

6 Player / Team

Selection Procedures

In this Chapter:

- Selection criteria
- Selection process
- Athlete/parent communication regarding selection
- Appeal process

ATHLETE / TEAM SELECTION

The division of KMLA's players into teams is one of the critical elements in the operation of making it a successful association. There are numerous items to consider and a well-defined process that has to be established by KMLA to ensure that players receive the best lacrosse experience possible. Whether KMLA is forming house league teams of relatively equal strength or selecting the A team's there is a definite process that must be followed.

One of the best sources of information on team selection is located in the NCCP manual (section 9.0.0). Rather than restate the material, this Chapter will key in on items the Head Coach Coordinator and KMLA must consider.

Following are nine major steps KMLA must take for proper selection to take place:

1. A decision on the categories, number of teams and make up of particular teams. Questions like: Will there be an A team? Will there be a B team? How many players will be on a team? How many goaltenders per team?
 - Ie: if less than 30 players are registered in a division and an A team is being selected, no more than 12-13 players will be selected for the A team roster. The A team coach will be expected to use the callup/AP player process to complete the roster
 - Ie: only 1 goalie to be selected per team, unless there are more goalies available in a select division, then the goalies will be evaluated for placement
 - The evaluation process will determine the top 10 players to be selected for the 'A' team in each division. The coach will then make the final selections to fill the team roster.
2. Policy on who is eligible for selection (i.e. playing in lower or higher divisions).
3. The components of the selection process including; meetings, practice sessions, exhibition games, etc.
4. A defined Time Line for team selection. This would include when teams have to be finalized and movement of players during the season.
5. The selection criteria for the teams.
6. The allocation of authority on team selection (i.e. who makes the final decisions? Are there any steps necessary to avoid bias?).

7. The resources required for team selection. This item includes human resources (selection committees), facilities and equipment (everything from balls to evaluation sheets).
8. A standard communication method for staff, players and parents.
9. An appeal procedure.

ATHLETE SELECTION POLICY

When KMLA selects athletes to A teams or to participate in a specific competition or event, it should establish a selection process.

At a minimum, this process should involve:

- Objective criteria for selection;
- A panel or committee of selectors; and
- An opportunity for unsuccessful candidates to appeal.

Furthermore, the process should be established well in advance of when selection decisions are to be made. It should be communicated to all athletes and it should have the approval of KMLA's executive.

If all criteria cannot be objective, steps should be taken to incorporate basic principles to guide the selection panel. For example, one criterion for selection to a team might be 'attitude'. Rather than leaving it up to a coach or selection panel to assess the attitude of an athlete, it would be useful to provide more structured measures or indicators of attitude, such as:

- Willingness of the athlete to take instruction and direction;
- Leadership qualities demonstrated by the athlete;
- Ability of the athlete to handle criticism and learn from mistakes;
- Respect exhibited by the athlete towards coaches, team mates, officials, spectators, opponents, etc.

Where there is a subjective element in the selection criteria, and thus a certain amount of discretion, it is important that the selection panel be able to give reasons for their decision. An easy way for KMLA to do this is to make a habit of putting all decisions in writing, stating reasons. However, KMLA should be careful that the reasons do not simply restate the criteria.

ATHLETES' RIGHTS IN SELECTION

Being selected to an A team is the single most important benefit of participation in sport. It is also a benefit, which can be awarded only in accordance with fair procedures. Unfair procedures in athlete selection can result in court challenges. An important legal principle known as 'the rule of law' requires that the conduct of individuals and organizations be based on known principles or established rules, not on arbitrary decisions. For example, the driver of a speeding vehicle could not be held to have broken the law if there were no posted speed limits. Likewise, selection of athletes to a team cannot be arbitrary: the athlete must 'know the case to be met' to be selected to the team. The legal principles outlined previously suggest that the following elements are essential to an athlete selection program:

The body having authority to do so must establish selection criteria;

- Selection criteria must be clear and concise and, where discretion is unavoidable, it must be confined;
- Athletes must be protected from bias; and

- There must be opportunity for appeal.

Authority

Determining the manner in which privileges will be awarded (in other words, determining selection criteria) is a legislative function, and by analogy is the responsibility of the KMLA executive. The application of these criteria should be expressly delegated to a coach or in some cases, to a selection committee or panel. If all athletes are to be given an equal chance, the criteria must be determined well in advance of the event for which the team is being selected.

Selection Criteria

An important rule of procedural fairness is that individuals must 'know the case to be met.' Selection criteria must tell athletes well in advance exactly what they have to do to make the team. As much as possible, these criteria should be objective: that is, they should leave as little as possible to discretion.

In individual sports this is more easily achieved as criteria can be based on athletic performance (that is, how fast the athlete ran, how high the athlete jumped, how much weight the athlete lifted). In team sports it may be difficult to base selection strictly on athletic performance and some subjective judgment may be required. In such cases, it is important that the discretion of the coach or selection committee be structured as much as possible. This means that the criteria to be used should relate to performance, should be prioritized, and should involve known tests or measures to determine which athletes best meet the criteria.

When selection criteria has to be modified, such changes must be made by the body having the proper authority, and changes must be communicated to all athletes with enough notice that they have time to make the necessary adjustments to their training and preparation.

Bias

Bias is sometimes unavoidable as the sport community, particularly at elite levels, is small. However, where discretion in selection is necessary and unavoidable, bias must be controlled as much as possible. This means that persons having a personal or professional relationship with any of the candidates for selection should disqualify themselves from the selection panel. Where everyone is biased to some degree, as often happens, the least biased individuals should make the selection. Bias is also reduced by having a number of individuals make the decision jointly, and by having the decision ratified by the board.

Appeal

An internal appeal mechanism is simpler, cheaper, often faster and generally less harmful to everyone in a sport organization than an appeal of a decision to the courts. As in a court of law, the grounds for an appeal are limited:

- an appeal should be heard only if the selection was not made according to the rules,
- if the selection committee or coach were biased
- if the decision was grossly unfair or unreasonable
- or the merit or substance of the decision is not a valid ground for an appeal.

An appeal mechanism provides a number of benefits to KMLA: not only does it provide internal recourse for an athlete who feels he or she has been mistreated, it also minimizes negative publicity arising from a court action. In the long run, an appeal mechanism is also a

strong incentive for KMLA to develop selection criteria carefully, state them precisely and apply them fairly.

TIME LINE FOR TEAM SELECTION

TASK TIME RESPONSIBILITY

The Head Coach Coordinator must provide dates/times for these items:

- Distribute Association Selection
- Distribute Selection Parameters
- Book Selection facilities
- Identify camp helpers
- Circulate selection Criteria to parents and players
- Communicate criteria to all staff
- Prepare all camp materials with practice plans and distribute to coaches
- Prepare camp equipment with Coaches
- Conduct Evaluation Camps
- Collect evaluation materials/conduct During camp(s)
- Evaluation meetings Head Coach Coordinator and team head coach(s)
- Select Players approved by selection committee/KMLA executive
- Interview players/parents
- Release information to public

PLAYER SELECTION CRITERIA

A reference for coaches/evaluators for evaluating players for KMLA A teams:

I. Physical Skills:

- a. Size - not a major factor, but helps if other skills are present
- b. Strength - important in tough situations and competitions
- c. Fitness - obvious commitment
- d. Quickness - ability to accelerate over short distance, which may offset average overall foot speed.

II. Technical Skills: ***ALL SHOULD BE AT A HIGH SPEED***

- a. Catching
- b. Passing
- c. Cradling
- d. Shooting
- e. Checking

III. Tactical Skills:

- a. Read/react (support off ball)
- b. Adjusting to styles
- c. Ability to learn new systems
- d. Ability to think quickly

IV. Mental Skills: (Mental Toughness - character)

- a. Cannot be intimidated by players or situations
- b. Self-control/disciplined
- c. Confidence - loves a challenge - rise to occasion
- d. Highly motivated - intense, desire - never gives up - self motivated
- e. Coachable - listens, does not make excuses
- f. Courage - goes to ball first - sacrifices - can take a hit
- g. Team player

V. Goaltenders:

- a. Communicator
- b. Focused on play – intense
- c. Reads the attack

- d. Handles the ball effectively
- e. Quick lateral movement
- f. Challenges the shooter at appropriate times

PLAYER EVALUATION REPORT

PERSONAL INFORMATION

DATE: _____

NAME: _____

BIRTH YEAR: _____ SHOOTS: L / R

PREFERRED POSITION: _____ 2ND PREFERRED: _____

EVALUATOR: _____ LEVEL OF COMPETITION: _____

RATING SCALE

Poor to Exceptional 1 2 3 4 5

CIRCLE NUMBER INDICATING SKILL RATING:

GOALTENDERS

- | | |
|------------------------|-----------|
| 1. Reflexes | 1 2 3 4 5 |
| 2. Covers Angles | 1 2 3 4 5 |
| 3. Control of the ball | 1 2 3 4 5 |
| 4. Agility | 1 2 3 4 5 |
| 5. Anticipation | 1 2 3 4 5 |
| 6. Consistency | 1 2 3 4 5 |

GENERAL QUALITIES

- | | |
|-------------------------------|-----------|
| 1. Concentration | 1 2 3 4 5 |
| 2. Mental Toughness | 1 2 3 4 5 |
| 3. Drive | 1 2 3 4 5 |
| 4. Lacrosse Sense | 1 2 3 4 5 |
| 5. Stamina | 1 2 3 4 5 |
| 6. Attitude | 1 2 3 4 5 |
| 7. Coachability | 1 2 3 4 5 |
| 8. Leadership | 1 2 3 4 5 |
| 9. Toughness & Aggressiveness | 1 2 3 4 5 |

DEFENCE

- | | |
|-------------------------------|-----------|
| 1. Moving the Ball/Playmaking | 1 2 3 4 5 |
| 2. Point Play | 1 2 3 4 5 |
| 3. Net Play | 1 2 3 4 5 |
| 4. Neutral Zone Play | 1 2 3 4 5 |
| 5. Board Play | 1 2 3 4 5 |

OFFENCE

- | | |
|-----------------------------------|-----------|
| 1. Ability to Break for Openings | 1 2 3 4 5 |
| 2. Scoring Ability | 1 2 3 4 5 |
| 3. Playmaking and Moving the Ball | 1 2 3 4 5 |

SKILL TECHNIQUES

- | | |
|-------------|-----------|
| 1. Catching | 1 2 3 4 5 |
| 2. Passing | 1 2 3 4 5 |
| 3. Cradling | 1 2 3 4 5 |
| 4. Shooting | 1 2 3 4 5 |

5. **Checking**

1 2 3 4 5

6. **Face-off (where applicable)**

1 2 3 4 5

PLAYER EVALUATION REPORT (Definitions)

GOALTENDERS

- **Agility:** Balanced when moving around the goal area, recovers to a balanced stance.
- **Anticipation:** Reads the development of the play and makes appropriate adjustments.
- **Consistency:** Performs well throughout a game, as well as from game to game regardless of score or league standings.
- **Ball Control:** Deflects or covers loose balls, passes and traps the ball when necessary, intercepts passes across the front of the net.
- **Angles:** Moves out at the proper time and in the correct relationship to the shooter.
- **Reflexes:** Arms and legs move quickly from all positions.

DEFENCE

- **Board Play:** Uses body/cross checks, maintains control or gains possession of the ball, along the boards and in the corners.
- **Moving the Puck/Playmaking:** Uses partner, makes the soft lead pass as well as the firm crisp pass at the right time, passes off a shot, keeps passing options open, does not telegraph passes.
- **Net Play:** Ties man up without tying up self, protects the goalie, moves the pick/screen from the path of the shooter, cleans up loose balls without losing possession, uses body effectively.
- **Neutral Zone Play:** Reads the attack and adjusts to various situations (2-1, 3-1, 2-2, etc.), stands up and makes the play at the blue line, uses body effectively, controls the ball and initiates counterattacks.
- **Point Play:** Reads the play and pinches, supports partner and becomes more involved in the attack at the right time, reads and selects right shooting option. Uses body effectively.

OFFENCE

- **Ability to Break for Openings:** Reads play, conserves floor spacing, and selects proper path, timing, and acceleration to get into the clear.
- **Defensive Play:** Able to forecheck, backcheck, kill penalties, and play defensively in the defensive zone.
- **Playmaking & Moving the Ball:** Moves ball at the right moment, gets into the clear after making the pass, does not telegraph play, keeps options open, takes check to make the play, good awareness of all options.
- **Scoring Ability:** Uses good selection of shots, timing, accuracy, concentration and positioning to maximize scoring opportunities.

GENERAL QUALITIES - ALL PLAYERS

- **Attitude:** Unselfish, works hard, listens and tries to perform to the best of ability, team player, with desire.
- **Coachability:** Listens to instruction regarding team play and individual improvement, tries to execute to utmost ability.
- **Concentration:** Ability to remain intense and stay with the play at all times.
- **Drive:** Constant desire to excel in all situations.
- **Lacrosse Sense:** Understanding and adaptation to the play, awareness of the overall play development.
- **Leadership:** Leads by example, cool in tough situations, makes 'Big' play, respected by teammates.
- **Mental Toughness:** Sticks to the game plan, stands up to tough situations.
- **Stamina:** Ability to play at a high level of intensity throughout the game and from game to game.
- **Toughness & Aggressiveness:** Desires to play physically within the rules of the game, takes a check, clears traffic in front of the goal, and blocks shots.

SKILL TECHNIQUES

- Checking: Angles well, completes the checks, checks with intensity.
- Ball Control: Includes cradling, passing and catching.
- Shooting: Power and accuracy in all the shots, use of variety and knowledge of when to shoot.
- Face-offs: Able to win the face-off consistently

PLAYER SELECTION INTERVIEWS

The player interviews that take place at the end of the Selection Camp are scheduled to be short talks between the coaching staff and individuals. It is preferred that the coaching staff conducts the interviews. However, in certain instances other Evaluators may choose to interview players. In rare cases a specialty instructor may be asked to conduct interviews. For example, a goaltending instructor may be asked to interview the goaltenders because of expertise in the position as well as spending the majority of time during the camp with these players.

Everyone at the camp must realize that the on goings of the camp and especially the outcome of the interview may well be the most important thing in this young person's life. The interview must not be taken lightly. It must be well prepared with factual, to the point information. The coaching staff must be prepared to deal with some difficult situations. It is not an easy task to interview one person with possible bad news, let alone many within a short time frame. The evaluation information (i.e. recipe cards) is critical at this point. The coach should remember that the comments represent the feelings of the entire instructional staff and the decisions are made as the result of all the evaluative work that has gone on during the camp.

The physical setting for the interview should be a private, comfortable room, although, in a practical sense may have to take place in a dressing room or a large meeting room that has been cordoned off for this purpose. There should be space outside the interview room where the players can wait their turn. If at all possible there should be a separate exit so that players can leave on their own without presenting their results to a large crowd.

Please pay special attention to the following points regarding successful interviews:

- a. Should be done in a private environment.
- b. An observer shall be present during the interview.
- c. Make sure that all the information you have on the player is factual and specific.
- d. Keep away from subjective decision-making.
- e. Begin the interview with a question or comment on the camp. Get their reaction.
- f. Get right to the reason for being there. Explain in detail. Examples are helpful.
- g. Leave the players with positive comments about their play, Character, attitude, etc.
- h. Encourage the player to continue in the program because it is an on going process that allows for re-entry in subsequent years.

FORMAT:

1. Opening Question or Comment

Get their reaction (and read it)

2. Let Them Talk

Do not cut them off, paraphrase and then comment

3. Give Decision

4. Invite Questions