hudl

The Complete Guide for Club Soccer

SECOND EDITION

I'm excited to introduce my Hudl guidebook for advanced users. This is intended for skilled users in search of a more in-depth Hudl experience, and supports club directors who want to upgrade their organization's coaching education program and establish higher standards of player development. It is also designed for coaches who have a solid foundation in their coaching approach and are ready to leverage Hudl as a more critical component of their curriculum.

It's possible that you haven't discovered the full functionality of Hudl. This book is intended to bring awareness to the features you haven't explored and provide a more extensive look at the more basic features. Underutilization of technology is common and represents missed opportunities. To this end, this guidebook emphasizes how to achieve more benefits from Hudl.

Some of the topics I'll cover include:

- How to fully integrate Hudl into your annual coach education strategy

- How to use Hudl to establish individual and team goals

- How Hudl will improve your ability to read the game and make more informed in-game tactical decisions

- How to employ the power of Hudl reports to support tactical preferences and establish buy-in

- How to elevate your coaching performance and enhance your methodological/pedagogical approach

- How Hudl Assist helps coaches with limited time draw out training content and themes

- How to create a more in-depth, rich and meaningful assessment process with film, data and goal-setting

- How to flip the classroom and empower players to become the teachers

- How to help players develop a recruitment portfolio for high school and college coaches

Understanding some of the more advanced Hudl use cases will provide you with a clearer appreciation of how influential video is in the lives of our coaches, players and parents.

David M Newbery

DAVID NEWBERY
Director of Development, Phoenix Rising Youth Soccer Desert Foothills

Leveling Up Your Coach's Postgame Analysis

Increase Contact and Extend the Learning Experience with Hudl

Hudl can help you sell the club's education approach and provide parents with substantial evidence of the exceptional skills of the staff. You won't need to fundamentally change what you do day to day. The shift is in recognizing the importance of parents in the education process and updating them with examples of your expertise.

Here are some examples how to activate Hudl, make frequent impressions and energize your education program:

ESTABLISH TWO LEARNING PATHWAYS: ONE FOR COACHES AND A SECOND FOR PARENTS AND PLAYERS.

- Teach your coaching staff how to use Hudl.
- Provide coaching staff with workshop materials to deliver during sessions with the players and parents.

INCLUDE "READING THE GAME" AND MATCH ANALYSIS TRAINING FOR BOTH LEARNING PATHWAYS.
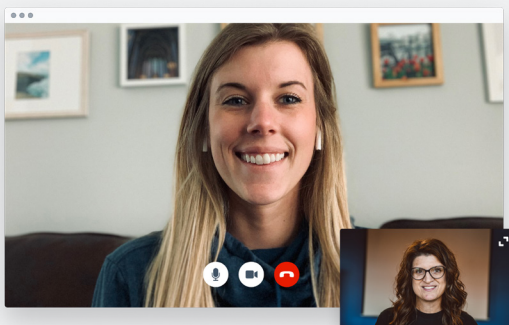
REPLACE A FIELD TRAINING SESSION WITH A CLASSROOM/VIDEO CONFERENCE SESSION ONCE A MONTH EVERY TWO MONTHS.

SCHEDULE THE CLUB CAMERA AND RECORD ALL GAMES (IF POSSIBLE).

- Assign a parent volunteer to manage filming the games.

SET A RECURRING TASK FOR PLAYERS TO CREATE A HIGHLIGHT VIDEO OF THEIR PERFORMANCE.

- I set an expectation of one video per player per month and ask them to tag me in Hudl when this task is complete.
- The coach should then engage with each player via their highlight videos.
- Sending a personal message or a Hudl emoji goes a long way and encourages players to continue their efforts.

SHARE HIGHLIGHT VIDEOS.

- Soon after submitting a game for professional analysis, Hudl Assist returns a 90–120 second highlight video with the key moments, such as goals, shots and saves.

- There is no easier way to make an impression with players, parents, friends and relatives, and the broader community than sharing video and posting to social media channels.

A GREAT WAY TO SIMULTANEOUSLY ENGAGE AND EDUCATE PARENTS IS SHARING THE BOX SCORE REPORT FROM THE HUDL ASSIST DATA.

- You can either message players or coaches within Hudl, or send an email as an attached PDF.

- Adding a short message restating the goals for each game adds additional value.

CREATE A TEAM PORTFOLIO.

- Don't lose out on new players by making a poor first impression when customers land on your web page. Establish a library of evidence that's accessible to members of the team and prospective players.

- Share this example of your athletes' and coaches' work on the team page on the club's website.

- Include Hudl highlight videos, goals reports, a brief overview of playing objectives and some action photos.

Empowering Players by Flipping the Classroom

What is a flipped classroom and how can it improve learning for soccer players?

A "flipped classroom" is a modern approach to education where the role of teacher (or coach in this case) and students (i.e., players) shift. There is greater emphasis on students leading and the educator guiding. Students apply concepts and explore the subject more deeply and creatively both inside and outside the traditional classroom (i.e., field).

This learning model aligns perfectly to a typical youth sports environment where contact with the coach is limited, the complexity of the game is challenging, the volume of information to learn can be overwhelming, and where extra curricula commitment correlates to performance improvements and is rewarded with playing privileges.

Whether or not an athlete achieves his or her performance goals can be linked to their extra effort and dedication outside of training. Hudl is a perfect aid to facilitate a flipped classroom approach. The learning environment is perfectly set up for players to expand their knowledge, diagnose the essential details of their performances and to observe the implementation of the coach's tactical principals. Hudl provides the tools and content to enable the coach to empower their athletes.

Here are examples of how a coach can flip the classroom:

1. At the commencement of the season, ask players (with the help of the parents) to write three to five individual attacking and defending goals.

2. Correspondingly, request the players to write three to five personal goals for the season, focusing on their technical and tactical (i.e., decision-making) performance for both attacking and defending (goalkeepers included).

3. Once the season commences, ask the players to create a Hudl playlist for each team and individual objectives. For example, if a player suggested a team objective of creating more goal scoring opportunities, a playlist named "Chances" would be accessible via the player's Hudl account. A playlist entitled "Left Foot" would be for a player whose goal is to increase use of their left (or non-dominant) foot.

4. After each game, ask the players to add up to three 10–20 second clips to each of the Hudl playlists.

5. Periodically, set up a mentoring session with the player to review the evidence presented in the playlists.
   - Review the timeline and ask the player to share proof of their learning and performance improvement.
   - Ask the player to articulate why changes in performance are occurring, i.e., does the player have more passing options? Has their technique improved? Has the player developed a better tactical awareness?

I recommend starting with a simple task to maintain reasonable time expectations for the athletes (15–30 minutes per week) and offer your support to help slow starters participate. A good way to begin is to set up a video conference (such as Zoom) and take the players through an example of the task. A video recording of the training session can be uploaded to Hudl for players who may need a reminder.

There are many benefits with this approach. First, the coach is guiding players to become students of the game and active participants in the learning process. Second, there are benefits of a student becoming the teacher, including a better understanding of the game, establishing support for the coach's direction and developing more confidence.

Establishing Individual and Team Goals

How to keep the training environment exciting

The typical demands of competitive youth sports require nine to 10 months of participation, including three to four training sessions per week and two to three games per week. Mental and physical fatigue can be a significant factor in declining success. To this end, coaches are challenged to keep the education environment exciting and stimulating. Finding the right balance between rest, training and meeting expectations can be challenging.

WHAT ARE GOAL REPORTS?

Game video sent to Hudl Assist for professional analysis is coded into hundreds of moments, such as a pass, turnover, shot, goal, save, set play, etc. Game data is tabulated and aggregated for the full game and segmented into time periods (i.e., 0–10 mins, 11–20 mins, first half, second half, etc.). Each data point is linked to its corresponding video so a user can select a number to see the crosses, shots and passing combinations. This provides the coach with tools to select moments in the game and assign tactical significance.

For example, see the image below for my 2009 boys' (U12) team. Players and parents attended a workshop and selected 11 team goals based on our style of play, with emphasis on the transition from 9v9 to 11v11.

OUR SP% DEF > 74%
Achieve 75% or better success in passing in our defensive third of the field.

OUR SP% MID > 64%
Achieve 65% or better success in passing in the midfield third of the field.

OUR SP% ATT > 49%
Achieve 50% or better success in passing in our attacking third of the field.

OUR SP% > 59%
Achieve 60% or better success in passing.

OUR 6+ PS > 4
Achieve five or more passing strings (combinations) with six or more passes.

OUR 3-5 PS > 9
Achieve 10 or more passing strings (combinations) with three to five passes.

OUR AVPS > 4
Average at least five passes for each recorded passing string (combinations).

OUR P% > 55%
Achieve at least 56% of overall possession in the game.

OUR CR >6
Exceed six crosses into the opponent's penalty box.

OUR SOT% > 50%
Exceed 50% of our shots on target (i.e., on the opponent's goal).

OUR G > OPPONENT'S G
Score more goals than the opponent (i.e., win the game).

Goals Report

		Sep 5 PRFC @ AA0 W 4-0	Sep 5 PRFC @ CS2 W 2-0	Sep 6 PRFC @ 0BC L 0-1	Sep 6 PRFC @ PS2 W 1-0	Sep 7 PRFC @ FSF W 4-1
Our SP% Def > 74%		✔				
Our SP% Mid > 64%		✔				✔
Our SP% Att > 49%		✔	✔		✔	✔
Our SP% > 59%		✔	✔		✔	✔
Our 6+ PS > 4						
Our 3-5 PS > 9						✔
Our AvPS > 4						
Our P% > 55%		✔				

Add Goal

WHAT ARE THE BENEFITS OF A GOAL REPORT?

A goal setting strategy not only motivates players and coaches, but also aids the coach in providing players with individual targets. In the previous section, we discussed how to encourage a player to maintain a portfolio of video evidence to highlight their accomplishments. We'll elaborate further in the next section on how the individual player contributes to his or her own player evaluations.

Goals can also be established by the coach. For a memorable teaching moment, the coach could invite members of the team to attend a goal setting meeting via Zoom or any other video conferencing software, and create a plan of defining moments for the next nine months. The inclusive experience creates excitement and a living process that will be relevant throughout the year.

Here are the steps for establishing team goals and tracking with Hudl:

1. Establish a classroom calendar. The coach will need full participation of players for goal setting. I recommend using training dates already in the calendar and setting aside a classroom session every two or three months. These types of sessions also work using video conferencing since the players have access to their Hudl accounts and can practice with you live.

2. For the introductory session, allocate 45–60 minutes and invite the parents to attend as part of your parent education program.

3. Start the session with an involvement activity. The more engaging and participatory the session the more impactful it will be. I typically ask the players to respond to the following:

   • In 50 words or less, can you describe our attacking goals?
   • In 50 words or less, can you describe our defending goals?

4. Now create one list of attacking and defending goals. If the player's or parent's responses were inconsistent with the coaching direction, explain why.

   • Show the players the assembled list and pose a follow-up question:

     • Based on our list, can you identify two to three actions we can measure to determine how successful we are in achieving our playing style goals?

   • Complete the process of goal setting. The coach may want to start with four to five goals to begin, then add more as the season progresses. Setting attainable goals and celebrating early success is extremely important in generating enthusiasm and interest. Further, you may want to modify the goals later in the season to increase the challenge.

   • With time, your efforts on team and individual goals, instead of solely focusing on game results and league position, will become tangible.

◀ TEACHING MOMENT

Depending on the size of the group, ask each player to offer one response to each question so all players contribute. As they're speaking, chart their responses. Now share the coach responses and compare with the players. It's likely there's overlap or similarity with the players and coach(es).

◀ TEACHING MOMENT

Navigate to the Hudl goals page and show the players how to create a team goal. Start simple by setting a goal of scoring more goals than the opponent.

The Learning Benefits of Sports Technology and Why It's the Future of Player Development

Establishing Loyalty with Your Club

Conservatively, a coach will invest more that 200 hours per year in training, games and other soccer related activities. The coach's efforts extend well beyond teaching technique to their players. They will devote energy imprinting their styles of play and tactical preferences. With time, players' performances will align, and the team will become recognizable with the coach's tactical and stylistic preferences.

When we consider the obvious educational advantages of familiarity with the coach's expectations, why do we still see such high player turnover rates? One explanation is the lack of quality feedback for the parent to showcase their athlete's progress. Or inadequate proof of a long-term plan for individual or team development. On closer examination, it is hard to rationalize why we would seek to replace players we have invested months or years in teaching. Although there is reasoning for cutting a player or two and adding new talent, annually rebuilding a team is challenging.

As previously suggested, regular demonstrations of your expertise can go a long way in establishing loyalty and the long-term commitment of players. Providing parents with regular and detailed progress reports limits surprises and also manages expectations. Hudl can play a pivotal role in providing parents and players with feedback and also helping them in their own evaluation.

Here's a template for a player assessment program using Hudl:

DETERMINE HOW FREQUENTLY YOU WILL PROVIDE FEEDBACK AND IN WHAT FORMAT. HERE'S THE SCHEDULE I FOLLOW:

A written player assessment report, twice a year at the end of the fall and spring seasons.

A parent, player and coach review meeting twice a year. We also take ten minutes during training sessions to discuss progress and set goals.

Player-powered playlists each game/week. Earlier in the guidebook, I recommended tasking players with creating a playlist and adding video clips each game/week. Offering a few comments (or even just acknowledging the effort with a thumbs up emoji).

USE VIDEO.

The assessment process is greatly enhanced with evidence.

About a week before our evaluation meeting, I ask players to send a short video demonstrating their performance accomplishments and where they believe they need to improve.

I review the player's video and prepare a few notes. When we meet, I have the player's Hudl profile loaded on my laptop ready to play the playlists.

FOCUS ON INDIVIDUAL GOALS.

At the beginning of the year, ask players (with parent support) to write down some individual goals.

Ask players to reflect on the goals and assess their progress throughout the year.

Add new goals and/or modify existing goals for the next phase/season.

ESTABLISH TEAM GOALS.

In the previous section, we highlighted the value of team goal creation. Assign the task of summarizing the team's performance using the game's goal report and the highlights video to a different player each week. Don't make it overwhelming. I typically ask for 100 words or less, focusing on a couple achievements and improvements.

Providing feedback is an essential component of teaching. Feedback should not be restricted to the formal communications listed above. Less formal interactions between coaches and players occur regularly at training and at games, during team talks and one-on-one on the sideline. It will take time to establish a blueprint for player feedback. It's important to start slow and add components when you recognize there is an appetite for more.

Create a Winning Hudl Profile

One of the most popular Hudl features for players is the profile page. Each team member has a landing page for organizing their own content. Hudl technology allows players and coaches to create player-focused highlights and add it to a player's profile. Organizations using Hudl Assist have an automatic transfer feature that moves a video highlight to the player's account if they're tagged in a notable action. The player can share highlights publicly via social media, share internally with teammates, or send a link to a friend or relative. Similar to social media accounts, players can attract followers and personalize their profile with images, colors and profile pictures.

Player recruitment videos have been popular with college coaches for many years and are a great way to make a first impression with a college coach in another state or country. Colleges with small recruitment budgets and a limited number of staff rely heavily on videos provided by players. As more clubs invest in video and game analysis, accessibility to non-elite players has increased and the need for a recruitment agent to get noticed has declined.

Increasingly, video is being used by parents to promote their child to youth clubs and high school coaches. Selection processes for high school and youth teams can involve 40+ players competing for 18 playing positions, so making the coach aware of your talents ahead of time can help the player stand out. Using your Hudl profile page to attract the attention of a youth, high school or college coach can be beneficial.

Here are a few tips for success:

1. Have your athlete write an introduction to the coach and include a link to their Hudl profile page.
   - Have them include their name, where they live and go to school.
   - Make sure they express their excitement and why they would like to play for a particular coach or team.
   - Remind them to be humble—boasting how great they are will create more questions. Suggest how they think the coach will be able to help them become a better player.
   - List the experience, but don't exaggerate achievements.
   - Provide a brief overview of playing position, attributes and goals.

2. Work on the profile page aesthetics, including a banner image and a profile picture that fits the recommended dimensions.

3. Make sure the highlights are well edited with quality footage and correct text.

4. Ensure that a coach can tell who they are in the video. Use the tools in Hudl to emphasize which player they are.

5. Edit the videos to just one or two minutes in length. It's unlikely any coach will want to watch a 10-minute compilation.

6. Create two to three highlight reels emphasizing the player's main attributes. Include exciting titles, such as:
   - 1v1 Duels' Beating a Defender
   - Dangerous Free Kicks
   - Defense Splitting Passing
   - Goals Galore

Providing feedback is an essential component of teaching. Feedback should not be restricted to the formal communications listed above. Less formal interactions between coaches and players occur regularly at training and at games, during team talks and one-on-one on the sideline. It will take time to establish a blueprint for player feedback. It's important to start slow and add components when you recognize there is an appetite for more.

Reporting Deep Dive: Intersection of Strategy and Data

How Hudl Helps Develop Game Strategies

Video can be used to improve coach growth and player and team achievement because it provides another source of information to supplement traditional observational methods and note taking. Video does not replace a coach's knowledge of the game, remove the need to take decisive action or act as a substitute to the 'feel' of an experienced coach, but it can go a long way in convincing athletes of the truth. So can data.

Hudl provides a coach with a plethora of actionable data. How that data is used and its effectiveness on the outcomes of games depends on the skills of the coach. However, to see the maximum benefits of video and data analysis, even the most advanced coach will need to implement a well-planned process.

The following steps will help a coach take advantage of Hudl's powerful tools:

SEASONAL PRIORITIES

At the beginning of the season, commit to a list of development priorities for the team and individuals. This framework will guide the selection of content and channel your thinking when games and training begin. Without this blueprint, even the most seasoned coach can be caught jumping from one topic to another in an attempt to "fix" game related issues. It's reasonable to assume that over eight to 10 months, there will be noticeable changes in performance and improved tactical understanding. With Hudl, you'll have the assets to conclusively prove or disprove whether your coaching methodology is effective or not.

1. Implement strategies to control the attacking tempo, including ball and player movement.

2. Identify the visual cues to determine if a quick counterattack is possible.

3. Create goal scoring opportunities for strikers' attacking crosses.

4. Increase defensive turnovers high in the opponents defensive third and score more goals.

5. Teach all players how to make defensive recovery runs and establish a compact center.

6. Work with defensive units (i.e., backline, midfield and forwards) to shift laterally.

SEASONAL PRIORITIES AND GAME STRATEGY

Once you have a short list of priorities, start to develop game tactics. Tactics is a word synonymous with decisions—we're attempting to improve player decision-making, both individually and collectively. To illustrate how the these tactics connect to priorities, we will use the example of controlling the attacking tempo including ball and player movement:

1. Teach players the four passing types and when to use them in a game. They are P1 (penetration between defenders), P2 (penetration outside), P3 (possession) and P0 (penetration over defenders).

2. Teach players the eight types of runs and when to use in a game. They are R1 (blindside run), R2 (movement away), R3 (low-high and high-low), R4 (L run high or across), R5 (underlap run), R6 (inside-outside), R7 (spin out) and R8 (overlap).

3. Using pattern play methodology, introduce players to passing combinations employing a variety of pass and run types.

4. Using phase of play methodology, add defenders and work on attacking combinations in thirds of the field (i.e., attacking, midfield and defensive).
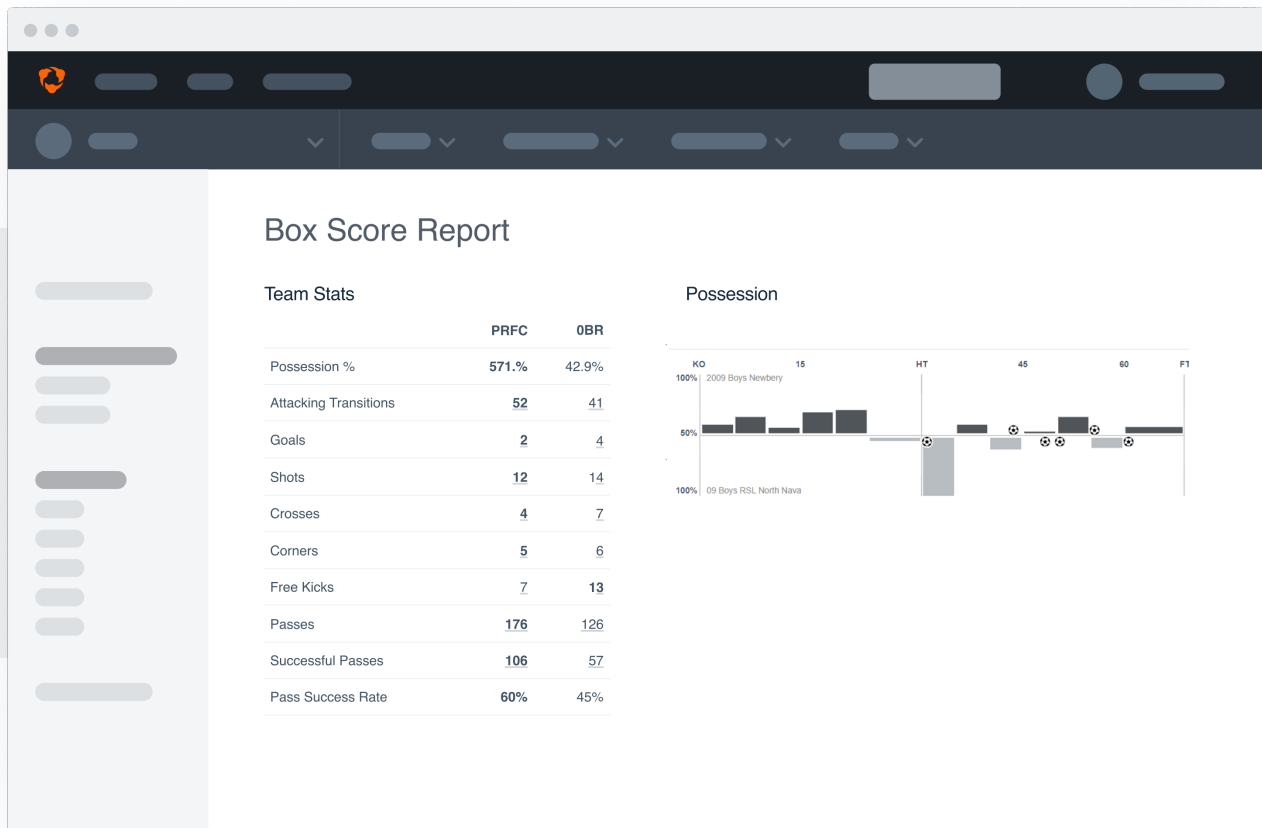
Note: Through the Hudl platform, I provide the instructional videos to illustrate the run and movement types and the tactical applications with pattern play and phase of play methodology.

Added In Last 7 Days

Tactics: Run/Movement Types
June 6, 2020 - Practice

P1 & PO Passing Types
June 22, 2020 - Practice

9v9 Attacking Combinations
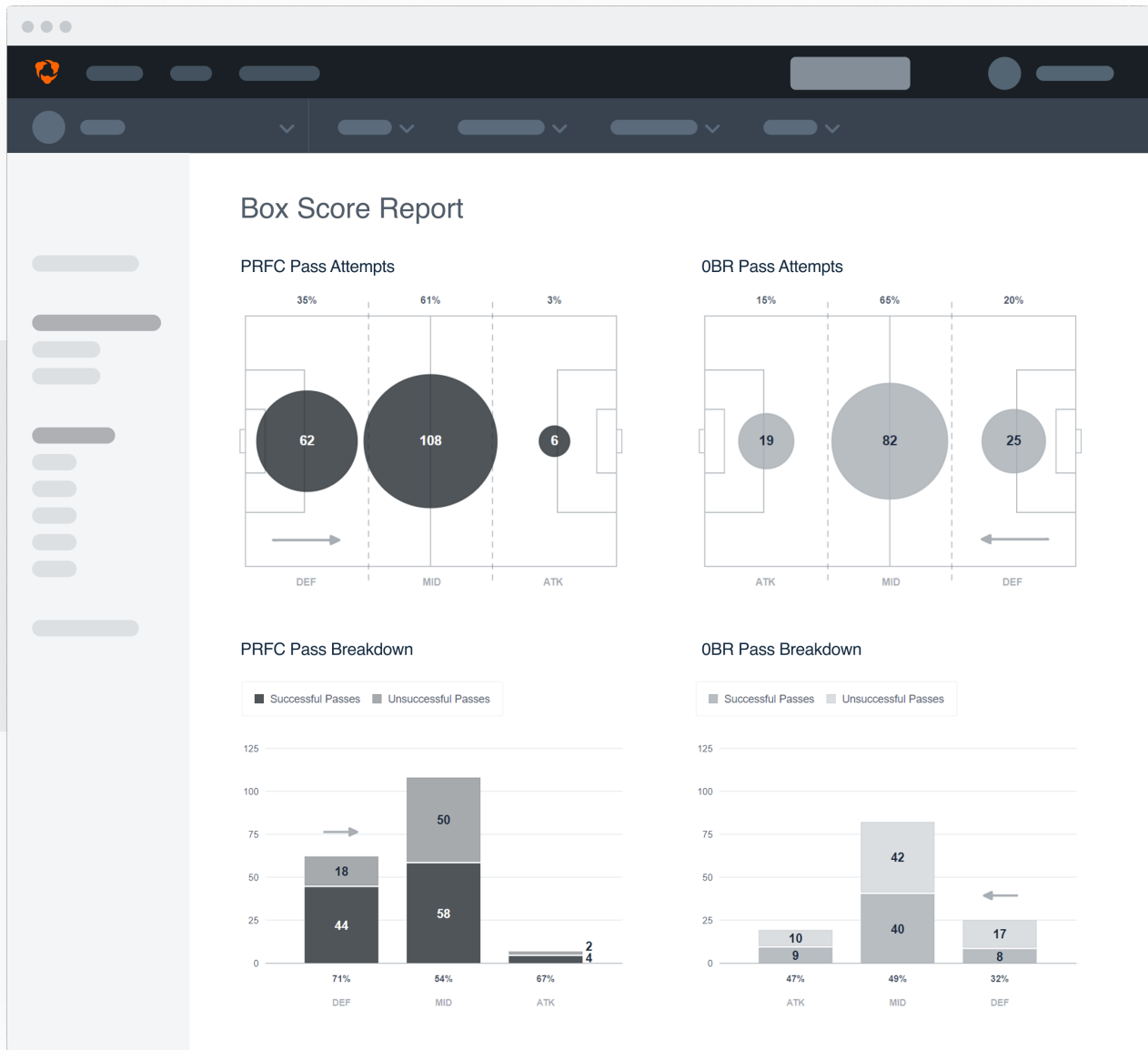July 15, 2020 - Practice
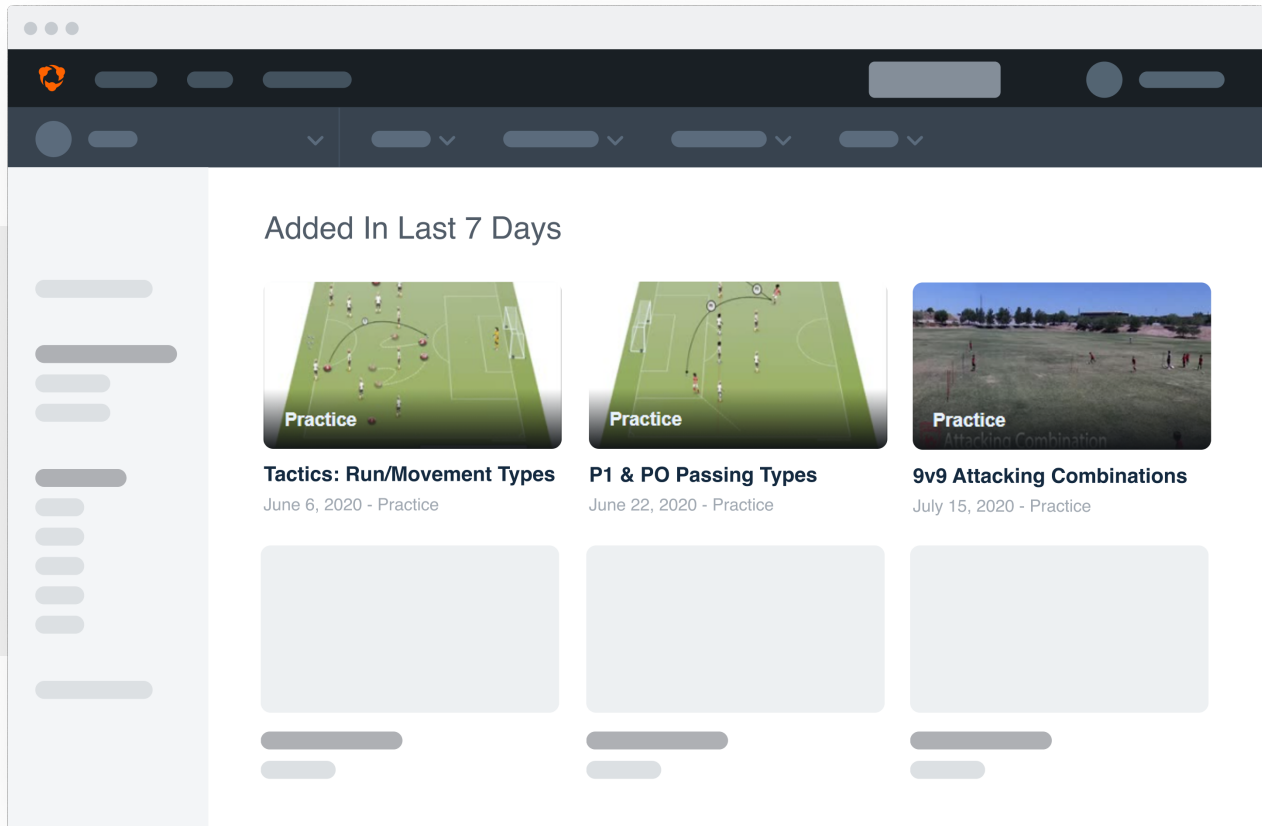
HUDL DATA

Now is the time to select Hudl data to support your tactical and strategic preferences. Be careful not to manipulate the data to prove your approach is right or to exaggerate progress. Continuing with the theme of controlling the attacking tempo, draw on data from the Hudl box score report to examine and track:

1. **Attacking transitions:** The differential between your team and opponent's attacking transitions. Whichever team is in control of the attacking tempo will limit the number of turnovers to the opponent.

2. **Pass success rate:** A higher percentage indicates more control, better technical execution and decision making.

3. **Pass attempts by zone and pass breakdown:** The field map provides a pictorial view of where passes were attempted on the field. The pass breakdown indicates the success rate. We would expect to see a higher ball retention percentage in all three zones. Depending on the coach's preference to the directness of the attacks, we may also prefer to see a greater emphasis on passing in a particular zone.

Box Score Report

Team Stats

	PRFC	0BR
Possession %	571.%	42.9%
Attacking Transitions	52	41
Goals	2	4
Shots	12	14
Crosses	4	7
Corners	5	6
Free Kicks	7	13
Passes	176	126
Successful Passes	106	57
Pass Success Rate	60%	45%

Possession

Box Score Report

PRFC Pass Attempts

35%   61%   3%

DEF   MID   ATK

62   108   6

0BR Pass Attempts

15%   65%   20%

ATK   MID   DEF

19   82   25

PRFC Pass Breakdown

■ Successful Passes   ■ Unsuccessful Passes

125
100
75
50
25
0

18
44
50
58
2
4

71%   54%   67%
DEF   MID   ATK

0BR Pass Breakdown

■ Successful Passes   ■ Unsuccessful Passes

125
100
75
50
25
0

10
9
42
40
17
8

47%   49%   32%
ATK   MID   DEF

HUDL ASSIST CLIPS, PLAYLISTS AND HIGHLIGHTS

As previously underscored, Hudl reporting data is linked to video clips. For example, if you wish to see all the passing attempts made in the middle third of the field, click the passing circle in the diagram and a playlist will appear. Coaches can also repurpose the Hudl Assist clips to create their own playlists to share with the team. As soon as your players understand the strategic priorities and tactics, task them individually or in small groups to conduct a review and analysis, create playlists and present their conclusions to their teammates.

CLOSING

This guidebook was designed to help coaches elevate their skills in Hudl and strengthen their commitment to using video and game data to enrich the learning experience for players. With so many choices and directions to follow, choosing a starting point can be somewhat intimidating. Unless you're working with full-time professional players, we must find the right balance between traditional on-field education and a more alternative approach with film review and analysis. Time is limited and new approaches can take time to establish commitment from all members of your team.

There is no one way or approach that fits perfectly into every situation. I have shared my experiences of introducing Hudl to coaches, players and parents in hopes you'll find an anecdote or tip that will inspire your own use of data, analysis tools and reports. To see maximum benefits of these tools, it takes a dedicated teacher, willing to invest time to learn and discover the right approach for your athletes.

Hudl underpins our teaching methods, helps us measure the efficacy of our learning approach and raises our vision of possibility. The value of their tools extends beyond the confines of our team, impacting our club's marketing, recruitment of new members, and fundraising campaigns.

I wish you, your team and your club all the best. I hope you enjoy an equally great experience with Hudl and Hudl Assist.