

Performance Review Process for National Coaches

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Objectives

- Designed specifically to focus on a coach's performance in their coaching role, and identify any issues
- to link review of performance to on-going learning process/professional development for the coach (to create a plan to enable a coach to build on their strengths and work on specific skills
- To ensure performance of athletes/team continues to improve
- Designed to assist National Sport Federations in reviewing performance of their coaches

Challenges

Coaching is a complex activity, requiring many competencies by the coach, and yet.....

- ✓ Often 'success' is determined only by results (and some factors are outside a coach's control)
- ✓ Often ask for feedback from athletes (only)
- ✓ Often do not have clearly established job descriptions, expectations, goals
- ✓ Sometimes those assessing do not have experience, skills in providing effective feedback
- ✓ Lack of on-site observation (high performance director is not with coach on a day-to-day basis)

Background

Wide variety of approaches to review and feedback to coaches, and literature identifies many problems:

- Who does review, how well, how often
- Purpose of review/feedback
- Those asked to review, or provide input, often lack the skills, experience
- Little connection between 'performance' by coach and goals of organization

Review of Literature

In Sport:

- Barber & Eckrich, 1998
- Mallett & Cote, 2006
- MacLean & Zakrajsek, 1996
- Rushall & Wiznuk, 1985

In Business:

- Bracken, Timmreck & Church, 2001
- De Waele, Morval & Sheitoyan, 1993
- Lucia & Lepsinger, 1999
- Murphy & Cleveland, 1995

Mallett & Cote, 2006

- Coaching Behavior Scale for Sport (CBS_S) Cote, Yardley, Hay, Sedgwick, & Baker, 1999
- Three step process, for evaluating coaches, *using athlete feedback*

Who does the review/provides feedback?

- High performance director, technical director
- Self-assessment by the coach
- Athletes
- Peer/assistant coaches, support staff (sport psychologist, medical doctor, physiotherapist etc.)

5 components to the review/feedback process

- Goals: results goals, process goals
- Competencies
- Coach self-assessment
- Factors affecting performance
- Summary and recommendations

First step: what needs to be in place before beginning

- A job description - stating coach's responsibilities
- Agreement on goals and expectations
- Clear outline of the process for feedback and review

Component # 1 - goals

- Results goals - (athlete results) - such a qualifying for world championships, Olympics, increasing number of medals won, improvements in times, win-loss records
- Process goals - creating a positive, productive team environment, resolving conflicts effectively, individualized training programs for each athlete

Component #2 - coaching competencies

Competencies - a blend of knowledge,
skills, experience and personal qualities

Competencies help make explicit what we
consider to be successful performance
that contributes to what we are trying
to achieve

Competencies

Suggested list of competencies are based on newly revised competency-based National Coaching Certification Program (NCCP):

- ✓ **Analysis of performance** - i.e., skills in analyzing training and competition preparation, skills in strategy, technique
- ✓ **Planning and design of training, competition** - i.e., ability to change program when necessary, setting goals
- ✓ **Program design** - i.e., development of effective taper and peak
- ✓ **Training support** - i.e., individualizing training programs, effective feedback to athletes, psychological components
- ✓ **Competition support** - i.e., ensuring all travel, accommodation, staff, support athlete's performance
- ✓ **Program management** - i.e., budget issues, team projects
- ✓ **Leadership** - i.e., ethical conduct, developing a clear vision of what is possible

Component #3 - coach self-assessment

Coach self assesses herself/himself on her/his performance/competencies over the season

Component # 4 - Factors affecting performance of the coach

- ✓ notes the factors that made achievement of goals more or less challenging
- ✓ Acknowledges constraints or circumstances that arose during the year

Component #5 - summary and conclusions

- Provides an overall summary of coach's performance
- Reinforces what coach is doing well and should continue to do
- Identifies and recommends specific changes and how to accomplish them, such as directions for professional development

Pre-Season

In-Season

Post-Season

Follow-up

Review job description

Establish Results
Goals and Process
Goals

Determine
competencies to
assess

Confirm performance
review process

Finalize feedback
forms

Determine schedule for
collecting feedback

Communicate
information to all
involved

Collect data to
support
assessment of
Results Goals and
Process Goals

Confirm the
location, date of
review meeting
Prepare
assessment using
collected feedback
and data
Coach completes
self-assessment

Performance
review meeting
Sign off

Implement
changes:

Compensation

Contract

Professional
Development
support

Follow-up
dates

Performance Review process contributes to.....

- Skilled and knowledgeable coaches for all athletes (on-going learning)
- Effective communication/feedback to enable coaches to continue to learn and develop
- A productive and collaborative work environment