**Lacrosse Australia (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 3rd party can be of assistance to challenge your goals and keep you accountable to them once they are set.

**SMART Goal Setting**

**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 Performance Development Plan (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

|  |  |  |
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| 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**

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| **Name** |  | **Date / /** |
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| **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?** | | |
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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 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 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**

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| --- | --- | --- | --- | --- | --- | --- |
| **Name** |  |  | **Current Accreditation** |  |  | **Year** |
|  |  |  |  |  |  | |
| **Long Term Goal** | **Short Term Goals** | **Actions** | **Support needed** | **Completion Date** | **Outcome** | |
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