

# BEST PRACTICE SHARING OF INNOVATIVE AND DISRUPTIVE FIELD HOCKEY SKILLS

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## BEST PRACTICE SHARING OF INNOVATIVE AND DISRUPTIVE FIELD HOCKEY SKILLS

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Although our development journey is the one that never ends, we would like to take a moment to reflect on our three-year Erasmus+ project.

The programme with selected coaches from Austria, Czech and Poland aimed to learn from experts at HC Den Bosch and to share it with hockey coaches in Europe. The workshops covered a broad range of topics with many great speakers, players, coaches etc., who were happy to share their knowledge and experiences.

In this booklet we have put all the outcomes of our learnings from the various interesting and inspirational experts we have met during our visits to HC Den Bosch. Let it inspire you or find something to your interest to raise the bar another centimetre higher.

This project was supported by funding from the Erasmus+ Programme. Thank you to Jana Janotova and Miguel Romero for your kind guidance.

Many thanks to EHF, KNHB, special thanks to HC Den Bosch for its hospitality and of course to all presenters for their enthusiasm, time, and their know-how. The names of all those experts and friends along with the topics are listed on the next page.

Thank you to Martin Hoffmann and Michal Dimitrov for the documentary of our journey.



### PROJECT TEAM

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***“KNOWLEDGE IS POWER. KNOWLEDGE SHARED IS POWER MULTIPLIED.”***

Robert Boyce

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# How to develop a world class drag flick?

**with Ageeth Boomgaard**

From the series :  
Best Practice Sharing of  
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# In a nutshell: Three phases of the drag flick.

- Start-up and Approach
- Pick up
- Rotation and snap



# In a nutshell: Three phases of the drag flick.

- Start-up and Approach
- Pick up
- Rotation and snap



# "Start-up and Approach"

- ✓ GRIP
- ✓ STARTING POSITION
- ✓ NUMBER OF STEPS
- ✓ DISTANCE OF THE LEFT LEG FROM THE BALL
- ✓ CROSS-OVER OR SIDE-STEP



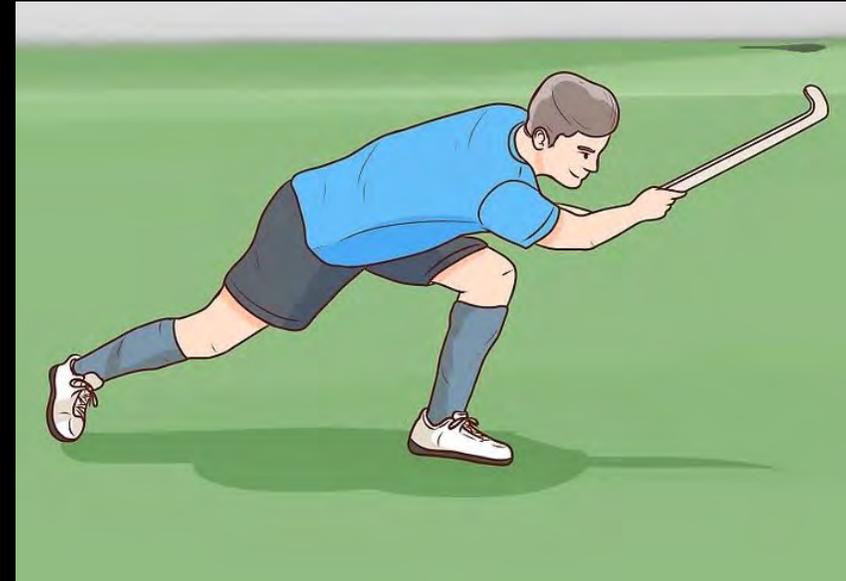
# „PICK UP“

- ✓ LINE OF THE BALL
- ✓ LEFT HAND BELOW RIGHT
- ✓ LEFT HAND NEAR THE BODY
- ✓ STICK 45 DEGREES



# „ROTATION AND SNAP“

- ✓ PULL/PUSH MOTION
- ✓ HIP ROTATION
- ✓ WRIST MOVEMENT
- ✓ COMPLETE ROTATION



# OTHER DIVISION

1 POSITIONING YOUR BODY

2 PERFORMING THE MOVEMENT



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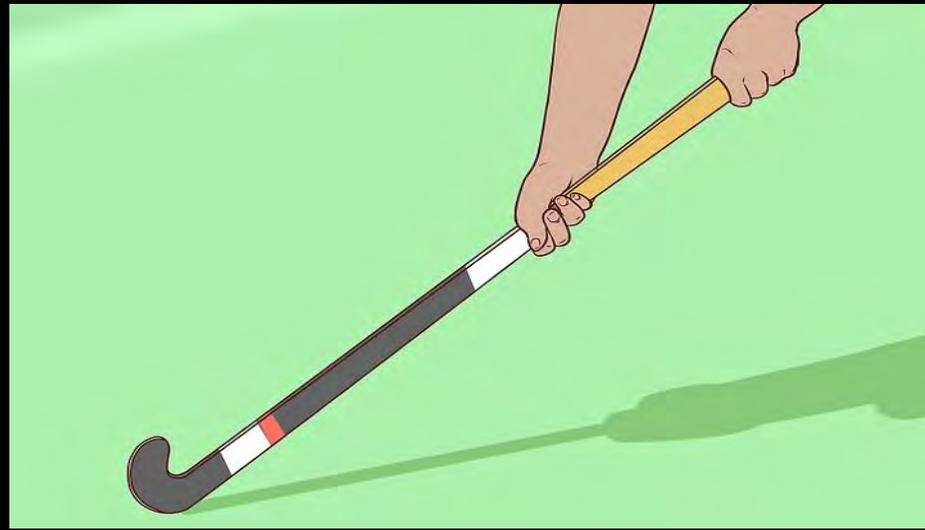


# POSITIONING YOUR BODY:



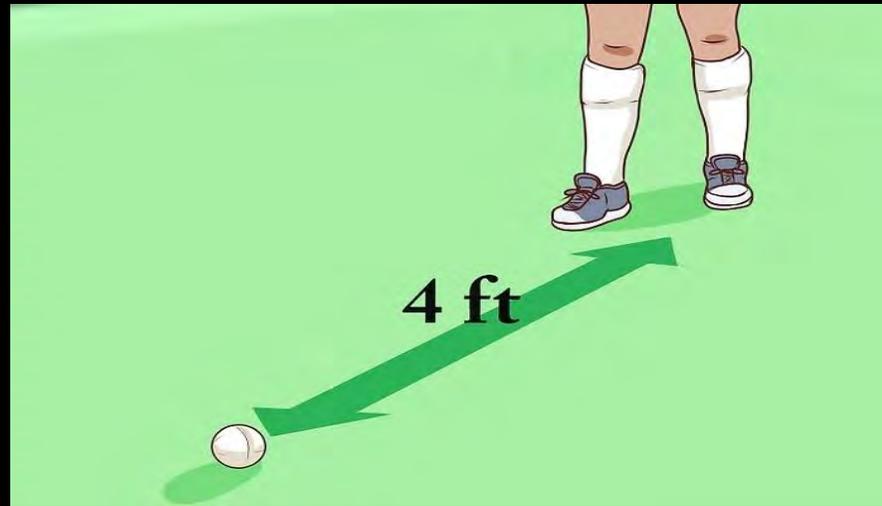
# 1. Use a basic grip with your dominant hand below your non-dominant one.

- Hold the stick as you would for a push, with your non-dominant hand at the top of the stick and your dominant hand at the bottom of the leather grip. Make sure that the places where your thumbs and index fingers meet on your hands are both pointed towards the toe edge of the stick.



## 2. Stand about 1.2 m away from the ball.

- This is about equivalent to 1 stick length plus 1 step away from the ball. If you're taking a penalty shot, you may be positioned a bit farther away from the ball. However, you should always be at least this far away to allow yourself enough time to step with force toward the ball.



### 3. Position yourself so you're facing away from your target.

Plant your feet so that they face 90 degrees away from the goal or whatever target you want to flick toward. Make sure to put your non-dominant foot on the side of your body closest to the goal.



## 4. Shift your hips and upper body to face away from the goal.

- Turn your body slightly toward your dominant side so that your hips and upper body are facing even further away from the goal than your feet. This will give you the necessary torque and power to perform an effective flick.



# PERFORMING THE MOVEMENT:



# 1. Step with your non-dominant foot, then bring your other foot forward.

- The first stride with your non-dominant foot should be a long step toward the ball. Then, cross your dominant foot behind your non-dominant foot as you bring it to within about 1 foot (0.30 m) of the ball. Your dominant foot should be about 1 foot (0.30 m) behind your non-dominant foot.



## 2. Lean your upper body down and bring your stick down to touch the ball.

- Do not hit the ball with your stick; just gently bring the 2 into contact with each other. Make sure to keep your back straight while leaning your torso down.



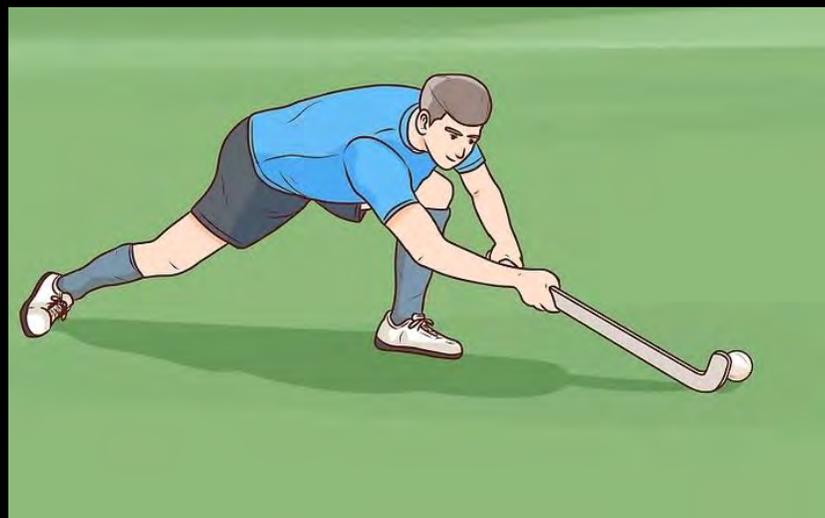
### 3. Roll the ball forward on your stick while shifting your weight forward.

- If you started this movement by putting your left leg forward, then begin to shift your body weight onto your left foot. Rolling the ball this way will cause it to move slightly up the shaft of the stick as you move your upper body closer to the ground.



## 4. Sling the ball forward when your body is parallel to the ground.

- Push the ball in a straight line into the air and toward your target. Be sure to stay low throughout the entire swing to maximize the amount of force you're putting



# 5. Follow through with your entire body when you sling the ball.

- Turn your hips and shoulders towards the goal as you bring the stick forward across your body. Smoothly wrap the stick around and below your front shoulder. All of your weight should be resting on your leading foot at the end of this movement.



# Different execution method

- The most popular method used by 95% of players is to set the right leg behind the left when performing



About 5% of players perform penalty corners with the right leg in front of the left. Statistics show that this method is equally effective.



# Is the drag flick important?



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# YES OF COURSE



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# PENALTY CORNERS STATS:





PENALTY CORNERS  
44% OF ALL GOALS



**PENALTY CORNERS  
28% OF ALL GOALS**



**PENALTY CORNERS  
36% OF ALL GOALS**

# Reference materials

- Session with AGGETH BOOMGAARD– Erasmus Programme
- <http://dragflickingmasterclass.blogspot.com/2015/06/how-to-drag-flick-ball-faster-some.html>
- <http://www.ahockeyworld.net/drag-flick-in-5-steps-the-gonzalo-peillat-technique-2/>
- <https://www.youtube.com/watch?v=x5lYxB3T230>
- Find all presentations from this program on : .....

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# Youth - Training with MC (U14)

HC Den Bosch / with Dilja Holewijn

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# Dilja Holewijn / Coach of U14 Mädels:

„The job of a trainer is, to cut dream-goals of players into smaller pieces to a weekly progress.“

Dilja tells us about training with the U14 girls and gives insights into the season planning. Together we can watch a training of the girls.

# Key messages

1. Seasonal planning with main topics a` 4-6 weeks
2. To secure the weekly success of the players
3. Self-reflection as the key to success



# Happy Trainings



# 1. season planning

- Focus issues a` 4-6 weeks to start the season
- Special topics are always divided into the basic elements: in possession and not in possession of the ball.
- U14 trains 3x / week (Tue, Wed, Fri)  
1x / week is 45 min only for ASM-model - here the group is divided - the rest makes stick training  
Link to ASM (Athletic-Skill-Model): [link to ASM](#)

## 2. Weekly success

- Portioning goals so that success becomes more noticeable.
- Many explanations: why? Why? Why?
- Praise: Players want to be praised!
- Communicating fun, it's not always about performance!

# 3. self reflection

- Promote thinking about one's own actions.
- "What do I do when and why?"
- Questionnaire after every game (24 hours to answer)
- Individual target talks with the players (2-3x / year)
- Learn to describe emotions

# Questionnaire after every game:

- How do you feel after the game?
- How did you play?
- Are you satisfied with the game?
- What worked well?
- What do you want to improve?

24 hours to answer these questions on an online platform



**Dilja Holewijn**

# Simple questions 2-3x / year:

- How are you at home / at school?
- What happens in your life?
- What can you do well? How can you improve that?
- What can you not do so well? How do you work on it?
- Do you have questions for us?

Children have to get used to talking about themselves, about their own development - we start with individual discussions in D1 (U12) in the presence of the parents. Parents only listen (they can then ask questions to the coach). See also: Robbert-Jan de Vos / development in the youth field



Dilja Holewijn

# Tasks of the coach manager :

- Close connection to the coaches.
- Overseeing and making sure that all trainers work according to some basics which have been agreed in the club
- Asking questions to the trainers instead of only telling them what to do to develop the thinking (self regulation)

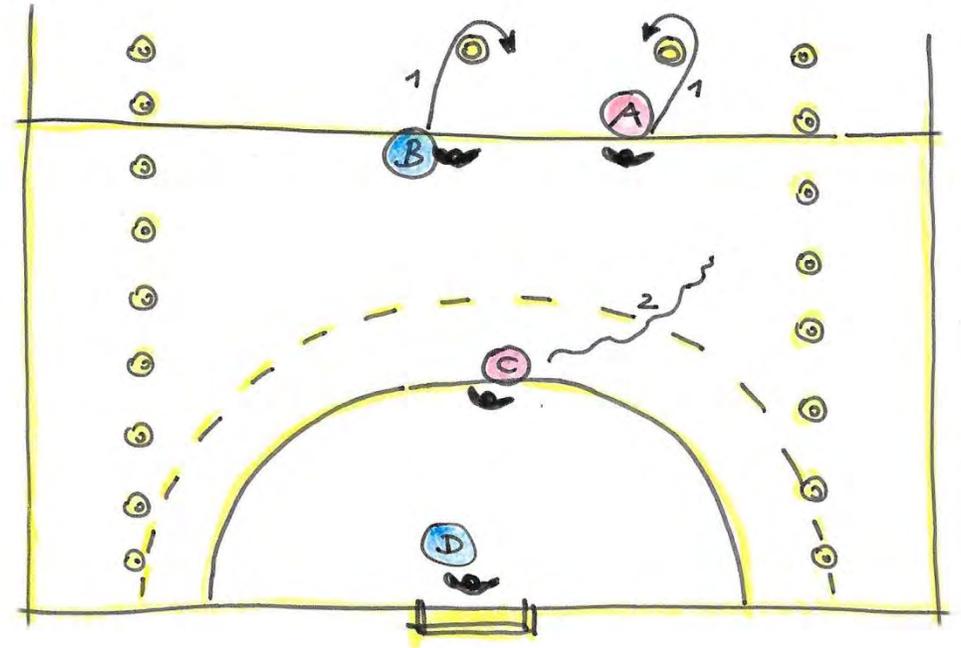
At the HC Den Bosch, Robbert-Jan de Vos is the coach manager who has an overview of his coaches. He is always ready to talk with his coaches and always tries to ask them instead of giving them instructions.



**Robbert-Jan de Vos**

# Exercise: 2 vs 1

- A and C are striker / B defender / D goalie
- A starts the exercise with the ball around the hat
- B may start as soon as A has started, must also be around a hat and then may defend.
- C starts at the circle and gets ready for the first match.
- It is played to the goal success. Is there a conquest of the defender he tries to play the ball sideways.
- Link to the exercise: [IMG\\_0054.MOV](#)



# Key messages

1. Seasonal planning with main topics a` 4-6 weeks
2. To secure the weekly success of the players
3. Self-reflection as the key to success



# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

- **Dilja Holewijn** for her talk on this topic. Dilja is head coach of the HC Den Bosch MC1 (U14w) and assistant coach MD1 (U12w) and MB1 (U16w)
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
- **Claudine Schiefer** from HC Den Bosch for coordination and support
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- **Jana Janotová** and **Miguel Romero** from Erasmus+ for their kind guidance and support





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# Pre-game talk before the match

with Eric Verboom

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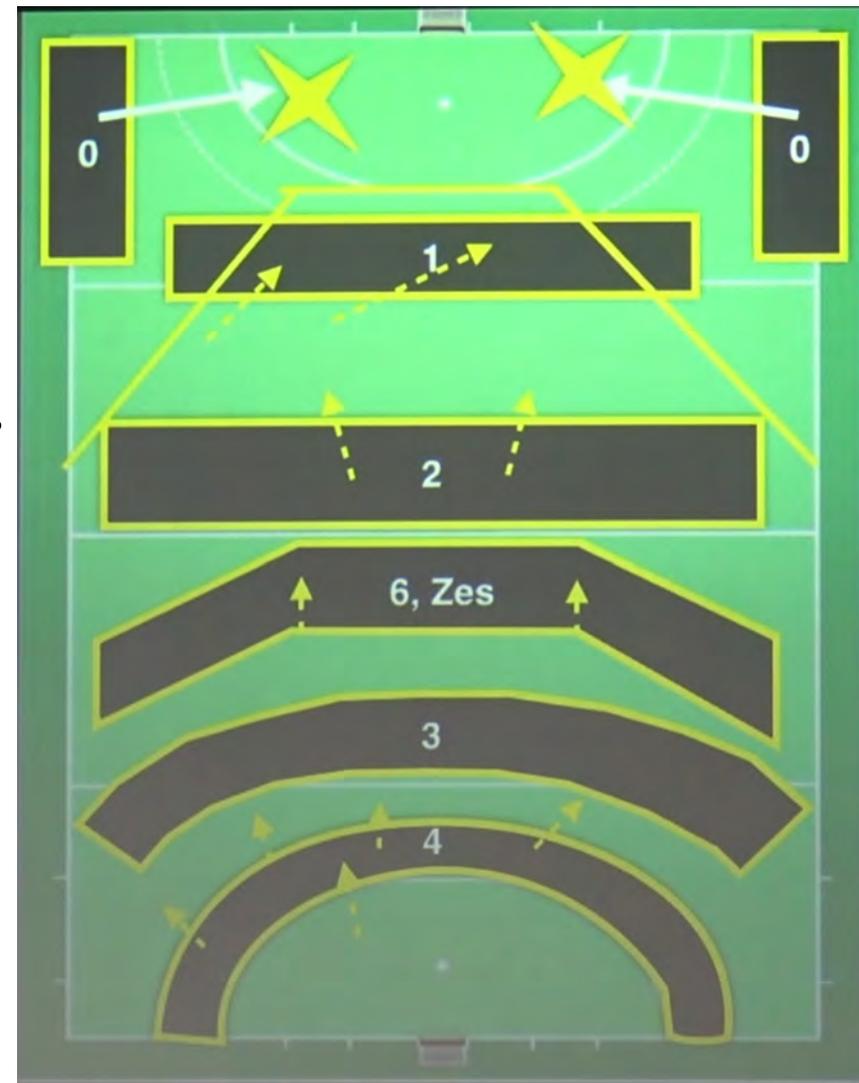
# Main goals

What do we want to achieve in pre-game talks?

- Mentally prepare players for match, pep talk
- Show the way to victory
- Set what are the goals in match

# Basics

- Presentation helps to understand basics.
- Go through every part, but just for remind.
- Your attitude should motivate. Be positive, let players drain energy from you.
- Focus just on the match, like nothing is after.
- Make everything clear, even substitution.



# Mental preparation of players

How to positively motivate individual players?

- They are all different and need different approach.
- Don't embarrass players in front of others. Use just positive motivation before the match.

# Mental preparation of players

How to positively motivate team?

- As the team, your speech can and have to motivate the core. Rest will get motivation from them.
- Pass them your energy.
- Focus just on the speech with them, don't let anything disturb.

# Pep talk video



# Pep talk video

What do you think about it?

What was the content of his speech?

What about his posture?

# Data as the advantage

- Be prepared, presentation and video.
- More data you have the more you know of your enemy and yourself.
- Not everything has to be in presentation before match. Before match they need to know just things important for match, nothing else.

The image shows a large, complex data table, likely a hockey statistics spreadsheet. The table is partially obscured by text overlays. The visible columns include player names and numerical data points. The table is organized into rows and columns, with some cells highlighted in red and green. The data points are numerical values, possibly representing goals, assists, or other performance metrics. The table is very dense with information, and the text overlays are semi-transparent, allowing the underlying data to be partially visible.

# The plan

How good plan looks like?

- Is easy to understand.
- Focus on few things, less is More.
- Plan leads to victory.
- Has alternatives, for players.  
It is not a script.



“Let’s go over our secret play.”

# Preparation match

What is different between prep match and league match?

- Know the importance of the match.
- Focus on your game not rivals game.
- Focus on one thing for improvement.
- Victory is not the main goal.



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# New hockey concepts

with Gabrielle van Doorn

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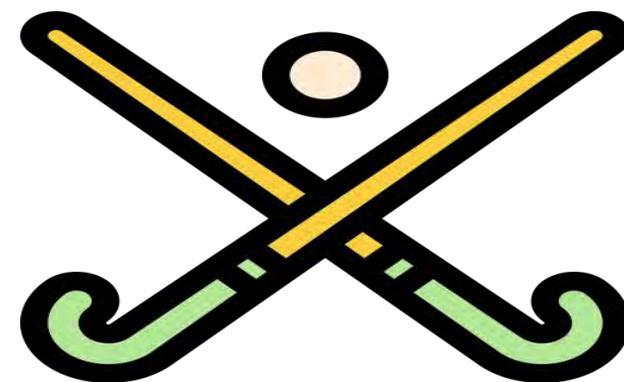
A collaboration between .....

Field hockey is a sport with a long history that has undergone quite rapid and radical change within the past decade.

Hockey has established itself over the years as one of the most popular team sports worldwide.

With its increasing popularity, hockey associations are looking to develop and

establish themselves within the community, and cater for society's increasing shift towards sport and recreation.



# Why new hockey concepts ?

The hockey ambition is to be an inclusive sport which means it can be enjoyed by young and old, by fit and less-fit, by able and less-abled, by poor and by rich.

To enable this ambition different countries have created different variants during last years. In this presentation, with the help of Gabrielle van Doorn from the Dutch Hockey Federation, we like to share some with you for inspiration

Hockey concept categories which will be discussed are :

1. Hockey for the elderly
2. Hockey for adults
3. Hockey for youth



# 1) Hockey for the elderly

- Fithockey
- Walking Hockey



# Fit hockey



- Age: 55+ (average 73 in the Netherlands)
- Can be played on a hockey or non-hockey surface
- Knots / floor hockey equipment
- 6v6 or depending on # of players
- The only criterion is the ability to walk without help.
- Mixed teams ( for men and women)

# Walking hockey

- No running allowed creating a similar handicap for all
- Age: 60+
- Tournaments are organized every two weeks
- For men and women who are no longer able to run
- Normal hockey stick
- Smaller pitch, smaller goals
- Without a goalkeeper

## 2) Hockey for adults

- Hockey 7s
- Company league
- Summer league



# Hockey 7s

- For men and women
- Individuals – signing up at club
- Half field
- 7 players incl. GK
- Whole year round
- Can be set up in beginning at clubs and when more clubs are active it's possible to set up a small competition



# Company Hockey

- Company teams
- Fixed evening (Monday in Netherlands)
- 11-a-side, full pitch
- Whole year round
- Male / female / mixed teams
- Many with hockey background but who do not want to train 2 times a week and play every weekend



# Summer league

- Summer: June/July/Aug
- Company teams
- With/without hockey background
- 6-a-side
- 1/3d field
- 2 matches x 25 min per eve
- Entertainment
- 5 cities , 200 teams



# 3) Hockey for Youth

- Funkey
- Streethockey
- Urban hockey



# Funkey

- Funkey is a playful way to get kids moving and getting kids prepared to hockey
- Played at schools and supported by the KNBH by a exercise manual, materials and an introduction lesson for teachers
- Besides different materials, hockey “knotsen” are used which makes hitting the ball easy
- Non hockey areas

# Funkey

Funkey can be used perfectly at a school (inside or outside) and in the neighborhood, such as the playground of the after-school care or on a neighborhood field

<https://www.eilerssport.nl/sporten/hockey/knotshockey.html>



# Streethockey

- For all children aged 6 to 12 years
- KNHB wants children who usually do not have contact with hockey to become enthusiastic about this sport and encourage them to become a member of the club



# Urban hockey

- Urban Hockey is a challenging, "cool" form of hockey that you can play anywhere, including on the street.
- For children from lower social classes
- At Urban locations
- KNHB develops this concept for children in areas where there are no hockey fields around



# Video 1 : Let's see what Urban Hockey is



# Video 2 : Let's look at some tricks ;-)



# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

- **Gabrielle van Doorn** for her inspiration on this topic. Gabrielle is active within the KNHB to develop new hockey concepts to get every single Dutch person acquainted with hockey
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
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- **Jana Janotová** and **Miguel Romero** from Erasmus+ for their kind guidance and support

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What is more pure then giving without expecting something in return ?



# How to apply mental coaching?

with Jaap van  
Helvoort

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- During the last few years sport coaches and players realize how important is mental side of coaching.
- Coaches can assist their athletes to apply highly effective, basic mental skills

# What is a mental coach?

A mental coach helps to improve an athlete's mental readiness, focus, ability to relax, energy and emotional control, mental control of thoughts and images, and all other mental factors involved in training and performance.

- **Jaap van Helvoort** ( he is a mental coach working for HC Den Bosch) and he introduced us to the model „Preparation / Execution / Improvement”
- He told how important is mental preparation and talked us about self regulation.

# Three phases

1. Preparation

2. Execution

3. Improvement



# How to start with self regulation ?



A common pitfall of many trainers is the need to tell players what they must do. Though meant well the effect is that players are not able to think for themselves when on the pitch and when decisions have to be made in milliseconds.

So, as a trainer/coach, start with being aware about the way you train/coach your players. Spend every training a few minutes to reflect on the balance between “telling” and “asking” and tell yourself at times to “shut up”

# 1. Preparation

Before exercise coaches should ask players

- What are you good at and why?
- What do you want to improve?
- The best way about improving a skills is to set goals and monitor these goals. People can set different types of goals.

# PREPARE

What we've learned over the years is that those athletes that win the mental battle from the outset are far more capable of achieving virtually anything.

Mental Discipline is what turns good athletes into great competitors. It separates the truly great from the good.

# 2.

## Execution

This time during exercise coaches ask players:

- How is it going?
- How will you work even better on your goal?

Monitor your own performance.

Self-evaluation is a key element of success.

# Focus on execution

What you focus on prior to competition is critical to your mental game success.

We have to teach athletes where to direct their focus and how to improve their refocusing skills when competing.

This helps them maintain focus on executing the present task successfully, rather than dwelling on mistakes or worrying about the outcome.

# 3.

## Improvement

After exercise coaches should ask players:

- Did you reach your goal?
- What did you learn for the next time?

# Video : What is self regulation about ?



# How can coaches improve team performance?

A coach can give teams the right tools and mechanisms to communicate effectively so that they can streamline team projects and improve performance on an ongoing basis.

When individuals feel accountability for their own mistakes and successes, they are more engaged with their work and more likely to achieve their goals.

# A few common questions ?

**I do not have time to talk with every player every time so how can I do this ?**

- Especially in bigger groups it will be challenging to communicate and ask these questions everytime. So make it a habit to ask players when they are getting into line for the exercise or take them out of the exercise for 10 seconds while the other continue. Do not feel that you must ask every player every time but simply break the habit of telling the players every time what they do well and what not. Let them reflect on their own performance

# A few common questions ?

## From which age can I use this technique ?

- The technique can be used from any age. Be creative in finding ways how to get your players think. It's not so much about age but more about practise

# A few common questions ?

## What if the player is not able to react to my coaching questions ?

- Every player is able to self regulate but it might be more difficult for somebody who is not used to this so start simple and have patience. Give them time to think and learn to keep you mouth shut. You will be positively surprised what kids are capable off ! Have patience !

# *Preparation*

# *Execution*

# *Improvement*

**nt**s skills we can use to make training more efficient.

## Phase 1: Preparation

- What are you good at and why?
- What do you want to improve?

## Phase 2: Execution

- How is it going?
- How will you work even better on your goal?

## Phase 3: Improvement

- Did you reach your goal?
- What did you learn for the next time?



- The above represents a very brief overview of some of the techniques used by players to improve their mental skills.
- For any mental skills training to be effective, it must be accepted by the players and the coaches as a useful tool

# Reference materials

- Session with Jaap van Helvoort – Erasmus Programme
- <https://www.athletesmentaltrainer.com/>
- <https://www.coachmorgansullivan.com/mental-preparation>

# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

- **Jaap van Helvoort** for his inspiration on this topic. Jaap is a trained mental coach expert working with Den Bosch hockey and other sport clubs and individual sporters. **Wietske Idema & Marjolein Torenbeek**, authors of the book “selfregulation in sport practise” (ZIPcoach)
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
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return ?

# How to effectively use video analysis to improve results?

with Jop Beuger

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Best Practice Sharing of  
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# Jop Beuger

- *Videoanalyst first mens team HC Den Bosch*
- His motto is: „ *i analyze how often something happens rather than how good something happens* „



# What is the most important statistic in every hockey match?



# Scoring goals!

However, this is not the only statistic that counts ...



# Breaking down the game of Field Hockey

Among which:

- Penalty Corners
- Penalty Strokes
- Circle Entries
- Circle Passes
- Chances
- Goals
- Shoot-Outs
- Balstarts and Gains

What can we do using a good video analysis program?



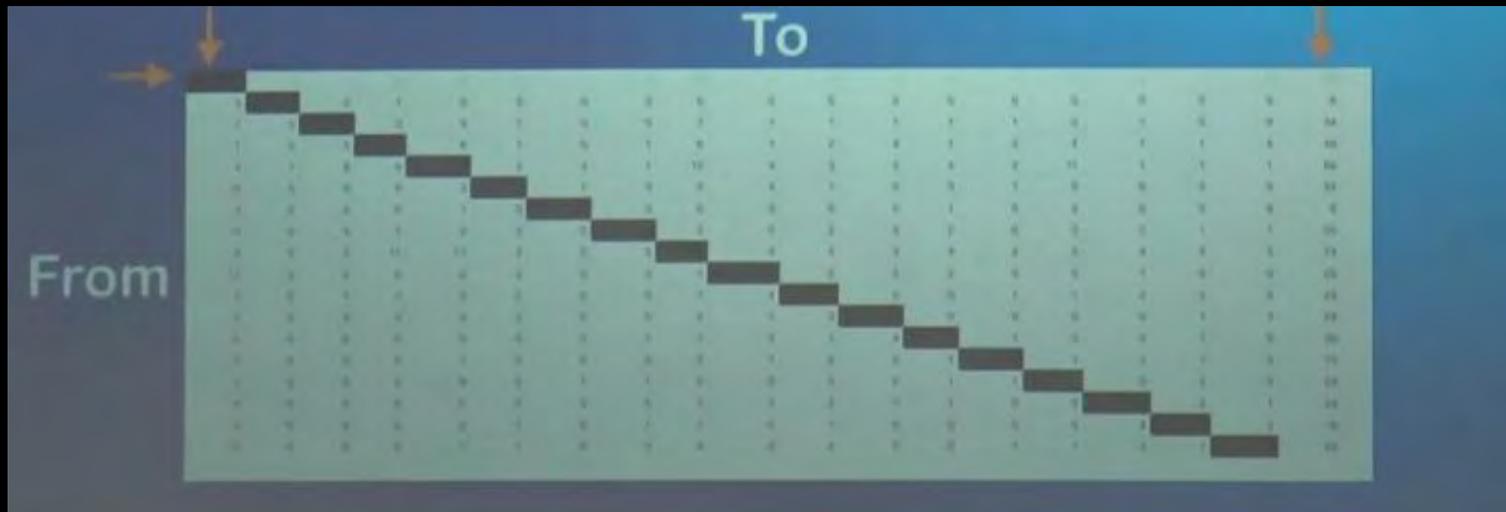
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# Doing individual analyses

- e.g how many ball contacts player has
- e.g how many ball loses a player has
- e.g the individual match efficiency



# Doing live analyses

- The ability to rewatch the key moments of the game on the bench
- The ability to track live statistics



# Doing short corners analyses

- Creating a database with every short corner
- Labelling them with the correct drag flicker, trapper and more

Aanvallende Keuzes				
Sleep direct	660	12 / 28	1 / 13	17 / 30
Flats/Slag direct	18			
Terug aangever	6			
Tipp-in links	16	17 / 27	1 / 45	29 / 64
Tipp-in rechts	8			
Turn	0			
Andere Variant	71	33 / 115	17 / 104	24 / 58
Niet Gestopt	40			

# Analyzing opponents

- In Hoofdklasse (Dutch major league) all clubs have to share their game footage with other teams
- Break down their game into fragments



# Video analysis software

- SportCode
- LongoMatch
- Gamebreaker
- Focus
- TeamTV
- Coach's Eye
- CMV PRO
- NAC
- .....and more



# Equipment

- Camera
- Wired
- Computer
- Tripod
- Portable Hard Drive
- SD Cards
- Own WIFI
- Chargers



# Codes

- Code settings depend personal preference, no best practice existing
- You can change the codes as needed.



# How to involve players ?

- Use video analyses to enhance decision making by players during games
- Start using video already with youngsters and build it up depending on age  
e.g.
  - 12 years : show video once each half year just so they see themselves.  
Do not analyse
  - 14 years : ask them to look at themselves and comment themselves
  - 16 years : ask them to look at the team and comment certain situations
  - 18 years : same as 16 years but ask them to come up with tactical solutions

# Summary

- Video analysis has become a crucial part of hockey last years
- Video analysis alone will not win games but when done well it can make the difference
- Recommendation is to embrace video analysis and use it more with your team
- To effectively use it, let players do analysis by themselves to enhance their critical thinking

# Thanks

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Big thanks to :

- **Jop Beugel** for her enthusiasm for video analysis. Jop is active as video analyst at HC Den Bosch but besides this supporting other clubs with video analysis
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
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# Modern Hockey

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**Marc  
Lammers**



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- **For 20 years profesional coach**
- **Trained national team of Spain, Belgium and Dutch**
- **Has gold medal from World cup and Olympics**



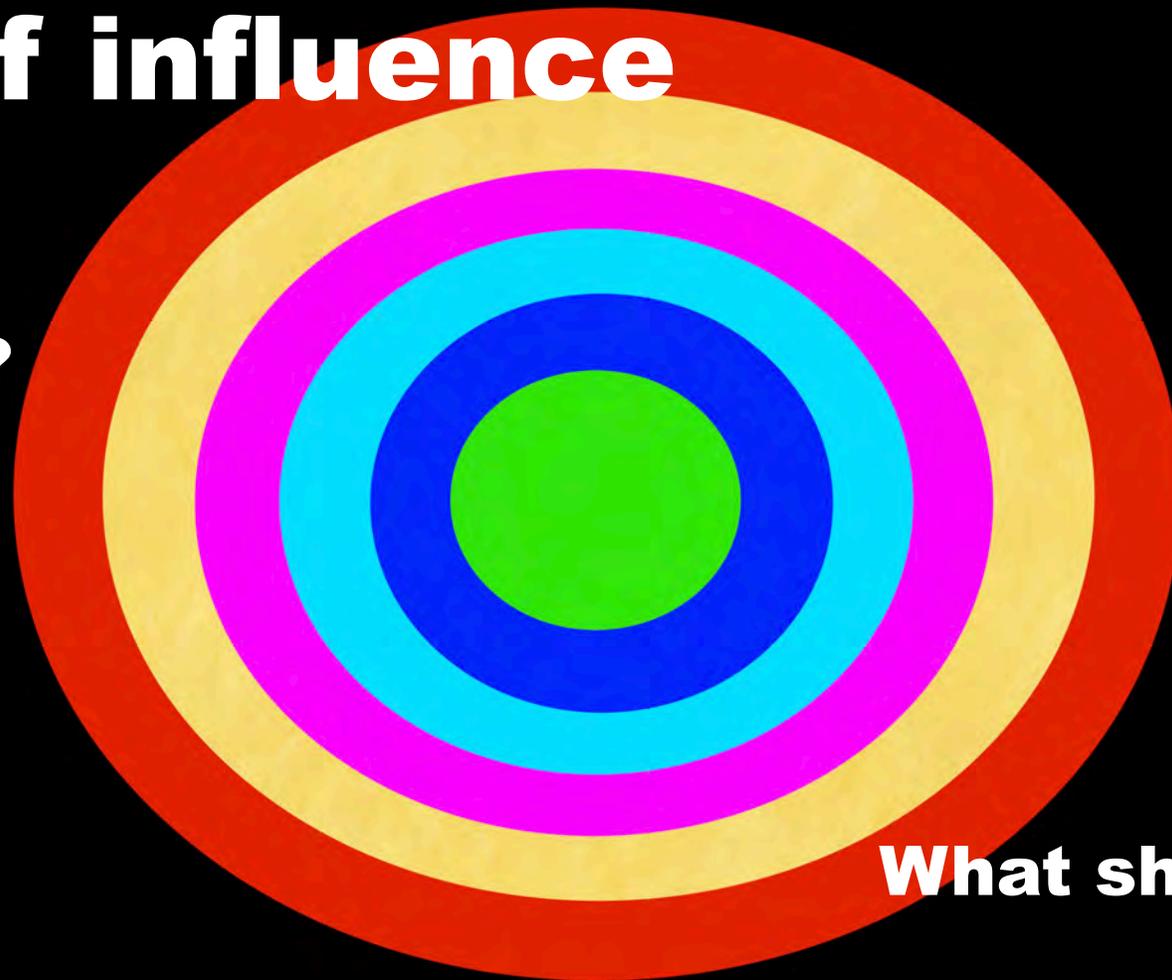
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# Circle of influence

On what I can  
have influence?



What should I focus on?



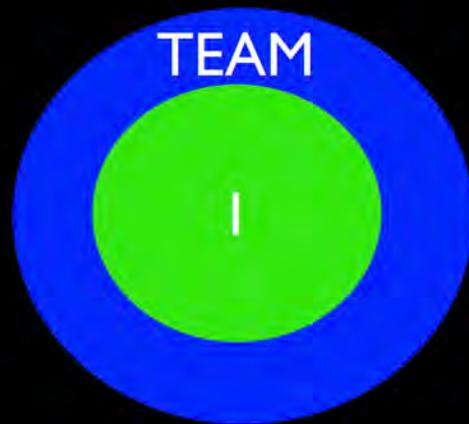
# 100% influence



- **Preperation before game**
- **Fitness, have it better then the rival**
- **Positive setup in mind**

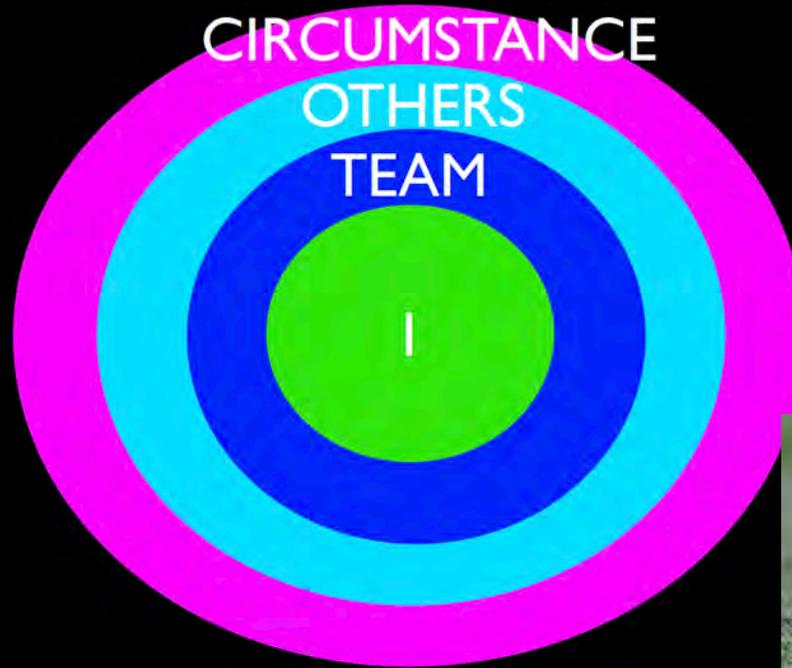


- **Not full influence**
- **Everybody is different**
- **Don't try to make other like yourself**





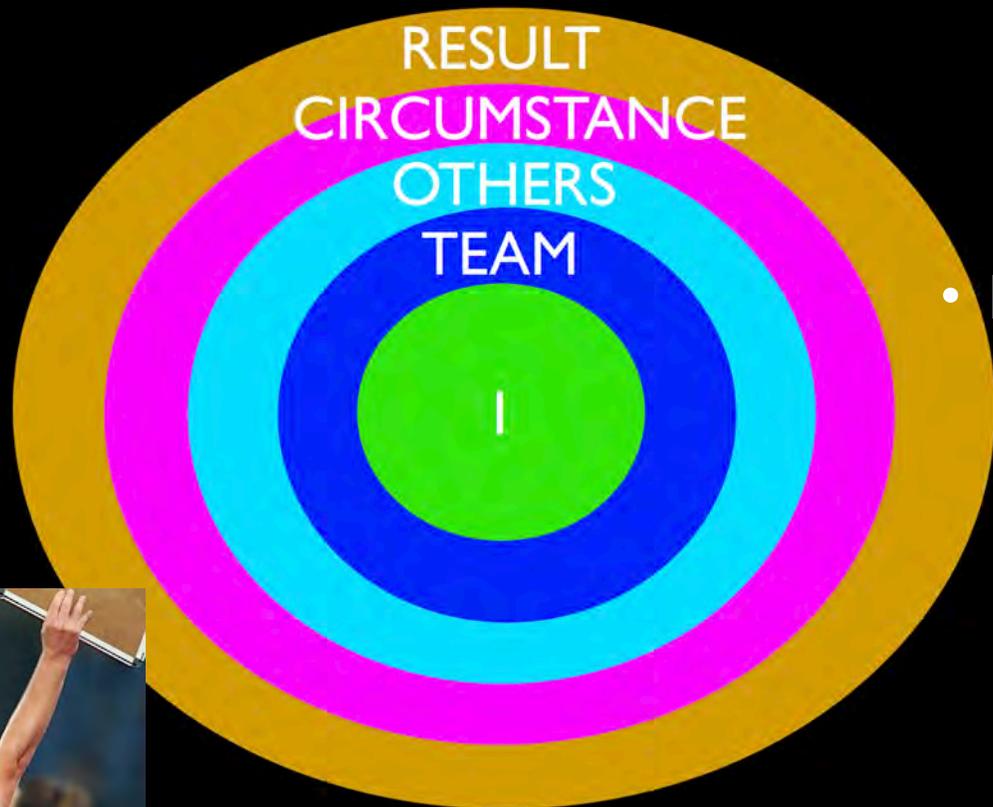
- **Can't influence**
- **Money from state**
- **Rivals**



- **Can't influence the weather**



- **But you can adapt faster than rival that is the goal**



• It is up to players now

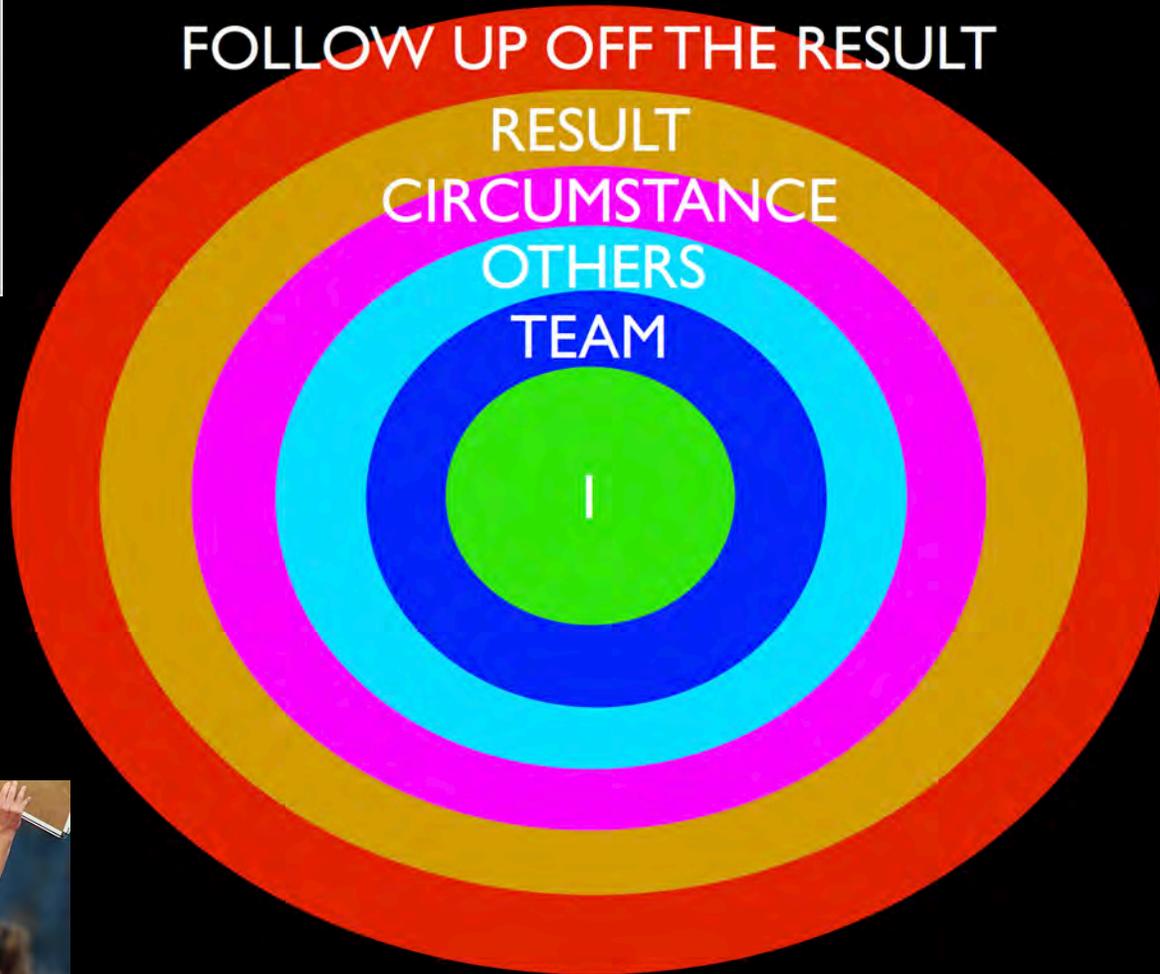


• Don't focus on them, it is just more stress





# FOLLOW UP OFF THE RESULT



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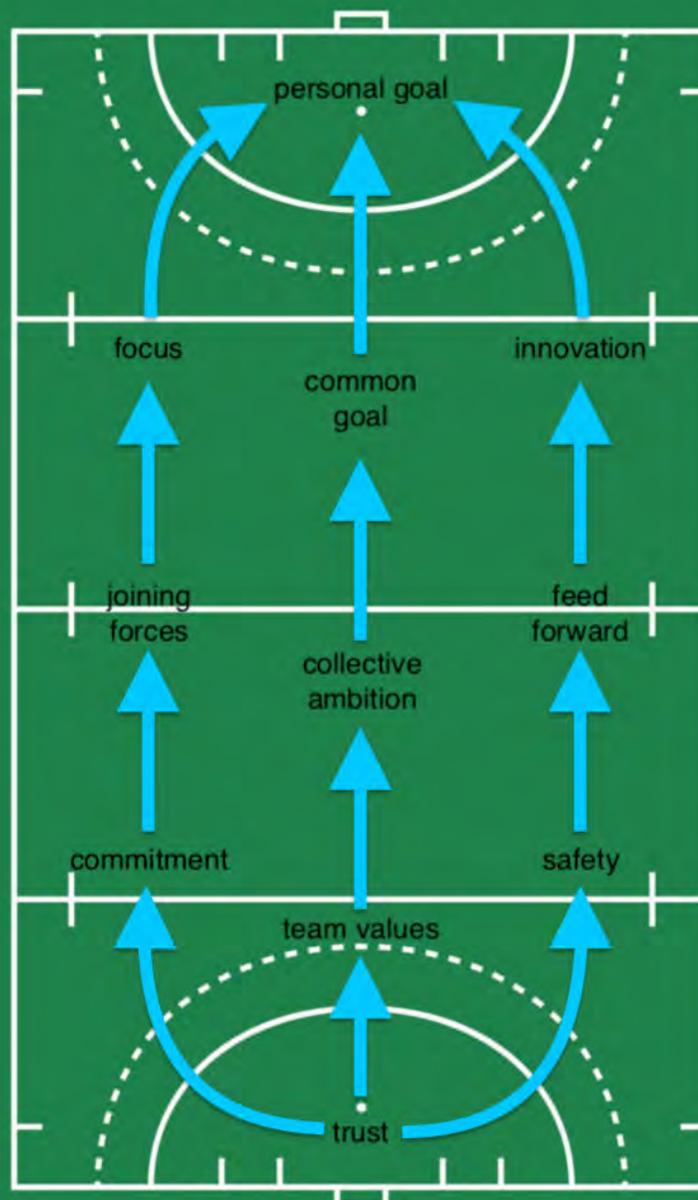
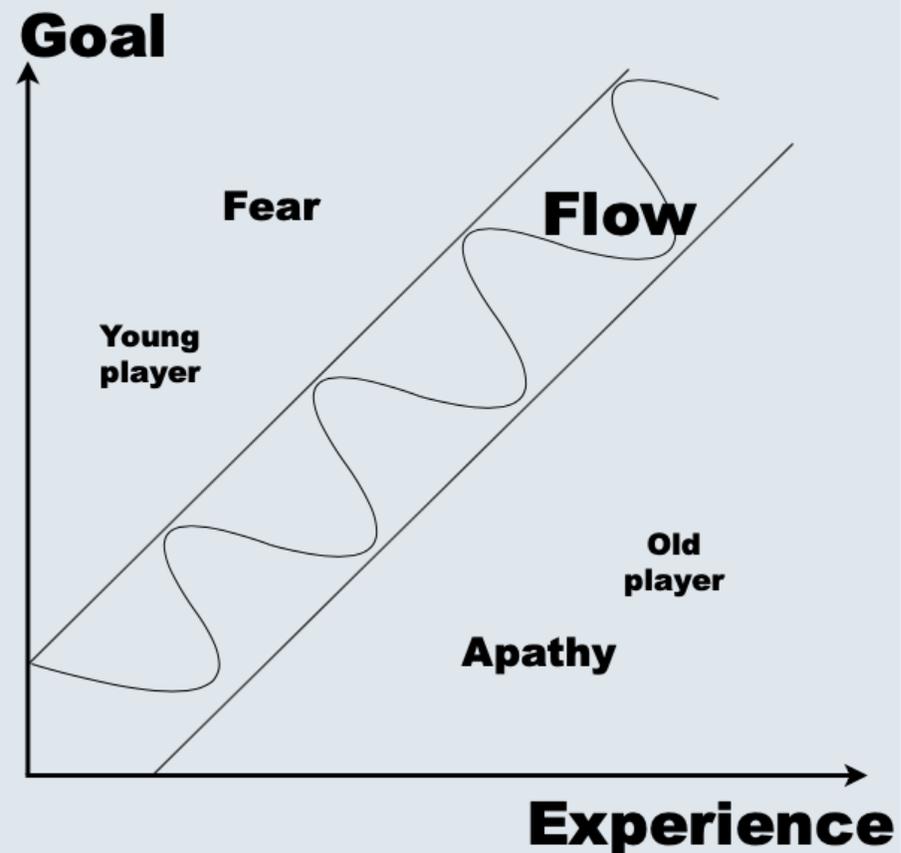
# Tournament stress

**We want to stress less during the tournament**

**Imagine it's christmas and  
the result is the present**



# The FLOW



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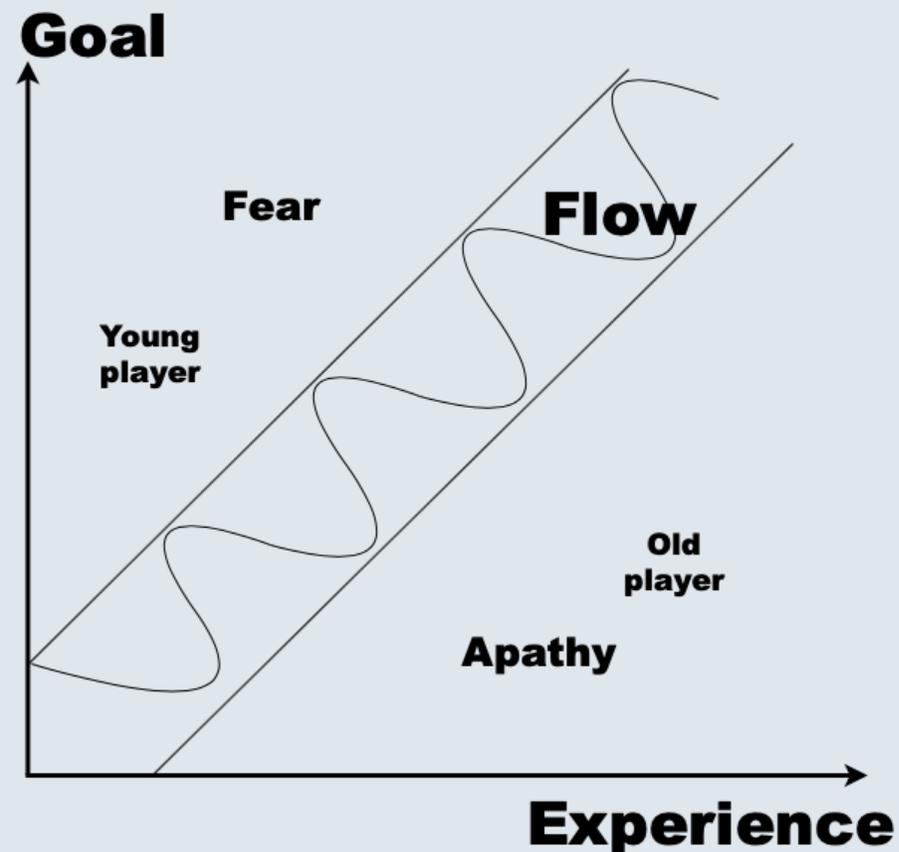


# The FLOW

**How can we get someone into the Flow?**

**Too stressed, make them feel less pressure.**

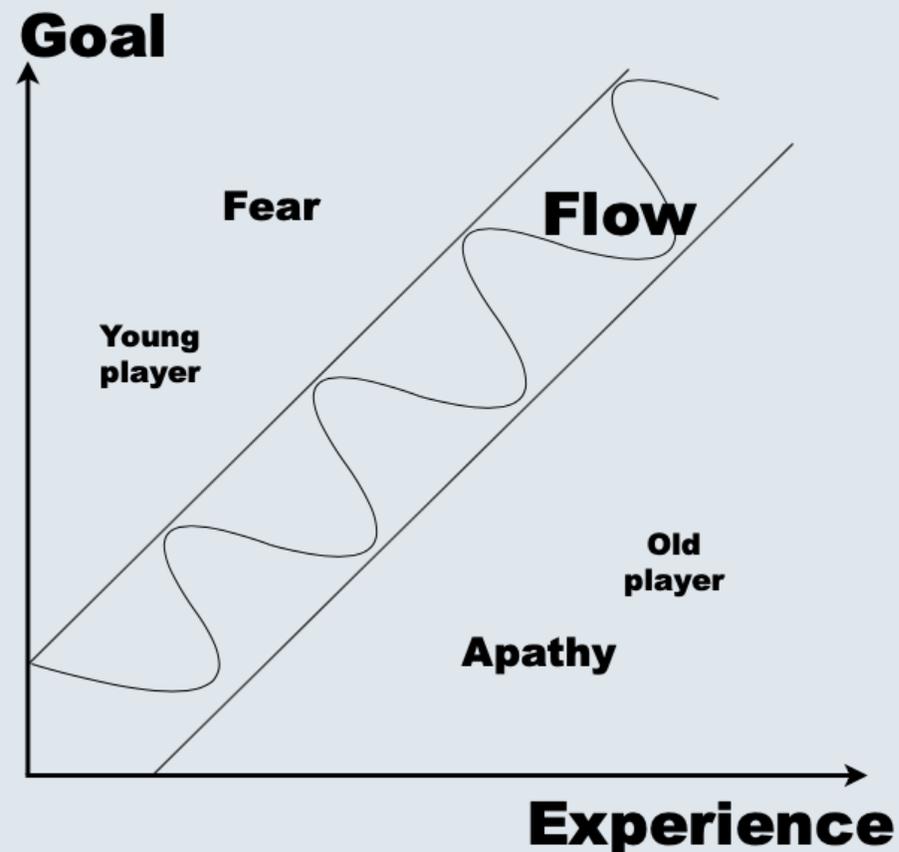
**Too relaxed, make them feel more responsible for the game.**



# The FLOW

**How can we keep someone on the Flow?**

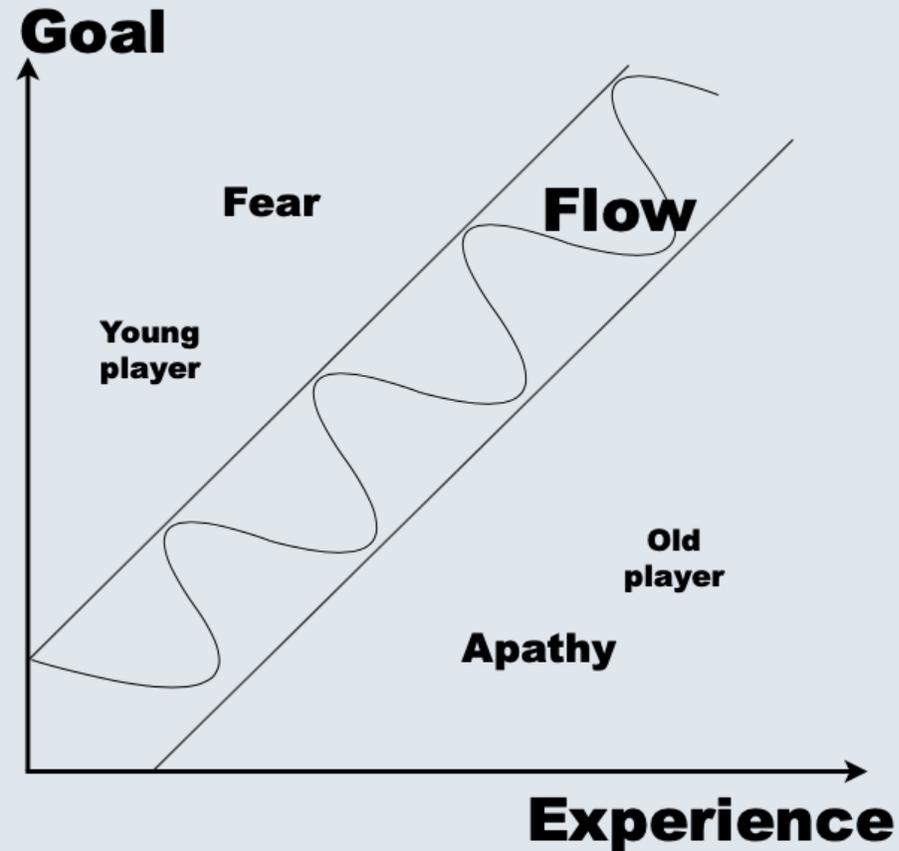
**We have two to completely different player. Dont be afraid to put them together.**



# The FLOW

What if someone get out of the Flow?

Is to afraid of loosing?



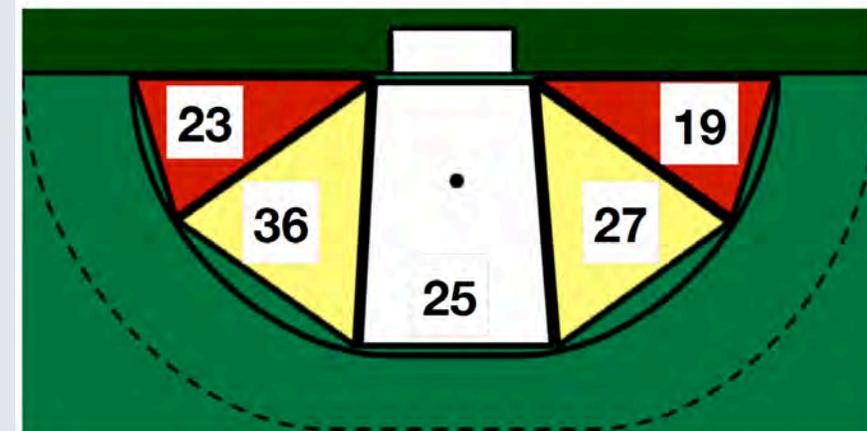
# Measuring is knowing

More data makes you to decide on facts

Data for motivation, not for punishment

- Challenge them
- Gamification

CIRCLE PENETRATION STATISTICS



Data makes things visible  
Technology makes things possible  
People make things happen

Impossible is nothing



**Sometimes we win  
sometimes we learn**

**Open questions (How, What)**

**Coach is not police  
team have to control it self**

**People want change, but not to be changed**



# Don't focus on weakness

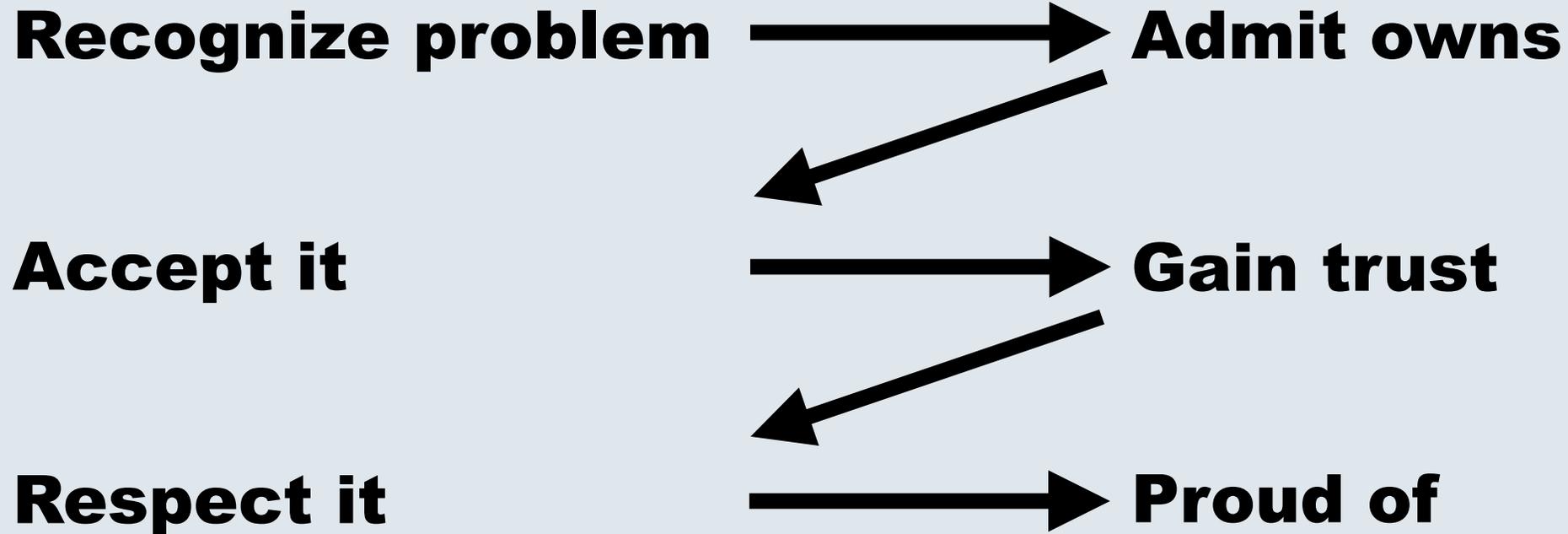
**Weakness can't the win a game,  
strength can**

**You can work on your weakness, when you know  
where your strength is**

**Use diversity to balance weaknesses in team**



# Process of acceptance



# Conclusion

**Winners have a plan**

**Losers have an excuse**

**Winners say "It's possible"**

**Losers say "It's difficult"**

**Winners makes things happen**

**Losers wait for things to happen**



# Book

**Possible to buy.**

**In english and also in czech**



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# Non ball possession

## with Raoul Ehren

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**“We always give the ball to the opponent and then we start to create our chances and our goals...”**



**“It is easier to score goals out from press situations instead of building up from behind in a situation of 11 vs 11”**

**Raoul Ehren, Coach Ladies HC Den Bosch**

# Raoul Ehren – asked for “the secret behind success of Den Bosch Ladies”



*Raoul Ehren is headcoach of HC Den Bosch Ladies hockey team (since 2009) - HC Den Bosch ladies won 19 titles (Hoofdklasse Netherland) in 21 years and have 10 international players in the team (status 2019)*

# Key messages

- The higher the pressure is, the more mistakes the opponent will make.
- I don't care about ball possession - I want to score goals as fast as we can!
- 11 people on the field have to work together.
- 10 girls have to move with the ball like a shield.
- First of all defending - and then scoring.
- The first pass we want to have is a straight one (direction the opponent's goal).

# Definition of pressing?

A co-ordinated defensive team tactic to assert pressure on the opposition team who are in possession of the ball.

The objective is to collectively dictate play to force the opposition into a certain area/s where they can be pressured into turning over the ball.

*(FIH - Presentation Paper, David Passmore)*

# What means pressing?

- One side attempts gain a numerical advantage over the other side or attempts to surprise the opposition.
- Used to force a turn over.
- Surprise is the key element against a strong team.
- Weaker teams can be overwhelmed simply by increasing the number of players near the ball.
- The strong team which is not surprised will bypass the press and create attacking opportunities.

# Pressing philosophy

- The entire team has to buy into the pressing philosophy that the coach has planned out.
- If some members of the team do not press when they should then passing lanes will open up and dangerous attacks can be initiated
- There is a time and a place on the field to press.
- Pressing must be initiated by a sub unit of players on a team or by the entire team.
- There are different types of presses that are developed by coaches depending on the personnel availability of the team.

# Control where the other team moves the ball

Pressing is about getting the other team to move the ball where you want it and then closing down the ball carrier.

Allow the passes to be made to the weaker offensive skills players on the opposing team and then close down the player's passing options and attempt to dispossess the player.

Marking a player tightly will not achieve the desired result. Step away from the player to draw the pass and then press the player.

The movement of the ball by the team being pressed can be described using flow lines. The flow line is the path that the ball travels along. The flow lines are designed to break presses. The pressing team must block the flow lines before a press can be initiated.

# Another way to look at pressing

- Passive presses are designed to slow down the game and prevent the other team from crossing a line on the field.
- Aggressive presses are designed to get the other team to turn over the ball.
- Channeling presses are designed to move the ball into particular part of the field where the other team can be bottled up and not necessarily dispossessed.

# How Den Bosch ladies play the press

HC Den Bosch ladies won 19 titles in the last 22 years



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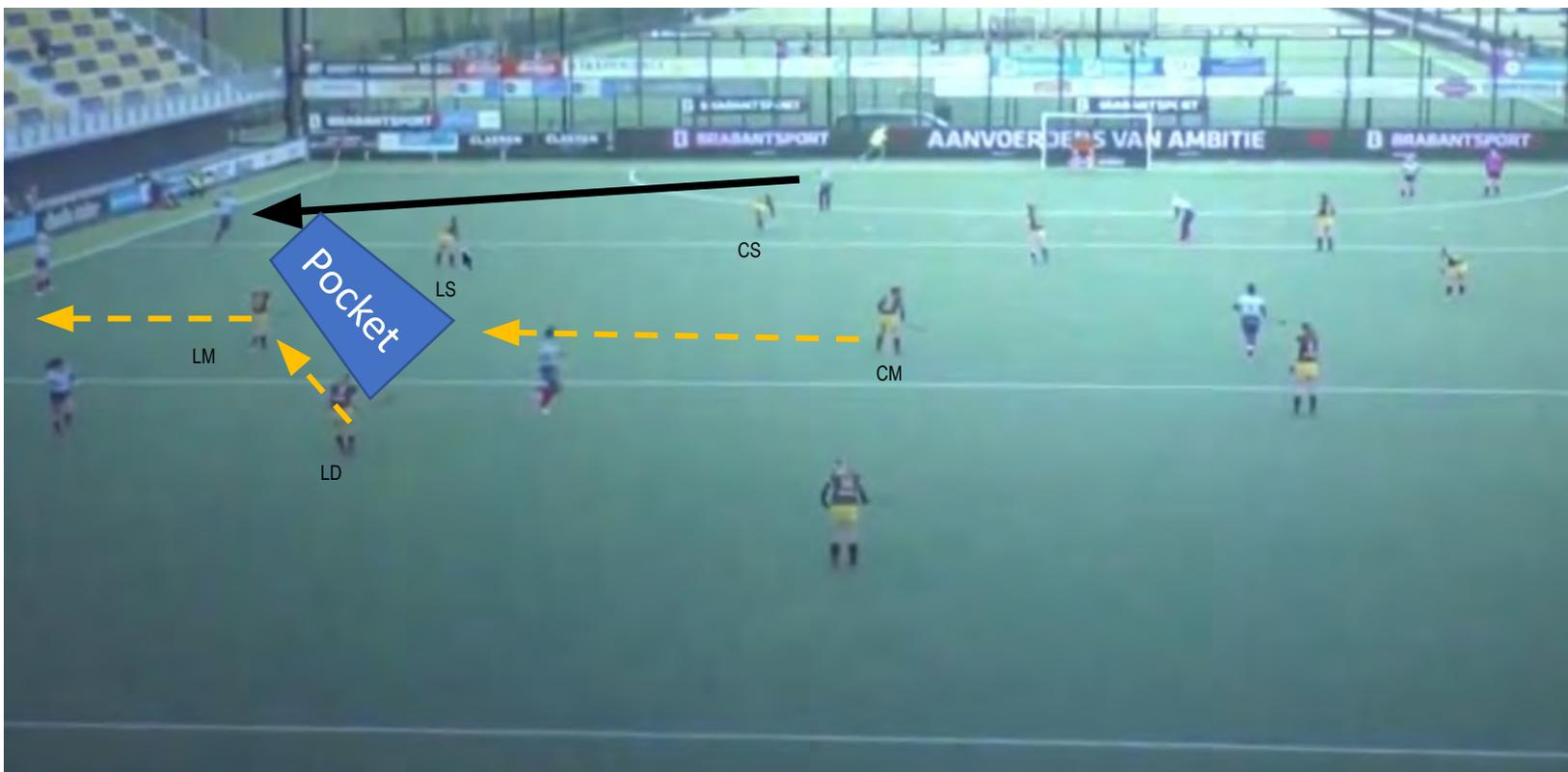
# 3 basic presses

- High press
- Half court “4 girls press”
- Normal half court

# Full press



- 1 Keep left side open -> free pass outside
- 2 LM closes the line but diagonal pass to midfield is open
- 3 If pass goes into the pocket they close the opponent



# Diamond in the back



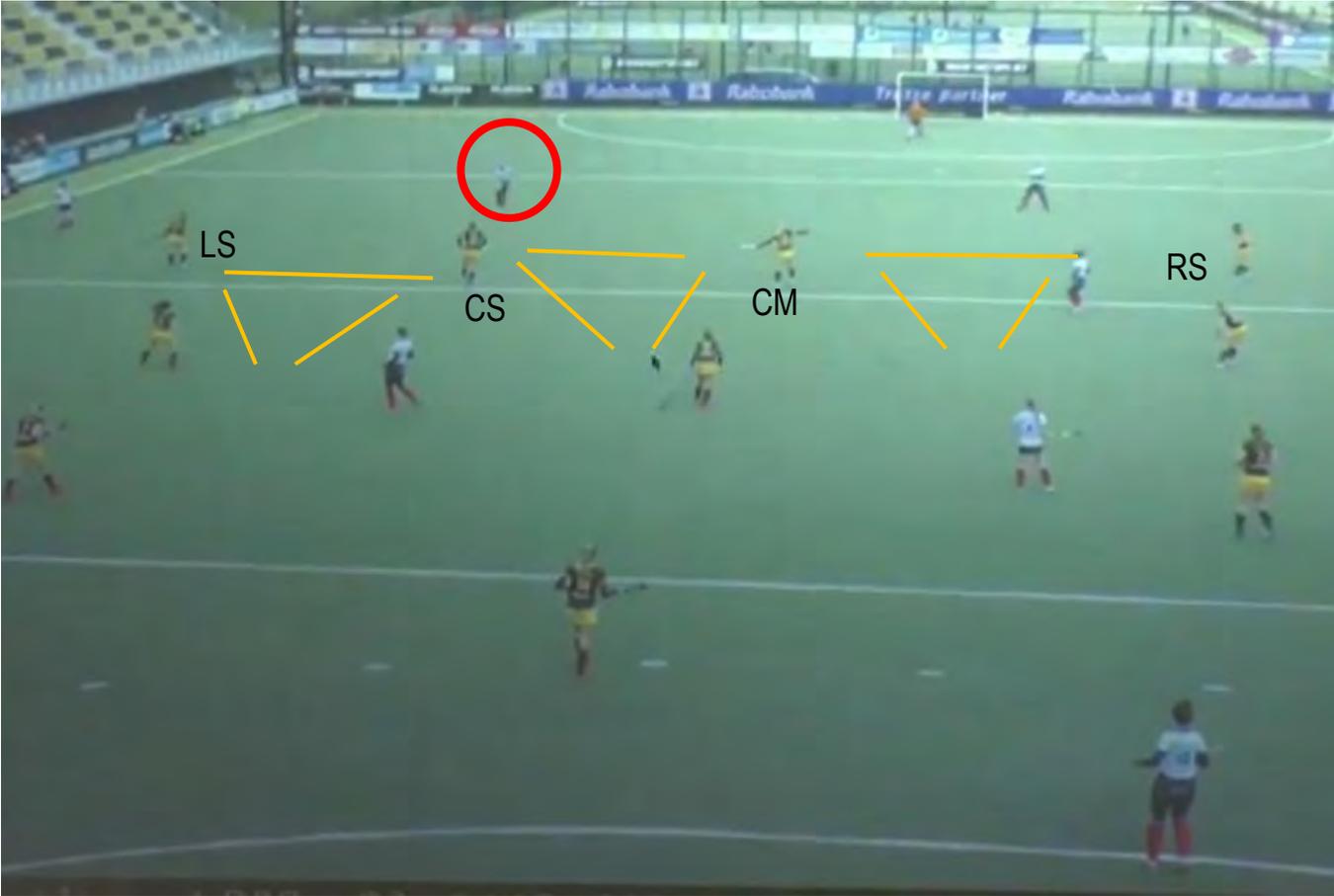
# 1 – 2 – trap!



# Key elements in a full press situation

- Important is that 11 people on the field have to work together – if a ball is passed by I have to go immediately back to help the others – we want to have 2 or 3 girls around the ball – everyone participates – strikers also have to defend. First of all defend and then scoring.
- In a full press situation we always play “zone” – we are not marking.
- The last 4 have to play in a diamond.
- Communication is important between the girls.
- If we have the ball, the first intension must be to pass it – the first ball is the most important, it must be a good one! If we first go with the ball and then look up it is too late. The first pass we want to have is a straight one.

# Half court - "4-girls-press"



# Key elements in a half court - “4-girls-press”

- 4 girls in front – each girl has to cover each one’s back – building triangles.
- We want the opponent to play through the “channels” (between the four girls) and there is the place where we get the ball.
- We have to read which ball the opponent can play and in 1 sec we can move 5 meters. If we have the ball, we can use space and speed.
- If the ball moves – 10 girls have to move with the ball like a shield. They are all combined with a rope of 5-6 meters.
- Variation: LS and RS more behind

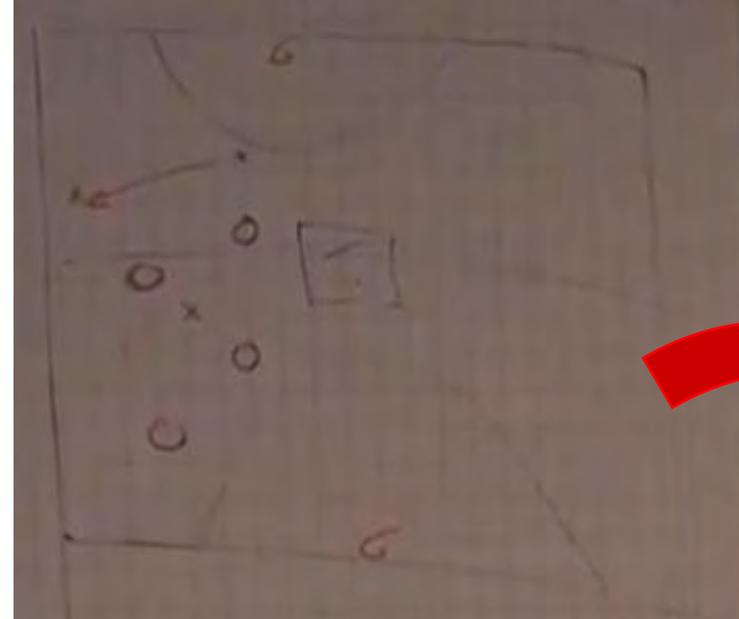
# Normal half-court



# Training session

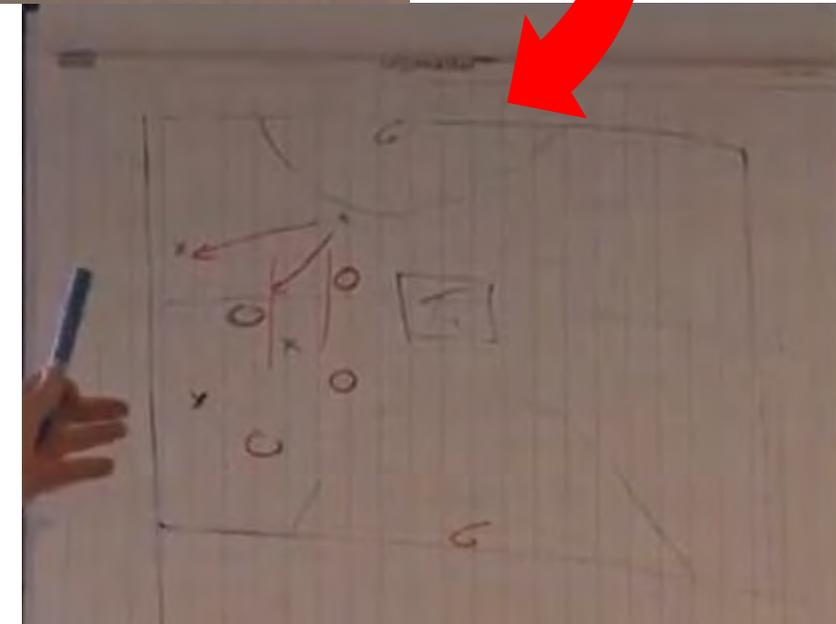
“I like to train match situations and all our physical shape is done on the field with the ball and the stick and match situations like this...”

- 3 defender, 4 striker
- girls need 8 to 9 seconds to go for the goal
- throw in the next ball and a third one
- 30 sec - then a rest.
- Other side / other team. So each side 30 sec play – 30 sec rest.



*T = trainer*

Lot of variations



# Video session



We use situations like this to discuss

- why is the triangle not ok?
- what happened?

Each week 1 hour video session.

I give my girls assignment to speak about things and to think about those.

# Reference materials

- <https://de.slideshare.net/DerekPappas/field-hockey-pressing>
- <http://coachinghockey.com.ar/2019/03/12/simplifying-a-zonal-defensive-structure-part-1/>
- <http://coachinghockey.com.ar/2019/05/24/zonal-defensive-structure-channelling/>
- <http://coachinghockey.com.ar/2018/08/16/argentinas-perfect-example-on-how-to-break-a-mix-defense/>
- <https://self-pass.com/2018/07/20/basic-concepts-defensive-structures/?v=fa868488740a>
- Art of pressing  
<http://www.fieldhockeyforum.com/threads/the-art-of-pressing.4388>

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# Pressing in general

Backup slides



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# Types of basic presses (“conventional”)

1. Full Press
2. Half field press
3. 3/4 Field press

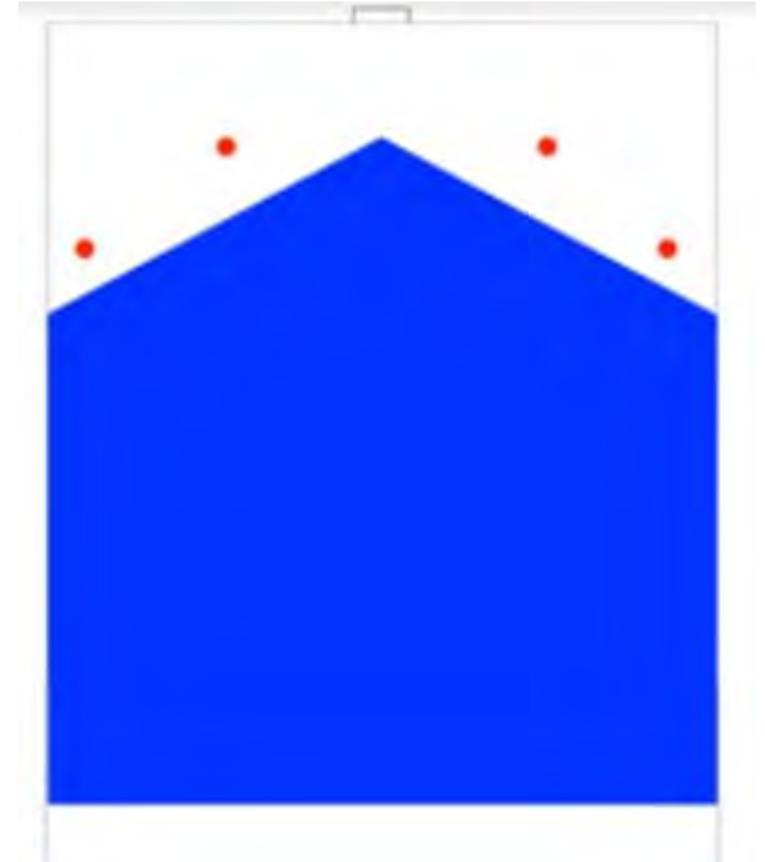
Each of these has its advantages and its disadvantages, and the good teams and coaches use different combinations of these basic presses, based on what the opposition might be doing.

# Full press

The full press which is designed to force a turn over deep in the oppositions half.

The defense can set up a horizontal wall but that does not stop the offensive team from transferring the ball around the back.

To effectively press the passes across the field must be cut out.



# Full press

## Advantage

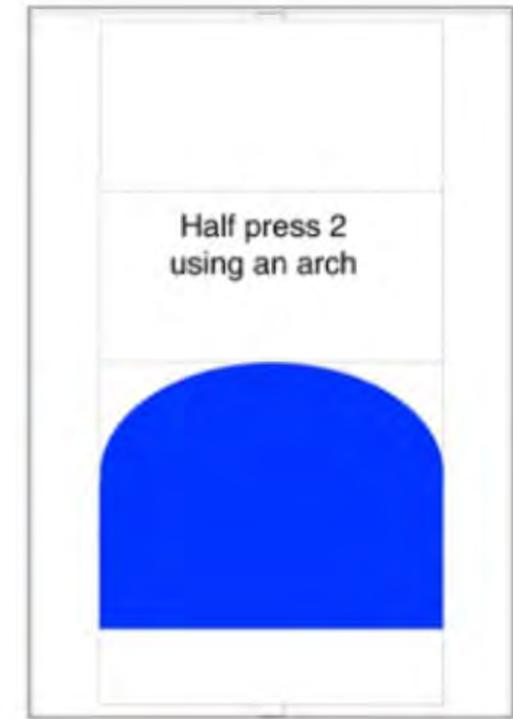
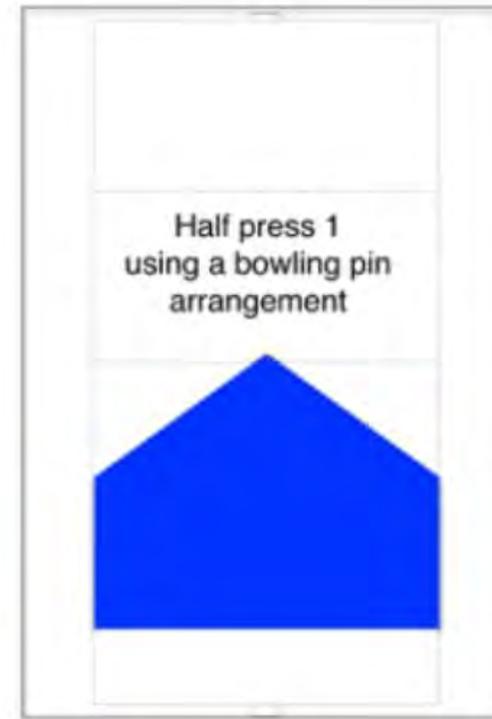
- You can control the whole field and shut down the space out of the oppositions defence.
- You can force your opposition into the part of the field which maximises your chances to force a turnover.
- You can apply pressure to the full-backs forcing them to make a mistake on their 16 yard hits causing a turnover.

## Disadvantage

- It stretches your team opening up potential gaps across the field.
- If there is no communication from the lines behind the lines in front will potentially fail to pick up the movement of the opposition play and the balls.
- If the opposition can get in behind your front line with a good quick pass then the press will break down and you become exposed to the fast break.

# Half press

This press is used by most teams of most games by putting all players behind the half line in a bowling pin arrangement, where they defend, block the middle of the field (no runs with the ball or passes are allowed through the middle of the field), and force the passes to the sideline. The backline marks the strikers and does not allow any long through passes to be received.



The arch has the advantage of cutting out the forwards and backwards diagonal ball but leaves openings to the center mid players from the outside or back.

# Half press

## Advantage

- You close down the space in a much tighter way in your defensive half of the field.
- Your teams lines are much closer together thus better for communication and making sure that all lines and space are covered.
- You can see the oppositions defensive half in-front of you and judge the potential openings for a fast break should you force a turnover.

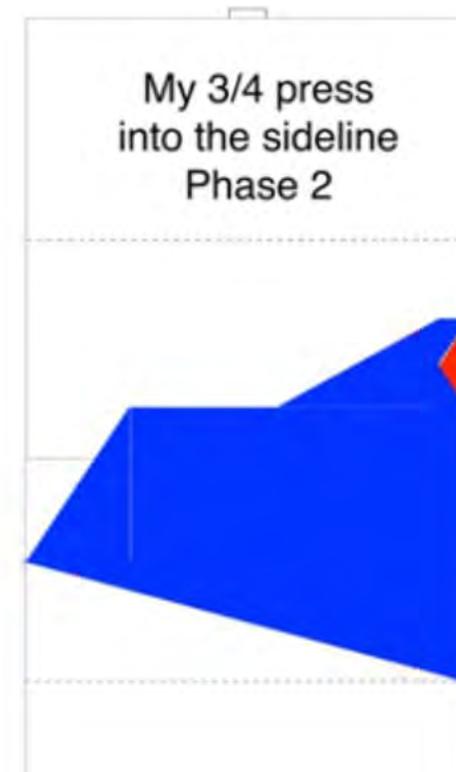
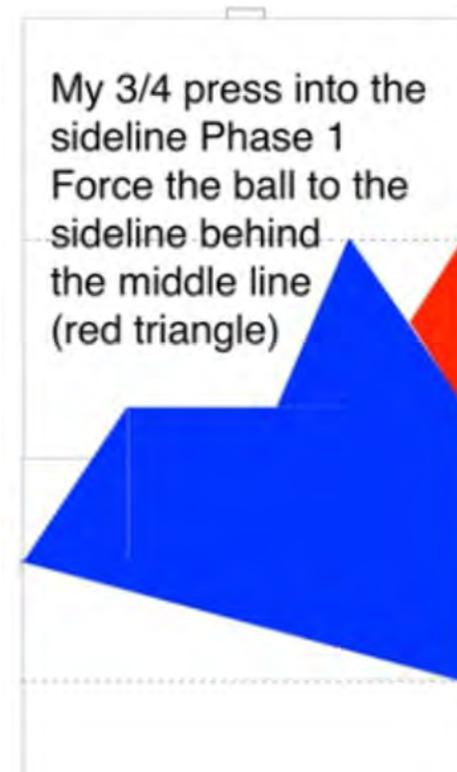
## Disadvantage

- If the front line of the half court press breaks down or moves to attack the ball to early this will more often than not force a break down of your team structure.
- It doesn't put any pressure on your opposition in their defensive half allowing them time to get control of the ball and set up there attacking play.
- It can set a negative tone for the game for your team which can be hard to break even when you successfully force a turnover.

# 3/4 Field Press

at the 25 yard line.

The ball is forced to the sideline and all passing options are cut off. The back line is arranged to cover any deep passes down the line and provides cover if the ball is transferred to the other side.



# 3/4 Field Press

## Advantage

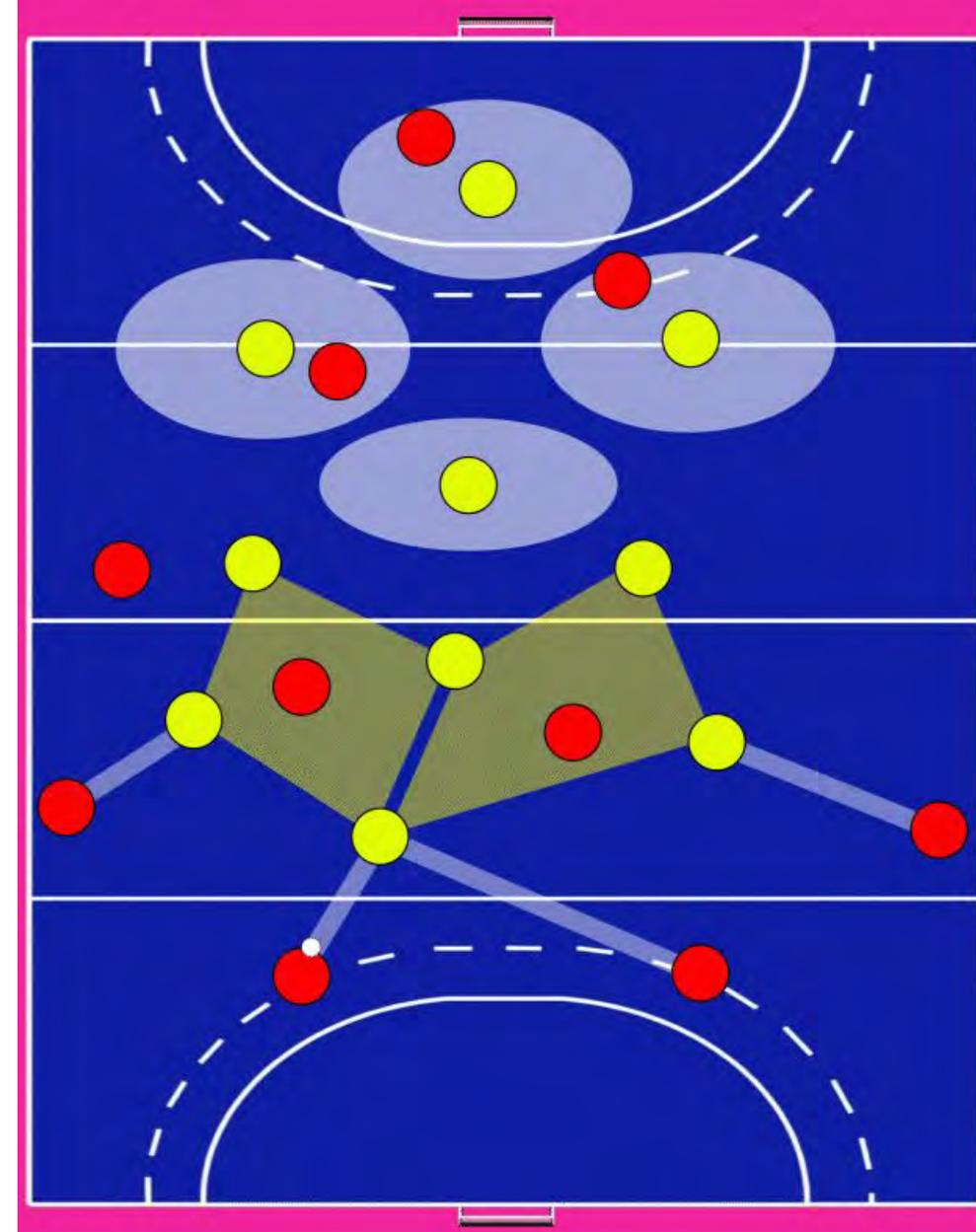
- The 3/4 press gives you the advantage of still being able to see the opposition area in front of you.
- This gives you the time and the change to intercept any full-back 16 yard hits that are hit straight up the field.
- It gives the front lines of the press the flexibility to pivot around and force the opposition into the areas of the field you want them to go into which maximise the chances of a turnover.

## Disadvantage

- Again it stretches your team and means you may not be able to close the space down across the hole field.
- It allows the opposition the ability to get out of their defensive 25 without any real pressure on them, and allows them the room to switch the play.
- If the front line breaks down then it will expose you to a fast break.

# General idea of recovery

- Every player knows its individual role  
-when one individual fails, the whole system will probably fail.
- Every player knows where the team want to recover the ball (Recovery Zone) - every individual approximation must be with the same purpose.  
Making the other team carry the ball to where we want it. We have to make them feel like they are deciding what to do, but really they aren't.

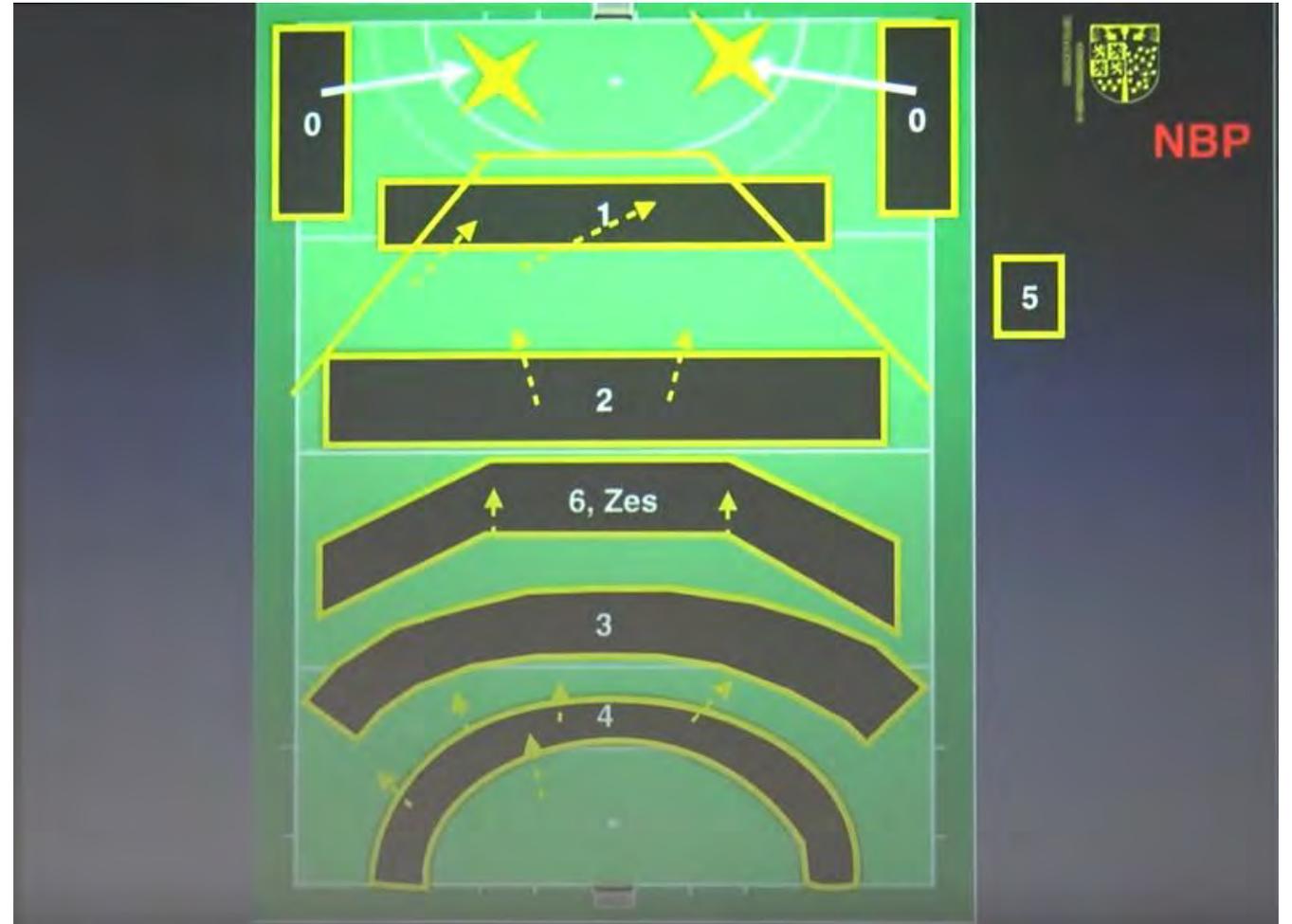


# Recovery HC Den Bosch Men

HC Den Bosch men's team has 7 different playing systems for ball recovery – each player knows tactics of those.

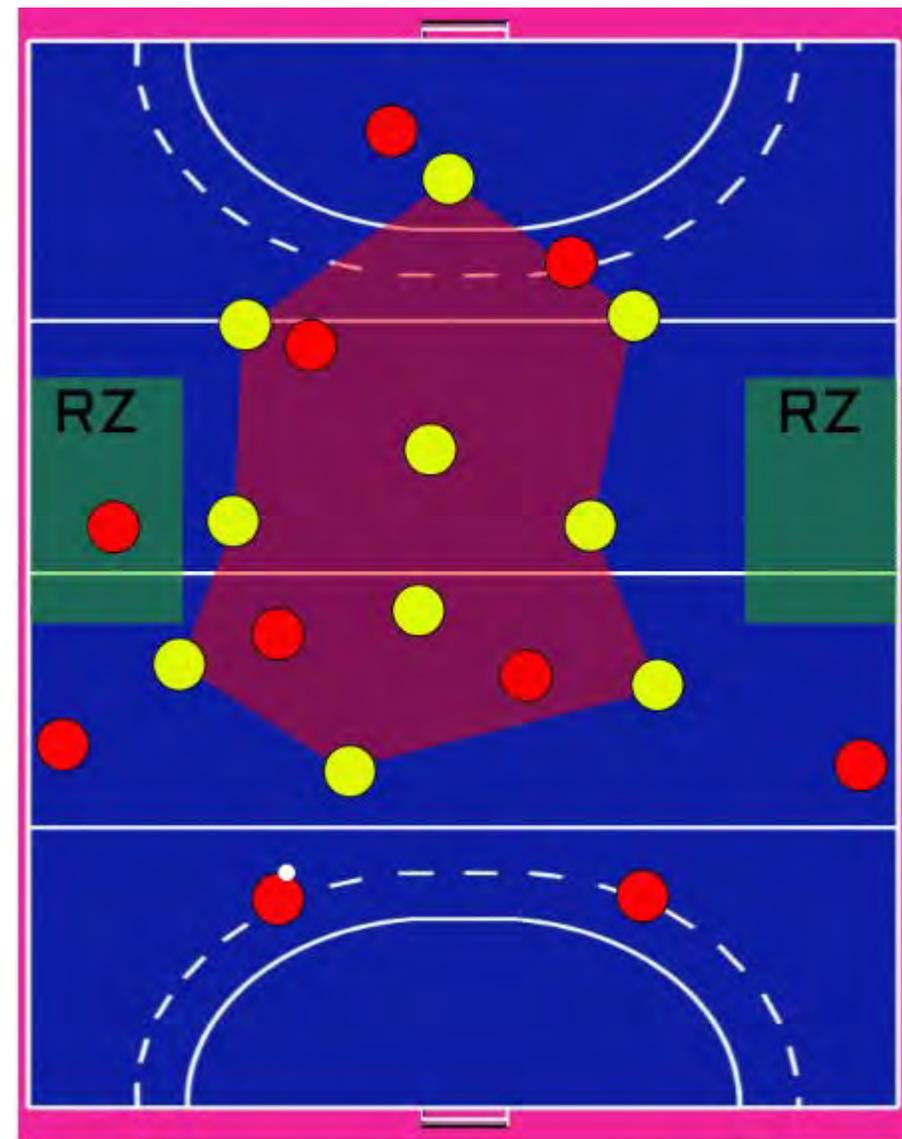
Variants 0,1,2 and 6 are being "called out by one or more of the players".

The other variants are being played automatically in certain situations ...



# Recover the ball on the outside

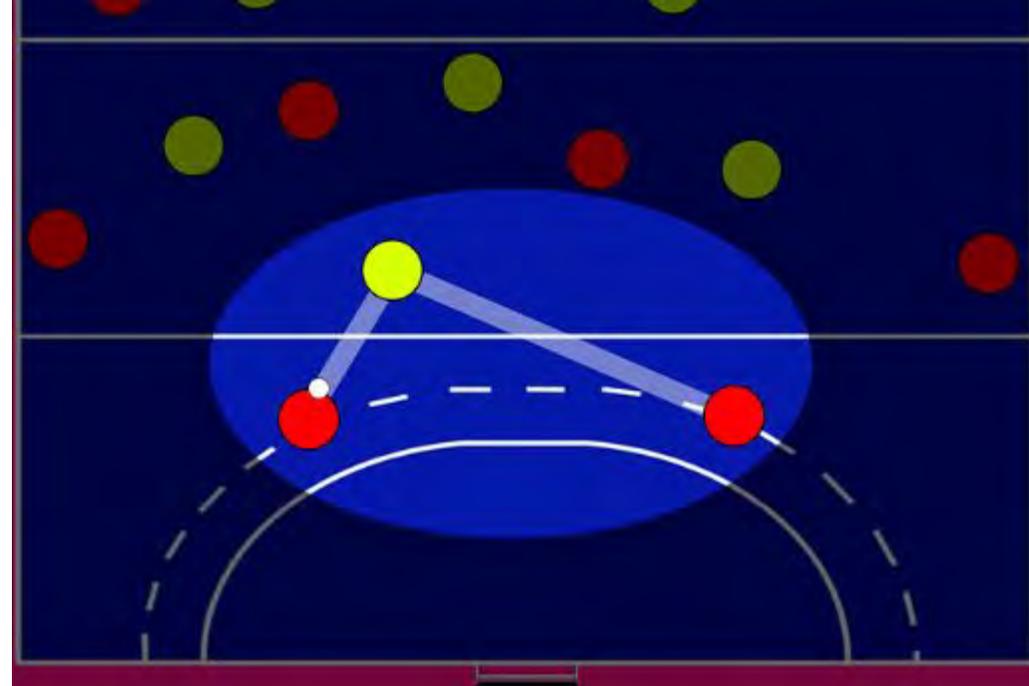
- Green zone (RZ): Recovery Zone
- Red Zone: Our house, the inside of our press. No ball is welcome inside our house.



# Individual role

## Centre forward

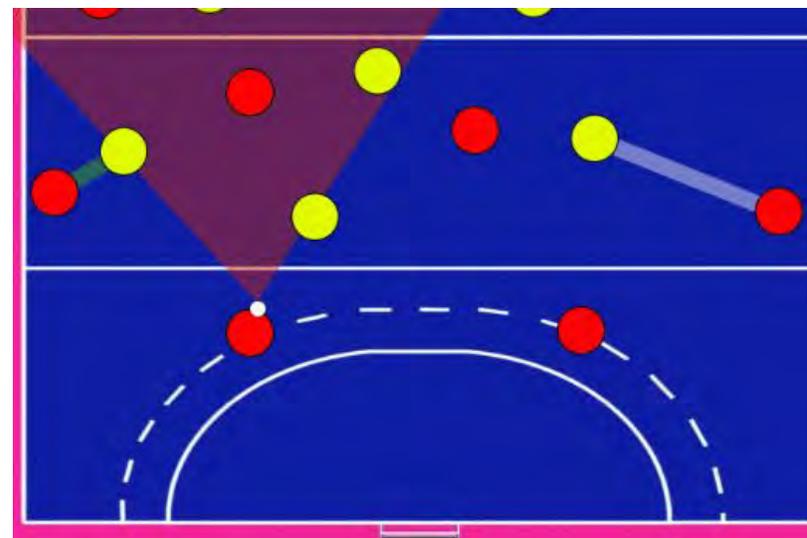
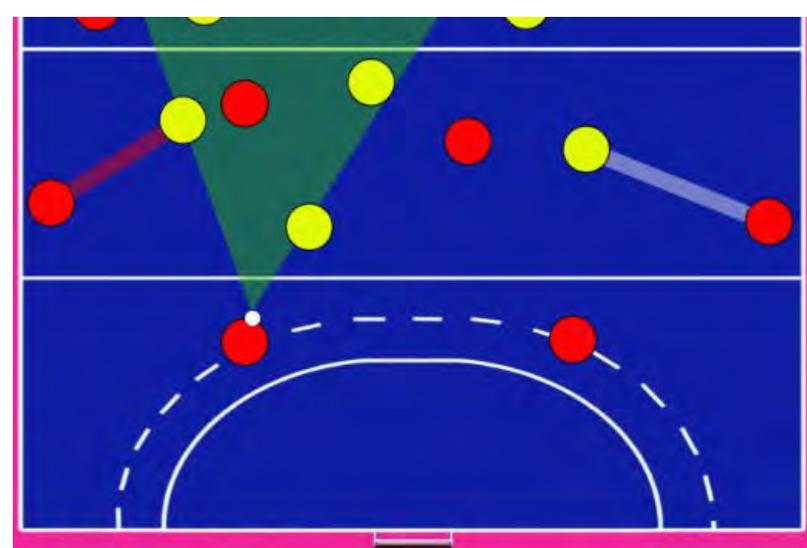
- In charge of the 2 center defenders of the rival team.
- Main objective: to close mostly the hotline (line between the ball and own goal).
- Finding the correct moment to put pressure.
- An option would be pressing sideways, trying to cut the pass between these two players, but as we are just trying to get the ball outside, we will try to press diagonally, a bit more passively.



# Individual role

## Wings on the ball side

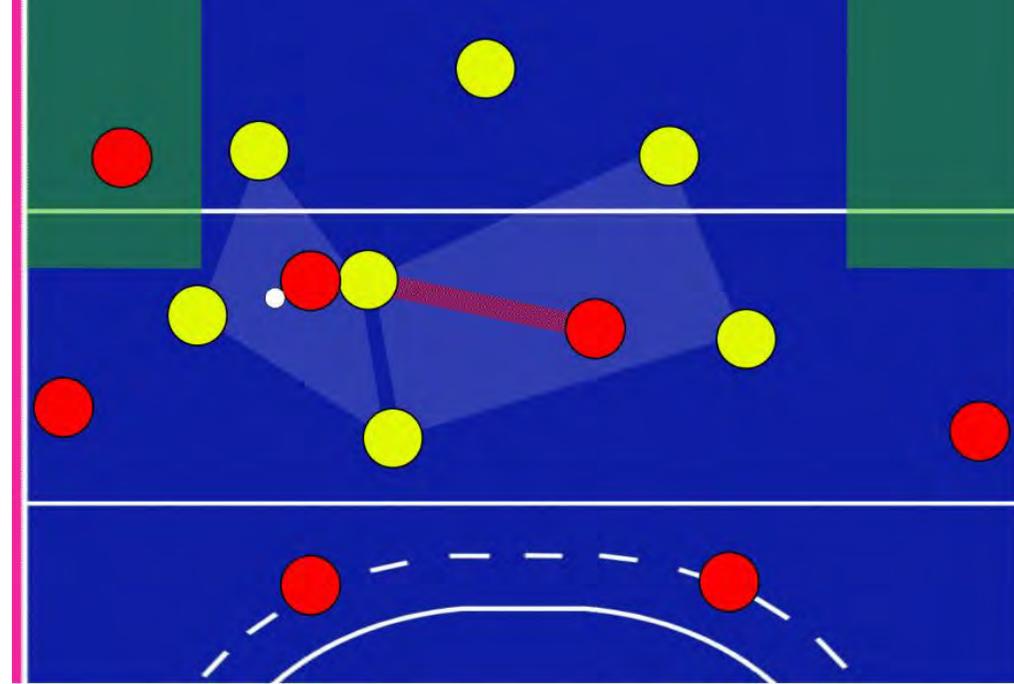
- The first responsibility of the wings is going to their defenders. But this is not their only role – they also need to help cover the center, trying to make the entrance to “our house” as small as possible.
- The difficult task is to find the balance between helping inside, and always being able to put pressure if their defender receives the ball. The most important thing is that this defender can never receive the ball eliminating them: They always need to have them in their same line or a bit in front of them.



# Individual role

## High mid

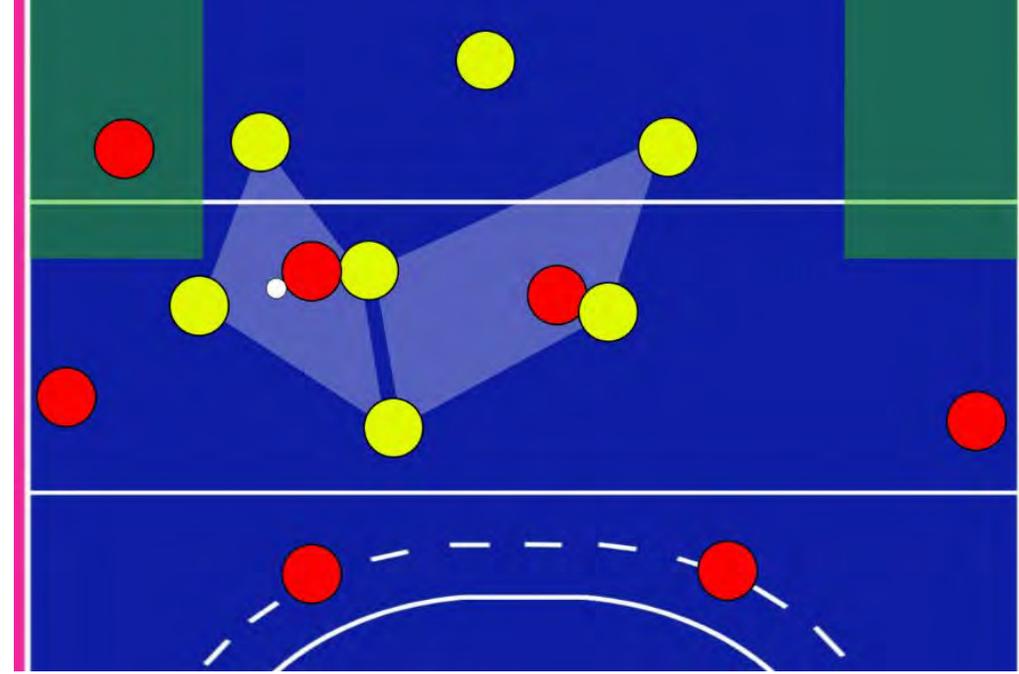
- The high mid will be standing in between both boxes, and also, usually, between two rival's midfielders. Always slightly towards the ball side His objective is to be able to put pressure on any of them in case they receive the ball, but he cannot overcommit on one, opening the opposite.
- If they play the ball inside, his main objective is to put pressure on the ball, but also remembering he is also in charge of the other mid, so he cannot get eliminated by this 2v1. For this reason, he will put pressure sideways.



# Individual role

## Wings on the help side

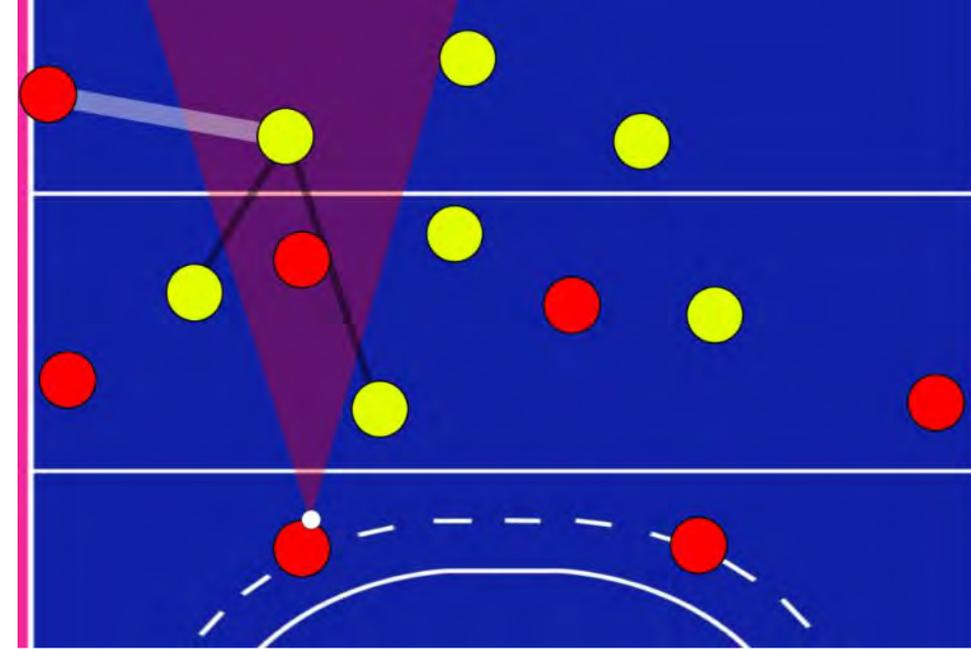
- The high mid will always press on the mid on the ball side. For this reason, the opposite mid will be open. Our “Help side” wing will be in charge of helping out putting pressure on this player, or, at least, closing down all this space.
- Again, of course, as we are defending in zone, we need to understand that when any player moves, some space is open. In this case their right defender will have a massive space. The wing must be aware of this and know that if they move the ball around he needs to return to his original position.



# Individual role

## Side midfielders

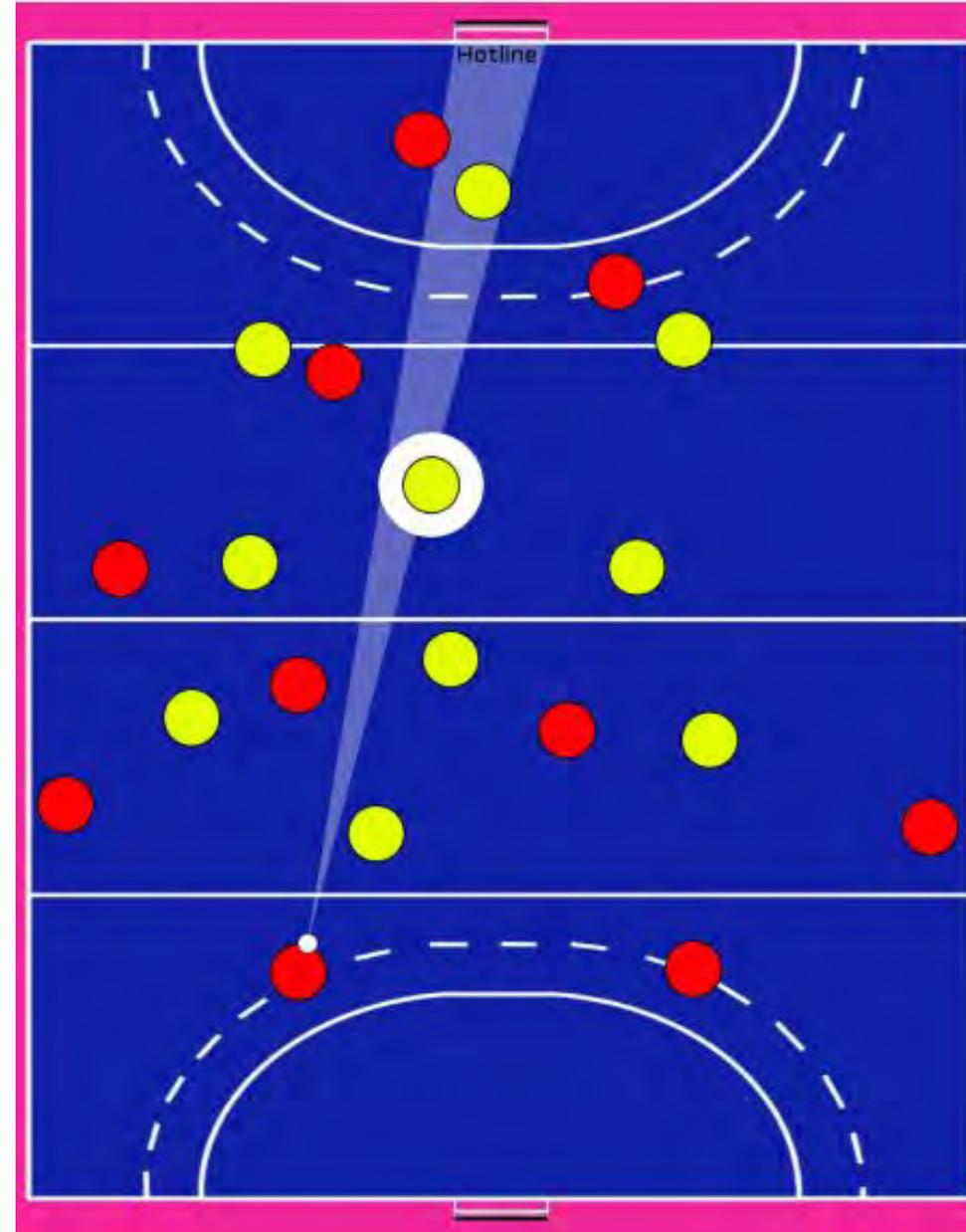
- Different to others, the side midfielders first role is to close space. They are in charge of the gap between their wing and the center forward. Their secondary objective is covering their midfielder, or, if no one is there, space behind and outside of them.
- The ball cannot go through the red gap. Sometimes maybe this gap becomes to big, because the forwards aren't in good positions, making it impossible for the mid to cover all, but he is also in charge of talking to these two players, in order to keep this gap small enough. Communication is key here.



# Individual role

## Libero

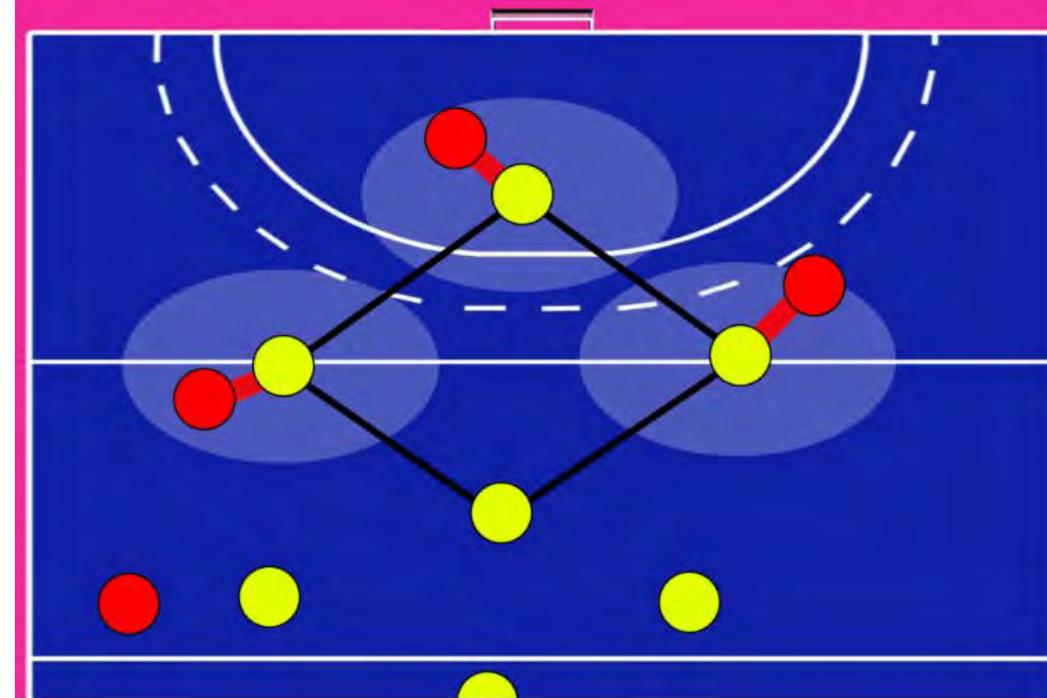
- The Libero, as usual, will always try to be on the hotline, and his main task is to lead the whole press, as well as being ready to jump to cover any gaps created from bad positionings.



# Individual role

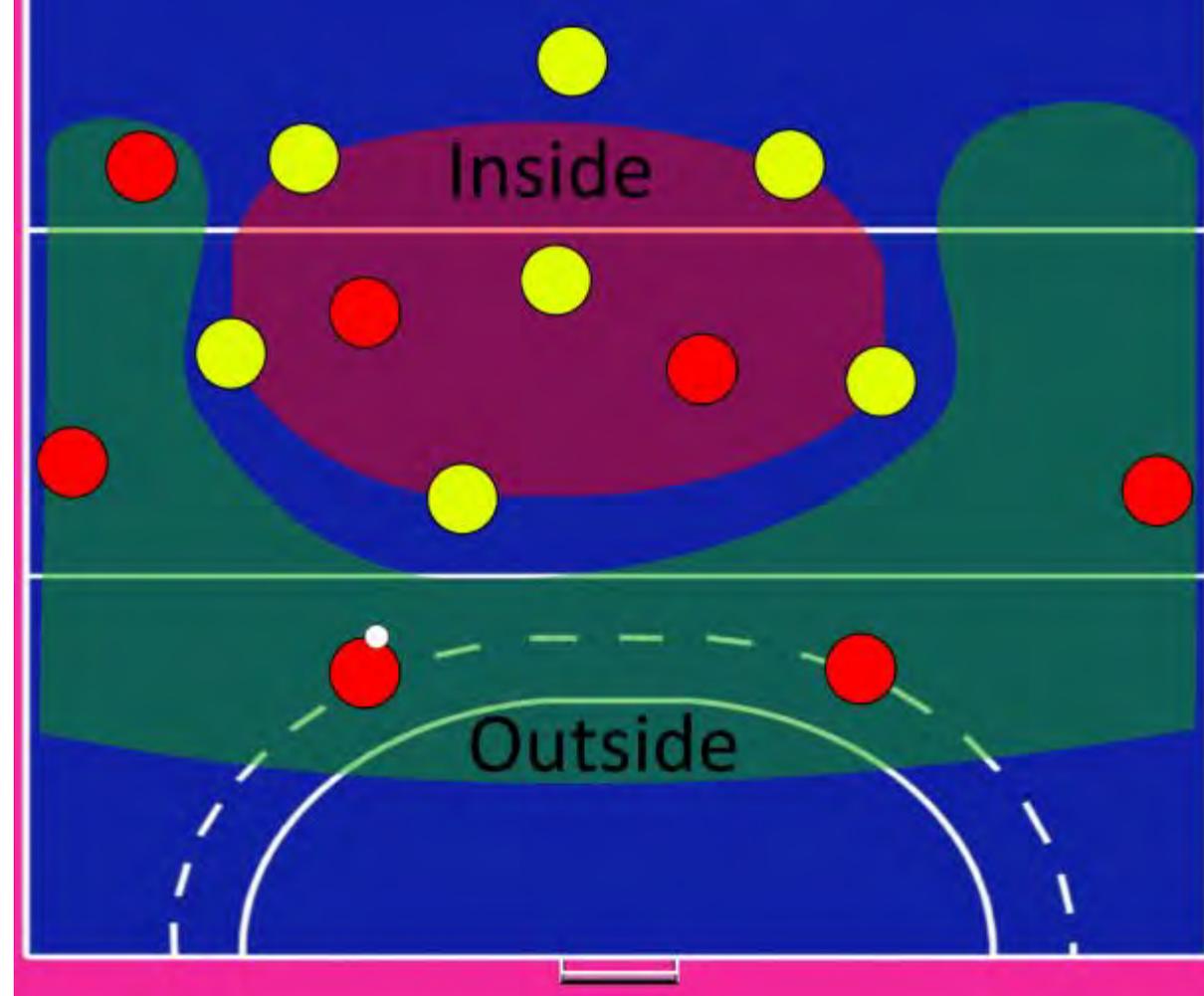
## Defenders

- Defenders are also defending zones, but they will also be marking when a forward stand inside their zone.
- The importance is to understand that, in order to mark a player, we cannot chase them and lose the structure.
- They should always be forming a diamond with the libero.



# How structure works

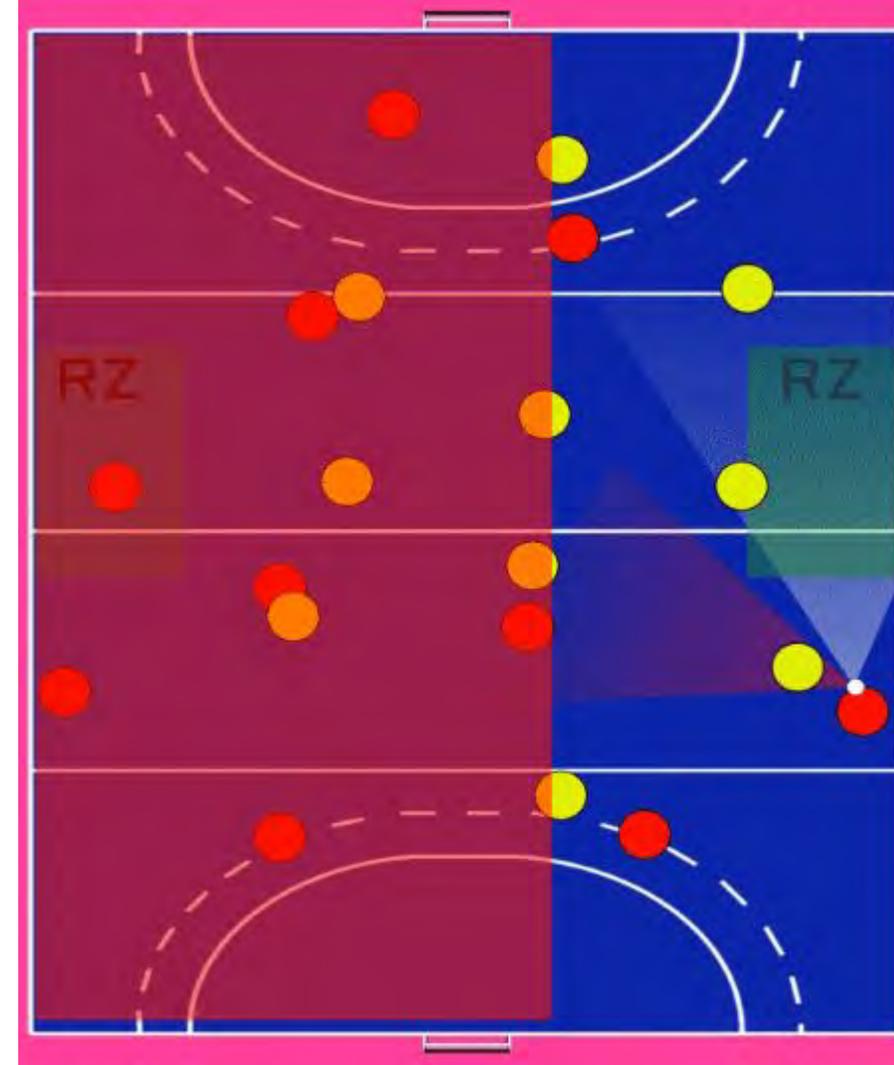
- Playing outside: The ball is moved outside our “house” (outside the red zone) and around our press
- Playing Inside: The ball is played into the Boxes with Midfielders getting involved



# How structure works

## Recovery the ball

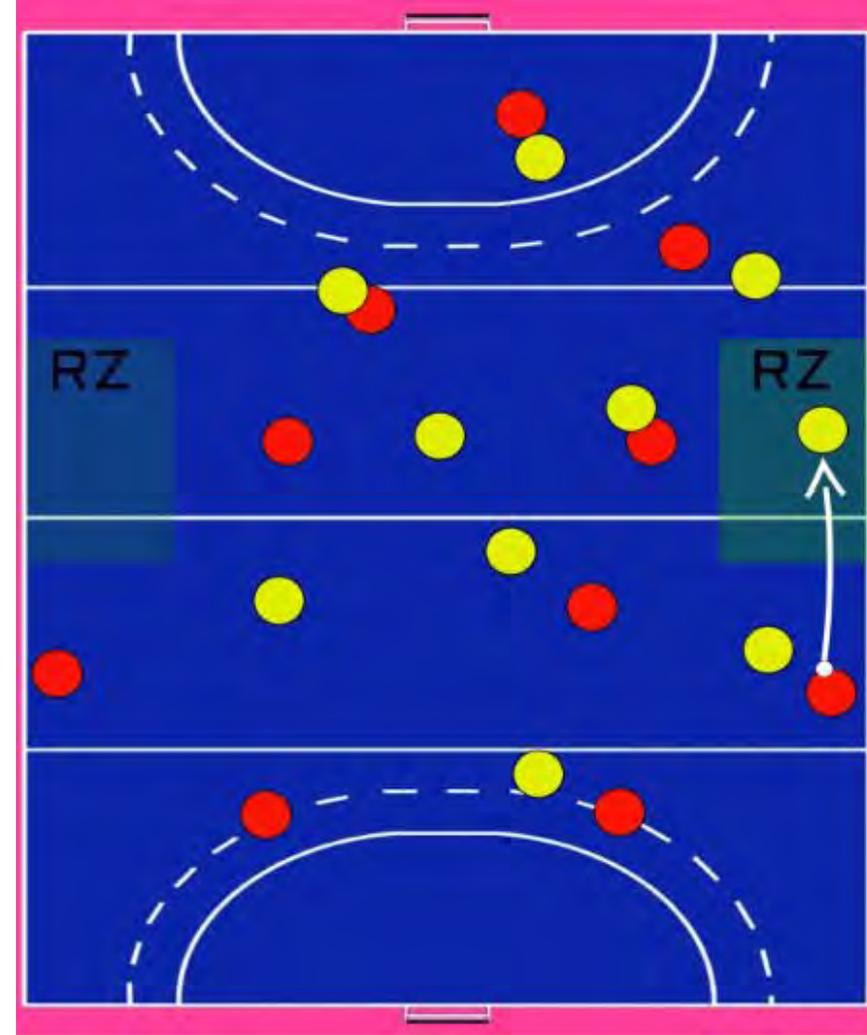
- When the ball travels to the line, all our team moves together as a block keeping the structure.
- What we want now is, once the outside defender gets the ball, is to put pressure on him in a good angle so we make him pass the ball on the line (usually the simpler and safer way out for the defense).
- Our wing needs to put pressure diagonally, cutting the pass to the Box (or the inside midfielder), while, at the same time, our CF remains cutting the pass back.



# How structure works

## Intercept

- The only thing left to do is wait for the defender to pass and get people to the recovery zone to intercept: Our left midfielder should run to the line (not be there earlier, so they still pass it there) and be ready to intercept, even if he is marking a defender: All our midfielders should move horizontally together, so somebody will pick up his player and leave the opposite open, as the ball should never get there.
- Defender from that side is also ready in case the midfielder doesn't get there on time, defending in front of his forward to anticipate. One of these two should get the ball!



# High split press

Used a lot by international teams, but essentially sending a Centre Forward high during active play and the opponent deep defenders have the ball, denying them to pass the ball between themselves.

Once the high runner has gotten inbetween these players, it forces the full back to dribble out. This essentially splits the pitch lengthways from penalty spot to penalty spot. the job of the centre forward is to deny the ball going across from L>R or R>L across this imaginary split.

Essentially its easier to defend a pitch 30 yds wide, than 60.

# Halfway box-in press

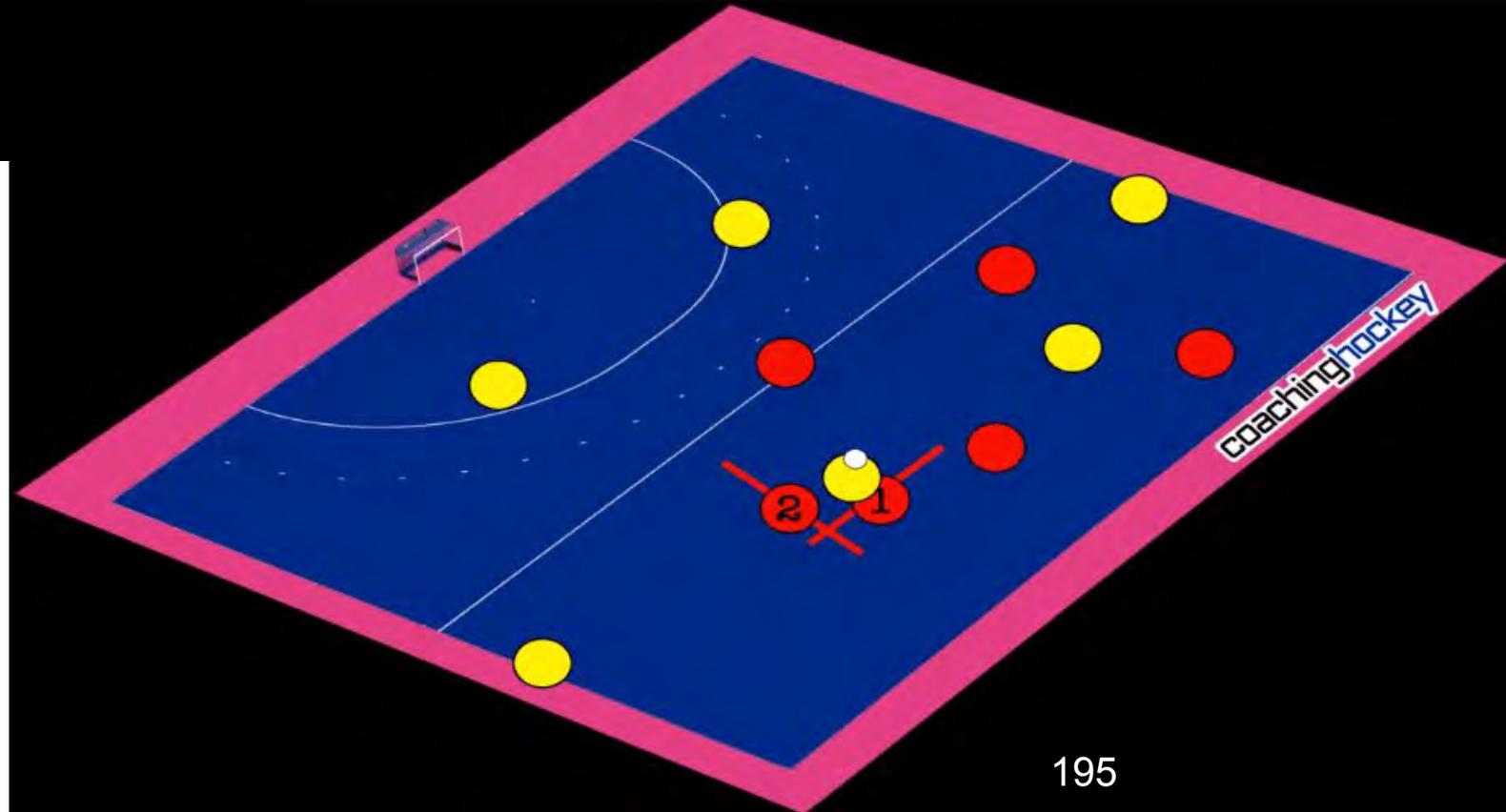
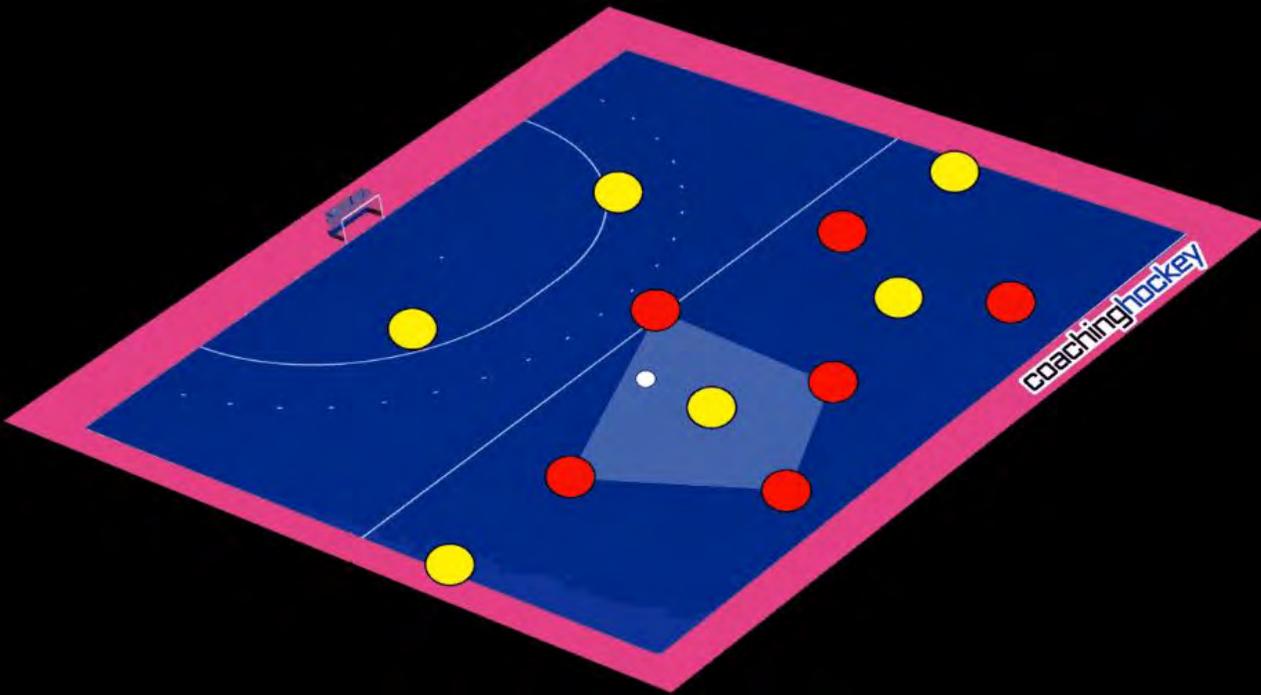
Can be used as a kind of half court press, but allows the opponent to get into a space, around the halfway and usually within 5 yds of the “touchline”.

All of a sudden all forward space and options have been denied, the defender turns around for their easy outlet/transfer through the remainder of the back4, only to find that the defence has arched round and now that option has disappeared too.

Think of a scorpion tail going from flat to bent!

# Press the box

Player 1 (behind the receiving player) must be one of the firsts to get involved. Otherwise the rival player will turn and attack forward.



Player 2 (outside forward) is in charge of putting pressure and, at the same time, make sure that his defender isn't able to get the ball. These 2 players are in charge of holding the receiver: Their main task isn't to tackle. If they hold him properly, our other players coming can try to tackle, because, in case they miss, our defensive system still won't be beaten.

# Breaking presses

- Move the ball in such a way that the receiver always has time and space to make the pass to the next player.
- The offensive team must not be lured into spaces which can be closed down quickly. The offensive team can make a slow pass from left to right in the back to tempt the defenders to rush the receiver of the ball who actually has the time to receive the ball and then pass it back right where there may be time and space since the defenders run left.
- Break it with a big play or maintain possession with smart play.
- Different international teams use different tactics in response to presses.

# Principles for dealing with presses

- Recognize the type of press that is being employed (study videos).
- Make high percentage passes to open men who ideally have at least two passing options when they receive the ball.
- Do not let the other team dictate how the ball will flow. Players moving the ball around must have the skills to change the flow of the ball with a curl, spin, pull back, and must be able to shield the ball from the forwards stick when put under pressure.
- Always move the ball to your numerically stronger side or to the side where there is space and an option to pass back or laterally to relieve the pressure.

# Principles for dealing with presses

- Move the ball to the sideline under a full press in a tight game. A turnover is unlikely to result in a goal or PC. The rule here is that the score influences the way that you deal with the press. If you are ahead then move the ball to the right side and play short controlled passes and get feet.
- Think about the other team's angle of attack if you lose the ball in a particular position. They will want to take route 1 to the goal if they have the option. So put a lot of men between them and route 1.
- Do not pass the ball backwards unless the player has a lot of time and space to receive the ball.

# Principles for dealing with presses

- Look for a pass to bypass the defense. These passes are hard to come by and must be engineered by changing the angle of the attack against the press.
- If it is a man to man marking press then take the ball wide and make sort accurate passes, looking for feet to disrupt the flow of the game or allowing the other team to poke the ball off of the field.
- The teammates around the person receiving the ball must move into a position where the receiver has multiple options to pass to. To often players receive the ball and find that their teammates are hiding behind defenders needlessly.

# Principles for dealing with presses

- Be patient, frustrate the pressers.
- Dribble the ball onto the presser's feet.
- Play high balls.
- Scout the other team ahead of time.
  - A.know their tendencies when pressed.
  - B.where do they move the ball
  - C.who can't handle the pressure
  - D.can they switch the ball from side to side quickly and counter attack
  - E.do they have power forwards who can receive a 50 yard pass on the run and eliminate the lone defender and score?

# Principles for dealing with presses

- Move the pressing wall backwards a few yards at a time. Pass the ball to forwards who are running back between the defenders into gaps. These passes are made between the pressing walls. The forward will then dump the ball back to a player between the two walls.
- If you have strong outlet passing down the wings the other team will have to do the math and determine if they can press without giving up the break down the wings via a long outlet pass.
- If you have time and space in the back move up into the wall and turn and pass the ball back.



# Thank you



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Best Practice Sharing of  
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# How to create a positive club culture

with Rob Almering

From the series :  
Best Practice Sharing of  
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# HOW TO CREATE A GREAT CLUB CULTURE

- WHAT IS A CLUB CULTURE AND WHY IS IT IMPORTANT?
- EVALUATION
- VISION and VALUES
- COMMUNICATION and PEOPLE
- MONITOR AND REVIEW



# CLUB CULTURE

## CLUB CULTURE – WHAT IS IT?

- The learned and shared behaviour of the community – „How we do things around here“
- It reflects how members interact with each other
- Look at your club as a group of people from a wider community with a common interest and within this community there is a special culture



## WHY TO TAKE CARE OF CLUB CULTURE?

- Positive HUMANS INTERACTION means positive and pleasant experience
- Clear club vision = members understand = feeling of belonging = greater participation = more players, more volunteers = **HAPPIER MEMBERS**



- Less issues= less conflict: all involved understand and abide by rules, by-laws and policies
- Often leads to better on field performance
- Positive image-sponsorship opportunities

# HOW TO CREATE A GREAT CLUB CULTURE

*HC DEN BOSCH VIEW*

## Strategie (formal)

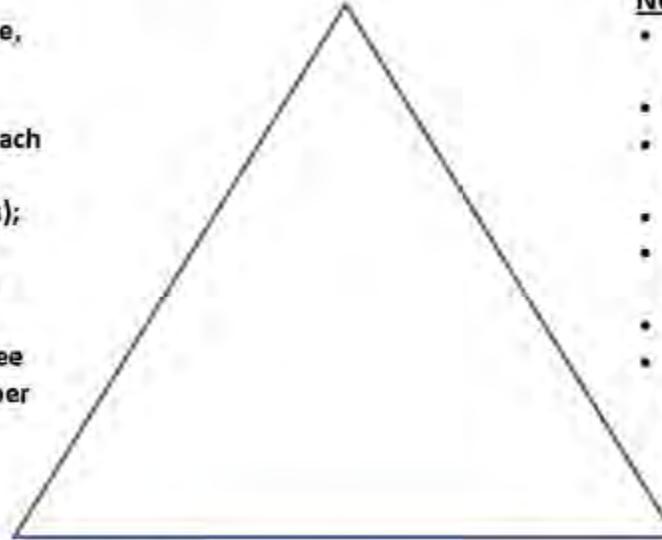
What is your ambition? Role of the club?

### Early days

- Looking back in history different time, different society
- Did not feel like an obligation;
- People were more connected with each other and involved;
- more kindred spirits (equal thoughts);
- Sharing thoughts en hearing voices during general meeting of members
- More democracy;  
In the early days you had a committee for allowing people becoming member of the club.

### Nowadays

- High demands are made in current time;
- Members are seen as clients;
- People have different motives and wishes;
- Individualization;
- More opportunities for free time spending;
- Less connected;
- No time left to work on a voluntary basis for a club.



## Structuur (formal)

Who is doing What?

Technical agenda  
Policy plan

## Culture (informal)

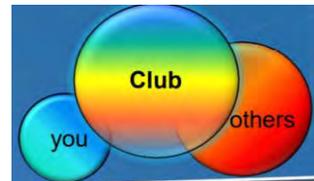
Critical succesfactors

Rituals (respect!)  
How are people connected?

# HOW TO CREATE A GREAT CLUB CULTURE

## QUESTIONS TO ASK YOURSELF AS THE BOARD OF A CLUB

- Strategy – what is the club role and its ambitions?
- Structure – who is doing what? Which committees do you have?
- Culture – what is connecting people together and what are the factors for success?



„Not yours, not mine but OURS“

# HOW TO CREATE A GREAT CLUB CULTURE

CONSIDER THESE QUESTIONS:

- What is good about your club?
- What are the characteristic of your club?
- What is one thing you believe the club could work on to make your club better?
- Does everyone see your club culture the same way you do?
- Who has the greatest influence on the culture of your club?



# HOW TO CREATE A GREAT CLUB CULTURE

Is YOUR club culture....



# HOW TO CREATE A GREAT CLUB CULTURE



## STEPS TO ADOPT A POSITIVE CLUB CULTURE:

### VALUES

- Set the key values your club should have (involve your members)
- Look for the ideas and input from everyone at the club, not just players and officials. Connect on personal level to make people comfortable to share their views and embrace openness.

### VISION

- What can your club do?
- Think long term – it is easier to plan
- Think of other areas to attract new but also existing members (bar/restaurant, offering fun day for schools nearby, connect with another sports club etc.)
- Set realistic goals and actions to achieve them
- Vision has to be supported by the set values

# HOW TO CREATE A GREAT CLUB CULTURE

## IMPLEMENTING THE CHANGE: COMMUNICATION

- Clear and effective communication is a key factor
- Is the clubs' vision easily understood?
- You will need to educate people so they understand it
- Setting up a consistent way to deliver the message is crucial to get everyone on the same page



„Sell the vision“

## PEOPLE

- Identify the champions who can drive the change
- Give everyone an opportunity to contribute-build ownership

# HOW TO CREATE A GREAT CLUB CULTURE

## WHAT ELSE:

- ✓ Keep it simple, don't expect too much too soon
- ✓ Think of other areas to attract new but also existing members (bar/restaurant, offering fun day for schools nearby, connect with another sports club etc.)
- ✓ Follow up – make it happen
- ✓ Keep everyone up to date, share the progress and celebrate the outcomes



Examples of a **club development plan** – [plan 1](#) and [plan 2](#)

# NOW LET'S BE HONEST .....

Does your club management really spend time to discuss the topic mentioned in this presentation or are we all too busy with solving daily issues ?

Are your members able to say what your club is standing for ?

Do you communicate regularly and in an understandable way about your strategy and do your members feel they are part of the dream ?

Do you objectively measure how your members feel ?

**If the answer to one or more of these questions is “NO” , plan today session with your management team to discuss ....**

Use the “Tips how to create a better club culture” card for inspiration on how to structure the discussion



# TIPS HOW TO CREATE A BETTER CLUB CULTURE

## WHY IS CLUB CULTURE SO IMPORTANT?

- ❖ It reflects how members interact with each other
- ❖ Vision that is clear to everyone promotes members participation
- ❖ Greater participation = more players, more volunteers = **HAPPIER MEMBERS**

WOULD YOU LIKE YOUR CLUB TO EXPAND  
OUR **HOCKEY FAMILY** AND MAKE IT  
STRONGER, TIGHTER UNIT?

## EASY STEPS TO HELP YOU TO ANSWER THE QUESTIONS

### WHERE ARE WE NOW?

#### ARRANGE A COMMITTEE MEETING

- ❖ Evaluate your club structure – who is doing what?
- ❖ Evaluate your club strategy – what is the club role and ambitions?
- ❖ Evaluate your club culture – what is connecting people together?

### WHERE DO WE WANT TO BE?

- ❖ Define your club MISSION – short and simple
- ❖ Set your club VISION and VALUES

!Defining your MISSION (more practical) will help you to set  
your VISION (future) and VALUES (the core beliefs)!

To help you to do so, ask your members, parents etc. in advance – simple survey

### HOW DO WE SHARE OUR VISION AND VALUES?

#### ORGANISE A CLUB MEETING AND INVITE ALL MEMBERS

- ❖ Plan the agenda and share it in advance
- ❖ Share your VISION – must be clear to you and your members
- ❖ Share your VALUES – the core beliefs that shape the way people behave

!Post it somewhere in your club  
that is visible and reminds members of where you are going!

- ❖ Make the meeting attractive - arrange it outside with BBQ, refreshments, include prizegiving in or invite a speaker

### HOW DO WE GET THERE?

#### CREATE A DEVELOPMENT PLAN

- ❖ Set your goals and action plan based on your VISION and VALUES
- ❖ Think about the objectives for your club over 3-5 years
- ❖ Make it realistic considering time, cost, resources etc.

!Distribute the club plan,  
make sure all members, sponsors, partners have access to it!

### HOW DO WE MAKE IT HAPPEN?

#### REVIEW REGULARLY

- ❖ Make it happen – regularly monitoring your progress is very important
- ❖ Follow up - it is what takes your GOALS from paper into REALITY

READY TO TAKE THE FIRST STEP?  
NEED ANY ASSISTANCE? WE ARE HERE FOR YOU.  
PLEASE EMAIL TO

[GINO.SCHILDERS@POZEMNIHOKEJ.CZ](mailto:GINO.SCHILDERS@POZEMNIHOKEJ.CZ)

# Key messages

- WHAT IS A CLUB CULTURE

- EVALUATION

- VISION and VALUES

- COMMUNICATION and PEOPLE

- MONITOR AND REVIEW

WHY IS IT IMPORTANT?

WHERE ARE WE NOW?

WHERE DO WE WANT TO BE?

HOW DO WE SHARE OUR VISION?

HOW DO WE GET THERE?

HOW DO WE MAKE IT HAPPEN?

# Reference materials

- Session with Rob Almering – Erasmus Programme
- <http://www.cornwallsportpartnership.co.uk>
- <https://community.wru.wales>
- <https://www.bwsw.org.uk>
- <http://www.ors.sa.gov.au>
- Find all presentations from this program on : .....



# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

- **Rob Almering** for his input on this topic. Rob is a current president of the hockey club HC Den Bosch.
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
- **Claudine Schiefer** from HC Den Bosch for coordination and support
- **Tom Pedersen** from the EHF for teaming up and providing advice in this program
- **Gino Schilders** from the Czech Hockey Federation for leading the program
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What is purer than giving without expecting something in return?



# Thank you

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# Youth development

with **Robbert-Jan de Vos**

From the series :  
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# Key messages

- Give a youth player the chance to develop optimally
- Improve individual players: technical, tactical, behaviour, mental, physical
- “It is not all about how good you are – it is about how good you could get!” - think on a long-term effect

# Do you have a youth vision in your club?

Introduction to youth vision at HC Den Bosch:

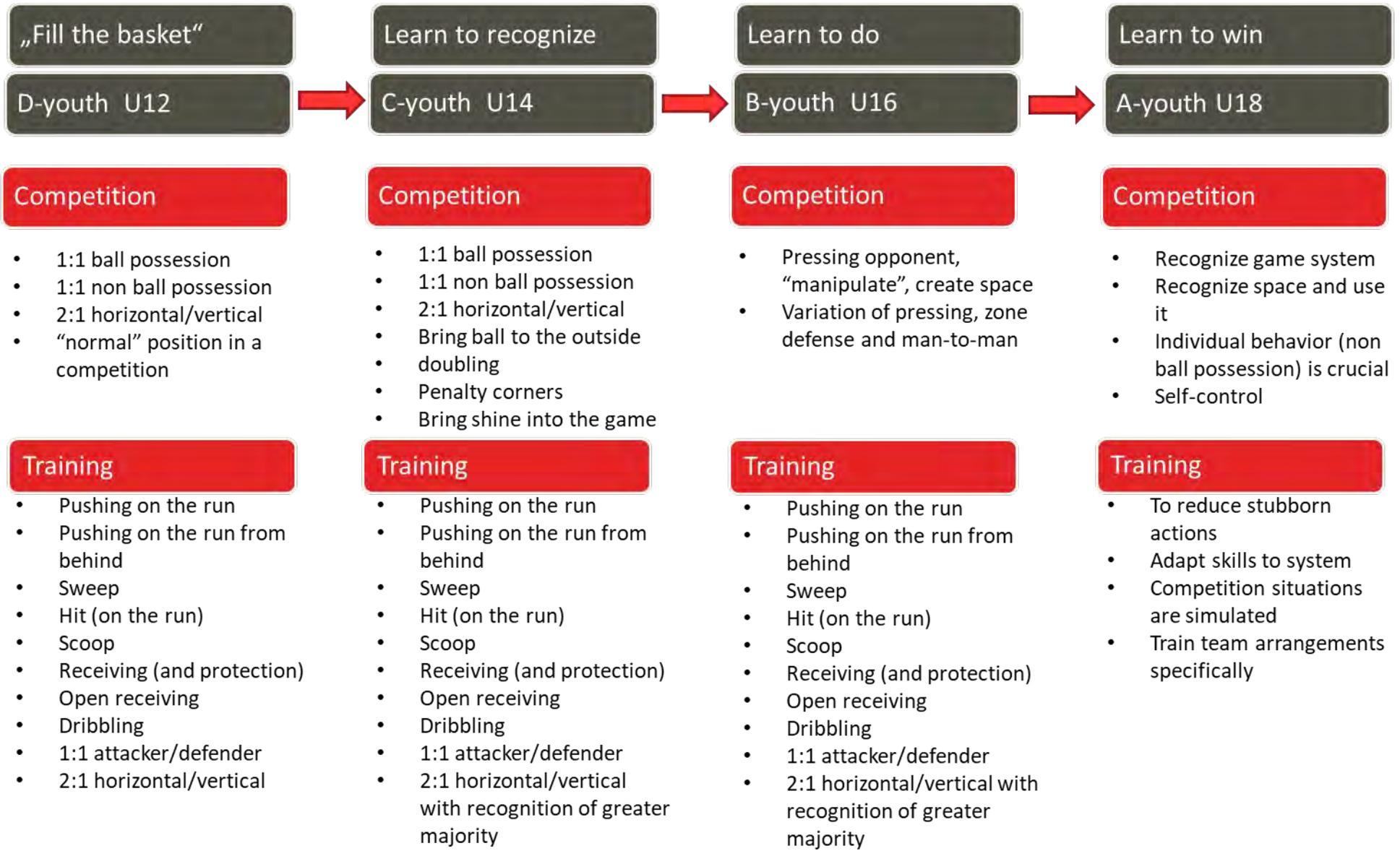
- Getting players ready for the first teams, playing at highest level
- Consistency – we want to have 2-4 players in the first team each year
- Improve individual players: technical, tactical, behaviour, mental, physical
- Creating team culture (respect – ambition – drive)
- Facilitating a professional environment and prepare players for that
- Accountability for individual & team
- Play highest league every year

# Are you formulating requirements for special age classes?

Examples in different countries:

- Skills-Matrix (Austria)
- <http://trainer.hockey.de/rahmentrainingsplaene/rahmentrainingsplankonzeption> (Germany)

# Do you think about “themes” per age class?



# How do you look at talented players?

- Technique?
- Ball control?
- 1 vs 1?
- Combination skills?
- Athletic personality?
- Charisma?

# Ajax youth development scheme – TIPS!

Ajax uses the acronym TIPS to describe the strong points of a young Ajax player.

- T is for Technique. Ajax youth players must be in control of the ball
- I is for Insight and Intelligence. The ability to observe and think ahead.
- P is for Personality. Must be able to communicate with others, provide leadership, be creative, show flair and daring, be receptive to his fellow players, and be able to work in a disciplined manner.
- S is for Speed, which is essential for every Ajax player. Speed off the mark, mobility and speed over long distances.

# Development talks at HC Den Bosch

“Kids have to learn to talk about their own development – so we start in the D1 (U12) with individual talks together with parents. Parents only listen (if they like, they can talk afterwards with the coach). Simply questions:

- How do you do at home/school?
- What is incurring your life?
- What are you good at? How do you improve that?
- What are you not good at? How do you work on that?
- Do you have questions on us?

# What are your achievements?

	U10	U12	U14	U16	U18	First Men/Women teams
League	District	District	Regional	National	National	First League
Hockey Practise	2 hrs	4,5 hours	4,5 hours	5 hours	5 hours	7,5 hours
Physical Training	10 min	20 min	30 min	30 min extra	30 min extra	1 hr extra
Video analysis		1 / 6 months	1 / month	1 / 2 weeks	1 / week	1 or 2 / week
TPE		Introducing	Every month	Every week	Every week	Every week
Individual talk		3 / year (incl parent)	3 / year	3 / year	3 / year	always
Mental	Carry own stick and bag Prepare stuff in bag and make sure it's complete	Clean materials from pitch Clean after lunch/dinner	Take responsibility in hockey	Understand different roles within team Reduce role of parents	Understand different roles within team Reduce role of parents	Apply all learned
Behavior		Example function within the club	Example function within and outside of the club	Give something back to the club	Give something back to the club	Give something back to the club

# How do you communicate with parents?

- Are parents kept well informed? How?
- Do you divide hockey elements into number of categories? Which?
- Do you prepare strengths and weaknesses analysis? What and how often?

Some hints you can find at [FIH Youth development \(pdf\)](#)

# Player development

Everybody wants to be part of the outcome, but it is the process that determines who is worthy of being part of that outcome.

All players and including players on the pathway to High Performance need to continuously perfect and advance individual skills and tactic.

The results will contribute significantly to team success both in practice and in games.

The coach must understand how these skills and tactics are executed for efficient practicing and maximum development of the players.



# Find some great ideas at other sports!

- <http://www.omha.net/page/show/885485-coach-and-player-resources> (Ice Hockey Canada)



# What is your plan to develop youth teams in your club?



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# Reference materials

- Junior Coaches Handbook, Whitford Hockey Club, Australia  
<https://www.whitfordhockey.asn.au/about-whitford-hockey-club/whitford-hockey-club-documents/junior-coaches-handbook/>
- FIH-JuniorDevelopment (pdf)  
<http://www.fih.ch/inside-fih/hockey-resource-centre/events-management/clubassociation-development/>
- Soccer – Ajax Amsterdam:  
<https://cbcdutchtouch.com/images/TheAjaxYouthDevelopmentScheme.pdf>
- <https://www.knhb.nl/kenniscentrum/verenigingsondersteuning/visie-op-de-ontwikkeling-van-hockeyers>

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# ASM Concept/Physical preparation

with Sascha van Lith

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# THE ATHLETIC SKILLS MODEL

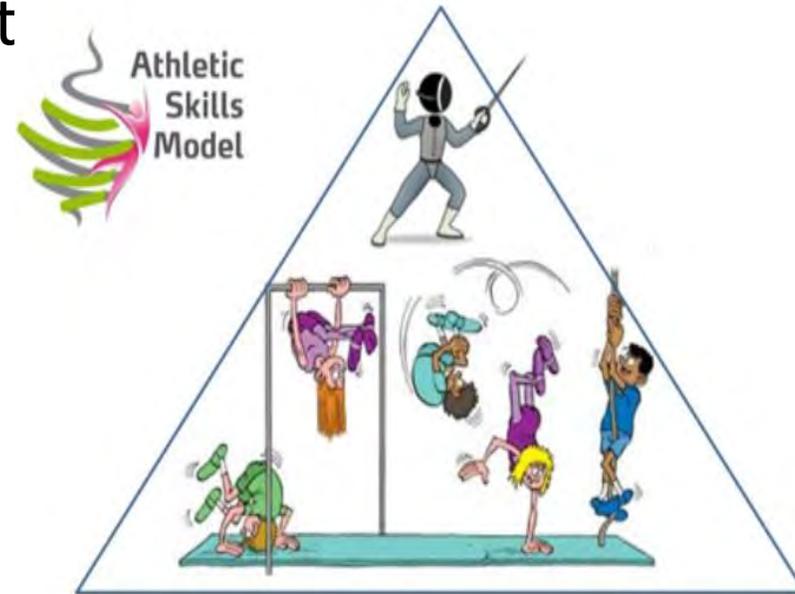
- Concept originated from elements of basic movement
- Variety and versatility is the key
- Optimal movement and reflection of the growth phases
- Ability to adapt in different situations – differential learning
- Holistic approach – wellbeing, health and nutrition



# THE ATHLETIC SKILLS MODEL

- Based on elements of basic movement

- ✓ Balance and falling
- ✓ Playing around and fighting
- ✓ Walking and running
- ✓ Jumping and landing
- ✓ Rolling, diving and spinning
- ✓ Throwing, catching and hitting
- ✓ Shooting, kicking
- ✓ Climbing, swinging and scrambling
- ✓ Movement to the music



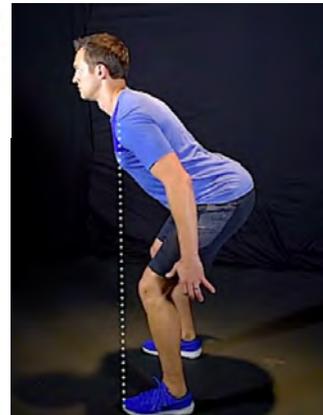
- Decline of athletic skills and physical abilities in kids

# THE ATHLETIC SKILLS MODEL

- Optimal movement – 5 qualities required:

- ✓ AGILITY
- ✓ FLEXIBILITY
- ✓ STABILITY
- ✓ POWER
- ✓ ENDURANCE

- Athletic stand/position – the base of all stances and movements



- Drive your hips back
- As your hips move back, your knees will bend but your shins should remain nearly vertical
- Your shoulders should be directly over your toes
- If you do it right, you will feel tension in your hamstrings and glutes

# 5 QUALITIES OF MOVEMENT

- **AGILITY** - the ability to move and change direction and position of the body quickly and effectively while under control. It requires quick reflexes, coordination, balance, speed, and correct response to the changing situation.
  - ✓ Example of [agility exercises](#)
- **FLEXIBILITY** - the range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion.
  - ✓ dynamic stretching (before exercises) X static stretching (for kids to be trained from 10 years and older. They can stretch at home for 30s and longer)
- **STABILITY/BALANCE** - balance and stability work as one to ensure that athletes can control their bodies during a move. Stability is important but core stability is the most important for prevention of injuries.
- **POWER** – the product of strength and speed. The best way to train it is the traditional weightlifting in combination with velocity training.
  - ✓ Growth phases - needs to be considered when coaching kids and youth. Power training can be introduced in P3. It differs for girls and boys.
  - ✓ [Growth calculation](#)
- **ENDURANCE** – In sports, it refers to an athlete's ability to sustain prolonged exercise for minutes, hours, or even days. Endurance requires the circulatory and respiratory systems to supply energy to the working muscles in order to support sustained physical activity.
  - ✓ Kids/youth training - it is not necessary to train the oxygen system separately. Games and short matches develop sufficient endurance. Until the growth spurt is proven it's best to train the proper technique of running. Once they reach the growth spurt the oxygen system can be trained – TABATA (different moves – 8 sets/ 20s on/10 or 20s break – jumping jacks, high knees, squat with a jump, boxing)
  - ✓ Example of [ASM session](#)

# WAY OF LEARNING

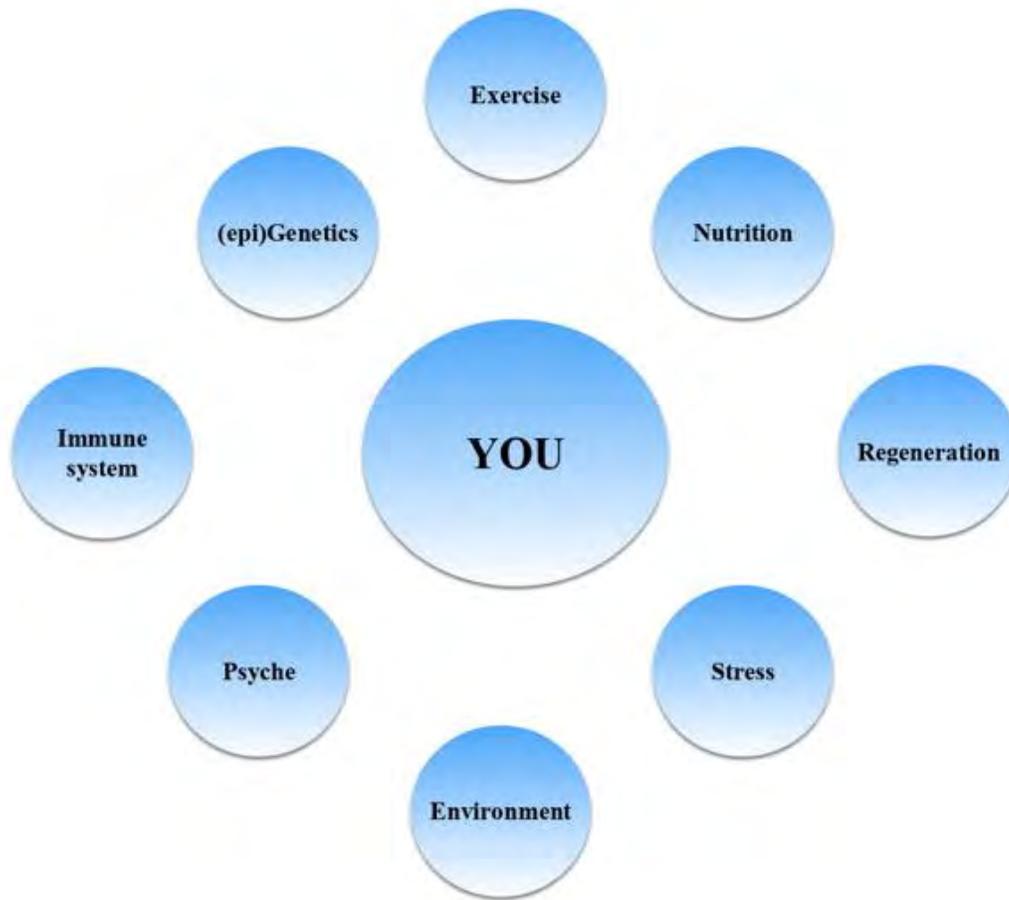
- Important part of ASM model is a way of learning
- Differential learning – is a one way how to learn a skill or move under a different circumstances
- The versatility and variability promotes the ability to adapt fast

**“THE PLAYER WITH THE BEST ABILITY TO ADAPT IN VARIOUS SITUATION  
WILL BE THE BEST”**

- Example of differential learning – dribbling
  - ✓ With eyes closed
  - ✓ On one leg
  - ✓ Other end of the stick
  - ✓ With winter gloves on
  - ✓ With tennis ball
  - ✓ On your knees

# HOLISTIC APPROACH

- ASM model looks at the whole person – YOU



# NUTRITION

- What you eat and drink affects your health and performance
- Balanced nutrition:
  - ✓ Less illness
  - ✓ Higher energy level
  - ✓ Better muscle strength
  - ✓ More flexibility
  - ✓ Optimal concentration
  - ✓ Injury prevention
- Simple education can start with the youth
  - ✓ Right source of energy (fruit and veges)
  - ✓ Sugar content – examples of drinks
  - ✓ Protein and healthy fat
  - ✓ [Sport fueling for kids](#)



# Reference materials

- Session with Sascha van Lith – Erasmus Programme
- <https://www.athleticskillsmodel.nl/en/home-en/>
- <https://www.verywellfit.com>
- <https://www.eatright.org/for-kids>
- Find all presentations from this program on : .....

# Key messages

- Concept originated from elements of basic movement
- Variety and versatility is the key
- Optimal movement and reflection of the growth phases
- Ability to adapt in different situation – differential learning
- Holistic approach – wellbeing, health and nutrition

# Thanks

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Big thanks to :

- **Sascha van Lith** for her inspiration on this topic. Sascha is a trained physiotherapist with over 25 years experience. She is also a trainer and coach.
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
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# School Hockey

**an opportunity to grow our sport**

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# School Hockey - as an opportunity:

There was no own lecture on school hockey in Den Bosch. The four participating nations, however, have intensively exchanged views. The results are presented here:

1. School Hockey brings new members for clubs
2. Kids get the chance to experience hockey and spend time doing sports and socializing and also exploring their bodies. The social factor in school hockey is very high.

# School Hockey – questions:

- What can school hockey bring us?
- How can I structure school hockey properly?
- Who supports school hockey in my country?
- What budget do I need for school hockey?
- How can I promote school hockey in my country?

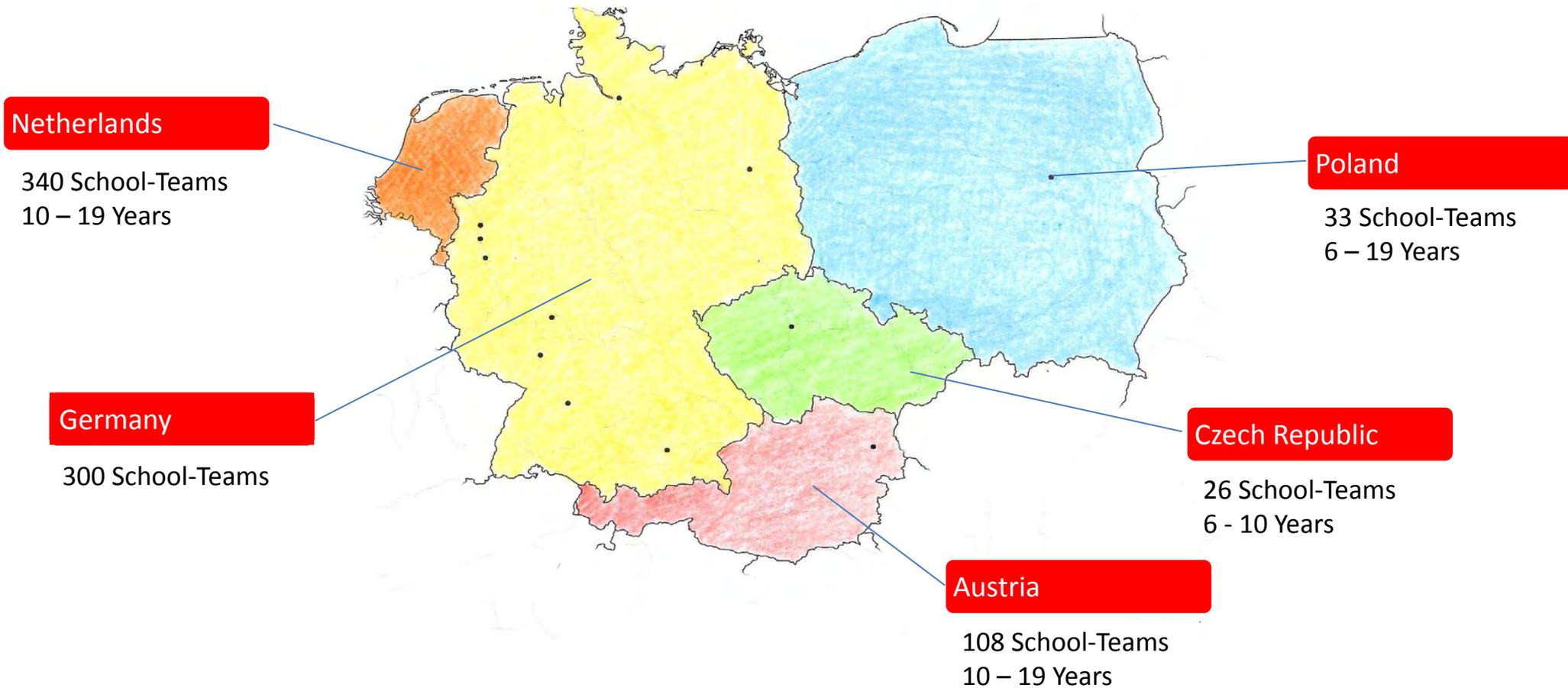
# Key messages

- School hockey is hugely important for hockey in mass sports.
- School hockey is operated very differently - there are various models.
- School hockey must be supported by public authorities.
- School hockey works only with a good structure.

# School Hockey Impressions



# School Hockey - countries in comparison



# Hockey Player in the countries

## Netherlands

271.000 hockey player  
1 out of 62 plays hockey

## Poland

6.920 hockey player  
1 out of 5.500 plays hockey

## Germany

82.609 hockey player  
1 out of 1000 plays hockey

## Czech Republic

2.770 hockey player  
1 out of 3.800 plays hockey

## Austria

4.570 hockey player  
1 out of 1.900 plays hockey

# School Hockey - statistics

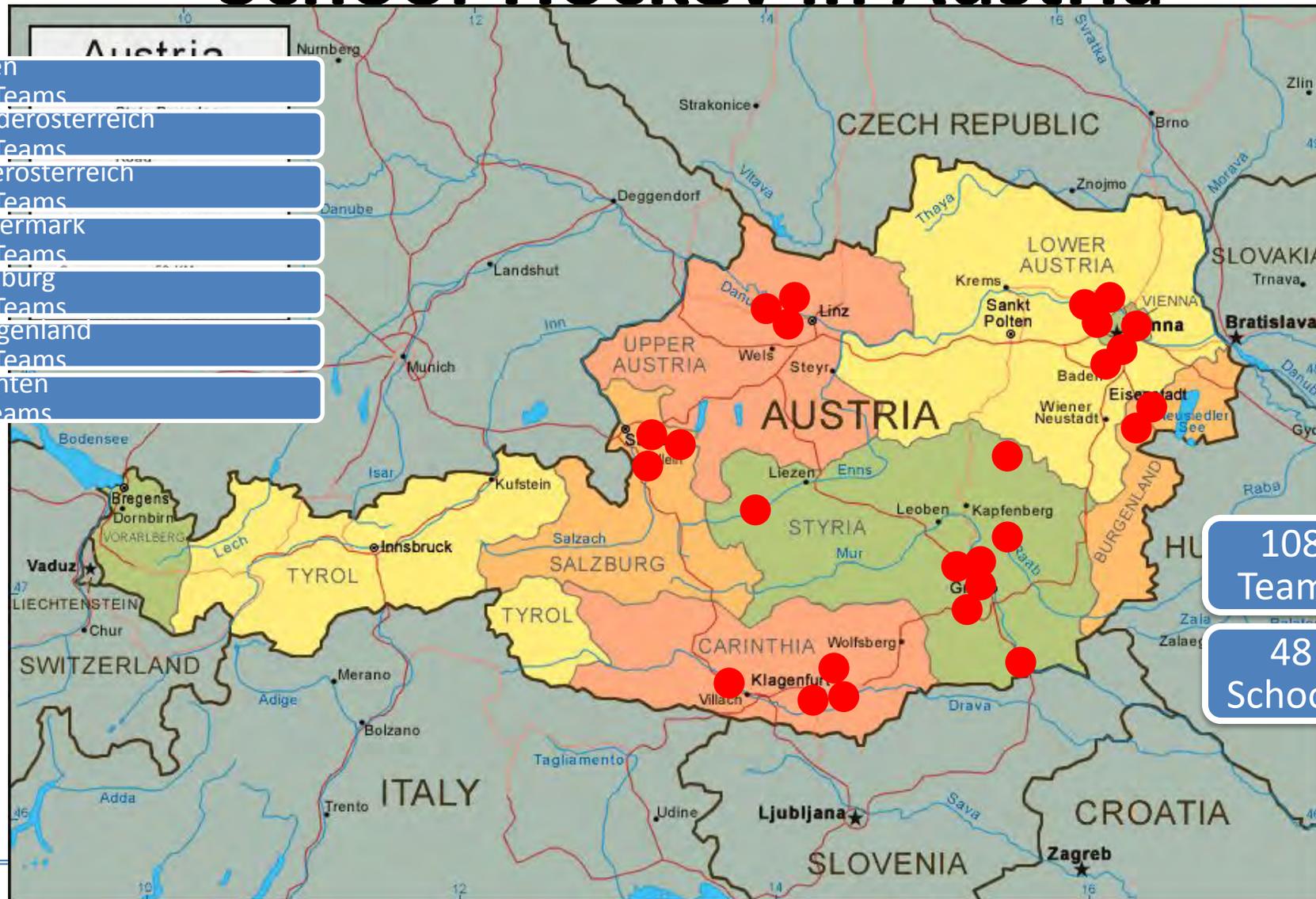
School-Hockey Developement in 5 countries					
Austria	Germany	Czech	Poland	Netherland	Nation
83.879	357.578	78.866	312.685	41.526	km2
8.823.054	83.000.000	10.618.303	38.170.712	17.035.938	People
4.579	82,609	2.770	6.923	271.629	Hockey Player 2016 (lt. EHF Statistik)
0,05	0,1	0,03	0,02	1,59	% Hockey Player of Population
1 of 1926	1 of 1004	1 of 3833	1 of 5513	1 of 62	1 Hockeyplayer of ...
864		280	749	ca. 3000	School Hockey Player 2018-2019
25 teams		26 teams	10 teams		Girls Teams
83 teams			23 teams		Boys Teams
48 schools		23 schools	13 schools	135 schools	Schools
0		26 teams	80 kids		6-10 years
664 kids		0	555 kids		11-14 years
200 kids		0	114 kids	340 teams	15-19 years
7		0	4	30	Championships Provinzes
2		0	1	1	Championships National
1		15	0		Fun tournaments National
8		2	5	135	Team Staff School Hockey
40		25	60		Volunteers
18.000 Euro		11.000 Euro	5.000 Euro	50.000 Euro	Budget for School Hockey
since 2000		since 2002	since 2004	since 2002	School Hockey since:

# School Hockey - Impressions



# School-Hockey in Austria

- Wien  
20 Teams
- Niederösterreich  
14 Teams
- Oberösterreich  
13 Teams
- Steiermark  
23 Teams
- Salzburg  
20 Teams
- Burgenland  
10 Teams
- Kärnten  
8 Teams



108  
Teams

48  
Schools



# Project-Team Hockey2020 Austria

project management  
Gerhard Kubassa



Salzburg  
Beier Ernst



Kärnten  
Michael Rotheneder



Steiermark  
Karin Seebacher



Burgenland  
Manuel Schüller



Wien  
Uschi Binder



Niederösterreich  
Ursula Künstler



Oberösterreich  
Bernd Sternisa



# School-Hockey in Czech Republic



350 Kids

23  
Schools

The school hockey is based on the cooperation between clubs and the primary schools with a support from the Czech Hockey Federation. It all started in 2002. The clubs are responsible to acquire coaches for the after-school activity through the school year (September – June). The Czech Hockey Federation provides financial contribution for the coaches (estimated number of registered kids is set) as well as material support like balls, hockey sticks etc. for a new class. The school hockey is primarily targeted for the kids aged between 6-8 years old with an option to join the club at any time. The goal is to introduce the hockey to the wider public and to promote positive approach to sport.

During the school year, there are 2 – 3 tournaments organised by Czech Hockey Federation. It is a informal way where the clubs and the parents connect well. The kids have a chance to experience the feel of the tournament, compare their skills and enjoy the sport overall. The junior representatives attend as referees and perform exhibition games or play together some games with the kids. Also, a moderator oversees the whole event with another support programme.

Currently there are 23 schools around Czech Republic where hockey is being played. In numbers it means around 250-280 kids have a chance to experience hockey. The kids usually play school hockey for 2 years therefore every year the total number of the new kids fluctuates.

# School-Hockey in Poland

Kooperation School / Club

Poznan

WKS Grunwald - Primary school number 51

Warta Poznań - Primary school number 26

Awf Poznań-- Primary school number 25

Poznan University of Technology –  
Primary school number 85

high school- LOMS Poznań



Gasawa

LKS Gąsawa- Elementary school in Gąsawa

Brzeziny

MKS Brzeziny - Primary school in Brzeziny

750 Kids

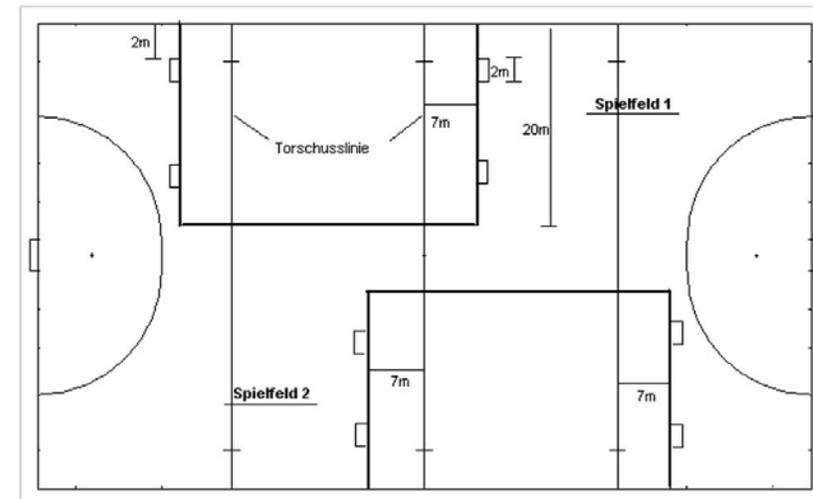
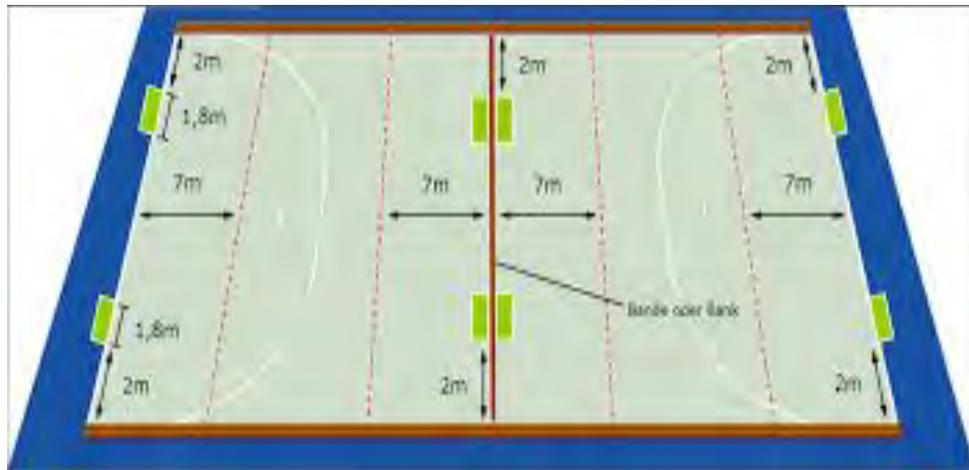
13  
Schools

# School-Hockey Playground Minis

INDOOR - FIELD



OUTDOOR - FIELD



# Important school-hockey links

- Austria: [www.hockey.at/schulhockey](http://www.hockey.at/schulhockey)
- Poland: [www.pzht.pl](http://www.pzht.pl)
- Czech Republic: [www.pozemnihokej.cz/category/hokej-pro-deti/krouzky-na-skolach/](http://www.pozemnihokej.cz/category/hokej-pro-deti/krouzky-na-skolach/)
- Netherlands: [www.knhb.nl/kenniscentrum/hockeysoorten/schoolhockey](http://www.knhb.nl/kenniscentrum/hockeysoorten/schoolhockey)
- Germany: [www.schulhockey.de](http://www.schulhockey.de)

# Key messages

- School hockey is hugely important for hockey in mass sports.
- School hockey is operated very differently - there are various models.
- School hockey must be supported by public authorities.
- School hockey works only with a good structure.

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# Basic tactics to learn 12-16 years old with Tim Brekelmans

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# Tim's tactical vision

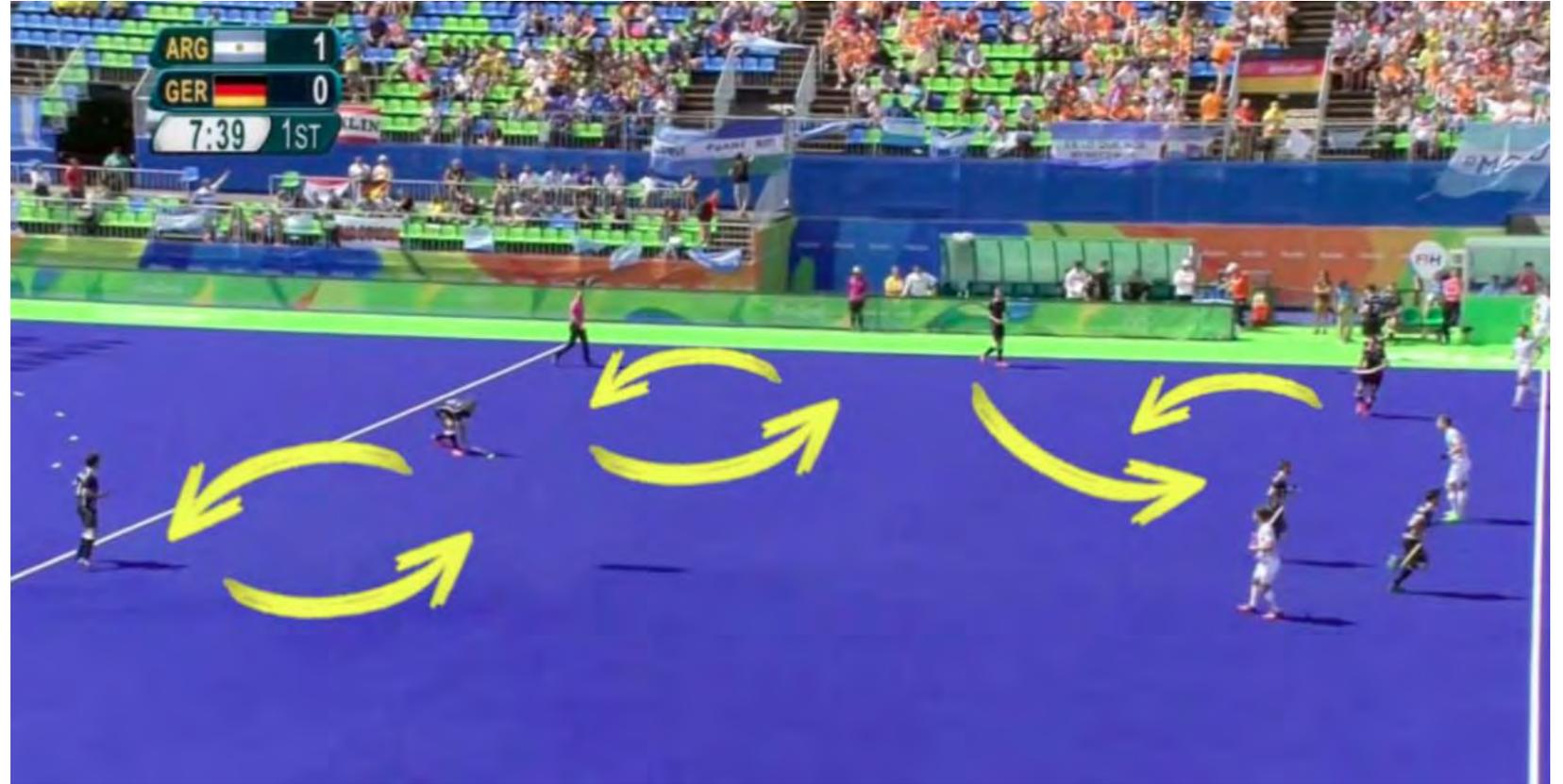


# Tim Brekelmans

- 31 years old
- Head coach MHC De Warande Ladies 1
- *He gained experience with: MHC De Warande, BNMHC Zwart-Wit*
- Most proud of: 6th at the national championship with BNMHC-Zwart U12, 2th at the Region finals with BNMHC-Zwart Wit u12

# We will talk about:

- Built up,
- Press situations,
- Penalty corners



# Key messages

- Tactics depend on:
  1. Players
  2. Opponent
  3. Game situation (you win, you lose)
  4. Minute of the match
  5. Tactical assumptions



Questions : what else does the game tactic depend on?

# Basics tactics

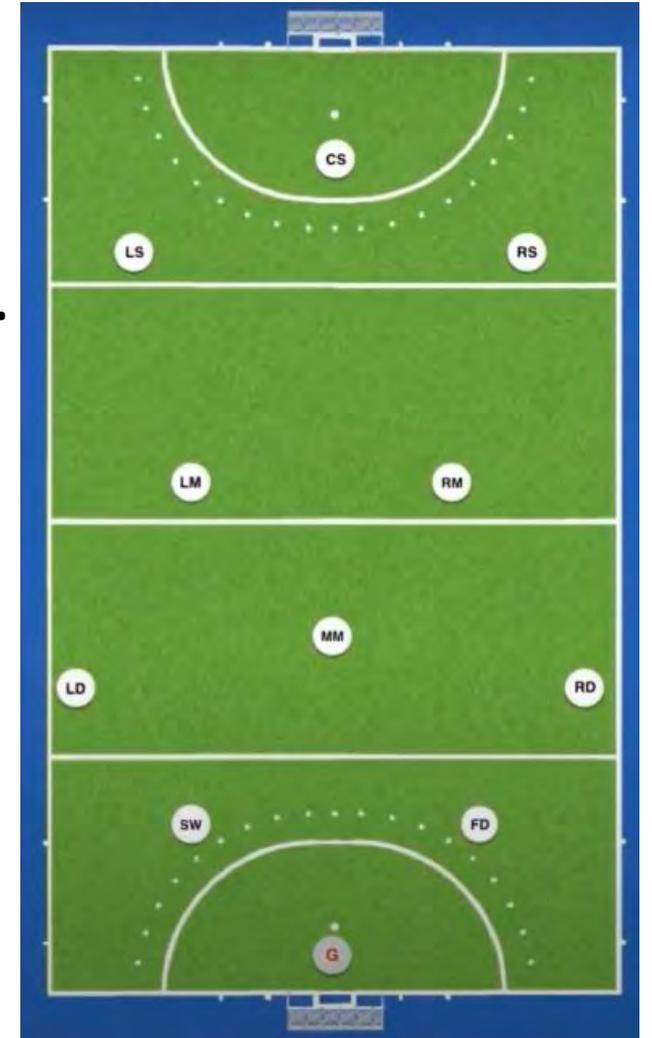
1. 4-3-3 (1 goalie, 4 defenders, 3 midfielders, 3 attackers)
2. Other tactics 3-4-3 (1 goalie, 3 defenders, 4 midfielders, 3 attackers)

Questions : What tactics do you use?

# Basic Formation 4-3-3

The basic formation 4-3-3 is most common used formation. It is our „solid ground” and starting point.

In the back we have four players. They are the so called „back four” and can change the formation when building up.

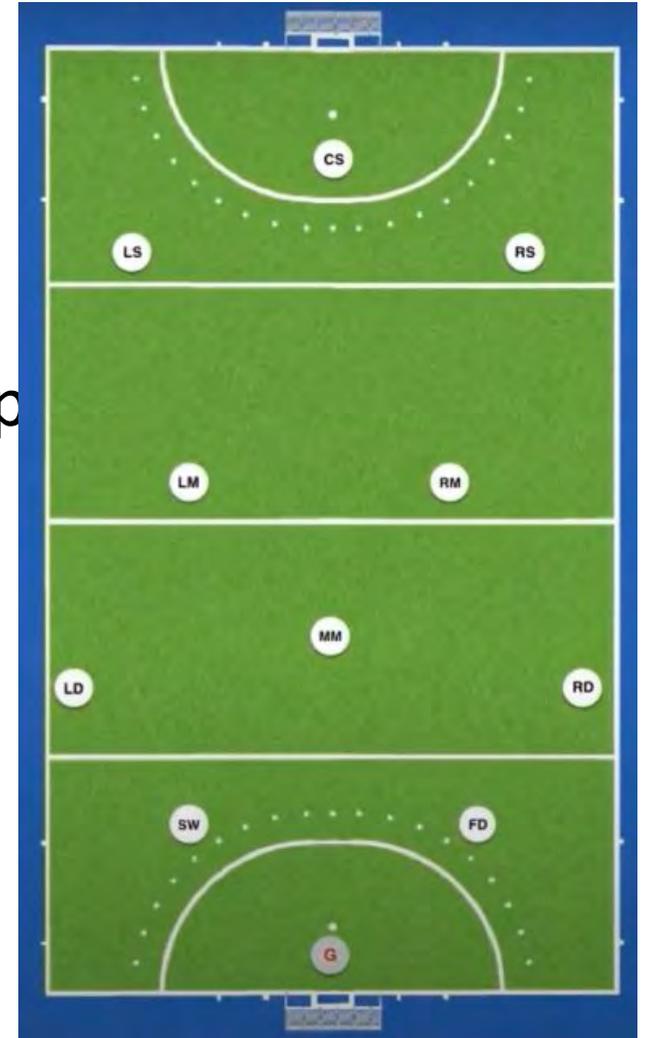


# Basic Formation 4-3-3

**Defenders:** 4 at the back, 2 higher back, not in the same line

**Midfielders:** 3 midfielders in a „V” formation, Build up with midfielders in the half spaces or midfield position

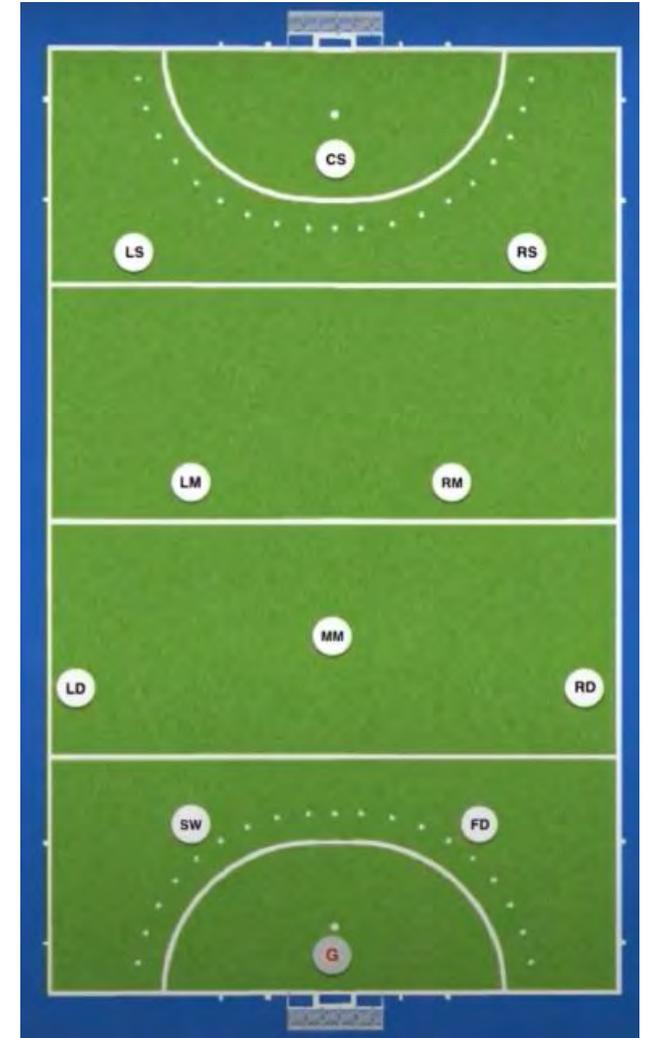
**Attackers:** At different height, 1 contra attacker, 1 higher attacker, 1 attacker at the *help side*.



# Basic Formation 4-3-3

Built up:

From 4-3-3 you can easily change the players position by moving the right defender forward. We then make an advantage in the middle of the field.



# Built up

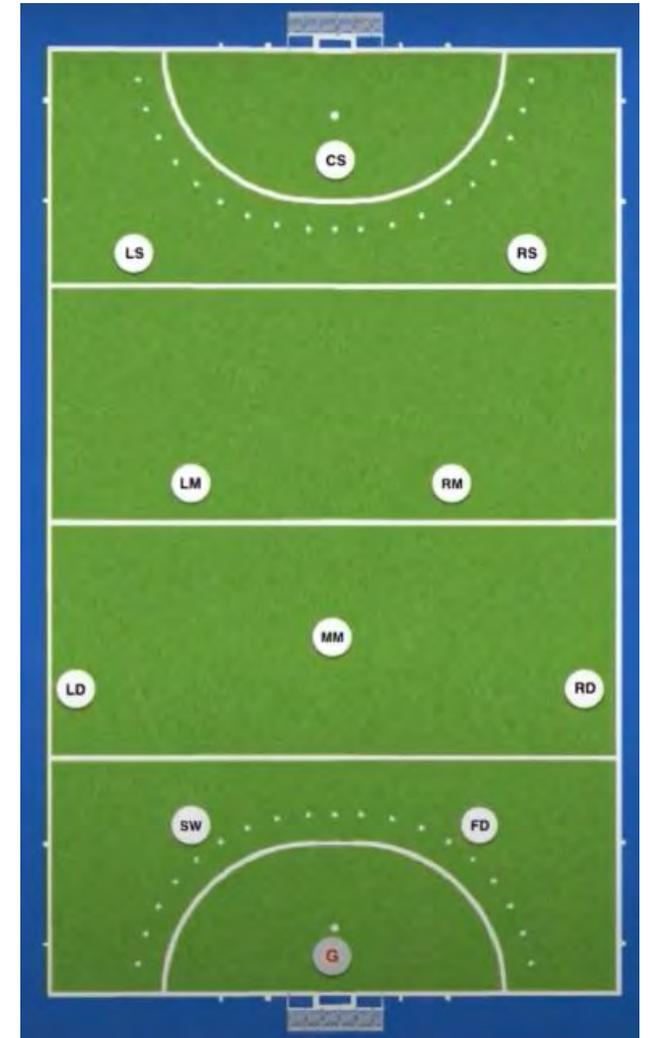


# Basic Formation 4-3-3

Press situation:

Different styles depend on situation:

1. Full press
2. Half court press
3. Pocket press



# Full press



# Half court press



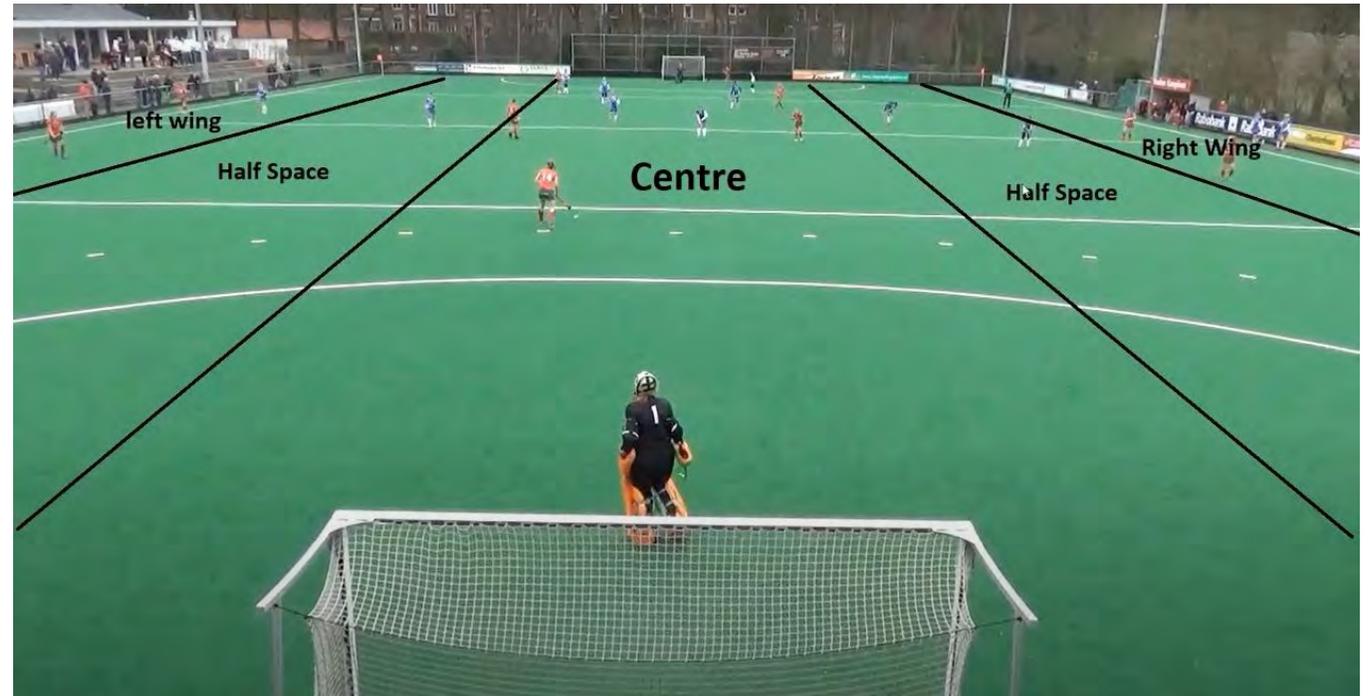
# Pocket press



# We use sector breakdown for easy explanation

First:

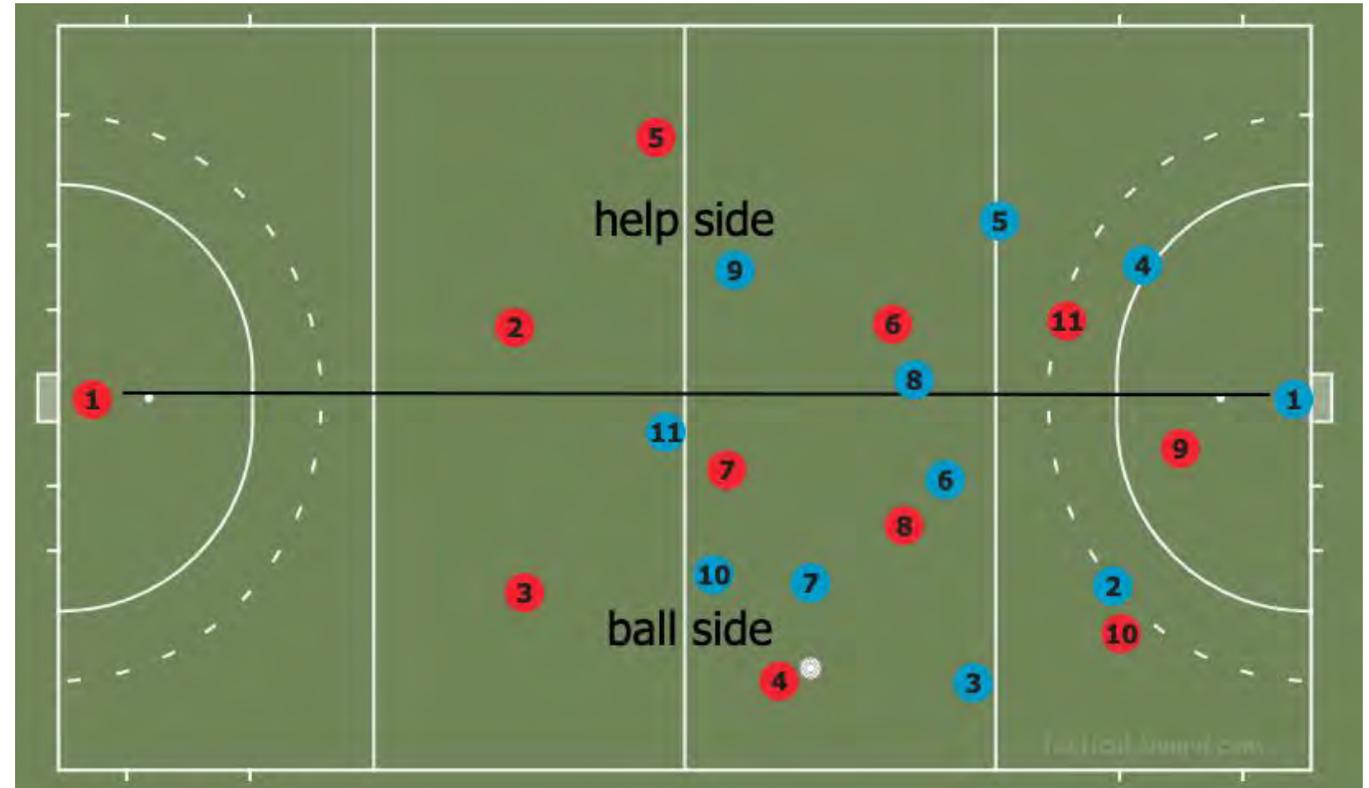
1. Left wing
2. Half space
3. Centre
4. Half space
5. Right wing



# We use sector breakdown for easy explanation

Second:

1. Ball side
2. Help side



Questions : How do you share the pitch

# Penalty corners: defensive and offensive



# The Defensive penalty corner

## 1. Role & Responsibility

- Flyer
- Right trail
- Left trail
- Post

## 2. Organization

- 3:1
- 2:2
- Other option

## 3.Specials skills

- Blocking
- Clearing the GK
- Post play

## 4. The role of the GK



# Roles and Responsibilities

## 1. Flyer

Pressure the initial shot

Pressure the flip left

Block the shot

## 3. Left trail

Control the space for deflection

Option to the injector

Clear the ball from the GK

Control rebounds

## 2. Right trail

Control the space for deflection

Option to the injector

Clear the ball from the GK

Control rebounds

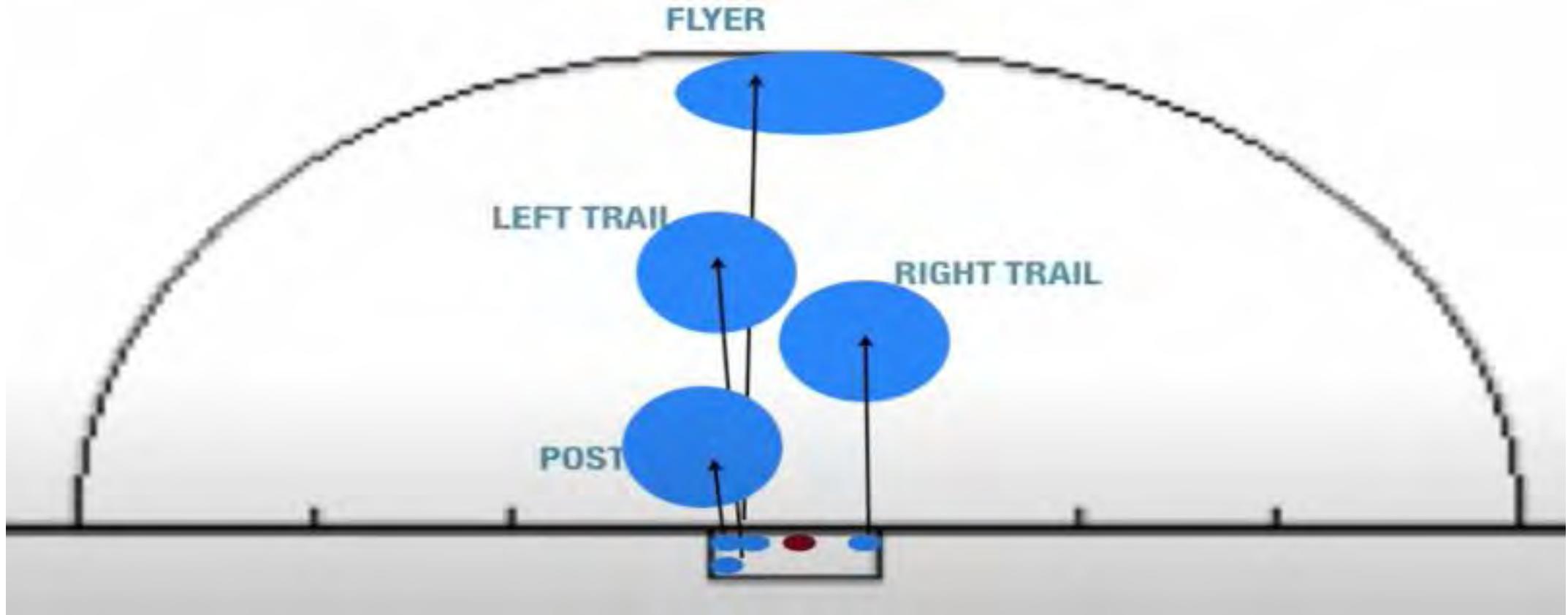
## 4. Post

Cover the post area

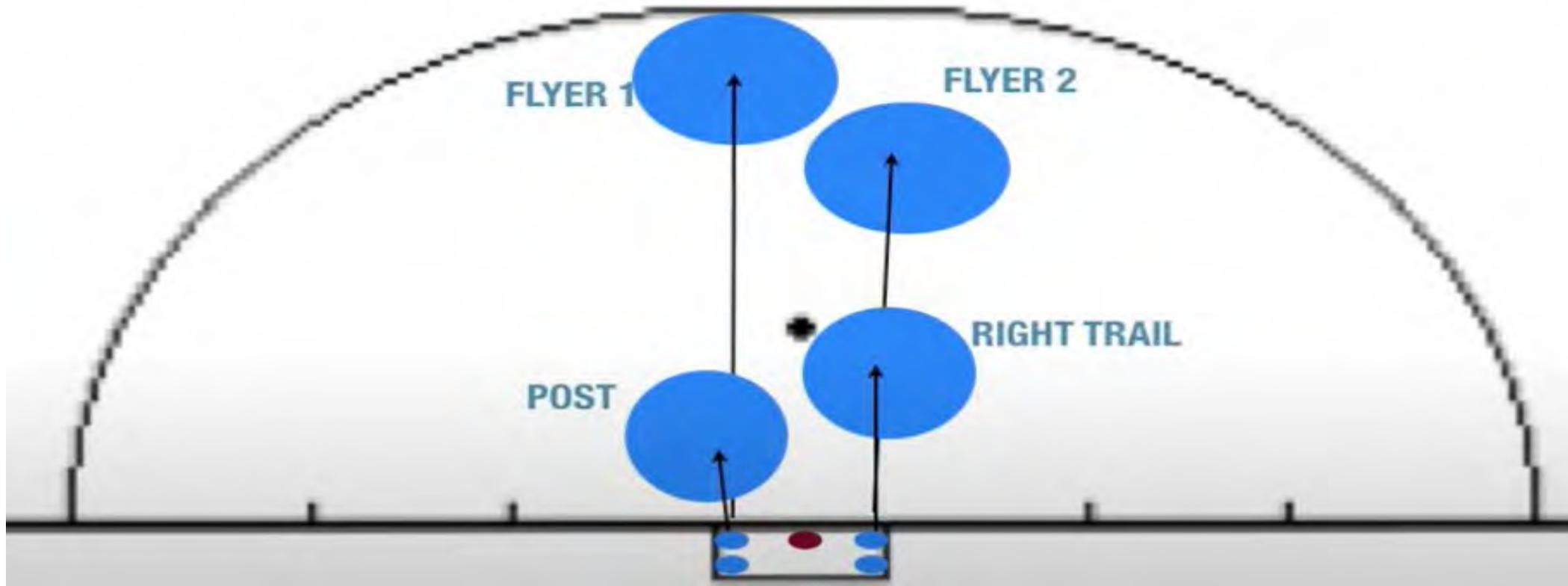
Clear ball from the GK

Control deflection spot

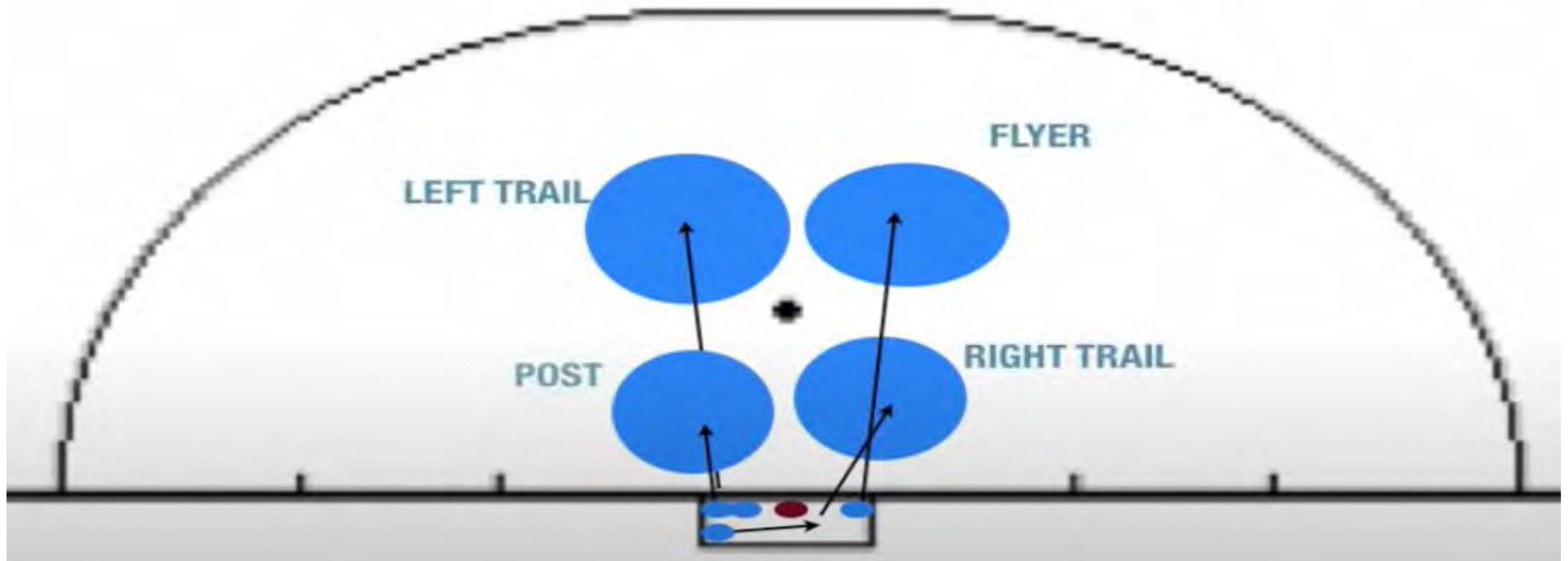
# Role and responsibilities 3:1



# Role and responsibilities 2:2



# Role and responsibilities 2:2 „Box behind”





# The offensive penalty corner

## 1. Role & Responsibility

- Injector
- trapping
- hit, drag, flip left
- Specials (deflection)

## 2. Organization

- set up and options from the set
- other options

## 3.Specials skills

- Trapping
- Fakes

## 4. Counter attack defense



# Roles and Responsibilities

## 1. Injecting

Footwork

Body movement

Stick movement

## 2. Traping

Set up

Grip

Release

## 3. Hitting/Dragflick

Footwork and approach

Body movement

„Flat” Hit instead of „high” hit

*for more information, see the  
"drag flick presentation" with  
Ageeth van Boomgaard*



# Key messages

- Tactics depend on:
  1. Players
  2. Opponent
  3. Game situation (you win, you lose)
  4. Minute of the match
  5. Tactical assumptions



# Reference materials

- Write here any reference material + copy links to video's/documents available
- [https://prezi.com/mjpuwnbyhm4i/basic-tactics-to-learn-12-16-year-olds/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/mjpuwnbyhm4i/basic-tactics-to-learn-12-16-year-olds/?utm_campaign=share&utm_medium=copy)
- <https://tactical-board.com/>
- <https://www.youtube.com/watch?v=xpHAYZd4964>
- <https://www.youtube.com/watch?v=KHHeU6AFP0g>
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# *Goalie training basics for youth*

*with Kai Zaoui*



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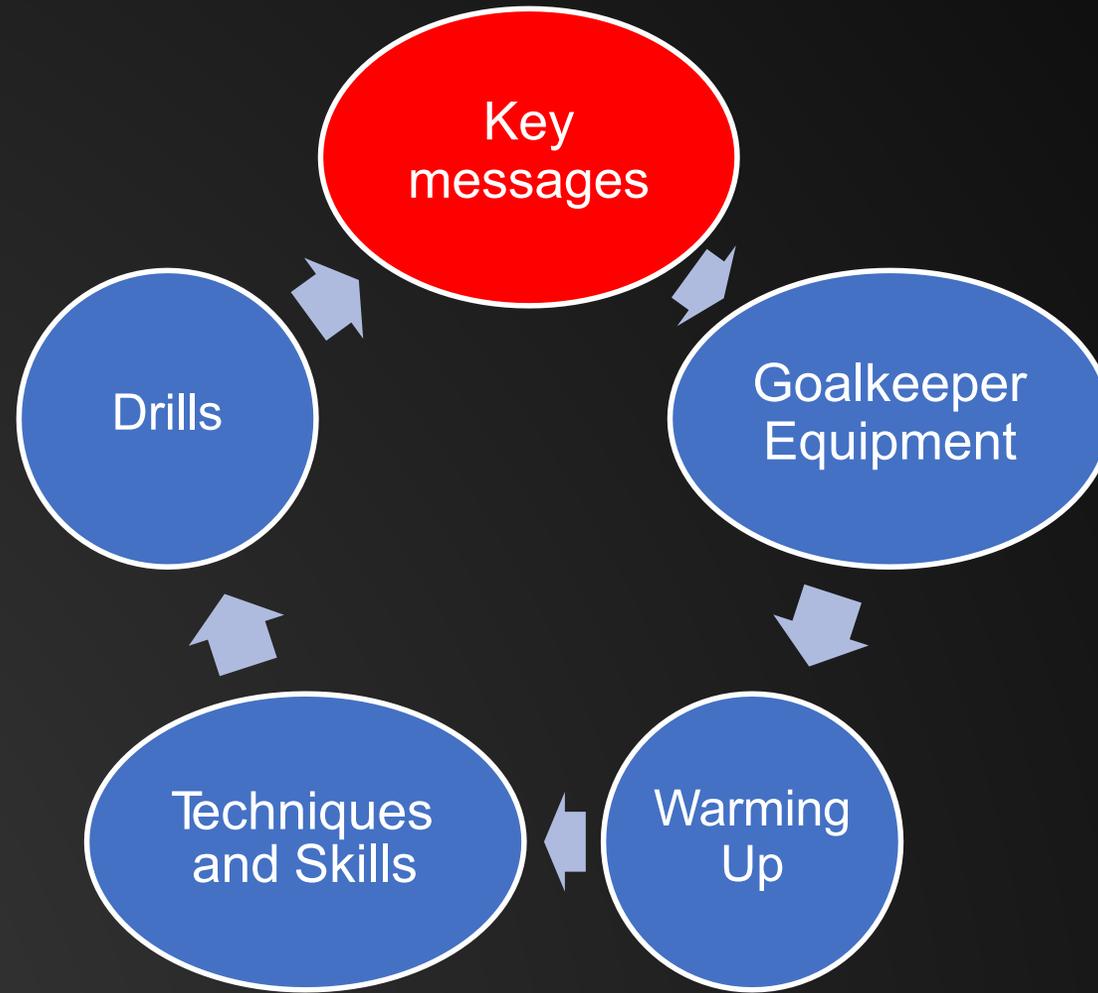
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# Contents:



# KEY MESSAGES

The goalie is one of the most important players on the team.

Goalkeeper is the last line of defense.

Some people see them as mad because they stand in a goal with pads on and allow players to fire balls at them. Most people would be scared but not goalies.

Goalies deserve more attention from trainers  
(and we hope this presentation helps 😊)

# Few things to make a great Goalie

Focused

Great vision

Good at reading play  
and players

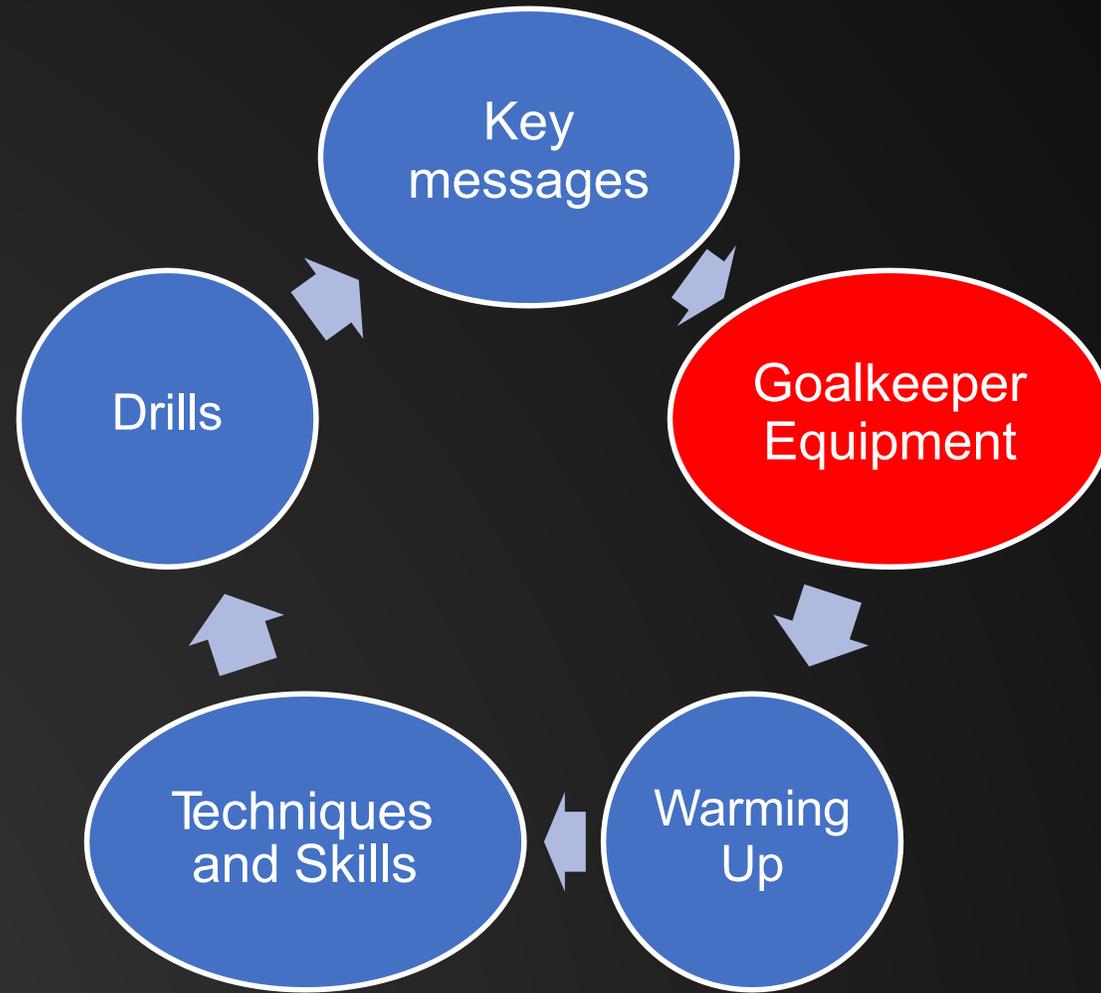


No Fear

Good under  
pressure

Resilient

# Contents:



# Goalkeeper Equipment

One of the players (goalie) of each team on the field can wear protective equipment.

It is very important for a goalkeeper to be well protected.

If they don't feel protected they will most likely not be confident in their abilities.



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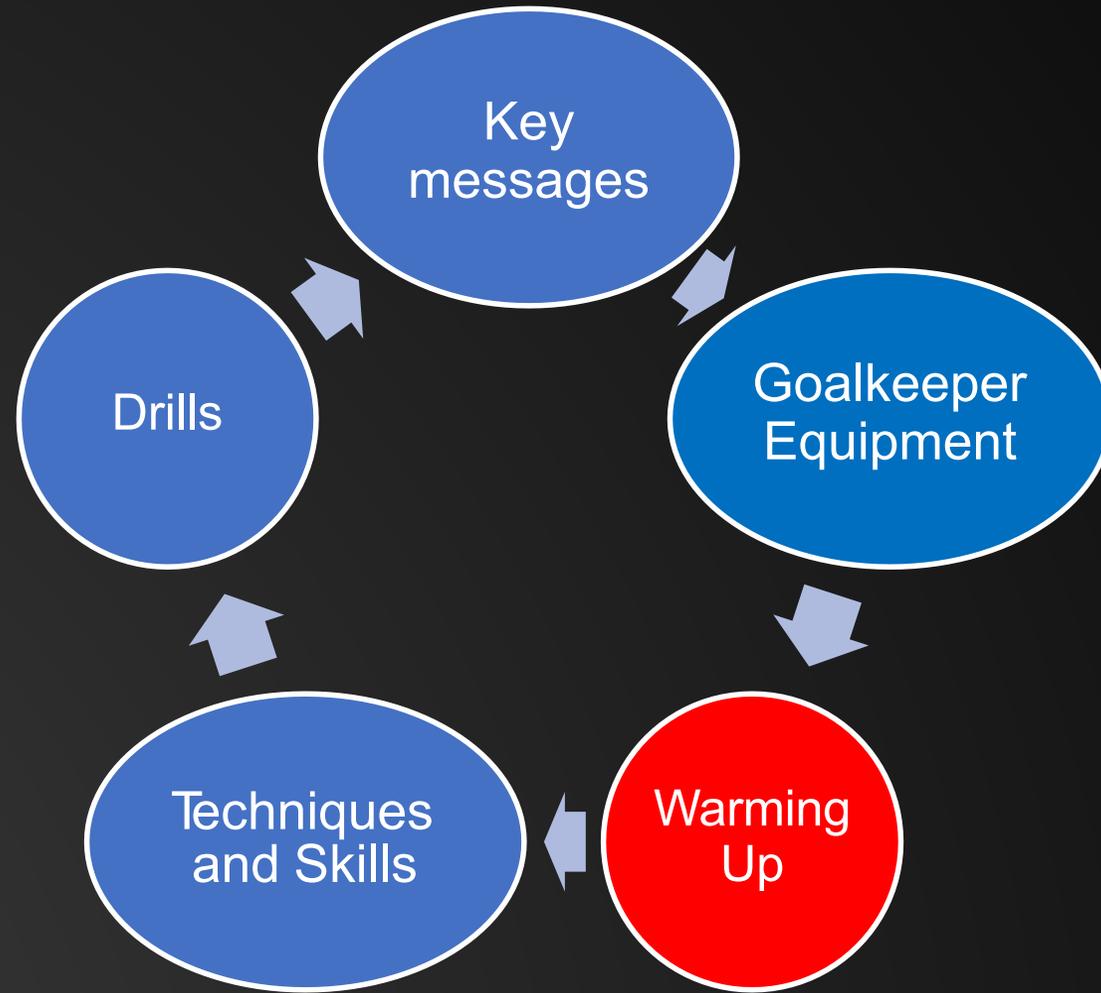
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# The goalie must have



# Contents:



# Warming up for goalies

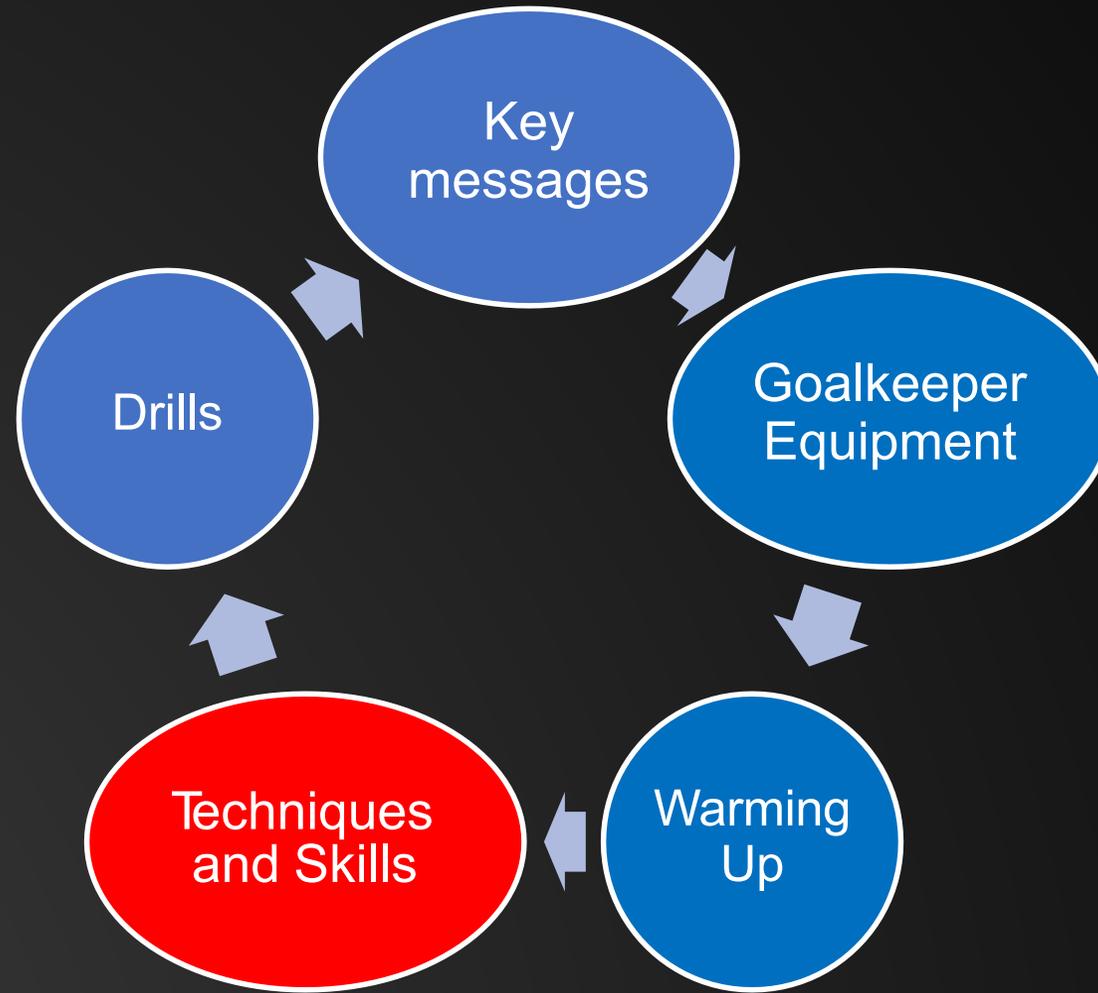
For goalkeepers the warm up is just as important as it is for field players. They need to do some warm up activities before and after a game or training.

Stretching is very important for goalies as they need to be very flexible to reach and stretch to make the saves. Start with some static stretches then do some dynamic.

Give goalies the responsibility to do a good warming up (and cooling down) themselves before each training or match. An assistant trainer can help but they need to see this as their own responsibility

Before you start a shooting exercise on goalies, make sure they are well warmed up and give them extra time when necessary to prevent injuries

# Contents:



# Techniques and Skills

A new goalkeeper should concentrate on the “basic” first before moving on do things as communication, closing down attackers etc.



# What are the basics?



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# 1. The “Ready position”

-Eye focused on the ball

Arms and hands should be forward of the shoulders and chest

Hands should be above the waist with glove „facing the shot”

A good thing to remember is “ knees over toes, hips over knees “





# Basic Goalie Position

## 2. Knowing your angles



Knowing position in the D is a very important part of goalkeeping.

The aim of the goalkeeper is to optically make the goal smaller for the attacker

Another aspect of covering angles is **depth**. Goalies ideally should be a 2-3 big steps out from the goal and following the ball by shuffling (= dragging your feet over the ground).



# 3. Kicking



A basic kick is when the ball is going just wide of your foot but not wide enough for you to stretch out to reach. You want to be able to block the ball from going into the goal and clear it at the same time.



# 4. Aerial saves



## Glove saves

Generally glove saves are made when the ball is too high to save with leg pads

## Stick saves

The stick and right protector are used to save balls on the right hand side. It is better to save the ball with your right hand glove rather than only with your stick.



# 5. Diving and Sliding



There is one major difference between diving and sliding.



„diving” you move sideways

while

“sliding” you are moving forward

These techniques should be used as a last resort and goalkeepers should try to stay on their feet wherever possible.

# 6. Getting Back Up

This is a very important techniques that many “young” goalies find difficult.

They learn how to dive and slide, but don't get taught the best way to get back up again.

One of the most important things about getting back on your feet is when to do it.

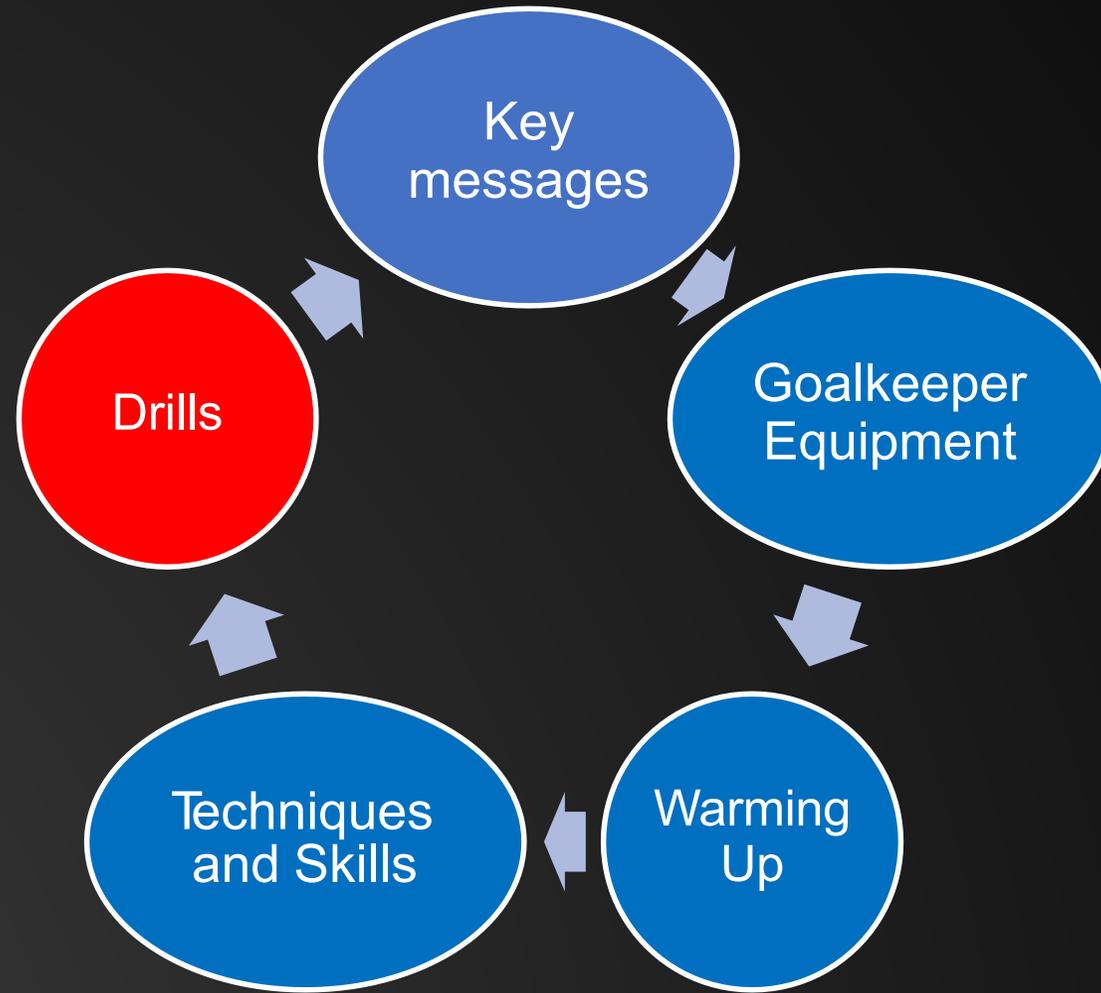
You don't want to do it when an attacker has the ball right in front of keeper.



To develop goalkeepers, you should devote their time and only to them, e.g. 30 min before the main training or do additional goalkeeping training on other days (for many goalkeepers).

The following goalies drills are specifically aimed at improving goalkeeping skills and goalkeeper training. The goalkeeper is often overlooked in training sessions and setting up some specific goalkeeping drills will build confidence and help the goalkeeper feel valued.

# Contents:



# Drills

The best thing for the beginner goalie is to get used to moving in their gear.

It's quite difficult putting the gear on for the first time and even trying to walk in it.

Practice walking, running and getting up and down in the gear.

Also practice the shuffle movement, shuffling side to side and forwards as well as backwards.

# Warm-up (for game or practice)

Have a couple of players push balls slowly at the goalkeeper's feet from no more than 3m away.

If there are two players one player aims for left foot, the other aims at the right foot. With one player make sure they alternate feet. This helps get the keepers eye in.

It is important that the keeper makes good quality kicks back to the players.

After a couple minutes of this, the players move back to about 8-10m and hit the balls harder but still at the keepers feet. Again the emphasis is on quality returns.

Gradually players will hit the ball wider, but only when the keeper says so.

When ready, get the players to flick or hit the ball in the air so the keeper can practice aerial shots.

After 2 minutes of this the goalkeeper should be ready to take full out shots.

# Field Hockey Goalkeeper Kicking Drill

## Set Up

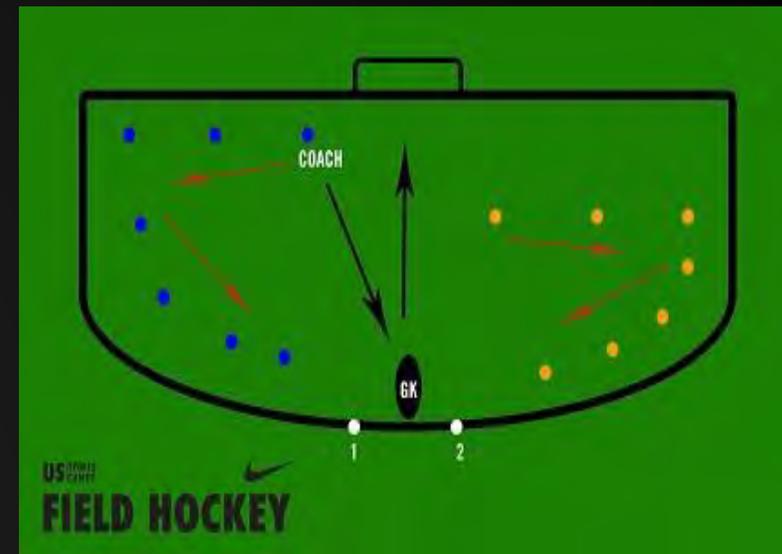
The Goalie should be on the shooting circle facing the goal, about 15 meters away from the goal. There should be a cone on either side of the goalie. Within the shooting circle, there should be 7 cones placed on the left side and 7 cones places on the right side, as show in the image. The blue cones on the left side should be father away from the goalie than the orange cones on the right side.

## The Drill

Start on the left side with the blue cones, at the cone closest to the goal. A coach should roll the ball with a strong pace behind it to cone #2, beside the goalie. As the ball come towards the goalie, the goalie should kick the ball with their right foot and into the goal. As the coach makes his or her way around the cones, in a counter-clockwise motion, the difficulty will increase. Keep track of the number of goals the goalie makes.

Once done with the left side, move to the right side. Have a coach start with the orange cone closest to the goal and move in a clockwise motion. The coach should aim for cone #1 this time, and roll the ball at the same pace they did on the left side. The goalie should use his or her left foot to kick the ball into the goal.

This is a great test for goalies to do throughout the season to see how they are improving. Make sure to keep track of how many goals are scored each time, so you can compare to future tests.



# Basic Kicking

Equipment Needed: 4-5 balls, 1 goal

## Set Up:

- Stand as set out in the diagram
- Coach (red) rolls the ball slightly to the left of the keeper
- Goalkeeper (yellow) kicks the ball with their instep aiming for the corner of the goal (dashed line)
- Focus is on using good technique to kick the ball cleanly and accurately
- Do about 10-15 kicks on one side and then swap, so that the goalkeeper is on the right side of the goal and the coach on the left
- The goalkeeper now kicks with his right foot



# Reflex Training

## Equipment Needed:

10-15 tennis balls, tennis racquet, and coach/player

## Description:

Using tennis balls is a great way to improve your reflexes

Make sure coach or player is accurate with a tennis racquet

Hit the tennis balls at the keeper, giving them little time to recover

Start with aerial balls then add in some bouncing ones as well

Do 10-15 shots then take a break



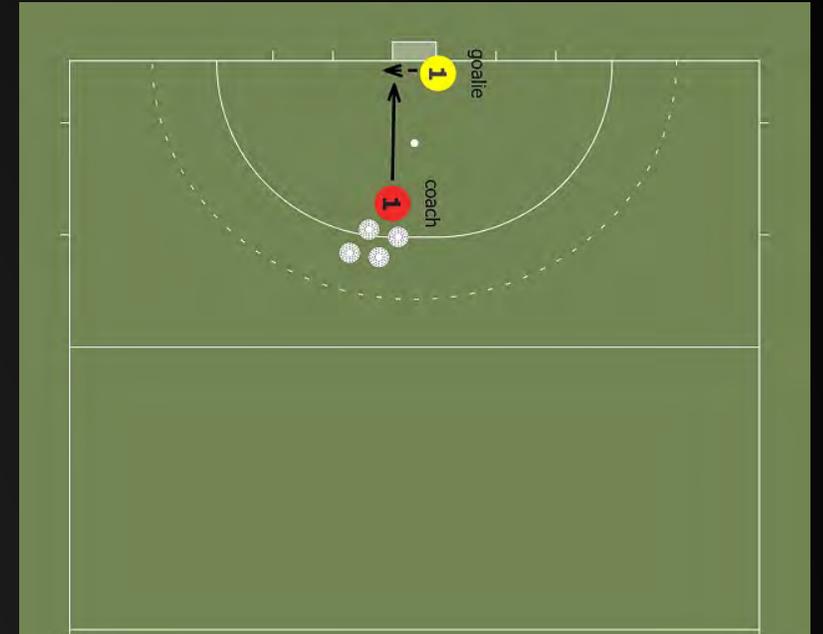
# Diving

It takes a while for the goalie to get the confidence to be able to start diving in game situations. Some goalies either do it or they don't, although it is a great skill to have especially if they are wanting to go far as a goalie. They not only need to be able to dive and have the confidence to do so they need to be able to practice getting up with speed.

## Description:

Goalie starts on right post and player rolls a ball to the Left post goalie has to dive to save. Once they get good at it start pushing the balls harder and harder.

Make sure you do both sides!



# FOOTWORK AND KICKING

## Description:

Yellow Keeper moves side to side and then forwards.  
Coach/player 2 feeds ball to near cone.

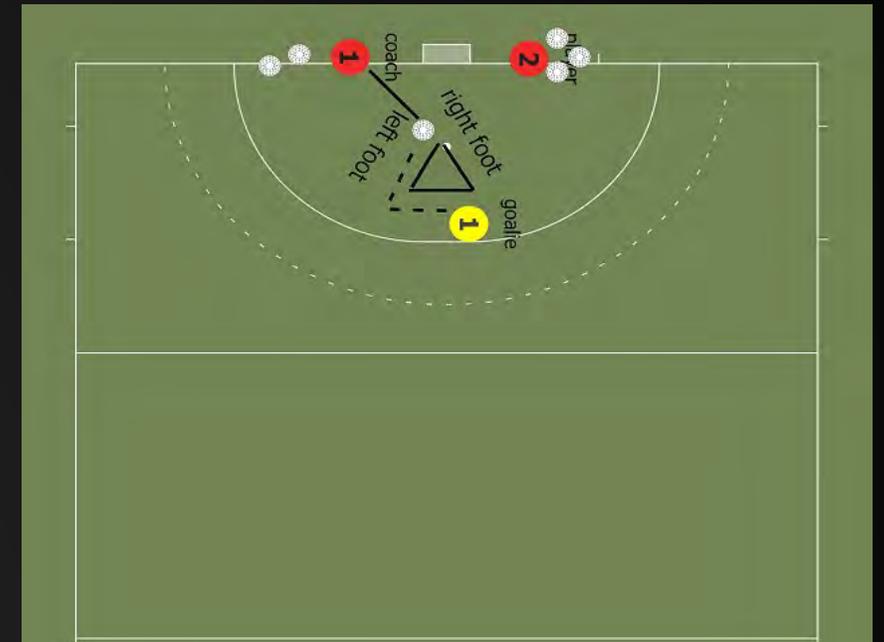
## Purpose:

Movement and accurate kicking

## Progression:

Work on both sides

Increase distance of the cones from the goal.



# REBOUND BOARDS

Sets up practice as in the diagram.

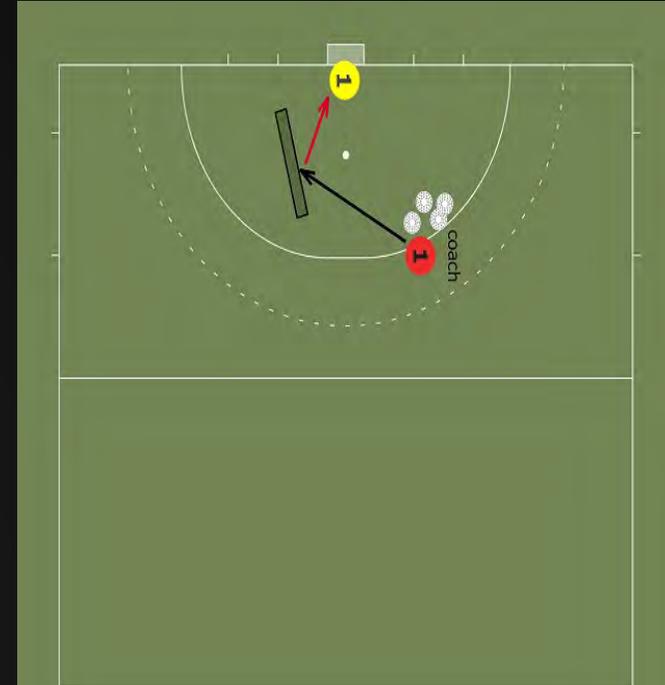
The coach shoots to the bench/board to simulate a deflection. The angle of it can be varied to simulate shots at different angles.

The coach encourages the Keeper to react, staying on his/her feet and putting into practice the basic techniques already learned.

After he/she becomes used to the practice, the angle of the board/bench can be adjusted to simulate a far post deflection and the Keeper can dive to save with hand/stick.

## Purpose:

Speed of reaction, responding to deflections



# HIGH AND LOW HANDS

## Description:

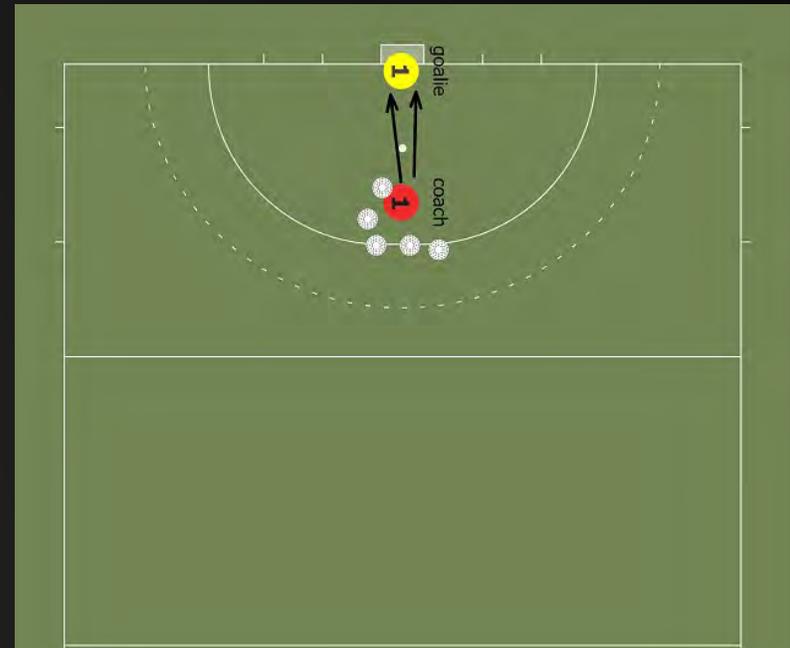
Coach feeds to Keeper's low left.. He/she dives and saves. G.K. gets up and coach feeds high to Keeper's right Keeper dives high to save. Coach uses two balls.

## Purpose:

Practising diving low then high.

## Progression:

1. Repeat on other side: low right dive, high left dive.
- 2.Repeat using 4 balls (Advanced).
- 3 Repeat using 6 balls (Advanced) 3.
4. Coach changes angles and feeds from position 2.
5. Coach changes angles and feeds from position 3.
6. Repeat using 4 balls (Advanced).
7. Repeat using 6 balls (Advanced).



Remember that these drills can be easily altered to suit your players and equipment.  
Make use of what you have!

Most of all remember to have fun!!

Happy goalkeepers are good goalkeepers!



# SO WHAT ABOUT YOU?

How can you improve the quality of your goalies ?

Can a goaly trainer help you and come e.g. once in a month to your training ?

What kind of homework can you give your goalies ?



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# KEY MESSAGES

The goalie is one of the most important players on the team.

Goalkeeper is the last line of defense.

Some people see them as mad because they stand in a goal with pads on and allow players to fire balls at them. Most people would be scared but not goalies.

Goalies deserve more attention from trainers  
(and we hope this presentation helps 😊)

# Reference materials

Session with Kai Zaoui – Erasmus Programme

<https://www.ussportscamps.com/tips/fieldhockey/field-hockey-goalkeeper-kicking-drill>

<http://gohockeynews.com/goalies-circle-goalie-positioning-must-priority-get-right/>

<http://fieldhockeyusa.org/wp-content/uploads/GKDrills.pdf>

<http://www.ahockeyworld.net/>

<http://gohockeynews.com/goalies-circle-maintaining-game-focus-skill-learn/>

<https://oha.org.nz/Portals/17/Development/Otago%20Goalkeeper%20Resource.pdf>

<https://www.ussportscamps.com/tips/fieldhockey/field-hockey-goalkeeper-kicking-drill>

# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

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The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country

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Please feel free to share the content of this presentation with however could benefit from this.

What is more pure then giving without expecting something in return ?



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# Setting up a new hockey club

**HC Den Bosch / Sophie & Eline**

From the series :  
Best Practice Sharing of  
Innovative and Disruptive  
Field Hockey Skills Erasmus+  
Program 2019 - 2020



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POLSKI ZWIĄZEK  
HOKEJA NA TRAWIE

HOCKEYCLUB  
'S-HERTOGENBOSCH



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Erasmus+ Programme  
of the European Union

A cooperation between .....

# Club support with focus on strategy and club policy

What questions should you ask yourself if you want to start a new hockey club?  
Sophie & Eline tell us about the big points in this context.



# CORE MESSAGES

1. The fire has to blaze - then it can circle
2. Everything is possible - but not without planning
3. Everyone can do something - recognize and use strengths



Foto: HC Wien



# Who am I?

## 1. Ambassador of information for new hockey islands:

Who in my environment could be interested in setting up a new club? People who moved to the countryside - members who want something different - student hockey players.

## 2. Member of a constantly developing hockey club:

Let us see this presentation as a reminder of which points are essential for an association. What is going well in my hockey club? Where could we improve?



# ROADMAP

1. Essentials
2. Potential
3. Accomodation
4. Local Support
5. Business Plan
6. PR & communication
7. Local activities
8. Sponsors
9. Volunteers



# 1. ESSENTIALS

- A team of highly motivated initiators
- Hockey experience is not a requirement
- Recommendations:
  - one member has financing knowledge
  - one member has a experience in marketing and communication
- Time & effort

Questions:      + Is the fire burning for a new club?  
+ Who can cover which areas: finance, marketing, etc.?  
+ How much time can my team invest?



## 2. POTENTIAL

- Demographic statistics of the region
- Sports on offer in the region
- Start with clinics
- Local (sports) markets
- Pre-registration form

Questions:      + What sports are already available in the region?  
+ How do I start my offer in the club?  
+ Who should become an entrepreneur partner?  
+ What does my registration form look like?



## 3. ACCOMODATION

- Local support
- Outdoor field
- Indoor field
- Gym
- School with hockey opportunities

Questions: + Which sports venues do I need?  
+ What schools are there in the area?  
+ Which restaurants are nearby?  
+ How can I give my club a home?



## 4. LOCAL SUPPORT

- Involve the local government
- Find a „hockey ambassador“ in the local government
- Have a business plan ready
- Show commitment

Questions: + What contacts do you have with the local community?  
+ Who could become a hockey ambassador?  
+ Do you have a business plan?



## 5. BUSINESS PLAN

- A mission and a vision statement
- Goals
- Social involvement
- Hockey skills and techniques

Questions:      + What vision and what mission should the association have?  
                     + What short-term and long-term goals are being pursued?  
                     + Who will do the training?



## 6. PR & COMMUNICATION

- Website
- Facebook
- Twitter
- Instagram

Questions:      + How can I present my club?  
+ Who do we want to reach?  
+ Which medium is suitable for what?  
+ Who can oversee these areas?



## 7. LOCAL ACTIVITIES

- Create awareness and visibility
- Organize clinics and training sessions
- Focus on children and also their parents

Questions: + Which training courses should I promote?  
+ How many training sessions are useful at the beginning?  
+ How do I involve the children's parents well?



## 8. SPONSORING

- Find a qualified person for sponsorship management
- Create sponsoring folder
- Active attitude when looking for sponsors
- A suitable strategy for different sponsors

Questions:

- + What do you do with sponsors' money?
- + What can I offer a sponsor?
- + Who is the perfect person for sponsor management?
- + Which companies do we have personal contact with?



## 9. VOLUNTEERS

- Get people excited about volunteering through communication
- Clarity of what the club stands for and that everyone participates
- Setting an example is very important!
- Formulate sub-goals
- Clear tasks with time frame
- Get information about parents' work and talents
- One for all, all for one!

Questions:      + Who is responsible for communication with volunteers?  
+ How can I request active help right from the start?  
+ When and where do I urgently need volunteers?  
+ What is our club slogan?

# CORE MESSAGES

1. The fire has to blaze - then it can circle
2. Everything is possible - but not without planning
3. Everyone can do something - recognize and use strengths



Foto: HC Wien

# Think about - who am I?

- 1. Ambassador of information for new hockey islands:**
  - + People who moved to the countryside
  - + Members who want something different
  - + Student hockey players.
- 2. Member of a constantly developing hockey club:**
  - + What is going well in my hockey club?
  - + How could we improve?

Our European hockey family should grow and be fruitful!

# Links

## INFORMATION TO SET UP A NEW CLUB:

- Bundesministerium Österreich: <https://www.bmi.gv.at/609/start.aspx>
- Sportunion: <https://sportunion.at/stmk/service/vereinsgruendung/verein-gruenden/>

## ROOF ASSOCIATION FORM :

- Sportunion: <https://sportunion.at/stmk/service/vereinsgruendung/beitritt-zur-sportunion/>
- ASKÖ: <https://www.askoe-steiermark.at/de/service/downloads#formulare>
- ASVÖ: <https://www.asvoe-steiermark.at/de/unsere-vereine/asvoe-beitritt>



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# Thank you

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Program 2019 - 2020



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# **EUROPEAN HOCKEY FEDERATION**

**WORLD CLASS COACH EDUCATION PROGRAMMES**



# WORLD CLASS COACH EDUCATION



## PRACTICAL

A range of organised seminars across Europe with world leading contributors.

## TALENT

Mentors and educators will highlight promising individuals.

## MENTORING

Globally recognised mentors will be appointed. And will work 1:1 with each coach.

## WEBINARS

Monthly on-line interactive coaching presentations.

## EXCHANGES

In conjunction with each mentor, coaches can experience environments across European Hockey.



# COACHING PATHWAY MENU



**Final International Coaching**  
FIH Academy Final Course



1 Year Programme nominated via National or Continental Federation to FIH

**International Coaching**  
FIH Academy Level 4



1 Year Programme nominated via National or Continental Federation to FIH

OPEN NOW FOR NOMINATIONS VIA NATIONAL ASSOCIATIONS

**Top Coaches Programme**  
FIH Academy Level 3



Two Year Programme nominated via National Federation to EHF

**Coaches 4 Europe**  
FIH Academy Level 2



Two Year Programme nominated via National Federation to EHF

**Supporting National Growth**  
FIH Academy Level 1



National Federation applies to EHF to create national programme in collaboration with FIH Academy.



HOCKEY today.CC

# A GUIDE TO WHICH COURSE TO APPLY FOR...



## COACHES FOR EUROPE

Aspiring Top Club Coaches

## TOP COACHES PROGRAMME

Aspiring International Coaches

Highlighted are the **minimum** levels a coach should hold for a nomination onto either of the above programmes.

Please use the **FIH Academy** as guidance if your nation is not listed.

It is the **responsibility** of the National Association to nominate coaches onto these programmes.

BELGIUM (VHL)	BELGIUM (LFH)	SPAIN	FRANCE	FIH ACADEMY	GERMANY	GREAT BRITAIN	IRELAND	NETHERLANDS
ASPIRANT-INITIATOR	Animateur	BASIC	LEVEL 1	LEVEL 1	LEVEL C	INTRO	FUNDAM	BASIC
INITIATOR	INITIATOR	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL B	SESSIONAL	LEVEL 1	HT2 Youth
INSTRUCTEUR B	Educateur	LEVEL 2	VOL. DIPLOMA	LEVEL 3	LEVEL A	COACH	LEVEL 2	HT2 11v11
Trainer B	Entraîneur	LEVEL 3	PRO.DIPLOMA	LEVEL4	DIPLOMA	ADVANCED	LEVEL 3	HT3
TRAINER A			PERFORMANCE	HP				HT4





European  
Coaching  
Pathway

OPENS IN  
OCTOBER

APRIL

Seminar 1

Event: EHL Finals

Length: 4 Days

Arrival:  
9th April 2020

Departure:  
13th April 2020

APRIL

Seminar 1

Event: EHL Finals

Length: 5 Days

Arrival:  
9th April 2020

Departure:  
13th April 2020

C4E  
Coaches for  
Europe

TCP  
Top Coaches  
Programme

JULY

Seminar 2

Event: EuroHockey  
Competition

Length: 4 Days

Arrival:  
13th July 2020

Departure:  
17th July 2020

JULY

Seminar 2

Event: EuroHockey  
Competition

Length: 5 Days

Arrival:  
13th July 2020

Departure:  
17th July 2020



# COACHES FOR EUROPE (C4E)



Coaches must be aspiring to coach at national age group levels from U16 upwards.

**2 YEAR PROGRAMME**

**€600 PER YEAR PER COACH**

C4E is designed to encourage the coach to think about the philosophy of coaching and managing teams.



Create team coaching plans



Technical skills  
How & When



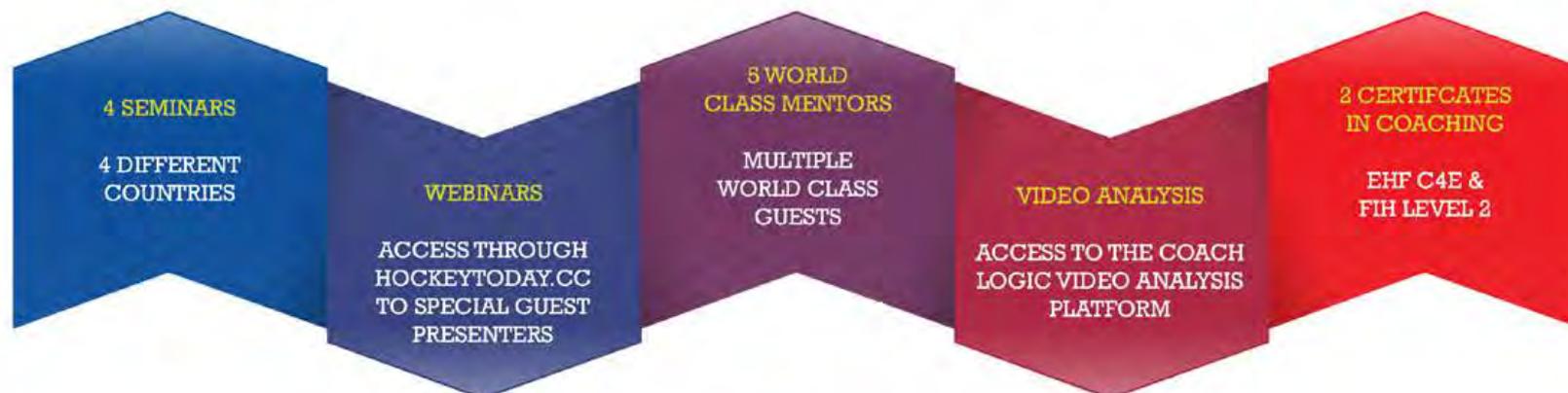
Core skill improvements



Introducing video analysis



Presentations skills to teams



# C4E GENERAL TOPICS

## SEMINAR 1 YEAR 1 Individual Technical Skills

-  1. How to present and why it matters as a hockey coach
-  2. Individual Technical Principles
-  3. Basics of Coaching Individual Technical Skills
-  4. Basics of Coaching Individual GK Technical Skills

## SEMINAR 3 YEAR 2 Individual Defensive Tactical Skills

-  9. The art of communication; watch, listen, ask, explore
-  10. Individual Tactical Coaching Defensive principles with offensive analysis
-  11. Talent Development
-  12. Technology: Why and what to use to support your coaching

## SEMINAR 2 YEAR 1 Individual Offensive Tactical Skills

-  5. How to coach, why we coach is important
-  6. Individual Tactical Coaching Offensive principles with defensive analysis
-  7. Differences in individual tactical analysis principles
-  8. Basics of Coaching Individual GK Tactical Skills

## SEMINAR 4 YEAR 2 Team Tactics

-  13. Importance of Individual skills in team tactics
-  14. Applying different models for Team Tactics
-  15. Talent Development
-  16. How to use technology for Team Tactics



# TOP COACHES PROGRAMME (TCP)



Coaches must be aspiring to coach at national age group levels from U21 upwards.

**2 YEAR PROGRAMME**      **€900 PER YEAR PER COACH**

TCP is designed around elite coaching principles, philosophy's and the managing of elite teams.



High Performance



Managing staff & athletes



Live match analysis



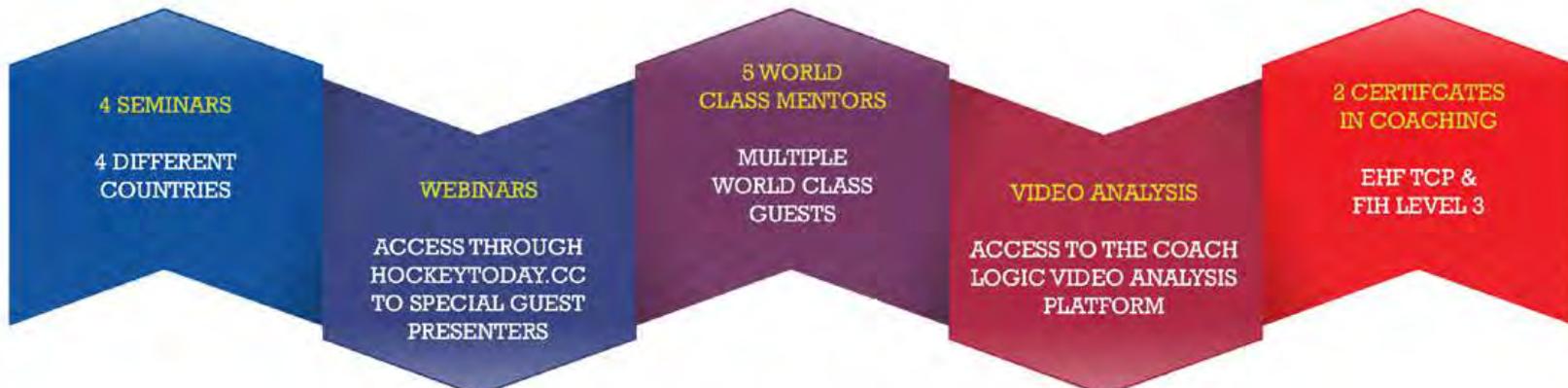
Sports science



Lifestyle & recruitment



Team Year plan



# TCP GENERAL TOPICS

## SEMINAR 1 YEAR 1 Principles

-  1. Technical & Tactical Principles
-  2. High Performance Coaching Principles
-  3. Principles for Performance & Physiology
-  4. Behavioural & learning principles

## SEMINAR 3 YEAR 2 Culture

-  9. High Performance Culture
-  10. Organisation & management
-  11. 'Bad news' player meetings
-  12. Interview - national appointment

## SEMINAR 2 YEAR 1 Planning

-  5. High Performance Plans
-  6. Game Plan - Appointed U21 National Coach
-  7. Using indoor technical and tactical principles to your advantage
-  8. Team Tactics

## SEMINAR 4 YEAR 2 Identification

-  13. Development & Identification
-  14. Goalkeeper Integration & Identification
-  15. How to work at International Tournaments
-  16. Identifying in game strategies



# ASSESSMENT



Coaches and mentors on the EHF programmes have individual profiles using coach logic across the length of the programmes for assessment, feedback and evaluation purposes.

Coach Logic is a collaborative learning platform for sports teams where everyone's an analyst.

## UPLOAD VIDEOS



It's quick and easy to get your footage onto Coach Logic, in any video format. It's then available on the cloud, allowing your players to access it at a time convenient to them.

## ENCOURAGE DISCUSSION



Get valuable insight into what your players know by discussing key match moments. Coach Logic allows you to drive collaboration, with direct or group-wide messaging.

## OFFLINE ANALYSIS INTEGRATION



If you're currently using desktop software for match analysis, Coach Logic allows you to share insights with the playing and coaching group easily by syncing the timeline to match footage.

## MATCH REVIEW



Video is a very powerful coaching asset. By engaging players in the process of match review they will improve their understanding of their own and their teams' skill-sets.

## UPLOAD



Nothing gets lost. Cloud storage allows you and your players to access footage - any time, any place, any device.

## FILTERS AND PLAYLISTS



Video tagging, filters and playlists allows you to highlight objectives for the team and individual development, breaking up the game into the key moments for easy navigation.



# ASSESSMENT



Coaches and mentors on the EHF programmes have individual profiles using coach logic across the length of the programmes for assessment, feedback and evaluation purposes.

Coach Logic is a collaborative learning platform for sports teams where everyone's an analyst.

## Learner assessed within these three areas:

1. Candidates individual presentation skills
2. Candidates individual training session
3. C4E: Candidates individual technical & tactical implementation
3. TCP: Candidates individual match analysis application

Within the assessed areas are a number of individual competencies each of these is assigned a specific competency relating to skills and knowledge.

## Key for Competencies

Expert = E  
Coaching = C  
Leadership = L  
Management = M

## Mentors grade the coach on each competency.

### Key for Assessment

= Not yet Competent  
= Competent  
= Excellent

**75% of the competencies must be graded 'Competent' by the end of the programme in order to achieve**

- Certification of Attendance (C4E/TCP)

**75% of the competencies must be graded 'Excellent' by the end of the programme in order to achieve the following**

- Certification of FIH Academy (Level 2 (C4E) /Level 3 (TCP)



## CRITERIA & TERMS AND CONDITIONS

### CRITERIA:

*Please see graphic that provides the level of detail for the proposed coaching level and/or qualification you must have prior to applying for the programme.*

**To become a member of the EHF C4E/TCP programme the coaches are expected to comply with the following:**

- Aged 18+
- Have a good level of English written and verbal.
- Commit to the programme fully over the 2 years.
- Attend all seminars organised for participants.
- Be coaching actively within their National Association.
- Be prepared to share the knowledge within their nation.
- Communicate regularly with their mentor.
- Create a personal development plan, and keep it updated.
- Use the feedback and advice from their mentor to develop and improve coaching performance.
- Use extra resources at their disposal to develop their coaching performance throughout.

### Terms and Conditions:

- a. The EHF will directly invoice the National Association of each coach selected for a programme.
- b. Payment must be sent before seminar start date.
- c. No refunds will be given if a coach misses a seminar.
- d. Coaches cannot switch to seminars in other years.

### The price per year includes:

- a. Two seminars, including full board & accommodation in two different countries.
  - a. Four Days per seminar for C4E.
  - b. Five Days per seminar for TCP.
- b. Free access to HockeyTodayCC Webinars.
- c. Access to world class mentors who lead the programme.
- d. Individual online assessment e-portfolio monitoring the qualification status of each coach.
- e. Global expert contributors on Physiology, player performance and recruitment.

### The NA is responsible for booking the coaches own flights/travel to each seminar:

- a. This will be paid for by the National Association.
- b. The EHF will NOT reimburse travel costs.
- c. It is the responsibility of each coach to arrive at the venue of each seminar.
- d. The EHF will not pick up from airports or stations.
- e. The EHF will plan carefully to ensure no extra hotel nights are needed.

**If you need any further explanation or details please contact:**



**European Hockey Federation**  
**Education and Development Manager**  
development@eurohockey.org



HOCKEY  
today.cc



# How to get kids moving

kids activation manager for city of  
**Den Bosch / Rinske Preijde**

From the series :  
Best Practice Sharing of  
Innovative and Disruptive  
Field Hockey Skills Erasmus+  
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# How to get kids moving

Rinske Preijde shows us different ways to get children moving. During her sports studies, Rinske was able to do internships in urban hockey and street hockey together with the Dutch Hockey Federation. After completing her studies, the 24-year-old spent a few months in Uganda, where she initiated sporting activities with children and adults in the “From Coach to Coach” project.



# Key messages

1. Motivated people are the key to success
2. Dare to try new things
3. Sometimes forget about hockey, it's mainly about enthusiasm for moving
4. Dream big - take small steps





# MOVING

**Interesting examples of innovative  
hockey/sport concepts which can serve as  
inspiration for any club or federation to  
attract more kids to hockey/sports ...**



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# Street Hockey Tournament in Amsterdam

- On the track in the Olympic Stadium
- Side board and small goals with goal zones
- Teams: 3 vs. 3 with simplified rules
- Umpires: can be children

Questions:

Where can my club hold an event?

How can I get new kids to play hockey?

How do I advertise such an event?



# Street Hockey Tournament in Amsterdam





# Urban Hockey in Amsterdam

- Weekly at several locations
- Cooperation with club trainers
- Sport coaches in Amsterdam know local children
- Blackboard with announcement of local training

Questions:

Which locations around me are possible?

What do the local kids want?

What are the advantages of urban hockey training?



# Urban Hockey City Amsterdam

- Side event of the European Championship 2017/5 days
- Other sports also included - all urban
- Social media support
- Cooperation with schools and companies

Questions:

What materials could we use for urban hockey?

Who owns the space I want to use?

What permits do I need in advance?



# Urban Hockey City Amsterdam

Video: <https://youtu.be/7Ptkqu7Gpgk>





**maak kennis met**

# **Urban Hockey**



# Uganda Project 2018-2019

- Project: From Coach to Coach
- 4.5 months, voluntary
- Diversity of sports with children
- Self developed games
- Group-dynamic games



## Findings:

Trial and error / Unexpected results:

Children develop their own games with a little help.

Have big dreams - implement them step by step

Learn more: [www.fromcoachtocoach.com](http://www.fromcoachtocoach.com)

# Uganda project 2018-2019

Video: <https://youtu.be/NEGClm9YDBc>





# How to get kids moving



## 5 tips

1. Competitions
2. Participate
3. Try something new
4. Let kids decide for themselves
5. Praise

# 1. Competitions



- Children love to compare themselves
- Playful access
- Get to know strengths and weaknesses
- Sport as game not as fight

Questions: + Which competitions are playful and easy?  
+ Does it make sense to let children win?  
+ How can I make competitions fair and fun?

## 2. Participate



- Role model
- Children prefer to move in groups
- High fun factor

Questions: + What activities do I enjoy?  
+ Which movements can I take part in?  
+ How can you combine demonstrating and participating?

### 3. Try something new



- Openness to new things
- Learn from other sports
- Link movements
- Let children create games themselves
- Trial and error

Questions: + How often do I announce fixed exercises?  
+ What elements of other sports can I include?  
+ How much help do children need?  
+ How do children learn new movements?



## 4. Let kids decide for themselves

- Spark must jump over
- Then freedom of choice
- Curiosity as an engine
- Positive environment, good mood

Questions: + How can I create a positive environment?  
+ What inputs do kids need?  
+ When do I intervene, when not?



## 5. Praise

- Children live on praise
- Also ask questions (self-reflection)
- Good mood
- Enthusiasm for praise

Questions: + How often do I praise my players?  
+ What forms of praise do I use?  
+ Who is a great role model when it comes to praise?

# Key messages

1. Motivated people are the key to success
2. Dare to try new things
3. Sometimes forget about hockey, it's mainly about enthusiasm for moving
4. Dream big - take small steps



# Links on the subject

- Urban Hockey NLHB: [www.knhb.nl/kenniscentrum/hockeysoorten/urbanhockey](http://www.knhb.nl/kenniscentrum/hockeysoorten/urbanhockey)
- Project in Uganda: [www.fromcoachtocoach.com](http://www.fromcoachtocoach.com)
- Voluntary social year (A): [www.fsj.at/einsatzstellen/einsatzbereiche](http://www.fsj.at/einsatzstellen/einsatzbereiche)



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# Thanks

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Big thank to:

- **Rinske Preijde** for their lecture on this topic.
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# Thank you

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# The Belgium Road

with Marc Coudron

From the series :  
Best Practice Sharing of  
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# A talk with Marc Coudron



One of the silent forces behind the Belgian rise is Marc Coudron, ex-record international with 358 selections and president of the federation since 2005.

“As the Lions have advanced to the world top, our hockey girls will do the same.”



# Key messages

- It's possible for any nation to achieve what we did, but it needs a number of things to come together (Marc Coudron)
  - Since 2005 - evolution at all levels
  - Keep values of hockey (respect, fair play, teamspirit)
  - Well managed organization
- “The impossible is temporary” (Mohammed Ali)

# Red lions on top of the world



Belfius - Red Lions World Champions  
<https://youtu.be/n1wijcsIUZM>



# Intro

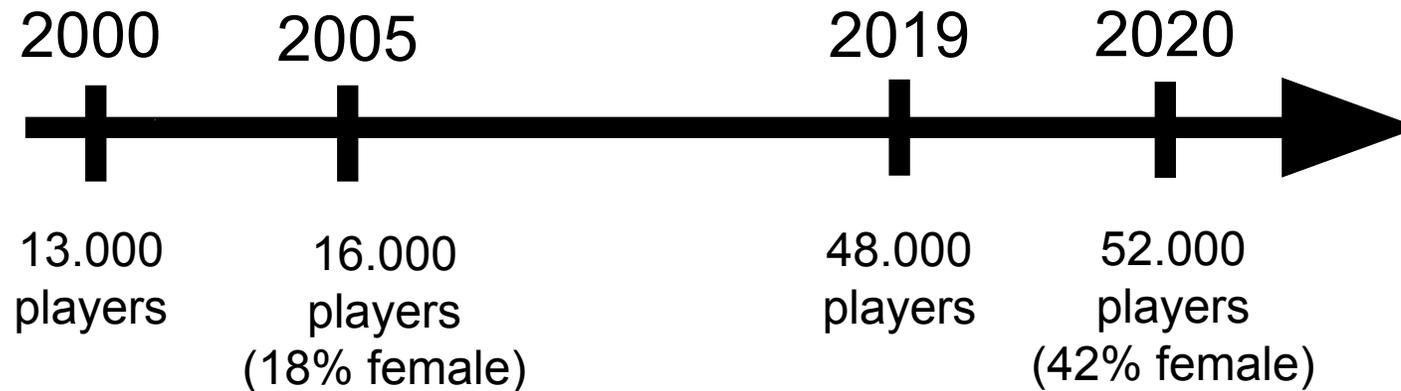
Many are admiring the Belgium rise in hockey and they have reasons to do so. The Belgium men's team became world champion and the ladies' team are moving up in the ranking fast.

Belgium is for many a great example as it was considered a “medium” hockey country some years ago.

We spoke with Marc Coudron, record international with 358 matches, ex-captain and president of the federation since 2005 of the Belgium hockey federation to learn what others can learn from this ...

# Awakening starts 2005

- Clear, quality-driven project
- Quality of league increased by foreigners playing coming to play in Belgium
- Help from the BOIC (Belgian Olympic and Interfederal Committee) and firm belief that hockey can be an Olympic winner
- Hopes of hosting major events in Belgium



“

We started the evolution at all levels with a well managed organization. It was important to have a permanent dialogue based on our values on and off the pitch. We had the luck that in 2004 we entered the Olympic committee program - "be gold" -> U16 European Champion

# Positive Image

## Irrefutable values

- Respect
- Fair play
- Friendship
- Tolerance
- Team spirit

## A sport for the entire Family

- (Young) families with children
- Girls and boys
- Young & old(er) alike



**WE RESPECT**

- #01 Je respecte les adversaires
- #02 Je respecte les arbitres
- #03 Je respecte le public
- #04 Je respecte les infrastructures
- #05 Je respecte mon coach
- #06 Je respecte mon club
- #07 Je respecte mes équipiers
- #08 Je respecte mon corps
- #09 Je respecte les perdants
- #10 Je respecte le hockey



# Strong values and the need to live them every day

The Belgium federation has defined strong values but is also ensuring that they are living them every day.

Those values were discussed with players of the national teams and are used as kind of guiding stars.

*Questions to the audience: What are your values actually? Do you have your values defined? Why are values important? How can they help to build up hockey in your team/club/country ?*

“

We needed a strategy to have longterm development at all levels. And we were glad to have the support of the clubs – they wanted to develop too and international players wanted to play in the Belgian league.

# GROWTH OF MEMBERSHIP

**+6-10% every year**

"On boarding"  
of the Clubs is  
ESSENTIAL

## A sport for everybody with strong value

- Young girls = fastest growing segment
- New categories : Ladies – Gents – Hockey Together

## A good proposal for sponsors

- 50% in Flanders – 50% in Brussels & Wallonia
- Belgian hockey community = around 250 000 people (family & friends)
- 95 clubs in Belgium, more and more national spread

## Fastest growing team sport in Belgium

- 2000 13 000 players
- 2005 16 000 players
- 2010 25 000 players
- 2012 30 000 players x 3
- 2014 35 000 players
- 2015 37 500 players
- 2019 49 000 players

# Clubs professionalized and stepped up their efforts

- About 20 years ago the clubs started to professionalize. Clubs started to pay players which also attracted talented players from abroad. This strengthened the national league and thus also the level of the Belgium players playing in the national team. Belgium players also started to play abroad in the strongest leagues in the world.
- The federation and clubs were also open to learn from others and consciously or unconsciously they improved the governance of the clubs by cooperating with the Dutch and German hockey federation. They were hungry ....

*Questions to the audience: in case your club/country can not pay for European top players, what would be possible instead ? What other ways can your clubs contribute to the success of the national teams ? How can your club improve the overall level of hockey in your country ?*

# Belgium development in 4 periods with a clear and inspirational vision

## 2005-2008: Closing the gap

become able to fight an equal game with European top teams

- To be part at Olympic and World up each time, we were lucky to qualify 2008 for the Olympics (4:3 vs GER) -> 9<sup>th</sup> place

# 2009-2012: Keep the flame burning

Once we've closed the gap we need to keep energy, keep improving to keep the inner flame burning and the believe that we can get even better

- We wanted more – with men and women! We started to level the budget (men/women) – in the past men's budget was 8 times higher. We missed the World Cup 2010. But we qualified for London with women and men!
- 2009 and 2011 -> European Champion U18 and then U21 (2012). We had a generation of really good talents.



# 2013-2016: Push to the podium

We want to be a permanent member on the podium

- Our big target was to create the best environment (staff) and to work with the best coaches we could get/pay.
- 2013: European Championship -> men 2<sup>nd</sup> and women 4<sup>th</sup>
- World Cup -> men „only“ 5<sup>th</sup> and women 12<sup>th</sup>
- 2015: European Championship -> men 5<sup>th</sup> and we changed the coach after that
- 2016: Olympic Games Rio -> men 2<sup>nd</sup>



# SHANE MCLEOD

National Hockey Coach, World Cup Gold Medal winner & Motivational Speaker

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***“Talent wins games,  
but teamwork and  
intelligence win  
championships. “***



**THROWBACK  
THURSDAY**

**ARG VS. BEL  
FINAL  
RIO 2016**



**OLYMPIC  
CHANNEL**



# 2017-2020: Together at the top and stay there

“All together” means to involve everyone (incl. sponsors) into the development.

“Tokyo and beyond” and to go on with development - to stay at the highest level we can reach

- Players pushed themselves “red is the new gold”!
- 2017: European Championship: men 2<sup>nd</sup>, women 2<sup>nd</sup>
- 2018: World Champion men
- 2019: European Champion men



“

If we succeed, it is possible, that others can succeed. Our main problem was our mentality – we always tried not to loose. Now they play to win!

# I believe, you believe, we believe

Marc felt that the tipping point was a moment years ago when they started to believe it is possible to get to the Olympics and win medals.

“It was like pushing through a glass ceiling made by ourselves, it limited us, but now they play to win”.

2006 and 2010 we didn't qualify for the World Cup – but we always know that the bright side of your life will be there! So we had to go for the next tournaments.”

And to say it like Mohammed Ali "Impossible is temporary“.



# Money?

- Money is not decisive but it is an important enabler/booster.
- Olympic Committee committed to supporting a number of olympic sports financially enabling them to reach for gold. The timing was perfect and this impulse helped the national teams to professionalize and to prepare in a more professional way.
- International top trainers were connected to the national teams (which is the case until today) which was a great influx of know-how moving the level up which resulted in the first major international results

*Questions to the audience: What is possible in your country/club in this area ? Have you really tried already all options to get support ?*

# Main points of the success of Belgium



The most important points are

- Manage the development
- Try to progress
- More sponsors, more trainer, more ..., more ...

Great thanks to the clubs - clubs were supporting with new members and we helped the clubs to develop. We cooperated with KNHB -> not only on a sport level, but also with media, communication, ...

We started in 2005 with 10 water based pitches, now we have got around 50 and around 45 semi-sanded pitches. We are 100 clubs and nearly everyone has an own pitch.

# Reference materials

- <https://www.dnaindia.com/sports/report-men-s-hockey-world-cup-how-red-lions-found-their-roar-2697302>
- [https://prezi.com/\\_w9zrvqucqh0/hockey-belgium/](https://prezi.com/_w9zrvqucqh0/hockey-belgium/)
- [https://www.nieuwsblad.be/cnt/dmf20170828\\_03038773](https://www.nieuwsblad.be/cnt/dmf20170828_03038773)  
28.08.2017
- 2019 – what a year <https://youtu.be/ZXdu6IJgQKc>
- 2019 – After Movie European Cup <https://youtu.be/vh949V9Tbzs>
- 2018 – Belfius - Red Lions World Champions  
<https://youtu.be/n1wijcsIUZM>

# Thanks

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Big thanks to :

- **Marc Coudron** for his inspiration on this topic. Marc was the captain of the national Belgium team and is now president of the Belgium Hockey Federation.
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
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What is more pure then giving without expecting something in return ?



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# Thank you



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# **Nutrition in sport**

**with Sascha van Lith**

From the series :  
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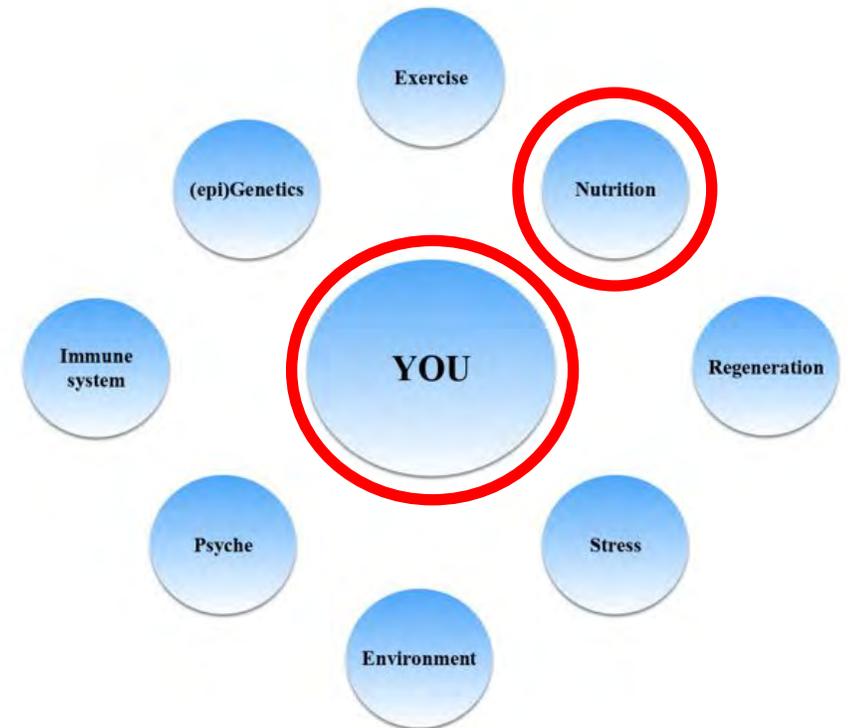


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# NUTRITION IN SPORT

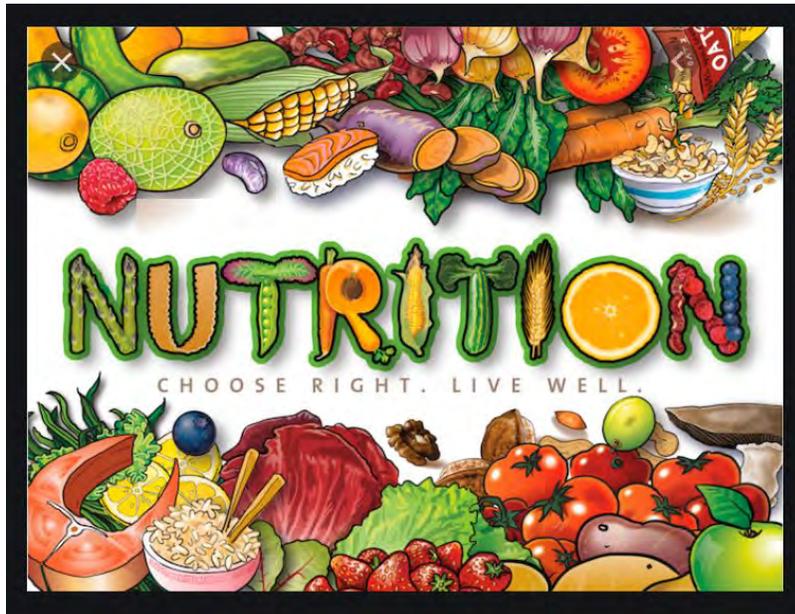
- Every part around **YOU** is important and plays a role in your performance
- Holistic approach – exercises, stress, health and **NUTRITION**
- Food should be your medicine
- Teach and explain the basics of nutrition to young athletes



*„Like a car, putting in the best fuel will help lead to good performance“*

# NUTRITION IN SPORT

What are the benefits of balanced nutrition?



- ✓ Higher energy level
- ✓ Better muscle strength
- ✓ More flexibility
- ✓ Optimal concentration
- ✓ Injury prevention
- ✓ Less illness



**TASK** – write down a sample of your food on a regular day

(food and drinks as well....**BE HONEST**)

# NUTRITION IN SPORT

Anne, girl, 14 years old, 9th grader  
hockey and dance

**EXAMPLE**

**Breakfast: 1 glass orange juice, 1 slice of bread with cheese/banana**

**1st break: 1 rice cake, 1 bottle of water**

**2nd break: 2 slices of bread, Bologna sausage**

**16.00: apple and a glass of milk**

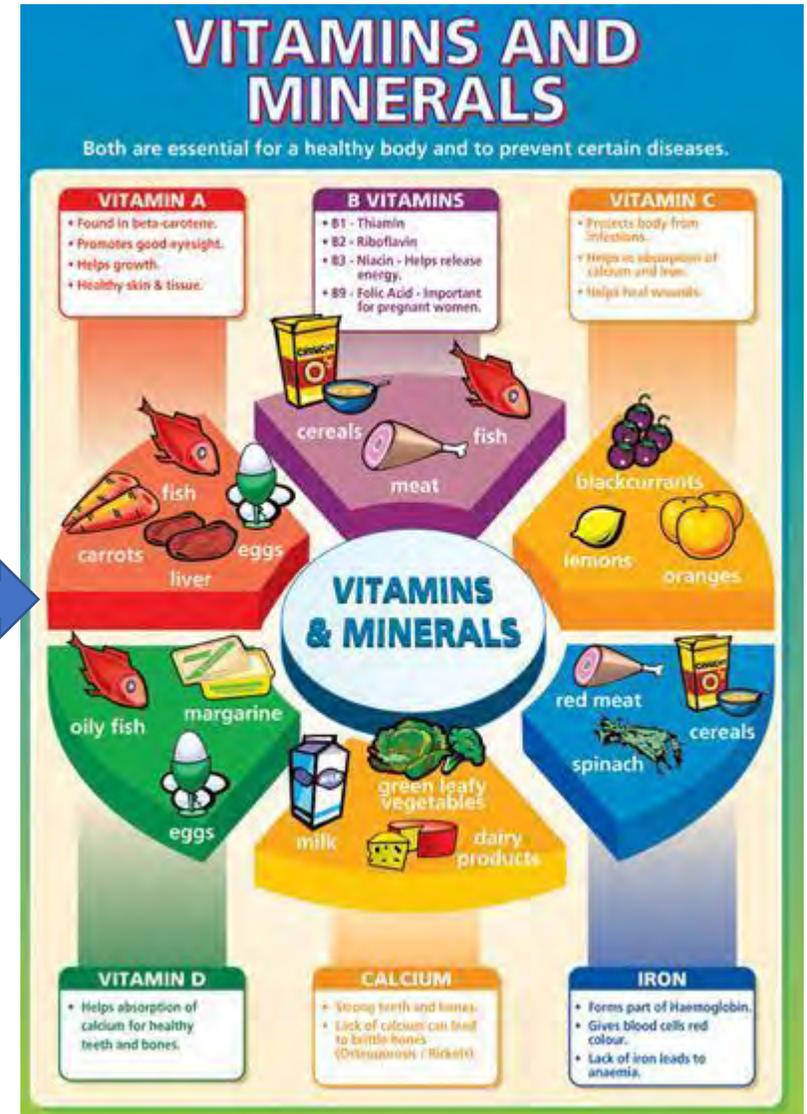
**18.30: spaghetti, (Greek yogurt (Danone) and water**

**20.00: cookie and tea**

# NUTRITION IN SPORT

Nutrients can be divided into 2 categories:

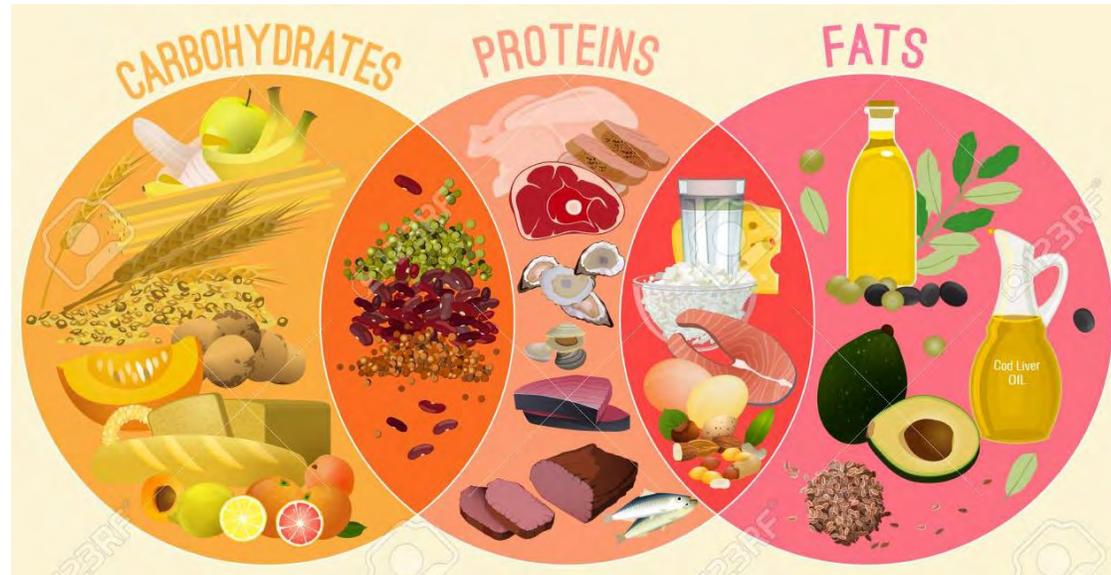
- MICRONUTRIENTS - nutrients that the body needs in smaller amounts (vitamins, minerals)
- MACRONUTRIENTS - nutrients that the body needs in large amounts. These provide the body with energy (calories)



# MACRONUTRIENTS

IMPORTANT MACRONUTRIENTS TO KNOW:

1. PROTEIN
2. CARBOHYDRATES
3. FATS



*MACRONUTRIENTS = ENERGY FOR THE BODY*

# 1) PROTEIN

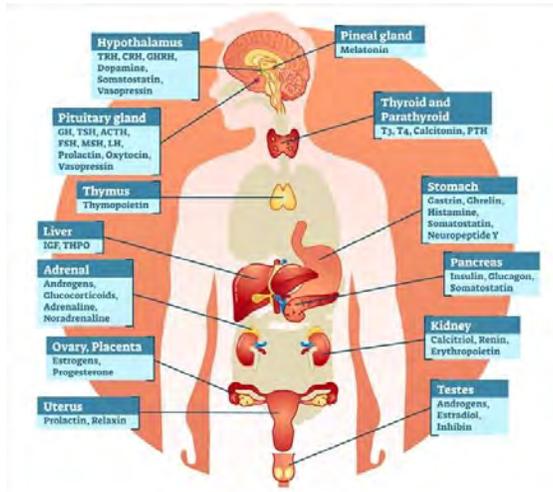
- does a variety of jobs in the human body

Protein functions as:

hormone

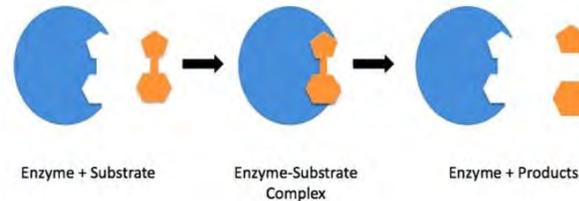
enzyme

antibody in the immune system

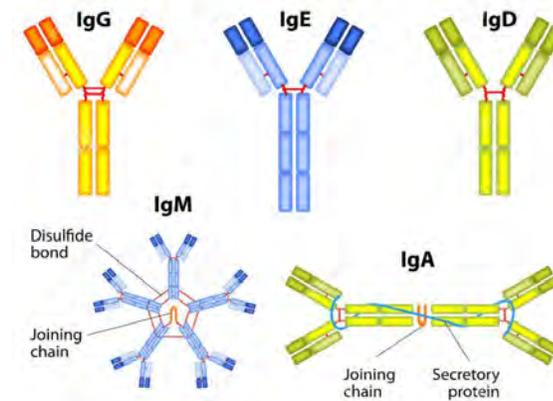


## Enzyme structure

Proteins that work as a catalyst.  
Speed up chemical reactions without being altered themselves.

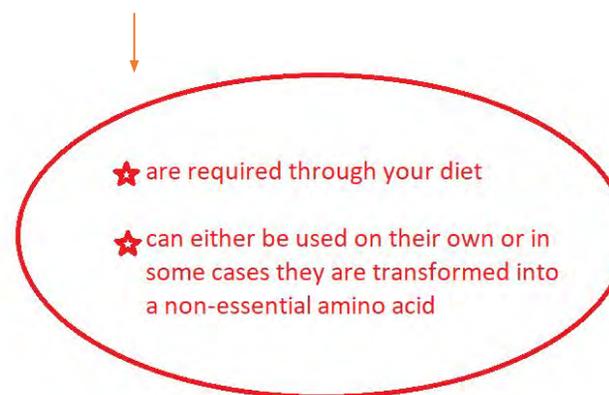
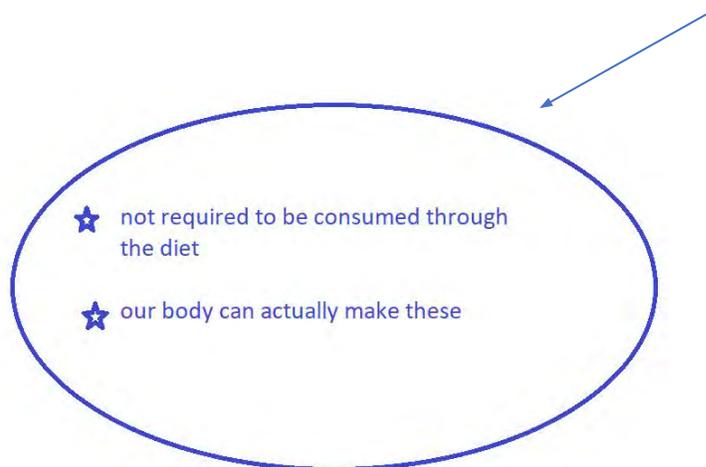


## ANTIBODY CLASSIFICATION



# 1) PROTEIN

- allows your body to grow, build and repair tissues, and protect lean body mass (your muscle mass)
- is composed of amino acids (building blocks of protein)
- 2 types of amino acids: **non-essential** and **essential**



# 1) PROTEIN

**1 to 1,5 gram  
per kg of body weight**



For example 50 kilo; 50-75 gram; you all 75 gram

1 egg = 10 gram  
100 gram fish = 20 gram  
100 gram meat = 20 gram  
100 gram greek yoghurt = 7-10 gram  
100 gram nuts = 15 gram  
100 gram legumes = 4-10 gram

## HIGH-PROTEIN FOODS:

- Meat
- Fish and seafood
- Milk and dairy products
- Eggs
- Legumes
- Grain products
- Nuts
- Soy products



Consuming **protein after exercise** helps the muscles to heal and prevents the loss of lean mass.

# 1) WHAT ABOUT ANNE?

**EXAMPLE**

Was Anne protein intake sufficient?



Anne is 1,62 m and weighs 53 kilo,  
very active in sports, so we'll take 1,5 gr per kg body weight =  
**79.5** gram protein per day!!!

Anne, girl, 14 years old, 9th grader  
hockey and dance

Breakfast: 1 glass orange juice, 1 slice of bread with cheese/banana

1st break: 1 rice cake, 1 bottle of water

2nd break: 2 slices of bread, Bologna sausage

16.00: apple and a glass of milk

18.30: spaghetti, (Greek yogurt (Danone) and water

20.00: cookie and tea

cheese 15 gram = 4 gram protein  
Bologna meat 15 gram = 2 gram protein  
milk 200 ml = 7 gram protein  
minced meat 100 gram = 17.5 gram protein  
Greek yoghurt 150 gram = 18 gram protein  
Totaal = **48,5** gram



What about you based on your daily food sample?

## 2) CARBOHYDRATES

- All carbohydrates are eventually broken down into **glucose**, which is the main **energy source** for your body
- In fact, specific organs, such as your brain, need glucose in order to function properly
- 2 types:
  - ✓ SIMPLE CARBOHYDRATES
  - ✓ COMPLEX CARBOHYDRATES



# 2) CARBOHYDRATES

## SIMPLE CARBOHYDRATES

- are broken down fairly quickly in the body.
- have a quick and fleeting impact on blood sugar levels
- blood sugar (and energy) levels typically rise quickly then drop after consuming simple carbs



## COMPLEX CARBOHYDRATES

- take longer to break down for use in the body
- have a steady impact on blood glucose levels
- particularly fiber, can help the body to maintain healthy digestive function and cholesterol levels

***Don't forget to eat ideally 2-2 1/2 cups of VEGGIES a day and 2-3 pcs of FRUIT a day.***

## 2) WHAT ABOUT ANNE?

**EXAMPLE**

Let's have a look at her daily carbs intake:



Anne is 1,62 m en weighs 53 kilo,  
plays lots of, so we'll take 4 gr per kg body weight  
= **212** gram carbohydrates per day!!!

Anne, girl, 14 years old, 9th grader  
hockey and dance

Breakfast: 1 glass orange juice, 1 slice of bread with cheese/banana

1st break: 1 rice cake, 1 bottle of water

2nd break: 2 slices of bread, Bologna sausage

16.00: apple and a glass of milk

18.30: spaghetti, (Greek yogurt (Danone) and water

20.00: cookie and tea

fresh orange juice 200 ml = 18 gram KH  
3 slices of bread = 45 gram KH  
1 rice cake = 6 gram KH  
2 pieces of fruit = 50 gram KH  
250 gram spaghetti = 80 gram KH  
Greek yoghurt 100 gram = 19 gram KH  
1 cinnamon biscuit = 10 gram KH  
Total **228** gram



Now is your turn to look at how much carbohydrates do you consume a day.

And don't forget to also check which type of carbs you choose 😊.

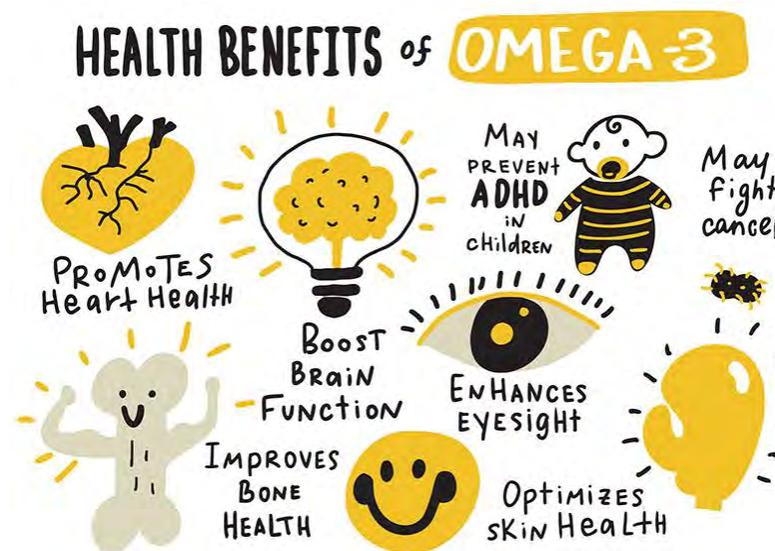
# 3) FATS

- are nutrients in food that the body uses to build nerve tissue (including the brain and nerves)
- makes certain hormones
- absorbs fat soluble vitamins
- helps with [cell membrane integrity](#)
- are used as a fuel for the body
- gives food flavor and texture

# 3) FATS

Fatty acids are classified in the following 3 categories. Some are much more healthful than others.

	SOURCES
<b>SATURATED FAT</b>	Meat products, dairy products, butter, coconut butter
<b>MONO- AND POLY-UNSATURATED FAT</b>	Olive oil, flaxseed oil, canola oil, safflower oil, wheat germ oil, coldwater fish, nuts, avocados
<b>TRANS FAT</b>	Baked goods, fried foods, some types of margarine



Getting enough healthy fats is **essential for growth and development**. Young kids, in particular, need enough of them in their diet to help the brain and nervous system develop normally.

# 3) FATS

## TIPS FOR GOOD CHOICES:

- Olive oil – add it to your salads, 2 tsp/day, good as an energy source, for skin and flexibility
- Avocado
- Fish – 2 a week, 1 a week choose an oily fish (salmon, macrel)
- As a spread on bread – consider butter instead of margarine

Around 30g/per day is recommended



Did you know that omega-3 reduce inflammation?

# 3) WHAT ABOUT ANNE?



Time to look at fat intake:



Anne is 1,62 m and weighs 53 kilo,  
fat needs to be spread over the day ...  
3 times about **30** gram

"good"  
non

"in between"  
cheese  
Bologna sausage

"bad"  
cookie

Anne, girl, 14 years old, 9th grader  
hockey and dance

Breakfast: 1 glass orange juice, 1 slice of bread with cheese/banana

1st break: 1 rice cake, 1 bottle of water

2nd break: 2 slices of bread, Bologna sausage

16.00: apple and a glass of milk

18.30: spaghetti, (Greek yogurt (Danone) and water

20.00: cookie and tea

1st meal 10 gram cheese = 2 gram fat  
2nd meal 10 gram sausage = 4 gram fat  
3rd meal none.

total **6** gram....



And where are you standing when looking at fat consumption per day?

Try to take smart choices and reach for the healthier fats.

# NUTRITION IN SPORT

## EVALUATION OF AN EXAMPLE OF A FOOD DIARY

Anne – enough CARBS, low on PROTEIN and FAT



**solution:**  
eat more healthy fats and more protein



## TIME TO EVALUATE YOUR FOOD CHOICES

- Are you getting enough nutrients?
- What could you change?

# NUTRITION IN SPORT

Remember the **food** you eat have big effects on your **health and performance**

For children/athletes:

- ✓ **Eat plenty of vegetables and 2-3 pics of fruit plus the „in between“ carbohydrates best before training/game (2 hours) and directly after**
- ✓ **Make sure you get enough protein – 1,5g/per kg and as quick as possible after training/game (like handfull of nuts)**
- ✓ **Make smart choices when it comes to fat and try to spread it through the day (with your every meal – for example 3 x day)**

If your food is balanced, is there anything else that can be effecting your performance?  
....SLEEP, STRESS, SCHOOL, WORK, REGENERATION

# HOW TO HELP YOUR TEAM ?

- How is your team doing in the area of nutrition?
- How can you help your team to make better choices?

# NUTRITION IN SPORT

- Pre Sport Snacks Tips

<https://halsanutrition.com/wp-content/uploads/2019/09/Pre-Sport-Snacks-For-Teens-Halsanutrition.pdf>

<https://www.stack.com/a/pre-game-snacks-for-athletes>

<https://www.eatright.org/fitness/sports-and-performance/tips-for-athletes/gameday-nutrition-tips-for-young-athletes>

- Tips for wellbeing applications
- <https://healthy-kids.com.au/kids/high-school-2/apps-for-wellbeing/>

# Key messages

- Every part around **YOU** is important and plays role in your performance
- Holistic approach – exercises, stress, health and **NUTRITION**
- Food should be your medicine, make the right choices
- Educate young athletes to understand and be aware that they can start making healthy choices and influence their own wellbeing and performance

# Reference materials

- Session with Sascha van Lith – Erasmus Programme
- <https://www.runtastic.com/blog/en/what-are-macronutrients/>
- <https://mynutrition.wsu.edu/nutrition-basics>
- <https://healthy-kids.com.au/kids/high-school-2/macronutrients/>
- <https://www.verywellfit.com/macronutrients-2242006>
- <https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/fats/4-ways-to-get-good-fats-infographic>
- Find all presentations from this program on : .....



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# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

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What is more pure then giving without expecting something in return ?



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# Thank you

From the series :  
Best Practice Sharing of  
Innovative and Disruptive  
Field Hockey Skills Erasmus+  
Program 2019 - 2020



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# Long-term learning

with Eric Verboom

From the series :  
Best Practice Sharing of  
Innovative and Disruptive  
Field Hockey Skills Erasmus+  
Program 2019 - 2020



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POLSKI ZWIĄZEK  
HOKEJA NA TRAWIE

HOCKEYCLUB  
'S-HERTOGENBOSCH

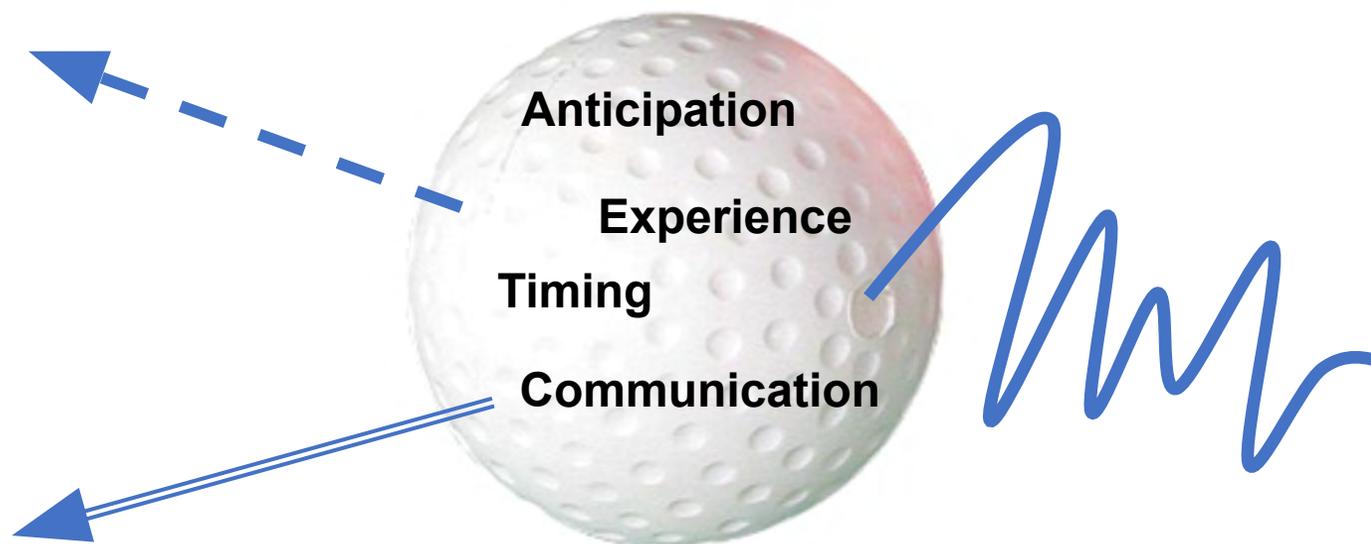


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A collaboration between .....

# „This guy has no understanding of the game“

Do the right thing in the right moment!



Understanding of the game controls the ability to select basic technical-tactical elements such as 1 vs. 1, passing or goal scoring in the right way.

# How do players solve a hockey specific „problem“?



**It is important to get into ball possession, but more important is to know what to do with the ball!**

# Can we train the right understanding of the game?

## YES – and we show you how!



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# Key messages

- Think about methods of implicit learning during coaching sessions!
- Movements do not have to be carried out “correctly”, but successfully.
- Creativity and variety instead of permanent repetition.  
More variation - less repetition.
- Create situations with more chaos.
- Make players think.
- Keep players learning in new situations using/creating their best solution.

# Explicit learning = instructed

- Explicit learning takes place through the conscious recording of information, whereby knowledge content and / or memories are stored.
- Knowledge transfer is regularly instructed externally.
- Explicitly is the conscious recording of information and the active communication of learning content / target techniques / actions by the trainer.



ICH SAGTE: DEN LINKEN FUSS VOR, DIE SCHULTER-LWIE SENKRECHT ZUM NETZ. DEN RECHTEN ARM LOCKER LASSEN, DEN SCHLÄGERKOPF NIEDRIGER ALS DAS HANDGELENK, DAS RECHTE BEIN FERTIG - MACHEN ZUM VOR-SCHWELLEN

# Implicit learning = trial and error

- If you acquire knowledge or skills “on the side” without having to make an effort, casually (without being aware that you are learning), you are talking about implicit learning.
- The trainer teaches less so players can learn more!



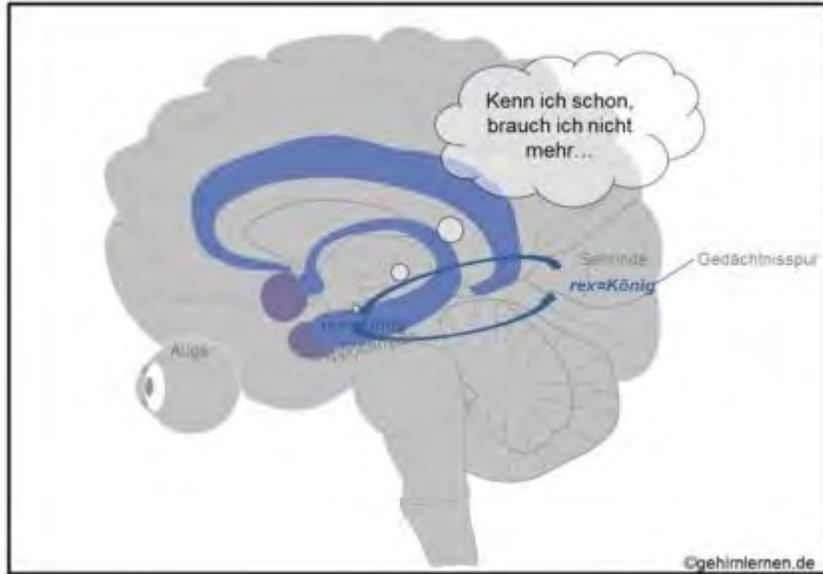
Learning by doing



- The players are in the foreground. The players are subject to certain constraints and the players will adapt accordingly over time due to the constraints.

Trial and error

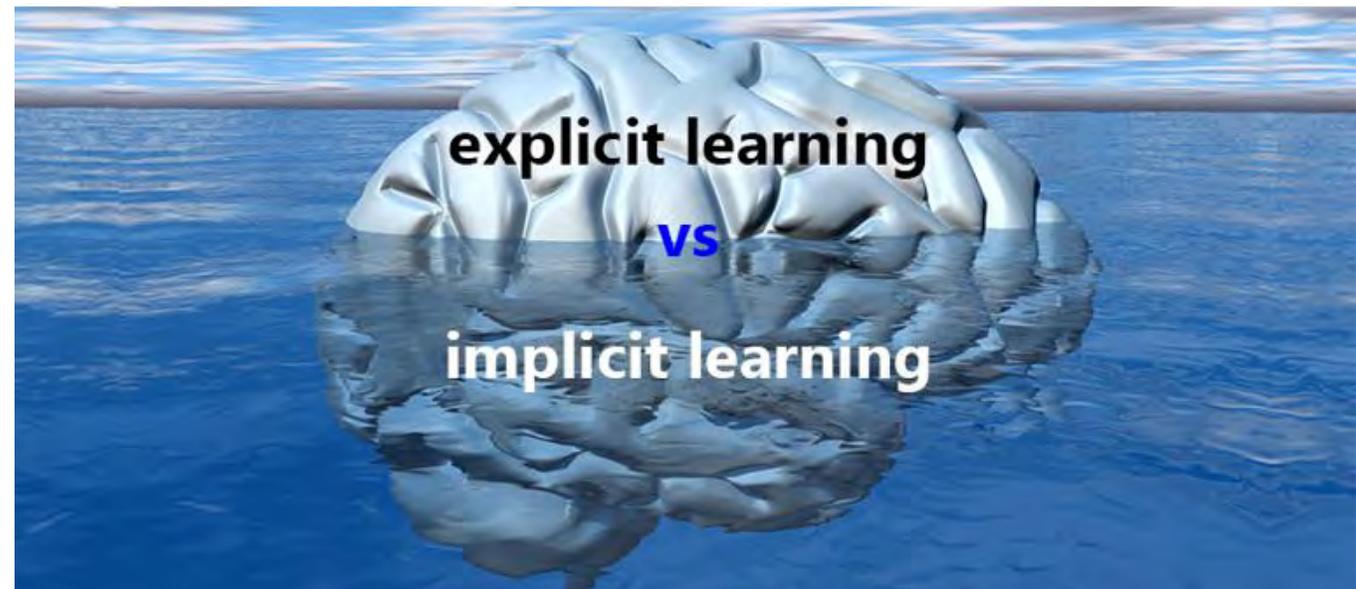
# Brain and Learning



Is there a memory trace in the cortex, and the identical information is recorded again, the hippocampus compares them. If he determines that they are identical, he saves having to save them again. The content is not consolidated!  
**Stubborn 1: 1 repetition is unsuccessful! The hippocampus "wants to be entertained"!**

Source: <https://www.gehirnlernen.de/lernen/grundlagen-des-lernens/explizites-lernen/>

Hippocampus	Short-term memory and transfer to long-term memory	unstable	Quick response to and process of new information
Cortex	Long-term memory	stable	Stable memories, wealth of experience



# Which learning style do you prefer?

## We help you to use more and more the implicit style!



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# Implicit learning benefits

- Skills are more stable
- Increased resistance to fatigue
- More durable over time
- Not occupying attention

# Approaches containing implicit mediation ideas

- A. Learn differential (theory by Schöllhorn)
- B. Heidelberger Ballschule (kids training)
- C. Life Kinetic

# A) Learn differential (theory by Schöllhorn)

## How to improve technique - learn differential vs. learn traditional

1. traditional method of motor repetition; the so-called grinding
2. differential teaching method
  - improve technical skills through variations -> differences in the execution of the movement are a sufficient need to trigger a self-organizing learning
  - Movements are subject to constant fluctuations due to constantly changing game situations and cannot be repeated exactly.
  - The qualitative evaluation of techniques is therefore not about aesthetics (ideal picture of a technique), but whether the execution in the corresponding situation is successful (technique appropriate to the situation).
  - In addition, movements are individual or person-specific, which means that nobody moves in the same way as another person.

# B) Ballschule Heidelberg



- According to development phase – children are no „small“ adults
- **Adaptability** – children are allrounder and no specialists
- **learning without guidance** – trial and error
- **Joyful** – playing makes perfect!

Entwicklungs-  
gemäßheit

„Kinder sind keine  
verkleinerten  
Erwachsenen!“

Vielseitigkeit

„Kinder sind  
Allrounder und  
keine Spezialisten!“

Spielerisch-  
unangeleitetes  
Lernen

„Probieren geht über  
Studieren!“

Freud-  
betontheit

„Spielen macht  
den Meister!“



# B) Concept of Heidelberger Ballschule (Minis)

<https://www.ballschule.at/index.php?id=263>

App „Ballschule Österreich“

<b>A</b>	Optimize motoric elementary forms	Catch, stop, bounce, dribble, throw, kick, hit
<b>B</b>	Learn technical-tactical building blocks	Recognize the trajectory of the ball, determine the path to the ball, determine the point of play of the ball, offer & orient, secure possession of the ball cooperatively, identify gaps
<b>C</b>	Improve motor intelligence - coordinative basic competence	Time pressure, precision pressure, complexity pressure, organizational pressure, variability pressure

# Working with Minis



# C) Life Kinetic



<https://www.lifekinetik.de/>

# C) Life Kinetic

- playful training of the brain -> unusual everyday coordinative, cognitive and visual tasks
- perform movements while the brain is being challenged
- creates new connections between the brain cells
- the more networks are set up in the brain, the higher the performance, flexibility and processing speed of the brain
- positive results -> reducing stress, improving attention, improving speed of action

**“You cannot overtake anyone if you follow  
in his footsteps”**



# Methods for implicit learning - Hockey

1. Metaphors
2. External focus
3. Error free learning
4. Learning different
5. Create effective movement situations

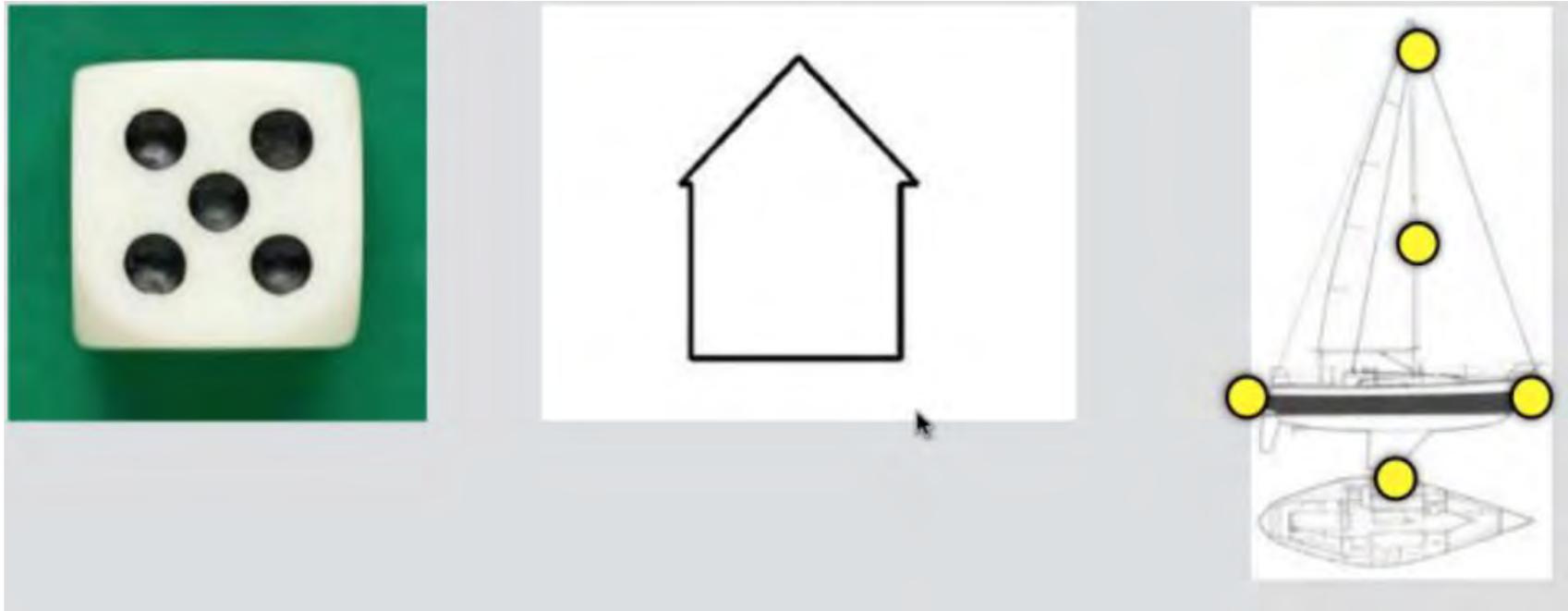
# 1. Metaphors

We make use of tips that appeal to the imagination.

A metaphor is used to explain a complex thought in a simple way  
by comparing it with something everybody knows

# Examples from Eric

- Pan grip (for holding your stick for the Argentinian backhand)
- Open and closed windows (for explaining to close some areas on the pitch and keeping other open)
- Setup indoor hockey (see some examples below)



# What metaphors do you use? Call out!



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# Examples from the workgroup for inspiration

**Shake hands** (and take the stick) – right grip on the stick, put the “V” on the round side of the stick

**Pancake grip** – for tomahawk

**Bomb** – spread out (children to close around ball)

**Gunfire** - shoot immediately at the edge of circle

**Fencing** – stick control defense (tackling „the jab“)

**Toblerone** - triangle formation

**Crane** - overview before receiving ball

**Play stairway** - play out with forward pass and cross pass

**Shaking hands with opponent** – get into right distance for defending (guide attacker in a position)

**Stand on opponent's feet** - tight man coverage

**Dragon** formation - tactic for kids, one is the head, two wings, one tail

**Alliens landed** - while playing when everyone is in small area. After the call everyone without ball has to run in free area

**Hot potatoe** - pass ball as early as you can

**Bus** - Deep defensive on own half

**Hotline** – dangerous straight line between the ball and goal

**Don't wake up the crocodile** - practicing carrying the ball on stick without tapping it

Make movements conscious eg growing like a flower, try to reach the sky, fast as a Formula-1 car, moving arms like a propeller

Especially for the training with kids - compare movements with animals eg stomp like an elephant, quiet like a mouse

## 2. External Focus

Focus needs to be on the result not in your body on the movements.

An external focus helps to simplify an instruction by describing something “outside of the body” of the players. So they focus on the external and unconsciously make their body do what is needed to perform the task.

# Examples from Eric

- Looking peripherally (instruction “green, orange, blue ...” instead of “put you left foot forward when playing the ball ...”)



# Examples from Eric

- Goalkeeper footwork



# Examples from Eric

- Trapping / reaction – which instruction would you give here?



**Quick work (5 min) together in small groups - give me some examples for practicing with external focus?**



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# Examples from group

- Show numbers during dribbling - call out the numbers, make special movements for shown numbers
- Combine coordination with technical training
- Solve arithmetic problems during dribbling, goal shot, ... finding groups with result
- Calling out things (Where is Max? ...) during technical training
- Look at good soccer-sites in your country/Language and adapt it to hockey – just one example from hundreds ...

<https://www.soccerdrills.de/trainingsuebungen/passen/uebungen/vier-gewinnt/1344/>

# 3. Error free learning

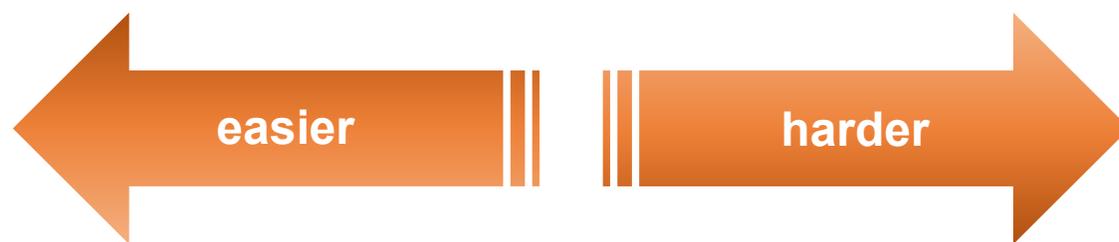
is about giving the player the confidence he/she can do something successful. It gives them a permanent feeling of success.

# Examples from Eric

- Squash hockey & playing with larger/lighter balls



## Principles how to make an exercise more simple to achieve error free learning



Participants	Less players (individual -> partner -> group)	More players
Material Throw Catch Kick	none, slow movements Small objects Large objects leightweight, large objects	small, quick movements Large objects Small objects Heavy, small objects
Time	More time for exercise	Few time for exercise
Speedness	slowly	fast
Area	large	small
To play in an area	Team in ball possession – more space Team non ball possession – few space	Team in ball possession – few space Team non ball possession – more space
Rules	fewer	more
Special tasks	more	fewer
Choices to make	fewer	more
Interaction with others	fewer	more
Movement / pass restrictions	more	fewer
Safety zones	more	fewer

Adapt activities  
to the level of  
player's  
development

Source: Coach education Austria, Sabine Blemenschütz

# Use A D A P T for error free learning

**AD**<sub>DAPT</sub>

**AP**  
IIRECTION

**T**  
REA / DISTANCE

RESSURE

EMPO

- Use 4 principles to make your exercises easier or more difficult
- Changing directions makes exercises more difficult. Easiest is to start in a straight line.
- Greater distance between players makes exercises easier – in next steps reduce spaces or distance between players.
- Practice technical skills first with poles or cones, then incorporate semi-active and active opponents.
- Start slowly (in the stand) and then gradually build in more pace.

Source: Coach education Austria, Sabine Blemenschütz

# 4. Learning different

Train with different movements.

Give the brain a lot of different experiences in movement.

It is all about variation instead of repetition!

# Example: Variation for “shot at the goal”

- Running to the goal: sidesteps, zick-zack, heels or toggle lever
- Situation: rested / rolling / springing ball (from in front or from side), with dribbling, with / without opponent (from in front, from the side)
- Foot: left or right foot in front, toes in front or to the side
- Body: more in front, more in the back, head up / down
- Stick: normal grip, short-handed, slap-shot, big/small movement, turned around stick
- Technique: forehand, backhand, push/drag/flick
- Ball: weight, form, size
- Additional: close one eye, shot at special part of the goal, combination of whatever ...

# Do you have more examples?



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# 5) Create effective movement situations

We as coaches make exercises that athletes learn by themselves.

Give exercises that athletes can learn!

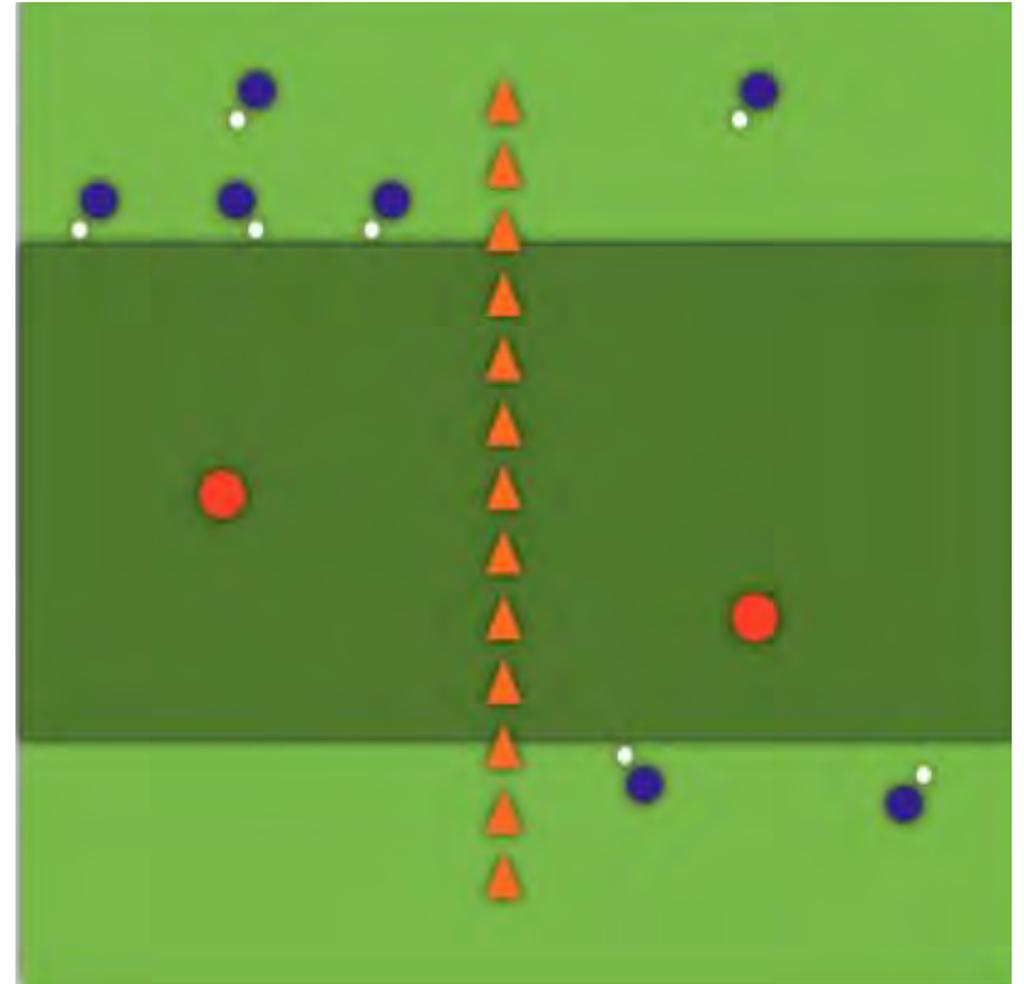
# Create effective movement situations

## Objective: Quick thinking and decision making

- Players need to find their solution for a problem – that is the way how they learn implicit.
- Coach can manipulate with rules - try to manipulate situations so that players have to adapt.
- Challenge your players!
- Unconsciously force different solutions!

# “Cross the river” – learn decision making

- Mark a zone = river. In the river lives the crocodile (red) and it likes to eat little white balls.
- Players in blue with the ball have to bring the stuff on the other side of the river – but watch out for the crocodile!
- Blue starts running with the ball and red tries to get the ball. If blue can go to the other side they have 1 point. If they loose the ball to the crocodile they became the crocodile.
- Work in a circle.
- Make the river at the beginning very small (appr. 3m)



# Open passing lines

- Use same zone (river) as before.
- 2 players against crocodile
- Player behind “the crocodile” has to come out of the shadow and open the passing line.
- Motivate your players to use fints and fakes.
- Players learn to make in-out-movements, making fakes with the ball and without the ball, defenders learn that it is better to defend with the forehand ...

Variation:

- first with a handball
- after that, with stick and hockey-ball



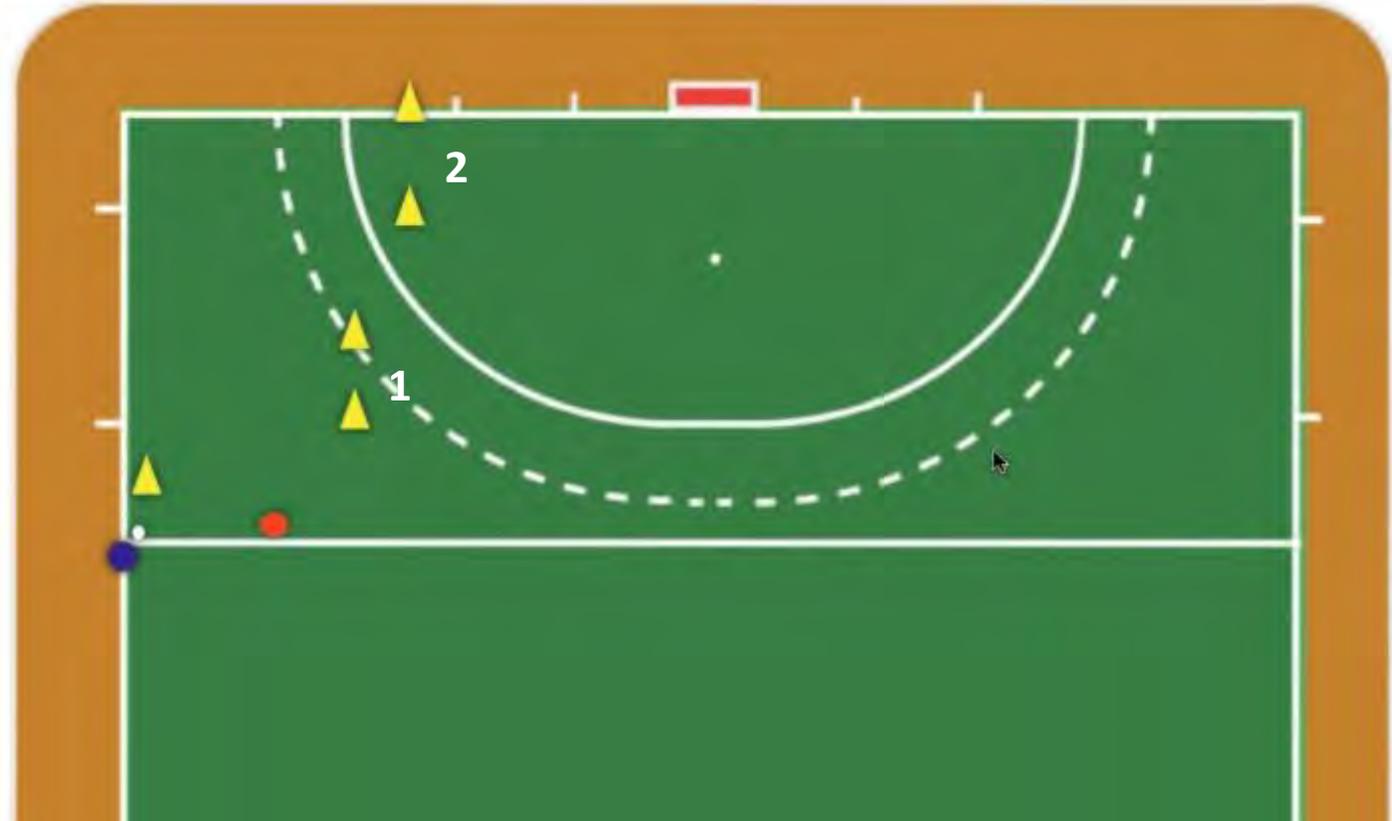
# Open passing lines

- Use same zone (river) as before.
- 3 players against crocodile.
- Players find solutions themselves – without great explanation of the trainer.



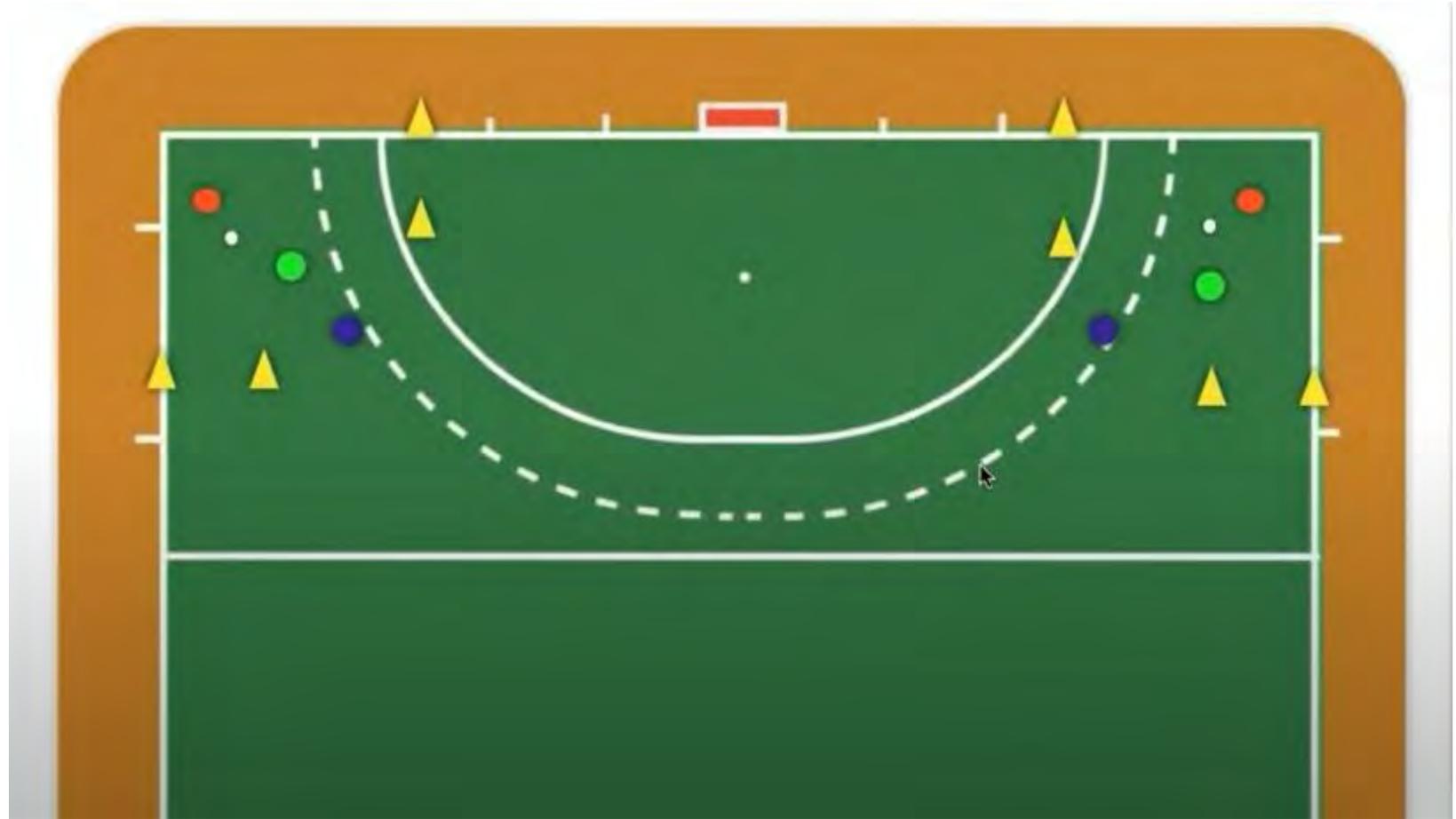
# 1v1 attack left side

- Attacker (blue) starts with the ball.
- Defender defends.
- Attacker can decide to go through the goal 1 or goal 2 and after that is allowed to play at hockey goal.
- Ask to show different solutions e.g. body fakes, turn arounds, finting, crossing the defender ...



# Receiving in motion

- Green player plays the ball to red
- Red can escape through the left or to the right goal
- You as a coach use and change rules – players do the decision making



# Receiving in motion

- Ball is played from the left side
- As soon as ball is played to the girl in white, the girl in orange can go
- White and orange play 2 vs. 2 to the goal



# Defend the square

- We defend the middle of the square
- They need to find a solution to get in
- Defender need to held them out

Variation:

-1 vs 1

-2 vs 1



# Defend the square (avoid that opponent goes into the center)

- 4 vs 4 in a zone
- they can score if the ball goes through the square from blue to blue or from orange to orange (pass through or pass in the square)
- The most important part is to defend the middle of the square!
- Every turnover is dangerous!



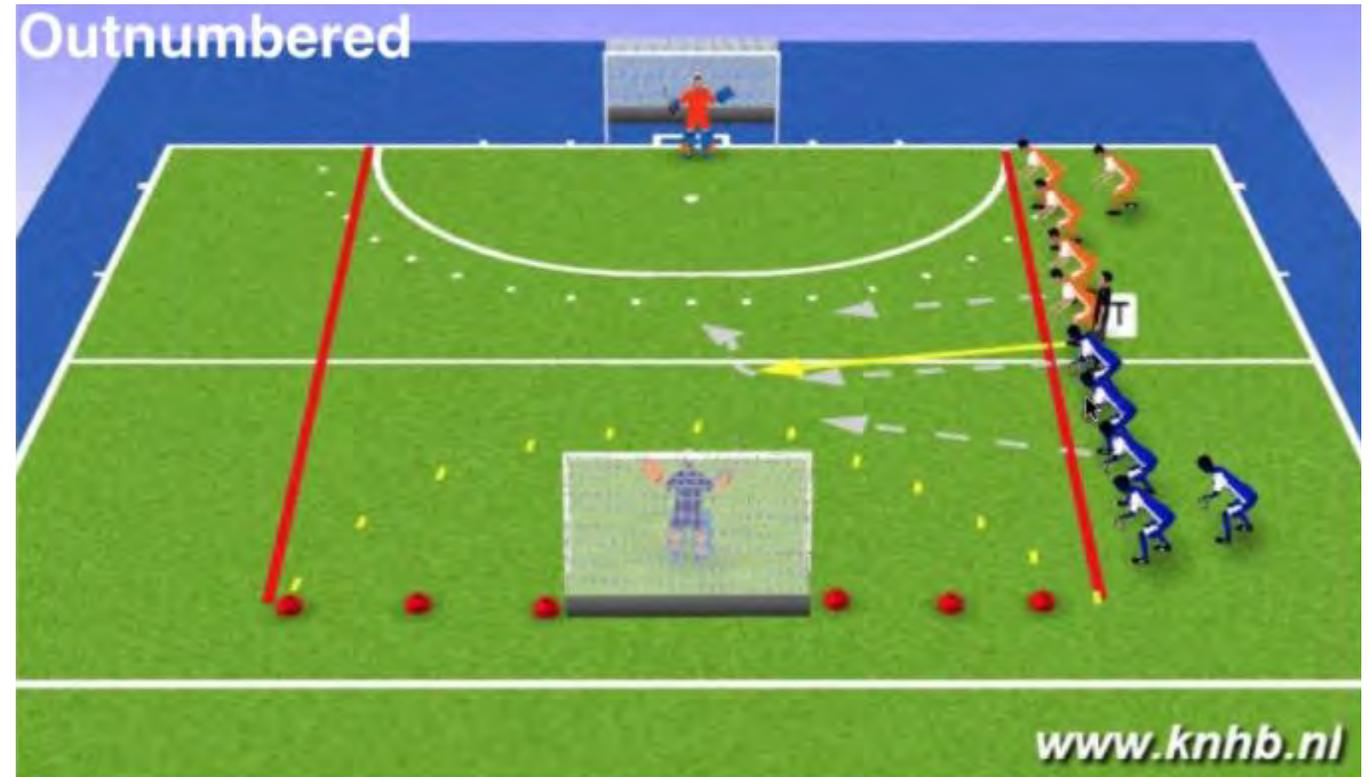
# Quick thinking – striker training

- 3 vs 2 goalies
- Goalie only needs to slide the ball outside the area
- Coach gives ball to goalie or strikers
- Decision making improves!



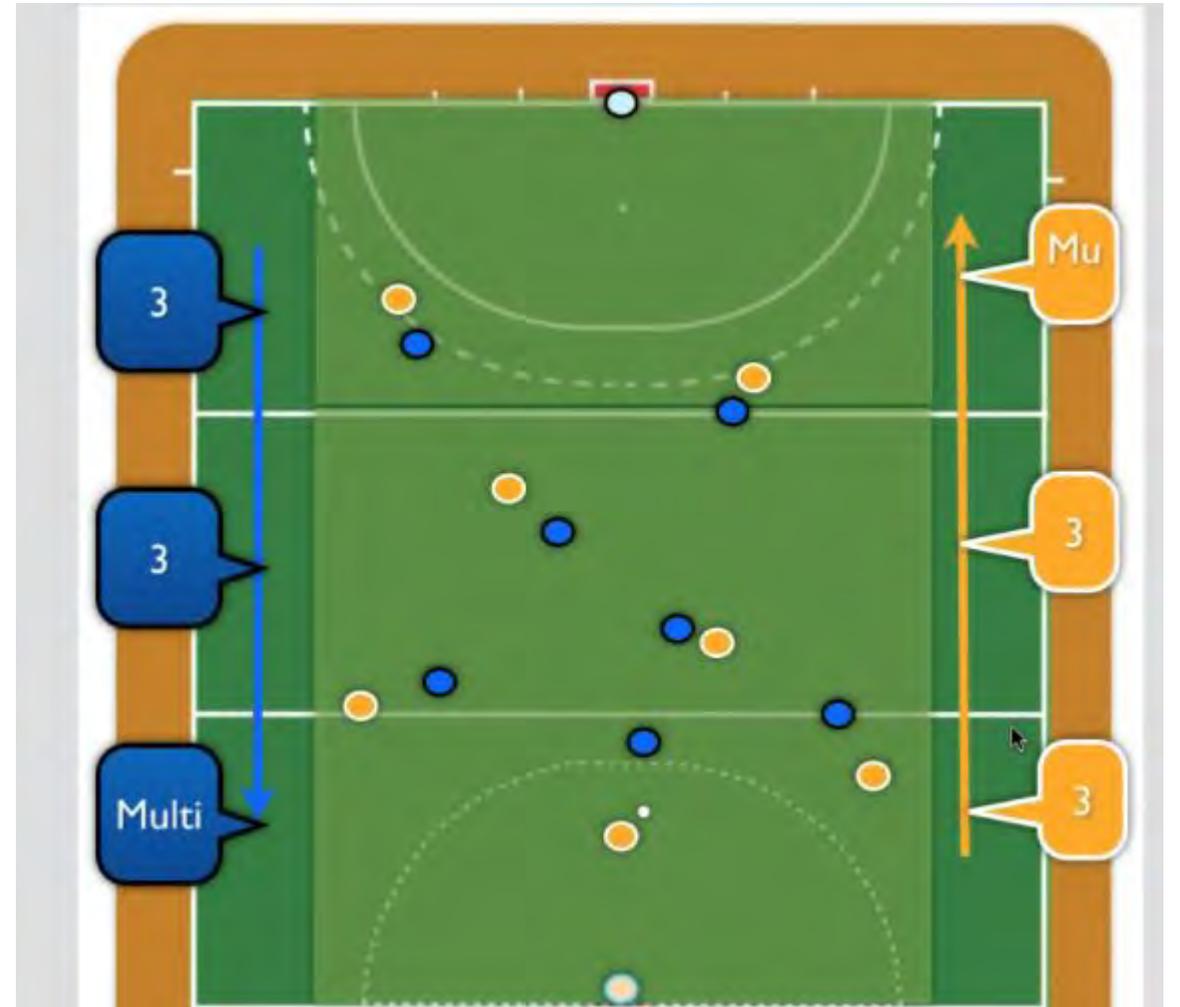
# Work with game forms

- Start with 1 vs 1
- Coaches interacts and taps on the shoulder of the player who has to go in
- Players have to look around if they have overload or underload -> need to react on situation



# Another game form

- 7 vs 7
- In Zone 1 & 2 only 3 touches a player are allowed, in last zone multiple touches
- You force: pre-scanning, quick decision making
- Try to manipulate situations, so that players always have choices



# More ideas to manipulate situations ...

1. **Games with normal rules:** different balls (American Football, lighter Ball, Futsal, Streetsoccer-ball, balloon).
2. **Two halfgames:** until special result -> which team scores 5 goals first
3. **Size and form of playing field:** aspect ratios, with and without target zones or marked prohibition zones..
4. **Special task:** usually for passes, shots on goal, dribbling
5. **Equipment and material:** shirts, cones, markings
6. **Goals:** Mini-golas, line-goals, open goals, movable goals
7. **Variation of players:** number, neutral players, Überzahlspiel.
8. **Counting method:** eg goals played on right side count double
9. **Special rules:** three penalty corners = penalty stroke.
10. **Communication:** Name of pass receiver has to be called out
11. **Tournaments:** eg Champions-League
12. **Other team games:** handball, basketball.

# Or use special counting methods for goals/points ...

1. **Result manipulation:** The result is turned with a two or three goal lead, alternatively it starts with a 2: 0 and the playing time is limited. Keeping the result is the challenge.
2. **Multiple goals:** Direct re-possession, great combinations and goals according to the previous technique count double (triple).
3. **Goal spring:** Only distance shots (from the edge of the circle) or goals that are scored with the backhand or goals with a high ball are counted..
4. **Zone goals 1:** A goal only counts if the entire team is in the opposing half.
5. **Zone goals 2:** A "normal" goal counts once, if the own team is completely in the opposing half twice and the opponent is completely in their own half, the goal counts three times.
6. **Ball possession:** If the ball is captured in the opposing half and then a goal is scored, the goal counts twice.
7. **Nice goals:** there is a point for each goal. If "beautiful" goals are scored, the trainer gives extra points. These can be great combinations before scoring.
8. **Time pressure:** A goal only counts if a second goal is scored within a certain time.
9. **Goal duo:** There are small gates in large gates. Only big balls count for the big goal, every goal for the small goal.

# Or use goal variation ...

1. **Tilt:** It is played on two staggered goals..
2. **Trainer goal:** There is a trainer / co-trainer on each side of the field. Points are always awarded when they are played. The coaches can also be replaced by players.
3. **Indoor variation:** We use typical hall equipment for goals, e.g. long benches, boxes, mats.
4. **Cone goals:** cone goals are preferably played without a goalkeeper.
5. **Three-goals-game:** One team plays on one large goal, the other on two small goals.
6. **Line goals 1:** Statt Tore Instead of gates, we use lines and mark a goal zone. If the pass in the goal zone is stopped by a teammate, this is considered a goal success ("touch down").
7. **Line goals 2:** A goal is scored if a player dribbles over the goal line.
8. **One goal game:** Two teams play on one goal.
9. **Four-goals-game:** A goal is placed in each corner of the field.
10. **Backward goals:** We turn the goals 180 degrees against the direction of play. This requires innovative thinking in order to score..
11. **Open goals:** A goal is "open" if it can be used by both sides. Hats or poles are often used for this purpose during construction.
12. **Movement goals:** Two players form a goal by holding hands or a bar that connects the two. They move round on the field.

# Or use goal and player's variation ...

- 13. Three-sided goal:** In the middle of the pitch we build a goal in a triangle (cones, poles). Two or three teams can play against each other on the goal..
- 14. Color gates:** Two mini are used. There are two different colored hats at each gate. The coach calls out colors for the teams. The correspondingly marked gate is then attacked.
- 15. Goal zoom:** after each scored goal, the corresponding goal will be increased / decreased.

## Variation with players

- 1. Neutral player:** There is one neutral player in the field. The attacking team must have played once (twice) to this neutral player before a goal can be scored.
- 2. Neutral player on sidelines:** neutral players are placed on sidelines, each one is playing with the attacking team.
- 3. Flying change:** The teams independently organize a change mode e.g. change of player if the goal is scored - 2 minutes later, the scorer has to go out ...
- 4. Outnumbered:** Each team plays a given number of time outnumbered.
- 5. Goalscorer:** Only a certain player on the team can score goals.
- 6. Team goals:** You win the game when every player in the team has scored a goal.

# Some more variation with players ...

7. **Double goal keeper:** Defending team always places two goalkeepers in goal. The attacking team plays without a goalkeeper.
8. **Interplay:** At command of the coach, the called players switch to the other team.
9. **Three-team-game:** One team attacks, one defends. If defenders get into ball possession, they attack the other goal. The third team is waiting there as defense team, so it goes on and on.
10. **Double game:** One game takes place from left to right and one from top to bottom in one field.
11. **Increase:** The game starts 1v1. Always the goal scorer of a team gets an additional player. If all players from one team are on the field, one player must always leave the game if the goal is scored. If a team scores a second goal, this goal scorer also leaves the game.
12. **Forced break:** the goal scorer leaves the field. If the other team scores a goal, he is allowed in again.

# Reference materials

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- <https://akademie.hockey.de/material/products/entwicklung-der-spielintelligenz-durch-mini-hockey/>
- <https://www.you-are-football.com/blog/technik/fussballspezifische-life-kinetik.html>

# Recommended literature for developing game intelligence through mini hockey

Author: Horst Wein

"Children should not be given ready-made solutions, but should be able to gain tactical knowledge and experience through independent thinking and acting, so learn what behavior leads to which consequences in which game situations."



Entwicklung der Spielintelligenz durch Mini-Hockey



Empfohlen vom Deutschen Hockey-Bund und der Trainerakademie Köln des DOSB e.V.



# Thanks

This ready-to-share-presentation is a joint result of cooperation between 6 hockey coaches from Poland, Austria and Czech Republic, Hockey Club Den Bosch, the Dutch Hockey Federation and the EHF. This program is supported by the Erasmus+ program.

Big thanks to :

- **Eric Verboom** | Headcoach 1<sup>st</sup> men's team HC Den Bosch (since 2014), Ass. Coach Germany men (since 2017), Headcoach Netherlands U21m (2014-2017), Ass. Coach Netherlands men (2012-2014), Headcoach 1<sup>st</sup> men's team KHC Dragons (2009-2013). Eric's interview in Germany (<https://web.hockey.de/news/ifbd8m.html>) inspired and he gave us some more insight into his training strategy.
- The 6 participants **Alicja Koperska, Karolina Paterson, Sabine Blemenschütz, Łukasz Kosmaczewski, Vojta Kolář, Gerhard Kubassa** who put their time, energy and passion into preparing materials and programs for sharing throughout the country
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# **Coaches and players development programme**

**with Nathan Kipp**

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# COACHES AND PLAYERS DEVELOPMENT PROGRAMMES

- DEVELOPMENT IS A LONGTERM PROCESS AND REQUIRES A BIGGER PICTURE
- PHILOSOPHY IS THE KEY – VISION AND THE DEVELOPMENT PROGRAMMES OBJECTIVES
- COACHES AND PLAYERS DEVELOPMENT PROGRAMMES – CHOOSE AN APPROACH THAT IS BASED ON YOUR PHILOSOPHY
- STRATEGY – HOW TO GET THERE



# COACHES AND PLAYERS DEVELOPMENT PROGRAMME

LET'S HAVE A CLOSER LOOK HOW [KNHB](#) WORKS WITH NATIONAL COACHES AND PLAYERS AND WHAT IS THEIR PHILOSOPHY BEHIND IT

## 6xAHEAD OF HOCKEY

- It's their player development philosophy
- It's being used as a base for players, coach education pathways but also with the players at the national team

- Lifetime of hockey
- Scientific foundation



# COACHES AND PLAYERS DEVELOPMENT PROGRAMME

KNHB

## A lifetime of hockey

- Hockey players develop themselves
- Making the game (qualitatively) stronger
- Increased enjoyment and involvement in the game

By focusing on **the development of hockey players** we create a **sustainable environment** in which every **individual player** is challenged to get **the most out of the game**.



KNHB

KNHB

## Scientific foundation

- Self Determination Theory (Deci & Ryan)
  - People have innate psychological needs:
    - Competence (experience success)
    - Relatedness (interact en connect)
    - Autonomy (make my own choices)
- Talent development (Côté)
  - Deliberate practice v.s. deliberate play
  - Till age 12 focus on getting to know the game and fun



## View on player development

### 6x ahead in hockey

1. Better hockey starts with yourself
2. Recognize & stimulate unique qualities
3. For every age a fitting load
4. Contributing to the team
5. Support continuous learning
6. Balanced sport & private life



For both coaches  
and players  
self-regulation/  
reflection is  
the magic word .....



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# Coaches



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# COACH DEVELOPMENT

## COACHES

– what do your coaches need and how to promote their development? What is required from them?



- **Trainer – Coach – Manager**

- the role is shifting, nowadays it is a mix of all these roles and coaches need to be able to act in all 3

- **Coach centred approach**

- looking at the needs of the coach, what does she/he want, think and need to improve – individual needs  
- important to **TALK** to the coaches and find out how can you help them to develop and improve

- **Commitment**

- as for players, full commitment is required but still considering the balance in life

- **Education pathways**

- set pathways but also adapting to the needs and offering new courses that fit the demand

- **Intervision**

- Coach sessions that are organised every 2 or 3 months (all coaches from U16)  
- 24hours session, **learning from each other**, assignments, planning for the next coming months etc.  
- Effective way how to connect people/coaches

Sharing experiences,  
discussions – one of the  
most significant points in  
coaches development

# COACH DEVELOPMENT

## COACHES – TIME FOR SELF-REFLECTION



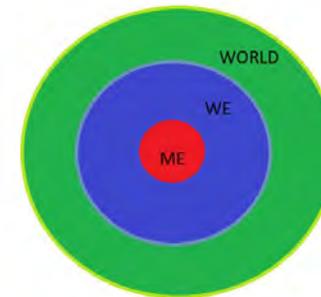
**Self reflection** is like looking into a mirror and describing what you see. It is a way of assessing yourself, your ways of working and how you coach in this instance.

### 4 AREAS TO EVALUATE YOURSELF AS A COACH

1. AMBITION – what do I want to get out my coach career, where do I want to get
2. KNOWLEDGE/COMPETENCE
3. GIVING ITS ANATOMY/DIRECTING THE TEAM – what am I doing with the group
4. MAKING CONNECTION – getting to know your players, managing them...

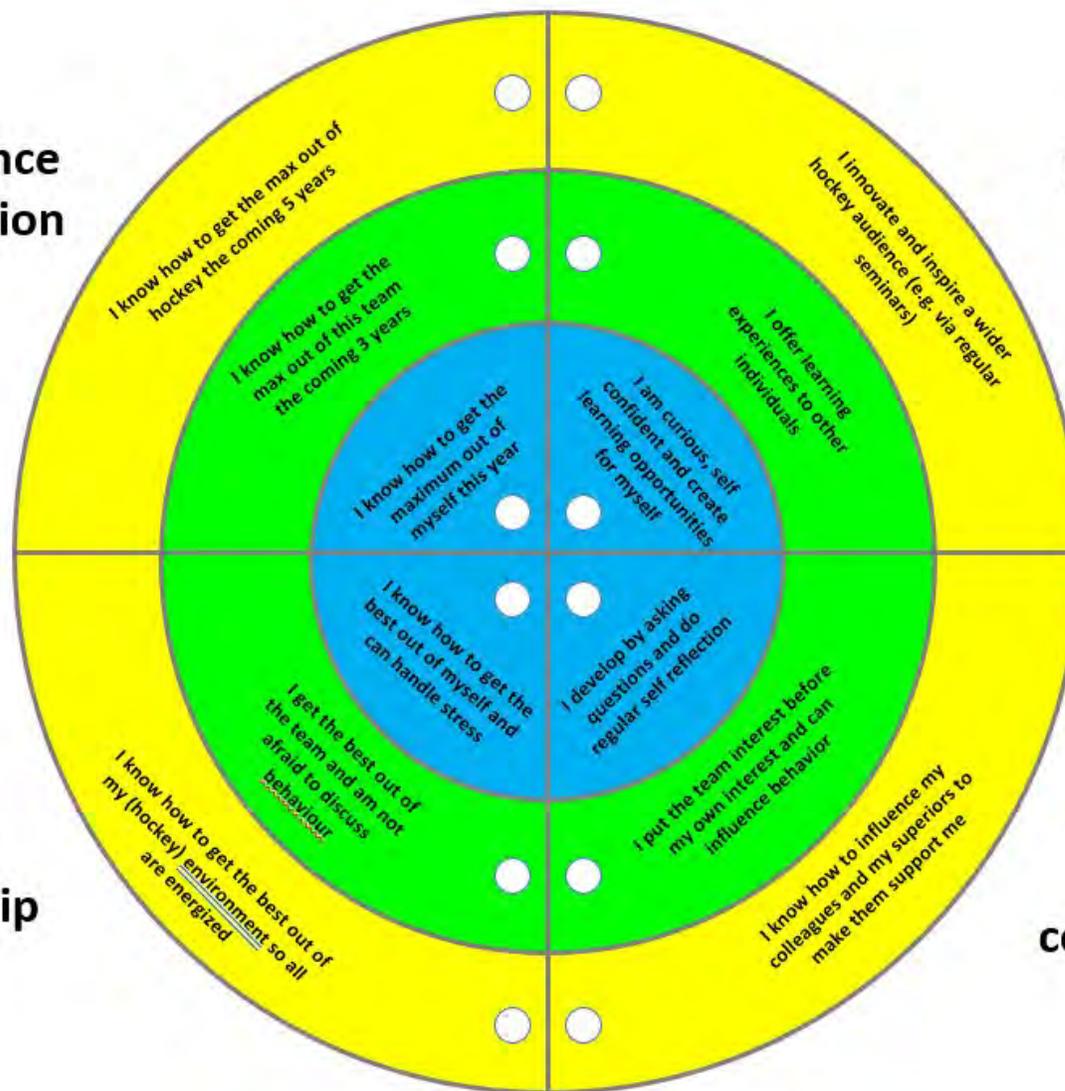
### 3 LEVELS IN EACH AREA

1. I/ME
2. WE
3. WORLD



**Performance  
and ambition**

**Learning**



**Leadership**

**Making  
connection**

# Players



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**IQ**

- Reaction time
- Visual processing
- Speed of processing
- Memory

**SQ**

- I know what I want
- I know why I want it
- Modesty



**FQ**

- Fitness
- Healthy lifestyle

**EQ**

- Selfconfidence
- Selfregulation
- Social skills

# PLAYER DEVELOPMENT

## PLAYERS DEVELOPMENT

- Holistic approach – based on the philosophy 6xAHEAD



### View on player development

#### 6x ahead in hockey

1. Better hockey starts with yourself
2. Recognize & stimulate unique qualities
3. For every age a fitting load
4. Contributing to the team
5. Support continuous learning
6. Balanced sport & private life



- Fit – Self regulation – More sport time – late detection (based on scientific evidence - from U14)

- Key points in player development

- BH & FH independent (technical – backhand and forhand)
- Learn to train -> Tournament formats (how do you need to train and rest)
- Balance in job/study – hockey – private live

IMPORTANT MOTTO TO KEEP IN MIND

**PLAYERS  
FIRST!**



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# What about you ?



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# COACHES AND PLAYERS DEVELOPMENT PROGRAMME

- As a coach, how do you reflect on yourself and in which areas?
- How do you improve the most when it comes down to coaching?
- Which ways do you share your experiences?
- What would be your philosophy behind coaches and players development?

# Key messages

- REMEMBER DEVELOPMENT IS A LONGTERM PROCESS
- PHILOSOPHY IS A KEY – VISION AND THE DEVELOPMENT OBJECTIVES
- DEFINE COACH AND PLAYER DEVELOPMENT APPROACH
- CHOOSE A STRATEGY – HOW TO GET THERE
- ALWAYS KEEP IN MIND – **PLAYERS COME FIRST**

# Reference materials

- Session with Nathan Kopp– Erasmus Programme
- <https://athleteassessments.com/>
- [https://www.triathlon.org/development/coach/coach\\_education\\_objectives\\_strategy\\_pathway](https://www.triathlon.org/development/coach/coach_education_objectives_strategy_pathway)
- Find all presentations from this program on : .....

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# Plan for a successful season

with Raoul Ehren

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# Who is Raoul Ehren.

Won European Cup I men's 1999

2003-2009 assistant coach in Den Bosch women's team

2009-present head coach in Den Bosch

2019-present assistant coach in Belgium woman's team

13 times Hoofdklasse and Eurohockey  
Club Cup champions



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# Key messages

- Preparation starts long before the start of the season
- Communication in the team is needed to set ambitions and goals
- Make a development plan for the team and for the players
- Cooperation with national team trainers is necessary for training weeks to be set up right

**"YOU WILL NOT WIN THE  
CHAMPIONSHIP IN THE FIRST  
FEW WEEKS, BUT  
YOU CAN LOOSE IT"**



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# How you plan your next season?

When you start?

What you plan at which time?

Difference in planning?

Team plays second league

- Players do it for fun
- Except 3 players that want to get promoted to a higher league

Team plays highest league

- Some players are semi-professionals and all have a contract
- 2 players are in the national team



# On what we should focus?

- Players
  - How long older ones will stay?
  - When the younger ones can start?
- National players
  - How many games and trainings they will have during season? Is it too much?
  - Do we have always enough players on training if they are not there? Solutions?
  - On what the national team is preparing for and when do they have it? How will it affect us



# Are we still the same team a last season

Do we have the same commitment?

Does something change and how it will effect us?

Our Values? Are they still the same? Lets repeat them ...

Question : how do you discuss these things with your team?



# Set the goals for season

## Set main goal

- Main goal to be mainly about development
- Not always have to be the first place

## Set small goals

- For first month
- Every match we want to make our best
- Individual players goals



# Development for year

## Plan for team

- In what we want to develop?
- Plan on how to act on the pitch if something is wrong?

## Plan with every player

- How can you became a better player?
- Everyone need to improve physicaly, mentally, technicaly and tacticaly



# Colaboration with national team trainers

Club and national trainers need to be in regular contact and focus mainly on the players status

- Make the best decisions for the player, not for the club or national team
- Make sure you know how they feel mentally and physically, we want to prevent injuries
- Dilemma : difference for club and national team when the player needs to be at its best



# Training week of Den Bosch women's team

- All players are working or studying
- Double session on tuesday and thursday, one session on friday
- First session 2h + 30 minutes extra skills, second 90 minutes
- Every session have basic skills and then lot of game situations
- Sunday game
- All girls have two extra power trainings (on top of trainings)
- Some girls have extra penalty corner sessions (on top of trainings)
- Two times a week during the trainings running skills for 30 minutes



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# Training sessions

Adjust training hardness for players according to tiredness

- You can change it during session
- Find the right balance what we can do and what not
- Training can't be all time at full intensity



# Preparation season to-do list

- Enough players for the season (new contracts)
- Comparison with national team season
- Discuss of our values
- Setting up our goals
- Creating development plan
- Creating collaborative bond with national trainers
- Setting up training weeks
- How players feels during season

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# The Masterplan

Indian women's team

with Sjoerd Marijne

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# Sjoerd Marijne

coached the Indian women's hockey team to its best ever performance in the Olympic Games, guiding them to a creditable fourth place finish.

The Dutch coach took charge of the team for the first time in 2017. In the Olympic qualifiers, India women's hockey team beat USA 5-1 in the first game. However, in the next match, they went down 4-1 and just about managed to make the cut for Olympics.

During the Coronavirus pandemic, Sjoerd stayed back in India and resumed the practice sessions as soon as they were permitted to train. In January 2021, the team flew to Argentina where they drew two matches and lost on four occasions. In February, they set sail for Germany for another exposure trip as part of their preparations where the team lost all matches. However, they gained vital experience which helped them immensely.

At the Olympics, they had a dream run where they beat world no.3 Australia 1-0 in the quarterfinals. However, in the semi-final and in the bronze medal play-off, they lost to Argentina and Great Britain respectively to finish fourth, which is their best performance ever at the Olympics.



# Intro

Sjoerd Marijne (born 20 April 1974) is a Dutch former field hockey player and former coach of the Indian women's national team. He gave us a view behind the scene and told us about his way building a world class team. He himself called it

## **The way from believers to achievers**

He also gave us an impression how to respond appropriately to cultural difference and manage intercultural communication.



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# How to create a masterplan for your team



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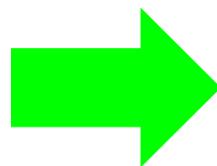


# Steps in your MASTERPLAN

1. Set a **GOAL**
2. Build up a **VISION**
3. Create **VALUES**
4. Define **NORMS**
5. Take care of a clear **CULTURE**
6. Think about required personal **SKILLS**
7. Clear up groups and **ROLES IN THE TEAM**

# Set a GOAL

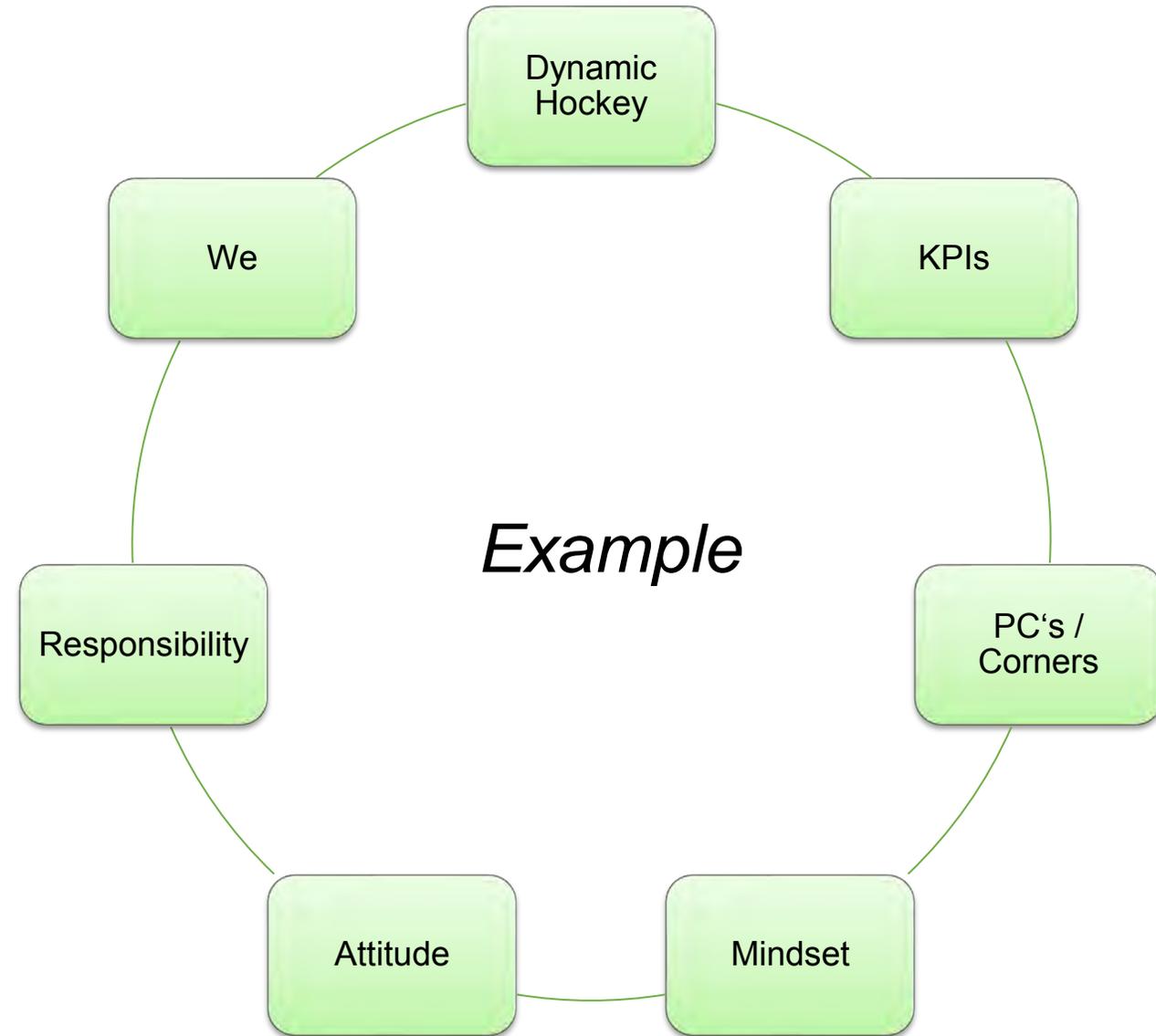
- How do we define success? Winning?  
*„Winning is a pleasant by-product of success“* (Hinkson, 2001)  
Is winning in your control as coaches and athletes?
- Believing in something „greater“!



**Create a better position  
for women in India**

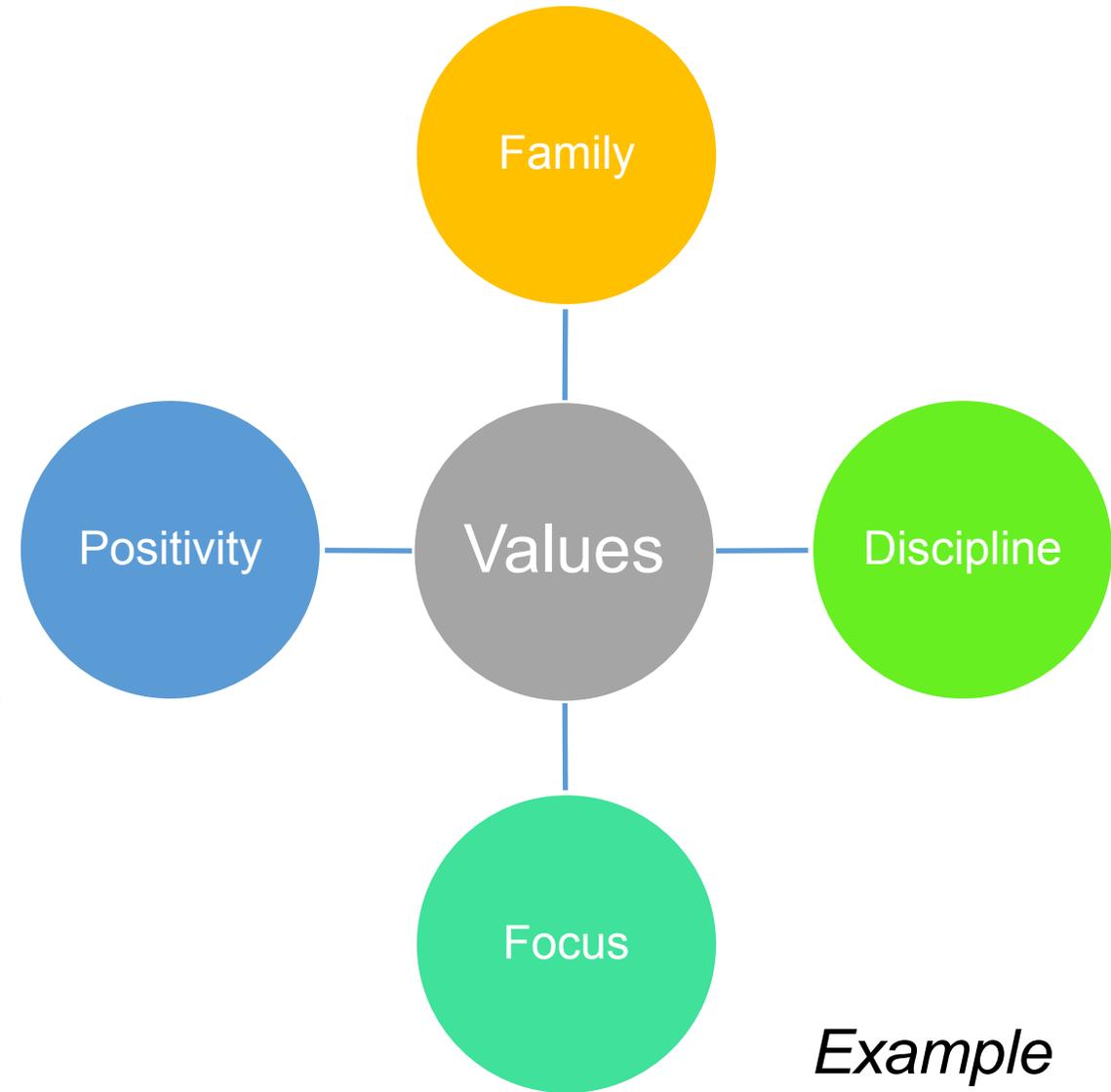
# Build up a VISION

- Follow your own visions ...
- How do I want to see the team at ...?
- Don't take away strength from your team.



# Create VALUES

- What are the values in the team?
- How are we going to deliver them?
- How are we going to live them?
- You need to be clear about values. Leadership without direction is useless. Strong basic values become increasingly necessary to guide leadership behaviour.



*Example*



As we do the things as good as we can, the chance of winning ist bigger!

# Define NORMS!

- What do we need to play well?
- What makes us good?
- Saying is not doing! As a coach you have to guide that people are doing what they are saying.
- Carrying consequences about things.
- Feedback = Feedward: as a coach you help to improve -> feedback ist not bad

# Take care of a clear CULTURE

## DISCIPLINE

We prepare, fuel & recover, we train as we play ...

## TEAMWORK

We believe, help support & care for each other - ALWAYS

## LEADERSHIP

We take ownership on & off the field, ...

## HAPPINESS

We choose to be positive, to fuel the team energy

## RESILIENCE

NO excuses, we make the best of every situation, ...

## HONESTY

We treat each other with respect, we speak with each other ...

# Culture & Rules

- If you have a clear culture you can raise higher.
- There are technical and tactical perspectives – but don't forget to look after „do we act really as a team“
- Where were we – where are we – where do we want to go!
- Define rules in/with the team
  - Speak with each other not about each other ...
  - „Fit in or f.ck off“ ...

# Required personal **SKILLS**

- What kind of players do you want to have in your team?
  - Players who are giving energy
  - Players who are open for feedback
  - Players who are never giving up
  - Players who are open to keep learning, ready to adapt ability
  - Players with discipline
  - Players with potential

# ROLES in the team (and around)

- Employees, Management, Sc. Management, CEOs, Owner / stakeholders
- Coach & Coaching staff
- Players/Juniors



“ Be the change you want to see in the  
(world) team!

- Mahatma Gandhi -

# As a coach ...

- You are the one who is „raising the bar“.
- Lead by example.
- Be the culture guard.
- Give vision and inspiration.
- Give a good example – show the team how you want it to be
- Never end with a compliment „Your hit is very good – it would be great, if you can ...“ „This was very good – next time we do it faster ...“
- Take people from comfort zone to learning zone.
- You need to know your team – profile your players.

# How to profile players

The profiling part can be really important in the success of the team.

Profiling solution that shows a person's values, interests and preferences -> [VIP24 Intro Brochure.pdf \(plcsb.com.my\)](#) may help ...



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# Leadership

- Leadership is the process of influencing team members to work hard towards, and be committed to, team goals.
- To get the most out of each player and make the team experience a positive one, one must understand the individuality of players and the dynamics of group interaction.
- It is essential to know members well enough to be able to assess their strengths and weaknesses and use them to their fullest potential within the context of the team.
- A leader guides a team, not rules a team. The leader—either the coach or a player with leadership qualities—provides an atmosphere where others can learn and grow.

# Evaluation

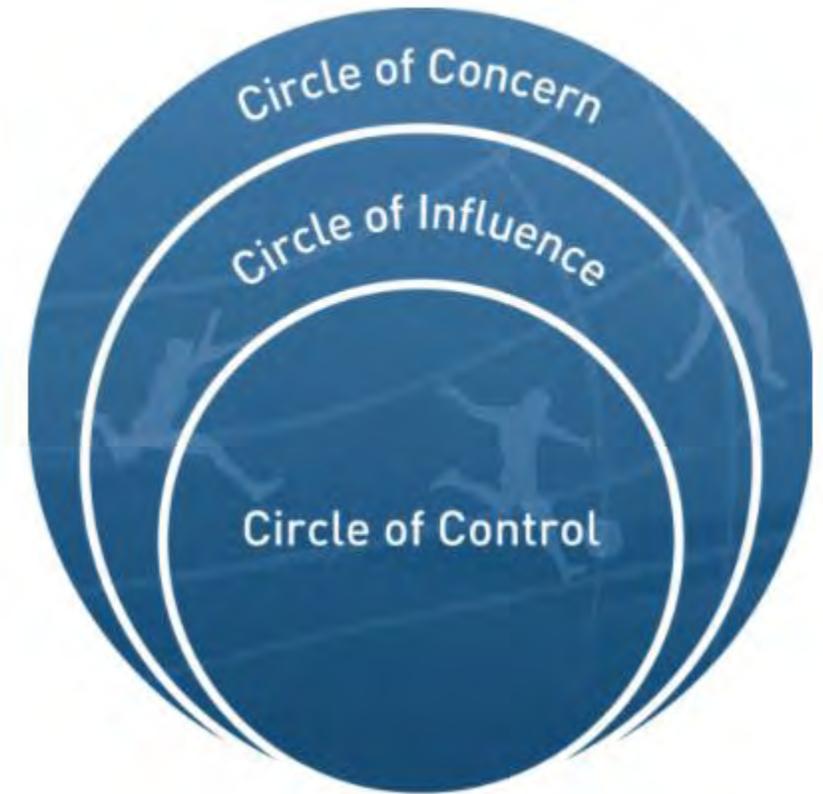
- Often done after tournaments -> “What happened?” “Why didn’t it work the way we want it?”
- But you can’t change anything AFTER.
- Why not “play tournaments in our mind before”?
  - If we are not successful – what happens?
  - Dealing with pressure – how are we going to do this?
  - During tournament -> dealing with pressure – do we know what to do -> YES!

# Circle of attention

This simple model is for understanding those elements, situations, events and challenges of which you have total control over (The Circle of Control), influence over (The Circle of Influence) and the situations you have no influence over but are still concerned about (the Circle of Concern).

Essentially, we need to spend our energy dealing with those situations where we have control and influence and not to consume any energy on events of which we have no control or influence but may still be concerned about.

- What can I control?
- Proactive people recognize that they are “response-able”.
- Make sure your worst enemy is not living between your own two ears



<https://www.athleteassessments.com/>



For values, attitudes, and goals – given examples are just suggestions and you should work with your athletes to create values, attitudes, and goals that best fit your team.

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