

THE SCIENCE BEHIND COACH PROFILE

A plain-English guide to every theoretical framework underpinning the CoachIQ psychometric: with football application and reflective questions

12

Theoretical
Frameworks

10

Coaching
Domains

5

Scoring
Levels

36

Reflective
Questions

THIS DOCUMENT COVERS:

- Plain-English explanation of every framework used in CoachIQ
- The evidence base and academic origin of each framework
- The specific CoachIQ domains each framework underpins
- Visual model diagrams showing each framework in action
- Football application: how each framework applies to your coaching
- 3 reflective questions per framework to drive your development

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Gibbs' Reflective Cycle

Graham Gibbs (1988): Oxford Polytechnic

A six-stage model guiding coaches through structured reflection: Description (what happened?), Feelings (how did it feel?), Evaluation (what worked?), Analysis (why did it happen?), Conclusion (what have you learned?), and Action Plan (what will you do differently?). The cycle is designed to be repeated: each loop producing deeper insight and more targeted development.

DOMAINS ASSESSED IN COACHIQ

- Reflective Practice
- CPD

WHY WE CHOSE IT

Gibbs is the most widely validated reflective framework in professional education. Unlike models that treat reflection as a single step, Gibbs forces coaches to work through emotional, analytical, and practical layers. This is essential for developing coaches who make deliberate, evidence-based decisions rather than simply repeating habits: good or bad.

"Without structured reflection, experience is just repetition."

WHAT THIS MEANS FOR YOU

Your score in Reflective Practice tells you how consistently you close the Gibbs loop. Foundation coaches may reflect occasionally and informally. Expert coaches reflect habitually and with rigour using journals, mentors, or structured debrief tools to cycle through all six stages after every significant session.

KEY STAGES & CONCEPTS

Description

Objectively describe what happened: no judgement yet.

Feelings

Acknowledge the emotional response: yours and the players'.

Evaluation

Identify what worked and what didn't.

Analysis

Interrogate the 'why': what theory or evidence applies here?

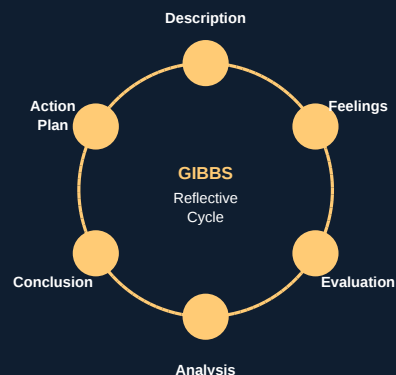
Conclusion

Summarise what you have genuinely learned.

Action Plan

Commit to a specific change in your next session.

MODEL DIAGRAM



IN FOOTBALL, THIS MEANS...

Elite football coaches use the Gibbs loop after every session: describing what happened objectively, acknowledging how players responded emotionally, evaluating what worked and what didn't, analysing why, then committing to a specific change. Video review, coaching journals, and mentor conversations are all Gibbs tools in action. The best coaches do not simply replay sessions in their head: they work through every stage deliberately.

REFLECT ON THIS

Q1

After your last session, did you work through all six Gibbs stages, or did you stop at 'that went well / that didn't go well'?

Q2

What emotional response did you notice in yourself during the session, and how might that have affected your decisions?

Q3

What is one specific thing you will do differently in your next session, and why?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Kolb's Experiential Learning Cycle

David Kolb (1984): Case Western Reserve University

Learning occurs through four stages: Concrete Experience (doing), Reflective Observation (thinking about what happened), Abstract Conceptualisation (developing a theory from reflection), and Active Experimentation (testing that theory in practice). Kolb also identified four learning styles: Diverger, Assimilator, Converger, Accommodator: based on which stages individuals prefer. Effective learning requires all four stages.

DOMAINS ASSESSED IN COACHIQ

■ CPD

WHY WE CHOSE IT

Kolb explains why coaches who simply 'do more coaching' do not automatically improve. Experience must be reflected upon, converted into a theory or principle, and then deliberately re-tested. Without this loop, coaches accumulate sessions without accumulating wisdom. The CPD domain is built around assessing how intentionally coaches close this loop.

"We learn not from experience, but from reflecting on experience.": John Dewey

WHAT THIS MEANS FOR YOU

If your CPD score is low, you are likely spending most development time in Concrete Experience doing more: without moving through the other three stages. Higher-scoring coaches actively seek feedback, read theory, and deliberately trial new approaches. The goal is a complete, repeating cycle, not just accumulating hours.

KEY STAGES & CONCEPTS

Concrete Experience

The coaching session, drill, or conversation itself.

Reflective Observation

Watching back film, journaling, seeking feedback.

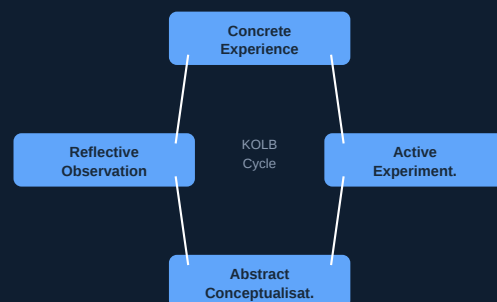
Abstract Conceptualisation

Reading research, discussing with mentors, forming conclusions.

Active Experimentation

Trialling a new approach in the next session.

MODEL DIAGRAM



IN FOOTBALL, THIS MEANS...

Most football coaches live in the Concrete Experience stage: they coach more to get better. Kolb tells us that coaching more without reflecting, reading, and deliberately experimenting produces plateaus, not growth. Watching session footage (Reflective Observation), reading sports science (Abstract Conceptualisation), and trialling a new questioning technique next session (Active Experimentation) completes the loop. The best coaches actively manage all four stages.

REFLECT ON THIS

Q1

When did you last read a coaching book or research article, and how did it change what you tried next?

Q2

Do you have a system for reflecting after sessions, or do you rely on your general sense of how it went?

Q3

Think of something you have done the same way for years. What evidence actually supports that approach?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Bloom's Taxonomy

Benjamin Bloom (1956), revised Anderson & Krathwohl (2001): University of Chicago

A hierarchical model of cognitive learning moving from lower-order (Remembering, Understanding) through Application, Analysis, and Evaluation to the highest level: Creating. The revised model uses active verbs at each level, making it practical for session and question design. It explains why some coaching activities produce shallow surface learning while others produce genuine understanding and transferable skill.

DOMAINS ASSESSED IN COACHIQ

- Session Design
- Feedback & Questioning

WHY WE CHOSE IT

Expert Session Design requires pitching activities at the right cognitive challenge. Bloom provides the framework for understanding why closed 'copy this' drills produce different outcomes to open 'solve this problem' scenarios. It directly underpins the Feedback & Questioning domain: guiding coaches from knowledge-recall questions to genuine evaluation and creative problem-solving.

"The goal of coaching is not to produce compliant players: it's to produce thinkers."

WHAT THIS MEANS FOR YOU

Foundation coaches design sessions that ask players to Remember and Understand: 'do it like this.' Expert coaches design sessions that challenge players to Analyse, Evaluate, and Create: 'why did that work?', 'what would you do differently?', 'design your own solution.' Higher Bloom-level questions produce players who solve problems they have never encountered before.

KEY STAGES & CONCEPTS

Remember

Can the player recall? (Describe, list, name)

Understand

Can the player explain it in their own words?

Apply

Can the player use it in a familiar situation?

Analyse

Can the player break it down and examine its parts?

Evaluate

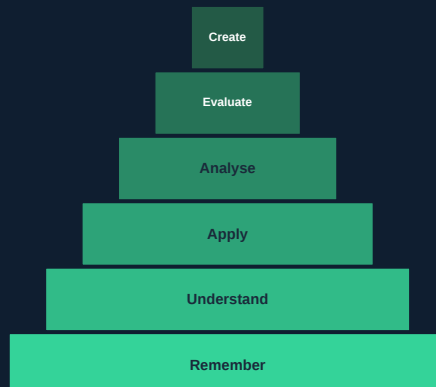
Can the player judge its effectiveness?

Create

Can the player design a new solution independently?

MODEL DIAGRAM

BLOOM'S TAXONOMY



IN FOOTBALL, THIS MEANS...

Foundation session design tends to be instruction-heavy: 'Do this drill, copy this shape.' Expert session design uses open problems and questions that push players up the Bloom hierarchy: 'Why did that break down? What would you change? Design a solution.' The questions a coach asks: closed or open, recall or evaluation: directly determine the cognitive level at which players learn. High Bloom-level football produces players who solve problems without needing the coach.

REFLECT ON THIS

Q1

In your last session, what was the highest level of Bloom's Taxonomy you demanded from your players?

Q2

Write down the last three questions you asked a player during a session. At which Bloom level do they sit?

Q3

Could you redesign the same practice at a higher cognitive level? What would that actually look like?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

The GROW Model

Graham Alexander, Alan Fine & Sir John Whitmore (1980s-1992)

A structured coaching conversation framework: Goal (what do you want to achieve?), Reality (where are you now: honestly?), Options (what could you do?), and Will (what will you commit to?). Originally for executive coaching, GROW was popularised in sport by Sir John Whitmore's 'Coaching for Performance' and is now embedded in elite coaching education globally.

DOMAINS ASSESSED IN COACHIQ

- Feedback & Questioning
- Coaching Philosophy

WHY WE CHOSE IT

GROW is the practical backbone of the Feedback & Questioning domain. It explains the mechanism by which great coaches shift from 'here is the answer' to 'what do you think the answer is?' When coaches use GROW principles, players develop their own problem-solving capability the most durable and transferable form of learning available in a coaching environment.

"A coach who asks instead of tells creates players who think instead of react."

WHAT THIS MEANS FOR YOU

A high score in Feedback & Questioning reflects a coach who uses GROW-style questioning instinctively. They don't simply instruct: they ask, listen, and guide. This takes longer in the short term but produces players who can adapt, make decisions under pressure, and coach themselves when no one is watching. Foundation coaches tell. Expert coaches ask.

KEY STAGES & CONCEPTS

Goal

Set a clear, specific target for the conversation or development area.

Reality

Establish current reality with honesty and evidence not assumption.

Options

Generate as many possible pathways as possible before filtering.

Will

Secure a genuine commitment: what, when, and how will they act?

MODEL DIAGRAM



IN FOOTBALL, THIS MEANS...

GROW converts the typical 'do it like this' coaching moment into a genuine learning conversation. Instead of correcting a midfielder's positioning, a GROW coach asks: 'What were you trying to achieve there?' (Goal) 'What actually happened?' (Reality): 'What could you do differently?' (Options): 'What will you try next time?' (Will). This takes thirty seconds more but produces a player who makes better decisions when the coach is not watching.

REFLECT ON THIS

Q1

In your last match or training, when did you tell a player what to do instead of asking what they thought?

Q2

Could you have a GROW conversation with one player in your squad this week about their development?

Q3

What stops you from asking more and instructing less, and what would help you change this?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

The Johari Window

Joseph Luft & Harrington Ingham (1955): UCLA

A model of self-awareness represented as four quadrants: Open (known to self and others), Blind Spot (known to others but not self: what players and peers see that the coach cannot), Hidden (known to self but not shared), and Unknown (undiscovered by anyone). The model shows that growth requires both honest feedback and deliberate self-disclosure.

DOMAINS ASSESSED IN COACHIQ

- Communication
- Reflective Practice
- Coaching Philosophy

WHY WE CHOSE IT

The Johari Window makes explicit something many coaches resist: others see our coaching in ways we cannot. Our assessment illuminates blind spots, reduces the Hidden quadrant through structured reflection, and begins expanding the Open quadrant. High-scoring coaches in Communication and Reflective Practice actively seek to enlarge what is Open and shrink what is Hidden or Blind.

*"The blind spot is not a failure of ability
it's a failure of information."*

WHAT THIS MEANS FOR YOU

Every coach has blind spots. The question is whether they are aware of them. Foundation coaches typically have large Blind Spot quadrants they have not sought enough honest feedback to know what others see. Expert coaches actively invite challenge, share their reasoning openly, and use mentors, video analysis, and peer review to continuously shrink their blind spots.

KEY STAGES & CONCEPTS

Open

Expand this quadrant: share your thinking and invite feedback.

Blind Spot

Shrink this: actively seek feedback from players and peers.

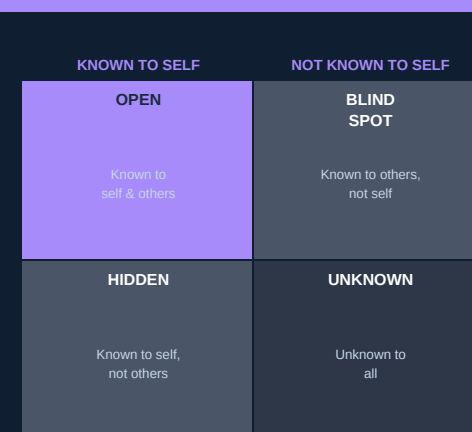
Hidden

Reduce this: be more transparent about your reasoning and values.

Unknown

Explore this: try new contexts, reflect deeply, seek mentoring.

MODEL DIAGRAM



IN FOOTBALL, THIS MEANS...

Many coaches believe they respond calmly to mistakes when players experience them very differently. Video review is a powerful Johari tool watching yourself coach reveals blind spots that no amount of self-reflection uncovers. Regularly asking players for honest feedback, having candid conversations with your assistant, and being transparent about your coaching reasoning all enlarge the Open quadrant and reduce what remains hidden or unseen.

REFLECT ON THIS

Q1

When did you last receive genuinely honest feedback about your coaching and how did you respond to it?

Q2

What would your players say is your most significant blind spot as a coach? How do you know?

Q3

Is there something about your coaching approach you keep hidden from your players? Why?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

The Four Stages of Competence

*Gordon Training International (1970s)
developed by Noel Burch*

A model describing how skill is acquired across four stages: Unconscious Incompetence (you don't know what you don't know), Conscious Incompetence (you know you can't do it yet), Conscious Competence (you can do it with deliberate effort), and Unconscious Competence (it becomes automatic and effortless). Also known as the Competence Ladder, this model is among the most widely referenced frameworks in professional development.

DOMAINS ASSESSED IN COACHIQ

- Reflective Practice
- Session Design

WHY WE CHOSE IT

The Four Stages mirrors our five-tier scoring system and gives coaches a non-judgmental framework for understanding their development journey. Foundation scores do not mean 'bad coach': they mean 'early in the journey.' Expert scores represent Unconscious Competence: skills so embedded they appear effortless. The model also explains why moving from Foundation to Developing can feel uncomfortable: conscious incompetence is genuinely painful but is the necessary gateway to growth.

"The most dangerous coach is the one who doesn't know what they don't know."

WHAT THIS MEANS FOR YOU

The most dangerous coach is not the one who scores low: it is the one who scores low and thinks they score high (Unconscious Incompetence). Completing this assessment is itself a move from Stage 1 to Stage 2: you now know your gaps. That knowledge, however uncomfortable, is the most valuable thing available to a developing professional. Every expert coach went through every stage you are currently in.

KEY STAGES & CONCEPTS

Unconscious Incompetence

Doesn't know what they don't know. Needs challenge.

Conscious Incompetence

Aware of gaps: uncomfortable but essential for growth.

Conscious Competence

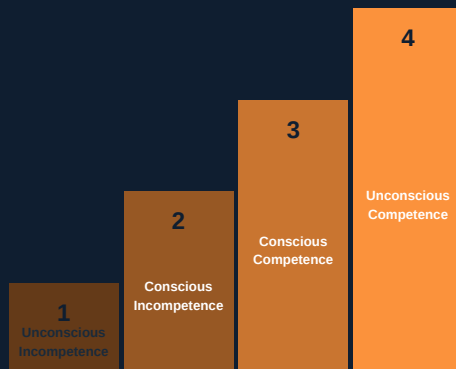
Can perform with focus and effort. Needs repetition.

Unconscious Competence

Automatic excellence. The mark of the expert practitioner.

MODEL DIAGRAM

COMPETENCE LADDER



IN FOOTBALL, THIS MEANS...

Every skill a football coach develops: from session design to managing a difficult player conversation: passes through all four stages. The discomfort of knowing you are not yet good enough (Conscious Incompetence) is not a sign of failure; it is the gateway to growth. Foundation coaches who are unaware of their gaps make the same errors repeatedly. Becoming consciously aware of your gaps: as this assessment is designed to do: is the single most important developmental step available.

REFLECT ON THIS

Q1

Which area of your coaching feels like Unconscious Competence right now: something you do effortlessly? How did you get there?

Q2

Which area feels like Conscious Incompetence: something you know you are not yet good at? What is your plan?

Q3

Could there be an area where you are still at Unconscious Incompetence where you do not yet know what you do not know?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Self-Determination Theory (SDT)

Edward Deci & Richard Ryan (1985): University of Rochester

A macro-theory of human motivation built around three core psychological needs: Autonomy (feeling in control of your own choices), Competence (feeling capable and effective), and Relatedness (feeling genuinely connected to and valued by others). SDT distinguishes between intrinsic motivation (doing something because it is inherently meaningful) and extrinsic motivation (doing something for rewards or to avoid punishment). When all three needs are met, intrinsic motivation flourishes.

DOMAINS ASSESSED IN COACHIQ

WHY WE CHOSE IT

SDT is arguably the most important psychological framework in sports coaching today. The research is extensive and unambiguous: players in controlling, directive, fear-based environments perform in the short term but burn out, drop out, and stop loving the game. Our Player Wellbeing and Leadership domains directly assess whether coaches meet their players' three core needs or unknowingly frustrate them.

"Controlled compliance produces short-term performance. Autonomy produces lifelong players."

WHAT THIS MEANS FOR YOU

Every coaching decision either supports or undermines autonomy, competence, and relatedness. How you give feedback, how much choice you give players, whether players feel genuinely cared for as people: all are SDT decisions. Foundation coaches lead through control and compliance. Expert coaches design environments where players feel autonomous, capable, and connected: where intrinsic motivation, creative play, and long-term development live.

KEY STAGES & CONCEPTS

Autonomy

Give players real choices. Let them problem-solve. Don't over-direct.

Competence

Set challenges that stretch but don't overwhelm. Celebrate growth.

Relatedness

Know your players as people. Create genuine belonging.

Intrinsic Motivation

The destination: players who love the game for its own sake.

MODEL DIAGRAM



SELF-DETERMINATION THEORY

IN FOOTBALL, THIS MEANS...

SDT explains one of the most common failure modes in football coaching: technically capable players who leave the game early or who play mechanically without creativity. Controlling coaching environments where players comply but never choose: might produce short-term results but undermine the intrinsic motivation required for long-term development. Every time you give players genuine choices in training, build real relationships, and set challenges at the right level, you are meeting the three core psychological needs SDT identifies.

REFLECT ON THIS

Q1

In your sessions, where do players have genuine autonomy: real choices that matter? Or are all the choices yours?

Q2

Can you name three players whose intrinsic motivation has grown under your coaching? What specifically did you do?

Q3

On a scale of 1-10, how would your players rate their sense of belonging in your environment, and how do you know?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Maslow's Hierarchy of Needs

Abraham Maslow (1943): Brooklyn College

A five-level pyramid of human needs from base to apex: Physiological (food, rest, warmth), Safety (security, structure, freedom from fear), Love and Belonging (social connection, being valued), Esteem (recognition, confidence, achievement), and Self-Actualisation (reaching one's full potential). Maslow argued that lower-level needs must be adequately satisfied before higher-level growth becomes genuinely possible.

DOMAINS ASSESSED IN COACHIQ

- Player Wellbeing
- Leadership

WHY WE CHOSE IT

Maslow is essential for coaching because it explains something coaches sometimes miss: a player who is frightened, socially excluded, or psychologically unsafe cannot focus on developing their football. The best tactical session will produce nothing from a player whose Safety or Belonging needs are unmet. Our Player Wellbeing domain directly assesses whether coaches check in with the whole person before demanding performance.

"A player who doesn't feel safe cannot learn. A player who doesn't feel valued won't try."

WHAT THIS MEANS FOR YOU

Before you demand execution, check the foundations. Does every player feel physically safe? Do they feel they belong: accepted regardless of error? Are they receiving recognition for effort and growth, not just for performance? Foundation coaches focus on the top of the pyramid. Expert coaches build from the bottom up meeting each layer of need before expecting players to access their full potential.

KEY STAGES & CONCEPTS

Physiological

Is the player physically prepared? Rest, nutrition, warm-up.

Safety

Is the environment free from fear, humiliation, or unpredictable punishment?

Belonging

Does the player feel genuinely part of the group and accepted?

Esteem

Is the player's effort and growth recognised and celebrated?

Self-Actualisation

Is the player given room to grow, experiment, and become their best?

MODEL DIAGRAM



IN FOOTBALL, THIS MEANS...

Football coaches often invest heavily in tactical preparation while overlooking foundational Maslow layers. A player who has been publicly criticised (Safety need violated) cannot access tactical learning. A player who feels excluded from the squad (Belonging unmet) will never reach their potential. Elite football environments: from Clairefontaine to City's Academy: invest heavily in the lower pyramid layers precisely because they know performance lives at the top, and foundations must be solid before demanding it.

REFLECT ON THIS

- Q1**
Is every player in your squad genuinely free from fear in your environment fear of mistakes, embarrassment, or your reaction?
- Q2**
Can you identify a player who feels excluded or on the periphery of the group? What have you done, or could do: about that?
- Q3**
Before your next session, consider each player through the Maslow lens. Who has unmet lower-level needs limiting their development?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Tuckman's Team Development Model

Bruce Tuckman (1965), extended with Mary Ann Jensen (1977)

Five stages of group development: Forming (polite, uncertain, dependent on leader), Storming (conflict as roles, power, and expectations are negotiated), Norming (cohesion, trust, and agreed ways of working develop), Performing (effective, self-managing, results-focused), and Adjourning (the team transitions or disbands). Tuckman showed that all healthy teams pass through every stage, and that Storming is not a failure but a necessary developmental phase.

DOMAINS ASSESSED IN COACHIQ

■ Leadership

WHY WE CHOSE IT

Tuckman explains why assembling a talented squad does not automatically produce a successful team. Coaches who understand team development know how to read which stage their group is in and what kind of leadership each stage requires. Leadership in Forming looks very different from leadership in Performing. Our Leadership domain assesses whether coaches have this developmental awareness and can adjust their style accordingly.

***"Every team storms before it performs.
Your job is to lead them through it."***

WHAT THIS MEANS FOR YOU

If your squad is in conflict in pre-season, this is not a sign of a bad team: it is Storming working exactly as described. Your role is not to eliminate the conflict but to facilitate it productively. Foundation coaches panic at Storming and either avoid it or suppress it. Expert coaches expect it, welcome it, and use it to build the psychological safety and role clarity that produces a Performing culture.

KEY STAGES & CONCEPTS

Forming

High direction needed. Establish clarity, roles, and psychological safety.

Storming

Conflict is normal. Facilitate, don't suppress. Build honest communication.

Norming

Reinforce cohesion. Celebrate shared identity and agreed standards.

Performing

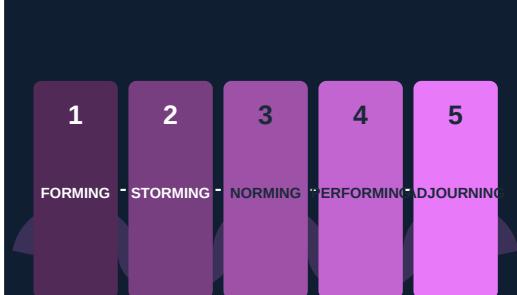
Step back. Trust the group. Enable autonomy and shared leadership.

Adjourning

Acknowledge endings. Celebrate growth. Support transitions.

MODEL DIAGRAM

TUCKMAN'S TEAM DEVELOPMENT



IN FOOTBALL, THIS MEANS...

Pre-season conflict in a football squad is not a problem: it is the Storming stage operating exactly as Tuckman described. Coaches who suppress Storming by insisting on immediate harmony miss the opportunity to build genuine cohesion. The Norming phase: when the squad bonds around shared standards and mutual trust: can only follow a properly navigated Storming phase. Understanding this model allows coaches to diagnose where their team is and apply the leadership approach that stage actually requires.

REFLECT ON THIS

Q1

Which stage of the Tuckman model is your squad currently in? What evidence supports that diagnosis?

Q2

When conflict emerged in your squad this season, did you facilitate it productively or try to suppress it?

Q3

What does your team need from you right now to move from its current stage toward Performing?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Long Term Player Development (LTPD)

Istvan Balyi (2000s), Canada Sport for Life; adopted globally

A framework structuring athletic development across the lifespan: Active Start (0-6), FUNDamentals (6-9), Learn to Train (9-12), Train to Train (12-16), Train to Compete (16-23), Train to Win (19+), and Active for Life (all ages). Each stage has specific physical, technical, psychological, and social priorities. The UK's Four-Corner Model (Technical, Physical, Psychological, Social) is closely related and widely used in English football.

DOMAINS ASSESSED IN COACHIQ

■ Holistic Player Development

WHY WE CHOSE IT

LTPD explains why the right coaching input at the wrong developmental stage can actively harm a player's long-term development. Early specialisation, over-competition at young ages, and win-at-all-costs coaching are repeatedly linked to physical injury, psychological burnout, and dropout. Our Holistic Player Development domain assesses whether coaches understand stage-appropriate development and whether they prioritise the player's journey over immediate results.

"Winning at U9 should never cost a player their love of the game at U16."

WHAT THIS MEANS FOR YOU

The most important question in youth coaching is not 'are we winning?' but 'are we developing players who will still be playing and improving at 18, 21, and beyond?' Foundation coaches in this domain focus on what players can do now. Expert coaches understand developmental windows, train the appropriate qualities for their players' age and stage, and make decisions that serve the long-term journey rather than this season's table.

KEY STAGES & CONCEPTS

FUNDamentals

Fundamental movement skills. Winning is irrelevant. Fun is everything.

Learn to Train

The critical technical window. Build skills before tactical overload.

Train to Train

Physical development window. Build the engine. Tolerate more load.

Train to Compete

Apply skills under pressure. Tactical awareness grows here.

Train to Win

Performance focus. Elite environments. High demand is now appropriate.

MODEL DIAGRAM

LONG TERM PLAYER DEVELOPMENT



IN FOOTBALL, THIS MEANS...

A U10 coach focused on winning trophies works against LTPD: selecting physically advanced players, restricting creativity, and optimising for the present rather than the future. LTPD asks one critical question for every coaching decision: does this serve where this player will be in five years, or only where they are now? The most powerful thing an U12 coach can do is ensure players still love football at U16: with technical foundations solid enough to support the tactical work that follows.

REFLECT ON THIS

Q1

Are your session designs, selection decisions, and competition schedules appropriate for your players' developmental stage: honestly?

Q2

Do you prioritise player development over winning: genuinely, not just in words? Can you give a recent concrete example?

Q3

Which physical, technical, and psychological qualities are most important for your players at their current LTPD stage? Does your coaching reflect that?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Transformational Leadership Theory

James MacGregor Burns (1978); developed by Bernard Bass (1985)

A distinction between two leadership modes: Transactional (managing through rewards, punishments, and compliance) and Transformational (inspiring through vision, values, and genuine investment in the development of those you lead). Bernard Bass identified four components of transformational leadership: Idealised Influence (being a credible role model), Inspirational Motivation (compelling vision), Intellectual Stimulation (challenging people to think), and Individual Consideration (attending to each person's specific needs).

WHY WE CHOSE IT

The highest-performing Leadership domain profiles are transformational by nature. The most effective coaches don't lead through fear of consequences or the promise of playing time they inspire through who they are, what they believe, and how genuinely they invest in the people they lead. Transactional leadership produces compliance. Transformational leadership produces commitment, resilience, and intrinsic motivation.

"The test of a great coach isn't trophies on the shelf: it's the character of those who left."

WHAT THIS MEANS FOR YOU

Ask yourself honestly: do your players follow you because they have to or because they want to? Foundation coaches rely heavily on transactional tools: selection, squad position, playing time. Expert coaches have built such strong Individual Consideration and Inspirational Motivation that players push harder than required, stay loyal beyond convenience, and carry the values of the environment with them long after they leave.

KEY STAGES & CONCEPTS

Idealised Influence

Are you the role model you're asking your players to be?

Inspirational Motivation

Do your players understand and believe in the vision?

Intellectual Stimulation

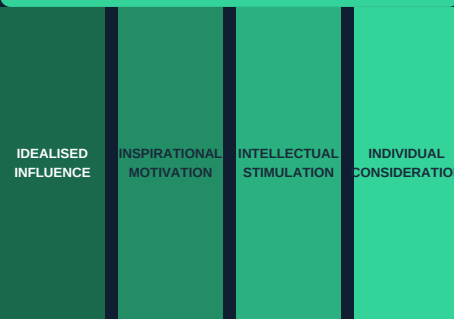
Are you encouraging thinking, questioning, and innovation?

Individual Consideration

Do you know each player's specific development needs?

MODEL DIAGRAM

TRANSFORMATIONAL LEADERSHIP



IN FOOTBALL, THIS MEANS...

The coaches who produce the strongest long-term outcomes in football are consistently described in transformational terms: a clear coaching philosophy (vision), personal investment in every player (Individual Consideration), environments that challenge players to grow (Intellectual Stimulation), and role-modelling the standards they demand (Idealised Influence). Transactional coaching: managing through selection and compliance: produces squads that perform when monitored but lack the internal drive to push themselves when no one is watching.

REFLECT ON THIS

Q1

Are you leading through transactional tools (selection, playing time) or transformational investment (vision, relationships, challenge)?

Q2

Do your players know your coaching philosophy: what you believe about the game and development: in their own words?

Q3

Who is the most important individual in your squad needing personalised attention right now? What would genuinely transformational leadership look like for them?

The Science Behind Coach Profile

Every framework used in the CoachIQ psychometric: what it means, why we chose it, what it means for your coaching practice, and how to apply it.

WHAT IS THIS FRAMEWORK?

Psychological Safety Theory

Amy Edmondson (1999): *Harvard Business School*

Psychological safety is the shared belief that team members can speak up, take risks, make mistakes, and share ideas without fear of humiliation, punishment, or exclusion. Edmondson's research showed that high-performing medical teams reported more errors, not because they were worse, but because they felt safe enough to be honest. Google's Project Aristotle (2016) identified psychological safety as the single most important factor in high-performing teams across all industries.

DOMAINS ASSESSED IN COACHIQ

WHY WE CHOSE IT

Psychological safety is the bedrock of effective coaching environments. Players who are afraid to make mistakes don't take the risks required for learning. Players who fear the coach's reaction hide errors instead of addressing them. Players who feel unsafe underperform relative to their ability: consistently and predictably. Our Player Wellbeing and Leadership domains assess whether coaches have built genuinely safe environments: both the ethically right thing to do and the most evidence-backed performance strategy available.

"Fear of failure produces players who play not to lose. Safety produces players who play to win."

WHAT THIS MEANS FOR YOU

A simple diagnostic: after a session, do your players look relieved or energised? Do they try new things or play within themselves? Do they give honest feedback or tell you what they think you want to hear? Foundation coaches create fear-based environments unintentionally through criticism, unpredictability, or inconsistency. Expert coaches deliberately build safety through consistency, modelling vulnerability, and celebrating effort and honesty over outcome.

KEY STAGES & CONCEPTS

Model Vulnerability

Admit mistakes openly. Show it's safe to be imperfect.

Reward Honesty

Thank players for difficult feedback. Never punish transparency.

Separate Error from Effort

Distinguish performance mistakes from lack of commitment.

Consistency

Unpredictable reactions destroy safety. Be reliably fair and calm.

MODEL DIAGRAM

PSYCHOLOGICAL SAFETY MATRIX

ANXIETY ZONE High standards low safety	LEARNING ZONE High standards high safety
APATHY ZONE Low standards low safety	COMFORT ZONE Low standards high safety

← LOW SAFETY

HIGH SAFETY →

IN FOOTBALL, THIS MEANS...

After every session, the most important diagnostic is not 'did we improve technically?' but 'did players feel safe enough to try, fail, and try again?' In a psychologically safe football environment, players attempt the risky pass, admit when they don't understand, and own mistakes without shame. Without safety, players play within themselves, coaches receive dishonest feedback, and sessions produce compliant but fearful performers. Building safety is not about lowering standards: it is about creating conditions where high standards become possible.

REFLECT ON THIS

Q1

After your last session: did players feel safe enough to make mistakes, ask questions, and try new things, or were they playing it safe?

Q2

When a player makes an error, what is your typical first response? How does that response affect the safety of your environment?

Q3

Have you ever modelled vulnerability in front of your players: admitted an error, changed your mind, or asked for their honest feedback?