This **LEVEL 3** tutor guide is designed to:

Provide a process for WSF qualified tutors to train student / candidate squash coaches to coach squash to a recognised level of competency - with a process of **HOW** to coach intermediate players to compete at a junior National / International level. It addresses the key areas of ‘**Knowledge and Understanding**’ and the ‘**Skills of Delivery**’ utilising the ‘**Tools**’ of how to teach players to apply pressure utilising a **Perception & Decision** making approach.

With acknowledgement to Peter A. Hirst who developed the materials on behalf of the World Squash Federation with special mention to Keir Worth & England Squash for content and financial support – Jon Swain Phd (Canterbury Christ Church University) – Colin White – Csaba Altvater - Subramaniam Singaraveloo - Jason Fletcher.

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By the end of this module, coaches will be able to demonstrate that they can;
1. Understand the key principles behind a perception & decision-making based approach to squash coaching
2. How to coach using a perception & decision-making approach
3. Factors that may affect skill acquisition

This section will use the guiding principles (GP) of optimal practice environments;
1. Game based (GP1)
2. Coach should focus on intention not action (GP2)
3. Sub-conscious Vs Conscious (GP3)
4. Sally Sunflower- Coach is the gardener who appreciates different coaching styles and individual differences (GP4).

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<th>Competency Outcome</th>
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| 1 UNDERSTAND THE KEY PRINCIPLES BEHIND A PERCEPTION & DECISION-MAKING BASED APPROACH TO SQUASH COACHING | Tutor starts with discussion regarding the difference between Anticipation and Perception. Action – Tutor organises the candidates into groups. Each group to define:
- Anticipation?
- Perception?
- What is the difference? |

Anticipation
- Knowledge of one’s own actions creating a good / bad shot which offers degrees of opportunity to the opponent.
- It is the ability of a player to predict upcoming situations when only partial information is available (the opponent’s actions are just starting) and response time is short.
- It relies on squash specific knowledge that develops from exposure to live practice and game-based environments (GP1). Players anticipate by identifying the likely or probable events based on their recent action in any given game situation.
- Research - Elite players use very early game situational information to narrow down opponents next shot.
- Global Vs Local Probability – Global = typical patterns of play given the game situation, Local = probable patterns of play given the opponents preferences in any given situation. An elite player will be able to use both and decide which is most likely to occur.
- There are three types of anticipation, WHERE a player thinks an action will occur WHEN the action will occur, and WHAT action will occur?
Perception
- Is the proof of where the ball will travel

Further questions for the candidates to consider
- What do World Class players see that others do not? (Early anticipation/effective perception i.e. Knowledge of one's own actions – Tool Action to Result )
- Why are they important to the player? (Hicks Law – Reduced options for the opponent options increase the players thinking time)
- When would be the best opportunity for these skills to be learned/taught

LEVEL 1 & LEVEL 2

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<th>Summary recap of WSF Coach Education Scheme – Level 1</th>
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<td>What do we want the LEVEL 1 coach to be able to do?</td>
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<tr>
<td>At Level 1 – Get Early Learner Players to be able to play Simple Rallies to 4 corners NOT just how to hit the ball.</td>
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Which is the simple PROCESS of?
1. Analyse the ability of Novice / Early Leaner players to develop the simple rallying skills to the 4 corners of the court. This based upon the use of simple coaching TOOLS to enhance the learning process.
2. Plan and deliver a single practical progressive coaching session based upon knowledge and experience of HOW to coach as well as what to coach with the practical application of

The Guiding Principles
1. Game Based
2. Coach the Intention NOT the Action
3. Sub-Conscious Learning NOT Conscious Learning
4. Sally Sunflower – Who understands different STYLES and individual differences including

The application of simple practical coaching TOOLS e.g. WWWH=PDA – Grip – Radar – George – Relaxed Rhythm – Spiders Web – 0-------100 etc. All as listed in the Level 1 Tutor Guide.

The journey for the coach in training starts with consideration of the question – If the learner player is missing the ball completely, what is causing the problem and how would they as coaches overcome it? The answer usually lays with the player being unable to work out where the moving ball is in relation to the moving racket!!

If this is correct then we as Tutors – Coaches – Candidate Coaches need to address the issue of PERCEPTION / ANTICIPATION skills as opposed to the action which only occurs 3rd in the sequence of events in any one rally for both players being the PDA?

This process allows the coach to guide the player to work out for themselves HOW to perform the task as opposed to the coach constantly barking out instructions.
The coach introduces the activity with a solo practice with the instruction on **ONLY the INTENTION** of what they want to make the ball do followed by a practical demonstration:

- With FH or BH from a position 1.5 metres away from the front wall
- With the forefinger of the free hand placed gently touching the wrist of the playing arm
- Strikes the ball gently to hit high on the front wall mid-way between the service line and the front wall/out line
- Allowing the ball to bounce close to the front wall and striking continually

**N.B. No other instruction should be offered or given other than listed above – In other words keep your mouth shut and let them try!**

**This then is an introduction to GP2 – GP3 – GP4 being allowed to work in practice**

Progresses to

- When some small consistency is achieved the player progresses taking small steps back towards the back wall
- Until it resembles a drive to length
- To gain the length the height must be maintained or increased on the front wall
- When done on the BH and it progresses towards the back wall the racket hand separates from the non-playing hand at the point of impact between racket and ball
- Using good judgement the coach suggests that the forefinger of the non-playing hand gradually moves away from the playing wrist into a handcuffs position
- Performing in pairs on one wall with reasonable consistency maintaining height on the front wall introduce a circling movement **N.B.** Ensure that good height & length are maintained to create the time move around each other
- Same on the backhand side

This gets us to a rally / 2 corner games which started with a drop shot which grew into a drive. Using the same philosophy / methodology / and tools. This then just grows into 3 / 4 corner games by adding X-Court drives and / or 3 wall boasts.

This also begins the practical introduction within the **GUIDING PRINCIPLES (GP’s 1 to 4)** and using the process of the coaching **TOOLS: Radar – George – Linking the action to the result - 0--100.**

Using the old fashioned pneumonic and philosophy of:

- **K** - Keep
- **I** - It
- **S** - Simple
- **S** – Squash

Learning can only take place when it happens in an open rally / game situation!

The assessment process needs to confirm 80% practical understanding of the above process!
Summary recap of WSF Coach Education Scheme – Level 2

What do we want the LEVEL 2 coach to be able to do?

At Level 2 – We want coaches to take Intermediate Players to be able to play open skill rallies to 8 corners of the court with Skill and Accuracy

Using is the simple PROCESS of?
1. Analysis / assessment of an intermediate players skill of rallying in a game using the tool of the DIAGNOSTIC CLOCK
2. Planning, delivery and recording a series of progressive coaching lessons utilising the planning sheets provided, listing the coaching TOOLS (As listed in the Level 2 Tutor Guide) used to enhance the skill and accuracy for overall development and performance in game situations
3. Guiding players through the learning environments of Coaching where information passes – Practise with purpose – and Competition

Based upon:
The Guiding Principles of
1. Game Based
2. Coach the Intention NOT the Action
3. Sub-Conscious Learning NOT Conscious Learning
4. Sally Sunflower – Who understands different STYLES and individual differences including

This 2nd chapter for the coach in training opens with the discussion, to 1st define the meaning and relevance of Technique – Skill - Style for the developing squash player?

The definitions usually lie in lay terms with:
- Technique being mechanically how the body moves based upon biomechanical laws/principals
- Skill being the whole rally sequence of events in open play / rally - the PDA
- Style being the individual differences in coordination / ability to process information / size / weight / posture etc.

As squash is an Open Skill Sport i.e. where the situation is changing on a constant basis when either player strikes the ball, then the most relevant terminology for squash is SKILL as it encompasses the whole sequence of events (PDA) in a rally followed closely by Style which is governed by the individual and NOT the coach.

The coach in action then can use the platform of Level 1 information of simple rallies to 4 corners of the court as a springboard to 8 corners with much greater SKILL & ACCURACY by using a selection of the additional coaching TOOLS as governed by the Guiding Principles:

The assessment process requires evidence of practical coaching that shows understanding of the above followed by the submission of a short portfolio.
TACTICAL PROGRESSIONS USING TRAFFIC LIGHTS AND CORNER COURT SYSTEMS

Tactical Progressions:

**What** – A process/method that directs tactical awareness for aspiring players

**Why** – Tactical skill and awareness are essential to the aspiring player

**When** – The purpose of squash is to compete i.e. One to One Direct Opposition to play games, hence tactical awareness is required at all development levels of play

**How** – With the introduction of identifying target areas on the front wall the player can begin to dictate the trajectory of the ball to multiple targets, as in Linking the Action to result

- All your text above will serve as examples of the WWW+PDA (GP2) and (GP3) It works by dividing the front wall into specific heights for the player to focus on (GP3) that enhances overall accuracy

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Red Zone: Lifting shots deep, like the lob, which can be both defensive or attacking.

Yellow Zone: Working shots to push opponent back by using accuracy, more than power.

Green Zone: Most attacking shots, including drops, kills and hard, dying length drives.
Perception

Tutor opens discussion on the difference between looking and seeing.
- Perception is not just where to look but HOW to see!
- Perception is a dynamic searching for the best interpretation of the game situation in front of the player. Perception either confirms or not what the players has anticipated. Perception involves going beyond the immediately given information from the senses and interpreting what is happening in the situation.
- Cue utilisation of early ‘tells’ from the opponent. Players need to know where to look during the early phases of opponent body language / stroke production. Tools, Diagnostic Clock - Show & Test
- Depth and Width information may come from different sources. The areas around the hips, trunk (Body language), and racket preparation typically provide useful information related to shot depth. The arm, racket, and early ball flight provide later cues for shot width - flight path – speed etc. (Diagnostic clock = PDA)
- Game-based/rally development skills training provide an ideal platform to enhance this perceptual advantage (GP3).
- Coaches need to GUIDE the player to the most important areas for early perception (not tell) (GP2). Tutor asks coaches to think of ways they might do this (e.g. coach suggests opponent areas (not body parts) to focus on during one practice session. Coaches might get the opponent to wear bright clothing in specific areas to help etc.).
- Elite level anticipation and perception are strategies used by players to reduce the time they take to respond to an opponent’s action. A systematic approach to perceptual training will decrease player response alternatives and therefore response time (Tool - Hick-Hyman Law).

Define Hicks Law in squash language taken from L2

Tutor sums up with:

Hick's law, or the Hick–Hyman Law, named after British and American psychologists William Edmund Hick and Ray Hyman, describes the time it takes for a person to make a decision as a result of the possible choices he or she has: increasing the number of choices will increase the decision time logarithmically.

Hick's law - Wikipedia, the free encyclopaedia https://en.wikipedia.org/wiki/ Hick's _ law
- Translation of Hick's Law into squash specific example e.g. Player A plays a very tight shot to length with the ball rolling along the wall. This suggests that the options available to player B are severely limited – Player A anticipates that player B is very likely to play the ball straight which equals one option – Hence player A has more time to anticipate and perceive the opponents actions and decide his next shot.
- Should player A play a very loose ball then player B has unlimited options – Hence player A has a lot more information to process the actions of player B. Hence player A has a much longer reaction time
- This highlighting the difference between Anticipation - What is likely to happen & Perception being proof of what has happened?
- Playing a game or rally involves all of the actions taken over the whole period of the activity of the game or rally e.g. WWWW = PDA and is described as an open skill and that every player will develop their own style which is dictated by their nature, coordination and length of levers etc.
Decision-making

- **Take-the-first option decision-making process**
- Expert players generate a couple of viable options based on **Anticipation** and **Perception** and normally select the first generated option that has the highest success probability for execution. Lower level players generate more options for opponents and tend not to pick or review the early options (Take the most recent). This skill develops on the road to excellence and can be a tool to assess your players (identifying how many options are created by your players and how one was selected).
- Option selection rules are dependent on Game situation and Emotional state. This is why anticipation – perception - decision training MUST take place in game-based practice (GP1).

**Tutor** asks coaches to come up with some options and selection rules for a range of game-based examples (e.g. set up a game situation or video clip and ask coaches to go through the PDA and identify possible options and why some are discounted). Tutor asks coaches to identify The WWWW= PDA Why, When, How might these rules change? (E.g. critical moments in a point/match).

The process thus far has led us from defining Anticipation – Perception which leads to an increase in reaction time governed by Hicks-Hyman Law – Which leads to Subconscious V Conscious Learning (GP3) which links to game-based / rally / skill learning (GP1).
HOW TO COACH USING A DECISION-MAKING APPROACH

Tutor is to discuss - What is the role of the coach in an open skill learning environment?

- The coach is a facilitator of learning.
- The coaches role is to guide player development through appropriate design of the task and the practice and learning environment whilst considering the performers physical and mental dimensions;
- The coach should manipulate key elements of the session to bring about effective learning mainly using an open skill setting.

Tutor asks the coaches to identify their personal philosophy/approach to skill acquisition/technical learning and goes through the list below where coaches identify what agrees or clashes with their current position.

Philosophy of the skill approach to squash specific skills;

- An individual’s optimal movement pattern is found through a process of appropriate solution solving, and NOT (necessarily) directed instruction (GP2)
- Emphasis on the individual performer (one size does not fit all) (GP4)
- The player dictates the best way to achieve success (GP4)
- Movements emerge from the interaction between the performer (GP4), the environment and the task goals (GP3)
- Tasks should be categorised by function and intention, and NOT mechanism (there are many different methods to achieve the same goal) (GP4)
- Direct links should be established between the environment (e.g. perception) and movement (e.g. action). Games/tasks must not (where possible) break this link (do not break PDA) (GP1)
- Open game and modified games take up most of the coaching time. (GP1,2,3 and 4)

Perturbation of sub-optimal performance – when does the coach step-in? Tool 0-100 (GP4)

- Sub-optimal solutions during game play require the coach to change the rules or environment to allow the player to find a more successful solution
- Important-Coaches need to consider the PDA cycle before instigating a change
- The coach must assess what part of the PDA cycle is causing the problem not just the symptom;
- Anticipation – Can the player identify what the likely options an opponent might do in a game situation?
- Perceptions - Is the player able to pick-up and isolate the most relevant cues? Does the player know the likely possibilities in the game scenario?
- Decision - Can the player make a good decision? Can the player make a quick decision? Are they consistent in their decision-making
- Action – Does the skill achieve the player’s intention(s)? Is the skill adaptable to a range of similar scenarios? (GP2)
- Any skill based change must take place inside a realistic game based environment (GP1)
- If the session does not look and feel like the game then players will not use it in the game
Tutor takes the coaches through the three main areas for game-based practice

1) Game-Based Tools (GP1) - Bending the rules
   - Capacity of Learners to adhere to the Rules can serve as a useful practice strategy.
   - The coach can use small rule changes to instigate changes in existing movement dynamics.
   - The coach should use realistic rule changes that allow learners to seek new movement solutions.
   - The coach (not necessarily the player) needs to have a conscious understanding of the game, the skills required to execute these behaviours and a rationale that supports the development of the solutions (GP2).
   - Whereas the player only needs to execute the process in the subconscious (GP3).

Tutor will take coaches through possible game situations and conditioned games.

- 'Rule-bending' games
  - Restrictions on target areas of the court (player 1 must hit back wall) (GP2).
  - Type of shot allowed (player 1 forehand drive/boast only) (GP2).
  - Only points won from front of T-line count – to encourage players to take the ball early.
  - Points won from cross court kills count twice.
  - Bounce before, or after the short line
  - Boasts and 'angles' only
  - Domination of the T-Zone
  - X-court shots only
  - Only play either above, or below the service line

Tutor asks coaches to discuss and experience the consequences of these rule changes. Tutor asks coaches to come up with other rule-based game scenarios.

Deception
What – A process of engineering patterned rallies to facilitate deception
Why – It provides a method / process of play that increases the Perception – Decision – Action organisation time for an opponent
When – At any time of a match situation
How - 1x2 = 2
   x3 = 6
   x4 = 24
   x5 = 120
   x6 = 720 Options

Deception can come through scenario / rally based learning and should come from it! It could be providing players with x1 cross court from the front per rally and the opponent not knowing this...they are limited to boasting more than normal, then the other player plays straight almost all the time, with the option of deception with a cross court possibly
2) Game-Based Tools - Changing Spaces on the Court
   - Limited space drills
   - Front/back permitted areas only or front half court games restrict and encourage different solutions to the game
   - Height and width of Tin can be manipulated.

**Tutor** asks coaches to discuss and experience the consequences of these court changes. Tutor asks coaches to discuss

3) Game-Based Tools - Modifying Equipment

   - Modified equipment can restructure the practice environment and constrain learner’s movement requirements
     - Ball characteristics (extreme cases e.g. Red Dot ball changes kill solution)
     - Heavy/light rackets (± 10% can increase RHS and 'feel')
   - Equipment that is heavier than normal may direct the players’ attention to an important source of information – **FEEL**
     e.g. grip size change or player relaxes grip tension

**Caution** - Occasional use of modified equipment must be carefully managed in a training program so that performance of the skill does not become dependent on the use of such equipment and its use is seen only as a transitory measure.

The games can be simple but the coach must know why they are introducing them into the practice session and how they fit in a game / tactical situation. And the likely behavioural changes that might require further modification. Most of these are recognisable as 'beginner games' but they needn't be. They can be scaled to the player level in front of the coach (**Tutor and Coaches discuss the differentiation required**).
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<td><strong>FACTORS THAT MAY AFFECT SKILL ACQUISITION</strong></td>
<td>Demonstration (GP1&amp;2)</td>
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<td>• Focus of the demonstration should be on the intention of the game NOT the technique based as an integral action part of the solution (PDA) employed by the coach during demonstration (GP2)</td>
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<td>• Do not overuse demonstrations as they limit the possible solutions for the player to perform the drill. Level 2 syllabus includes a six point plan for demonstration</td>
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**Tutors** ask coaches to discuss when they would/would not demonstrate and what alternative approaches could they take.

**Attention (GP2)**

- Internal focus of attention consciously only intervenes in the control / action / striking processes that regulate the coordination of their movements (e.g. arm location and wrist movement through shot)
- External focus allows sub-conscious, (GP3) fast, and reflexive processes to control movement
- Players must be encouraged to focus on external cues (e.g. body language, racket and ball of the opponent) and should not focus on internal cues (e.g. their own body segments and muscular activity) whilst playing/practicing

**Tutor** asks coaches to adapt the coaching-points example below in tennis for squash.

**Motivation (GP4)**

Players along the 'rocky road' of the performance pathway need to continuously participate in effortful and challenging activities. The coach manages player engagement with these activities by being aware of the following factors;

- Competency- ~70% success rate – **Tool 0-100**
- Autonomy- The player needs to feel part of the decision-making process for each session. Choice of games/ intentions, areas of development, placement of shots/targets etc. (GP4)
- Relatedness-Show the player how the session fits into their game. Strengths and weaknesses **Tool WWWW= PDA**

**Knowledge of Performance and Coach Feedback (GP1,2,3 & 4)**

- Players must build up their own error detection capabilities- not reliant on coach feedback
- Therefore coach instructions and feedback should be limited to broad intentions (GP2)(what did the ball do and what would you like it to do) **WWW – H = PDA**
- Feedback should be **externally** focused on the consequences of the action (GP2)
- Players should be encouraged to determine when they receive coach feedback to improve effectiveness of feedback. Offer and area of focus for the player (GP4)
- Coaches should not offer feedback unless the player asks for it or it has been agreed that they will receive it at specific times (e.g. end of each game or after a particular shot).
Types of feedback

- **Summary** – Feedback provided as a summary of performance on the preceding drill/game

- **Bandwidth** – Being the provision of feedback only when performance falls outside an agreed performance level (e.g. target error or below an agreed percentage of performance execution). *Tool 0---100*

- **Descriptive versus Prescriptive** - Provision of descriptive feedback (e.g. telling what happened) rather than prescriptive (e.g. telling them what to do) guidance encourages learners to find their own solutions e.g. What could they do differently *(GP4) & (GP1, 2 & 3)*

- **Question and Answer style** - Asking learners to come up with their own solution through a question and answer approach.

*Tutor* gives scenarios for coaches to provide the different types of feedback

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<td>- Aggression v Assertiveness v Anxiety (GP4)</td>
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<td>PLANNING FROM DESIGN TO DELIVERY</td>
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**THE REVIEW PROCESS**

Focus on objectives, identify 'what went well' & 'what went less well' and why, discuss and invite structured feedback, identify and summarise key learnings (what would you do differently), change your actions / behaviour to account for what you have learnt.

Exercise – answer the following questions:
- What does ideal look like for the player?
- What experiences do they need to develop?
- What will make the biggest impact on performance?
- What are the player’s super-strengths?

Exercise – identify the many factors (internal and external) that affect performance. Then identify which can be controlled (C), influenced (I), or need to be accepted (A).
| **COACHING PHILOSOPHY & VALUES** | **WHAT** | The aim of this section is for coaches to develop their understanding of coaching styles and their own coaching philosophy and values (and how they develop).

In working with talented players, a coach must adopt a ‘performance’ focus, considering long-term goals and aspirations, assisting the athlete to be the very best they can be. One key difference between a *participation* coach and a *performance* coach (two distinct roles) is that the performance coach is orientated around winning, whilst the participation coach focuses upon mastering skills. |
| **WHY** | Coaching Philosophy can be defined as a coach’s belief and framework for self-development that guide behaviour (actions). Coaching values are the principles that are most important to you and they influence your behaviour. Living up to our values can be difficult, therefore, it is important that we have and understand them as they underpin our approach to coaching and affect the motivation of those we coach. Coaching Style can also be described as leadership style – it is the aggregate of a coach’s coaching behaviour and it reflects a coach’s values. Coaching style can be affected by a multitude of factors such as player aspirations, experiences, ability, age, availability etc. It is the coach’s aim to develop the relationship, create a positive environment and then steepen the learning curve. A coach is required to flex their style as appropriate. A coach’s behaviour and statements have a direct impact upon athlete self-confidence. Having a clear coaching philosophy helps to maintain motivation in your coaching and ensure that you enjoy the experience too. It also helps the coach to recalibrate and maintain perspective. |
| **WHEN** | Frequent reflection, during both good, enjoyable times and more challenging periods is important in maintaining motivation, becoming more self-aware and developing as a coach. |
| **HOW** | What type of coach do I want to be? Three examples of coaching styles are: autocratic, democratic, humanist. Autocratic – coach is the independent decision maker. Democratic – coach allows high levels of participation from the athlete in decision making Humanist – a player centred approach, based upon the athlete’s personal growth through active engagement in the coaching experience It is, of course, possible to be a blend of all three of these coaching styles – depending upon your preference, the player(s) you work with and the situation you are faced with e.g. the approach in between games during a final, is very different to a practice match. There are certainly merits of all three styles. Exercise – discuss in pairs what your preferred coaching style is and how it has evolved. Also share how, on occasions, you have ‘flexed’ your style to benefit the development of your athlete(s). |
Improving your philosophy – identify your strengths and weaknesses (self-analysis, but also through asking others for feedback), recognise your values & beliefs. Consider 3 actions you want to stop, start and continue.

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<th>Start</th>
<th>Continue</th>
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Get to know your athletes to understand them, so you can more effectively tailor training to athlete needs. Be aware of your style and its strengths and weaknesses. Remember that coaching is about helping the athlete achieve their aspirations.

**EXERCISE ONE**

**Identifying the coaching values that are important you (Table 1).**

This exercise will help you identify or review the values that you hold as important. These may change over time and you should explore them to better understand yourself. This is a starting point.

1. In the first column of Table 1 note down all the people, roles, environments and things that are important to you about coaching (can be you as a coach, or you being coached)

2. In the second column of Table 1 identify the value or benefit you get or got because of having this person, role, environment or thing in your life. List as many as you like. Remember to use words, pictures, sounds etc. Think about how they made you feel.

3. Go through your list in column 2 and circle those than come up more than once. Then link together any that you feel mean the same thing – choose a word that best describes them both.

4. Look at the values in column 2 and decide which are the most significant for you. Enter up to 10 into column 3. These should be the ones that make you feel good about coaching, that are really important, and have a deep meaning for you.

5. Step back from your list. Check they are forward looking and will guide your motivation. Check there are no values missing that you see as important; it could be missing because it hasn't or isn't currently being met. Add any missing values to your list.
<table>
<thead>
<tr>
<th>1. People, Roles, Environments, things that are / have been important to me (as a coach or being coached)</th>
<th>2. Positive value that you got/get from this Person, Role, Environment or thing (theme/label them with a word)</th>
<th>3. MOST IMPORTANT VALUES - up to 10</th>
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</table>
### EXERCISE TWO

#### Prioritising your true coaching values (Table 2).

1. Enter your top 10 values in the VALUES column & row (A-J) of Table 2.

2. Take your first value (in column 1) and compare it to all the others underneath it on the list one by one. **WORK DOWN EACH COLUMN IN TURN.**
   
   a. Ask yourself which is more important to me RIGHT NOW, A or B? If A then place a ✓ next to B in column 1. Or if B is more important than A then place a ✓ next to A in column 2.
   
   b. Still in column 1. Then ask which is more important to me A or C? Place a ✓ next to C in column 1 if A is more important than C, or next to A in column 3 if C is more important than A.
   
   c. Work down column 1 taking each value in turn comparing it to the value below it until column 1 is complete.
   
   d. Go onto to column 2 and repeat. You will start with comparing B with C this time. Go down each column repeating the comparisons.

3. For each column (value) add up the total number of ✓ it has. Some values will have equal numbers, you can either leave it this way, or ask yourself the question ‘if I had to choose one, which would it be?’

4. Make a list of your coaching values in order of importance to you based on the number of ticks. Most important coming first.

5. This is your list of the coaching values you CURRENTLY hold as important or fundamental to you. This is likely to change over time and you may want to spend time over the next 1-2 years developing or refining or understanding your coaching values.
TABLE 2: (Exercise Two)

PRIORITISING YOUR TRUE COACHING VALUES

<table>
<thead>
<tr>
<th>VALUES (from Exercise One - Col 3)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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<td>C.</td>
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<td>H.</td>
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<td>I.</td>
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<td>J.</td>
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</tbody>
</table>

TOTAL ✓

IMPORTANCE
1=most
| EXERCISE THREE (ASSIGNMENT) | Living your values.  
For each of your coaching values, review whether you feel you are 'living' this value and examples of behaviour you regularly exhibit to demonstrate that you are living it. If you feel you are not living a value or could live it more positively, then what is preventing you from living it?  

Feed this into your Development Action Plan perhaps as "I want to do more of this but less of that". |

| COACHING LEADERSHIP | WHAT | There is much debate over whether leaders are born or made. Coaching is about growing and guiding your athletes towards a shared vision and in doing so developing yourself. It is about leading people. |
| WHY | Listening to your athletes, understanding their needs and then working with them to help them succeed. Success for your athletes may mean winning the match, it might mean learning some new skills, or it may mean spending quality time on court having a hit with their friends. |
| WHEN | Frequent reflection, during both good, enjoyable times and more challenging periods is important in maintaining motivation, becoming more self-aware and developing as a coach. |
| HOW | Take time to reflect on your own leadership role and what it means to you as a coach. Before you can hope for anyone else to understand you and what you’re about, you first need to understand yourself.  
Spend time understanding yourself. And following on from "why do I coach?"— is taking time to really understand who you are.  
Answer The following:  
What makes you happy?  
What are my strengths and what am I passionate about?  
How do you react to pressure and difficulty?  
What excites you?  
How are you at managing difficult conversations and conflicts? |
| COMMUNICATION STYLES | WHAT | Your communication style should be reflected in your coaching philosophy. Maximise your relationships through effective communication. Be congruent in words, tone and body language and connect with the player's needs.  
| WHY | The ability to communicate effectively with a player is critical. The words that are spoken, the ways that words are said (tone) and body language (including facial expression) contribute to how a message is received by a player. All three must be congruent i.e. tone and non-verbal messaging should agree with the words spoken.  
| WHEN | All the time. Every communication counts.  
| HOW | Exercise:  
Define your preferred communication style.  
Identify an occasion when your communication style worked well. Why?  
Identify an occasion when your communication style did not work so well. Why?  

| LEADING AN INTEGRATED TEAM | WHAT | As the player develops, their team will develop and expand, incorporating specialists (e.g. strength & conditioning, psychologist, physio etc.), in addition to parents and training partners. A coach-led, player focused approach is key. The coach, is the leader of the team and needs to plan, consult accordingly to ensure the best possible outcome (programme) for the player. Level 3 coaches manage and fine-tune all aspects of the learning environments to enhance player performance in order to compete in the national, international and ultimately, professional arena.  
| WHY | Added expertise, experience and support compliments the knowledge and understanding, skills and experience available to help guide decisions central to player development.  
| WHEN | Exercise good judgement and take advantage of opportunities to expand and develop the team. Actively seek opportunities to increase your breadth and depth of knowledge and understanding across the full range of guiding principles of player performance.  
| HOW | There must be guiding principles governing ‘how’ the team works together, for the benefit of the player. Seek clarity, simplicity, inspiration and aspiration from team members. The team requires a collective identity and shared purpose; and communication principles must be agreed. Meeting a team to plan and review is very effective and does require leadership from the coach. Clear objectives are required, so too the commitment from each member of the team to take both accountability and responsibility – everyone must do what they say they are going to do. Start the process of player development through a needs analysis, highlighting areas of strength, weakness, opportunity and challenge.  

EMPOWERMENT

**WHAT**
The approach that the coach takes will have a direct impact on their athletes. Athlete-centred coaches tend to be more cooperative in their behaviour. These coaches cooperate with their athletes in sharing the decision making and talking over how ‘we’ are going to do this.

**WHY**
Athlete-centred behaviour provides the right balance between directing athletes and letting them direct themselves. Empowering athletes to self-lead is important in a coach leadership role, as it enables athletes to make their own decisions and self-lead during performance.

<table>
<thead>
<tr>
<th>Athletes in an coach-centred environment may:</th>
<th>Athletes in an athlete-centred environment may:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tend to be motivated extrinsically</td>
<td>• set their own goals and have an intrinsic desire to reach them</td>
</tr>
<tr>
<td>• have their goals set for them</td>
<td>• show increased enthusiasm and engagement</td>
</tr>
<tr>
<td>• feel as if they don’t have much to say</td>
<td>• develop self-efficacy and confidence in their ability and feel enabled to control results produced by their skill and effort</td>
</tr>
<tr>
<td>• make few decisions</td>
<td>• understand that they contribute to and take responsibility for their learning and direction</td>
</tr>
<tr>
<td>• often respond ‘robotically’</td>
<td>• be accountable for their actions</td>
</tr>
<tr>
<td>• be often encouraged to listen</td>
<td>• be more resourceful and innovative</td>
</tr>
<tr>
<td>• get frustrated</td>
<td>• feel that they are listened to because of coaches’ actions in understanding the athletes (e.g. listening, empathy)</td>
</tr>
<tr>
<td>• feel not listened to</td>
<td>• understand that there is mutual trust and respect</td>
</tr>
<tr>
<td>• feel they are not respected or trusted by the coach</td>
<td>• cooperate to enhance mutual goals and directions</td>
</tr>
<tr>
<td>• lack confidence and competence to make informed decisions</td>
<td>• be more coachable because they have freedom and choice</td>
</tr>
</tbody>
</table>

WHEN

WHOW
To build leadership, the leader has to transfer control and enable independence of followers – to become leaders.
**LEARNING ACTIVITY**

As a group discuss how you currently empower the athletes you work with. To what extent do you facilitate autonomy and share leadership? Think about goal setting, coaching style, activities, expectations, communication, feedback and rewards.

**CONCLUSION**

Self-development is critically important if the coach is to maintain a relevance to athletes, the game and become the very best they can be. A clear and evolving coach philosophy, with clearly identifiable values, provide a framework to empower the coach and make good decisions across a range of situations, and array of different individual athletes. Planning and reviewing fit symbiotically with a developing coaching philosophy, values and a growing sense of awareness of self.

---

**SITUATIONAL LEADERSHIP**

**WHAT**

No one style of leadership fits every situation so you will need to adapt your leadership style according to the needs of your athletes, their willingness to take responsibility, the quality of relationships you have with them and the task being performed. Below are four general approaches to leadership depending on the situation.

**Telling – Selling – Participating - Delegating**

**WHY**

Situational leadership encourages leaders to adapt their leadership style based on the difficulty of the task and the maturity of the athlete.

**WHEN**

- **Telling** - Should be used in situations in which athletes lack the training, confidence, or desire to complete a task.
- **Selling** - Should be used with athletes who are confident and willing, but who are not able to complete the task.
- **Participating** - Should be used to boost the motivation of athletes who have the capabilities to achieve their goals but lack confidence in themselves.
- **Delegating** - Should be used when athletes are able, confident and motivated.

**HOW**

- **Telling** - You will need to direct your athletes down the right path by giving them detailed directions and monitoring their performance.
- **Selling** - You will need to guide your athletes by clarifying decisions and giving them the chance to ask questions.
- **Participating** - You will need to encourage your athletes to participate in decision making and support their efforts.
- **Delegating** - You can turn over responsibility to your athletes in terms of what to do and how to do it.
<table>
<thead>
<tr>
<th>CULTURE</th>
<th>WHAT</th>
<th>Group culture is built from individuals’ values, beliefs, intentions, behaviours and commitment to the shared vision and goals. Creating a group culture first requires you to understand your own perspective of culture. It determines whether, for example, the team’s focus is on fun, mastery, or winning or whether it promotes individual accomplishment or team success. The culture is grounded in an identified sense of mission and shared goals, for instance, the goal of qualifying for a regional championships or winning a national title.</th>
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<tbody>
<tr>
<td></td>
<td>WHY</td>
<td>Culture provides a sense of group energy and understanding that enables a group of individuals to lift their collective performance and commitment to outperform their individual efforts.</td>
</tr>
<tr>
<td>WHEN</td>
<td>At the start of a programme/season or when you get a new group of players</td>
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<tr>
<td>HOW</td>
<td>Coaches should be active in the formation of their groups’ culture through their leadership, while letting the athletes contribute to it in their own way too. Using open discussions with group members, you can identify the values, attitudes, and beliefs that you and your athletes want to act as the foundation of the group culture. You can also discuss what all of you feel is important in terms of the atmosphere you want to create, the expectations the group has about their behaviour, and the way in which group members communicate. This collaborative approach to building group culture will ensure that members feel a sense of ownership for the culture and live by it.</td>
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</table>

**There are many ways to foster a healthy, positive culture. Some ways to setting up an effective group include:**

- Getting to know each other through fun activities at the start of your season.
- Setting goals together and allowing everyone to have buy-in to the group goals.
- Working out a plan of how to achieve the goals.
- Assigning roles to each team member so everyone has ownership.
- Monitoring and evaluating as the season progresses.
- Asking questions of the athletes and the team and solving them together.
- Giving lots of feedback both individually and collectively.
- Valuing individuals alongside the specialness of the team.

**Some questions to ask:**

**What shared values do we want to act as the foundation for our group?**

**What attitudes and beliefs about our group do we want to hold?**

**What are the goals that our group wants to pursue?**

**How do the athletes and coaches want to treat each other?**
What kind of atmosphere do we want in our group?
When you ask and answer these questions, you are proactively developing a culture of your group’s own design rather than leaving it to chance. In doing so, you are building a group that has its best chance of being positive and supportive and, as a result, will perform at its highest level possible.

LEARNING ACTIVITY
In groups, take turns delivering a 5 minute coaching session or activity you have experience in delivering. Have one coach observe you in action, making note of the following. Debrief afterwards in pairs.

1. The focus on the coaching session was...
2. My coaching style was...
   Autocratic, democratic, humanist?
3. How did I communicate with my athletes?
   What words were used? How did the athletes respond? Were there opportunities to give and receive feedback?
4. Was it an effective leadership style?
   How did I show leadership? Did it work in this situation? Who did I influence?

MANAGING AND RESOLVING CONFLICT

| WHAT | The practice of recognizing and dealing with disputes in a rational, balanced and effective way. Conflict management implemented within a sporting environment usually involves effective communication, problem resolving abilities and good negotiating skills. |
| WHY | Positive conflict resolution results in better long-term dynamics and restores the focus on the long term goals. |
| WHEN | Conflict between people occurs when there is disagreement, which hinders goal attainment. This can be with administrators, athletes, parents, other coaches and referees. Some examples include: arriving late at practice, arguing with club members, disobeying the coach, differences in opinion and inappropriate behaviour off court. |
| HOW | Managing conflict situations effectively requires looking at the situation and assessing how assertive and cooperative you need to be to achieve a satisfactory outcome.  
   Step 1: Know yourself  
   Knowing how you are likely to behave in difficult situations can help you to identify what you want to get out of the situation. Be aware of your voice tone and body language.  
   Step 2: Know what you want  
   Knowing what you want helps you to stay focused on specific goals. Pay attention to the facts rather than the emotions. |
**Step 3: Know what the other person wants**
Knowing what the other person wants captures their attention, engages them and shows them that you are interested. Ensure that the other person feels heard – they will now be more likely to listen.
- Describe what they have said “so what you’re saying is?”
- Give consequences “Which means that this will happen?”
- Ask for their response “What do you think about that?”

**Step 4: Find common ground**
Knowing what you both want generates options and helps you to define a way forward that is more likely to be successful for both parties.
- Seek their solutions and offer suggestions / support
- Give positive consequences

**Step 5: Goal setting**
Following up allows you to formulate an agreement.
- Agree on an action and timeframe.

**LEARNING ACTIVITY**
The tutor will now give you a scenario from below to role play in pairs. One will be the protagonist and the other will be an empathetic coach. Use the conflict management steps to deal with the situation and then discuss how you would resolve any issues. Think of three more scenarios and complete the blank spaces provided below.

**What happens if…**

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>POSSIBLE SOLUTION</th>
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<tbody>
<tr>
<td>One of the parents disagrees with the priorities you have highlighted for the training this week.</td>
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<tr>
<td>A referee makes a poor decision and the athletes become distracted and start to challenge them.</td>
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</table>
The physical background of Squash

What do we need from our body to play a better game?
By the end of this periodisation module, coaches will be able to demonstrate that they can:

1. Produce a plan for a 1-year period that designs, manages and fine-tunes all aspects within learning environments.
2. Manage and fine-tune the application of a practical, balanced programme to establish and maintain levels of fitness for squash that maintain peak performance over a periodised year.
3. Manage and fine-tune a programme for players to accept responsibility for their own actions of effective Performance that include Emotional control, Goal setting, Relaxation, Concentration, Self-talk, and Visualisation.

<table>
<thead>
<tr>
<th>Competency Outcome 3</th>
<th>Delivery</th>
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<tbody>
<tr>
<td><strong>WHAT</strong></td>
<td>Periodisation is the art and the science of planning and integrating all learning and training components (skill, physical and tactical) and performance factors into a sequence that will optimize the development of an aspiring squash player, that lead to peak performance while avoiding plateau and overtraining.</td>
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<tr>
<td><strong>WHY</strong></td>
<td>To compete at high level squash players require developing and being proficient in a range of skills and attributes. Ideally players use a periodised approach to training for optimal long-term development, which allow them to sequentially develop and improve these skills and attributes over a desired period of time.</td>
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<td><strong>WHEN</strong></td>
<td>Pursuant to Goal Setting, Coaches identify tournaments to peak at and prepare long-term plans, which are then discussed with the player. A good period is a year before.</td>
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<td><strong>HOW</strong></td>
<td>Periodisation assists the player and coach to:</td>
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<td></td>
<td>• Recognise strengths, while acknowledging any weaknesses</td>
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<td>• Set realistic performance goals</td>
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<td>• Establish steps and action plans to improve performance in both the short and long term</td>
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<td></td>
<td>• Instill and develop confidence in the program</td>
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<td></td>
<td>• Achieve enjoyment and satisfaction</td>
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</table>
### A - PRINCIPLES OF PERIODISATION AND PLANNING

<table>
<thead>
<tr>
<th></th>
<th>DURATION</th>
<th>1.5 hours</th>
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<tbody>
<tr>
<td>2</td>
<td><strong>AIM</strong></td>
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<tr>
<td></td>
<td>• To present and discuss the principles of periodisation</td>
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<tr>
<td></td>
<td>• The application of the principles in a long term training programme</td>
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<tr>
<td>3</td>
<td><strong>CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The principles of periodisation</td>
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<tr>
<td>4</td>
<td><strong>LEARNING EXPERIENCE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lecture and group discussion</td>
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<td>5</td>
<td><strong>ASSESSMENT</strong></td>
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<td></td>
<td>• Theory exam</td>
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<td></td>
<td>• Assignment</td>
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</table>

### B – STEPS IN DESIGNING A SQUASH ANNUAL PLAN

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<thead>
<tr>
<th></th>
<th>DURATION</th>
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<tbody>
<tr>
<td>2</td>
<td><strong>AIM</strong></td>
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<tr>
<td></td>
<td>• The application of the Skill, Tactical, Physiological and Psychological components to formulate a long-term training programme for squash players</td>
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<td></td>
<td>• To examine the phases required within a long-term training programme</td>
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<tr>
<td>3</td>
<td><strong>CONTENT</strong></td>
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<tr>
<td></td>
<td>• Activities during the preparatory phase (GPP and SPP)</td>
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<td>• Activities during the pre-competition phase</td>
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<td>• Activities during the competition phase</td>
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<td></td>
<td>• Activities during the transition phase</td>
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</tr>
<tr>
<td></td>
<td>• Concept of tapering and peaking</td>
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<td>• Use of support services</td>
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<tr>
<td>4</td>
<td><strong>LEARNING EXPERIENCE</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Lecture and group discussion</td>
<td></td>
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<td></td>
<td>• Group presentation</td>
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<tr>
<td>5</td>
<td><strong>ASSESSMENT</strong></td>
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<tr>
<td></td>
<td>• Theory exam</td>
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<td></td>
<td>• Assignment</td>
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<tr>
<td></td>
<td><strong>DURATION</strong></td>
<td>2.5 hours</td>
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</tbody>
</table>
| 2 | **AIM**      | • Prepare and discuss a one month, one week and a daily training programme  
|   |              | • To examine the activities required within this period |
| 3 | **CONTENT**  | • the phases in a long term training programme  
|   |              | • Tapering and Peaking  
|   |              | • Preparing a computer based training programme |
| 4 | **LEARNING EXPERIENCE** | • Lecture and group discussion  
|   |              | • Group presentation |
| 5 | **ASSESSMENT** | • Theory exam  
|   |              | • Assignment |