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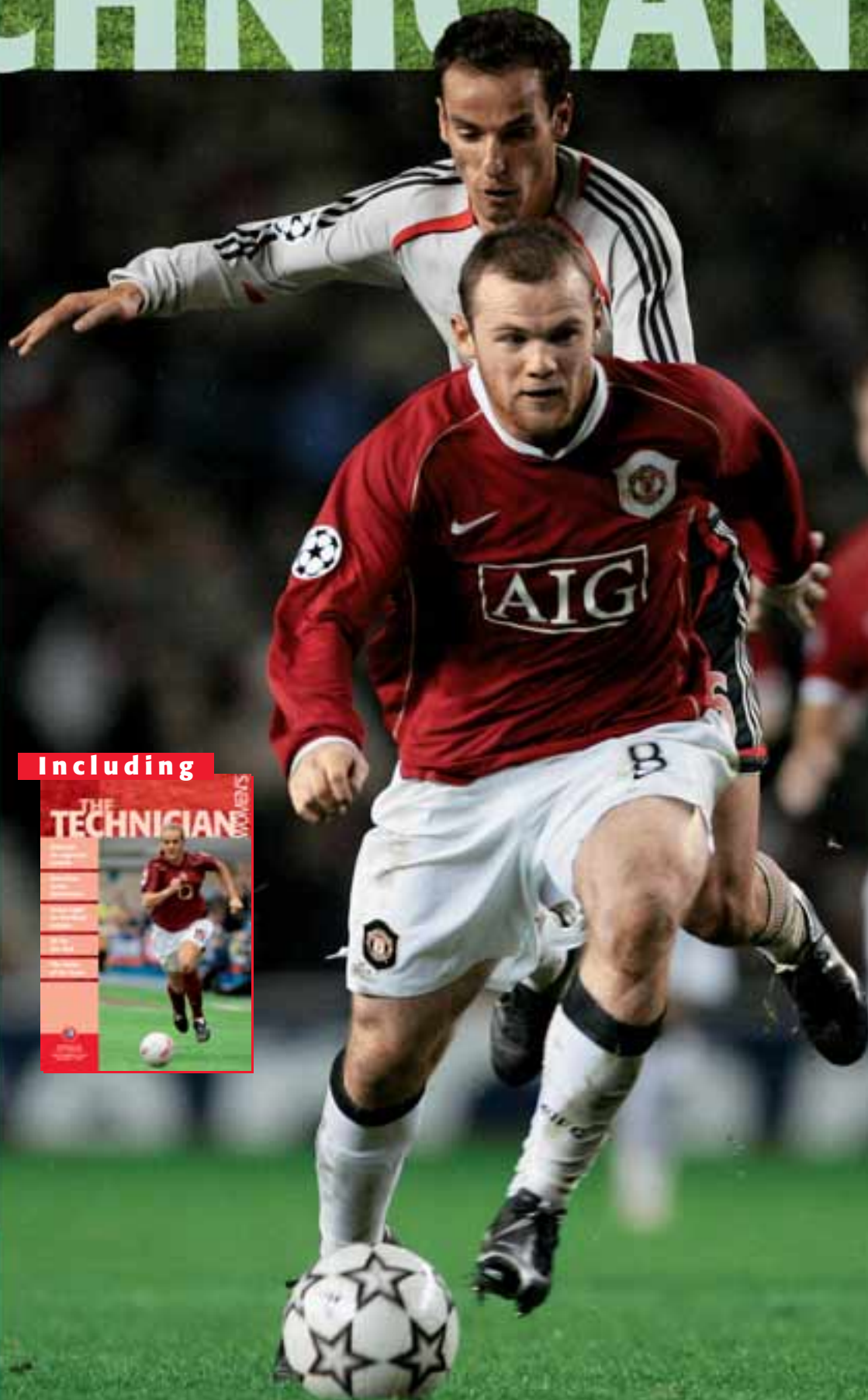
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and
Golden Youngies**

**Laying the
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A different
Species?**



Including



**NEWSLETTER
FOR COACHES**

**No. 35
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**LIKE FACCHETTI,
BOBBY CHARLTON HAS ALWAYS
SHOWN CLASS, BOTH ON
AN OFF THE PITCH.**

**ROBERTO MANCINI
WAS VERY IMPRESSED WITH
HIS PRESIDENT,
GIACINTO FACCHETTI.**



DE SOUZA/ARF/GETTY IMAGES



IMPRESSUM

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COVER

By beating Benfica in their last match, Manchester United (Wayne Rooney) secured a place in the direct knockout round of the UEFA Champions League again.

(PHOTO: ALEX LIVESEY/GETTY IMAGES)

**GIACINTO FACCHETTI,
A PIONEER OF THE
ATTACKING FULL BACK.**

SABATINI

A CLASS ACT

EDITORIAL

BY ANDY ROXBURGH,
UEFA TECHNICAL DIRECTOR

Giacinto Facchetti, who passed away recently, was a man of class. The former captain of Inter Milan and Italy may have left us but his spirit remains as an example to today's players and coaches. Class on this level is easy to recognise, but difficult to define and to develop. Pelé, Bobby Charlton and Eusébio (to name but three) are also in this rare category of people who have displayed class on and off the pitch.

So what is class? Does it come from an innate ability and a natural disposition for thoughtfulness and respect for others? Or can it be trained? Certainly, there are two sides to the class "coin" – the performer (player or coach) on one side, and the person (the character) on the other. Both aspects have a part to play in producing "an extraordinary man", as Roberto Mancini, the head coach of Inter Milan, described Giacinto Facchetti.

On the pitch, class is seen in the fluid way a player moves, in his timing, in his actions under pressure, in his ability to read the game and in the eye-catching way he controls and uses the ball. Tommy Gemmell, who scored a Facchetti-type goal for Glasgow Celtic against Inter Milan in the 1967 European Cup final in Lisbon, spoke about Giacinto Facchetti's pioneering role and his qualities as a player, when he said: "He (Facchetti) was the first of the modern overlapping fullbacks and my manager, Jock Stein, asked me to copy him – I tried my best, but I don't think I was as good as him."

Without entering into that particular debate, most who saw Tommy, the pupil, and Giacinto, the master, would agree that they both had style. But fame as a player or coach, with the cups, medals, glory and fortune

which goes with it, doesn't give you class – there are other factors to be considered.

The character of a player or coach (i.e. his personality traits) will ultimately dictate the way he is perceived. In a word, it is about behaviour. Class acts are considerate towards other people; they are honest, loyal, don't make excuses, take responsibility, graciously handle defeat and victory, don't try to be something they are not, and despite their success, remain extremely humble. They understand the maxim: if you have to tell people you are – you aren't. Arrogance is the very antithesis of the humility shown by the person of class. Gérard Houllier, the head coach of Olympique Lyonnais, emphasised the point when he spoke of the classy Giacinto Facchetti: "He would give examples of his loyalty and his huge humility every day". And Sandro Mazzola, a European champion with Inter Milan and a Facchetti team-mate, added another brushstroke to Giacinto's image when he said: "I remember a young man, serene and tranquil." Most people can recognise the qualities, but is it possible to train this intangible thing called class?

Of course, in their formative years, footballers can be nurtured into team-orientated players, be made aware of the role of others, and be encouraged to show respect for the game. Sir Alex Ferguson, the renowned manager of Manchester United, is adamant that the coaching staff have a responsibility to influence the attitude of young players. As he says: "At this club we work hard to keep the players' feet on the ground." However, we must accept that it is not just about coaching influences. A lot of a player's class comes from his God-given talent, his self-education, his good upbringing, and a certain attitude which allows him to view life and the game in a positive light. Much of the same can be said about coaches, although enlightened coach education programmes do urge young technicians to be themselves, to be genuine, and not to become poor copies of

the rich and famous. Coach educators can also play a part in helping aspiring coaches to concentrate on their purpose, and to recognise that in football, team success comes before personal glory. In summary, developing class can be encouraged but not manufactured.

People with class, such as Giacinto Facchetti, speak and perform from the heart. As Inter Milan's Luís Figo said about Giacinto, his president: "He was someone with a big heart." A passion for the game, a caring attitude and a warm personality are therefore at the core of such special people. In an era when ruthlessness, a "win at all costs" mentality and cynicism are often prevalent, the players and coaches who show real style and class should be recognised and promoted – winning does not need to equate with ugliness.

There is no doubt that Giacinto Facchetti was a role model, on and off the pitch.

As Gerhard Aigner, the former CEO of UEFA, stated in a tribute to his friend Giacinto: "Football has lost one of its crown jewels." Recognising a class act is one thing – replicating it is another.



Giacinto Facchetti received a plaque from UEFA for players who made their mark on the Champion Clubs' Cup/UEFA Champions League.

INTERVIEW

BY ANDY ROXBURGH,
UEFA TECHNICAL DIRECTOR



MARCELLO LIPPI IS THE ONLY COACH WHO HAS WON BOTH THE FIFA WORLD CUP (2006) AND THE UEFA CHAMPIONS LEAGUE (1996). IN A REMARKABLE COACHING CAREER, SPANNING MORE THAN THREE DECADES, HE ALSO WON THE SERIE A TITLE FIVE TIMES, THE ITALIAN CUP IN 1995, FOUR ITALIAN SUPER CUPS, THE UEFA SUPER CUP AND THE 1996 EUROPE/SOUTH AMERICAN CUP – ALL WITH JUVENTUS. IN ADDITION, HE JOINTLY HOLDS THE RECORD WITH REAL MADRID’S MIGUEL MUÑOZ FOR FOUR EUROPEAN FINAL APPEARANCES AS A TECHNICIAN. THE FORMER UC SAMPDORIA PLAYER, WHO PLAYED 239 TIMES IN ITALY’S TOP DIVISION, STARTED OUT AS A YOUTH COACH WITH THE GENOA CLUB, AND EIGHT CLUBS LATER, HE ARRIVED AT THE ‘OLD LADY OF TURIN’ IN 1994. MARCELLO, A GRADUATE OF THE ITALIAN FA COACHING SCHOOL IN FLORENCE, TOOK ALL THE NECESSARY STEPS ON HIS WAY TO THE TOP, AND APART FROM ONE SEASON AT FC INTERNAZIONALE MILANO, HE WAS THE ‘MISTER’ OF JUVENTUS BETWEEN 1994 AND 2004. MARCELLO CAN ALSO BE CONSIDERED AS THE COACHES’ COACH BECAUSE HE IS GREATLY ADMIRERED BY HIS ELITE COACHING COLLEAGUES. THE MAN WITH THE FILM STAR LOOKS IS UNDOUBTEDLY A FOOTBALL WINNER. HE IS A STAR, AND THE NAME IS:

MARCELLO LIPPI

1 • How do you feel about being the first coach to win the World Cup and the UEFA Champions League?

I didn’t realise that until after we won the final in Germany. It’s an absolute privilege for me because we are talking about the two most important football competitions in the world. And if you also consider the Intercontinental Cup, then I am even more satisfied. But for me it is not a point of arrival, only a point of departure.

2 • What was the moment when you knew you were destined to become a top-level coach?

Well, a coach only becomes a top-level coach when he achieves some significant results. When we won the UEFA Champions League and the Europe/South American Cup with Juventus in

1996, I felt I had completed a cycle. Not that I felt that I was a top-notch coach, but I was very satisfied and it gave me greater strength to talk to my players because I had won something.

3 • How did you train to become a coach?

My career as a player was honourable but not brilliant. When I was 25 years old I took a coaching course because I wanted to understand more about what was happening in the game. I was interested in tactics and what coaches did, and I was already interested in becoming a coach before I retired from playing. I thought I would start out at youth level, which I did. But I didn’t stay there too long.

4 • What is the difference between coaching at club level and working with a national team?

The difference is huge. As a club coach, you start in the summer and then you work on a daily basis, trying to convey your feelings and your ideas to your players – things which come from your heart and things which come from your brain. You build your team, technically and tactically, every day. You can check your players’ progress in matches week after week. With the national team, we only meet once in a while, and although you are a coach, your main task is the selection of the players – you have to recruit the best, but you have very little time to communicate your thoughts to your players, so the work becomes extremely difficult.

MARCELLO LIPPI WITH THE WORLD CUP.



THE COACH AND HIS MIDFIELD LEADER – ANDREA PIRLO.



You have to vary the tactics depending on the players that are available to you – you have to do that because you have to take advantage of the characteristics of the players you have chosen. So a shortage of time and trying to make the best use of the players available is the challenge.

5 • What are the priorities for a coach in professional football?

The main priorities for a top-level coach, especially for someone at a club, are the following: firstly, the players need to have the feeling that their coach is a guide, someone who is competent and with the necessary experience and personality that it takes to be at the helm of a group of men. This means dealing with top players who have their own views, and at club level, who come from different countries and cultures. So the players must feel that they have a sure and strong guide. It doesn't matter if they view the coach as a nice

man; as long as he has a strong personality and the competence for the job, he will have their respect.

6 • Who were the biggest influences on your coaching career?

This is a question which I am happy to answer because there was one person in particular who had a great influence on me. He was my first A-league coach and he was very well-known in Italy – but sadly he is no longer with us. His name was Fulvio Bernardini. He was a great player and subsequently a great coach. He also became Italy's national coach in the 70s, and I was very impressed with his intelligence, his wisdom, and his educational background. He had a degree in business and economics, and he had one major quality in my view: his personality. All too often, however, coaches who have a strong personality end up by neglecting the personality of their players, or are overbearing. He didn't do that, and

he was my first point of reference. I didn't expect to become like him, but he was definitely the first example that I followed.

7 • During the World Cup you were quite adaptable in terms of tactics and selection. What were the reasons for this?

My first reflection about the World Cup and the tactics goes back to what I said about taking advantage of the talents and best qualities that you have in your team. You must not choose players who are a photocopy of each other – you must pick the best in the country. If you have variety in the selection, you may have to vary the system of play. Secondly, as you know, matches start in one way, they then evolve in a different way, and often they finish in a totally different way. So the important thing therefore is to try to capture the moments when you see the possibility of scor-



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MARCELLO LIPPI WITH THE PRESIDENTS AND CEOs OF FIFA AND UEFA AT THE COACHES' SYMPOSIUM IN BERLIN.

ing, of winning the game. You try to deploy a player (or players) that can exploit a weakness in your opponent, something you have identified. You may have to change the approach or the system rather quickly. But in Italy we have a very good tactical culture and our players are well trained in various systems and they are prepared to adapt.

8 • Specifically, what was your reason for the change you made in the second half of the World Cup final when you moved Andrea Pirlo forward and brought Daniele De Rossi into the midfield?

We were suffering in the second half against France. We had been very successful in the first half, but in the second period we started to pay the price for our 120 minutes against Germany in the semi-final – there was a huge energy expenditure in that game both physically and psychologically. So, I thought I would try to maintain our creative quality by moving Pirlo forward,

(he can play other roles), and add a fresh player like De Rossi to the midfield. I therefore was able to preserve the technical quality of Pirlo, and with our other attacking players, to maintain an offensive approach.

9 • From a coach's perspective, what does it take to win either the UEFA Champions League or the World Cup?

The most important thing is to have the ability to involve top-level players. There is very little a coach can do if he can't count on top players – you need quality players to produce results. So it is about recruitment, selection and the ability to gel those players into an effective team. The more stars you have in the team, the more you need to work hard to bring the group together, to make the team compact and in total harmony. You have to make each player feel equally useful, but not indispensable. Every time I start working with a team, the first thing I emphasise is that a team is made up

of people who respect each other and who place themselves at each other's service. If nobody acts like a prima donna, then the group is destined to achieve great results. By contrast, if all the players cater to their own self interest, it is going to be rather difficult; you will have some spectacular moments of football, but in the end the teams which have a 'we' mentality will prevail.

10 • How did you deal with the motivation of the players at the World Cup, particularly with the difficulties in Italy at the time?

Well, first of all I have to say something. I always use this metaphor to define what happened in Italian football: if you have a nice piece of cheese in the cellar and a small piece goes bad, you don't throw out the whole cheese – you get rid of the bad bit and keep the rest. So although there were problems in Italian football, it didn't mean that everything was bad. This group of players was very much affected by what happened, and they felt they had a mission to show to the whole world that Italian football was not what people read in the papers. The technical and moral values of Italian football had to be upheld and that was the attitude when we set about our task. Our squad began with a great deal of tension and therefore difficulty, but we knew that in time all this would turn to our advantage, and that is what happened. We turned a negative situation into positive energy.

11 • What is your view of the UEFA Champions League?

The UEFA Champions League is something which is part of me. I had the good fortune of winning the UEFA Champions League, but a lot of people forget that I was lucky to reach the final four times. Only Miguel Muñoz of Real



EMPICS

Lippi also won the Champion Clubs' Cup with Juventus in 1996.

**THE WORLD CHAMPION
WITH EUROPEAN COLLEAGUES
AT THE UEFA ELITE
CLUB COACHES' FORUM
IN GENEVA.**



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BRANDT/AFP/GETTY IMAGES

behave in an obstinate way and want to impose their style of football on the players.

**13 • What happens
to Marcello Lippi now?**

I have no intention whatsoever of retiring. Let me just say that even before the World Cup I had informed my federation that whatever the outcome of the World Cup I would leave. I want to stress this because people might think that I suddenly left triumphantly, just because we had won. My mission was to be concluded, irrespective of the outcome. Now my plan is to rest for a few months and then I will definitely go back to my job, which is to be a coach. I was asked to be the supervisor of our national teams but that is not what I want to do. I would like to have a direct relationship with a new team. I would like to try to convey to them, as I said before, what comes from the heart and what comes from the brain.

**14 • Finally, is football, from
a technical and coaching view point,
in good health?**

Technically speaking yes. I think football is in good condition because there are some excellent players around. There are many players who have evolved greatly from a tactical point of view, and consequently the coaches have the opportunity to work in any way they want. Unfortunately, however, the activity today is so intense, the calendar so crowded, that when top-notch players get to the final stages of competitions, especially with their national teams, they are tired and lack the necessary energy. If there is too much competition, star players can't be expected to perform to their capacity because they are exhausted. But technically and tactically, the game is certainly in good condition.

Madrid also did that. Getting to four finals was fantastic but winning only one was very difficult for me to accept. The magic, the music, the organisation of the UEFA Champions League, it is the most wonderful thing that can happen to a coach in his career, and it is equally special for the teams that participate. So please don't change anything – leave it the way it is.

**12 • Is there something in the
modern game that annoys you?**

Not the referees because they are like people in all walks of life – you get the good and the bad. But, as I said earlier, a coach should try to tap into the quali-

ties of his players. I don't think the coach should adapt the player to his system, but instead he should adapt and work over the months to use the qualities of the players. When I see a coach who is stubborn and insists on playing in a certain way, and everyone realises that these players are not meant to play that way, then that annoys me. A coach has to be flexible, be very receptive. We have to understand that we are constantly experiencing tactical evolution. This even happens in youth football and young players are emerging technically and tactically prepared for the modern game. I therefore can't stand it when coaches



**LUIS FELIPE SCOLARI,
PORTUGAL'S COACH.**

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GOLDEN OLDIES AND GOLDEN YOUNGIES

THE 14TH UEFA CONFERENCE FOR NATIONAL COACHES WAS THE FIRST TO BE JOINTLY STAGED WITH FIFA AND, BEARING IN MIND THAT THE AIM WAS TO ANALYSE THE FIFA WORLD CUP UNDER THE SLOGAN '2006 AND BEYOND', WHAT BETTER PLACE TO STAGE THE EVENT THAN BERLIN, SCENARIO FOR THE ALL-EUROPEAN FINAL BETWEEN ITALY AND FRANCE?

The list of participants – a real Who's Who of national team coaches from all corners of the world, included four of the top five technicians, and the 'absent friend', Jürgen Klinsmann, was beamed in from Los Angeles for a satellite interview with Andy Roxburgh.

In-depth discussions on the Laws of the Game confirmed that there is global concern about some of the issues regularly raised at European get-togethers: abuse of the 'passive offside' ruling, the suspicion that players are sometimes over-punished in 'penalty, red card and suspension' situations, the abuse of fair play gestures (players going down in order to persuade opponents to kick the ball out of play rather than counter-attack), the number of substitutions (three + goalkeeper?), a certain malaise about the behaviour of some fourth officials, deep concern about simulation, a desire to experiment even further with reliable goal-line technology, and more World Cup-specific topics, such as the

requirement to submit squad lists a full 25 days before the event.

When discussion turned towards the future, there was such a wealth of proposals (priorities tended to vary widely from continent to continent) that neutral observers had to reach for extra notebooks. But the common denominator was a firm conviction that the future of the game hinges on player development and that more status, education and remuneration need to be given to youth coaches – a view which dovetails with UEFA's blueprint for an A youth licence.

The need to have a 'youth philosophy' as well as a 'youth programme' was another thesis which received widespread support. There was a call for emphasis to be placed on technical – rather than physical or tactical – improvement and for youngsters to be equipped to combine technique with speed and to be able to cope



Jürgen Klinsmann, interviewed live from Los Angeles by satellite.

GETTY IMAGES

THE NATIONAL COACHES AND TECHNICAL DIRECTORS IN BERLIN.



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with tight situations in a game where space is increasingly difficult to find. Understandably, this was immediately linked to training facilities and decent playing surfaces – or rather, the lack of them. Technicians from many countries commented that bad pitches represent an insurmountable barrier when it comes to developing skills and to focus on the creative aspects of playing to win rather than playing not to lose.

The event in Berlin inspired so many reflections that there's a risk of trying to pack everything into an 'overview' rather than focusing on a specific topic – like the one raised by Raymond Domenech during the interview session alongside Luiz Felipe Scolari, Carlos Alberto Parreira and Angola's Luís de Oliveira Gonçalves on the final morning.

"In Germany, we were given proof that the old-timers can still play," Raymond commented. "The veterans' contribution to the World Cup was very positive. But can we say the same about the young players? Are there enough talents emerging?"

His question provides food for thought. His French silver-medallists certainly offered evidence to support his thesis, with the likes of Zinedine Zidane (34), Patrick Vieira (30), Claude Makelele (33) and Lilian Thuram (34) providing much of the impetus that pulled Les Bleus out of the group-phase doldrums and into the final. The squad's average age was 29 years and 2 months. Marcello Lippi's gold-medallists averaged 28 years and 9 months.

A statistical response to Raymond's questions can be found in FIFA's technical report, edited by Holger Osieck, where 41 players born in 1985 or later were listed. They represented 5.5% of the 'workforce' on duty in Germany and were included in the squad lists

of 21 teams at an average of two apiece. That meant 11 squads contained no players aged 21 or under.

However, registering youngsters as 'present' at the finals only tells half the story. The other half is about how they were used. Germany's Lukas Podolski received the Best Young Player award on the basis of seven appearances and three goals in 634 minutes on the pitch. In terms of sheer participation, he was followed by Portugal's Cristiano Ronaldo (6 games/484 minutes), Tranquillo Barnetta (4/390), Luís Valencia (4/314), Wayne Rooney (4/253), Cesc Fabregas (4/214) and Artem Milevskiy (4/87). Lionel Messi (122 minutes) was one of the eight youngsters who made three appearances, while 14 of the 41 young bloods (35%) remained unused on the bench.

Raymond's viewpoint was supported by Luiz Felipe Scolari who, a few minutes earlier, had remarked "it was a satisfactory World Cup because Portugal proved that they can compete with the top nations, even though 51% of the players in the Portuguese league are foreigners. It has reached a stage where coaches need to be urgently encouraged to launch home-grown youngsters into league football so that they have a chance of making it into the national team."

In Berlin, it was underlined that this theme is by no means exclusive to Europe. National-team coaches from other continents commented that migratory patterns mean that most nations now have promising youngsters – or even top players – in other countries. This is not necessarily a disadvantage. But it can certainly become a disadvantage if those players are not getting regular football. There was widespread concern that an incessant drift of top youngsters towards the richest

clubs is not necessarily positive for the development of the individual.

This question sits neatly on the debating table next to a comment by Carlos Alberto Parreira, whose Brazilian squad performed before sell-out crowds of 4,000 or during every session of the pre-World Cup training camp in Switzerland. "The level at the World Cup was OK,"



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Raymond Domenech in praise of the veterans.

he said. "There was not that much difference between big teams and small teams, because it was not a World Cup that was dominated by two, three, four or five outstanding individuals. OK, there were stars, but they worked for the team. And the strength of Italy was the team itself."

So the debating points to emerge from Berlin were: Are we developing enough top-quality youngsters? Are we giving them enough playing opportunities? And are we focusing on the team ethic to the detriment of the individual? The answers will be provided on the pitch in a not-too-distant future...



**DISCUSSIONS AT A
RECENT UEFA COACH EDUCATION
COURSE IN FLORENCE.**

UEFA CONVENTION THE CIRCLE IS CLOSED

**LAST OCTOBER, UEFA'S EXECUTIVE COMMITTEE, BY ADMITTING
TURKEY TO THE UEFA CONVENTION AT 'B' LEVEL, CLOSED A CIRCLE.
AT THAT POINT, ALL OF UEFA'S MEMBER ASSOCIATIONS WERE
ON BOARD. IT WAS A MAJOR MILESTONE IN A PROCESS THAT HAD
STARTED 15 YEARS EARLIER, SO GRAHAM TURNER KNOCKED
ON ANDY ROXBURGH'S DOOR AND ASKED UEFA'S TECHNICAL
DIRECTOR TO TELL THE STORY AND TO OUTLINE WHAT FURTHER
LANDMARKS WE CAN EXPECT TO SEE IN THE FUTURE.**

How did the story start, Andy?

"It began in 1990, with UEFA's Executive Committee. They thought we should look into the idea of having a pan-European coaching licence. Their attitude was that, with more and more areas being regulated on an international basis and criteria being built up in all sorts of fields, UEFA should take the initiative rather than run the risk of having something imposed by non-football agencies. So they decided to create a working group which met for the first time in Zurich in 1991 with Dr Vaclav Jira in the chair – which is why the group of experts who have been instrumental in implementing the idea is called the Jira Panel."

How did you become involved?

"At that time I was still the coach of the national team in Scotland, but they asked me to join the group, along with people like Rinus Michels and René Hüssy, who took the chair after Dr Jira passed away. For a couple of years, this little working group looked at the possibilities. One idea was that UEFA could run coach education courses centrally. The more I thought about that, the more disturbed I became! The idea of bringing people together from 52 countries, with all the language and cultural elements, and

getting them to live together during long periods at one central venue seemed like a mission impossible. Another way was to pinpoint the federations that were leading the field, gather them together, draw up criteria based on best practice, and then encourage everybody else to match up to those standards. That's what we did."

Who was 'we'?

"After the initial working groups, UEFA decided that the only way to effectively drive the project was to appoint a technical director – something UEFA had never had before. I left the Scottish FA to take the appointment at the beginning of 1994. In 1995, we created the Jira Panel and held our first meeting in Paris, with Gérard Houllier as 'host' because he was technical director in France at that time. Our small group set about designing the criteria and visiting federations with a view to starting the evaluations and endorsements that got the project going. In Ghent, on 17 January 1998, Denmark, France, Germany, Italy, the Netherlands and Spain were the first six associations to put their signatures to the convention. The foundations were in place. After that we proceeded very quickly to encourage other associations

to upgrade their courses and their programmes and they started to come on board."

Apart from documents, programmes and evaluations, was there a philosophy?

"Very much so. The Executive Committee's aims were to raise standards and to make sure that coaches could move freely between countries, in line with EU law. In fact, everything we have done has been in line with EU law. The Executive Committee felt that the coaches were the key people in terms of raising standards and improving football, not only at pro level but right through to amateur and grassroots levels. Again, the theory was that outstanding coaches could create outstanding players and outstanding teams. OK, you can leave this to chance. But our philosophy was to try to achieve this by design rather than by chance. So UEFA's approach was to aim for high quality in coach education. You can argue that there have been great coaches who didn't have licences. And that is true because you always get exceptions to a rule. People in the old days could be good teachers without being trained



The German FA (DFB) was one of the first associations to join the convention. DFB president at the time, Egidius Braun, signs the document in Ghent.

**ANDY ROXBURGH WITH FRANKIE VERCAUTEREN
AND HUGO BROOS AT A CONFERENCE FOR COACH
EDUCATION DIRECTORS IN BRUSSELS IN 2003.**



PHOTO NEWS

to teach. But the vast majority of people – even those with innate talent – benefit from being trained and being part of an educational process.”

How?

“Apart from the formal input from coaching courses, there’s also work experience because, as part of their training, they have to go and work at a club or with a national squad. And they work there under guidance. The third element is that, ultimately, a coach has to be self-reliant, so it’s important to write log books, to devise training routines and programmes. We aim to encourage that sort of self-reliance.”

By implanting uniform standards, don’t you run the risk of creating uniform coaches?

“One thing we have always stressed is that we don’t agree in any way, shape or form with the idea of creating a uniform, stereotyped style of coaching throughout Europe. Our philosophy, right from Day 1, has been that variety is good and that national identity is vital to the entertainment value of football and the intrinsic qualities of the game. The last thing you want is to have everybody with the same philosophy, the same mentality and the same style. So our criteria are not so much based on what to teach but rather how to teach football. We try to show best practice and then leave it to the coaches to decide which styles they prefer to use. Whatever he or she chooses, the key elements are the ability to impart knowledge, how to train players, how to protect them from injury, how to structure teams, how to motivate them and how to prepare them for matches. A lot of that will stem from individual qualities but you can also learn a lot. And if you talk to leading lights such as Marcello Lippi, Fabio Capello or Sir Alex Ferguson, they’ll all tell you that the formal education courses they attended completely changed their thinking because they were obliged to stop thinking as players and develop a coaching mentality. They learned an enormous amount that they didn’t know as players. Being a top player is an advantage because you’ve got all that experience behind you and it’s also a key that will open doors for you when it comes to getting a job. But, as Frank Rijkaard said “once you’re through the door, you have to prove that you can do it.”



MARCOU/AFP/GETTY IMAGES

Fabio Capello and his players during a Real Madrid training session.

Is a UEFA diploma a ‘status symbol’?

“In the most positive sense of the term, I hope it is. In a context where it is easy to hire and fire technicians, we wanted to improve the status of European coaches and to protect the coaching profession. A profession doesn’t really become acknowledged until it has standards, rules and regulations to govern it. Proper education programmes have to be recognised and they have to be compulsory through the licensing systems in different countries so that you have qualified people to do the job. We also felt it was important to pool the resources of all the national associations. The exchange of ideas is important. And we also set out to offer an advisory service about technical matters via the extranet and so on.”

But this has been more than a technical exercise. There has been a lot of administration attached to such a vast programme, and my colleagues, such as Maik Kiss and then Frank Ludolph, have, along with our staff, provided valuable administrative support in implementing the coaching convention.

Is having all national associations on board the end of the project?

“No. Even though we have over 170,000 technicians with UEFA credentials, com-

placency is the first thing we have to avoid. The task has not ended. If you like, we’ve made Steps 1 and 2 – to implement the convention and then to close the circle by getting all 52 associations actively involved. Now we go into Step 3, which is to encourage as many associations as possible to climb right up to the professional level. And there’s a Step 4 based on the renewal policy, which we do every three years. Plus a Step 5, which is to add new features, such as the new ‘A’ level youth specialisation course, which will be fully functional by the end of 2007.”

“We also have to make sure that we protect what has been built and preserve its credibility. Therefore, constant improvement on a daily basis has to be the mentality. In this respect, the members of the Jira Panel are vital. They are experts who go all over Europe to help and encourage national associations. The other people who deserve credit are the national associations themselves. First of all, they embraced the UEFA concept. And then they invested resources into implementing the programmes and making them work. That’s why the convention is such a good example of the marriage between UEFA and its member associations.”



**TONY HIGGINS FROM
THE SCOTTISH PROFESSIONAL
FOOTBALLERS' ASSOCIATION.**

LAYING THE FOUNDATIONS

THE 16TH UEFA COURSE FOR COACH EDUCATORS WAS THE FIFTH TO BE STAGED AT COVERCIANO. SO IT WAS FITTING THAT THE EVENT GOT OFF TO AN EMOTIONAL START WITH A TRIBUTE TO THE FORMER DIRECTOR OF THE ITALIAN FEDERATION'S NATIONAL TRAINING CENTRE, GUIDO VANTAGGIATO, AND ONE OF THE LEGENDS OF ITALIAN FOOTBALL, GIACINTO FACCHETTI. IT TURNED OUT TO BE A VIBRANT, DYNAMIC COURSE THAT BOTH MEN WOULD SURELY HAVE BEEN PROUD OF.

Marcello Lippi set the scene by tracing his own development from youth coach at UC Sampdoria to champion of Europe with Juventus and world champion with the senior national team. Youth development was to be the core feature of the four-day event, with ACF Fiorentina 'lending' their Primavera squad for two practical sessions – one conducted by their own coach, Adriano Cadregari and the other by FC Internazionale's Vincenzo Esposito. Spain's Ginés Meléndez and Scotland's Tommy Wilson (gold and silver medallists at the European Under-19 Championship) had no such luxury. Their pupils on the pitch at Coverciano were their fellow participants on the course...

That final in Poland had been classed as a 'meeting of two footballing cultures'. In the auditorium, Ginés and Tommy acknowledged that there are fundamental differences between Spanish and Scottish youth players but, in their own ways, stressed that man management and motivation are key elements at that level. "You don't stop being young when you sign a pro contract," said Ginés. "So we work on bringing the players to maturity. We encourage them to draw up their own code of conduct. We work on the will to win and on psychological balance. After a training session, we encourage them to lie down and reflect on the positive aspects of the work they have done."

The strong emphasis on youth development was no accident. UEFA used the course in Coverciano as a sounding board for reactions to plans for the imminent introduction of an elite youth diploma to be placed in parallel to the A licence within the structures of the UEFA coaching convention. The schedule is for the details to be fine-tuned at the meeting of the Jira Panel in Glasgow on 15 May and for the project to be formally launched when the coach education directors get together in September.

Some national associations – the French for example – have already travelled a long way down this particular road. Some of the smaller ones have neither the need nor the resources to do so. Others already have specific educational offers for youth coaches – many as modules within existing coach education structures. So UEFA will have the task of identifying clear pathways.

There are, of course, initial hurdles to surmount. Holders of an A youth diploma will obviously need job opportunities and, in some countries, clubs will need to be persuaded that youth development is a priority. In some cases, there may even be doubts about who can best identify the most appropriate educators for the A youth course.

This is why some of the sessions in Coverciano were of special value to the associations which have yet to set foot on this particular path. Nico Romeyn explained how the Dutch place emphasis on attitude and



The participants at the course in Coverciano.

MARCELLO LIPPI
CONTRIBUTED TO THE COURSE
IN COVERCIANO.



PHOTOS: UEFA-BOZZANI

Vincenzo Esposito runs a practical session.

personality as well as technique and skill. Erich Rutenmüller did likewise from his standpoint as head of coach education at the German FA. And Jean-Pierre Morlans passed on the knowledge and experience gained since the French committed themselves to this particular field.

The next question raised in Coverciano: What happens to the youngsters who are engaged in youth development schemes but fail to make the grade? This crucial issue was addressed by Tony Higgins, a former pro player in Scotland who is now involved with the Professional Footballers' Association and various government bodies. "Those of us who are involved in youth development or in soccer academies," he warns, "must bear in mind that, of the 16-year-olds who sign a professional contract, 85% are out of the professional game by the age of 21. Of those who make it into the professional game, 70% have unrealistic expectations of their post-playing career. They say they want to stay in the game, but it is obvious that the game cannot absorb that number of people. In an international survey among professional footballers, 40% admit that they have given no thought to what they might do when they stop playing. To complete the picture, many players are actively encouraged to focus 100% on the game and not to pursue any alternative. This makes it quite clear that any youth development scheme has

to include educational elements that will produce a person equipped to move into an alternative lifestyle even if there is not enough quality to underpin a professional career or even if there is a career-threatening injury."

Tony stressed that, these days, there is social funding available to help players who go through elite youth schemes but who, for one reason or another, fail to make the grade. His message was clear: youth development is not exclusively about football; it is intrinsically interwoven with the development of the human being.

The same applies in physical terms. Vincenzo Esposito and Paul Balsom, physiologist at the Swedish FA, stressed that motor skills are learned at very early ages and that, at youth level "you cannot teach if you do not have a profound knowledge of the person," in the words of Vincenzo. "You have to examine the muscular and skeletal structures of each individual and draw up a personal work schedule. At the same time, you have to draft a personal psychological profile and you have to detect the reasons for under-performance. You also need to show the players the results of their personal tests and explain exactly what the player needs to do in order to avoid injuries derived from anatomical peculiarities."

But mental preparation is also paramount. "Talent is not enough – you need desire and intelligence," says Arsène Wenger. "The key is to know what to do in every kind of situation," says Rafael Benítez. "The focus of youth development in the future," says Louis van Gaal, "will be tactical training and personality development." "As well as being technically good, you also have to be able to think – and to think ahead," says Morten Olsen while, at the same time, Gérard Houllier maintains "young players who have technical flaws at 16 will find it hard to catch up."

In other words, there is compelling evidence to support theories that youth coaching is an art in itself. The elite youth coach is expected to inspire his or her pupils with:

- Love of the game
- Competitive spirit
- Football knowledge
- Technical mastery
- Athletic proficiency
- Team mentality
- Work ethic
- Healthy lifestyle
- Mental strength
- Capacity for total concentration
- Inner confidence
- Leadership qualities

And, in accordance with the unwritten laws of the game, the youth coach will be judged on results. But, in this case, what are the results? Rather than score-lines in matches, the criteria might be:

- Number of players deemed good enough for the first team
- Number of players sold to other professional teams
- Number of players deemed good enough for national teams
- Market value of players developed by the club
- Positive value of the youth scheme in terms of media reporting
- Success rate in developing 'players' with successful business careers
- Positive contributions to local or grassroots football/refereeing

As Andy Roxburgh said in Coverciano, "youth development is all about implanting a philosophy, the pursuit of good habits, the spirit of the game and personal development. It's a privilege to work with youth players because you get caught up with their adventure and their ambition. For me, being a national youth coach was the best time of my life."



JEAN-PIERRE MORLANS

THE YOUTH COACH – A DIFFERENT SPECIES?

“WE BEGAN TO WORK WITH YOUNG PLAYERS, FIRST AT VICHY AND THEN AT CLAIREFONTAINE. WE WERE THE ONLY COUNTRY IN THE WORLD TO INTRODUCE A SPECIAL DIPLOMA FOR COACHING YOUNG PLAYERS AND THAT HAS BEEN THE KEY TO OUR SUCCESS.”

The words belong to Raymond Domenech, coach of the French national team that has reached two of the last three FIFA World Cup finals. His opponent in last summer’s Berlin final, Marcello Lippi, also acknowledged in Coverciano that youth coaching is a fundamentally different job. “It is not a stop-gap profession,” he told his colleagues. “It is a mission for people who deeply believe in what they are doing; for people who can remove from their heads everything to do with coaching a senior team. You have to dedicate yourself totally to improving young talent. The reason I left youth coaching after three years was because I realised that I preferred the risks, the tension, the need to get results. That’s why I started my great adventure.”

In Coverciano, Jean-Pierre Morlans explained how and why the French became active in the field of specialised qualifications for youth coaches – something which has been on the French federation’s agenda since 1992.

The move stemmed from the realisation that coaching a team and developing youth players are fundamentally two different jobs. Using a big brush, the pictures could be painted in the following way:

‘A’ licence coach	‘A’ licence youth coach
Usually a ‘temporary’ short-term job philosophy	Long-term project based on club
Uses players rather than develops them	Total focus on player development
Emphasis on collective qualities	Emphasis on individual qualities
Judged on short-term competition results	Judged on players brought into first team

On the final day of the course in Coverciano, the participants were invited to draw a profile of the youth coach. The picture which emerged indicated unequivocally that, in youth coaching, human and pedagogical qualities carry much more weight than the technical/tactical abilities which mark the career of an ‘A’ licence team coach. And this was borne out when Andy Roxburgh combined the coaches’ views with the

responses from young players who had been asked to name the qualities they look for in a youth coach. Their vision is of someone with the right human qualities to become something between a father figure and a friend.

- Honesty
- Humility
- Patience and understanding

- Self-confidence
- Psychological and motivational skills
- Ability to listen, observe and read the game
- Passion and creativity
- Role-model characteristics

In more football-specific terms, the profile of the ideal youth coach is based on:

- Knowledge (of football and phases of player development)
- Methodology (teaching skills)
- Player assessment
- Open-mindedness (self-reliant but always ready to re-educate)
- Specialised skills in the training of youth players

Coaches and players alike felt that having played the game at pro level can be an advantage in terms of feeling at home on the pitch, gaining the respect of ‘pupils’ and fulfilling the ‘role model’ requirement. But human and educational aspects outweighed the playing component in a profile which, as Andy Roxburgh remarked in Coverciano, “some qualities are inherent, some qualities can be trained, and some qualities develop with time.” The profile strongly suggests that the technicians most likely to gravitate towards the ‘A’ youth licence may be a slightly different species from those who use the normal ‘A’ licence to access the professional game as a team coach. Time will tell...

**THE OLYMPIC STADIUM
IN ATHENS WILL HOST THE 2007 UEFA
CHAMPIONS LEAGUE FINAL.**



VOGEL/BONGARTS/GETTY IMAGES

TRAINING

Counter-Attack



BY TOMMY WILSON

Scotland Under-19 Coach and Glasgow Rangers Youth Coach



Aim

- To break quickly, when possible.
- To exploit a disorganised defence.

Numbers

- 3 teams of 5 players each.
- 2 neutral goalkeepers.

Area

- 70 metres x 45 metres.

Rules

- 5 v 5 on the field and 5 players on the sides.
- For example, if the red team scores in goal A, they retain possession and then attack goal B.
- When a team concedes a goal, they immediately leave the field and are replaced by the side players (i.e. the third team).

- When players are on the sidelines, they have a maximum of two touches and play for the team in possession.

Coaching Points

- When two of the teams change roles following a goal, the team in possession must try to break quickly in order to take advantage before the 'new' defence gets organised.
- The defending team tries to intercept the ball and to launch a counter-attack whenever possible.
- The counters must be quick and direct, with combination play or fast dribbling.
- Various combinations should be employed to support the striker(s).

AGENDA

2007

January 25–26

XXXI UEFA Congress (Düsseldorf)

February 26 – March 1

UEFA/CAF Meridian Cup/Conference (Barcelona)

April 2–6

7th UEFA Grassroots Conference (Helsinki)

April 21

UEFA Women's Cup final: first leg (Umeå)

April 26–28

UEFA Futsal Cup finals

April 27 or 29

UEFA Women's Cup final: second leg

May 2–13

6th European Under-17 Championship final round (Belgium)

May 15

UEFA Jira Panel meeting (Glasgow)

May 16

UEFA Technical Development Committee meeting (Glasgow)

May 16

UEFA Cup final (Glasgow)

May 23

UEFA Champions League final (Athens)

May 24

UEFA Champions League Technical Study Group meeting (Athens)

June 10–23

European Under-21 Championship final round (Netherlands)

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