

Talent Development in German Football: Case Study of FC Augsburg

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Our problem # 1



Does money score goals?

Money rank order end of season 2014

1. Bayern München
2. Borussia Dortmund
3. Bayer Leverkusen
4. Schalke 04
5. Bor. Mönchengladbach
6. Hannover 96
7. VfL Wolfsburg
8. FSV Mainz 05
9. SC Freiburg
10. VfB Stuttgart
11. Werder Bremen
12. 1899 Hoffenheim
13. Hamburger SV
14. 1. FC Nürnberg
15. Eintracht Frankfurt
16. FC Augsburg
17. Hertha BSC
18. Eintr. Braunschweig

Table end of season 2014

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$$r_s = .76$$

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Solution #1: FC Augsburg Youth Academy



Youth Academy

- The club's existence depends on the development of young players
- Make the club attractive to young players (and their parents)
- Ward off attempts to lure away top talents
- Finding the right coaches
- A former world class player is not naturally a (good) coach especially for youth footballers.
- We prefer to recruit coaches with academic degrees, who have studied sport and blended that with personal experience in football.



Managing Director Roy Stapelfeld;
Academy Head Coach
Manuel Baum



Our problem # 2



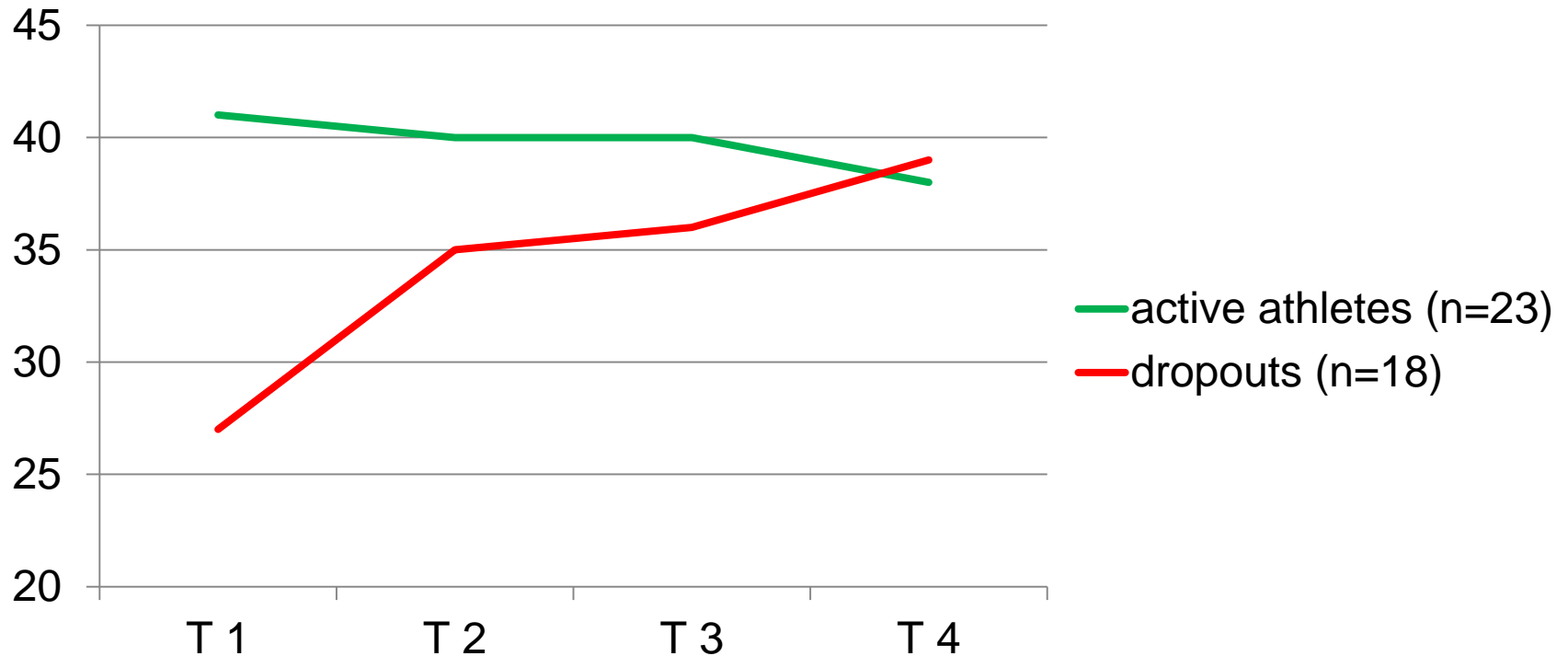
up to 44%

Elbe, A.-M., Beckmann, J. & Szymanski, B. (2003). Das Dropout Phänomen an Eliteschulen des Sports – ein Problem der Selbstregulation? Leistungssport, 33, 46-49.

We are actually cutting the tall poppies

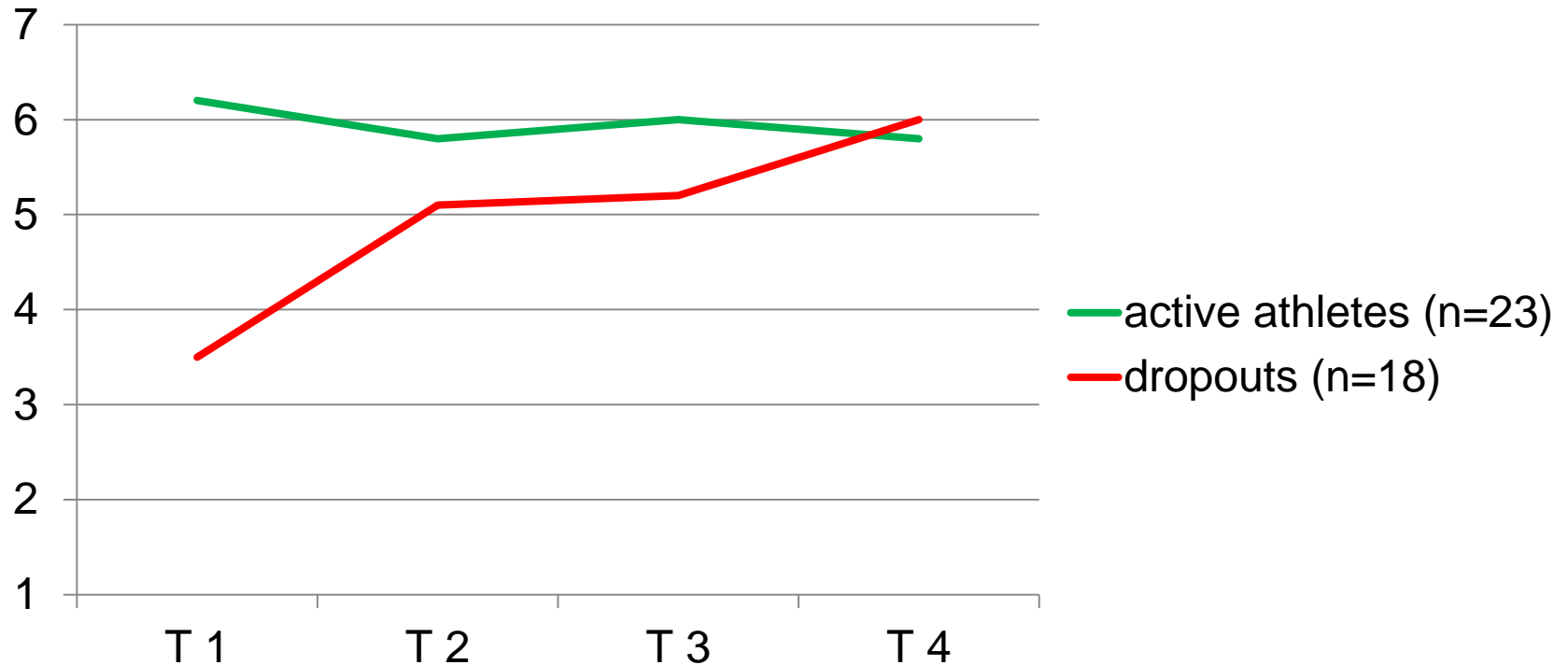


Self-obstruction



Elbe, A.-M., Beckmann, J. & Szymanski, B. (2003). Das Dropout Phänomen an Eliteschulen des Sports – ein Problem der Selbstregulation? Leistungssport, 33, 46-49.

Unfulfilled intentions



Elbe, A.-M., Beckmann, J. & Szymanski, B. (2003). Das Dropout Phänomen an Eliteschulen des Sports – ein Problem der Selbstregulation? Leistungssport, 33, 46-49.

Solutions to problems # 2:

- Sustained development of the individual instead of short-term team success
- Individualisation/Personalisation
- Integral development of the person

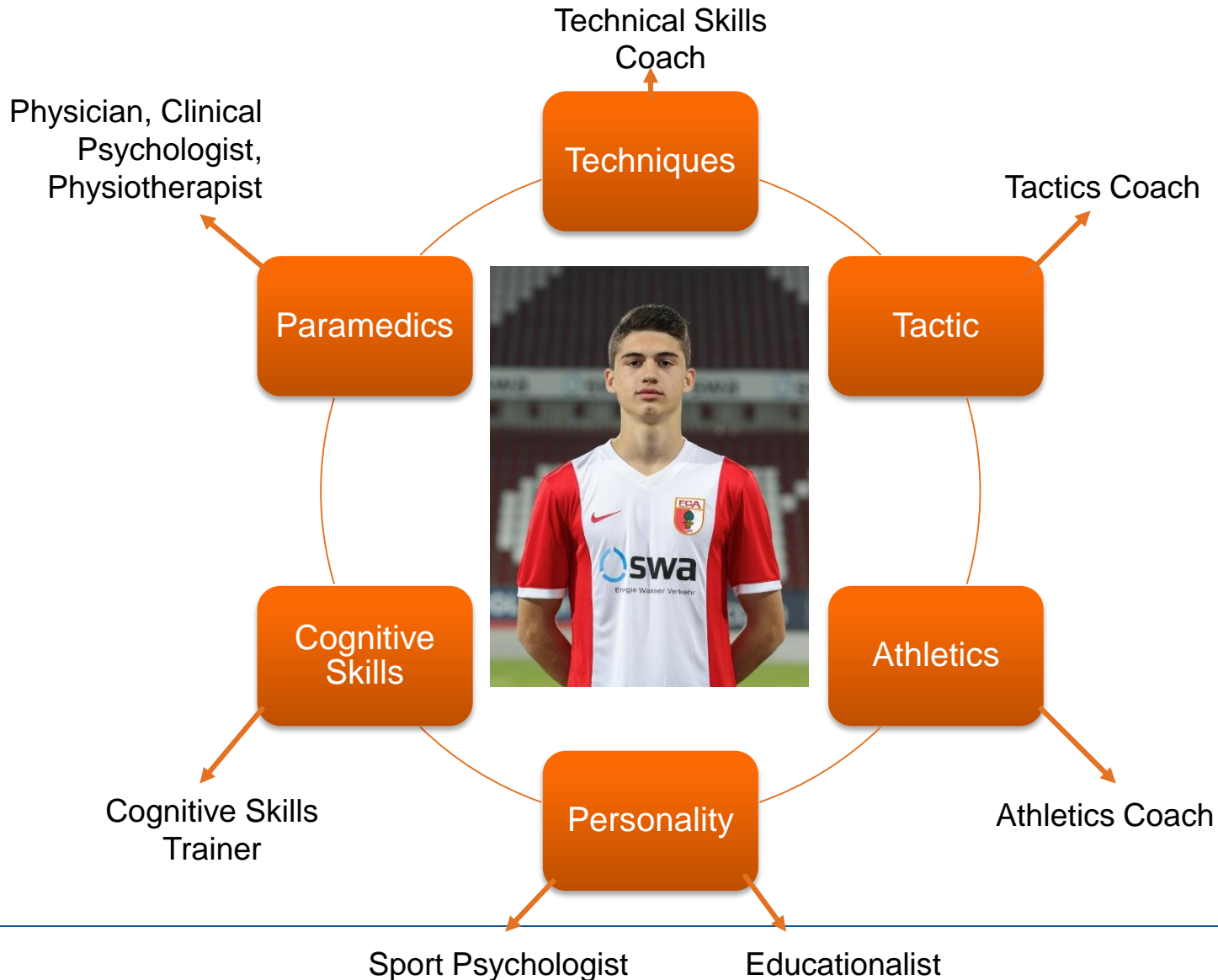
From Football Coaching to Individual Life Coaching

- Individual coaching reduces dropout
- Individual life coaching promotes a sustained career with less somatic and psychological problems
- Individual life coaching improves access to players creative potential
- Individual life coaching makes us attractive and prevents loss of players to richer clubs

Life Coaching involves Setting Priorities

- As most players in our academy won't become professionals, they will have to look for a job. School is the most important thing, then comes football.
- We give players the best chance to be a footballer but we give them two educations. If 80% can't go on to play in the professional team, we have to look out for them.
- The majority of young players at our academy go on to higher education.
- And we need intelligent players on the pitch anyway.

Solution: specialisation of coaches in different areas



Example 1: Tactics Training

Head Coach		Co-Coach 1		Co-Coach 2	
player 1		player 7		player 13	
player 2		player 8		player 14	
player 3		player 9		player 15	
player 4		player 10		player 16	
player 5		player 11		player 17	
player 6		player 12		player 18	
Time	Monday		Tuesday		Wednesday
15-16					
16-17			Videoanalysis players 7,8 und 9 Co-coach 1		
17-18	Videoanalysis player 1 Head coach				
18-19	Team practice		Team practice		
19-20					

Example 2: Cognitive Skills Trainer

1 Cognitive Skills Trainer plus 1 Sport Psychologist for the development of cognitive skills.

Time	Monday	Tuesday	Wednesday	Thursday
8-9	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
9-10	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
10-11	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
11-12	Cognitive Skills Training	Stowasser	Cognitive Skills Training	Cognitive Skills Training
12-13	Danso	Stowasser	Cognitive Skills Training	Cognitive Skills Training
13-14	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
14-15	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
15-16	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
16-17	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training	Cognitive Skills Training
17-18	Cognitive Skills Training			
18-19	Cognitive Skills Training			
19-20	Cognitive Skills Training			

Example 3: Sport Psychology

A team of Sport Psychologists is responsible for mental skills.
In addition to working with coaches and parent coaching, players can make appointments with the psychologists themselves.

Time	Monday	Tuesday	Wednesday	Thursday
8-9	Sport Psychology	Sport Psychology	Sport Psychology	Sport Psychology
9-10	Sport Psychology	Sport Psychology	Sport Psychology	Sport Psychology
10-11	Sport Psychology	Sport Psychology	Sport Psychology	Sport Psychology
11-12	Danso	Sport Psychology	Sport Psychology	Sport Psychology
12-13	Sport Psychology	Sport Psychology	Sport Psychology	Sport Psychology
13-14	Sport Psychology	Stowasser	Sport Psychology	Sport Psychology
14-15	Sport Psychology	Stowasser	Sport Psychology	Sport Psychology
15-16	Sport Psychology	Sport Psychology	Sport Psychology	Sport Psychology
16-17	Sport Psychology	Sport Psychology	Sport Psychology	Sport Psychology
17-18				
18-19	Training in small groups, e.g., relaxation training	Psychological Team Training		Psychological Team Training
19-20				

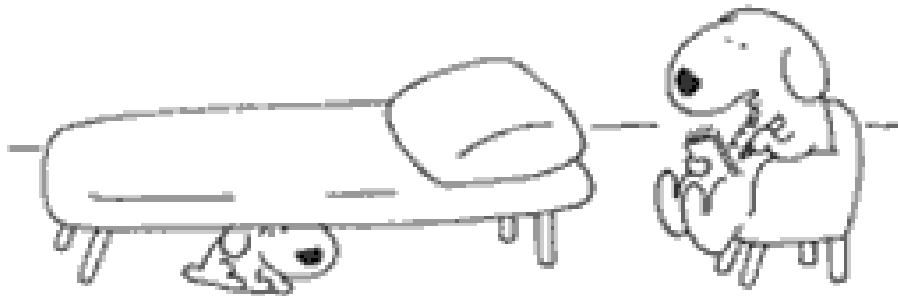
Implementation of Individualisation

Team Head Coaches are responsible for the coordination of the individualisation plan.

player 2	Monday	Tuesday	Wednesday	Thursday
8-9	School	School	School	School
9-10	School	School	School	School
10-11	School	Techniques training	School	School
11-12	School	Techniques training	School	School
12-13	School	School	Sport Psychology	School
13-14	School	School	Sport Psychology	School
14-15		School		School
15-16		Athletics training		Private Lessons Englisch
16-17				
17-18	Videoanalysis			
18-19	Small group training (e.g., position training)	Team practice		Team practice
19-20				

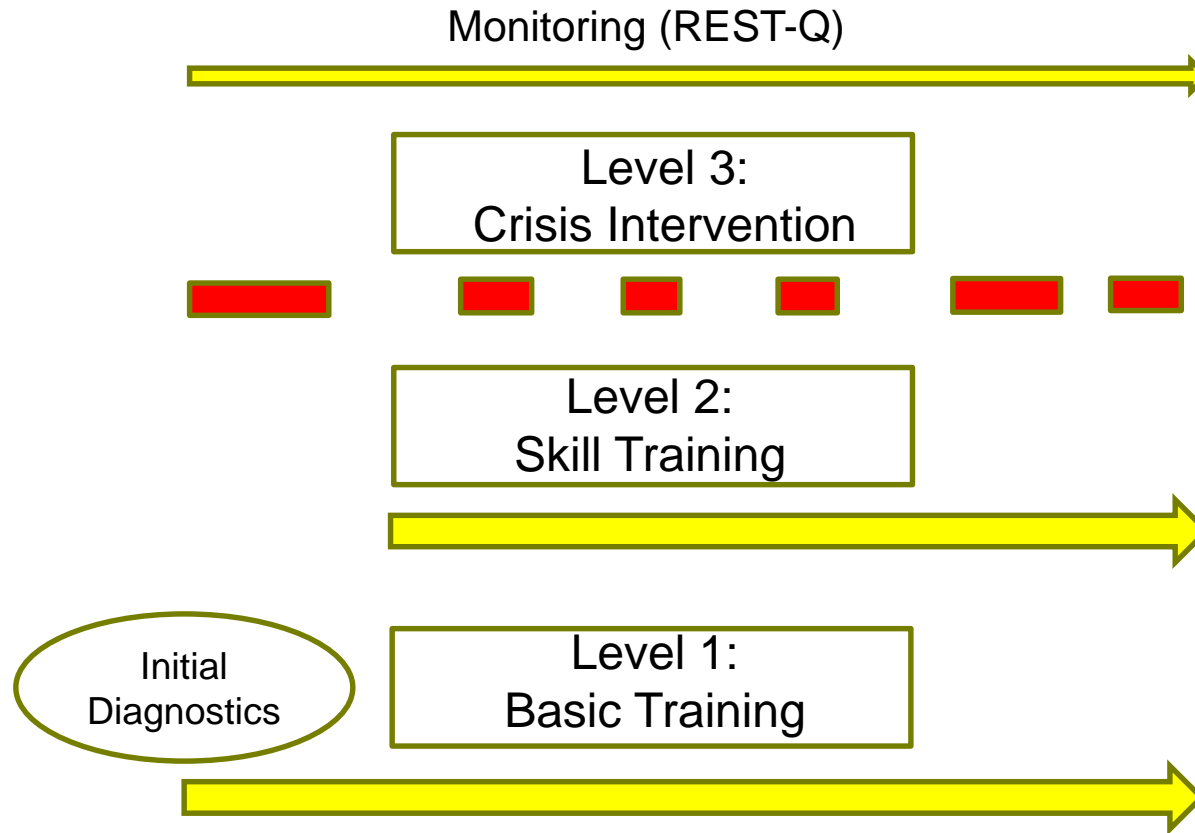
Sport Psychology

- Sport Psychological Training
- Coach the Coach
- Coach the Parents
- Clinical Consultation Hours



*And, what do you think will happen
if you do get on the couch?*

Structure of Sport Psychological Counselling



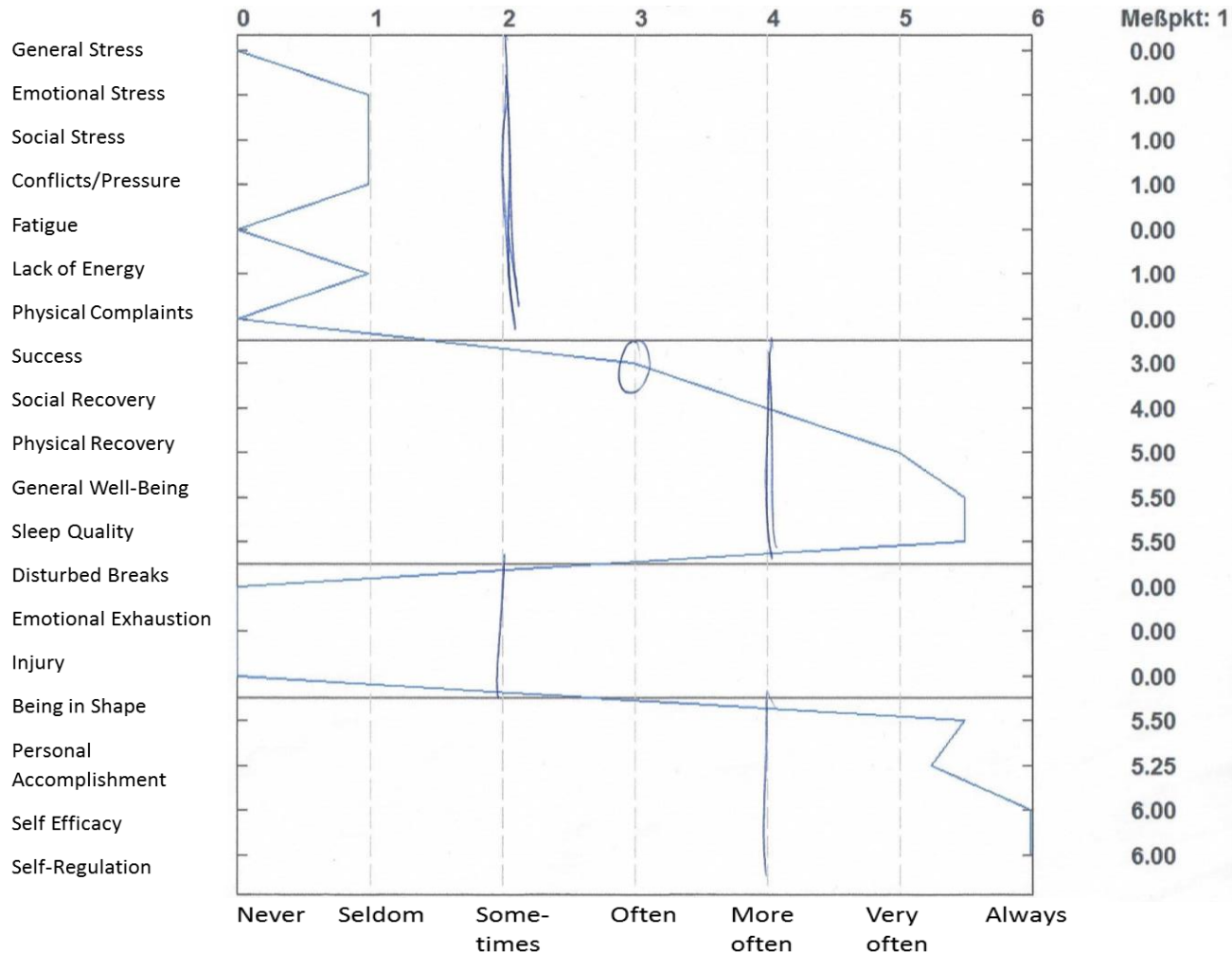
Beckmann, J. & Elbe, A. (2015). Sport Psychological Interventions in Competitive Sports. Newcastle, UK: Cambridge Scholars Publishing

Diagnostic Pattern Analysis (DPA)

- Is high SOQ Win Orientation always good?
- How do we read a Recovery-Stress Profile?
- Do we send a player packing who scores low on SOQ competitiveness?
- If his athletic talent is high, what could be done?

Recovery-Stress Analysis

(REST-Q, Kellmann & Kallus, 2001)





Motivation	AMS-S	Hope for Success	45	100
		Fear of Failure	0	5
		Net Hope	45	100
Volition	SOQ	Competitiveness	65	100
		Goal Orientation	28	68
		Win Orientation	30	100
	ACS-S	Failure-oriented Action/State Orient.	9	93
		Decision-oriented Action/State Orient.	11	97
		Performance-oriented Action/State Orient.	8	39
	VCQ-S	Self Optimisation.	87	100
		Self Impediment	8	25
		Lack of Activation	0	5
		Loss of Focus	0	10



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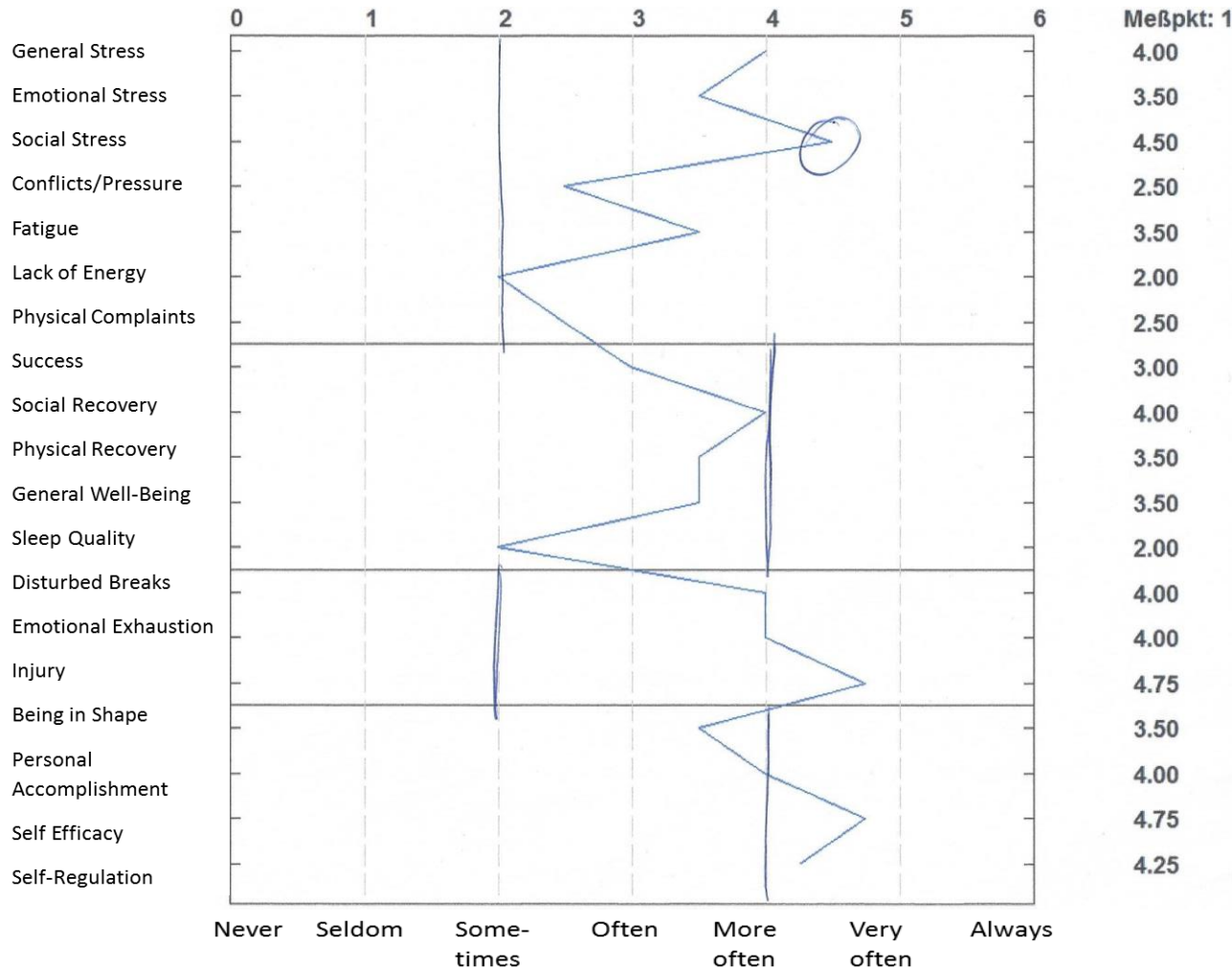
Motivation	AMS-Sport	Hoffnung auf Erfolg	34	49
		Fear of Failure	12	61
		Nettohoffnung	22	43
Volition	SOQ	Competitiveness	53	46
		Goal Orientation	24	23
		Siegorientierung	25	66
	HOSP	Handlungsorientierung nach Misserfolg	11	96
		Handlungsorientierung b. d. Handlungsplanung	11	97
		Handlungsorientierung b. d. Tätigkeitsausführung	10	74
	VKS	Self Optimisation	54	20
		Selbstblockierung	5	10
		Aktivierungsmangel	5	38
		Fokusverlust	3	36



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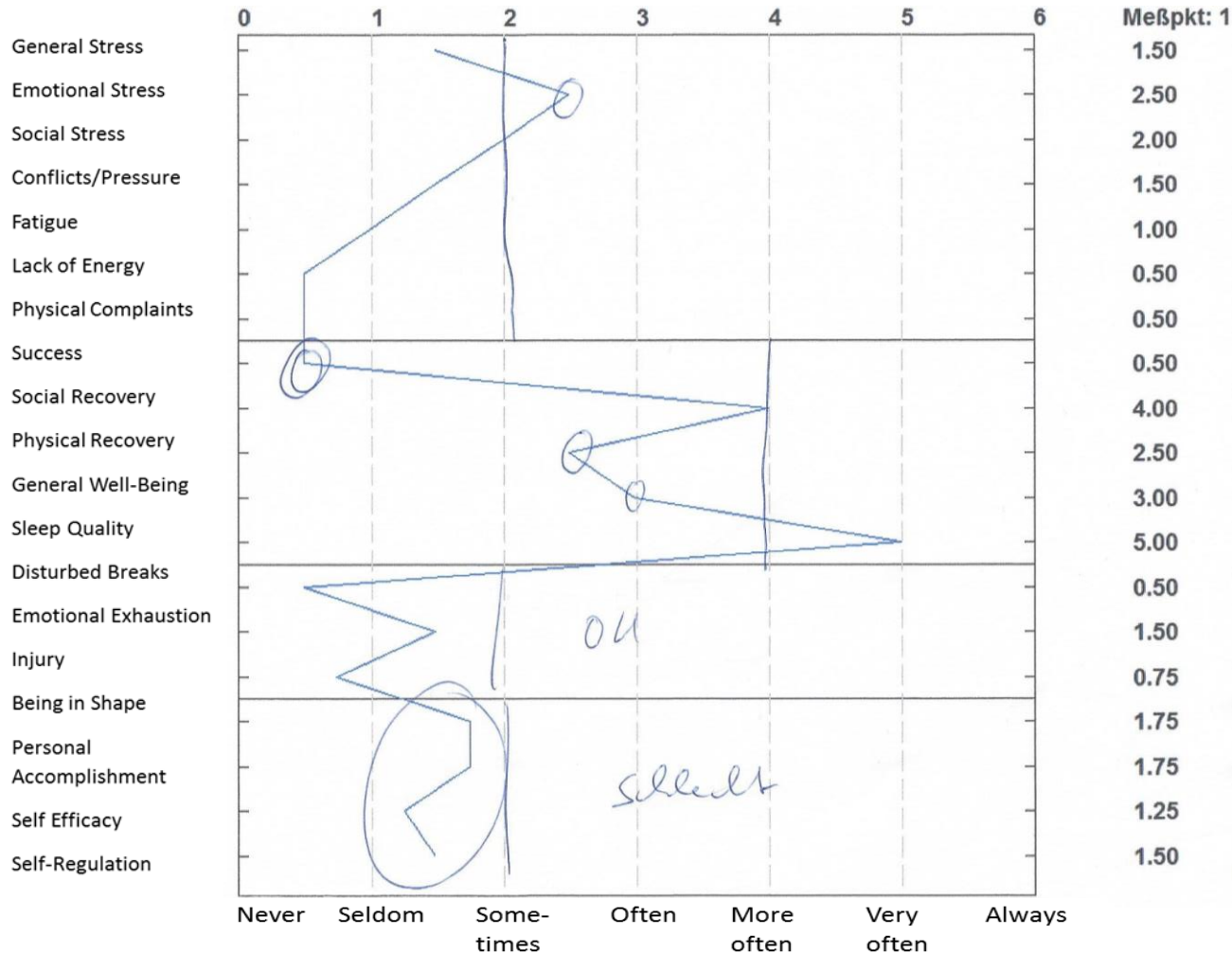
Recovery-Stress Analysis

(REST-Q, Kellmann & Kallus, 2001)

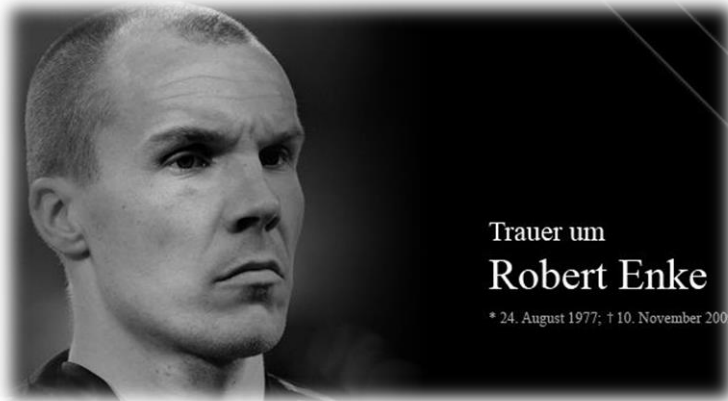


Recovery-Stress Analysis

(REST-Q, Kellmann & Kallus, 2001)



Losing the best



German National Team Goalkeeper
Committed suicide Nov. 10, 2009, aged 32

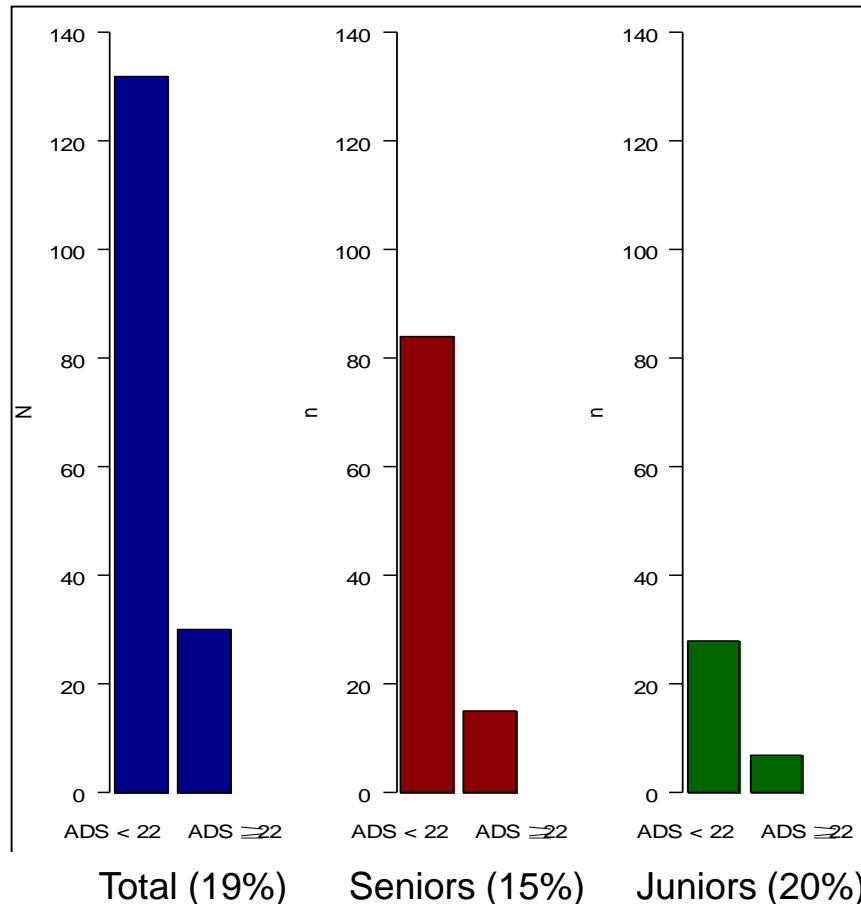


Andi Biermann, FC St. Pauli
Committed suicide July, 2014, aged 33



Sebastian Deisler, considered Germany's
most talented player of this century
quit football in 2007, aged 27

Prevalence of depression among top athletes



Nixdorf, I., Frank, R., Hautzinger, M., & Beckmann, J. (2013). Prevalence of Depressive Symptoms and Correlating Variables among German Elite Athletes. *Journal of Clinical Sport Psychology*, 7(4), 313-326.

Stress-recovery balance and depressive symptoms

- RestQ-Sport
- General depression scale (ADS)
- $R = -.83, p < .001$

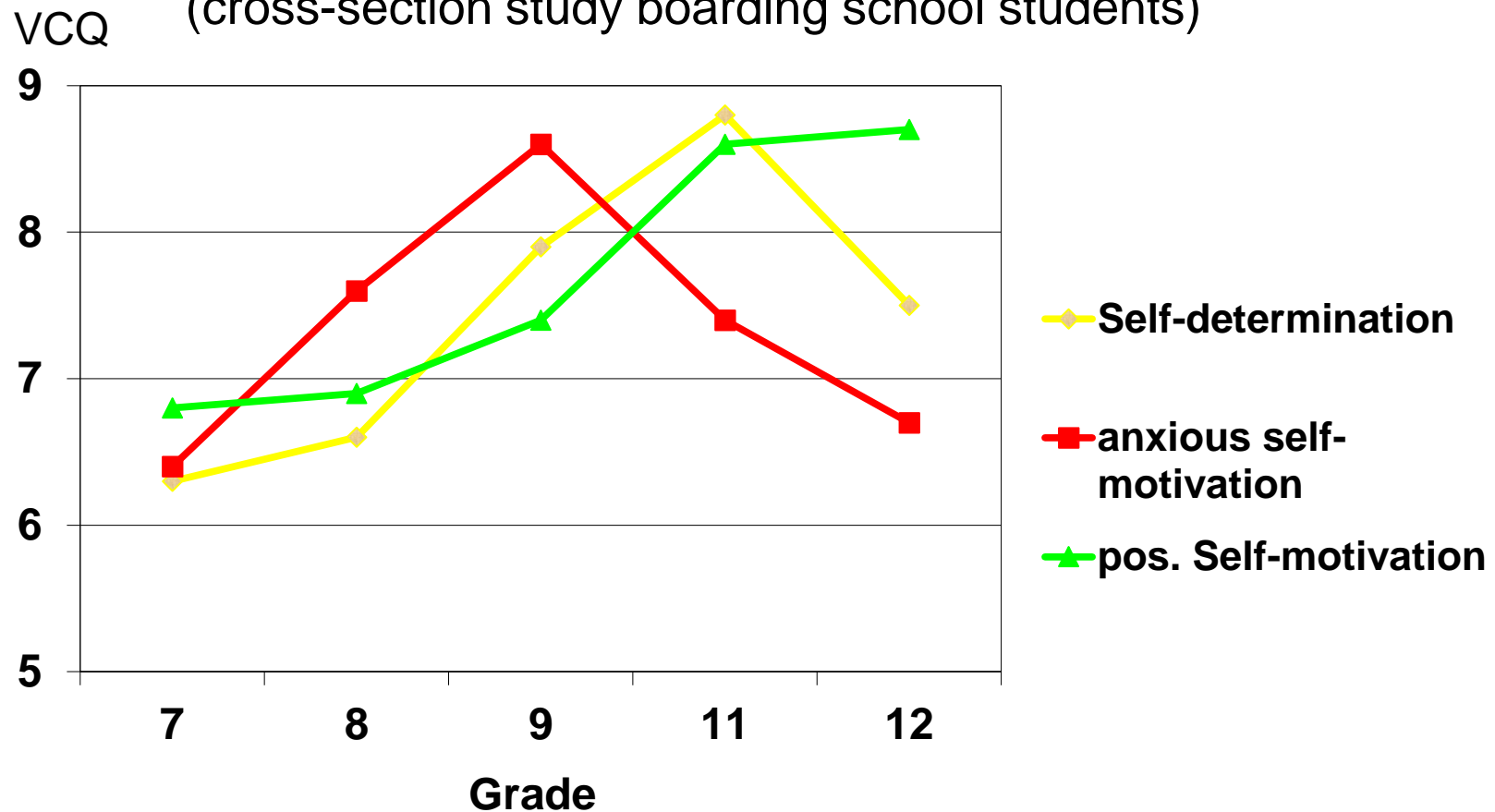
General stress	.19	.030
General recovery	.06	.460
Sport-related stress	.32	< .001
Sport-related recovery	- .47	< .001

Nixdorf, I., Frank, R., Hautzinger, M., & Beckmann, J. (2013). Prevalence of Depressive Symptoms and Correlating Variables among German Elite Athletes. *Journal of Clinical Sport Psychology*, 7(4), 313-326.

Personality Development:

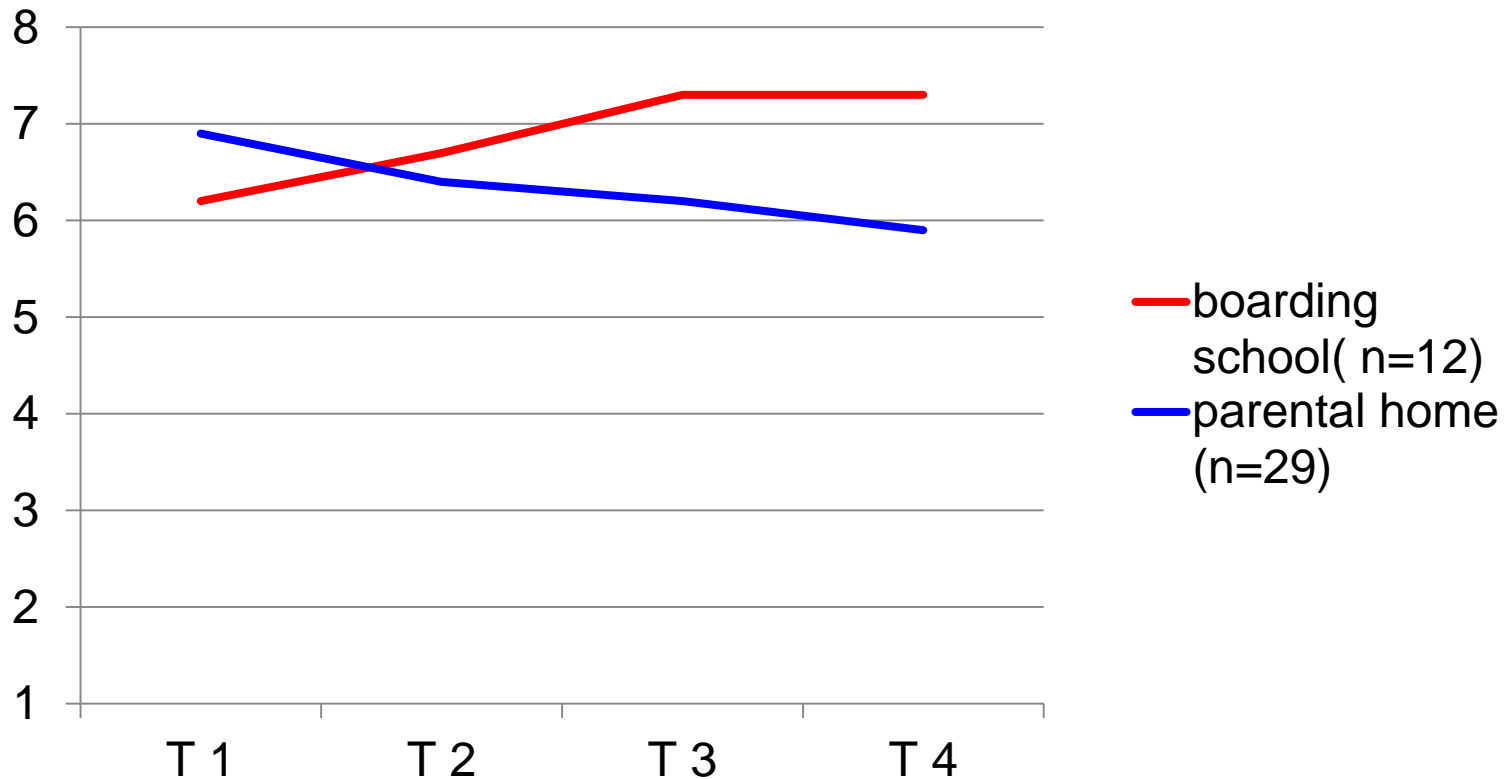
Volitional strategies at different grades

(cross-section study boarding school students)



Beckmann, J., Elbe, A.-M., Szymanski, B. & Ehrlenspiel, F. (2006). *Chancen und Risiken vom Leben im Verbundsystem von Schule und Leistungssport – Psychologische, soziologische und Leistungsaspekte*. Köln: Sport und Buch Strauß.)

Development of self-determination in young athletes from age 12 – 16



Finding the Optimal Position through Diagnostics



NN	
Dominant Foot	Left
Dominant Eye	Right
ASOP	SO

Recommended Position
?

Finding the Optimal Position through Diagnostics



NN	
Dominant Foot	Left
Dominant Eye	Right
ASOP	SO

Recommended Position
Play Maker

Based on: Beckmann, J. & Trux, J. (1991). Wen lasse ich wo spielen?
 Persönlichkeitseigenschaften und die Eignung für bestimmte Positionen in
 Sportspielmannschaften. Sport Psychologie, 5 (Heft 3), 18-21.

Psychological Skills Training: Embodiment





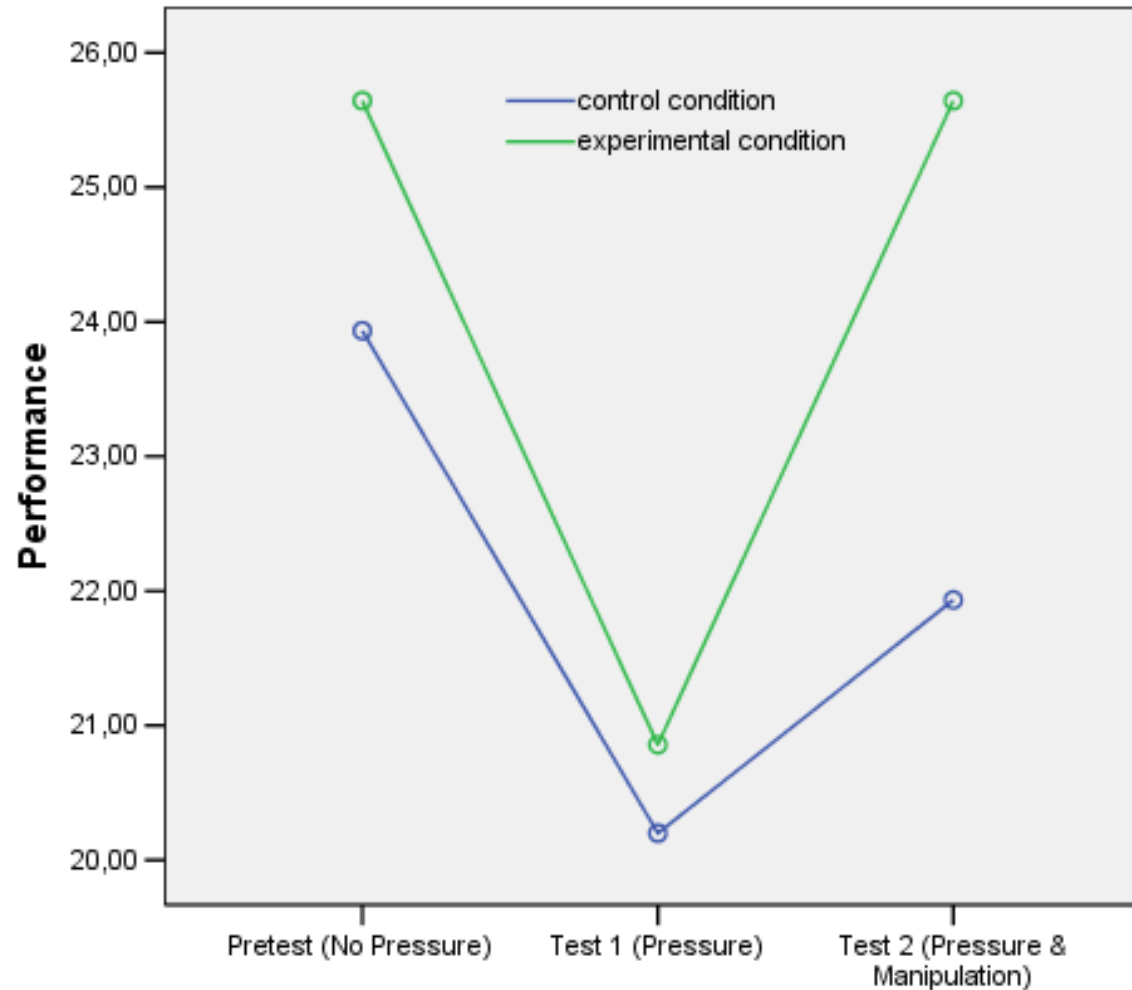
Dynamic Handgrip



Cross-Villasana, F., Gröpel, P., Doppelmayr, M. & Beckmann, J. (2015). Unilateral Left-Hand Contractions Produce Widespread Depression of Cortical Activity after Their Execution. *PloS One*, 10 (12).

Would Beckham have scored against Portugal?





Beckmann, J. Gröpel, P. & Ehrlenspiel, F. (2013). Preventing motor skill failure through hemisphere – specific priming. Cases from choking under pressure. *Journal of Experimental Psychology. General*, 142, 679-691.

Conclusions

- Football clubs with limited financial resources depend on the development of young players
- To retain talents the club has to have other attractive assets than financial benefits for players
- Life Coaching / Personalised Development inside and outside of football constitutes such an asset
- This includes individualised training and practise
- Sport and Clinical Psychology is another important part

- U 12
- U 11
- U 10

Thank You !

