

Coaching Development Resource “Coaching Process”

This resource will help you with:

- Developing effective coaching strategies
- Improving communication with your players
- Developing and using questions in training and games
- Providing better and more appropriate feedback to your players
- Using games to teach skills and develop understanding
- Ideas on how to manage your players for more enjoyable and productive trainings

Basketball specific areas covered in this resource:

- ✓ *Defensive boxing out.*
- ✓ *Inside shooting skills.*
- ✓ *Shot selection.*
- ✓ *Scoring through penetration.*
- ✓ *Shooting technique.*



OVERVIEW

The Coaching Process is at the heart of what is expected from a coach, on a day to day basis. Knowledge and understanding of the game, or the ability to play the game is less important than a coach's understanding of some basic principles of the coaching process.

The Coach Approach Model is the key emphasis for future coaching development. It identifies four coaching approaches. Coach centred teaching and setting up drills to develop skills, as opposed to athlete centred coaching and teaching games for understanding (TGfU).



Historically coaches have relied on coach centred teaching and running drills. Whilst it is important to recognise there is no right or wrong approach, coaches are encouraged to coach more towards athlete centred learning and TGfU to enable enhanced learning and understanding of the game.

ADD ANECDOTE – SHIFT TO ATHLETE CENTRED

This chapter covers the processes required from the coach, put in context by the use of sport specific skills. A better understanding of these processes means better development for the players you coach.



EFFECTIVE COACHING STRATEGIES

To begin considering coaching strategies rate your effectiveness in the following areas:

Give your self a score out of six for each area.

- Planning your training sessions	1	2	3	4	5	6
- Communicating with your players	1	2	3	4	5	6
- Giving clear explanations to your players	1	2	3	4	5	6
- Using questions to enhance your players learning	1	2	3	4	5	6
- Providing appropriate feedback to your athletes	1	2	3	4	5	6

This rating process will help you identify areas that you do well and can continue to develop in and other areas that you may have not focused on and can begin to use in your coaching practice.

Planning your training

Effective training sessions are well planned. The training session should reflect components of the seasonal plan as well as the current competitive schedule. The “Programme Management” module will cover more on seasonal plans and practice plan formatting.

To ensure effective coaching, plan your training session to meet the needs of the community of athletes you are working:

1. Be fun

Most important for Participation and Development players

2. Devote a large percentage of time to the focus areas of the practice.

Most important for Development and Elite players

3. Have all players actively involved as much as possible.

Most important for ALL communities

4. Group players according to their level of ability.

Most important for Participation and Development players

5. Ensure all players see and hear explanations and demonstrations.

Most important for ALL communities

6. Be safe and use appropriate equipment to match player development.

Most important for Participation and Development players

7. Encourage high but supportive expectations.

Most important for ALL communities

8. Be forward flowing and smooth.

Most important for ALL communities

9. Encourage player responsibility and ownership.

Most important for ALL communities

What's your community?

Athletes in different communities have varied needs and motivations during training sessions. While most players want to learn and improve at practice players in the participation community generally want a fun, active and inclusive environment; players in the development community are often keen to increase their knowledge and understanding of the sport while elite players crave being pushed and challenged to improve.

Be aware of:

- Plan training sessions to meet the needs of the community of players you are working with.

The “Programme Management” module will cover more on seasonal and practice plan formatting.

Explanations

Keep explanations brief and concise!

Using plenty of visual cues can greatly reduce the amount of talking a coach needs to do. Often coaches get into the bad habit of talking too much, which cuts down on the amount of time players are practising skills and situations.

There is no set formula to explain an activity or skill. Some possible approaches are;

Teaching Games for Understanding (TGfU)	Athlete Centred Teaching Model	Coach Centred Teaching Model
<ol style="list-style-type: none"> 1. Outline the purpose of the game. 2. Set up the parameters of the activity or game. 3. Play the game! 4. Ask the players questions to develop their awareness and understanding. 5. Modify or extend the game. 	<ol style="list-style-type: none"> 1. Outline the training activity. 2. Players identify focus areas. 3. Players attempt the activity or game. 4. Players analyse skill with coach assistance. 5. Players develop awareness of their movement and understanding with coach assistance. <p><i>All these steps are player centred but coach supported</i></p>	<ol style="list-style-type: none"> 1. Define the skill and it's context. 2. Create an image of the skill (demonstration by player or coach). 3. Identify no more than 3 key teaching points. 4. Allow players to practice the skill. 5. Analyse the performed skill. 6. Identify key difference between the performed skill and the ideal model. 7. Focus on single corrections at a time. 8. Teach on the run.

Coaching Tip – Cut down the talk to up the activity

Keep an eye on your talk to activity ratio!

This relates the amount of time a coach is speaking while the players are inactive compared to the amount of time the players are involved in training activities.

Fundamentally the players learning through doing so the more activity and less talk the better!

ADD ANECDOTE – REDUCTION OF EXPLANATION TIME

Each of the following scenarios involves players learning the skill of boxing out. After reading all three examples, use the questions that follow, to reflect the way each coach has chosen to introduce the skill;

Scenario One	<p>The coach sets up four teams of three players in a rebounding game.</p> <p>After a shot the ball must hit the ground once before the defence grabs it. The offensive team can rebound the ball at any time. Players receive points for offensive rebounds only. In order to rotate from defence to offence the defensive team must secure a rebound (after the ball bounces!).</p> <p>As the activity progresses, the coach poses questions to get the players thinking about how to stop their opponent getting an offensive rebound (where does the ball rebound to . . . making legal contact . . . siting your player then the ball . . .).</p>
Scenario Two	<p>The coach sets up players in pairs facing each other, and brings one player into the middle for a demonstration.</p> <p>Coach introduces the skill and context, then demonstrates making contact with a left arm bar. Players get to practise the left arm bar in pairs.</p> <p>Coach is now teaching on the run, stopping as the players get the idea of the skill, giving demonstrations of the next stage of the skill.</p> <p>After the players have practised arm bars and pivots on both the left and right hand sides, the coach sets them up at a basket to practise boxing out, five against five.</p>

Scenario Three

The coach has all players gathered around for instruction. While they are listening he talks about the importance of boxing out on defense, how it's everybody's responsibility, initiating contact with the arm bar, opponent goes to your left – contact with left arm bar, opponent goes right – contact with right arm bar, reverse pivoting into opponent, going after the ball.

Players are now instructed to form one line to practise boxing out at a basket.

- How did the players learn these skills?
- How will the players transfer these skills in a competitive situation?
- How much activity time does each approach give the players?
- How are the players engaged in the learning process?



COMMUNICATION

There are three dimensions to communication, each of these dimensions has two sides to it;

1. Sending and Receiving
2. Verbal and Non Verbal
3. Content and Emotion

Sending and Receiving Information

Traditionally coaching has focused on the sending side, imparting knowledge to the players. Coaches should also seek information back through listening to, observing and questioning players.

Coaching Tip – Get the message

Getting messages from your athletes is crucial in helping them develop their skills and understanding. Receiving information can be achieved in many ways:

- Take time to actively observe the performance of your players.
- Avoid stopping players after their first or second 'mistake'. Give them time to develop their ability and understanding through activity.
- Allow training activities to continue for enough time, so players have multiple attempts at a skill or concept. This provides the coach with a lot of information.
- Question and seek answers from players as it lets the coach know if the players understand the skills and context of the game and enables them to actively learn.
- Use player experiences as a valuable coaching and learning tool.

Verbal and Non Verbal Communication

So much information is passed on non-verbally. Verbal and non-verbal messages should agree, and coaches need to be aware of what their body is saying. Think about coaching young children for example. An adult standing up, talking to young children has the potential to be intimidating. The message may be better received by crouching down to the height of the players. Get them close and engage them in the conversation.

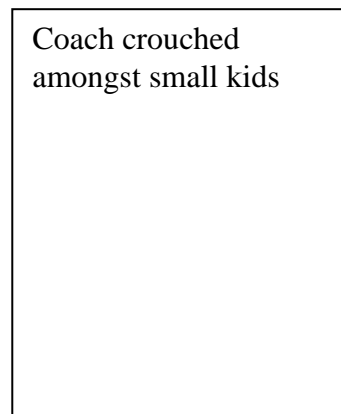
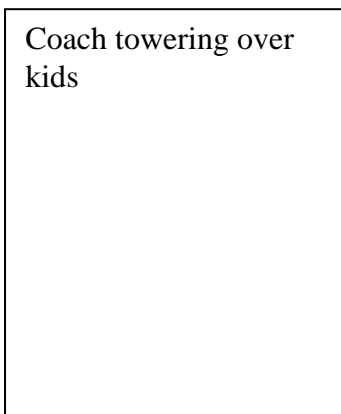
Have a look at these pictures of coaches below.

What messages are they sending non-verbally?

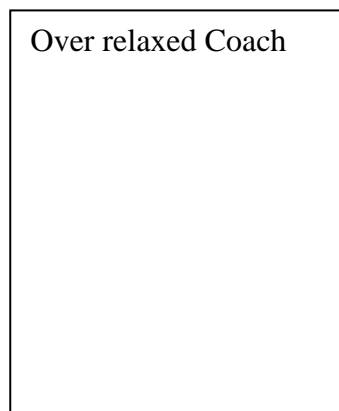
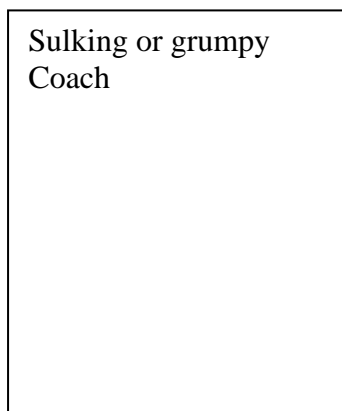
What does each picture say about the situation the players are in?

How are the players responding to the coach?

What does the body language of the players tell you?



Add description to each picture.



Add description to each picture.

Yelling Coach with
worried athletes

Focused Coach
instructing attentive
athletes

Add description to each picture.

Content and Emotion

ADD ANECDOTE ABOUT USING EMOTION

When coaches present the same content of information to their players, the effectiveness of that communication can be influenced by emotion. It would be fair to say too much emotion, as well as too little emotion, is not good. Rather, adjust your emotion to suit the training or game situation.

Coaching Tip – It's HOW you say it, not WHAT you say

Vary the volume and tone of your voice is good way to get and keep players attention. Being enthusiastic and animated will often stimulate the interest of your players.

However, remember that with the individuality of players and the differences between athlete communities, not everyone will respond the same way to an overly emotional approach.

What's your community?

Participation athletes who are less experienced than other players will often have less confidence in their ability and are less sure of themselves on a basketball court.

Be aware of:

- The effect of how you use emotion with these players
- The complexity of the content of sessions with these players.



QUESTIONING

Questioning is a key coaching skill that empowers players to take ownership for their development by posing problems to be solved and enables player learning. It also allows the coach to evaluate what the players understand and their awareness.

There are two types of questions coaches can ask:

1. Open

Open ended questions have a number of possible answers,

2. Closed

Closed questions are ones where there is only one answer.

Open ended questions are far more effective to enhance learning. When players have to arrive at a solution themselves, they tend to take ownership of the solution and remember more of what was learned.

ADD ANECDOTE - ASKING QUESTIONS

When to ask questions?

- To set up a problem to solve.
- During explanation / demonstrations to confirm players know what is expected.
- During skill and tactical development, to check understanding and develop decision making.
- During athlete / coach evaluation.

What questions to ask?

- Focus on open ended questions
- Questions must be relevant to the skill or game situation.
- Ask questions the player can answer.
- Ensure the wording is direct, clear and simple.

Constructing Questions		
<i>Question Prefix</i>	<i>Type of Questions</i>	<i>Example</i>
“Did” “Do” “Are”	Closed coach centred questions; Another form of directive coaching	Do you understand? Did you catch in the stance? Does that make sense? Are you trying hard?
	Judgemental questions (positive or negative);	Why did you cut there? Why did you shoot that?

<p>“Why” “What”</p>	<p>A degree of player problem solving; Coach is the judge of player actions.</p>	<p>Why did you jump? What was that? What are you doing?</p>
<p>“What” “How” “Where”</p>	<p>Player centred question; Player constructs knowledge; Player problem solves.</p>	<p>What did you see? What did you feel? Where was the defence? What options could you have taken? What position was your body in? How could you make that pass? How could you cut to take advantage of a cheating defender?</p>

Coaching Tip – Questions beat statements

Athletes learn better and generate long term learning if they are given the opportunity to work out for themselves what to do and how to do it. Questioning allows them to do **this**.

When using questions:

- Ask one question at a time.
- Provide adequate time for players to think and answer.
- Invite a specific player to respond.
- Use a non-threatening approach when directing questions.
- Be prepared for alternative answers that you don't expect.
- Rephrase the question if misunderstanding is evident.
- Probe (ask further questions) to lead players in a desired direction.

Below is an example of questions coaches could ask to help athletes develop and implement a better understanding of a game like situation.

Developing Questions	
<p><i>Four versus four half court. The object is to look for a penetrating pass (into the keyhole) to collapse the defence and create a scoring opportunity. Any basket that was created from a penetrating pass into the keyhole scores a bonus point. After a score, rebound or turnover, players play back to halfway so they are practising transition basketball.</i></p>	
Hypothetical Situation	Questions to Ask;
<p>Two players end up cutting at once into the keyhole, this</p>	<ul style="list-style-type: none"> • What were you watching when you cut? • Which side of the court gives you the best opportunity to cut

<p>congests the passing lanes.</p>	<p>behind the defenders head?</p> <ul style="list-style-type: none"> • What happens if two of you cut into the keyhole at the same time? • How are we going to stop this happening? • Who should be the one who stays in the keyhole?
<p>Players are cutting into the keyhole, but taking poor, off balance shots and are not seeing open team mates.</p>	<ul style="list-style-type: none"> • When you took that shot, which direction was your body moving? • How can we maintain balance when we shoot from this position? • When the ball was caught, where were the defenders standing? • Who was the player that was unmarked? • What can you do to see unmarked players? • How can you get yourself in a better position to receive the pass?

FEEDBACK

Accurate and positive feedback is an essential tool for learning. There are two types of feedback athletes learn from, extrinsic and intrinsic.

1. Extrinsic

Feedback from an external source, e.g. the coach

- When it comes to providing extrinsic feedback coaches are notorious for telling the players what they did wrong, but seldom acknowledge when a player chooses the best skill for the appropriate situation or demonstrates improved understanding or awareness.

INSERT EXTRINSIC SHOOTING FEEDBACK

2. Intrinsic

Feedback from an internal source, e.g. how a skill felt.

- Intrinsic feedback is regarded as the best source of feedback. You need to consider encouraging your players to become self-aware by involving them in the feedback process, so they are able to discover their strengths and weaknesses for themselves.

INSERT INTRINSIC SHOOTING FEEDBACK

Feedback is most effective when it is;

- Using players' words and encouraging self awareness.
- Intrinsic.
- Specific to the skill being learnt.
- Accurate.
- Understandable.
- Carefully timed, immediate.
- Directed at behaviour that your player has control of.
- Correct skill selection reinforcement.
- Focusing on one key point at a time.
- In the form of a question.

It is also important that the feedback you give is appropriate to the ability of the players considering their growth and development characteristics.

Sample Activity	
<i>Developing ability to shoot the ball inside the keyhole whilst under defensive pressure. Four versus four, half court. Three points for score inside keyhole, one point for successful outside shot.</i>	
Problem Areas	Which of the following feedback questions would help players to solve listed problems?
No attempted inside shots	<ul style="list-style-type: none"> • If a shooter has their shot opportunity taken away how can you create the next shot opportunity? • How can a cutter keep the passing lane open? • The inside defenders are very close, what direction am I going to face, so I can protect the ball as well as see the basket? • From what position are you releasing the ball? • What happens if everyone spreads out on the perimeter? • If the defender stops me here, what could I use as a counter move? • Where is the best position to cut into the keyhole?
Inside shot attempts being blocked	
Shooters being knocked off balance with incidental contact	
Defenders collapse before shooter attempts a shot inside the keyhole	
Defense predicting shooters action	

Coachable Moments

As a coach it is important to differentiate between when to provide feedback, known as a “Coachable Moment” or when to allow the activity or game or self awareness to provide feedback (this involves no feedback from the coach). Identifying coachable moments is a challenge for lots of coaches and one of the ‘arts’ to effective coaching.

Sample Training Activity	
<i>Players are practising their shooting technique, with four shooters positioned outside the keyhole, and one defender who must stay inside the keyhole. The object is for each shooter to score a shot within 40 seconds. The shooters pass the ball around as often as they like, and they rebound the shots – missed or made. The defender must try to disrupt the shot attempts.</i>	
Sequence of Activity	<i>Prioritise the top three coachable moments within this sequence of activity.</i>
<ol style="list-style-type: none"> 1. Last offensive player with the ball is instructed to become the next defender. 2. Players tend to pass the ball amongst each other very slowly. 3. All shots attempted are under defensive pressure. 4. Often shots are going left or right of the basket. 5. No shots are being made. 6. No team is making the four shots. 7. Same person is getting the rebounds but no shots off. 8. Shots have a low arc and often hit the front of the rim. 9. As shots are going in, the defenders are getting more competitive and speeding up. 10. Although the passes have quickened up, shooters are slow to release. 	

During a training activity you may decide it is appropriate to pull only one player aside to give specific feedback to. In fact the activity doesn’t need to stop at all to provide feedback. Coaching on the run allows players to experience both intrinsic and extrinsic feedback at the same time. It is an especially good time to provide positive reinforcements as the activity progresses.

Coaching Tip – Coaching on the Run

Coaching on the run is the most effective way to provide feedback to individual players without disrupting the whole teams learning as well as a method that ensures players get maximum time on task during a training session.

What's your community?

Often coaches working with elite players on more complex strategies and tactics feel they need to provide extensive extrinsic feedback and more complex coach instruction. While it is accepted that coaches working with participation and development communities should focus on running training sessions with high volumes of player's activity and more intrinsic feedback. However elite players will positively react to similar strategies.

Be aware of:

- When working with elite players or more complex tactics in any community there is a danger of reducing athletes' activity time and opportunities to develop self awareness through intrinsic feedback.



TEACHING GAMES FOR UNDERSTANDING

Teaching Games for Understanding (TGfU) is an effective coaching philosophy for basketball coaches within any community of practice and with any range of coaching experience. TGfU involves an approach to coaching that uses games (which have a goal or competitive element like a point scoring system) as the focus of development.

ADD ANECDOTE TGfU

By focusing on the defined game, rather than the full game, players;

- Become more tactically aware and able to make better decisions during the game.
- Start thinking strategically about game concepts such as teamwork, communication, decision making, rules.
- Developing skills within a realistic and enjoyable context, rather than practising them in isolation.
- Develop an understanding of the game being played and cater for variations in player abilities.
- Have fun and maximize to achieve more in less time.
- Increase the intensity of performance, created by the context of the sport.

By using a TGfU approach, players are challenged to think about what they are actually doing, and why. Players learn to use the appropriate technique at the right time and place in the pressure of game situations. Players become self aware of technique they need to work on to perform well in the game.

Developing Players Scoring Ability (TGfU)		
	Activity 1	Activity 2
Activity Focus	To develop players' ability to drive aggressively to the basket (on the dribble) and make a sound decision on whether to continue in for the shot, or pass out to an open perimeter shooter.	To utilise the inside / outside passing action, to create scoring opportunities through collapsing and extending the defenders.
Activity Set Up	Half court four against four. Play to a total of six offensive possessions each team. One point for each successful basket, two bonus points if that basket is directly created by dribble penetration into the keyhole (that is, dribble in for lay up or dribble into keyhole with one pass to open player who makes the shot).	Half court five against four, ball must be passed to a player in a post up position before a shot is attempted. One point per basket, first team to five baskets.
Activity Progression	<ul style="list-style-type: none"> Defence gets to play offence if they get a stop, offence keeps the ball if they score. First team to ten points. Points scored only for baskets created through dribble penetration. Any other successful basket means no points scored, offence retains possession of the ball. 	<ul style="list-style-type: none"> Five versus five. Alter the scoring system to allow a bonus point for any successful basket scored from the post or a direct pass from the post position.
Possible Questions	<ul style="list-style-type: none"> What does the defence look like when there is an opportunity to penetrate? Is it easier to dribble penetrate against a defender who is set, or one who has to adjust their position? How can we force a defender to adjust their position? Which area of the court will give us the most opportunities to pass inside? What can the offensive players do when the defence collapses on the dribble penetration? 	<ul style="list-style-type: none"> How can we decide who goes into the post? How can we get an advantage on the defence, when we cut into a post position? How can you protect the ball and your space when you receive the ball in the post? When the ball is received in the post, how are the defenders reacting? Where can you move when the defenders do this?



Coaching Tip – Games for Beginner Coaches

Using TGfU can be particularly useful for inexperienced or beginner coaches. When using defined games to teach understanding or skill development the game itself and associated 'intrinsic' feedback does the teaching. This can be useful if a coach is unsure of the key teaching points for a particular skill or concept.

This way the coach learns alongside the players!

What's your community?

TGfU is often thought of as only appropriate for players in the participation community. However it is an effective coaching strategy for all communities and in fact is an extremely effective way to develop the tactical understanding of development and elite players.

Be Aware of:

- Using TGfU in all athlete communities.
- Athletes enjoy game play and are motivated by competitive environments all of which TGfU provides.



GROUP MANAGEMENT

Routines

By establishing routines and giving responsibility for them to the players, the coach can devote more time to nurturing the development of the players. Coaches should;

- Establish set up and put away systems that players can assist with for the equipment and facility.
- Set up areas and equipment in advance for specific elements of the programme.
- Use more experienced players to help the less experienced ones.
- Have a consistent routine for moving between coach instruction and activity to reduce management time.
- Use the scoreboard and time clock to assist with the management of sessions.

If the players know where to go, how quickly they need to be there and what behaviour is expected of them on arrival, then more time can be devoted to activity.

What's your community

Managing your team is important when working in any community of athletes, but coaches working with participation players give their age and experience levels need to pay special attention to how they are going to manage their group to get the most out of trainings.

Elite players should have an understanding of practice routines and procedures and often do not respond to an authoritative approach to group management.

Be aware of:

- Players in the participation community will have less experience in training environments and will need more guidance and routines during practice.
- Giving elite players the responsibility to establish routines and standards at practice. If they have ownership of this aspect they will respond better during sessions.

Example: “Whenever a coach calls TIME in training, players form a huddle around the coach, ready to listen, within five seconds”. The reason for this routine is that in a game situation, the coach has only one minute to talk with players in a ‘Time Out’ situation. It is useful to practise forming the huddle quickly, and paying attention to what is being said.

Signalling attention

Some coaches use a whistle to gain attention. In a game the whistle means stoppage in play, so it's appropriate to use a whistle to stop activity in a training situation. Others prefer not to use a whistle, getting players to respond to voice commands. The benefit of using the voice, is that players get used to responding to your voice in a game situation. Attention signals need to be loud and different enough to stimulate an immediate reaction.

Coaching Tip – Practice Timeouts

Practice time outs is a way to manage breaks in a training session that is useful for all communities of practice. When one training activity finishes players are divided into small groups and have one minute to conduct a ‘time out’ while getting a drink. During this time they have to come up with two or three key points of emphasis from the last training activity.

Using ‘time-outs’ in practice is not only a good way to manage players but also provides a forum for athlete ownership of their development and improvement.

Formations

A variety of formations can be used to perform drills and skills. Consider the skills to be practised, do the players need to directly see the coach, are there any distraction that can be negated? Formations and equipment used, need to maximise players' *time on task*. Ensure that waiting time in lines are suitable, allowing players plenty of time for active practice.

Can the players in the following formations, see and hear the coach effectively?

Coach with semi circle facing him

Two line facing each other, Coach positioned on the end

Players spread out in pairs, watching the Coach

Will these drill formations allow quality practice time for all of the players?

Groups of three, 2 facing 1, a ball for each group

Two lines of 6, one ball in each line

Four corner lines of 3, a ball each line.

Engaging the players

Once the players attention has been established, the coach may have to engage players to maintain that attention.

Also keep in mind that players often have a ball in their hands, and there is often a number of activities going on inside a stadium.

What do you expect them to do with that ball?
How will they know when to do this?

It is all too tempting for a young player to spin, juggle or bounce a ball to distraction!

Vary your voice and expression to suit the situation. Using tones and volume to express things like excitement, concern and annoyance, will help maintain the players attention.

Maintain eye contact throughout the group, giving confidence and adding expression to the message. Using eye contact will enable you to identify anyone who may not be paying attention. When this happens, a player can be re-engaged by directing a question to them.

Instructions and Marking Cues

Quality instructions play an important part of group management. Be clear and precise to help players where they should be, doing what they should be doing. Use marking cues to get players to exact spots. These marking cues may be in the form of floor lines, cones or non-slip dots.

Sample Activity		
<p><i>These are progressive shooting activities to introduce basic movement principles and applying those principles for successfully scoring baskets. These sample activities help the players practise isolated technique however when learning to shoot, players also need to learn in the context of the game and through game like training activities.</i></p>		
Formation	Activity	Focus
Players paired up, parallel lines, one ball between two	Shooting backwards and forwards to partner, developing understanding of fundamental movement patterns.	<ul style="list-style-type: none"> • Stable base providing power (distance) to the shot. • Straight shooting elbow, providing direction to the shot. • Follow through, providing arc and backspin to the shot.
Five dots evenly spread, a short distance from the basket. Even lines on each dot, three of those lines have one ball.	Players shoot at the basket, rebound their own shot, pass to the next line in a clockwise direction, then they join the end of the line they just passed to.	<ul style="list-style-type: none"> • Applying the fundamental movement patterns to shooting a basket. • Teamwork in following a simple rotation. • Communication with team mates.
Two even lines on opposite sides of the court (extended foul line), one ball each line. Progress to two balls each line.	One player starts by cutting to the middle of the court, receiving the ball from the opposite line. Catch and shoot the ball, get your own rebound, pass back to the line that you received the ball from. Join the end of the line you just passed to.	<ul style="list-style-type: none"> • Applying shooting fundamentals to shooting a basket off the pass. • Teamwork in following a more complex rotation. • Communication with team mates.



POINTS TO REMEMBER

Traditionally our strength, as coaches, leans towards a coach centred style with an ability to teach strategy within a game like situation (scrimmaging). As coaches we should develop our abilities to utilise the athlete centred approach and manipulate our scrimmages to enhance player development (TGfU).

Think carefully about the feedback you are providing, look to utilise a lot of questioning, and ensure your trainings allow plenty of time for each player to perform the skills.



COACH DEVELOPMENT FRAMEWORK LEARNING AREAS

Learning Area	Learning Outcomes	Learning Contexts	Coaching Community		
			Participate	Develop	Elite
Coaching Process	Module 1: Effective Coaching Module 2: Skill Acquisition	1. Fundamental Skill Development 2. Tactical Understanding	Practicing	Practicing	Practicing

