

# NCAS

## Performance Coach

All Surf Life Saving Australia Coaching and Officiating online courses, are designed to be completed and reviewed online, via the interactive modules. Please only use this document as an on-hand refresher for CURRENT coaches and officials ONLY. New coaches and officials will need to complete the online course with relevant interactive assessments in order to receive their accreditation.

## Developing Performance Level Technical Skills

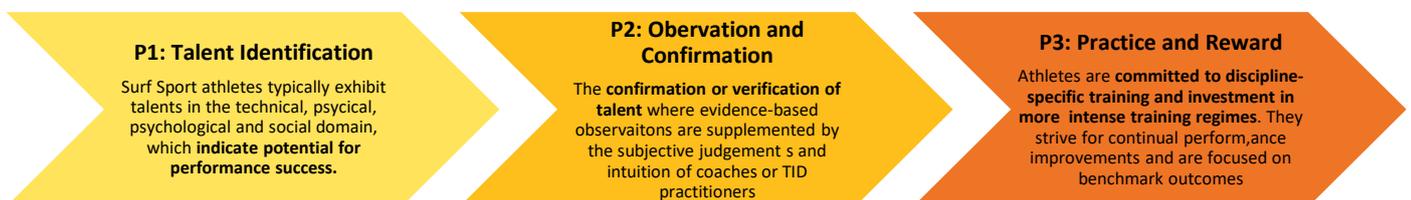
### Introduction

The Performance Coach training program is aimed at those coaches who aspire to be a specialist coach within at least 1 surf sport discipline, striving for performance based outcomes from their athletes, who are actively competing at a branch, state, national and/or international level. The performance coach is also a mentor to other coaches and can facilitate their nominated disciplines.

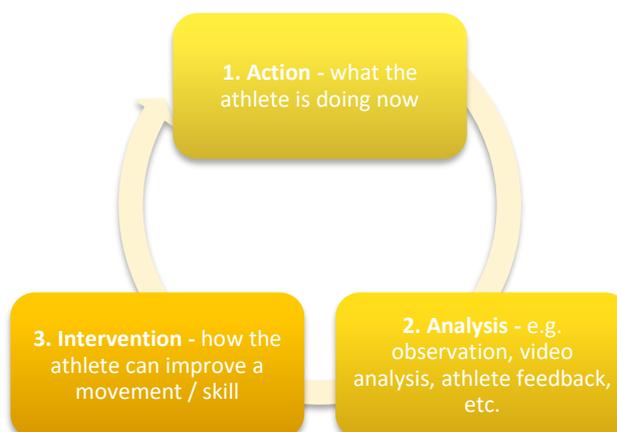
Upon completion of this module, you will be able to

- Describe various learning and skill acquisition approaches and how they can be used when coaching surf sports athletes
- Describe the importance of athlete self-awareness and decision making in the development of athlete skills and identify coaching strategies to implement both approaches
- Use an understanding of practical movement analysis principles to implement skill development activities suitable for performance level surf sport athletes

Performance Coaches are working with athletes in the 'Perform' phase of development. This phase includes



## The Movement Analysis Process



Before analysing a Surf Sport athletes' movements/skill, coaches should consider the following factors

The level of athlete being analysed (which phase of development are they in and which stage of skill learning are they in?)

The goals of the athlete

Is the athlete psychologically ready to learn new skills?

Are there physical factors causing technique fault?

Are the skill errors caused by poor tactical choices?

## Biomechanics

Biomechanics is the science of explaining how and why the human body moves in the way that it does. A Performance Coach will have a sound understanding of the below key components of biomechanics, and how they influence an athlete's performance.

- Motion
- Force
- Momentum
- Levers
- Balance

These components are applied in order to identify optimal technique for enhancing sports performance, analysing body loading to determine the safest method for performing a particular exercise task, and to assess muscular recruitment and loading.

## Considerations

Before analysing a Surf Sport athletes' movements or skills, coaches should consider the following factors

**Phase of Development:** Which phase of development is the athlete in?

**Stage of Skill Learning:** Which stage of skill learning are they in?

**Goals of the Athlete:** What does the athlete want to achieve?

**Psychological Readiness:** Is the athlete psychologically ready to learn new skills?

**Physical Factors:** Are there physical factors causing technique fault?

**Tactical Choices:** Are the skill errors caused by poor tactical choices?

## Athlete Video Analysis

It is often hard for a coach to explain to an athlete how their technique and skill execution looks. Quite often, the coach and athlete will also have different strategies in mind for how to correct the skill. This issue holds importance, as often if the athlete disagrees with the coach, they will not listen to the interventive strategies or corrective feedback.

With some basic equipment, Surf Sport coaches can accurately and effectively assess specific technical aspects of different skills their athletes are performing. This can be achieved via the use of video footage, thus allowing all Surf Sport coaches a simple means of undertaking movement analysis with their athletes.

Apart from allowing coaches to analyse an athlete's movement, video footage is also a great way to increase the athlete's awareness of their technique, which may highlight to the athlete the technique changes they need to make.

## Athlete decision making

Coaching and learning go hand in hand, those who are the best coaches have several tricks up their sleeves to assess and monitor learning. It is easy to fall into the trap of producing athletes who are great at performing technical 'drills', but who cannot actually deliver where it counts, in competition under pressure. Decision training is one way of developing intelligent athletes who can cut it in the chaotic sporting environment.

## Module 2 – Developing Performance Level Physical Capacities

### Functional Movement Appraisal

#### Athlete screening

**Medical Screening:** is a comprehensive assessment, which evaluates an athlete's general health and injury risk

#### Musculoskeletal (MS) Screening:



Musculoskeletal screening is the assessment (conducted by a sports physiotherapist) of both recovery from any previous injury and the presence of current or suspected risk factors for future injury. MS assesses an athlete's overall posture, flexibility, strength and stability (core and joint). Any high risk areas should have specific assessments performed.

Findings from a proper MS assessment will allow coaches and athletes to develop and implement suitable injury prevention strategies. These strategies may include specific strength and conditioning work, such as flexibility training, recovery training, taping and the use of specific equipment and aids

The results of the screen, along with a more specifically designed training program, allows the athlete to perform with a reduced risk of injury, increased mechanical efficiency, hence allowing them to achieve greater success.

### Fitness Testing

Fitness testing is used to determine an individual's current level of physical fitness in order to:

- Develop an adaptable and suitable physical training program
- Identify the specific components of physical fitness requiring special attention
- Monitor and assess the progress of the physical training program and its components; and
- Educate and provide motivation for the athlete

Fitness testing provides feedback to athletes and coaches regarding how the athlete is developing their various components of physical fitness. The coach can then compare the results of the tests to where they would like their athlete to be at that stage of their training program.

### Referring Athletes to Medical / Allied Health Professionals

As an SLSA Performance Coach, there will be times when you don't have all the answers regarding the prescription of safe and appropriate physical training plans for your athletes. Despite this, it is important when developing and delivering training programs that wherever possible you **don't guess!**

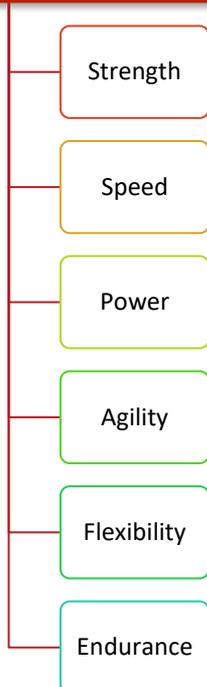
If you don't know something, either do some research within your scope of practice to find the answer or refer your athlete/s to suitably skilled medical or allied health professionals who can provide advice to both the athlete/s and you as their coach.

It is important that you have access to a network of suitable medical and allied health professionals to whom you can refer your athletes. Your athletes may already have professionals they see, but if they don't know who to go to for help, this is where you can and should assist them.

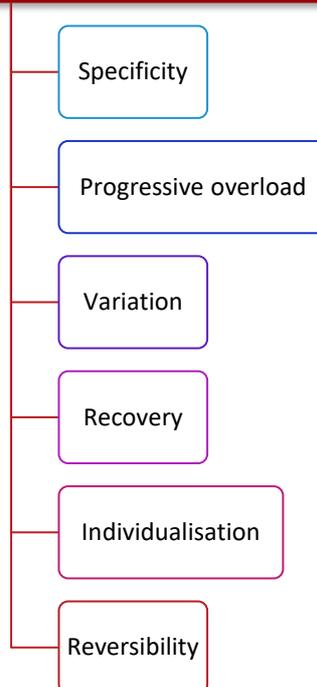


## Planning Physical Training Programs

### Components of Fitness



### Principles of Training



## Strength Training

Sometimes a good place to start when developing athletes' strength is with body weight exercises. Exercises using the athletes own body weight as resistance are beneficial for several reasons:

- They do not require specific equipment
- They require simple exercises such as; push-ups, sit-ups, dips, pull-ups, squats, calf raises, and leg raises
- They target major muscles and muscle groups of the body, as well as building up the bones, ligaments and tendons. They also develop strength endurance very well.

Some useful information about the use of body weight exercises:

- To begin, start with 1 set of as many reps as your athletes can perform comfortably, whilst maintaining good technique. Once they feel (or you can see) their technique is falling away, they should stop.
- Vary combinations of the exercises, the number of sets and reps for each set and the sequences of performing these activities from session to session for variety. Every session should be slightly different!!
- Start with at least 2 sessions per week, with at least 1 day rest between sessions.
- Whilst you may incorporate these exercises at any stage of a training session, they are best done after skill and technique practice, as this ensures your athletes are "neurally fresh" when working on technique and skills. A suggestion would be to do these general exercises towards the later part of the training session, just before cool-down.

## Training Core Strength

Core stabilisation is the body's ability to dynamically control and support the spine via deep and specific muscles.

The benefits of sound core strength / stability in Surf Sport are numerous and include, but are not limited to:

- Chronic and acute injury prevention
- Improved posture
- Improved technique
- Improved power transfer between the lower and upper body
- Improved endurance
- Improved strength
- Improved speed
- Improved performance

## Speed Training

There are usually two elements of speed in surf sports that relate to performance: speed of reaction and speed of movement.

High intensity efforts with short duration (less than 10 seconds) and lots of recovery efforts (e.g. 2-3 minutes), is the type of training which will best develop speed in your athletes.

## Power Training

Power refers to the degree of 'explosiveness', which is the ability of the muscle or muscle group to produce or exert a maximal force in as short a time as possible. Power is very important for Surf Sport performance, especially in shorter events.

Surf Sports performance requires athletes to be strong and have the ability to quickly produce force. Hence, power is made up of two components, strength and speed (power = strength x speed). In fact, these 3 components of fitness are closely related. Power can also sometimes be referred to as 'explosive' or 'speed' strength.

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Power is often developed using weights. As noted above, the use of weights as a training tool is not covered in this program. If you wish to learn more about training maximal strength, it is recommended you enrol in the Australian Strength and Conditioning Association Level 1 Coach Course.

Power can also be trained by athletes performing explosive movements on land or in the water without the use of weights. Training using explosive movements is known as **plyometric training**.

Plyometric training uses speeding up and slowing down of body weight as the overload. Activities include jumps, leaps and bounds.

- ✓ Injury can occur without a good strength foundation
- ✓ Begin with easier and lighter intensity activities, e.g. in deep water, shallow water, horizontal bounds, lower height for bounds and leaps
- ✓ Know the importance of teaching proper technique for landing and take-off, e.g. knee bend, straight back, proper arm movements, and quick rebounding (keep contact time with the ground small in between jumps, leaps and bounds).
- ✓ In a training session, plyometric exercises should be done before other training to avoid fatigue, athletes should do explosive exercises in a neutrally fresh state.
- ✓ 4-8 sets of 8-10 reps maximum (allow 3-5 minutes rest between sets)
- ✓ As a general rule, avoid high intensity plyometric or explosive power training in athletes younger than 15 years
- ✓ The use of body weight is usually enough resistance for jumps and bounds

### Flexibility Training

Flexibility is the range of movement about a joint and refers to the looseness or suppleness of the body. The ability of joints to move through their full range of motion (ROM) is very important for successful athlete performance. This makes movements more efficient and helps prevent injuries.

Flexibility is developed by stretching soft tissue (muscles, tendons and ligaments) around a joint.

Stretching has become an important part of all surf sport training programs. Good flexibility results in:

- Better technique
- Increased explosive power in a movement
- Decreased incidence and intensity of injuries

### Types of flexibility training

**Static Stretching:** The athlete takes the limb or body part to the limit of comfortable motion and holds it there for 15 - 30 seconds.

**Partner Stretching:** These exercises require an “external force” to be applied. This external force is usually another person who holds the athlete in a still position at stretch. This type of stretching can assist athletes to relax more and allows limbs to be taken to a greater range of motion (ROM).

**Ballistic:** Repeated swinging or bouncing to the end ROM. Although this type of stretching can improve flexibility, it **can cause injury** and is only to be used by experienced coaches with well-trained athletes.

**Dynamic:** Stretching with movement such as deliberate and slow high knee lifts, trunk rotations and others. Coaches should make this specific to the movements of the particular surf sport.

**PNF (Contract – Relax Stretching):** Again, this is an advanced stretching method and should only be used when athletes are warmed-up and experienced. A limb is taken by a partner to its full ROM and held there for a short period. The athlete then forces against the partner maximally, then relaxes and allows the static stretch to be taken further. This type of exercise increases strength as well as flexibility.

## Endurance Training

Endurance is defined as the ability to perform an exercise of moderate to high intensity involving large muscles, or a group of muscles, over a prolonged period.

Endurance training increases the participants ability to keep performing for as long as possible without slowing down too much or becoming tired too soon. Longer duration, lower intensity training will help develop endurance in your athletes.

### Muscular Endurance:

The maximum work muscles can perform in repeated contractions over extended periods of time. *E.g. the ability of an athlete to maintain a specific stroke rate over an extended period of time.*

### Cardiovascular Endurance:

The ability of the body to process oxygen and maintain constant work over extended periods of time. *E.g. the ability for a Coolangatta Gold athlete to maintain their required intensity for the duration of the event.*

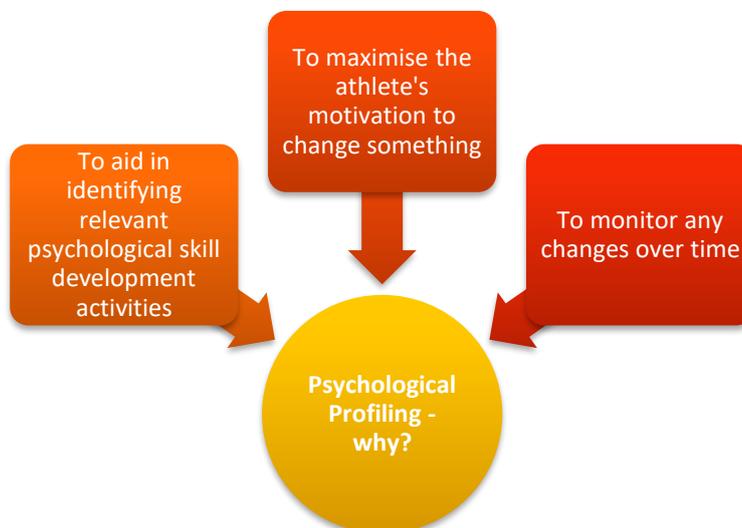
## Agility Training

Agility is the ability to start, stop and move the body quickly in different directions without losing balance. Surf Sport athletes need good agility to effectively perform skills such as starts and turns.

# Module 3 – Developing Performance Level Psychological Skills

## Athlete Psychological Profiling

If you coach performance / high performance Surf Sport athletes, assisting them to develop the skills required to mentally perform is as important as helping them develop the technical, tactical and physical skills needed to succeed.





*\*additional information on each step is outlined throughout the interactive online module*

## Psychological Skills for Athletes

Step 4 of the Psychological Profiling process above was the **Psychological Skills Action Plan**. This is where the athlete and coach have identified psychological skills which the athlete wishes to develop, and together, they identify strategies / interventions they can use in an attempt to address these issues. This section gives you some practical strategies you may be able to use to help develop the psychological skills of the athlete's you coach.

### Common Psychological Intervention Areas



# Module 4 – Planning Your Performance Level Coaching Program

## Planning for Safety

A key reason for coaches and athletes working together, to have a planned approach to their training and competition programs, is to maximise the athlete’s performances in competition. However, another key benefit of having a planned approach to what athletes do, when they do it, how often they do and how hard they do it, is **ATHLETE WELFARE!** If you use a methodical and planned approach when designing athlete training programs, athlete safety and overall welfare will be enhanced, as well as their performances

Module 4 also includes videos on Doping Control and Supplements in Lifesaving. Please refer to the specific online modules for further information.

## Managing Risks



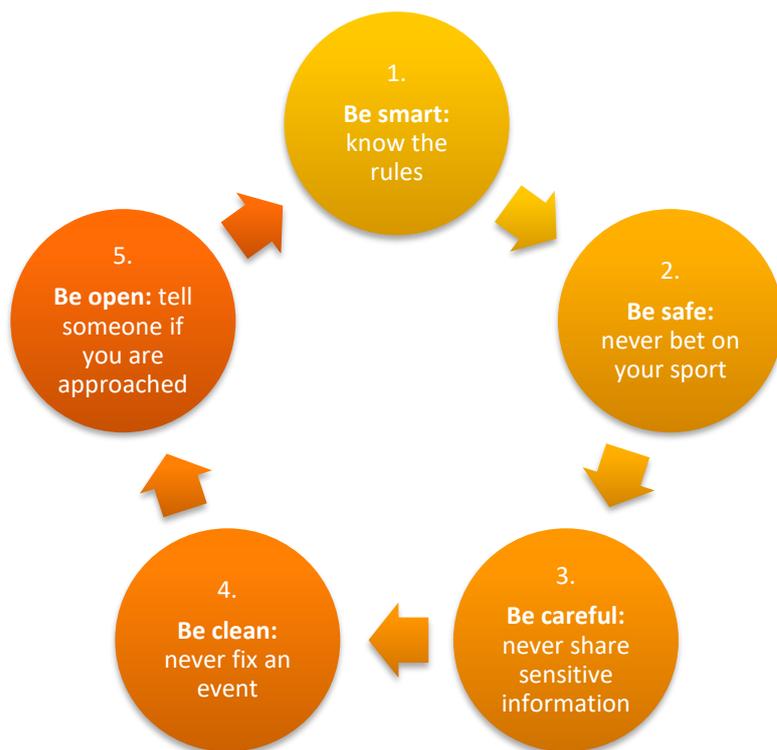
### What is Risk Management?

It is important that you are comfortable with the overall risk management process, if you are to effectively manage your surf sport coaching program.

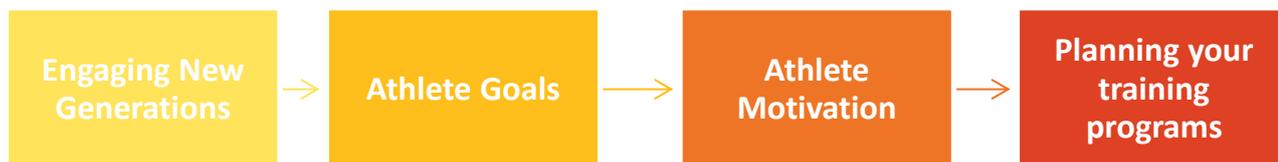
Risk Management is the term given to the systematic identification of hazards, the assessment of risks posed by the hazards and the control of those risks, either by eliminating the hazard entirely or by minimising the risk. It should be a proactive, day-to-day process to prevent injuries from happening before they can do harm.

### The Risk Management Process for Coaches





## Planning for Performance



### Athlete Goals

Just as most athletes don't like being "told" what to do, they also don't like being "told" what their performance goals should be. Goals are a really important component of all athlete training / competition plans and ensuring the athletes drive the process of formulating these goals (with your assistance) is critical if these goals are to act as an ongoing motivator for your athletes.

### Athlete Motivation

Coming up with ways to keep athletes motivated over long periods of time, can sometimes be a very challenging task for a coach. However, what is more challenging is coaching a performance level athlete to achieve their goals and potential, without them being motivated to do so.

## Training Phases



## Types of Coaching Plans

Although periodisation allows coaches and athletes to map out a process where goals are achieved over a period, coaches need to be careful not to over-plan and not put too much detail into the longer training phases. Coaches will need to be flexible in the way they implement their training plans. This flexibility in program design and delivery is necessary based on the term “athlete readiness” which refers to how physically, technically and psycho-socially ready an athlete is at the start of each training session.

Athletes may feel ill, injured, fatigued, upset, or may be bored, scared or not technically efficient to the level required to complete a set, etc.

Although it is important think of all coaching plans as **guides**, which will need to be flexible to meet the ever changing circumstances in which you and your athletes will find yourselves, understanding the planning process will greatly assist your coaching.



## What to Consider

Regardless of the type of coaching plan (Macrocycle, Mesocycle, Microcycle, Session Plan), development of Surf Sport athlete performance required coaches to plan for and deliver programs which develop a range of athlete capacities, including:

- Physical capacities
- Tactical skills
- Psychological skills
- Competition schedule
- Technical skills

## SLSA Coach Workshop Presenter

As a workshop presenter, you are qualified to facilitate the delivery of the practical workshop relating to the SLSA coach training program.

Your primary role as a presenter is to ensure participants are aware of and feel ready to undertake the necessary post-workshop 'on-the-job' assessment, after they have participated in your workshop.

A key design feature of the practical workshops is the participants (i.e. coaches) take the lead. Coaches decide which aspects of the program are most relevant to them and how they will deliver their own coaching program once they are qualified to do so.

### Key things to remember

- Motivate coaches to take what they have learned in the training program and apply it to their own coaching methods after the workshop
- Ensure you are familiar with the above coach curriculum key points
- Workshops are participant led!

### Remember!

A common (and mostly incorrect) assumption many facilitators make is:

I know

You don't know

Therefore, I will tell you

### Suggested Workshop Plan

#### *Introduction (30 mins)*

- Facilitate instructions

#### *Resource review and coaching session delivery (2 hours)*

- Ask the group what they want to focus on
- Review participant eLearning resources
- Encourage the group to ask questions
- go through the assessment tasks
- demonstrate a 1-hour, discipline specific coaching session
- facilitate a post-coaching session discussion

#### *Practical coaching activities (2-3 hours)*

- provide technical coaching demonstrations
- group work: perform technical coaching demonstrations
- facilitate a feedback process

#### *Wrap up and where to from here (30 mins)*

- ensure participants have a plan of attack regarding their assessments
- encourage the use of the participant eLearning resources as a coaching tool

# SLSA Coach Assessor

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## Your role as an assessor

As a coach assessor, you are qualified to assess both the eLearning resources and the practical on-the-job assessment within the surf sports training program.

## Competency-Based Assessment (CBA)

- Criterion-based
  - Candidates are assessed against a set of specific performance criteria or benchmarks
- Evidence-based
  - Decisions about whether a candidate is competent (or not), are based upon the evidence provided by the candidate.
- Participatory
  - Candidates are involved in planning and arranging assessment processes, wherever possible.

## Principles of CBA

1. **Validity**
  - a. Assessment should be relevant
  - b. Assessment should integrate knowledge with practical coaching applications
2. **Reliability**
  - a. Learning outcomes are applied consistently (i.e. other coach assessors would make the same decision)
  - b. Assessors must be competent in both assessment processes and the technical skills being assessed
3. **Flexibility**
  - a. Assessment should be able to be varied to take into account individual needs
  - b. Assessment procedures should provide for the recognition of current competencies via RPL processes
4. **Fairness**
  - a. Assessment methods must be equitable
  - b. All tasks must be made clear to all candidates prior to assessment
  - c. Assessment should be a participatory (2-way) process, allowing for appeal and reassessment

## The Competency Based Assessment Process

- **Remember!** You should be focusing on assessment FOR learning, not assessment OF learning. Assessment is part of the learning process.
- To facilitate this approach to assessment, it is important that you as an assessor;
  - Are positive and supportive
  - Develop mutual respect with the candidate
  - Encourage the development of the candidate

## How to conduct assessments

The role of the SLSA Coach Assessor is to compare the candidate's evidence against the learning outcomes associated with each assessment task, and to make a judgment as to whether the candidate has achieved these learning outcomes.

## Three stages of assessment

1. **Prepare assessment**
  - a. Be familiar with the relevant coach training program participant resources
2. **Conduct assessment**
  - a. Gather evidence from the candidates
  - b. Make an assessment decision
  - c. Provide feedback and advise result
3. **Record and review**
  - a. Record assessment results
  - b. Provide records of assessment to your State SLS Association

## Types of Assessment

- 1. Diagnostic (before)**
  - a. Allows candidates to demonstrate their current level of skill.
  - b. Identifies the training needs of the candidate.
  - c. Often undertaken prior to training to ensure the training is specific.
- 2. Formative (during)**
  - a. Takes place over a longer period.
  - b. Used to continually tailor the training program and provide feedback to the learner.
  - c. Prepares the learner for summative assessment.
- 3. Summative (after)**
  - a. Normally conducted at the end of a section of training or at the end of the entire training program.
  - b. Results are used to determine competency.
  - c. Results should be recorded in line with SLSA policy.

## Types of Evidence

- 1. Direct**
  - a. Usually the most accurate form of evidence.
  - b. An assessor observes the candidate's actual performance in a 'real' setting (e.g. coaching on-the-job).
  - c. Video footage of a candidate performing in a real setting is classified as direct evidence
- 2. Indirect**
  - a. Role-plays and simulated activities.
  - b. Used when it is not feasible to gather direct evidence.
  - c. Often used in first aid courses.
- 3. Supplementary**
  - a. CVs, references, letters of support, etc.
  - b. Least reliable form of evidence.
  - c. The assessor infers the candidate's competence without having seen this demonstrated in a real or replicated environment.

Remember to ask questions throughout the assessment process. Was the meaning of your messages received?

# SLSA Coach Mentor

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You may be asked to become a mentor for your coaches. Mentoring is a continuous process between you and the candidate whereby you initially identify the needs of the coach, set goals (using the GROW model), and work on a plan to achieve and continuously revisit these. Mentors can come in both before the face to face assessment, and after accreditation is complete.

## The Mentoring Process



Every coach you work with will have different:

- Skills and experiences
- Goals
- Personalities
- Learning styles etc.

Be aware of these differences and adapt your mentoring approach accordingly. Whether you know the coach you are going to mentor, you will need to have a series of initial meetings (formal or informal). You can track the progression of your mentee coach through:

- Formal meetings
- Informal chats
- Planning documents
- Feedback from their participants, athletes or parents
- Feedback from other coaches
- Performances of participants they are coaching (i.e. participant improvements)

Please also refer to the relevant videos contained within the Performance Coach Online Modules.