

### The REVIEW Process

A systematic approach to reviewing and analysing activity helps the players and the coach to learn from their experience. The REVIEW process is a powerful tool to assist in maximising the learning experience for individuals. It is also possible to carry-out a self-review of the session and your own performance.

The REVIEW Process uses a questioning style to help establish the effectiveness of a learning activity and point the way to future improvement.

#### Reintegrate and Reassure –

(Must start quickly and must be honest but reassuring)

Bring the group together. Reassure candidate that the process is a supportive one by starting with positive statement:

*"Thank you for allowing us to observe you/participate in the session"*

*"It was great the way you..."*

*"You did really well when..."*

*"I really liked the way you..."*

#### Establish focus on the objective(s)

*"What were you intending/hoping to achieve from the session?"*

*"What was your personal goal?"*

*"What did you want the group to be able to achieve at the end (i.e. competence)?"*

#### Visit through questions

*"In trying to achieve your objective(s)/goal(s), what went well?"*

*"What else went well?"*

*"What didn't go to plan?"*

*"What were you less happy about?"*

*"If you had a chance to do it again, what would you do differently?"*

*"What could you do even better next time?"*

Invite the rest of the group to contribute in a structured way and add to your own input.

(It helps here to keep it structured – if necessary start with more positives, but then move to helpful tips).

*"What else do you think xx did well?"*

*"What about..."*

*"What else..."*

*"How could that have been achieved?"*

#### Emphasise and summarise the key learning points

(briefly pick out the key issues and points)

*"Lots of useful things there, let me try to summarise them for you..."*

- What
- (i) *... have you learned?"*
  - (ii) *... will you do now?"*

### The Coaching REVIEW Process – Guidance

The key to the REVIEW process is to draw information from the candidate and then assist them to learn from these thoughts by re-phrasing and re-stating. This creates a focus on the main points and leads to the candidate formalising a few clear learning/action points to take from the session.

It is crucial to make the candidate think for themselves. In asking questions, leave a good pause before making any further comment or jumping in to give the answer. Try to re-phrase the question if the initial one does not elicit a response.

Use *'and'* or *'yes, anything else?'* after a person speaks, to draw further information. If the response is muddled or unclear, pick-out the key words and restate these with strong emphasise.

If the candidate uses a key word, restate this immediately.

Questions will not always get answers. Responders often run out of things to say after one or two comments and get to the *'...ummm'* stage. So be prepared to move on when you feel you have got all there is. Use a phrase like: *"Okay, that's good! Let's move on..."* This reassures the candidate that they have not necessarily missed something important.

Conversely, some candidates may wish to talk too much. Usually, this will be because they do not feel reassured by the process and feel they need to find more to say.

Other candidates may be overly talkative and wander off subject or start to bring-in other experiences, *"I did something similar once..."* Develop strategies to get the candidate back on subject and keep them focussed on what they just did, not what they did at some other time or what someone else did. Say things like: *'Okay, but let's focus specifically on what you just did...'*

If necessary, be prepared to stop the candidate from rambling by saying something like: *'I'm sorry xx, I'm going to stop you there so we can move on'.*