## CONTENT

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This guide provides information on the C License Course. The program is geared to meet the demands and standards of coaching in a competitive and developmental 11v11 (youth/senior) environment.

The program is designed to focus on the basic core concepts of coaching in an 11v11 environment with players 13 years of age and older and developing both the individual player and team.

The goal of the course is to introduce and educate candidates to become (more) competent and successful in executing the tasks of a coach.

The program is specifically developed as the introductory (core) national level course for the coach who is preparing for, or already engaged in, the 11v11 environment. In addition to the overall goals, the program is based on the qualities and learning needs of the individual candidate. The profile of the C License Coach is the connection between the content, assignments and the assessment of the candidate. The defined profile will safeguard the quality and standard of the C License Course.

We expect the candidates who attend this course to be fully committed. We wish all of you a fruitful, informative and enjoyable course!

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.

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
HOW TO USE THE COURSE GUIDE

The course guide is more than an information guide. The course guide serves, literally and figuratively, as a guide during the course.

The course guide consists of the following sections:
• General information
• The profile of a coach working in the full 11v11 game environment with players 13 years of age and older
• Candidate assignments
• Assessment of the candidate

The first section, general information, provides information on: objectives of the course, admission, content, hours of education, attendance, fraud and plagiarism, termination and refund and missing due dates.

Section two outlines the profile of a coach working in the 11v11 developmental and competitive performance environment (players 13 years of age and older). The profile runs like a common thread throughout the course and is a frame of reference for the license. The profile consists of two parts: the tasks of the coach within the 11v11 environment, the underlying processes and the related competencies. The competencies are broken down into the actions of the coach and the desired outcomes. The profile will also be used as a yardstick in the assessment of the coach’s competencies. The profile is a product of interviews with various professionals who are or have been working in this environment and are familiar with the job. This ensures that the profile is geared to the practice of coaching in the 11v11 environment and is recognizable for the candidates.

The importance of assignments is outlined in section three. Carrying out assignments plays a key role in this method of learning. The assignments are structured in a way that candidates can put them immediately into practice. The meetings are based on the assignments and the needs of the candidates. Thinking about one’s own practice and experiences - reflection - linked to theory is the basis for the learning process. The assignments ensure that the course will be meaningful and practically geared to the competencies of a coach who coaches in the 11v11 environment. At the end of the course, all assignments must have been completed and approved.

The assessment of the candidate is outlined in section four. All tasks of the C License Coach will be assessed, separately or together.

Planning is key to the successful completion of the course. The timetable gives the candidates an overview of the assignments and the due dates.
1.1 OBJECTIVES OF THE COURSE
The overall objective of the C License Course is to enable candidates to acquire or further develop the basic core competencies (knowledge, skills, attitude and personal traits) necessary to work as a coach in a developmental and/or competitive 11v11 (youth/senior) environment.

Besides the individual program, the main objectives of the license are:

- **Leadership**: developing and implementing leadership characteristics in all aspects of coaching and personal development in order to develop the team and players
- **Coaching games**: coaching the team during soccer games focused on achieving predefined objectives
- **Coaching training sessions**: preparing the team systematically during training
- **Leading the team**: leading a team of players in order to drive and improve team development
- **Leading the player**: leading and guiding individual players
- **Managing the environment**: creating and developing a performance environment

1.2 ADMISSION
To apply for the course, candidates must be at least 18 years of age and possess the U.S. Soccer D License, which is a required prerequisite to the course learning environment. The candidate must be currently working in the 11v11 environment or have the ability to carry out the assignments in an 11v11 environment.

1.3 CONTENT
The course consists of two components: a practical component and a theoretical component.

**Practical component**
During the seven-day course meeting there will be components geared to the practical part of the course, such as: coaching games, game analysis, team talks and conducting training sessions.

In between the course meeting and the three-day assessment meeting there is a development period where the candidates can practice the practical components and execute the assignments in their own environment. The Coaching Training Sessions assignments will be a part of the course meeting and assessment meeting with an assigned team of players within the U-13-U-18 age group.

**Theoretical component**
The seven-day meeting will be focused on the experiences of the candidates related to the main objectives of the course (tasks of a coach) and the assignments. 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.

During the course, candidates are encouraged to develop their own vision on coaching and leadership.
1.4 HOURS OF EDUCATION

<table>
<thead>
<tr>
<th>COURSE MEETINGS</th>
<th>#</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment meeting</td>
<td>1 (3d)</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Pre-course assignments</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Webinars</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Skype calls</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Online test</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Practice coaching</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

Approximate hours of education: 138

1.5 ATTENDANCE
Candidates are required to attend all meetings.

1.6 FRAUD AND PLAGIARISM
In the event of fraud or plagiarism, the candidate’s enrollment will be terminated immediately. Fraud and plagiarism are 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 or plagiarism:

- Copying another candidate’s assignment work
- Handing in non-authentic work
- The provision of false information

1.7 TERMINATION AND REFUND
In case of premature termination of the candidate’s participation in the course, the full course fee will be owed.

1.8 MISSING DUE DATES
The candidate must submit the assignments before the due date. In order for the candidate to take the final assessment, all assignment due dates must have been previously met with the only opportunities to make revisions being provided by the instructor. Candidates will have up to four 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 fourth – and final – opportunity to revise an assignment. The fourth and final submission must occur no more than 2 weeks after the final day of the assessment meeting.

1.9 DIGITAL COACHING CENTER (DCC)
U.S. Soccer’s Digital Coaching Center (DCC), is a state-of-the-art online educational platform. The DCC allows coaches to create a personal profile, register for courses, communicate with technical staff, take part in online courses, create session plans with an online graphics tool and access an archive of U.S. Soccer training sessions.

Candidates should become proficient in using new technology tools and specifically the DCC. The DCC is where assignments are submitted and instructor communication will take place.
# Profile of a C License Coach

The profile describes the tasks, processes and competencies of a C License Coach. The competencies are broken down in actions and outcomes.

## General Information Regarding the Job of a C License Coach

### Context of the Work Environment

The C License Coach:
- Coaches in the Youth or Senior 11v11 environment
- Works with players from U-13 and older from various playing and competitive backgrounds (recreational to academy level)
- May be part of the long-term vision and policy of a club or another organization

### Purpose of the Job

The C License Coach:
- Creates a learning environment for player/team development
- Makes and executes a plan to improve players/team
- Leads and manages all aspects of the individual/team's performance

## Tasks and Processes of a C License Coach

### Coaching Games

- Formulating goals on the analysis of the team
- Coaching team and players on game day
- Evaluating

### Coaching Training Sessions

- Designing a plan
- Designing a week plan
- Executing a training session
- Evaluating

### Leading the Team

- Developing the team
- Evaluating

### Leading the Player

- Guiding players
- Having (development) meetings with a player
- Evaluating

### Managing a Performance Environment

- Analyzing the environment regarding team and player development conditions
- Creating an optimal situation for individual and team performance
- Evaluating

### Leading the Total Process of Development and Performance (Team, Player, Staff, Club, Self-Development)

- Being a leader
- Dealing with social media
- Self-reflection and self-development

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PROFILE OF A C LICENSE COACH

COACHING GAMES - The C License Coach is competent in coaching the team during soccer games focused on achieving the predefined objectives.

THE COACH IS ABLE TO:  

FORMULATING GOALS ON THE ANALYSIS OF THE TEAM

- Read the game at 11v11
- Analyze games
- Gain knowledge of playing style, strategy and formation appropriate to the players
- Select and describe an appropriate style of play, strategy and formation
- Understand players’ roles and requirements of their tasks in the selected systems of play

OUTCOMES:

- Observational structure of reading the game
- Applied knowledge and awareness of general and team tactical principles (e.g. create width and depth, create a numerical advantage)
- The game analysis describes the application of team/player actions related to the general and team tactical principles
- Knowledge of the difference between playing style, strategy and formation
- Style of play, strategy and formation appropriate to the development of players
- Basic knowledge of the roles and tasks of players

COACHING TEAM AND PLAYERS ON GAME DAY

- Create a game plan with objectives based on the development of the players
- Decide the game day roster and line-up for the game
- Encourage players/team to take responsibility for themselves and with game situations
- Decide on player appropriate substitutions and/or make tactical changes and account for them
- Create a learning environment in the game
- Coach players positively
- Hold team, group, individual talks and apply age/player appropriate language

OUTCOMES:

- Development of players in a team environment
- Players have been picked based on predefined (trained) goals for the game
- Players are involved, motivated and are taking ownership of their decisions
- A turnaround in the game
- Playing time for all players
- Experiences in different playing positions
- Players are confident in experimenting
- Player-centred coaching
- Players are informed by using different ways of communication (e.g. verbal and visual)

EVALUATING

- Evaluate the game with players and coaching staff

OUTCOMES:

- Systematic and continuous assessment of the relevance, impact and progress of the team/player and staff performance
- Information for the upcoming training week, the next game and for the team and player development
## PROFILE OF A C LICENSE COACH

**COACHING TRAINING SESSIONS** - The C License Coach is competent in preparing the team systematically during training.

<table>
<thead>
<tr>
<th>THE COACH IS ABLE TO:</th>
<th>OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGNING A PLAN</strong></td>
<td></td>
</tr>
<tr>
<td>• Formulate and describe a style of play based on the analysis of the team/players and the coach’s own vision</td>
<td>• A style of play tailored to the qualities of the players and the coach’s own vision</td>
</tr>
<tr>
<td>• Compose a periodized two-week plan to develop the team/players</td>
<td>• A periodized two-week plan to develop the team/players</td>
</tr>
<tr>
<td><strong>DESIGNING A WEEK PLAN</strong></td>
<td></td>
</tr>
<tr>
<td>• Transfer/translate the periodized two-week plan into a week plan and a training session for the team</td>
<td>• The training sessions’ goals of the week are geared to development of the player and the team</td>
</tr>
<tr>
<td><strong>EXECUTING A TRAINING SESSION</strong></td>
<td></td>
</tr>
<tr>
<td>• Create a session plan with age/player appropriate training goals</td>
<td>• The goals are appropriate to the level of the player/team</td>
</tr>
<tr>
<td>• Conceptualize the analysis in a session plan by using the 5 W’s</td>
<td>• U.S. Soccer language (frame of reference)</td>
</tr>
<tr>
<td>• Inform the players about the goal(s) of the training session</td>
<td>• Flow and (methodical) progression in the training session (follow U.S. Soccer progression)</td>
</tr>
<tr>
<td>• Organize the training session</td>
<td>• Risk management</td>
</tr>
<tr>
<td>• Create a reality based training environment and, if necessary, adapt the training situation on the field</td>
<td>• Session plan goal(s) and objectives for the different phases of the training derived from the week plan</td>
</tr>
<tr>
<td>• Read and recognize the right situation and moment to stop and coach</td>
<td>• Breakdown of the 5 W’s in overall goal of the training session and objectives for each stage/exercise</td>
</tr>
<tr>
<td>• Create an environment of experiential learning</td>
<td>• The training goals are understood and the players are involved</td>
</tr>
<tr>
<td>• Coach the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)</td>
<td>• Set-up of the training session</td>
</tr>
<tr>
<td>• Involve the players in thinking about solutions and ‘the best ways’ to deal with the cues related to the goal(s) and objectives of the training session</td>
<td>• Fluid transition between the exercises</td>
</tr>
<tr>
<td>• Make methodical steps during the training session and exercise</td>
<td>• Players will recognize the real game situation</td>
</tr>
<tr>
<td>• Integrate skill/technique development in game-like situations</td>
<td>• Ability to manage player pool (development opportunities for all players)</td>
</tr>
<tr>
<td></td>
<td>• The coaching situation on the field reflects the goal of the training session and objective(s) of the exercise</td>
</tr>
<tr>
<td></td>
<td>• Players are confident in experimenting</td>
</tr>
<tr>
<td></td>
<td>• Realized goal/objectives</td>
</tr>
<tr>
<td></td>
<td>• The players are involved and motivated</td>
</tr>
<tr>
<td></td>
<td>• Guided questions</td>
</tr>
<tr>
<td></td>
<td>• Check for understanding</td>
</tr>
<tr>
<td></td>
<td>• Provide feedback</td>
</tr>
<tr>
<td></td>
<td>• Involved and engaged players</td>
</tr>
<tr>
<td></td>
<td>• Players are independent decision makers</td>
</tr>
<tr>
<td></td>
<td>• On the field adjustment of the training session and/or exercise (simple to complex or the other way around) appropriate to the level of team/player performance</td>
</tr>
<tr>
<td></td>
<td>• Skill and technique development</td>
</tr>
</tbody>
</table>
PROFILE OF A C LICENSE COACH

EVALUATING

- Evaluate the two-week plan, week plan and training session
- Systematic and continuous assessment of the relevance, impact and progress of the team/player performance
- Information for the adaptation - if necessary - of the two-week plan/week plan and/or training sessions
# Profile of a C License Coach

**Leading the Team** - The C License Coach is competent in leading a team of players in order to drive and improve the team development.

<table>
<thead>
<tr>
<th>THE COACH IS ABLE TO:</th>
<th>OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set goals for the team development</td>
<td>• A team development plan with collaboratively defined goals</td>
</tr>
<tr>
<td>• Work on the team building process</td>
<td>• Management of group dynamics</td>
</tr>
<tr>
<td>• Teach life building skills to the team</td>
<td>• Well-rounded players</td>
</tr>
<tr>
<td>• Communicate with the team and players</td>
<td>• Life building skills</td>
</tr>
<tr>
<td>• Evaluate the team development process</td>
<td>• Informed/educated members (players, parents)</td>
</tr>
<tr>
<td>• Systematic and continuous assessment of the relevance,</td>
<td>• Effective communication</td>
</tr>
<tr>
<td>impact and progress of the team performance regarding the team development process</td>
<td></td>
</tr>
<tr>
<td>• Information for the adaptation - if necessary - of the team development plan</td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Players**

<table>
<thead>
<tr>
<th>THE COACH IS ABLE TO:</th>
<th>OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inform, advise and support individual players</td>
<td>• Informed and educated players in many different aspects of personal development</td>
</tr>
<tr>
<td>• Know the person, not just the player</td>
<td>• Knowledge about (the background of) the player</td>
</tr>
<tr>
<td>• Empower individual players</td>
<td>• Self-responsible players</td>
</tr>
<tr>
<td>• Give attention to each individual</td>
<td>• Coach-player relationship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOLDING (DEVELOPMENTAL) MEETINGS WITH A PLAYER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a coach-player meeting (formal, informal, safe environment)</td>
<td>• Individual attention</td>
</tr>
<tr>
<td>• Ask questions and listen</td>
<td>• Unfiltered information of the player (avoid the ‘be like me’ approach)</td>
</tr>
<tr>
<td>• Evaluate the player’s development process and their own guidance</td>
<td>• Players who are able to reflect on their performance</td>
</tr>
<tr>
<td>• Systematic and continuous assessment of the relevance,</td>
<td>• Effective communication</td>
</tr>
<tr>
<td>impact and progress of the individual player’s performance and coach’s guidance</td>
<td></td>
</tr>
<tr>
<td>• Information for the adaptation - if necessary - of the personal development plan</td>
<td></td>
</tr>
</tbody>
</table>
# Profile of a C License Coach

**Managing a Performance Environment** - The C License Coach is competent in creating, managing and developing a performance environment.

<table>
<thead>
<tr>
<th><strong>The Coach is Able To:</strong></th>
<th><strong>Outcomes:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyzing the Environment Regarding Team and Player Development Conditions</strong></td>
<td><strong>An analysis of the team/player environment which fits within the philosophy and vision of development of the coach</strong></td>
</tr>
<tr>
<td>• Analyze the development environment for the players</td>
<td>• Realistic achievable objectives to improve the performance environment</td>
</tr>
<tr>
<td>• Identify and formulate objectives to improve the performance environment</td>
<td>• A list of key persons (e.g. parents, directors, administrators)</td>
</tr>
<tr>
<td>• Identify the key persons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Creating an Optimal Situation for Individual and Team Performance</strong></th>
<th><strong>Continuous improvement of the player performance environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide input and use coach’s influence to enhance the player’s performance environment</td>
<td><strong>Feedback and/or a list of achievable topics aimed at the continuous improvement of the performance environment</strong></td>
</tr>
<tr>
<td>• Manage a supportive environment with the available resources</td>
<td><strong>Management of the off-field processes regarding the performance environment (e.g. transportation, training schedule, availability of training materials)</strong></td>
</tr>
<tr>
<td>• Communicate (frequent, open, effective) with all key persons</td>
<td><strong>Communication with the key persons on the improvement of the environment</strong></td>
</tr>
<tr>
<td>• Create a plan for parent involvement</td>
<td><strong>Plan for parent involvement (e.g. parental behavior during the game)</strong></td>
</tr>
<tr>
<td>• Manage the relationship with parents</td>
<td><strong>Relationship with the parents</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Educated parents</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluating</strong></th>
<th><strong>Systematic and continuous assessment of the relevance, impact and progress of the performance environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate the club performance environment</td>
<td><strong>Information for the adaptation - if necessary - of the way of influencing the high performance environment for the team/players</strong></td>
</tr>
</tbody>
</table>
## PROFILE OF A C LICENSE COACH

**LEADERSHIP** - The C License Coach is competent in developing and implementing leadership characteristics in all aspects of coaching and personal development in order to develop the team and players.

### THE COACH IS ABLE TO:

**BEING A LEADER**

- Recognize the difference between leadership, management and coaching
- Formulate and apply a vision with regard to development
- Develop a coaching philosophy with regard to player development and teaching soccer
- Motivate and inspire others
- Display, implement and model moral and ethical standards
- Instill values regarding ethics
- Communicate with all the persons who are a part of the performance environment
- Deal with conflicts (e.g. players, parents)
- Use evaluation, reflection and feedback techniques
- Handle stress
- Respect the laws and the spirit of the game

### OUTCOMES:

- Knowledge and understanding of the different roles of a head coach
- Future picture that inspires commitment of everyone involved in the process of creating a positive soccer environment built on learning, growth and enjoyment
- Theoretical and attitudinal guide for coaching behavior (e.g. serve the player first)
- Motivated and engaged persons who are involved in the development process (e.g. players, parents)
- Players model behavior after the leader
- Behavior based on fairness, integrity, responsibility and respect (sportsmanship)
- Awareness of the influence of social drugs
- Effective communication
- Motivated and engaged participants
- Conflicts do not affect the performance and/or development of the team/player
- A culture of self-reflection and feedback
- Everyone challenged to improve to the best of their ability
- A composed coach under all circumstances
- Knowledge of the laws of the game
- Sportsmanship

### DEALING WITH SOCIAL MEDIA

- Teach the impact of social media (e.g. Facebook, twitter)
- Applied knowledge about the negative effects of social media
- Guidelines for the use of new media

### EVALUATING, REFLECTING AND SELF-DEVELOPMENT

- Evaluate and reflect on their own performance
- Articulate their own learning needs and formulate personal development goals
- Create a self-development program
- Be more adaptable and flexible in dealing with (un)expected challenges and problems
- Consult sources of knowledge/experts
- Create their own learning environment
- Systematic and continuous assessment of the relevance, impact and progress of one’s own performance
- Self-knowledge
- Identified self-improvement and action goals
- Prioritized objectives
- Techniques for reflective practice
- Applied self-reflected experiences
- A self-development program
- ‘Answers’ on and/or support for self-development questions
- Having a mentor
- An environment of peer review and feedback mechanisms (e.g. ask for feedback)
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 C License Coach who works in the 11v11 environment.

Each assignment contains self-reflection. The following steps support the process of self-reflection:
• Use tips and help from others (other candidates, instructor etc.) to improve your approach as you work on the assignment
• Answer the three self-reflection questions
• Explain what went well and what went not so well in terms of achieving the goal(s)
• Give concrete examples to demonstrate why something went well or not so well
• Describe what you want to improve the next time and how you will do this

The candidate is evaluated by completing the assignments. The assignments are compulsory and must be approved by the instructor. When the assignments do not meet the standards the candidate must revise the assignment. An assignment is considered incomplete without reflection.

BOOK OF EXPERIENCE

The role of experience is giving meaning and authenticity to the learning process. It represents a process whereby the development of the competencies of a coach is created by the transformation of experience. It is nothing more than learning through reflection based on one’s own actions.

A Book of Experience is an important resource to complete the assignments. Collecting experiences that matter will provide the foundation and detail needed to complete the assigned tasks. Reflecting on these experiences can be seen as an interpretation of one’s own experiences as they relate to their own learning process (identifying needs and goals for further development).

How to use a Book of Experience:
• Write down experiences of significance every day (these experiences are related to the assignments and the personal development goals)
• 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
• Attempt to identify a pattern or trend in the experiences
• Relate the identified pattern or trend to the personal development plan

The U.S. Soccer instructional staff strongly recommend every candidate use a Book of Experience.
ASSIGNMENTS

1.1 SELF-ASSESSMENT

Assignment
Assess yourself, on two separate occasions, by scoring the key qualities of a coach

Type of assignment
Development

Objectives
- Being informed about the standards of a C License Coach (based on the profile)
- Getting information about your current performance compared to the standard (the performance gap)
- Identifying in what qualities you still have to grow
- Formulating personal learning needs and development goals
- Reflecting on your own performance and planned development goals

Where can you carry out the assignment?
- Pre-course, and again during the development period

How can you carry out the assignment?
1. Read the profile of a C License Coach
2. Analyze yourself comparing your current performance with the key qualities of a coach
3. Check your score by asking persons in your environment to give their honest opinion on your performance regarding the various qualities
4. Add two lines or less explaining why you scored yourself as you did

What should be the result of the assignment?
The C License Coach is competent in developing and implementing leadership characteristics in all aspects of coaching and personal development in order to develop the team and players (see also ‘outcomes’ in the profile).

Support
- The instructor
- DOC, player(s)
- Mentor
- Anyone who can give a contribution regarding your self-assessment

Supporting tools/documents
- DCC
- Course guide/profile of a C License Coach
- Key qualities of a coach

Due date(s)
- Score yourself before the first meeting (pre-course assignment)
- Score yourself again at the end of the development period, before the assessment meeting

Completion
- A personal score and explanation of the ‘Key qualities of a Coach’
- Feedback and approval of the instructor

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2 See the Profile of the C License Coach as a frame of reference, a standard to measure one’s own performance against.
ASSIGNMENTS

1.2 PERSONAL DEVELOPMENT PLAN

Assignment
Set individual development goals and determine the strategic actions to take in order to fulfill those goals

Type of assignment
Development

Objectives
• Identifying tasks in which you (still) have to grow
• Defining individual development goals
• Comparing your current development with the desired individual development goals
• Developing the skill to formulate or adjust development goals
• Giving direction to the strategic learning actions in order to achieve the development goals
• Creating the habit of continuous reflection on the development goals and one’s own performance
• Supporting lifelong learning and the ongoing process of development as a coach
• Evaluating and reflecting on your own behavior

Where can you carry out the assignment?
• Ongoing

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Collect information/data on the execution of the various tasks in the Book of Experience
2. Reflect on the information/data and interpret it regarding further development
3. Set individual development goals
4. Plan actions to accomplish the goals
5. Monitor the execution
6. Evaluate the process and outcome
7. Reflect on the process and outcome (interpret the evaluation)
8. Adjust the planned goals and/or the process to accomplish them
   • Be specific in formulating the goals
   • Describe visible criteria to check the development
   • Make sure that the goals are realistic
   • Draw up a timetable and outline who can support you
   • Be open for and try different strategies of learning

What should be the result of the assignment?
The C License Coach is competent in developing and implementing leadership characteristics in all aspects of coaching and personal development in order to develop the team and players (see also ‘outcomes’ in the profile).

Support
• The instructor
• DOC, player(s)
• Mentor
• Anyone who can give a contribution regarding the self-assessment

Supporting tools/documents
• DCC
• Course guide/profile of a C License Coach
• Key qualities of a coach
• Book of Experience

Due date
• During the development period

Completion
• A personal development plan
• Feedback and approval of the instructor

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2 See the Profile of the C License Coach as a frame of reference, a standard to measure one’s own performance against.
ASSIGNMENTS

1.3 ROLE MODEL

Assignment
Define yourself as a role model

Type of assignment
Development and assessment

Objectives
• Recognizing the difference between leadership, management and coaching
• Formulating and applying a vision with regard to development
• Developing a coaching philosophy with regard to development and teaching soccer
• Motivating and inspiring others
• Displaying, implementing and modeling moral and ethical standards
• Instilling values regarding sport ethics
• Communicating with all the persons who are a part of the development environment
• Dealing with conflicts (e.g. parents)
• Using evaluation, reflection and feedback techniques
• Handling stress
• Respecting the laws and the spirit of the game
• Teaching the impact of social media (e.g. Twitter, Facebook)
• Evaluating and reflecting on their own performance

Where can you carry out the assignment?
With your own team/players, in the home environment

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Identify the characteristics of a role model
2. Describe the importance of a role model
3. Reflect on your own experiences looking at the characteristics and the importance of a role model
4. Describe your values and standards
5. Discuss next steps in the importance of role models

What should be the result of the assignment?
The C License Coach is competent in developing and implementing leadership characteristics in all aspects of coaching and personal development in order to develop a team and players.

Support
• The instructor
• Mentor

Supporting tools/Documents
• DCC
• Course guide/profile of a C License Coach
• Book of Experience

Due date
• During the development period

Completion
• Written report of characteristics of a role model, importance of a role model and reflection on own experiences (max. two pages)
• Feedback of the instructor
• Assessment of the instructor
ASSIGNMENTS

2.1 GAME ANALYSIS AND TRAINING SESSION

Assignment
Analyze (1st half) an assigned U.S. YNT, USSDA, GDA game - Attack

Type of assignment
Development

Objectives
• Reading the game at 11v11
• Analyzing games
• Gaining knowledge of playing style, strategy and formation appropriate to the players
• Selecting and describing a player-appropriate style of play, strategy and formation
• Understanding players’ roles and requirements of their tasks in the selected systems of play

Where can you carry out the assignment?
Pre-Course

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Start by using the template provided - analyze the way the team acts in the team function of attacking, how a line works together and the impact of the actions of the individuals
2. Give a brief overview of the first half
3. Provide a game plan for the 2nd half - if you were the coach - team function attacking
4. Come up with a conclusion/conclusions for the training (goal and objectives)
5. Create a four stage U.S. Soccer lesson plan
6. (During the course meeting) Analyze the way the team acts in the team function of defending, how a line works together and the impact of the actions of the individuals

What should be the result of the assignment?
The C License Coach is competent in reading and analyzing a game of their own team and translates this into a tactical training session and game plan (see also ‘outcomes’ in the profile).

Support
• The instructor
• Mentor

Supporting tools/documents
• DCC
• Course guide/profile of a C License Coach
• Roadmap
• Video
• Analyzing tools / software
• U.S. Soccer four stage Lesson Plan

Due date
Pre-course

Completion
• A Game analysis in the team function of attacking
• A four stage U.S. Soccer lesson plan
• Feedback and approval of the instructor
ASSIGNMENTS

2.2 COACHING A GAME

Assignment
Coach a team

Type of assignment
Development and assessment

Objectives
• Creating a 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?
In a team of three coaches, before, during and after a game of an assigned team during the course meeting

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Collaborate as a team (3 coaches)
2. Organization of the lines, roles and functions, define objective of the game, choice of starting line up / content team talk, possible substitutes
3. Each coach will be responsible to deliver either the pre-game team talk, half time talk or after game talk
4. All coaches will coach the team during the first and second half
5. As a team make (tactical) adjustments when necessary
6. Use your substitutes when you think it’s necessary
7. As a team collaborate on content of the half time talk in which you make clear to the team/players what you expect them to do during the second half
8. As a team collaborate and prepare for an after game interview about your coaching and the choices you have made before and during the game
9. Written report of the total process with reflection

What should be the result of the assignment?
The C Licensed Coach is competent in coaching the team during soccer games focused on achieving the pre-defined objectives.

Support
• The instructor
• Coaching team, player(s)
• Mentor

Supporting tools/Documents
• DCC
• Course guide/profile of a C License Coach
• Roadmap
• The analysis
• Video
• Analyzing tools/software

Due date
• Written report: during the development period

Completion
• A written report of coaching a team with reflection (max. three pages)
• Feedback of the instructor
• Assessment of the instructor
ASSIGNMENTS

3.1 PERIODIZATION PLAN

Assignment
Develop and describe a general two-week training plan (four training sessions per week) and a detailed training plan for one session during this period.

Type of assignment
Development

Objectives
- Formulating and describing a style of play based on the analysis of the team/players and the coach's own vision
- Composing a periodized two-week plan to develop the team/players
- Transferring/translation the periodized two-week plan into a one-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

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Start with considering a two-week training window relative to your team's game and training schedule focused on team/player development
2. Plan all scheduled games, training days, and days off for the two-week cycle
3. Define your tactical and physical objectives for each training day in this window
4. Look at one day in this window and specifically describe in detail the training day's goals and objectives
5. Develop one day's training session in detail; create an exact training plan for the day addressing each training activity comprehensively

What should be the result of the assignment?
The C License Coach is competent in preparing the team systematically during training (see also the 'outcomes' in the profile).

Support
- The instructor
- Mentor

Supporting tools / Documents
- DCC
- Course guide/profile of a C License Coach
- Book of Experience

Due date
- During the development period

Completion
- A two-week training plan and a specific and detailed training day
- Feedback and approval of the instructor
ASSIGNMENTS

3.2 TRAINING SESSION VIDEO

Assignment
Develop, execute and evaluate a training session

Type of assignment
Development

Objectives
• Transferring/translating the periodized two-week plan into a one-week plan and a training session for the team
• Creating a session plan with age/player appropriate training goals
• Conceptualizing the analysis in a session plan by using the 5 W's
• Informing the players about the goal(s) of the training session
• Organizing the training session
• Creating a reality based training environment and - if necessary - adapt the training situation on the field
• Reading and recognizing the right situation and moment to stop and coach
• Coaching the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)
• Involving the players in thinking about solutions and ‘the best ways’ to deal with the cues related to the goal(s) and objectives of the training session
• Making methodical steps during the training session and exercise
• Integrating skill/technique development in game-like situations

Where can you carry out the assignment?
• During the course meeting with assigned team/players
• With your own players, in the home environment (development period)

How can you carry out the assignment?
Steps through which the assignment can be carried out:

1. Instructor and candidate will collaborate on the selection of the topic
2. Analyze the game in the team function of attacking or defending (assigned team)
3. Develop a training session that can achieve meeting the goal and objectives identified
4. Prepare the players for the session (teammate/magnetic board)
5. Coach the training sessions (stage 2 and 3)
6. Use different teaching methods (freezes/guided coaching/examples) during the session to clarify the role of the individual players
7. Evaluate the outcome with instructor
8. Self reflect on your own coaching, the exercises and the players and their response
9. Submit video clips of a training session with active observation and reflection

What should be the result of the assignment?
The C Licensed Coach is competent in preparing the team systematically during training, team tactical and physical (see also ‘outcomes’ in the profile).

Support
• The instructor
• Mentor

Supporting tools/Documents
• DCC
• Course guide/profile of a C License Coach
• Video
• U.S. Soccer four stage Lesson Plan
• Self-Reflection document
• Active Observation (peers and self analysis)

Due date
• During the development period

Completion
• A video of the training session and written active observation and reflection
• Feedback and approval of the instructor
ASSIGNMENTS

3.3 COACHING A TRAINING SESSION

Assignment
Develop, execute and evaluate a training session

Type of assignment
Assessment

Objectives
- Transferring/translating the periodized two-week plan into a one-week plan and a training session for the team
- Creating a session plan with age/player appropriate training goals
- Conceptualizing the analysis in a session plan by using the 5 W’s
- Informing the players about the goal(s) of the training session
- Organizing the training session
- Creating a reality based training environment and - if necessary - adapt the training situation on the field
- Reading and recognizing the right situation and moment to stop and coach
- Coaching the players by using various teaching styles appropriate to the situation and the player (e.g. instruction, asking questions, intervention, demonstration)
- Involving the players in thinking about solutions and ‘the best ways’ to deal with the cues related to the goal(s) and objectives of the training session
- Making methodical steps during the training session and exercise
- Integrating skill/technique development in game-like situations

Where can you carry out the assignment?
- During the development period
- During the assessment meeting

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Instructor and candidate will collaborate on the selection of the assessment topic
2. Analyze the game in the team function of attacking or defending (assigned team)
3. Develop a training session that can achieve meeting the goal and objectives identified

During the assessment meeting
4. Prepare the players for the session (team talk/magnetic board)
5. Coach the training sessions (stage 2 and 3)
6. Use different teaching methods (freezes/guided coaching/examples) during the session to clarify the role of the individual players
7. Evaluate the outcome with instructor
8. Self reflect on your own coaching, the exercises and the players and their response

What should be the result of the assignment?
The C Licensed Coach is competent in preparing the team systematically during training, tactically and physically (see also ‘outcomes’ in the profile).

Support
- The instructor
- Mentor

Supporting tools/Documents
- DCC
- Course guide/profile of a C License Coach
- U.S. Soccer four stage Lesson Plan

Due date
- Session plan: during the development period
- The final training session will be executed during the assessment meeting

Completion
- A lesson plan for the assessment training session
- Feedback and approval of the instructor
- Assessment of the instructor on the training session
ASSIGNMENTS

4.1 TEAM MEETING

Assignment
Plan, hold and evaluate a team meeting

Type of assignment
Development and assessment

Objectives
• Setting goals for the team development
• Working on the team building process
• Teaching life building skills to the team
• Communicating with the team/players
• Evaluating the team development process

Where can you carry out the assignment?
With your own players, in the home environment

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Start with setting objectives for the season with your team
2. Describe the process for implementing these goals
3. Involve the players in talking about team behavior guidelines (relate this to life building skills)
4. Apply knowledge of effective communication skills
5. Video the team meeting, evaluate the process and reflect on your own behavior

What should be the result of the assignment?
The C Licensed Coach is competent in leading a team of players in order to drive and improve the team's development (see also 'outcomes' in the profile)

Support
• The instructor
• Mentor
• Players

Supporting tools/Documents
• DCC
• Course guide/profile of a C License Coach
• Book of Experience
• Video

Due date
• During the development period

Completion
• Video of the team meeting (max. 15 min.) and written evaluation and reflection
• Feedback of the instructor
• Assessment of the instructor

During the development period
### ASSIGNMENTS

#### 5.1 TEMPLATE OF QUESTIONS

**Assignment**
Develop a template of questions to collect information to guide players in their own development

**Type of assignment**
Development and assessment

**Objectives**
- Informing, advising and supporting individual players
- Knowing the person, not just the player
- Empowering individual players
- Giving attention to each individual
- Having coach-player meetings (formal, informal, safe environment)
- Asking questions and listening
- Evaluating the player’s guidance

**Where can you carry out the assignment?**
With your own players, in the home environment

**How can you carry out the assignment?**
Steps through which the assignment can be carried out:
1. Develop a template
2. Prepare questions to collect information to guide players in their own development
3. Describe how these questions can help you to build relationships with your players
4. Apply knowledge of effective communication skills
5. Discuss next steps in guiding players

**What should be the result of the assignment?**
The C License Coach is competent in leading and guiding individual players (see also ‘outcomes’ in the profile).

**Support**
- The instructor
- Mentor

**Supporting tools/Documents**
- DCC
- Course guide/profile of a C License Coach
- Book of Experience

**Due date**
- During the development period

**Completion**
- Written report: template with questions and reflection (max. two pages)
- Feedback of the instructor
- Assessment of the instructor
ASSIGNMENTS

6.1 IMPROVING YOUR ENVIRONMENT

Assignment
Make a realistic and practical list of topics you want to improve in your coaching environment (e.g. parent behavior, transportation, fields and equipment, safety guidelines)

Type of assignment
Development and assessment

Objectives
• Analyzing the developmental environment for players
• Identifying and formulating objectives to improve the environment
• Identifying the key persons
• Providing input and using coach’s influence to enhance the player’s environment
• Managing a supportive environment with the available resources
• Communicating (frequently, openly, effectively) with all key persons
• Creating a plan for parent involvement
• Managing the relationship with parents
• Evaluating the club performance environment

Where can you carry out the assignment?
With your own players, in the home environment

How can you carry out the assignment?
Steps through which the assignment can be carried out:
1. Start with analyzing your team/club/program
2. Create a list of topics that can be improved
3. Describe the topics in order of importance
4. For the first two topics, explain what you will do (e.g. identifying the key persons)
5. Discuss next steps in managing the environment

What should be the result of the assignment?
The C License Coach is competent in creating and developing a performance environment for the team/players (see also ‘outcomes’ in the profile).

Support
• The instructor
• Mentor

Supporting tools/Documents
• DCC
• Course guide/profile of a C License Coach
• Book of Experience

Due date
• During the development period

Completion
• Written report: list of topics the coach wants to improve (following order of importance) with an explanation of ‘how’ the coach is going to work on the first two topics and reflection (max. three pages)
• Feedback of the instructor
• Assessment of the instructor
ASSIGNMENTS

6.2 CONCUSSION AWARENESS/PREVENTION AND CARE (PRE-COURSE ASSIGNMENT)

Assignment
Complete an online concussion awareness / prevention and care module

Type of assignment
Assessment

Objectives
• Knowledge of concussion protocols and prevention and care steps

Where can you carry out the assignment?
Online

What should be the result of the assignment?
The C License Coach is competent in concussion protocols and prevention and care steps.

Support
• The instructor
• Mentor

Supporting tools / Documents
• DCC
• Course guide/profile of a C License Coach

Due date
Pre-course

Completion
100% score