



Coach Evaluation Packet—Part 1

Self-study and evaluation are vital components of a coach's development. The daily classes that operate at an affiliate deliver the perfect landscape to observe, evaluate, and develop one's coaching.

In order to help facilitate this ongoing process in the lifecycle of a coach, we have created simple but effective worksheets that can be used for self-development or evaluating and developing other coaches. The goal is to provide a framework for evaluation that can be used to teach and develop coaches independent of where they are on their coaching journey.

Included in the Packet:

- [Observation 1: Class Timeline](#)
- [Observation 2: Coaching Interactions](#)
- [Observation 3: Vague and General Cueing vs. Short, Direct, and Actionable Cueing](#)
- [Observation 4: Single-Participant Class Observation](#)
- [A set of four completed worksheets](#) that can be used as examples

How to Use These Sheets

Coaches will fill out a worksheet while observing a group class or private training session. We recommend using these worksheets in the following ways:

- **Personal Development**—Use the sheets on your own as a guided platform for focused observation and self-development.

Many coaches who have attended the CrossFit Level 2 Certificate Course found the feedback they received during the two-day course was invaluable. However, they felt that upon returning to their affiliate, they lacked a process and platform for this sort of evaluation and continued education. Use the worksheets to fill the gap.

- **Staff Development**—Use the sheets for ongoing staff development.

Have your coaches observe one group class each month utilizing one of the sheets. Afterward, sit down and review the sheet with them, highlighting specific areas and using the worksheets to frame a discussion regarding strengths and areas with room for improvement.

- **Staff Meetings**—Use the sheets as a discussion point for coach development meetings.

Have one coach observe a class and fill out the sheet. Use the completed observation as a discussion point at a staff meeting to drive staff development and team cohesion.

- **Hiring Process**—Use the sheets as part of your hiring process to evaluate a potential new hire.

Have a coach observe a few classes while in the interview process. Evaluate the sheets with an eye for determining if the potential candidate will be a good fit for your team and your business.

Regardless of how you choose to implement the worksheets, the results should drive toward more effective, confident, and self-aware coaches.

Observation 1: Class Timeline

A strong class plan is the starting point for creating a well-run class. Coaches gain knowledge of the class flow not only through execution but through detailed observation of classes taught by other coaches.

TASK: Observe a class from the sidelines and record a timeline (to the minute) of how the class unfolds. Record timestamps for each section of the class (whiteboard, general warm-up, specific warm-up, workout, cool-down, and any other additional section of note). Note anything that stands out to you with regard to class structure, flow, and coaching.

TIMELINE:

Observation 1 continued on next page



Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Did the class start and end on time?
- Did athletes know what to do at all times? If they did not, why not?
- Were specific instructions given to transition from one section of the class to the next? What were they?
- Was enough time spent within each section of the class?
- Did any section feel rushed?
- Did any section feel too slow?

Observation 2: Coaching Interactions

A good coach is able to fulfill the technical demands of coaching while also building rapport with the athletes in their group class. Basic human interactions often come more naturally to coaches, while specific cueing takes practice to implement. A great coach will do both. The following worksheet can be used to identify and hone the skill of cueing athletes.

TASK: Write the names of all the class participants in the table below. Tally each instance of coach and athlete interaction, denoting whether it was a general interaction or a specific cue. **Stretch goal:** Write out the specific cue phrases used by the coach. See the completed sample worksheet for additional guidance.

Examples—General Interactions

- "How are you?"
- "How was your weekend?"
- "Grab a box."

Examples—Specific Cues

- "Push your knees out."
- "Sit back more."
- "Jump higher."
- "Flex your triceps."

NAME	GENERAL INTERACTION	SPECIFIC CUE
TOTAL		

Observation 2 continued on next page

Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Was the total of general and specific interactions similar or was one area disproportionately lower than the other?
- Was there an equal distribution of general interactions across all athletes?
- Was there an equal distribution of specific cues across all athletes?
- Did the coach have more interactions with beginner, intermediate, or advanced athletes?
- Did all athletes receive at least one specific cue during the class?
- Did the coach have a general interaction with each athlete during the class?



Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Was the cueing more vague or specific?
- Was there an equal distribution of specific cues across all athletes?
- Did the coach give more specific cues to beginner, intermediate, or advanced athletes?
- Did all athletes receive at least one specific cue during the class?
- If a cue was ineffective, did the coach try a different cue?

Observation 4: Single-Participant Class Observation

Good coaches are able to understand and connect with each of their athletes. This extends beyond the specifics of the workout at hand and into an athlete's life, career, goals, and aspirations. Good coaches are able to put themselves in the shoes of their athletes and consider what each athlete needs to perform at their best. This skill is a product of empathy, commitment to one's clients, and a passion for service. One way to develop an understanding of the athletes in your care is to learn how each one experiences a group class.

TASK: Select one class participant to observe during this class. Choose an athlete who belongs to a different demographic than the coach or yourself (age, gender, ethnicity, goals, ability level). Record the selected participant's engagement, interactions, and reactions in class.

PARTICIPANT OBSERVATION

Observation 4 continued on next page



Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Did the athlete appear comfortable in the social setting of a group class?
- Did the athlete appear to know what was going on at all times?
- What questions did the athlete ask?
- Did the coach interact with the athlete?
- What does this athlete need to be successful in a class?
- Did the athlete receive coaching? How did they respond to the coaching they received?

WORKOUT
AMRAP 20 Minutes
Run 400m
7 Muscle-ups

SAMPLE

Observation 1: Class Timeline

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TIMELINE:

0-3 Coach welcomed people to class. Read the workout out loud. The coach said the goal was to find a challenging muscle-up option. Scaling options covered. Also written on the board. Whiteboard

3-13 Run 400m General Warm-up
one person could not run and the coach had them drag a sled, why? Opposed to just having them bike.
10 kip swing, Run 200m, 10 kip swing, 2 min/side
Shoulder mobility

13-31 Specific Warm-up
Coach demo'd the scaling options first.
5 false grip ring rows - coach made this harder for a few athletes.
Coach broke the athletes into 3 groups and assigned next step:
1. 5 false grip ring rows w/ 3-sec pause at sternum
2. 5 seated banded muscle-up
3. 3x2 MU on high rings
Why did the coach pick these scaling options?

31-33 Break

33-53 Workout

Do you ever scale someone in a workout?

Does going for a walk count as a cooldown?

COOLDOWN

53-60 People walked outside. Coach collected scores.

Observation 1 continued on next page

Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Did the class start and end on time?

Yes. Started at 5:30AM, ended after ~~whiteboard~~
Scores were collected at the whiteboard - 6:29AM.

- Did athletes know what to do at all times? If they did not, why not?

They did. There was one point in the muscle-up progression where the coach clarified which option to select based on what their false grip ring rows

- Were specific instructions given to transition from one section of the class to the next? What were they?

Yes. The coach usually brought everyone in ^{looked like.} before giving the next instruction. One time the coach said three steps to properly setup the rings.

- Was enough time spent within each section of the class?

Yes.

- Did any section feel rushed?

No. There were a lot of warm-up/practice reps in the muscle-up progression, but athletes had enough time between sets to do them all well.

- Did any section feel too slow?

The bathroom break felt a little slow.

Observation 2: Coaching Interactions

A good coach is able to fulfill the technical demands of coaching while also building rapport with the athletes in their group class. Basic human interactions often come more naturally to coaches, while specific cueing takes practice to implement. A great coach will do both. The following worksheet can be used to identify and hone the skill of cueing athletes.

TASK: Write the names of all the class participants in the table below. Tally each instance of coach and athlete interaction, denoting whether it was a general interaction or a specific cue. **Stretch goal:** Write out the specific cue phrases used by the coach. See the completed sample worksheet for additional guidance.

Examples—General Interactions

- "How are you?"
- "How was your weekend?"
- "Grab a box."

Examples—Specific Cues

- "Push your knees out."
- "Sit back more."
- "Jump higher."
- "Flex your triceps."

NAME	GENERAL INTERACTION	SPECIFIC CUE
Aaron	11	heels down
Dom	11	chest tall
Claire	1111	let your chest touch the ground
Holly	11	sit lower
Emily	1111	reach your hands higher arms straight
Paul	11	
Steve	1111	lock your knees harder
Amber	111	pull harder
Sue	1111	a half inch more
Katy	111	lower, more
Kathleen	1111	
Connor	1111	punch harder at the top
Jenni	11	keep your legs straight
Carly	11	good depth
TOTAL	44	13

Observation 2 continued on next page

Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Was the total of general and specific interactions similar or was one area disproportionately lower than the other?

There were more general interactions overall than specific cues.

- Was there an equal distribution of general interactions across all athletes?

Overall, yes. Everyone interacted w/ the coach 2-4 times during the class.

- Was there an equal distribution of specific cues across all athletes?

No. A few athletes didn't get a specific cue in the class.

- Did the coach have more interactions with beginner, intermediate, or advanced athletes?

No. There wasn't a trend in the interactions being with beginner vs. advanced.

- Did all athletes receive at least one specific cue during the class?

No. Two athletes didn't get direct/specific cues in the class.

- Did the coach have a general interaction with each athlete during the class?

Yes.

Observation 3: Vague and General Cueing vs. Short, Direct, and Actionable Cueing

Effective coaches use short, direct, and actionable cues to improve athlete movement over time. The difference between cue types is important to understand. Short, direct, and actionable cues are three to five words in length, they give a specific action to a body part that is out of place, and they tell the athlete how or where to move to fix the fault. Ineffective cues can be riddled with jargon, are unspecific, and do not direct the athlete on how to move their body to fix the fault.

TASK: Write each athlete's name in the chart below. Keep a tally of the short, direct, and actionable cues used with each athlete vs. the vague and general cues. Stretch goal: For each direct cue you record, write out exactly what was said.

Examples of vague and general cues:

- "Get tight."
- "Get below parallel."
- "Really fight for it."

Examples of short, direct, actionable cues:

- "Push your knees out."
- "Sit lower."
- "Lift your chest."

NAME	VAGUE CUE	SPECIFIC CUE
Sarah	really try to get that depth	
Molly	heels	
Rachel	get tight	pull your chin over the bar
Carlin		
Tracy	your knees are caving in	push your knees out
Steve	more elbow	
Miles		flex your triceps
Erin	you're in your toes	
Paul		
TOTAL	6	3

Observation 3 continued on next page

Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Was the cueing more vague or specific?

Vague.

- Was there an equal distribution of specific cues across all athletes?

No. Some athletes did not get a specific cue.

- Did the coach give more specific cues to beginner, intermediate, or advanced athletes?

It didn't trend toward one type of athlete

- Did all athletes receive at least one specific cue during the class?

No. Six athletes did not get a specific cue.

- If a cue was ineffective, did the coach try a different cue?

No. Not that I noticed.

Observation 4: Single-Participant Class Observation

Good coaches are able to understand and connect with each of their athletes. This extends beyond the specifics of the workout at hand and into an athlete's life, career, goals, and aspirations. Good coaches are able to put themselves in the shoes of their athletes and consider what each athlete needs to perform at their best. This skill is a product of empathy, commitment to one's clients, and a passion for service. One way to develop an understanding of the athletes in your care is to learn how each one experiences a group class.

TASK: Select one class participant to observe during this class. Choose an athlete who belongs to a different demographic than the coach or yourself (age, gender, ethnicity, goals, ability level). Record the selected participant's engagement, interactions, and reactions in class.

PARTICIPANT OBSERVATION — Molly

- Molly arrived ten minutes before class started.
- At the whiteboard she asked if the HSPUs in the workout had to be unbroken. I think she can do some but maybe is nervous about having to do sets of 10.
- She waited for everyone to select a pull-up spot before she chose one. She ended up with a pull-up bar that was really tall for her height.
- She smiles a lot. She also nods her head when the coach teaches something.
- She beamed when another athlete noticed how her pull-ups have improved dramatically over the past 4 months.
- She wasn't sure about doing the pistols in the workout. She was nervous she'd not be able to do them after a few rounds. She did say, "I think I can do it."
- Coach had her try something harder and she was OK with it.

Observation 4 continued on next page

Post-Observation:

Take a few minutes to consider each of the following questions. Write out your answers below.

- Did the athlete appear comfortable in the social setting of a group class?

She appeared a little hesitant at times but overall happy to be there.

- Did the athlete appear to know what was going on at all times?

Yes, definitely.

- What questions did the athlete ask?

She asked if she needed to be able to do all of the HSPUs in a row to do Rx. She also asked what to do if she couldn't do the HSPUs all of the sudden in the workout.

- Did the coach interact with the athlete?

Yes. Atleast 3 times.

- What does this athlete need to be successful in a class?

She needs to be given a vote of confidence to trust her instinct about what she is capable of. A few times in the warm-up she considered backing off to an easier version of a HSPU but it was clear

- Did the athlete receive coaching? How did they respond to the coaching they received?

She did receive coaching. She was very receptive to coaching.

she could do what she first selected.