

Coaching Success

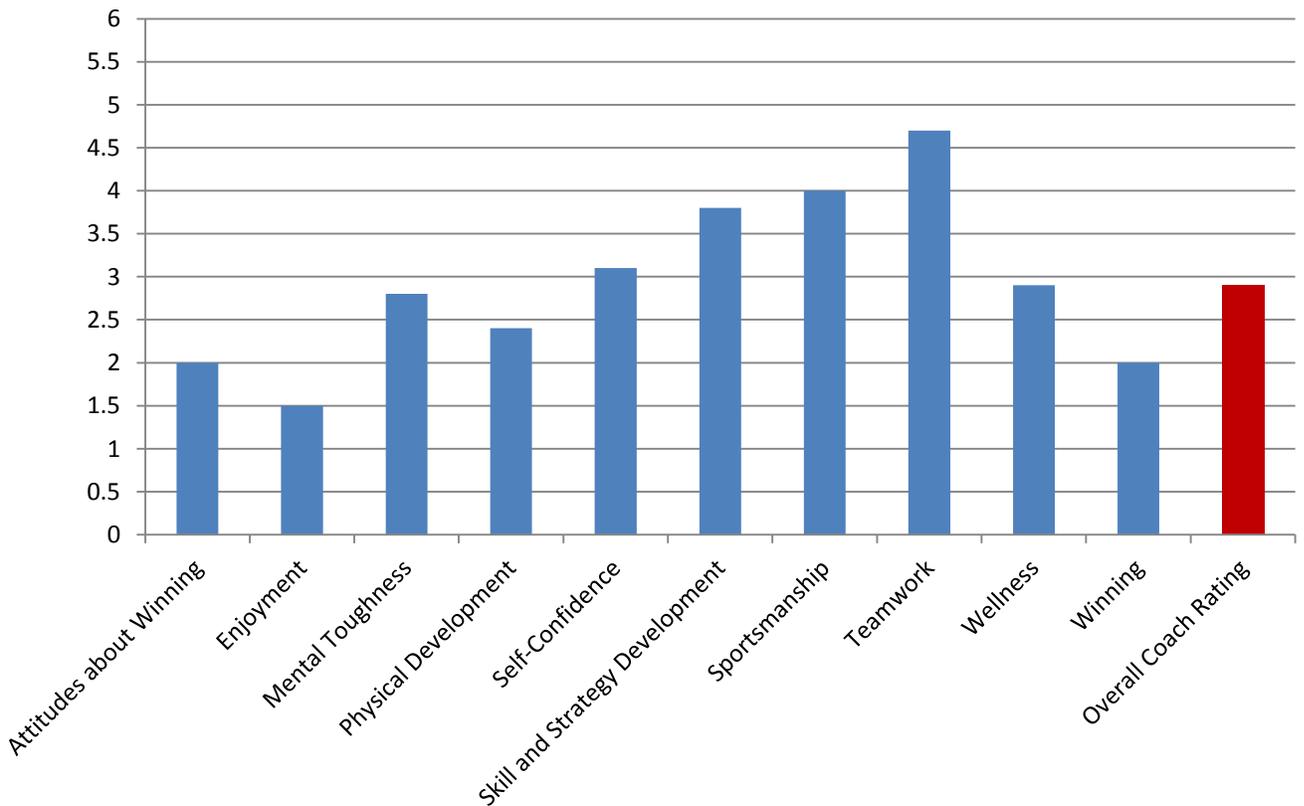
Date: XXXXX

School: XXXXX

Sport: XXXXX

Coach Evaluated: XXXXXX

Number of Athletes Included: 15



Attitudes about Winning = 2.0

Enjoyment = 1.5

Mental Toughness = 2.8

Physical Development = 2.4

Self-Confidence = 3.1

Skill and Strategy Development = 3.8

Sportsmanship = 4.0

Teamwork = 4.7

Wellness = 2.9

Winning = 2.0

Overall = 2.9

Written Athlete Comments

Q1: Do you have any additional comment about your coach you would like to share?

-- I think he needs to be more of a coach. He was way too positive and he didn't make anyone work for their jobs. Everything seems like we're doing through the motions everyday

-- His practices were not very challenging and I felt we could have been a lot better. He let players talk back and swear at him on the bench and didn't do anything about it. There was a lot of doubt in the dressing room all year for whether or not we had a coach we wanted to play for and we didn't believe in the systems he was teaching

-- Don't fix something that isn't broken. Treat everyone the same, discipline all players for mistakes not just a group of players.

-- Did not demand very much accountability on the ice. Spent a lot of time on skills that we should have already developed and we needed more advanced training not beginner.

-- Really nice guy and made hockey fun for me again. Practices could have more variety of drills.

-- When some players would talk back to the coach there were no repercussions.

-- We need to have more structure in our off ice workout schedule. We also need to plan better road trip schedules.

-- He isn't the right fit for this team. This team will never have a winning program with him in charge. He is a great guy and a great recruiter just not suited to coach at this level of hockey

Q2: What one area do you think your coach could improve on to help YOUR development?

-- Communication

-- More feedback, make me earn my spot. Make it more enjoyable and more competitive.

-- Give the players a role. When you are bouncing around from the first line to the fourth line, and other players from the 2nd line to a healthy scratch no one knows what their role is. Am I a goal scorer? A checker? A penalty killer? A power play guy? I never knew what he wanted from me. We asked him to give us more feedback, yet I certainly did not receive any.

-- Create new practices so I can develop my skills to their full potential.

-- Communication, clearly explain what he sees as my role.

-- Teach me the little things to become a better hockey player that separate players at higher levels. Not basic things like stick handling.

-- Work on individual skills in practices more.

-- More individual skill development and off ice workouts.

-- Being pushed harder to become better

Q3: What one area do you think your coach could improve on to help the TEAM'S development?

- Not playing favorites all the time
- Be more confident, needs to be more truthful to his players. He is more of a recruiter. Maybe not the best choice as a head coach
- Demanding more out of players and not accepting invalid excuses from players.
- He has an unbelievable supporting coaching staff. However he refuses to listen to these coaches. Assistant 1 has more experience than our entire team combined yet his and Assistant 2's input was constantly ignored. He should be willing to listen. But any coach who always believes he is correct does not have long term success.
- Discipline us as a team; this will result in fewer mistakes in practice that will translate into our game.
- Treat everyone equally; don't show favoritism to other players over others.
- Teach us appropriate to the level we are playing. It should be a step above junior but I feel we got coached at a lower level and like younger kids.
- Adjust are strategies to the teams we play against, don't use the same one against each team and only have one strategy in general.
- having more challenging drill during practice. Be harder on players that mess up.
- More variety of drills and drills specific for each player's different roles, penalty killers and power play guys. More stress on each one individually.
- Better practices and more accountability for players
- Honesty. He sends too many lies to everyone all the time. There is no accountability. Everyone gets away without working out when they are supposed to and the practices are repetitive and no conditioning or individual skills are worked on. His way of scouting is emailing other coaches and asking how other teams play. We had one Power play breakout all year. Teams would read what we did on the first PP we had and they would adjust to how we played. We didn't have a controlled breakout until Christmas. We had no Neutral Zone plays or defenses. Our Pk was for kids at the start of the year and finally after Christmas he switched it. He played his favorites and lied to anyone who asked for real answers. We were out of shape, and everyone on the team lost all respect for him. It made coming to the rink a battle instead of enjoyable and we went to him at Christmas time to try and ask him to change things but he was so stubborn in his ways to change anything. It makes it really hard to want to come back next year knowing what we had to go through this year already.

Brief Description of Aspects of Coaching Success

Attitudes about Winning: This section examines a coach's promotion of a Win-At-All-Costs environment. A coach scoring low in this category often sacrifices athlete development for short-term measures of success. Coaches scoring high in this area are likely to be promoting processes that prompt improved performances with winning being a result of improved athlete development and performance.

Enjoyment: The enjoyment section focuses on both the practice environment and if the athletes want to continue playing the sport. Coaches scoring high in this section are promoting an environment that athletes want to remain to be a part of. Typically, athletes in an enjoyable environment expend greater effort and exhibit elevated self-confidence levels which combine to result in a higher level of performance.

Mental Toughness: This section considers a coach's ability to positively affect changes in an athlete's emotional control and concentration. Coaches scoring high in this category are acknowledging the mental aspect of sport and trying to help their athletes improve their mental resiliency.

Physical Development: An examination of the athletes' perspectives of the coach's workouts and conditioning activities. A coach scoring high in this area is providing quality workouts to his/her athletes that the athletes view as helpful and relevant to their sport performance.

Self-Confidence: The self-confidence section examines if a coach made an athlete feel more confident in his/her abilities and role on the team. Athletes practicing and playing with elevated self-confidence are likely to be willing to learn new skills and strategies and give higher effort in practices and games while performing more consistently.

Skill and Strategy Development: The coach's ability to teach new skills and strategies as well as correcting skills and modifying strategies to improve performance. A coach scoring high in this section is communicating proper strategy utilization and teaching skill development.

Sportsmanship: This section examines the degree to which a coach behaves as a good sport and promotes athlete sportsmanship. A coach scoring high in this area is showing his/her athletes positive examples of behaviors that encourage sportsmanship.

Teamwork: The teamwork section examines if the coach is promoting an atmosphere of cooperation among team members and if the coach demonstrates working together to be a valuable component of sport success. A coach scoring high in this category is spending time on communication skills and cooperation during competition and practices.

Wellness: A look at a coach's influence on athlete perspectives of fitness away from sport. Coaches scoring high in this area are instilling the importance of physical activity away from sport to lead a healthy life.

Winning: The winning section is examining the athletes' perspectives on the coach's abilities to affect the outcome of games to promote more wins than losses through strategy use and in-game decisions. A coach scoring high in this category has athletes that believe the coach will make the right decision during competition to help the team win.