**INDIVIDUAL DEVELOPMENT PLAN**

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| **What do you think are your top 2 areas you do well as a coach? (detail)** |
| **1.** |
| **2.** |

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| **What are your top 2 areas you would like to develop as a coach? (Detail)** |
| **1.** |
| **2.** |

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| **What areas of coaching would you like your club’s Coach Developer to watch/provide you with feedback on to help you develop?** |
| **Training:** |
| **Game Day:** |

**Development Goals - Action Plan**

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| **Development Goal #1 –** |
| **How will you achieve this development goal?** |
| **Who will you involve to assist you?** |
| **How will you know you have achieved this goal?** |
| **When will you achieve this by?** |
| **How will you reflect on your progress and who will you involve?** |

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| **Development Goal #2 –** |
| **How will you achieve this development goal?** |
| **Who will you involve to assist you?** |
| **How will you know you have achieved this goal?** |
| **When will you achieve this by?** |
| **How will you reflect on your progress and who will you involve?** |

**Appendix 1 – Competency Assessment**

Please provide an honest rating for the following statements that you believe best fits your current situation, using the 1-10 number guide below

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Not yet developing | | | Developing | | | Competent | | Absolute strength | |

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| **Set the vision & strategy** | **Pre Rating** | **Post Rating** |
| Develop the Vision for the program aligned to the club’s direction and the players needs and expectations. Short, medium and long-term strategies to realise that Vision. |  |  |
| Develop and effectively communicate a personal coaching philosophy which articulates your purpose, principles and values, that guides your decision making of all aspects of coaching |  |  |
| **Shape the environment** |  |  |
| Identify and recruit personnel that can help achieve the Vision |  |  |
| Lead the players, coaching and support staff to create an environment that enables the Vision to be achieved, consistent with your coaching philosophy |  |  |
| Model the values and behaviours that bring about success |  |  |
| Addressing player, coach and support staff behaviour that does not align with your team’s values and behaviours |  |  |
| Understand the importance of planning and develop planning for your program, including a season plan and session plans |  |  |
| Prepare a safe and effective environment for maximising learning and improvement |  |  |
| Create an enjoyable environment that players and all support staff want to be around |  |  |
| **Build relationships** |  |  |
| Establish a positive team culture within and around the team and club incorporating individual and team standards |  |  |
| Build and maintain healthy relationships with players |  |  |
| Build and maintain healthy connections with parents and club committee members |  |  |
| Understand strong positive connections and relationships both on and off the field will enhance performance and successfully apply. |  |  |
| Understand and implement athlete wellbeing principles and practises |  |  |

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| **Conduct practices & structure competitions** |  |  |
| Observe technique errors and apply successful improvement strategies |  |  |
| Demonstrate effective coaching practise, utilising game sense and constraints-based approaches at training |  |  |
| Design training programs to teach game plans, skill development and game play |  |  |
| Apply a player centred coaching approach that creates thinking players capable of problem solving and decision making |  |  |
| Provide effective communication – instructions, feedback and questioning |  |  |
| **Read & react to the game** |  |  |
| Develop and apply advanced tactics and strategies of Football in a competitive situation |  |  |
| Provide individual player role clarification and feedback of effectiveness |  |  |
| Observe and analyse match day performance |  |  |
| Effectively facilitate match day conversations specific to team focus and game observations |  |  |
| Understand the principles supporting tools such as video to gather and examine data to gauge progress and improve performance |  |  |
| Manage and role model appropriate behaviour to ensure you create a positive game day environment |  |  |
| **Learn & reflect** |  |  |
| Regular self-reflection on own coaching performance |  |  |
| Utilise the help of others to assist you reflect on your coaching performance, including a Mentor, peers and player feedback |  |  |
| Know your strengths and weaknesses and constantly reflect on these |  |  |
| Constantly seek opportunities for formal and informal learning to ensure continuous growth |  |  |
| Take responsibility for your personal development |  |  |
| Take responsibility for your own health and well being |  |  |

**Appendix 2 – Coach Development Opportunity Options**

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| **COACH DEVELOPMENT METHOD**  **- How would you like to learn?** | | **EXAMPLES** | |
| **Learn & Develop Through Structured Courses & Programs** | Accreditation Course | | * Level 1, 2, 3 |
| Coaching Workshop | | * Various topics |
| AFL Vic Coaching Workshops | | * Various topics |
| Online course | | * CoachAFL modules * University courses |
| Reading or listening | | * Books * Articles * Podcasts |
| **Learn & Develop Through Experience** | Observe other coaching environments (training and/or game day) | | * Other coaches at club * SANFL Club coaches * State Team coaches * Another sport |
| Be observed while coaching (training and/or game day) | | * Use of vision, audio, stats to gather evidence * Pre coaching goals, post coaching reflections |
| Role play | | * Practice an element of coaching with peers/mentor/observer |
| Teaching others | | * Mentor another coach * Facilitate a coach education package |
| **Learn & Develop Through Others** | Mentoring | | * Select a mentor to help you reflect on your coaching |
| Discussion with expert | | * A Grade Coach * SANFL coach * Teacher * Industry expert |
| Informal Peer discussions | | * Other coaches in the club * Coaches from other teams * Coaches from other sports |
| Communities of Practice | | * Online Groups * Face to face |