



REPORT FOR PAUL COACH

THE PCQ 360

WHAT IS THE PCQ 360?

The PCQ 360 is an assessment tool for elite-level coaches. It measures 7 behavioral 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 elite-level athletes and coaches as well as 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 transition 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 individual(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 securely.

INTERPRETING THE REPORT

STRUCTURE OF THE REPORT

The report contains 4 sections:

- A global profile providing an overview of the coach's behavioral 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 8), and the list of items for which he/she gets the lowest scores (Bottom 8).
- The answers provided by the coach's assessors to the following questions: « In your opinion, what are this coach's behavioral strengths? » and « Conversely, what would you advise this coach to improve in terms of behavior? »

INTERPRETING THE SCORES

In this report, scores are presented on a scale ranging from 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.

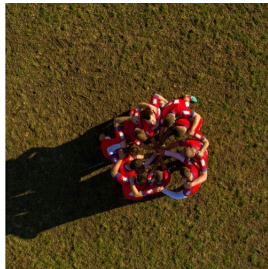
0	1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree

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:

CATEGORY	NUMBER	NAMES
MANAGERS	1	Daniel BERTUCCI
OTHER COACHES / STAFF MEMBERS	3	Omar CISSE, Anna VEGAS, Fred HUPERT
ATHLETES	5	Mary SPEED, Doungou DIAKATE, Djamila BEN ROUMA, Kim LE CHEVALIER, Tina SIGURSSON



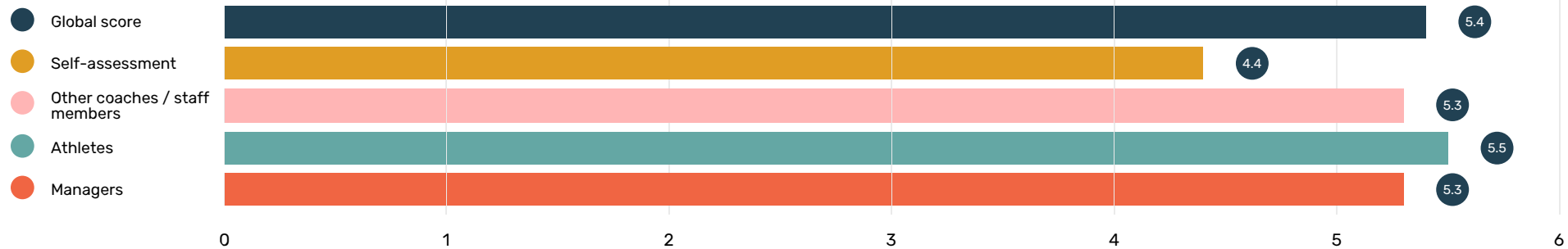
GLOBAL PROFILE

SKILL	DEFINITION	SCORE
FOCUSING ON GOALS	Setting ambitious and relevant goals. Putting in the effort required to achieve them.	5.4
LEADING	Making decisions in difficult contexts. Establishing a working framework and ensuring it is respected.	5.3
DRIVING ATHLETES' PROGRESS	Helping athletes to progress and surpass themselves.	5.3
DEMONSTRATING OPENNESS	Being open to others' ideas and willing to question his/her own coaching practices.	3.1
FOSTERING TEAM COHESION	Fostering the social cohesion of the sports group.	3.0
PROVIDING SUPPORT	Focusing on athletes' needs, praising them and reinforcing their value.	2.7
MANAGING ONE'S EMOTIONS	Regulating his/her emotions in potentially stressful situations.	2.1

FOCUSING ON GOALS

Setting ambitious and relevant goals. Putting in the effort required to achieve them.

RESULTS BY ASSESSOR CATEGORY



ITEMS SCORES

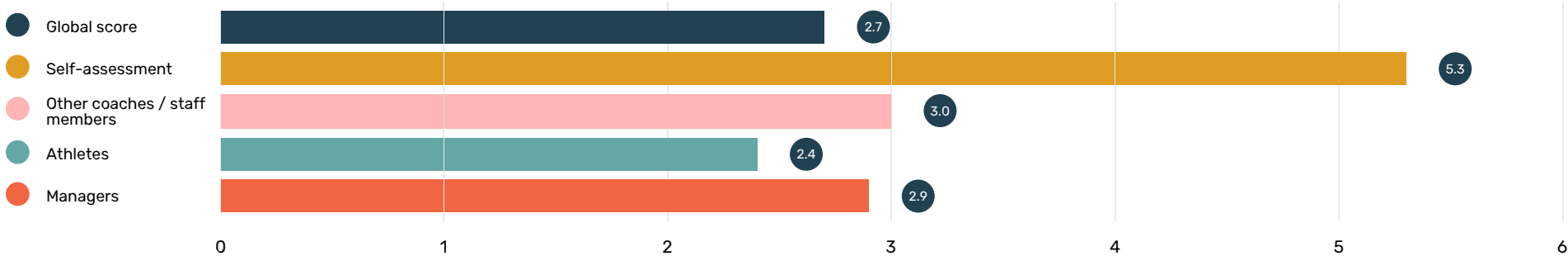
	Global score	Self-assessment	Other coaches / staff members	Athletes	Managers
Works hard to achieve the goals he/she has set himself/herself.	5.8	5.0	5.7	5.8	6.0
Consistently gives his/her best to achieve his/her goals.	5.7	4.0	5.7	5.6	6.0
Shows perseverance in pursuing his/her goals.	5.7	5.0	5.3	6.0	5.0
Demonstrates strong determination to overcome the obstacles he/she faces.	5.6	4.0	5.7	5.6	5.0
Has a clear vision of the means to implement in order to achieve performance goals.	5.2	4.0	5.0	5.4	5.0
Sets himself/herself ambitious challenges in carrying out his/her responsibilities.	5.2	4.0	5.0	5.4	5.0
Sets relevant performance goals for the athletes.	4.9	5.0	5.0	4.8	5.0

Caption: non-observed = [-]

PROVIDING SUPPORT

Focusing on athletes' needs, praising them and reinforcing their value.

RESULTS BY ASSESSOR CATEGORY



ITEMS SCORES

Praises athletes when they deliver good performances.	3.2	6.0	3.7	2.8	4.0
Praises athletes for the effort they put in.	3.1	5.0	3.7	2.8	3.0
Values athletes for the progress they make.	3.0	6.0	3.3	2.8	3.0
Seizes every opportunity to give positive feedback to athletes.	2.6	5.0	3.0	2.4	2.0
Offers attentive listening to athletes who are facing difficulties.	2.3	5.0	2.7	2.0	3.0
Highlights what athletes do well rather than what they fail at.	2.3	5.0	2.3	2.2	3.0
Shows care for athletes.	2.1	5.0	2.3	2.0	2.0

Caption: non-observed = [-]

TOP 8 ITEMS

RANKING	ITEM	SCORE
1	Works hard to achieve the goals he/she has set himself/herself. <i>(focusing on goals)</i>	5.8
2	After a competition, explains to the athletes what they could have done better. <i>(driving athletes' progress)</i>	5.8
3	Shows perseverance in pursuing his/her goals. <i>(focusing on goals)</i>	5.7
4	Points out the areas where athletes can improve. <i>(driving athletes' progress)</i>	5.7
5	Consistently gives his/her best to achieve his/her goals. <i>(focusing on goals)</i>	5.7
6	Ensures that athletes work on their weaknesses. <i>(driving athletes' progress)</i>	5.7
7	Demonstrates strong determination to overcome the obstacles he/she faces. <i>(focusing on goals)</i>	5.6
8	Is able to apply sanctions when necessary. <i>(leading)</i>	5.6

BOTTOM 8 ITEMS

RANKING	ITEM	SCORE
49	Manages his/her emotions well during competitions. <i>(managing one's emotions)</i>	1.8
48	Handles stressful situations calmly. <i>(managing one's emotions)</i>	1.9
47	Is able to turn pressure into positive energy for himself/herself and those around him/her. <i>(managing one's emotions)</i>	2.0
46	Shows care for athletes. <i>(providing support)</i>	2.1
45	Makes sure that athletes properly integrate new teammates. <i>(fostering team cohesion)</i>	2.2
44	Handles pressure well. <i>(managing one's emotions)</i>	2.2
43	Is good at regulating his/her emotions after a competition. <i>(managing one's emotions)</i>	2.2
42	Highlights what athletes do well rather than what they fail at. <i>(providing support)</i>	2.3

VERBATIM

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

"Paul est passionné et dynamique. Il cherche toujours à s'améliorer.
Ses consignes sont claires."

"- Force de travail
- Capacité à dire non
- Exigence
- Pédagogie"

"Sa capacité à tenir le groupe.
Sa soif de progresser et de faire progresser les autres.
Son sens de l'humour (quand il est de bonne humeur)."

"I enjoy working with Paul because he knows where he's going. He provides clear direction for everyone – the players and the assistant coaches. He is also a very good tactician, an outstanding analyst of our game as well as that of our opponents."

"His ability to help the players improve. To pinpoint their weaknesses with precision and get them to work on them."

"Paul is a winner. He has a deep aversion to defeat. He knows how to make tough decisions when necessary for the good of the club."

"Il ne compte pas ses heures.
Il est entièrement dédié à la réussite du groupe et du club.
Il n'hésite pas à dire leurs 4 vérités aux joueuses, et à nous aussi."

"Paul a un niveau d'engagement exceptionnel."

VERBATIM

CONVERSELY, WHAT WOULD YOU ADVISE THIS COACH TO IMPROVE IN TERMS OF BEHAVIOR?

"Arrêter de crier lorsqu'il est mécontent.

Se soucier davantage de l'avis des autres.

Déléguer davantage de responsabilités à son staff. Il a des gens très compétents autour de lui, il ne les sollicite pas assez."

"More positivity in his communication and attitude to inspire others to follow him."

"Paul has a problem: his emotions overwhelm him at every setback. It must be hard for him, and it certainly is for those around him..."

"Not getting consumed by every defeat. Celebrating the victories. Remembering to highlight to the players what they are doing well."

"- Etre plus attentif à la dynamique du vestiaire.

- Etre plus dans l'humain."

"Ne pas croire qu'il peut avoir raison tout seul. Ecouter plus les autres."

"Apprendre à DECONNECTER. Prendre de vraies vacances. RESPIRER."

"There's more to life than handball. Paul is always at 200%, and sometimes it's just too much."

"Attention à ne pas couper la parole.

Prendre davantage l'avis de ses adjoints sur les compos d'équipe."



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