

5 WAYS TO GIVE BETTER CORRECTIONS

How to correct athletes without overwhelming them, discouraging them, or making the same mistake twice.

THE 5 WAYS

1 CORRECT ONE THING AT A TIME

A common mistake is stacking three, four, or five corrections at once. Instead: identify the biggest problem, correct it, let them rep it, then move on.

INSTEAD OF "Your stance is too wide, your hands are too low, you're standing too tall, and you're stepping wrong."

TRY "Let's fix your stance first."

Why it works: one clear target beats trying to remember everything at once.

2 SHOW THEM WHAT YOU MEAN

Sometimes the athlete doesn't need a better explanation. They need a demonstration. This is especially useful for athletes who struggle with verbal processing.

INSTEAD OF "You need to get your hips lower when you tackle."

TRY "Watch me. This is what I mean." Then let them try it.

Coaching principle: if words aren't working, change the way you're teaching.

3 GIVE A NEXT ACTION, NOT JUST A PROBLEM

Corrections should hand the athlete a clear next move. They should leave knowing exactly what to do differently on the next rep.

INSTEAD OF "You're too slow getting into your stance."

TRY "Get into your stance as soon as you hear the cadence."

Also works for: "You're not following through" → "Finish your hands through the target."

4 GIVE THEM A SECOND TO PROCESS

Not every athlete can hear a correction and immediately produce the right response. Avoid stacking correction after correction before the first one lands.

TRY Correction → Pause → Rep. Give them a moment to think, then let them try.

Silence isn't always disengagement. Sometimes it's processing.

5 CHECK FOR UNDERSTANDING

Don't assume that because you said it, the athlete understood it. Skip "Do you understand?" It invites a reflexive yes.

ASK "What are you going to do differently this rep?" Or better: "Show me."

Coaching principle: don't just check if they heard you. Check if they can use it.

THE 4-STEP CORRECTION FORMULA

ONE → **PAUSE** → **SHOW** → **DO**

ONE Give one correction.

PAUSE Give them time to process it.

SHOW Demonstrate it when appropriate.

DO Let the athlete try. Then repeat.

WHEN A CORRECTION ISN'T WORKING

Corrected the same thing three times with no change? Stop and ask:

Can they do it?

SKILL ISSUE

Do they understand it?

INSTRUCTION ISSUE

Can they access it?

ACCOMMODATION ISSUE

The answer isn't always "correct them again." Sometimes the coaching needs to change.

QUICK COACH CHECKLIST

- ☐ Am I correcting the most important thing?
- ☐ Can I demonstrate what I mean?
- ☐ Did I tell them what to do next?
- ☐ Did I give them time to process?
- ☐ Did I check whether they can apply it?

A correction isn't successful because the coach said it. **It's successful when the athlete can use it.**