

# SWAT Coach Evaluation Process

## SWAT Coach Evaluation Policy Statement

Improvement in the knowledge, capability and consistency of SWAT coaches is the goal of the SWAT Coach Evaluation Process.

The SWAT Coach Evaluation Process is based upon the collection of evaluation data which is then processed into constructive feedback for the coaches. The objective is to improve the quality of SWAT coaches by identifying areas for improvement, in conjunction with the SWAT Coach Development system. Both the processed recommendations and the data from which they are obtained are made available to the coach.

Primary sources of evaluation data come from players, parents, management and coaching staff. Data is collected using (primarily) surveys and interviews. Data is processed by SWAT Coach Development into a set of recommendations for each coach.

Coach evaluation feedback is also used as part of the SWAT Coach Selection Process. In rare cases, extreme feedback or situations encountered by a coach during the year may affect the selection of that coach in subsequent years (see SWAT Coach Selection Process for more details). The SWAT Coach Evaluation Process defines a simple categorization of coach performance that is used in coach selection in subsequent years. It must be stressed that this is a secondary function for the evaluation process and is only employed in extreme circumstances.

## Evaluation Criteria

Coaches are evaluated over a wide range of functions that they perform. The reality of coaching in any minor sport is that, as coach, you have to wear a number of hats. The most successful coaches are aware of these functions and how they perform in them.

The following aspects of the coach role are evaluated:

### 1. Organization

Ultimately the coach is responsible for making sure that:

- The team schedule is prepared and distributed.
- All mandatory paperwork is prepared and filed with the registrar and EMHA.
- Travel and special events permits are filed with EMHA.
- Tournaments are discussed, selected and prepared for.
- Team functions are prepared for.

Many of these duties can and should be delegated to team members (parents), but the coach still retains the primary responsibility to ensure that these things are done.

### 2. Safety

Safety of the players and coaching staff is a primary concern for a coach. They must ensure that:

- Player and coach behavior, both on and off ice, is appropriate and does not pose a hazard.
- Player equipment is regularly checked, complete, appropriate for play, and in good repair.
- The playing facility is in good repair and does not pose an unreasonable hazard.
- All of the recommendations made by the CHA for player safety are followed.

### 3. Fair Play

The CHA has made explicit recommendations for player, coach and parent conduct while involved with minor hockey. Coaches must adhere to these recommendations within the SWAT system. In particular:

- Abuse of players, officials or opposing coach staff is not acceptable.
- Equal and fair playing time for all players.

### 4. Technical Instruction

Technical instruction is a major component of the coach role. Many people would argue that it is the primary role for a coach. Coaches are evaluated for:

- Instructional planning for the year (curriculum).
- Practice planning and organization.
- Efficient use of ice during practice.

- Effective pace and flow of practices.
- Instruction of age appropriate skills.
- Instruction of age appropriate tactics.
- Use of external instruction and training facilities.

## 5. Bench Management

Bench or game management is a key aspect of coaching. In many cases, this aspect is the most visible to parents and players. Coaches are evaluated for:

- Motivation of players.
- Demonstration of leadership during games.
- Effective line changes.
- Technical instruction during games.
- Positive vs. negative feedback.
- Handling of on ice incidents.

## 6. Player Interaction

Interaction with the players is critical for a minor hockey coach. Failure to interact with the players often leads to many other problems. Good interaction will often mask other weaker aspects of a coach during evaluation. Coaches are evaluated for:

- Consistent communication with the players.
- Communication at an age appropriate level.

## 7. Parent Interaction

Interacting with parents is often the single most difficult aspect of coaching. It is however, a fact of life. Coaches are evaluated on:

- Communication of goals and expectations.
- Approachability of coach for discussion.
- Provision of regular team meetings to discuss issues, goals and expectations.

## Incidents

An "incident" is an occasion when a coach has displayed inappropriate behavior in violation of the rules of hockey or with SWAT policies.

Incidents are reported to the SWAT Executive via the VP Coaching and Player Development, the Category Director or via an external disciplinary committee. Any claim of incident will be reviewed by the SWAT Executive and consensus gained on whether the event should be categorized as an incident on the coach's record.

It must be stressed that the SWAT Evaluation Process is NOT the vehicle for reporting or processing an incident. It simply recognizes events that have been classified as an incident by the SWAT Executive. As such, incidents are presumed to be rare and extreme cases.

Following is a list of some of the incidents which may be included on the coach's record as part of their evaluation record. The nature of "incidents" is such that there are likely to be many incidents which are not in the list below. As mentioned, each will be independently considered by the SWAT Executive before being classified as an incident.

- EMHA suspension.
- CHA Fair Play violation.
- Inappropriate interaction with a player.
- Inappropriate interaction with a parent.

## Data Collection

Data for coach evaluation is collected from a number of sources. Primarily this involves surveying the player, parent and peer coach communities. Much of the process involved with coach evaluation is the collection and processing of evaluation data. The following means are used to collect data:

## **Parent/Player Surveys**

A yearly survey is issued to parents on or before March 1 in the current playing year. The surveys are made available in both electronic (SWAT website) and paper form. Forms are submitted to the VP Coaching and Player Development via mail, email, or the appropriate Category Directors.

Parent/player surveys include both the head and assistant coaches on a team. Separate sections are defined for each.

## **Coach Surveys**

A yearly survey is issued to coaches on or before March 1 in the current playing year. The surveys are made available in both electronic (SWAT website) and paper form. Forms are submitted to the VP Coaching and Player Development via mail, email, or the appropriate Category Directors.

Coach surveys include a survey for assistant coaches to evaluate the head coach and a section for the head coach to evaluate the assistants.

## **Interviews**

Survey results and/or other evaluation data may indicate a requirement to do interviews with participants to gain a broader understanding of evaluation issues. The VP Coaching and Player Development (or a delegated representative) will perform such interviews and include the results in the review and recommendation part of the process.

## **Disciplinary Records**

Disciplinary records and/or incident reports may be used as a source of data for coach performance.

### **Evaluation Recommendations**

The primary goal of the evaluation process is to produce usable recommendations for our coaches.

To be useable they must:

- Be objective. The recommendations must minimize philosophical differences and coaching style issues as these are highly subjective.
- Be concise. Make a few important recommendations rather than a lot of minor ones. If all of our coaches did 3 things better each year, SWAT will have very good coaches.
- Provide all the feedback. Coaches should be allowed to see all the feedback and draw their own conclusions and lessons from it.

In many (most) cases, the recommendation will consist entirely of the collected feedback data with no additional recommendation or comment. This reduces the amount of time required to get feedback to coaches and the cost of processing them by SWAT Coach Development. Under normal circumstances only evaluation data that suggests significant problems or areas of concern would result in additional feedback from Coach Development.

Additional recommendations made by Coach Development are likely to include:

- Additional training. SWAT already provides for substantial coach training through normal CHA and SWAT specific channels. The recommendation may include direction to specific levels of training beyond those normally taken.
- Materials. The recommendation may include direction to acquire and use resources and materials provided by SWAT – specifically the Nike program.
- Research. The recommendation may include direction to review documents, books and/or articles published by CHA or other hockey organizations.

## **Evaluation Scoring**

Each year the SWAT Coach Evaluation Program will assess a coach rating that is intended to be used by the SWAT Coach Selection Process. The levels are:

1. Acceptable to continue coaching,
2. Conditionally acceptable to continue coaching subject to one or more of the following:
  - More training. The coach must obtain or be committed to obtain a specified level of coach training to be considered for a position.
  - Identified areas for improvement. The coach must commit to making improvements in specified areas (as described above) during the next coaching season.

- Probationary basis. The coach is on probation based on an incident or unusually negative feedback in the prior year.
- Assistant coach only. The coach may only participate in an assistant coach role during the next year in order to gain more experience and/or improve their training.

3. Unacceptable for continued coaching (very extreme cases only). Usually this is associated with one or more recorded incidents.