

# KNOW THE SCORE

## Coach Appraisal Toolkit

**Help, guidance and support** for conducting an appraisal with a **Level 2 coach and above**



Putting sport first

**sportscotland**  
the national agency for sport



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**A PERFORMANCE APPRAISAL THAT IS CONDUCTED EFFECTIVELY LEADS TO GREATER EMPLOYEE MORALE AND HIGHER PRODUCTIVITY, CREATING A POSITIVE CULTURE, IMPROVED OVERALL PERFORMANCE AND AN EFFECTIVE ORGANISATION**  
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Kumar Parakala, Head of IT Advisory, KPMG, India



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## USING THIS TOOLKIT

This toolkit is designed to help you carry out a successful appraisal with a Level 1 coach. To get you started, here are 10 steps to help you Know the Score.

### STEP 1: DOWNLOAD

Download the resource from [www.sportscotland.org.uk](http://www.sportscotland.org.uk) and store it safely.

### STEP 2: STUDY

Study the downloaded document closely and make sure you understand it fully.

### STEP 3: IDENTIFY

Identify those involved and how you want to structure it. The toolkit is designed to be used on a one-to-one basis, but you can involve others, eg coaches and athletes.

### STEP 4: DISTRIBUTE

Distribute the document to all those who are going to be involved in the appraisal process. Ask them to complete it – and remember to give them a strict deadline.

### STEP 5: COLLATE

Once the appraisals have been returned to you, start collating all the information.

### STEP 6: MEET

Arrange a meeting with the coach or appraiser to discuss the collated scores.

### STEP 7: PREPARE

The scoring will identify certain strengths and weaknesses, so make sure you're prepared by familiarising yourself with all the relevant feedback.

### STEP 8: QUESTION

A non-confrontational approach should be adopted.

### STEP 9: DOCUMENT

Once the appraisal has been completed, use the reflection and summary sections to document the discussion. These can be used for coaches who are at Level 1, 2 and 3.

### STEP 10: AGREE

Agree a 12-month development plan between appraiser and coach. This could be sports-specific education or generic learning, and should include up to six key learning and development outcomes.

## USEFUL LINKS

We've put together a helpful list of videos to guide you through the world of appraisals. Just click on a title to find out the secrets of a successful evaluation.

### 1. APPRAISALS

#### [PREPARING FOR AN APPRAISAL](#)

A basic checklist to follow before you start planning your one-to-one.

#### [CONDUCTING AN APPRAISAL](#)

Practical advice on how to ensure your upcoming meeting goes smoothly.

#### [TOP 5 TIPS FOR APPRAISALS](#)

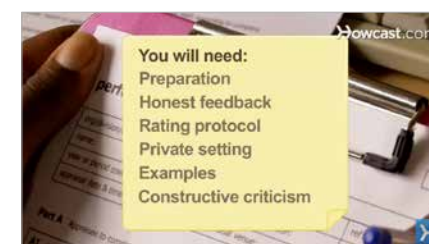
Golden rules for an effective evaluation, by a management training specialist.

#### [GIVING AN EFFECTIVE APPRAISAL](#)

Advice on preparation and location, and how to offer constructive criticism.

#### [STEVE JOBS: MANAGING PEOPLE](#)

The former Apple CEO gives his thoughts on how to get the best from staff.



**“ IF YOU WANT TO HIRE GREAT PEOPLE AND HAVE THEM STAY WORKING FOR YOU, YOU HAVE TO LET THEM MAKE A LOT OF DECISIONS. YOU HAVE TO BE RUN BY IDEAS, NOT HIERARCHY - AND THE BEST IDEAS HAVE TO WIN, OTHERWISE GOOD PEOPLE DON'T STAY ”**

Steve Jobs, Former CEO, Apple



## 2. REFLECTIVE PRACTICE

### WHAT IS REFLECTIVE PRACTICE?

How taking a step back can help you navigate complex working environments.



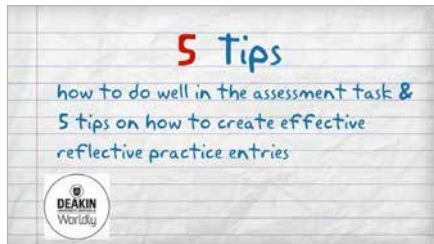
### WHAT IS THE REFLECTIVE PROCESS?

Sports coach Dr Brendan Copley delves deeper into using reflective practice.



### WHY IS THIS PROCESS IMPORTANT?

Further examination on how reflection helps cultivate professional knowledge.



### TOP 5 TIPS ON REFLECTIVE PRACTICE APPRAISALS

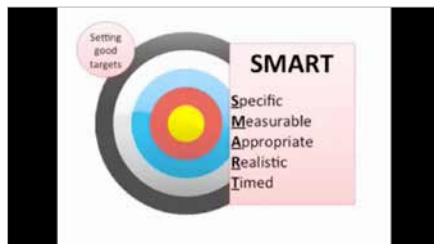
How to make the best use of reflective practice to create effective appraisals.



## 3. DEVELOPMENT

### APPRAISAL DEVELOPMENT PLANNING

How planning can help improve employee performance and productivity.



### PERSONAL & PROFESSIONAL DEVELOPMENT

Identifying areas for improvement, development needs and future plans.



### PERSONAL DEVELOPMENT PLANNING

Caitlin Walker explores and explains the importance of 'learning to learn'.



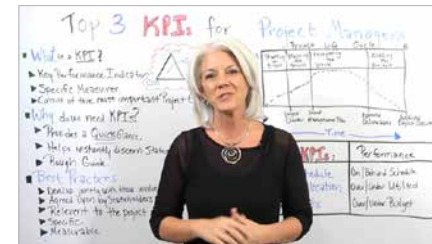
### CREATING A PERSONAL DEVELOPMENT PLAN

Why taking time to build a suitable plan can help you achieve your goals.



### DEVELOPING KEY PERFORMANCE INDICATORS (KPIs)

How to successfully identify and integrate KPIs in your planning process.



### TOP 3 TIPS ON HOW TO SET AND USE KPIs

Jennifer Bridges explains what the top key performance indicators are.



### HOW TO SET AND USE SMART GOALS

Learn additional best practices in goal setting and see examples of SMART goals.

**" IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE, DO MORE AND BECOME MORE, YOU ARE A LEADER. "**

John Quincy Adams, Sixth President of the United States of America

KNOWING YOURSELF,  
KNOWING OTHERS,  
KNOWING COACHING

Score the below from 1-5:  
5 being highly rated  
1 being not highly rated

COACH:

The strength of your coaching philosophy.	<input type="text"/>
Your leadership.	<input type="text"/>
Your ability to actively seek feedback assisting with your own self improvement.	<input type="text"/>
Your ability to evaluate your own performance?	<input type="text"/>
Your ability to learn from experience?	<input type="text"/>
Your ability to identify your own development needs?	<input type="text"/>
Your ability to seek opportunities for self improvement and personal development.	<input type="text"/>
Your ability to use plane language (avoiding jargon) when communicating.	<input type="text"/>
Your ability to seek feedback on your performance?	<input type="text"/>
Your ability to ask questions to confirm understanding.	<input type="text"/>
Your coaching manner, style and presence when coaching and engaging others.	<input type="text"/>
Your ability to motivate and enthuse others to gain support.	<input type="text"/>

APPRAISER:

The strength of your coach's coaching philosophy?	<input type="text"/>
Your coach's leadership?	<input type="text"/>
Your coach's ability to actively seek feedback to assist with self improvement.	<input type="text"/>
Your coach's ability to evaluate their own performance?	<input type="text"/>
Your coach's ability to learn from experience?	<input type="text"/>
Your coach's ability to identify their own development needs?	<input type="text"/>
Your coaches ability to actively seek opportunities for self improvement and personal development?	<input type="text"/>
Your coach's ability to use plain language when communicating with others.	<input type="text"/>
Your coach's ability to seek feedback on their performance?	<input type="text"/>
Your coach's ability to ask questions to confirm your understanding.	<input type="text"/>
Your coach's coaching manners, style and presence when coaching and engaging with others.	<input type="text"/>
Your coach's ability to motivate and enthuse others to gain their support.	<input type="text"/>

Your ability to score your decisions on evidence and logic.	<input type="text"/>
Your ability to make decisions quickly.	<input type="text"/>
Your ability to devise plans based on decisions you make.	<input type="text"/>
Your ability to consult with others when necessary to make decisions.	<input type="text"/>
Your ability to support less experienced coaches.	<input type="text"/>
Your ability to be pro-active in supporting other coaches.	<input type="text"/>
Your ability to take responsibility for team actions.	<input type="text"/>
Your ability to resolve conflict and produce positive results.	<input type="text"/>
Your ability to build a good working relationship with others.	<input type="text"/>
Your ability to demonstrate empathy when working with others.	<input type="text"/>
Your ability to support others in their time of need.	<input type="text"/>
Your ability to challenge current thinking to develop solutions to problems or situations.	<input type="text"/>
Your ability to be creative or innovative when devising solutions.	<input type="text"/>
Your curiosity as a coach.	<input type="text"/>
Your openness to trying new things to seek better ways of approaching coaching.	<input type="text"/>

Your coaches ability ti base their decisions on evidence and logic.	<input type="text"/>
Your coach's ability to make decisions quickly.	<input type="text"/>
Your coach's ability to devise plans based on decision they make.	<input type="text"/>
Your coaches ability to consult with others to make decisions.	<input type="text"/>
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Your coaches openness to trying new things to seek better ways of approaching coaching.	<input type="text"/>

SUMMARY & REFLECTION

Now you’ve looked back at the past year – and forward to the next 12 months – use this space to record any other comments or remarks the coach may have.

NOTES AND REMARKS:

OPPORTUNITIES

This is where to discuss potential improvements. Again, add plenty of notes and key remarks, and include both overall comments and specific feedback from the coach.

OBJECTIVE No1:

STARTED:

COMPLETED:

OBJECTIVE No2:

STARTED:

COMPLETED:

OBJECTIVE No3:

STARTED:

COMPLETED:

OBJECTIVE No4:

STARTED:

COMPLETED:

OBJECTIVE No5:

STARTED:

COMPLETED:

OBJECTIVE No6:

STARTED:

COMPLETED:

SIGNED BY COACH:

SIGNED BY APPRAISER:

DATE:

DATE:

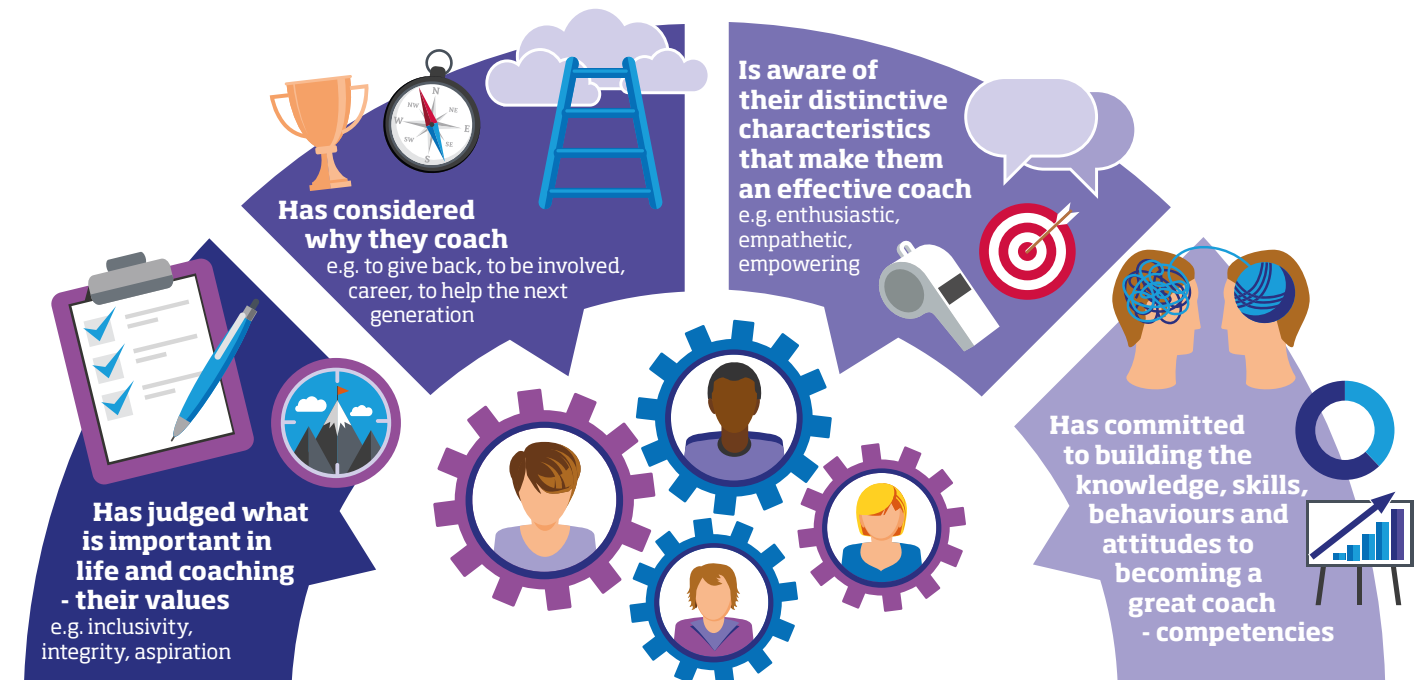
ADDITIONAL NOTES:



## BENEFITS

Adopting an appraisal system in your club benefits everyone, from paid staff to volunteers and the club itself. To make it as beneficial as possible, you should ensure that the appraisal experience itself:

- **Is positive not judgemental**
- **Creates strong relationships**
- **Contributes to personal growth**
- **Is suitable for the level and abilities of the coach**
- **Uses digital technology to stimulate and encourage learning**
- **Links to sportscotland's Coaching Scotland Strategy (see diagram)**



## EXAMPLE OF A WORLD CLASS COACH

Other ways to make the experience more positive for everyone include:

- **Linking objectives to goals**
- **Discussing performance in line with a development plan**
- **Agreeing on feedback and a reflection period**
- **Supporting coaches to achieve their objectives**
- **Analysing strengths and weaknesses**
- **Creating development goals to improve performance**
- **Structuring clear performance expectations**
- **Praising and encouraging coaches who perform well**
- **Giving coaches the chance to express their aspirations**
- **Avoiding a link between the appraisal and a salary review**
- **Basing the appraisal on reflection**
- **Learning from the past and agreed objectives to achieve improvement**

## EFFECTIVE COACHING MAP

Supporting coaches to be confident at what they do





## STRUCTURE

Each appraisal will be different, depending on the sport and club. The structure should be tailored to its people, their environment or situation, and who they coach.

This toolkit is designed for a variety of coaches, including those who are:

- **Unsupervised**, more experienced, qualified up to Level 2 or 3, and considering further qualifications
- **More experienced** in their club, squads and club teams, and deliver team training or individual coaching sessions
- **Paid or Unpaid** volunteer coaches
- **Possibly ready** for an appraisal and looking to improve as a coach, with the appraisal conducted by a senior member of the club on a one-to-one basis
- **Ready** to have an appraisal based on objectives, competences, developmental and action-based planning



It's important to ask some other questions to help structure the appraisal:

- **Is the coach paid, full-time or receiving a retainer fee?**
- **Are they experienced enough to work unsupervised?**
- **Do they mentor or support other coaches?**
- **Are they qualified at UK Coaching Certificate Level 3 or 4?**
- **Can a one-to-one appraisal be done by a senior club member or supervisor?**
- **Should the appraisal also include other athletes and coaches?**
- **Should it be peer-evaluated and include strengths and weaknesses?**
- **Does the coach work with volunteers in any capacity?**
- **Do they coach at club level or with national performers?**



# EXAMPLE QUESTIONS

To help you gather feedback and comments during the appraisal, we've compiled a handy list of example questions that you can ask both the coach and the appraiser:

- **Why does the coaching or volunteer role exist?**
- **What is the role trying to achieve?**
- **What is your performance tracking like?**
- **What is the best use of your time?**
- **How successful do you influence others?**
- **What is the quality of your relationships with others?**
- **What do you feel you're doing well?**
- **What could you do better?**
- **What solutions can you provide to make things improve?**



# THE LIGHTBULB MOMENT

To be effective and motivated, everyone needs feedback – and good leaders will actively seek it to improve their everyday performance



# OUR VISION

We see Scotland where sport is a way of life, where sport is at the heart of Scottish society and has a positive impact on people. We see coaching as having a positive impact on people and their communities.



# OUR MISSION

To build a world class sporting system for everyone in Scotland and deliver world class coaching that is accessible for all.



The **sport**scotland group is made up of **sport**scotland and the **sport**scotland Trust Company (National Training Centres). **sport**scotland incorporates the **sport**scotland institute of sport, the high performance arm of **sport**scotland.

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