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EQL Level 3 Certificate in Coaching

Learning Resources

**Developed in Partnership with the
National Source Group for Equestrian,
The Coaching Development Action Team**



EXCELLENCE IN SPORTS COACHING



SECTION ONE

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INTRODUCTION

What is coaching?

In the 1600's the verb "to coach" meant "To transport a valuable cargo from one place to another". 400 years later we have the same interpretation; we are helping a valuable equestrian athlete to improve their performance from their current level to their desired level.

Coaches set exercises, practices and tasks to teach skills correctly, encourage practice of proper techniques, resulting in quicker skill learning and improved performance.

Coaches help make sport a safe, enjoyable and rewarding experience for participants by taking a participant-centred philosophy. This means that everything a coach does, he/she does with his/her participants in mind. Session plans are designed to maximise learning and enjoyment. Exercises are created to help participants learn. Feedback is given to help them improve. Questions are asked in order to help participants to develop their own problem-solving skills. Everything a coach does should be with the aim to help their participants become independent, self-teaching sports people.

The opposite coaching philosophy to this is a coach-centred one. This is where everything is done to suit the coach, no matter what the effect upon participants. A coach-centred coach doesn't involve their participants in decision making or ask their opinion. A coach-centred coach believes that they are the expert and that participants have nothing to contribute to their own learning process. The Coaching qualifications follow a participant-centred approach.

The Coaching Process involves a coach:

Planning, Doing and Reviewing their activities on a continual basis

Planning:	Planning and Organising Identifying participant's needs Planning activities and exercises to meet needs and progress development Checking facilities and equipment are safe to use
Doing:	Guiding, Challenging and Directing Introducing session goals Conducting a warm up to prepare horses and participants mentally and physically and reduce the risk of injury Provide demonstrations to show key points or correct action Allow opportunities to practice skills Observe and analyse practice to point out and correct ineffective/incorrect practice Conduct a cool-down to prepare horse and participants for the end of the coaching session and to minimise the risk of injury.
Reviewing:	Monitoring and Evaluating Evaluating the session against targets and goals Identify areas for improvement Design adaptations to plans based on participant performance, needs and goals

Coaching is about developing and improving people and their behaviour in a sporting context. Coaches develop people in various ways:

- Technically – by developing good technique and learning new skills
- Physically – by improving physical condition
- Socially – by learning to co-operate with others

Psychologically – by learning to control emotions and develop self-confidence
Personally – by learning life skills, developing values and attitudes

The Equestrian Coaching 'Tools'

One thing that makes equestrian coaching more exciting and challenging than many other sports is that the 'tools' that we use are not inanimate objects. Our horses and ponies have minds of their own and they don't always think in the same way as their riders, drivers or handlers! Horses and ponies react to the actions of the rider, driver, handler and vaulter, plus the actions of any other equines around them and the environment. It is important to keep this always in mind when you are thinking about, and practicing, your coaching skills.

The Role of a Level 3 Coach is to:

- Plan, implement, analyse and revise annual coaching programmes
- Establish participants' current and potential needs and key performance factors
- Involve participants in analysis of performance needs and aspirations
- Design and plan a coaching programme that supports participants' needs
- Plan for the use of resources to support the coaching programme
- Plan an evaluation schedule for the coaching programme
- Establish and maintain a safe coaching environment for participants and others
- Establish and maintain supportive working relationships
- Manage participants and others' behaviour to ensure a safe and effective coaching environment
- Prepare participants and others for the coaching programme
- Deliver the coaching programme
- Develop participants' performance within the coaching programme
- Conclude the coaching programme
- Monitor, evaluate and refine the goals of the coaching programme
- Monitor and evaluate participants' performance and development
- Develop personal coaching practice
- Assist others to develop their own coaching practice
 - o Helping new coaches overcome anxieties and integrate into the organisation.
 - o Providing guidance i.e. where helpful coaching resources can be gleaned.
 - o Help with preparing and delivering coaching sessions.
 - o Guiding the coach's practical coaching and indicating alternative appropriate strategies.
 - o Helping newer coaches to take a 'holistic' approach to coaching.

Underpinning Knowledge and Understanding for a UKCC Level 3 Coach:

- Safe and ethical coaching practice
- The welfare of participants and others during the coaching programme
- Types of communication and methods of communication
- Managing the coaching environment to encourage behaviour and practice that supports the safe and effective development of participants and others
- Types of information and sources of information required to inform the planning of coaching programmes
- Measurement needed at the beginning, during and end of coaching plan.
- Managing injuries, illness and rehabilitation, health and safety requirements and emergency procedures associated with coaching programmes
- The techniques and skills of participating
- The tactical aspects of participating
- The rules of participating
- Applying coaching practice to meet the needs of differing coaching environments
- The physical fitness components of participating

- The training principles to improve participants' performance in differing coaching environments
- Methods to develop participants' performance
- Methods to motivate participants
- Nutritional requirements for healthy living and physical activity
- Skill acquisition, theories of learning, learning styles and the methods to improve learning to meet participants' needs
- The methods to modify and adapt coaching sessions and refine the programme to meet participant's needs, abilities and stage of development
- Sources of information and a range of methods to evaluate coaching programmes
- The methods to reflect and improve personal coaching practice
- Current developments within the coaching environment and sport
- Advising and supporting others in their coaching practice
- How to deal with child protection issues
- How to provide an inclusive environment
- How to set up and stand back
- How to provide accurate demonstration of complex movements
- How to plan to manage risk at programme level
- How to modify in response to changes in environment
- How to manage participants at beginning and end of session

Key elements of the Coaching Process:

The Coaching Process is a continuous cycle of:

- Goal Setting (what do I and what do my participants want to achieve?)
- Observation (where are they now?)
- Gap Analysis (what do they need to do in order to achieve their goal?)
- Action Planning (how will they achieve their Goal?)
- Motivating (how to help them maintain commitment to their journey?)
- Monitoring and Evaluating (how are they getting on against plan?)
- Feedback and Review Plans

Coaching within an equestrian context combines several skills:

- Providing a safe and supportive environment
- Removing unnecessary distractions or interferences
- Directing a person or group along the path from their present stage of learning and development to their future goal
- Developing skills and capabilities
- Developing new strategies which can be applied in multiple situations
- Providing new information
- Helping to shape participants' beliefs and values (particularly children)
- Using your experience to encourage your participant to follow the "best way"
- Guiding someone to discover their unconscious competencies and overcome internal resistances and interferences
- To help a participant extend their own knowledge
- To promote self-esteem and confidence in the participant

Why do you want to start taking sessions?

What are your riding/driving/vaulting goals; now, within the next 6 months, and beyond (if appropriate to ask now)?

What experience with horses have you had to date?

Have you worked in group sessions before? Yes/No

Where have you had equestrian coaching before?

How often do you ride/drive/vault?

How would you rate your competency? (To gauge confidence levels)

Beginner / Novice / Experienced / Very Experienced

(Ask them for specifics of what they have done e.g. canter or height of jumps – this often identifies those people who think they are experienced, but who aren't!)

What other exercise do you do and how frequently?

Have you had any significant horse-related incidents/accidents in the past?

Signed (participant):

UNDERSTANDING THE TECHNICALITIES OF EQUESTRIAN COACHING AND RECOGNISING A VARIETY OF COACHING STYLES

Learning Styles

People develop learning habits or styles which enable us to learn more from some experiences than from others. The four learning styles are known as:

- Activist
- Reflector
- Theorist
- Pragmatist

Activists

Activists involve themselves fully in new experiences. They are flexible, open-minded, not sceptical and tend to be enthusiastic about anything new. Their philosophy is "I'll try anything once". They tend to act first and consider the consequences afterwards. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored by implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others, but often seek to centre all activities around themselves.

- How will you deal with an activist style of learning in your coaching session?

If you have Activist learners in your coaching sessions, you must make sure to reinforce the safety aspects of the exercises you are doing. Activists will often plunge into trying something before thinking about what might happen as a result.

Activists want to get on with trying something new. Therefore, you will need to explain new exercises succinctly. You will need to think about how to consolidate skills in a way that has variety and different activities. Ask them to practice different approaches/techniques and work out the best one for different circumstances on the basis of their experience.

In a group situation you will need to ensure that all participants get your full attention – you mustn't be distracted by the noisiest participant in your group. Activists will be ideal subjects to demonstrate a new task or skill to the rest of a group coaching session. You will need to encourage activists to plan their actions once they become more independent participants, but are still at the conscious competence phase of learning. You will also need to encourage them to understand why they are learning skills in a particular way. You will have to avoid their demands to "just show me how to do it right".

When starting a coaching relationship with an Activist, ask them what they can do rather than what are their goals or thoughts. They are more likely to enjoy demonstrating what they can do with the horse than think about what they might like to do in the future.

Activists learn best when:

They are involved in new experiences, problems and opportunities.
They are working with others in business games, team tasks, role-playing
They are thrown in the deep end with a difficult task
They are chairing or leading discussions.

Activists learn less when:

They have to listen to lectures or long explanations
Reading, writing or thinking on their own
They are absorbing or understanding data

They have to follow precise instructions to the letter.

Reflectors

Reflectors are good listeners, cautious and careful. They like to stand back and think about experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. Their philosophy is to be cautious. They like to consider all possible angles and implications before making a move. They prefer to take a back seat in discussions. They enjoy observing others in action. They tend to adopt a low profile in a group situation. They tend to shy away from participating.

- How would you deal with a reflector learning style in your coaching session?

They will want to have an exercise fully explained and given time to think about how they will carry it out, before being put under pressure to perform the exercise. Be careful not to over face or push a Reflector into something until they have had time to think about it.

A reflector will typically check with you (and possibly others) several times before taking action. They will enjoy watching a demonstration of a new skill before attempting it for themselves. In a group coaching situation, you will need to be aware of reflectors' preferences for waiting for others to offer opinions first, so to help their learning, you can ask them questions to draw them into group discussions.

Encourage Reflectors to identify significant riding experiences that went well or didn't work out. Use these memories as the basis for learning. Reflectors respond best to questions to draw out their learning, rather than delivering direct feedback to them.

Reflectors can be prone to excessive self-criticism, so it's vital that you remember to get them to think about their successes.

When working on development actions, make sure to encourage the Reflector to think about what they will DO differently to improve. It is important to make sure that a Reflective participant actually tries out new ways of developing skills and doesn't just talk about it. Have an action plan at the end of the coaching, not just things for the Reflector to think about. The action plan needs to contain practical, active steps.

Reflectors learn best when:

They can observe individuals or groups at work
They have the opportunity to review what has happened and think about what they have learned
They are given tasks without tight deadlines.

Reflectors learn less when:

They act as leader or role-play in front of others
They have no time to prepare
They are thrown in at the deep end
They are rushed or worried by deadlines

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems

thinking. They like logic. They frequently ask "Does it make sense?" "How does this fit with that?"

They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. They prefer to maximise certainty and feel uncomfortable with subjective judgements or anything flippant.

- How would you deal with a theorist learning style in your coaching session?

Be prepared to break down your explanation of every skill into detail; which aid is applied and exactly when. They will want you to feedback in detail about their performance, so make sure you take comprehensive notes. You may need to explain convincingly why it is important to follow a certain way of applying aids or riding a course and so be clear in your own mind about the logic of these.

As with Reflectors, be particularly sure to have a real action plan at the end of the coaching – not just thoughts and theories. Often these types of learners will be happy to talk about riding and comment on others, but show more reluctance to actually get on and improve their own riding style/ability. Any action plan must build in lots of practical sessions with room for regular feedback.

Make sure that you monitor Theorists temptation to keep on at one exercise until they get it right – think of their poor horse! Encourage them to try different ways to achieve the same outcome.

Theorists learn best when:

They are put in complex situations where they have to use their skills and knowledge
They are in structured situations with clear purpose
They are offered interesting ideas or concepts (even if they are not immediately relevant)
They have the chance to question and probe ideas behind things

Theorists learn less when:

The activity is unstructured or briefing is poor
They have to do things without knowing the principles or concepts involved
They feel they are out of tune with the other participants in the group.

Pragmatists

Pragmatists are keen on trying out new ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with rumination and open-ended discussions. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities as challenges. Their philosophy is "there is always a better way" and "if it works, it's good". They will reject ideas without obvious use to them. They are uninterested in theory and underlying principles. They often grasp the first solution that might work.

- How to deal with a Pragmatist learning style in your coaching session:

They may be impatient with the coaching process itself "What's the point of all this then?" Be prepared to explain the value of coaching in terms of real positive results, such as improvement in their riding techniques/the horse's way of going.

Like Activists, Pragmatists will want to get on with trying something new. If you are teaching a skill which you are breaking down into component parts, make sure you explain how it fits into the whole, otherwise Pragmatists can be quick to dismiss something if they don't understand its benefits or relation to something else.

Emphasise the practical value of procedures and the real effects – now or future – of not following them. Encourage them to explore and understand why they are learning new skills.

Pragmatists learn best when:

There is an obvious link between the topic and job
They have the chance to try out techniques with feedback, e.g. role-playing
They are shown techniques with obvious advantages (e.g. saving time)
They are shown a model they can copy

Pragmatists learn less when:

There is no obvious or immediate benefit they can recognise
There is no practice or guidelines on how to do it
There is no apparent pay back to the learning
The event or learning is all theory.

We all display a mixture of learning styles, but most of us have a preference for one or two over the others.

It can help us work with other people if we have some insight into their preferred style(s). We can often gain that insight by listening to the sort of language that they use. No one examples is an absolute guide to a preferred style, but if we listen for patterns of phrases, we can often get a picture of the way that a person approaches new experiences in terms of learning.

Phrase	Learning Style
So what use is that then?	Pragmatist
Tell me, how does that work exactly?	Theorist
I'll have a go	Activist
So how did you come to that conclusion?	Theorist
I want to think about that and come back to you later	Reflector
So how does that work in practice?	Pragmatist
Don't just talk about it – have a go	Activist
I can't decide now. I'll tell you tomorrow	Reflector
So what does this idea come from?	Theorist
Don't bother me with the detail; what do I need to know	Pragmatist
What do we do first?	Activist
What do we do again?	Reflector

In addition to the information on Learning Styles above, we all also have another set of learning preferences based on how we like to receive new information. These are:

- **Visual** Learners – learn best through demonstrations and diagrams
- **Auditory** Learners – learn best through explanations
- **Kinaesthetic** Learners – learn best through demonstrations and practising

It is useful to be aware of these preferences because you can adapt your coaching sessions to satisfy all 3 preferences. Equestrian coaching is well placed to help you incorporate all 3 preferences because of its very nature; mostly when we are teaching new skills:

- We describe it and explain how to do it (**Auditory**)
- We provide a demonstration of how to do it (**Visual**)
- We ask participants to try it for themselves (**Kinaesthetic**)

It's useful to be aware of your own learning preference as this will influence how you share new information. For example, if your preference is Auditory, you might occasionally be tempted to leave out a demonstration and go straight from explaining the new information to getting your participants to try it out. If you were to do this, you would miss out the necessary element of a demonstration or diagram for visual learners.

Learning Theory

How people develop is not age related. There are certain assumptions made about ages and stages about what people can/cannot do. Does everyone fit the generalisations/assumptions? Who says what's normal?

Don't teach things until people are 'ready'. Why do we assume that participants must master the basics before moving onto the more complex tasks of using those basics in a 'real' context?

Parents/coaches take responsibility for decisions regarding sport for children. Children are considered as 'unknowing' against adults who 'know'. Coaches decide when participants are ready for competition or new manoeuvres and for how long one will practice drills/specific skills. Why do coaches assume that only adults/experienced participants can have insights to add to the coach's thoughts about a combination or team?

What about older and disabled athletes?

Participants of similar chronological ages can differ markedly in their skills, aptitudes and behaviours. Perhaps lessons should be grouped according to ability rather than age? Perception of adults/teenagers riding with children?

Things which motivate/influence individuals:

(DRAWING OF PARTICIPANT WITH ALL SOCIAL INFLUENCES AROUND THEM)

Positive and supportive social relationships with coaches, parents and peers impact participants' motivation towards taking part in sport and activities. Studies show that more can be achieved by a coach using positive interactions, than negative ones.

The way coaches structure practice sessions and respond to participants can significantly affect their competence, perceptions, global self-worth, affect motivation orientation and actual participation (Weiss and Ferrer-Caja). Surveys of athlete participation motivation have identified the coach and coaching behaviour as major factors in determining whether participants choose to continue with or drop out of a particular sport.

Praise is considered to be a valuable tool for creating a supportive environment and maintaining high levels of morale and self-worth. It's not just about the technical and tactical knowledge you share with athletes but how you connect with them as social beings.

Compare and contrast how you deal with different participants – confident v nervous, extrovert v introvert, activists v theorists, skilled v unskilled etc.

Participants often judge their progress and abilities by comparison to others and the differences in a coach's behaviour towards them could reinforce their feelings of incompetence and low self-esteem.

Using humour diffuses tension and shows coach as a human. Identify the differences between humour and sarcasm.

As part of your Coaching Philosophy, should be the rule that there should be no embarrassment or humiliation – participants need to be able to say "I'm having a problem with..." Part of your responsibility of coaching is to make participants feel comfortable to make mistakes in order to help them improve. One of the biggest blocks to performance improvement is the fear of failure and this fear can be made worse by a participant feeling that they can't ask questions or be seen not to understand something the coach has said.

Participants don't practice their sport in isolation. They have many different influences around them, including friends, family, work/school colleagues, other participants etc. Parents/guardians influence children's participation and motivation. Therefore, coaches mustn't ignore parents; in fact they must include them in their children's experience. To maximise children's motivation, coaches must foster positive relationships with parents. The coach needs to communicate and educate parents in their philosophy and aims for their children. Parents can reinforce or compromise a coach's efforts because children want to please their parents and show them what they can do.

Parents can get over involved with children's participating, this may result in them criticising the coach and the children may end up arguing with the coach because of what they have heard at home.

Parents can also be under-involved and this will also impact on the child's interest level in the sport. They want to please their parent and if the parent is not showing interest in this particular activity, the child will eventually direct their attention to the activity the parent is more interested in. Therefore to maintain long-term interest in your sport, it's in your interest to get parents on board!

Educate parents in the codes of conduct you wish them to adhere to, e.g. how to reinforce desired behaviours, maintain fun (don't want to turn play into work, have children feeling fear or dissatisfaction or working hard, but showing no enjoyment). You can often pick up parents' motivation by the questions they ask their children (for example "did you win?" suggests a competitive results-oriented parent)

Participant-peer interaction has an influence, it can affect motivation. Participants will compare themselves to others. Peer acceptance and support may be in part determined by a participant's ability. Those who are perceived to be the most talented are more likely to gain acceptance and status from their peer group. Participants of lower ability may be locked out of games (children gymkhanas). Lower ability participants may become the target of ridicule or be blamed for the loss of a particular event/competition by their peers. This is possibly also where the temptation to blame one's horse or pony may arise. If a participant feels that they haven't performed as well as their peers, they may choose to focus their disappointment on their mount. This is something to be discouraged by you. Watching a recent Hickstead Derby demonstrated the correct attitude of competitors – even if they didn't jump a clear round, they always looked at the positives and did not blame their horse or the course for their mistakes.

Coaches have a responsibility to encourage positive peer interaction and respect for others. Derogatory remarks, teasing etc should not be tolerated.

Because participants enjoy the social interaction of their sport, one of the benefits of the sport is to allow opportunities for participants to be with friends and make new friends. What can you do to encourage this interaction?:

- Scheduling social events outside of practices
- Incorporating free time before and during practices
- Designing team building exercises

Motivation Theories

Heider and Weiner's ATTRIBUTION THEORY

Motivation is determined by the explanations athletes give for their successful and unsuccessful sporting performances. There are 3 categories of attribution:

Stability – the extent success/failure is deemed to be down to ability or talent (stable) or luck or coaching (unstable)

Locus of causality – the internal (effort) or external (how strong opponents were) factors influencing the result

Locus of control – whether or not the participant feels they have control over the factor.

Athletes who attribute success to internal stable factors are more likely to be able to maintain their motivation. Potential negative consequences of this attribution could be failure resulting in feelings of shame, guilt and disappointment.

Athletes who attribute success to external unstable factors don't increase their self-esteem by winning. Potential negative consequences of this attribution could be failure resulting in frustration and anger.

If participants attribute their success or failure in these ways this affects their expectations of future success or failure and their emotional reactions.

Coaches need to consider how they give feedback re success/failure to maintain motivation. There is a saying in personal development that there is "No failure only feedback". How does this statement make you feel? Do you agree with it? The creators of the saying believed that failure suggests finality and that there is always another opportunity to try something again. How would you feel about some of your past results if you adopted this belief for yourself? How would this belief affect how you give feedback to others? How can you use this knowledge in your coaching practice?

How can you help your participants develop attributing their performance to internal stable factors?

How would you deal with a participant saying "I am no good at this, I never will be and there's nothing I can do about it!"?

How can you control the potential consequences of either attribution theory?

How can you help participants to become more reflective regarding how they attribute their success or failure?

Nicholls' (1984) ACHIEVEMENT-GOAL THEORY

Nicholls' achievement-goal theory explains athlete motivation in relation to the goals an athlete sets for their own performance. Typically there are two types of goals set, task-involvement and ego-involvement goals:

In **Task-Involvement goals**, the emphasis is on self-mastery and skill improvement. Success is defined relative to self. Performers are more likely to perceive themselves to have a sense of control over their performances. But this does not discount their interest in winning. They are more likely to persist with tasks. Don't compare themselves to others. More likely to set realistic goals. Don't fear failure. Less likely to experience disappointment, anger and frustration.

Ego-Involvement involves emphasis on exceeding the performance of others, sometimes ignoring their own performance improvements. They define success relative to subjective comparison with others – this can prove challenging for maintaining on-going motivation as others' performance is not within their control. Therefore a danger with this focus is loss of interest, giving up more easily and may choose extreme goals. Because they don't perceive that they have control over their performances, they therefore may struggle to maintain perceptions of their own competences and may make excuses for poor performances. However, don't assume that they don't care about playing well.

How can a coach maximise the benefits of task-involvement orientation?

This is an easier way to deal with a participant, instead of trying to tackle reducing their ego-involvement.

By emphasising certain cues, rewards and performance expectations a coach can promote a particular goal state which will affect the way athletes perceive their sport. Think about; when do you congratulate your participants? How do you design practices? How do you react when your participant/team loses? How do you define success? How do you evaluate performance? Also need to consider the impact of parents on children – how should you deal with this as a coach?

Deci and Ryan Vallerand's COGNITIVE-EVALUATION THEORY

This theory explains why the commonly-held belief that more rewards result in greater performance doesn't always work. It examines the relationship between intrinsic and extrinsic motivation and the impact of rewards upon behaviour and performance.

The belief is that participants have two innate needs – to feel competent and to feel self-determining in their activities. Anything that impacts these two needs will have an impact on a participant's intrinsic motivation. If participants feel that other people control their actions, this decreases their intrinsic motivation.

Coaches therefore need to be aware of how feedback affects motivation – not only own feedback, but also that of parents/significant others in relation to a participant's two innate needs.

Intrinsic motivation can be enhanced through coaching that emphasises self-evaluation, improvement and learning.

Coaches need to be aware of how the social and cultural contexts in which participants operate may influence their motivation.

Coaches need to build and maintain high levels of intrinsic motivation through the development of working climates that emphasise task mastery and provide athletes with a sense of control over their sporting involvement and performances.

Physical Fitness

Participant melds their posture to another moving being and therefore needs to be able to control their own posture whilst accommodating and resisting the horse's movement. Ultimate aim is for participant to control horse's posture.

Posture is emotional as well as physical. Coach can influence posture simply by their positive approach to the participant.

Need to teach participants awareness of their postural faults before they can do anything about them.

Be aware that participants will fatigue if they have a weakness in their joints/posture and will compensate with other movements which could affect the horse.

Awareness of ranges of movement:

- Anatomical ranges
- Physiological ranges

The impact of the skeleton, muscles and tendons on movement.

Canter is the gait with the most physical resistance to movement and the participant has to work hardest.

PLANNING AND PREPARING ANNUAL PROGRAMMES

Planning Programmes and Sessions

While you may be able to run one-off coaching sessions without planning, it is unlikely that your participants will be satisfied with a series of coaching sessions that are not planned to meet their desired needs. Therefore, for every programme or series of sessions you are going to run, it is important that you:

- Identify your participants' needs
- Establish appropriate goals
- Plan a route to achieve your goals

Having a plan will become even more important as you include other coaches and experts in your participants' development. As a Level 3 coach you are expected to mentor other, less experienced coaches, and to provide for them examples to follow. A well designed plan couldn't be a better way to demonstrate the professionalism of an equestrian coach.

A plan, put most simply, is a decision about the best route to take in order to arrive at a destination. A plan of the best route will take into consideration what stops or landmarks are necessary for this individual participant to maximise their progress.

A plan is, however, a flexible document which should be able to adapt to changes in circumstances or unexpected directions of progress that a particular participant takes.

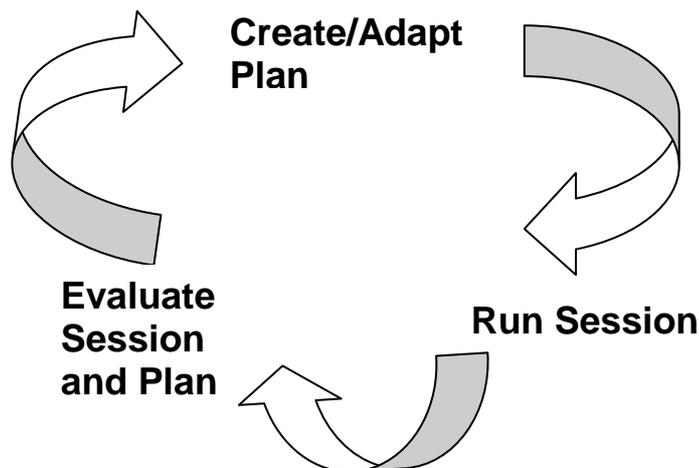
The components of a Plan:

- What destination the participant wants (his or her Goals)
- Establishing where the participant is currently in relation to the goals (including technically, tactically, mentally, physically and socially)
- The timescales and any potential obstacles involved in achieving the goals
- A planned route to achieve the goals, which include clear stepping stones which will help to keep the participant on track and support their self-belief in their ability to achieve the final goal.

Without a plan, there will be no real focus in your coaching sessions. The plan will help to sustain motivation and to help establish a sense of achievement.

The Planning Process

The coaching process is as follows:



The coach designs a plan to achieve the goals that both participants and coaches have.

The content that goes into a plan will be determined by the following things:

1. The participant's dream goal; what they want to achieve.
2. Where the participant is at the start of the planning process in relation to the goal.
3. How their starting point relates to the discipline/activity's demands and standard of opposition (if competition is the goal).
4. What actions and improvements will be needed in order to achieve the goal.
5. Knowledge of the participant's strengths and weaknesses.
6. What timeframes you and your participant are working towards (ie what deadlines your participant has set for achieving their goal).
7. How you will monitor and evaluate progress.

In order to plan effectively, you need accurate and relevant information to base your training programmes upon. This information will include knowledge of your discipline/activity, your participant and/or team members and knowledge of the opposition (other competitors/teams).

Gathering information for your plan

There are 4 components of top performance:

1. Physical (fitness)
2. Technical (skill)
3. Tactical (decision making)
4. Mental (attitude, concentration)

The most effective training programmes should cover all 4 components to prepare your participants. The components will have differing levels of importance to each discipline/activity, and also to an individual participant's situation.

For example, an Endurance rider may feel that the components order of importance are:

1. Physical
2. Mental
3. Tactical
4. Technical

In contrast, a Show Jumper may feel that the components importance shifts to:

1. Technical
2. Physical
3. Tactical
4. Mental

The 4 components have more detailed sub-components and these can help you when putting together your training programmes:

Physical	Technical	Tactical	Mental
Endurance	Skills	Decision making	Motivation
Speed	e.g. sitting trot	Anticipation	Relaxation
Power		Planning	Control
Flexibility		Knowledge of	Concentration
Strength		opponents	Confidence
		e.g. course walking	Commitment

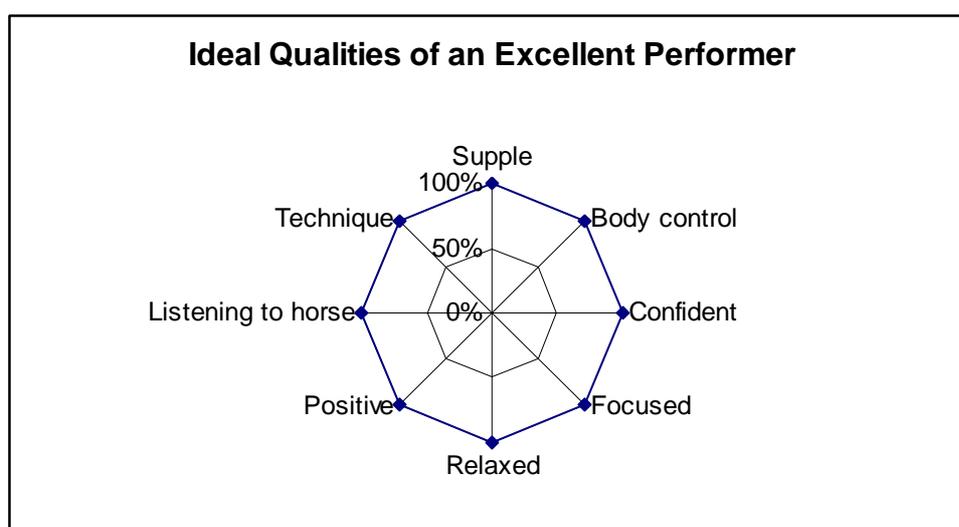
Before you begin your plan, you will need to assess your participants' current level in each of the component areas. This will help you to identify their strengths and weaknesses and design coaching programmes that develop them.

Assessing Needs

When you are assessing your participants' strengths and weaknesses, it's also useful to find out how your participants perceive themselves and their performance. This is done in 4 steps:

Step 1

Ask your participant to identify the 8 most important qualities from the components of top performers in your discipline/activity (Physical, Technical, Tactical and Mental) and clarify what is meant by that quality (for example; important quality = "Physical/Technical - body control" and what this means = "able to use all parts of body independent to each other").



Secondly, for each of the most important qualities identified, ask your participant to give themselves a score that represents how close to being an "excellent performer" they are. For example, if they felt that they were fairly supple, but that they could improve this in a particular area of their body, they might score their suppleness as 70%.

Ask them to do this for each important quality they have identified. This will give you a good indication of your participant's perceptions of their own abilities in relation to a perceived "excellent performer".

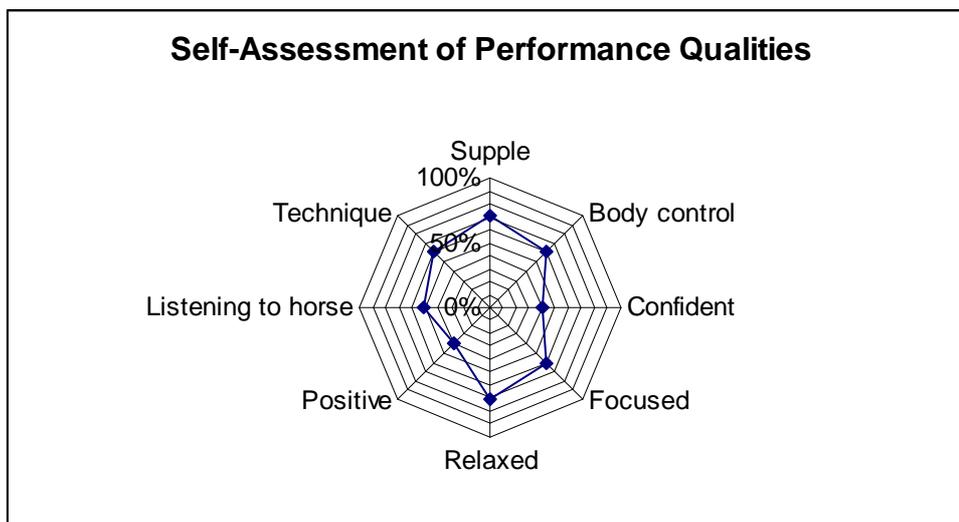
You will probably end up with a circle that looks a little like the one below – there are some areas that the participant feels they could work on.

You may agree completely, or have some differences to the participant's self-assessment. It's your skill as a coach to help your participant work on the areas they feel that they need to develop, whilst also building in exercises that help them develop in the areas you would like them to.

For example, your assessment of your participant's confidence may be different from their self-assessment and you may think that they need to work more on technique. However, if you build into your coaching plans to work on exercises that build their confidence in the area of the technique you would like to improve, you would be benefiting both areas of their performance whilst addressing your participant's goal – a win for both of you!

This exercise will also help you to identify priorities for individual's coaching plans – for example, you may need to help improve a participant's focus before you can help them to improve their technique.

What is also useful with planning goals this way is that it is completely participant-centred and involves them 100% in setting their goals and identifying their priorities from their coaching sessions with you.



The final step of this is to set some goals for each area. It is unrealistic with most participants to set a goal of 100% satisfaction with each area – particularly within a 12 month timescale. However, it would be useful to set improvement goals in the areas you and your participant feel it would help their performance and/or enjoyment.

When you set the improvement goals, it is not sufficient to say, for example, to state that you participant will improve their confidence from 40% to 60%. In order for a goal to be successfully achieved, it must follow certain criteria:

There are two types of Goals:

- Outcome or End Goals (e.g. winning)
- Process or Means Goals (e.g. improving performance)

Whilst lots of people will set goals to win events, they can never have complete control over an Outcome or End Goal. This is because winning is subject to other competitors, the environmental conditions and many other outside factors beyond an individual participant's control.

The highest chance of consistent success is to set Process or Means Goals. These are goals that are within the control of the participant. Examples of Process or Means Goals are:

- Improving time
- Improving speed
- Improving percentage scored
- Improving accuracy

These goals relate to an individual improving their own performance, competing against their previous performances.

If this is the focus, then success under competitive situations is more likely to be found because the participant can judge their performance against their own success criteria. If this improvement then leads to them beating their competitors then that is a bonus. But if the only goal were to beat others, disappointment is a far more likely outcome.

When setting goals with your participants for a longer-term perspective, for example 12 months, the way to do this is to:

1. Identify the overall goal in 12 months (for example winning XX BSJA or BD Points)
2. Identify 3 shorter-term goals over the year/season that will contribute to the overall goal (for example attending a certain level of competition)

Tips for Goal Achievement Success:

- Goals set with participants (as oppose to for them) are better accepted and therefore more likely to be achieved.
- Make sure that you record your participant's goals – writing them down has been shown to increase adherence to goals.
- The more specific goals are, the higher the levels of performance achieved.

Training Principles

To achieve goals, your participants need training programmes which incorporate every component of performance (Physical, Technical, Tactical and Mental). The following Principles of Training will help you to design your plans. It will help for you to consider the equine and human participant as separate entities here:

Principles of Training

- Different participants will react to training in different ways (see learning styles and preferences information)
- Training results in physical or mental changes to a participant which may not be obvious and immediate (see learning stages)
- For optimal effect, the training load must exceed that normally experienced by the participant
- Training effects will be lost if they are not maintained by a programme of training (this is the most important principle)

- The physical or mental changes as a result of the training will be specific to the type of training undertaken
- Training load should be progressively increased
- Training should be varied
- Recovery becomes increasingly important as training volume increases

There is a very important balance/relationship between the intensity and volume of training, particularly in the run up to a competitive time of the year/season.

Periodisation

This is dividing your programmes into separate training periods within the calendar year to maximise the different components of performance. The principles of periodisation are that there are 3 cycles:

Macro
Meso
Micro

Macro is the long-term, for example a year or season or perhaps a major competition like the Olympics.

Meso is smaller development periods (e.g. 8 weeks) which contribute to the macro. Each meso period has a specific objective, linked to other meso periods.

Micro cycles are very short training periods (e.g. a week). These require detailed plans regarding intensity, volume and sequence of training sessions.

Dividing your programme periods into appropriate periods for your sport and your participants depends upon:

The competitive structure
Your participant's priorities

The training year is usually made up of 3 periods:

Preparation
Competition or Maintenance of performance (for competition over longer periods of time)
Recovery

It is a recurring cycle. For those participants who are not competing, the cycle will probably be shorter and come around quicker and contain the following elements:

Learning new skill
Consolidating new skill and incorporating into existing skills
Plateau

In the Preparation phase, your coaching programme should aim to develop:

General conditioning	Physical training Aerobic capacity Strength Endurance
Specific preparation for competition	Technique development Mental rehearsal Mental skills e.g. concentration Training to replicate competitive conditions

In the Competition phase, your coaching programme should aim to develop consistency of performance. Your coaching sessions should maintain the balance between the positive effects of training without causing fatigue. The emphasis during competitive phase is on your participant's strengths – this will help their mental preparation (it won't help at all for them to be thinking about their weaknesses at this phase).

In the Recovery phase, your participants should have a break from specific training and instead focus on general exercise, for example light hacking. It has been found that recovery accelerates if participants are active rather than stop exercise completely.

Exercise

During the calendar year, plot the cycles that apply to your particular discipline/activity. If your participants are not competing, then identify when you would want to teach them new skills and how you might calendarise this:

Monitoring Progress

In order to monitor your participant's progress, the first place to start is to decide what it is you need to know and why you need to know it; in other words, what will you do with the information that you gather?

Some areas that you might consider important to monitor include:

Accuracy (this involves elements of skill, effort and concentration for example)
Fitness (this includes elements of speed, recovery and endurance for example)

There are many reasons why you want to monitor progress; some of the key reasons are:

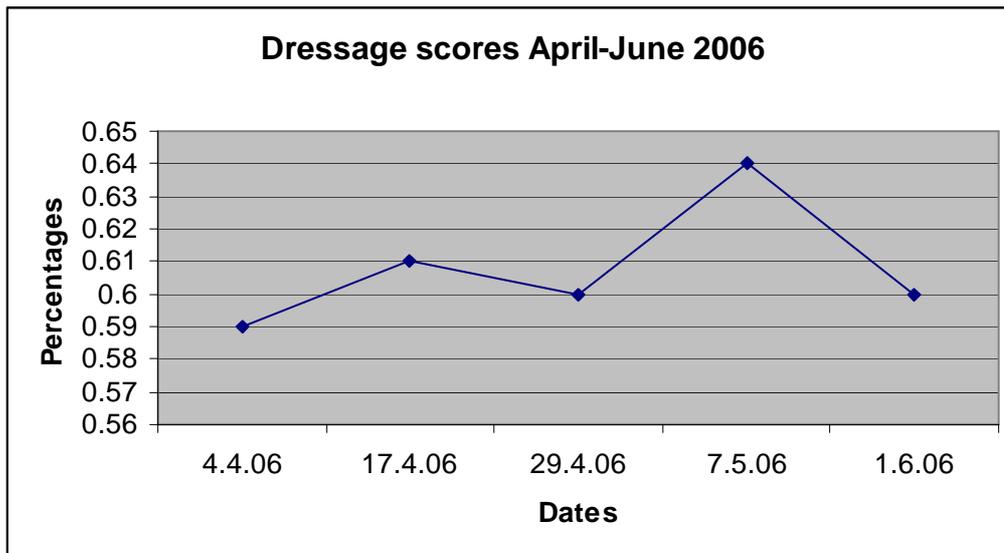
- To identify strengths and areas for development
- To pinpoint the starting point for individual training programmes
- To identify the ideal training programme to achieve the goals set
- To evaluate the effectiveness of the training programme
- To assess changes in performance
- To help to motivate your participant
- To show if the training programme is being followed
- To help with selection or inclusion in teams or squads

When monitoring progress, the key elements to consider are as follows:

- How will you measure results (ie what measures what you're wanting to monitor)?
 - o What are the key performance indicators?
 - o How frequently do you work with your participants? (If you work with participants less frequently, then you will most likely want to run tests to help you with your monitoring of progress. However, if you work with your participants on a more regular basis, you may choose to rely more on your regular observation of their performance to help you monitor progress).
 - o If you are using tests, how will you organise the timing of them? In order to be of most use to you, tests need to be spaced out so that there is enough lapsed time between tests to show changes in performance.
- How will you record results?
- How will you communicate results to your participants?
 - o It is important to keep records that are helpful to both you and your participants and to show them in a way that they help to demonstrate progress (or lack of progress) over a period of time. It is important to think about in

advance how you will discuss these results and whether they may motivate or demotivate participants. For example, if you were to give 3 months results to a participant which showed reduced performance, without discussing them with the participant, they may feel very demotivated. However, if you were to discuss with them the outside factors that influenced the results this would probably be a better way to help them plan then what they could do to improve over the next 3 months.

Below is an example of how you can use charts to show a participant's progress visually to help them to see their progress over time and to evaluate for themselves what affected the results. This will help them in many areas, including their mental preparation for performance.



Goal Setting

Everyone has goals. For example, as you are studying this Level 3 qualification, you have a goal to qualify as a Level 3 Coach. Dependent upon other goals that you have in relationship to this particular goal, this will either be a short-term, medium-term goal or long-term goal.

If you have decided that you will progress beyond Level 3, to Level 4 and beyond, then your current goal to pass Level 3 will be a short or medium-term goal, with Level 4 becoming a longer-term goal for you.

Often people are reluctant to commit to big goals because they seem too big to be achievable. However, by planning the route and including intermediate goals, that seem more manageable, big goals can be achieved.

When planning a route to a big goal, it's vital to identify intermediate goals as these will help to maintain motivation and belief in your participants. These intermediate goals will help to give focus to your coaching sessions.

Here are some examples of longer-term goals:

EXAMPLE 1

Period of Time: 9 months
Participant Info: Group of 4 riders
Ride once/week for a lesson of 60 minutes
Competent in walk, trot and canter

Goal: By the end of the 9 months, the group will be able to ride school movements up to leg yield, jump a course of up to six fences at a height of 2 feet/90cm and hack out safely in company

Intermediate Goals: Improved feel, co-ordination, competence and confidence

EXAMPLE 2

Period of Time: A dressage season

Participant Info: Young rider competing at Medium dressage

Goal: By the end of the season, the rider will have moved from Medium to Advanced Medium

Intermediate Goals: Improvement of seat and core stability
Effectiveness of aids
Increasing and improving co-ordination, timing, feel
Improving knowledge of fitness, feeding and training of the horse

When you are setting goals, it very important that they are defined enough so that a plan can be created to achieve them. For example it would be difficult to measure whether a participant has achieved a goal of "developing a more independent seat" without first defining the way that this goal will be judged. A useful way to set goals is by following the mnemonic **EQUESTRIANS**. Make sure any goal you set follows the criteria below:

- E**XCITING
- Q**UANTIFIABLE
- U**NDERSTOOD
- E**VIDENCED
- S**PECIFIC
- T**IMED
- R**EALISTIC
- I**NTRINSIC
- A**GREED
- N**OTED
- S**TRETCHING

Exciting

If goals aren't exciting then how will one maintain motivation for working towards them? Goals that are both realistic and stretching are exciting and rewarding for people to work towards as they will experience feelings of self-satisfaction, achievement, competence and self-confidence.

Quantifiable

Goals need to be measurable so that you can assess your progress towards achieving it. You need to be able to quantify where your participant is right now in relation to their goal so that you can measure progress.

Understood

Both you and your participants need to understand what work is needed to work towards the goal. They will also need to understand how elements of your coaching sessions combine to contribute to achieving the goals.

Evidenced

It is important to think about how you and your participant will know that they have achieved their goal. For example, what will you see them doing differently? What will they feel (both inside and from the horse) when they have achieved their goal?

Specific

Goals should be as specific as possible. If the goal is too vague it is difficult to focus and plan how to achieve the goal. Examples of vague goals would be "To get better percentages at dressage tests" or "To improve my speed in jump offs". You will have more success planning for specific goals such as "To improve my average percentage scored at dressage tests by 2%" or "To improve my control of the horse after landing and be in control of the first stride after the fence".

Timed

All goals need deadlines. Most people work better when they have deadlines to achieve things by. One of the ways you can add value to your participants is to help them to set realistic deadlines so that their motivation isn't negatively affected by setting unrealistic deadlines for their goal achievement.

Realistic

If the goal is too difficult for a particular participant then they will quickly lose interest as their belief in being able to achieve the goal reduces.

Intrinsic

People often say they want to achieve things for other people. This can be a motivating factor, but a more powerful motivator is one that comes from within the participant themselves. As your experience as a coach develops you will be able to spot when one of your participants is working on a goal that doesn't come from inside themselves. Your skill will be then to identify how they might modify the goal to be more personally significant for themselves.

Agreed

Goals need to be agreed and accepted by both participant and coach. The best way to ensure this is to hold two-way discussions with your participant at the time when you are setting the goals.

Noted

Goals that are written down serve as a form of contract which can increase commitment to the goal. Also recording coaching sessions will help to evaluate progress and identify whether goals or the route need to be modified.

Stretching

If the goal is too easy it will not hold your participant's motivation and attention.

OVER TO YOU:

Take any goal that you have set for yourself and check whether it meets the EQUESTRIANS criteria.

If not, how could you modify it to be more affective and attainable?

If you coach individuals and teams who are competing, they will have a cycle to their annual plan split into three main areas:

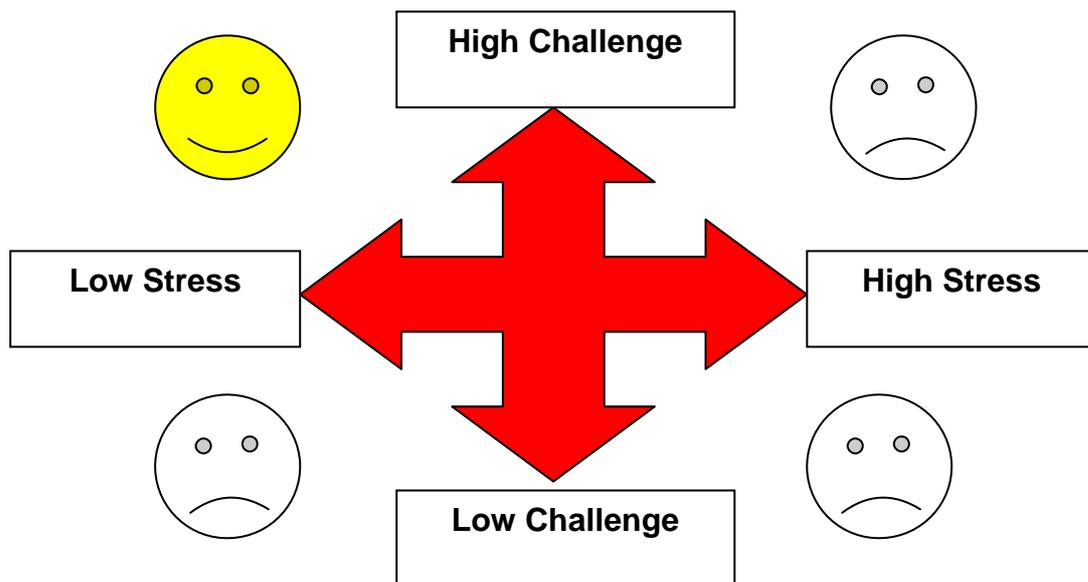
- Pre-Competition or Preparation or Pre-Season
- Competition
- Post-Competition or Rest Period or Off-Season

The goals that you and your participants work towards will naturally be influenced by the stage in their competition cycle. Some disciplines will have different patterns to their competition cycles. Some will compete steadily throughout the year, whilst others will compete only during the summer months or winter months. During the post-competition period, in addition to some rest, this may be an ideal time for your participants to work on their personal fitness away from horses, or perhaps to concentrate on one area of their sport (e.g. an eventer may choose to develop their skills in show jumping or dressage during their off-season).

It is important to identify the major competitions in the season where peak performance is required so that you can most effectively plan activities to support these peak requirements.

Balancing Challenge and Stress when setting goals and coaching

When you are setting goals for your participants



- High Challenge with Low Stress = The Ideal State for Learning
- High Challenge with High Stress = Learning opportunities greatly reduced
- Low Challenge with High Stress = Frustration
- Low Challenge with Low Stress = Boredom

An example of High Challenge/Low Stress coaching scenario would be explaining tasks in a non-judgemental way and breaking down exercises into manageable smaller chunks for your participants to gradually build up to a whole exercise.

An example of High Challenge/High Stress in a coaching scenario would be shouting at participants to hurry up or making one person a scapegoat for others in a group to tease and bully.

An example of Low Challenge/High Stress would be asking participants to carry out an exercise with which they were very competent and confident, but insisting on giving them detailed instructions about how to perform the exercise anyway.

An example of Low Challenge/Low Stress would be instructing a group of participants to get on and ride, lunge or drive their horses without setting a clear objective for them to work towards.

When designing your coaching sessions, look for opportunities that will move them into the high challenge/low stress area of the diagram above. If they are challenged, but feel that they are equipped to deal with the task, they will be more willing to stretch themselves. Challenge will also contribute to a coachee's learning, and will help them grow whilst working towards their goals.

Help your coachee to manage the support levels that they receive by negotiating with their parents or team members to keep the 'stretch' achievable for them. Everyone needs to be stretched, but no-one likes to feel out of their depth. The opposite scenario can be equally frustrating too; no-one wants to be under-estimated. If your coachee experiences that they have too little challenge then you will need to identify exercises that they can do to increase the challenge for them.

When working with your coachee to set their goals, be aware that low challenge actions and goals reduce motivation. If your coachee is setting goals that you suspect are low challenge to them, then probe further to understand their reasons for doing this. It may be because they aren't willing to take risks, they may not be fully-committed to the goal-setting process or they may lack confidence in their abilities to achieve more challenging actions. Whatever you uncover, will direct your next set of actions.

Evaluating Performance

The key role of a coach is to facilitate others' development and improvement in performance through improvements in physical conditioning, psychological skills, tactics and sport-specific skills. In order to do this, one of your key tasks is to monitor, analyse and evaluate your participants to assess their development and learning.

Evaluation cannot take place if goals haven't been established, so that becomes the first step on the route.

Evaluation must take place of both participants and yourself. You will need to assess the effectiveness of your performance as a coach, plus the coaching programmes and sessions that you design and deliver.

Evaluation must take place on an on-going basis so that your coaching programmes and sessions can be altered to address the developing needs of your participants in pursuit of their goals.

The Coaching Process Model is shown as follows:

- Plan (long-term programme and individual sessions)
- Do (conduct sessions)
- Review (evaluate session and progress toward plan)

The 4 areas that coaches should be measuring are:

- Physical conditioning (strength, speed, power, endurance, flexibility). Some of this will be more relevant to human or horse, depending upon discipline.
- Psychological skills (emotional control, concentration, motivation, commitment)
- Technical skills
- Tactical and decision making skills (e.g. jump offs or where to emphasise horse's abilities in dressage test, by performing movements near or away from judges).

Monitoring and evaluation is about identifying strengths as well as weaknesses and monitoring the further development of strengths and the reduction of weaknesses. This will enable you to design exercises to use within your sessions to help your participants to develop themselves all round and not just to work on their stronger areas or even only to focus on their weaker areas.

You also need to evaluate your coaching sessions for:

- Participant enjoyment (and your enjoyment as their coach!)
- Progress towards goal achievement
- Structure of sessions
- Amount of practice (and sufficient rest between activities) during sessions

Skills required to Evaluate Coaching Sessions

Observation

This is where you gather and record information about your participants and their progress towards goals. Coaches use a variety of ways to observe, including:

Video

This is useful as both coach and participant can observe performance and can watch and re-watch actions to analyse even the smallest detail of performance. It also provides a permanent record for future comparison which will help to show participants' progress over time.

Tips on videoing - Remember the impact that the wind can have on the sound quality of filming outside.

Exercise: Watch video and discuss how they'd give feedback for improvement.

Devising Specific Tests

These can be used in preparation for competition, as rehearsal and also for testing fitness, technical efficiency, mental concentration etc. Ensure that any tests you devise are relevant and administered in a fair way so that they serve to develop and motivate your participants, not the opposite result. Including tests at periodic intervals during a coaching programme will enable you and your participants to monitor their progress, providing test results are fed back to participants.

Questionnaires

These are for your participants to complete on areas like their satisfaction with the coaching sessions and their feelings about their own particular progress with you as their coach. Some participants will feel uncomfortable with being this candid, so it's important to explain the

purpose of the questionnaire and, if possible, allow your participants to complete it anonymously.

Observation by others who are knowledgeable in your sport/discipline

Peer Review

This is where you encourage your participants to evaluate each other on both strengths and weaknesses. You may need to establish rules for peer review and teach your participants about the Feedback Sandwich method of reviewing performance.

Analysis

Tries to establish the cause of any problems that occurred, plus also identifies particular strengths that, you as the coach, would like to highlight to your participant(s). There are two stages to the analysis phase; one, during observation, where you will want to amend practices during the session and, two, after the practice or competition situation has occurred, when you have time to really think about what happened. You need to balance how you analyse whilst you are observing, so that you do not miss the opportunity to observe other techniques, strengths and weaknesses that occur in your participants' performance.

Evaluation

This is usually done after the session or competition and allows you to draw on your knowledge and experience to provide recommendations for future practice or skill development.

Feedback

This is your opportunity to update your performers on your observation, analysis and evaluation to help them understand how they use their strengths and identify areas where they need further development. Your feedback should supplement and reinforce your participant's own analysis of their performance.

JOHARI WINDOW

(The Johari Window from "Group Processes: An Introduction to Group Dynamics" by Joseph Luft)

This model was developed by Joseph Luft and Harry Ingham. They put their two first names together to create its name (Joe and Harry). It is widely used as a communication and feedback model to depict how people give and receive information about themselves and others.

The model depicts a four-paned window. Two panes are concerned with the self and two panes are concerned with others.

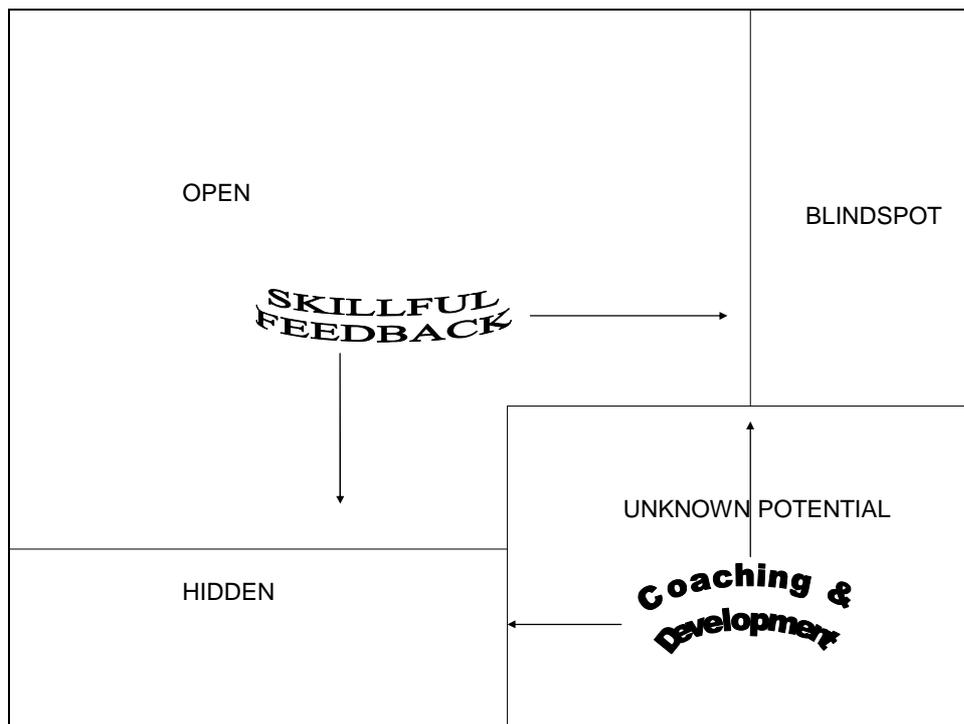
The OPEN pane contains information that an individual knows about themselves and information that others also know. This is information that the individual is happy to share with others. For example "I'm a dressage rider" or "I came 4th at Badminton Horse Trials". The more people are willing to share information about themselves, their fears, their goals etc, the easier it is for you as a coach to develop the right coaching programmes for them. Remember, communication is a 2-way process so how can you as a coach make people feel comfortable with being open about their learning needs?

The HIDDEN pane contains information that an individual wants to keep from others. This may be because they don't trust others to know this information or it may be for political reasons. For example "I'm a dressage rider (but I don't know how to ride a flying change and hope no-one asks me!)" or "I came 4th at Badminton (but I'm terrified of water jumps)". Part of your

role as a coach is to make participants feel comfortable to share information about themselves that they might have kept hidden from others. If you know more about them then you can help them learn and develop their confidence more. The attitude you display towards participants asking questions etc will influence how much information people keep hidden during coaching sessions with you.

The BLINDSPOT pane contains information about a person's behaviour that they are unaware of. This behaviour will often be very obvious to others around that individual. For example "You blame your horse/others when you don't win" or "You swear a lot when you are stressed". As coaches we use feedback to reduce a person's BLINDSPOT and help them to develop more empowering strategies for dealing with their behaviour.

The UNKNOWN pane is that part of a person that hasn't yet been discovered – either by themselves or others. This is where people's untapped potential lies. It is also the area of a person's behaviour that is accessed when someone is put into a tricky situation, for example during competition. There is a saying "people are like tea bags, you don't know their strength until you put them into hot water". This area of a person is ripe for discovery and you can facilitate this through your coaching. For example one of your participants may never have jumped as high or ridden as fast before, but through your encouragement and careful planning of their development you have enabled them to tap into some of their unknown potential.



The Results of working with a skilled Coach – an individual's HIDDEN and BLINDSPOT panes get smaller and the OPEN and UNKNOWN POTENTIAL panes fill the gap left by the smaller panes

"It is not the strongest of the species that survive, or the most intelligent, but the one most responsive to change."

Charles Darwin

"I am always ready to learn, although I do not always like being taught."

Winston Churchill

Rules for giving Feedback

1. Get in Rapport
2. Ask for their own feedback on their performance (both positive and negative) ("what would you do the same/differently next time?")
3. Deliver Feedback using a Sandwich approach:
 - a. 1 or 2 specific positives
 - b. Up to a maximum of 3 specific "what I'd like to see next time" or "what I'd like to see you improve upon"
 - c. Finish with a general positive point

Rules for receiving Feedback

1. Get in Rapport
2. Listen and acknowledge what the other person is saying
3. Summarise to ensure you understand them
4. Do not justify, respond or argue
5. Say "Thank you"
6. End the conversation
7. Decide whether you agree with the feedback or not and take appropriate action

It is helpful to distinguish between two types of feedback:

Performance Feedback:

The pattern of movement. Encouraging the participant to focus on the kinaesthetic information (feelings received from outside e.g. contact with horse and from inside e.g. from muscles). It provides information about the feel of the movement. The coach can enhance this knowledge through effective questioning e.g. "what did that feel like?" "can you feel your outside leg?" etc.

Results Feedback:

Provides information about the outcome of the movement. Results are often readily available to the participant (e.g. seeing a correct canter stride, counting the strides in between fences) and can also be provided by external sources (e.g. video, feedback).

Some tips to ensure feedback is received positively:

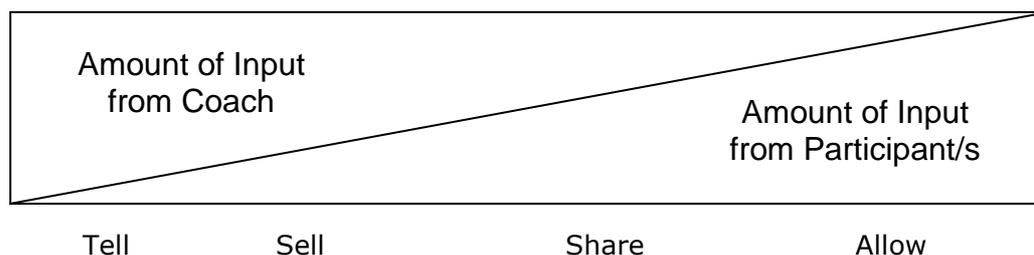
- Ask participant to evaluate their own performance in regards to what they did well and what they did less well.
- Give positive feedback, rather than only focusing on what needs correcting.

- Decide which feedback is the most relevant and important – correct errors one at a time, even if this feels frustratingly slow.
- Ensure your feedback is about the performance, not about the individual.
- Temper your expectations for improvement against the reality of your participant's capabilities.
- Acknowledge and praise effort made as well as successful results

Coaching Styles

There is a spectrum along which coaches can move, depending upon the situation they are in, the level of knowledge and skill of their participants and the coach's own personal style. This spectrum runs from the coach "Telling" the participants what to do to the opposite style of "Allowing" where the coach sets parameters and outcomes for the participants, but then stands back and allows them to find their own route to achieving that outcome.

There is no correct or incorrect style of coaching to adopt. Each coach must make a decision based upon the circumstances and participants involved. However, it's important to be aware of the different styles available and to be flexible in using all of the styles – particularly to experiment to see which style is most effective with different types of participants.



Autocratic Style – Telling

The coach is knowledgeable

The coach decides what is to be done and participant's are not involved in the decision making

The coach defines what to do and how to do it

The coach provides information and direction

The coach controls the flow of information

The coach demonstrates

The coach manages and sets goals

This style is common when coaching junior or inexperienced participants (but compare this to how young children learn before they go to school – by copying and experimentation)

Examples of Telling:

"Ok, let's not waste time; I want to concentrate on three particular areas/techniques today"

Autocratic Style – Selling

The coach decides what is to be done

The coach explains what is required and the objectives

The coach defines what to do and how to do it

The participant/s are encouraged to ask questions to confirm understanding

Examples of Selling

“Right group, today we’re going to work on X, what do you know about it already?”

Democratic Style – Sharing

- The coach shares the situation or problem with participants
- The coach outlines the training requirements to the participants
- The coach invites ideas/suggestions from the participants
- The coach makes a decision based on participants’ suggestions
- The coach defines what to do and how to do it

Examples of Sharing

“Before we get started, let’s remind ourselves what we’re here for and what you/we want to get out of this session”

Democratic Style – Allowing

- The coach outlines the training requirements to the participants
- The coach defines the limits/boundaries
- The coach ask questions
- The coach and participant/s identify situations and problems
- The coach encourages participants to brainstorm to explore possible solutions
- The participants make the decision
- The participants define what to do and how to do it

Examples of Allowing

“Last time we talked about the difficulty you were having with (e.g. a technique, the horse etc) ... how do you feel you’re doing in that area now?”

What are the benefits and drawbacks of each of the 4 coaching styles listed above?

Benefits

Drawbacks

Telling

Business-like
Proactive

Coach’s agenda
Risks lack of participant motivation

Selling

Participants have direction with an opportunity to ask questions

Coach manipulates rather than orders

Sharing

Encourages dialogue

Danger that session gets Participant making decisions about learning waylaid by different requirements

Allowing

Participant self-evaluation

May divert progress away from coaching goals/programme

Appropriate methods should be chosen based upon a coach's preference, participants' needs, coaching environment and content to be covered during the session. For example, younger children tend not to want to be included in decision-making, but prefer to trust their coach to make the right decisions.

The outcome should always be to create the best learning experience for the participants.

Exercise 2

What are the benefits and drawbacks of each of the 4 coaching styles listed above?

Style

Benefits

Drawbacks

Telling

Showing

Asking

Allowing

CONDUCTING AND REVIEWING AN ANNUAL PROGRAMME

Communication

How to use verbal/non-verbal communication methods

A key element of successful coaching is effective communication. This is a 2-way process – one of giving and receiving information. Coaches must learn to receive information as coaches can learn a great deal about their participants; their strengths and weaknesses, hopes and fears, by listening.

If participants are to be encouraged to participate in their own development and learning, they should be actively involved in all discussions, not simply passively receiving information.

Listening is probably the most important but least developed communication skill for most people. Coaches are typically good at talking, being in charge and giving instructions, but are often poor listeners. Talking involves conveying messages that have both content (i.e. what is said) and form (i.e. how it is said). Most coaches are good at conveying messages high in content, particularly when introducing a new skill or technique or organising a specific session. However, confusion, boredom and even frustration can result if too much information is given at once. Often the way the information is conveyed (i.e. pitch, resonance, speed, loudness, tone) can hold greater meaning for performers than the actual content of the words themselves.

There is a saying “you cannot not communicate”. Think of all the ways that you do communicate with other people; it’s not just about what you say, it’s also about how you say it and your body language that gives someone an overall impression of what you’re thinking.

Remember a time when a parent called your name in such a way that you knew you were in trouble? They used only your name, but it was the way that they called you that let you know you were in trouble!

In the 1960s there was some research conducted about communication and it was found that in the impact of communication between 2 people:

The words used contributed only 7% of the impact
The way the words were spoken contributed 38% of the impact
Gestures and expressions (non-verbal communication) contributed 55% of the impact.

(Mehrabian 1968)

This information suggests that over 90% of information is conveyed non-verbally. Therefore, coaches should recognise the impact of the non-verbal information they communicate as this is often unconscious, through their facial expressions, gestures, bodily posture, clothes and appearance. Eye contact is important as it confirms interest when listening and increases sincerity when speaking.

Appearance can create an immediate first impression, which can be either positive or negative. You never have a second chance to make a first impression.

Coaches should be aware of the principle causes of ineffective communication and develop techniques to avoid them. There may be problems in the way information is given or received:

The information may be incorrect or inappropriate (e.g. too complex) or it may be incongruent (e.g. saying “well done” to a participant in a tone that suggests you don’t mean it or when pulling a face to other participants or coaches).

Problems with receiving information may include lack of attention and misinterpretation.

The effectiveness of your communication is reflected by the response you create in other people.

How does this statement make you feel? It suggests that everyone needs to take responsibility for the effect their communication has on others. Therefore, if your participants are not doing what you told or asked them, who is it down to – you or them? Whichever you believe will have an impact upon your behaviour towards others. If you believe misunderstanding is the fault of the listener, then you will most likely repeat yourself with a sarcastic tone to your voice. If you take the responsibility for any misunderstanding created, you would most likely take a different attitude to explaining again.

Hints to improve communication:

- Ensure you have the participant's attention before you start to speak
- Gain and maintain eye contact
- Work to improve your voice quality so that it is comfortable and interesting to listen to. A good way to do this is to record yourself and listen to it. Your aim is to be clear and easy to listen to. Ask friends or colleagues to give you their honest opinion about the effect your voice has on them.
- Check your non-verbal messages to check they match what you are saying (e.g. shaking your head whilst saying "yes")
- Improving your listening skills by making a conscious effort to listen and ask more than you talk.
- Be attentive when listening.
- Don't interrupt, finish other people's sentences or tell them what they mean.
- Ask questions and summarise what you have heard to ensure you have received the information correctly.
- Simplify the words you use when coaching.
- Avoid unnecessary jargon or technical language, particularly with novices or children.
- Be sensitive to language which may offend different groups.

The participant's Learning Process:

The 4 Phases of Learning

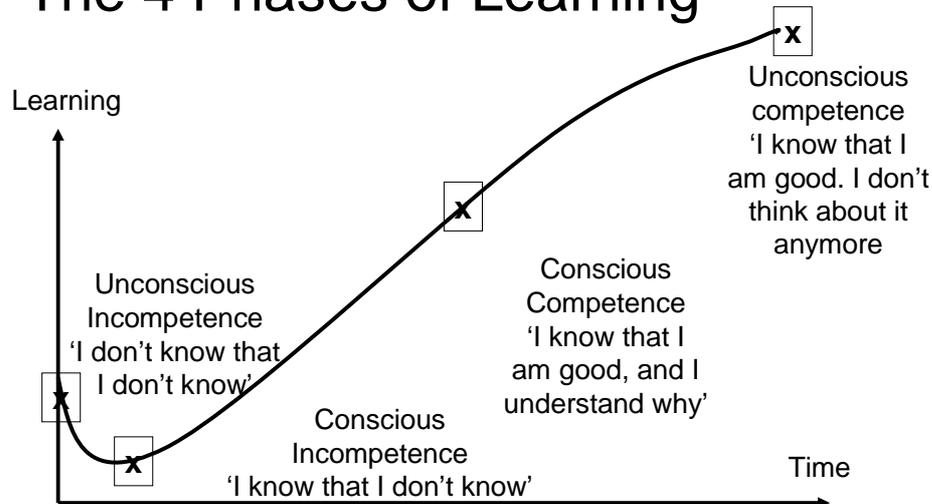
Coaching is about helping your participants to learn. If as a coach you can teach participants a skill they can perform well and give themselves confidence and motivation to continue with their equestrian pursuits.

Learning is not directly observable on its own, but will be demonstrated through a gradual improvement in performance over time.

When people learn new skills, they go through 4 phases of learning:

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence

The 4 Phases of Learning



The first phase is called **Unconscious Incompetence**, or “blissful ignorance”! At this stage of learning a new skills we are unaware of everything that we need to learn in order to become competent at the skill. This is the stage when most people observe someone else performing the skill and announce “that looks easy, I’m going to have a go, after all, how hard can it be?!” This is often the stage when novice participants book their first lessons. When organising a coaching session for participants it’s vital to gather information about participant’s height, weight, fitness levels, sporting background, experience etc.

The second phase is called **Conscious Incompetence**. This stage usually kicks in very early on in a novice’s first coaching session. Once their horse starts to move independently, and you hear your participant ask where the brakes are, then you know they have moved into this learning phase!

Seriously, this phase is crucial to skill development and participant motivation. It’s often the stage when confidence dips and can be the time when a participant decides to continue or quit.

During this stage, your participants will be trying to understand what is required. Therefore to help their learning, you should first explain the aim of the practice or skill, then explain what to do and provide a demonstration. Keep practices short and simple.

As a coach, you must be aware that participants often lack self-belief during this learning stage and will need to have reassurance and reminding of the techniques and skills they must use to perform tasks they are learning.

As a coach you must be patient with your participants when they are at this stage of learning. Don’t teach too much in order not to overload them. This is especially important if you are good at the skill and are tempted to want to prove your worth as a coach. If you over teach at this stage of your participant’s learning you will demotivate them, and possibly cause them to stop coming to you for coaching.

The third phase is called **Conscious Competence**. The participant is able to perform skills but needs time to assimilate them, practice them to embed them. It is important at this stage to build into your coaching exercises which enable participants to practice their new skills. Be careful to ensure you don’t overload your participants with lots of new skills without adequate

practice time during this phase otherwise, you risk your participants sliding back into conscious incompetence again.

This is also known as the “associative” stage. Your participants have grasped the basic idea of the task and are trying to improve the way they do it. During this practice stage, your role as coach is to emphasise the quality of practice to refine technique. Encourage your participants to pay attention to their sensory feedback (information from their visual and kinaesthetic senses) that tells them how well they are doing. As they pay attention to this sensory feedback offer positive reinforcement to support their learning.

At this stage, you don't need to point out mistakes that your participants are aware of – this practice stage is an opportunity for them to start to detect their own errors and make adjustments for themselves.

As a coach, your responsibility is also to help your participants to determine the quality of their practice, for example; how often to practice, how long to practice for, whether they should practice the skill in parts or as a whole. Remember that you have two minds to motivate at this important stage – the participant *and* the horse!

The fourth phase is called **Unconscious Competence**. This is when someone displays skills that appear to be “automatic”. The best way to move a new skills through to this fourth stage is to allow the participant sufficient practice at the skill in isolation and then to build coaching exercises which enables the participant to use the skills whilst performing a series of activities. For example, once a participant has mastered the light/jumping seat, both on the flat and over poles and on the ground and individual small fences, the coach should introduce the participant to a small course of fences. The idea is that the participant will consciously focus on new aspects of riding the course and the jumping position will become an unconscious skill that the participant just does without thinking about.

Sometimes at this stage, a participant can become over-analytical of their performance and this can start to have a detrimental affect on the performance. This is something to watch out for as a coach – sometimes you need to tell your participants to stop analysing and let it happen.

When a participant is at this automatic stage of a skill, the coach's role is more to help them perform their skills at their optimum level. This is where tactical skills training comes into the coaching session.

Ways to improve learning

People learn in different ways. The three main ways that people use to learn are:

- Visual
- Auditory
- Kinaesthetic

People who learn best from watching others perform skills or using pictures or video to help them plan how to perform are known as **VISUAL** learners.

People who learn best by talking things through and listening to explanations are known as **AUDITORY** learners.

People who learn best by practising and exploring actions and movements are known as **KINAESTHETIC** learners.

Your participants will have their preferred method of learning new skills that may be a combination of all of the above 3 styles.

What is essential is that you provide good explanations and instruction (AUDITORY), show demonstrations of good practice (VISUAL) and allow participants the opportunity to practice (KINAESTHETIC) when you are introducing new skills and developing mastery of existing skills.

Questions to ask yourself when planning coaching sessions:

How can I use exercises that use all 3 learning preferences in my coaching sessions?

What methods of feedback can I use to give my participants multiple sensory feedback? (e.g. videos for visual feedback, explanations for auditory and getting participant to experience a difference for kinaesthetic).

An exercise to heighten participant's awareness:

Get them to describe everything they are doing (even smallest movements) as they do it. This will help them develop their sensory awareness further

DEMONSTRATIONS

Demonstrations play an important part in the learning process. They provide opportunities for performers to model best practice of a skill. You don't always have to demonstrate a skill yourself; you can use other participants in the group or use videos or DVDs.

Key tips when providing demonstrations:

Make sure everyone can see and hear and that they are paying attention.
Direct their attention to particular points you want them to see and be able to practice.

Demonstrate the skill or practice several times and from different angles (if possible) so that everyone gets enough opportunities to study all of the particular points.

Participants can also learn by watching and copying more skilled performers. Build into your coaching programmes opportunities and encouragement for your participants to watch more skilled performers. Perhaps you could have a video evening watching an international competition, or you could organise a trip to a demonstration or clinic?

Some other points about what can affect learning:

Modelling CORRECT behaviour is important for learning.

Participants learn more from people they respect

Observers learn more from a model that is similar to them.

Live and videoed models are equally beneficial.

Learning Theories

There are two main schools of thought regarding Learning Processes; The behaviourist learning theory and the constructivist learning theory.

Behaviouralists (Pavlov, Watson and Skinner) believe that the environment provides learning opportunities. Teachers must perform certain tasks in order to cause student learning. Coaches condition (the process of training or changing behaviour by association or reinforcement) their participants to behave in certain ways through their own behaviour. Typical coaching practices under this style of management include drills and repetition. Behaviouralist way of coaching is

to show participants a relationship between behaviour and its consequences. This is done by re-enforcement of wanted behaviour through praise and/or release from a situation.

The behaviourist way of controlling unwanted behaviour is by either ignoring unwanted behaviour in the belief that it will stop if not acknowledged or by removal of something pleasant as a punishment or by reprimand to stop unwanted behaviour.

Constructivists on the other hand follow the belief that teachers provide a system that supports learning for students to solve their own problems. The coach operating from this belief system is more likely to allow his/her participants to discover for themselves the results of their actions.

Constructivists like to get their students together, believing that learning occurs in collaboration with others, through experimentation and that learning should take place in a context that is relevant to the learner.

Constructivist coaches encourage their participants to internalise their learning in order to progress to learning new information. Each time the participant acquires new skills or information which complements existing knowledge and moves the participant closer to solving the problem.

Once participants are comfortable with the task, constructivist coaches slowly withdraw their support assisting the participant to become more independent.

Possible consequences of adopting each strategy:

Behaviouralist Theory

Focuses upon physical skills and abilities and keeping the participant busy. Learning is separated into discrete sets of skills that can be isolated, practiced and applied in a systematic manner. Drills can become robotic and reactive and thereby boring. This style of learning does not prepare participants to deal with the complexities that arise when competing. Participants can feel undervalued due to lack of opportunities to share their ideas or experiences. Tendency to go with 'what works' rather than experiment. Creates routine action and reliance on external authority.

Constructivist Theory

Focuses upon ability to think, recall, conceptualise and solve problems. Different ideas of how to solve problems will arise and learners' responses will vary. Just because participants share the same experience, they won't necessarily share the same meaning/learning from the experience. Teaching moments will appear and disappear quickly and therefore teaching strategies will need to vary and be flexible. This will require coach to make quick decisions.

Participants learn to develop the confidence to provide new understandings of an issue, rather than just reproduce existing understandings.

Coach and participant learn from each other and therefore participants may view the coach as not knowing what they are doing – this may create an issue around credibility which may need to be dealt with.

Strategies that coaches can use to encourage participants to become more self-sufficient in their development:

Self-reflection – encourage participants to keep a journal or diary of their experiences, thoughts and feelings associated with sessions or competitions.

Designing activities to focus on the kinaesthetic senses e.g. to feel a desirable movement – feel/experience/simulate/sense/perform

Visual – see/watch/look/observe. Videoing participants and then leaving them to watch their performance develops both visual learning and self-reflection

Auditory – ask participants to focus upon the auditory parts of their exercise e.g. detect/rhythm/listen/tempo/pace/flow etc.

COMPETITION PREPARATION

Visualisation and Mental Rehearsal

Self-talk

Most people have their own conversations going on in their head and these can be supportive or non-supportive. Positive self-talk is when our self-talk or internal dialogue tells us that we can do anything that we set our mind to. Negative self-talk is when we tell ourselves that we are destined to fail at whatever we try.

The great news is that once we become aware of what we are telling ourselves in our heads, we can control our self-talk and use it to help us rather than hinder our performance.

Try this exercise for yourself:

What do you say to yourself on a regular basis that:

- a. Serves you well (for example "I'm good at this" or "This will be easy")
- b. Doesn't serve you well (for example "I can't" or "This is difficult" or "I don't want to")

Visit the competitive arena

Identify and create scenarios for what participants will do if the unexpected happens.

Even with preparation and visualisation, you need to acknowledge the presence of nerves – both at competition and for experienced as well as inexperienced participants. Nerves are natural responses which need to be controlled rather than eliminated. A coach needs to help his participant to control their nerves so that they don't divert the participant from their tasks.

Example of famous participant (Pippa Funnell) and how they control their nerves.

Ways people like to prepare to control their nerves:

- Be alone
- Watch TV/play repetitive games/listen to music
- Smoke/eat, etc

The role of the coach is to create a supportive environment in which participants feel confident and encouraged to give their best performances.

Planning

To incorporate your findings from your observation etc into future sessions.

How to analyse your own coaching practice

It's not just participants who judge your performance as a coach – parents, club members, employers, supporters, sponsors, club owners all will have an opinion. A coach is judged on several aspects; success/failure record, safety, enjoyment and cost.

An effective coach sets out some objective measures that he/she can judge his/herself upon.

Top coaches believe that a good coach should focus on the observable, practical, technical and measurable characteristics of coaching whilst recognising the value of the subjective, social and cultural process associated with coaching.

A good coach is patient, experienced, a good communicator, knowledgeable, a motivator, have a sense of humour, a good people manager and is adventurous, flexible, organised, open minded, able to teach, punctual, uses time wisely. These are all subjective matters. How would you measure these?

The best way to measure some of the subjective measures above, would be to identify what someone would observe. For example if a coach was being patient, you would probably expect to observe them explaining things and being willing to explain things more than once and in different ways. You would also probably expect to observe a patient coach allowing their participants enough time to practice exercises and not showing impatience in their body language, tone of voice or words used.

In the above observable behaviour described above, you will also notice that by demonstrating patience, a coach is also demonstrating a number of other subjective measures, such as being a good communicator, motivating, being open minded and flexible etc.

On the following pages is a Sample Coaching Evaluation and Monitoring Checklist. You can use this Checklist in a variety of ways to evaluate the effectiveness of your coaching:

- You can ask your participants for feedback
- You can ask other coaches to observe your sessions
- You can record your coaching sessions on video

You can also use this Checklist as guidance when you are working with junior coaches you are mentoring.

Sample Coaching Evaluation And Monitoring Checklist

(taken from scUK Publication "The Successful Coach, Guidelines for Coaching Practice)

A = achieved fully/very good – D = not achieved/very poor

Pre-Session Planning

Was Equipment checked for suitability, availability and safety?

Session Number	1	2	3	4
Date:				
Comments:				

Was equipment readily available, set out and removed as necessary?

Session Number	1	2	3	4
Date:				
Comments:				

Was equipment handled to avoid injury or damage?

Session Number	1	2	3	4
Date:				
Comments:				

Conducting the Session

Were participants met punctually and made to feel welcome/at ease?

Session Number	1	2	3	4
Date:				
Comments:				

Was each participant's level of experience checked as a starting point?

Session Number	1	2	3	4
Date:				
Comments:				

Were participants made aware of the session's aims?

Session Number	1	2	3	4
Date:				
Comments:				

Were participants made aware of rules and codes of conduct for activities?

Session Number	1	2	3	4
Date:				
Comments:				

Were participants appropriately prepared (physically and mentally) to participate?

Session Number	1	2	3	4
Date:				
Comments:				

Were instructions clear, accurate and relevant?

Session Number	1	2	3	4
Date:				
Comments:				

Were explanations/demonstrations clear, technically correct and appropriate to the participants?

Session Number	1	2	3	4
Date:				
Comments:				

Were methods used, presented and explained appropriately (for individuals/activity)?

Session Number	1	2	3	4
Date:				
Comments:				

Was each participant's understanding checked and were all given the opportunity to ask questions?

Session Number	1	2	3	4
Date:				
Comments:				

Were appropriate coaching methods used to develop techniques, skills and knowledge?

Session Number	1	2	3	4
Date:				
Comments:				

Were the participants observed throughout the session?

Session Number	1	2	3	4
Date:				
Comments:				

Were strengths and weaknesses identified?

Session Number	1	2	3	4
Date:				
Comments:				

Were participants encouraged and motivated through a variety of methods appropriate to the activity?

Session Number	1	2	3	4
Date:				
Comments:				

Was there a cool-down at the end of the session?

Session Number	1	2	3	4
Date:				
Comments:				

Were participants given an opportunity to provide feedback and identify further needs?

Session Number	1	2	3	4
Date:				
Comments:				

Evaluating the Session

Were the participants treated in a sympathetic and respectful way?

Session Number	1	2	3	4
Date:				
Comments:				

Was the coach's relationship and behaviour with the participants in line with good practice?

Session Number	1	2	3	4
Date:				
Comments:				

Did the coach pay careful ongoing attention to the safety of the participants?

Session Number	1	2	3	4
Date:				
Comments:				

Did the coach give sufficient and appropriate feedback to participants?

Session Number	1	2	3	4
Date:				
Comments:				

Did the conditions and practices conform to approved health and safety/national governing body guidelines?

Session Number	1	2	3	4
Date:				
Comments:				

Did the practices allow participants to take part to the best of their ability?

Session Number	1	2	3	4
Date:				
Comments:				

Was the best use made of equipment?

Session Number	1	2	3	4
Date:				
Comments:				

Did the participants enjoy the session?

Session Number	1	2	3	4
Date:				
Comments:				

Did the participants achieve their goals?

Session Number	1	2	3	4
Date:				
Comments:				

Did the participants improve?

Session Number	1	2	3	4
Date:				
Comments:				

Were the goals for the session achieved?

Session Number	1	2	3	4
Date:				
Comments:				

MANAGE A SAFE AND EFFECTIVE COACHING ENVIRONMENT

Your Responsibilities as a Coach

Sport contributes to people's development, not only physically, but also socially and emotionally. To ensure that this is positive, you must operate within accepted ethical frameworks.

Coaches are responsible for conducting themselves and their services according to professional and ethical standards. They are also responsible for promoting the interests and protecting the rights of their participants, the sport and the coaching profession.

Coaches also should be committed to incorporating into their coaching:

Strategies and coaching methods to prevent injury
Child protection procedures
Ethical and legal guidelines regarding the use (and misuse) of drugs

You should also ensure that you have adequate insurance cover. Your discipline governing body should be able to advise you on sources of insurance cover.

Sports Coaches' Code of Conduct

In 1989 the British Institute of Sports Coaches published a code of conduct for coaches which was updated in 1995 by the National Coaching Foundation (now sports coach UK) to conform to the principles contained in Europe's Code of Sports Ethics. This provides a framework within which coaches are encouraged to operate.

Rights:	Coaches must respect and champion the rights of every individual to participate in sport.
Relationships:	Coaches must develop a relationship with athletes (and others) based on openness, honesty, mutual trust and respect.
Responsibilities:	Coaches must demonstrate proper personal behaviour and conduct at all times.
Professional Standards:	To maximise benefits and minimise the risks to athletes, coaches must attain a high level of competence through qualifications and a commitment to ongoing training that ensures safe and correct practice.

These key principles relate to the relationship between coaches and participants. They may also apply to relationships with other people, including parents, guardians, friends, peers, teachers, medics and the press.

Your Legal Responsibilities as a Coach

You need to be aware of the legal responsibilities you hold as a coach, especially concerning the advice you give to your participants and the way you organise and supervise your coaching sessions.

As a coach you should give advice and guidance to your participants, but you should not offer advice beyond your level of qualification. If things go wrong (for example an accident or injury occurs) you may find yourself being blamed and your coaching practice will be scrutinised. Therefore you must be aware of your coaching responsibilities.

Negligence, Risk and Duty of Care

Any lack of reasonable care can be deemed to be negligent. As a coach you have a duty of care towards your participants. You could be liable if evidence can show that you did not follow normal standards and practices.

You must try to ensure that any risks are eliminated as far as possible. Your participants must be fully aware of the inherent risks they are taking in engaging in a particular activity, as well as the dangers they may face if they use improper or dangerous techniques. This needs to be done repeatedly, clearly and thoroughly, bearing in mind that a novice may not have the same comprehension or understanding of risk as an intermediate or expert participant.

This is why it is imperative that you have collected information about all your participants, for example is there any physical or psychological abnormality, disease or ailment that might make a particular activity more hazardous? You must seek information about your participants' background before including them in any potentially hazardous activities.

What are the inherent risks in your discipline?

How can you warn your participants about these risks?

What precautions can you take to reduce and eliminate risks where possible?

Some potential liability minefields!

If a participant learns a technique or exercise which results in an accident, who is responsible?

Some things to discuss in relation to the above:

- Was the participant advised of the risks?
- Was the coach sufficiently skills and qualified?
- Did the coach follow his/her discipline's safety guidelines?
- Was the equipment at fault?
- Who was responsible for checking and maintaining it?

Protection from Abuse

You have a duty to protect your participants, especially children, from all forms of abuse. There are 4 main forms of abuse:

Neglect – leaving practices unsupervised, providing inadequate protection

Emotional Abuse – bullying, threatening, teasing and taunting. Excessive pushing to perform

Sexual Abuse – sexual intercourse, masturbation, being shown pornographic material

Physical Abuse – hitting, shaking, being given alcohol or drugs (including performance enhancing), excessive training regimes

It is important that as a coach, you take action to prevent any potential accusations of improper behaviour and promote good practice.

Coaches Should:

Avoid situations where there is just one adult and one child or where excessive amounts of time are spent alone with children away from others.

Keep doors open when working in an enclosed environment

Arrange to meet children with parents present

Avoid taking children alone on car journeys, however short

Encourage parents and other adults to observe coaching sessions and support competitions

Where physical support of the child is required, follow your discipline's governing body

Coaches Should Never:

Engage in rough, physical or sexually provocative games, including horseplay

Allow or engage in inappropriate touching of any form

Allow children to use inappropriate language unchallenged

Let allegations a child make go unchallenged or unrecorded

Do things of a personal nature that children can do for themselves

(Taken from scUK's "The Successful Coach, Guidelines for Good Practice")

Insurance

Appropriate insurance cover is essential for coaches and participants. It should cover both public liability and personal accident, and must be adequate for the risks faced in your particular discipline.

Transportation

There are a variety of risks associated with travel. Coaches should avoid using their personal vehicles for transporting participants to venues as your insurance may not cover any claims for injury in the event of an accident. If participants cannot arrange their own transport, then it is best to use the services of a commercial firm, checking that they have adequate liability insurance for the task.

Drug Misuse

You have an ethical and legal responsibility concerning drug education and misuse in sport. The most common drugs used in sport include performance enhancing drugs (PEDs), therapeutic medications, social drugs (SDs) or a combination of:

- Anabolic steroids
- Stimulants
- Beta-blockers
- Narcotic analgesics
- Diuretics

(are all these relevant for equestrianism?)

There are a number of instances where prohibited substances have been taken by mistake. Every coach has a responsibility to educate performers about the ethical and medical issues that surround drug use and misuse.

Coaches should discuss the issue of performance enhancement and their opposition to the use of drugs and give consistent messages about legitimate ways to improve performance.

Participants looking for the extra edge in training and competition often want to supplement their and their horses' diets with vitamins, minerals and other substances. Generally, nutritional supplementation presents no major problem. However, you need to be aware of the possible implications for drug testing and ensure your participants are not at risk of testing positive.

You should make yourself familiar with the drug testing procedure within your discipline for any of your participants who are competing.

Seeing your clients, not just looking at them. Not treating them as a label e.g. "novice", "RDA", "child". Thinking about what else might be going on in their lives and whether it might have an impact on their performance, attention or confidence. What influences they might be dealing with and what happens outside of the training session.

Planning and Managing Risk

One of the most important aspects of planning for safe coaching is the physical environment and equipment with which you are coaching. It is your responsibility to identify any potential hazards and control or minimise them to avoid them causing unnecessary risk to participants. Examples include:

Flooring/Ground surfaces – these will need to be maintained due to wear and tear and monitored for any discarded litter which could contribute to an accident or injury

Weather – can affect ground surfaces and also affect participants e.g. bright sunlight can blind momentarily.

Entrances/exits – doors should open outwards

Make sure you check out the current health and safety regulations covering the facility where you coach.

Make sure participants and staff are aware of emergency procedures and the location of first aid provisions

Equipment – one of your roles as a senior coach should be to appoint someone to be responsible for equipment maintenance and repair and to create and keep a record of safety checks. You should also ensure staff know how to handle equipment properly.

Equipment should be appropriate for the participants. Incorrectly sized equipment can cause problems for children (e.g. stirrup irons and leathers).

Ensure warm ups and cool downs are always included in coaching sessions and plans

You should make sure that at your establishment you have created a list of qualified first aiders, together with a list of relevant contact telephone numbers, including the nearest casualty department (next to the telephone is ideal, or in every member of staff's mobile phone's Contacts list of Address Book). Also make sure that any landline has clear instructions about how to dial out, so that anyone can make an emergency call.

Every participant should have a file, detailing their medical or health requirements and contact details for next of kin.

You must ensure that a suitably-stocked first aid kit is easily accessible. Every member of staff should know where this is and any freelance instructor/coaches must be informed of its location. The first aid kit should be in an easily-identifiable watertight box (green box with a white cross on it). You should appoint somebody to be responsible for checking it on a regular basis and replacing used items.

The minimum content of a first aid kit is:

A leaflet giving general advice on first aid
20 individually wrapped sterile adhesive plasters in assorted sizes
2 sterile eye pads
6 individually wrapped triangular bandages (preferably sterile)
6 safety pins
6 medium sterile dressings (12cm x 12cm)
2 large sterile dressings (18cm x 18cm)
2 extra-large sterile dressings (24cm x 24cm)
Disposable examination gloves (in different sizes)

Useful additional content includes:

Blanket and Survival Bag to wrap around casualties to keep them warm and dry
Resuscitation face shield or pocket face mask to protect you and the casualty from infections when giving rescue breaths
Blunt-ended Scissors
Adhesive Tape
Sterile water or sterile normal saline (0.9%) in sealed containers (for eye irrigation in the absence of mains tap water)

First aid treatment should only be administered by a qualified person, who holds a valid certificate of competence in first aid, issued by an organisation whose training and qualifications are approved by the Health and Safety Executive.

Make sure that there are supplies of Accident Report Forms available. All accidents must be recording on them. The BHS Accident Report Form (example scanned in) provides a useful guide as to the kind of information you should record. You should keep all completed records on file. You may need to formally notify the Health and Safety Executive of any relevant accidents or incidents.

Under the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), events resulting from accidents which arise out of, or in connection with, work are reportable using form F2508 (copies available from HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA, Tel 01787 881165, Fax 01787 313995, Email hsebooks@prolog.uk.com) to the local office of the Health and Safety Executive (HSE) or the relevant local authority, within 10 days of the event.

The events are defined as:

- Death
- Major injury (such as fracture, amputation, loss of sight, loss of consciousness)
- Hospital treatment for a person not at work but who suffers an injury as a result of an accident arising out of or in connection with work

- Incapacity for work for more than 3 days as a result of an injury which is not a major injury.

Note that deaths, major injuries and hospital treatment are also immediately notifiable, normally by telephone, to the HSE or local authority.

MONITOR AND EVALUATE THE EFFECTIVENESS OF COACHING PROGRAMMES

How to Assess Learning

In order to be useful, assessment methods need to be:

Solving realistic problems by applying new information to existing knowledge and skills. Ongoing – focused on a range of learning outcomes. Should be viewed as a learning tool. Examples are a dressage test or Pony Club B test or an Endurance participant using a heart rate monitor to record the amount of time spent within the training heart-rate zone.

Assessment methods must incorporate desired outcomes – both participant's and coach's. Can design practices around stated outcomes. Think about what participants need to demonstrate in order to show that they understand the content. How can the assessment methods be tailored for individuals?

Coach and participants need to be clear about what is being assessed, how it will be assessed, when it will be assessed, who is being assessed and why they are being assessed.

Summative – A final judgement on what has been learned. Determines whether or not learning has occurred. Examples are exams/tests – give a one-off snapshot of learning, by judging whether correct or not.

Formative – Provides information to feed into the instructional process. Provides evidence that learning is occurring. Provides learners with feedback on their progress and coaches on their practice. Examples are collecting statistics through a season regarding performance – shows one step in the learning process. Allows participants to assess their own performance over a period of time.

MANAGING AND DEVELOPING YOUR COACHING PRACTICE

Developing your Coaching Philosophy

A person's philosophy (their general principles of knowledge or existence) is their set of values and behaviours that serve to guide the actions of a coach (Wilcox and Trudel 1998).

Your philosophy as a coach will be shaped by your personal principles and values. Your philosophy will have a direct impact on your behaviour as a coach. Every element of coaching is affected by personal beliefs – they affect how we perceive the world, what actions we take and why we take them (the what, why and how of coaching). Your beliefs are your set of principles that guide your practice as a coach – why you coach as you do.

Developing a philosophy allows both coach and participant to have a base from which to build and learn according to a consistent, coherent way of thinking. This can be your unique contribution to others as a coach. Without a philosophy, a person's behaviour can become too situation-specific, too reactive.

A philosophy provides boundaries within which the coach-participant relationship can be formed. This reminds us why we coach and keep us on track and not abuse our positions as coaches.

Your coaching philosophy needs to reflect your true values and beliefs, not what you think will be politically correct or ideological. It should reflect who you are, NOT who you think you should be.

Commit your coaching philosophy to paper so it can be seen by others. Regularly re-examine and re-evaluate your philosophy as your experiences shape and evolve your thoughts.

For example, you might make a statement that you expect "total honesty" in your coaching sessions. When might there be a time to soften the message to a participant, for example when discussing issues of selection, opinions on performance etc?

Is "total honesty" always in the best interests of participant or team?

How can you be sure that your opinion that you have given in "total honesty" is correct and won't change?

Remember that as a coach you are in a position of authority and, as such, your opinions will often be taken as fact by others around you.

You need flexibility of behaviour within the confines of your coaching philosophy. You must be flexible and adapt to changing circumstances. Definitive standards cannot be applied outright as they often conflict with other constraints in a coaching situation. It is worthwhile remembering your bigger goal/outcomes/aims with this participant/team.

Your coaching philosophy should be a guiding tool to your actions as a coach, but they should be treated as principles rather than rules. Even with constraints, coaches must act and have stated principles – a strong personal set of values and standards, these will help you manage the dilemmas between philosophy and practice.

Values

As we've mentioned before, values provide the motivation for individuals to take actions. Values are those social, moral and ethical standards that have been acquired over a lifetime and which underlie every decision and every course of action.

Understanding your values and how they influence your coaching philosophy is an important step for any aspiring coach.

Identify the personal values that underlie every decision you make

The list below contains commonly-held values. Your task is to select 10 of the values that you ALWAYS or ALMOST ALWAYS value and 5 of the values that you SELDOM VALUE. List these items in the spaces provided. Think about why you made the choices you made. Next, with the help of a partner, reduce the list of the 10 most valued items to five and rank them

Commonly-held Values List

Affiliation	Loyalty	Security
Creative Expression	Friendship	Fast Pace
Independence	Helping Others	Work with Others
Challenging Problems	Status	Change and Variety
Achievement	Exercise Competence	Aesthetics
Recognition	Work Alone	Participation
Stability	Customer Contact	Excitement
Adventure	Balance	High Earnings
Job Tranquillity	Health	Pressure
Competition	Frontiers of Knowledge	Physical Challenge
Fame	Precision Work	Time Freedom
Flexibility	Power and Authority	Family Happiness
Quality	Order	Personal Development
Integrity		

My Personal Values

10 ALWAYS or ALMOST ALWAYS Valued Items

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

5 SELDOM or NEVER Valued Items

- 1.
- 2.
- 3.
- 4.
- 5.

Personal Values Rank Order

- 1st
- 2nd
- 3rd
- 4th
- 5th

How do you incorporate your values into your day-to-day behaviour?

How may your values as a coach shape team and individual participants' behaviour?

How will you cope with external pressures that clash with your values? (E.g. participant's expectations, pressure of achieving results, parent/you employer's ethos/philosophy)?

Be aware that your coaching philosophy needs to be adaptable to the context you find yourself in. You will need to find an acceptable compromise between your coaching philosophy and your actual practice. It's not as simple as telling people what to do vs asking participants for their opinion.

Questions to help you to develop your coaching philosophy:

1. What is coaching and why do I think that?
2. Why am I a coach?
3. Have my motives for being a coach changed? How? Why?
4. Is there another way?
5. Why are these participants participating?
6. Why did a particular coach have such a meaningful impact on me?
7. What are my future hopes, both for the participants I coach and for myself as a coach?
8. Are they "my participants" or am I "their coach"?
9. Who holds the power in a coach-participant relationship?
10. What is my role as a coach and why do I think that?
11. How do I 'play' the role of coach?
12. Whose expectations am I fulfilling?
13. Why?
14. Is there a case for me to expand and explore the boundaries of the traditional coaching role?
15. Do I want to and what are the implications of doing so?
16. How can I allow my own personality to emerge through the coaching role?
17. Am I fulfilling myself within the coaching role?
18. Once your philosophical framework has been established, you can ask yourself some more practical questions:
19. Is my approach educationally sound?
20. Do the drills I use best serve the purpose for which they are intended (ie the objective of the session)? Why and how?
21. Is the approach appropriate for the participants?
22. Is there a better way of doing what I'm doing?
23. Can I explain and justify my coaching actions and decisions?
24. How do I ensure that I follow my coaching philosophy?
25. What happens if my coaching philosophy is challenged?
26. How will I deal with the different values of other people?

27. What is key about the interpersonal relationships I have with participants?
28. Are there situational compromised in the application of my stated values?

It is worth thinking about some of the traditional views in relation to sport and examine them to see what you agree or disagree with and how they inform your coaching now.

Some sports are associated with demonstrations of bravery, machoism, homophobia, bad behaviour, violence and temper and coaches can perpetuate this behaviour through their own behaviour. Your behaviour as a coach condemns or allows this behaviour to continue, e.g. allowing insults like "you're playing like a girl/poof!" Even if a coach doesn't behave in these ways, they can imply condonement simply by not disciplining any display of such behaviour.

Other ways that a coach can influence participants' self-image include:

- Body image (vaulting/children)

Making negative comments regarding body size and making comparisons between participants can help people create a distorted image of their bodies and could result in eating disorders taking hold. If you responsible for team or individual uniforms, be aware that this can also be uncomfortable for participants – for example being too revealing.

- Making generalisations and assumptions

Coaches should challenge stereotypes. Need to reflect on your own beliefs about homosexuals/women/men/beginners/disabled/cultural differences etc.

Casual discussions mustn't exclude or ridicule sexual orientation. You must also bear in mind cultural needs and differences relating to dress and behaviour that may impact upon your coaching participants.

- Gender differences and assumptions

There are some common assumptions made about gender differences, namely that boys are often performance orientated and girls are reluctant to compete.

Coaches may also make assumptions based on gender, for example that boys need to be told what to do whilst girls want to be involved in decision making.

The best way to avoid making assumptions and generalisations about your participants is to get to know them as individuals, which we have discussed throughout these UKCC Coaching Levels.

Mentoring Others

How to encourage coaches whom you mentor to be more self-sufficient so they start to think for themselves, rather than be spoon-fed by a more experienced coach.

Influences on coaches – mentors, experiences of being coached themselves. Previous experiences form a filter for their learning.

Apprentice methods – modelling other coaches. Consequences of modelling poor or one method only coaches.

Coaches like to learn from other coaches – it's the most quoted source of learning from coaches (scUK seminar).

Watching live coaching is more effective than watching DVDs or reading transcripts

Theory underpins practice to upskill coaches.

Social process of coaching – not a series of logical steps (not painting by numbers), thinking on feet – how to encourage, how to set up opportunities for practice of this?

Coach development must be filtered down to participant development.

APPENDIX 1

Recommended Reading - Equestrian

Pony Club

"The Manual of Horsemanship" ISBN 1872119565
"The Instructor's Handbook" ISBN 0954153189
"Longeing and Long-Reining"

British Equestrian Vaulting

"Equestrian Vaulting" by Jutta Wiemers ISBN 0 85131 595 X
"Stretch and Strength" by Jutta and Hanna Weimers
"Training for Vaulting Coaches" by Isabelle Bibler and Emma Drinker
"Vaulting My Sport" (Video)
"That Winning Feeling" by Jane Savoie

British Eventing

"British Eventing Rule Book"

British Dressage

"Advanced Techniques of Dressage"

Endurance GB

"Riding from the Inside Out" by Lisa Champion
"Equine Exercise Physiology" by David Marlin
"Going the Distance" by Marcy Pavord
"The Little BHS Book of Endurance"

Scottish Equestrian Association

"Complete Horse Riding Manual" by William Micklem
"Success from Within" by Brendan Hackett
"Training Show Jumpers" by Anthony Paalman

The British Horseball Association

Polocrosse

"Polocrosse Let's Go!" by Jean Still ISBN 1 875381 26 0
"Polocrosse – A Practical Guide" by Mandy Choice ISBN 1 86389 006 8

The British Horse Society

BHS Videos and DVDs – Stages 1, 2, 3 and PTT

Kenilworth Press Publications:

The BHS Training Manual Series – Stages 1, 2, 3 and PTT
Learn to ride with the BHS
Teaching Children to Ride
Themed Lesson Plans for Riding Instructors, ISBN 1872119891
Everyday Jumping for Riders and Instructors
Progressive Schooling Exercises

The BHS Instructors' Manual for Teaching Riding, ISBN 1872119565
Coaching Skills for Riding Teachers, ISBN 978-1-905693-08-5

Allens Publications:

Course Companion for BHSAI
Course Companion for BHSII
"Teaching Riding" by Josephine Knowles
"Coaching the Rider" and "Teaching Jumping" by Jane Houghton-Brown

The Association of British Riding Schools

"The Principles of Teaching Riding, "The Official Teaching Manual of the ABRS" by Julian Marczak and Karen Bush
"Drills and Formation Riding" by Shirley Renowden
"An Instructor's Pocket Guide to Safe and Interesting Hacking" by Tony Silverman

Riding for The Disabled Association

"RDA Instructors' Resource" (Section A.31 lists reading material)
"RDA Instructor Development Workbook and Activity Guide"

British Show Jumping Association

"101 Jumping Exercises for Horse and Rider" by Linda L Allen ISBN 1 58017 159 1
"The BSJA Coaching Manual" by Lars Sederholm

Recommended Reading - Coaching

Brookes, T. (2004) *How the Body Works in Sport*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-55-5

Cabral, P. Carpenter, F. and Crisfield, P. (2003) *The Successful Coach: Guidelines for Coaching Practice*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 0-947850-16-3

Cabral, P. and Crisfield, P. (Eds) (2003) *Motivation and Mental Toughness*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-24-5

Campbell, S. and Crisfield, P. (2002) *Making Sport Fun*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 0-947850-56-2

Carpenter, F. and Ledger, P. (Eds) (2001) *Physiology and Performance*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 0-947850-24-4

Crisfield, P. (2003) *Analysing Your Coaching*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-14-8

Foxon, F. (2001) *Improving Practices and Skill*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-13-X

Galvin, B. and Ledger, P. *A Guide to Planning Coaching Programmes*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-00-8

Hagger, M. (2003) *Coaching Young Performers*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-15-6

Kerr, A. and Stafford, I. (2003) *How to Coach Disabled People in Sport*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-54-7

McQuade, S. (2003) *How to Coach Sports Effectively*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-52-0

NCF (2003) *Coaching Young Performers*. Leeds: Coachwise Solutions/sports coach UK. ISBN 1-902523-6

NCF (2003) *Sports Injury – Prevention and First Aid Management*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN 1-850601-68-2

NCF (2005) *The Successful Coach – Guidelines for Coaching Practice*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN 0-947850-16-3

Robertson, K. (2002) *Observation, Analysis and Video*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-16-4

Sneyd, S. (Ed) (2003) *How to Coach Sports Safely*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-50-4

Sprunt, K. (2003) *An Introduction to Sports Mechanics*. Leeds: Coachwise Solutions/The National Coaching Foundation. ISBN 1-902523-64-4

APPENDIX 2

Example Coaching Session Plans

Lesson Plans towards teaching flying changes.

Introduction:

Ensure introduction of self to pupil. Through questions find out relevant information about rider experience, age of horse, stage of training of horse, how long horse and rider have been together etc.

Warm up procedure common to all sessions.

- Rider stretching prior to riding|?
- Horse walked (5 to 10 mins) depending on weather, facilities, (in or out) perhaps lunge to loosen before mounting.
- Working in, in all three paces. Stretching and working deep to the contact to stretch over the back.
- Circles, turns to loosen horse laterally.
- Moving forward and back within the paces to begin to engage the hind legs.
- Transitions within the gaits to improve the horse's reaction to the aids.
- Rider position, suppleness and balance relevant to the horse's way of going.
- Consider rider concentration and aid co-ordination, perhaps work on aid application and timing.

Session One:

Consider balance of the canter. (on both reins)

Basic transitions trot – canter- trot.

Decrease circles (to 15 m and 10m. maintaining balance and self carriage.) Be able to give and retake reins (alternate and both)

Walk to canter transitions and developing towards canter to walk.

(Downward transitions may take longer to establish.)

Lateral work will be developing the overall balance and engagement of the horse. (Leg yield, shoulder in)

Session will not be entirely in canter!

Session Two:

All the above from Session One.

Developing better walk – canter – walk trans.

Counter canter will be part of the whole development as it continues to maintain the straightness and suppleness of the horse.

Improved engagement and self carriage in the canter and using some half pass in canter and then being able to work such exercises as half pas out from the quarter marker and leg yield back (on the long side) to improve the 'jump' in the canter and the reaction to the rider's leg. Also this exercise will ensure the rider's awareness of the horse's straightness on both reins.

Session Three:

All the above.

Depending on the horse and the knowledge and confidence of the rider and the natural athleticism and reaction (sharpness) of the horse.

Flying change could be asked for from:

- Half circle onto centre line and diagonal line back to the track (at half marker) with a simple change at the marker then reduce the number of walk strides so that reaction increases until the change is asked for (without the walk)
- Turn onto centre, half pass back to wall and change.
- Counter canter on half 20m circle across school and change.
- On the diagonal, change the flexion, leg yield and ask for flying change towards the end of the diagonal.

Session Four/Five/Six

All the above plus the gradual development of the horse's confidence in what he is being asked to do.

Plenty of re-establishing the confidence and calmness in the canter (which may temporarily be lost)

Plenty of basic work to retain the horse's calmness, confidence and obedience in the work he already knows.

Plenty of reward when a change is offered, no punishment if he gets it wrong, painstaking re-establishing the response to the earlier work.

Work on the rider to apply consistent and calm aids.

Work to ensure the rider does not get 'anxious' or more 'hectic' in their aid application which then adds to the horse's tension.

Ensure the rider applies the aids consistently so that the horse receives the same message each time for the change.

Cool down for all sessions:

Finish work on a good note.

Question to ensure understanding.

Recap on information especially anything new.

Stretch horse in trot (perhaps canter too) to relax muscles which have worked. Walk on long rein and then loose rein to finish.