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OLYMPIC COACH

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Message from the
**DIRECTOR OF COACHING
SPORT and SCIENCES**

A Living Legend—
PAYTON JORDAN

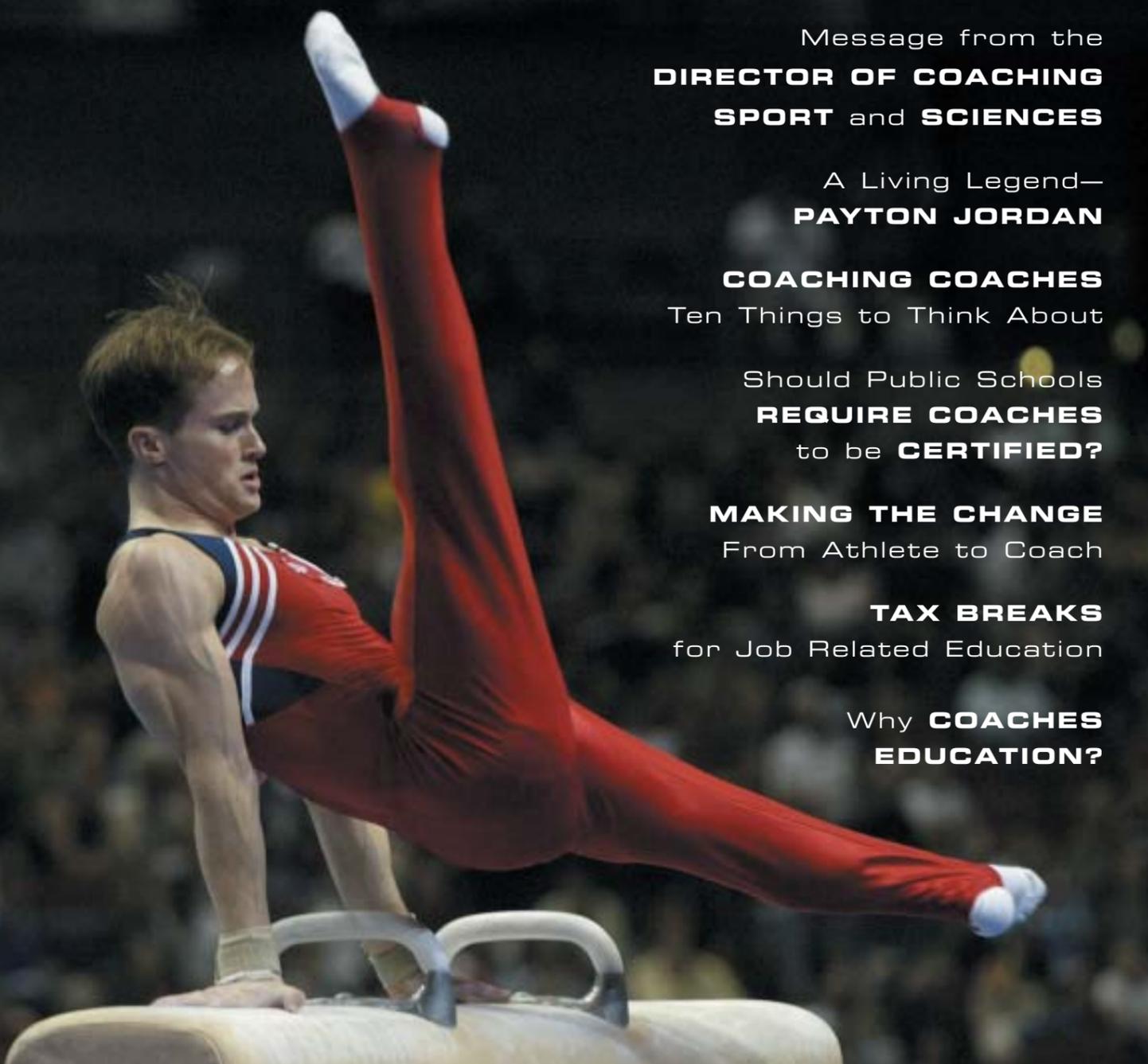
COACHING COACHES
Ten Things to Think About

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REQUIRE COACHES
to be **CERTIFIED?**

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From Athlete to Coach

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OLYMPIC COACH is a publication of the United States Olympic Committee Coaching Division. Readers are encouraged to submit items of interest for possible inclusion. Submitted materials will be acknowledged but cannot be returned, and inclusion cannot be guaranteed. Materials should be sent to Catherine Sellers at the address listed below.

PUBLISHER

United States Olympic Committee
Coaching Division
1 Olympic Plaza
Colorado Springs, CO 80909-5760
Telephone: (719) 866-3236 or 866-4802

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Paul Hamm on the pommel horse during team finals of the World Gymnastics Championships on August 19, 2003.



Message from the USOC's DIRECTOR OF COACHING and SPORT SCIENCES

by
PETER DAVIS, Ph.D.

Welcome to another edition of Olympic Coach. Whether you are reading this in paper or electronically you should know that you are now one of about 10,000 US coaches who are reading the same thing. We appreciate your support and your feedback—and we appreciate your efforts to learn more about coaching. Which leads me to the theme for this edition—Coach Education.

There are several articles in this edition that address some of the key issues with coach education—why it is necessary, what should be learned and even a great article on our oldest Olympic Coach, Payton Jordan, who shows us that no matter how long you have been coaching you can (and should) still be learning.

Tim Flannery and myself address the issue of the importance and relevance of Coach Certification—and the need for a quality coach education process to support that. At the moment, there is no standard or required coach certification process in the US—but we believe that it is only a matter of time before social pressures push coaching in

that direction. When that happens we need to be ready with effective coach education strategies. This indeed is an interesting, and controversial area, and one which we think will only become more important and relevant in the years to come.

Chuck Wielgus, Executive Director from US Swimming has agreed to let us publish his article on “Ten Things Coaches Should” know. This is an excellent overview of important things that coaches should know and do. To back that up, Meg Stone from the USOC Coaching Department offers some advice for athletes who are thinking of becoming coaches. After I read this my first thought was, this is good advice for all coaches whether you are a first time coach or a veteran coach.

And finally, again we are fortunate to have some contributions from different authors on some practical tips and advice to help you coach better. Scott Riewald summarizes his thought on what he learned at the recent Heat, Humidity and Air Pollution that was put on by Dr. Randy Wilber at the USOC.

So another well rounded edition. Remember you can help your fellow coaches enhance their knowledge. Check with your NGB or Coaches Association and find out about a course that you can take. Check out the ASEP website. Buddy up with a coach and go to a coach education course together. help your colleagues—send them the web address in the back of this magazine and tell them to get *Olympic Coach* on-line.

So enjoy your coaching. Make it fun and have fun.



A LIVING LEGEND — PAYTON JORDAN

BY CATHERINE SELLERS, USOC COACHING DIVISION

At 86 years of age, Payton Jordan is currently the oldest Olympic Coach.

As an Assistant Coach of track and field in the 1964 Tokyo Olympic Games and the Head Coach of the 1968 Mexico City Olympic Games for track and field, Payton has been involved at the highest level of his sport.

Payton missed his Olympic Games opportunity as an athlete due to WWII. Yet, he continued to let the competitive juices flow as a master's athlete. He was still active as an athlete as little as two years ago, when he established a World Record in the 80-84 age category in the 100 meters. We recently visited with this spry, charming, still very active and retired coach of 41 years at the USA Track & Field Nationals on the campus of Stanford, which was his domain, as he served as the Head Coach there from 1957 to 1979.

SELLERS: HOW MUCH INFLUENCE DID YOUR FORMER COACH HAVE ON YOUR ACTIONS AS A COACH?

JORDAN: It was at Pasadena High School (California) that I was fortunate to be mentored by a wonderful man, Mr. Carl Metten, who was not only a very fine technician of sports, but a caring and inspirational man that played a major role in shaping my career. He helped me realize my potential and gave me the discipline needed. Because of him, I realized my potential and began to think about

the possibility of becoming a coach. Again, I was lucky for I had developed enough that college became a reality for me (although we were in the depth of the depression) and the famous track coach, Dean Cromwell, made it possible for me to attend the University of Southern California for the continuance of my academic and athletic career. During those memorable years, with the exposure to the wonderful coaching of Dean Cromwell in track and field and Howard Jones in football, I realized coaching would be my life's work. These three important mentors shaped my philosophy and established my basic style as a coach. I have been forever grateful to them.

SELLERS: I HAVE READ THAT YOU MET CHARLEY PADDOCK (1920 OLYMPIAN AND WORLD RECORD HOLDER, WHO WAS DUBBED THE "WORLD'S FASTEST HUMAN") AT A JUNIOR HIGH TRACK CHAMPIONSHIPS, WHAT DID HE SAY TO YOU AFTER HE SAW YOU WIN THE 100 METERS?

JORDAN: "Young man, I think some day you're going to be a real champion if you keep working at it." He did inspire me at a very impressionable time in my life. Both of us were Pasadena products and to me he was my idol as an Olympic Gold medalist and looked upon as the "World's Fastest Human."

SELLERS: DO ATHLETES HAVE A RESPONSIBILITY TO GIVE BACK TO THEIR SPORT?

JORDAN: Yes, I do believe athletes have a responsibility (and coaches do as well), and whether they accept it or not, by virtue of their

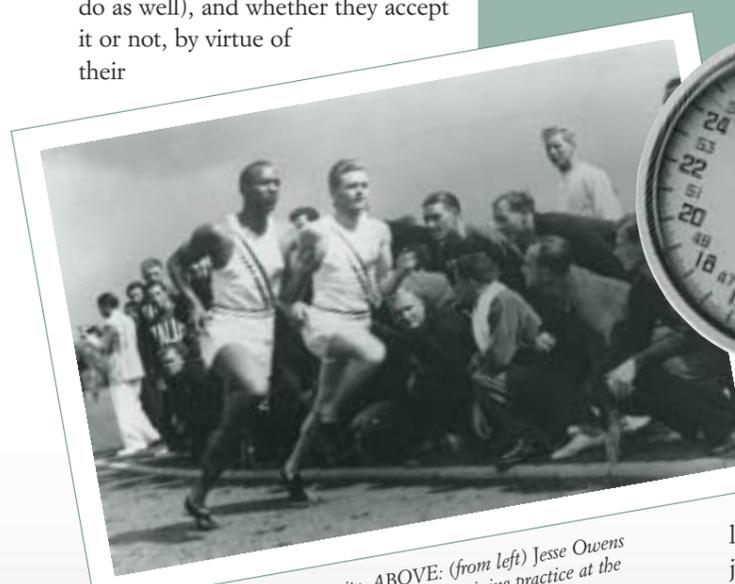
"[A COACH] MUST BE TRUE TO HIMSELF AND HIS ATHLETES. ESTABLISH TRUST IN ALL OF YOUR DEALINGS WITH OTHERS AND BE CONSISTANT IN YOUR IDEALS. BUT ABOVE ALL, A COACH MUST USE HIS OWN UNIQUE PERSONALITY FOR YOU CANNOT BE WHAT YOU ARE NOT."

gifts, they are "role models" and should accept the responsibility and give back to those who admire them and give back to their sport in ways that make it better than they found it.

SELLERS: YOU WERE AN ASSISTANT COACH FOR TRACK & FIELD IN THE 1964 GAMES AND THE HEAD COACH FOR THE 1968 OLYMPIC GAMES. THOSE TWO TEAMS HAVE A VERY RICH HISTORY FOR THE SPORT OF TRACK & FIELD. WHAT WAS YOUR MOST MEMORABLE MOMENT OR MOMENTS OUT OF THOSE TWO GAMES?

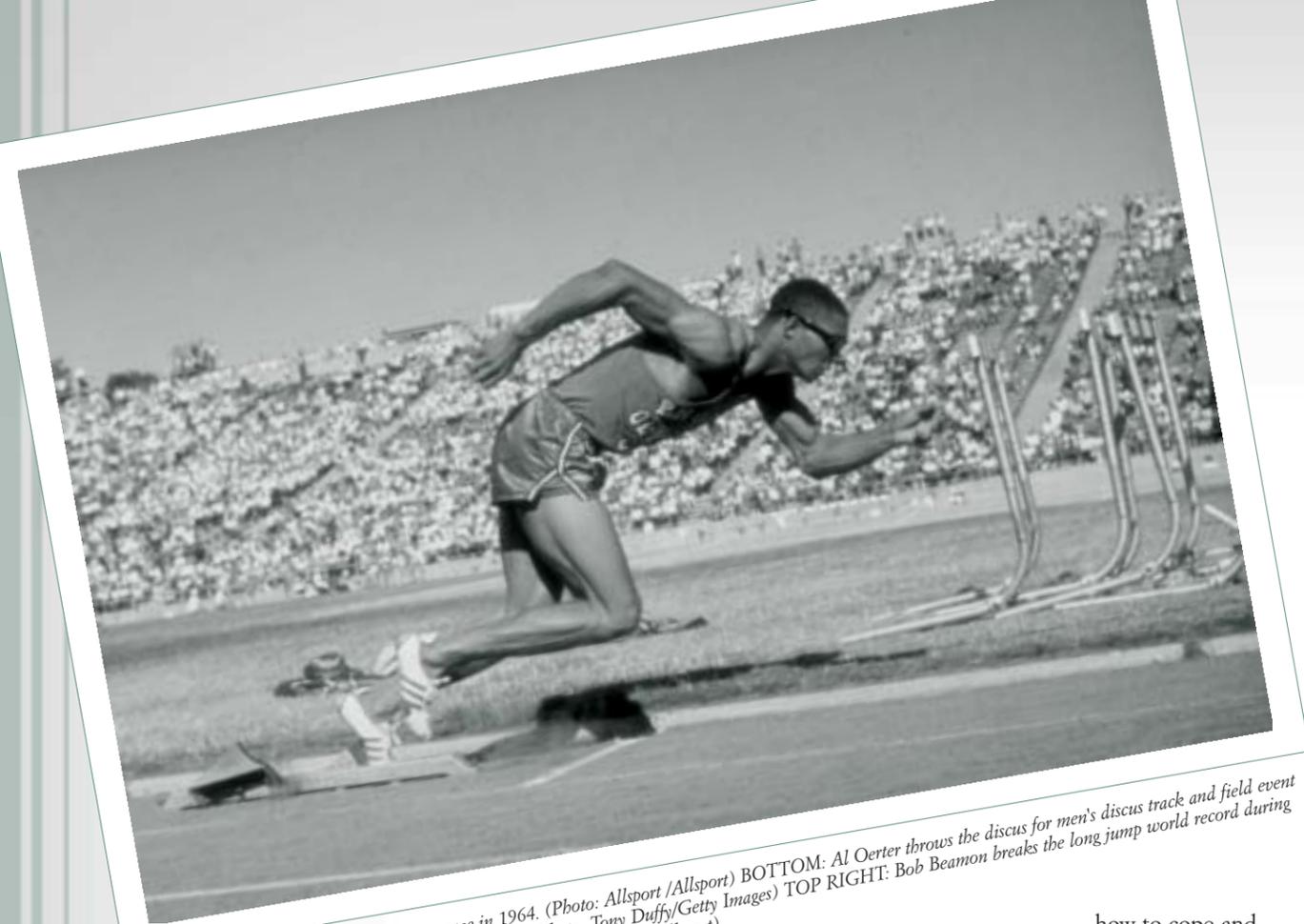
JORDAN: To give the most memorable moment or moments of these two Games would be very difficult, for as a coach I became so involved with each of the athletes and their mission that I think in terms of their welfare and personal break-throughs in performance, not just if they win the gold, silver, or bronze.

Obviously, the media and spectators are more aware of the spectacular performance or the world records, as is understandable and I do hold these as memorable, too. The epic performances of Billy Mill's upset victory in the 10,000 meters and the sensational sprinting of "Bullet" Bob Hayes in the 100 meters, as well as the awesome 200 meter victory of Henry Carr will always stand out in Olympic history. And, who will ever forget the legendary leap of 29'2½ by Bob Beamon in the long jump or the fourth gold medal in the discus by the incomparable Al Oerter, the first Olympian ever to win four consecutive golds in the same event! And who can ever forget the sprint world record performance of Jim



TOP RIGHT: Stanford University. ABOVE: (from left) Jesse Owens and Charley Paddock (Frank Wykogg) during training practice at the 1936 Olympics in Berlin. (Photo: Allsport Hulton/Archive)





TOP: Henry Carr competes in a 200 meter race in 1964. (Photo: Allsport /Allsport) BOTTOM: Al Oerter throws the discus for men's discus track and field event at the U.S. Team Trials for the Olympic Games, 1980. (Photo: Tony Duffy/Getty Images) TOP RIGHT: Bob Beamon breaks the long jump world record during the 1968 Olympic Games in Mexico City, Mexico. (Photo: Tony Duffy/Allsport)

Hines' 9.9 in the 100 meters, Tommie Smith's 19.8 in the 200 meters, and Lee Evans' 43.8 for a world mark in the 400 meters? Quite frankly, every athlete on each of the 1964 and 1968 Olympic Teams deserve to be given accolades for they are one in a million that competed as true champions. As an Olympic Coach, I am really uncomfortable in giving opinions as to who is the best or the most memorable of performers for I see each athlete for what he accomplished to "be the best he could be."

SELLERS: IN 1968, THE OLYMPIC TRACK AND FIELD TEAM WAS IN GREAT TURMOIL WITH CIVIL RIGHTS BEING A FACTOR FOR THE ATHLETES AS WELL AS THE NATION. AS I RECALL, HARRY EDWARDS WAS LEADING THE EFFORTS TO GET THE BLACK ATHLETES TO BOYCOTT THE GAMES. MANY AMERICANS WILL REMEMBER THE PROTEST ON THE MEDAL STAND BY TOMMIE SMITH AND JOHN CARLOS WITH THEIR HEADS BOWED AND THEIR BLACK-GLOVED FISTS RAISED HIGH. AS THE HEAD COACH OF THAT TEAM, HOW DID YOU HANDLE DEALING WITH THE ATHLETES AND THE ISSUES THAT THEY WERE FACED WITH?

JORDAN: The duress and turmoil with the Civil Rights factor presented us with challenges; however, it served to make everyone even more determined in our mission. Coaches and athletes often face adversity and they learn

how to cope and go forward and succeed. And so it was for our 1968 USA Olympic team in Mexico City. We were a "TEAM" and a very close-knit group and became "family" like no other TEAM in Olympic history.

(Special note: In 1968, the Men's track and field team trained at Echo Summit, California outside of Tahoe for two months. Coach Jordan has spoken at other times about the unique bond that was developed at this training camp. When one of the Oakland leaders of a black militant group started hassling Coach Jordan about his attitude toward the black athletes, Mel Pender (4 x 100 relay Gold and World Record in '68) came over and stood up for his mentor and told him to "get you're ass out of here and leave us alone.")

In reaction to Smith and Carlos' actions, Coach Jordan saw it more as a social statement than as an image about the team and the Olympics itself.



"I'd defend them till hell froze over. They were part of the team. They did their job and competed like champions. We never had a harsh word or a recriminating word." "Tommie and Carlos, that wasn't malicious or anything" Jordan said to the Tahoe Daily Tribune, "Lee Evans came to me when all this was happening and said, Coach don't worry. We'll be there and do everything we have to do'. I knew then that everything was going to work out. Our message of greatness on the track and the other message was greatness in a social statement that had nothing to do with the athlete. It had everything to do with society."

SELLERS: YOU ACTIVELY COACHED FOR OVER 41 YEARS. I AM SURE THAT YOU HAD A LARGE NUMBER OF HIGH POINTS THROUGHOUT YOUR CAREER ALONG WITH SOME HARD TIMES. HOW DID YOU HANDLE THOSE PERIODIC HARD TIMES?

JORDAN: Forty-one glorious and memorable years doing what I loved and being privileged to know and coach America's finest. So many high points and wonderful years—more good than "lean," all of which served to help me grow and become better for each experience. For the most part, we track coaches, tend to be on the low end of the totem-pole salary wise... "One takes money to the bank, but our relationships with our athletes go to our heart and this makes me a very rich man that is not measured in dollars and cents." It is my hope that I have deserved trust and handled matters fairly with integrity.

SELLERS: INTERCOLLEGIATE ATHLETICS WAS WHERE YOU SPENT YOUR COACHING CAREER, WHAT HAS BEEN THE MOST DRAMATIC CHANGE IN ATHLETICS FROM YOUR FIRST YEARS OF COACHING TO WHAT YOU SEE TODAY?

JORDAN: I pray for a level playing field for coaches and athletes. The specter of drugs to enhance performance is a cancer in sports. At present, it seems the chemist for the athlete is a jump ahead of the chemist for testing and that must change. Too, the abuses related to in sport and money must be put in balance and be handled fairly and even-handed for all athletes.

Unquestionably, coaches and athletes are better trained than ever in history. The nutrition, medical services and modalities of sports medicine are superior. The facilities and equipment are state-of-the-art

with the all-weather track surfaces and their consistency, scientifically developing implements, shoes and wearing apparel, the athlete has the opportunity to maximize his potential.



"COACHING IS NEVER A ONE-WAY STREET. THE COACH AND THE ATHLETE MUST UNDERSTAND AND WORK HARMONIOUSLY WITH ONE ANOTHER. THE COACH'S AND THE ATHLETE'S OBJECTIVE SHOULD BE ONE. IF THE ATHLETE DOESN'T AIM HIGH ENOUGH, THE COACH SHOULD SELL AND INSPIRE HIM ON RAISING HIS SIGHTS."

SELLERS: WHAT ADVICE WOULD YOU GIVE TO A COACH TODAY? WHAT DO YOU THINK THEY REALLY NEED TO KNOW, CONSIDER AND BELIEVE IN?

JORDAN: One must be true to himself and his athletes. Establish TRUST in all of your dealings with others and be consistent in your ideals. But above all, a coach must use his own unique personality for you cannot be what you are not.

Coaching is never a one-way street. The coach and the athlete must understand and work harmoniously with one another. The coach's and the athlete's objective should be one. If the athlete doesn't aim high enough, the coach should sell and inspire him on raising his sights.

The coach has to motivate the athlete in every possible way. The coach has to create attention, the desire to learn, willingness to practice, and the maximum interest. You have to try and provide for the fundamental needs of every individual: 1) physical well-being, 2) personal recognition, worth and importance, and 3) security and affection. Where both the coach and athlete possess the correct mental attitude, the range of their combined efforts becomes unlimited."

Well said from a coach that has led the way. 

COACHING COACHES...

TEN THINGS to THINK ABOUT

by CHUCK WIELGUS, EXECUTIVE DIRECTOR, USA SWIMMING

I have spent the past thirty years working in the sports business. I have coached basketball, lacrosse, soccer and swimming...and I have had the opportunity to work with many other sports, including baseball, canoe/kayak, golf, running, snowboarding, tennis, triathlon and volleyball. I have observed coaches at all levels; young coaches and experienced coaches, lazy coaches and dedicated coaches, troubled coaches and wise coaches. Like every other profession, the ranks of coaches offer a full spectrum of personalities and styles. Recently, I was asked to offer some advice to a group of young coaches. For better or worse, here were my ten tips.

1. BE SERIOUS

Serious people are taken seriously. Be a thinker, a doer, and a leader. Take things seriously and treat all others with respect. This doesn't mean you shouldn't show a lighter side of yourself, but don't be silly. Silly people aren't taken seriously.

2. BUILD YOUR REPUTATION ON THE FOUNDATION OF ETHICAL BEHAVIOR

The absolute worst part of my job is being the recipient of Code of Conduct complaints against coaches who have been charged with abusing their position of authority and trust with young athletes. Coaches who cross the line have their reputation tainted forever. You can never undo a conviction for sexual misconduct or financial improprieties. Your reputation is the most important part of your resume...protect it for life.

3. TAKE A BROAD VIEW OF YOUR ROLE AS A COACH

I've heard many coaches say, "I just want to coach" implying that they don't want to be bothered with all the "other" things that interfere with their on-deck duties. This is a narrow and naive view. Mature, professional coaches understand that while they are a specialist in the

particulars of their chosen sport, they must also be a knowledgeable generalist as a community relations ambassador, financial planner, fund raiser, guidance counselor, human resources coordinator, media relations specialist, politician, parent advisor, salesperson and strategic planner. Ignoring these other roles will limit your professional growth.

4. BE COGNIZANT OF THE OVERALL EXPERIENCES OF YOUR ATHLETES

When you're working with young athletes, be aware that there are many things that impact their life. Be interested in their world and try to recognize the other things that are impacting the way they think and feel. Engage them in ways that broaden not only their physical skills, but challenge their mental participation. As a coach, you are going to have an enormous impact on a young athlete's life, so think carefully about how you can foster an environment that will give each athlete the opportunity to grow as both an athlete and a person.

5. BE POLITICALLY AWARE, BUT POLITICALLY CAUTIOUS

In many ways, navigating your way through life is very much about political awareness. Keep your antenna up and be cognizant of the issues and relationships that can impact your ability to do your job. And while it's very important to be politically aware, it's equally important to be cautious about getting politically involved. Pick your issues and your battles carefully. Keep yourself and others focused on philosophies and principles, as opposed to personalities and people.

6. GET INVOLVED IN THE COMMUNITY

If you're an isolationist, then you'll be isolated...get involved! Cultivate friends and supporters in your community. As a coach, you are absolutely helping to improve the quality of life for young people in your community. Find ways to share the successes of your athletes with local business and civic leaders...and then find ways to give these same leaders an opportunity to contribute to your program. If others understand that you are doing things to improve the quality of life for others, they will naturally want to help you and your program...but, you have to go find them and you have to ask for their help!

7. FIND A MENTOR

We all need mentors...people we can look to for guidance and inspiration. It has been said that the best way to be a good conversationalist is to ask somebody else to talk about him or herself. Identify the people you admire most and then seek them out. Call up an older coach and offer to buy them breakfast in exchange for the opportunity to ask them some questions and to talk about different teaching techniques. This is such an easy and effective way to expand your personal horizon, improve your knowledge

and develop new relationships. You'll be surprised how receptive others will be, but you have to initiate the invitation...so just do it!

8. BE A LIFELONG LEARNER

The day you stop learning is the day you start treading water...and that's when others will pass you by. Perhaps the most common characteristic I've seen in all our top coaches is that they never cease to stop looking for ways to add to their base of knowledge. They are always looking for that next little nugget of information that they can use to help them improve the way they can help their athletes. Lifelong learners are always growing and evolving.

9. BE PROFESSIONAL

Be proud of being a coach. How you present yourself to others will determine how others will view you. If you're sloppy in dress, manner and speech that's how most people will perceive you. On the other hand, you can't expect to compensate for a lack of competence and substance simply by looking sharp and talking smooth. Be yourself and be proud of what you do for a living...and then consistently present yourself to others with those thoughts in mind.

10. HAVE FUN

The #1 reason kids quit sports is because it no longer is fun. You can be fun without being silly. Fun and interesting people are magnets; they attract others and keep the big ball of life rolling along. If you're the kind of person who really loves what you do, then share that love with others. As the old saying goes, "life's too short" so make the most of it for yourself, your family and the athletes with whom you work..

THANKS FOR READING...AND THANKS FOR BEING A COACH!



Approximately 6.5 million high school athletes participate in interscholastic sports, coached by an army of 800,000 men and women. Coaches of interscholastic athletics are expected to nurture winning teams and teach rules, skills and tactics. They are also increasingly expected to be providers of first aid, substance abuse educators, personal role models, teachers of character and community ambassadors.

Should coaches be certified and taught skills to handle the above activities? In a word, yes. As a society, we expect doctors, lawyers, teachers, automobile mechanics, hair dressers, and child caregivers, to name a few, to be certified for their occupations. Are high school coaches any different, their work less valuable, or their impact less important?

Coaching skills are more closely aligned with teaching than playing.

Coaching today requires skills and knowledge that can be learned and practiced by coaches to ensure that young athletes learn the valuable life lessons that can be acquired in this setting

Is it any wonder we are experiencing problems between parents and coaches, players and coaches, and coaches and officials? Years ago, most coaches were trained as physical education instructors and learned how to teach skills, and these individuals knew how to develop an educational-based philosophy for their teams. There were still problems then, but not like the current ones. Today, our athletic programs are

Should Public Schools Require Coaches to Be Certified?

BY TIM FLANNERY, CMAA, ASSISTANT DIRECTOR NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS (NFHS)

Thirty years ago nearly every coach was a certified teacher, but today the majority of interscholastic coaches are non-teachers. However, being a teacher does not qualify someone to coach, just as learning to become a teacher of math does not qualify someone to teach English. Of the 800,000 interscholastic coaches in the United States today, only eight percent (8%) have received specific education to coach.

There are two myths that have existed in coaching for many years. First, if you have played the sport, you can coach the sport; and second, the higher the level you have played, the better coach you will be. The truth is the skills of playing are different than the skills of coaching.

much larger and many of our coaches come from the community with no training in educational-based athletics.

The benefits of extracurricular participation have long been documented. In the article, "Extra Benefits Tied to Extracurriculars," in Education Week (October 18, 2000), author Michelle Galley states, "Students who take part in extracurricular activities such as band, school plays, academic clubs, and sports generally do better in high school and even beyond, than those who don't according to an ongoing long-term study of more than 1,000 former Michigan 6th graders."

A note of caution should be made here: coaches are key influencers of young people. The behaviors coaches model have a great impact on what is learned by the participants.

It should not be assumed that positive learning automatically occurs because students are involved in sport and other extracurricular activities. Conversely, if the coach understands the principles involved in communication, models the appropriate behavior that will provide young people with an adult mentor, can attend to the health and care of athletes who become injured, knows how to teach skills in progression from simple to the complex, along with other information coaches need to be effective, then young people are more likely to have an enjoyable and positive learning experience.

Coaching is a double-edged sword. When that sword is swung in the right direction it is a powerful positive influence on athletes. When swung in the wrong direction it can be equally destructive. Coaching Education is about helping coaches to swing the sword the right way.

Coaching today is not a profession in the same way as law and medicine. Instead, it is an occupation. The criteria to be a profession is that a) there is a body of specified knowledge, b) the knowledge is systematically taught, and c) there is verification



work. It is difficult to make coaching a profession when the majority who practice this occupation stumble into it, when it does not require any formal preparation, and when a person coaches for only a few years and is paid poorly for this important, demanding work.

Certifying coaches does not guarantee miracles, but it will go a long way toward making coaching a profession. In my judgment, schools have an obligation to provide this training and certification to every coach who works with their athletes.

of knowledge learned. Two other factors adversely mitigate against coaching becoming a profession. For most, coaching is an accidental occupation. Most coaches do not plan to go into coaching and hence, few are adequately prepared for it. In addition, coaching is an incidental occupation for most individuals. Few coach full-time and most are paid little for their

For more information about the National Federation of State High School Associations programs, please visit their site at: www.nfhs.org/coaches_ed.htm.

MAKING THE CHANGE FROM ATHLETE TO COACH

by
MEG STONE
Coaching Manager,
USOC



One of the most notable examples of a successful athlete becoming a successful coach must be John Wooden, one of the most well-known coaches in the history of collegiate basketball. Wooden was an All-American guard at Purdue and coached the UCLA basketball team to ten national championships in twelve years. At the time of his retirement, (1974-75) he was the only person ever to be inducted into the National Basketball Hall of Fame both as a player and as a coach. What made this man the icon in coaching he became and what can the aspiring coach learn from his teaching/coaching style?

In a world where national competitions ruthlessly rank coaches by their ability to bring out the best in athletes, it is important to define success. Does a win-loss column evaluate success? Or is success, the ability to motivate young people to excel in all walks of their life both in and out of the athletic arena? Perhaps the answer is both. John Wooden is an example of success in both these cases, giving up an opportunity to play professional basketball to take a position as a coach at Hoosier High School.

What motivates an athlete to choose coaching as a career? Does being a good athlete ensure success as a coach? What tools will the young aspiring, former athlete need in order to ensure success? Numerous attributes are needed, one way to address these attributes would be to describe coaching in the following manner.

“Once the science of coaching has been mastered then the young coach must become proficient in the art of coaching.”
—Dr. Michael Stone, Head of Physiology, USOC

The *science* of a sport includes many areas of expertise. These areas include physiology, psychology, biomechanics, technology, medicine, nutrition, strength and conditioning, motor skill development, etc. While it is nearly impossible to become an expert in all of the coaching subject matters, it is important for the coach to become well versed with these subjects. As it is the duty of the coach to be as well informed as possible in order to provide cutting edge information to the athlete. Equally important, is the ability to communicate the science of coaching to the athlete and this is entering the realm of the *art* of coaching. These two elements have a symbiotic relationship in the development of a successful coach. The art of coaching can include factors such as communication styles both verbal and non-verbal, the ability to organize and plan, the ability to be a creative thinker, etc.

The first question the athlete needs to answer in making the transition into coaching is why do I want to coach? Perhaps a very influential mentor with a strong personality was the role model for the athlete and there is a desire to emulate that coach. Perhaps, sport is something the athlete is good at and wishes to continue the relationship with the sport as long as possible.

In Benjamin Bloom’s book *Developing Talent in Young People* it is suggested that the first experience a young person has with a sport is the development of a love for that sport. The same case can be made for coaching; the successful coach loves the sport and coaching the sport. The second stage Bloom describes is the technical stage where the athlete seeks out the best technical help to develop the necessary skills for success. It could be argued the same in developing the coach. The young coach seeks

out knowledge of the sport in order to be successful. The last stage of development is the artistic stage where the athlete uses their own particular personality and set of skills and brings their own unique approach to the sport. An awareness of these stages can be valuable to the understanding of the developing coach.

A passion for the sport, a quest for learning the technical knowledge of the sport and the ability to apply and communicate one’s own unique approach to the sport combine to make a process the young coach can use to guide their development. Retiring athletes who are making the transition from athlete to coach face several challenges:

- Developing knowledge of the sport from the coaching perspective
- A continual quest for knowledge—new perspectives
- Coaching style
- Relationships with former peers (athletes)
- Discipline issues
- Confidence issues
- Dealing with responsibility
- Resources

DEVELOPING A KNOWLEDGE OF THE SPORT

Knowledge of the sport from the athlete perspective and knowing the sport from the coaching perspective can be very different experiences. For example, as a competitive athlete with finely tuned motor skills may find it difficult and frustrating to coach at the developmental level where skill development is a primary focus. On the other hand this may be one of the most valuable experiences that a young coach can have in order to learn the skill development process.

If coaching is to be a career choice the competitive athlete will make, then it would be wise to begin preparation for that career choice during appropriate time periods in their training regime. Obviously, in preparation for a major competition the focus must be on that competition, but there will be times in the training program where the athlete can lay the foundation for their career. We encourage this procedure in other career choices why not in coaching?

During these appropriate time periods in the training program the athlete (would-be coach) can begin taking beginning levels of coaching courses and begin to come to terms with the science of the sport. A good piece of advice any coach can give an athlete is get to know your sport inside and out. This quest for knowledge has the potential to develop a better competitive athlete and begin the development of a coaching career.

A CONTINUAL QUEST FOR KNOWLEDGE

Learning is a journey, not a destination. In any coaching environment at any level continually seeking to improve the level of understanding of the sport is paramount to successful coaching.

Coaching courses, the Internet, libraries, clinics, conferences, etc. are all valuable tools in coaching development. In the quest for knowledge it is also valuable to seek out experts in the chosen sport and request a meeting and/or an observation opportunity at their practices. It is amazing how the most well respected coaches will share their expertise if approached.

The quest for knowledge would include the science and the art of coaching the sport. The developing coach must have the ability to learn from any and every expert in any chosen field. The question can then be asked can this piece of knowledge apply to my sport. The young coach will then begin to travel the path of creative and innovative coaching.

Along this journey for knowledge the former athlete/developing coach will come to realize that coaching is not simply coaching others as I have been coached but rather seeking knowledge and understanding of the sport and developing a coaching approach all of one’s own.

COACHING STYLE

Several coaching styles have been identified by various coaching authorities; among them are the authoritarian, intense, easy-going, business-like and “nice guy” approaches. Mastering the art of coaching will enable the coach to use all of these styles at one time or another depending on the coaching situation. There are characteristics a well-respected coach will observe which include:

- Instill desirable values, ideals and character traits into their athletes;
- Maintain a disciplined approach to the sport—honor the sport;
- Be self-confident, assertive, consistent, fair and competent;
- Be organized—know and practice planning, session to session;
- Understand and implement—training theory, periodization and monitoring and evaluation of your training program.
- Give reasons (based on good research) when asked, “Why are we doing this?”
- Never stop learning and being willing to ask and learn.
- Dress professionally for the activity of coaching.
- Have a background of First Aid.
- Practice good conduct, ethical behavior and integrity.

These characteristics combined with the necessary coaching skills such as the ability to organize observe, analyze and evaluate are characteristic and skills the developing coach must strive to master. There are issues which challenge the less experienced coach and must be lived through in order to learn and grow.

DISCIPLINE

Coaching athletes that in the previous year the young coach trained and competed along side or against can be

one of the most disconcerting experiences. There may well be a tendency for the athletes in this situation to take the coach less seriously than is desired. The balance the developing coach must strike is not to fall into the trap of being over-friendly, but maintaining a level of professionalism appropriate for the situation. The key word here is respect. Respect comes from knowledge of the sport and the ability to communicate that knowledge. If the athlete knows the coach has that knowledge and ability, the transition is made from athlete to coach much more easily and discipline in the training session become a minor issue.

There will be challenging situations to be faced by the developing coach. Listening to confidential issues, conflicts between athletes, coaching athletes you do not respect or like, and moving from friend to coach, are all situations the developing coach will face at one time or another. Maintaining a professional front at all times, respecting confidentiality, respecting your high standards and values as a person and coach will help guide the coach through these challenges.

CONFIDENCE

Confidence is an ingredient essential to any good coach. Confidence grows from a knowledge base and having the work ethic to develop that knowledge (both science and art).

Learning from a positive, confident and encouraging mentor is one way to develop the confidence in one's coaching ability. Am I giving the correct coaching cues to this athlete? Am I seeing the same thing as the experienced coach in this workout? Confirmation of your technical coaching skills can be attained by simply standing next to a mentor coach and listening to him /her coaching. Are you seeing what they see? Would you have made the same call or given the same coaching cue? Discussing these issues after practice with the experienced coach is a valuable learning experience from which your confidence as a coach has the potential to grow.

RESPONSIBILITY

The career of coaching places the coach in a very important position of responsibility. The dreams, aspirations, hopes and desires of young people are placed in that coach's power. The young person has actively recruited (at least at the collegiate level) and voluntarily placed their development in the coach's hands. It is the coach's responsibility to do everything in their power to help that young person succeed both as an athlete and as a person.

RESOURCES

It is too often the case that a coach can find themselves in a contradictory position of having been offered a head coaching position but lacking some of the administrative skills. If coaching is a career choice the athlete will make, it would be wise to equip that coach or advise the coach that areas of responsibility such as budget control, time management, recruiting, staff management and computer

skills are all worth developing. All of these are skills not found solely in the regime of sport but mastery of them will make the coach much more productive.

SUMMARY

Mentoring the young aspiring coach is a crucial part of the coaching process and can be a valuable experience both for the mentor and the student. Surrounding yourself with a trustworthy support unit is a wise approach both from a personal and professional stand. Professionally, the concept of having a Performance Enhancement Team to support your athletes and yourself is important. The young coach will quickly come to understand that there are available resources, this raises the concept of a working PET. There are many areas of expertise needed to be successful: nutrition, biomechanics, strength and conditioning, physiology and psychology, to name a few.

These experts should be in place at the beginning of the training year and every athlete discussed before the season starts so if any difficult situation occurs it is treated as part of the training regime and not crisis management.

Personally surrounding yourself with positive, knowledgeable enthusiastic people can pay dividends in difficult times. Coaching exposes the coach to a multitude of emotions from exhilaration to high stress and tension. A personal support unit of family and friends can be invaluable. Balancing your life as a coach is not easy in fact some have argued there is no balance in the life of a coach. It can also be argued that by far the majority of successful coaches of winning programs have family and supporters. A support unit is paramount.

The intent of this article is to give some guidance to the aspiring coach. The thoughts of Stan Mikta, a former NHL center, captures the qualities of success as an athlete or coach:

"Always give a total effort. Pride in oneself and one's ability comes through knowledge and hard work. Self discipline is the key to harnessing the energy and dedication necessary to succeed.

When you think that you have mastered it all, humble yourself with the thought that learning is a lifetime process." 

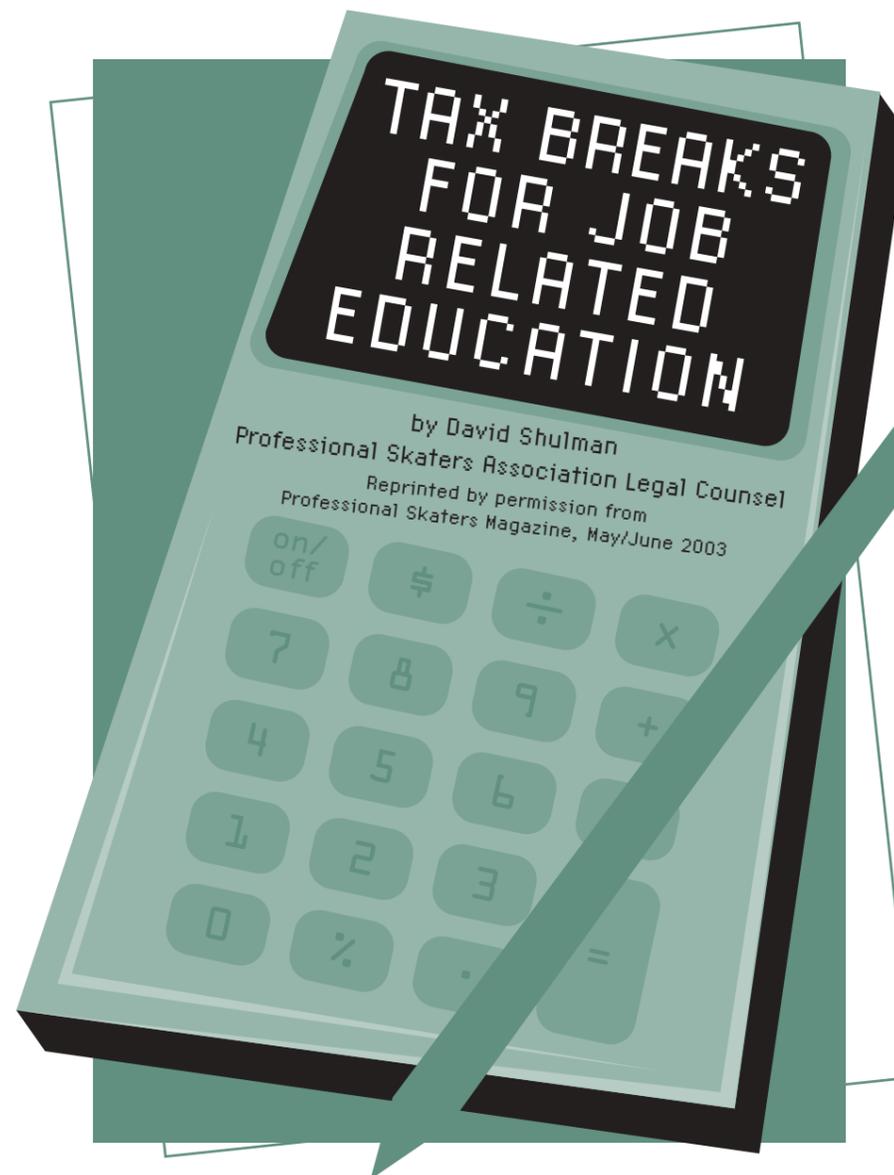
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are some taxable income limitations if you earn over \$65,000 or \$130,000, if filing jointly.

To be sure what you are deducting qualifies, there are some rules to follow. If the education is required by your employer in order to retain your job, expenses associated with getting that education are, up to some limits, also a deduction.

What education expenses are we talking about as deductible?

1. Tuition, books, supplies and fees.
2. Certain transportation expenses such as airfare.
3. Certain auto expenses at 36.5 cents per mile plus tolls and parking.
4. Travel costs, lodging and meals (50%) provided the education experience is work related and is overnight.

You cannot deduct expenses for personal activities such as sightseeing, just visiting or personal entertaining. Business entertaining while at an educational event is still a deduction. Have good records as to the reason for the meeting, dinner or drinks and some memo on what business was discussed.

The breaks we are about to discuss are not available to those earning over \$137,500.00. For the rest of us, what follows should be very helpful especially in this era of continuing education required by the PSA, and USFSA.

To be able to deduct work-related educational expenses as a business expense you must:

1. Be working
2. Itemize your deductions if you are an employee
3. File a Schedule C if you are self-employed (independent contractor) and
4. Have expenses that qualify (meet the requirements of the IRS)

Because the IRS treats cost of Tuition and Fees as an adjustment to your income, you can claim the expenses even if you do not itemize on your tax return. The best example is the cost of attending conferences or special seminars. You are charged fees for this educational meeting and these qualify as a form of tuition. There

At all times, the test is to determine the reason for the educational trip. For example, if you attend a one-week seminar but stay five weeks thereafter to enjoy the scenery and the sightseeing, the IRS will allow no deduction even for the week of education. The idea is to plan the education and then on a special break take a few hours off for sightseeing each day. The cost of the sightseeing tours are not deductible, but the motive for educational training will allow the other deductions of lodging, meals (50%) and travel to still be picked up by the government as business expenses. This is the way you get a deduction for going to all those neat places picked by the PSA for educational events. A great way to travel, get your education credits and have it mostly a legal business write-off.

As tax laws change on a regular basis, please consult your income tax advisor or accountant. This information is intended to give a general overview of tax information, but does not offer a legal opinion and should not be relied upon as a source of legal advice or guidance. 



WHY COACHES EDUCATION?

By Peter Davis, Ph.D.
Director of USOC Coaching and Sport Sciences

Most experts agree that in order to have a successful team, or athlete or even a successful (national) sport system, you must have at least two essential ingredients—good athletes and good coaches. At different levels of sport performance, there are other ingredients that contribute to performance; however, these good athletes and good coaches are essential and undeniable.

There are a lot of myths and misconceptions (and probably some truths) about the state of coaching in the US. Some people argue that US coaches are not as well educated as coaches in other parts of the world. The paradox is that in the US there are probably more opportunities and locations to learn the science and art of coaching than in most other countries (maybe that's another myth and misconception!). Nearly every NGB has some level of coach education, and there are many private organizations and academic institutions that offer courses and/or resources to enable coaches to improve their skills. Many people cite the common belief that the quality of coaching has declined with the decline of Physical Education courses in school—both at the K-12 level and at the collegiate level. Certainly coaches at all levels are now being drawn from many backgrounds and all areas of the community—not just the ranks of Physical Education specialists. In the interests of diversity and creativity this may be a good thing—but if our grassroots and/or “career” coaches are not getting the physical education background as they did in the past, where do they learn their trade...and why should they.

This article looks at several key areas relevant to the issue of coach education. Why it is important for coaches to be better prepared and better educated? What is the

USOC and NGBs doing in the area of coach education? Where is coach education going in the future?

If you are a coach reading this you might be thinking “I know what I need to know to coach”, or “I don't have time to take courses,” but think about that. Do you really know everything you need to know (at your level of coaching)? Are you really the best you can be? Or, you might say “well, maybe I'm not the best coach in the world, but I'm good enough for these kids, so I don't need to take any more courses”

Think about the corollary of that statement. If you are reading this you probably are a coach of an individual athlete(s) or teams. Why do you coach them? Why do they come to practice? So, they can get better, of course. What would your response be if your team or one of your athletes said “I am as good as I am, I don't need to improve, I don't need to learn any new skills or practice anything, all I really need to do is turn up.” Your first response would probably involve some shock and disappointment. You would probably talk to them about the need to continually improve yourself, the value of using sport to grow and learn, their responsibility to themselves and the team. Even if they were Michael Jordan they would still be working on new things, learning what they don't know, and improving their weaknesses (note: that's why he is Michael Jordan).

How could you possibly be a coach and think that education and improvement is not important? In a previous Olympic Coach article, I addressed the question of how do you know whether you are doing a good job? How do you evaluate yourself? What is your learning style and process?

Part of the answer to that is what have you done to learn about your sport and your “profession” and your own coaching skills. What have you done to improve your “non Xs and Os” skills? I am talking about attributes such as your leadership skills, your communication skills, and your feedback skills? Just as it is important for a successful CEO, a successful doctor or a successful teacher to learn the skills of their trade, and update themselves on a regular basis, it is important for coaches to do the same at every level.

What things are the USOC and the NGBs doing to help coaches become better educated? We both take this issue very seriously—we are both committed to developing more coaches in the US and better educated coaches. Over the past several years we have conducted several meetings with NGB Coach Education officers and other key stakeholders in the coach education process, to determine what we need to do to improve the coach education process. The two key factors in an effective coach education program are CONTENT and DELIVERY.

The content must be up to date, “level appropriate” and comprehensive; i.e. not just the latest drills and Xs and Os. It must also include aspects of the Sport Sciences, Sports Medicine, Technology, Training Theory and so on, as well as the various aspects of the “art” of coaching. Things like (but not limited to) communication skills, leadership skills, how and when to give effective feedback, ethics and values, coaching styles for different cultures and genders, and the place of sport in the social structure.

Recently, several key organizations that are involved in the coach development and coach education process formed a National Coaching Coalition. The organizations initially involved include the USOC, National Federation of State High School Associations (NFHS), NCAA, NAIA, NJCAA, National Recreation and Parks Association, YMCA, National Association of Sport and Physical Education (NASPE); and we hope that other organizations will join us soon. There are a number of things that the Coalition plans to do to enhance the status of coaching as a profession, but one of them relates to the adoption of common standards for coach education. NASPE has developed a set of standards that the Coalition believes should be endorsed as the common standard for coach education programs in the US. This is important to ensure that coaches in all sports are receiving consistent and comprehensive training.

The other critical area of coach education is the delivery mechanism. Many NGBs are upgrading their programs to include all the avenues available to them—books, video, face-to-face teaching, CDROMs, DVD and the giant (and most expensive) of them all...e-learning. In today's society, access to appropriate programs must be quick and easy. Most NGBs are moving towards e-learning as the means to achieve this—but given the “physical nature” of sport and coaching we must remember that a coach

education experience can't all be done in front of a computer. Hybrid courses, combining e-learning with CDs, DVDs, books and face-to-face teaching and demonstration are the most effective ways to deliver the content.

THE FUTURE OF COACH EDUCATION

In a previous paragraph, I mentioned the phrase, the “coaching profession.” Is it a profession? There are many people who get paid for what they do. There are associations of different types and groups of coaches. Is it really a profession in the true sense like a teacher or a doctor or a lawyer? How can we call coaching a profession when there is no consistent way to educate or develop or train coaches, no mandatory requirements or minimal standard of preparation and very low ratios of practicing coaches to “formally educated coaches” (ie coaches who have had some level of training)?

If coaching is to develop beyond the level of volunteers (someone who can fill in for the season), who gets paid virtually nothing to fulfill their function or someone who gets no respect and is not considered a valuable and valid part of the sport and athlete development process, then we must move towards a higher standard.

Coach education programs need to be consistent and of a high quality. Delivery mechanisms must be more readily available. Some minimal level of education and accreditation must become mandatory—either at a federal or state level. A national association should exist to represent and advocate for the interests and protection of ALL coaches at ALL levels—not only in fragmented and unconnected groups.

We must recognize that what coaches do is a unique and valuable activity and important in our society at all levels—from youth development to improved national health and quality of life. We must recognize that there is a unique body of knowledge necessary for coaches to do their job. We must develop the means to standardize that body of knowledge, test the knowledge and ensure that all practicing coaches are well trained in that body of knowledge.

In the not too distant future, through the work of the National Coaching Coalition and the NGBs, there will be a system that requires all coaches above certain levels to be trained and certified. There will be a national professional body that represents all coaches (as well as sport and regional specific associations) and oversees coaching as a true profession. We still have a long way to go to get there—but through the work of many we are moving closer towards that. It starts with every individual coach. We all must value and respect our “profession” and recognize that our athletes deserve more than just turning up. We must know our sport, learn what we need to know and educate ourselves. Are you the Michael Jordan of coaching—well you won't be unless you keep learning. 🏆



Monitoring an Athlete's Well-being During Training

by William O. Roberts

M.D., M.S., FACSM, ACSM President-elect

Coaching, much like parenting, involves guiding an athlete through the trials and tribulations of training. Instructions given to bring an athlete to peak performance can be misunderstood or ignored, similar to the parenting experience. Athletes who follow the instructions and work the individualized training program usually do well and live up to their genetic potential. Those who “fail” either do too little to advance, push beyond the prescribed training regimen, or mis-interpret coaching instructions. Like parenting, part of coaching is the day-to-day field monitoring before, during, and after practice that helps optimize an athlete's program and keeps the athlete on the path to top competitive form.

Field monitoring athletes is a process of close observation to assess the well-being or constitution of the athlete. Appearance tells a story regarding the athlete's current condition, and the astute coach can use observation to monitor the progress of the athlete. Fatigue can lead to injury, and an athlete who appears fatigued or out of form should be checked for illness, lack of sleep, inadequate nutrition, and/or injury. Running or competitive posture is a marker of energy level. A poor training posture or lack of focus may be an early indication of fatigue, and continued training with a poor competitive posture can develop bad habits for competition. When the shoulders, arms, and head drop, the stride length decreases, or simple mistakes appear, it may be time to increase the rest-to-work ratio for the day or even the week if the athlete does not respond to short-term intervention. Likewise, a change in gait or stroke pattern may signal injury pain that demands immediate intervention to prevent progression to a more severe injury state that can set back the overall training cycle.

When an athlete appears fatigued, there is usually a simple explanation like not enough sleep the previous night or two. The reason for sleep deprivation should be explored to find a solution to the problem. Other activities or stressors like school, family issues, or employment can be modified to increase sleep volume. Depression and high stress situations that decrease quantity and quality of sleep may require deeper intervention with the athlete's physician, and the coach should suggest that the athlete seek help. Fatigue can also be as simple as inadequate rest in the training program. The athlete's training program should be reviewed, and the athlete quizzed to assure that there are not extra sessions being added by an over-motivated or poorly advised (by parents, friends, or other confidants) athlete. The coach must often break the cycle of “some is good, so more must be better.” It is always important to remember that too much volume, intensity, or frequency can contribute to the overtraining syndrome and manifest as fatigue.

Loss of training vigor and increasing work-out fatigue can also be associated with inadequate nutritional intake to support the training program. This seems to be a more frequent problem in female athletes, but is by no means gender specific. If there is any question regarding food intake, a nutrition consultation should be suggested if simple advice to increase calories through meals or supplements does not change the energy level rapidly. A diet that is insufficient to supply the iron needed to support the blood and energy systems will drastically, although often gradually, affect the athlete's ability to perform. This is especially prevalent in athletes who do not eat meat or who are on self-designed “fat restricted” diets. A quick look at the inner side of the lower eyelid can point toward anemia or low hemoglobin. A normal hemoglobin produces a pink-red coloration of the mucosa on the inner lower lid. Anemic athletes will have a very pale appearance in the lower lid. It takes a good deal of normal observation to make this a useful field test, but after a bit of practice the differences become immediately apparent.

Included in the area of nutrition is the issue of hydration and fluid replacement. Athletes should ingest fluids at a level that maintains good fluid status without over or under-hydrating. The simple field test to have the athlete monitor is urine color. A urine color that looks like pale lemonade is probably an indication of adequate fluid intake. Dark urine, like apple juice, is associated with inadequate fluid intake. Clear urine may indicate an athlete is taking too much fluid. Athletes who feel weak or woozy during hard practices or competition may not have an adequate salt intake. An athlete who saturates his or her workout clothes with salt from sweat during practices or competition may lose more than the average amount of salt in sweat and end up with lowered sodium levels. This is especially common in the early, hot season workouts, and increased dietary salt will usually solve the problem.



Simple vital signs like heart rate and respiratory rate are easily assessed in the field. An athlete will usually establish a consistent heart and respiratory recovery time interval as training progresses. The heart rate will usually drop below 100 beats-per-minute after an exercise bout in a relatively consistent time period. A lengthened recovery interval, especially combined with a rise in waking first morning heart rate, often signals inadequate short-term rest or impending illness. The first morning heart rate in an athlete who is well trained and healthy will establish a base line that can be used to monitor training and well-being. A highly trained endurance athlete will often have a baseline morning heart rate near or below 40 beats per minute that would be considered pathologic bradycardia, or a lower-than-normal heart beat, in an untrained individual. Although first morning heart rate has not been shown in studies to have significance for overtraining syndrome, it is a useful measure for many athletes as a rise of 10-15 beats per minute above an established base-

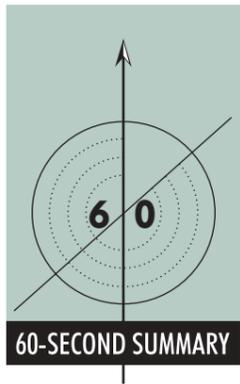


line often precedes symptoms of illness and is common if sleep rest is acutely inadequate. Cutting back the volume and intensity of workouts on those days may help avoid interruptions in effective training.

Practice performance times for distance or interval workouts are another simple measure of well-being. An athlete who is training effectively, eating and sleeping well, and is psychologically attuned should see improving times or abilities throughout the season. During the competitive season, the actual performance times are a measure of how the athlete is doing. In the heart of the pre-season, average training times should be trending toward the competition goal. A plateau or loss of improvement is an indicator of constitutional imbalance that deserves investigation.

There are chemistry field assessments that can be applied to the athlete during training, like measuring the blood lactate concentration following a fixed work volume. The lactate should decrease as conditioning improves through the season. This form of testing requires special equipment and training to use effectively in the field. The athlete can also be moved into the lab for periodic assessments of maximal oxygen uptake, respiratory exchange ratio, muscle biopsy, and other tests that are expensive and often not at the disposal of many coaches.

Coaches can monitor athletes with simple observation in the field to assess well being and training response. While there are more sophisticated lab assessment techniques, it is the response to daily training and evaluation of the training program that allows a coach and athlete to optimize training on a day-to-day basis. One of the joys of coaching is watching the progression of an athlete during the season and a keen eye to the athlete's responses can enhance the coach-athlete relationship and the athlete's peak performance. 



USOC Heat, Humidity and Air Pollution Summit

by Scott Riewald, Ph.D.

Administrator of Sport Science, USA Tennis

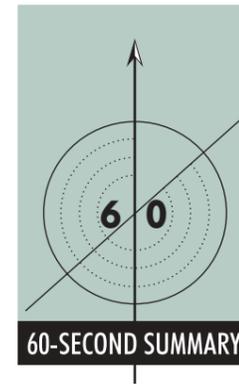
On September 17-19, the USOC held a summit on heat, hydration and pollution, looking specifically at how these environmental factors impact athletic performance. While the overall intention of the conference was to inform coaches about what to expect at the 2004 Olympics in Athens and how to prepare for the conditions there, a number of points were made that have relevance for other competitions as well. Instead of summarizing the entire conference, several informational “nuggets” have been pulled out and listed below.

DID YOU KNOW....

- To fully acclimate to the heat and humidity in a new environment takes 14 days? There are many physiological changes that the body goes through as it adapts to heat and humidity. The last of these is an increased sweat rate, which occurs from 8-14 days after arriving in a new environment.
- 7-10% of athletes who compete in the summer months have exercise induced asthma (EIA) but do not exhibit ANY symptoms? If you work with a player who experiences difficulty breathing or fatigues rapidly on the court, it may be beneficial to have a pulmonary function test performed by a trained professional who can diagnose EIA. One point, the test should be performed before and after a strenuous workout to best assess any pulmonary deficits that occur during play.
- Athletic performance is negatively impacted by pollution, but amazingly the body is able to adapt to most types

of pollution after a period of 4-7 days? This means that if a competition is held in a polluted environment it is possible to counteract some of the negative effects by arriving, and training, at the site several days early. There is one type of pollution that this does not hold true for. See below.

- After exposure to carbon monoxide (CO)—i.e., training in a polluted environment or even traveling on the freeway with the windows open during rush hour—the body’s ability to carry oxygen to the muscles can be significantly impaired? Runners who train in New York City have been found to have levels of CO in the blood ranging from 4-7%—this can impair vision and lead to premature fatigue. The effects from a single exposure to CO can last up to 48 hours and the body DOES NOT adapt to repeated exposures to CO. Consider this when preparing for a competition. Even something as simple as walking around downtown or going outside for lunch may have a serious negative impact on performance.
- The average player will sweat between 1-2.5 liters every hour? However, there is great variability and some players can sweat over 3 liters per hour. Sweat loss does not necessarily relate to sodium loss (sodium is an essential electrolyte that is needed to avoid heat cramps). A player with a low sweat rate can have highly concentrated sweat and a player with a high sweat rate can have very dilute sweat (low concentration of sodium). So even though a player may not sweat much it does not mean that he or she does not need to replace electrolytes during and after play. Sport drinks are recommended for all players, regardless of how much they sweat. 



Career Development for Coaches

by Brian Dougherty

USOC Athlete Services

DBM is extremely proud of its relationship with the USOC. Since 1996, DBM has been the official supplier of career transition services to the USOC. During this eight year period, the company has helped more than 1,000 of our nation’s Olympic athletes and coaches to find suitable employment—both during and after their years in competition, and identify their tools and resources necessary for successful transition from sport into their next career. As the USOC and DBM have worked together, they have been able to expand the range of services beyond the athlete to include several groups that work closely with the USOC coaches.

Specifically, in response to needs of elite-level coaches, the USOC and DBM have developed a series of highly

successful Coaches workshops. These workshops were designed in close cooperation with the USOC, Coaches and DBM experts.

Currently there are four workshops that provide a core of professional development support for elite-level coaches. The four workshops are:

ASSESSING YOUR LEADERSHIP STRENGTHS—This workshop gives coaches an in-depth knowledge of the skills and tools needed to be more effective leaders. The highlight of the workshop is working closely with other coaches and developing a personal action plan.

IDENTIFYING YOUR TRANSFERABLE SKILLS—This workshop is for coaches that are looking at transitioning to a more senior leadership position or considering leaving coaching for a second career.

ENTREPRENEURSHIP—Designed for the coach that is self-employed or is considering self-employment, this workshop provides the building blocks for owning and operating a business.

COMMUNICATION FOR COACHES—The newest workshop in the series was developed in response to coaches who want to build more effective communication techniques for working with their athletes, communities, NGBs, parents and others where positive, outcome based communications are necessary for success.

These workshops are delivered at a time and location convenient to the busy schedules of coaches. This includes coaching clinics, annual meetings and/or national championships. The DBM consultants enjoy the opportunity to work on location with the coaches to give coaches the tools and techniques to remain at their peak. Please contact Brian Dougherty at (719) 866-2237 or brian.dougherty@usolympicteam.com to schedule your next workshop. 

“As a senior DBM consultant I have had the opportunity to work with leaders, including CEO’s, from all industries and backgrounds. Without a doubt the most stimulating and motivating groups to work with are the workshops I do for the USOC with different coaches. These coaches always represent the finest in commitment, professionalism and dedication. It is my pleasure to work with the coaches.”—Mike Neubauer, DBM

“By providing these unique workshops to coaches, we are also providing benefit to the athlete. It is often said that behind every world-class athlete, there is a world-class coach. With these workshops, the USOC Athlete Programs Division and Coaching and Sport Sciences Division are ensuring that our coaches are indeed world-class.”—Brian Dougherty, USOC Athlete Programs

“Every time I have used one of the programs developed by DBM, I have heard the same response. This is one of the best programs that I have ever attended .” These type of responses from coaches do not come easily, but they always come from the DBM seminars.”—Cathy Sellers, USOC Coaching and Sport Sciences



HOT OFF THE PRESS

ALTITUDE TRAINING SYMPOSIUM

The USOC in conjunction with the Northern Arizona University's High Altitude Sports Training Complex will be hosting an Altitude Training Symposium for Coaches on February 11-14, 2004 in Colorado Springs, Colorado. For more information regarding this summit, click on <http://www.hastc.nau.edu>.

NATIONAL CONFERENCE FOR COACHING

The National Conference for Coaching hosted by NCACE will be held in San Antonio, Texas on June 17-19th, 2004. For more information, please see the AAPHERD website at <http://www.AAHPERD.org>. National Council for Accreditation of Coaching Education (NCACE) to support qualified coaches for sport participants through programs that provide quality coaching education.

OLYMPIC COACH E-MAGAZINE

The U.S. Olympic Committee Coaching and Sport Sciences Division reminds you that our quarterly magazine, OLYMPIC COACH, is now available electronically as the OLYMPIC COACH E-MAGAZINE.

This quarterly publication designed for coaches at all levels can now come to you via e-mail. The quarterly e-mail provides a summary of each article in the magazine with a link that takes you directly to the full-length article. The E-magazine contains the same content as the print version of the magazine. The best news is that OLYMPIC COACH E-MAGAZINE is available to all coaches and other interested individuals free of charge. To receive your complimentary subscription, go to the web site at <http://coaching.usolympicteam.com/coaching/ksub.nsf>, and sign up. The subscription information that you provide will not be shared or sold to any other organization or corporation. Please share this opportunity with other individuals in the coaching community. 

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Blaine Wilson



Jason Gatson



Blaine Wilson (Top) and Jason Gatson (Bottom) compete on the still rings during the Men's Team Finals of the World Gymnastics Championships on August 19, 2003 at Arrowhead Pond in Anaheim, California. PHOTO BY STEPHEN DUNN/GETTY IMAGES



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