



SPORT 
PROFILEO

REPORT FOR VICTOR COACH

THE PCQ 360

WHAT IS THE PCQ 360?

The PCQ 360 is an **assessment tool** for elite-level coaches. It measures 8 leadership skills. The PCQ 360 results are based on coaches' self-assessment as well as on the feedback from those working with them (their athletes, their managers, fellow coaches and members of their staff). The PCQ 360 was developed with the help of 50 elite-level coaches and experts in sports psychology and psychometrics.

IN WHAT CASES SHOULD THE PCQ 360 BE USED?

The use of the PCQ 360 is recommended in the following situations:

- **Development** of coaching skills (training; coaching)
- **Career reconversion** services

PRECAUTIONS

- The PCQ 360 may only be used by individuals working in the field of sports who have been specifically **trained** in its use.
- The results of the PCQ 360 are valid for a period of **24 months**: beyond this period, it is recommended that the questionnaire be administered again in order to ensure a valid profile.
- This report is **confidential**. It is intended only for the individuals(s) in charge of the assessment process and the coach himself/herself. Sport Profileo is not responsible for the way in which these recipients use the report.
- The information in this report may be of a **sensitive** nature and must be stored in a safe location.

INTERPRETING THE REPORT

STRUCTURE OF THE REPORT

The report contains 4 sections:

- A **global profile** providing an overview of the coach's leadership style.
- A **detailed profile** that sets out all the results for each skill.
- The **list of items** for which the coach gets the highest scores (Top 10), and the list of items for which he/she gets the lowest scores (Bottom 10).
- The answers provided by the coach's assessors to the following **questions**: « In your opinion, what are this coach's strengths? » and « Conversely, what would you recommend that he/she improve? »

INTERPRETING THE SCORES

In this report, scores are presented on a **scale of 0 to 6**.

These scores **directly reflect the answers provided** by the respondents to the following question: « What is your level of agreement or disagreement with these statements about this coach? ».

The equivalence between the scores and the answers given to this question is provided in the table below.

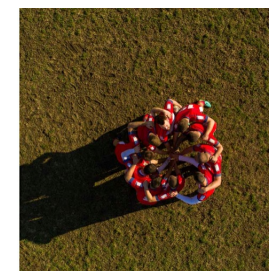
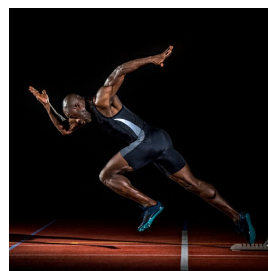
0	1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree

The **average scores** displayed in the report are calculated by giving an equivalent weight to each answer and by excluding the self-assessment.

PCQ 360 PARTICIPANTS

The following persons have participated in the PCQ 360 assessment:

CATEGORIES	NUMBER	NAMES
MANAGERS	1	Jean-Pierre BERTUCCI
OTHER COACHES / STAFF MEMBERS	3	Frédéric HUPERT, Eugenie PENSEC, David STEAM
ATHLETES	5	Tina SIGURSSON, Mathilde VILLARD, Doungou DIAKATE, Djamila BEN ROUMA, Kimberley LE CHEVALIER



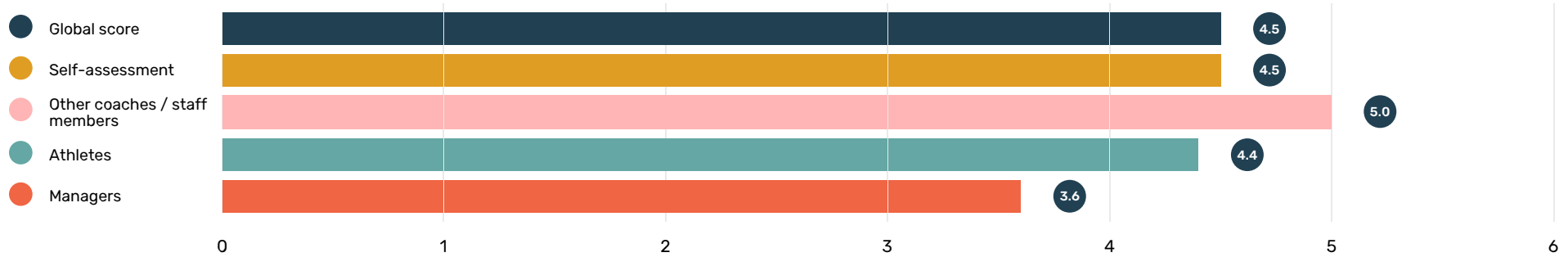
GLOBAL PROFILE

SKILLS	DEFINITION	SCORES
ANALYZE	Analyze the behaviors and performance of athletes, competitors and other coaches. Identify the precise weaknesses and strengths of each individual.	4.7
DEMONSTRATE AMBITION	Set particularly ambitious goals for oneself. Constantly strive to innovate and improve one's coaching practices. Be highly invested in one's missions.	4.5
MANAGE ONE'S EMOTIONS	Trust in one's abilities. Show a lot of composure in high-pressure situations. Remain calm with other people.	4.4
HOLD ATHLETES TO A HIGH STANDARD	Demonstrate a high level of standards for athletes in order to improve their performance.	4.0
PROVIDE SUPPORT	Take the time to listen to athletes. Provide them with help when they experience difficulties. Encourage them and validate their efforts and success.	3.8
COMMUNICATE	Communicate in a clear and impactful way to different audiences, including athletes, the media and one's employers.	3.8
MAKE DECISIONS AND LEAD	Take important decisions, including in emergency situations or when there is a lack of consensus. Give clear, precise instructions. Set working rules and enforce those rules.	3.7
WORK AS A TEAM	Request and take into consideration the opinions of athletes and those one works with. Build harmonious relationships with other people.	3.4

DEMONSTRATE AMBITION

Set particularly ambitious goals for oneself. Constantly strive to innovate and improve one's coaching practices. Be highly invested in one's missions.

RESULTS BY ASSESSOR CATEGORY



ITEMS SCORES

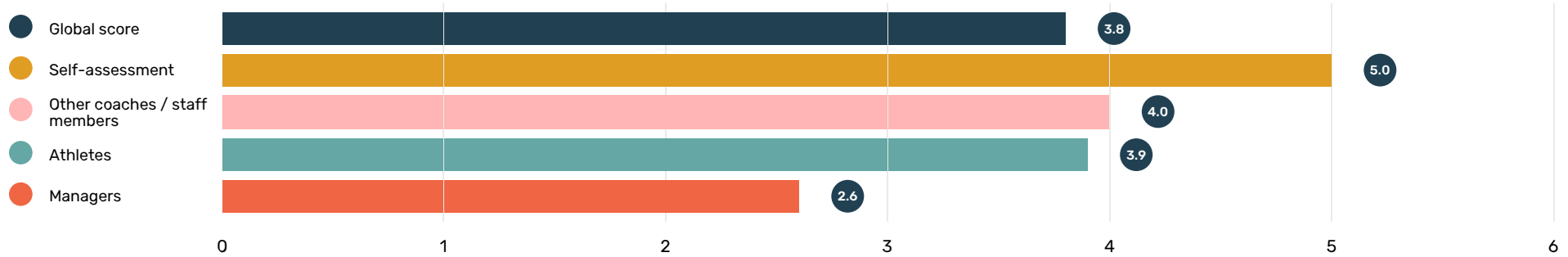
	Global score	Self-assessment	Other coaches / staff members	Athletes	Managers
Always seeks new information and training to be the best he/she can be.	5.0	5.0	5.7	4.8	4.0
Makes every necessary sacrifice to succeed at the highest level of the sport.	4.8	2.0	4.7	4.8	5.0
Tirelessly works to achieve the targets he/she has set.	4.7	5.0	5.7	4.4	3.0
Constantly looks for new ways to improve his/her athletes' performance.	4.6	5.0	5.3	4.3	4.0
Pursues extremely ambitious career goals.	4.6	6.0	5.0	4.6	3.0
Constantly challenges his/her coaching practices to remain at the top.	4.3	4.0	5.0	4.0	3.0
Constantly strives to innovate in terms of his/her coaching practices.	4.3	4.0	5.0	4.0	3.0
Sets extremely ambitious goals in terms of targets.	4.0	5.0	3.7	4.2	4.0

Caption: non-observed = [-]

PROVIDE SUPPORT

Take the time to listen to athletes. Provide them with help when they experience difficulties. Encourage them and validate their efforts and success.

RESULTS BY ASSESSOR CATEGORY



ITEMS SCORES

	Global score	Self-assessment	Other coaches / staff members	Athletes	Managers
Is extremely available to help his/her athletes solve their problems.	4.7	5.0	5.0	4.4	5.0
Very often encourages athletes when they make a mistake.	4.2	5.0	3.7	4.8	3.0
Provides a great deal of comfort and support to his/her athletes.	3.8	4.0	4.3	3.8	2.0
Encourages his/her athletes tremendously during training/practice sessions and competitions.	3.8	6.0	3.3	4.2	3.0
Congratulates his/her athletes warmly when they have done their best, no matter the outcome.	3.7	5.0	3.7	4.2	1.0
Strongly encourages athletes by highlighting their strengths.	3.6	4.0	4.0	3.8	1.0
Asks his/her athletes a great deal of questions to understand how they feel.	3.4	5.0	4.3	2.8	4.0
Frequently gives compliments to his/her athletes.	3.3	6.0	3.7	3.4	2.0

Caption: non-observed = [-]

TOP 10 ITEMS

RANKING	ITEM	SCORE
1	Always remains extremely polite with athletes. <i>(manage one's emotions)</i>	5.0
2	Always seeks new information and training to be the best he/she can be. <i>(demonstrate ambition)</i>	5.0
3	Sets very precise working rules for athletes. <i>(make decisions and lead)</i>	5.0
4	Assiduously seeks information on opponents. <i>(analyze)</i>	5.0
5	Constantly analyzes his/her athletes' behaviors. <i>(analyze)</i>	4.9
6	Uses statistical data extensively to analyze his/her athletes' performance. <i>(analyze)</i>	4.9
7	Makes an extremely detailed assessment of the physical, technical, tactical, and mental strengths and weaknesses of his/her athletes. <i>(analyze)</i>	4.8
8	Makes every necessary sacrifice to succeed at the highest level of the sport. <i>(demonstrate ambition)</i>	4.8
9	Is highly confident in his/her coaching abilities. <i>(manage one's emotions)</i>	4.8
10	Collects as much information as possible on his/her athletes' performance, both during training/practice and in competitions. <i>(analyze)</i>	4.8

BOTTOM 10 ITEMS

RANKING	ITEM	SCORE
64	Has no qualms about implementing a decision to select or dismiss an athlete. <i>(make decisions and lead)</i>	1.8
63	Very frequently seeks input from other coaches. <i>(work as a team)</i>	3.0
62	Actively seeks to build harmonious relationships with his/her employers. <i>(work as a team)</i>	3.0
61	Very often asks others for feedback on his/her behaviors and performance as a coach. <i>(work as a team)</i>	3.0
60	Very frequently asks for advice or help outside his/her organization. <i>(work as a team)</i>	3.2
59	Regularly creates very difficult training/practice conditions in order to push athletes to their limits. <i>(hold athletes to a high standard)</i>	3.2
58	Conveys a great deal of enthusiasm and passion when he/she speaks. <i>(communicate)</i>	3.2
57	Has a talent for explaining complicated topics in a simple way. <i>(communicate)</i>	3.3
56	Speaks in a way that stokes up his/her athletes' ambitions. <i>(communicate)</i>	3.3
55	Frequently gives compliments to his/her athletes. <i>(provide support)</i>	3.3

VERBATIM

IN YOUR OPINION, WHAT ARE THIS COACH'S STRENGTHS?

"Victor travaille dur pour amener son équipe à un haut niveau de performance. Il sait déléguer quand il le faut et sait trancher quand c'est nécessaire. Il ira très loin dans le sport car il en a toutes les compétences."

"Victor est à l'écoute. Il est droit et juste. Il sait aussi se remettre en cause facilement. Enfin, la force de Victor, c'est d'être un véritable passionné!"

"Il adapte sa communication en fonction de la joueuse à qui il s'adresse.
Victor est passionné par ce qu'il fait et a envie de toujours progresser."

"Est très compétent dans son animation sur le terrain.

Cherche à reproduire les conditions de match aux entraînements.

Est disponible.

Est compréhensif et flexible sur les emplois du temps de chacun.

Est clair dans ses consignes sur le terrain et lors de ses causeries.

Possède des compétences spécifiques dans l'analyse des performances.

Recherche de nouvelles méthodes pour favoriser l'implication des joueuses (toutes les séances d'entraînement ne se ressemblent pas, ni les causeries d'avant-match)."

"L'adaptation et la pédagogie"

"Sa patience

Son sens de l'observation

Sa communication

Ses capacités de réflexion"

"- Bonnes animations de séances

VERBATIM

IN YOUR OPINION, WHAT ARE THIS COACH'S STRENGTHS?

- Passionné
- Dynamique
- Toujours en recherche de performance
- Adaptable"

"Passionné et déterminé"

VERBATIM

CONVERSELY, WHAT WOULD YOU RECOMMEND THAT HE/SHE IMPROVE?

"Je lui conseille de s'entourer des bonnes personnes pour travailler au mieux et dans l'harmonie du groupe. Et aussi de continuer à se former car le métier change très rapidement. Je ne doute pas que Victor le fera!"

"Il doit revoir sa manière de dialoguer, en prenant exemple sur les entraîneurs d'autres équipes, au sein du club ou à l'extérieur."

"Victor peut progresser dans ses prises de parole"

"- Avoir le même niveau d'exigence pour toutes les joueuses.

- Mettre en place des séances d'entraînement difficiles pour que l'on repousse nos limites.

- Avoir le sourire, peu importe les circonstances.

- Valoriser beaucoup plus les points forts et inciter à travailler les points faibles

- Encourager et être plus présent lors des matchs. Ne pas hésiter à intervenir collectivement pendant le match pour donner des solutions quand les filles font souvent les mêmes erreurs.

- Mieux communiquer avec les autres membres du staff (à l'image de la complicité présente avec Laetitia)"

"Renforcer la difficulté des séances

Se montrer plus directif en compétition

Mieux communiquer"

"J'aimerais qu'il nous apprenne plus tactiquement. Il pourrait aussi mieux nous motiver lors des causeries, même si c'est beaucoup mieux qu'en début d'année."

"Il doit donner plus de conseils individuels aux joueuses."

"Je conseillerais à Victor d'être plus attentif aux remarques et aux conseils qu'on peut lui faire."



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