



# COACH IDP

## INDIVIDUAL DEVELOPMENT PLAN

### Components of an individual development plan

- Professional goals & aspirations
- Development opportunities
- Strengths & talents
- An action plan

### PLAY ACROSS

### FIXED SESSION

Ongoing education around principles and best practice

### SELF ASSESSMENTS

Assessment or evaluation of one's actions and attitudes

### MATCH DAY SIDE LINE ASSESSMENTS

Evaluation of one's actions and deliverables on match days

## SC TORONTO

### COACH INDIVIDUAL DEVELOPMENT PLAN

An individual development plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity.

**1**

AS  
A LEADER &  
ROLE MODEL

**2**

AS  
A TEACHER

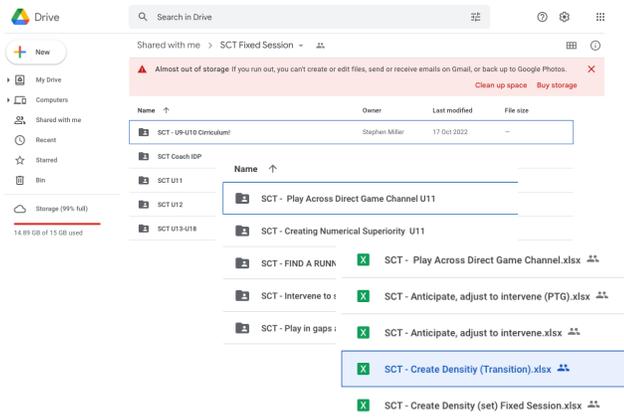
**3**

AS  
AN ORGANIZER

# STEP 1

## ACCESS TO GOOGLE DRIVE

Drive contains all SCT core values, SCT play principles & game model. Fixed sessions are broken down in ages & stages of development.



Drive contains all SCT core values, SCT play principles & game model. Fixed sessions are broken down in ages & stages of development.

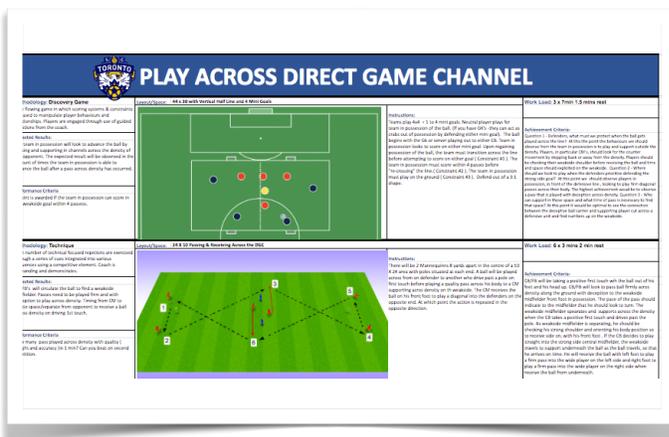
# STEP 2

## SELF ASSESSMENT

**COACH SELF EVALUATION**

*For the Coach:* Using the following chart, evaluate how well you carry out your roles as a leader, teacher and organizer. For each statement, select the word which best describes you. This chart can be used to assess yourself throughout the season.

	Excellent	Good	Need Improvement
<b>As a Leader, I:</b>			
1. Establish Goals	<u>D.S.</u>	___	___
2. Use a democratic coaching style	___	D.S.	___
3. Am a good role model	___	D.S.	___
4. Develop leadership skills in my athletes	___	D.S.	___
5. Have a positive relationship with officials	___	D.S.	___
6. Interact effectively with parents	___	D.S.	___
7. Help athletes maximize their potential	___	D.S.	___
<b>As a Teacher, I:</b>			
1. Teach the necessary hockey skills	___	D.S.	___
2. Teach the skills using the proper sequence and progressions	D.S.	___	___
3. Teach skills using understandable language	D.S.	___	___
4. Realize athletes differ in their readiness to learn a skill	___	D.S.	___
5. Realize athletes learn skills at different rates	___	D.S.	___
6. Teach more than just hockey skills	___	___	___
<b>As an Organizer, I:</b>			
1. Plan effective practices	D.S.	___	___
2. Select very good assistant coaches	___	D.S.	___
3. Have parents assist in the program	___	D.S.	___
4. Attend to details	___	D.S.	___
5. Communicate effectively	___	D.S.	___



# STEP 3

## FACILITATOR LEAD DEMONSTRATION OF FIXED SESSION

Demonstrating the full cycle of the process from planning to performing to reviewing. Showing the existence or truth of something by giving evidence of best practice. Giving key objectives or performance indicators of the session with performance and achievement criteria. Filmed training session with the use of player maker to capture supporting data.

# STEP 4

## PARTICIPANT LEAD DEMONSTRATION OF FIXED SESSION

Provide support for each individual to access help in planning process.

# STEP 5

## PARTICIPANT SELF ASSESSMENT

# STEP 6

## MATCH DAY KPIS/OBJECTIVES

DATE/TIME: Jan 28	SCT vs Sporting 2013s	CLIMATE: Indoor Turf
PRINCIPLE /	P: Create Density in DGC(moment)	SP: Secure Possession (Implicit moment)
MATCH OBJECTIVES:	Deny Entry Into Final Third <less then 3 times per half in DO Set Defence Secure Possession with 2 + Passes in AT	
1st Half OBJECTIVES/ CHALLENGES	Deny Entry Into Final Third <less then 3 times per half in DO Set Defence Win the Ball back in Attacking Half from Set Press 40%or more	
2nd Half OBJECTIVES/ CHALLENGES	Deny Entry Into Final Third <less then 4 times per half in DO Set Defence	
INDIVIDUAL OBJECTIVES/ CHALLENGES	BACK LINE STAY CONNECTED NO PASSES ALLOWED THROUGH GAPS GKS /THOMAS & JC command time	
Period	Task/ Time	Detail
Arrival At Ground	Changing Room Setup	Ex. Tape set pieces to wall or seating plan
Pre Meeting	Check Up	Front 4 & back 4 seating plan Set plays posted
	Equipment	Stats delivery or prep Balls, bibs, & cones
Pre Game Meeting	15 Minutes max	Deliver Match objectives as it relates to your weekly theme
Pre Game	Player inputs	Post warm up technical team feedback
		Goalkeepers & outfield players
		Tempo
		Mood
		Quality
		Individual players
		Units
		Team
	Coaches final messages to team	Final Messages
	Coach Input	Internal discussion
Technical Staff	Individual match duties & roles check up Match ups	



# STEP 8

- Step 1**  
Just listen to the film of yourself, turn the sound all the way up put it down so you cannot see it. Just listen, what do you like, what do you not like?  
(This can be tough as it takes a while)
  - Step 2**  
Turn the sound off press play just look at yourself, a visual audit to see what you like. How is your body language? What are your facial expressions? Watch this at 2x.
  - Step 3**  
Have the video transcribed (there a few website that can do it) then we can go into the next step.
- Place each interaction, instruction, into one of the coaching intervention categories on the intervention wheel attached.

## MATCH DAY SIDELINE ASSESSMENT

# STEP 9

## CREATE AN ACTION PLAN

1. Step 1: Set a SMART goal
2. Step 2: Identify next phase of IDP (Steps 2-5 or Steps 6-8)

# STEP 7

## MATCH DAY SIDELINE SELF ASSESSMENT

**“I didn’t realize how difficult it would be to see & hear myself; it was eye opening”**



## SC TORONTO

The SC Toronto vision is to continue building a sustainable organization while improving all aspects of our club. We strive to become the leading community sports club, delivering the best recreational and representative player experience that inspires a life-long passion for the game of Soccer.