END OF SEASON
Assessing Progress toward Achieving the Vision

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A coach’s job is not over when the season ends; it just changes.
End of Season Continuum

1 win - 9 losses
coach dismissal

2017 League Champions
Purpose
Assess and recognize strengths and areas in need of improvement
## Part III  End of Season: Evaluate *(How to systematically evaluate your season)*

#### Chapter 10  Design and Implement a Coach and Program Evaluation System

- Program Evaluation Considerations  
- Identifying What to Evaluate  
- Sources of Evaluation Data  
- Evaluation Tools  
- Formative vs. Summative Evaluation  
- Reporting Evaluation Results  
- Program Evaluation in Action  
- Program Evaluation Scorecard

#### Chapter 11  Recognize and Build on Strengths

- Award Banquets  
- End-of-Season Rituals  
- Athlete Recognition Strategies  
- Recognizing Program Contributors  
- Strengths-Based Coaching  
- Spotting Signature Coaching Strengths  
- 4-D Cycle of Coaching Strengths  
- Building Coaching Resilience  
- Coaching Efficacy  
- Storing and Applying Lessons Learned
End of Season Coaching

Program Evaluation

Rituals and Recognition Strategies

Coach Performance Analysis
End of Season Coaching

Program Evaluation

Rituals and Recognition Strategies

Coach Performance Analysis
### Figure 10.1 Evaluation Categories

- **Systems**
  - Philosophies
- **Statistics**
  - Team (goals against, goals scored, power-play and penalty-kill percentages, and so on)
  - Individual
- **Personnel**
  - Attitude
  - Performance
  - Leaders
  - Followers
- **Practices**
  - Times
  - Length
  - Positives
  - Negatives
- **Road trips**
- **Fund-raising**
- **Alumni relations**
- **Locker room environment**
- **Academic commitment**
- **Academic performance**
<table>
<thead>
<tr>
<th>Evaluation tool</th>
<th>What it measures</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program evaluation questionnaire(^\text{20}) (figure 10.4)</td>
<td>Experiences as an athlete, individual strengths and weaknesses, and role on the team</td>
<td>All athletes and coaches</td>
</tr>
<tr>
<td>Seniors’ evaluation form(^\text{21}) (figure 10.5)</td>
<td>Overall program quality, experience as an athlete, and suggestions for program improvements</td>
<td>Departing senior athletes</td>
</tr>
<tr>
<td>Program climate rating scale(^\text{22}) (figure 10.6)</td>
<td>Coaches’ ability to inspire and nurture athlete engagement</td>
<td>All coaches and program support staff</td>
</tr>
<tr>
<td>Social cohesion evaluation(^\text{23}) (figure 10.7)</td>
<td>Quality of athlete and team relationships, team trust and togetherness</td>
<td>All coaches and athletes</td>
</tr>
<tr>
<td>Emotional intelligence evaluation(^\text{24}) (figure 10.8)</td>
<td>Ability to control emotions and build quality connections with others</td>
<td>All coaches and athletes</td>
</tr>
<tr>
<td>Readiness to repeat success evaluation(^\text{25}) (figure 10.9)</td>
<td>Readiness to repeat a winning or championship season</td>
<td>All coaches</td>
</tr>
<tr>
<td>Athlete skill evaluation(^7) (figure 10.10)</td>
<td>Athlete technical, physical, mental, and sportsmanship skills</td>
<td>All athletes and coaches</td>
</tr>
<tr>
<td>Athlete general performance evaluation(^\text{26}) (figure 10.11)</td>
<td>14 performance dimensions (motivation, discipline, coachability, leadership, etc.)</td>
<td>All athletes</td>
</tr>
<tr>
<td>Championship performance template—volleyball(^\text{27}) (figure 10.12)</td>
<td>Team-level meaningful competition performance indicators</td>
<td>All coaches</td>
</tr>
<tr>
<td>Fundamental performance skills checklist—swimming(^\text{28}) (figure 10.13)</td>
<td>Fundamental skills required by individual athletes</td>
<td>All coaches</td>
</tr>
<tr>
<td>Fundamental performance skills checklist—baseball infielders(^\text{29}) (figure 10.14)</td>
<td>Fundamental skills required by individual athletes for specific positions on a team</td>
<td>All coaches</td>
</tr>
<tr>
<td>Competition performance chart—baseball pitcher(^\text{30}) (figure 10.15)</td>
<td>Individual athlete competition performance</td>
<td>All coaches</td>
</tr>
<tr>
<td>Coach global self-evaluation(^\text{31}) (figure 10.16)</td>
<td>Coaches’ strengths and weaknesses</td>
<td>All coaches</td>
</tr>
<tr>
<td>Practice coaching evaluation checklist (figure 10.17)</td>
<td>Quality of coaching during practice sessions</td>
<td>All coaches or athletics director</td>
</tr>
<tr>
<td>Competition coaching evaluation checklist (figure 10.18)</td>
<td>Quality of coaching during competitions</td>
<td>All coaches or athletics director</td>
</tr>
</tbody>
</table>
Name: ___________________________  Position: ____________

Desired change _______________________

**Personal**
1. What is one thing you like best about the program?
2. What is one thing you liked least about the program?
3. How can we improve team chemistry? Did you feel like a part of the team?
4. What is one relationship you are having a tough time with?

**Sport Related**
5. Provide two of your strongest points.
6. Provide two areas where you need to improve.
7. What role do you see yourself playing on this team next year?

**Staff Feedback (completed by coach)**
8. This is your best attribute as a team member.
9. This is an area I think you need improvement in as a team member.
10. Here is what you need to do to fulfill your role.
11. How I see you right now as a player and why.

**Rank yourself in each of the following three areas:**
12. Academics
13. Physical habits and conditioning
14. Team member
Balanced Approach to Program Evaluation

- Program evaluation considerations
  - Using evaluation results
  - Evaluation tools
  - Sources of information
  - What to evaluate

- Program evaluation questions
  - Athlete performance?
  - Athlete development?
  - Trust and cohesion?
  - Core values?
# End of Season Program Scorecard

<table>
<thead>
<tr>
<th>Core Values</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Are we meeting our roster targets for all teams?</td>
<td>1.47</td>
<td>2.12</td>
</tr>
<tr>
<td>Retention: Are we inspiring athletes to return the following season?</td>
<td>1.92</td>
<td>1.79</td>
</tr>
<tr>
<td>Engagement: Do athletes enjoy the experience and feel they are improving?</td>
<td>1.67</td>
<td>1.74</td>
</tr>
<tr>
<td>Competitiveness: Is the team competitive in their league?</td>
<td>1.73</td>
<td>1.87</td>
</tr>
<tr>
<td></td>
<td>6.79</td>
<td>7.52</td>
</tr>
</tbody>
</table>

**Point Scale**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2-8.0</td>
<td>Exceptional</td>
</tr>
<tr>
<td>6.4-7.1</td>
<td>Advanced</td>
</tr>
<tr>
<td>5.6-6.3</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.8-5.5</td>
<td>Underperforming</td>
</tr>
<tr>
<td>0.0-4.7</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
End of Season Coaching

- Program Evaluation
- Rituals and Recognition Strategies
- Coach Performance Analysis

Human Kinetics
Coach Education

Coaching
Better Every Season
Webinar Series
Rituals and Recognitions
End of Season Rituals

- Recognize:
  - The journey
  - The sacrifices
  - The growth
  - Those who will follow

- Last Practice ritual...
‘The Last Practice’

• Post practice shower and change
• Exit locker room in pairs, holding hands, seniors first
• Walk school campus, pause and reflect
• Football field
  – Underclassman circle and remain silent
  – Seniors ‘make peace’ with the field
  – Final huddle break
End of Season Banquet

- Reinforce program core values
- Recognize athlete achievements
Athlete Awards

• Nails Award
  – Demonstrates most mental toughness
  – ‘tough as nails’

• Glue Award
  – Shows most concern & sacrifice for team
  – ‘glue that holds team together’
Coach Speech Guidelines

- Personalize comments
- Practice your timing
- Don’t force humor
- Keep it positive
- Write comments in advance
End of Season Coaching

- Program Evaluation
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Coach evaluation? What’s that? In 37 years of collegiate coaching I recall being formally evaluated once. The evaluation was conducted by an administrator who never observed one of my practices, never sat in on a team meeting, never stopped by to see what I was doing when I wasn’t coaching.
How do you know if you are doing a good job?
Coach Performance Analysis

Athlete  Coach  AD
Athlete Feedback: Departing Seniors

• Sample questions...

1. Did anything happen during the season to make you upset with your coaches, teammates, opponents, teachers, administration, or student body?
2. Did you feel that you were ever called upon to do something for which you were not properly prepared?
3. List any personal criticisms that you think will be helpful to our team for the future.
4. Did you really enjoy the season? Why?
5. Did you hear any comments by parents, fans, or others about the games or players that you feel would be helpful to the team or coaches?
6. How can we, as coaches, help our players perform better?
Coach Self-Evaluation

• What went right?
• Did the team buy into the vision?
• Did the team peak at the end of the season?
• Did a bad attitude corrupt the unity of the team?
• Was the season plagued by injuries or illness?
• Was our schedule too ambitious? Too easy?
Strengths Spotting

Why not focus on strengths instead of weakness? Build momentum by building on whatever comes naturally to you.
Strengths
Spotting
Strengths Spotting

• What aspects of coaching most energize your?
• What was your best day of coaching this past season
• Why was this the best day?
### Evaluation Toolkit

- Online questionnaires
- 30 standardized questions
- 2017 winter release HK

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<tr>
<th>Athlete Question</th>
<th>Coach Question</th>
<th>AD Question</th>
</tr>
</thead>
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<tr>
<td>My coach helped me become a better athlete.</td>
<td>I helped my players improve as athletes.</td>
<td>The coach helped athletes get better.</td>
</tr>
<tr>
<td>My coach was on-time and prepared for practices.</td>
<td>I was on-time and prepared for practices.</td>
<td>The coach was on-time and prepared for practices.</td>
</tr>
<tr>
<td>My coach treated game officials with respect.</td>
<td>I treated game officials with respect.</td>
<td>The coach treated game officials with respect.</td>
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