Coaching and Personality Development Profile

Coach questionnaire

Use this profile to understand your coaching preferences and personality traits. Review them alongside coaching examples to identify strengths to preserve and practical development priorities.

The coaching sections and combined interpretation are an original pilot. The added personality section uses the Mini-IPIP, a researched 20-item measure. The combined profile has not been validated as a measure of coaching effectiveness.

Before you begin

Allow approximately 30 to 40 minutes for the full questionnaire. Use the most recent four weeks for coaching habits. For personality items, describe how you generally are now across everyday situations, including life outside coaching.

Part A contains 16 coaching preference questions. Part A2 adds 20 personality items. Part B reviews 24 coaching habits. Part C explores four soccer situations. Part D prepares your development conversation.

Your coaching context

Coach name and date

_____

Club, team, and age group

_____

Years coaching and weekly sessions

_____

Recent four week period used for your answers

_____

How your answers will be used

The coach and designated coach developer review individual answers together to create a development plan. Share club-level themes in summary form. Before administration, the club should identify the reviewer and explain who can access individual responses. This pilot is for development and should not be used to rank coaches or make hiring, dismissal, or pay decisions.

Designated reviewer and agreed access to individual responses

_____

Developed for Brent Chase | Youth soccer club development

Part A Your coaching defaults

Choose one response per item. 1 = left approach; 2 = mostly left; 3 = both equally common; 4 = mostly right; 5 = right approach.

Answer your first tendency. A midpoint does not by itself show flexibility; different situations can produce different responses.

01 When I watch a passage of play, my attention first goes to

1 an individual player's action | 5 the relationships between players

Response 01 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

02 When I introduce a tactical topic, I usually begin with

1 the game idea behind it | 5 the roles and movements we will use

Response 02 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

03 When players meet an unfamiliar game problem, I first tend to

1 provide a clear starting solution | 5 invite them to propose a starting solution

Response 03 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

04 When organizing a session, I prefer to

1 follow a prepared learning sequence | 5 let player responses shape the next activity

Response 04 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

05 When play breaks down, I first examine

1 the unit's spacing and connections | 5 the individual's execution

Response 05 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

06 When explaining how we want to play, I first describe

1 our assigned roles and movements | 5 the relationships we want players to understand

Response 06 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

07 When a player struggles in practice, my initial preference is to

1 offer a problem for them to explore | 5 show a specific action for them to try

Response 07 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

08 When a session presents an unexpected learning opportunity, I tend to

1 reorganize the session around it | 5 continue with the prepared objective

Response 08 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Part A Your coaching defaults continued

Choose one response per item. 1 = left approach; 2 = mostly left; 3 = both equally common; 4 = mostly right; 5 = right approach.

Answer your first tendency. A midpoint does not by itself show flexibility; different situations can produce different responses.

09 When time allows only one feedback point, I first focus on

1 one player's action | 5 how players are working together

Response 09 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

10 When selecting an example to teach a tactic, I first look for

1 a game idea that applies across different arrangements | 5 a clear example of our team's roles and movements

Response 10 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

11 When players face a new defensive arrangement, I first tend to

1 teach a workable route through it | 5 let players try different routes through it

Response 11 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

12 When preparing the next activity, I am more comfortable with

1 a sequence decided before training | 5 a sequence decided from what I observe in training

Response 12 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

13 When reviewing a player's mistake, I first look at

1 the surrounding team relationships | 5 the player's own action

Response 13 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

14 When using a tactics board, I usually start with

1 positions and movements | 5 the game principle we want to apply

Response 14 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

15 When deciding how to intervene, my first preference is to

1 give players an experiment to try | 5 give players a specific instruction

Response 15 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

16 When training time is running short, I am more inclined to

1 reshape the plan around the current player response | 5 complete the prepared learning sequence

Response 16 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Part A2 Your personality traits

Describe yourself as you generally are now. Answer across everyday situations, rather than only during coaching or during a difficult recent match. Complete each phrase as a description of yourself.

1 = Very inaccurate; 2 = Moderately inaccurate; 3 = Neither accurate nor inaccurate; 4 = Moderately accurate; 5 = Very accurate.

Choose one response for each item. You may leave an item unanswered; an incomplete trait will remain unscored.

P01 Am the life of the party.
Response P01 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P02 Sympathize with others' feelings.
Response P02 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P03 Get chores done right away.
Response P03 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P04 Have frequent mood swings.
Response P04 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P05 Have a vivid imagination.
Response P05 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P06 Don't talk a lot.
Response P06 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P07 Am not really interested in others.
Response P07 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P08 Often forget to put things back in their proper place.
Response P08 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P09 Am relaxed most of the time.
Response P09 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P10 Have difficulty understanding abstract ideas.
Response P10 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Mini-IPIP items from Donnellan, Oswald, Baird and Lucas (2006). Original item wording retained. Public-domain items supplied by the International Personality Item Pool.

Part A2 Your personality traits continued

Continue describing how you generally are now across everyday situations. Use the same accuracy scale. Your answers can differ from your coaching preferences.

1 = Very inaccurate; 2 = Moderately inaccurate; 3 = Neither accurate nor inaccurate; 4 = Moderately accurate; 5 = Very accurate.

Choose one response for each item. You may leave an item unanswered; an incomplete trait will remain unscored.

P11 Talk to a lot of different people at parties.
Response P11 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P12 Feel others' emotions.
Response P12 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P13 Like order.
Response P13 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P14 Get upset easily.
Response P14 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P15 Am not interested in abstract ideas.
Response P15 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P16 Keep in the background.
Response P16 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P17 Am not interested in other people's problems.
Response P17 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P18 Make a mess of things.
Response P18 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P19 Seldom feel blue.
Response P19 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

P20 Do not have a good imagination.
Response P20 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

The result describes five trait scores. Discuss how those tendencies appear in your actual coaching. Your reviewer will use the Director Guide to score and interpret the responses.

Part B Your development habits

During the last four weeks, how often did you do this when the situation offered a relevant opportunity?

1 = almost never; 2 = occasionally; 3 = about half of relevant opportunities; 4 = usually; 5 = almost every relevant opportunity; NA = no relevant opportunity or unable to judge.

Observe

17 I watched players away from the ball before deciding what to coach.

Response 17 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

18 I checked teammates' positioning before correcting the ball carrier.

Response 18 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

19 I observed several repetitions before treating an action as a pattern.

Response 19 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

20 I checked which players received few opportunities to act or contribute.

Response 20 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

Interpret

21 I separated what I saw from my explanation of why it happened.

Response 21 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

22 I checked whether a difficulty involved noticing, choosing, or executing.

Response 22 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

23 I asked a player what they noticed before judging their choice.

Response 23 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

24 I considered a second explanation before settling on a coaching response.

Response 24 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

Frequency gives a starting point for discussion. Some habits may be appropriate less often in your context. Describe examples and constraints in your review.

Part B Your development habits continued

During the last four weeks, how often did you do this when the situation offered a relevant opportunity?

1 = almost never; 2 = occasionally; 3 = about half of relevant opportunities; 4 = usually; 5 = almost every relevant opportunity; NA = no relevant opportunity or unable to judge.

Design

25 I linked a practice to a specific game problem.

Response 25 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

26 I made room for more than one effective solution in a practice.

Response 26 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

27 I included teammates' supporting roles when teaching an individual action.

Response 27 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

28 I checked whether a practice rule encouraged a choice that would be unhelpful in a match.

Response 28 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

Guide

29 I explained the purpose of an action in language the players could understand.

Response 29 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

30 I allowed players time to try an unfamiliar solution before intervening.

Response 30 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

31 I identified a useful decision even when its execution failed.

Response 31 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

32 I checked the player's next action to see whether my feedback helped.

Response 32 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

Frequency gives a starting point for discussion. Some habits may be appropriate less often in your context. Describe examples and constraints in your review.

Part B Your development habits continued

During the last four weeks, how often did you do this when the situation offered a relevant opportunity?

1 = almost never; 2 = occasionally; 3 = about half of relevant opportunities; 4 = usually; 5 = almost every relevant opportunity; NA = no relevant opportunity or unable to judge.

Adapt

33 I changed my coaching approach when player responses showed it was not helping.

Response 33 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

34 I adjusted a challenge to suit a player's current ability.

Response 34 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

35 I reduced a training restriction to check whether learning continued.

Response 35 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

36 I chose instruction, questioning, or observation according to what players needed.

Response 36 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

Review

37 I reviewed a learning objective separately from the match or practice result.

Response 37 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

38 I used recorded examples when deciding what to teach next.

Response 38 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

39 I checked whether an improvement appeared later without my prompting.

Response 39 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

40 I asked another coach to challenge my interpretation.

Response 40 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] NA

Frequency gives a starting point for discussion. Some habits may be appropriate less often in your context. Describe examples and constraints in your review.

Part C Your reasoning in practice

Write short answers. More than one action can be reasonable. Show what you would check, why you would act, and how you would judge the response.

S1 A midfielder keeps losing possession

In a U12 match, a midfielder receives with their back to goal and loses possession three times. Pressure arrives quickly, the nearby support player is close behind, and the forward option is marked. A wide teammate appears available. The midfielder says, "I had no option." You have only seen these three moments.

S1 notice What first catches your attention

_____

_____

S1 check What else would you check before deciding why it happened

_____

_____

S1 action What would you do next and what purpose would it serve

_____

_____

S1 evidence What would you look for to judge whether it helped

_____

_____

S2 An inventive action changes the team shape

In a U11 match, your wingback moves inside, beats an opponent, and then has a pass intercepted. Another teammate stays central, leaving the team without width. Your usual starting reference asks the wingback to provide width. An assistant says, "They need to stay in position."

S2 notice What first catches your attention

_____

_____

S2 check What else would you check before deciding why it happened

_____

_____

S2 action What would you do next and what purpose would it serve

_____

_____

S2 evidence What would you look for to judge whether it helped

_____

_____

Part C Your reasoning in practice continued

Write short answers. More than one action can be reasonable. Show what you would check, why you would act, and how you would judge the response.

S3 A practice rule changes the decisions

In a U10 game, you require three passes before a goal can count to encourage support and combination play. Players now pass up open chances to complete the required passes. Pass completion has increased, but useful attacking opportunities have decreased.

S3 notice What first catches your attention

_____

_____

S3 check What else would you check before deciding why it happened

_____

_____

S3 action What would you do next and what purpose would it serve

_____

_____

S3 evidence What would you look for to judge whether it helped

_____

_____

S4 A good result hides a learning question

Your U13 team wins 4 to 0. The weekly objective was to recognize when to play through midfield, but all goals came from direct attacks. The opponent often left space behind. Players can describe your rehearsed build-up route. You have not yet checked their choices against a different press.

S4 notice What first catches your attention

_____

_____

S4 check What else would you check before deciding why it happened

_____

_____

S4 action What would you do next and what purpose would it serve

_____

_____

S4 evidence What would you look for to judge whether it helped

_____

_____

Part D Prepare your development conversation

Use examples to explain your answers. Your profile will be more useful when it reflects the team, resources, and pressures around your work.

D1 What recent context affected your coaching? Consider staffing, time, age, or player needs.

_____

_____

_____

D2 Which coaching strength do you want to preserve? What example shows it?

_____

_____

_____

D3 Which personal tendencies help your coaching, and what changes when you are under pressure?

_____

_____

_____

D4 Describe recent feedback that challenged your interpretation. How did you respond?

_____

_____

_____

D5 What would you like to develop? What support would help you try it?

_____

_____

_____

Bring one session plan and one short match or practice example to the development conversation if available. An audio description or written example can be used when footage is unavailable.