



The FA

THE FOOTBALL ASSOCIATION

UEFA

NATIONAL ASSOCIATIONS VISIT

LTPD and The 4 Corners
“Managing Difference”



Long Term Player Development Recommendations

- Enjoying the learning environment
- Recognising key maturity stages
- Age appropriate activities
- Ability specific development
- Meeting individual needs
- Seasonal programming
- Long term planning
- Progressive demand
- Maximising potential



TECHNICAL

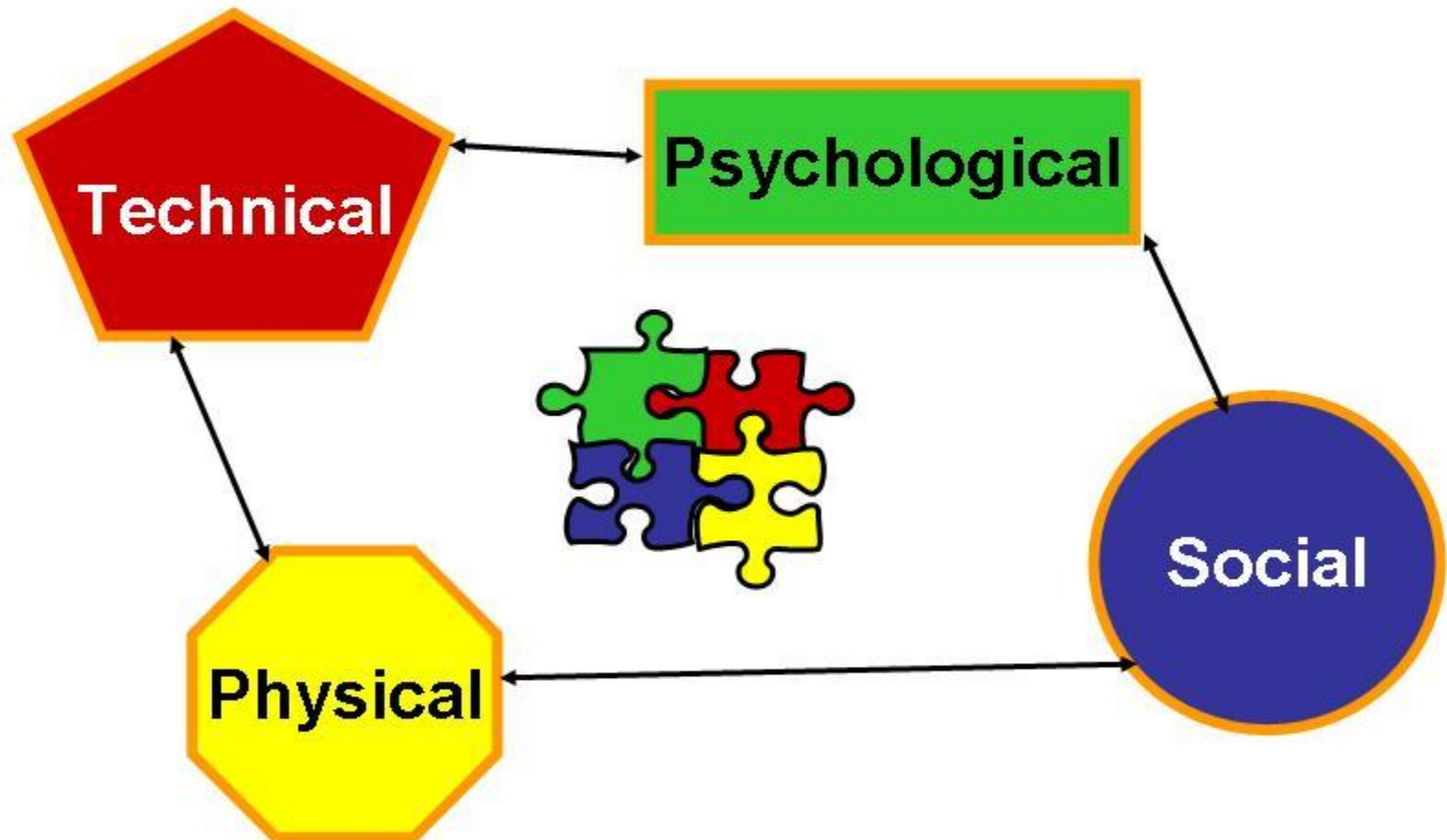
PSYCHOLOGICAL

THE 4 CORNERS – EQUALLY DISTRIBUTED – IF ONLY LIFE WAS THIS SIMPLE

PHYSICAL

SOCIAL

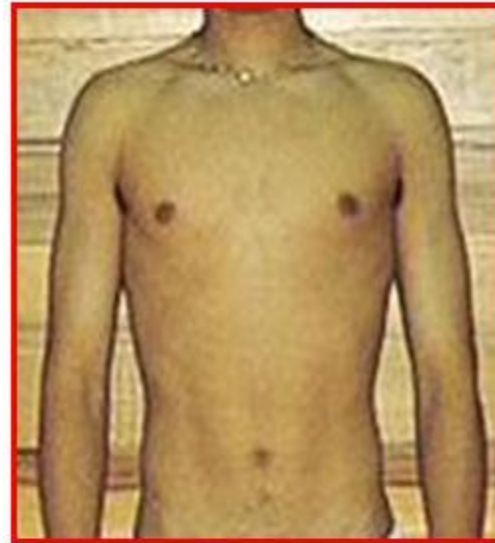
THE 4 CORNERS MODEL – RIGID OR FLEXIBLE?



MATURITY



Striker

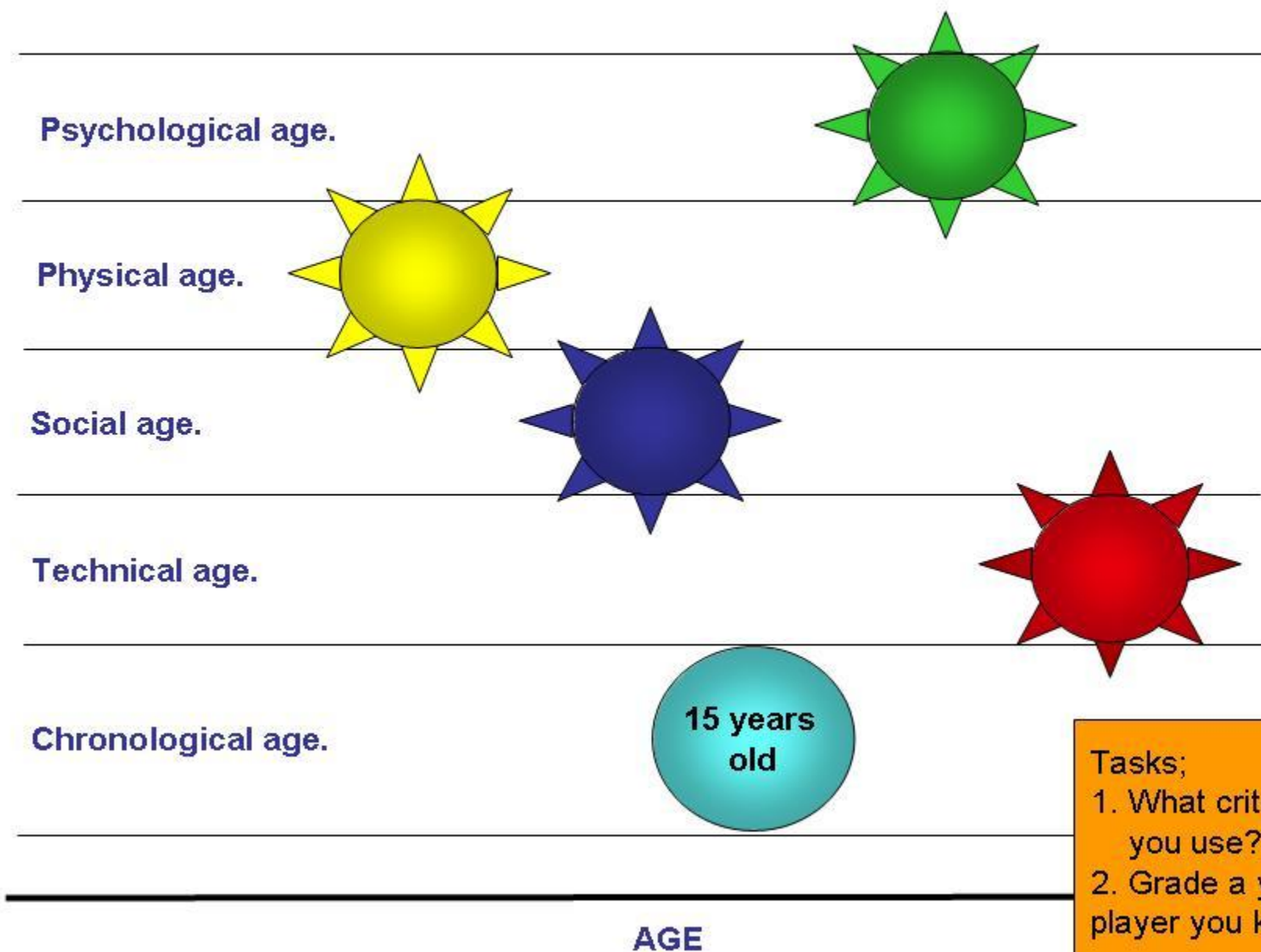


Defender

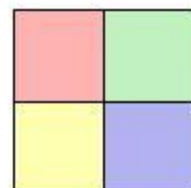
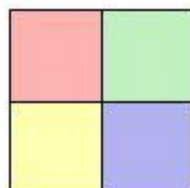
What are the differences between these 15 yrs old boys?

MANAGING PLAYER DIFFERENCES.

Example of early or late maturity indicators for the striker on the left.



Tasks;
1. What criteria do you use?
2. Grade a young player you know well



Managing Difference

Mature adult players have developed their own coping strategies and deal with 'difference' based on previous experiences

Youth players are still absorbing their experiences and vary in dealing with 'difference'; they are still developing an ability to cope with new demands

In either case – coping with the more obvious left side of 'The 4 Corners' model (technical & physical) appears to be well supported.

- **But does this apply to the right side (psych & social) where 'differences' are more discreet?**

Task – group discussion

How effective is coach education for the right side of the model?

AN “ENVIRONMENTAL” TOOL BOX

Some strategies to help in dealing with differences.

GROUPS	MATCHING / LOADING OPTIONS	CONDITIONS
Individual players	Pair up in as many ways as possible	<u>Space</u> – Pitch size and shape
Pairs (buddy up) Leading to 2 v 2 Option for uneven sides	Friends (often produces a miss-match)	<u>Time</u> – Opposed / unopposed
	Body mass – Bigger / Smaller	<u>Accuracy</u> – clearly defined outcomes
	Chronological age – Oldest / Youngest	Space / Time = Speed
Four in a group Leading to 4 v 4 Option for uneven sides	Understanding – Good / Poor	Team numbers
	Technique – Good / Poor	Players choices/number of decisions
Eight in a group Leading to 8 v 8 Option for uneven sides	Positional – e.g. M/F v M/F	Coach decides
	Direct opponent – e.g. C/F v C/B	Consider - Frequency
Eleven in a group Leading to 11 v 11 Option for uneven sides	Experience – Lots / Little	Consider - Intensity
		Consider - Duration

HOW WILL DIFFERENCES WITHIN A GROUP BE SHOWN



DIFFERENT GROUPS WILL EMERGE FROM ANY CHOSEN TASK AND WILL REQUIRE APPROPRIATE INDIVIDUAL CHALLENGES

A DIFFERENT TASK WILL OFTEN HAVE AN EFFECT ON PLAYERS; e.g. MOVING FROM "FORGING AHEAD" TO "STRIVING TO KEEP UP"



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