



Coaching and Officiating Case Study

Mentoring – Level 1 candidate

Marie has a son who has recently started playing lacrosse (a sport which Marie knows very little about). She has been asked to coach one of the teams in the club and has decided to do a Level 1 coaching course to learn more about coaching lacrosse. Marie attends a two-day course and is assigned a mentor (Patrick), from a club nearby, to work with over the coming months. Marie is provided with a workbook that she and her mentor will use to guide their discussions and her learning.

Other Level 1 candidates have also been assigned to Patrick, who is a more experienced Level 1 coach. Patrick arranges to meet with the coaches he is mentoring once a week, for the next two months. At their first get together they discuss the workbook and how they plan to work through it as a group. They also talk about what they hope to learn from one another and what they believe their strengths and weaknesses are.

Over the next few months, Marie and the rest of the group meet regularly to observe, analyse and discuss Patrick's coaching. They also spend a lot of time with Patrick discussing game play, tactics and team building. Marie and her colleagues learn to analyse their own coaching and use their workbooks to help them reflect on their own coaching performance and how they can improve it.

The group go out for dinner at the end of the two-month period to celebrate everyone's achievements. At the dinner, Patrick comments on how useful he found the mentoring process and how it also made him reflect upon his own coaching and improve it. Marie has continued to stay in contact with the group and once every season they still get together (over some wine and cheese) to discuss a topical coaching issue.