

CBNA GIRLS SOCCER: PLAYING TIME EXPLAINED AND DETERMINATION

Various factors go into the decision-making process with regards to playing time. Each game is different and often times requires different strategies for the opposing team.

CBNA Girls soccer coaches will determine playing time and rotation. **CBNA Girls Soccer DOES NOT PROMISE OR GAURENTEE PLAYING TIME IN EVERY GAME.** It is our philosophical position that **playing time is decided on, but not limited to, the following examples:**

- CBNA strengthens & weaknesses as they relate to the portion of the season.
- Conditioning level of the team and individual players.
- The opposing team's strengths and weaknesses and how CBNA can best compete.
- Injuries and positional strengths.
- The skill set of individual players in relationship to team needs with regards to line-ups.
- The effort and focus individual players put forth in the preceding practices and matches, including the ability to follow directions, accept feedback and coaching, as well as communicate positively with your team.
- Body language in practice, games, film sessions, etc...
- Whether or not the player was timely to practice or game. Each player and student athlete have different circumstances that involve being at practice on time or not.

Excused absences / late to practice include (but not limited to the following):

- Academic help, school sponsored club or organization meeting, **documented** medical appointments, and family emergencies.

Unexcused absences / late to practice include (but not limited to the following):

- Vacation, other team practices, drivers ed, attending a non-school / academic event (concert, show, etc...), or other activities deemed unexcused by the Athletic Administration.

(*) The important part for the coaching staff and athletic administration is that the player and parents communicate with us in a timely manner.

- The level of sportsmanship displayed by the player to opponents and team mates.
- The offensive and defensive needs of each of the team or game situation.

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- Positional and player performance. Sometimes certain players are “in the zone” and are excelling in that game or situation.
- Varsity uses a contribution rating system that charts possessions won and possessions lost. Ratings may be used as a determining factor for positional rotation, minutes played, or starting vs. substitute status.

The coaches of CBNA Girls soccer take playing time seriously, and realize the importance of playing time to all athletes and parents. We also know that there will be disagreements about playing time along the way. We take into account all variables and factors with respect to playing time and the student athlete. Players and parents are asked to keep in mind that all of the student athletes in the program want to play. All parents want their child to play. The coach’s role in determining playing time insulates players and parents from difficult conversations with other players and parents. It is a massive responsibility we take on.

The chain of communication is vital for the player to self-advocate. Players with concerns over playing time need to communicate directly with the coaches. Do’s and don’ts of discussing playing time with your coach (Adapted from Dr. David Hoch, CMAA):

DO’S OF PLAYING TIME CONVERSATIONS:

- Review practice performance and team responsibilities before you engage in the conversation with your coach.
- Be able to identify your role as a player with respect to skills, strengths, areas for improvement and what performance goals you will set.
- Ask about your skills and level of execution that need to improve or be more consistent. Be prepared to identify your strengths and areas for improvement as a player.
- Set performance goals in practice and with the coaches.

DON’TS OF PLAYING TIME CONVERSATIONS:

- Compare the play of another player to your performance. Every player has different abilities, strengths, and physical attributes that they provide.

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- Compare playing for your club team to the school team. These are two very different entities and rarely compare in style of play. In addition, a club team might have the top 3 players from 6 different schools on the roster and the abilities are very different.
- Claim that your coaches don't like you. This is an emotional response that never manifests itself in reality. Coaches are here to help everyone get better.
- Compare a game you did play in, to a game you didn't play in without looking at the entire picture. Playing in a game against a team that has not won a game is not the same as playing in a game against a team that undefeated.

In any game, the role of the player not in the game is as follows:

- Be attentive and involved in cheering on your team mates who are currently in the game.
- Be positive and supportive, not critical and divisive.
- Display the body language of someone who is emotionally invested in a positive way to your team mates, coaches and fans. BODY LANGUAGE MATTERS!
- Be ready for when it is your opportunity. If you are focused on negative and low energy thoughts, that's how you will perform when its your chance.

As with any issue – approaching the coach after a game is not the best idea. After a game, emotions are high on all sides (coach, parent and player). Having a productive and constructive discussion at that time is not beneficial. Set up a time or plan to talk, or talk with your coach before or after practice.

The key component to any successful and winning team, is the support and encouragement all players offer each other regardless of who plays how many minutes. If players invest in each other and support one another's success, the team becomes that much better!