WSF – Coaching Scheme

Peter A. Hirst
A little about me!

• My Dad said that I was born for speed
• The door that opened was TT
• Youngest ever National Coach of any sport
• Squash has been my passion since the 70’s
• Director of Coaching NZ
• World Class Advisor – NZ - Sport England / UK Sport
• Performance Dir ESR – Acting Deputy CEO
• Obsession with getting people to do things better
• Builder
• **WHO** I am not What I am
Aim

• Provide an integrated Player Pathway / Coaching / CE scheme throughout the World – That links coach education to player development / Core content

• World recognition & acceptance throughout the world

• What coaches are taught needs to link directly to players needs – Anything else then we will have stuffed it big time!!
## WSF Matrix

<table>
<thead>
<tr>
<th>Player Level</th>
<th>Player Emphasis</th>
<th>Player Needs</th>
<th>Coaching Style</th>
<th>WSF Coach Education</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSA / WSA</td>
<td>Training to Win</td>
<td>Sum of Below</td>
<td>Empower</td>
<td>Level 4?</td>
<td>n.a.</td>
</tr>
<tr>
<td>National Juniors</td>
<td>Training to Compete</td>
<td>Tactics/Apply Pressure</td>
<td>Direct</td>
<td>Level 3</td>
<td>7 days</td>
</tr>
<tr>
<td>Intermediate Players</td>
<td>Learning to Train</td>
<td>Skill / Accuracy</td>
<td>Coach</td>
<td>Level 2</td>
<td>4 days</td>
</tr>
<tr>
<td>Early Learners</td>
<td>Learning to Play</td>
<td>Simple Rallies</td>
<td>Teach</td>
<td>Level 1</td>
<td>3 days</td>
</tr>
</tbody>
</table>
Guiding Principles:

- A well trained Tutor - Well trained Coach – Well trained Player
- That a pool of tutors at all levels will be developed throughout the Regions
- Coaches require an ongoing challenging, quality and progressive CPD CE pathway
- Focus on the MOST EFFECTIVE skill of delivery and knowledge = Collective Knowledge
- Coaches are PRACTITIONERS and respond to player centred needs
- It is essential that coach input and coach needs are a major priority for squash to grow throughout the World
- Coaches can ID needs
- Coaches need access to the best information
- Coaches should manage attitudes using methodology based on advanced interpersonal and communication skills
Philosophy

• How Squash is judged
• Open skill = Perception – Decision – Action (PDA)
• Process – LTPD – Biological windows – Neurological pathways
• Based on Knowledge of how squash is played – Skill of Delivery of passing information – Lesson Planning = Process & use of TOOLS of HOW to coach
Philosophy cont’d

• The BIG mistake is to just look at the what – When it is the HOW that moves theory into practice
• It is a PROCESS!! – Order Thoughts - Explicit
• To know and not to do is to NOT KNOW!
• If you have 15 years experience – Please use it – Do NOT repeat 1 years experience 15 times!
• Evolution not Revolution!
The Plan

• Train some Tutors – Tutor guide
  L1 – PROCESS of What & HOW – Gentle start
• A Manual – Supporting resource – Web based
• Launch – Visible & Available to the World – AIDA = Attention-Interest-Desire-Action
• Year 2 = Level 2
• Year 3 = Level 3
Introduction

This guide is designed to:

Provide a process for WSF tutors to train student / candidate coaches to coach squash to a recognised level of competency with a process of HOW to coach early learner squash players to play games of squash

Address the key issues of ‘Knowledge and Understanding’ and the ‘Skills of Delivering’ utilising the ‘Tools’ of how to teach developing players individually and in groups to play squash in open rallies in practical ways

Peter A. Hirst
Competency 1 - Knowledge & Understanding

• **By the end of this module, coaches will be able to;**
• Relate to other coaches and tutors on the course
• Self reflect as a coach
• Understand the role of a WSF L 1 coach
• Understand the coaching process of **Learning to Play - Simple Rallies – PDA cycle** – in squash
• Understand the use of **Tools – PDA cycle** for coaching **Simple Rallies** in squash
• Describe the use of **Tools** and how they are used to effect positive change for early learner players
• Understand the Purpose of Long Term Player Development
• Understand the Purpose of Generic Skills
Competency 2 – Skill of Delivery

• By the end of this module, coaches will be able to demonstrate that they can:
• Understand **HOW** to relate to early learner squash players
• Understand the key principles of **Introduction & Demonstration**
• Demonstrate and introduce the key principles of **WWWHE** to the grip
• Warm Ups
• Demonstrate and introduce the key principle of **WWWHE** to service, drives, boasts, drops and into simple rallies progressively
• Understand and demonstrate the patterns of movement within simple **Open Skill** rallies in squash
• Supervise on court safety
• Observe, diagnose faults and provide feedback to progress performance of simple rallies – **PRACTICAL USE OF THE TOOLS**
Competency 3 – Plan-Deliver-Review

• Learning Outcomes, by the end of this module, coaches will be able to demonstrate that they can;
• Understand and describe the differences between coaching individuals and groups
• Plan and deliver individual lessons to develop simple rallies for squash
• Plan and deliver group lessons of modified fun games progressing into simple rally situation for squash
• Observe, diagnose areas for improvement and provide feedback to improve performance within simple rallies—PRACTICAL USE OF THE TOOLS
Trialled so far

• I have been trialling for approx 45 years
• ESF has agreed to it
• Poland 5 – Ukraine 4 – Hungary 3 – England 4 – Israel – Holland – Belgium –
• Michael K – Colin W – Ronny V – PAH
Feedback from

• Ian Wright - WBF
• Murray Macklin – PGA
• Istvan Balyi – Pioneer LTAD
• ESF – Coaching panel
• Tutors – 12
• UKCC – All squash tutors Eng/Scotland/Wales/Ulster
• PE Specialists 5
How to get it out there

• **AIDA**
  
• **Attention** – Web – Existing networks
  
• **Interest** – Philosophy – Key words – Evolution not Revolution
  
• **Desire** – Emotion – What will this do for me?
  
• **Action** - Where to go? – Who will do? – What to do next?
Time to Make a Difference!

Discussion

With thanks – Peter A. Hirst