



High Performance Coach Evaluation Tool

The purpose of this tool is to assist in the evaluation of paid/professional coaches and to identify areas where coaches could improve themselves. Please rate items under each category as follows:

(0) Don't Know (1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

Organizational Skills

- The coach arrives on time 0 1 2 3 4
- The coach dresses appropriately 0 1 2 3 4
- Practices are/were organized, purposeful, and relevant to the team's skill level 0 1 2 3 4
- The coach challenges all athletes 0 1 2 3 4
- The coach sets clear boundaries for athletes 0 1 2 3 4
- The coach expects punctuality from all team members 0 1 2 3 4
- The coach is always prepared for competition – game plan, strategy, tactics, etc. 0 1 2 3 4
- The coach makes the best use of possible time available for practice 0 1 2 3 4

Comments:

Instructional Skills

- The coach introduces and explains skills clearly 0 1 2 3 4
- The coach demonstrates skills properly and uses correct techniques 0 1 2 3 4

The coach ensures that the activity is suitable for the age, experience, ability and fitness level of each athlete	0	1	2	3	4
The coach involves athletes in the demonstration in an appropriate way	0	1	2	3	4
The coach has the ability to analyze player's strengths and weaknesses	0	1	2	3	4
The coach provides information on mental preparation and encourages the use of mental training tools to enhance learning and performance	0	1	2	3	4
The Coach provides nutritional advice and information with regard to appropriate eating habits for athletes Eg: pre and post game snacks, hydration, balanced diet	0	1	2	3	4
The coach's conduct towards the team during competitions is helpful, supportive, and appropriate	0	1	2	3	4
The coach encourages questions and creates a non-threatening practice environment	0	1	2	3	4
The coach assists in the development of short and long term goals, for each athlete and for the team	0	1	2	3	4
The coach is in command during practice	0	1	2	3	4
The coach demonstrates knowledge and application of the Steps to Ethical Decision Making	0	1	2	3	4
The coach is able to demonstrate difficult or advanced skills	0	1	2	3	4
The coach has the ability to analyze game situations and make the necessary adjustments during the game to optimize the team's performance	0	1	2	3	4
The coach has the ability and knowledge of the sport to analyze individual technical weaknesses and prescribe drills to correct these areas of weakness	0	1	2	3	4

Comments:

Communication and Interpersonal Skills

The coach is enthusiastic and positive	0	1	2	3	4
The coach is dedicated to the sport and the team	0	1	2	3	4
The coach demonstrates a sense of fair play and promotes sportsmanship	0	1	2	3	4
The coach is patient and tolerant	0	1	2	3	4
The coach is honest and fair	0	1	2	3	4
The coach is approachable and trustworthy	0	1	2	3	4
The coach is a good role model and sets a positive example at all times	0	1	2	3	4
The coach has a sense of humor	0	1	2	3	4
The coach treats all players equally and enforces team rules consistently	0	1	2	3	4
The coach uses appropriate verbal and non-verbal communication	0	1	2	3	4
The coach finds a way to make all the athletes feel good about themselves	0	1	2	3	4
The coach provides both positive and constructive feedback	0	1	2	3	4
The coach know when to use discipline and when not to	0	1	2	3	4
The coach is respected by all of the athletes on the team	0	1	2	3	4
The coach demonstrates effective conflict management skills and considerations	0	1	2	3	4
My personal goals set in consultation with the coach are realistic and achievable	0	1	2	3	4
A pre-season conditioning program was provided by the coach	0	1	2	3	4
The coach appears to enjoy the responsibility of coaching	0	1	2	3	4
The coach encourages athletes even when losing or after a loss	0	1	2	3	4
After a performance, the coach indicates the good part of the performance, but also points out the areas that could be improved upon	0	1	2	3	4

Comments:

Management and Safety Skills

The coach has the ability to treat minor injuries and exhibits reasonable conduct in handling accidents 0 1 2 3 4

The coach shows concern for the health and safety of the athletes during practice and competition 0 1 2 3 4

The coach follows the advice of physician/trainer regarding the participation of injured players 0 1 2 3 4

The coach ensured equipment is up to standard and well maintained 0 1 2 3 4

The coach makes certain statistics are kept for every competition 0 1 2 3 4

Home competition organization is satisfactory 0 1 2 3 4

The organization details of travel, accommodation, meals, and pre-competition practice/warm-up is satisfactory 0 1 2 3 4

The coach makes good use of assistant coaches 0 1 2 3 4

The coach has advanced his/her NCCP training and certification 0 1 2 3 4

Comments:

If a rating of 1 or 2 was indicated in any of the areas listed above, please review this with the coach and try to identify ways to improve each area. This tool was designed to assist coaches in providing the best experience possible for their athletes. For more information on coach education contact the Coaches Association of BC.

Marking system for High Performance Level Coach

Total number of questions: 49

Total possible marks: 196

Evaluation breakdown

Organizational Skills: 14 questions, 56 possible marks

Instructional Skills: 14 questions, 56 possible marks

Communication/Interpersonal Skills: 19 questions, 76 possible marks

Management and Safety: Eight questions, 32 possible marks

164-196: Excellent coaching ability! There's no harm in continuing your coaching education so that you can be up to date with current coaching information.

147-164: Good, you have mastered some of the necessary skills but need to improve certain areas of your coaching expertise.

98-147: Needs Improvement. You could use some help in areas of your coaching.

< 98: Please contact the CABC about signing up for the NCCP program and developing your coaching skills. You have what it takes to become a great coach one day!