



Balls, cones and kids

the footy4kids soccer coaching newsletter

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What kind of soccer coach are you?

Do you ever wonder how to evaluate yourself and your [coaching style](#)?

This test - provided by the [National Institute for Child Centred Coaching](#) - should give you some idea if you are a traditional, PE teacher type of coach, a child centred facilitator or somewhere in-between.

Why not discuss the result in the footy4kids [soccer coaching forums](#)?



Make a note of the response that best reflects your thoughts about each statement. Don't think about it too long, it's your first, instinctive response that gives the best indication.

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1. The major reason children should be involved in sports is for fun, not winning.

- A. No. Winning is important to young children and older children.
- B. Sort of. Winning is important but not necessary.
- C. Yes. Enjoyment is the key; winning is only secondary.

2. It is important for children to learn how to compete at an early age.

- A. Yes. They stand a better chance of being successful later in life.
- B. Sort of. Competition is important, but it shouldn't be the basis for playing sports for young children.
- C. No. The earlier young children learn to be competitive, the less enjoyment they might have playing.

3. A good, strong self-image can be developed in young children with a no-nonsense approach to coaching.

- A. Yes. They need to be told "who is the boss" and to follow the rules.
- B. Sort of. Children need to be managed with a firm yet reasonable approach.
- C. No. Children need to



be encouraged to try their best.

4. Praising a child's ability is OK, but a coach shouldn't overdo it.

- A. Yes. If praised too often, they'll develop a false sense of their abilities.
- B. Sort of. Children need to be told accurately and honestly about their weaknesses.
- C. No. If it's honest praise, there is no such thing as "overdoing it."

5. Children who develop too high of a sense of self-esteem grow up being spoiled.

- A. Take any one of those high-priced superstars in today's sports, and you'll see what a spoiled child is like.
- B. A child must be taught humility; a child with high self-esteem often acts conceited.
- C. Children with high self-esteem often make the best players.

6. Most parents want their young children to win -- not necessarily to have fun.

- A. Agree.
- B. Some do, but not all.

- C. Parents need to be educated.

7. Disciplining a child in front of the team sets an example for the others.

- A. Other children learn to do the right thing really fast.
- B. Peer pressure is the most effective form of team discipline.
- C. Disciplining a child is a private issue between the coach and child.

8. Team rules should be set by the coach and given to the players.

- A. A coach needs to show who's in charge; children need to respect authority.
- B. A coach needs to demonstrate leadership; children need to comply.
- C. A coach needs to provide guidance; children should be empowered.

9. The coach sometimes acts like a teacher; sometimes like a parent.

- A. A coach should not be confused with a parent or teacher; a coach is a coach.
- B. A coach might sometimes take on the role of a teacher or a parent but should

remain first a coach.

- C. A coach is at times a parent and a teacher.

10. A parent's role in children's sports should be:

- A. To be mildly involved.
- B. To be moderately involved.
- C. To be involved to the maximum level.

To score your responses, give each "A" response 1 point; each "B" response 2 points; each "C" response 3 points. If you totalled:

10-16 points. Attitudes of traditional coaching: Believes winning is the primary reason for playing sports; takes a hard line in discipline; uses an autocratic approach to coaching; finds little value for parental involvement. Need a lot more instruction in child-centred coaching philosophy and techniques.

17-23 points. Tendency toward leadership, not autocratic rule; problem solving, not ruling; motivating, not commanding. Needs continued study and practice in child-centred coaching philosophy.

24-30 points. Believes in making the game fun; is willing to be both a parent figure and

teacher; offers guidance, encouragement and support and maximizes parental involvement. Needs to continue practicing skills.

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