

## COACHING PROCESS SKILLS

The Coaching Process Skills (or How 2 Coach skills) are divided into a number of key areas. Practice these when coaching before your assessment day and gain feedback where possible. It would be useful to raise awareness of any areas for development prior to your assessment.

**ON TRACK 4...**

**...SAFETY**



1. Assess risk: area, equipment, athlete
2. Keep checking safety: area, equipment, athletes
3. Keep athletes on task set
4. Follow correct coaching practice and progressions


**COACHING PROCESS REVIEW**

**SAFETY**  
Whilst practising the coaching skill of safety:

1. How did you / the coach assess the risk for the area, equipment and athletes?
2. What safety checks did you / the coach make throughout the session?
3. How did you / the coach ensure athletes stay on task?
4. Did the session follow appropriate progressions?

**ON TRACK 4...**

**...ORGANISATION**



1. Plan in advance how you will manage people, equipment and space
2. Check and re-check that plan is safe during activity
3. Group athletes according to number, ability and activity
4. Use group size to control intensity and involvement

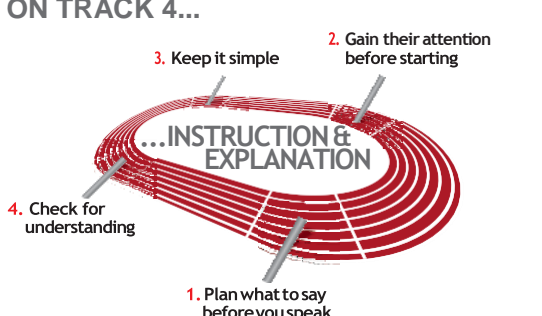
**COACHING PROCESS REVIEW**

**ORGANISATION**  
Whilst practising the coaching skill of organisation:

1. How did you plan the management of people, equipment and space?
2. What did you do to check the activity remained safe?
3. How did you / the coach group the athletes?
4. How did the group size control the intensity and involvement?

**ON TRACK 4...**

**...INSTRUCTION & EXPLANATION**



1. Plan what to say before you speak
2. Gain their attention before starting
3. Keep it simple
4. Check for understanding

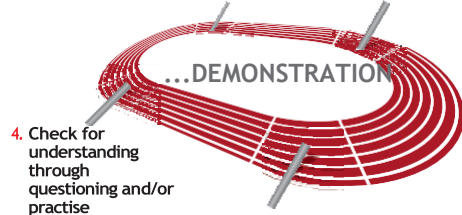
**COACHING PROCESS REVIEW**

**INSTRUCTION AND EXPLANATION**  
Whilst practising the coaching skill of instruction and explanation:

1. How did you plan what to say before you spoke?
2. How did you / the coach gain the athletes attention?
3. ? How did you / the coach keep the instructions simple?
4. What questions were asked to check the athletes understanding?

**ON TRACK 4...**

- 3. Repeat silent demo more than once and from different angles
- 2. Focus attention on 1-2 key points



4. Check for understanding through questioning and/or practise

1. Position so all can see and hear

**COACHING PROCESS REVIEW**

**DEMONSTRATION**

Whilst practising the coaching skill of demonstration:

1. How did you / the coach position the athletes for the demonstration?
2. How many points for attention were mentioned in the demonstration? What were they?
3. How many times did the demonstration take place? Did the demonstration occur from more than one angle?
4. How did the coach check for understanding?

**ON TRACK 4...**

- 2. Observe several times from several angles



1. Break action down into phases

**COACHING PROCESS REVIEW**

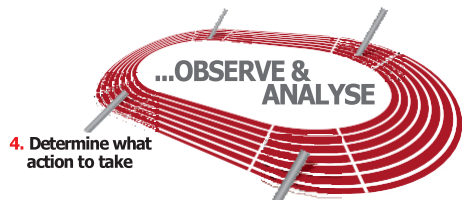
**OBSERVATION**

Whilst practising the coaching skill of observation:

1. What parts of the action were broken down into phases?
2. How many times did the coach observe? What different angles did the coach observe from?

**ON TRACK 4...**

- 3. Compare with the technical model
- 2. Observe several times from several angles



4. Determine what action to take

1. Break action down into phases

**COACHING PROCESS REVIEW**

**ANALYSIS**

Whilst practising the coaching skill of analysis:

1. What parts of the action were broken down into phases?
2. How many times did the coach observe? What different angles did the coach observe from?
3. What matches were there with the technical model? What mismatches were there with the technical model?
4. How did you decide which action to take?

**ON TRACK 4...**

- 3. Limit to 1-2 points
- 2. Provide specific, simple information



4. Keep it positive

1. Ask questions to encourage self-analysis

**COACHING PROCESS REVIEW**

**FEEDBACK**

Whilst practising the coaching skill of feedback:

1. What questions did the coach ask to encourage self-analysis?
2. What specific simple information did the coach give the athlete?
3. How many points of feedback did the coach provide?
4. Was the feedback provided in a positive manner?