

SD&G Blazers Soccer Club

Coach Evaluation Form

Without coaches, players would not have the opportunity to play any sport. The Blazers have established significant mechanisms to support its coaches, including clinics, mentoring, and sharing of resources.

Competitive Coach Evaluation Tool

The purpose of this tool is to assist in the evaluation of coaches who are coaching with the Blazers and to identify areas where coaches could improve themselves. Any comments that are non-soccer related, disrespectful, and/or sexist/racist in nature will be immediately discarded and not considered. 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 usually 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 prepares a practice plan for each training session | 0 | 1 | 2 | 3 | 4 | |
| The coach introduces skills clearly | 0 | 1 | 2 | 3 | 4 | |
| The coach explains skills simply and accurately | 0 | 1 | 2 | 3 | 4 | |
| The coach demonstrates skills properly and uses correct techniques | 0 | 1 | 2 | 3 | 4 | |
| The coach involves athletes in the demonstration in an appropriate way | 0 | 1 | 2 | 3 | 4 | |
| The coach explains the reason for doing the activity/drill | | 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 has the ability to teach difficult or advanced skills in a manner that is appropriate to each athlete's learning style and level | 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 has the ability to analyze player's strengths and weaknesses | 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 | |

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 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 is approachable and trustworthy | 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 is respected by all of the athletes on the team | 0 | 1 | 2 | 3 | 4 | |
| The coach knows when to use discipline and when not to | 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

The coach ensured equipment is up to standard and well maintained 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 the ability to treat minor injuries and exhibits reasonable conduct in handling emergencies 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

Comments:

Adapted from the Coaches Association of British Columbia.