

**BETTER COACHING FROM BETTER DECISIONS:  
COACHING TOOLS TO INCREASE COACHING  
EFFECTIVENESS**

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# BETTER COACHING FROM BETTER DECISIONS: COACHING TOOLS TO INCREASE COACHING EFFECTIVENESS

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Coaching effectiveness is largely affected by the quality of decisions made to accommodate the needs of individuals. Observing individuals within a group to discern important symptoms of training responses and behavioral trends, needs, and variations is usually unreliable, inaccurate, and incomplete. This workshop describes practical and accurate assessment tools that can be used in training and competitive settings without appreciably increasing the workload of the coach. They are designed to provide reliable coach-usable information that should influence program and interactional decisions concerning individual athletes. Employing these devices is proposed as a means of increasing the capability and effectiveness of coaches.

Most of the assessment tools have been developed by Dr. Rushall and his colleagues and cover the following:

- (a) training responses -- ratings of training load, training speed, concentration, two forms of perceived effort, outside-of-sport influences, and fatigue symptoms,
- (b) competition preparations and analysis -- positive and negative pressure, final status, and debriefing, and
- (c) coaching behaviors -- self-assessment of practice behaviors (*Practice Session Coaching Performance Assessment Form*), the ***Coach Observation Schedule***, and athletes' evaluations of the coach (*Coach Evaluation Questionnaire*). Demonstrations of their use will be provided.

This workbook accompanies the recorded lectures that constitute the main communication method for this workshop.

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**Coaching Science Abstracts** <http://www-rohan.sdsu.edu/dept/coachsci/index.htm>

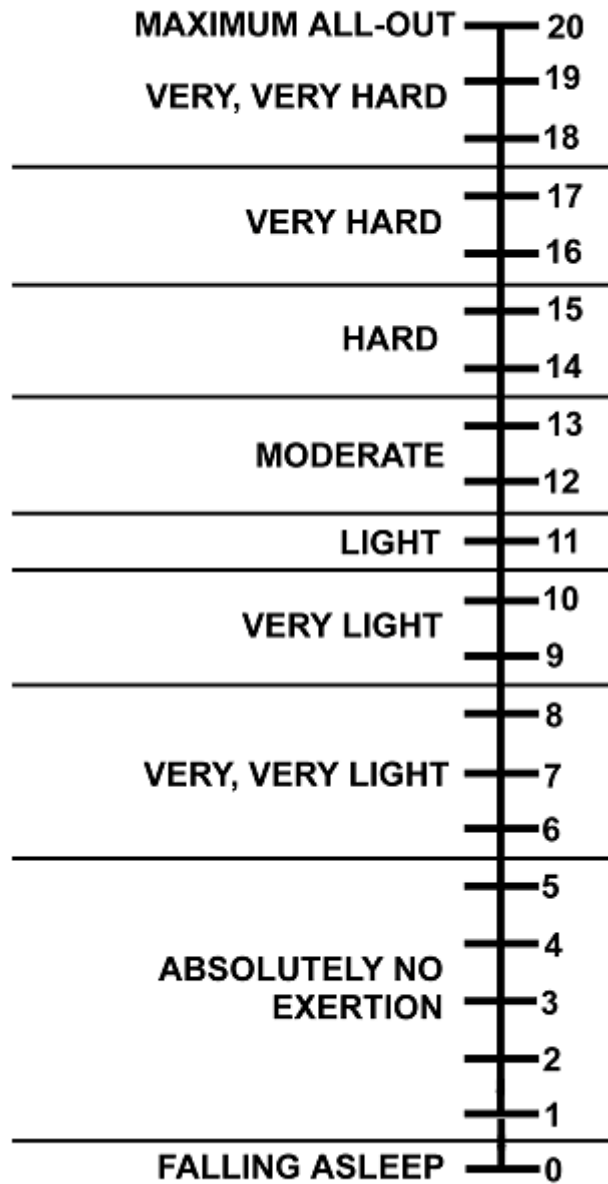
**Swimming Science Journal** <http://www-rohan.sdsu.edu/dept/coachsci/swimming/index.htm>

## TRAINING RESPONSE FEATURES

### 1. PRESCRIBING TRAINING INTENSITIES AND OBTAINING RATINGS OF PERCEIVED EXERTION

[Borg, G. (1985). *An introduction to Borg's RPE-scale*. Ithaca, NY: Mouvement Publications.  
 [<http://www-rohan.sdsu.edu/dept/coachsci/vol15/borg.htm>]

#### TRAINING INTENSITY SCALE



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## Instructions for Using the Borg Scale

*"During the exercise you are to rate your perception of exertion. Use this scale where 6 means no exertion at all and 20 means a totally maximum effort. The 13 on the scale is a somewhat heavy exercise but capable of being performed at steady state (i.e., anaerobic threshold). When at a level of 17 the effort level requires you to push yourself hard even though it is possible to continue for some time. For many people, 19 is about as strenuous as exercise becomes because they often reserve a small amount of possible extra effort.*

*Try to appraise the feeling of exertion as honestly as possible. Do not underestimate nor overestimate it. It is of no value to underestimate the level to produce an impression of being "brave" or "tough". Your own feeling of effort and exertion is all that is of interest. Look at the scale and wordings and decide on the word that best describes your effort level and the number alternative associated with that description" (Borg, 1985).*

## 2. ESTIMATING THE LEVEL OF DISCOMFORT CAUSED BY EXERCISE

An estimate of how painful was an effort (i.e., how much it hurt, level of pain tolerated, etc.), which is different to estimating the *Borg Scale's* perceived exertion.

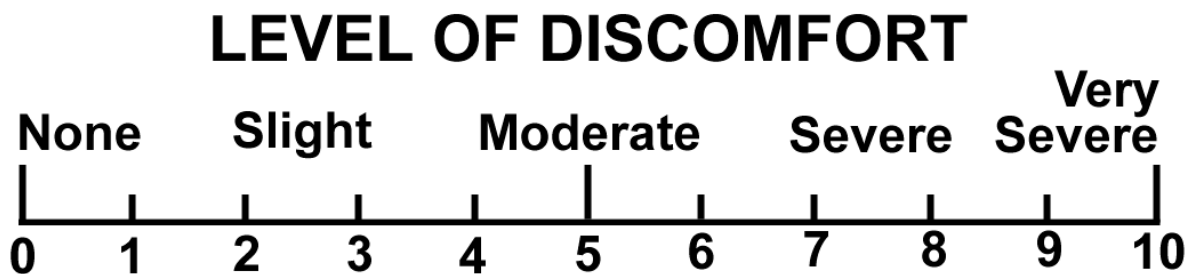
An "X" is placed on the scale to indicate the athlete's estimation.

[Chorkawy, A. L. (1982). *The effects of cognitive strategies on the performance of female swimmers*. M.Sc. degree, Lakehead University.

Ford, D. (1982). *The effects of cognitive strategies on swimming performance*. M.Sc. degree, Lakehead University.

Grace, M. (1983). *The relationship of pre-competition arousal assessments to self-perceived performance competencies in rowers*. M.Sc. degree, Lakehead University.]

**Rate the level of discomfort you experienced in the exercise you performed. Place an "X" on the scale below.**



### **3. ESTIMATING THE LEVEL OF MENTAL CONCENTRATION DURING AN EXERCISE**

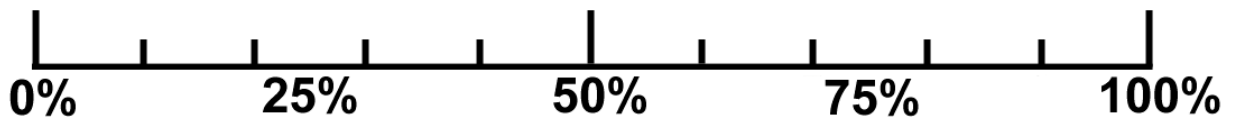
An estimate of how well the athlete was able to concentrate on the task content during the performance of an exercise.

An "X" is placed on the scale to indicate the athlete's estimation.

References are the same as those for estimating discomfort.

**Rate the percentage of time you were able to concentrate on the content you prepared while you performed the exercise. Place an "X" on the scale below.**

#### **LEVEL OF CONCENTRATION**



#### 4. RATING THE STRESS OF A WEEK'S (MICROCYCLE'S) TRAINING LOAD

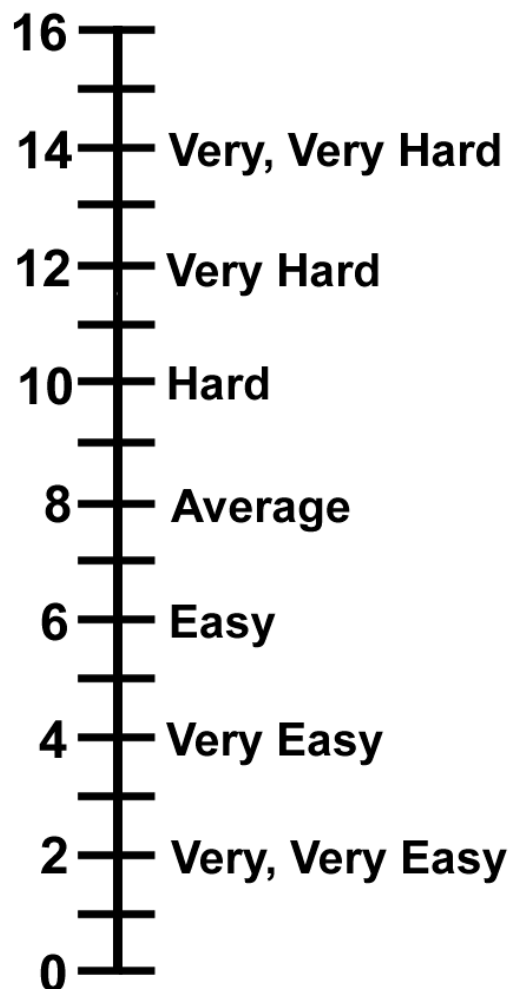
This scale is used to rate the stress of a week's (microcycle's) training load.

An "X" is placed on the scale at the value selected by the athlete.

By logging the weekly value, possibly in a graphical form, it is possible to determine an athlete's reaction to a microcycle's overload and to modify the ensuing microcycle overload accordingly.

[Berglund, B., & Safstrom, H. (1994). Psychological monitoring and modulation of training load of world-class canoeists. *Medicine and Science in Sports and Exercise*, 26, 1036-1040.]

#### RATING OF WEEKLY TRAINING LOAD





## 5. RATING TRAINING SPEED

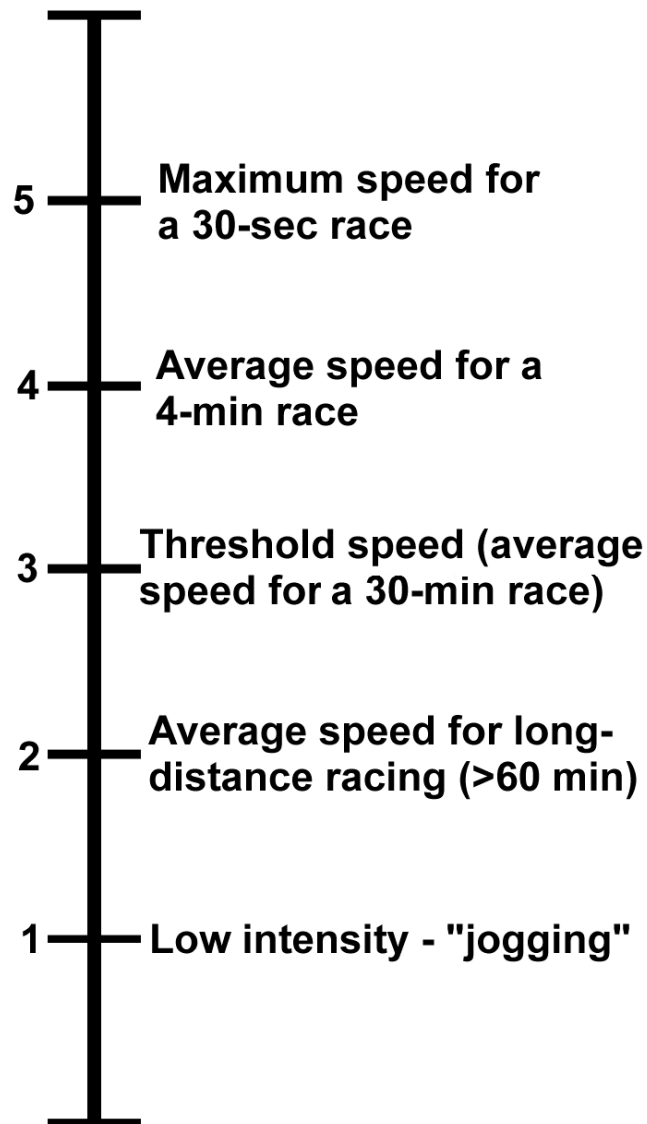
This scale indicates an athlete's assessment of the quality of training responses during a microcycle.

When fatigue or excessive aerobic work is experienced, movement speed decreases. For events that involve cyclic activities, such as running and swimming, this is a useful general scale. Since it was formulated using kayakers it should also be useful for other water-conveyance sports.

An "X" is placed on the scale to indicate the athlete's estimation.

[Berglund, B., & Safstrom, H. (1994). Psychological monitoring and modulation of training load of world-class canoeists. *Medicine and Science in Sports and Exercise*, 26, 1036-1040.]

### RATING OF TRAINING SPEED



## 6. RATING PREPAREDNESS TO TRAIN

Stresses from outside of sport reduce the capacity of an athlete to train or compete. Knowing an athlete's "stressed-state" will allow a coach to adjust training demands accordingly.

[Rushall, B. S. (1981). A tool for measuring stress in elite athletes. In Y. Hanin (Ed.), *Stress and anxiety in sport*. Moscow: Physical Culture and Sport Publishers.

Rushall, B. S. (1990). A tool for measuring stress tolerance in elite athletes. *Journal of Applied Sport Psychology*, 2, 51-66.

Rushall, B. S., & Pyke, F. S. (1991). *Training for sports and fitness*. Melbourne, Australia: Macmillan of Australia.

Rushall, B. S. (2002). *Foundational principles of physical conditioning*. Spring Valley, CA: Sports Science Associates.]

### RATE THE FOLLOWING FACTORS IN COMPARISON TO HOW YOU WOULD NORMALLY FEEL ABOUT THEM

FACTOR	Worse	Normal	Better
<b>Diet.</b> Consider whether you are eating regularly and in adequate amounts. Are you missing meals? Do you like your meals?			
<b>Home-life.</b> Have you had any arguments with your parents, brothers, or sisters? Are you being asked to do too much around the house? How is your relationship with your wife/husband? Have there been any unusual happenings at home concerning your family?			
<b>School/College/Work.</b> Consider the amount of work that you are doing there. Are you required to do more or less at home or in your own time? How are your grades or evaluations? Think of how you are interacting with administrators, teachers, or bosses.			
<b>Friends.</b> Have you lost or gained any friends? Have there been any arguments or problems with your friends? Are they complimenting you more or less? Do you spend more or less time with them?			
<b>Training and Exercise.</b> How much and how often are you training? Are the levels of effort that are required easy or hard? Are you able to recover adequately between efforts? Are you enjoying your sport?			
<b>Climate.</b> Is it too hot, cold, wet, or dry?			
<b>Sleep.</b> Are you getting enough sleep? Are you getting too much? Can you sleep when you want?			
<b>Recreation.</b> Consider the activities that you do outside of your sport. Are they taking up too much time? Do they compete with your application to your sport?			
<b>Health.</b> Do you have any infections, a cold, or other temporary health problems?			
<b>Totals</b>			

### 7. RATING WHAT AN ATHLETE FEELS

The response to stress evokes certain sensations (symptoms) in individuals. The following symptoms are valid and reliably reported by athletes responding to exercise stress. The number of symptoms indicates the stressed state of the athlete.

[References the same as for the previous assessment form.]

#### RECORD THE STATUS OF EACH SYMPTOM AS YOU FEEL NOW

Date: .....

SYMPTOM	Worse	Normal	Better
<b>Muscle pains.</b> Do you have sore joints and/or pains in your muscles?			
<b>Techniques.</b> How do your techniques feel?			
<b>Tiredness.</b> Your general state of tiredness is:			
<b>Need for a rest.</b> Do you feel that you need a rest between training sessions?			
<b>Supplementary work.</b> How strong do you feel when you do supplementary training (e.g., weights, resistance work, stretching)?			
<b>Boredom.</b> How boring is training?			
<b>Recovery time.</b> Do the recovery times between each training effort need to be longer?			
<b>Irritability.</b> Are you irritable? Do things get on your nerves?			
<b>Weight.</b> How is your weight?			
<b>Throat.</b> Have you noticed your throat being sore or irritated?			
<b>Internal.</b> How do you feel internally? Have you had constipation, upset stomachs, etc.?			
<b>Unexplained aches.</b> Do you have any unexplained aches or pains?			
<b>Technique strength.</b> How strong do your techniques feel?			
<b>Enough sleep.</b> Are you getting enough sleep?			
<b>Between sessions recovery.</b> Are you tired before you start your second training session of the day?			
<b>General weakness.</b> Do you feel weak all over?			
<b>Interest.</b> Do you feel that you are maintaining your interest in your sport?			
<b>Arguments.</b> Are you having squabbles and arguments with people?			
<b>Skin rashes.</b> Do you have any unexplained skin rashes or irritations?			
<b>Congestion.</b> Are you experiencing congestion in the nose and/or sinuses?			
<b>Training effort.</b> Do you feel you can give your best effort at training?			
<b>Temper.</b> Do you lose your temper?			
<b>Swellings.</b> Do you have any lymph gland swellings under your arms, below your ears, in your groin, etc.?			
<b>Likability.</b> Do people seem to like you?			
<b>Running nose.</b> Do you have a running nose?			
<b>Totals</b>			

## 8. HOW AND WHAT FACTORS ARE AFFECTING AN ATHLETE BEFORE COMPETING

Events before competing can be both helpful and detrimental to an athlete. Knowing the effects of significant events for an athlete can lead a coach to handle an athlete in a more appropriate and sensitive manner in the precompetition period. The *Sport Pressure Checklist* measures the degree that factors in an athlete's life affect preparation over several days before competing.

[Rushall, B. S., & Sherman, C. (1987). A definition and measurement of pressure in sport. *Journal of Applied Research in Coaching and Athletics*, 2, 1-23.

Rushall, B. S. (1988). *Handbook for understanding, interpreting, and using the non-computerized tests in the SPORT PSYCHOLOGY CONSULTATION SYSTEM*. Spring Valley, CA: Sports Science Associates.]

### THE SPORT PRESSURE CHECKLIST

SOURCE OF INFLUENCE	Very Negative -3	Negative -2	Slightly Negative -1	No Influence 0	Slightly Positive 1	Positive 2	Very Positive 3
Parental expectations	_____	_____	_____	_____	_____	_____	_____
What you expect to gain from the competition	_____	_____	_____	_____	_____	_____	_____
Friends' and teammates' expectations	_____	_____	_____	_____	_____	_____	_____
How successful you expect to be	_____	_____	_____	_____	_____	_____	_____
Press and media expectations	_____	_____	_____	_____	_____	_____	_____
Your competition preparation	_____	_____	_____	_____	_____	_____	_____
Crowd or audience effects	_____	_____	_____	_____	_____	_____	_____
Your need to improve	_____	_____	_____	_____	_____	_____	_____
Coach expectations	_____	_____	_____	_____	_____	_____	_____
The anticipated contest difficulty	_____	_____	_____	_____	_____	_____	_____
Opponents	_____	_____	_____	_____	_____	_____	_____
Your control over the preparation for the contest	_____	_____	_____	_____	_____	_____	_____
Officials' and organizers' actions	_____	_____	_____	_____	_____	_____	_____
Your readiness to perform	_____	_____	_____	_____	_____	_____	_____
The competition's importance	_____	_____	_____	_____	_____	_____	_____
Your goals for the competition	_____	_____	_____	_____	_____	_____	_____
Other sources	_____	_____	_____	_____	_____	_____	_____
<b>SCORE</b>	<b>Internal</b> _____	<b>External</b> _____	<b>Negative</b> _____	<b>Positive</b> _____			
	<b>Date:</b> .....	<b>Event:</b> .....	<b>Result:</b> .....				

## 9. HOW AN ATHLETE FEELS IMMEDIATELY BEFORE COMPETING

Knowing how an athlete feels immediately before competing allows a coach to make reasoned decisions about handling an athlete in the final pre-competition period. The *Pre-competition Psychological Checklist* indicates the mental state of an athlete immediately before competing.

[Rushall, B. S. (1981). The pre-competition psychological checklist. In T. Valeriote (Ed.), *Level 3 National Coaching Certification Program Supplement*. Ottawa: Coaching Association of Canada.

Rushall, B. S. (1979). *Psyching in sports*. London: Pelham Books.]

### PRE-COMPETITION PSYCHOLOGICAL CHECKLIST

Name: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Event: \_\_\_\_\_

If any of the following symptoms apply to you as you now feel place a check mark beside them on the line provided. Be accurate and honest.

- |           |                                     |           |                                   |
|-----------|-------------------------------------|-----------|-----------------------------------|
| 1. _____  | Cannot-be-bothered attitude         | 13. _____ | Diarrhea                          |
| 2. _____  | Drowsy, sleep feeling               | 14. _____ | Urinated frequently               |
| 3. _____  | Feeling of being alone              | 15. _____ | Frequent bowel movements          |
| 4. _____  | Feeling of weakness                 | 16. _____ | Nervous                           |
| 5. _____  | Inadequate attention to preparation | 17. _____ | Butterflies in the stomach        |
| 6. _____  | Impatient feeling                   | 18. _____ | Lack of confidence                |
| 7. _____  | Aggressive feeling towards others   | 19. _____ | Do not feel well                  |
| 8. _____  | Cried a little                      | 20. _____ | Feel that will not perform well   |
| 9. _____  | Some shaking and trembling          | 21. _____ | Very confident                    |
| 10. _____ | Poor movement coordination          | 22. _____ | Cannot take competition seriously |
| 11. _____ | Trouble seeing and remembering      | 23. _____ | Frightened                        |
| 12. _____ | Vomited                             | 24. _____ | Other (describe)                  |

#### EXCITEDNESS

-10 \_\_\_\_\_ -5 \_\_\_\_\_ 0 \_\_\_\_\_ 5 \_\_\_\_\_ 10  
 Bored, sleepy Normal Extremely excited, wild, raging mad

#### ESTIMATION OF SUCCESS

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10  
 No chance of success Will be very successful

#### IMPORTANCE OF EVENT

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10  
 Does not mean anything Most important

#### CONTROL OVER DISTRACTIONS

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10  
 Very distracted Focused fully on performance

Rate your performance: Very poor ..... Poor ..... Normal ..... Good ..... Great .....

## 10. UNDERSTANDING AN ATHLETE'S REACTION TO A COMPETITIVE EFFORT

Coaches are not very accurate at evaluating athlete's responses to competitive effort. This interview schedule systematically prompts athletes to evaluate both the good and bad aspects of a competition in the presence of the coach.

[Rushall, B. S. (2001). *Mental skills training for sports* (3rd ed.). Spring Valley, CA: Sports Science Associates. Australian publisher: Australian Coaching Council, Belconnen, ACT.]

### PERFORMANCE DEBRIEFING LOG

**Athlete Name:** ..... **Date:** .....

**Competition:** ..... **Event:** .....

1. Rate the standard of your performance:

great ..... good ..... normal ..... poor ..... very poor .....

2. Briefly indicate the general features of your competition strategy that went very well and need not be changed.

3. Was there sufficient task-relevant content in the strategy? Where can it be improved? Indicate what needs to be done.

4. What was planned but not done? Should it be altered? Indicate what needs to be done.

5. What was done but had not been planned? Should those actions be included in the strategy? If so, record them below.

6. Was the positive self-statements' content sufficient to keep a positive approach and concentration on the task during the contest (particularly the intensification stage)? If changes need to be made record them below.

7. Were the mood words satisfactory and used frequently enough? If changes need to be made enter them below.

8. Does your concentration need to be improved? If so, how can that be accomplished? Record what you need to do.

9. Did your intensification work? If it can be improved, what do you need to do? Enter your proposed actions.

10. What features of your competition strategy need to be improved? How can these be practiced at training sessions? Enter appropriate activity descriptions below (i.e., what you would like to do at practice).

11. What are the technical and/or tactical features of your performance that did not go as planned? In the spaces below list those features and the training activities which are appropriate to allow them to improve.

Items	Training activity
-------	-------------------

12. What features of the precompetition strategy need to be altered? Should anything be done to increase your positiveness and/or focus? Record what needs to be done.

13. Did your contest build-up routine work? Do you have to alter it to make it more effective? If so, record those things that you need to do.

14. Should any of the content or actions that you have recorded above be used in other exercises (e.g., setting and evaluating personal activity goals - Exercise 3.4; the establishment of a daily positive focus - Exercise 4.1; and daily positive focus - Exercise 4.2)? If so, which ones? Enter your decisions below.

15. The final action in the debriefing procedure is to apply the decisions that have been made above to alter the strategies used for the competition that was debriefed. Make those alterations as soon as possible on your strategy worksheets. When they are completed enter the information that is required below.

Date competition strategy was altered . . . . .

Date precompetition strategy was altered . . . . .

This completes the debriefing procedure.

## **MEASURING COACHING PERFORMANCE**

### **11. THE *PRACTICE SESSION COACHING PERFORMANCE ASSESSMENT FORM (PSCPAF)***

The *Practice Session Coaching Performance Assessment Form (PSCPAF)* is a self-appraisal technique designed for serious coaches to use in practice settings. Items evaluated are important for effective instruction and are the central features of an adequate program and motivational environment. If these behaviors are the focus of coaching, athletes will enjoy a very positive experience and will look forward to each training session. A coach should produce as many of the listed features as possible. This form is to be completed periodically to evaluate whether the basic principles and behaviors of good coaching are being considered and performed.

[Rushall, B. S. (1994). *The assessment of coaching effectiveness: A manual for coaches*. Spring Valley, CA: Sports Science Associates.]



## PRACTICE SESSION COACHING PERFORMANCE ASSESSMENT FORM (PSCPAF)

Date ..... Practice Site .....

CHARACTERISTIC	EVALUATION	
	YES	NO
1. The majority of coaching time was spent on technique/tactics instruction.		
2. Individual interactions occurred more often than group instruction.		
3. More time was spent coaching than in watching/managing.		
4. Positive reinforcement occurred much more frequently than correction/direction.		
5. All areas of the practice environment were supervised satisfactorily.		
6. Demonstrations/models were used appropriately.		
7. Commented to every athlete about the quality of and performances in the practice session.		
8. Interacted individually with every athlete during the session.		
9. Monitored and ensured that no athlete experienced excessive fatigue.		
10. Provided variety in the training stimuli in the program.		
11. Athletes established goals for each important training item.		
12. Athletes were asked or were given an opportunity to evaluate whether they achieved or did not achieve their self-set goals for each important training item.		
13. Asked each athlete's opinion of how he/she felt.		
14. Asked each athlete's perception of his/her performance quality.		
15. The training session content was in accord with a sound training plan.		
16. Training session content was made known to the athletes prior to the start of practice.		
17. Athletes were kept busy all the time.		
18. Athletes were shown videos of themselves for technique analysis.		
19. Directions and communications were based on sound reasoning and were well thought-out.		
20. Each athlete left practice with a positive feeling.		

**NUMBER OF 'YES' RESPONSES**

## 12. THE COACH OBSERVATION SCHEDULE (COS)

When someone observes and classifies coaching behavior according to a predetermined schedule, it should be possible to quantify coaching productivity. The **COACH OBSERVATION SCHEDULE (COS)** describes seven categories of behavior that have meaningful connotations for effective coaching. This form of analysis provides an assessment of the important behaviors exhibited by a coach. It focuses on the way consequences for athlete behaviors are provided, the type of directions or setting events which are demonstrated, and the form of non-interactional behaviors which occur. From these emphases, an estimate of a coach's effectiveness can be formed.

It is possible to describe coaching behaviors by observing and categorizing what is displayed at practices. A coach can do things that directly alter the way an athlete trains. For example, when a swimmer is told that body streamlining in the stroke could be improved by lowering the head in the water, it is likely the individual will alter the position in order to improve. That coaching behavior is called giving "feedback," a type of coaching behavior that is very productive because it results in the athlete altering technique.

When a coach asks athletes what they think they are doing, that is, they are asked questions about directly-related sporting activities, athletes respond. The coach gains some information, but unless the coach follows-up, there may be no behavior change in the athlete. An athlete could also gain insight into what should be done by having to clearly conceptualize the activity in the response. That insight could alter the athlete's behavior.

Another class of coaching behaviors is watching athletes. Sometimes, athletes interpret attention as being important and attempt to perform better, possibly "to impress the coach." However, if an athlete is not aware of the coach's observation, then no behavior will change.

One category of coaching behavior should be avoided. It comprises activities that have no potential for affecting athlete behaviors. "Managing" behaviors encompass activities that may have something to do with the sport, but will not result in athlete change at that time. Another coaching activity that is unproductive is called "no activity." It comprises actions that have no possibility whatsoever of assisting athletes to change. Answering a telephone, talking to visitors, and reading a newspaper should not occur during a training period. Athletes deserve the total attention of the coach at practice.

Coaching behaviors can be described as being highly, moderately, and lowly productive, and unproductive based on the types of behaviors observed. It should be a coach's objective to perform as many highly productive behaviors as possible, and to minimize or eliminate low productive and unproductive behaviors.

[Rushall, B. S. (1977). Two observation schedules for sporting and physical education environments. *Canadian Journal of Applied Sport Sciences*, 2, 15-21.

Rushall, B. S. (1994). *The assessment of coaching effectiveness: A manual for coaches*. Spring Valley, CA: Sports Science Associates.]

## COACH OBSERVATION SCHEDULE DAILY RECORDING SHEET

Coach's Name..... Session Number.....  
 Date..... Activity.....  
 Conditions.....

Behavior Category			Time Interval					Total	
			0-5	5-10	10-15	15-20	20-25		25-30
<b>1</b>	<b>Feedback</b>	<b>F</b>							
	<b>Reward</b>	<b>R</b>							
<b>2</b>	<b>Correcting</b>	<b>C</b>							
	<b>Prohibiting</b>	<b>P</b>							
<b>3</b>	<b>Questioning</b>								
<b>4</b>	<b>Directing</b>	<b>D</b>							
	<b>Explaining</b>	<b>E</b>							
	<b>Informing</b>	<b>I</b>							
<b>5</b>	<b>Monitoring</b>	<b>M</b>							
	<b>Attending</b>	<b>A</b>							
<b>6</b>	<b>Managing</b>								
<b>7</b>	<b>No Activity</b>								

**Comments:**

**THE EFFECTIVENESS AND PRODUCTIVITY LEVEL OF EACH  
BEHAVIOR CATEGORY OF THE *COACH OBSERVATION SCHEDULE***

<b>COS Category</b>	<b>Scope of Effect</b>	<b>Productivity Level</b>
1. Feedback/reward	Behavior change or maintenance	High
2. Correcting/prohibiting	Behavior change or maintenance	High
3. Questioning	Increasing understanding and information	Moderate
4. Directing/explaining/informing	Increasing understanding and information	Moderate
5. Monitoring/attending	Analysis or location of information	Low
6. Managing	None	None
7. No activity	None	None

### 13. THE COACH EVALUATION QUESTIONNAIRE (CEQ)

How a coach considers he/she performs duties, and how athletes perceive them, is rarely contemplated. If there were a difference between the two perspectives, then problems could arise. The *CEQ* provides an objective evaluation of coaching performance from the participants' viewpoint. The intention is not to provide negative information, but to ascertain strengths and weaknesses, and consequently, provide information that could be used to enhance a coach's ability to interact more effectively with athletes.

[Rushall, B. S., & Wiznuk, K. (1985). Athlete's assessment of the coach - the Coach Evaluation Questionnaire. *Canadian Journal of Applied Sport Sciences*, *10*, 157-161.

Rushall, B. S. (1994). *The assessment of coaching effectiveness: A manual for coaches*. Spring Valley, CA: Sports Science Associates.]

#### COACH EVALUATION QUESTIONNAIRE CONTENT

1. The coach is dedicated to the sport.
2. The coach is patient.
3. The coach communicates with the athletes.
4. The coach uses abusive and foul language.
5. The coach dresses appropriately, setting a good example for athletes to follow.
6. The coach is a source of motivation.
7. The coach's judgment is based on reasoning and/or is well thought-out.
8. The coach is strict.
9. The coach gives attention to each athlete.
10. The coach encourages athletes even after a loss or defeat in competition.
11. The coach's physical appearance sets a good example for the athletes.
12. The coach has a sense of humor.
13. I feel that I can trust the coach.
14. I like the coach.
15. I respect the coach.
16. The coach is interested in me as a person.
17. The coach finds ways to make all the athletes feel good about themselves.
18. At meetings of athletes the coach gives everyone a chance to make their opinions known.
19. The coach sets a positive example during competitions.
20. The coach's conduct toward athletes at competitions is sportsmanlike.
21. The coach's conduct toward officials at competitions is sportsmanlike.
22. The coach encourages social activities for the athletes.
23. The coach is interested in the athlete's schoolwork or occupation.
24. The coach provides training sessions that are organized.
25. The coach is in command during practice.
26. The coach is concerned about the health and safety of the athletes during practice.
27. The coach makes the best use of the time available for practice.
28. The coach interacts with each athlete at training.
29. The coach encourages athletes to keep logbooks so they can measure their own improvement.
30. The coach makes sure the athletes are prepared physically for each competition.
31. The coach's instructions are easily understood.
32. The goals that the coach sets for the athletes are possible to achieve.
33. After a performance, the coach indicates a good part of the performance but also points out areas that could be improved upon.
34. The coach knows how to teach difficult skills.
35. The coach attends clinics and workshops to stay abreast of new coaching methods.
36. The coach knows when to use discipline and when not to.