



# ***AFL Club Coaching Coordinator Program***



---

# AFL Club Coaching Coordinator Program

---

- Whole Club Program - Long Term Player Development
- Club Coaching Coordinator
- Positive Club Culture (Philosophy & trademark)
- Selection of Coaches
- Coaching Handbook
- Coaches Meeting
- Developing the Coaches
- Coach Evaluation
- Coaching Curriculum



---

# What do Parents expect from a Coach?

## Parent survey – Coaching Characteristics

---

### Top Three:

- Fair and honest in dealing with the players
- Able to teach well
- Committed to the development of sportsmanship

### Middle Four:

- Knowledgeable of the skills
- Committed to having the players enjoy the game
- Knowledgeable of the rules
- Knowledgeable of prevention, care and rehabilitation of injuries



---

# What do Parents expect from a Coach?

## Parent survey – Coaching Characteristics

---

### Bottom Three:

- Experienced as a player
- Providing an experience to improve players to compete at a higher level
- Committed to winning



---

# Value of a Whole Club Approach

---

- **Parent information**
- **Player development**
- **Coach development**
- **Bridging education and practice**
- **Building partnerships**
- **Supportive team**
- **Promotion of club**



---

# “It takes 10 years of extensive training to excel in anything”

Herbert Simon - Nobel Laureate

---

- Research suggests that it takes 8 – 12 years of training for a talented player to reach elite levels
- This is called the “10 year rule” or “10,000 hour” rule

“Parents/coaches in many sports still approach training with an attitude best characterized as ‘**peaking by Sunday**’, where a short term approach is taken to training and performance with an over emphasis on immediate results”



---

# Long Term Player Development

---

<b>Active Start</b>	0 – 6 years	Learn movement Link together
<b>FUNdamentals</b>	6 – 9 years	Movement skills Build motor skills
<b>Learning to Train</b>	9 – 12 years	Learn overall sport skills
<b>Training to Train</b>	12 – 16 years	Build aerobic base Develop speed and strength Consolidate specific sport skills
<b>Training to Compete</b>	16 – 23+/-	Optimize fitness preparation Position specific skills Individual/team specific
<b>Training to Win</b>	19+/-	Podium performers
<b>Active for Life</b>	any age	Transition from competitive career to lifelong physical activity and participation in sport

---

# FUNdamentals (6 – 9 years)

**Learn all the fundamental movement skills and build overall motor skills**

---

- Unstructured play
  - Quality instruction
  - Positive and Fun
  - Minimal formal competition
  - Range of sports
    - **ABC's – agility, balance, coordination and speed**
    - **Basic Skills – kick, mark and handball**
    - **Tactical skills – defence and attack**
    - **Read the “movements” – make decisions**
- 
- Teamwork and problem solving**
  - Sense of what is “fair”**
  - Introduce simple rules and ethics of sport**





---

# Learning to Train (9 - 12 years)

## Learn overall sports skills

---

- Accelerated learning of coordination and fine motor control
- Enjoy practicing skills – see own improvement
- Competition focus on “Learning to compete – not winning”
- Long term results – Practice to Competition ratio = 70%:30%

- Flexibility
- Speed
- Strength - body weight
- Endurance through games/relays
- Technical skills

Set goals

Visualisation



---

# Train to Train (12 – 16 years)

## Consolidate basic sport specific skills and tactics

---

- Play to win and do their best
  - Focus on skill training and physical development over competition
  - Practice to competition ratio = 60%:40%
- Aerobic training
  - Skill, speed, strength, core work
  - Flexibility – growth of bones, muscles, tendons, ligaments
  - Train in daily competitive situations – practice matches  
competitive games/drills
  - Strategy
- ❑ Coping skills - physical and mental challenges of competition
  - ❑ Pre game plan
  - ❑ Communication
  - ❑ Concentration skills



---

# Training to Compete (16 – 23+/- years)

Optimize fitness preparation and sport, individual, and position specific skills

---

- Choose to specialize in “one sport” or continue in the recreational stream
- Individually tailored programs
  - Fitness components - individual
  - Recovery programs
  - Technical skill development
  - Tactical awareness
  - Athletes strength and weaknesses
- ❑ Psychological preparation
- ❑ Game preparation
- ❑ Lifestyle education



---

# Developing an Effective Team

---

## Mission Statement (Vision)

Values

## TRADEMARK (Coaching Team)

### Behaviours

How do you want to be seen  
as a team of coaches?

2 or 3 words

Positive

Inclusive

Organised etc

### Actions

How will that look in action?

Think about things you should:

Stop

Start

Keep Doing



---

# Coaching Team

---

## Organised

- Session plans
- Use of time
- Communication
- Preparation at breaks in the game

## Respectful

- Facilities and equipment
- Umpires and Opposition
- Role model behaviour
- Player needs

## Approachable

- Communication
- Parents
- Players
- Committee

---

# Connecting Education and Practice

---

- **Club Coaching Coordinator**
- **Director of Coaching**
- **Football Director**

## **“Coach the Coaches”**

- **Coaching effectiveness**
- **Direction and Leadership**
- **Oversee coaching at the club**
- **Set high standards**
- **Promote best practice**
- **Evaluation**



---

# **Club Coaching Coordinator Role description**

---

**Present the club's competitive and playing objectives**

**Overall coaching plan**

**Design training agendas for each age group**

**Coaching on a range of training drills and games**

**Skill objectives and general game plans**

**Attend coaching seminars**



---

# **Club Coaching Coordinator Actions**

---

**Video each coach in action - feedback**

**Arrange two guest coaches to speak to coaching team**

**Develop a remedial lesson strategy for players**

**Develop a partnership with AFL region staff**

**Schedule two coaches nights to exchange and review**

**General guidance to coaches – match day feedback**





---

# **Club Coaching Coordinator Time Commitment**

---

**12 - 16 hours per week**

**Match day and training – review and feedback**

**Mentoring**

**Administration**

**Research and Planning**

**Keep a log of time spent**



---

# Preparing a Coaching Plan

---

- **A coaching plan establishes:**
  - **Philosophy of Coaching**
  - **Role of the Coach**
  - **Organisation of training**
  - **Match Day**
  - **Risk Management**
  - **Team Rules**
  - **Game Plans**
  - **Core skills and drills**
  - **Player Development**
  - **Evaluation**

---

# Selection of Coaches

---

- **Selecting coaches and matching them to the right team:**
  - **Role description**
  - **Knowledge and understanding of the game**
  - **Relate to players**
  - **Inspire and enthuse**
  - **People management and organisational skills**
  - **Cultural fit**

---

# Personnel Management

---

Tap into the individual motivations of coaches

Carer Coach v Career Coach

Stay out of the politics

Keep it observational and fact based

Be careful of here say and pre conceptions

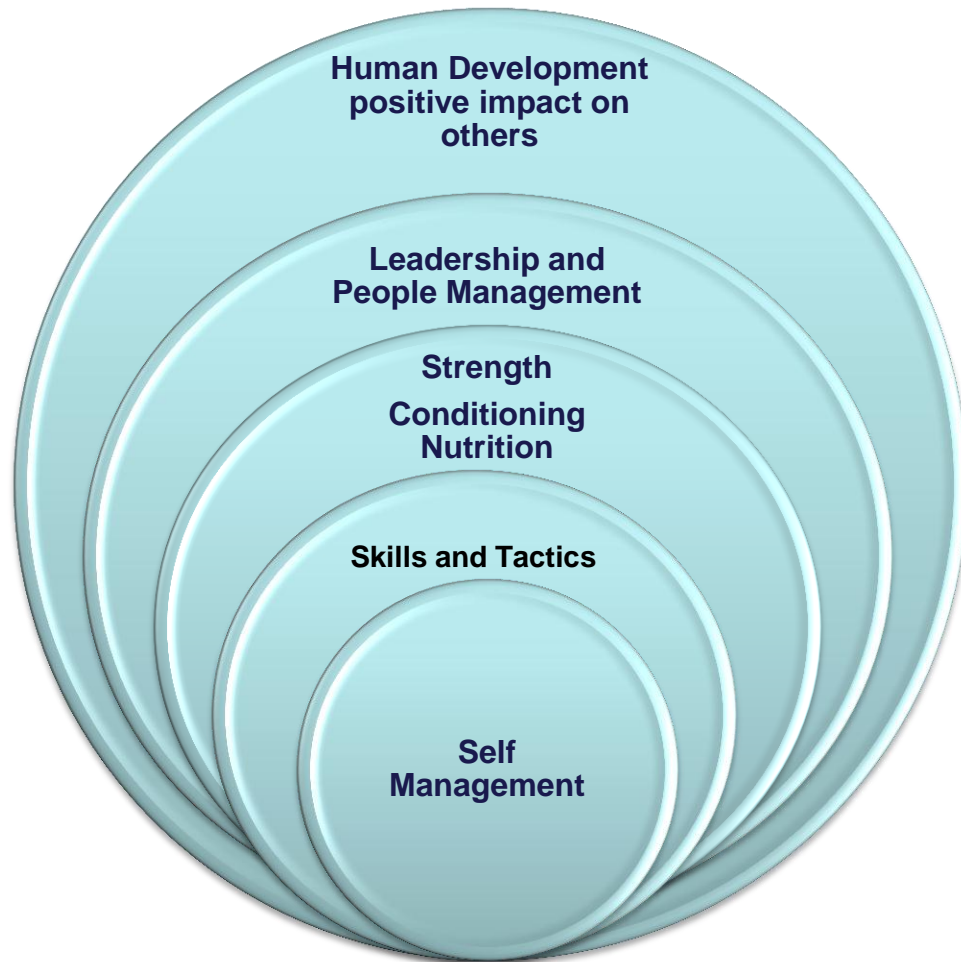


---

# Development Onion

A fully developed coach is one who can be lifted and transported from one sport to another and be equally effective

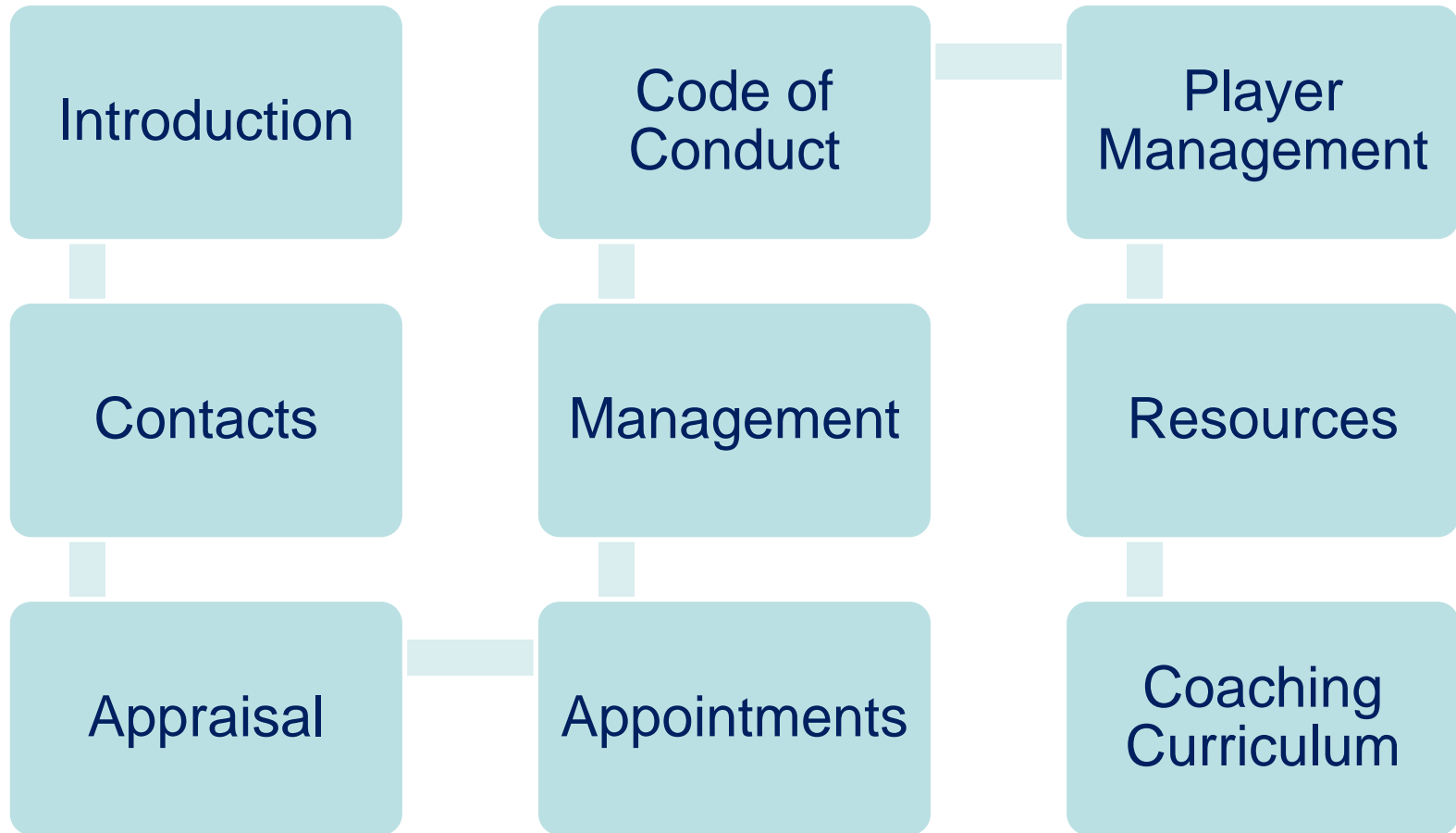
---



---

# Club Coaches' Handbook Contents

---



---

# Coaches Meetings

---

- **Meeting of all coaches:**
  - Overall focus on the “big picture” – Long Term Player Development
  - Opportunity for input
  - Collaborative approach - empowerment, loyalty and ownership
- **Season Focus:**
  - Age group
  - Skills
  - Game plan/strategy/tactics
  - Social



---

# Developing the Coaches

---

- **Process to maximise and develop coaches:**
  - **Qualified to Coach - Level 1 or 2**
  - **Professional development opportunities**
  - **Specialist coaching clinics**
  - **Updating activities – AFCA**
  - **Resources**
- **Coach Mentoring:**
  - **Pair up coaches**
  - **Formal or informal**
  - **Advice and problem solving**





---

# Coach Evaluation

---

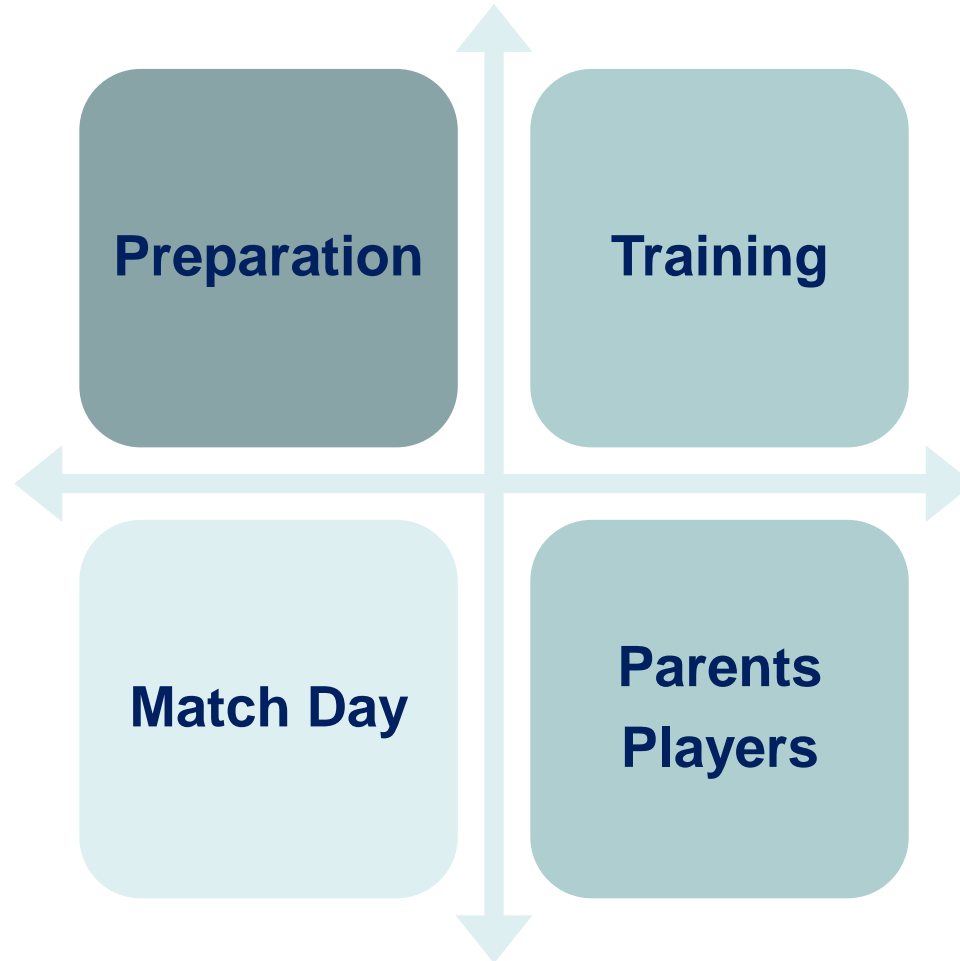
- **Appraisal and evaluation:**
  - Training
  - Game preparation
  - Match day
  - Review of existing practices
  - Continue improvements in the program
    - » What worked well.....?
    - » Even better If .....
  - Under the microscope – policy, practices, structures, procedures
- **Coaches self appraisal:**
  - Identify and reinforce strengths
  - Feedback on weaknesses
  - Consider video (fact based)
- **Develop new strategies:**
  - Plan for future



---

## Evaluation of Your Coaches

---



---

# Value of a Coaching Curriculum

---

- **Guide for all stakeholders**
- **Communication**
- **Succession plan – player travels through age groups**
- **Coach to assess level of players**
- **Match physical and emotional capabilities of players to skills and game concepts**
- **Living document – change over time**



---

# Club Coaching Curriculum

---

- Playing policies and coaching policies
- Coaching competencies and philosophy
- Role description
- Player selection policy
- Resources
- Skills matrix – by age group
- Drills banks – support skills development
- Game Style & tactics
- Physical development
- Player development

---

# Skill Development

---

Kicking  
Handball  
Marking  
Picking up ball  
Bouncing Ball  
Tap Out  
Play on  
Leading  
Crumbing  
Changing  
Direction  
Running to

Tackling  
Spoiling  
Smothering  
Shepherding  
On the Mark  
Bumping  
Chasing  
Rolling  
Landing  
Ruckwork  
Recovery



---

# Tactical Development

---

- **Defensive play**
- **Forward play**
- **Midfield play**
- **Positional play**
- **Teamwork**
- **Set Plays**
- **Game Style/Pattern**



---

# Physical Development

---

- **Conditioning**
- **Nutrition**
- **Recovery/Body management**
- **Rehabilitation Programs**
- **Injury Management**
- **Risk Management**



---

# Player Development

---

- **Evaluation**
- **Player Profiling**
- **Welfare**
- **Social Skilling**



---

# Coaching Curriculum

---

**Skill Development**

**Tactics  
Game Plan**

**Age Group**

**Physical Development**

**Player Development**



---

# Message to Club Executive

---

**Focus on the development of the coaches**

**Clear on the scope of your responsibilities**

**Take a long term view**

**Coaches on field success is not attributable to you**

**Success = coach development based on your objectives**

**Create a learning culture**



---

# Conclusion

---

**“The better the coaches, the better they are able to provide quality opportunities for players to develop”**

**Patrick Hunt, AIS Basketball Coach**

