

FOR THE LACROSSE COACH

LACROSSE COACHING DEVELOPMENT PROGRAM



*Association
Canadienne
de crosse*



*Canadian
Lacrosse
Association*



**National
Coaching
Certification
Program**

**Programme
national de
certification des
entraîneurs**

ACKNOWLEDGEMENTS

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NCCP TASKS, LEARNING OUTCOMES AND EVALUATIONS

The following material is an overview of the three (3) Coaching Streams developed by the Canadian Lacrosse Association. The technical and sport science critical requirements were blended together into a module form which has been the accepted method of instruction for lacrosse coaches.

NOTE: For the sake of clarity the term “HOUSE LEAGUE” shall only apply to those athletes who have been divided up equally and play only within their own registered association.

All of the manuals and facilitator guides are structured as follows:

Introduction

Module 1 – The Game

Module 2 – The Coach

Module 3 – The Player

Module 4 – Technical Preparation

Module 5 – Mental Preparation

Module 6 – Physical Preparation

Module 7 – Planning

COMMUNITY COACH - INITIATION

This training is directed toward those coaches in the Mini-Tyke and Tyke Divisions (ages 5-8). It is also used as an “Introduction to Coaching” for those first-time coaches in new lacrosse associations as well as house and recreational leagues assistant coaches (see Form CLA 100B and 100R). The training is augmented with the following:

Community Coach – Initiation Manual
Facilitator’s Guide and Overheads
Children in Sport Video (SaskSport)
Applicable Rulebook
Applicable MA Directory
Applicable Equipment Pamphlets

INTRODUCTION

TASKS:

- Introduction of the CLA Coaching Development Program (LCDP)
- Introduction of the NCCP
- Using the Manual
- Importance of the Community Coach Initiation Program
- Set up the scene.
- Introduce the expected learning outcomes and content (OH-2 Facilitator Overhead)
- Coaches to be made aware that the initiation training will result in the coach being entered into the NCCP data base as “Trained”

TASK 1:

- Why do you coach?
- What do you expect your athletes to get out of the program
- Why do athletes decide to participate?
- What do parents expect from the program?

TASK 2:

- Watch the “Children in Sport” video and take note of the key messages of the program

TASK 3:

- Using personal experience and observations from the video, define what it takes to have fun.

TASK 4:

- What makes an activity “not fun” for children.

LEARNING OUTCOMES:

- The coach will have an understanding of the LCDP and how it fits into the overall scheme of things outlined in the NCCP.
- The coach will fully understand what athletes, parents and officials can expect from being involved in a lacrosse program at the community development stage.
- The Coach will know what learning outcomes are expected from him or her at completion of the training and evaluation periods.
- The coach will understand the steps required to be certified at the Community Coach level. (Community Coach – Development Training & Evaluation)
- The coach will determine if his or her reasons for coaching falls within the acceptable standards and what the attributes of a “good” coach are.
- The coach will understand why athletes decide to participate and what the coach expects the athletes to get out of the program because of his or her coaching attributes.
- The coach will take into consideration what the parents expect from the program.
- The coach will understand why “FUN” must be considered in all coaching activities.
- The will understand how “Playing” is learning and how the different approaches enhance the learning of an athlete.

MODULE 1: The Game

TASK 1:

- Define “minor games,” “interactive games,” “cooperative games,” and “formal games.”

TASK 2:

- Hi-light the main rules of box lacrosse.

TASK 3:

- List the pieces of equipment used to play lacrosse and indicate whether it is mandatory, recommended, or optional. Key points on fitting equipment. Key points on checking the safety of the equipment.

LEARNING OUTCOMES:

- To give coaches an understanding of how minor games can be used to teach the fundamentals
- To show how rules are used to promote learning
- To relate the equipment to the type of game that is played.

MODULE 2: The Coach

TASK 1:

- Describe the behaviour of the stakeholder (players, coaches, officials and parents) when they are following the NCCP Code of Ethics and Fair Play Codes.

TASK 2:

- Choose a situation from TASK 1 and use the Ethical Decision Making Tool to arrive at a solution.

TASK 3:

- Describe the atmosphere around a player-centred practice.

TASK 4:

- List some difficulties that exist with implementing a player-centred practice. How can these be overcome?

TASK 5:

- Identify the abusive or harassing type of behaviour demonstrated by Players, Parents, and Officials.

LEARNING OUTCOMES:

The competent trained community – initiation coach must fully understand the tasks during his or her coaching tenure:

- The coach will know what actions constitute good ethics and fair play.
- The coach will demonstrate that he or she understands all the steps of making ethical decisions, what steps to make when the decision has been made.
- The coach will fully understand that the “four way check” must be addressed when making any decision.
- The coach will use the principles of learning to meet the needs of the players.
- The coach will apply a player-centred approach.
- The coach will be able to recognize any condition or incident that can be considered abuse or harassment, and show the ability to recognize behaviour from athletes, coaches or officials that constitutes abuse or harassment.

MODULE 3: The Players

TASK 1:

- Develop a profile of the age group coached.

TASK 2:

- Describe the type of activity that will be appropriate for the players.

TASK 3:

- Introduce the steps and conditions for determining negligence and liability.

TASK 4:

- Discuss how allowing stick checking and cross-checking at the Mini-Tyke and Tyke levels presents a safety hazard for the players.

TASK 5:

- Introduce the risks of lacrosse during practices and games: health history, weather, equipment and facilities, human factors.

TASK 6:

- Introduce the Emergency Action Plan Checklist.

TASK 7:

- Introduce the key points of attending to an injured player, dealing with injuries on the sideline and the coach's responsibilities of the player who is on the sideline.

TASK 8:

- Introduce the recognizable signs of concussion and stress, and the importance of removal from activity and diagnosis by a doctor.

LEARNING OUTCOMES:

- The Coach will understand how to construct a player profile which will take into all the age related concepts needed to provide a environment for learning.
- The coach will know how to construct practices that will enhance the skill level of the players.
- The coach will build the self-esteem of all athletes.
- The coach will demonstrate the steps required to determine negligence and liability.
- The coach will know the risks that are always present when playing a physical game such as lacrosse. The coach will also understand the steps that need to be taken in order to provide a safe environment for practices and games.
- The coach will produce a working copy of a Emergency Action Plan and understand the steps of said plan.
- The coach will know the correct steps of dealing with a injured player on the floor or field, on the bench or sideline and what follow is required from a physician.
- The coach will understand all the common recognizable signs of concussion and will understand that all concussions are to be treated with the utmost priority.

MODULE 4: Technical Preparation

TASKS:

- Introduce the basic skills (i.e., pickups, carrying and cradling, catching and throwing, defence, and dodging).
- Introduce the basic skills of goaltending.
- Introduce the basic skills of face-offs.
- Introduce the basic skills of the transition game.
- Introduce methods of developing offensive play.

LEARNING OUTCOMES:

Under the observation of the facilitators the coach will be required to demonstrate that he or she possesses the knowledge required to instruct athletes in all the basic skills and strategies required to run practices and games at the level required. These learning outcomes will be demonstrated on the floor or field.

MODULE 5: Mental Preparation

TASK 1:

- Describe where or how you would use or develop each of the mental skills (concentration, relaxation, visualization, positive self-talk, and emotional control) to help players learn their technical skills.

LEARNING OUTCOMES:

- The coach will understand how to introduce mental skills to enhance the development of the player's basic technical skills.

MODULE 6: Physical Preparation

TASK 1:

- Give an example of how you can adapt a warm-up or skill development activity; a drill or a game in order to develop the endurance, strength, flexibility, and coordination of the players.

TASK 2:

- Develop a story that will motivate your players to make healthy nutritional choices.

TASK 3:

- Develop some recommended menus that parents can use to meet the nutritional needs of their players before practices and games and when travelling.

TASK 4:

- Develop a plan that will involve your players and their parents to promote nutritional eating habits of the players.

LEARNING OUTCOMES:

- The coach will be able to incorporate the elements of fitness into their practices.
- The coach will demonstrate to the players the benefits of good nutritional choices.

MODULE 7: Planning

TASK 1:

- Identify the tasks of the Community Coach and decide if it can be done by another person.

TASK 2:

- Identify the steps required to structure and develop a Practice Plan (OH-11 Facilitators Overheads).

TASK 3:

- Identify the tasks that must be attended to before, during and after competition.

TASK 4:

- Coaches complete a post-season self-evaluation.

LEARNING OUTCOMES:

- The coach will know how to involve parents in the learning process.
- The coach will recognize tasks that can be done by assistants or parents.
- The coach will demonstrate the ability to construct and run a sound practice and will construct practice planners which demonstrate this skill.
- The will understand all the tasks that must be addressed before, during and after each practice and game scenario.

EVALUATION & CERTIFICATION

Candidates are observed & corrected by the training facilitator during the floor sessions. The candidate completes the tasks contained in the manual during the training phase. The candidate is then considered "Trained" and the facilitator forwards the necessary paperwork to the designated administrative body which, in turn, ensures that the information is forwarded to NCCP for entry on the database. The designation during year one (1) of this coaching stream will be "Trained" only.

COMMUNITY COACH - DEVELOPMENT

This training and evaluation is directed to those people coaching in the following age and calibre divisions:

Box/Inter-Crosse

Head Coaches

Novice and PeeWee (9-12 years), house league and recreational (all ages) and new associations in their first two (2) years of operation.

Men's Field

All Coaches – U17 and below, high school, house and recreation leagues

Women's Field

All Coaches – U17 and below, high school, house and recreation leagues

(Forms CLA 100B, 100R, 100W and 100M attached)

MATERIALS REQUIRED FOR THE TRAINING AND EVALUATION PHASE:

Community Coach – Development Manual

Community Coach – Development Evaluation Workbook (appropriate discipline)

Facilitators Guide & OH'S (appropriate discipline)

Appropriate Videos (Facilitators toolbox)

INTRODUCTION

TASKS:

- Introduce the NCCP, LCDP
- Introduce the Community Coach – Development program
- Introduce an Icebreaker to gather coaches' backgrounds and interests
- Setting the scene
- Assist coaches to define an approach to coaching that supports their philosophy
- Introduce the Spirit of Lacrosse
- Introduce the coaches to the Five Phases of Development
- Introduce the coaches to Athlete Centred Coaching
- Introduce the Motion Offence as a tool for teaching skills (video)
- Introduce the Keys Required for Decision-Making

LEARNING OUTCOMES:

- The coach will be able to identify what is involved when coaching at the Community Coach – Development level.
- The coach will be able to develop an approach to coaching that meets the critical requirements of the NCCP.
- The coach will understand the Five Phases of Development.
- The coach will clearly understand the coaching philosophy needed to provide Athlete Centred Coaching.
- The coach will understand all the steps required when making all decisions, which includes those relating to Ethics and Risk Management.
- The coach will understand the steps needed to introduce the Motion Offence.

MODULE 1: The Game

GOAL: To introduce lacrosse, its evolution, equipment, structure of play and rules.

TASKS:

- Use the history and rules of lacrosse to provide and ensure a positive, safe and fair environment for all athletes and participants.
- Provide players and parents with information on the use, the purchase and care of all applicable equipment associated with the lacrosse discipline.
- Describe the sport of lacrosse, its structure of play and rules.

LEARNING OUTCOMES:

- The coach will understand the history of lacrosse, its skills and how this knowledge was passed down.
- The coach will understand what affects this passing of information from person to person had on the development of the game.
- The coach will be aware of his/her responsibilities for the positive evolvment of the game.
- The coach will be able to define the floor or field markings of the lacrosse discipline being addressed.
- The coach will be able to define the positions of all players on the field or floor.
- The coach will understand what equipment is needed to play the specific discipline being taught and its use and care.
- The coach will be able to define the parts of the stick, pointing out the illegal features.
- The coach will understand the different classifications of rules and structure of play, flow of play and infractions.
- The coach will understand the intent of the rules.

MODULE 2: The Coach

GOAL: To demonstrate that the Spirit of Lacrosse and the Five Core Competencies are achieved by consistently following the Fair Play Codes and Coaching Code of Conduct.

TASKS:

- To ensure that player-centred coaching is present, use the task approach to coaching.
- Equate the positive characteristics of good coaches with the core competencies.
- List ways that coaches and players can show the respect listed in the Fair Play Codes.
- Use the decision-making tool for making ethical decisions.
- Use the four-way test to choose the best solution to coaching problems.
- Use strategies to overcome negative coaching behaviour.

LEARNING OUTCOMES:

- The coach will understand how to use the task approach when coaching in order to ensure they their coaching is player-centred.
- The coach will equate the positive characteristics of good coaches with the core competencies.

- The coach will understand how to provide a harassment and abuse-free environment for players, opponents and officials.
- The coach will understand the use of the decision-making tools.
- The coach will use the four-way test to ensure the best solution to coaching problems.
- The coach will use strategies to overcome negative coaching behaviour.
- The coach will communicate in a positive and constructive way with parents, players and officials.

MODULE 3: The Players

GOAL: To provide the means by which coaches can assess their players in order to meet their growth, development and technical needs.

TASKS:

- To define the importance of emotional development.
- To provide the information and tools required to meet the emotional, cognitive and technical needs of the players.
- To define self-esteem and why it is so important.
- To outline the Risk Management responsibilities. *To have Risk Management Training as the minimum level.
- The prevention of injuries.
- How to ensure injuries do not get worse.
- To stay within the limits of one's training.

LEARNING OUTCOMES:

- The coach will recognize the opportunities to enhance the emotional development of their players.
- The coach will be able to identify the player needs that will lead to enhancement of self-esteem.
- The coach will know how to utilize growth and development characteristics to make practices appropriate for the age of the players.
- The coach will know the skills level required for their players to get to the next stage of development.
- The coach will demonstrate the ability to accurately assess the level of team play.
- The coach will have an understanding of the injuries related to the playing of the game and how to minimize the chance of injuries.
- The coach will understand the steps required when an injury occurs including follow-up needs.
- The coach will demonstrate the ability to develop an effective Emergency Action Plan.

MODULE 4: Technical (Floor or Field Setting)

GOAL: To prepare coaches to teach both individual and basic team fundamentals of lacrosse and to ensure coaches can demonstrate a teaching progression for each of the basic skills of the game.

TASKS:

- Teach coaches the skills, the basic offences and the defences of lacrosse.
- Teach coaches how to teach the skills, basic offences and defences.
- Teach coaches how players learn skills, offences and defences.
- Instruct coaches in the basic skills of goaltending.

LEARNING OUTCOMES

Coaches will be able to:

- Break each of the fundamentals of lacrosse, including the fundamentals of defence into their five phases.
- Demonstrate each lacrosse skill in a fundamentally correct way.
- Plan and demonstrate a teaching progression from simple to complex.
- Demonstrate the movement patterns of the Motion Offence and how to use the Motion Offence to teach lacrosse skills.
- Teach the concepts of defence.
- Teach the concept of line (player changes).
- Teach the concept of face-offs.
- Use the task approach when designing learning activities.
- Teach the very basic requirements of the man-short and man-up situations.
- Teach the basic skills of goaltending.

MODULE 5: Mental Preparation

GOAL: To introduce coaches to the knowledge necessary to teach the mental skills of relaxation, visualization, concentration, emotional control and positive self-talk.

TASKS:

- Outline the goals and objectives of mental preparation.
- Introduce the coaches to the “soft hands” and the skills of relaxation.
- Introduce the ways to create an awareness of the effects of self talk.
- Indicate the results of negative self talk and how it results in low esteem.
- How to get players to concentrate.
- Help coaches develop an action plan for controlling their emotions.
- Instruct coaches how to develop a plan to help players retain emotional control.

LEARNING OUTCOMES:

Coach will be able to:

- Use relaxation techniques to reduce tension in the executive of skills.
- Promote positive self talk techniques to help players develop positive self-image
- Use imagery to teach skills and movement patterns.
- Use and teach emotional self-control techniques.
- Develop player concentration skills.

MODULE 6: Physical Preparation

GOAL: To identify the physical performance factors so they can be trained during the activities of the practice.

TASKS:

- Introduce the goals and objectives.
- Introduce coaches to the factors which constitute a good warm-up.
- Introduce coaches to the physical performance factors.
- Introduce coaches to train the performance factors by utilizing the variables of the energy systems (i.e., intensity, duration and recovery).
- Instruct coaches in the stretching necessary to achieve a good cool-down.
- Introduce the coaches to sound nutritional guidelines in order to increase performance.

LEARNING OUTCOMES:

Coaches will be able to:

- Conduct an adequate warm-up and cool-down routine, including the appropriate method for developing flexibility.
- Use fun and practice related activities to train the energy systems.
- Use the energy systems to develop the physical performance factors.
- Nutritionally prepare players for competition.

MODULE 7: Planning

GOAL: To give coaches the knowledge and tools to plan practices and games and to organize their own coaching development.

TASKS:

- Introduce the goals and objectives.
- Compile a list of administrative duties that are present when coaching a team.
- Introduce the concepts and principles that a coach must know to plan and run effective practices.
- Demonstrate how a drill can be changed to a game-like situation so that shots, passes and movement are similar to the way skills are performed in a game.
- Instruct the coaches in the correct method of completing their certification by reviewing the steps of the Evaluation Workbook.

LEARNING OUTCOMES

The Competent Community Coach will be able to:

- Plan practices that reflect the needs and maturity level of the players.
- Add the principles of practices to drills and learning activities.
- Add the physical and mental performance factors to each practice.
- Develop game plans.
- Plan how they will develop their coaching skills and evaluate their practices.
- Understand the necessary steps of completing the Evaluation Workbook in order to be certified.

PLEASE NOTE: On completion of the training the facilitator will forward the names of the trained coaches to the appropriate authority. This administrative body will then ensure that the necessary documentation is provided to the NCCP Data base for all successful candidates to be entered as “IN-TRAINING”.

EVALUATION PROCESS

The Evaluation component of the NCCP is the vehicle coaches use to develop their coaching skills and is the most important part of the NCCP. The manuals and the training clinics represent the “Information Gathering” step of learning and the Evaluation is the “Performing” step. Completion of the Evaluation Workbook is the difference between being a “in-training” coach and a “trained” coach within in the new NCCP coaching model.

Candidates must complete the following templates:

1. One objective from each module.
2. Three of the most important objectives for the season.
3. Enhancing the self-esteem of the players.
4. Ethical Decision-Making Framework
5. The Athlete Centred Approach
6. Your Emergency Action Plan
7. Coach Self-Evaluation, Player Development and Team Performance checklists
8. Practice Planning*
9. The final report for the season and an evaluation of the Certification Program.

**It is expected that the coach will plan every practice, although not necessarily as detailed as the example in the manual.*

Each of these components will require a very concentrated effort to complete. All workbook components must be completed and submitted to the Association Coaching Co-ordinator or a designated evaluator prior to the start of the next playing season.

The workbook will be checked, and if deemed acceptable, the documentation indicating its completion will be forwarded to the appropriate authority and certification will be awarded. Incomplete or unacceptable Evaluator Manuals will be returned to the candidate for further study and work. The evaluator will indicate which tasks require more work and for what reason.

COMPETITIVE COACH - INTRODUCTION

PREREQUISITE

Candidates must have completed the Community – Development training, **or**, candidates with a prior Lacrosse coaching or player background meeting the necessary prerequisites can obtain the Community – Development Manual & Evaluation Workbook (cost of material rests with the challenging coach), study the content and challenge the certification by completing the evaluation workbook and forwarding it to the appropriate office for marking. If the evaluation workbook meets the acceptable level the candidate may attend the Competitive training session. Candidates failing the challenge or who do not meet the prerequisites listed below must attend a Community – Development training session and successfully complete the evaluation workbook.

The minimum standard for challenging the Community –Development Evaluation is as follows:

Certified in another sport as a coach & has played lacrosse at the Midget level (U-17) or above, **OR**

Has completed the Multi-Sport part A & B training & has played lacrosse at the Midget level (U-17) or above, **OR**

Has played lacrosse at a competitive level at Junior or above

This training and evaluation is directed to those people coaching in the following age and calibre divisions:

Box/Inter-Crosse

Head Coaches

Bantam, Midget, Intermediate, Junior & Senior
All Coaches in National & International Competitions.

Men's & Women's Field

Head Coaches

U-19, Senior, National and International Competitions

Assistant Coaches

National & International play

The Competitive Coach – Introduction will prepare coaches to take their athletes into a competitive atmosphere of play. It is during these training sessions (practices), athletes are taught to use their individual skills in the context of team play and to achieve specific objectives.

Coaches will be taught the principals needed to instruct athletes in the following strategies in relation to their specific discipline:

- Team Offence
- Team Defence
- Man-Up
- Man-Down
- Special circumstances

- Transition – Offence
- Player changes
- Transition – Defence
- Presses
- Marking (Field)
- Slides (Field)
- Clears (Field)
- Pulling the goaltender
- Face-offs

Coaches will also be taught how to instruct athletes in improving advanced specific skills associated with:

One-On-One Offence
 Defending
 Goaltender Defensive and Offensive Skills
 Picks and Rolls
 Passing
 Shooting
 Stick Control, and

The Trained coach will expand on the sound lacrosse principles learned previously.

The coaches training will consist of instruction and self-direction to ensure that the outcomes expected from the following critical requirements are met:

Make Ethical Decisions
 Plan a Practice
 Design a Basic Sport Program
 Analyze Performance
 Provide Support to Athletes in Training
 Support the Competitive Experience
 Manage Aspects of a Program

MATERIALS REQUIRED

Competitive Coach – Introduction Manuals (appropriate discipline)
 Competitive Coach – Introduction Evaluation Workbooks
 Facilitators Guide & OH'S
 Seasonal Planners (two per candidate)
 Appropriate Videos (Facilitators toolbox)

INTRODUCTION

TASKS:

- Present an “Icebreaker” to establish the background of the candidates, the reason for becoming coaches and what they expect out of training.
- Ensure the coaches understand the National Coaching Certification Program (NCCP).
- Ensure the coaches understand the Lacrosse Coaching Development Program (LCDP).
- Introduce the five (5) phases of training.
- Explain the six (6) stages of learning and how it also applies to coaching.
- Ensure coaches understand the steps necessary to arrive at certification in the applicable lacrosse discipline.

LEARNING OUTCOMES:

- The coach will determine if his/her reasons for coaching are compatible with the accepted reasons outlined in the program.
- The coach will understand how the NCCP and LCDP are intricate parts of all lacrosse activities.
- The coach will demonstrate his/her understanding of the five (5) phases of training and how the CLA Form 100's outline the expected levels of training and certification for all levels.
- The coach will understand how players and coaches go through the six (6) stages of learning and what influences the pace of learning.
- The coach will understand all the steps necessary to advance from being designated “Trained” to be designated “Certified”.

MODULE 1: The Game

GOAL: To define lacrosse as a team sport, to understand the three components that exist in the game, to know the objectives of the three components and the individual skills and team strategies needed to reach their objectives. To understand the rules, their intent and the impact they have on the playing of the game.

TASKS:

- Ensure coaches can describe the game called “Lacrosse”.
- Ensure coaches understand the components that make up the game (i.e., offence, defence and transition).
- Ensure the coaches know the objectives of the three components.
- Ensure the coaches have an understanding of the goals (individual skills and team skills) that will ensure that the objectives of the components are attainable.
- Ensure the coach knows the rules of lacrosse.
- Ensure the coach knows the appropriate rules.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Describe the game of lacrosse.
- Know the three components of the game.
- Know the objectives of each component.

- Have knowledge of what individual and team skills and strategies can be utilized to each the objectives of each component.
- Understand which rules have a direct bearing on the game.
- Understand which individual and team skills need to be addressed in order to keep the infractions at a minimum.

MODULE 2: The Coach

GOAL: To develop the competent coach as an “athlete centred” leader and educator.

TASKS:

- Ensure the coach understands his/her role as an educator.
- Ensure the coach understands his/her role as an administrator.
- Learning to coach by learning to lead.
- Ensure coaches provide an environment for learning that is based on the qualities of learning.
- Provide the coach with an understanding of self-direction.
- Teach coaches how to provide leadership that involves the players in setting personal and team goals, program direction and player development.
- Ensure coaches develop skills for developing the emotional skills of players on and off the floor/field.

LEARNING OUTCOMES:

The skills of the coach will include the ability to:

- Provide an environment for learning that is based on the qualities of learning and that leads toward self-direction.
- Administer the policies and directives of the governing bodies.
- Carry out or delegate the managerial duties.
- Provide leadership that will involve the players in forming team policy, program direction and player development.
- Develop the personal leadership and management skills (the emotional intelligence) of the players so they will be able to function as team players.
- Help players set personal and team goals.
- Follow the correct steps for solving ethical problems and to ensure the four-way check is addressed.

MODULE 3: The Players

GOAL: To help coaches understand the developmental, emotional and technical needs of players who are learning to compete.

TASKS:

- Teach coaches how to use a self-directed approach to coaching which will enhance the athletes' need for self-determination.
- Show coaches how allowing athletes to be self-directed will affect their ability to control emotions, relate to each other, set and achieve goals, prepare themselves to compete and to "learn".
- Ensure coaches understand how "Growth and Development" must be a part of preparing programs for training athletes.
- Ensure coaches understand what factors must be considered to ensure there is Emotional Development.
- Coaches must be taught how to evaluate players, including what to evaluate.
- To outline the Risk Management responsibilities. *To have Risk Management Training as the minimum level.
- The prevention of injuries.
- How to ensure injuries do not get worse.
- To stay within the limits of one's training in regards to managing injuries.

LEARNING OUTCOMES:

The Competent Coach will know the following:

- The development stage and characteristics of the age group they coach.
- How their coaching behaviour affects the athletes' emotional intelligence development.
- How to evaluate the team skills relative to the stages of learning.
- How to evaluate the personal characteristics and mental skills of their players.
- How to use the evaluation results to identify practice content for technical, emotional and cognitive development.
- Learn the ways player development can be used in managing and coaching the team.
- The coach will have the ability to ensure that all risk management and the identifying, care and follow-up required by the athlete is carried out. This could include the supervision of team trainers.

MODULE 4: Technical Preparation

GOAL: To introduce the concepts of the Training to compete phase of team play and special teams. To demonstrate the advanced teaching techniques of refining and evaluating individual skills.

TASKS:

To instruct all coaches on the different concepts, strategies and principles associated with the following team skills which are appropriate for the discipline being taught:

- Team defence
- Team offence
- Man-up
- Man-down
- Special circumstances
- Transition to offence
- Player changes
- Transition to defence
- Presses
- Slides (Field)
- Clears (Field)
- Marking (Field)
- Pulling the goaltender
- Face-offs

To show coaches how to conduct phase analysis and to instruct athletes in improving skills associated with goaltender defensive/offensive skills:

- Defending
- Pick and rolls
- Passing
- Shooting
- Stick control

LEARNING OUTCOMES:

The Competent Coach will:

- Conduct phase analysis where necessary and is able to pass on to the athlete what steps need to be addressed to enhance their performance.
- Demonstrate that he/she understands the concepts, strategies and principles of the team concepts and individual skills outlined in the tasks.
- Understand that once the principles of team strategies are mastered, the ways of achieving the desired results are only curtailed by his/her imagination.
- Will re-enforce and ensure that all of the strategies and skill development he or she has including in the practices and seasonal planner appear in Module 1. They must appear on his/her lists of goals on how to meet the objectives of defence, offence and transition.

MODULE 5: Mental Preparation

GOAL: To develop the mental skills of the athlete playing lacrosse so that the skill is as natural as passing, shooting or beating a player one-on-one.

TASKS:

- Show coaches the problems which are real when teaching athletes how to prepare for competition.
- Show coaches the factors which can interfere with learning and reaching the optimum state (i.e., emotional control, anger, frustration, fear, anxiety).
- Ensure coaches understand how to introduce and instruct athletes in the following mental skills – relaxation, attention control, focus of attention, concentration and visualization.
- Instruct coaches on the factors to consider when planning a warm-up.

LEARNING OUTCOMES:

The Competent Coach will:

- Teach players how to use the visualization and relaxation techniques to reinforce the technical skills.
- Help players become aware of how their emotions can interfere with learning and performance.
- Develop the belief system that leads to positive self-talk.
- Lead players through a progressive warm-up of mental, physical, technical and tactical activities that will bring players to the optimum performance state.
- Help players develop a strategy for maintaining or regaining emotional control and concentration throughout a game.

MODULE 6: Physical Preparation

GOAL: To provide coaches with the knowledge of how to design practices that will physically prepare players for the ever-increasing demands of competition. To refine player skills by improving co-ordination and balance. To nutritionally prepare players for competition.

TASKS:

- Show coaches how the following physical abilities affect the playing of lacrosse:
Endurance Strength Speed Flexibility
- Ensure coaches understand the principles of training, the difficulties in training while practicing and how training must be specific.
- Show coaches how to design a training program.
- Plan practices that will develop co-ordination and balance.
- Train coaches on how to introduce nutritional tips into an athlete's life.

LEARNING OUTCOMES:

The Competent Coach will be able to demonstrate the following:

- How to design practices that will develop the physical abilities of endurance of the cardiovascular system; endurance to maintain performance involving strength, speed and flexibility.
- Establish goals that are attainable by following the seasonal planner.

- Instruct coaches about how the seasonal planner can be used as a tool to meet all administrative responsibilities associated with coaching.
- Instruct coaches in preparing job descriptions and working relationships with assistant coaches.

MODULE 7: Planning

GOAL: To train coaches to design and develop a Seasonal Planner which takes into account the length of the season, all necessary technical, physical and mental preparation required by the athletes and the team. To train coaches to interact with coaching staffs.

TASKS:

- Ensure the coach can design a competent working season planner.
- Ensure coaches can design practices that will ensure the season planner is followed correctly.
- Establish goals that are attainable by following the seasonal planner.
- Instruct coaches regarding how the seasonal planner can be used as a tool to meet all administrative responsibilities associated with coaching.
- Instruct coaches in preparing job descriptions and working relationships with assistant coaches.

LEARNING OUTCOMES:

The Competent Community Coach will demonstrate the ability to:

- Prepare a Seasonal Planner.
- Divide the season into the correct phases of training (i.e., pre-season, in-season, play-downs).
- Indicate the correct phase for each part of the physical and mental training.
- Point out and select important dates and deadlines which can impact the athletes and the team.
- Develop a team philosophy and job descriptions for all coaches.

EVALUATION PROCESS

The Evaluation component of the NCCP is the vehicle coaches use to develop their coaching skills and is the most important part of the NCCP. The manuals and the training clinics represent the “Information Gathering” step of learning and the Evaluation is the “Performing” step. Completion of the Evaluation Workbook is the difference between being a “in-training” coach and a “trained” coach within the new NCCP coaching model.

Candidates must complete the following templates which appear in the applicable Evaluation Workbook:

- Goal-setting for the Season
- A Seasonal Planning Instrument
- Coaching the Season
- Practice Planning*
- Ethical Decision – Making Framework
- Emergency Action Plan
- Analysis Of Skill Performance – list of requirements within **
- Coach's Year End report

* It is expected that the coach will plan every practice, although not necessarily as detailed as the example in the workbook.

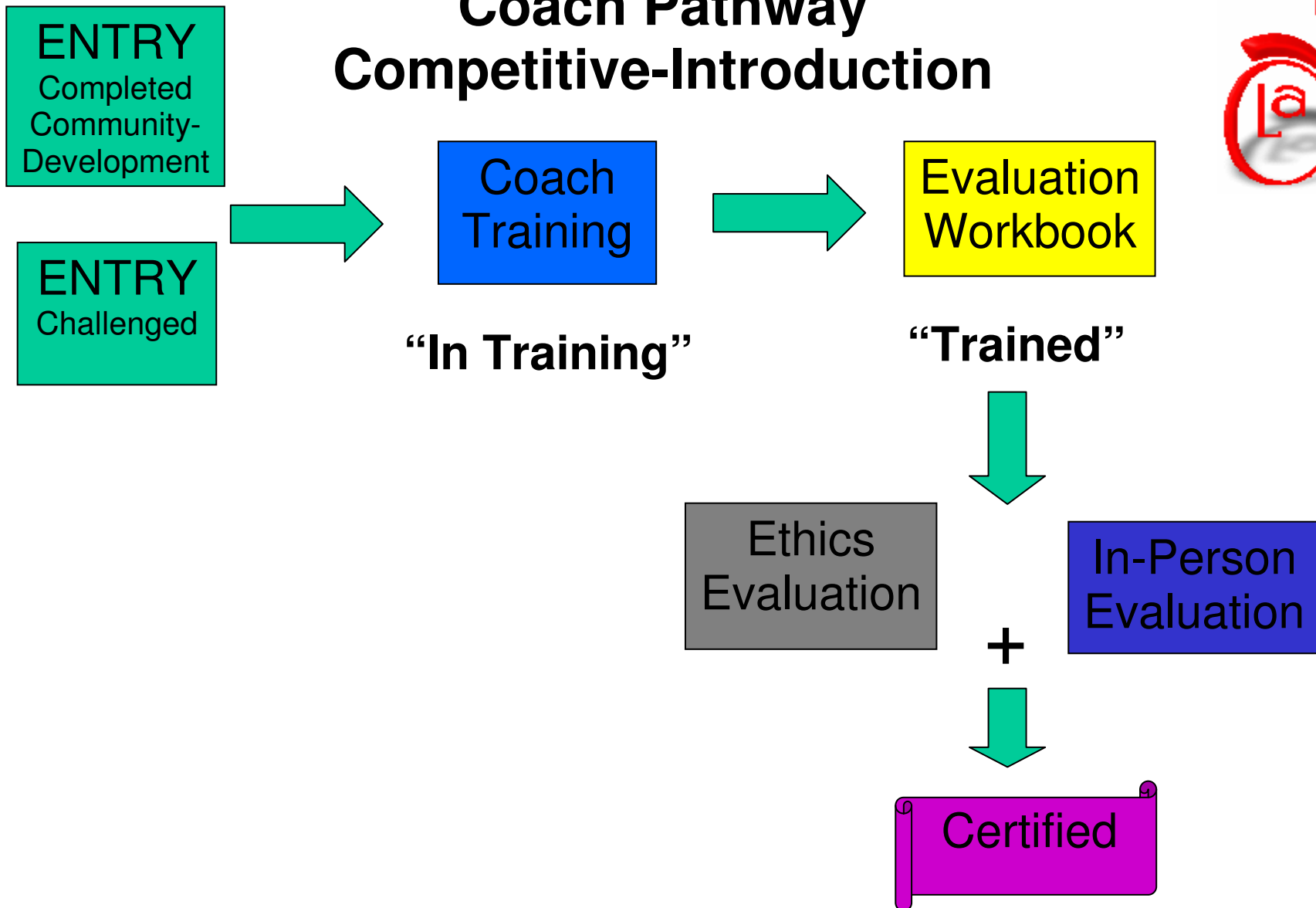
** Skills & Strategies Video

Candidates must complete the above items successfully as well as the following to become fully NCCP Certified if required by the minimum standards outlined in the applicable Form 100.

On-line Make Ethical Decision Evaluation

Either a video or on-site evaluation of support to athletes in training (practice)

Coach Pathway Competitive-Introduction



MAINTAINING COACH CERTIFICATION

In order to maintain their coaching “trained” or “certification” status, coaches must do the following:

- Coach at least one team within a three year period in the relevant context. For example, a coach at the competitive coach-introduction context who does not coach in year 1, and coaches at tyke (community coach-initiation) in years 2 & 3 will lose his/her certification.
- Complete a CLA-recognized professional development activity every two years. Examples of possible professional development activities, may include, but are not restricted to:
 - Attend a lacrosse NCCP coaching clinic
 - Attend a multi-sport NCCP coaching clinic
 - Attend a NCCP coaching clinic in another sport
 - Attend a lacrosse coaching conference
 - Act as a NCCP facilitator in lacrosse
 - Act as a NCCP facilitator in another sport
 - Service as a club “head coach,” coaching coordinator, mentor coach, etc
 - Write a review of a coaching book.

COMPETITIVE COACH – DEVELOPMENT

Pre-Requisite

Candidates must have completed the Competitive – Introduction training.

The training and evaluation is directed to those people in the following age and caliber divisions:

Box /Men’s Field Lacrosse

Head Coaches

Junior & Senior

International Competitions

Women’s Field Lacrosse

Head Coaches

U19 & Senior

International Competitions

The Competitive Coach – Development context will prepare coaches to take their athletes into the highest level of competitive play available. It is during these training sessions (practices) that athletes are taught to use their individual skills and employ appropriate strategies to perform and meet objectives at the highest level.

Coaches will be taught the principles needed to instruct athletes in the following strategies in relation to their specific discipline:

- Offensive Systems
- Defensive Systems
- Transition Systems
- Specialty Teams
- Situational Lacrosse
- Goaltending

The coaches training will consist of instruction and self-direction to ensure that the outcomes expected from the following critical requirements are met:

- Provide Support to Athletes in Training
- Make Ethical Decisions
- Plan a Practice
- Analyze Performance
- Support the Competitive Experience
- Design a Lacrosse Program
- Manage a Lacrosse Program

Materials Required

Competitive Coach – Development Manual

Competitive Coach – Development Evaluation Portfolio

Introduction

TASKS:

Present an “Icebreaker” to establish the background of the candidates, the reason for becoming coaches and what they expect out of training.

Ensure the coaches understand the National Coaching Certification Program (NCCP).

Ensure the coaches understand the Lacrosse Coaching Development Program (LCDP).

Introduce the five (5) phases of training.

Explain the six (6) stages of learning and how it also applies to coaching.

Ensure coaches understand the steps necessary to arrive at certification in the applicable lacrosse discipline.

LEARNING OUTCOMES:

- The coach will determine if his/her reasons for coaching are compatible with the accepted reasons outlined in the program.
- The coach will understand how the NCCP and LCDP are intricate parts of all lacrosse activities.
- The coach will demonstrate his/her understanding of the five (5) phases of training and how the CLA Form 100s outline the expected levels of training and certification for all levels.
- The coach will understand how players and coaches go through the six (6) stages of learning and what influences the pace of learning.
- The coach will understand all the steps necessary to advance from being designated “In-Training to be designated “Certified.”

Sample MLF/LF Training Agenda

Thursday May 28, 2009

10:30-12:00 Analyze Technical and Tactical Performance

12:00-1:00 Lunch

1:00-5:00 Coaching and Leading Effectively

Friday May 29, 2009

9:00-12:00 Psychology of Performance

12:00-1:00 Lunch

1:00-2:30 Managing Conflict

2:30-5:00 Performance Planning

Saturday May 30, 2009 (Room A)

9:00-12:00 Practice Planning 2

12:00-1:00 Lunch

1:00-5:00 General Training for new MLFs

Module 1: The Game

GOAL: To analyze the changes that occurred in lacrosse over the last 10-15 years.

TASKS:

- Ensure the coach understands the changes that have occurred in lacrosse over the last decade.
- Ensure the coach understands the impact of these changes.
- Discuss with the coach how the game should continue to evolve.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Identify the most important changes that have occurred in lacrosse over the last 10-15 years.
- Assess the impact that these changes have had.
- Identify the future changes that could be done to make the game better.

Module 2: The Coach

GOAL: To have coaches develop the ability to coach and lead effectively and to successfully manage conflicts.

TASKS:

- Ask coach to describe a coaching experience where you were at your best as a leader.
- Assign a leadership practice to the coach and ask him/her to describe one or two actions to take to support making that change.
- Divide coaches into groups and provide an example of a team successfully dealing with issues in group development and one that did not successfully deal with the issues and ask the groups to identify the actions that contributed to the success and failure.
- Ask coach to select a current situation where he/she wants to intervene and describe two options for intervention.
- Describe two scenarios and ask coaches to describe appropriate interventions.
- Ask coaches to identify common barriers to the ability to listen to their athletes and to identify some ideas for improvement.
- Assign a scenario to coaches and ask them to compose what they would say if placed in that scenario.
- Ask coaches to choose a coaching situation and describe two or three ways they could get feedback on that situation.
- Use a case study to get coaches to practice giving and receiving feedback.
- Have coaches create a poster to represent the most important aspects of their coaching philosophy.
- Have coaches share their posters with another coach and discuss together what make each coach's poster more powerful.

- Have coach identify actions to take in their practices and competitions that will ensure their behavior is consistent with their coaching philosophy.
- Have coaches read and reflect on Jack Donahue's *Words of Remembrance*.
- Lead a brainstorming session where coaches provide a list of words they think of when they hear the word "conflict."
- Split coaches into small groups and using "sources of conflict in sport" as a reference, ask them to discuss conflicts that are common in their coaching contexts.
- Divide coaches into small groups and assign each group a case study on conflict.
- Ask coaches to work with a partner and complete a survey on managing conflict.
- Split coaches into small groups and assign a specific conflict-management approach to each group.
- Split coaches into groups of three and assign a scenario to each group and ask them to take turns as the Listener, the Speaker and the Observer.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Make interventions that enhance learning and build and reinforce group and team cohesion and commitment.
- Develop expectations about the behavior and commitment needed to achieve individual and team goals.
- Communicate effectively and respectfully with both athletes and those supporting their performance.
- Use feedback to improve and correct performance and behavior.
- Resolve conflicts so that it does not detract from team development and enables you to maintain positive interpersonal relationships with those involved.
- Establish strategies that address situations where others are not meeting performance or behavior expectations.

Module 3: The Players

GOAL: To select a team and prepare them for competition.

TASKS:

- Divide coaches into small groups. Each group is given 1-2 aspects of training camps and asked to discuss them in more detail.
- Divide coaches into small groups and ask them to sketch out one of their training camp practices.
- Ask some coaches to list examples of unfair player selection procedures and others to list examples of fair procedures. As a group, brainstorm ways to turn the unfair procedures into fair ones and vice-versa.
- Have each coach list the way they use to cut players. Have coaches partner up and compare their lists, read the "when you have to cut players section" and complete the "Stop, Maintain, Start" sheet.

- Divide coaches into groups. One group discusses the strategies they use to recruit players. Another group discusses what steps that leagues, teams, coaches and players can take to prevent unethical types of recruitment strategies.
- Divide coaches into small groups and have them outline potential strategies to avoid and/or mitigate factors that may impair their players' ability to play to their full potential.
- Divide coaches into small groups and have them outline potential strategies to avoid and/or mitigate competition-specific factors that may impair their players' ability to play to their full potential.
- Ask coaches to identify some of the practical limitations that can prevent the use of scouting and address how these limitations can be overcome.
- Divide the coaches into two groups. Group one scouts the power-play of one team, while group two scouts the man-short unit of the opposing team.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Develop and implement a pre-season training camp.
- Develop and implement fair selection procedures.
- Develop and implement recruitment and talent identification procedures.
- Develop strategies for getting their players/team to perform to their potential in games.
- Utilize statistics to evaluate players.
- Scout opposing players/teams to prepare their own teams for competition.

Module 4: Technical Preparation

GOAL: To develop more advanced team tactics. This is the module that will see the biggest differences between box, men's field and women's field.

TASKS:

- Give each coach a half-floor diagram and ask them to design a 5-5 set play.
- Divide coaches into small groups and have them come up with a small list of rules with which to build a basic team offence system.
- Ask coaches to analyze a series of questions relating to transition situations.
- Brainstorm with the group on the factors that coaches should consider in deciding what type of transition system they should use.
- Divide coaches into two groups. Have the first group design an offensive pattern and have the second group responds with a defensive alignment.
- Have coaches watch the "Find the Mistakes" section of the CLA coaching DVD and complete an analyze performance chart for a number of skills. In groups, have the coaches complete the correction stage of this exercise.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Develop a team offensive system that utilizes all five players and both sides of the floor.
- Expand the concept of the sagging man-to-man defence to include fronting, walling, double-teaming and pressing.
- Develop more creative ways to transition from one zone to the other.
- Develop more advanced techniques for power-play and man-short situations.
- Prepare players for common offensive and defensive situations.
- Manage different goaltender situations and improve goaltender performance.
- Detect and correct technical and tactical elements to enhance performance.

Module 5: Mental Preparation

GOAL: For coaches to be able to guide their athletes in the development of the psychological skills they need to maximize their performance. In particular, they will be able to develop individualized competition focus plans for the athletes or teams they coach.

TASKS:

- Instruct coaches to reflect on the psychological skills they are currently using with their athletes and give a specific example of how they've used each skill.
- Instruct coaches to think of psychological skills they could introduce to their athletes, challenges they might face in implementing these skills and strategies to deal with these challenges.
- Instruct coaches to record what their athletes currently focus on during games and what the coach wants them to be thinking and feeling.
- Ask coaches to assess how well their athletes are focusing and develop a list of questions they can use to assess how well their athletes are focusing in competition.
- Instruct coaches to record what their athletes currently focus on during practice and what the coach wants them to be thinking and feeling.
- Ask coaches to brainstorm all the things that can distract their athletes and prevent them from focusing well in games and then ask them to brainstorm ways that athletes can control these distractions.
- Ask coaches to brainstorm all the things that can distract their athletes and prevent them from focusing well in practice and then ask them to brainstorm ways that athletes can control these distractions.
- Ask coaches to write down the goals they set with their athletes the previous season. Work with a partner and group goals into outcome, performance and process goals.
- Ask coaches to indicate how their athletes currently use visualization and the steps they could take to improve their athletes' use of visualization.
- Ask coaches what level of intensity their athletes need to perform well in games, what they want their athletes to be feeling and steps they can take to help their athletes find the right level of intensity.

- Ask coaches what level of intensity their athletes need to perform well in practice, what they want their athletes to be feeling and steps they can take to help their athletes find the right level of intensity.
- Split coaches into small groups and ask them to describe what a productive training environment would look like. Have them draw a picture of the ideal productive training environment and label its parts.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Identify the psychological skills they are already using.
- Assess their current competition focus plan.
- Take care of distractions.
- Set effective goals.
- Use visualization.
- Find the right level of intensity.
- Make the training environment more productive.

Module 6: Physical Preparation

GOAL: To physically prepare your players for competition.

TASKS:

Information for this module is not provided in the CLA's competitive-development manual. Instead coaches need to take the following CAC multi-sport modules:

- Doping Prevention
- Prevention and Recovery
- Developing Athletic Abilities

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Identify common injuries in lacrosse and methods of preventing them.
- Take steps to promote performance and prevention, including
 - Incorporating the 12 PAK of performance and prevention into your coaching
 - Incorporating dynamic warm-ups into your coaching
 - Ensuring that forces are shared as needed
 - Developing functional evaluations for athletes' return to play
 - Using recovery and regeneration techniques in your coaching
- Describe their roles and responsibilities as a coach with respect to anti-doping
- Identify Canadian Centre for Ethics in Sport resources and services
- Use ethical decision-making tools in a doping-prevention context
- Apply a process for doping prevention that is based on the *Decision-making Model* and the *NCCP Code of Ethics*.
- Implement general and lacrosse-specific training protocols and methods to appropriately develop or maintain lacrosse-specific athletic abilities;

- Adapt selected training protocols and methods to athletes' stage of development and training experience;
- Adapt selected training protocols and methods to the phase in the yearly program;
- Use the results obtained by evaluating an athlete's performance to develop training protocols and methods for the athlete's gender and stage of development.

Module 7: Planning

GOAL: To train coaches how to design, develop and adjust a yearly plan which is organized into distinct periods and tracks all the necessary mental, physical, technical, and tactical skills required by the athletes and the team.
 To train coaches how to manage their support staff.
 To train coaches how to prepare their teams for competition.
 To train coaches how to design and implement advanced practice sessions.

TASKS:

- Ask coaches to identify the qualities they look for in an assistant coach and what the roles and responsibilities of an assistant coach are.
- Ask coaches to identify the qualities they look for in a trainer and what the roles and responsibilities of a trainer are.
- Ask coaches to identify the qualities they look for in an equipment manager and what the roles and responsibilities of an equipment manager are.
- Ask coaches to identify the qualities they look for in a statistician and what the roles and responsibilities of a statistician are.
- Ask coaches to identify the qualities they look for in a sports psychologist and what the roles and responsibilities of a sport psychologist are.
- Ask coaches what they believe the role of non-playing athletes to be.
- Ask coaches to identify the possible sources of conflict between the team's support staff and what steps can be taken by the head coach to ensure that the support staff operates cohesively and productively.
- Divide coaches into small groups and have them address the elements of each game segment: pre-game, between periods, time-outs, and post-game.
- Ask coaches to select a common situation and an uncommon situation and apply the decision-making process.
- Provide coaches with a list of factors that may come into play in their practices and games and ask them the restrictions that may affect these factors.
- Divide coaches into three groups. Group one chooses one micro-cycle from the pre-season phase of your yearly plan and records the athletic abilities to train in that micro-cycle and the training objectives for each ability. Group two selects one micro-cycle from the in-season phase. Group three selects one micro-cycle from the play-downs phase.
- Coaches should remain in the same three groups. Group one specifies the exercises for a practice in the first micro-cycle they worked with for the Pre-Season Phase. Group two does the same for a practice in the second micro-cycle they worked with for the In-

Season Phase. Group three does the same for a practice in the third micro-cycle they worked with for the play-downs phase.

- Coaches choose a technical or tactical ability they want to train over four micro-cycles. They specify their goal for this ability, outline the training needed for a training effect (the number of weeks and number of practices per week), and describe the standard of performance for this ability. Next, they describe at least eight exercises they would use to develop this ability.
- In pairs, coaches distribute these exercises over four micro-cycles to train the technical or tactical ability they are trying to train.

LEARNING OUTCOMES:

The Competent Coach shall have the ability to:

- Manage support personnel (assistant coaches, trainers, specialists);
- Implement procedures that promote readiness for performance (pre-game);
- Make decisions and interventions that promote performance (during the game);
- Use the competitive experience in a meaningful manner for the development process of the athletes (post game);
- Design a lacrosse program
 - Perform a thorough analysis of the demands of lacrosse at the elite (high-performance) level
 - Outline a program structure based on training and competition opportunities
 - Identify appropriate measures for promoting athlete development within their own program
 - Integrate yearly training priorities into their own program
 - Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations
 - Develop a tapering program in preparation for important competitions
 - Evaluate the ability of their players/team to perform up to their potential in competition
 - Report on athlete progress throughout the program
- Take logistics into account when planning your practices and your season
- Plan the order in which athletes do the exercises chosen for a practice
- Ensure consistency among practices, microcycles, and the yearly plan
- Choose an appropriate sequence for the exercises in a practice
- Adjust exercises, given athletes' responses in training
- Training a technical or tactical ability over several microcycles

Evaluation Process

The evaluation component of the NCCP is the vehicle coaches use to check the competency of the coach. The manuals and the clinics represent the 'information gathering' phase of learning and the evaluation is the 'performing' phase. Completion of the evaluation process by the coach is the difference between being a 'trained' coach and a 'certified' coach within the NCCP coaching model.

Candidates must complete the following templates which appear in the applicable Portfolio:

Manage a Lacrosse Program
Design a Lacrosse Program
Lacrosse Practice Planning
Analyze Performance
Support the Competitive Experience
Self-Assessments
Year-End Evaluation

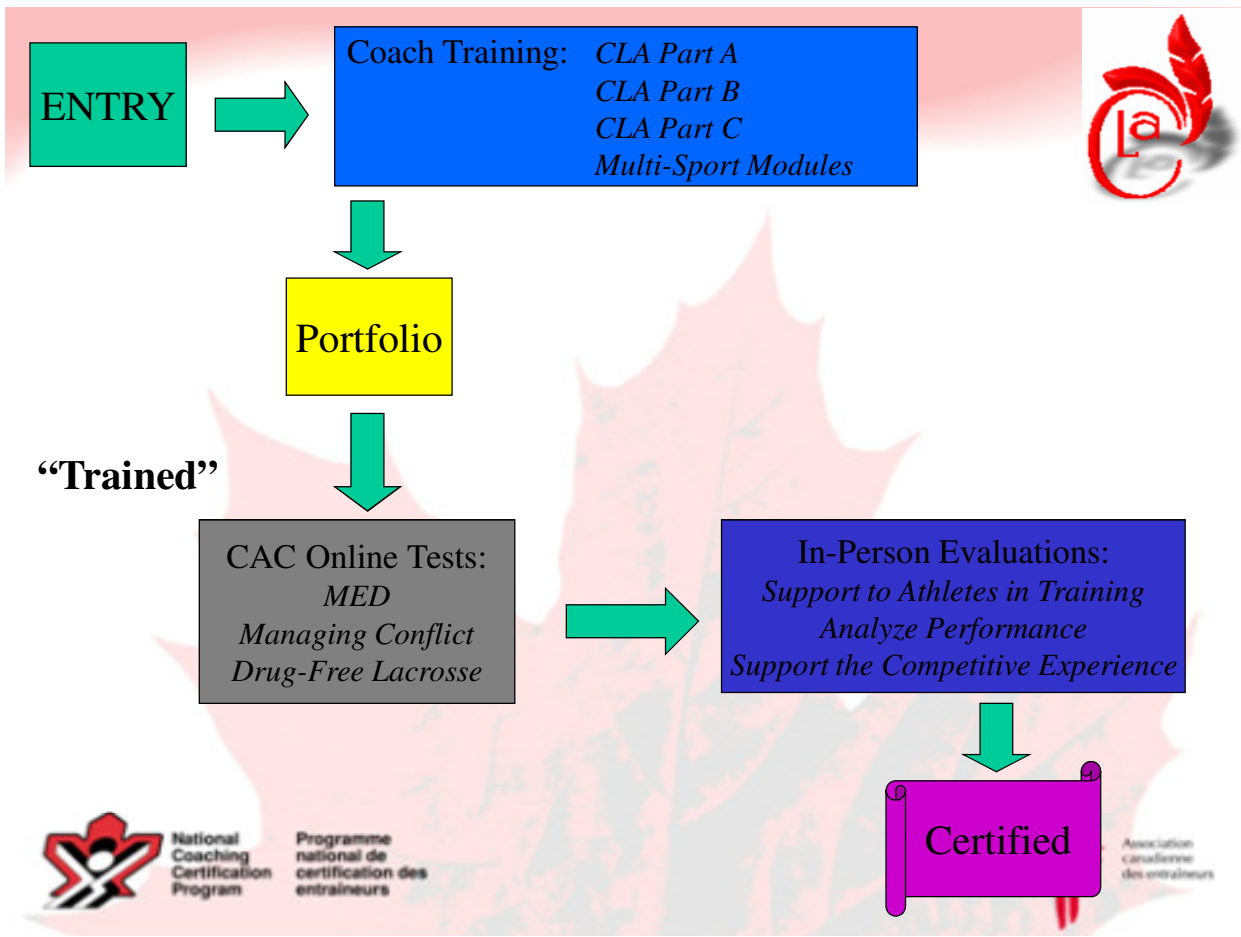
Candidates must complete the above items successfully as well as the following to become fully NCCP Certified if required by the minimum standards outlined in the applicable Form 100.

CAC Online Tests:

- **Make Ethical Decisions**
- **Managing Conflict**
- **Online Drug-Free Sport**

In-person evaluation to evaluate:

- **Support to Athletes in Training**
- **Analyze Performance**
- **Support the Competitive Experience**



Maintaining Coach Certification

In order to maintain their coaching “trained” or “certification” status, coaches must do the following:

- Coach at least one team within a three-year period in the relevant context. For example, a coach at the Competitive Coach-Development context who does not coach in Year 1, and coaches at Tyke (Community Coach-Initiation) in Years 2 & 3 will lose his/her certification.
- Complete a CLA-recognized professional development activity every two years. Examples of possible professional development activities, may include, but are not limited to:
 - Lacrosse NCCP coaching clinics
 - Multi-sport NCCP coaching clinics
 - NCCP coaching clinics in another sport
 - Lacrosse coaching conference
 - Act as an NCCP facilitator in lacrosse
 - Act as an NCCP facilitator in another sport
 - Service as a club “head coach”, coaching coordinator, mentor coach, etc.
 - Write a review of a coaching book

MASTER LEARNING FACILITATOR & FACILITATOR TOOLBOX

The following indicates the necessary materials and equipment including written, electronic, physical and administrative that a competent Master Learning Facilitator (MLF) and Facilitator (Clinician) must possess or have in their possession.

It is imperative that all Member Associations (MA's) of the Canadian Lacrosse Association (CLA) ensure that every Facilitator possesses the minimum standards set down by the National Coaching Certification Program (NCCP). Equally important is that all Facilitators meet the minimum standard of training and updating yearly, are outfitted in a professional manner and are evaluated to ensure that the critical teaching points, tasks and learning outcomes outlined in the curriculums are adhered to.

The training of the Master Learning Facilitators is a direct responsibility of the CLA. The CLA is also responsible to ensure that each MLF receives a current set of videos detailed in the "Current Video" listing as well as current copies of all materials pertaining to the program. MLF's are responsible to contact the CLA office to order the materials required. The training of the Facilitators is the direct responsibility of the MA's. It is their responsibility to ensure that all facilitators are provided the material listed in the facilitator's toolbox.

The CLA office has a responsibility to update the list of qualified MLF's and LF's to ensure that all NCCP guidelines and qualifications are met. The standards for MLF's and LF's are listed in Appendices A and B.

FACILITATOR TOOLBOX

COMMUNITY COACH - INITIATION

- Facilitator Guide (CLA Website www.lacrosse.ca)
- Facilitator Overheads (CLA Website)
- Clinic Workbook (CLA)
- Coach's Manual (CLA)
- Applicable Rule Book (CLA) & Tyke Mini/Tyke Rules if applicable.
- Applicable Videos/DVDs

NOTE: The Video "Children In Sport" & The Resource Guide's can be ordered direct from www.sasksport.sk.ca. Video lists at \$10.00 and the resource guides are free.

COMMUNITY COACH - DEVELOPMENT

- Facilitator's Guide (CLA Web)
- Facilitator's Overheads (CLA Web)
- Clinic Workbook & Resource Supplement (CLA Web)
- Applicable Evaluation Workbook (CLA Web)
- Applicable Technical Manuals (MA)
- Applicable Clinician's Manuals (MA)

- Trainer's Manual (MA)
- Goaltender Manual (Box & Inter-Crosse CLA)
- Applicable Rule Book & Situation Hand Book (CLA)
- Applicable Videos/DVDs

The Applicable Manuals for each Discipline can be ordered from the Member Association. The Clinic Workbook and Supplement is generic, and is to be used for all discipline training. The Facilitator Guide and Overheads on the CLA Website (www.lacrosse.ca) can be used in conjunction with the present Clinician Manuals applicable for each discipline.

COMPETITIVE COACH - INTRODUCTION

- Facilitator's Guide (CLA Web)
- Facilitator's Overheads (CLA Web)
- Applicable Coach's Manuals (CLA)
- Applicable Evaluation Workbook (CLA Web)
- 11 ½ X 17 Seasonal Planner (CLA Web)
- Trainer's Manual (MA)
- Goaltender Manual (Box/Inter-Crosse CLA)
- Applicable Rule Book & Situation Hand Book (CLA)
- Applicable Videos/DVDs

COMPETITIVE COACH - DEVELOPMENT

- Facilitator's Guide (CLA Web)
- Applicable Coach's Manuals (CLA)
- Applicable Evaluation Portfolio (CLA Web)
- 11 ½ X 17 YPI (CLA Web)
- Trainer's Manual (MA)
- Goaltender Manual (Box/Inter-Crosse CLA)
- Applicable Rule Book & Situation Hand Book (CLA)
- Applicable Videos/DVDs

GENERAL MATERIAL

- Current Copies of CLA (OR MA) Form 100's
- Current Copy of MA Contact List
- Current Copy of MA Training Sessions
- Current Copy of Coach's Professional Development Sessions (if Available)
- NCCP Registration Forms
- Receipt Book
- Necessary Markers, Chalk etc.
- Supply of paper & Pencils/Pens
- Necessary Lacrosse Equipment, Sticks, Balls & Protective Equipment
- Equipment Pamphlets (if available)
- Candidate lists

Clinician and Facilitator responsibilities will differ between Member Associations. In some cases, the Facilitator may be tasked with supplying the audio/visual equipment, the necessary balls and nets, the manuals/workbooks etc. Clinicians should ensure the facilities are safe and

set up to conduct the clinic. The classroom set-up will vary with the size of the clinic, the location and the personnel preference of the clinician. If the clinician has been tasked with collecting registration fees, then a receipt book, cash box and change may become necessary.

CURRENT VIDEOS/DVDS

FUN WITH FUNDAMENTALS:

#2 Passing & Catching	ALL
#3 Individual Defence	BOX
# 4 Team Defence	BOX
# 5 Shooting	BOX/INTER-CROSSE/M.F.
#6 Individual Offence	BOX
# 7 Goaltending	BOX/INTER-CROSSE
#8 Special Teams	BOX
Lacrosse History	ALL
Lacrosse Tips (Mental Prep)	ALL
Motion Offence	BOX
Box Coaching DVD	BOX
Men's Field Coaching DVD	M.F.
Children In Sport	ALL
Inter-Crosse Instruction/Promotion	INTER-CROSSE
Trainer's Aide	ALL