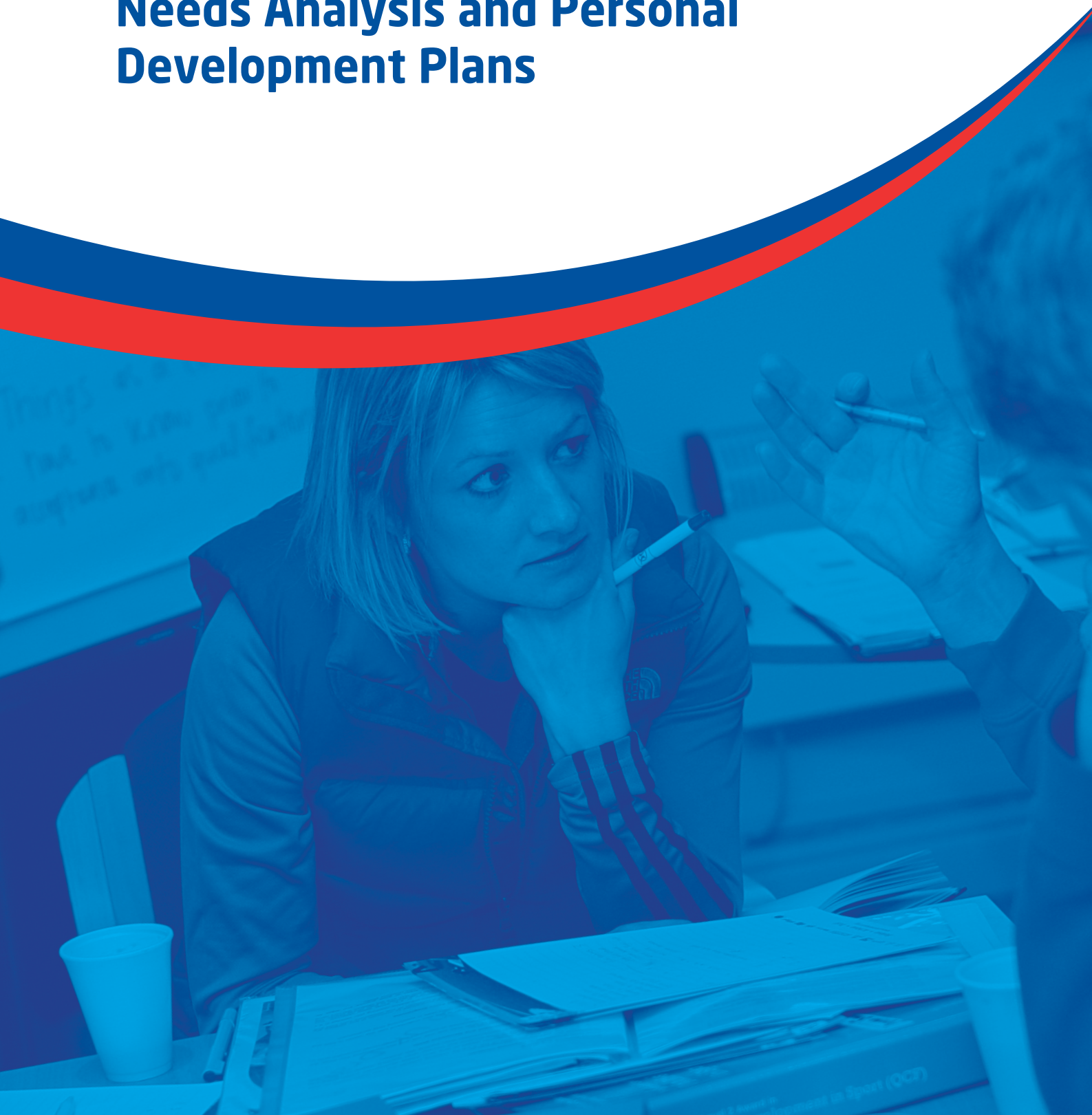




# **A Guide to Using Training Needs Analysis and Personal Development Plans**



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### Authors

Shanwaz Ajaib, Nicola Beattie and Esther Jones

### Coachwise editorial and design team

Joanne Chapman and Ian Bolton

### Acknowledgements

Louisa Arnold, Steve Bentall, Andrew Bradshaw, Justyn Branton, Patsy Colvin, Anne Green,  
John Lawn, Jayne Lee, Julie Mackintosh and Matt Nolan

Photography © Alan Edwards unless otherwise stated.



sports coach UK  
Chelsea Close  
Off Amberley Road  
Armley  
Leeds LS12 4HP

Tel: 0113-274 4802 Fax: 0113-231 9606

Email: [coaching@sportscoachuk.org](mailto:coaching@sportscoachuk.org)

Website: [www.sportscoachuk.org](http://www.sportscoachuk.org)

Patron: HRH The Princess Royal

Produced on behalf of sports coach UK by



Coachwise Ltd  
Chelsea Close  
Off Amberley Road  
Armley  
Leeds LS12 4HP

Tel: 0113-231 1310

Fax: 0113-231 9606

Email: [enquiries@coachwise.ltd.uk](mailto:enquiries@coachwise.ltd.uk)

Website: [www.coachwise.ltd.uk](http://www.coachwise.ltd.uk)

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# Introduction

## This section includes:

- information about the guide
- stages of the TNA and PDP processes
- reasons to use TNA and PDP
- benefits for the coach
- benefits for the organisation.



### About the guide

This guide will take you through the Training Needs Analysis (TNA) and Personal Development Plan (PDP) process for coaches. It has been written to support:

- an individual taking a coach through the process
- an organisation looking to implement the TNA and PDP processes across a group of coaches.

The guide will explore:

- goal setting linked to TNA and PDP
- what TNA and PDP are and how to undertake them
- top tips and templates to support the process
- ideas to implement them with your coaches.

The information contained within this guide has been collated from work in the field and experience of undertaking the process with coaches.

The process can be used with any coach at any point of their coaching journey. It is useful to remember that there is no one size fits all. There are some guiding principles provided; however, you may need to tailor the information to the coach you are working with. (Examples of tailoring for different environments are included on pages 20–21.)

It is essential that the process and implementation is owned and driven by the coach, which will be explored throughout the guide.

Table 1 highlights the different stages to the overall approach to carrying out the TNA and PDP, which will be explained in further detail.

**Table 1: Stages of the TNA and PDP processes**

<b>STAGE 1</b>	<b>Goal Setting</b> This is the start of the process whereby coaches begin to think about their overall coaching goals. <ul style="list-style-type: none"> <li>• What are their coaching aspirations?</li> <li>• What kind of coach do they aspire to be?</li> <li>• What is it they want to achieve?</li> </ul>
<b>STAGE 2</b>	<b>TNA</b> A process coaches can use to help identify: <ul style="list-style-type: none"> <li>• what type of coach they want and need to be</li> <li>• what skills/knowledge/experience are needed for their existing and future coaching role</li> <li>• what their strengths and areas for improvement are currently.</li> </ul>
<b>STAGE 3</b>	<b>PDP</b> A tool that will help coaches develop. The PDP helps identify: <ul style="list-style-type: none"> <li>• what further knowledge and skills they need to develop</li> <li>• what actions they could take to work towards their coaching goals</li> <li>• where they may need further support.</li> </ul>

### Why use TNA and PDP?

The TNA and PDP are already popular and valuable tools in other industries and are becoming more widely used in coaching. If used effectively, they can help with all aspects of managing coaches, such as recruitment, development, deployment and retention.





### Benefits for the organisation:

- Helps develop and retain coaches
- Helps direct resources appropriately
- Helps to understand the needs and aspirations of your coaches
- Provides a more supportive environment for the coach
- Helps plan future workforce training (eg provide a more coordinated coach education programme)
- Training budget can be effectively and efficiently directed
- Can be used to support minimum standards for deployment (MSD)\* (which may vary according to the coaching environment).

*I have used a TNA process with coaches at my canoe club. This has proved valuable for the coaches to identify the skills they need to develop further, and for the club to understand and support each coach in an appropriate way to develop their skills.*

**Les Ford, Halifax Canoe Club**

### Benefits for the coach:

- Coaches feel valued and motivated
- Provides a more supportive environment
- Can be used to support the coach to reach MSD\*
- Provides clarity on the coaches' goals and supports them to reach them quicker
- Highlights potential challenges and identifies possible solutions
- Helps to raise current and future development needs in order to support the desired goals (eg formal training or informal development opportunities)
- Identifies potential future employment possibilities.

*It was a really useful process. I don't think I would have ever looked at my goals in that way. The format is just fantastic.*

**Peter Lang, Coach on the John Lewis Partnership Coach Programme**

*It made me really aware of how to reach my goals. Now, after five months, I have gone through my entire plan and have pretty much gained everything I said I would achieve! I would definitely use something like it again and update it, as I have seen that it really works.*

**Vicky Walmsley, Coach on the John Lewis Partnership Coach Programme**

\* Minimum standards of deployment are the basic standards a coach needs to meet to be able to carry out their role effectively and safely. For more information please visit the sports coach UK website ([www.sportcoachuk.org](http://www.sportcoachuk.org)).







1

# Stage One

## Goal Setting

## This section includes:

- the importance of goal setting
- examples of a SMART long-term development goal.

# 1



### Importance of goal setting

The purpose of completing the TNA and PDP is to support coaches to achieve their coaching goals. Therefore, before the TNA and PDP are undertaken, coaches need to identify their long-term development goal. This should be used as the reference point for the TNA and PDP.

For the purpose of this guide, the following terms will be used when referring to goal setting:

<b>Long-term development goal</b>	Overall development objective – what the coach ultimately wants to achieve.
<b>Short-term goals</b>	Milestones and actions that have been identified as stepping stones in achieving the overall long-term development goal.

When supporting someone through this process it is important you both agree the parameters for the long-term development goal. In the first instance it needs to be relevant to the role and setting in which the coach is being supported to develop.

### Prompt:

Ask the coach to set their long-term development goal.

Use the SMART checklist to help with this:

<b>S</b> pecific	Make it as precise as possible – what is it that the coach wants to achieve?
<b>M</b> easurable	Can the coach monitor progress?
<b>A</b> chievable	Is the coaching goal achievable within the time frame/resources available?
<b>R</b> ealistic	Is the goal challenging while still practical?
<b>T</b> ime-framed	Make it time-framed.

Initially setting a long-term goal might prove challenging, particularly with beginner coaches, as they may not be aware of the opportunities available to them or have had the time to consider where they see themselves in the future.

'I want to be a football coach' does not give you much of an insight into their coaching aspirations and therefore their subsequent development needs.

However, this is a really good opportunity to help coaches to start to think about their coaching aspirations and helps them be specific about the coaching they want to do, and the kind of coach they want to be.

### Prompt:

Further questions you can ask coaches are:

- Who do you see yourself working with?
- What level/type of participants are you coaching?
- What do you want to achieve with that group?



## Examples of a SMART long-term development goal

**Example 1:** To be qualified and confident to lead a Multi-skills session for the under 9s at my local community hockey club by September 2012.

**Example 2:** To move across to coaching the girls' centre of excellence under-13s squad at the start of 2012, from my current role with the under-11 boys at the club.



## Summary - Stage 1

Agree parameters for the long-term development goal.

It needs to be relevant to the role in which the coach is being supported.

Goal setting is the first part of the TNA and PDP processes.

The long-term development goal needs to be SMART.

Goal setting, TNA and PDP are interlinked.

A long-term development goal is what they ultimately want to achieve as coaches.



2

# Stage Two

## Understanding the TNA Process

## This section includes:

- the key factors of a TNA
- the key steps for developing a TNA
- information on how to undertake each step.



### Understanding the TNA process

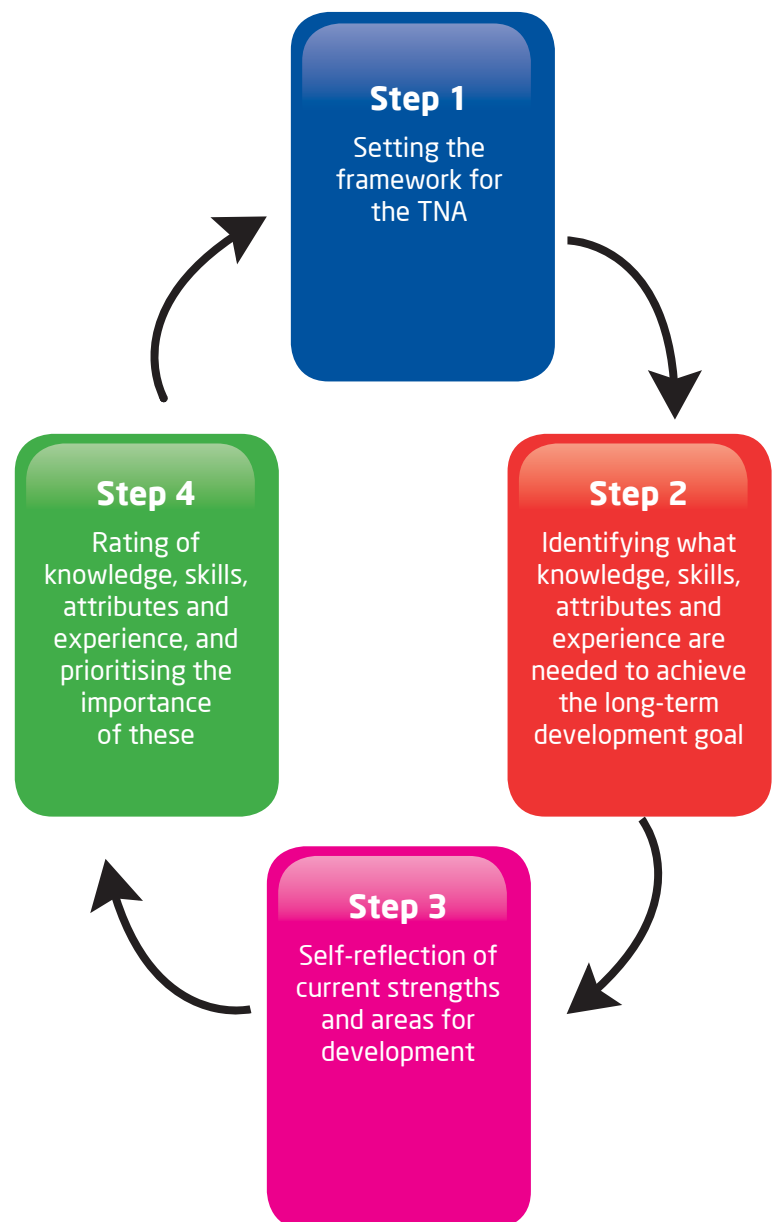
The TNA is a very specific document, with the content being relevant to an individual coach, and their development goals. You will find the detail and level will vary between coaches. Some of the reasons for this may be:

- different levels of coaching experience and/or knowledge
- ability of the coach to self-reflect and analyse their own coaching
- experience of setting personal development goals.

The following factors have been highlighted below for you to consider when supporting a coach to develop the TNA.

#### Key factors of a TNA

- 1 Although the TNA is as individual as the coach, the key principles and steps for completing the TNA are the same, irrespective of what level of coach you are working with.
- 2 A TNA should be initially based on the coach's own perception of the knowledge, skills, attributes and experience needed, and where they currently are in relation to each of those.
- 3 It should be used as a development tool, not an assessment tool, by a third party.
- 4 The purpose of a TNA is to help a coach to achieve their development goals; therefore, it needs to be completed with the long-term development goal as the focal point.
- 5 The TNA should be context specific:
  - What is being coached?
  - Who is being coached?
  - The environment in which the coaching is taking place.



**Figure 1: Key steps for developing a TNA**



## Step 1: Setting the framework for the TNA - understanding the coach

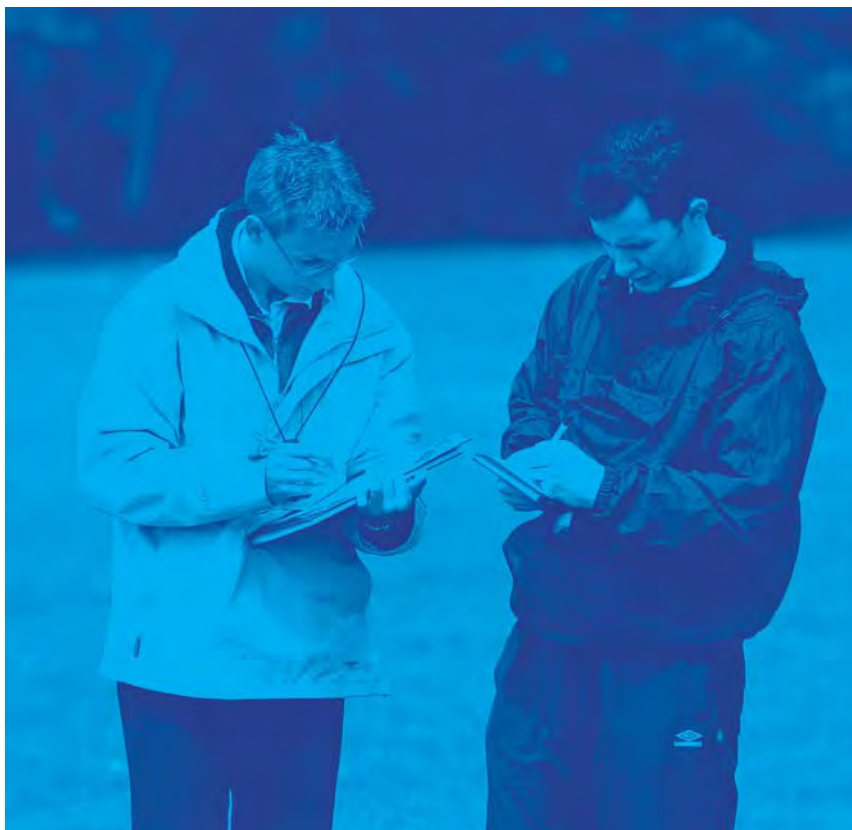
A coach can be influenced by a number of factors that have an impact on their coaching practice.

**Coaching Philosophy**

**Knowledge and skills**

**Context**  
(Environment and purpose of activity)

A good starting point for the TNA is for the coaches to take a minute to self-reflect on what motivates them in their coaching, and to re-visit what their **coaching philosophy** is (why they coach, their personal values and beliefs). The prompt questions can help you support the coaches to do this.



### Prompt:

Ask the coaches:

- What are their motivations to coach?
- What is their coaching philosophy?
- What are their beliefs and values when they coach, and why are they important to them? The examples below can be used to prompt the coach.

Honesty	Fairness	Empathy	Respect	Excellence
Commitment	Teamwork	Inclusion	Caring	Personal development
Freedom of choice	Lifelong learning	Physical fitness	Integrity	Challenge
Support	Self-discipline	Health	Success	Accountability
Creativity	Confidence			

Going through this exercise will not only give coaches the opportunity to reflect on what is really important to them, it will also give you (the person supporting the coach through this process) an insight into what motivates them and what is important to them as a coach. This will help you to check and challenge their TNA and PDP as it is being developed.



## Step 2: Exploring the desired knowledge, skills, attributes and experience

Irrespective of the level coaches are working at, there are recognised capabilities (knowledge, skills, attributes and experience) that all coaches need. The knowledge, skills, attributes and experience needed relate to:

- the participants
- the sport
- the context (environment, purpose of activity)
- the craft (planning, doing and reviewing of coaching)
- the self (awareness of own development as a coach).

The second step of the TNA process is for the coach to identify what capabilities they think they have, and will need in the future, using their long-term development goal as the reference point.

### Prompt:

Ask the coaches to write down the capabilities they have/think are important for their current and future coaching role. To support the coaches to do this, ask them to consider the following:

- 1 Who are they working with now/in the future?
- 2 What do their players/athletes need to develop (with support from them) to reach their full sporting potential?

*Mentally      Physically      Technically*  
*Tactically      Personal and social development*

- 3 What environment are they working in (context and physical location) – does the environment highlight any specific capabilities to be considered?
  - Level of athlete/player(s) being coached
  - Club setting, governing body of sport development squad/ competitive event
  - The coach's role.

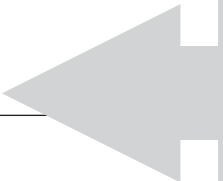
**Note:** Further prompts to support a coach with this question can be found on the coach capabilities information sheet (Appendix 2).

As the capabilities are being identified, they should be transferred into the TNA document.

### Step 3: Completing the TNA document

The TNA is typically completed in a profiling table (Figure 2 below) or a profiling wheel. Both documents do the same thing, but in a different visual format. A blank example of a profiling table is given in Appendix 1. A blank example of a profile wheel can be found on our website [www.sportscoachuk.org/pdp-and-tna-tools](http://www.sportscoachuk.org/pdp-and-tna-tools)

It is recommended the coach choose which document they want to use.

<b>Long-term development goal:</b>		 <p>1 Ensure the long-term development goal is added into the document at the start. Use this as a reference point with the coaches throughout the process.</p>
<b>To be achieved by:</b>		

<b>Coach capabilities</b> (knowledge, skills, attributes and experience)	<b>Definition</b> (detail what you mean by this)	<b>Rating</b> Where are you now? (Mark with a ○) How important is this to you? (Mark with a □)	
		1 2 3 4 5 6 7 8 9 10	
		1 2 3 4 5 6 7 8 9 10	
		1 2 3 4 5 6 7 8 9 10	
		1 2 3 4 5 6 7 8 9 10	
<p>2 Once the coach has added the long-term development goal above (and using the prompt sheet in Appendix 2 if needed) ask the coach to write down the capabilities they feel are the most important, based on their coaching role/long-term development goal.</p>	<p>3 Ask the coach to define what the capability is, what it means to them – be specific.</p>	<p>4 Ask the coach to rate where they think they are now with their capabilities by marking an ○ around the appropriate number (1 = low; 10 = high).</p>	
		<p>5 Ask the coach to mark how important each one of the capabilities is to them and their current/future coaching role. Mark a □ around the appropriate number (1 = not very important; 10 = very important).</p>	

**Figure 2: An example profile table**

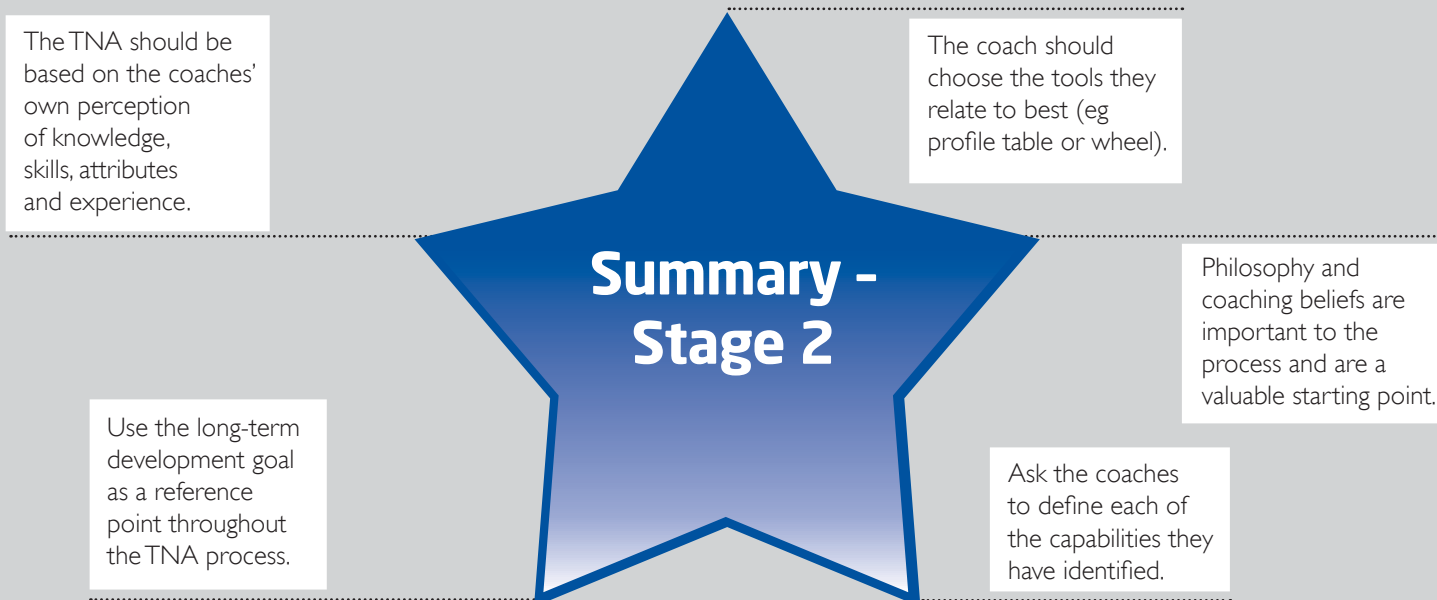
Click [here](#) to access Appendix 1 – blank profile table.

On completion of the document the coach should now be able to identify the three most important capabilities to develop further. These should be the capabilities from the TNA table that have been identified as:

- very important to their role
- but have a low personal rating (an area for development).

These capabilities should be the basis for the three short-term development goals to be worked on in the PDP.







3

# Stage Three

Understanding  
the PDP Process

## This section includes:

- key considerations of PDP
- information on how coaches learn and develop
- key steps to PDP
- reviewing a PDP.



A PDP should help coaches to identify:

- what further knowledge and skills they need/want to develop
- what actions they could take to work towards their coaching goals
- where they may need further support.

It may be easier to think of a PDP using the analogy of a road map or sat nav. The PDP as a tool should help coaches plan how to get from their current location to their target destination (long-term development goal).

As with the TNA, there are a number of key factors to consider when carrying out any PDP.

### Key factors of a PDP

- 1 The PDP should highlight and detail a number of short-term goals and actions that will support the coach to work towards their long-term development goal.
- 2 When writing the PDP, all goals should be SMART:
  - Specific
  - Measurable
  - Achievable
  - Realistic/relevant
  - Time-framed.
- 3 As with the TNA, the PDP should be developed and owned by the coach.
- 4 The PDP should be a living and breathing document and, therefore, reviewed on a regular basis.
- 5 The coach may need support to create and review their PDP; support could come from a mentor, another coach or potentially their manager.
- 6 Responsibility for implementing the PDP lies with the coach.
- 7 When developing a PDP, it is worthwhile spending time getting the coaches to think about how they learn.



### How coaches learn and develop

When supporting a coach to complete a PDP, it is important to appreciate that coaches learn in different ways. This needs to be highlighted and explored with the coach before the PDP is started, so they consider the learning methods most appropriate to them.

If the coaches understand how they learn and the best methods for them, it should help them pick the most suitable opportunities and hopefully increase their chance of achieving their coaching goals.

One of the ways you can get coaches to explore this is to simply talk through how they think they like to learn.



**Prompt:**

Ask the coach:

- How do they like to learn? (You could use the list of words below as a prompt).
- Ask them to prioritise their top three methods.

DVDs	Books	Magazines	Sport-specific workshops	General topic workshops
Discussions with fellow coaches	Observation of other coaches	Being mentored	Debates	Watching TV
Listening to the radio	eLearning	Distance learning	Qualifications	Residential workshops
Workplace				

- How do they like to be supported to learn?

A more detailed way to look at learning methods and styles would be to use a questionnaire. It may be helpful to use one of these, particularly the first time you go through a PDP with the coaches. More information on this can be found in Appendix 4.

As well as the learning methods, it is important to appreciate there is a wide range of coach development opportunities and learning environments potentially available to coaches.

When working through a PDP, encourage coaches to consider formal, non-formal and informal learning opportunities (as highlighted in Table 2).

**Table 2: Learning opportunities<sup>1</sup>**

<b>Formal learning</b>	<ul style="list-style-type: none"> <li>• Courses with a standardised curricula (for example, governing body of sport coaching qualifications)</li> </ul>
<b>Non-formal learning</b>	<ul style="list-style-type: none"> <li>• Coaching conferences</li> <li>• Workshops</li> <li>• Seminars</li> <li>• Coaching clinics</li> </ul>
<b>Informal learning</b>	<ul style="list-style-type: none"> <li>• Practical coaching experience</li> <li>• Interaction with other coaches (social learning)</li> <li>• Previous experience as a participant</li> <li>• Self-directed learning               <ul style="list-style-type: none"> <li>– researching on the Internet</li> <li>– reading books or coaching manuals</li> <li>– watching videos</li> <li>– self-reflection.</li> </ul> </li> </ul>

When drafting a PDP, encourage coaches to think about all the learning opportunities available to them. Research suggests the blending of these opportunities is key to successful learning; although, this does depend upon the individual coach and his or her stage of development.

**Note:**

Research suggests that for less experienced coaches, formal learning through a course or a qualification is better received as it provides these coaches with an initial source of interest and enthusiasm, practical tips to use in their own coaching, and the chance to meet other coaches.

As coaches progress through their careers and develop, they appear to place increased value on learning from informal and self-directed opportunities.

sports coach UK (2010) 'Research Essentials: How Coaches Learn', [www.sportscoachuk.org/resource/research-essentials-how-coaches-learn-1](http://www.sportscoachuk.org/resource/research-essentials-how-coaches-learn-1)

<sup>1</sup> Information sourced from Nelson et al (2006).

Key steps to developing a PDP

1

Setting short-term goals

- Use the TNA as a key point of reference – what were the priority areas from the TNA?
- Turn these priority areas into a number of short-term goals – make them SMART!
- Ensure the short-term goals relate to the overall long-term development goal.

2

Agree the actions needed

- Support the coaches to work out what actions they need to take to meet each goal (ensuring it links to their chosen learning methods).

3

Identify what support the coaches might need to achieve the action

- This could be support from another person (eg another coach, a mentor, or their manager) or financial support, for example, funding subsidy towards a qualification.

4

Give each action a time frame

- The actions should include dates by which they are to be achieved.
- Challenge the coaches to ensure realistic time frames are set.

5

Monitoring and evaluation

- Ask the coaches to consider what success will look like for each action.
- How will they know when they have achieved their goal and what will the impact be on them, or their coaching?

Long-term development goal	Short-term goals (areas for development identified from the TNA)	What actions are you going to take to achieve the short-term goals?	What support do you need?	By when?	How will you know when this has been achieved?
	1				
	2				
	3				

Click [here](#) for a blank PDP in Appendix 3.

## Reviewing a PDP

One of the key factors highlighted was that a PDP should be a living and breathing document and reviewed at regular intervals. When working through the process, agree a realistic review point for you and your coaches. This may be determined by the time frame of the goals and actions set.

When going through the review process you may want to explore the following:

- What have the coaches achieved?
- If goals and actions have not been met, what are the reasons for this?
- What else do the coaches need to do to meet their goals?
- Do any new goals need to be set?

The TNA and PDP is a cyclical process as highlighted in Figure 3 opposite:



**Figure 3: The TNA and PDP processes**

At an appropriate time, you should look to review the PDP. When the coaches have met all the goals on their PDP, start the process again.

## Summary - Stage 3

Use a PDP to reach coaching goals.

All goals should be SMART!

It is important to consider how a coach learns and develops.

A PDP should be reviewed on a regular basis.

Consider all the learning environments/ opportunities available to the coaches.

The PDP should be developed, owned and implemented by the coaches.





# 4

## Practical Solutions for Implementation

## This section includes:

- supporting a coach through the process – what you need
- building rapport
- how to structure your approach to the TNA and PDP processes
- alternative methods to implementation.

# 4

Throughout this guide the TNA and PDP processes has focused on an individual or organisation supporting a coach on a one-to-one basis. In this section, we will also explore different implementation methods and styles that could be used to support large numbers of individual coaches and teams of coaches working within a single sport or in specific environments.

### Supporting the coach through the process - what you need

There are a number of individuals who could be involved in supporting a coach through the TNA and PDP processes, such as a mentor, line manager or peer coach. Anyone can follow the key steps of the TNA and PDP processes but, in order to support the coach effectively, the individual(s) supporting the coach also need some key knowledge, skills and qualities.

There is no right or wrong approach when undertaking a TNA and PDP. The relationship you build with the coaches can be key to success and it is worth taking the time to get this right.

Table 3 below highlights some of the ideal characteristics that someone may need when developing the relationship and supporting a coach or coaches through the TNA and PDP processes.

**Table 3: Ideal characteristics<sup>2</sup>**

Knowledge	Skills	Qualities
Of the sport (May be useful but not essential as the process can often work well across sports)	Competency and confidence in carrying out the key stages of the process	Empathy
Of the type of participants the coach is working with	Checking/challenging	Patience
Working knowledge of coaching	Questioning skills	Get to know the coach
Of key contacts and the wider support network that may be available to support the coach	Listening skills	Objectivity
Knowledge of the TNA and PDP processes.	Building rapport	Challenger/critical friend
	Action planning/ goal setting	
	Shared approach to problem solving	

<sup>2</sup> Adapted from *A Guide to Mentoring Sports Coaches* (sports coach UK, 2010)



### Building rapport

While we recognise that there are many important characteristics when supporting a coach through the process, one of the most fundamental skills is building rapport, as it is the foundation of any successful relationship.

Some things to consider when building rapport:

- Developing a meaningful relationship and building rapport takes time, so allow for this in the development sessions
- Make sure you understand what is important to the coaches – find out their coaching philosophy.
- Adopt a coach-centred approach – listen and ask, don't tell!
- Openness and honesty is key.
- Use effective questioning to allow the relationship to develop – using open questions will help you to get more out of the coaches and help you to develop a deeper understanding of what makes them tick.
- Communication in the early stages should be safe and non-judgemental.

## How to structure your approach to the TNA and PDP processes

There are some key considerations in the approach that you take to the TNA and PDP processes. This is broken down into three main areas of: pre-session, during the session, and post-session as highlighted in Table 4 below:

**Table 4: Key considerations in your approach to the TNA and PDP processes**

Pre-session	During the session	Post-session
<ul style="list-style-type: none"> <li>• Think about how to build rapport and formulate a relationship with the coach.</li> <li>• Plan how the session will be recorded and what templates will be used – formally or informally.</li> <li>• Consider the length of time committed for the session.</li> <li>• Be clear in advance what skills and learning development opportunities you/your organisation can support.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify expectations of the session.</li> <li>• Keep the session relaxed and comfortable.</li> <li>• Remember to keep the session focused and context specific.</li> <li>• Use open-ended questions to check understanding and to clarify meaning. For example, you can use the '5Ws' approach:               <ul style="list-style-type: none"> <li>– What do you need?</li> <li>– Why do you need it?</li> <li>– Who else can help you?</li> <li>– When do you need it by?</li> <li>– Where can you get it?</li> </ul> </li> <li>• Consider that you may need to adapt the tools and templates to meet your needs.</li> <li>• Check and challenge the coach throughout the whole process, ensuring everything links to the long-term development goal.</li> <li>• Record the information either formally or informally, as agreed with the coach.</li> <li>• Agree and confirm both parties' commitment to implementing the plan, including a date for review.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure you follow up on agreed actions.</li> <li>• Plan for any costs required to implement the PDP.</li> <li>• Ensure commitment to any review dates set.</li> </ul>

## Alternative methods of implementation

It has already been highlighted that the ideal approach is to carry out a TNA and PDP on a one-to-one basis and face to face with a coach. However, it may not always be possible to take this approach.

There could be certain challenges you face in implementing the process, such as:

- lack of time (you may have a large team of coaches)
- geographical location of coaches.

Therefore, you may need to consider alternative methods to suit your circumstances. Table 5 on the next page highlights some alternative methods that can be taken.

**Table 5: Alternative methods of implementation**

Method	How to implement	Key things to consider
Partner TNA and PDP – coaches working through this process in pairs	<ul style="list-style-type: none"> <li>• Ensure both coaches can commit equally to the partnership.</li> <li>• Introduce the two coaches involved to each other and share the TNA and PDP processes and tools.</li> <li>• Check they are happy to work through the process together.</li> <li>• Agree roles and responsibilities (including outlining what support is available for the pair within the process).</li> <li>• Agree lines of communication on progress – who needs to know what is being done with the PDP and when.</li> <li>• Agree timescales for reviewing the PDP.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnering a more experienced coach with a less experienced one.</li> <li>• Ensure both coaches are happy with the process and the tools.</li> <li>• Ensure they understand who is to lead the process – the TNA and PDP belong to the coach completing them and they need to be happy with, and feel like they own, the content.</li> <li>• The coaches do not have to be from the same sport.</li> </ul>
Group TNA and PDP	<ul style="list-style-type: none"> <li>• All coaches within your organisation/club to meet at the same time (if there are lots of coaches it may be appropriate to group them by sport, participant or level they are working with).</li> <li>• Coaches could write a list of relevant coach capabilities as a group (the preparation for this could be done before the meeting in an email to save time).</li> <li>• PDPs could be completed in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• The long-term goals need to be individual.</li> <li>• The coach capabilities (and ratings) in the TNA need to be individual to each coach.</li> <li>• It can be useful to pair coaches according to their experience.</li> </ul>
Remote TNA and PDP (eg email, phone, web-based)	<ul style="list-style-type: none"> <li>• If you have a large number of coaches that are geographically spread out, you could consider supporting them remotely such as over the telephone, through email or by using web-based tools such as a webcam.</li> <li>• The pre-session and post-session activities could be completed over the phone, with the during-the-session activities being completed through email or web-based using a webcam.</li> </ul>	<ul style="list-style-type: none"> <li>• You will not be able to build rapport with the coach as easily.</li> <li>• Ensure the coach is willing to be supported in this way.</li> <li>• Ensure technology is available and the coach is comfortable with using it.</li> </ul>
Capacity building of others to support the TNA and PDP process	<ul style="list-style-type: none"> <li>• If you are the only person trained to support coaches, consider training others to help you.</li> <li>• You could identify individuals from your own organisation or from the wider partnership who have the skills to support coaches or are willing to be trained.</li> <li>• You could use coaches from within your existing coaching team to support you (eg senior coaches or more experienced Level 2 coaches).</li> <li>• You could establish a partnership with other sports organisations, for example a governing body of sport.</li> <li>• You could work with a private coaching provider, such as a coaching agency, to support part or all of the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider supporting those individuals willing to undertake this role (eg honorarium).</li> <li>• You will need to provide training to ensure the individuals supporting the coaches understand the TNA and PDP processes.</li> <li>• It is a time-consuming process in the first instance, but once you have built capacity you will be able to support coaches more effectively.</li> </ul>



## What can you do with the information from your coaches' TNA and PDP?

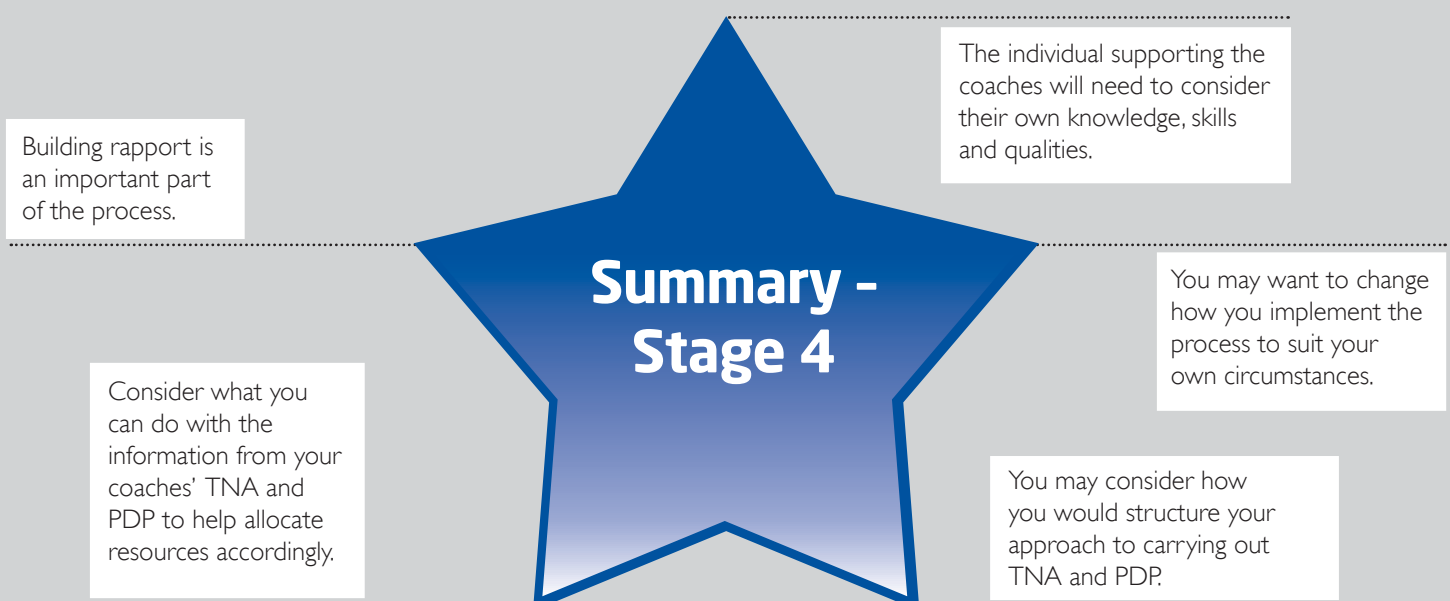
This guide has taken you through the whole TNA/PDP process and has given you ideas on how to implement this with your coaches either through a one-to-one, face-to-face approach or, potentially, using remote methods etc. Having spent time implementing the TNA and PDP processes, it is important you act on it to make the process valuable.

Once the coach has completed their TNA and PDP it would be advantageous for you to look at the overall needs of your coaching workforce. With an individual coach this may be as simple as providing support and signposting to development opportunities they can access. However, with a group of coaches it would be worth collating their training needs and considering how you can use the information.

Collating the training needs of a group of coaches will allow you to compare strengths and areas for improvement. It will help you allocate resources accordingly, and help to develop coaches through a collective approach. Using a collective approach to develop coaches can help to embed an ongoing development ethos between the coaches within the organisation.

Some examples of how development needs might be met by using a team approach are as follows:

- You may have a coach who wants to work on organisation and managing groups and one of your team may have cited this as a strength. Therefore, in this instance you may be able to buddy up these coaches to support your workforce needs. Coaches could have different buddies for different elements they want to improve on and also swap roles within this.
- Several of your coaches may highlight certain elements they all want to improve on; therefore, can you use the information to provide coordinated training days for all coaches in one go?
- You could set up informal internal coach development sessions – ask coaches to come together to discuss and work on certain coaching topics.
- You could use the information to help establish a mentoring programme within your organisation – a coach (mentee) can be paired up with another coach (mentor) who could be responsible for helping the mentee to complete their PDP. This may involve them signposting and supporting the mentee to find help from others as well as the mentor.





# Appendices

## Tools and Templates

## Tailoring the templates

All the tools and templates provided in the guide are simple and easy to use. You may want/need to use more detailed versions as you become more familiar with the process. Additional tools and templates to support you can be found on the sports coach UK website [www.sportscoachuk.org/pdp-and-tna-tools](http://www.sportscoachuk.org/pdp-and-tna-tools)

You may also wish to modify and adapt the templates to fit in with your needs/circumstances. Some of the reasons why you may wish to tailor the templates are outlined below:

- This is the first time the coach has undertaken the TNA and PDP processes so you may choose to make the process simpler.
- The level of coach you are working with needs specific or more detailed prompts so you may carry out a more in depth TNA and PDP.
- You may be supporting a variety of coaches ranging from full-time, part-time and voluntary, therefore you need different versions to suit the circumstances.
- You may be supporting a large number of coaches and therefore do not have the time to commit to a one-to-one approach.

### Templates included in this guide are:

- TNA tool
- PDP tool
- Learning styles – additional information
- Coach capabilities prompt sheet

### Additional tools/templates available on the website are:

Click [here](#) to access the following:

- Profile wheel for TNA
- Detailed versions of the PDP tool
- Learning styles questionnaire
- Learning preference questionnaire
- Completed example of TNA and PDP.

<b>Tool:</b>	TNA
<b>For use by:</b>	Coaches
<b>For use with:</b>	Stage 2 of the Guide

## TNA tool introduction

Irrespective of the level coaches are working at, there are recognised capabilities (knowledge, skills, attributes and experience) that all coaches need\*.

The knowledge, skills and attributes needed relate to the:

- participants
- sport
- context (environment, purpose of activity)
- craft (planning, doing and reviewing of coaching)
- self (awareness of own development as a coach).

The coaching profile exercise overleaf is designed to support you to:

- identify the capabilities you feel are important for your coaching role
- help define those capabilities (in your own words)
- rate yourself as to where you currently feel you are with each capability
- identify which capability you need to develop further.

## Using the TNA tool - instructions

**Before you write anything on these forms, carefully read these instructions.**

- 1 The attached charts should be completed by you and you alone without the involvement of anybody else and in accordance with the instructions listed below.
  - From the list of capabilities in Appendix 2, select 10 that you feel are the most important for you to possess, based on your coaching role.
  - Using the space provided in Appendix 1, write a brief description of what you think the meaning of each capability is.
  - From the list you have identified, rate where you think you are now by circling the appropriate wording or number (1 = low; 10 = high).
  - Look at the list of capabilities in Appendix 2 and rate how important each one of the capabilities is to you/your coaching role. Mark a square around the appropriate number (1 = not very important; 10 = very important).
- 2 On completion of the document, you can now identify the three most important capabilities you would like to develop further (working with a mentor or your coach manager if you prefer) that:
  - are very important to your role
  - you do not feel you score highly enough on at the moment (areas for development).

Transfer this information on to your PDP and identify the actions you are going to take to develop these capabilities. Also, identify where you might go for support.





## Appendix 2: Coach Capabilities

The table below contains prompts taken from the generic coach capability classification work.

The Participant	The Sport	The Context	The Craft	The Self
<b>Physical development:</b> <ul style="list-style-type: none"> <li>Physiological development</li> <li>Physiology</li> <li>Nutrition</li> <li>Strength and conditioning</li> <li>Biomechanics</li> </ul> <b>Mental development:</b> <ul style="list-style-type: none"> <li>Learning styles</li> <li>Motivation factors, communication and perception</li> </ul> <b>Personal and social development:</b> <ul style="list-style-type: none"> <li>Developing the 5Cs:               <ul style="list-style-type: none"> <li>Competence</li> <li>Confidence</li> <li>Connection</li> <li>Character and Caring</li> <li>Creativity</li> </ul> </li> </ul>	<b>The codes:</b> <ul style="list-style-type: none"> <li>Rules and law of the sport</li> <li>Codes of practice</li> <li>Codes of behaviour</li> <li>Relevant policies (eg health and safety, safeguarding children)</li> </ul> <b>The techniques:</b> <ul style="list-style-type: none"> <li>Knowledge of the core techniques of the sport and how to coach them</li> </ul> <b>The tactics:</b> <ul style="list-style-type: none"> <li>Knowledge of the core tactics of the sport and how to coach them</li> <li>Ability to join technical and tactical development together</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the environment in which the sport is taking place</li> <li>The purpose of the activity in relation to the participant – their desired outcomes</li> </ul>	<b>Plan:</b> <ul style="list-style-type: none"> <li>Planning activities, sessions, seasons and programmes</li> <li>Developing individual and good programmes</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Organising and managing groups</li> <li>Learning theories</li> <li>Communication</li> <li>Coaching methodology</li> <li>Holistic coaching (e.g. multiple outcome activities)</li> </ul> <b>Review:</b> <ul style="list-style-type: none"> <li>Observation, evaluation and analysis</li> </ul>	<b>Me in coaching:</b> <ul style="list-style-type: none"> <li>Philosophy and values</li> <li>Coaching and leadership style</li> </ul> <b>Coaching in me:</b> <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Reflective practice</li> <li>Decision making</li> <li>Learning to learn</li> </ul>

Appendix 3: PDP Tool

Name:		Sport:		Date:	
Where are you currently coaching?		Preferred contact details (email and phone):			
Long-term coaching goal	Short-term goals (areas for development identified from the TNA)	What actions are you going to take to achieve the short-term goals?	What support do you need?	By when?	How will you know when this has been achieved?
	1	1			
		2			
		3			
	2	1			
		2			
		3			
	3	1			
		2			
	3				

## Appendix 4: Learning Styles - Additional Information

<b>Document:</b>	Learning Styles – Additional Information
<b>For use by:</b>	Coaches
<b>For use with:</b>	Stage 3 of the Guide

As explored in Stage 3, the coach needs to choose the development/learning opportunities that are going to help them the most. There are learning style questionnaires available that can help a coach identify their particular learning style or preference. It may be helpful to use one of these, particularly the first time you go through a PDP with a coach.

### Learning styles questionnaire

Honey and Mumford (2000) identified four basic styles of learning:

<b>Activists:</b>	Learn by doing, happy to use trial and error.
<b>Pragmatists:</b>	Problem solvers who seek solutions to identified problems but rarely look beyond immediate needs.
<b>Reflectors:</b>	Must think it through and feel in control of the new material/idea before using it.
<b>Theorists:</b>	Logical thinkers, it must fit the framework.

### Learning preferences questionnaire

We all have preference for the way in which we prefer to receive, process and convey information. According to Fleming's VARK model, most people possess a dominant or preferred learning preference; however, some people have a mixed and evenly balanced blend of the styles. These are:

- Visual – seeing and reading
- Auditory – listening and speaking
- Reading and writing – receiving and recording
- Kinaesthetic – doing.

The learning style and learning preference questionnaires\* may help you if a coach you are working with does not know their preferred approach. Coaches can use both models and questionnaires to identify their preferred style and maximise their development and learning by focusing on what will benefit them the most. You can find both questionnaires on the sports coach UK website at the following link: [www.sportcoachuk.org/pdp-and-tna-tools](http://www.sportcoachuk.org/pdp-and-tna-tools)

\*Take care when using a learning styles or preferences questionnaire as they only provide a guide. Coaches may have a mix of strengths and preferences and these can change over time. So use them as a tool to help raise awareness and to discuss how they can learn most effectively when developing a coach.

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Fleming, N. (2006) 'VARK Model', [www.vark-learn.com/english/page.asp?p=categories](http://www.vark-learn.com/english/page.asp?p=categories)

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## Related titles from **sports coach UK:**

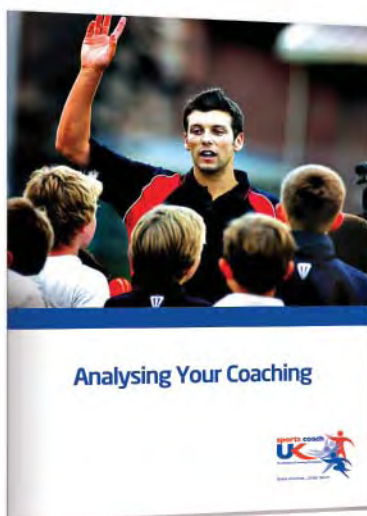


### **Mentoring in Sport**

This book can be used as a personal development tool for mentors and potential mentors, following the 1st4sport Level 3 Certificate in Mentoring Sport qualification. It is an ideal resource to help governing bodies of sport to enhance their coach developer workforce.

Improve the mentoring experience for you and your mentee.

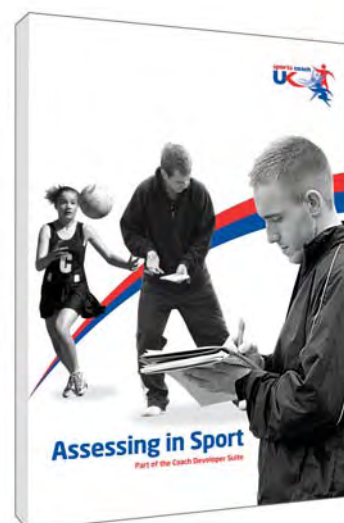
Code: **B40860**



### **Analysing Your Coaching**

Critical thinking, continuous self-evaluation and self-reflection are the skills you need to take your coaching forward. Hold a mirror up to your coaching style by forming a development plan with this handbook. It's the start of your journey towards sports coaching excellence.

Code: **B23148**



### **Assessing in Sport**

*Assessing in Sport* has been written for practitioners who conduct assessments of qualifications and training within a sporting context. It provides concepts and principles of assessment and describes good assessment practice in vocational education and training. It is ideal for assessors, potential assessors, and governing bodies of sport to enhance their coach developer workforces.

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**sports coach UK**  
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