Conduct and review a beginner level coaching session



Unit 22768 Version 1 Level 3 Credit 6

Unit Standard 22768: Conduct and review a beginner coaching session

When you have completed this assessment task you will be able to: prepare self, materials and equipment for coaching session; conduct session according to session plan; and review session against plan.

The unit standard is made up of the following criteria and learning elements as per the NZQA unit standard.

**ELEMENTS & PERFOMANCE CRITERIA**

**Element 1**

Prepare self, materials and equipment for coaching session.

**Performance criteria**

1.1 Materials and equipment required for coaching session are collected, checked off against the plan and checked for safety.

1.2 Coach arrives in advance of start time for session, with equipment and materials (including session plan), and is dressed appropriately.

1.3 Equipment is laid out or set up for session.

**Element 2**

Conduct session according to session plan.

**Performance criteria**

2.1 Session introduction is completed according to session plan.

Range coach gains attention, establishes participant readiness (including clothing suitability, injuries, sickness, footwear suitability, willingness to participate), establishes the purpose of the session, what will happen, timing, expectations for behaviour, explains which signal for gaining attention will be used, and offers participants opportunity to ask questions.

2.2 Explanations and instructions are communicated clearly and concisely to participants in a language that is appropriate to their stage of growth and development.

2.3 Demonstrations of skills and drills are technically correct and able to be observed clearly by all participants.

2.4 Participants’ skill performances are observed and feedback given is immediate, constructive, specific to the activity and occurs during a suitable coachable moment (when coaching can best take place).

2.5 Participants attention is maintained throughout the session or regained if lost.

2.6 Participants behaviour is managed throughout the session.

Range may include but is not limited to – preventative management, verbal warning, reasoning, removal of privileges, and positive reinforcement of desirable behaviours.

2.7 Listening and questioning skills are used with participants to develop rapport, validate participants’ input, and check and clarify coach’s understanding.

Range may include but is not limited to – active listening, open ended questioning, use of voice (tone, pace, volume).

2.8 Coach responds to own needs, session participants’ reactions and environment before, during and after session to ensure safety, session purpose, and participant needs are met.

Range own needs may include – own voice, fatigue, fluid intake, technique;

session participants’ reactions may include – effort, motivation, skill, enjoyment, safety, technique;

environment may include – temperature, hazards, parents and other spectators;

responses may include but are not limited to – actions taken (for example cautioning bad behaviour, changing tasks, moving to a better advantage point), adjustment of instruction (for example being more positive, or louder), adjustment of environment (for example removing hazards).

2.9 Coach closes session according to session plan.

Range gains participants’ attention; summarises session purpose and activities; asks for feedback from participants; offers the opportunity for participants to ask questions; gives instructions for next session (where, when, what to bring); collects equipment, checks for damage and packs away; farewells participants.

**Element 3**

Review session against plan.

**Performance criteria**

3.1 An analysis of the actual outcomes of the session against the aims of the session is conducted.

Range may include but is not limited to – what went well? What did not go well? Were the aims of the session appropriate? Was the session plan suitable for the aims and participants?

3.2 Any differences between the actual session and planned session are described.

Range may include but is not limited to – activities used, coaching skills used, safety, equipment, supervision.

* 1. Modifications to improve future sessions are described

The learner is to use their session plan created for unit standard 22771. The assessor is to watch the delivery of this session and using the following guides assess the “coach”.

NOTE TO ASSESSOR:

Assess in a non obtrusive manner.

Should the learner deviate from the plan please do not interrupt but ask for clarification at the end of the session.

Write comments in the appropriate area.

Provide verbal feedback based on these comments at the end of the session.

Should the “coach” have difficulties and does not reach a satisfactory level of competency they are to be provided with constructive, documented feedback and allowed one further attempt within the following month.

For the learner to be deemed “competent” they must complete all areas of assessment successfully.

NOTE TO THE”COACH”:

You are to use the session plan already developed and are to deliver according to this.

It is recognised that due to some circumstances you may need to deviate from the set plan.

If possible this should be explained to the assessor prior to the session. e.g.; you may have planned a drill using 10 people however only 8 are present.

You then need to modify or change the drill.

If during the session you need to deviate you will be asked for an explanation at the end.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (learner) understand / do not understand what I am required to do. I have been given the opportunity to clarify and question and am prepared / not prepared to undertake this assessment.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Element | Yes / No | Comments |
| Element One:  Materials, equipment collected  Materials, equipment checked  Coach arrives early  Coach dressed appropriately  Equipment ready for session – area prepared.  Element Two:  Session introduced  Coach gains attention of players  Checks players are ready:   * Clothing * Injuries * Sickness * Footwear * Safety gear * Jewellery etc   Establishes purpose of session  Explains what will happen  Timing  Expectations of behaviour  What signals to gain attention will be used  Allows time to ask questions  Explanations / instructions are clear and concise  Language is appropriate  Demonstrations of skills / drill are technically correct  All players can observe demonstration  Players skill performance is observed  Feedback given:   * immediate * constructive * specific * right moment   Players attention maintained throughout  Players behaviour is managed:   * preventative management * verbal warning * reasoning * removal of privileges * positive reinforcement of desirable behaviours   Listening / questioning skills are used:   * Active listening * Open ended questions * Use of voice, tone, pace, volume   Coach responds to own needs:   * Care of own voice * Fatigue * Fluid intake * Technique   Coach responds to players needs:   * Effort * Motivation * Skill * Employment * Safety * Technique * Hydration * Rest   Coach responds to environment:   * Temperature * Hazards * Parents * Spectators   Coach closes session according to plan   * Gains players attention * Summarises session, purpose, activities * Asks for feedback * Offers opportunity for players to ask questions * Gives instructions for next session * Collects equipment * Checks equipment for damage * Packs away equipment * Farewells players.     Element 3:  Coach reviews session against plan (may be verbal with assessor)   * What went well * What did not go well * Were the aims of the session appropriate * Was the plan suitable suitable * Differences between the actual and planned session explained * Modifications to improve future sessions described. |  |  |

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Assessor) find \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Coach / learner)

Competent/not competent.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Assessor) Date\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Learner) Date\_\_\_\_\_\_\_\_\_\_\_

Overall Comments