

BCU (UKCC) Coaching Courses Glossary of Coaching Process Terms

This glossary of coaching process terms is designed to give tutors and students an idea of the level of coaching knowledge covered in BCU (UKCC) Level 1,2 and 3 courses, provide a brief simple description of what the coaching processes are, and to confirm/standardise terminology used. It is not designed as a prescriptive syllabus of all that must be covered.

Term	Description	Level 1	Level 2	Level 3
Activist Learning Style	The learner who prefers being as active as possible.	Yes	Yes	Yes
Acquired Stage of Learning	The expert, able to perform the skill without thinking, with consistency and in a variety of environments. Same as <i>autonomous</i> or <i>unconscious competence</i> stage of learning.		Yes	Yes
Analytical Observation	Observing a performance by breaking it down into small components to enable analysis.		Yes	Yes
APPLE	Assess, Plan, Prepare, Lead, Evaluate.	Yes	Yes	Yes
Associative Learning Phase	The improver, able to perform the skill when thinking about it, reasonable consistency, errors occur when environment is varied. Same as <i>practice</i> or <i>conscious competence</i> stage of learning.		Yes	Yes
Attribution	What a performer/coach attributes their success/failure to.			Yes
Auditory Sensory Preference	Receiving information by sounds and talk is preferred.	Yes	Yes	Yes
Autonomous Learning Phase	The expert, able to perform the skill without thinking, with consistency and in a variety of environments. Same as <i>acquired</i> and <i>unconscious competence</i> stage of learning.		Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Awareness Stage of Learning	The beginner, a basic understanding of and able to attempt the skill. Needs help, there is no consistency and there are errors in performance. Same as <i>cognitive</i> and <i>conscious incompetence</i> stage of learning.		Yes	Yes
BBB(BB) Profiling/Observation Model	Boat, Body, Blade (Brain, Background).	Yes	Yes	Yes
Bilateral Practice/Transfer	Practicing a skill on both the left and the right or transferring a skill from one side to the other.		Yes	Yes
Blocked Practice	Doing the same skill in the same environment with the same equipment repeatedly. The same as <i>massed practice</i> .		Yes	Yes
Chaining	Building up a complex skill by adding small bits on one at a time, one after another. The same as <i>sequencing</i> .	Yes	Yes	Yes
Closed Skills	Skills with fixed parameters, needs an unchanging environment for these to be possible.		Yes	Yes
Closed Questions	Questions that have a yes or no answer. Similar to <i>shooting questions</i> .		Yes	Yes
Coach Centred	The decision making and goal setting is decided and dictated by the coach.	Yes	Yes	Yes
Coach Given Feedback	Feedback that the coach gives/tells the student to change performance, often known as <i>external/extrinsic feedback</i> .		Yes	Yes
Cognitive Effort	The degree to which a learner is subjected to deep thinking during practice. This is correlated to retention and movement from the <i>short to long-term memory</i> , promoted by <i>coach centred</i> approach.		Yes	Yes
Cognitive Learning Phase	The beginner, a basic understanding of and able to attempt the skill. Needs help, there is no consistency and there are errors in performance. The same as <i>awareness</i> and <i>conscious incompetence</i> stage of learning		Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Cognitive Skills	Skills that require thought and use of the brain to do.	Yes	Yes	Yes
Conscious Incompetence Stage of Learning	The beginner, a basic understanding of and able to attempt the skill. Needs help, there is no consistency and there are errors in performance. The same as <i>awareness</i> and <i>cognitive</i> stage of learning.		Yes	Yes
Contextual Interference	Distracting a learner during learning so they need to rely on truly learned behaviour to complete a task.			Yes
Convergent Discovery Coaching Style	Part of the <i>discovery learning spectrum</i> and most similar to <i>guided discovery coaching style</i> .	Yes	Yes	Yes
Coping Model	A demonstration model that is at a similar level to the performer, not perfect.	Yes	Yes	Yes
Deductive Observation	Observing a performance by focusing on what needs to change to fix the problem, from this deducing the answer.		Yes	Yes
Demonstration	A practical example of a skill being attempted by a learner.	Yes	Yes	Yes
Descriptive Feedback	Feedback relating to what occurred/what was observed. More experienced performers (upper <i>associative/autonomous</i>) will be able to make they own decisions from this feedback.		Yes	Yes
Directive Coaching Style	The coach tells the learner what to do and is in control of all aspects of the learning. The same as <i>command coaching style</i> .	Yes	Yes	Yes
Discovery Learning Spectrum	Between the poles of <i>guided discovery</i> and <i>exploratory learning</i> .			Yes
Discrete Skills	Skills that are performed in isolation, outside the normal skills and not repeated.		Yes	Yes
Distributed Practice	When a period of practice is carried out, then something different is done but the original practice is revisited. Similar to <i>random practice</i> .		Yes	Yes
Divergent Discovery Coaching Style	Part of the <i>discovery learning spectrum</i> and most similar to <i>exploratory coaching style</i> .			Yes

Term	Description	Level 1	Level 2	Level 3
Dream Goal	An ideal goal in the future to aspire to.		Yes	Yes
EDICT Coaching Model	Explanation, Demonstration, Imitation, Correction, Train	Yes	Yes	Yes
Expert Model	A perfect demonstration model showing what the performer needs to eventually be able to perform.	Yes	Yes	Yes
Exploratory Coaching Style	There is no known pre-determined outcome set by the coach; learner and coach discovers the best outcome together. Can be similar to <i>divergent discovery</i> coaching style.			Yes
Extrinsic/External Feedback	Feedback that comes from an external source, usually <i>coach given</i> .		Yes	Yes
Feedback – Coach Given	Feedback that the coach gives/tells the student to change performance, often known as <i>external/extrinsic feedback</i> .	Yes	Yes	Yes
Feedback – Student Gained	Feedback that the student can gain for themselves from a performance, often known as <i>internal/intrinsic feedback</i> .		Yes	Yes
Feedback Tapering	Volume of feedback is reduced as learner moves up through stages of learning. <i>Cognitive</i> learner needs <i>prescriptive/descriptive</i> and <i>knowledge of results</i> (KR) and <i>knowledge of performance</i> (KP). This tapers to only <i>descriptive</i> and <i>KR</i> .			Yes
Fishing Questions	A question that could have many different answers and the coach will not know what answer is likely to come back, but fishes for the 'correct answer'. Similar to <i>open questions</i> .		Yes	Yes
Fitts and Posner Stages of Learning	<i>Cognitive, Associative and Autonomous</i>		Yes	Yes
Flags for Observation	An indicator to help identify and /or observe a <i>technical</i> component of performance.		Yes	Yes
Goal	An outcome set by or for a performer to which they will work towards.	Yes	Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Guided Discovery Coaching Style	Coach knows and decides the outcome and sets a sequence of practices so learner discovers the outcome. A similar process to <i>convergent discovery coaching style</i> .	Yes	Yes	Yes
Holistic Observation	Observing a performance and looking at the whole picture, seeing what just 'jumps out' at the observer.		Yes	Yes
Hunting Questions	A question that is worded so it leads the learner to the correct answer without telling them. Similar to <i>leading questions</i> .		Yes	Yes
IDEAS Coaching Model	Introduction, Demonstration, Explanation, Activity, Summary.	Yes	Yes	Yes
Imagery	Use of all the senses to create an experience in the mind i.e. hearing the crowd, feeling the water move the boat, seeing the line in a rapid.		Yes	Yes
Indicators for Observation	These could be <i>flags</i> or <i>markers</i> , things that help an observer accurately see and analyse a performance.		Yes	Yes
Inclusion/Individual Coaching Style	The coach sets a task or practice, the student has choice as to how difficult they wish to make it and how quickly they progress.			Yes
Intrinsic/Internal Feedback	Feedback that comes from within the performer themselves and is produced as a result of a performance, <i>student gained feedback</i> .		Yes	Yes
Kinaesthetic Sensory Preference	Receiving information by touch and feel is preferred.	Yes	Yes	Yes
Knowledge of Performance (KP)	Feedback relating to how the task is/was performed, the process. Can be <i>extrinsic</i> and/or <i>intrinsic feedback</i> .		Yes	Yes
Knowledge of Results (KR)	Feedback relating to the outcome of the task.		Yes	Yes
Kolb's Learning Cycle	Simplified as Plan, Do, Review.	Yes	Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Leading Questions	A question that is worded so it leads the learner to the correct answer without telling them. Similar to <i>hunting questions</i> .		Yes	Yes
Long Term Memory	The area of the brain where information is stored when it is not being used.		Yes	Yes
LTPD	Long Term Paddler Development.	Yes	Yes	Yes
Macrocycle	When breaking down a planned programme, this is the largest parts of the programme e.g. a year.			Yes
Markers for Observation	Something that helps us accurately measure a performance whilst observing.		Yes	Yes
Massed Practice	Doing the same skill in the same environment with the same equipment repeatedly. The same as <i>blocked practice</i> .		Yes	Yes
Mental Rehearsal	When a performer plays an image in their head to try and better understand a skill and enhance performance. <i>Visualisation</i> and <i>imagery</i> can be key parts of this.		Yes	Yes
Mental Skill Strategies	These can be <i>imagery</i> , <i>visualisation</i> or <i>mental rehearsal</i> , they can be used to develop performance or to manage arousal.		Yes	Yes
Mesocycle	When breaking down a planned programme, the medium size blocks of time e.g. a four week block.			Yes
Microcycle	When breaking down a planned programme these are the small parts of the programme e.g. a week.			Yes
Modelling	Providing a demonstration and getting a learner to try and copy it, needs the learner to have an understanding of the skill to be able to see what they need to copy.	Yes	Yes	Yes
Motor Skills	A skill that requires primarily physical actions.		Yes	Yes
Non- Verbal Communication	Communicating purely using body language.	Yes	Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Open Skills	Adaptive skills, often to cope with the environment.		Yes	Yes
Open Questions	A question that could have many different answers and the coach will not necessarily know what answer is likely to come back. Similar to a <i>fishing question</i> .		Yes	Yes
Outcome Goals	Goals set by or for a performer that have a clear and agreed objective as an end point.		Yes	Yes
Para-verbal	The tone, cadence, volume, and rate we use when speaking.		Yes	Yes
Part Progressive	Like whole part whole, but the skill is built up in layers from the start. The same as <i>chaining or sequencing</i> .	Yes	Yes	Yes
Partner Coaching Style	When learners work together to develop performance or understanding, the coach decides the task and manages the feedback that students provide to each other. The same as <i>reciprocal coaching style</i> .		Yes	Yes
Peer Model	A demonstration model that is at a similar level to the performer, not necessarily perfect, often performed by a peer and not the coach.	Yes	Yes	Yes
Performance Goals	Goals that focus on a set standard of performance criteria.		Yes	Yes
Performance Profiling	Identifying the component parts of a desired performance and comparing the actual performance against these to identify areas for development.		Yes	Yes
Periodisation	To help with long term planning this is when key periods are identified as their timing is important to the plan, they are know as phases.			Yes
PETTLEP Imagery Model	Physical, Environment, Task, Timing, Learning, Emotion, Perspective			Yes
Physiological	Examples of this would be fitness, strength, nutrition, and hydration.	Yes	Yes	Yes
Plan, Do, Review	Kolb's simplified learning cycle.	Yes	Yes	Yes
Practice Coaching Style	The coach decides the task and dictates where it is practiced.	Yes	Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Practice Stage of Learning	The improver, able to perform the skill when thinking about it, reasonable consistency, errors occur when environment is varied. The same as <i>associative</i> and <i>conscious competence</i> stage of learning.		Yes	Yes
Pragmatist Learning Style	The learner who likes to know why they are doing something, if they can see the purpose of the learning they will be active when involved.	Yes	Yes	Yes
Prescriptive Feedback	Coach led feedback leading to a defined change in one of TTPP.		Yes	Yes
Process Goals	Goals that focus on what needs to be done to improve performance.		Yes	Yes
Psychological	Things that are related to our feelings and emotions.	Yes	Yes	Yes
PURE Goal Setting	Positive, Understandable, Realistic, Enjoyable.			Yes
Random Practice	When a period of practice is carried out, then something different is done but the original practice is revisited. The same as <i>distributed practice</i> .		Yes	Yes
Reciprocal Coaching Style	When learners work together to develop performance or understanding, the coach decides the task and manages the feedback that students provide to each other. The same as <i>partner coaching style</i> .		Yes	Yes
Reflective Practice	After a performer/coach has carried out an activity they take time to think back over how it went to help improve performance.	Yes	Yes	Yes
Reflector Learning Style	The learner who needs time before or after performing to think things through in their head to ensure they understand the process.	Yes	Yes	Yes
SEL Coaching Model	Safety, Enjoyment, Learning.	Yes	Yes	Yes
Self Check Coaching Style	The coach chooses the task, where and how it is performed and evaluated. It is done in a way that allows the learner to be able to evaluate their own performance.	Yes	Yes	Yes
Serial Skill	A linked set of skills.		Yes	Yes

Term	Description	Level 1	Level 2	Level 3
Sequencing	Building up a complex skill by adding small bits on one at a time one, after another. The same as <i>chaining</i> .	Yes	Yes	Yes
Schema Theory	The concept that knowledge of a skill passing from the <i>long term</i> to the <i>short term memory</i> repeatedly will provide clear and strong memory pathways to ensure long term consistent repetition of the skill.		Yes	Yes
Sensory Information Store	Where all external information coming into the <i>short term memory</i> is stored for a very small amount of time, before the relevant information goes into the <i>short term memory</i> .		Yes	Yes
Shooting Questions	Direct questions that generally have a yes or no answer. Similar to <i>closed questions</i> .		Yes	Yes
Short Term Memory	The part of the memory where whatever actions are currently being done are stored in, the 'here and now' memory.		Yes	Yes
SMART(ER) Goal Setting	Specific, Measurable, Agreed, Realistic, Time Phased, (Evaluated, Recorded).		Yes	Yes
Student Centred	The decision making and goal setting is set by the student.	Yes	Yes	Yes
Student Gained Feedback	Feedback that the student can gain for themselves from a performance, often known as <i>internal/intrinsic feedback</i> , but can also be gained from <i>external feedback sources</i> .		Yes	Yes
Tactical	How the skills are performed in relationship to the environment, this should give maximum effectiveness and efficiency.	Yes	Yes	Yes
TARP Learning Preferences	<i>Theorist, Activist, Reflector, Pragmatist</i> .	Yes	Yes	Yes
Technical	How the skills are performed.	Yes	Yes	Yes
Technical Templates	A tool for understanding the many contributory factors in how a technique or skill is broken down. A "recipe" for the skill.	Yes	Yes	Yes

Term	Description	Level 1	Level 2	Level 3
TTPP Profiling/Observation Model	<i>Tactical, Technical, Physiological, Psychological.</i>	Yes	Yes	Yes
Theorist Learning Style	The learner who likes to know all the facts and information about the skill to fully understand it to help them perform.	Yes	Yes	Yes
Transferable Skills	Similar skills that can be transferred from one activity/learning experience into another.		Yes	Yes
Unconscious Competence Stage of Learning	The expert, able to perform the skill without thinking, with consistency and in a variety of environments. The same as <i>autonomous</i> or <i>acquired</i> stage of learning.		Yes	Yes
Unconscious Incompetence Stage of Learning	The learner who does not know what they should be doing and does not know that they are not doing it. A stage below <i>cognitive, awareness</i> and <i>conscious incompetence</i> stages of learning.		Yes	Yes
VAK Sensory Preferences	<i>Visual, Auditory, Kinaesthetic.</i>	Yes	Yes	Yes
Variable Practice	Practice that allows the same skill to be challenged by as much variety as possible.		Yes	Yes
Verbal Communication	Communicating using speech.	Yes	Yes	Yes
Visual Sensory Preference	Receiving information by seeing the activity; picture or visual clues are preferred.	Yes	Yes	Yes
Visualisation	When a performer plays an image in their head to try and better understand a skill. A key part of <i>mental rehearsal</i> .		Yes	Yes
WASP Coaching Model	Watch, Analyse, Set Goals, Practice.		Yes	Yes
Whole-Part –Whole	When the skill is first shown or attempted in its entirety, then broken down into a key part to be worked on and this is then built back into the whole skill.		Yes	Yes

Further Reading;

The descriptors for the above coaching processes are written in a simplified way to quickly help with the understanding of the general meaning of the coaching process and to try and put it into context for BCU (UKCC) Level 1, 2 or 3 Coaches and Tutors. The descriptors are in no way an in-depth or complete explanation of the coaching processes, if further knowledge or clarification is required then the following reference sources were used in putting the glossary together;

The British Canoe Union Coaching Handbook

Ferrero, F. (ed.) (2006). Pesda Press.

Coaching Science, Theory into Practice

McMorris, T. & Hale, T. (2006). John Wiley & Sons Ltd.

Acquisition & Performance of Sports Skills

McMorris, T. (2004). John Wiley & Sons Ltd.

The BASI Manual

British Association of Ski Instructors (2006). BASI.

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