

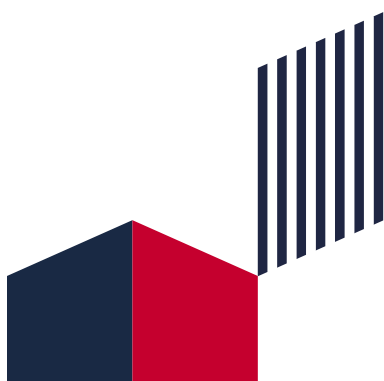


**U.S. SOCCER FEDERATION
C LICENSE COURSE GUIDE**

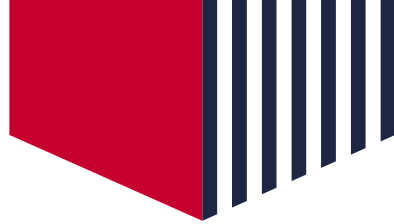
CONTENTS



PREFACE	3
USSF COACHING EDUCATION PHILOSOPHY AND PRINCIPLES	4
U.S. SOCCER COACH EDUCATION PHILOSOPHY ON EDUCATING	4
U.S. SOCCER COACH EDUCATION PRINCIPLES	5
LEARNING EXPERIENCE	6
EDUCATIONAL APPROACH	6
ENVIRONMENT	7
GOALS AND LEARNING OBJECTIVES	7
GENERAL INFORMATION - COURSE POLICY	8
PROFILE	9
LEADERSHIP	9
COACHING - GAMES	10
COACHING - TRAINING SESSIONS	10
LEADING THE TEAM AND THE PLAYER	12
ASSIGNMENTS	15
1. LEADERSHIP	17
2. COACHING - GAMES	19
3. COACHING - TRAINING SESSIONS	22
4. LEADING THE PLAYER	27
4. LEADING THE TEAM	28
ASSESSMENT	31



PREFACE



The United States Soccer Federation would like to thank you for your time and dedication to the sport of soccer. Soccer is truly an influential sport in the lives of many people, and it will continue to grow and flourish in our nation with the support of committed coaches such as yourself.

This guide provides information about the C Course. The program is geared to meet the demands and standards of coaching in a participation environment (U11 - U19+).

The goal of the course is to educate candidates to become (more) competent and successful in executing the tasks of coaching U11-U19+ players.

The program of the course is specifically developed for coaches who are currently working in a participation environment or will be working in this environment in the future. In addition to the overall goals, the program is based on the qualities and learning needs of the individual candidate.

The profile of the professional coach is the connection between the content, assignments and the assessment of the candidate. The profile will safeguard the quality and standard of the U.S. Soccer C Course.

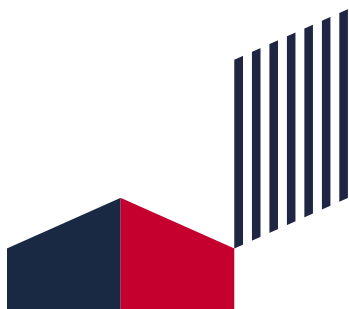
At U.S. Soccer, we believe that every coach is a valuable asset in the future development of this great game. If we all work collectively, we can continue to grow the sport at all levels.

Thank you for your continued support of the sport of soccer!

U.S. Soccer Federation



**COACHING
EDUCATION**



U.S. SOCCER COACH EDUCATION PHILOSOPHY & PRINCIPLES



1. U.S. SOCCER COACH EDUCATION PHILOSOPHY ON EDUCATING

EDUCATING PEOPLE = FACILITATING THEIR LEARNING PROCESS.

The learning environment (context) is defined through three tenants:

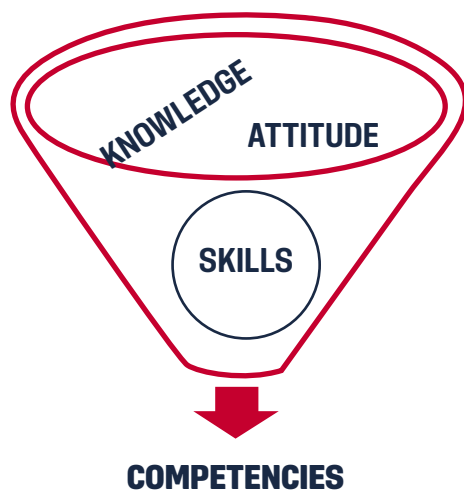
- Reality-based learning
- Holistic approach
- Experiential learning

1.1 REALITY-BASED LEARNING

THE REAL CHALLENGES OF A COACH AS THE STARTING POINT THAT DRIVES (CHANGES IN) BEHAVIOR, REFLECTION AND DECISION MAKING.

- Learning best occurs when learners connect information to their own frame of reference
- The context (reality) gives relevance and meaning to academy director behavior

TASKS AND RESPONSIBILITIES AS STARTING POINT



COMPETENCIES TO SUPPORT THE EXECUTION OF THE TASKS

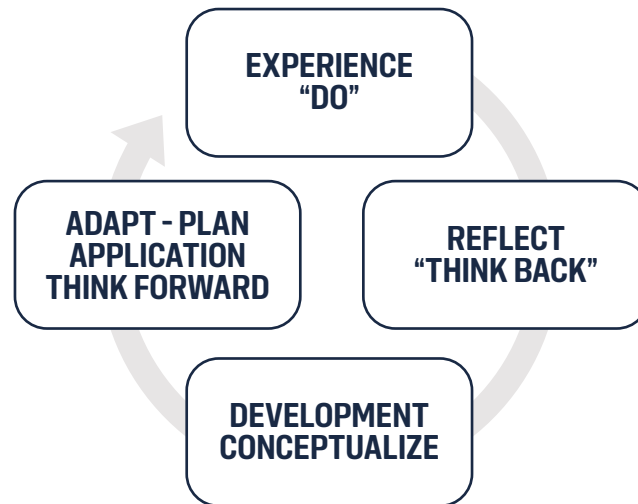


1.2 EXPERIENTIAL LEARNING

THE EVALUATION, ANALYSIS AND REFLECTION OF EXPERIENCES TO DEVELOP COMPETENCIES AND IMPROVE BEHAVIOR.



- One learns by reflecting on their own actions in practice and on appealing examples (persons and/or situations) to create changes in behavior
- Course meetings are focused on the integration of practice, theory and awareness (reflection)



1.3 HOLISTIC APPROACH

ENGAGE IN ALL ASPECTS OF THE LEARNER.

- The 6 tasks are interconnected
- The aim is to develop the coach as a (whole) person, equipping them with the resources and tools necessary to be successful in their role as a coach.
- We place significance on primary values and beliefs of the coach and the relationships with staff, players, and others within the learning environment

2. U.S. SOCCER COACH EDUCATION PRINCIPLES

1. **A learner-centered environment** that begins with the learner's current situation and real challenges in their own environment
2. **The learning environment feels safe**, with instructors willing to role model vulnerability and take personal responsibility
3. A focus on active **learning through collaboration**: building or tweaking content based on the experiences, ideas, beliefs and curiosities of the learner
4. **Manageable experiences tied to real-life situations**, challenges or tasks in which the instructor or coach facilitates or guides
5. **Continuous reflection and feedback** to help empower each other or challenge current beliefs and ideas
6. **Autonomous learning** habits that promote striving towards full potential
7. **Enjoyable, inspirational and positive experience**

LEARNING EXPERIENCE



1. EDUCATIONAL APPROACH

In 2021-2022 U.S. Soccer will teach courses with a blended learning approach, which utilize a variety of methods of content delivery and interaction.

1.1 VIRTUAL - INSTRUCTOR LED LEARNING (SYNCHRONOUS)

Synchronous teaching/learning will take place through the use of video conferencing.

As with the face-to-face environment, the candidates and instructors can interact in real time

- Live webinars/interactions:
 - Large group
 - Instructor's group
- Virtual office hours
- Video conferencing:
 - Small groups
 - 1-1 meetings

1.2 ONLINE - INDEPENDENT LEARNING (ASYNCHRONOUS)

Asynchronous online teaching is when teaching materials are posted on the Learning Center (LC), and candidates work through them in their own time, communicating with each other and the instructor via communication tool in the LC. Asynchronous teaching will include a variety of media, including audio and video.

With an asynchronous mode of teaching, the candidates can work at their own pace and at times of day which are convenient for them. There will still be deadlines for work to be submitted for feedback, and there will be a recommended schedule for candidates to follow so that they have some idea of what they should be doing and when.

- Recorded lectures
- Videos
- Readings
- Assignments

1.3 IN PERSON MEETING

During the four-day meeting(s) there will be components geared to the practical part of the course, such as: planning, designing, executing and evaluating training session based on the Long-term development plan, training and coaching methodologies, analyzing and interpret team and individual performance.

THE IMPORTANCE OF COLLABORATION

Collaboration between candidates, and between candidates and instructors, is an important factor in both synchronous and asynchronous learning. This helps to create a sense of connection between all participants and to build a sense of community and shared purpose.

The educational approach will require candidates to exchange experiences on the topics, enlarge their theoretical background, and develop models to apply the theory in practice (Groups and individuals' assignments).

Discussions and group tasks can work just as well asynchronously as synchronously. Indeed, because of the lack of time constraints, candidates can spend time composing a quality response when contributing to an asynchronous online discussion.

COURSE ENVIRONMENT



2. COURSE ENVIRONMENT, GOALS & LEARNING OBJECTIVES

Our educational approach is built on learning through experiences, reflecting on those experiences, and applying the learning to help address real-world problems.

Learning by doing can help develop critical and creative thinking skills and help learners develop knowledge and skills through authentic and directly meaningful experiences in a multitude of settings inside and outside of the classroom.

THE COURSE ENVIRONMENT		
PLAYER CHARACTERISTICS AND NEEDS: <ul style="list-style-type: none">• Age: U11-U19• Skillset: Beginner to intermediate• Motivation: Love to train and play/self-motivated	ORGANIZATION STRUCTURE: <ul style="list-style-type: none">• 2-3 training sessions per week	COMPETITION STRUCTURE: <ul style="list-style-type: none">• Level of competition: Local - state
GOALS		
<ul style="list-style-type: none">• To create a cumulative series of progressive game-like training session that encourage player's ownership (decision-making)• To create a game day environment linked to training session goals		
LEARNING OBJECTIVES		
<ul style="list-style-type: none">• To demonstrate an understanding of the influence of developmental stages & ages characteristics on player development• To create and safe, fun, inclusive game-day environment• To observe the game, recognize formations and systems with players roles and responsibilities• To observe and analyze one team - identify trends in the game• To demonstrate an understanding of how to structure the training session• To demonstrate an understanding of Warm up, Orientation, Learning and Implementation methodology (O-L-I)• To plan, organize, execute and reflect on 4 training sessions based on 2 different goals in 2 weeks• To create a game plan and coach players based on training session goal(s)• To apply a parent engagement process		

GENERAL INFORMATION - COURSE POLICY



1. ATTENDANCE

U.S. Soccer believes in creating the best possible learning environments for candidates. In order to achieve this, candidates are required to attend all (virtual or in-person) meetings. Should unforeseen circumstances require a candidate to miss any portion of a course meeting, that time missed must be approved in advance by U.S. Soccer and made up within the context of a future course. In such cases, all necessary arrangements will be the responsibility of the candidate. Should a candidate miss time, which has not been approved by U.S. Soccer, appropriate actions will be taken. This includes, but is not limited to, removal from the course.

2. FRAUD AND PLAGIARISM

In the occasion of fraud and plagiarism, the candidate's enrollment will be terminated immediately. Fraud and plagiarism is understood as any illegitimate actions of candidates that make it impossible to form a correct opinion of their competencies. The following actions will be classified as fraud and plagiarism:

- Copying another candidate's assignment work
- Submitting non-authentic work
- The provision of false information

3. MISSING DUE DATES

In order to be eligible to pass the course, the candidate must submit assignments on or before the due date. In order for an assignment to be evaluated, a conscientious attempt to complete the assignment in its entirety must be made by satisfying all of the assignment's requirements. Candidates may have up to three attempts to submit an assignment. If the instructor is not satisfied following the submission of an assignment, the candidate must revise the assignment. The instructor may decide that there will be a third- and final submission opportunity to revise an assignment.

4. TERMINATION AND REFUND

In case of premature termination of the candidate's participation in the course, the full course fee will be owed or not refunded.

5. LEARNING CENTER

U.S. Soccer's Learning Center (LC) is a state-of-the-art online educational platform. The LC allows coaches to communicate with technical staff, submit assignments and create session plans with an online graphics tool. All assignments are validated only by submitting through the LC.

Candidates are expected to check the communication tab in the LC frequently for course updates.

PROFILE



The profile describes the tasks and related competencies the candidate should develop throughout the course experience. The learning objectives are broken down in knowledge and skills.

Knowledge: Objective information the coach should learn and understand

Skills: Application of the knowledge

LEADERSHIP

LEARNING OBJECTIVES

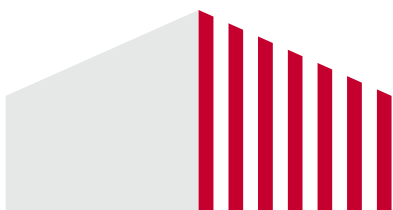
- To develop an understanding and process of self-assessment

KNOWLEDGE

- Definition of leadership
- Differences between Leading, Managing, and coaching/teaching
- Types of leadership styles
- Learning cycle (Kolb's)
- Goal setting (SMARTER)

SKILLS

- Evaluate and reflect on own performance & development within each task
- Develop and implement a coach's philosophy infusing a leadership style
- Set goals and create a personal development plan



PROFILE

COACHING - GAMES



LEARNING OBJECTIVES

- To observe the game, recognize formations and systems with players role and responsibilities
- To observe and analyze one team - identify trends in the game
- To create a game plan and coach players based on training session goal(s)
- To create a safe, fun, inclusive game-day environment

KNOWLEDGE

- Different formations and systems (introduction) with players role and responsibilities
- Roadmaps (observational structure)
- Difference between observing & analyzing - identify game trends
- Game day preparation/management

SKILLS

- Identify formations and systems with players roles and responsibilities
- Use an observational structure to observe and analyze attacking and defending trends of one team
- Create an age-appropriate game plan and prepare players for the game
- Give players positive, specific, developmentally appropriate feedback at the appropriate moment

COACHING - TRAINING SESSIONS

LEARNING OBJECTIVES

- To demonstrate an understanding of how to structure the training session
- To demonstrate an understanding of Orientation-Learning-Implementation methodology (O-L-I)
- To plan, organize, execute and reflect on 4 training sessions based on 2 different goals in 2 weeks

KNOWLEDGE

- Plan 4 sessions based on 2 different goals in 2 weeks - Plan a 2 week team tactical progression
- Plan and design a training session (P-P-P as starting point)
 - Periodization of the training session
- Facilitate and reflect on the training session
- Use the 5 elements of a training activity

SKILLS

- Plan 4 sessions based on 2 different goals in 2 weeks - Plan a 2 week team tactical progression
- Plan and design a training session (P-P-P as starting point)
 - Periodization of the training session
- Facilitate and reflect on the training session
- Use the 5 elements of a training activity

PROFILE



LEADING THE PLAYER

LEARNING OBJECTIVES

- To demonstrate an understanding of the influence of developmental stages & age characteristics on player development

PLAYER DEVELOPMENT KNOWLEDGE

- Self Determination Theory
- Mindset Theory
- Goal setting

PLAYER DEVELOPMENT SKILLS

- Built relationships and identify players' needs
- Increase a player's intrinsic motivation
- Create an environment to influence a player's mindset
- Help each player take responsibility and hold oneself accountable for one's own development

PROFILE

LEADING THE TEAM

LEARNING OBJECTIVES

- To create a team development process

TEAM DEVELOPMENT KNOWLEDGE

- SMARTER Goal setting
- Process, Performance, and Outcome goals
- Team Building

TEAM DEVELOPMENT SKILLS

- Differ between a group and a team
- Set co-created team goals
- Implement team building activities



ASSIGNMENTS

ASSIGNMENTS

2. INDIVIDUAL ASSIGNMENTS



The candidate works on the development of the competencies, by carrying out assignments in practice and reflecting on the execution. The instructors will give feedback on the assignments. The assignments must provide a clear picture of the candidate's development and competencies as a coach who works in the 9v9 or 11v11 environment.

TASKS		ASSIGNMENTS	DUE DATES
LEADERSHIP	1.1	Self-assessment	Pre-course, week 15, week 19
	1.2	Leadership	Week 19
COACHING - GAMES	2.1(a,b,c,d) 2.2	Game analysis	Weeks, 4, 5, 13, 17 week 20
COACHING - TRAINING	3.1	Training session (+video - option 1 only)	Week 5
	3.2	Training session attacking + video	Week 10
	3.3	Training session	Week 16
	3.4	Training session defending + video	Week 18
LEADING THE PLAYER	4.1(a,b)	Player Development	Week 14, week 19
LEADING THE TEAM	4.2	Team Development Project	Week 19
MANAGING THE PERFORMANCE ENVIRONMENT	5.1	Team environment	Week 14
	6.2	Safe and Healthy Playing Environment	Pre-Course

A BOOK OF EXPERIENCE is an important source to complete the assignments. Collecting experiences that matter will provide the foundation and detail needed to complete the assignments. The following steps support the process of self-reflection:

- Write down daily experiences related to the assignments and the personal development goals
- Try to identify patterns or trends and relate them to the experiences
- Ask for feedback (other candidates, instructor, etc.) to improve your approach as you work on the assignment
- Reflect on the experiences at least once a week (give meaning to the experiences regarding their own learning process)
- Connect the outcome of the reflection with the assignments

1. SELF-ASSESSMENT AND SELF DEVELOPMENT



ASSIGNMENT - INDIVIDUAL

- Assess yourself by scoring the 6 tasks of a coach on three separate occasions. Based on your assessment set individual development goals, determine outcomes and plan the strategic action steps you will take to reach those goals.

OBJECTIVES

This assignment develops you in:

- Being informed about the learning objectives of a C license coach (profile)
- Receiving information about your current performance compared to the learning objectives (the performance gap)
- Identifying in what tasks you still have to grow
- Formulating personal learning needs, development goals and outcomes
- Reflecting on your own performance and planned development goals and adjust if needed
- Supporting lifelong learning and the ongoing process of development as a coach various tasks in your Book of Experience and profile
- Set specific individual development goals (SMART)
- Describe the visible and measurable outcomes to monitor your development
- Plan action steps to accomplish the goals
- Draw up a timetable and outline who can support you
- Evaluate and reflect on the process and outcome
- Adjust the planned goals and/or the process if needed to accomplish them
- Be open to and try different strategies of learning
- Present the outcomes of your reflection to your instructor

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

Ongoing, throughout the course

STEPS TO CARRY OUT THE ASSIGNMENT

1. Read the profile of a C License Coach
2. Download Performance Wheel template from course resources
3. Analyze yourself comparing your current performance with the course learning objectives
4. Write down an explanation as to the scores that you gave yourself
5. Check your score by asking people in your environment to give their honest opinion on your performance regarding the various tasks
6. Add two lines or less explaining why you scored yourself as you did

Support

- The instructor
- Peers
- Players
- Mentor
- Anyone who can give a contribution regarding the self-assessment

Due Date(s)

- Pre-course, week 15 and 19

COMPLETION

- A personal assessment and development plan
- Individual presentation (combined with assignment 1.2)
- Feedback and approval of the Instructor

1.2 LEADERSHIP PORTFOLIO



ASSIGNMENT - INDIVIDUAL

- Describe your vision on leadership and define yourself as a role model
- Evaluate and reflect on your own performance and development as a leader
- Set goals and create a personal development plan

OBJECTIVES

This assignment develops you in:

- Formulating and applying a vision on leadership
- Differentiating between different styles of leadership (e.g. telling, selling, participating and delegating)
- Motivating and inspiring others
- Displaying, implementing and modeling moral and ethical standards
- Identify a coach and her/his leadership skills and philosophy
- Describe your personal vision on leadership, values and standards
- Reflect on your own experiences while looking at the characteristics of the coach that you analyzed and compare your leadership ideas with theirs
- Creating a personal development plan to promote autonomous growth and development
- Communicating with all the persons who are a part of the development environment
- Using evaluation, reflection, and feedback techniques

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment

STEPS TO CARRY OUT THE ASSIGNMENT

The leadership portfolio includes a purposeful collection of projects, independent work, and assignments the coach creates throughout the course. It is designed to show the learning process (development) with the purpose of giving the coach the opportunity to demonstrate and reflect on their growth over a specific period of time. It will include various stages of projects and activities completed throughout the weeks of the course compiled to demonstrate the coach's growth related to the leadership learning objectives, skills and knowledge.

Components

After receiving feedback from peers and/or staff throughout the course, the following components should be updated by the coach and included in the final 1.2 Leadership Portfolio:

1. Final draft of "What is leadership" Activity (week 4)
 - What is your current definition of leadership?
 - Why is leadership development important for coaches?
 - How do players benefit from coaches who know themselves well?
2. Final draft of "Goal Setting" Activity (week 5 & week 10)
 - Answer the following questions about Setting Goals:
 - What are some of the factors that you feel impact success or failure in reaching a goal?
 - Why do people not meet goals?
 - What happens when a goal is not met?
 - Create one SMARTER goal for each "6 Task of a coach" (i.e., 6 SMARTER goal statements)
3. Final draft of "Personal Mission Statement/Coaching Philosophy" (week 13)
 - A personal mission statement/Coaching Philosophy defines who you are as a person and identifies your purpose and values, whether that's in a coaching setting, or in life. Personal mission statements can guide your decisions and ensure that they align with your personal goals. Include your final draft of your Personal Mission Statement using one of the templates provided introduced in week 13.
4. Final draft of Personal Development Plan Leadership Presentation (PowerPoint presentation is completed at the in-person meeting (week 18)
5. Reflection on Personal Development Plan Leadership Presentation with answers to questions:
 - What is your biggest takeaway from the leadership development process as it relates to the C Course?
 - Give 2 examples of how you will use Kolb's Learning Cycle in your personal development as a coach after completing this course?

2.1 GAME ANALYSIS PROJECT



ASSIGNMENT - INDIVIDUAL

- Observe and analyze team performance

OBJECTIVES

This assignment develops you in:

- Using an observational structure to collect objective team data based on defined goals to identify game trends
- Identify formations and systems with players roles and responsibilities
- Analyze team performance based on the observed game trends
- Formulating developmental conclusions
- Planning a training session to develop team performance based on the analysis conclusions
- Creating an age-appropriate game plan with objectives based on the development of the players
- Deciding the game day roster and line-up for the match
- Encouraging players/team to take responsibility for themselves and with game situations
- Deciding on player-appropriate substitutions and/or make tactical changes and account for them
- Creating a learning environment in the game
- Coaching players positively
- Holding team, group, individual talks and applying age/player appropriate language
- Evaluating the game with players and the coaching staff

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

With your own players, in the home environment

STEPS TO CARRY OUT THE ASSIGNMENT

Part I

- The candidate must select a game within their home teams schedule. (Video game in their own environment)
Must be a U11+ game (9v9 or 11v11 format)
 - Observe and analyze the first half of the game
 - Determine an attacking or defending trend
 - Provide clips or screen shots that support your analysis and trend
 - Create a training objective based on the trends using the 5ws
- Submit the template (slides 7-12) to instructor for feedback in Week 4

Part II

- Design a training session using the training objective from part 1. (Use the standard session form in the LC)
 - Determine the structure of the session
 - Select 1 activity from the session to utilize the U.S. Soccer coaching methodology (O-L-I) Use the LC planning tools to design and create session
 - Use the 5 elements to design the training session
- Submit the template to instructor for feedback during In-person meeting 1 (Week 5 - option 1)

Part III

- Execute the training session with video
 - 25-30 minute video of the session and needs to meet the U.S. Soccer video standards
 - Show and demonstrate organization of an activity
 - Show that it is an age-appropriate developmental session
 - Show Coaching behaviors to influence opponent/focus team behaviors
 - Upload the session into the Learning Center
- Reflect on the session

2.1 GAME ANALYSIS PROJECT



- What went well?
- Were you able to reach the learning phase? If not, why not? If so, what were the indicators to move on?
- What would you change for the next session?
- Use the 5 elements to design, execute and reflect on the session
- Submit video to instructor for feedback on week 13

Part IV

- Prepare a game plan for the next game
 - Create a game plan with objectives based on the development of the players and the training objective(s) from part 2 and 3.
 - Prepare a pre-game talk (define objective(s) of the game, choice of starting line-up, formation, and strategy (organization of lines, roles and responsibilities)
 - Decide the game day roster and line-up for the match
 - Decide on player-appropriate substitutions and/or make tactical changes and account for them
 - Hold team, group, individual talks and apply age/player appropriate language
- Execute the game plan
 - Deliver a pre-game talk
 - Coach the team during the first half and make necessary tactical adjustments
 - Use your substitutes when necessary/appropriate
 - Deliver half time talk with clear explanation of what you expect the team/players to do during the second half.
 - Coach the team during the second half and make necessary tactical adjustments
 - Deliver post game talk
- Reflect on game
 - Reflect on your behavior and choices
 - How did the game play out?
 - Were they successful in executing the objective?
 - What are the next steps?
- Write and submit a report of the total process including the reflection (use template)

SUPPORT

- The instructor
- Peers
- Mentor

DUE DATE

- Week 4 (PART I)
- Week 5 (PART II)
- Week 13 (PART III)
- Week 17 (PART IV)

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- Week 10
- Week 16 in-person

- Team analysis in the team functions attacking or defending
- A lesson plan for the training session
- A written report of coaching a team with reflection (template)
- Feedback and assessment of the instructor

2.2 GAME ANALYSIS PROJECT



ASSIGNMENT - INDIVIDUAL

- Reflection of the Game Analysis project

OBJECTIVES

This assignment develops you in:

- Using an observational structure to collect objective team data based on defined goals to identify game trends
- Identify formations and systems with players roles and responsibilities
- Planning a training session to develop team performance based on the analysis conclusions
- Creating an age-appropriate game plan with objectives based on the development of the players
- Encouraging players/team to take responsibility for themselves and with game situations
- Coaching players positively

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

Look back at the process and answer these questions:

1. How was your understanding of the training session structure vs. methodology?
2. How is your preparation for a game?
3. How was your initial observation and analysis of the game?
4. Did you have difficulty identifying a trend? How did you improve these skills?
5. How was your understanding of the training session structure vs. methodology?
6. How is your preparation for a game?
7. What do you need to add/omit from your preparation?
8. Is your coaching effective to change the behaviors of your players during training sessions? During Games?

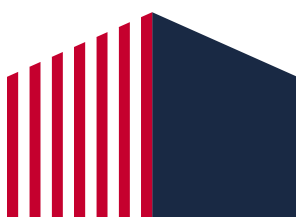
SUPPORT

- The instructor
- The coaching staff
- Peers
- Mentor

DUE DATE

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- Week 20
- A written report of the reflection of the game analysis project and your individual development throughout the process (max. two pages)
- Feedback and assessment of the instructor



3.1 TRAINING SESSION (OPTION 1 W/ VIDEO)



ASSIGNMENT - INDIVIDUAL

- Prepare, execute, film and evaluate a training session to develop the team in the team function

OBJECTIVES

This assignment develops you in:

- Creating an age/player appropriate session plan based on team analysis and the periodization plan
- Conceptualizing the analysis in a session plan by using the 5ws and creating a training objective
- Organizing the training session to bring out repetition of the identified game situation
- Creating a reality-based and challenging training environment and -if necessary- adapt the training situation on the field
- Reading and recognizing the right situation and moment to influence player behavior
- Utilizing a coaching structure to influence player behavior
- Coaching the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

During the course with assigned team/players

STEPS TO CARRY OUT THE ASSIGNMENT

1. The lead instructor will assign a team function and area of the field to each coach
2. Watch the first half of the assigned game - focusing on the assigned team, team function and area of the field
3. Define the 5 W's based on the analysis
4. Plan a training session that develops the team w
5. Prepare the players for the session (team talk)
6. Organize the session/exercises to bring out repetition and a challenge in the identified game situation
7. Use different coaching methods (freezes/guided coaching/ examples/etc.) during the session to clarify and influence the role of the team, lines/ units and individual players
8. Evaluate and reflect on the outcome of the session, your own coaching behavior, the exercises, the players and their responses
9. Submit the training session plan and (video - option 1 only) with evaluation and reflection

SUPPORT

- The instructor
- The coaching staff
- Peers
- Mentor

DUE DATE

Week 5

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- Week 3 - presentation
- A training session lesson plan with written reflection [Option 1 only - and a video (20-25 min.)]
- Feedback and assessment of the instructor

3.2 TRAINING SESSION WITH VIDEO



ASSIGNMENT - INDIVIDUAL

- Prepare, execute, film and evaluate a progressive training session to further develop the team in the team function attacking

OBJECTIVES

This assignment develops you in:

- Creating an age/player appropriate session plan based on team analysis and the periodization plan
- Conceptualizing the analysis in a session plan by using the 5ws and creating a training objective
- Organizing the training session to bring out repetition of the identified game situation
- Creating a reality-based and challenging training environment and -if necessary- adapt the training situation on the field
- Reading and recognizing the right situation and moment to influence player behavior
- Utilizing a coaching structure to influence player behavior
- Coaching the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

1. Analyze the last game of your own team in the team functions - attacking
2. Define the 5 W's based on the analysis
3. Plan a training session that develops the team within the 5 W's
4. Prepare the players for the session (team talk)
5. Organize the session/exercises to bring out repetition and a challenge in the identified game situation
6. Use different coaching methods (freezes/guided coaching/ examples/etc.) during the session to clarify and influence the role of the team, lines/ units and individual players
7. Evaluate and reflect on the outcome of the session, your own coaching behavior, the exercises, the players and their responses
8. Submit the training session plan and video with evaluation and reflection

SUPPORT

- The instructor
- The coaching staff
- Peers
- Mentor

DUE DATE

Week 10

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- ----
- A training session lesson plan with written reflection and a video (20-25 minutes)
- Feedback and assessment of the instructor

3.3 TRAINING SESSION



ASSIGNMENT - INDIVIDUAL

- Prepare, execute, film and evaluate a progressive training session to further develop the team in the team function

OBJECTIVES

This assignment develops you in:

- Creating an age/player appropriate session plan based on team analysis and the periodization plan
- Organizing the training session to bring out repetition of the identified game situation
- Creating a reality-based and challenging training environment and -if necessary- adapt the training situation on the field
- Reading and recognizing the right situation and moment to influence player behavior
- Utilizing a coaching structure to influence player behavior
- Coaching the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

1. The instructor will assign a team function and area of the field to each coach (different from 3.1)
2. Watch the second half of the assigned game - focusing on the assigned team, team function and area of the field
3. Define the 5 Ws based on the analysis
4. Plan a training session that develops the team
5. Prepare the players for the session (team talk)
6. Organize the session/exercises to bring out repetition and a challenge in the identified game situation
7. Use different coaching methods (freezes/guided coaching/ examples/etc.) during the session to clarify and influence the role of the team, lines/ units and individual players
8. Evaluate and reflect on the outcome of the session, your own coaching behavior, the exercises, the players and their responses
9. Submit the training session plan and (video - option 1 only) with evaluation and reflection

SUPPORT

- The instructor
- The coaching staff
- Peers
- Mentor

DUE DATE

Week 16

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- Week 14 - Presentation
- A training session lesson plan with written reflection
- Feedback and assessment of the instructor

3.4a SOCCER PERIODIZATION PLAN



ASSIGNMENT - GROUP

- Plan a general four-week tactical periodization, a detailed two-week tactical periodization within those four weeks and one detailed training sessions during the two-week period that will be executed

OBJECTIVES

This assignment develops you in:

- Planning a general periodized four-week periodization to develop the team/players
- Transferring/translating the periodized four-week plan into two-week plan and a training session for the team

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

With one's own team/players, in the home environment

STEPS TO CARRY OUT THE ASSIGNMENT

1. Start with considering a four-week training window relative to your team's game and training schedule focused on team/player development
2. Plan a four-week tactical periodization
3. Plan all scheduled games, training days and days off in the four-week cycle
4. Describe the team function, area on the field and team tactical principles for each training day in this four-week cycle
5. Look at two weeks in this four-week plan and specifically describe in detail each training day (goal, objectives, team tactical principles)
6. Develop one day's training session in detail from the two week window; create an exact training plan for the day addressing each training activity (planning tool in the LC)

SUPPORT

- The instructor
- Peers
- Mentor

DUE DATE

- WEEK 18

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- -----
- A written four-week general training plan
- A written specific and detailed two-week training plan within the four-week plan
- One specific and periodized training session (planning tool in the LC)
- Feedback and assessment of the instructor



3.4b TRAINING SESSION W/ VIDEO



ASSIGNMENT - INDIVIDUAL

- Prepare, execute and evaluate a progressive training session to further develop the team in the team function defending

OBJECTIVES

This assignment develops you in:

- Creating an age/player appropriate progressive session plan based on team analysis and the periodization plan
- Organizing the training session to bring out repetition of the identified game situation
- Creating a reality-based and challenging training environment and -if necessary- adapt the training situation on the field
- Reading and recognizing the right situation and moment to influence player behavior
- Utilizing a coaching structure to influence player behavior
- Coaching the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

1. Analyze the last game of your own team in the team functions defending
2. Define the 5 W's based on the analysis
3. Plan a training session that develops the team within the 5 W's
4. Prepare the players for the session (team talk)
5. Organize the session/exercises to bring out repetition and a challenge in the identified game situation
6. Use different coaching methods (freezes/guided coaching/ examples/etc.) during the session to clarify and influence the role of the team, lines/ units and individual players
7. Evaluate and reflect on the outcome of the session, your own coaching behavior, the exercises, the players and their responses
8. Submit the training session plan and video with evaluation and reflection

SUPPORT

- The instructor
- The coaching staff
- Peers
- Mentor

DUE DATE

Week 18

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- ---
- A training session lesson plan with written reflection and a video (20-25 min.)
- Feedback and assessment of the instructor

4.1a LEADING THE PLAYER



ASSIGNMENT - INDIVIDUAL

- Assess, influence and evaluate the team dynamics
- Develop a template that will be used to execute an individual player meeting

OBJECTIVES

This assignment develops you in:

- Informing, guiding and supporting individual players
- Arranging (learning) situations and considering the stage of development appropriate to the individual players (e.g. learning styles)
- Utilizing Self Determination Theory and Mindset when developing rapport and providing guidance
- Knowing the person not just the player
- Empowering individual players
- Giving attention to each individual
- Having coach-player meetings (formal and informal in a safe environment)
- Asking questions and listening
- Evaluating your effectiveness in guiding players

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

1. Identify a player and create an in-depth analysis of the player's traits
2. Develop a individual meeting template that includes physical environment, discussion questions, and follow-up plan
3. Execute the individual meeting (not recorded)

SUPPORT

- The instructor
- Peers
- Mentor
- Players

DUE DATE

Week 14

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- ---
- Written template for a team meeting
- Feedback and assessment of the instructor

4.1b LEADING THE PLAYER



ASSIGNMENT - INDIVIDUAL

- Reflect on the process and outcomes of executing an individual meeting

OBJECTIVES

This assignment develops you in:

- Informing, guiding and supporting individual players
- Arranging (learning) situations and considering the stage of development appropriate to the individual players (e.g. learning styles)
- Utilizing Self Determination Theory and Mindset when developing rapport and providing guidance
- Knowing the person not just the player
- Empowering individual players
- Giving attention to each individual
- Having coach-player meetings (formal and informal in a safe environment)
- Asking questions and listening
- Evaluating your effectiveness in guiding players

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

1. Reflect on the experience of preparing and executing an individual meeting and answer the questions:
2. What part (s) of the meeting had a positive impact on the player?
3. What part(s) of the meeting would you change if doing it again?
4. Provide example(s) of how did your meeting fostered accountability from the player
5. Consider your role when Leading the Player, what ideas have been confirmed and what ideas have changed

SUPPORT

- The instructor
- Peers
- Mentor

DUE DATE

Week 19

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- ---
- Written reflection of process of individual meeting
- Feedback and assessment of the instructor



4.2 TEAM DEVELOPMENT PROJECT



ASSIGNMENT - INDIVIDUAL

- Co-construct team goals and team culture

OBJECTIVES

This assignment develops you in:

- Learn and recognize the difference between Groups and Teams
- Setting goals for team development - SMART goals
- Developing effective strategies that foster the:
 - Co-construction of team goals
 - Co-construction of team culture
- Teaching roles and responsibilities within the team (on/off the field)
- Evaluating the team dynamics and your teaching interventions
- Identifying and recognizing age group characteristics and developmental needs

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment with your own team

STEPS TO CARRY OUT THE ASSIGNMENT

1. Reflect on the outcomes LTT group project #1.
 - Development of Team Goals
 - Refined your use of SMARTER goals
2. Reflect on the outcomes of LTT group project #2
 - How different coaches engaged players in developing
 - Team culture
 - Team goals
3. Create and record what strategies you will use for conducting a team meeting that foster players' involvement:
 - In a team building activity
 - In creating team goals
 - In developing team culture
4. Create method for sharing the outcomes of the team meeting with the players
5. Execute your team meeting
6. Explain how this process has confirmed your idea(s) on Leading the Team and changed your idea(s) on Leading the Team

SUPPORT

- The instructor
- Peers
- Mentor

DUE DATE

Week 19

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- ---
 - Written report on your reflection of process
 - Feedback and assessment of the instructor

5.1 MANAGING THE PERFORMANCE ENVIRONMENT



ASSIGNMENT - GROUP AND INDIVIDUAL

- Analyze the key factors that you can control, can and cannot influence in the team environment you are working in. Prioritize the parent engagement process and describe the process to improve parent engagement

OBJECTIVES

This assignment develops you in:

- Analyzing the team development environment for players
- Identifying areas to improve the environment
- Identifying key persons/stakeholders
- Providing input and using the coach's influence to enhance the player's environment
- Communicating (frequently, openly, effectively) with all key persons/stakeholders
- Managing the relationship with parents

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In your own environment team environment

STEPS TO CARRY OUT THE ASSIGNMENT

- Analyze your teams' performance environment
- Create a list of areas that realistically can be improved
- Describe the areas in order of importance
- Identify the areas you can influence in a direct and indirect way
- Identify the areas you cannot influence
- Connect as a group and share individual ideas
- Collaborate and define roles and responsibilities within the group (everyone needs to contribute)
- Describe differences and commonalities within the group
- Provide each other feedback/tips on how to improve the performance environment
- Based on the feedback describe how you can act (step process/ plan) to improve the areas you can influence directly and indirectly
- Reflect on the entire process

SUPPORT

- The instructor
- Peers
- Mentor

DUE DATE

Week 14

CHECK-IN DATE WITH INSTRUCTOR COMPLETION

- ---
- Written report on how to improve risk management and parent engagement within your team and reflectio
- Assessment and feedback of the instructor

3. ASSESSMENT



Candidates will be assessed through a formative and summative assessment process.

Formative assessment is an ongoing activity. The evaluation takes place during the learning process, not just one time, but several times. With formative assessments the learning process will be monitored to assess whether a candidate is doing well or needs help. The C profile will be used as a standard to assess the candidate's development.

The purpose of the formative assessment is to improve the candidate's learning within the course learning objectives.

Summative assessments are more appropriately used to determine learning progress and achievement and evaluate the effectiveness of educational programs.

The summative assessment will take place at the end of the course and each candidate will be assessed on each of the learning objectives of the C course.

TASKS	ASSIGNMENTS	FORMAT	ACTIVITIES
1. LEADERSHIP	<ul style="list-style-type: none"> Self-assessment (1.1a,b,c) Leadership (1.2) 	<ul style="list-style-type: none"> Written report Written report and individual presentation 	<ul style="list-style-type: none"> "Your Why" 1-2-3 "What is leadership" Leadership L/C/M Goalsetting "What is your leadership style" Personal Mission Statement
2. COACHING - GAMES	<ul style="list-style-type: none"> Game analysis project (2.1a,b,c,d) Game analysis summary (2.2) 	<ul style="list-style-type: none"> Session plan + video + written report Written report 	<ul style="list-style-type: none"> Group presentation Written report + video
3. COACHING - TRAINING SESSIONS	<ul style="list-style-type: none"> Training session attacking (3.1) Training session (3.2) Training session (3.3) Soccer periodization (3.4a) Training session (3.4b) 	<ul style="list-style-type: none"> Session plan + (video option 1 only) Session plan + video Session plan Written report Session plan + video 	<ul style="list-style-type: none"> Roadmaps Small sided activity
4. LEADING THE TEAM LEADING THE PLAYER	<ul style="list-style-type: none"> Team development project (4.2) Player development (4.1a,b) 	<ul style="list-style-type: none"> Group presentation + written report Written report 	<ul style="list-style-type: none"> Team development Team meeting template SDT/Mindset Player analysis
5. MANAGING THE PERFORMANCE ENVIRONMENT	<ul style="list-style-type: none"> Organization structures and parent engagement (5.1) 	<ul style="list-style-type: none"> Written report 	<ul style="list-style-type: none"> Organization structures
SAFE AND HEALTHY PLAYING ENVIRONMENT SAFESPORT		<ul style="list-style-type: none"> Online test Online test 	

ALL ASSIGNMENTS NEED TO BE UPLOADED



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