



28-30 October 2011, Glasgow

COACHES' MALL

SHARE

DEVELOP

ENERGIZE

Question 1

Training ratio is stimulus and recovery. What do we know about recovery, regeneration etc?. How do we measure it per unit and between units

- Sleep at least 10 hours up to 16 years, 8 hours fruit and veg – (water – keeping hydrated)
- Continue to participate in a sport (any level)
- What are the objectives in order to be measured
- That the athlete knows what is expected and fundamentals and elite level less coaching received
- Pre – during post nutritional aspects require measuring, management and action
- Recovery must be related to age/experience and the session
- The recovery is specific to the combination of athlete and session
- Subjective measurements and objective measures particularly important
- Agree goals, sense of potential at senior level
- Set milestones, set role models, take regular feedback and build mutual belief
- Keep detailed training records
- Understand energy systems
- Easier to manage at university level, allow for nervous system recovery
- Discussions need to fluid – adjust workouts stimulus
- Need rest – end of cycle – technical events different
- Need at least 6 hours between sessions, longer if higher intensity
- Intense sessions should always be followed by a recovery session
- Dependent on fitness of individuals, each unit of training ensuring enough recovery – time based intervals rather than distance
- For some athletes taking 3 days easy can help recovery levels enough to get back
- Coaches of school aged children to talk to parents if athletes are doing too much
- Knowledge of athletes e.g. lifestyle diaries
- Simple testing regularly
- Monitoring of performance
- Rest based periodised plan to peak on the day
- Replication of competition, races back to back – times of day
- Development aged based training
- Ensure wellness and health
- Suitable competition – measuring improvement
- Plan with variety
- Use experienced coach eds
- Training diary
- Nutrition
- Recovery differs from each individual

Question 2

Coaching effectiveness has a different meaning when working with beginners, developers or elite athletes. For the elite, its about 'delivering on the day'. How do you ensure that? For developers its about measuring the development process to their technical, training and tactical goals. How do you ensure that? For beginners, its about testing techniques, ensuring a basis of physical competencies, understanding rules, shaping attitudes, enjoyment. How do you ensure that?

- Ownership, progression they have earned. Reshape coach education
- Understanding the implications of when
- Preparation research of the needs of the athlete to assist them to produce
- Through long term planning – develop encourage consistent technical performances
- Ensure coach and athlete on 'same page' in terms of goals and expectations
- Coaches need to understand 'choking' and deal with it – retain enjoyment
- Try not to let an athlete dominate
- Coaches need to understand differences from teachers
- Ability to keep/retain athletes in the sport
- Athletes assess the coach on monthly basis and write down comments
- Look at the athletes performances to gauge the coaches input (progression has to be evident)
- Coach inspires to many branches of the sport
- Beginners – enjoyment/fun
- Development – record keeping – technical /tactical – appropriate standards/progression built in to programme – understanding development – looking at performance
- Elite – focused but relaxed - athlete have agreed itinerary for event day
- Commitment right up to event
- Replicate venue conditions
- Prepare towards specific event considering athlete as individual, taking knowledge of them into account
- Create realistic environment mimicking targeted events
- Mental preparation
- We will make mistakes, learn from them, self analysis
- Deal with failure positively
- Rise to occasion
- Measure attendance levels
- Use technical models
- Progression in competitive performance

Question 3

Structure of loading is the balance of intensity and volume; quality and quantity. The sense of balance will vary with level of development and is a factor in designing training units as much as in weekly microcycles or six week mesocycles. What goes into deciding the balances for beginners, or developers or elite performers?

- Understanding stage of development of athletes and demands of event
- Feedback from athletes the goal for the season or career
- More access to communications of fundamentals and share knowledge across the board and wider spectrum.
- Volume of quality and understand this quality continually raising this volume.
- Expose to wide variety of sport and not defining them too early then can work on specific movement and then work on library of tools to adjust.
- Beginners need variety of training, skills experiences etc. More emphasis on variety and volume than intensity.
- Correct technique input and development of well trained and conditioned individual with good skills levels taking lifestyle into account.
- For elite more importance on balance with understanding of the individual taking monitoring of athlete into account.

Beginners

- Motor skills – skip/fundamental
- Development age – training age
- Intensity/recovery time
- Physical activity in other sports
- Lifestyle – find out for each individual whole environment
- More play/multi directional/multi sport
- Educate whole person taking care that they are not over competing
- Mastery of elements of loading determiner of programme
- Working on stability

Developers

- Physical testing
- Gender
- How available are they for training 2 or 4 or 6 sessions?
- Maturation – develop movement competence – not intensity of volume
- Having ways to check if they are ready to do the session – coaching eye/observations. Athlete assessing their feelings on scale 1 to 10 before and after session
- Athlete needs to know that they will be loaded. Coach prepared to go away from plan male/female sessions
- Is more better?
- Quality v quantity?

Elite

- Decision to load is based on the individual recovery time/loading
- Competition based training planning
- Plan sessions made adaptable for beginners etc
- Keeping of diaries, making comparisons, keeping records
- Frequent testing within cycles, observations
- Planning for goal
- Fun
- Knowing athlete ability
- Target work- back
- Balance – but specificity
- If built up to good speeds why not keep similar sessions, but lower volume - strength first/speed/then fitness
- Goals –short term and long term
- If basics right moving to elite level can be easier to achieve

Question 4

Performance is a consequence of the performance structure. So for example, a 2.20m high jump has a specific performance structure in terms of technique, general strength, specific strength, endurance and speed, plus attitude to competition and progression. Clearly that is different 2.40. How do you design the performance structure for your athlete(s) in their events. What is it currently and what are the changes for the next years performance target (s) and how will you effect the changes?

- Goals either agree of athlete led
- Tables – power /strength/speed etc. – test it and then give areas to work on for the next year – i.e. measures
- Review season with athlete. Find someone else to help if you as coach are not able to effect improvements in area of weakness be it strength/attitude etc.
- Assess strength and weakness to seek opportunity to affect the greatest positive change
- Design the program in conjunction with athlete
- Prepare to achieve performance “on the day” within the boundaries of the event
- Tactics – arena skills
- Training – standards of coach
- Mental approach, visualisation
- Ensure athlete is self aware
- Work on psych/motivation or attitude
- Can coach take athlete to this level? Are they in right coaching environment
- Breakdown of various elements of performance and improvement if necessary of those elements. e.g mental, technical, tactical
- Compare to targets training performance indicators
- Compare to last years training performance times/distances etc.
- Talk to other coaches/athletes who have already achieved your athletes target time
- Review and analyse, planning for goals and targets
- Refinement of structures – clear performance goals
- Performance levels may fluctuate – athlete needs to know and understand why
- Need to know and plan competition at appropriate level and condition
- Be careful in growth spent phase with targets especially performance targets. Is there to much emphasis on competition in this phase