

**Guide for Coaches “Self” Evaluation**

The methods used to evaluate coaches range from organized and scientific to unplanned and biased; Assessments can be based on how a Coach presents himself / herself on the field, how they dress or how well they interact with the players, parents and Administrators. Each thought and grading is a form of evaluation; yet, can this be used as the sole purpose of deciding on a Coaches position within the Club? It probably would not. The purpose of this evaluation is to be used as a self- reflection of your performance as a Coach. The questions need to be answered honestly, giving yourself all high scores will not help with your development. Challenge yourself to be the best that you can be, we owe it to the kids. The scores and comments of your evaluation will be used in setting up a plan for your continued development and set a path for the team to determine the level of play and types of Leagues / Tournaments that the team will compete in. A meeting with you will be scheduled to review the Evaluation to set a plan for next season.

There’s many ways to design an evaluation;

• Win/Loss Record - Does a win/loss record truly reflect a coach’s performance? It is possible that a coach with a 14-1 record had players with strong talent, while another coach with a 2-17 record had no business winning two games, but somehow led the team to two opportunities to win?

• Administrator / Director Observation – Administrators or Directors may observe a practice or a game. Does this observation provide adequate support for an annual evaluation?

• Appearance - Like it or not, this is how many parents evaluate the coach. Do thoughts of “Doesn’t the Coach look professional”? or “The Coach sure yells a lot” overshadow the vision of what the coach actually does regarding the development of players?

Coach Evaluations are important to improved coaching. With a variety of evaluation examples available online, it is important that coaching evaluations are vital in the Club and Competitive Programs vision and direction.

Below are some things that the Evaluation may include:

* Knowledge of Soccer
* Relationships with players
* Improvement of players
* Contest performance
* Ethical behavior
* Being a Role model / Teacher / Mentor
* Positive impact on the team and Club
* Organization Skills
* Budget planning and execution
* Team Involvement in Leagues / Tournaments
* Coaching License and further development

What can The Director and or Club Administrators consider when assessing coaching performance for team placement?

• Discipline

• Organization

• Sideline behavior

• Role modeling

• Win/loss record

• Player Development

What kinds of coaching qualities are important to the Players and Club Administrators?

* A chance for players to improve
* An opportunity for all players to play in the game
* Coach’s knowledge of the game
* Fair treatment for all
* Having fun at practice
* A feeling that “the coach cares about me”
* Open communication

What elements of coaching performance are important to parents?

• Safety of their children

• Coach cares about the players

• Ethical behavior

• Player improvement

• Communication

• Winning?

The National Association for Sport and Physical Education (NASPE) has developed national standards for coaches. NASPE recognizes eight domains for the coaching standards, and the use of these coaching domains is vital when evaluating coaches. The Club will adopt these development standards which will include the following;

• Philosophy & Ethics

• Safety and Injury Prevention

• Physical Conditioning

• Growth & Development

• Teaching & Communication

• Soccer Skills & Tactics

• Organization & Administration

• Evaluation

Will the research gathered from the Evaluation help stimulate a plan for effective coaching? We hope so. The evaluation is a tool to be used as a guide for further developing coaches. By working together with the Directors and Administrators we can have coaches in the right environment and level of play for the success of the team, program and Club. What we hope to achieve from the Self-Evaluation and feedback from the Coaches are;

• Provide specific, performance feedback for the use of improving the level of coaching and level of play within the Club.

• Create high levels of engaged skill learning time for the team

• Being effective managers of their team

• Demonstrate high levels of enthusiasm

• Have a strong knowledge of content used for practices

• Plan effective lessons for each practice

• Study their teaching method for the use and benefit of other coaches that may need help

The Coaches Self-Evaluation is for Head Coaches and Assistant Coaches. For the Assistant Coaches, we need to set a path for the advancement to Head Coach if the Assistant Coach has the desire. This will build the program and instill a way to advance the vision, direction and “Buy In” of these values and must be applied to all Coaches.

Below is the Self-Evaluation – There’s no grading system for these 50 questions, be honest with yourself. There will be space for comments for each section. Please choose a number and place the number after the question. (1) being the lowest on the scale and (5) as the highest.

**Section (1) – The Coach:**

1. 1, 2, 3, 4, 5, - Demonstrates a strong knowledge of the Game. \_\_\_\_\_

2. 1, 2, 3, 4, 5, - Maintains ethical behavior and is a positive role model. \_\_\_\_\_\_

3. 1, 2, 3, 4, 5, - Demonstrates appropriate sideline behavior. \_\_\_\_\_\_

4. 1, 2, 3, 4, 5, - Acquires an acceptable win/loss record. \_\_\_\_\_\_

5. 1, 2, 3, 4, 5, - Creates an atmosphere of fun at practice. \_\_\_\_\_\_\_

6. 1, 2, 3, 4, 5, -Provides adequate preparation for injury prevention and rehabilitation. \_\_\_\_\_\_

7. 1, 2, 3, 4, 5, - Communicates a positive philosophy and ethical approach to soccer. \_\_\_\_\_\_

8. 1, 2, 3, 4, 5, - Utilizes strong teaching and communication skills. \_\_\_\_\_

9. 1, 2, 3, 4, 5, - Employs effective strategies and tactics. \_\_\_\_\_

10. 1, 2, 3, 4, 5, - Demonstrates strong soccer skills. \_\_\_\_\_

11. 1, 2, 3, 4, 5, - Creates high levels of engaged skill-learning time at practice. \_\_\_\_\_

12. 1, 2, 3, 4, 5, - Demonstrates a high level of enthusiasm. \_\_\_\_\_\_

13. 1, 2, 3, 4, 5, - Creates effective proactive practice plans. \_\_\_\_\_

14. 1, 2, 3, 4, 5, - Studies his/her teaching method. \_\_\_\_\_

15. 1, 2, 3, 4, 5, - Planned a successful seasonal budget. \_\_\_\_\_

16. 1, 2, 3, 4, 5, - Gets along and shares coaching philosophy with other coaches. \_\_\_\_\_

17. 1, 2, 3, 4, 5, - I’m Comfortable in the teams level of play. \_\_\_\_\_\_

18. 1, 2, 3, 4, 5, - Overall coaching performance. \_\_\_\_\_\_

19. 1, 2, 3, 4, 5, - Willingness to achieve higher level of coaching license. \_\_\_\_\_\_

20. 1, 2, 3, 4, 5, - Works well with the Assistant Coach and or Manager. \_\_\_\_\_\_\_

21. 1, 2, 3, 4, 5, - Ability to handle confrontation. \_\_\_\_\_\_

22. 1, 2, 3, 4, 5, - Open to Change. \_\_\_\_\_

23. 1, 2, 3, 4, 5, - Importance of Winning. \_\_\_\_\_\_\_

Comments:

**Section (2) – The Players:**

1. 1, 2, 3, 4, 5, - Develops positive relationships with Players. \_\_\_\_\_

2. 1, 2, 3, 4, 5, - Fosters continued improvement of players. \_\_\_\_\_\_

3. 1, 2, 3, 4, 5, - Maintains discipline with the players. \_\_\_\_\_\_

4. 1, 2, 3, 4, 5, - Provides adequate supervision of players at all times. \_\_\_\_\_\_

5. 1, 2, 3, 4, 5, - Provides all players with a chance to improve. \_\_\_\_\_\_\_

6. 1, 2, 3, 4, 5, - Provides a chance for players to earn a chance to play in the game. \_\_\_\_\_\_

7. 1, 2, 3, 4, 5, - Offers fair treatment of all players. \_\_\_\_\_

8. 1, 2, 3, 4, 5, - Creates a feeling of genuine concern for the players. \_\_\_\_\_\_

9. 1, 2, 3, 4, 5, - Maintains a safe environment for the players. \_\_\_\_\_

10. 1, 2, 3, 4, 5, - Cares about the players. \_\_\_\_\_

11. 1, 2, 3, 4, 5, - Uses acceptable practices when conditioning players. \_\_\_\_\_\_

12. 1, 2, 3, 4, 5, - Aware of and uses techniques that match growth and development of the players. \_\_\_

13. 1, 2, 3, 4, 5, - Performs adequate evaluation of self and players. \_\_\_\_\_

14. 1, 2, 3, 4, 5, - Provides specific, performance-related feedback to the players / parents. \_\_\_\_\_

15. 1, 2, 3, 4, 5, - Effectively manages players. \_\_\_\_\_\_

16. 1, 2, 3, 4, 5, - Satisfied in the development of the players. \_\_\_\_\_\_

Comments: -

**Section (3) – The Parents:**

1. 1, 2, 3, 4, 5, - Maintains positive relations with the parents. \_\_\_\_\_\_

2. 1, 2, 3, 4, 5, - Communicates with parents. \_\_\_\_\_

3. 1, 2, 3, 4, 5, - Handling of parent complaints. \_\_\_\_\_

4. 1, 2, 3, 4, 5, - Offers feedback to the parents on the players development and or performance. \_\_\_\_\_\_

Comments: -

**Section (4) – The Club:**

1. 1, 2, 3, 4, 5, - Creates a positive impact on the Club. \_\_\_\_\_

2. 1, 2, 3, 4, 5, - Selects appropriate level of play for Leagues and Tournaments. \_\_\_\_\_\_\_

3. 1, 2, 3, 4, 5, - Is organized and completes administrative duties. \_\_\_\_\_

4. 1, 2, 3, 4, 5, - Acceptance of feedback from Administrators. \_\_\_\_\_\_

5. 1, 2, 3, 4, 5, - Satisfied with the direction and vision of the Club. \_\_\_\_\_\_

6. 1, 2, 3, 4, 5, - Feeling of being valued by the Club. \_\_\_\_\_\_

7. 1, 2, 3, 4, 5, - ODP (Olympic Development Program) and its Importance. \_\_\_\_\_

8. 1, 2, 3, 4, 5, - Dedication to the kids, parents and Club. \_\_\_\_\_

Comments: -

Coach Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D.O.C. / Club Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coach Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_