Message from the
DIRECTOR OF COACHING
SPORT and SCIENCES

A Living Legend—
PAYTON JORDAN

COACHING COACHES
Ten Things to Think About

Should Public Schools
REQUIRE COACHES
to be CERTIFIED?

MAKING THE CHANGE
From Athlete to Coach

TAX BREAKS
for Job Related Education

Why COACHES
EDUCATION?
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. As 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 Wiegus, 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.
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.

A LIVING LEGEND —

Payton Jordan

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. Those three important mentors shaped my philosophy and established my basic style as a coach. I have been forever grateful to them.

Sellers: Have you 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 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 By Catherine Sellers, USOC Coaching Division

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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.

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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: The duress and turmoil with the Civil Rights

heroes, the 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.

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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 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 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.

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 your 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.

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: How did you handle dealing with the athletes and the issues that they were faced with?

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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: 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 dealing with the athletes and the issues that they were faced with?

JORDAN: 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 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 respected. This doesn’t mean you shouldn’t show a lighter side of yourself, but don’t be silly. Silly people aren’t respected. This doesn’t mean you shouldn’t show a lighter side of yourself, but don’t be silly. Silly people aren’t respected. This doesn’t mean you shouldn’t show a lighter side of yourself, but don’t be silly. Silly people aren’t respected.

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!
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 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.

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 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 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.
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 ruthlessl y 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.

What motivates an athlete to choose coaching as a career? Does being a good athlete ensure success as a coach? The second stage Bloom describes is the technical stage of coaching. 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 in 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.

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.

**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 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:

- 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

**A CONTINUOUS 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.
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 becomes 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 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 standpoint. 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.”

REFERENCES:


Be working

Itemize your deductions if you are an employee

File a Schedule C if you are self-employed

Have expenses that qualify (meet the requirements of the IRS)

T

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 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.

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 up 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 tax adviser and/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.
ost 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 is it important for coaches to be better prepared and better educated? What is the optimal way to achieve this?

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This article looks at several key areas relevant to the issue of coach education. Why is it important for coaches to be better prepared and better educated? What is the optimal way to achieve this?
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 misinterpret 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 assess the well-being or constitution of the athlete. Field monitoring athletes is a process of close observation to assess the well-being or constitution of the athlete.

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 no 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 manifests 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 fluid 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 inside 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 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.

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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 fatigue 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 1.2-2.5 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

BM is extremely proud of its relationship with the USOC. Since 1996, BM 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 BM 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 BM have developed a series of highly successful Coaches workshops. These workshops were designed in close cooperation with the USOC, Coaches and BM 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 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 BM 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, BM

“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 BM, 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
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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.AAPHERD.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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