



**LACROSSE  
AUSTRALIA**

# **COACH DEVELOPER GUIDE**



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## Foreword

Coaches at all levels exert great influence on their players and can play a significant role in maintaining participation at all ages. The Coach's philosophy and method of coaching can shape attitudes, motivation, and impact upon participants wellbeing.

Quality coaching not only delivers optimal physiological, technical, and tactical aspects of a sport, it provides experiences that hook participants (and their family) into Lacrosse by providing appropriate contexts, activities, encouragement, and motivation in a safe and fun environment.

Participants, of all ages, who receive quality coaching tend to have higher long-term participation rates than participants who are not coached. The contrasting situation can also occur, the coach-participant relationship can sometimes produce conflict that serves as a trigger for leaving a sport or reducing participation.

The information, guides and content in this document are designed to assist Clubs to:

- Form Coach Developer roles
- Provide an enhanced experience and environment for the club coach to work in.
- Develop club coaches through on field development throughout the season.
- Provide support and feedback to coaches
- Either establish a club coaching program or to create a process and routine to develop club coaches.

The techniques and resource material will enable Coach Developers to explore what coaches consider when coaching and how to develop a greater understanding of how they coach. Hopefully this will lead to coaches using self-reflection techniques to evaluate and improve their coaching, increase the enjoyment of players, and to continue coaching.

## Who are they and what do they do?

Coach Developer

Coach Developers (CD) tend to focus on the development role only. Coach Developers (CD) work with individual coaches intensively throughout the season. The CD would have more in-depth interaction and observation of coaches and spend more time on the field with coaches and providing on going feedback. Key roles include:

- Observation of coaches.
- Providing guidance and support.
- Conduct goal setting with the coach.
- Helps and support coach's self review.
- Challenges coaches to reflect and ask questions.

The CD role described in this document can be adjusted to suit each club's position, set up, resources and capacity.

Moving forward this document will present the Coach Developers (CD) tools, resources, and guides.

### Ideal Experience & Standards

- Respected around the club.
- At a minimum hold a Club Coach Accreditation.
- 2-3 years coaching experience.
- Experience and technical knowledge of the sport
- Knowledge of National Curriculum and relevant support resources, such as the LA coaching framework and resources.
- Willing to contribute 2-3 hours per week to support new and inexperienced coaches.

### Qualities

- Cares about people's growth and development.
- Able to create a positive culture and environment for learning.
- Possesses good communication and feedback skills.
- Has an ability to build rapport and work with others.
- Is trustworthy and able to maintain confidence.
- Has patience.
- Able to challenge and guide coaches.
- Is respected and respectful.
- Can focus on the coaching process, not just on participant performance or winning.
- Able to prevent or defuse conflict.

# Coach Developer Role

## Coach Developer – Tools and Guides

These series of tools and guides have been designed to assist Coach Developers through the process and stages of developing club team coaches.

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Coach Developers will complete the following steps as required with the coaches they are working with:

1. Help the coach define their coaching philosophy.
  2. Build a rapport/relationship with coach.
  3. Observe the coach in action.
  4. Help and support the coach through a self-review and goal setting process.
  5. Observe the coach for an agreed period of time, providing feedback relating to their goals.
  6. Provide ongoing support and be a sounding board for the coach so they can problem solve and work through their unique issues/challenges/concerns.
- 

### Coaching Philosophy

One key step in a coach's development journey is to identify, outline and define their coaching philosophy. As a Coach Developer your role is to ensure the coach begins to identify and define their coaching philosophy. A coaching philosophy is a set of beliefs, principles and values that are held which enables a coach to make decisions and guide their actions so that they are consistent.

A coaching philosophy is developed from a background of wisdom and experiences that coaches have experienced throughout their playing and coaching careers, through observing and talking with other coaches and reading about the lives of admired coaches and other significant people. It is also a reflection on the beliefs, values and standards of behaviour that the coach has developed over time.

Coach Developers (CD) play a vital role in helping a coach identify their philosophy, firstly, via sharing their own: coaching philosophy, experiences and decision-making processes. Secondly, by asking the coach reflecting questions regarding their coaching. Below is a series of questions to discuss when exploring the coach's philosophy. Check our [Appendix G](#) for more information.

- Why do I coach?
- Why do athletes and others involved in sport participate?
- What are they trying to achieve?
- How can I achieve my objectives and help my athletes and others achieve theirs?
- What values, beliefs and principles are most important to remember in striving towards those goals?
- What qualities are most important to me?

Once these questions have been answered, the ideas should be developed to produce a complete (written) philosophy.

Coaching philosophies will vary from coach to coach depending on their objectives, past experiences, beliefs, values and principles. However, some common elements of healthy coaching philosophies are:

- They are athlete-centred — the coaching objective is to assist athletes (regardless of their goals, age, gender, ability level, cultural background or socioeconomic status) to develop to their potential and to provide an environment that will allow the athletes to grow, not only as athletes but also as people and as a team. Athletes are provided with an environment in which they are motivated to do their best, empowered to make decisions, take ownership of their learning and responsibility for their performance, own the team culture, and enjoy the whole experience.
- There is a concern for the holistic development of the athlete — that is, not only their development as an athlete, but also their development as a person. There is recognition and consideration of the athlete's life both within and outside sport and, in the case of elite and professional athletes, preparation for life after sport.
- The importance of teamwork and collective effort in order to achieve objectives is understood and embraced.

### Rapport | Building Relationship

For any long term and meaningful develop, growth and retention of coaches the Coach Developer will need to establish a relationship with the coach. This relationship needs to be based on openness, trust, and honesty. Some effective strategies to achieve this are:

- listen more, talk less.
- smile and make eye contact.

- understand the coaches' views and challenges and respond to them, rather than impose your views.
- try to find some common ground outside of the coaching activity.

#### Understanding the coach

Before beginning to work with coaches, Coach Developers should take the time to understand:

#### Who the volunteer coach is:

- Volunteer coaches are mostly parents who coach because their children are involved.
- Their primary motivation is seeing their child having fun and achieving something.
- They see coaching as a good way to spend time with their children and feel that their involvement sets a good example.
- Many may be 'new' coaches: they may never have coached or played lacrosse before; some may have been coaching for a while.
- Whether they are new or have some experience, they are all developing and can be susceptible to criticism.
- They are happy to help when asked, but they aren't beating down the door.
- They are satisfied as long as they feel useful and valued.

#### What do they want:

- To learn.
- Help with sport specific skills develop/activities.
- Help with coaching approach to keep children engaged.
- Education / training support to be in-person, practical and preferably not in a classroom.
- Relevant information to the level of players being coached.
- A social aspect to whatever education/training is made available, to make it an enjoyable experience.
- Support provided by people they admire and respect.
- Someone with whom they can get in touch if they have questions or need help.
- Research also suggests that coaching principles, (eg Safety, Group management etc.) need to be provided and this is best achieved through sport specific examples.

#### First meeting

Before the first meeting the Coach Developer (CD) can supply the coach with the "What to expect From Coach Developer Program" (Appendix H).

At the first meeting between a Coach Developer (CD) and a coach, the coach may feel a bit intimidated and may also feel nervous about the prospect of someone 'looking over their shoulder' and may fear that they will be criticised. For these reasons, it is best to make the first meeting informal.

#### Get to know each other

Introduce yourself, including why you are involved. Focus on things that the coach will see as relevant to them like how you love the sport, are keen to help coaches and are passionate about seeing coaches and participants progress. A very brief summary of your coaching qualifications/experience would create confidence in the coach that you have something to offer. Try to avoid talking about your illustrious sporting career, unless you're asked. While it is something to be very proud of, you don't want to intimidate the coach. Ask the coach how and why they are involved and something about their personal history in the sport (if they have one).

#### Give a clear understanding of the role of the Coach Developer

Outline briefly what your role is: Alleviate any concerns: you are not there to assess, you won't report on their performance, you won't look over their shoulder and criticise, and you won't take over the coaching in any way. You are not there because the coach isn't doing a good job. You are part of a club-wide program to support coaches, linked to a nation-wide program. Emphasise that you are there to support, provide advice and assistance.

#### Explore areas where you might assist

CD should ask the coach what kind of support they would like. Prompt with what you (the CD) can offer as a distant observer, side guide or trouble shooter.

## Self Review & Planning

Once a CD has held the initial meeting(s) with the coach and has had the chance to observe them in action it is vital for the CD to ask the coach to complete the LA Coach Development Plan ([Appendix I](#)). The plan provides a step by step guide to achieve continual coach development through a 4-phase cycle.



The CD can assist coaches through the process by providing feedback, being a sounding board to design action plans and be available to review and reset.

These plans will create the blueprint for the coach to achieve their outlined goals and in turn further enhance their coaching skills and ability.

Once a coach has achieved their goals, they may like to complete this plan again or they may revisit and rest the plan at the half way mark of the year or for a new season.

## CD Process and on field tips

Below are guides for CD to access and use when working with/observing coaches in a training and competition environment.

When using the guides the CD should take into account the coach's personal goals, experience, level of coaching noting that CD will require a different approach for each individual coach.

The coaching areas of focus described in the guides and templates for the training and competition environment are just that, guides. The individual coach will have their own goals and areas to develop and the CD should meet with the coach to discuss these areas of development with the coach. These areas could come from the guides, the coach's LA Coach Development Plan,

the coach's personal appraisal of themselves or from input from the CD.

Finally, the CD and the coach may work on the same key coaching areas for multiple session until the coach is comfortable with their approach, development and performance.

Please click on the links below see the additional material below for further information and access to the guides:

At Training: ([Appendix J](#))

[CD Before Session Approach](#)

[CD During Session Approach](#)

[CD During Session Approach with Parents](#)

[CD Post Session Review Approach](#)

[CD Competition Observation Template](#)

At Competition: ([Appendix K](#))

[CD Before Competition Approach](#)

[CD In Competition Approach](#)

[CD After Competition Approach](#)

[CD Competition Observation Template](#)

After each observation, the CD will provide the necessary feedback to the coach using the "REVIEW tool" (discussed later). It is important to note that a plan to address the feedback or the key coaching areas will need to be discussed and implemented with responsibility belonging to the coach as the driver of their own development. The CD may provide input and opinions to help and guide.

## Coaching Standards and Competency

The LA currently has three published levels of coach accreditation. Each accreditation has a list of competencies ([Appendix L](#)) outlining what a coach should be able to do, know and how a coach should behave. Depending on the coach's aspirations the CD could use the most relevant list of competencies based on the coach's level of coaching and experience to provide feedback.

In the case that the coach has no interest in formal education the following list of competencies, on the next page, can be used to shape the coach's goals through their self review process and/or the CD feedback to coaches.

## Overarching coaching competencies

Firstly: (first time or inexperienced coaches)

- Ensure all players have the opportunity to enjoy

the experience with their friends and have fun.

- Devote a high percentage (80%) of time during the training session to meaningful practice where players are engaged in engaging lacrosse activities/games (i.e. not standing around).
- Maximise opportunities for players to learn and develop by ensuring each player gets as many touches as possible. (No line drills, waiting in line, standing around).
- Ensure training sessions run smoothly and with purpose.
- Activities start and transition within 2 minutes (e.g. the equipment is set out and sessions start on time).

Secondly: (more experienced or working with older aged players)

- All of the above.
- Manages team in an age and competitive level appropriate manner.
- Implements organised, varied and effective training sessions.
- Accommodates varied abilities within the team.
- Communicates electively with players.
- Utilises questions to engage players and seek their input.
- Provides specific feedback to players both individually and as a team.
- Behaves appropriately in all situations.
- Explains game strategy and tactics clearly and specifically.
- Engages with players as individuals irrespective of ability.

CD TOOLS to use working with a coach

As a CD you will be on the ground observing and providing feedback to coaches. The following information will help you through the process and show case best practise.

Over the next few pages, you will obtain more information relating to:

1. Goals Setting
2. Questioning Techniques
3. Review Process
4. Active listening

## 1) Basic Goal setting processes

Coach Developers should have an understanding of how to use basic goal setting processes, specifically the SMART acronym. This enables the CD introduce coaches to a basic process that directs their coaching development.

- Specific – target a specific area for

improvement.

- Measurable – quantify or at least suggest an indicator of progress.
- Assignable – specify who will do it.
- Realistic – state what results can realistically be achieved, given available resources.
- Time-related – specify when the result(s) can be achieved.

## 2) Questioning techniques

When working with coaches and exploring different thoughts, opinions, approaches etc, we recommend that Open Questions are used to encourage learning. Open questions, put simply, are questions that can't be answered with "yes or no". Open ended questions invite a conversation between the CD and the coach and will allow the conversation to develop based on the response of the coach. whereas a closed question prevents the conversation from going further. Open questions:

- Involve problem solving, reflection and decision making.
- Require higher level thinking processes.
- Challenge coaches to apply and analyse information and create knowledge.

You should focus on using open questions when you are trying to develop coaches', as they require coaches to search for solutions and examine what they already know. They will also help coaches to come up with solutions that are suitable to them, and may include some that you would not have thought of yourself.

### 3) REVIEW

The REVIEW acronym is a process that should be used by the CD after viewing a coach engaged in coaching, training or games. For more details please visit [Post Session Review](#) section in the appendix.

You can use the below template and step by step guide for the format and method of hold a post session review. There are many other ways to review a session; this is a simple, easy-to-remember method

	Stages	Comments	Sample statements or questions
R	Reassure the coach	Reassurance (e.g. "Well done, I loved your energy") must be honest (authentic)	"Thank you, John, I really like the way you..." "Thanks Janet, it was great the way you..." "Thanks John, you did really well when you..."
E	Establish focus on the objectives	Objectives for the person and group	"What did you want to achieve in the session yourself?" "What did you want the group to practice?"
V	Visit through questions (see open questions section below)	What happened? What went well and why? What went less well and why?	"What were you happy about?" "What were you less happy about?" "What about...how did that go?" "Did anything not go to plan?"
I	Identify what the coach wants to work on next session	Do this in a structured way; What went well? For what reason? What went less well? For what reason?	"In trying to achieve your objectives, what went well?" "What else went well?" "If you had a chance to do the session again, what would you do differently?" "Is there anything you want to do differently?"
E	Emphasise and summarise key points from the discussion	You will need to have been actively listening during the review	"You have covered many points so far - let me try and summarise them for you..." "There were lots of useful ideas from the players - here are the key points I heard...do you have any to add?"
W	What next? What will you do now?	Encourage the coach to identify specific learning and action for next time	"So, what are one or two things you will take from today's session and apply next time?" "What's the key learning you will take away today and how will you apply that next time?"



#### 4) Active listening

Through this process coaches will share their own thoughts, opinions and feelings. CDs must ensure they practise active listening to fully understand the coach's perspective and situation. The way to improve your active listening skills is through practice. You should not allow yourself to become distracted by things that may be going on around you. Try to make a conscious effort to hear not only the words, but to truly hear what the other person is saying. Genuine active listening will:

- Encourage the speaker to keep talking.
- Indicate that you are following the conversation.
- Set a comfortable tone.
- Signal to the speaker that you are attentive and interested.

Key elements of active listening include:

<p>(1) Pay attention</p> <ul style="list-style-type: none"> <li>- Ensure you face the speaker</li> <li>- Give the speaker your undivided attention and acknowledge their message</li> <li>- Don't look at your watch, phone, other people or activities in or beyond the room</li> <li>- Refrain from side conversations (even if they are whispered).</li> </ul>	<p>(3) Respond appropriately</p> <ul style="list-style-type: none"> <li>- Assert your opinion(s) respectfully</li> <li>- Avoid attacking the speaker verbally or otherwise putting them down</li> <li>- Avoid interrupting the speaker unnecessarily</li> <li>- Respond openly and honestly, with an appropriate tone of voice</li> <li>- Treat the other person as you would want to be treated.</li> </ul>
<p>(2) Show that you are listening</p> <ul style="list-style-type: none"> <li>- Be aware of your body language—crossed arms can make you seem closed or negative</li> <li>- Encourage the speaker to continue by 'short' verbal comments</li> <li>- Ensure your posture and demeanour are open and inviting</li> <li>- Offer some facial expressions, such as a nod or a smile. (3) Provide feedback</li> <li>- Ask related and relevant questions</li> <li>- Reflect on what has been said by paraphrasing</li> <li>- Seek clarification</li> <li>- Summarise the speaker's comments.</li> </ul>	<p>(4) Defer judgment</p> <ul style="list-style-type: none"> <li>- Avoid making assumptions</li> <li>- Be empathic and nonjudgmental</li> <li>- Consider the communication from the perspective of the speaker</li> <li>- Let the presentation run its course</li> <li>- Listen to the entire message before interjecting with your own comments.</li> </ul>

# Appendix

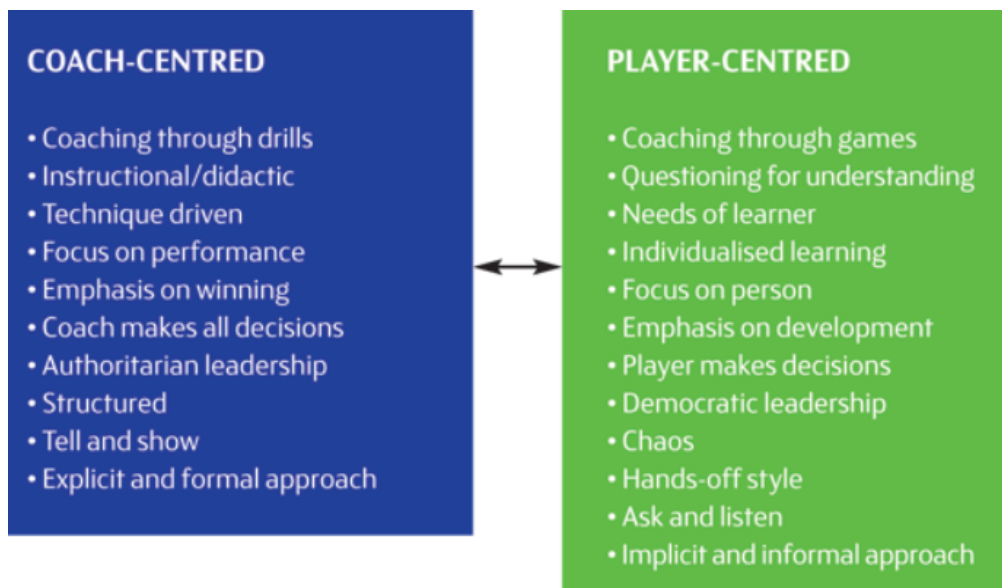
## G - Developing a Coaching Philosophy

To develop a coaching philosophy, a coach should ask themselves the following questions:

- Why do I coach?
- What am I trying to achieve as a coach?
- Why do athletes and others involved in sport (for example, officials, administrators, support staff, parents, partners, carers) participate?
- What are they trying to achieve?
- How can I achieve my objectives and help my athletes and others achieve theirs?
- What values, beliefs and principles are most important to remember in striving towards those goals?
- What qualities are most important to me?
- How do I want to be seen as a coach? What do I need to do to achieve that?
- Once these questions have been answered, the ideas should be developed to produce a complete (written) philosophy.

Coaching philosophies will vary from coach to coach depending on their objectives, past experiences, beliefs, values and principles. However, some common elements of healthy coaching philosophies are:

- They are athlete-centred — the coaching objective is to assist athletes (regardless of their goals, age, gender, ability level, cultural background or socioeconomic status) to develop to their potential and to provide an environment that will allow the athletes to grow, not only as athletes but also as people and as a team. Athletes are provided with an environment in which they are motivated to do their best, empowered to make decisions, take ownership of their learning and responsibility for their performance, own the team culture, and enjoy the whole experience.
- There is a concern for the holistic development of the athlete — that is, not only their development as an athlete, but also their development as a person. There is recognition and consideration of the athlete's life both within and outside sport and, in the case of elite and professional athletes, preparation for life after sport.
- The importance of teamwork and collective effort in order to achieve objectives is understood and embraced.



### Common Philosophies from Best 10 NFL Coaches (2009)

1. *Create a positive and fun sport environment*
2. *Every player is valued, regardless of skill level or role on the team*
3. *Rules are few, but expectations are clear and demanding*
4. *Open, honest and clear communication is essential*
5. *Care about the players and work to understand each of them*
6. *Develop player self-esteem and love of the game*
7. *Self-discipline and responsibility are essential for success*

# H - Coaches: What to expect from the Coach Developer Program.

## Why do I have a Coach Developer (CD) working with me?

The aim of the Coach Developer (CD) is to provide more support for coaches in their coaching environment, ie on the job.

The role of the CD is to provide ongoing support, advice and encouragement to the coach. It's as simple as that: hands on help for the coach in the art of coaching. No 'targeting' is involved; research tells us that this kind of support is valuable and appreciated by first time through to highly experienced coaches working with participants from junior to elite.

## Who is the CD?

The CD is an accredited coach for a similar level you are coaching or who has vast experience coaching at a similar level to you.

## What will the CD be doing?

The role of the CD will vary according to the needs of you (the club coach). The CD will observe training sessions and provide advice and suggestions where appropriate and respond to any questions that you (the coach) might have. The CD may also be available outside of scheduled training or competition to provide support.

The CD will not be assessing the coach in any way. The CD may be working with a number of coaches in the club.

The CD may also speak with parents and other people around the club to explain the program and help them to engage in the sport and the club.

## Do I have to do anything differently under this program?

There are no extra commitments. You (the coach) are encouraged to take advantage of the opportunity presented. In similar programs across a range of sports, coaches have found that the program has improved their coaching, which has had the effect of participants enjoying the sport more. Importantly, coaches also found that they enjoyed coaching more and the satisfaction of parents with their children's sport increased.

## Some Do's and Don'ts for coaches

### Do:

- > use your CD – ask for help when you need it, be open to suggestions
- > reflect on your coaching – think about participant reaction and engagement, think about what you might do differently to improve sessions
- > look for ways to encourage commitment and effort in players
- > expect to make mistakes – they provide a good learning opportunity
- > watch other coaches in action – you can learn both things that work and things that don't
- > talk to other coaches – they probably have had similar experiences and will be happy to share
- > ask players what they like
- > have fun – enjoy your experience!

### Don't:

- > expect your CD to conduct sessions for you – you will improve your coaching and your enjoyment of coaching by actually coaching - and trying things the CD suggests
- > worry if things don't go according to plan - be prepared to adjust as you go
- > try to be someone else - ie a coach you have watched either at your club or on TV, be yourself
- > expect every parent to help out – some will not be interested, some might be encouraged to be involved with some support and others will be hard to hold back.

# I - LA Coach Development Plan

The Coach Development Plan (CDP) will help all coaches whether new or experienced veterans identify their areas of strength and development to set a development plan to improve their own skills, the performance of their team and achieve their long-term coaching goals.

Developing your own CDP is the first step into the process of continual coach education, which is a key to sustaining development and keeping abreast of current trends and information.

The CDP will also assist a coach to critically analyse their skills and abilities across all aspects of coaching;

- The Game Rules, Laws structures and Policies of LA
- The Athlete Knowledge relating to the physical, emotional and social development of their players
- The Craft The generic coaching skills and abilities needed to be an effective Coach
- The Techniques Knowledge on the development of the skills in Lacrosse
- The Tactics Knowledge of tactics and game styles of Lacrosse

The Coach Development Plan is a four-step process, and can be completed as an individual, but is best completed in consultation with a mentor or third party that can help to challenge the coaches' current understanding of their performance.

Coach Development Planning Process



## Step 1: Goal Setting

The purpose of undertaking a coach development plan is to assist a coach to achieve their goals in coaching. As such identifying the coaches long and short-term goals will frame the total CDP.

Long Term Goals	Overall Development objective for the coach; i.e. Where do they want to coach, or what do they want to achieve?
Short Term Goals	Milestones that coaches can tick off on the way to achieving their long-term goals

When setting your goals, it is important to ensure that the goals are SMART to help you achieve them. This is where a 3<sup>rd</sup> party can be of assistance to challenge your goals and keep you accountable to them once they are set.

### SMART Goal Setting

Specific	•The goal should clearly identify what the coach wants to achieve
Measurable	•To achieve the goals the coach must be able to measure their progress
Achievable	•Goal needs to be achievable within the time frame identified and with the resources available
Realistic	•The goal needs to be challenging whilst also being practical in the coaches ability to achieve the goals
Time Frame	•Deadlines will help to keep the coach focused on the goals, and assist with measurement.

## Step 2: Training Needs Analysis

A Training Needs Analysis (TNA) can be carried out to enable a coach to identify any gaps in their current knowledge or skillset that is preventing them from achieving their long-term goal. Once a skills gap or training need is identified they form part of the coaches Personal Development Plan (PDP).

The TNA is specific to you as an individual and should reflect where you need your skillset to be to achieve your coaching goals. You don't need to be a ten in all categories, if your ideal role has specialist assistants in some areas (Eg Strength and Conditioning in National Programs)

The TNA can be more effective where players, mentors, assistant coaches, club coach coordinators are involved by completing a separate checklist.

The results can be compared for similarities and inconsistencies. If the responses differ greatly, this may indicate a communication problem requiring attention or the need to seek extra information.

It is important to remember the TNA is a development tool for the coach as an individual and should not be used as an assessment tool by a third party.

## Step 3: Performance Development Plan

The PDP works with the TNA to form the path from the coach's current position/skill set to their Long-term goal. In developing the PDP, the coach should highlight a number of short-term goals or aims that will facilitate the longer-term goal.

It is important to remember to set SMART goals when completing the PDP. When setting the learning/development activities in the coach's PDP it is also important to take into account the coaches preferred learning style, as tailoring the development to the learning style of the individual will lead to the greatest outcomes.

#### Learning Opportunities

Within lacrosse there are numerous opportunities for coaches to develop, and once a coach's needs are identified it is easy to set a personal development plan.

Learning can be divided into the following categories

Formal Training	In-Formal	Personal
Club Coach	Mentor	Video
Talent Coach	Seminars	Internet Research
ASC Coaching short courses	Forums	Player Feedback
Other sports Education		Observing other Coaches
		Videoing Self
		Practice
		Social Interaction

When addressing the SMART goals in a coach's PDP. It is important to determine if there are any minimum standards linked to their Long-Term Goal, and also that their development plan is particularly realistic in what the coach is trying complete.

Once the PDP is set, it is important to formalise it in a document and share this with someone, as this will hold the coach accountable to his PDP and assist to keep them on track.

### Step 4: Review and Reset

To complete the process it is essentially to start again. Once the Coach Development Plans cycle is complete it is important to review the outcomes in relation to the Long-term goal, and also address whether the Long-Term Goal has changed.

Once this has been completed then the process is undertaken again and continues in the cycle. It is important to include someone else in the review period as it will assist the coach to be accountable for the outcomes of their plan.

It is suggested that the total CDP process is completed annually with the coach encouraged to complete a self-assessment into their progress at the 6-month point.

## Coach Personal Development Plan

Name \_\_\_\_\_

Date     /     /     \_\_\_\_\_

What is your long-term coaching goal?

By when \_\_\_\_\_

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To help facilitate your long-term goal what you have you identified as short-term goals?

1.

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2.

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3.

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Please complete the training needs analysis on the following pages to identify your development needs in relation to achieving your short and long term goals.



## Training Needs Analysis

Coach Capabilities	Specific	Rating Circle your current competency level. Put a box around where you need to be to achieve your goal
The Sport	Rules and Laws of the Game	1 2 3 4 5 6 7 8 9 10
	LA, State Lacrosse Structure	1 2 3 4 5 6 7 8 9 10
	Relevant policies	1 2 3 4 5 6 7 8 9 10
	Current Trends	1 2 3 4 5 6 7 8 9 10
The Athlete	Strength	1 2 3 4 5 6 7 8 9 10
	Aerobic Fitness	1 2 3 4 5 6 7 8 9 10
	Anaerobic Fitness	1 2 3 4 5 6 7 8 9 10
	Agility	1 2 3 4 5 6 7 8 9 10
	Periodisation	1 2 3 4 5 6 7 8 9 10
	Nutrition	1 2 3 4 5 6 7 8 9 10
	Recovery	1 2 3 4 5 6 7 8 9 10
	Speed	1 2 3 4 5 6 7 8 9 10
	Long Term Athlete Development	1 2 3 4 5 6 7 8 9 10
	Player / Coach Relationships	1 2 3 4 5 6 7 8 9 10
	Injury Prevention and management	1 2 3 4 5 6 7 8 9 10
	Physical Presence	1 2 3 4 5 6 7 8 9 10
	The Craft	Planning
Psychology		1 2 3 4 5 6 7 8 9 10
Leadership		1 2 3 4 5 6 7 8 9 10
Skill Development (Theory)		1 2 3 4 5 6 7 8 9 10
Game Sense Training		1 2 3 4 5 6 7 8 9 10
Group Management		1 2 3 4 5 6 7 8 9 10
In Game Management		1 2 3 4 5 6 7 8 9 10
Communication		1 2 3 4 5 6 7 8 9 10
Player Management		1 2 3 4 5 6 7 8 9 10
Drill Development		1 2 3 4 5 6 7 8 9 10
Coaching Philosophy		1 2 3 4 5 6 7 8 9 10
Statistics and Performance Planning		1 2 3 4 5 6 7 8 9 10
Observation, Analysis and Feedback		1 2 3 4 5 6 7 8 9 10
Using Assistant Coaches and Delegation		1 2 3 4 5 6 7 8 9 10
The Techniques	Stick Skills (Catch, Throw, Cradle, Scoop)	1 2 3 4 5 6 7 8 9 10
	Shooting (inside, outside, on the run, free position)	1 2 3 4 5 6 7 8 9 10
	Checking	1 2 3 4 5 6 7 8 9 10
	Footwork (Defensive)	1 2 3 4 5 6 7 8 9 10
	Dodging	1 2 3 4 5 6 7 8 9 10
	Face-Off / Centre Draw	1 2 3 4 5 6 7 8 9 10
	Goalkeeping	1 2 3 4 5 6 7 8 9 10
The Tactics	Offence	1 2 3 4 5 6 7 8 9 10
	Man-up	1 2 3 4 5 6 7 8 9 10
	Riding	1 2 3 4 5 6 7 8 9 10
	Defence Man to man	1 2 3 4 5 6 7 8 9 10
	Defence Zone	1 2 3 4 5 6 7 8 9 10
	Man Down	1 2 3 4 5 6 7 8 9 10
	Clearing	1 2 3 4 5 6 7 8 9 10
	Transition Offence	1 2 3 4 5 6 7 8 9 10
	Transition Defence	1 2 3 4 5 6 7 8 9 10
	Game Planning	1 2 3 4 5 6 7 8 9 10
Scouting	1 2 3 4 5 6 7 8 9 10	

# Coach Personal Development Plan

Name \_\_\_\_\_

Current Accreditation \_\_\_\_\_

Year \_\_\_\_\_

Long Term Goal	Short Term Goals	Actions	Support needed	Completion Date	Outcome	
	1.					
	2.					
	3.					

## J - In Training – CD Tips & Guide

The “In Training – CD Tips & Guide” provides information to CDs regarding what the CD should do and how to do it when working with a coach in the training environment.

The “In Training – CD Tips & Guides” will cover:

- Before session chat with the coach
- During session chat and role.
- Engagement with parents
- Post session review with the coach

You can also access a template below designed to assist CD to observe coaches within a training session.

<<<< [CDs can also access an “In Training – CD Observation Template”](#) >>>>

### PLEASE READ

Below are some key coaching standards and competencies that the CD might like to present to the coach as coaching areas of focus within the training environment. In addition, the coach (the being observed) might be able to highlight or outline other particular areas that they would like feedback on which is also acceptable.

The more a CD works with a coach the more they can map out goals and key coaching areas of development.

Suggested Coaching Areas of focus for first time or inexperienced coaches. (If working with adult coaches please use their identified areas of focus)

- Ensure all players have the opportunity to enjoy the session with their friends and have fun.
- Devote a high percentage (80%) of time during the training session to meaningful practice where players are engaged in engaging lacrosse activities/games (i.e. not standing around).
- Maximise opportunities for players to learn and develop by ensuring each player gets as many touches as possible. (No line drills, waiting in line, standing around).
- Ensure training sessions run smoothly and with purpose.
- Activities start and transition within 2 minutes (e.g. the equipment is set out and sessions start on time).

Suggested Coaching Areas of focus for more experienced coach or a coach working with older aged players: (if working with adult coaches please use their identified areas of focus)

- All of the above.
- Manages team in an age and competitive level appropriate manner.
- Implements organised, varied and effective training sessions.
- Accommodates varied abilities within the team.
- Communicates electively with players.
- Utilises questions to engage players and seek their input.
- Provides specific feedback to players both individually and as a team.
- Behaves appropriately in all situations.
- Explains game strategy and tactics clearly and specifically.
- Engages with players as individuals irrespective of ability.

## Before Session Chat (In Training Environment)

It is a good idea for the CD to narrow the focus of the observation to no more than 4 specific areas each time. Meet with the coach prior to the session to get an understanding on what the coach is trying to achieve and what you should be looking for and how you can help.

Potential coaching areas of focus for the CD to observe can come from:

- The list of overarching standards or competencies list on page 12.
- The coach's LA Coach Development Plan.
- The coach's session plan which may have highlighted goals. If not, no problem, just discuss the objectives for the session and what the coach intends to do to achieve the objective.
- If you have been working with this coach already, ask what were some things that you both discussed last time to work on or address.
- Use the LA Accreditation Coach Competencies (Appendix L)
- Ask them if there is any in particular, they want to work on.

## During Session Chat (In Training Environment)

In general, position yourself where you can see and hear enough but not so close that the coach gets uncomfortable and participants are distracted. If you need to make notes, do so well away from the action. Standing close by with a clipboard in your hand makes it look like you are assessing the coach and that is not the purpose. It makes the coach wary and sends the wrong message to participants and any observers.

It's best not to interrupt while a coach is talking to participants or busy organising. Wait until participants are in action and the coach is more available. The exception is when you see that there is risk, for example equipment is in a dangerous place or the coach is setting an inappropriate exercise.

If talking to the coach during the session, keep the discussion brief, the coach needs to be coaching. Depending on the maturity of your relationship, it may be appropriate to ask a question, or provide an observation or tip.

Sometimes the coach, particularly a novice coach, will be frustrated or flustered during a session. This would be a time for some words of encouragement and perhaps some suggestions. On rare occasions, you may feel it is necessary to provide hands on help, but this would be only when things aren't going well and need to be recovered. Use your judgement. If you see the coach is struggling in some way, discreetly ask if they want you to actively assist or even to take the next part of training.

## Chat with Parents (In Training Environment)

Rather than standing around doing nothing, this is a great time to assist the coach in another important way – by engaging with parents.

As with anything new, people will have initial thoughts on what the program is. For parents, this may range from a feeling that the presence of a Coach developer (CD) means that the coach can't do their job and needs help. On the more positive side, they might view it as the club trying to raise coaching standards and any kind of extra support can only be a good thing for their kids. Either way, engaging the parents is a good idea.

Explaining the role of the CD is a good start. Emphasise that:

- The CD program is broader than just you, to dispel any impression that their coach is being targeted. It is part of a program to help coaches across the club, state and country which is being run with the assistance of the relevant national sporting organisation and the Australian Sports Commission. It is also being run in a range of sports across the country.
- Your job is to provide support and assistance to the coach, not to assess or mark their performance.
- You are not there to coach, or 'take over' sessions.

Providing assistance to a coach in the club setting can be very beneficial because the assistance is practical and relates directly to the coach's actual role.

Another important way to support the coach is to help parents understand what the coach is trying to do. Parents are interested in what their kids are involved in, so there should be a willing audience. There will be a differing understanding of the sport and coaching among parents. Some may have little or no knowledge of the sport or coaching in general, so will be an 'open book'. Others will have played and/or coached in the past and have a view on how things should be done, which may not gel with what you and the coach are trying to achieve.

Either way, it is good practice to engage parents and explain what is going on in the session and why. A better understanding of what's going on is likely to lead to improved parental support. Talking with parents in this way is also a good opportunity to explain the 'club philosophy' including program aims and why sessions are planned and delivered in the way they are.

Finally, encourage parents to be involved, as appropriate, and engage them in conversation is a good start. Research shows that one of the most important drivers for people to volunteer is simply that they are asked. This may mean collecting balls that have gone out of bounds, running water or helping out in administrative matters such as entry forms, registrations and so on.

## Post Session Review (In Training Environment)

There are many ways a Coach Developer (CD) can conduct a review after a session. For experienced CD or individuals with a history or background in teaching, education or training you may have your own way. For those who are seeking more information and guidance below are a few key elements:

### Hit the right tone

How you approach the review depends on the nature of your relationship with the coach. Early in the relationship it is better to be more encouraging and provide less feedback. As the coach becomes more comfortable, they will be more receptive to feedback. Make sure that the review is done in a private place or environment away from players or parents.

### Have a go

Feeling free to make mistakes is a pre-requisite for learning. Work on making the coach comfortable to make mistakes.

### Know your coach

Coaches will want and expect different levels of feedback. A fairly informal, short, chat style would be appropriate for a parent volunteer coach of juniors. The conversation with a more advanced coach might explore more detailed aspects of technique or strategy, team dynamics or matters related to achieving the outcomes of a high performance plan.

### Positive start and finish

Start with something positive on the session, something that went well. Finish with some encouragement.

### Pull more, push less

Coaches will learn more and improve faster if they are able to assess their own performance. Try to avoid jumping in with your advice right away. You may need to give it, but encourage the coach to reflect and come up with their own ideas through open questions and targeted questions.

### If you have nothing to add...

If you are trying to help, there is a natural tendency to want to provide input on every occasion. Sometimes the coach might not be in a receptive frame of mind and would be irritated by even constructive feedback. At other times a session might have gone so well and the coach so pleased that it would be irritating to suggest improvement. Sometimes it's a good idea just to be encouraging.

### What will you do differently next time?

Keeping in mind the importance of encouraging self-reflection, try to 'pull' this out of the coach with open questions. Have them think it through for themselves and come up with some ideas. Suggest something if needed, but frame it as something they might try or something that you or other coaches have found works.

Guide the coach to come up with a specific follow-up action and specific time to try the action.

If you have established a good relationship with the coach, it may be time to provide a more in-depth review of the session.

You can use the below template and step by step guide for the format and method of hold a post session review. There are many other ways to review a session; this is a simple, easy-to-remember method

	Stages	Comments	Sample statements or questions
R	Reassure the coach	Reassurance (e.g. "Well done, I loved your energy") must be honest (authentic)	"Thank you, John, I really like the way you..." "Thanks Janet, it was great the way you..." "Thanks John, you did really well when you..."
E	Establish focus on the objectives	Objectives for the person and group	"What did you want to achieve in the session yourself?" "What did you want the group to practice?"
V	Visit through questions (see open questions section)	What happened? What went well and why? What went less well and why?	"What were you happy about?" "What were you less happy about?" "What about...how did that go?" "Did anything not go to plan?"
I	Identify what the coach wants to work on next session	Do this in a structured way; What went well? For what reason? What went less well? For what reason?	"In trying to achieve your objectives, what went well?" "What else went well?" "If you had a chance to do the session again, what would you do differently?" "Is there anything you want to do differently?"
E	Emphasise and summarise key points from the discussion	You will need to have been actively listening during the review	"You have covered many points so far - let me try and summarise them for you..." "There were lots of useful ideas from the players - here are the key points I heard...do you have any to add?"
W	What next? What will you do now?	Encourage the coach to identify specific learning and action for next time	"So, what are one or two things you will take from today's session and apply next time?" "What's the key learning you will take away today and how will you apply that next time?"

## K - In Competition – CD Tips & Guide

The "In Competition – CD Tips & Guide" provides information to CD regarding what the CD should do and how to do it when working with a coach in the competition environment.

The “In Competition – CD Tips & Guide” will cover:

- Before Competition CD’s role
- In Competition: What the CD should focus on “During play” and “During breaks”
- After Competition: What the CD should focus on.

<<<< [CDs can also access an “In Competition - Coach Observation Template”](#)

>>>>

#### PLEASE READ

Within each element listed above (before, in, after) the guides provide details to the CD to which “coaching areas” the CD can observe. If working with adult coaches we encourage the Coach Developer to have the coach outline coaching areas to observe. The outline areas can be used as a guide or a reference point to help the CD and coach settle on the observed focus areas. If working with a novice, inexperienced, beginner or young coach the CD might use the following guides.

Please only provide feedback or discussion on maximum 4 coaching areas per session. The provided coaching areas have been marked with a symbol to provide an indication on what focus areas should be focused on first.

Symbol Guide:

- 1- These coaching areas should firstly be observed and discussed with the coach
- 2- These coaching areas should secondly be observed and discussed with the coach
- 3- These coaching areas should thirdly be observed and discussed with the coach.

### Before Competition

How the coach works with participants in competition varies widely with the sport. For team games, there are definite times before, during (in play and in breaks) and after. Regardless of the situation, general principles of coaching apply and the Coach Developer (CD) can observe coach behaviour and work with the coach as appropriate.

Before the game, the following coach behaviours are important for the CD to observe:

(Remember: If working with a novice, inexperienced, beginner or young coach the CD might only provide feedback on some coaching areas using the symbol guide.)

- That the coach is meeting the key expectations of the sport (safety, code of behaviour). <sup>1</sup>
- Positive body language and tone of voice. <sup>1</sup>
- The coach uses AV aids or white-board, if possible. <sup>2</sup>
- The coach attends to all players. <sup>2</sup>
- The coach communicates clear succinct team game strategy. <sup>2</sup>
- The coach checks for understanding of game strategy. <sup>3</sup>
- Engagement with all participants. <sup>3</sup>
- The coach monitors that all players are attentive. <sup>3</sup>

The Coach Developer (CD) should also look for participant engagement while the coach is in action:

- Enthusiasm/motivation levels of players. <sup>1</sup>
- Attentiveness of players. <sup>2</sup>

The Coach Developer should take note of the information/details that the coach mentions/raises during the team meeting. <sup>3</sup>

## In Competition

### During play

The coach may have the opportunity to engage with participants during the game. The coach should be able to provide specific instruction as well as encouragement to all players.

The Coach Developer (CD) should focus observations on:

- The feedback the coach is providing and how it is given. Coaches should be encouraged to not commentate games (pass there, run there) or be yelling at players from the sideline. <sup>1</sup>
  - Coach provides feedback through positive method (not yelling) and asks questions to players to allow players to problem solve. <sup>1</sup>
  - The coach's body language; what type of message could be conveyed to the players. <sup>1</sup>
  - The frequency of coach instructions, their positivity, and the specificity of the instructions. <sup>2</sup>
  - How often the coach engages, ask questions and involves players who are on the bench. <sup>2</sup>
  - The coach's ability to establish a positive relationship with all players. Demonstrated by engaging with all players irrespective of ability. <sup>2</sup>
  - The coach maintains provides feedback relating to team goals, focuses. That is feedback that relates to information mentioned before the match. This avoids focusing on too many aspects and confusing the players. <sup>3</sup>
- 

### During breaks in play

Team sports have breaks in play – timeouts, half time, etc – during which the coach is highly active. The CD should look at similar things to the above, but during such breaks there is more time for the coach to engage participants, and so also observe:

- The coach writes brief points prior to half-time to direct interaction with team. <sup>1</sup>
- The coach provides brief constructive feedback to players as to performance. <sup>1</sup>
- The coach Acknowledges efforts of players. <sup>1</sup>
- Uses AV aids or white-board, if possible. <sup>2</sup>
- The coach seeks feedback from players as to performance in relation to pre-game plan. <sup>2</sup>
- The coach explains changes to game plan, if any, for remainder of game. <sup>2</sup>
- Specific instructions from the coach – number, complexity, relation to pre-game plan. <sup>3</sup>
- The nature and quantity of input from participants. <sup>3</sup>
- The coach monitors that all players are attentive. <sup>3</sup>
- Instructions during half time should be related to the initial instructions and whether to maintain or change them. <sup>3</sup>



## After Competition

Whether an individual or team competition, the after event debrief is an important part of coaching. Participants will display a range of moods depending on the competition outcome. In team situations, individuals may have different moods according to their own performance regardless of the outcome.

Possible core things for the Coach Developer to observe include:

- that the coach is meeting the key expectations of the sport. <sup>1</sup>
- acknowledgement of the efforts of all participants. <sup>1</sup>
- check and if necessary reframe a participants mood resulting from competition outcome. <sup>1</sup>
- instructions on rest, recovery and preparation for next event if competition is not finished. <sup>1</sup>
- engagement with all participants. <sup>2</sup>
- provision of brief constructive feedback to participants. <sup>2</sup>
- Seeks feedback regarding performance in relation to pre-game plan and half time modifications. <sup>3</sup>

## Post Competition Review

There are many ways a Coach Developer (CD) can conduct a review after a session. For experienced CD or individuals with a history or background in teaching, education or training you may have your own way. For those who are seeking more information and guidance please follow the table below:

	Stages	Comments	Sample statements or questions
R	Reassure the coach	Reassurance (e.g. "Well done, I loved your energy") must be honest (authentic)	"Thank you, John, I really like the way you..." "Thanks Janet, it was great the way you..." "Thanks John, you did really well when you..."
E	Establish focus on the objectives	Objectives for the person and group	"What did you want to achieve in the session yourself?" "What did you want the group to practice?"
V	Visit through questions (see open questions section)	What happened? What went well and why? What went less well and why?	"What were you happy about?" "What were you less happy about?" "What about...how did that go?" "Did anything not go to plan?"
I	Identify what the coach wants to work on next session	Do this in a structured way; What went well? For what reason? What went less well? For what reason?	"In trying to achieve your objectives, what went well?" "What else went well?" "If you had a chance to do the session again, what would you do differently?" "Is there anything you want to do differently?"
E	Emphasise and summarise key points from the discussion	You will need to have been actively listening during the review	"You have covered many points so far - let me try and summarise them for you..." "There were lots of useful ideas from the players - here are the key points I heard...do you have any to add?"
W	What next? What will you do now?	Encourage the coach to identify specific learning and action for next time	"So, what are one or two things you will take from today's session and apply next time?" "What's the key learning you will take away today and how will you apply that next time?"

## L - LA Coach Accreditation Competencies

### Foundation Coach

Competencies	Coach Philosophy
Demonstrate knowledge of the key teaching points of the fundamental skills and concepts of lacrosse at the foundation level.	Fun-focussed, individual skill development
Demonstrate an understanding of and can apply the Coaching Practice TREE.	Introduction to the game and good sportsmanship
Demonstrate an understanding of the of basic communication strategies.	Participation is an over-riding priority
Demonstrate an understanding of the process to plan a training session and its key elements.	Being welcoming to all, making them feel part of the club and team.
Demonstrate they are aware of the correct behaviour and ethics of a coach at the foundation level.	No set positions, teach all players all skills.

### Club Coach

Competencies	Coach Philosophy
Identify the role and ethical responsibilities of a club coach.	All of the above under Foundation Coach.
Select, plan and organise safe activities and review their implementation.	Role in the team and different positions
Identify the coach's duty of care.	Ensure all players have the fundamental skills
Identify basic risks and implement appropriate prevention and management strategies.	Coach is more aware of individual players' needs.
Select and conduct activities appropriate to the level of players.	Plans for sessions and to meet individual development goals.
Foster an engaging and supportive approach to play that optimises participation for all levels of ability.	An introduction to the basic tactical components of the game
Conduct a coaching session to teach basic Lacrosse skills and tactics.	An introduction to the basic and extended (set plays) tactical components of the game
Communicate with relevant groups.	

## Talent Coach

Competencies	Coach Philosophy
Display behaviours and standards expected of a Talent coach and self-evaluate to improve their coaching.	Focus on athlete centred approach.
Demonstrate a range of coaching methods and communication techniques.	Target development of sub/elite athletes
Teach and develop the advanced skills of lacrosse.	Diligently planned team program and seasonal calendar.
Assist athletes develop and improve in the individual skills of lacrosse.	Mindset of growth and self development
Provide nutritional information & basic nutritional strategies to athletes.	Incorporation of sport science principles into session, plans and routines.
Utilise basic principle of sports psychology skills to improve performance.	
Understand the importance of a balanced life for the athletes.	
Understand how to integrate a Style of play, Tactics and Game plan into a competitive lacrosse environment.	
Identify an opponent's style of play.	
Identify and develop the key tactical components of men's and women's lacrosse.	
Plan and outline their Coaching Program.	
Develop and review a coaching plan for a season	
Develop activities to improve an athlete's physical abilities.	