

Cricket Coach interview questions

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What to expect

Cricket coaching interviews sit in two parts: a conversation about your coaching philosophy, planning and player management, and a practical or technical discussion about how you actually improve a player's game. Panels usually include a head coach or director of coaching, and sometimes a club administrator or pathway manager.

- **Planning and process:** How you build a pre-season, a weekly training block or a session plan from limited net time.
- **Technical and analytical:** How you diagnose a batting or bowling issue and what you do with video, ball-tracking or workload data.
- **Behavioural:** Past examples of handling a player who resisted change, a workload conflict, or a struggling individual.
- **Scenario and judgement:** In-season decisions under pressure, such as a sore bowler before a final or a selection call that will upset people.
- **Stakeholder and parent-facing:** How you deal with parents, club committees and representative selectors when expectations clash.
- **Safety and compliance:** Working with Children Check, child safe practice, heat and injury protocols, and anti-doping awareness.

Expect a short introductory conversation, then a run of planning and technical questions, one or two behavioural or scenario questions, and time at the end for your questions. Many clubs also ask you to run or describe a 20-minute practical session, and some will want to see your session plans or a sample video review before the panel meets.

1. Walk me through how you would plan a ten-week pre-season for a senior grade squad.

Why they ask

The panel wants to see whether your planning is structured and periodised, or whether you just turn up and roll the arm over.

How to structure your answer

Walk-through structure: start with your assessment of the squad, then break the ten weeks into blocks, name the priorities of each block, explain how you balance skill, fitness and tactical work, and finish with how you would measure progress. Keep it chronological and concrete.

Example answer

"First I would get an honest picture of the squad: who is available, who has had injuries, what the previous season's dismissals and wicket-taking patterns looked like on CricHQ. I would split the ten weeks into three blocks. Weeks one to three are volume and technique, lower intensity, lots of batting against different bowling types and bowlers working on their actions without a heavy load. Weeks four to seven lift the intensity, bring in scenario work, fielding under fatigue and match simulation, and this is where the fitness work sits alongside the skills rather than separate from them. Weeks eight to ten are tactical, so we are practising specific bowling plans and batting against those plans, plus trial matches. I would check in with the physio before the block starts and again at week four on bowling loads, and I would review the plan with the captain at the end of each block rather than waiting until the season starts."

2. Tell me about a time you tried to change a player's technique and they resisted.

Why they ask

This is the core of coaching: technique work only lands if the player buys in, and the panel wants evidence you can bring someone with you.

How to structure your answer

STAR. Situation, what the player was doing and why they were resistant. Task, what needed to change. Action, the specific steps you took, including how you showed them the problem rather than telling them. Result, what changed and over what timeframe.

Example answer

"I had a 17-year-old opening bat with a strong record at junior level who had a habit of planting his front foot and playing across his pads. He did not want to change because it had worked for him so far. I did not argue it. I pulled two clips from Hudl Sportscore, one of him and one of a state opener against the same type of bowler, and let him see where his weight was going. Then we agreed on one thing only, his first movement, and set up a drill where he had to score off a cone-feed without planting. We did it for ten minutes at the start of every session for about six weeks. His front-foot positioning changed gradually, and when he faced better bowling in the back half of the season he was not falling over as often. The key was giving him the evidence and letting him own the change rather than me standing at the nets lecturing him."

3. How do you use video and ball-tracking data to identify a technical flaw in a batter?

Why they ask

The panel is checking whether your analysis is practical or just software familiarity.

How to structure your answer

Technical explanation: how you collect the data, what you look for, how you separate a real flaw from a run of low scores, and how it turns into a training drill. Give a worked example rather than a list of tools.

Example answer

"I start with the outcomes, so I look at CricHQ for dismissal patterns, how they are getting out and against what type of bowling. If it is consistently bowled or LBW to seam moving in, I go to PitchVision or Hawk-Eye footage and check their setup and the path of the bat, looking at whether they are playing around the front pad or whether the head is falling away. Then I check it is repeatable rather than a one-off, which usually means three or four innings, not one. Once I am confident, I take it to the player with the clips and we agree on a single cue. Then I design the drill around that cue, not around the statistics. The data gets me to the right conversation, the coaching happens in the nets."

4. It is the week of a two-day final and your opening bowler tells you his side is sore. What do you do?

Why they ask

Coaches are judged on these calls. The panel wants to see you protect the player while still making a competitive decision.

How to structure your answer

Judgement under pressure: acknowledge the competing priorities, gather information before deciding, state your decision and how you would communicate it to the player, the captain and the physio, and note what you would do afterwards.

Example answer

"I would not make the call on the spot. I would ask him what he is feeling and when it started, then get him to the physio for an assessment before I decide anything. The player wants to play a final and I have to hold that against what the assessment says. If the physio thinks he can bowl with a modified

load, I would plan for a shorter opening spell and have a back-up bowler warm and ready, and I would tell the captain before the toss so the plan is shared, not sprung on him. If the assessment says he should not bowl, he does not bowl, and I would rather have that conversation in round one than in the medical room in March. I would also review how the workload got to that point, because a sore side in week fourteen usually traces back to something earlier in the season.”

5. A parent tells you their child should be batting higher in the order. How do you handle that conversation?

Why they ask

Club and junior coaching runs on volunteer and parent goodwill, so the panel is testing whether you can hold a selection line without damaging the relationship.

How to structure your answer

Client-facing structure: listen first without defending, restate what they have said, explain your reasoning with evidence the parent can see, set out what improvement would change your mind, and agree on a way to review it.

Example answer

“I would find a time away from match day, because these conversations never go well on the boundary. I would let them talk first and ask what they are seeing, because sometimes they have noticed something real. Then I would explain the reasoning behind the current order, which is usually about how the player is handling the new ball or where they have been scoring, and I would show them the scorecards rather than just asserting it. I would set out clearly what would move their child up, whether that is facing more pace in the nets or scoring consistently in the middle order, and I would offer to check in on it in a month. In my experience parents mostly want to know their child is being thought about, not just slotted in somewhere.”

6. How do you manage a player who is carrying both club and representative commitments through the season?

Why they ask

Workload clashes are constant in Australian cricket and the panel wants to know you plan around them rather than complaining about them.

How to structure your answer

STAR, with the emphasis on the planning action and how you worked with the other coaches and the player, and a result framed around availability and performance rather than numbers.

Example answer

“I had a young quick who was playing club Saturday, rep cricket Sunday and training with both, and by mid-season he was flat and his action was dropping. I sat down with him first to get his own view of the schedule, then spoke to the rep coach so we were not both loading him in the same week. We agreed he would bowl off a shortened run in club training on weeks he had a rep game, and we tracked his loads on Catapult so the conversation was about data rather than me guessing he looked tired. We also built in two full rest weeks across the back half of the season. He stayed available for the club finals and was still bowling with the same pace at the end of the year, which was the outcome that mattered to everyone.”