



PERFORMANCE COACH CONTEXT

SUPPORTING THE COMPETITIVE EXPERIENCE:
COACH TEMPLATES AND EVALUATION GRIDS

(Version 0.1 – JAN 3, 2017)



*National Coaching
Certification Program*



Performance Coach

Support the Competitive Experience

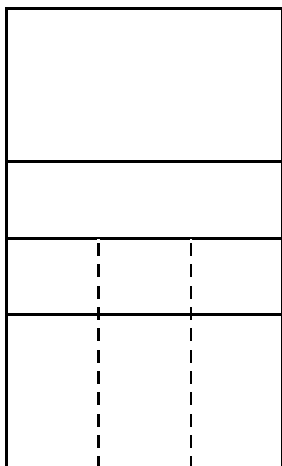
Competition Analysis and Game Plan Development

ROTATION	
S	

OPPONENT ROTATION

4	3	2
5	6	1
		L

OPPONENT SERVE

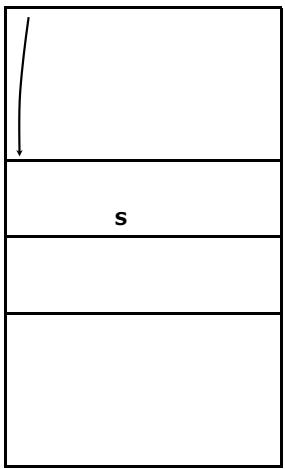


OPPONENT SERVE RECEIVE TO ATTACK & SERVE TARGETS

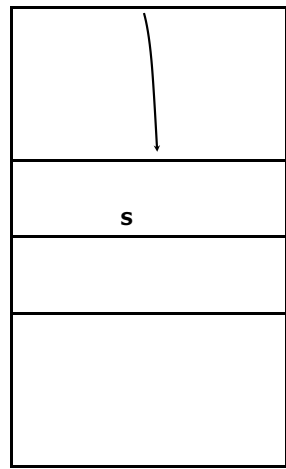


OUR DEFENSE VS ATTACK

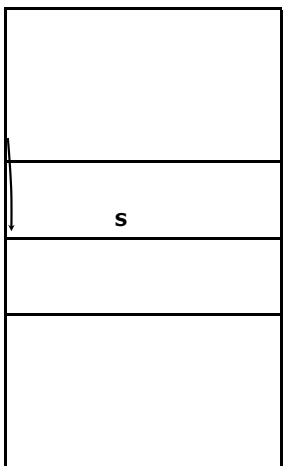
C-BALL



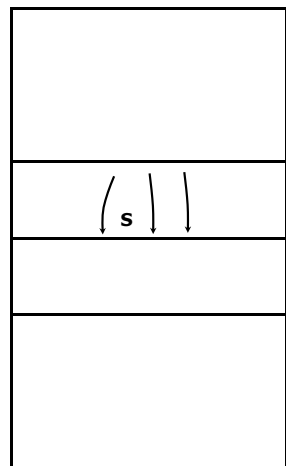
PIPE



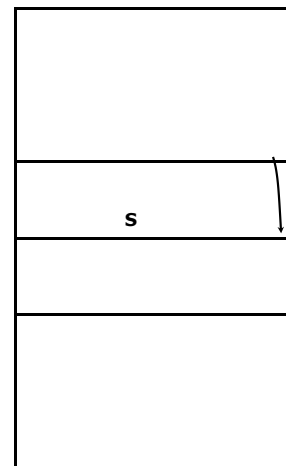
RIGHT SIDE



MIDDLE



LEFT SIDE



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Support the Competitive Experience

Competition Analysis and Game Plan Development

ROTATION	
S	

ROTATIONAL GAME PLAN	
OPPONENT TENDENCIES	
SERVING STRATEGY	
OFFENSIVE STRATEGY	Middle
	Left Side
	Right Side or C-Ball
	Pipe
BLOCKING STRATEGY	
DEFENSIVE STRATEGY	

Performance Coach

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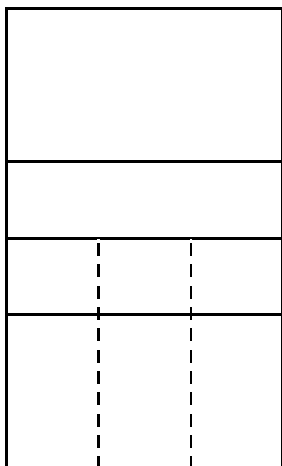
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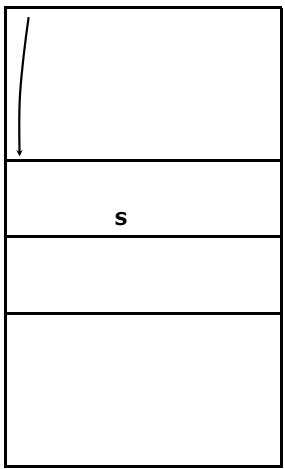


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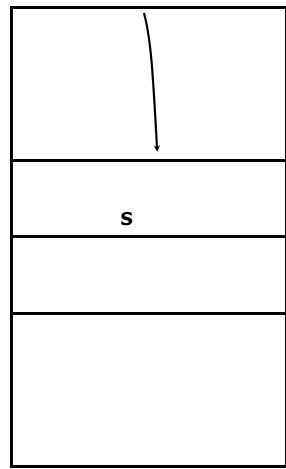


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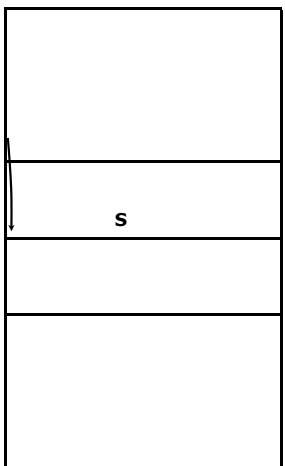
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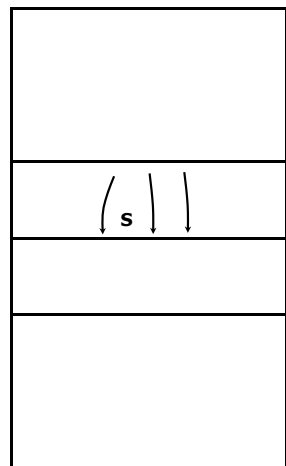
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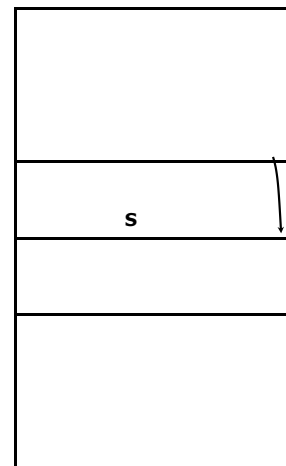
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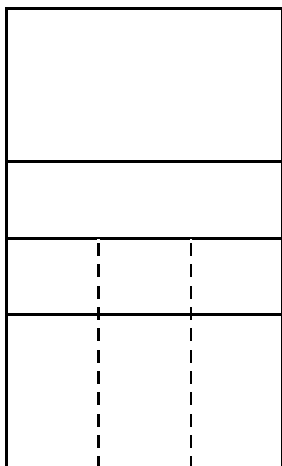
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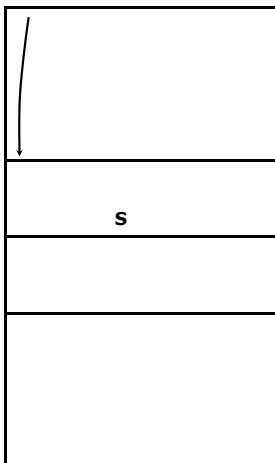


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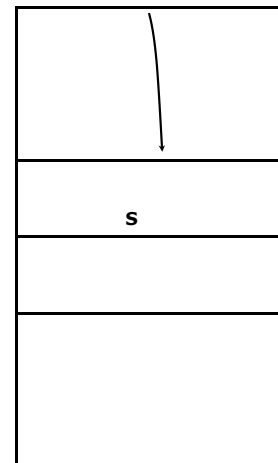


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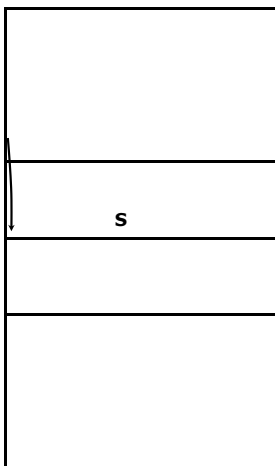
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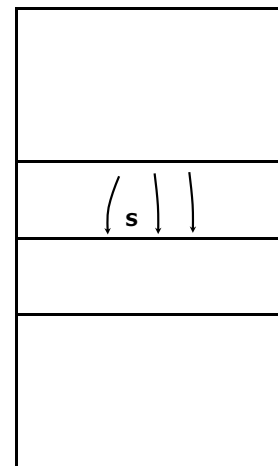
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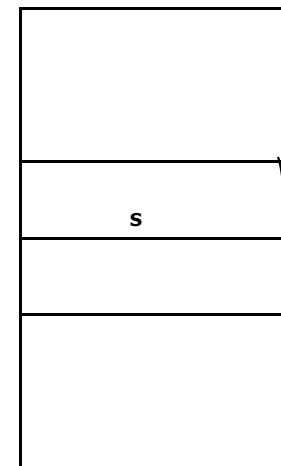
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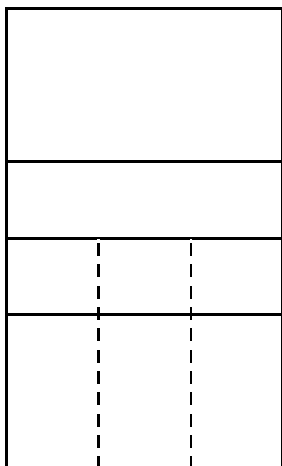
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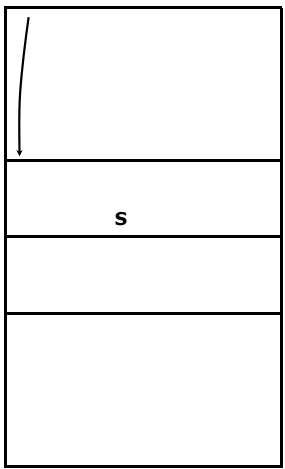


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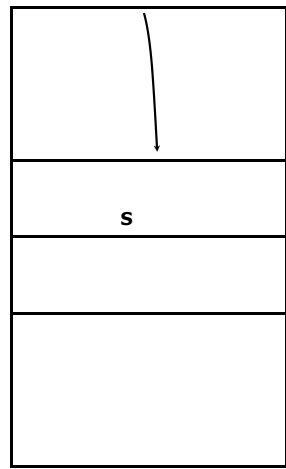


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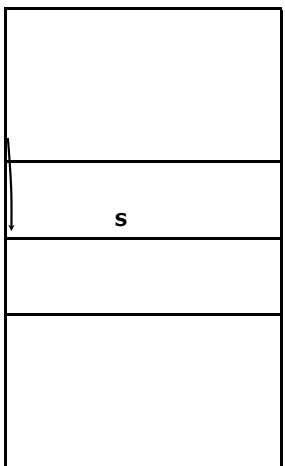
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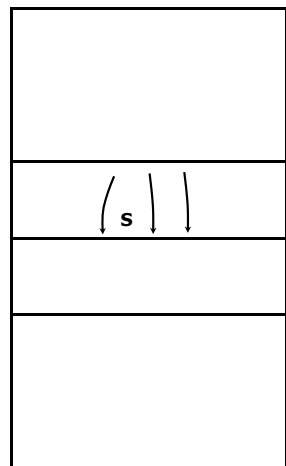
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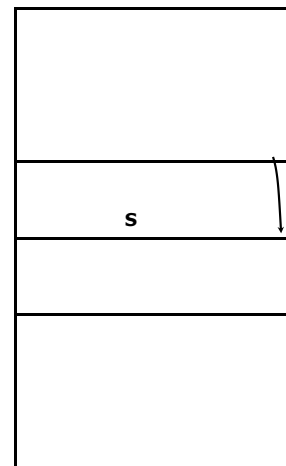
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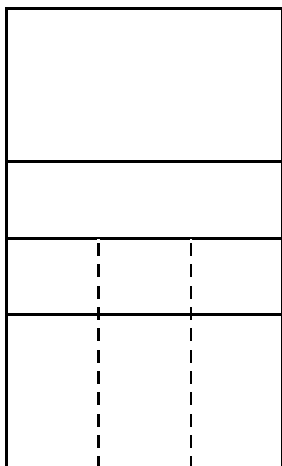
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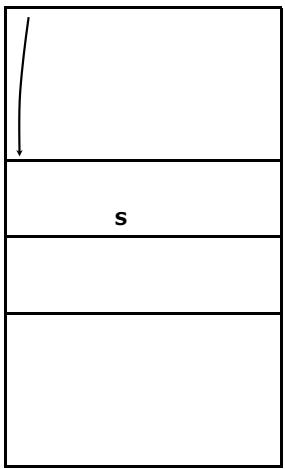


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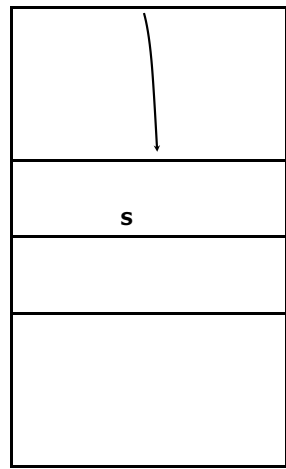


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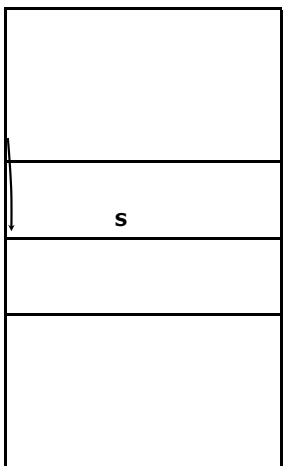
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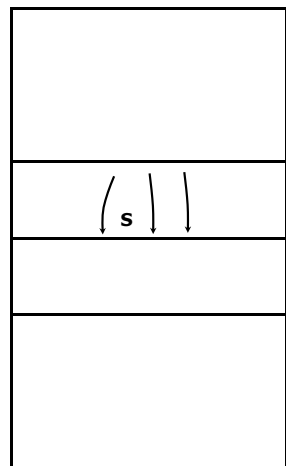
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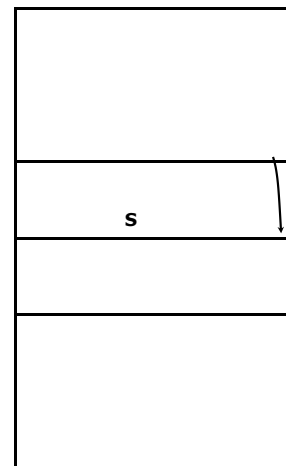
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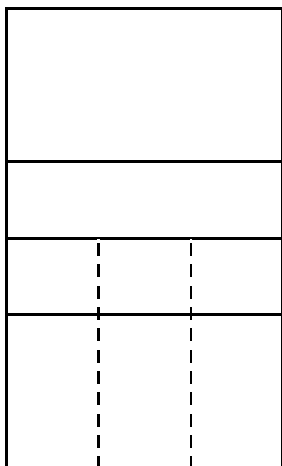
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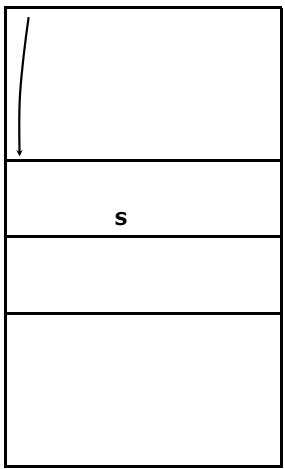


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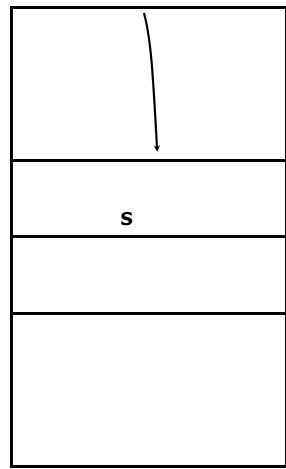


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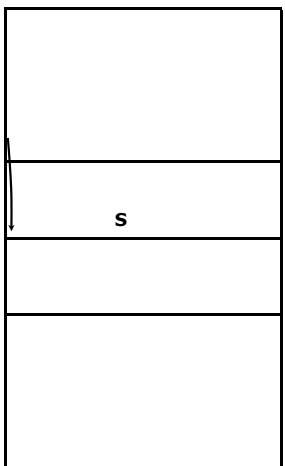
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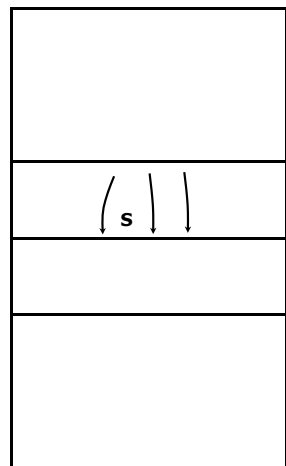
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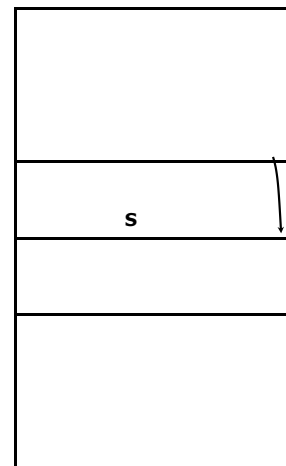
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SHOT CHART OF OPPONENT BY ROTATION

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

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SHOT CHART OF OUR TEAM BY ROTATION

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

4	3	2
5	6	1

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SUMMARY OF COMPETITION ANALYSIS
--

	OUR TEAM	OPPONENT
Team Strengths		
Team Weaknesses		

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Name of coach observed:		NCCP #:	
Date of match:		Location:	
Team observed:		Opponent:	
Match final score:		Set scores:	

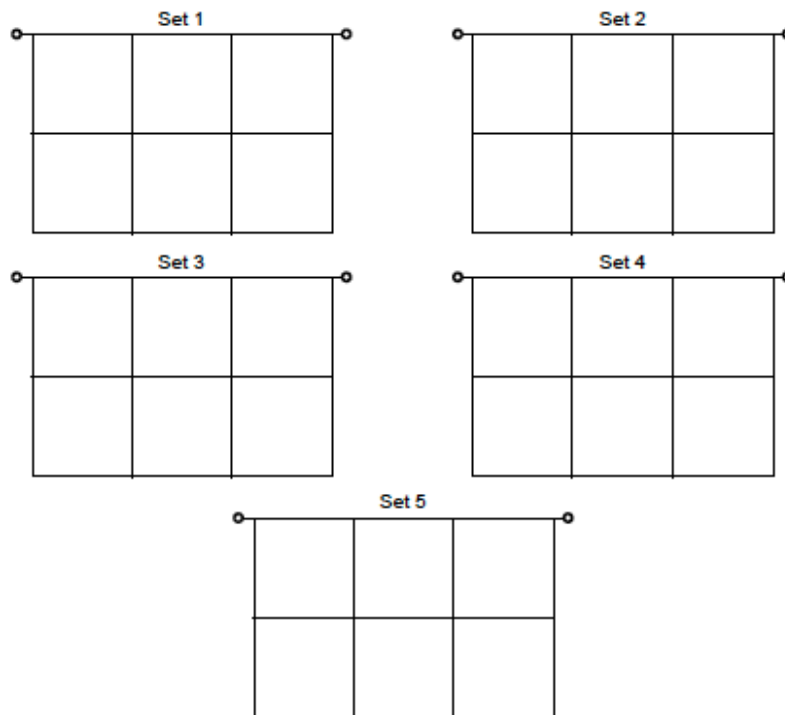
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Evaluator Match Observation Form

A) Starting Rotations

Identify each player's starting rotation, specialization, and uniform number for each set using the following legend. Place player uniform number within the shape:

Place player uniform number within the shape:

-  Setter(s)
-  Left Side Hitter(s)
-  Middle Hitter(s)
-  Right Side Hitter(s)



Evaluator Notes on Starting Rotations:

Coaching Interventions

A) Head Coach (check any or all appropriate boxes)

Involvement in team pre-game warm-up	<input type="checkbox"/> very active	<input type="checkbox"/> active	<input type="checkbox"/> inactive
Positioning during play	<input type="checkbox"/> standing	<input type="checkbox"/> sitting	
Feedback during play	<input type="checkbox"/> mostly to whole team	<input type="checkbox"/> mostly to individual players	
Feedback during time-outs	<input type="checkbox"/> mostly to whole team	<input type="checkbox"/> mostly to individual players	
General attitude	<input type="checkbox"/> nervous	<input type="checkbox"/> relaxed	<input type="checkbox"/> talkative <input type="checkbox"/> quiet
Communication with officials	<input type="checkbox"/> friendly	<input type="checkbox"/> aggressive	
Communication with non-playing players before they go in	<input type="checkbox"/> non existent	<input type="checkbox"/> brief	<input type="checkbox"/> constant

B) Players (check any or all appropriate boxes)

General attitude	<input type="checkbox"/> nervous	<input type="checkbox"/> relaxed	<input type="checkbox"/> talkative	<input type="checkbox"/> quiet
Communication with officials	<input type="checkbox"/> nonexistent	<input type="checkbox"/> friendly	<input type="checkbox"/> aggressive	
On court players during timeouts	<input type="checkbox"/> sit	<input type="checkbox"/> stand	<input type="checkbox"/> listen to coach	<input type="checkbox"/> talk to each other
Non-playing players during timeouts	<input type="checkbox"/> sit	<input type="checkbox"/> warm up	<input type="checkbox"/> sit listen to coach	<input type="checkbox"/> talk to each other
Non-playing players during play	<input type="checkbox"/> sit	<input type="checkbox"/> stand	<input type="checkbox"/> take stats	<input type="checkbox"/> watch <input type="checkbox"/> cheer

C) Game Interruptions

	Set 1	Set 2	Set 3	Set 4	Set 5
Number of substitutions used					
Number of timeouts per game					

Evaluator Notes on Coaching Interventions:

Game Plan Evaluation and Assessment

		Assessment	
		Yes	No
1	The strengths and weaknesses of coaches team is complete		
2	The strengths and weaknesses of their team is complete		
3	The statistical analysis is complete		
4	The shot chart is complete for coaches team		
5	The shot chart is complete for opponent team		
6	Favourable match-ups were created		
7	Serving strategy was implemented		
8	Defensive strategy was implemented		
9	Offensive strategy was implemented		
10	The offensive strategy was effective		
11	The defensive strategy was effective		
12	Interventions were made when necessary to support learning		
12	Adjustments were made to the game plan as necessary		
14	Substitutions were made at appropriate times		
15	Timeouts were made at appropriate times		
16	Interventions during timeouts were effective and clear		

Evaluator Notes on Game Plan Evaluation and Assessment:

Intervention and Feedback Evaluation

Use this form to assess the coach's feedback. This form can be used for most types of activities.

Type of feedback used most frequently.

Type	Definition	Examples
Evaluative	The coach assesses the quality of the performance; he or she makes some kind of assessment or judgement	<input type="checkbox"/> That's fine! <input type="checkbox"/> Good job! <input type="checkbox"/> No, not like that! <input type="checkbox"/> Not good enough!
Prescriptive	The coach tells the athlete how to execute the skill next time	<input type="checkbox"/> Throw it higher! (general) <input type="checkbox"/> Get your arm higher! (specific)
Descriptive	The coach describes to the athlete what he or she has just done	<input type="checkbox"/> The build-up was too slow (general) <input type="checkbox"/> Your legs were really extended (specific)

Feedback checklist

Was the coach's feedback:

- Specific, not general, for example: "You did _____ perfectly!" instead of "That's fine!"?
- Positive and constructive, not negative and humiliating?
- Directly linked to the skill or behaviour to be improved?
- Informative and relevant to the most important performance factors?
- Balanced? Did it contain information on what the athlete did well and on what still needs improvement? E.g. "Your _____ (movement) is better than last time. The next thing to do would be to _____ (add another level of complexity to the movement, or a particular piece to refine)".
- Clear, precise, and easy to understand? E.g. did I use simple words?

Evaluator Notes on Intervention and Feedback: