

U.S. SOCCER SIX TASKS OF A COACH



1	Coaching Games (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.
2	Coaching Training Sessions (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.
3	Leading the Team (LT) Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.
4	Leading the Player (LP) Give players individual, unconditional attention and mentor them to fulfill their potential.
5	Managing the Performance Environment (MPE) Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.
6	Leadership (L) Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

PROFILE OF A D LICENSE COACH



COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
PRE-GAME	
<ul style="list-style-type: none"> organize all necessary aspects of the game before it begins link game preparation to prior training session goals communicate with individual players and the team relative to game objectives implement a formation and substitution pattern for all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> every one involved is organized the game environment is safe and the team is ready to play there is a connection between training and game objectives players are informed and understand game objectives
<ul style="list-style-type: none"> set developmentally appropriate goals for the game with your team in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> formation chosen is focused on development of the players substitution pattern is balanced and based on the developmental needs of the players (the team has a blend of players with various ability levels that have opportunities to play with other teammates of various ability levels) goals are based on the development need(s) of the team/player(s)
GAME	
<ul style="list-style-type: none"> create a safe, fun, inclusive and organized environment for players demonstrate a basic understanding of attacking, defending and transition encourage and support players playing freely and making their own decisions in the game apply the Player Development Initiatives for the age-group coached read the game for the appropriate age group give players positive, specific, developmentally-appropriate and honest feedback at the appropriate moments for all four game models (4v4, 7v7, 9v9, 11v11) balance silent observation with verbal feedback use a guided discovery approach with all players during the game in all four game models (4v4, 7v7, 9v9, 11v11) 	<p>PLAYERS:</p> <ul style="list-style-type: none"> demonstrate their understanding of the game enjoy playing are safe play with confidence feel respected by and connected to one another the grassroots roadmap is applied when reading the game players play freely and make their own decisions players improve as a result of playing the game players play according to U.S. Soccer's Player Development Initiatives information about player & team behavior during the game players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved players play freely and make their own decisions players are allowed to make mistakes and will be guided to solutions through questioning and/or reminders

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COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
POST-GAME	
<ul style="list-style-type: none">• implement a short routine after each game to check players' well being	<ul style="list-style-type: none">• players are physically and emotionally stable following the game
<ul style="list-style-type: none">• give positive, basic and developmentally appropriate and honest feedback from the game	<ul style="list-style-type: none">• players are motivated and engaged• Feedback is based on game objectives
<ul style="list-style-type: none">• organize the week ahead and say "good-bye" for the day	<ul style="list-style-type: none">• players/parents are informed
EVALUATING AND REFLECTING	
<ul style="list-style-type: none">• check if the outcomes have been achieved	<ul style="list-style-type: none">• achieved outcomes based on the task of coaching games
<ul style="list-style-type: none">• reflect on own behavior relative to desired outcomes	<ul style="list-style-type: none">• continuous assessment of own impact on players and team

PROFILE OF A D LICENSE COACH



COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
PREPARING	
<ul style="list-style-type: none"> select a developmentally-appropriate "Play-Practice-Play" training session for the age-group/game model coached 	<ul style="list-style-type: none"> the selected training session meets the developmental needs of the players
<ul style="list-style-type: none"> implement a weekly plan for players based on the game model and age group coached 	<ul style="list-style-type: none"> a weekly plan
<ul style="list-style-type: none"> consider potential adaptations to the selected training session plan based on perceived player needs 	<ul style="list-style-type: none"> the training session meets the needs of the players
<ul style="list-style-type: none"> create a developmentally-appropriate "Play-Practice-Play" training session for all four game models (4v4, 7v7, 9v9, 11v11). 	<ul style="list-style-type: none"> a planned "Play-Practice-Play" training session
<ul style="list-style-type: none"> develop a two-week training plan 	<ul style="list-style-type: none"> a two-week training plan
<ul style="list-style-type: none"> plan for rest, recovery and expected physical load based on the developmental stage of players in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> training session load is developmentally appropriate for the age group coached
EXECUTING	
<ul style="list-style-type: none"> check and adapt according to the five elements of a training session 	<ul style="list-style-type: none"> the five elements are checked during the training session the training session is adapted, as necessary, to meet player needs
<ul style="list-style-type: none"> create a safe, fun & developmentally-appropriate training environment 	<ul style="list-style-type: none"> The training session is safe, fun & developmentally appropriate the coach demonstrates an understanding of U.S. Soccer's Grassroots Player Development Philosophy
<ul style="list-style-type: none"> facilitate the selected training session to maximize activity time and minimize management/lecture time 	<ul style="list-style-type: none"> players participate in game-like activities for the majority of the training session
<ul style="list-style-type: none"> demonstrate an understanding of attacking, defending and transition for the game model coached 	<ul style="list-style-type: none"> players understand what they are doing and why
<ul style="list-style-type: none"> encourage players to play freely and make their own decisions 	<ul style="list-style-type: none"> players play freely and make their own decisions interventions are limited and effective
<ul style="list-style-type: none"> give players positive, specific, developmentally-appropriate and honest feedback 	<ul style="list-style-type: none"> players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved
<ul style="list-style-type: none"> celebrate players' successes and view mistakes as opportunities for learning 	<ul style="list-style-type: none"> players experience success and use mistakes as meaningful learning opportunities. Errors are normalized
<ul style="list-style-type: none"> provide demonstrations 	<ul style="list-style-type: none"> players see what it is they are being asked to do
<ul style="list-style-type: none"> effectively guide players through mistakes 	<ul style="list-style-type: none"> players feel safe and learn through their mistakes
<ul style="list-style-type: none"> demonstrative the effective use of teaching interventions, using the coach's "tool kit" in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> players improve as a result of the training session the session flows

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COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
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EVALUATING THE TRAINING SESSION WITH THE PLAYERS

• implement a short routine after each training session to check players' well being	• players' physical and emotional well-being is checked
• give positive, specific, developmentally appropriate and honest feedback from the training session	• motivated players • feedback is based on training objectives
• organize the week ahead and say "good-bye" for the day	• informed players/parents

EVALUATING AND REFLECTING

• check if the outcomes have been achieved	• achieved outcomes based on the task of coaching training sessions
• reflect on own behavior relative to desired outcomes	• continuous assessment of own impact on players and team

PROFILE OF A D LICENSE COACH



LEADING THE TEAM (LT) Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.

THE COACH IS ABLE TO:	OUTCOMES:
DEVELOPING A POSITIVE TEAM CULTURE	
<ul style="list-style-type: none">demonstrate an understanding of age-appropriate team values	<ul style="list-style-type: none">agreed upon team behaviors, based on the development stage of the players
<ul style="list-style-type: none">create a sense of team spirit & unity	<ul style="list-style-type: none">willingness of each player of the team to work together with loyalty and enthusiasm
<ul style="list-style-type: none">set co-constructed goals with the team, based on agreed upon team behaviors	<ul style="list-style-type: none">The team works to achieve the established goals
<ul style="list-style-type: none">prevent, recognize and manage conflict effectively	<ul style="list-style-type: none">conflicts are reduced and compromises found
EVALUATING AND REFLECTING	
<ul style="list-style-type: none">check if the outcomes have been achieved	<ul style="list-style-type: none">achieved outcomes based on the task of leading the team
<ul style="list-style-type: none">reflect on own behavior relative to desired outcomes	<ul style="list-style-type: none">continuous assessment of own impact on players and team

LEADING THE PLAYER (LP) Give players individual, unconditional attention and mentor them to fulfill their potential.

THE COACH IS ABLE TO:	OUTCOMES:
GUIDING PLAYERS	
<ul style="list-style-type: none">understand the developmental stage of the age-group coached and recognize the relative ability level of the players	<ul style="list-style-type: none">players are coached based on their stage of development and ability level
<ul style="list-style-type: none">unconditionally guide each player	<ul style="list-style-type: none">all players receive unconditional attention
<ul style="list-style-type: none">understand the developmental stage associated with all four game models (4v4, 7v7, 9v9, 11v11) and recognize the relative ability levels and needs of individual players	<ul style="list-style-type: none">players are coached based on their stage of development and ability level
<ul style="list-style-type: none">help players take responsibility and hold themselves accountable for their own development in all four game models (4v4, 7v7, 9v9, 11v11)	<ul style="list-style-type: none">players take action to develop themselves further
EVALUATING AND REFLECTING	
<ul style="list-style-type: none">check if the outcomes have been achieved	<ul style="list-style-type: none">achieved outcomes based on the task of leading the player
<ul style="list-style-type: none">reflect on own behavior relative to desired outcomes	<ul style="list-style-type: none">continuous assessment of own impact on players and team

PROFILE OF A D LICENSE COACH



MANAGING THE PERFORMANCE ENVIRONMENT (MPE) Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.

THE COACH IS ABLE TO:	OUTCOMES:
ANALYZING THE CONDITIONS	
<ul style="list-style-type: none"> understand the performance environment and think of ways to positively influence it 	<ul style="list-style-type: none"> the performance environment is recognized and considered as it related to the players' experiences
<ul style="list-style-type: none"> understand & identify the key people and factors which influence the performance environment (e.g. parents) 	<ul style="list-style-type: none"> factors and people which influence the performance environment are identified (e.g. parents)
CREATING AN OPTIMAL SITUATION FOR PERFORMANCE	
<ul style="list-style-type: none"> implement a plan for child safety & risk management 	<ul style="list-style-type: none"> players are safe and risks are mitigated
<ul style="list-style-type: none"> effectively manage the week to week routines for and with the team 	<ul style="list-style-type: none"> the week to week routines are carried out
<ul style="list-style-type: none"> build relationships with those who can influence the performance environment (e.g. parents) 	<ul style="list-style-type: none"> key people within the team environment are informed and engaged (e.g. parents)
<ul style="list-style-type: none"> delegate responsibilities to more effectively develop the team and its players 	<ul style="list-style-type: none"> tasks are shared among the coach, players and parents
<ul style="list-style-type: none"> implement a plan for parent meetings 	<ul style="list-style-type: none"> parents are engaged and positively contribute to the development of their child & the team
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved 	<ul style="list-style-type: none"> achieved outcomes based on the task of managing the performance environment
<ul style="list-style-type: none"> reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> continuous assessment of own impact on players and team

PROFILE OF A D LICENSE COACH



LEADERSHIP (L) Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

THE COACH IS ABLE TO:	OUTCOMES:
LEADING ONESELF	
<ul style="list-style-type: none"> articulate a grassroots coaching philosophy 	<ul style="list-style-type: none"> a grassroots coaching philosophy
<ul style="list-style-type: none"> reflect on own performance and seek feedback from others 	<ul style="list-style-type: none"> the coach practices reflection
<ul style="list-style-type: none"> articulate own learning needs and take action to address them 	<ul style="list-style-type: none"> the coach plans for further development and takes action to improve
<ul style="list-style-type: none"> identify values & standards and how to display them in coach behavior 	<ul style="list-style-type: none"> Coach behavior is consistent with identified values and standards
LEADING OTHERS	
<ul style="list-style-type: none"> be a role model in appearance and behavior within all team environments, on and off the field 	<ul style="list-style-type: none"> the coach is a role model for others to follow
<ul style="list-style-type: none"> lead the team in meetings, electronic communication and the practicing of digital citizenship (social media) 	<ul style="list-style-type: none"> communication is effective and responsible
<ul style="list-style-type: none"> prevent, recognize and manage conflict effectively 	<ul style="list-style-type: none"> conflicts are reduced and compromises found
<ul style="list-style-type: none"> foster leadership in others 	<ul style="list-style-type: none"> leadership opportunities are created
<ul style="list-style-type: none"> create a holistic, reality-based and experiential learning environment for players 	<ul style="list-style-type: none"> players develop based on the U.S. Soccer Coaching Philosophy
EVALUATING	
<ul style="list-style-type: none"> check if the outcomes have been achieved 	<ul style="list-style-type: none"> achieved outcomes based on the task of leadership