

BEST IN THE WORLD



Getting the most out of your staff -
position descriptions and evaluation

Club Excellence Conference

Tuesday, May 13, 2014

Coaching athletes and staff – the same, only different?

- Communicating the vision for the team
- Goal setting: Big Picture
- Setting standards for performance
- Agree on & define measurements of success
- Teaching, coaching activities that make a difference
- Observing Performance Measurement
- Feedback
- Coach, correct
- Recognition
- Reward, motivation
- Start all over again and improve

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Answer the questions:

- What are we trying to do here?
- What are the outcomes of our season, and all of our work?
- What are our goals for our athletes and ourselves?
- Can we be specific and actually write this stuff down so we don't forget?
- Who What When Where How Why

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General Concepts

- Coaching involves developing the participants' physical and psychological fitness and providing the best possible training conditions to maximize their chances of performing to the best of their ability, and enjoying their sport as much as possible.

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General Concepts

- Ski and Snowboard coaches bring out ability in their athletes by identifying needs and planning and implementing suitable training programs.
- Career progression depends on results, which may be measured by an athlete's achievements and progress, or by the level of the participants' enjoyment.

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Position Description Format

1. Principal Functions
2. Position Requirements: List the specific minimum education and/or experience required for satisfactory job performance.
3. Principal Duties and Responsibilities and Degree of Autonomy:
 1. A - Follows procedures or instructions
 2. B - Makes decisions in meeting well-defined objectives
 3. C - Assists in clarifying and defining objectives
 4. D - Develops objectives
4. Off Season Duties
5. Problem Solving

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Position Description Format continued

1. Internal Contacts
2. External Contacts
3. Working Conditions
4. Organizational Structure: reporting relationships
5. Supervision: Immediate, close, general, limited, none.
6. Analysis of demands: physical, mental, emotional, communications.
7. Environmental factors
8. Hazards

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Principal Functions: Comparisons

Apprentice Coach: RS-C

The Apprentice Coach is learning the profession of coaching and **is actively and frequently directed in their duties on an hourly and daily basis** by a more senior coach or Head Coach. They are expected to follow through on duties and assignments that are planned on a daily basis. Apprentice coaches have some qualifying experiences and qualities which allow them to work with a narrow range of athletes on a fundamental basis. Complies with up to 25% of most requirements, duties and responsibilities.

Associate Coach: RS-D

The Associate Coach remembers things that they have learnt, and transmits this knowledge to athletes. **They are able to carry out actions according to instructions provided by Head Coaches**. They are expected to use initiative, judgment and knowledge with input on a weekly basis. Associate Coaches have a moderate range of experiences, qualifications and knowledge which they can apply to assisting competent athletes over a broader range of abilities and ages. Complies with 25% to 50% of most requirements, duties and responsibilities.

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Principal Functions: Comparisons

- **Professional Coach:** The Professional Coach is able to understand coaching theory and is able to transmit and practically apply acquired knowledge. **They are able to synthesize training plans and solutions. They are able to carry out actions and plans agreed to with a Head Coach on a monthly basis. Professional Coaches** have a broad range of experiences, qualifications and knowledge which they can apply to assisting skilled athletes over a wide range of abilities and ages. Complies with 50% to 75% of most requirements, duties and responsibilities.
- **Master Coach:** The Master Coach is able to process, interpret, and understand a wide range of training and competition problems and is able to develop solutions for their athletes. **They are able to develop and carry out season long and year round training plans in collaboration with the Program Director.** They have an extensive range of experiences they can draw upon to apply to their coaching of elite athletes and to teaching others. Success is measured by athlete results. Complies with 75% to 100% of most requirements, duties and responsibilities.

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REQUIREMENTS: List the specific minimum education and/or experience required for satisfactory job performance

- High School Graduate
- Some junior college, college, specialized study or certificate work in related fields
- Experience as a competitor at a divisional, college, national and / or national / international level.
- Minimum 2-5 years experience teaching skiing, coaching or elite racing.
- Either maintains current membership at PSIA or AASI Level 1 / 2 / 3 / Clinician Examiner or current membership at USSA 100, 200, 300, 400 certifications in coaching as appropriate to working with our athletes.
- Course setting experience in Regional, National, International Levels.
- The ability and qualifications to officiate at an appropriate level in relationship to the assigned group of athletes.
- Passes USSA Coaches Background check.
- Ability to free ski or ride and demonstrate fundamental technique.
- Ability to demonstrate current competitive technique.
- Ability to work with Computer Email, word processing and spreadsheet programs in writing reports, tracking athlete progress and communicating with parent, school and program director.

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Principal Duties:

- **COMMUNICATION: 15%:** (Autonomy Levels A-D) Is able to communicate verbally (and in writing) confidently and clearly with athletes, parents, guardians, school teachers and principals, coaches and members of other mountain departments on subjects concerning department operations, training, competition, academics, behavior, and conduct as a Mammoth Mountain Team Member.
- **PERSONAL AND PROFESSIONAL DEVELOPMENT: 5-15%:** (Autonomy levels A-D) Mammoth Coaches are expected to maintain and continue their personal and professional development as alpine coaches as students of the sport and profession.

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Principal Duties:

- **COACHING: 60-100%** (Autonomy Levels A-D) Coaches athletes to develop physically, psychologically and socially and improve their skills in order to compete and win at every level relevant to their age class. To have fun and enjoy their sport
 - Explains technique and tactics,
 - Presents lesson plans and progressions,
 - Demonstrates exercises, drills and runs,
 - Analyses performances,
 - Describes and explains corrections
 - Closes and signs trails for training use
 - Makes risk assessment of race trail and places protection in place prior to training.
 - Sets drills and courses at regulation distances for discipline and age class.
 - Demonstrates group handling competence
 - Uses informed and prudent judgment in selecting trails, runs and activities.

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PLANNING: 10%- 40% (Autonomy Levels A-D) The ability to create progressions, and development plans to advance athletes in free skiing/ riding and competition throughout the season and their career.

- Follows a daily coaching plan as presented by Supervisor/ Head Coach
- Follows a weekly coaching plan as presented by Supervisor/ Head Coach
- Follows a monthly coaching program as presented by Supervisor / Head Coach
- Follows a prescribed season long coaching plan taking into account age of athletes, and competition schedule.
- Writes majority of the season long coaching plan for the age class of athlete and confirms details with Head Coach and Program Director.

- **Maintains a Journal which includes athlete summaries and performance records.**
- **Files coaching plans on a weekly basis and is able to work with other coaches on the implementation of the plan.**
- **Files trail requests with Operations Manager**
- **Coordinates with other coaches on use and distribution of Team equipment, trails, and coaching assignments.**
- **Designs travel plan for age class athletes and coaches traveling to events in the region or division.**
- **Occasionally write budgets for team trips and projects.**
- **Frequently writes budgets for team trips and projects.**
- **Prioritizes the use of their own time as a coach on a weekly basis.**
- **Prioritizes the use of their own time as a coach for extended periods of time.**

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Principal Duties:

- **PROBLEM SOLVING:**
- Describe any major or unusual problems or challenges.
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- Planning for a wide range of abilities, expectations and time commitments of athlete group
- Managing the expectations of a diverse parent group that is both local and widespread
- Adapting training program to react to varying weather conditions while still achieving athlete preparation for competition.
- Prepare training venues to satisfy a wide range of athlete abilities.
- Working as a team member responsible for a rotating set of athletes.
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Measurement

The challenge is to design relevant Performance Indicators that are measurable and results oriented.

We also have less measurable performance factors.

- Quality: How well?
- Quantity: How many?
- Timeliness: How fast?
- Financial Indicators: How much?
- Understood by those responsible
- Measurable
- Beyond normal efforts
- Achievable



Example: Mammoth Daily Operating Practices

To achieve results we need to pay attention to the detail of what we do every single day.

- Specific, methodological and consistent daily operating practices.
- Clear, concrete principals that unify the work force and organize effort.
- Practices reinforce one another as a coordinated system.
- Based on insight and experience of what works.
- Validations about success in the department.
- Translates mission and strategies into specific action.
- Durable, specific, practices that drive results. Could be in place for decades.
- Move from “oppressive mediocrity” to Great Results.

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Daily Operating Practices

1. Great Skiers make Great Racers: Learn to ski on the mountain, and learn to race in the gates.
2. Plan for Success. Create great coaching plans for a career, season, training block, month, week and day.
3. Vertical Integration in age classes with our coaches happens all the time: 10% of staff every week.
4. Lend a hand laterally: Come inside only when you are sure everyone else is okay.
5. We use video at least 10 times a season with every athlete.
6. We use timed training at least 10 times a season with every athlete.



Daily Operating Practices

7. Race courses are on-spec, ship shape, specific and infinitely variable.
8. We practice immaculate housekeeping.
9. Head Coaches conference every week all season long.
10. We are always early; at least 5 minutes for every meeting, training and appointment.
11. We are fanatical about safety for our guests and ourselves.
12. We educate ourselves all the time: 80% of our coaches are certified and 20% do a course every year.

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Measuring Coaching Performance

Coaching Performance with your group

- Observations with your group
- Lesson planning, demonstrating exercises and movements, progressions, recognition, explanation, corrections, course setting, group handling, judgment and decision making

Organization and Planning: Systematic planning to optimize athlete performance:

- Ability to maintain a training journal
- Ability to prepare training plans
- Communicate plans to other coaches, athletes and parents
- Submit training plans on time to Head Coach.



Measuring Coaching Performance

Athlete Development and Tracking: Accurately records and documents rate of performance improvement at regular intervals

- One documented conversation regarding academics per month
- Points chart updated monthly
- Point improvement of 20%
- Skills chart updated monthly
- Athletes show observable compliance with respectful behavior.



Measuring Coaching Performance

Personal Development: Seeks out and pursues higher levels of education in our profession.

- Attendance in department training activities
- Certification levels
- Officials certification
- First aid and CPR certification or equivalents
- Improvement of personal riding and skiing levels

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Measuring Coaching Performance

Safety and Risk Management: Identifying, evaluating and resolving risk in the training environment:

- Attend safety meetings
- Recognizes hazardous conditions
- Safe work practices
- Uses personal protective equipment
- Demonstrates prudent judgment in training athletes in terms of facilities and slopes.

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How did I do coach? Evaluation time.

- Feedback: Information about past performance communicated to the coach to influence their performance in the future.
- Look forward to the occasion for a goal setting discussion.
- Ask the coach to prepare their own summary of work and accomplishments.
- Let them speak first. Listen carefully.
- End with your question “What would you like to tell me about my performance?”

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Feedback Practices

4 to 1 Rule

4 positives for every 1 negative

Positive:

Most desirable
Sought after
People, activities or things

Negative:

Undesirable
Usually avoided
An unpleasant action or activity

No Consequences:

Ignores both high and low performers
Promotes an indifferent attitude
Significantly impacts long term performance

We have no choice than to deliver feedback

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Feedback Model

SUGGESTIONS FOR GIVING FEEDBACK	1. Give Feedback Immediately — By doing so, both you and the employee will be able to clearly remember and identify the performance.
	2. Use Specific Language — By using pinpointed language, you can avoid any misunderstanding that might otherwise occur.
	3. Choose The Proper Time — Ensure that you can discuss the feedback without numerous distractions.
	4. Establish The Proper Tone — Let the employee know that anytime you provide feedback it will be done in a positive way.
	5. Avoid Giving Too Much Feedback At One Time — If an employee is not accustomed to receiving feedback, begin by giving small amounts of information at a time. You can gradually increase the amount of information you provide as the employee becomes familiar with the feedback process.
	6. Avoid Giving Positive & Negative Feedback At The Same Time, Whenever Possible — This is more important when feedback is new to the employee. For instance, if you continually mix positive and negative comments, the employee may not pay attention to the positive because he is anticipating the negative.
	7. Try To Give Feedback In A Way That Is “Descriptive”, Rather Than “Judgmental”
	8. Provide Feedback On Performance That Is Within The Employee’s Influence — Giving information on performance that the employee does not affect can lead to confusion over his/her responsibilities.
	9. Give The Employee The Opportunity To Discuss The Feedback — He/she may have questions or points to clarify. Giving him/her this opportunity will help make the feedback experience positive.
	10. Do Not Demand Change — If you are trying to help an employee change, suggest an alternative approach. By making demands, you will probably only make him/her defensive.

Evaluate Less Measurable Behavioral Characteristics

1. Initiative
2. Compatibility
3. Attitude & Cooperation
4. Participation
5. Attendance & Punctuality
6. Communication
7. Dependability and Cooperation
8. Judgment and decision making
9. Knowledge
10. Quantity of work
11. Quality of work
12. Adaptability, flexibility

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Consider Promotion Factors

1. Must be a top performer
2. Reliability: Can be counted on, on time, go to, get it done person.
3. Communication Skills: Strong verbal and written.
4. Decision Making: Makes decisions reflecting the vision and values of the team
5. Leadership: Willingness and ability to take charge, combined with the willingness of others to follow.
6. Job Skill: Knowledge to be able to plan, organize, assign, direct, hire, train, oversee and problem solve the work of the department.

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Coach Evaluation and Goal Setting

Use the session as an opportunity to set goals for the future. Its not all about giving them a number and waiting for the question “So how much of a raise will I get?”

- Overall Coach Rating
- Areas of Strength and continued performance
- Areas of continued development

Career Discussion

1. What are the career aspirations of the coach?
2. What knowledge, skills, education, training or experience does the coach need to move ahead?
3. Identify any performance factors or behaviors which need improvement to increase likelihood of advancement.
4. What commitment is the coach willing to make to prepare themselves for job growth? Specific tasks and timelines?
5. Did the coach complete tasks and assignments from the previous discussion? How successfully? Or, why not?

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**US
SNOWBOARDING**

**US
FREE
SKIING**



Coaching your staff – its all the same

- Communicate the vision.
- Set Goals
- Establish standards for performance.
- Define measurements of success
- Use teaching and coaching activities that make a difference
- Observe and Measure Performance
- Give Feedback
- Coach, correct and mentor
- Provide Recognition
- Reward good coaches.
- Come back next season and do it all again.

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**Plan your work
and work your plan.
Be flexible.
Have Fun. Win!**

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