coaching soccer	Strongly agree	2	50
		Agree		
		May be	1	25
		Disagree		
		Strongly disagree	1	25
2	My personality and behavior always reflect a positive model to players	Strongly agree	2	50
		Agree		
		May be	1	25
		Disagree		
		Strongly disagree	1	25
3	I have a clear goals and am tough enough to drive the programme	Strongly agree	1	25
		Agree	1	25
		May be	1	25
		Disagree		
		Strongly disagree	1	25
4	I am a good communicator and always get my message across	Strongly agree	2	50
		Agree	1	25
		May be		
		Disagree		
		Strongly Disagree	1	25
5	Players enjoy playing for me	Strongly agree		
		Agree	1	25
		May be	1	25
		Dis agree	1	25
		Strongly Disagree	1	25
Coaching skill				
6	I have a clear understanding of how to develop players and teams	Strongly agree	1	25
		Agree	2	50
		May be		
		Disagree		
		Strongly Disagree	1	25
7	My strength is being able to plan organize and coach practice well	Strongly agree	2	50
		Agree		
		May be		
		Dis agree	1	25

		Strongly Disagree	1	25
8	I have a good track record of identifying and recruiting talent	Strongly agree	2	50
		Agree	2	50
		May be		
		Dis agree		
		Strongly disagree		
9	I am tactically sound and can teach a variety of formation	Strongly agree	3	75
		Agree	1	25
		May be		
		Dis agree		
		Strongly disagree		
10	I coach game day well and always give my team the best chance to win	Strongly agree	3	75
		Agree		
		May be		
		Dis agree		
		Strongly disagree		
Relation skill				
11	I pride myself on developing positive and productive relationships with players	Strongly agree	1	25
		Agree	1	25
		May be		
		Dis agree	1	25
		Strongly disagree		
12	Player who have played for me will say I got the best out of them	Strongly agree	1	25
		Agree	2	50
		May be		
		Dis agree		
		Strongly disagree		
13	As far as possible I always try to share „ownership „with the players	Strongly agree	1	25
		Agree	2	50
		May be		
		Dis agree		
		Strongly disagree		
14	I communicate constantly with the players but especially I listen	Strongly agree		
		Agree	2	50
		May be		
		Dis agree		
		Strongly disagree	1	25
15	The power of my player relationships is shown by their motivation to play	Strongly agree	2	50
		Agree	1	25
		May be		
		Dis agree		
		Strongly disagree		

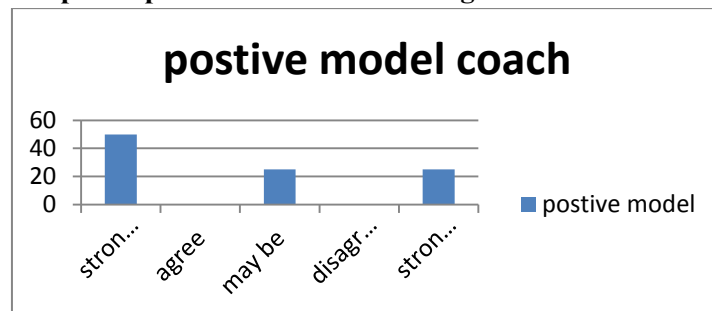
In the item of everyone knows how passionate and committed I am to coaching soccer table 4.2 shows coaches' respond 2(50%) strongly agreed, 1(25%) maybe, 1(25%) strongly disagreed. This shows half of coaches weak and poor in passion in their work.

Graph 4.6 Love of coaching



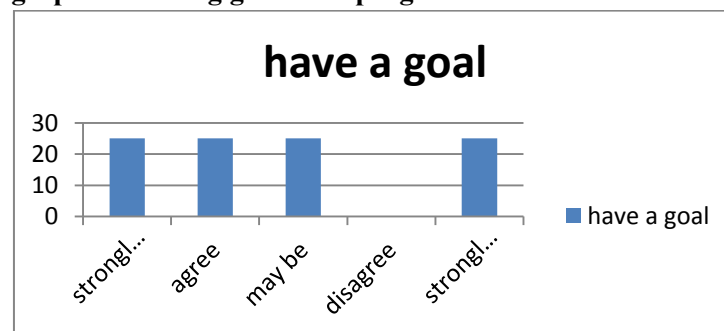
On the present of table 4.2 item of my personality and behavior always reflect a positive model to players coaches respond 2(50%) strongly agreed, 1(25%) maybe, 1(25%) strongly disagreed. Half of them are not as a good model to their players.

Graph 4.7 positive model of coaching behavior



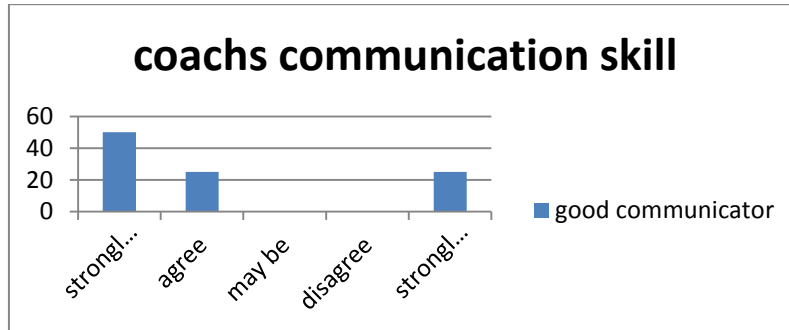
On present of table 4.2 item of I have a clear goals and I am tough enough to drive the programme coaches responds 1(25%) strongly agree, 1(25%) agree, 1(25%) may be and 1(25%) disagreed. So half of coaches have no a clear goal on their achievement.

graph 4.8 having goals and program



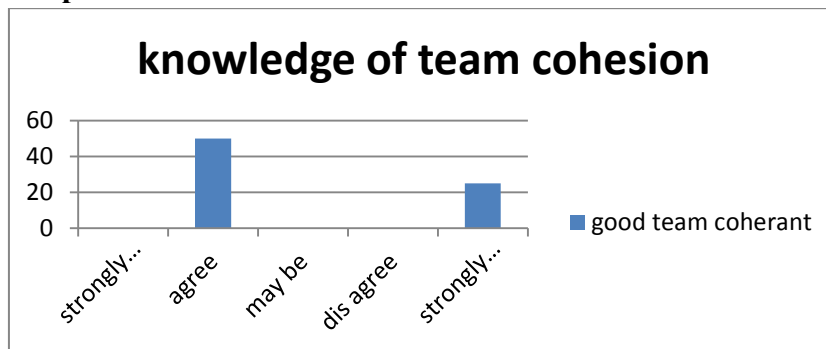
Concerning a good communicator and always get my message across responds table4.2 present 2(50%) strongly agreed, 1(25%) agree, 1(25%) strongly disagreed. Most of coach has good and strength on communication skill with players.

Graph 4.9 coach communication skills



As table 4.2 represent on the area of having knowledge toward team cohesion coaches respond 2(50%) agreed and 1(25%) strongly disagreed. This shows half of coaches have good strength on team chemistry

Graph 4.10 team cohesion



On the item table 4.2 I have a clear understanding of how to develop players and teams represent 1(25%) strongly agreed, 2(50%) agreed. So this all of coaches have strength knowledge of how to develop players

Graph 4.11 Knowledge of developing players



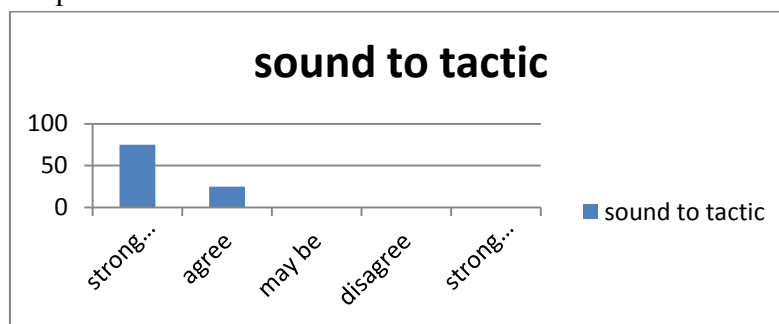
As indicated on table 4.2 represent on the item of have a good track record of identifying and recruiting talent. Coaches answers 2(50%) strongly agree, 2(50%), agree all of coach have a strength can identify players talent

Graph 4.12 ability of identifying talented player



As shown table 4.2 coaches respond on item of a questionnaire I am tactically sound and can teach a variety of formation. 3(75%) strongly agreed, 1(25%) agreed all have strength

Graph 4.13 sounds in tactics



In table 4.2 item of respond shows from item present I pride myself on developing positive and productive relationships with players 1(25%) strongly agreed, 1(25%) agreed and 1(25%) is disagreed most of them are strength on relation

Graph 4.14 relationships with players



4.3 coaches relation with demand on modern football coaching Information

Coaches were asked to indicate their position as modern football coach their respond through questionnaire. Responses on strongly agree, express me, partially express me don't express me alternatives from the coach that reflect their coaching behavior as modern football coach. The aim is to identify strengths and weaknesses. - "strongly express me /express me" represents a strength, "do not express me/I don't agree with the idea" represents a weakness, and "partially express me" represents indecision-a poor quality in a coach (Beswick, 2006).

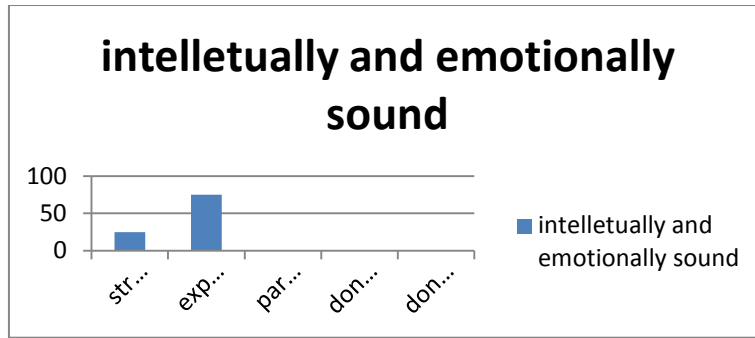
Table 4.3 Relation with elite to demand on modern football coach

Modern football coaching style role of coach				
No	Item	Alternative	Coaches	
			NO respondent	%
1	A strong, competitive, and resilient character	Strongly express me	1	25
		Express me	3	75
		Partially express me		
		Don't express me		
		I don't agree with the idea		
2	Intellectually and emotionally sound	Strongly express me	1	25
		Express me	3	75
		Partially express me		
		Don't express me		
		I don't agree with the idea		
3	Appropriately qualified and experienced	Strongly express me		
		Express me	2	50
		Partially express me	1	25
		Don't express me	1	25
		I don't agree with the idea		
4	Consistently guided by a clear coaching philosophy	Strongly express me	2	50
		Express me		
		Partially express me	2	50
		Don't express me		
		I don't agree with the idea		
5	Able to plan, prepare, and manage training, matches and a season	Strongly express me	1	25
		Express me	1	25
		Partially express me	2	50
		Don't express me		
		I don't agree with the idea		
6	An excellent teacher of the game	Strongly express me		

		Express me	2	50
		Partially express me	2	50
		Don't express me		
		I don't agree with the idea		
7	Able to gather, analysis and evaluate information	Strongly express me	1	25
		Express me	1	25
		Partially express me	1	25
		Don't express me	1	25
		I don't agree with the idea		
8	A team leader for a network of multi –skilled support staff	Strongly express me	1	25
		Express me	1	25
		Partially express me	1	25
		Don't express me	1	25
		I don't agree with the idea		
9	Successful at developing honest and inspiring player relationships	Strongly express me	3	75
		Express me	1	25
		Partially express me		
		Don't express me		
		I don't agree with the idea		
10	An innovation thinker able to create winning game plans	Strongly express me	1	25
		Express me	2	50
		Partially express me		
		Don't express me	1	25
		I don't agree with the idea		
11	Expert at building cohesive teams and squads	Strongly express me	1	25
		Express me	3	75
		Partially express me		
		Don't express me		
		I don't agree with the idea		
12	Gifted in communication, motivation and leadership	Strongly express me	3	75
		Express me		
		Partially express me	1	25
		Don't express me		
		I don't agree with the idea		

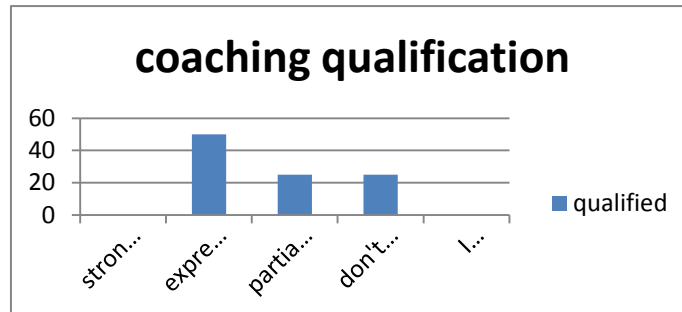
In questionnaire items relation to intellectually and emotionally sound on table 4.3 shows respondent 1(25%) strongly express me and 3(75%) express Me. this shows that strength of all coach have good experience on intellectual and emotionally

Graph 4.15 intellectually and emotionally sound



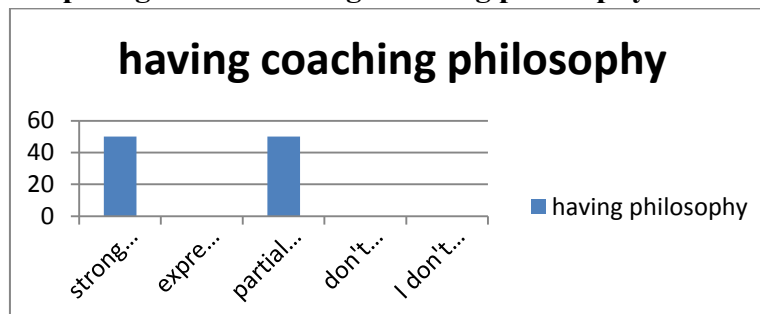
In the item of questionnaire table 4.3 represent of appropriately qualified and experienced coaches respond express me 2(50%), partially express me 1(25%), and don't express me 1 (25%). This shows half of coaches are experienced and qualified

Graph 4.16 I am qualified in coaching



On the table 4.3 item of consistently guided by a clear coaching philosophy respondent answer 2(50%) are said strongly express me, 2(50%) partially express me. So this indicates half of coaches have clear coaching philosophy.

Graph Figure 4.17 having coaching philosophy



On Ability of plan, prepare, and manage training, matches and a season table 4.3 represents coaches response 1(25%) strongly express me, 1(25%) express me, 1(25%) and the others

2(50%) partially express . this means half of coach able to plan, prepare, manage training matches and a season.

Graph 4.18 able to plan, prepare, and manage training

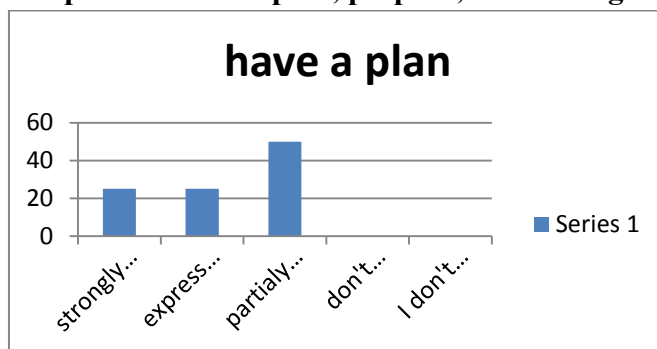


Table 4.3 represent on the items of Able to gather analysis and evaluate information 1(25%) strongly express me, 1(25%) express me 1(25%) partially express me 1(25%) don't Express me. This indicates coaches differently have experience to gather analysis and evaluate information.

Graph 4.19 able to gather analysis and evaluate information

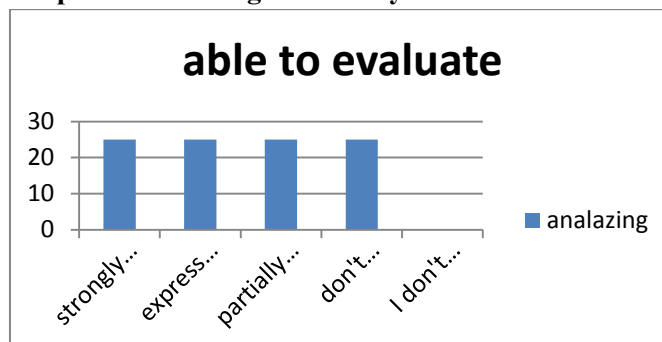
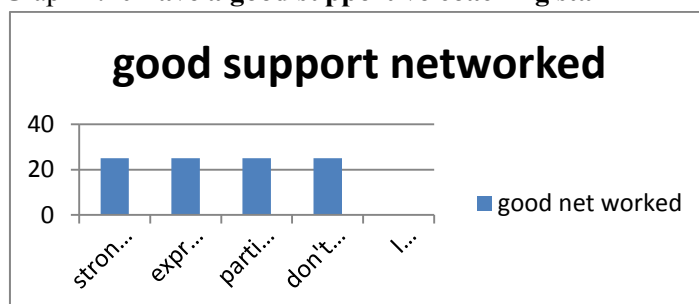


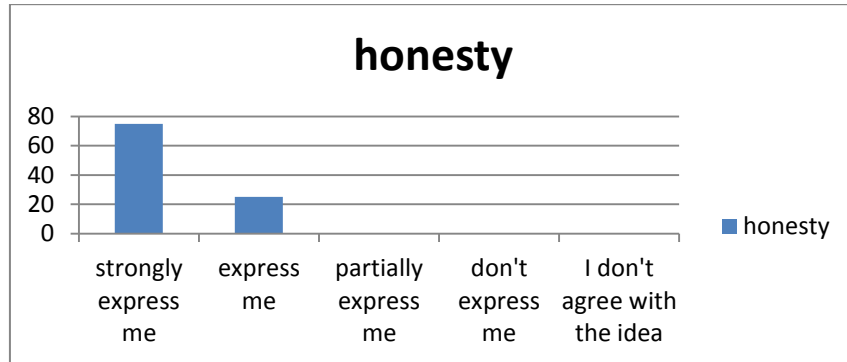
Table 4.3 in the item of a team leader for a network of multi –skilled support staff coaches respond 1(25%) strongly express me, 1(25%) express me 1(25%) partially express me 1(25%) don't Express me this does shows most of coaches have best relation to supportive personnel .

Graph 4.20 have a good supportive coaching staff



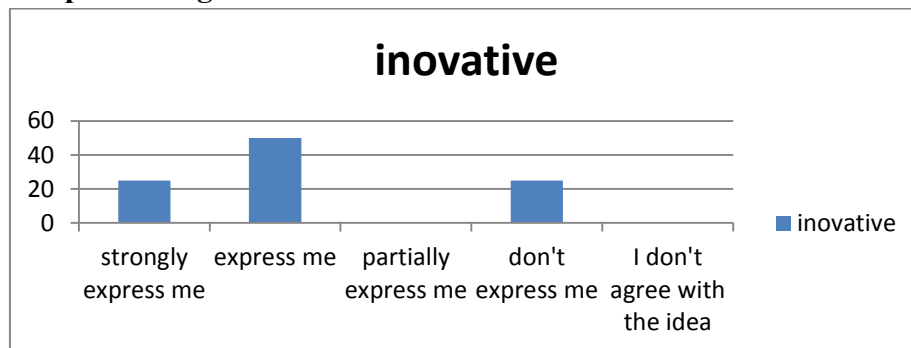
in the item of Successful at developing honest and inspiring player relationships table 4.3 shows 3(75%) strongly express me and 1(25%) express me .this is show all coaches honesty in relation with their player relation.

Graph 4.21 Developing honesty player relationships



On the item of An innovation thinker able to create winning game plans table 4.3 shows 1(25%) strongly express me 2(50%) express me 1(25%) don't express me most of player are creative and innovative to ward coaching.

Graph 4.21 a good innovative



4.4 coaching style and philosophy

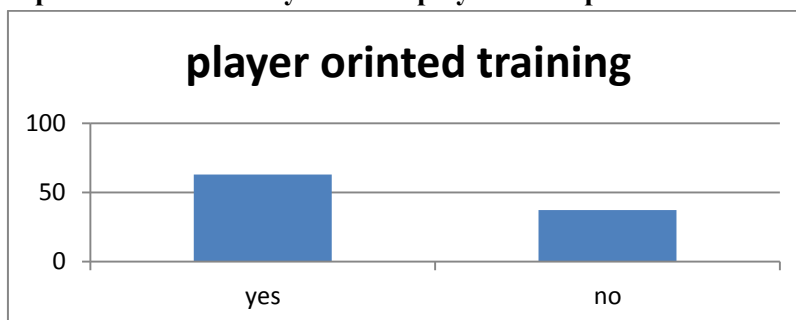
Table 4.4 coaching style

No	Items	Alternative	Players	
			NO respondent	%
1	Does your coach emphasize development more than result?	Yes	37	62.9
		No	22	37.4
2	Does your coach know and respect the right and need of you?	Yes	40	68
		No	19	32.3
3	Does your coach act fairly and evenly with all of you under his care to help you reach your full potential?	Yes	52	88.4
		No	7	11.9
4	Does your coach use words and actions of encouragement towards you, creating an enjoyable and friendly environment for you?	Yes	42	71.4
		No	17	28.9
5	Does your coach use less instruction and more active learning, empowering the players through giving you responsibility and welcoming your opinions?	Yes	44	74.8
		No	14	23.8
6	Does your coach use different games more than drills in training?	Yes	37	62.9
		No	22	36.6
7	Does your coach use the Guided Discovery method of learning with you, employing more questions/problems which you must answer/solve for yourself?	Yes	45	76.5
		No	14	23.8
8	Does your coach use different games /variables/progressions in training?	Yes	44	74.8
		No	15	25.5
9	Does your coach have a lot of patience and perseverance, bearing with the foibles of young growing children, and allowing them to develop steadily and naturally?	Yes	47	79.9
		No	12	20.4
10	Does your coach have moral courage to defend you against the pressures from the other adults who demand more than is fair from the players, especially with regards to results?	Yes	51	85
		No	8	13.6
11	Does your coach employ the Global, Analytical, Global methodology in order to develop game intelligence, and to maintain a high level of enthusiasm?	Yes	48	81.6
		No	11	18.7
12	Do you have chance winning cup with your coach?	Yes	27	45.9
		No	32	54.4
13	Do you think that the playing (training) field is suitable for training?	Yes	32	54.4
		No	27	45.9
14	Do you think that availability (supply) of equipment's and facilities increased	Yes	25	42.5
		No	34	57.8
15	Does your coach include all training element like physical, technical, tactical, and mental?	Yes	49	83.3
		No	10	10
16	Does your coach have contact with your family and school?	Yes	34	57.8
		No	25	42.5
17	Does your coach know properly the nature and rule of the game?	Yes	55	93.5
		No	5	8.5

18	Does club has internal rule and regulation	Yes	50	85
		No	9	15.3

On the table 4.4 represent does your coach emphasize development more than result? Players respond 37(62.9%) yes and 22(37.4%) no. this information shows coaches mainly focus on player development rather than result

Graph 4.21 coach mainly focus on player development rather than result



Concerning to item of does your coach know and respect the right and need of you? Table 4.4 shows players respond 40(68%) yes and 19(32%) say no. this implies coach know and respect players right

Table 4.4 item of does your coach act fairly and evenly with all of you under his care to help you reach your full potential? Respondent answer 52(88.4%) yes and 7(11.9%) say no .this indicate coaches give equal care for most players.

Table 4.4 shows response on question Does your coach use words and actions of encouragement towards you, creating an enjoyable and friendly environment. Players respond 42(72.4%) yes and 17(28.9%) no. this is shows coaches uses motivation in different methods to players.

On the item of questionnaire table 4.4 Does your coach use less instruction and more active learning, empowering the players through giving responsibility and welcoming players opinions? Players respond 44(74.8%) say yes and 14(23.8%) say no. this means coach give chance to find out their weakness and players develops their skill own self's to players hold responsibility.

Concerning to item do you think that the playing (training) field is suitable for training? Table 4.4 present Respondent answers 32(54.4%) yes, 27(45.9%) no. therefor for the majority the player training field is suitable to them.

As indicated on table 4.4 represent does your coach use different games more than drills in training? Respondent answer 37(62.9%) say Yes and 22(36.6%) say no. this shows coaches use players more learn from the game method rather than drills

On the item of questionnaire table 4.4 does your coach use the Guided Discovery method of learning with you, employing more questions/problems which you must answer/solve for yourself? Respondent answer 45(76.5%) Yes 14(23.8%) say no. this shows coaches use player discovery method of learning

As indicated on table 4.2 represent on item does your coach use different games /variables/progressions in training? 44(74.8%) Yes and 15(25.5%) say no.so coaches uses game as the best teacher

On the item of questionnaire table 4.4 does your coach include all training element like physical, technical, tactical, and mental? Yes 49(83.3%) and 10(10%) no. this shows coaches use all component in training

Graph 4.22 coaches facilitating the field

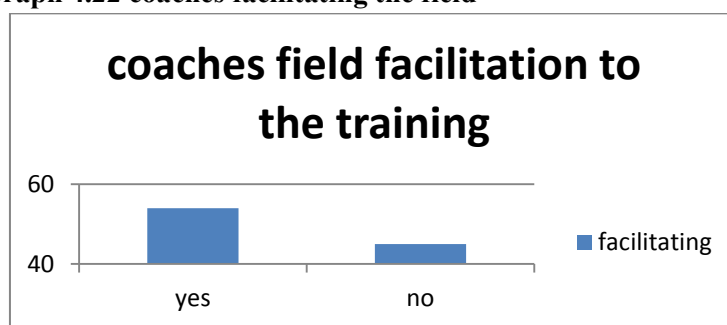
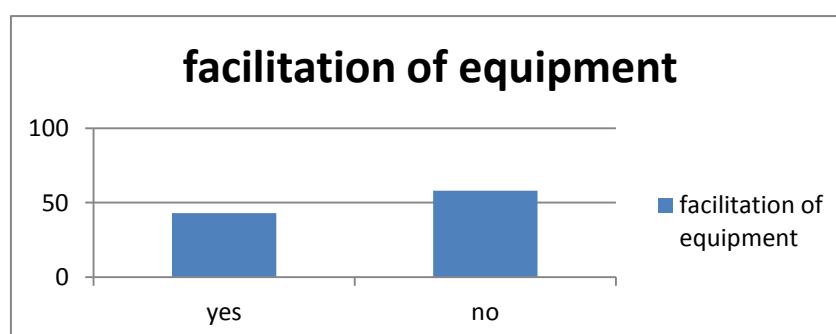


Table 4.4 Do you think that availability (supply) of equipment's and facilities increases or decrease your interest during the training session? 25(42.5%) yes, 34(57.8%) no. coach not facilitate and create good environment training and game

Graph 4.23 coaches facilitating equipment



Does club has internal rule and regulation yes 50(85%) and 9(15.3%) no. this shows that all coaches have and prepare rules of team

Interview On philosophy of coaching

Q: Why do you want to be a coach?

A: I want to be famous and the others are answers said to be satisfying

Q: What are your personal strengths and weaknesses as a coach?

A: from the strength two of them are leading on the team the others are on building the team

Q: What is the right approach for the coaching and competitive situation you are right now?

A: three of them choose command style one only lessisfare

4.5 Session plan and annual plan

From observation of two of session plan through checklist report that in both session coaches do not arrive and set their coaching area. In managing to their area they are not well done in the managing of time, equipment and space weakness were observed in the assistance of coaches there is no supportive persons on the step by step approach of coaching demonstration and they have un objectively session plan the plan have no goal they have weakness to set guidelines and training manual. And they don't plan practice in advance. majorly they were not explain training objective lake of grouping ensuring effective positioning and body language including maintaining eye contact.

On game day coaches can't controlling their emotion to analyses objectively during half time coaches try to allow players appropriate time to cool down in the asking of players if they are having a problem regarding the opposition; give team 2 or 3 key points

After complete of the game they will not give safety is first concern

CAPTER FIVE

DISSCUSSION, CONCLUSIONS AND RECOMMANDATION

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

5.1 DISSCUSSION

The purpose of this study was investigating current status and prospect football coaching approach the case of akaki kaliti sub city first, higher division and national league clubs in Addis Ababa.

In this study all possible efforts were made to get the most probable answers to the basic questions by making strong review of related literature, collecting relevant information through questionnaire, unstructured interview and observation. To this end, this study has the following specific objectives:

- investigating the blue print short term and long term set of training plan in the clubs
- to identify coaches competence, job description as modern coach expertise coaching staff
- to assess the coaching style and looking the roles of coaches

The study tried to assess the following basic questions:

- Are the coaches having a good coaching personality, coaching skill and relation skill with their player?
- What is the educational and coaching profile of the coaches?
- Do the coaches having philosophy and coaching style?

The study employed descriptive survey method. Relevant literatures were reviewed and data collecting instruments were designed and used to collect information from different sources.

Questionnaire was the major instrument of data collection. To increase the clarity of questionnaires, check the clarity of language and pilot testing has been carried out. After collecting the responses from respondents, necessary correction and modifications were made before distribution of the actual data gathering.

Four the first division, high division, national league club premier league participant clubs (Dima, Mazoria, silva and bio) of akaki kaliti sub city of Addis Ababa were the sample area of

the study. All the sub city division and national league clubs included in the sample area of the study. The subjects of the study were selected from all the four listed clubs. 60 club players, 4 coaches were included as a source of information for the study.

From the data analysis the major findings obtained are summarized as follows:

1. The study showing that all coaches in the clubs are male in sex.
2. Concerning to the age of coaches, most of coaches in the club are found between the ages of Less than 30 so that coaches are dominated in the younger age. According to (Erickson, K., Côté, J., & Fraser-Thomas, J., 2007) Stage Four: At age 24, usually ends their competitive career and begins to coach at a part-time level while engaged in some type of coach mentoring;
3. With regard to year of experience in coaching, all coaches of the club have between 1-10 year experiences in coaching so they have no enough experience. In the teacher education literature, studies have found efficiency to influenced by training and experience (Ashton, 1984).In a study examining the knowledge of expert team sport coaches Salmela(1995) founded that their early sporting and novice coaching experiences were instrumental in shaping their future operational tactics in training and completion. From observing the workings of other successful coaches, and through their own coaching experience, was how these coaches acquired most of their knowledge. (Gould Gianini,Krane and Hodge,1990).
4. And concerning to consistent coaching without changing one club table 4.1 shows, 2(50%) have been stay on of range between1-4 year and 2(50%) have been stay on of range between 5-10 year. These indicate that the coaches work in one club consistently.
5. While the current level of the coaches license indicated that, 3(75%) of coaches have the first level, and 1(25%) of coaches also have higher level coaching license.one the way measure and certified the qualification and up to date their theoretical and practical knowledge of coaches repairing is through their license
6. Pertaining the educational qualification, depicts, 1(25%) of the coach has diploma in other field, 1(25%) in certificate, 1(25%) of coaches in twelve complete and 1(25) coach is grade ten complete. These indicate that major coaches have low background education level in coaching. Coach education /education is a source of efficiency information that is based on personal mastery experience (Malete & Feltz, 2000) an effective , well-designed coach education program should enhance the level of coaching efficiency, especially at the novice level where previous experience has been minimal. In support, Corcoran and Freltz(1993)

demonstrated that coaches who received educational information on a particular topic had higher levels of efficiency about using that information in their coaching than coaches who did not receive this training.

7. Coaches of the clubs chance or opportunity of getting performance enhancing courses from the Football Federation in one times a year. This shows that coaches get low level of rehearsal course.

8. as shown all coaches in the clubs have one assistant coaches except one club have two more assistant coaches, they have 1(16%) c-license 1(16%) first level and the others are no coaching license and all of them are grade ten complete only one have diploma. And also assistant have no educational background.

9. In the improvement of their knowledge through reading their training manual and other helping books 3(75%) say yes and 1(25) say no. this shows most coaches of the clubs tries to develop their knowledge through reading.

10. Toward of everyone knows how passionate and committed I am to coaching soccer coaches" respond 2(50%) strongly agreed, 1(25%) maybe, 1(25%) strongly disagreed. This means Most of coaches in the clubs weak and poor in passion work in coaching.

11. On the personality and behavior always reflect a positive model to players coaches respond 2(50%) strongly agreed, 1(25%) maybe, 1(25%) strongly disagreed. Half of them are not as a good model or poor and weakness to their players

12. Of I have a clear goals and I am tough enough to drive the programme responds 1(25%) strongly agree, 1(25%) agree, 1(25%) may be and 1(25%) disagreed. Half of coaches have no a clear goal on their achievement

13. Concerning to a good communicator and always get my message across responds 2(50%) strongly agreed, 1(25%) agree, 1(25%) strongly disagreed. Most of coaches have well and strength on communication skill according to (Weinberg &Gould, 2003) degree of success or failure experienced by coaches, exercise leaders and teachers is often due to effective or ineffective communication levels. The most successful coaches are the ones who have good communication skills because the essence of the coaches „work is communication skills because the essence of the coach" work is communication. (Kaunas, 2012)

14. On the area of having knowledge toward team cohesion coaches" respond 2(50%) agreed and 1(25%) strongly disagreed. Half of coaches have good strength team chemistry

15. I have a clear understanding of how to develop players and teams present 1(25%) strongly agreed, 2(50%) agreed. All of coaches have strength knowledge of how to develop players

16. of have a good track record of identifying and recruiting talent coaches answers 2(50%) strongly agree, 2(50%), agree all of coach have a strength can identify players talent

17. Coaches respond on the I am tactically sound and can teach a variety of formation 3(75%) strongly agreed, 1(25%) agreed all have strength on this

18 of respond shows from item present I pride myself on developing positive and productive relationships with players 1(25%) strongly agreed, 1(25%) agreed and 1(25%) is disagreed most of them are strength on having good relation

19. Relation to intellectually and emotionally sound on shows respondent 1(25%) strongly express them and 3(75%) express them this shows that all coach good strength experience on intellectual and emotionally aspect.

20 In the item of questionnaire present of appropriately qualified and experienced coach express me 2(50%), partially express me 1(25%), and don't express me 1 (25%) this shows half of coaches are belief they are experienced and qualified

21 On the item of consistently guided by a clear coaching philosophy respondent answer 2(50%) are said strongly express me, 2(50%) partially express me half of coaches have clear coaching philosophy. The modern coach needs a philosophy, an expert eye and intuition. You need to have a clear philosophy to know what you want and how to get it. (Snow, 2012)

22 On Ability of plan, prepare, and manage training, matches and a season table 4.3 presents coaches response 1(25%) strongly express me, 1(25%) express me, 1(25%) and the others 2(50%) partially express this does half of coach able to plan. arising from your coaching philosophy should be a blueprint of your action plan.

23 Table 4.3 present on the items of Able to gather analysis and evaluate information 1(25%) strongly express me, 1(25%) express me 1(25%) partially express me 1(25%) don't Express me the coaches equally have experience to gather analysis and evaluate information (Lyle,1993;woodman,1993)have defined coaching as dynamic and systematic process that involves a number of varies steps. these steps include observation, assessment, development of a plan of action, implementation of the plan and reassessment.

24 Table 4.3 in the item of a team leader for a network of multi –skilled support staff coaches respond 1(25%) strongly express me, 1(25%) express me 1(25%) partially express me 1(25%) don't Express me this does shows most of coaches have best relation to supportive personnel

25 Successful at developing honest and inspiring player relationships table 4.3 shows 3(75%) strongly express me and 1(25%) express me this is show all coaches honesty in relation with player relation

26 An innovation thinker able to create winning game plans table 4.3 shows 1(25%) strongly express me 2(50%) express me 1(25%) don't express me most of player are creative and innovative to ward coaching

From the gathered questionnaire of the player about their coaches

1 On table 4.4 present does your coach emphasize development more than result? Players respond 37(62.9%) yes and 22(37.4%) no this information shows coaches mainly focus on player development rather than result. Always place an athlete's wellbeing first. (organization, 2011)

2 Concerning to does your coach know and respect the right and need of you? Table 4.4 shows players respond 40(68%) yes and 19(32%) say no. this implies coach know and respect players right

3 Table 4.4 items of does your coach act fairly and evenly with all of you under his care to help you reach your full potential? Respondent answer 52(88.4%) yes and 7(11.9%) say no .this indicate coaches give equal care for all players

4 Table 4.4 shows response on question Does your coach use words and actions of encouragement towards you, creating an enjoyable and friendly environment for you? Is 42(72.4%) yes and 17(28.9%) no this is shows coaches uses different methods to motivate players

5 Does your coach use less instruction and more active learning, empowering the players through giving you responsibility and welcoming your opinions? 44(74.8%) yes and 14(23.8%) no. this means coach give chance to find out for players their weakness and players develops their skill own self's to players hold responsibility

6 results Indicate with regarding to do you think that the playing (training) field is suitable for training? 32(54.4%) yes, 27(45.9%) no. playing field is suitable

7 Does your coach use different games more than drills in training? Yes 37(62.9%) and no 22(36.6%) this shows coaches use players learn from the game rather than drills

8 Does your coach use the Guided Discovery method of learning with you, employing more questions/problems which you must answer/solve for yourself? say Yes 45(76.5%) and no 14(23.8%) this indicate coach reinforce player find out their problem own self

9 Does your coach use different games /variables/progressions in training? Say Yes 44(74.8%) and 15 (25.5%) say no coaches uses game as the best teacher

10 Does your coach include all training element like physical, technical, tactical, and mental? Yes 49(83.3%) and 10(10%) no this shows coaches use all component in training

11 Does club has internal rule and regulation yes 50(85%) and 9(15.3%)no.all coaches have prepare rules of team

On the philosophy of coaching interview

A: on the why they want be coaching coach's answer one coach answer I want to be famous and the others are answers said to be satisfying.

A: from the strength two of them are leading skills on the team the others are on building the team on weakness side one are controlling emotion the others are on planning of training.

A: three of them choose command style one only lessisfare

Session plan and annual plan

From observation of two of session plan through checklist report that in both session coaches do not arrive and set their coaching area. In managing to their area they are not well done in the managing of time, equipment and space weakness were observed in the assistance of coaches there is no supportive persons on the step by step approach of coaching demonstration and they have un objectively session plan the plan have no goal they have weakness to set guidelines and training manual. And they don't plan practice in advance. majorly they were not explain training objective lake of grouping ensuring effective positioning and body language including maintaining eye contact.

On game day coaches can't controlling their emotion to analyses objectively during half time coaches try to allow players appropriate time to cool down in the asking of players if they are having a problem regarding the opposition; give team 2 or 3 key points

After complete of the game they will not give safety is first concern

5.2 CONCLUSION

Coaches have big contribution to develop one country football. Within regard to the researcher hypothesis must conclude the result from the discussion of coaches' profiles

- Most of coaches are in young age so they will need more experience from senior coaches in practical and theoretical aspect of the profession. And also coaches have 1-10 year experience these means need more support from football federation in the developing their profession through rehearsal courses.
- And also as coach's educational background through coaching and physical education area is very low.
- Toward job description on the personality of coaching concerning to working passionate half of them are only do their work passionately .in the behavior two of coaches weakness on sportsmanship behavior. In the same way half of coaches do not setting goals toward their work.
- In communication skill status most of coaches have a good communication skill .with in regarding to coaching skills coaches have good developing skill of players and half of them are able to prepare their own plan to the practice, have record to identifying players talent, experience toward preparing tactical discipline and formation and have confidence on their team. On the relation to skills coaches' confidence full and happy with their relation with their players likewise coaches in the right track to players understand ownership on their team and coaches more listener than talking. And having motivational.

in the objective of study the status coaches as modern coaching behavior coaches have strong competitiveness on their characterize in the behavior of developing emotion and intellectuality they have good experience and half of them have guided by a clear coaching philosophy half of them are in a good track on plan, prepare, and managing training and half of them able to analysis and evaluate information. Half of the coaches have multi skilled support most of them are innovative thinker.

5.3 RECOMMENDATIONS

Based on the conclusions derived from the findings of the data analyzed, the following recommendations were made as possible ways of curbing the problems observed.

-to be effectiveness of any profession having theoretical knowledge is important and coaches have a good problem solving experience toward facing daily training program. therefore sub city representatives sport commission educational and training affair must give more focus on toward the coaches' development knowledge in coach education

-In coaching communication and cooperative work is important to have more experience in the area coaching and also coaches develop their skills through by themselves exchanging experience with other coach significant with in rehearsal courses, experience exchange and action researches ?

-now days coaching is more facilitating roles from organizing to be build a team and also coaches to having a good network with sport society so that coach must have to awareness on to have supportive network on to create training environment

-researchers must focus on this area of coaches behavior need on more research must held specific area of coaches' behavior.

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Appendices

Appendix-1
Addis Ababa University
School of Graduate studies
Faculty of life science
Department of sport science

Questionnaire provided for coaches

This questionnaire is designed to gather data on current status of modern football coaching in case of males Akaki Kaliti sub city first, higher division and national league clubs in Addis Ababa .since the success of the study depends up on the responses that you provide, I will ask genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you in advance for your
cooperation!

Note: - regain I am sure confidential and secure for your information!

Part one: background and (coach professional profile questionnaire) CPPQ

Direction 1: please respond to the following questions by writing the appropriate information on the space provided or by writing “√ “mark in one of the box provided.

1. Name of your team (club name)

2. Sex M F

3. Age _____

4. How many years of experience do you have in coaching?

Less than one year 1-4 years 5-10 years above 10 years

5. How long have you been coach in this clubs?

Less than one year 1-4 years 5-10 years above 10 years

6. What is your current level of coaching license?

First level Second level C- level B-level

If any please write it _____

7. What is your educational level and qualification?

Grade ten complete twelve complete Certificate level
Diploma Degree Masters and above

8. If your educational level is above diploma, what was your area of study?

Physical education and sport teaching in other subject
Coaching

If it is out of teaching please write it _____

9. Did you have a chance of getting performance enhancing courses?

Yes No

10. If your answer is yes for question number 10, how many times a year? Please specify it

11. Do you have an assistant coach?

Yes No

12. If your answer is yes for question number 12 how many _____

13. If your answer is yes for question number 12, what his/her educational level?

Grade ten complete twelve complete certificate
Diploma Degree and above

14. If your answer is yes for question number 12 what is his current level of coaching license?

First level Second level C- level B-level

15. Do you always improve you're the knowledge of coaching through reading different coaching supporting materials

Yes No

16. The position of the club now in the competition _____

Part two

Coaching profile of a coach

Direction 2: decide where you stand on the following questions and ✓ the box that best fits

COACHES QUESTIONNAIRE TO FIND WHERE ARE THEY						
No	Items	Strongly agree	Agree	May be	Disagree	Strongly disagree
Personality of the coach						
1	Everyone knows how passionate and committed I am to coaching soccer					
2	My personality and behavior always reflect a positive model to players					
3	I have a clear goals and am tough enough to drive the programme					
4	I am a good communicator and always get my message across					
5	Players enjoy playing for me					
Coaching skill						
6	I have a clear understanding of how to develop players and teams					
7	My strength is being able to plan organize and coach practice well					
8	I have a good track record of identifying and recruiting talent					
9	I am tactically sound and can teach a variety of formation					
10	I coach game day well and always give my team the best chance to win					
Relationship skills						
11	I pride myself on developing positive and productive relationships with players					
No	Items	Strongly agree	Agree	May be	Disagree	Strongly disagree

12	Player who have played for me will say I got the best out of them					
13	As far as possible I always try to share „ownership „with the players					
14	I communicate constantly with the players but especially I listen					
15	The power of my player relationships is shown by their motivation to play					

Part three: decide where you stand on the following questions and √ the box that best fits

THE 12 KEY DEMANDS ON A MODERN SOCCER COACH						
No	Items	strongly express me	Express me	partially express me	Don't express me	I don't agree with the idea
1	A strong, competitive, and resilient character					
2	Intellectually and emotionally sound					
3	Appropriately qualified and experienced					
4	Consistently guided by a clear coaching philosophy					
5	Able to plan, prepare, and manage training, matches and a season					
6	An excellent teacher of the game					
7	Able to gather, analysis and evaluate information					
8	A team leader for a network of multi –skilled support staff					
9	Successful at developing honest and inspiring player relationships					
10	An innovation thinker able to create winning game plans					
11	Expert at building cohesive teams and squads					
12	Gifted in communication, motivation and leadership					

Appendix-2
Addis Ababa University
School of Graduate studies
Faculty of life science
Department of sport science

Questionnaire provided for players

This questionnaire is designed to gather data on current status of modern football coaching in case of males Akaki Kaliti sub city first, higher division and national league clubs in Addis Ababa .since the success of the study depends up on the responses that you provide, I will ask genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you in advance for your
cooperation!

Note:-I am sure confidential and secure for your information!

Part one

Direction 1: the following question are about the coaches training approach ,facility and equipment"s of training for clubs the coach(s).please write"√" mark best describes your answer.

1. Does your coach emphasize development more than result?

Yes No

2. Does your coach know and respect the right and need of you?

Yes No

3. Does your coach act fairly and evenly with all of you under his care to help you reach your full potential?

Yes No

4. Does your coach use words and actions of encouragement towards you, creating an enjoyable and friendly environment for you?

Yes No

5. Does your coach use less instruction and more active learning, empowering the players through giving you responsibility and welcoming your opinions?
Yes No
6. Does your coach use different games more than drills in training?
Yes No
7. Does your coach use the Guided Discovery method of learning with you, employing more questions/problems which you must answer/solve for yourself?
Yes No
8. Does your coach use different games /variables/progressions in training?
Yes No
9. Does your coach have a lot of patience and perseverance, bearing with the foibles of young growing children, and allowing them to develop steadily and naturally?
Yes No
10. Does your coach have moral courage to defend you against the pressures from the other adults who demand more than is fair from the players, especially with regards to results?
Yes No
11. Does your coach employ the Global, Analytical, Global methodology in order to develop game intelligence, and to maintain a high level of enthusiasm?
Yes No
12. Do you have chance winning cup with your coach?
Yes No
13. If your answer is yes for question number 10 how many times?

14. Do you think that the playing (training) field is suitable for training?
Yes No
15. Do you think that availability (supply) of equipment's and facilities increases or decreases your interest during the training session?
Yes No

16. If your answer for question number 13 is no, please write your reason?

17. Does your coach include all training element like physical, technical, tactical, and mental?

Yes

No

18. Does your coach have contact with your family and school?

Yes

No

19. Does your coach know properly the nature and rule of the game?

Yes

No

20. Does club has internal rule and regulation

Yes

No

Appendix-5

Match day and training day observation checklist

No	Items	Alternative	
		yes	No
	Session plan and annual plan		
1	Arrive early and set up his/her area		
2	Manage equipment effectively		
3	Set some guidelines and training manual		
4	Manage time effectively		
5	Manage space effectively		
6	Plan practice sessions in advance		
7	Full staffing physiean, assistant and GP trainer		
8	Explain the task , skill and objective		
9	Step by step approach to coaching Demonstrate quickly and efficiently		
10	Use clear and accurate demonstration		
11	Grouping participant appropriately		
13	Ensuring effective positioning and body language including maintaining eye contact.		
14	outlined on paper annual plan		
15	Game day		
16	Analysation own team and opponent		
17	Controlling emotion to be able to analyse objectively		
	Half time		
18	allow players appropriate time to cool down		
19	ask players if they are having a problem regarding the opposition; give team 2 or 3 key points		
	after the game		
20	Safety of players is first concern		

Appendix-6
Addis Ababa University
School of Graduate studies
Faculty of life science
Department of sport science

Un-structural Interview Guide for coaches

Coaching philosophy

1. Why do you want to be a coach?
2. What are your personal strengths and weaknesses as a coach?
3. How would you impact on and improve players?
4. What is your personal definition of success?
4. How is potential turned into performance?
5. What benefits can you see from sports science and technology?
6. How do you build a cohesive team?
7. How would you handle success – or failure?
8. What kind of soccer do I believe in?
9. What is the right approach for the coaching and competitive situation I am in right now?
10. Do you have vision the team?
11. What do you develop coach-player relationships
12. Do you consider yourself to be on a successful coach?
13. Why? Why not?
14. What strategies, techniques or procedures are implemented in your team to guarantee the attainment of goals?
15. Do you get chance to train football in the clubs

Declaration

I declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Berhanu Mengesha

Signature _____

Date _____

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

Name Mebratu Belay (ass.prof.)

Signature _____

Date _____