

**Coach Self-Assessment Form – Part 1**

The purpose of this activity is to assist you in learning about what you need to be successful as a coach and to help you create an action plan for self-improvement. Write an **X** in one of the boxes to the right of each competency, depending on how you see yourself right now.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Self-Assessment Areas | One of my strengths | Doing OK on this | Need to develop this | Lacking this skill |
| **Communication:** Clearly showing your athletes how to accomplish the tasks given. (*The role of a coach involves teaching skills – the ability to break down a task into easy-to-understand steps is vital to being a good coach).* |  |  |  |  |
| **Communication:** Communicating with parents, officials, administrators. *(You need to work effectively and efficiently with others involved in your sport).* |  |  |  |  |
| **Setting Performance Goals:** Effective in working with my athletes to set short and long term goals. *(Effective coaching sometimes starts with pointing your athlete in the right direction. You are specific in agreeing on desired outcomes and how they will be measured).* |  |  |  |  |
| **Providing Feedback:** Carefully observing performances by my athletes and sharing feedback in a constructive and non-threatening manner. *(Giving others feedback is critical to improving their performance, and accurately identifying what the person is doing well, and what needs to be worked on).* |  |  |  |  |
| **Rewarding Improvement:** Using a variety of means to provide positive reinforcement to my athletes for making progress. *(You can provide formal, and frequent and effective use of informal feedback).* |  |  |  |  |
| **Dealing with Failure:** Working with my athletes to encourage them when they do not meet expectations*. (This can mean encouraging, redirecting, retraining or other strategies).* |  |  |  |  |
| **Confronting Difficult Situations:** Raising uncomfortable topics that are impacting upon performance. *(Often performances do not meet expectations. Good coaching requires the willingness and ability to confront difficult situations head on, but with tact and diplomacy).* |  |  |  |  |
| **Responding to Requests:** Consulting with others on an as-needed basis. Responding to requests in a timely manner*. (Timely response to requests is an indicator of respect – necessary for building and maintaining healthy coaching relationships).* |  |  |  |  |
| **Following Through:** Keeping commitments. Providing additional assistance when necessary*. (Showing an ongoing commitment to the long term success of your divers helps to build strong relationships).* |  |  |  |  |
| **Listening for Understanding:** Demonstrating attention to and conveying understanding of my athletes and others*. (Keep your mind open to what others are saying).* |  |  |  |  |
| **Motivating Others:** Encouraging others to achieve desired results. Creating enthusiasm and commitment in others. *(There are no specific rules for what motivates each person – this requires continual assessment and reassessment of what works for your divers).* |  |  |  |  |
| **Assessing Strengths and Weaknesses:** Identifying root causes of individual performances. Defining and articulating issues effectively*. (This is important for technical skills, as well as non-physical areas).* |  |  |  |  |
| **Building Rapport and Trust:** Showing respect for others. Acting with integrity and honesty. Easily building bonds with others. (*Rapport and trust are the cornerstones of an effective coaching relationship).* |  |  |  |  |
| **Diving Technical Skills:** My coaching skills are current and best practice. *(I keep up to date with new techniques, methodology, state, national and international developments).* |  |  |  |  |
| **Organisation and Planning:** Planning daily sessions, weekly programs, term programs for your athletes. *(Effective planning ensures your athletes continue to progress and develop).* |  |  |  |  |



**Level 1 Coach Self-Assessment Form – Part 2**

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| --- | --- | --- | --- |
|  | **Mostly** | **Sometimes** | **Never** |
| **Coaching style** |  |  |  |
| Do I smile, praise and encourage to reinforce the actions of the  divers when they performed correctly? |  |  |  |
| Do I reward effort as well as outcome? |  |  |  |
| Am I consistent and fair in my treatment of all divers? |  |  |  |
| Do I encourage divers to have an input into team  decisions and do I listen to them when they had something to say? |  |  |  |
| Do I reinforce team rules fairly and consistently? |  |  |  |
| Am I patient and supportive of the divers as they learn? |  |  |  |
| Do I show the enthusiasm while coaching that I expect from the  divers? |  |  |  |
| Do the divers have fun during the training/game? |  |  |  |
| Do I emphasise winning too much? |  |  |  |
| Do I exercise self-control in situations that make me angry? |  |  |  |
| Am I sensitive to the individual needs of all the divers? |  |  |  |
| Do I personally demonstrate good sporting behaviour? |  |  |  |
| Do I argue with, or complain about, officials? |  |  |  |
| Do I encourage parents to attend competitions? |  |  |  |
| Am I patient and tolerant with all divers, regardless of individual skill levels? |  |  |  |
| **Session Planning and Implementation** |  |  |  |
| Am I well prepared and organised for training sessions? |  |  |  |
| Do I keep the diver’s level of maturity in mind when planning the session? |  |  |  |
| Am I prompt in arriving at training/competition? |  |  |  |
| Are my training sessions varied and interesting so that it  challenges all divers and developed their confidence? |  |  |  |
| Are my demonstrations appropriate? (i.e. are good model  provided, could everyone see, do the divers understand my  instructions) |  |  |  |
| Am I able to assist participants to correct errors? |  |  |  |
| Do I use a variety of teaching / coaching methods? |  |  |  |
| Do I give constructive and specific feedback? |  |  |  |
| Does what I say to the divers match my non-verbal actions? |  |  |  |
| Do I over-coach during training/competition by giving too many  instructions? |  |  |  |
| Do I change my communication methods to suit the needs of the divers? |  |  |  |

(Reproduced using as a reference the Australian Sports Commission Coaching Skills Checklist, 2007).



**Coach Development Plan**

After completion of the Coach Self-Assessment Forms – Part 1 and Part 2, you are now able to put together your own plan for self-improvement / professional development. You should share this plan with your mentor coach, but you do not need to show them your Self-Assessment Forms.

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| --- | --- | --- |
| **Level 1 Coach Professional Development Plan** | | |
| In 4 years’ time, where would you like to be? |  | |
| In 1 -2 years’ time, where would you like to be? |  | |
| **List three Competency Areas that you would like to improve in.** | | |
| **Competency Area** | **What activities can you undertake to improve in this area?** | **What support will you required to improve in this area?** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| **List three Diving Specific Technical Areas that you would like to improve in.** | | |
| **Technical Area** | **What activities can you undertake to improve in this area?** | **What support will you required to improve in this area?** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| **List any other areas of Coach Professional Development that you would like to undertake.** | | |
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Coach Name Signature Date

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Mentor Coach / SCC Name Signature Date