Field Player Profile
Coach Guide

Personality playing preferences and position exploration

Use the questionnaire to understand the player and suggest two or three roles to explore. Combine the player's voice, football preferences, and observed actions. Personality adds useful questions about support and learning; it cannot establish one right position.

How to use this version

1. Ask the player to answer independently. For younger readers, read the wording neutrally and check understanding. The plain language is intended for youth players who can understand each item; it is not an age-validated scale.

2. Score the five personality themes and four playing preferences separately. Review the actual answers as well as averages. Never turn them into an overall player or talent score.

3. Agree two initial role trials and, when useful, a third role the player wants to learn. Use the position guide to identify football behaviors to observe.

4. Provide understandable role references, similar opportunities, and enough time to settle into each role. Discuss what the player enjoyed and noticed afterward.

5. Record one strength supported by examples, one development priority, and a date to review. Keep access to individual answers clear with the player and family.

What the scores mean

This is an original development tool. The youth wording differs from the adult Mini-IPIP used in the coach questionnaire. These questions, scales, style names, and position cues have not been psychometrically validated. Adult score norms or reliability estimates do not transfer to this version.

A score describes self-reported answers. A low score can reflect the context, a misunderstood question, or limited opportunity. Seek examples and allow the player to disagree with your interpretation.

Keep positions open

Young players should continue learning several roles. Quiet players can organize a defense, and socially confident players can need help with useful communication. Apply the team's game model and the individual's development needs to every trial.

The six pages that follow cover scoring, role cues, examples, a player report, and sources.

Scoring the personality reflection

The five themes draw on broad personality ideas such as sociability, consideration, conscientiousness, emotional response, and curiosity. They are practical reflection themes rather than validated Big Five test scores.

Theme	Item key
Social confidence	P01 P06R P11 P16R
Consideration for others	P02 P07R P12 P17R
Follow through and preparation	P03 P08R P13 P18R
Emotional reactivity	P04 P09R P14 P19R
Curiosity and flexibility	P05 P10R P15 P20R

Calculate each average

For an item marked R, reverse the answer using 6 minus the response. Leave the other answers unchanged. Add the four keyed answers and divide by four. Report each mean from 1 to 5 to one decimal.

Require all four valid answers for each theme. If one is missing, report incomplete and invite the player to explain or complete it. Never insert 0 or 3. This completeness rule is a practical choice.

Turn each theme into a coaching question

Social confidence

How does the player prefer to share information? Try a clear short cue and check its usefulness in the role. General sociability does not measure leadership.

Consideration for others

How does the player notice and respond to teammates? Discuss a specific moment rather than assuming empathy or cooperation from a score.

Follow through and preparation

Which routines help the player start ready and finish an agreed task? Everyday organization does not prove positional discipline.

Emotional reactivity

A larger mean describes more reported reactivity in these answers. Ask what helps after a setback; check actual match responses before drawing conclusions.

Curiosity and flexibility

How does the player approach a new idea or unfamiliar role? Ask for an example. This is not a measure of intelligence or football creativity.

Use descriptive language and examples. No high or low cutoffs, percentiles, fixed personality types, or position exclusions are defined.

Scoring the playing preferences

Part B describes preferred jobs and actions when either option could be useful. A match decision still depends on pressure, space, teammates, opponents, and the team plan.

Preference	Score 1 end	Score 5 end	Items
Preferred team job	Protect the goal	Create chances	F01 F05R F09 F13R
Way to progress	Combine passes	Carry the ball	F02 F06R F10 F14R
Preferred space	Central areas	Wide areas	F03 F07R F11 F15R
Receiving movement	Come to feet	Run beyond	F04 F08R F12 F16R

Reverse R items using 6 minus the answer. Average the available keyed responses only when at least three of four are valid; show the response count. Otherwise report incomplete. A larger mean leans toward the score 5 end.

Use unrounded means when describing the direction. Exactly 3 remains mixed. Values close to 3 describe only a slight lean. These are descriptive conventions, not tested cutoffs or estimates of ability.

A plain playing style description

Combine the progression and space preferences for an optional working description. Keep the preferred team job and receiving movement visible beside it.

Working description	Two reported preferences
Central connector	Combining passes and central areas
Central carrier	Carrying the ball and central areas
Wide connector	Combining passes and wide areas
Wide carrier	Carrying the ball and wide areas
Mixed preferences	A midpoint, incomplete answers, or no clear settled preference

Interpreting the scenarios

S1 can reveal what the player checks before receiving, how pressure affects the first touch, and when a support pass or turn could help. Ask the player to explain both options rather than awarding points for one phrase.

S2 can reveal how the player responds to losing possession, recognizes the next defending job, and resets. The right immediate action depends on distance and teammates' cover. Ask what they saw before judging their choice.

The scenarios have no total score. Check the player's ideas in live play and distinguish recognizing a solution from executing it.

Positions to explore

Use these as coaching cues for a shortlist. Every role needs technical, tactical, physical, and social skills. A player can learn a role without matching a preferred pattern.

Role	Reported interests that may prompt a trial	Football evidence to observe
Center back	Protecting + central preferences; enjoys helping play from deeper areas.	Read danger, cover a partner, defend 1v1, use clear cues and pass out under pressure.
Fullback or wingback	Wide preference with interest in both defending and attacking.	Defend wide 1v1, recover, receive with a view forward, support inside and outside, choose when to advance.
Holding midfielder	Protecting + central + combining; enjoys being available for passes.	Scan around, receive with pressure from several sides, protect the middle and connect play forward.
Central midfielder	Central + combining, with interest in both team jobs.	Support at useful angles, receive and turn, connect units, recover and choose when to go forward.
Attacking midfielder	Creating + central; enjoys linking near the opponent's goal.	Find gaps between lines, receive on the turn, combine quickly, create chances and react when possession is lost.
Winger or wide forward	Creating + wide; carrying or running beyond can be useful preferences.	Beat an opponent, choose pass or shot, time runs, create width and respond to pressing cues.
Center forward	Creating preference; interest in runs beyond or receiving to link play.	Separate from a marker, finish, hold and combine under pressure, time runs and lead the agreed press.

Connect roles to the game format

In 11v11, these roles can be distinct. In 9v9, holding, central, and attacking midfield tasks may sit within the same CM position. A winger's tasks may belong to a WB or forward in the team's shape. In 7v7, use broad defender, midfielder, wide, and forward jobs. Define the actual responsibility before judging fit.

Current size, speed, or one standout match should not close other roles. Observe movement demands, coordination, and repeated actions in the player's developmental context.

These role cues are original coaching proposals, informed by U.S. Soccer's positional descriptions. They are not a personality to position scoring key.

Making the position suggestions

Build a shortlist without a matching percentage

Start with the player's interests, then compare their playing preferences with the role cues. Explain the reasons for two roles. Add a third role when it offers a useful learning challenge or reflects a player's request.

For example, central + protecting + combining can prompt trials at center back and holding midfield. Creating + wide can prompt winger and wingback trials. Creating + central can prompt attacking midfield or forward trials, with receiving and running preferences shaping the role task. These are starting cues, not requirements.

Use personality to ask how the player might experience those tasks and which support could help. A social-confidence score cannot choose a center back, and emotional reactivity cannot rule out a striker.

Fictional example A quieter central connector

The player prefers central areas, protecting the team, receiving to feet, and combining. They report preferring to listen in groups and enjoying preparation. They want to try holding midfield.

Suggest holding midfield and center back trials. The football preferences justify the shortlist; the personality answers prompt a conversation about communication. Agree two short useful cues and observe scanning, receiving under pressure, covering space, and pass selection.

Fictional example A wide carrier after a setback

The player enjoys creating chances, wide areas, and carrying the ball. They report strong curiosity and feelings that can change quickly after setbacks. They want to play winger.

Suggest winger and wingback trials. Explore whether inventive 1v1 play helps create chances, then check recovery and defensive decisions. Agree a reset cue and a next-action task. The emotional answers guide support rather than determining the position.

Test the suggestion in play

As a practical starting cycle, use two training exposures and a match segment in each shortlisted role where feasible. Use comparable playing time, opponents, and tasks; record differences when this is not possible. This schedule is a coaching proposal.

For each role, record what the player noticed, chose, executed, and contributed to teammates. Ask about enjoyment and challenge. Finish with roles to keep exploring, a behavior to practice, and a review date. Limited evidence should produce a trial plan, not a confident permanent position.

Player report and role trial record

Player and reviewer

_____

Personality reflection	Mean or incomplete
Social confidence	_____
Consideration for others	_____
Follow through and preparation	_____
Emotional reactivity	_____
Curiosity and flexibility	_____

Playing preference	Mean and response count
Preferred team job	_____
Way to progress	_____
Preferred space	_____
Receiving movement	_____

Working playing style and the player's own description

_____

Role to explore	Why this role	What to observe
First trial _____	_____ _____	_____ _____
Second trial _____	_____ _____	_____ _____
Optional learning trial _____	_____ _____	_____ _____

Strength seen in play and the example supporting it

_____

Development priority and support agreed with the player

_____

What the player enjoyed or wants changed

_____

Training opportunities and review date

_____

Useful report wording: Your answers suggest these roles are worth trying. We will watch these football actions together and review how the roles feel after you have had enough opportunity.

Evidence and source notes

The purpose is a better development conversation and a practical role trial. No study cited here validates this questionnaire, its scoring conventions, the working style names, or a prediction of a player's best position.

Leprince et al. 2026

Personality profiles of youth elite soccer players

The abstract reports positional differences in some personality traits among 451 elite players aged 14 to 19. This is group-level association, not a tested position assignment rule for an individual or for younger children.

U S Soccer

Positional traits and role demands

The position pages identify football skills and behaviors to observe. The role cues in this guide are Project Eleven coaching proposals informed by those descriptions.

FIFA 2023

Experimenting with positional freedom

The 9v9 activity encourages players to experience different positions. The trial process here is an original practical workflow, not a validated assessment procedure.

Sources used for the role cues

U.S. Soccer Center back

U.S. Soccer Central midfield

U.S. Soccer Wide forward

U.S. Soccer Center forward

How to develop the questionnaire

Before using the profile widely, check wording with players of different ages and experience. Ask them to explain each question in their own words. Record unclear items and missing answers, and revise the language with coaching and measurement expertise.

A separate planned study would be needed to establish reliability, score structure, fairness, or useful prediction. Group differences in older elite players do not supply individual cutoffs for younger players.

Original questions, scoring conventions, descriptions, and trial process prepared for Project Eleven and Brent Chase. November 2026.