



Guide for Coaches

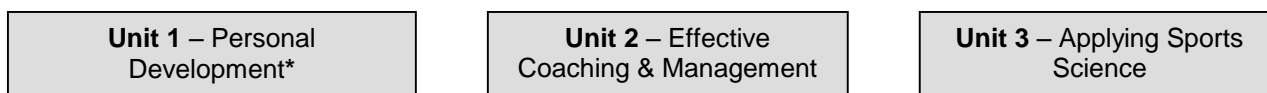
Introduction

The IAAF Academy Elite Coach Course is for those coaches who are (i) active practitioner coaches working with athletes of national/international standard or similar level and/or (ii) active practitioner coaches who demonstrate coaching effectiveness or a persistently high level in working with juniors, youth or other specific athlete development stages. It aims to provide the coach with the relevant knowledge, understanding and practical experience to create an environment capable of delivering high levels of individual performance over multiple seasons. It recognises an athlete centred approach and the role of the Elite Coach as director of a process that includes the management and synthesis of significant relationships, resources and technology assembled around and contributing to individual athletic performance. Central to the course design is a philosophy that focuses on meeting the practical demands and challenges that face coaching at this level. Using a problem-solving approach, the perspectives of multiple disciplines are brought together in order to facilitate innovative solutions. Coaches are encouraged to explore and develop the critical factors that impact on this process, namely their personal coaching and management skills. The components of *Analysis & Evaluation*, *Planning*, *Preparation* and in-event *Performance* are examined from an interdisciplinary perspective.

Programme Structure

The course will be organised in two distinct parts. Part A (3 units) is residential, led by the host institution and will focus on developing generic coaching and management skills and the application of sports science to athletics. Part B is part residential and part home-study based, led by the candidate and will focus on the practical aspects associated with delivering World Class performances. It will involve a 6 - 9 month period of supervised experience working with a mentor nominated by the candidate and approved by the IAAF. Each part will involve up to 300 hours of total student effort including direct contact and private study (pre course preparation, assignments etc.).

Part A – Enhancing the Coaching Process



Part B – Mentored Experience



*Note. Unit 1 – Personal Development will normally be delivered as a home study/distance learning unit to be reviewed on the first day of the opening residential session.

Staffing

Each host delivery centre will appoint an overall Programme Leader who will be responsible for the development of the programme, appointment of staff, scheduling of the residential sessions, logistics and general administration/monitoring of candidate progress.

The Programme Leader is responsible for Part A and for the overall delivery of units, recruiting appropriate staff ensuring integration of units and collation of unit assessment marks.

The IAAF will appoint a Technical Expert for the duration of Part A who will be responsible for providing an athletics/event specific perspective on topic areas and will help candidates to make the links with their practice. This individual may also contribute directly to the teaching programme in areas where they have specific expertise and will act as chair for the round table discussions.

The Programme Leader and IAAF Technical Expert will work in close cooperation to modify and fine tune the delivery of the course, where necessary.

A Mentor should be nominated by the candidate (and approved by the IAAF) for Part B who will be responsible for providing support for the candidate during the period of mentored experience including; progress of the coaches personal development plan, individual case study (including

confirmation of the annual preparation and competition plan and reflective journal) and the interdisciplinary project.

If the coach is unable to nominate a Mentor, the IAAF Technical Expert will ensure the provision of mentored support.

Teaching & Learning Approach

The IAAF Academy recognises that individual coaches learn in a variety of ways and in a number of different learning environments that may be tutor, peer or self led. While some coaches may prefer to listen, consider and discuss what has been presented others will favour a more practical, hands-on experience. With this in mind the IAAF Academy subscribes to a teaching and learning approach that employs a variety of delivery methods with the aim of stimulating and engaging all learners regardless of individual learning style. For these reasons IAAF Academy programmes carefully manage the number of coaches on a course in order to maximise the learning experience and with a mature audience in mind. This may require an approach that is somewhat different to normal 'academic' programmes where numbers are usually relatively high.

The IAAF Academy also recognises the value of personal experience, expertise and knowledge of local/cultural contexts of staff based at accredited delivery centres around the world. While the Academy provides some guidance and support for tutors in the form of example presentations and documentation all staff are encouraged to use examples from their own experiences and cultural backgrounds. However, when preparing learning environments and specific sessions tutors should keep in mind the learning outcomes (coaching competencies and underpinning knowledge) that are specified in the module outlines.

The unit structure and recommended delivery schedule (see appendix 1) lends itself to an approach where topics are initially introduced through more formal (lecture/seminar style) presentations followed by an opportunity to apply and explore ideas in a workshop style environment. In either case tutors should consider a range of creative formats that may include; formal lecture, whole group discussion, small group work, paired activities, brainstorming, role plays, simulation, case studies, round-tables and expert panel question and answers.

Assessment

Assessment is a key part of any learning programme and should involve a mix of both informal (formative) and formal (summative) opportunities. Tutors are encouraged to employ ongoing informal assessment, review and feedback throughout the learning experience using frequent questioning to check for understanding and encourage reflection/application.

Candidate coaches will be formally assessed in both parts A and B of the course with each module part assessed either independently or in combination with other module parts. Module assessment may take different forms both formal (written) and more practical (presentations, video assignment, verbal report, poster etc.). Wherever possible the assessment format will attempt to reflect the practical issues facing the coach at this level and will draw upon the 'here and now' problems confronting the candidates in their professional roles. Candidates will be required to complete project work whilst resident on the course and through private study and make a presentation on their planned non-residential project.

Assignments are graded on the basis of two broad categories: PASS (50%) and DISTINCTION (70%). The total mark for each assignment is based on performance against three general criteria that are weighted in terms of their contribution to the final mark;

Analysis (40%) – the focus of the question, problem or task has been understood with key issues plus one or two related issues identified. The method of analysis is informed by theory where appropriate with some awareness of alternative perspectives.

Communication (20%) – the structure of the assignment is clear and presented in an appropriate format that is suitable for the task. Discussions and arguments are constructed logically, concise with appropriate use of language and terminology.

Knowledge (40%) – up to date subject specific knowledge is used to illuminate the task and to make links with related issues.

Candidates must record an average mark no less than 50% in both Parts A and B of the programme in order to successfully pass. It is envisaged that upon successful completion the candidate coach will qualify with the award of IAAF Academy Elite Coach.

Entry requirements

Candidate coaches for the IAAF Academy course will be required to satisfy the following minimum criteria for consideration of entry:

- Achieved IAAF CECS IV (pre-2007 CECS Level II) or equivalent recognised by the Academy
- Letters of recommendation from the National Federation and Area Coaches Association outlining the profile and previous experience of the candidate and proposals for the deployment of the elite coach upon graduation
- Guarantee of economic support to pursue the course
- Personal written commitment to meet the requirements of course participation and conditions for graduating as an IAAF Academy Coach (i.e. attendance, assessment etc.)

Applications for entry to the IAAF Academy Elite Coaches Course and offers of places will be considered by the IAAF in association with the appointed programme leader and representatives of the host institution.

Please apply in the first instance to:

Stéphane Merlino
Member Services Department
International Association of Athletics Federations
24, ave Fontvieille
BP 359
98000 Monaco

E-mail: Stephane.Merlino@iaaf.org
Tel: +377 93 108 802
Internet: www.iaaf.org / www.iaafacademy.com



Guide for Coaches

Part A

Enhancing the Coaching Process

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Part A Module Outline – Enhancing The Coaching Process

Unit 1 – Personal Leadership & Management

Note: This unit is normally delivered as pre-course study via a Home Study Pack

Introduction and Unit Aims

Coaching ability should never be the limiting factor on performance improvement. Perhaps the most important characteristic of any coach is an understanding of their role in the coaching process. This requires an awareness of their personal attributes, the impact that they have on others and a commitment towards continuous learning and self-improvement in order to better meet the needs of the role. This unit aims to establish the context within which the elite coach operates and to extend general understanding of the professional issues facing the elite coach encouraging self reflection in relation to the process. As such it provides an introduction to Part A and a solid foundation for the process of mentored experience element of this training that follows in Part B.

Learning Outcomes (Knowledge & Understanding)

On successful completion of this unit learners should *have knowledge and understanding of* :

Models of leadership in sport, characteristics of effective leadership, leadership & decision making styles and changing leadership roles, processes of evaluation and reflection

Roles and responsibilities of the Elite Coach, knowledge, skills and experience required for the role, reflective practice, self-reflection and autoethnography, effective questioning, 360° feedback, performance profiling, goal setting

Learning Outcomes (Coaching Competencies)

On successful completion of this unit learners should *be able to* :

- analyse the strengths and weaknesses of their preferred coaching styles and assess the impact on others
- identify the key components of the coaching process, systems for performer development and the varied roles of the Elite Coach
- profile the values, philosophy and attributes of an Elite Coach and reflect on personal experience and current performance, benchmarking knowledge, skills and experience
- determine immediate and longer-term personal needs, identify opportunities and manage a program of personal development including identifying potential mentor profiles
- identify, optimise and monitor opportunities to develop reflective skills on performance and during performance demonstrating where coaching effectiveness has improved

Unit 2 – Effective Coaching and Management

Introduction and Aims

Modern sports coaching at the high performance level requires the coach to manage both the relationships with individual athletes and numerous associated physical and human resources that form part of the athlete support team. This unit focuses on key aspects of the Elite Coach role with specific emphasis on the development and management of relationships aimed at getting the best out of the people involved.

Learning Outcomes (Knowledge & Understanding)

On successful completion of this unit learners should have knowledge and understanding of :

Personality, learning styles, task and ego goal orientations, beliefs about ability, self-determination, motivational climate, Interpersonal relationships, co-orientation of direct and indirect athlete-coach perceptions, self-report measures and mapping athlete-coach perceptions

Reasons for voluntary and involuntary athlete career transitions, strategies for managing transitions, Conflict management, communication and interpersonal skills; verbal and non-verbal, listening, helping and facilitating, asserting and influencing

Team development, structure and roles, function, cohesion, characteristics of effective teams; models of athlete support teams, issues influencing team effectiveness, expertise, information flow and processes of decision making, multi-disciplinary v interdisciplinary support teams

Learning Outcomes (Coaching Competencies)

On successful completion of this unit learners should be able to :

- develop a vision and purpose and translate into a climate that will shape athlete attitudes and behaviour empowering them to take greater responsibility for personal development
- identify key individual differences, build successful relationships and assist performers with balancing their sport and other career, life and personal demands
- identify, utilise and coordinate the input of a team of expert support staff (administration, science, medical etc.)
- identify and implement strategies to monitor and evaluate performance, manage resources and time
- demonstrate innovative thinking and creative problem solving to manage risks and implement effective decision making

Unit 3 – Applying Sports Science

Introduction and Aims

Improving individual performance is at the core of the responsibilities of the Elite Coach. In environments where the demands can be extreme and margins between winning and losing are so small, the capabilities of an athlete are significantly challenged from a physical, mental and technical perspective. Modern coaching in this context requires the coach to seek out and synthesise a variety of information from multiple sources to assist at various stages in the coaching process including; i) assessment and evaluation, ii) planning, iii) preparation and iv) competitive performance. This unit is designed to provide the coach with opportunities to experience working with specialists in the application of cutting edge science across a number of relevant disciplines.

Learning Outcomes (Knowledge & Understanding)

On successful completion of this unit learners should *have knowledge and understanding of* :

Analysis and evaluation; methods of data collection including both laboratory and field-based tests of physical condition (energy systems, muscular function, biochemical etc.), medical screening, psychological profiling, video and applied biomechanical analysis of technique (Dartfish etc.)

Planning; event specific periodisation (including; altitude, tapering and acclimatisation), goal setting, principles of practice design for skill learning,

Preparation; training methods for; cardiovascular improvement, speed, strength and conditioning (resistance, plyometric, etc.), regeneration and recovery (nutrition/hydration, massage, contrast baths, relaxation etc.) injury prevention and rehabilitation, mental skills, technique development,

Performance; strategies for; emotional control (relaxation, imagery, etc.), pre/post competition communication, skill delivery under competitive pressure, competition day nutrition

Learning Outcomes (Coaching Competencies)

On successful completion of this unit learners should *be able to* :

- identify and utilise technology to implement techniques aimed at screening athletes, providing individual profiles and monitoring performance related factors
- plan, evaluate and modify weekly, annual and multi-year programmes, adapting to individual needs including tapering for competition, environmental and travel related factors
- liaise with experts to design, programme and monitor rest, recovery and regeneration to optimise adaptation including strategies for nutrition and re-hydration
- identify issues and assist athletes to deliver optimal performance under competitive pressure



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Part B

Mentored Experience

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Part B Module Outline – Mentored Experience

Introduction and Aims

Coaches often have the motivation, knowledge and understanding required to excel in their sport. However, research confirms that some aspects are difficult to acquire from formal education, books, workshops or seminars. In fact, coaching experience and learning from other coaches are considered by many as the primary sources of coach development. An environment of shared experience coupled with support and advice is often provided by a key individual with whom a coach can develop a more personal relationship. This module aims to assist coaches in this aspect of their development providing guidance and opportunity in the further development of the competencies required for effective professional practice at the elite level.

A Mentor should be nominated by the candidate (and approved by the IAAF) for Part B who will be responsible for providing support for the candidate during the period of mentored experience including; progress of the coaches personal development plan, individual case study (including confirmation of the annual preparation and competition plan and reflective journal) and the inter-disciplinary project.

If the coach is unable to nominate a Mentor, the IAAF Technical Expert will ensure the provision of mentored support.

Learning Outcomes (Coaching Competencies)

On successful completion of this module learners should *be able to*:

- demonstrate understanding of the mentorship process and work with a mentor to address knowledge and skills gaps
- apply processes of continuous critical self-reflection and adaptation in a number of different practical contexts including training and pre/post competition
- design, deliver and evaluate an annual coaching plan aimed at preparing one or a number of individual athletes for a major competition
- demonstrate models of good practice in the practical application of cutting edge knowledge and technology
- adopt an inter-disciplinary approach towards improving performance and solving problems in the field