



COMPETITION COACH COURSE WORKBOOK





M1U1 - Role of the Coach

Task 1 - Getting the Message.



Look at the illustrations on the left and then quickly jot down the first words/phrases that come to mind.



Compare your responses with another coach. Did you both interpret the situations the same way?

Coaching Assets Inventory:

Rate your current coaching work and circle your response from 1-5, and then put a check mark next to the statements you think you could work on improving in the 'My Priorities' column.

	Rating Scale					My Priorities
	Low	So-So	High			
.....	1	2	3	4	5	
Hard Worker	1	2	3	4	5	-----
Qualified	1	2	3	4	5	-----
Enthusiastic	1	2	3	4	5	-----
Understanding	1	2	3	4	5	-----
Provides Individual Help	1	2	3	4	5	-----
Builds Athlete's Confidence	1	2	3	4	5	-----
Motivates	1	2	3	4	5	-----
Develops Athlete Potential	1	2	3	4	5	-----
Good Teacher	1	2	3	4	5	-----
Encourages	1	2	3	4	5	-----
Praises Effort	1	2	3	4	5	-----
Open.....	1	2	3	4	5	-----
Likeable	1	2	3	4	5	-----
Respects Athletes	1	2	3	4	5	-----
Patient with Athletes	1	2	3	4	5	-----
Sense of Humour	1	2	3	4	5	-----

Consider having your athletes respond anonymously to this Coaching Assets Inventory. The sheet could be handed out to all team members. A coaching profile could then be constructed by averaging the responses for each item.

Task 2 - Construct a "Coach Attributes Profile" for the type of coach that you feel you would respect. **Nominate in priority order**, those behaviours which you feel should be exhibited and be prepared to explain your reasons for the choices.



Priority	Desired Coach Behaviours at the Competition Coach level
1	
2	
3	
4	
5	

Task 3 - Consider the following questions - write a short paragraph (in point form) or participate in a group discussion on the following:

1. How have the changes in the sport over the past few years affected the role of the coach?
2. What factors in today's society make the role of the coach more (or less) important than twenty years ago?

M1U2 - Communication

It is essential that potential coaches at this level feel comfortable to discuss almost any topic with the athlete, and be able to react responsibly with little notice.

Task 1: prepare a response to one of the following situations. There is no particular "time limit" on the response, however participants (especially the athlete) should treat the situation as genuine and be prepared to continue the conversation "in character" with the coach.

"I don't like having in the team. They are always telling everyone what to do"

"I don't need a coach - I have been shooting for long enough now and know what to do"

"If I want to drink and be social when I am away on a trip, then I can - I paid for the trip"

"why does have to share with me. I don't think they like me"

You have 2 minutes to prepare your reply. You may choose to reply to a person of your choice (as in a role play) or provide a response to the group as a whole.

Task 2: The role of non-verbal cues in communication is vital. The successful continuance of a conversation partially depends on the body language.



Note further examples - discuss with others, some of your identified cues.

Cues	reaction
nodding the head	agreement
Frowning	disagreement
folding arms over the body	
tapping fingers	

Task 3: Take a look at your personal communication checklist.

Always (A) Often (O) Sometimes (S) Never (N)

Response	Communication aspect
	Clearly state what I mean
	Act in a way which shows that I believe what I have said
	Check whether my intended message gets through to the athlete
	Communicate a consistent message from day to day
	Communicate a fairness to all athletes
	Allow for open communication with my athletes
	Listen well and understand the messages of others
	Encourage athlete / coach communication
	Draw out athlete feelings on various issues
	Am aware of the effect of my gestures and body language
	Work to ensure that my actions are in harmony with my words

- In a group, discuss and determine some the most vital aspects of basic communication as they affect the coach in shooting, especially at this State level, and be able to offer resolutions to assist coaches improve their technique.

M1U3 - Talent development

**Task 1**

What responsibilities could Clubs State and/or national Associations accept when presented with a potential champion (of whatever age and discipline)

Task 2

What "traits" could we target for athletes who wish to lift from State to National level that could form the basis of a standardised test for greater utilisation.

Is there a core of natural abilities relating to shooting? Discuss with the group and form a consensus.

Task 3

How would shooting benefit from as Talent Search program that could we apply effectively to new shooters as well as our current athletes.

Think-tank with the group as to how the program could be developed/delivered...

M1U4 – Supporting Club Level Coaches

Task 1: Remembering that most (if not all) Club and Competition Coaches are volunteers, what would be YOUR priority when offering your help to Club Coaches in your area.

Number the options 1 (high priority) through to 5 (lower priority)

..... Meeting with them every month

..... Sending them shooting information you have found on the internet

..... Calling on the phone and/or emailing them every now and then to see how they are going

..... Offer to help during a Club training session every now and then

..... Watch a training session and point out their errors

..... Have a chat at competitions

M1U5 – Performance Improvement

Task 1: Complete and then discuss the following:

METHOD	BENEFITS	ANY DOWNSIDES
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diuretics		
blood doping		
betablockers		

M2U1 – Training Programs

Task 1: True-False Quiz: (circle either T or F)

- T / F 1. Training programs can be short and condensed.
 T / F 2. Training effects are permanent.
 T / F 3. The fitter the athlete, the higher the stress that will be needed to reach the overload level.
 T / F 4. Training effects are gained uniformly over time.
 T / F 5. Hard workouts should be varied with light or medium ones.
 T / F 6. Strength training should precede skill training.
 T / F 7. Any work in the gym is beneficial.
 T / F 8. All shooters can benefit from gym training - not just the elite.
 T / F 9. Swimming, walking and bike riding will do just as good as work in a gym.
 T / F 10. A two hour gym session once a week will produce the desired effect.

Task 2: Training (match the correct phrases and join with a line)

- | | |
|----------------|--------------------------------|
| 1. Intensity | A. time of work without rest |
| 2. Duration | B. recovery from work periods |
| 3. Volume | C. speed or resistance |
| 4. Rest Period | D. number of repeats or sets |
| 5. Repetition | E. total time of overload work |

Task 3 Construct a diagram showing an appropriate competition / selection pathway for a shooter who wishes to be selected in an Australian Team. Show the potentially necessary competitions in your diagram.



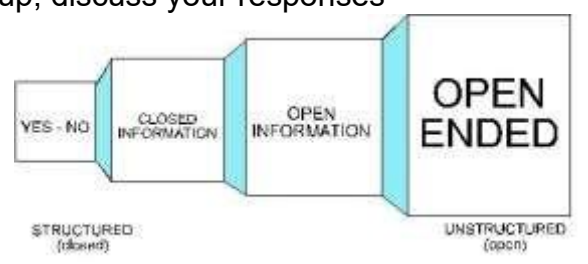
M3U1 – Coaching State Level Athletes

Task 1 - Consider and classify the following phrases or questions into the four basic groupings -

Yes-No, Closed Information, Open Information, Open Ended

QUESTION	FORMAT
Where is the meeting?	
Do you have that item in blue?	
How can I help you?	
Tell me about the products you offer	
How do you feel about these goals?	
Do you have the video "Cool Runnings"	
Talk me through your event	
Were you happy with your match?	
How did this happen?	
Are you happy today?	

Working as a group, discuss your responses



Collectively determine three questions that would encourage information from your athlete.

1

2

3

Now create 4 General and 4 Shooting questions/statements of your own to fit the stated criteria



QUESTION	FORMAT
	OPEN ENDED
	CLOSED INFORMATION
	YES / NO
	OPEN INFORMATION
	YES / NO
	OPEN ENDED
	CLOSED INFORMATION
	OPEN INFORMATION

M3U2 – Advanced Skills & Techniques

Task 1: Discuss whether you agree or disagree that good shooters have a predominant body type. If YES, describe this body type. If NO, how does the sport cater for different body types. List a few examples here

Task 2: Certain characteristics contribute to better participation in certain sports eg. Tall and lean for basketball, slight build for gymnastics. What are the two most important physical characteristics for the sport of shooting.

Task 3A: In addition to the physical characteristics, note other factors that coaches should consider when looking at the long term development of the shooter





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OR

Task 3B: Consider the merits and drawbacks of using the wind strategies of...

Strategy	MERITS	DRAWBACKS
Waiting for the wind to change		
Winding the sights		
Aiming off		

Task 4: Consider the following and complete with your thoughts:

Challenges that may occur	Recommended Solution/s
Sun directly on the shooter/firearm	
Very still, hot day shooting at midday on a minimal grass range.	
Range and social area are very close – lots of fun/noise happening in the social room	
Cold day – early morning shoot	
Unsure what colour sight element to try to diffuse mirage	
Hearing conversations from those behind the shooting line	

Task 5: Rank the following attributes/abilities independently, on a scale of 1-4 (1 being essential, through to 4 being barely required) with relevance to being a skilled performer in shooting.

- | | |
|--|----------------------------------|
| Ability to carry out multiple actions at once | Static balance |
| Hand to eye co-ordination | Good vision in both eyes |
| Good balance while moving | Ability to use peripheral vision |
| Ability to anticipate | Ability to make quick decisions |
| Being able to perform complex "yoga style" stretches | |



M3U4 Mental Preparation

Task 1 On a personal level, recall an activity which you started and then quit. Why were you not motivated to continue? What could the leader of the group do that may have helped to keep you involved?

Consider an activity which has kept your interest for an extended period of time. Why have you stayed with this activity? What did the leaders of this activity do that helped you stay with the activity?

Think of a shooter who you know has left the sport. Did they exhibit the "drop-out" factors. What can the coach do in this situation? (jot down a few notes for the group discussion)

Task 2 Citing your experience, list some of the internal and external indicators of anxiety in competition shooters (personal experience is permitted). Comment on the damage to performance that these indicators create. (some may offer little problem - others are major)

Consider and list, your favourite strategies for....

Working through anxiety	Lowering arousal levels	Raising arousal levels

Task 3 Citing your experience, list the key elements of mental rehearsal

How would you deal with the athlete who genuinely cannot visualise - what would you say, how would you assist this athlete. Please list some of the encouraging statements and useful strategies that you would offer.

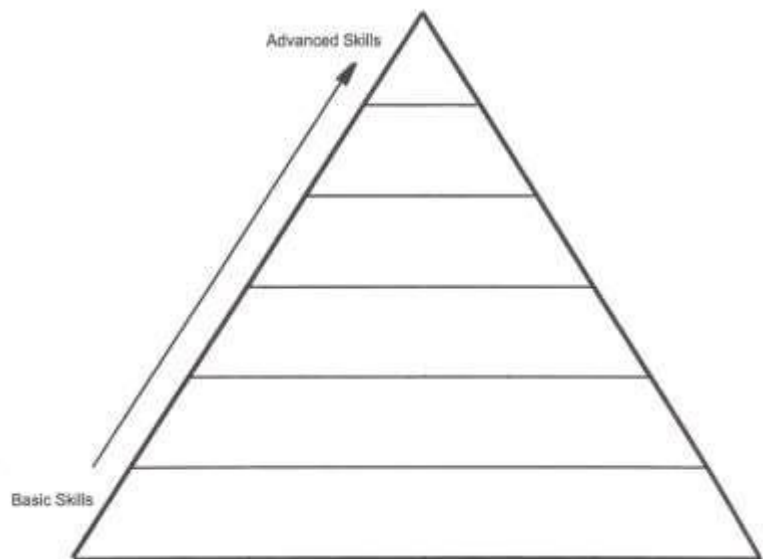


Working in small groups - discuss your thoughts

Task 4 - Consider the following:

Novice Performer	Coaches should...
Has difficulty processing feedback that is given while they are performing the task	<i>Give specific advice and feedback after the training exercise has been performed, not during, as this will further confuse the issue.</i>
Is slow to make decisions	
Has inefficient movement patterns	
Needs to concentrate on one thing at a time	
Appears totally disorganised	

Task 5 - Work the triangle with respect to shooting skill development. Consider the skills from basic to advanced level in a nominated discipline position.



M3U5 – Utilisation of Resources

Task 1: Identify, discuss and record different ways to utilise various technology in shooting training and performance analysis.

Equipment	Use
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Cinematography eg Camera/Video	
Neuro Feedback eg Heart Rate Monitor	
Bio Feedback eg Simulation device	

M5U1 Assess Athlete's Performance

Task 1: Comment on the following statements

The scores are the most important assessment of an athlete's performance.	
I watched a bit of the match / training and it seemed OK.	
My feedback always emphasizes the positive aspect of the performance, and then I detail my observations.	
I know that the athlete can usually see the areas to improve without me stating the obvious.	

M5U2 – Physical Training Programs

Task 1: Self-Test Multiple Choice: (circle the correct response)

- 1 The model physical training week should contain
 - a. more than 8 sessions
 - b. less than 5 sessions
 - c. at least 3 sessions

- 2 Shooting requires that more attention be given training the
 - a. Anaerobic energy system
 - b. Aerobic energy system

- 3 Recovery from a heavy workout or practice for a shooter can take:
 - a. 4-8 hours
 - b. 24 hours
 - c. 24-48 hours

- 4 Flexibility workouts should progress from:



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- a. head to toe
 - b. right to left
 - c. general to specific
 - d. back to front.

- 5 To gain endurance, the program for shooters should include:
- a. heavy weights and plenty of repetitions
 - b. lighter weights and less repetitions
 - c. lighter weights and more repetitions
 - d. heavy weights and less repetitions
- 6 Power, speed, flexibility and endurance are key
- a. components for assessing an athlete
 - b. specific muscular performance characteristics
 - c. equally essential for every sporting activity

Task 2: Note three reasons why low relative body fat is desirable for successful competition in many sports. Does this apply to shooting?

- 1.
- 2.
- 3.

Task 3: Suzie Sprint is a 100m runner. What energy system would predominantly be used to replenish her immediate energy requirements?

Riley Rifle is a shooter. What energy system would predominantly be used to replenish their immediate energy requirements?

Task 4 Through a group "thinktank" - determine the most appropriate elements of strength training that is applicable to your shooting discipline.

Task 5 Physical training should involve energy expenditure and the use of max HR indicators. How does the coach determine the maximal heart rate of the athlete

If your 23 year old shooter wants to work in the gym within the 75%-85% HR range to improve her anaerobic capacity, what should her HR range be for success.



Task 6 Indicate the relative level of importance of the four components of fitness in relation to the following sports.

1500m SWIMMER

Power	Speed	Flexibility	Endurance

FAST BOWLER

Power	Speed	Flexibility	Endurance

SHOOTER

Power	Speed	Flexibility	Endurance

TENNIS PLAYER

Power	Speed	Flexibility	Endurance

Explain the reasons for the levels you have chosen for shooting.

M5U3 Preparing for the next level

Task 1 Using the relevant Rule Book, and/or based on your experience, compile a list noting the most important rule areas, about which coaches should be aware if they are to successfully assist their athlete.

1	
2	
3	
4	
5	

Task 2 Working with a partner, consider the table below.

Within Coaching there are expectations...the athlete often expects to win, and the coach often expects that they will win. For a successful and harmonious relationship, there are a number of expectations on both sides, that must be met. Can you note some of these below.



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COACH EXPECTATIONS	ATHLETE EXPECTATIONS

Task 3 Drawing upon your experience, design a strategy that prepares your athlete/s for a potential problem which could occur in competition.

Optional Task

Task 4 Research and then prepare a 3-5 minute talk with appropriate notes, on any subject relevant to your coaching experience. This is to be specific and investigative on one aspect of the sport..... eg spectacles and the shooter, the role of the heart rate monitor, SCATT use.

END OF COMPETITION COACH WORKBOOK