THE KNOWLEDGE

We Coach Coaches.

DO YOU THINK LIKE A LEVEL 4?

AM I A GOOD COACH?

Ever caught yourself sitting there wondering, "Am I a good coach?" Like, really good? And then spiraled into, "Wait... how would I even know?"

Well, same. So, I decided to solve the mystery.

I reached out to the legends—the real-deal L4 Coaches—you know, the ones with that shiny, rare badge of coaching excellence. They are vetted as they have passed the gauntlet of coaching—intense, unique, and totally badass.

I asked them, "What's running through your mind during a class? Start to finish, what are you thinking? What are your go-to habits?"

They gave me their playbook. And then, I grabbed a blank doc and poured my own approach into it, step by step. My goal? To see how I stacked up against the L4 brain trust.

The result? A super fun, eye-opening way to see if you think like a Level 4. And now, it's all yours.

This "Do You Think Like a Level Four?" should give you some major insight into your coaching game.

Don't skip ahead and ruin it! Fill out the blank sections first without looking at what the L4 team did and then compare after. Good luck and stay virtuous.

BEFORE CLASS STARTS

1. **Review & Plan:**
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2. **Mental Prep:**
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3. **Arrive at the Gym:**
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4. **Class Setup:**
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ONCE CLASS STARTS

1. **Class Introduction:**
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   - _____

1. **Coaching During Gen Warmup:**
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2. **Transitioning & Skill Teaching:**
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3. **Workout Prep:**
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DURING THE WORKOUT

1. **Monitoring:**
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    - _____
2. **Active Presence:**
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    - _____
    - _____
    - _____
3. **Finish Strong:**
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    - _____
    - _____
    - _____

POST-WORKOUT

1. **Engagement & Cool Down:**
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    - _____
    - _____
    - _____
2. **Reflection & Improvement:**
    - _____
    - _____
    - _____
    - _____

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STOP HERE UNLESS YOU HAVE FINISHED THE ASSESSMENT!

BEFORE CLASS STARTS

1. **Review & Plan:**
   - Review the workout and session plan.
   - Assess gear needs or potential limitations and think through the most logical layout for optimal flow and safety.
   - Evaluate potential workout stimuli. Say the brief out loud so you understand how you plan to communicate stimuli and make changes if needed.
   - Identify "priority" movements and plan teaching progressions for these movements. What are the big essentials for the day?
   - Determine time allocation for each segment of the class.
   - Double-check your warmup plan.
   - Have a plan to modify the warmup for smooth flow in larger groups if it happens.
   - Plan opportunities for partner work during the warmup. If possible to smoothly partner then always partner.

2. **Mental Prep:**
   - Get into a coaching mindset on the way to the gym (unwind or energize as needed). Your job is to bring the best you. How can I be honest and authentic today?

3. **Arrive at the Gym:**
   - Assess the environment upon arrival.
   - Greet everyone with eye contact, smiles, waves, or playful banter.
   - Check for anything out of place in the classroom and fix it. This includes bathrooms, trashcans, gear, and general mess.
   - Confirm the workout and warmup are posted on the whiteboard.

4. **Class Setup:**
   - Prepare music for the session.
   - Prepare any equipment to reduce transition times
   - Observe incoming athletes and assess their levels.
   - Gather participants and decide whether to include a question of the day.
   - Acknowledge each member with eye contact and, if possible, by name.

ONCE CLASS STARTS

1. **Class Introduction:**
   - Briefly explain the workout, including the intended stimulus or options for multiple stimuli.
   - Guide the class into the warmup, coaching actively throughout.

2. **Coaching During Gen Warmup:**
   - Focus on safety, range of motion (ROM), and personal engagement during the warmup.
   - Move around the class, connecting with every single client on a personal level and a movement-based level.
   - Adjust warmup movements for athletes who are behind or need modifications and use capacity here as a guide for figuring out their threshold come workout time.
   - Keep the group moving together through a balance of coaching (seeing and correcting) and storytelling (filling the dead space).

3. **Transitioning & Skill Teaching:**
   - Use clear transitions between class segments. If more than one person looks confused you were unclear with what you said.
   - Teach skills using planned progressions. Adjust as needed and note successes or areas for improvement for the next class.
   - Give the athletes one thing to focus on at a time

4. **Workout Prep:**
   - Ensure a clear shift from warmup to workout.
   - Have athletes perform practice reps, assessing weights and scales. Adjust and confirm scaling or game plan with each athlete as needed.
   - Revisit workout details, movement standards, and intended stimulus.
   - Build excitement with voice and music before starting the workout.

DURING THE WORKOUT

1. **Monitoring:**
   - Scan the group for safety, ROM issues, inefficient movement, or pacing adjustments. In that order!
   - Engage with every athlete at least once on a personal 1-1 level, offering corrections and motivation as needed. In that order!
2. **Active Presence:**
   - Stay mobile and focused, continuously engaging with the larger group giving general updates and reminders/motivation.
   - Provide specific time updates and adjust music as appropriate.
3. **Finish Strong:**
   - Call out the final minute, last 10 seconds, and the workout's end.
   - High-five nearby members and encourage everyone with positive feedback and check-ins.

POST-WORKOUT

1. **Engagement & Cool Down:**
   - Chat with athletes about their workout experiences and gather scores if applicable.
   - Check on anyone who may have struggled or tweaked something.
   - Help put away gear while continuing conversations.
   - Lead a cool-down or mobilization session if applicable.
2. **Reflection & Improvement:**
   - High-five, thank participants, and as when they'll be back in the gym as they leave.
   - Reflect on the session to identify areas for improvement and successes to replicate in future classes.