



COACH PROFILE



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INTRODUCTION

A. PURPOSE

BC Soccer’s aim is to promote soccer environments that are inclusive, safe, enjoyable and meet the needs of the players development for all participants. To achieve this, BC Soccer’s Technical Resources, provide an example of good practice that the BC Organizations can fully integrate into their programming or use as a guideline to assist in the on-going development of their own documentation and program delivery. These resources are composed of (but not limited to) a Curriculum, Coach Profile, Player Profile and a Team Profile.

This document focuses on the Coach Profile for U6 to U18.

B. TECHNICAL RESOURCES

The Technical Resources indicated below detail how they fit together and where they support players and coaches. They highlight that the Curriculum and Coach Profile can be used for all ages, whereas the Player Profile is encouraged to be used at U10 to U18 and the Team Profile encouraged to be used for U14 to U18.



Curriculum

U6 to U18



Coach Profile

U6 to U18



Player Profile

U10 to U18



Team Profile

U14 to U18



A brief overview of the other BC Soccer Technical Resources is described below.

Curriculum

The Curriculum provides an age-appropriate developmental framework for the season-long training environment and can be paired with the Player and Team Profile. It identifies the attacking and defending actions for individual players as well as the team. Throughout the season within sessions, players should be experiencing these actions to aid their overall technical and tactical development.

Included within the curriculum are examples of session topics, plans and detailed explanations to support coaches with implementation.

Player Profile

The Player Profile refers to the Player as an individual person as well as the Player, which includes the individual players attacking and defending actions related to the game of soccer. These two combined provides the Player Profile and is paired with the session themes of the curriculum, this guides coaches in developing players as well as identifying the player’s strengths and their areas for improvement.

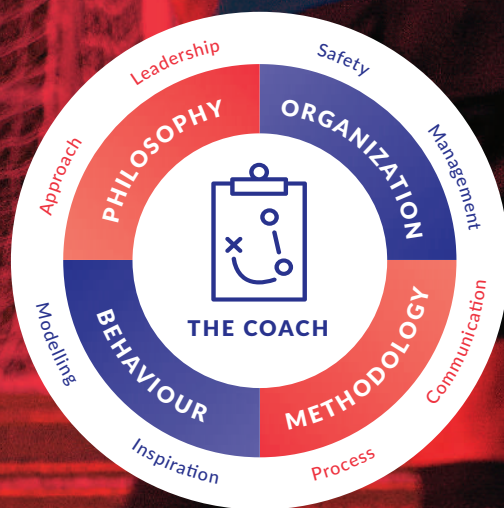
Team Profile

The Team Profile provides an age-appropriate developmental framework for the season-long game environment and is paired with the Curriculum. It identifies the attacking and defending actions for individual players as well as the team. Throughout the season within games, players should be experiencing these actions to aid their overall technical and tactical development.

COACH PROFILE

A. OVERVIEW

The coach Profile refers to the coach as an individual person as well as what coaches should focus on throughout the season to create a safe, positive, and fun environment. These two combined provides the coach Profile and is paired with the session themes of the curriculum, this guides coaches in developing players as well as identifying the player's strengths and their opportunities of improvement. The below graphics provide an overview of the Coach Profile.



B. THE PERSON

The information below provides the definition for the person as well as the individual attributes of the person within this profile.

The coach as an individual person and how they manage themselves as an individual, their performance and interactions with the players, parents, officials, opponents and fellow staff members.

Character	The coach's mental and moral qualities of the individual as it relates to an individual within the team.
Self-Belief	The coach's ability to recognize their identity and self-worth as it relates to them as a person as well as their performance.
Emotions	The coach's ability to manage their emotion and mood during the varying situations presented in sessions and games.
Connection	The coach's ability to form relationships with others and how they work within the group.



C. THE COACH

The information below describes the attributes of the coach when delivering sessions and games.

The attributes that the coach displays and how they conduct themselves whilst delivering on-field training sessions and match day responsibilities as well as their off-field duties.

PHILOSOPHY

Approach	The developmental approach the coach has to sessions and games, prioritizing a player's development over a win at all cost mentality.
Leadership	The coach's demonstration to effectively lead the players and parents in session and game activity as well as off-field responsibilities.

BEHAVIOR

Modelling	The actions taken by the coach when interacting with others, which players can replicate to better themselves.
Inspiration	The actions demonstrated by the coach that provides a positive environment for the players to participate and thrive within.

ORGANIZATION

Safety	The actions taken by the coach in preventing injury or distress to the players, by identifying and addressing human and environmental hazards.
Management	The actions taken by the coach in managing people (player, parents, others), equipment (field, goals, balls, pinnies) and time (pre, during, post activity).

METHODOLOGY

Process	The coach's implementation and delivery of the curriculum as well as the player and team profiles to the players within session and game activity.
Communication	The coach's demonstration to translate the message of the curriculum as well as the player and team profiles into session and game activity.



COACHING TIPS | THE PERSON

The coaching tips have been formulated to support coaches in developing themselves against the coach profile and focuses on the key attributes of a person.

A. CHARACTER

The coach's mental and moral qualities as it relates to an individual within the group.

- Take responsibility for your development and performance by consistently doing your best in every session and game.
- Always show respect to the game, including the rules, the officials, your opponents as well as your teammates and coaches.
- Develop the virtue of sportsmanship in your behaviours by being fair when competing against your opponents.

B. SELF-BELIEF

The coach's ability to recognize their identity and self-worth as it relates to them as a person and their performance.

- Make sure that you have had the appropriate training and education to best prepare you for the age group, level, and gender that you will be coaching for the upcoming season.
- Try to identify your coaching strengths and replicate these as much as possible as well as reflecting on areas you would like to improve upon.
- Keep a positive vision of where you are going and set goals to get you there. Stay as positive as you can, as often as you can.

C. EMOTIONS

The coach's ability to manage their emotion and mood during the various situations presented in sessions and games.

- Things don't always go to plan, remember to be adaptive with your approach by managing stress and concerns in a calm manner.
- Wind, rain or shine, always come to sessions and games with high energy by demonstrating your passion for the game through positive body language and communication.
- Try to recognise emotions in players and others and have empathy with them.

D. CONNECTION

The coach's ability to form relationships with others and how they work within the group.

- Have trust and confidence in your assistant coaches and support staff in that they will do their jobs successfully and treat them with respect.
- Care for your players, there is a delicate balance when it comes to knowing when to help players and when to give them some space. Strive to find this balance.
- When interacting with the Referee and officials, build rapport by demonstrating a mutual level of respect through your communication and behaviours towards them.





COACHING TIPS | THE COACH

The Coaching Tips have been formulated to support coaches in delivering against the coach profile to provide a safe, fun and developmental environment for the player's needs.

A. PHILOSOPHY

Make it fun! Redefine what winning means by creating a developmental approach by:

- Focusing on the individual improvements of the players as their measurement of success.
- Helping young players focus on the processes of playing rather than the score by exploring a 'problem statement' to solve and provide positive acknowledgement for its solution.
- Target team aims that are not reliant on the score line, for example number of successful dribbles, passes or scoring opportunities created.

You can have a tremendous influence on players, so show your leadership skills by:

- Focusing on the individual's need to have fun, to participate and to be challenged through soccer.
- Actively supporting good sportsmanship within your team and towards the opponent at all times.
- Promoting fairness for all players on the team by giving them the same attention and opportunities.

B. BEHAVIOUR

Be a good role model when communicating to players, parents and officials by being:

- Respectful to the Referees.
- Enthusiastic and positive with the players even if they make a mistake.
- Overall lead by example for the parents.

Inspire the players by adding encouraging statements to your coaching locker by saying:

- Great Job! Well Done!
- Keep Trying! Good Effort!
- Thank you for the game Referee!



C. ORGANIZATION

Prior to your practice session and game, remember to complete your safety checks that should include:

- Playing Area — Check the playing field for any foreign objects and remove them. Have a designated area for the players to place their belongings, including water bottles, away from the field.
- Equipment — Check that the equipment is safe, focusing on the security of the goal posts as well as balls being pumped to the right pressure gauge.
- Player — Check if the players have any injuries or illnesses that may prevent them from participating. Check the appropriate equipment including shin guards and footwear, as well as weather specific clothing.

Prepare an emergency action plan, be aware of hazards and manage potential risks by:

- Identifying the route to the closest toilets and how a player can safely access this with or without parental guidance.
- Being aware of any suspicious individuals in the vicinity acting inappropriately.
- Always make sure players do not leave the practice or game until you have identified who they are leaving with.

D. METHODOLOGY

Use the curriculum outline while keeping players active and engaged in the process by:

- Rotating the players as often as possible and avoid long line ups of players.
- Having balls readily available for quick re-starts.
- Re-grouping players in the event of an uneven contest.

Communicate objectives of the practice effectively to maximize everyone's time by:

- Introducing activities in practice with a demonstration and a brief explanation to allow the players to get going.
- Trying not to intervene and let them play unless they don't understand the objective.
- Letting players use their creativity without the fear of failure and let them experiment with their skills.





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