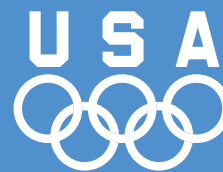
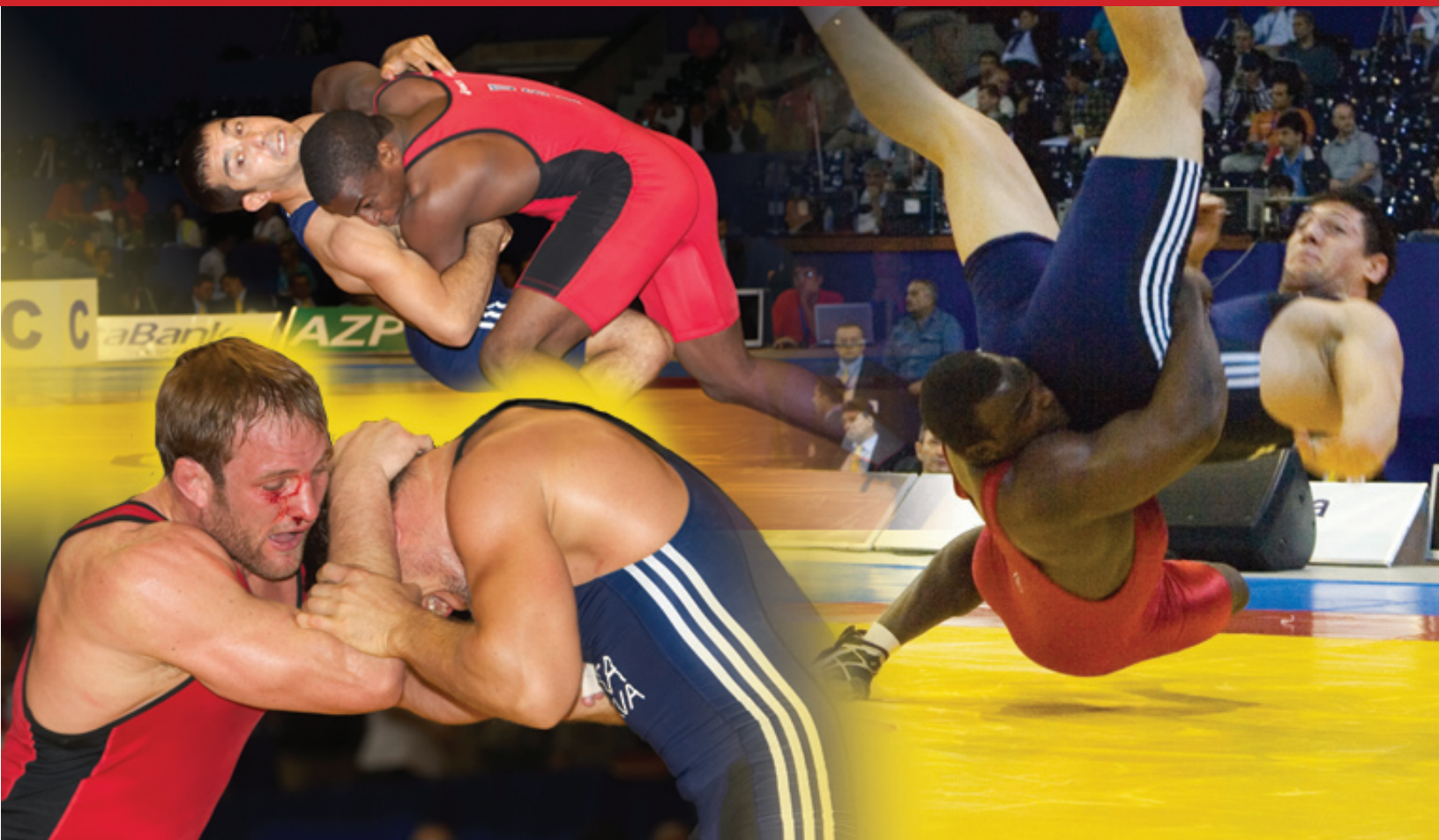


MIND GAMES
VIEW FROM THE TOP
60-SECOND SUMMARY
HOT OFF THE PRESS
DIRECTORY



OLYMPIC COACH

FALL 2007 • VOLUME 19 • NUMBER 3



Message from the MANAGING DIRECTOR

COACHING CONVERSATIONS: A way of fostering athletes to peak performance

SPORTS DRINKS FOR ATHLETES

LEGACY OF AN OLYMPIAN: Transitioning from Olympian to Coach

ORDER OF IKKOS: Olympic Coach Medallion

CONTENTS

FALL 2007 • VOLUME 19 • NUMBER 3

FEATURES

3

Message from the
MANAGING DIRECTOR

4

COACHING CONVERSATIONS:
A Way of Fostering Athletes to Peak Performance

8

SPORTS DRINKS FOR ATHLETES

10

LEGACY OF AN OLYMPIAN:
Transitioning from Olympian to Coach

19

ORDER OF IKKOS
Olympic Coach Medallion

DEPARTMENTS

12

MIND GAMES
USOC Sports Psychology's "TOP TEN"
Guiding Principles for Mental Training

14

VIEW FROM THE TOP
Cathy Hearn – USA Canoe/Kayak

17

60-SECOND SUMMARY
Rate of Perceived Exertion

20

HOT OFF THE PRESS

20

DIRECTORY

UNITED STATES OLYMPIC COMMITTEE

BOARD OF DIRECTORS

Peter V. Ueberroth, Chairman
Bob Bowlsby
Bob Ctvrtlik
Errol Davis, Jr.
Anita DeFrantz
James Easton

John Hendricks
Jair Lynch
Mary McCagg
Michael Plant
Stephanie Streeter

CHIEF EXECUTIVE OFFICER

James E. Scherr

EDITORS

USOC Coaching Department/ Catherine Sellers

OLYMPIC COACH is a publication of the United States Olympic Committee Coaching Division. Readers are encouraged to submit items of interest for possible inclusion. Submitted materials will be acknowledged but cannot be returned, and inclusion cannot be guaranteed. Materials should be sent to Catherine Sellers at the address listed under Publisher.

PUBLISHER

United States Olympic Committee
Coaching Department
1 Olympic Plaza
Colorado Springs, CO. 80909-5760
Telephone: 719.866.3236 or 866.4852

Olympic symbols, marks and terminology protected for the exclusive use of the USOC, 36 USC 22506 (formerly 36 USC 380).

This publication is copyrighted by the U.S. Olympic Committee, and contents may not be reproduced without permission.

ON THE COVER

USA Wrestling's Greco-Roman squad won their first ever World Championships in Baku, Azerbaijan. The three medalists who led the team to this historic victory- Upper Left- Harry Lester v. Eroglu (Turkey); Bottom Left- Brad Vering v. Mishin (Russia) Right—Dremiel Byers v. Petkovic (Serbia).

Photographer: Lawrence Slater

Message from the
**PERFORMANCE
SERVICES MANAGING
DIRECTOR**
by
DOUG INGRAM

We all need to be able to change and grow to improve our performance. The USOC is no different. For years, this Division has been known as Coaching and Sport Science, but we have done more than change the name to Performance Services, we have changed the way that we work. We are committed to providing applied, focused and integrated Sport Science, Sport Medicine and Coaching Services for our USA National Team Coaches and their athletes to assist them in achieving “Sustained International Competitive Excellence.”

The Chinese have a saying that “Only elite coaches can produce elite athletes.” The demand on coaches is as great today as ever before. The coach is expected to know information and how to use physiology, nutrition, psychology, video technology (among others) in their day to day interaction and training with athletes. When you add in the number of competitions, the travel schedule and training, it’s a very difficult job.

Performance Services is an apt description of what we do. We provide services to coaches to help improve performance. Our four Team Leaders, meet with coaches to develop strategies about improving performance and offer suggestions on how we might help. The teams have been developed by the similarities in sport—Endurance (led by Jay T. Kearney), Team and Technical (April Heinrichs), Strength and Power (Wes Barnett) and Acrobat and Combat (Alan Ashley). The Team Leaders have developed a cadre of applied scientists and experts to provide services to USA coaches and teams based on their knowledge within the four groups. Each of the sports and coaches have different needs, but as much as they are different they are alike. The ability to have meaningful conversations regarding improving performance has been beneficial for all.



IN THIS ISSUE

We have a number of quests that visit the USOC throughout the course of the year. Many come from other countries to see the facilities and what we do. The spirit of sharing among coaches is a special trait. Arild Jorgenson is a World-Renowned Cross-Country Ski Coach for Norway. His success at the international level is legendary. Arild sat down and talk to various team members about his program. For this issue Arild and Rune Høigaard have provided us with an article about the deliberate “conversations” style that Arild uses with his athletes. It is another great tool for coaches.

- Nathalie Bartleson was a gold medalist in 1996 in Synchronized Swimming and made the transition from an athlete to a coach. She has shared her story and her thoughts about this transition.
- Another great competitor and now National Team Coach, Cathy Hearn is our featured coach in the View for the Top. She coaches a unique sport with rhythm, power, strength and needs an agile mind. Check the article to see what sport.
- Sport Drinks, supplements, energy drinks... feel confused about what to recommend to your athletes? Bob Seebohar gives some great advice about helping your athletes select the right stuff.
- Adam Korzun comes up with some great recipes to try as the weather gets cooler. Turkey chili, anyone?
- Also in this issue is the first of three articles discussing RPE, Blood lactates and Heart Rate. This is one you will want to include in your files.

Please enjoy and let us know your feedback on what we are providing to assist you with coaching your athletes.

COACHING CONVERSATIONS

A way of fostering athletes to peak performance

By Rune Høigaard, University of Agder and
Arild Jørgensen, former coach to the Norwegian National Cross-Country Ski Team

Even though there is a considerable amount of literature on coaches and the coaching process, there is no single framework or empirical model of effective and successful coaching that has achieved consensus (Lyle, 2002). Given that there is a wide variance in athletes' needs between sports and competitive levels, gaining consensus may not necessarily be crucial. Nevertheless, there may be some coaching behaviours and approaches that make a particular contribution to effective coaching. One reason for Norwegian success in sport may be the common understanding among coaches that it is important to include and involve the athletes in analysing, planning and evaluating training and competitions. This gives athletes the opportunity to take greater responsibility for their careers, and to gain more understanding of their sport. Moreover, when this is achieved through a close, honest and caring relationship between the coach and the athletes, a mastering and productive atmosphere arises. This increases the athlete's motivation and passion for the sport, and influences attitudes and prolongs effort and performance. Individual coaching conversations (ICC) appear to be a significant method in achieving this. This purpose of this article is to describe the central aspects of ICC.

According to Høigaard & Jørgensen (2000)¹, the ICC approach is a structural development process, where the main focus is to train athletes to help themselves in order to achieve success. The role of the coach in these conversations is to set up the process and guide the athletes through the process in a focused way. The coaches' communication skills and how they structure the processes are significant in order to be successful. The main objective of the conversation is athletic performance and to develop a positive and offensive state of mind in relation to training and competition. Nevertheless, coaches need to adopt a holistic view of the athlete, by focusing on, and demonstrating interest in different aspects of an athlete's life. This is important for several reasons. First, it demonstrates that the coach is interested in the athlete as a person, and not just his/her athletic performance. Second, it may increase the athlete's self-awareness, and more importantly, help the athlete to understand that self-esteem or self-respect is linked to more than performance. Third, increased knowledge and understanding of the athletes is necessary when analysing stress and estimating the athlete's total load, which is important when planning or regulating the total training and competition load.



One main departure in the ICC approach can be taken from the Danish existential philosopher Søren Kierkegaard's 'Art of helping' (as cited in Høigaard & Jørgensen, 2000).

"If one is truly to succeed in leading a person to a specific place, one must first and foremost take care to find him where he is and begin there.

This is the secret in the entire art of helping. Anyone who cannot do this is himself under a delusion if he thinks he is able to help someone else. In order truly to help someone else, I must understand more than he - but certainly first and foremost understand what he understands. If I do not do that, then my greater understanding does not help him at all. If I nevertheless want to assert my greater understanding, then it is because I am vain or proud, then basically instead of benefiting him I really want to be admired by him".

Kierkegaard's words are both philosophical and practical. In order to develop an effective coaching relationship and process, insight into how the athlete perceives and experiences the situation is required. The athlete's experience and view is the core and baseline of the coaching process in order to establish an effective coaching process and develop the athlete. In addition to knowledge about the sport, e.g. technique, tactics or general competence in strength training and endurance, the coach also needs to know about communication, coaching processes and structures.

Kierkegaard refers to his text as 'the art of helping'. ICC may then be viewed as a form of aid for athletes in order to develop their athletic career and enable them to reach peak performance. It is described as an art, and like artists, the coach needs intuition and creativity, combined with high standards.

THE ICC APPROACH IS BASED ON THE FOLLOWING ASSUMPTIONS:

1. **Solution focused.** Even though it may be necessary to analyze and reflect on problems and obstacles, don't forget to adopt a solution-focused attitude, i.e. focus on what works. Steering attention toward situations or sequences when the athlete has succeeded, or focusing on the improvements and advances that already have been made, increases both motivation and self-efficacy and the chance of finding good solutions.
2. **Use the athlete's ability.** Work in a way that it makes clear to the athlete what he/she needs to do and emphasise that she/he has what it takes to conquer or solve the challenges, obstacles or problems.
3. **Athletes are responsible.** Involve the athletes in their own career. Ownership of plans, decisions and goals increases motivation, and prolongs efforts to achieve goals or conquer obstacles.

4. **Learning is essential.** Coaching is a matter of learning. Good coaching is good teaching and the coach needs to create a good learning process and environment.

We define ICC as a pedagogical approach that is context-dependent and context-sensitive. This might imply that there is a long list of conditions and terms that influence what is wise, professional or correct to do or say in the conversations. However, the context consists primarily of who is meeting, why they meet, what the topic is, and when and where the meeting takes place.

Moreover, as with pedagogical work in general, we need systematic knowledge in order to plan, accomplish, reflect and evaluate. The ICC is made up of eight different components that are reciprocally related (Figure 1) (Mathisen & Høigaard, 2004).

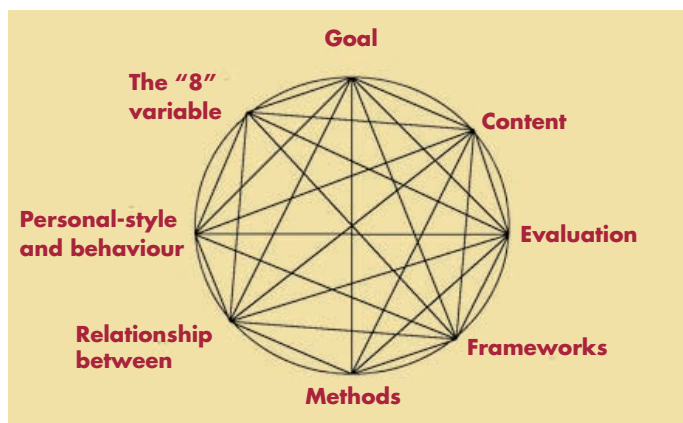


Figure 1. The eight components in ICC are reciprocally related

Goals can be articulated clearly before the conversation, for example: the purpose of this planned and scheduled meeting is to draw up pre-competition plans. Goals can also be developed during the process as a response to challenges or problems that occur. Regardless of the type of occasion for the coaching conversation, it is important that the coach helps the athlete to develop specific, concrete, challenging, but realistic goals. Athletes' involvement in the goal process and in establishing well-formed goals is essential in order to create confidence, autonomy and motivation. It is proven that goals are beneficial in order to increase performance, to solve problems, or to overcome obstacles (Burton & Naylor, 2002; de Shazer, 1988).

The *content* of the conversation can be selected or defined either by the coach or the athlete. It may be related to competition or training, but also to psychological and social conditions. It may further be related to a forthcoming challenge or competition, an ongoing situation, or a reflection or evaluation of past experience. *"As the national cross country coach for the Norwegian team, I always tried to have one main coaching conversation per month, in addition to the regular contact I had."* (Arild Jørgensen).

Evaluation of the conversation can be done continuously during the conversation or as a summing-up at the end. The athletes' evaluation of the process and outcome needs to be evaluated in relation to established goals. This is important in order to ensure that the process is on the right track. It is also vital that the coach carries out self-reflection or self-evaluation. Systematic self-evaluation in order to ensure that the process is done properly is necessary and will also contribute to the coaches' skill development. Evaluations can be done using a logbook of the conversations, audio recordings or peer observations from other coaches (ask the athlete for permission). A common challenge for coaches is lack of time, but taking a few minutes after a coaching session in order to reflect and evaluate what was good and whether something could have been done differently, is a good investment. *"In my monthly coaching conversations the athlete and I always evaluate the training. We do not just look for mistakes, but try to be aware of the factors that have enabled us to move forward"* (Arild Jørgensen.)



The coaching conversation can be described as having an inner and outer framework. Outer frameworks are the context, i.e. all the influential factors that surround the conversation, for example, place, goals, expectations. The coach, with his expertise, personal style and communication and coaching qualifications is also a framework factor. It is important to be aware of these factors and be able to deal, influence or even change them so that the coaching conversations have "optimal" conditions and effects in a particular situation. The inner framework is related to the conversation structure i.e. how the conversation is organized, for example, using the COACH acronym:

- **C**ompetency; assessing current level of performance
- **O**utcomes; setting outcome action
- **A**greeing; drawing up tactics and initiating action
- **C**hecking; giving feedback and making sense of what has been done and learnt.

Remembering what was said in previous conversations and reminding the athletes about this provides the continuity that is necessary to create effective learning and optimal development processes.

Methods are related to the coaches' use of communication skills and methodical strategies. The coach can use a wide repertoire of different coaching skills. However, where such skills are lacking,

the process may then be characterised as monotonous and rigid. Moreover, the process can be tight and formal, or accidental and intuitive. Nevertheless, the coaching conversation will never be better than the competence of the coach. Competence in sports-specific domains, as well as being able to communicate, organize and progress the coaching process, is essential.

The coach-athlete relationship can be characterized by closeness, confidence and security, or by tension, mistrust and distance. In an effective coaching conversation process, the primary condition in order to persist and be effective is to create a positive, constructive, trusting and task-oriented relationship. The relationship will often be asymmetric, i.e. the coach generally has more competence, power or formal authority. Therefore it is necessary for the coach to use her/his power ethically in order to prevent unethical or incompetent behaviour. Superior coaches are often recognized by their ability to sense their own and the athletes' boundaries. The role the coaches execute in the conversations may be different from the role on the pitch, in a regular training session or as a team-leader. It may therefore be necessary to explain the differences of this role and how this 'conversation' role will be executed. This is especially important when athletes lack experience of coaching conversations. Misunderstandings based on uncertainty may then be cleared up. Within a solution-focused coaching approach, it is common practice to distinguish between three different types of relationships between the coach and the athlete: the visitor type, the complainer type, and the customer type (Høigaard & Johansen, 2004).

- **The visitor type relationship:** Visitors are there because they have to be. The problem to be solved does not worry them much, or they may not realize that they have a problem.
- **The complainer type relationship:** Complainers contribute by giving precise descriptions of the problem, but regard themselves as innocent “victims” and claim that those who have caused the problem, or who know about it, ought to find the solution.
- **The customer type relationship:** Customers are motivated and eager to do something in order to solve the problem.

The different relationships do not reflect an athlete’s personal qualities. They simply provide a description of the relationship between the athlete and the coach at a given time. The three types of relationship are more like categories of motivation arising from the interplay between the coach and the athlete in a way that makes the athlete a participant in the work of improvement. There are two important aspects that need to be kept in mind. First, the relationship between the coach and the athlete will change as a result of what happens during the course of the conversation. Second, the coach should try to create a customer relationship, making a “customer” out of a “visitor” or a “complainer,” adjusting the coaching accordingly.

Personal style and behaviour. Coaches’ personal style and behaviours have a significant impact on the coaching process. Personal qualities will always be interwoven with the way in which the coach executes the conversations. It is therefore important that coaches are self-aware and know how their own attitudes and behaviours influence other. Moreover, it is essential that coaches have the ability and will to regulate their own behaviours in a way that is appropriate and positive for the athletes’ progress. The values and attitudes that contribute to establishing a helpful and productive relationship include being genuine (e.g. be yourself and don’t pretend to be someone else), having positive intentions, showing respect and being honest.

The 8 variables. Some factors or elements are difficult or impossible to describe or predict. These unknown factors are labelled the “8 variables” and represent the ‘other’ factors that are influential.

CONCLUDING REMARKS

Remember that the different components can have varying degrees of influence depending on the situation and the context. In one situation or stage of the conversation it may be of vital importance to state the goal or the content clearly and crisply, while in other situations a clear understanding of the context may be the most important. What is important is that the coach is aware and understands the significance and content of these factors, and moreover is able to use, moderate or regulate them in order to create an effective coaching conversation process.

We are convinced that ICC is important for top athletes in order to extend their performance, but for athletes who lack confidence, are injured, are experiencing obstacles or are in a career transition situation, ICC is essential. A final piece of advice: in order to increase the impact and quality of ICC, on-going, systematic practice is necessary. Have a pleasant ICC journey with your athletes in order to reach peak performance!

ABOUT THE AUTHORS

Rune Høigaard (Ph.D) is an Associate Professor at the University of Agder, Institute of Public Health, Sport and Nutrition. He is the author of several books and articles on sports psychology, group dynamics, coaching and counselling. He is also founder of the mentor program: Fostering coaches through mentoring. Rune has several years’ experience with individual coaching and team coaching in sport, and in public and private organizations.

Arild Jørgensen is the former coach to the Norwegian national cross-country ski team. He has more than 30 years experience in coaching in a variety of branches of athletics.

Arild has been using individual coaching conversations in his work in developing athletes and trainers. He is now head of special needs education in a Junior High School and coaches a regional cross-country team as well as individual athletes at international level. He is also a mentor for several top trainers in Norway.

REFERENCES

- Burton, D., & Naylor, S. (2002). The Jekyll/ Hyde nature of goals: Revisiting and updating goal-setting in sport. In T. Horn (Ed.). *Advances in sport psychology* (2nd ed., pp. 459-499). Champaign: Human Kinetics.
- de Shazer, S. (1988). *Clues: Investigating solutions in brief therapy*. New York: W.W. Norton.
- Høigaard & Jørgensen (2000) 1. Veiledningssamtaler i idrett. [Coaching conversations in Sport] *Kristiansand, Norwegian Academic Press*.
- Høigaard, R., & Johansen, B.T. (2004). The solution-focused approach in sport psychology. *The Sport Psychologist*, 18, 218-228.
- Lyle, J. (2002). *Sport coaching Concepts. A framework for coaches’ behaviour*. London: Routledge.
- Mathisen, P., & Høigaard, R. (2004). *Veiledningsmetodikk. En handbok i praktisk veiledningsarbeid. [Counselling methodology. A handbook in practical counselling work]*. *Kristiansand: Norwegian Academic Press*.
1. A new book: ‘*Coaching Conversations with athletes*’ will be available in 2008

S

PORTS DRINKS for ATHLETES

Bob Seebohar, MS, RD, CSSD, CSCS
USOC Sports Dietician (Endurance Sportfolio)

There are just about as many sports drinks on the market as there are different ways to train athletes. The benefit of this is that it is possible for an athlete to dial in his or her individual hydration needs. The downside of this is that there are so many choices it is difficult to know which beverage is best for each athlete and at what time during their training phase.

It isn't as easy as it used to be to go into the supermarket and grab a sports drink off the shelf. Nowadays, you must read not only the nutrition facts label but also the ingredients list very carefully to ensure that the drink contains the proper nutrients that will support a high level of performance and none that will impair it. Energy drinks have also entered the beverage market and these drinks add to the confusion when trying to help an athlete choose which one may or may not be best.

A sports drink is a beverage that is designed to help athletes rehydrate themselves by providing fluid, electrolytes and carbohydrate. An energy drink is a beverage that is designed to give athletes a "burst" of energy through the addition of caffeine and herbal ingredients. Sports drinks can typically be trusted to provide the athlete safe and tolerable ingredients while energy drinks sometimes walk the fine line of being safe and useful.

It is important to remember that these products are classified as supplements and any supplement should be scrutinized carefully before it is used by an athlete, especially energy drinks. Because some supplements can be contaminated with other ingredients not reported on the label or may not contain

the ingredients listed on the label, a conservative rule of thumb is to choose a beverage that does not contain any questionable substances without clinical proof or third party testing that ensures the ingredients contained in the product work and are at the reported quantities without other, possibly banned, substances present.

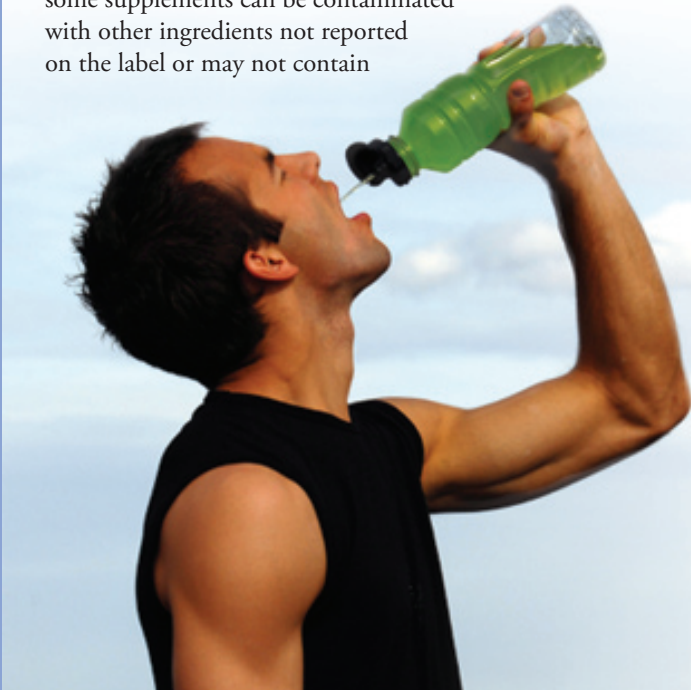
Taking the conservative approach, sports drinks that are manufactured by reputable companies are generally safe to consume and provide the necessary ingredients to assist an athlete in the rehydration process. True to its definition, energy drinks are formulated to provide energy, although this energy is often short-lived. It is more beneficial for an athlete to obtain energy by eating the proper nutrients at the right times rather than relying on a drink that will only provide stimulation for a short time. Energy from food will prevent hypoglycemia and provide the mental alertness and cognitive functioning that is needed to compete at a high level.

When choosing a sports' drink, it is important that it provides a combination of carbohydrate, sodium and fluid in the following quantities:

- Carbohydrates: 14-17 grams per 8 ounces (a 6-7% carbohydrate solution).
- Sodium: dependent upon athlete's sweat rate and sweat sodium concentration but a range of 70-1266 milligrams per 8 ounces of fluid is recommended.
- Fluid: dependent upon athlete's sweat rate but a range of 3-8 ounces per 15-20 minutes is recommended.

Recent research has indicated that it may be more beneficial to consume a combination of carbohydrates at one time. Specifically, sports drinks containing a small amount of fructose may increase the body's absorption of carbohydrates and provide the athlete more energy to fuel training. Most sports drinks already contain a combination of glucose or maltodextrin and fructose or sucrose (a disaccharide comprised of glucose and fructose) but be sure to read the ingredients list to make sure!

Keep in mind that there are certain times of the year when an athlete should not worry about consuming these types of supplements. What many athletes fail to realize is that these beverages can contain quite a few calories and contribute to weight gain when an athlete is not actively training or is injured. Sports drinks are best used when the goal is rehydration. Encourage your athlete to use them before, during and after training and stick with water as their preferred drink throughout the day outside of training times.



Turkey Chili

Serves 6

Ingredients:

- 1 Tbs Olive oil
- 16 oz Ground turkey (93% lean)
- 2 Tbs Garlic, minced
- 1 cup Diced onion
- 1 cup Diced bell pepper
- 1- 12 oz Dark Beer or broth
- 2-14oz cans Diced Tomatoes
- 1 can Campbell's Healthy Request Cream of Celery Soup
- 1 can Low Sodium Black Beans
- 2 cups Frozen, shelled edamame
- MRS DASH Southwest Chipotle Spice to taste

Preparation:

1. In a large sauce pan, sauté ground turkey in olive oil until brown. Add MRS DASH spice blend and garlic and cook for 3 minutes.
2. Add onions and peppers and cook until onions are soft (approx 5 min).
3. Add dark beer, (or broth) and simmer until 75% reduced.
4. Add canned tomatoes, beans, and cream of celery soup. Stir well, cover, and simmer over low heat for 30-45 minutes.
5. Add frozen edamame, cover, and simmer an additional 10 minutes.
6. Feel free to spice it up at this point with your favorite hot sauce.

**Get creative and add more of your favorite vegetables like frozen corn, zucchini, mushrooms, and even jalapenos!

Nutrition per serving:

Calories: 420; Total fat: 16g Saturated fat: 4g; Protein: 29g; Carbohydrates: 36g; Fiber: 9g; Sodium: 570mg

Kitchen Tips:

1. Ground turkey may have the same total fat as ground meat; but it is lower in saturated fat than lean ground beef!!!
2. MRS DASH spice blends are a great way to season food without increasing the sodium. The blends are perfectly balanced and much more affordable than buying individual spices and blending them yourself!!!

Created by: Adam Korzun, MS, RD, LDN

Avocado Rice

Serves 6

Ingredients:

- 4 servings Instant Brown Rice
- ½ tsp Ground cumin
- 2 Tbs Scallions, chopped
- 1 ea Avocado, diced

Preparation:

1. Follow the package instructions for 4 servings of rice.
2. Cook according to package details.
3. When cooked, add in cumin, scallions and diced avocado.
4. Stir until well incorporated.

Nutrition per serving:

Calories: 165; Total fat: 5g Saturated fat: 1g; Protein: 3g; Carbohydrates: 27g; Fiber: 3g; Sodium: 50mg

Kitchen Tips:

1. Brown rice has only its husk removed during milling, so it is richer in fiber, trace minerals, and those important B vitamins than more processed white rice.
2. Instant Brown Rice has all of the benefits of traditional brown rice, but it cooks in one third of the time!

Created by: Adam Korzun, MS, RD, LDN



LEGACY OF AN OLYMPIAN:

Transitioning from Olympian to Coach

By Nathalie Bartleson,
(1996 Synchronized Swimming – Gold Medalist)

In 1997, I went into coaching kicking and screaming. After my gold medal performance with my team at the 1996 Olympic Games, the last thing I thought about doing was coaching. I was literally saturated by my sport. A little more than a year after I “retired”, I was asked by Vicky Weir, the coach of the varsity Stanford University synchronized swimming team, to be the assistant coach for the '97-'98 season. I thought about it and realized that after 19 years of perfecting my skills, I had a lot of knowledge and a lot of passion left for my sport. And frankly, just the fact that I was asked was all I needed to jump back in without hesitation.

I found it easy to organize practices and work with the athletes. I had spent years at the elite level basically being an apprentice under my coaches. They always encouraged us to correct each other and to solve problems as a team. As I coached the collegiate team, I found a lot of satisfactions in helping my athletes correct big mistakes with solutions I had figured out while in the sport. I would even get in the water to show them how to do certain skills or choreography. Since the student-athletes were quite smart and mature, my first coaching experience was more like teammates collaborating and I felt so purposeful to be able to pass along the knowledge I had acquired from my coaches, Gail Emery and Chris Carver.

I began to find my own way and my own style. I started experimenting with coaching techniques that built upon skills and drills that I had learned and I did some things differently than my coaches would have done. I wasn't ever afraid to throw conventional ideas out the window and I asked the athletes to be part of the problem solving process. I gave a lot of concise information while being empathetic to the difficulties of being an elite athlete.

I had great results but I didn't receive a lot of recognition (Stanford won their first two collegiate national titles while I was there). I soon learned that a coach doesn't receive many accolades.

I came to the understanding that many coaches, who were elite athletes, will recognize success when our athletes have increased confidence, measurable progress and do what we have taught them to do. I learned that coaches need each other for support and inspiration as well.

One part of coaching that I didn't expect was the

work load from the administrative duties, especially in collegiate athletics. There are a lot of rules to remember, particularly when it comes to recruiting. I had to learn to develop an administrative mindset to get my job done and then put on my coaching hat when I walked on deck. I didn't think coaching was so easy anymore.

Coaching started to take a toll on me. I was up at 4AM and home after 8PM many nights. The pay was, well, the typical coaching salary and trying to raise a young baby was proving to tear me apart. On one hand, I was very invested in the success of the athletes and I cared about them in the same way that I cared about my Olympic teammates. On the other hand, I was a wife and mother. So, how would I resolve this conflict of wanting to evoke significant change and inspiration in the next generation yet seeing that I was putting myself and my family on the back burner? I trusted my intuition to take a break and another opportunity opened up.

Even though, in 2000, I left a great situation with a very supportive athletic department at Stanford University, I was offered the opportunity to coach Olympic hopefuls, Sonja & Bianca van der Velden from the Netherlands. They moved to the U.S. to train, they were dedicated athletes who wanted to achieve their dream of becoming Olympic athletes. Since I had Olympic experience, I knew what it would take to get them to that level. They really trusted me and I felt blessed to be able to travel on the European competitive circuit with them. It gave me a valuable perspective on how the rest of the world trains and competes as well as the view of the U.S., which was surprisingly positive.

Going to the Olympic Games again, this time as a coach, was the same but different. I felt the same pride and honor to be a part of the Olympic movement as I did in 1996 but I didn't really have the same kind of pressure of performing in the water. At times, I would have rather been the one diving into the pool to compete because standing on the side of the pool, while my athletes swam, was more excruciating than any amount of lactic acid I had ever had running through my body when I was an athlete. Talk about not having control and having to let go! But, what an experience to take them through the whole training, qualifying and living a life's dream process. By the end of my three years with Sonja and Bianca, they had become the U.S. National Champions in duet and had placed 13th at the 2004 Olympic Games in Athens. They

received a lot of praise from the international community and I learned that I could be an effective Olympic level coach.

After the Olympic Games, I wanted to spend more time with my son, so I started coaching age group, which kept me on one continent for a while. I could attend some of my son's soccer games and swim meets. I love coaching age groupers

because they have so much enthusiasm for the sport, they improve in leaps and bounds and they love you in five minutes. Being a parent helped me empathize with the parents, which is key in age group coaching. Despite the fact that I had had a few parents who would get pretty upset sometimes, I learned a lot of self restraint and empathy. Through my three year experience in the age group realm, my biggest lessons were to work as a team, with the parents, to help the athletes perform optimally and to have confidence in myself. My standards of excellence didn't change

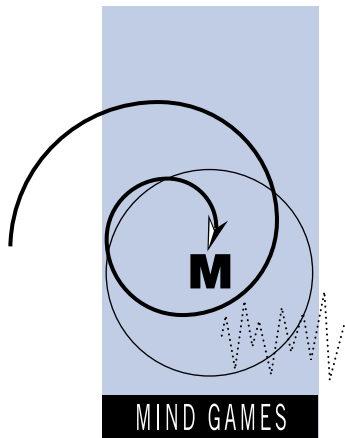
but my focus changed from producing Olympians to molding my swimmers into well rounded athletes and citizens. My philosophy was to coach with love and to remember to have fun. The swimmers surprised me in their first season by placing in the top three in all events at US Age Group Nationals as well as winning two events. I guess it worked.

I believe that my experience as a coach has come full circle to understanding that I have pearls of wisdom to pass on and the real desire and ability to develop skilled, passionate team players. My hope is that all of the athletes that I've coached will contribute to our sport. Looking back, I know I was meant to coach. Even though I had retired from competition, I had so much to give back to my sport.

I hope that all elite athletes are welcomed back and encouraged to come onto the pool deck, the track or whatever venue they may have called home for so many years. There is a strong pull to be excellent at sport. If that pull is still there, after an Olympic athlete retires, that is when the athlete is ready to be a coach. Whether or not we want to coach all of our lives or aspire to other careers the skills learned from coaching and our athletic careers prepares us to achieve other dream goals in life. The dreams we inspire may be the ones we desire.

Nathalie Bartleson is currently in the Management Development Program with the USOC. This program selects two Olympic athletes each year to experience, gain knowledge and work in the administrative side of Olympic sports.

I believe that my experience as a coach has come full circle to understanding that I have pearls of wisdom to pass on and the real desire and ability to develop skilled, passionate team players.



USOC Sport Psychology's “TOP TEN” Guiding Principles for Mental Training

By Sean McCann, Ph.D. USOC Sport Psychologist

1. MENTAL TRAINING CAN'T REPLACE PHYSICAL TRAINING AND TALENT.

We haven't seen any Olympic Athlete who succeeded without doing the physical and technical work, even though we have worked with some of the most mentally talented athletes in the world. The reality is that even an exceptionally talented athlete who has not prepared well physically loses confidence and is vulnerable in competition. The best and easiest confidence is that which comes from the knowledge that you are as prepared, or more prepared, than your competitors, and that you are physically capable of a winning performance.

2. PHYSICAL TRAINING AND PHYSICAL ABILITY ISN'T ENOUGH TO SUCCEED CONSISTENTLY.

On the other hand, we have worked with a number of athletes whose coaches called them “the most talented athlete on the team,” yet these athletes never achieved international success. These physically gifted athletes were not able to manage the mental demands of the sport. Some athletes can't handle the focus and discipline of training, where others can't handle the pressure and stress of competition. If you are lacking in either of these areas, you may succeed at times, but you will not succeed consistently.

3. A STRONG MIND MAY NOT WIN YOU AN OLYMPIC MEDAL, BUT A WEAK MIND WILL LOSE YOU ONE.

It is very difficult to predict that a mentally strong athlete will win an Olympic medal, due to all the factors that play into winning a medal. There are so many variables—training, health, finances,

coaching to name a few—to properly account for, that success for any athlete is never certain. On the other hand, one of the easiest predictions to make is who will fail under Olympic pressure. Athletes with an obviously weak mental game virtually never win at the biggest competitions.

4. COACHES FREQUENTLY DON'T KNOW WHAT THEIR ATHLETES ARE THINKING.

While all great coaches pay close attention to behavior of their athletes on the field of play, very few coaches have a similarly detailed knowledge of what their athletes are thinking or should be thinking. Few coaches know enough about the specific mental “demons” all athletes have, so they are often unable to intervene when they need to at competition. We have come to the conclusion that like politics or religion, it is an area many coaches are afraid to ask about. While some coaches know that “psychological factors” were the cause of an athlete failing in competition, many of these coaches are not aware of the athlete's mental state before they compete.

5. THOUGHTS IMPACT BEHAVIOR. CONSISTENCY OF THINKING = CONSISTENCY OF BEHAVIOR.

It is a simple but powerful idea that all sport behavior starts with a thought. While much of coaching focuses on making sport behavior more consistent and controllable, much less of coaching focuses on making thinking more consistent and



controllable. Because of this, many coaches are surprised by not only the difference between their athletes' practice behavior and competition behavior but that the reason for that difference is due to how their athletes are thinking. One goal of sport psychology is to understand and control the thinking process, therefore understanding and controlling behavior.

6. COACHES OFTEN HAVE A DIFFERENT VIEW OF CHANGING TECHNICAL MISTAKES VS. MENTAL MISTAKES.

As sport psychologists, we are optimistic about the ability to work on mental mistakes. Thus we are often surprised when coaches are willing to write off an athlete as a “choker” when they repeat mental mistakes in competition. These are often the same coaches who will work literally for years with an athlete on a repeated technical mistake. To a coach who says, “I don't think they'll ever do it”, we ask, “How many times have you specifically worked on changing the mental mistakes? What drills have you tried? How do you give the athlete feedback on his mental mistake? Does the athlete know exactly how she should think? Have you had this discussion?”

At the USOC, we are now quite comfortable pushing athletes into doing the mental training work, even if they don't always see the value at first.

7. COACHES MUST BE INVOLVED IN THE MENTAL TRAINING PROCESS.

Historically, in sport psychology, we have heard coaches say after a strong period of training before the season “Well, now it is all mental. Now it is up to the sport psychologist!” While it is nice to feel important to a team's success, we have learned from hard experience that it is all wrong for coaches to “outsource” mental training and sport psychology to a sport psychology consultant. We have learned that many elite coaches feel out of their comfort zone when dealing with in mental training issues, and fear asking probing questions about how an athlete thinks and feels. We have also learned to push coaches to go past their fears and get used to coaching the mental as well as the physical athlete. If coaches don't become the prime provider of sport psychology for their teams, all kinds of teaching opportunities and chances for excellence will be missed. At worst, coaches who are unaware of their athletes' mental skill building will coach in ways that oppose or undermine the mental skills acquired. The bottom line is that coaches must be involved in mental training for it to be successful.

8. SOMETIMES IT IS OK TO FORCE ATHLETES TO TAKE THE TIME TO DO MENTAL TRAINING.

The USOC's Sport Psychology Department's philosophy on this topic has evolved over the past ten years. In the past, we were unwilling to say that all teams should do some form of mental training. We had been fairly passive, waiting for coaches to approach us with requests for service. Unfortunately, many of those requests came from coaches who had seen their athlete melt down in the biggest competition of their life. Obviously, it is too late at that point!

Surprisingly, many coaches seem willing to accept an athlete's reassurance, “My mental game is just fine.” Why, when you wouldn't ask the athlete to determine if his technique is “just fine”, do you let the athlete avoid working on their mental game for years until a crisis forces them to admit they need work? At the USOC, we are now quite comfortable pushing athletes into doing the mental training work, even if they don't always see the value at first.

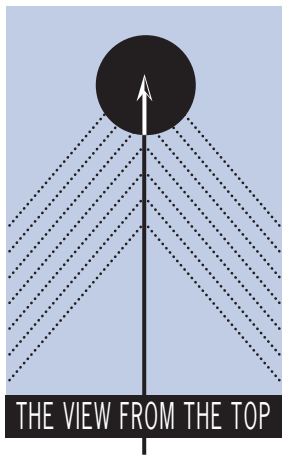
9. LIKE ANY OTHER SKILL, MENTAL SKILLS NEED TO BE MEASURED IN ORDER TO MAXIMIZE PERFORMANCE OF THOSE SKILLS.

“What gets measured, gets done.” This old expression from business writer Peter Lynch is useful for coaching as well. Just as ski coaches time training runs, or basketball coaches calculate free throw shooting percentages, application of mental skills can be measured. Moreover, they MUST be measured if they are to change. Once you think of mental skills as behaviors to be measured, you can begin to use your own coaching creativity to teach, modify, and increase the use of, mental skills.

10. COACHES NEED TO THINK ABOUT THEIR OWN MENTAL SKILLS

Most coaches can readily see that the same skills they are teaching their athletes are also useful for their own work in coaching. With the amount of pressure coaches face, for example, the ability to manage emotions, control arousal, game plan, and simulate pressure are all useful for coaches.

This is an excerpt from the *Coaches Guide –Mental Training Manual*, USOC Sport Psychology staff. This manual is available from the USOC for \$24.95, call 719.866.4517 for more information.



The View From the Top: Cathy Hearn— USA Canoe/Kayak

Cathy Hearn, a two time Olympian, currently coaches the USA Whitewater Slalom Canoe team. Her credentials as an athlete are extremely impressive. Cathy's career as a US Whitewater Team member spanned 27 years (1976-2002) with a highlight of 12 World Championship medals.

How did you get started in Canoe/Kayak?

I began paddling with my family before I was 5 years old. The rule was that we must learn to swim before we could paddle. My early canoe/kayak experiences were recreational—going out on the Potomac River upstream of Washington, DC for picnics, paddling in the currents and little rapids around the islands, surfing small waves, stalking ducks and geese, looking for turtles, snakes, wildlife tracks, flowers; jumping in to swim in the whitewater.

My dad is a field geologist- we traveled a lot related to his job, and nature was a huge focal part of our lives. We would take canoes and kayaks with us on these trips, and did some canoe/camping/hiking in the Western US each summer. When we were really small, my brother Davey and I would sit in the middle of a 17-foot open canoe while our parents did most of the paddling. Davey and I enjoyed paddling, and also were interested in dragging our paddles or hands in the water to create whirlpools, unintentionally giving our parents a resistance workout. The family compromise was that we could drag our socks in the water—less resistance, but still a tool for learning about hydrodynamics.

My first competition came when I was 9 or 10, in club races with the Canoe Cruisers Association in the Washington, DC area. Some guys in the club designed and built a $\frac{3}{4}$ -size C1 (single decked canoe) which was a bonanza for the kids in the club.



JERRY McBRIDE / Herald

Paddling a boat that is your size when you are a kid, it is easy to integrate the boat with your body. These little boats let us be true paddling water creatures, and to learn very quickly. Some of my early racing was in pairs with my dad, who always gave me the option of resting when I got tired. I never wanted to rest. I was motivated to do my share. Most of the active paddlers in this large club participated in a variety of canoe/kayak disciplines, so I was exposed to a buffet of canoe/kayak activity from the beginning.

You went from an athlete to a coach. How difficult was that transition?

I began doing some coaching quite early in my athletic career. My early coaches were club members, and later we did a lot of peer coaching. When I was 16, I worked at Valley Mill Camp, run by the family of Jamie McEwan (Olympic Bronze, '72), as an instructor in their strong canoe/kayak program. From there I coached regularly in club programs, a national youth development program and always exchanged coaching with my peers. I coached kids' programs in a couple of other sports.

As a World and Olympic level athlete, I consistently mixed coaching with my athletic career—it was a way to support my athletics, a way to share my love for the sport, and provided invaluable perspective which helped me to improve as an athlete. From the time I won the World Championships in 1979, I also did some limited coaching in other countries. This gave me insight into other programs, which helped me to progress as both athlete and coach.

I created my own major in college, Physiology and Psychology of Athletic Performance, attending Hampshire College, studying with professors at UMass-Amherst, teaching and coaching canoe/kayak, while at the same time training and winning medals at the world-class level.

After the Atlanta Olympics, I studied to become a Feldenkrais practitioner and teacher. This study and practice made me a much more effective coach, giving me a base of knowledge in somatic education as well as tools for helping athletes to prevent injury, to recover and to develop technique.

As my athletic career wound down, I knew that I wanted to coach full-time. I was not hired to coach in the limited available US jobs. While working as a club coach and putting together short-term camps and trips for other entities, I was offered an awesome opportunity.

Out of the blue in the spring of 2003, I got an email from an Italian friend offering me a job as Technical Director for the Italian National Slalom Team. Interestingly, the Italians valued the fact that I was still a competent slalomist, and actually expected me to do some training with athletes in conjunction with the coaching. This was contrary to the message I had gotten about coaching at the top level in the US. In fact, I had prepared well for the Italian job, and it helped me to seamlessly progress from athlete to coach.

By the time I coached (for Italy) at the Athens Olympics, I had little conflict about being on the shore vs. on the race course. I was fully intrigued and engaged in the process of collaboration between coach, support staff and athletes. Despite spoken language limitations, it was extraordinarily easy for me to imagine, sense and communicate the technical requirements demanded of the paddlers. Being an integral part of their process of training and performing was both immensely challenging and satisfying.

Your sport has two different types of equipment (Canoe and Kayak) and two different types of water (flatwater and slalom), what are the requirements in your sport for an athlete to be successful?

In whitewater slalom, a successful athlete will have an ability to work hard mixed with a sense of efficiency. Artistry with the water (reading the water, using the water to one's advantage, sense of glide) are invaluable in this sport—and are difficult to teach.

Intelligence, critical thinking and decision-making, ability to react appropriately to minute changes in the water are also important. Applicable strength, appropriate body mechanics and the ability to use the boat and paddle as if they are extensions of one's body) are essential. Quickness balanced with patience and the ability to control emotion and manage energy are also part of the puzzle. The true greats are capable of inventing and perfecting new technique appropriate to their physical and psychological makeup.



You spent some time in Europe coaching. How does your European experience compare to your US experience?

There are some very significant differences in the systems. There is a very strong tradition of excellence in Italian sport, and no less in whitewater slalom. Italian culture puts social value on the “Renaissance Man (Woman)” model, which in turn produces great slalomists. A mix of intelligence, creativity, critical (even contrary) thinking, curiosity, interest in things that are different, lack of aversion to hard work while seeing the value of efficiency—all of these things are valuable in reaching the top of the slalom world.

Relative to the US, the level of athlete professionalism is striking, with greater funding, expectations, and responsibilities. Italian athletes were expected to perform at their appropriate level in order to move ahead to the next event, especially in the lower national team ranks. All staff, whether paid or volunteer, were expected to embody a level of professionalism. Work and play time were clearly defined, and both were considered essential. Staff mental health/physical activity/relaxation breaks were encouraged and valued. At each level (from junior to Olympic), team members and staff spent a lot of time living together on the road. In the team, we cultivated a strong atmosphere of family, of support and acceptance of individual quirks and personalities. We put big emphasis on meal time, as well as scheduled rest/relaxation, sightseeing, and other diversions. Always the priority was on the quality of training leading to performance, with appropriate balance.

In the area of actual coaching, my lack of Italian fluency was a blessing in disguise. With limited common language, both parties must give some benefit of doubt to each other. The tone of voice and body language are essential cues. I spent a lot of time observing the athletes, at rest, at meals, in training, and realized that I had a lot of information available to me in this way. Now that I am coaching in the US, I find solutions in returning to the situation in Italy. Saying less, communicating more. Observing more, talking less. Not always easy to do, but worth it.

Tells us about your “new” facility in Charlotte. How is it helping your athletes?

USACK is based in Charlotte, NC and the community has been greatly supportive of Canoe/Kayak through the years. The high point of this support was the conception and creation of the US National Whitewater Center, a multi-sport complex in Charlotte, containing the most extensive man-made whitewater course in the world. More details about the USNWC can be found at www.usnwc.org.

The most valuable thing about the USNWC in terms of day-to-day training is the nature of the course. We in the US have very few artificial whitewater courses, and yet virtually all of our important international competition is contested on these courses. The USNWC has in its first year of operation proven its ability to help our athletes perform better on world-wide artificial courses. The location of the Center in a sizeable urban area means that there are schools, jobs and other necessary support essentials in place for our training athletes as well as to provide infrastructure for major events.

A prime benefit of the USNWC is the expanded exposure slalom and the Olympic movement are getting by virtue of being the centerpiece attraction for people coming out to run, walk, bike, climb, raft or eat in the restaurant at the Center. In fact, all of the sports available at the Center will benefit as people in the community become more aware of and involved in these outdoor sports. The largest potential overall benefit will be increased physical activity and improved physical fitness of the local population. As community awareness and support increase, we anticipate elevated business support as well.

What piece of advice would you give to a young coach getting into coaching either in Canoe/Kayak or any other sport?

Find mentors and models to consult and to learn from. Your models and mentors may not always be more experienced than you—in fact, they may be beginners or children.

- Cultivate your own style and keep it evolving.
- Put yourself in your athlete’s shoes and simultaneously strive to have more vision than may be possible from that position.
- Honor tradition and be courageous in striking new ground.
- Be an observer. Move in the direction of possibility more often than conclusion.
- Keep records.
- Reflect critically and creatively.

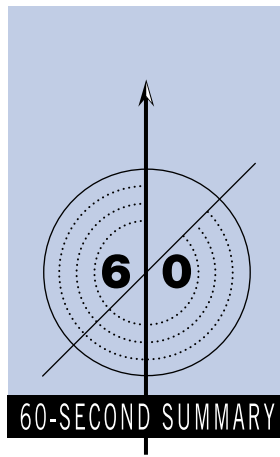
What is the best coaching book that you have ever read or that you would strongly recommend to another coach?

I currently have 3 favorites:

VINCERE CON LA MENTE, Guiseppe Vercelli, 2005.
ISBN: 88-7928-795-8

FLOW in SPORTS, Susan A. Jackson + Mihaly Csikszentmihalyi, 1999. ISBN: 0-88011-876-8

PERIODIZATION, Tudor O. Bompá, PhD, 1999.
ISBN: 0-88011-851-2



Rate of Perceived Exertion

by Catherine Sellers, USOC Manager of Coaching

As coaches, many of us do not have access to laboratory equipment to monitor our athlete's workouts, yet we would really like to monitor the intensity of the athlete's performance of the workout that we have prescribed.

In the 1950's, Swedish psychologist Gunnar Borg developed the Borg Rating of Perceived Exertion Scale. We know that everyone is different in how they relate to training, but could we develop a common denominator to assist in measuring the intensity? The RPE can accomplish that task. The Borg Scale looks at the perception of heart rate, sweating, breathing rate and muscular fatigue as the common denominators.

WHY USE RPE?

The RPE allows an athlete and coach to monitor intensity without equipment, without stopping the exercise to check the heart rate monitor and provides a "double-check" on the heart rate.

For the coach, it might be good to verify the relationship of the RPE to a heart rate monitor at first. Even though "a high correlation exists between a person's perceived exertion rating times 10 and the actual heart rate during physical activity; so a person's exertion rating may provide a fairly good estimate of the actual heart rate during activity." (Borg, 1998) For example, if your RPE rating is 10 and you multiply it times 10, then your heart rate estimate is about 100 beats per minute. This example indicates that this was not a very intense workout.

Two researchers Ueda and Kurokawa, "correlated the RPE with the HR, the VO_2 and the blood lactate during swimming". After the

application of swimming submaximal tests, the authors verified high correlation. They came to the conclusion that the RPE "may be considered an effective mechanism to measure the effort intensity in swimming".

We know that it works, but verification with a heart rate monitor would be a good step to take to make sure that you are on target with the concept and your athlete.

HOW TO USE THE BORG SCALE?

While doing physical activity, have your athlete rate their perception of exertion. This feeling should reflect how heavy and strenuous the exercise feels, combining all sensations and feelings of physical stress, effort and fatigue. Do not focus on any one factor such as leg pain or shortness of breath, but try to focus on your total feeling of exertion. Look at the scale and choose the number that best describes your level of exertion.

This will give you and the athlete a good idea of the intensity level of the activity, and you can use this information to speed up or slow down their movements to reach your desired range of intensity. Try to get the athlete to appraise the feeling of exertion honestly and as it relates just to them and not the others around them. ([www. Healthyontario.com](http://www.Healthyontario.com))



WHAT IS THE BORG SCALE?

The original scale had a 15 point rating, while a more compact model goes from 0-10. Below is a comparison of the two scales:

TIPS WHEN YOU USE THE SCALE

1. When you use the scale with a group, have them individual point out their RPE. There is a tendency to make the RPE a competitive tool instead of a training tool as athletes may want to show that they are not as affected by the workout as their training partners.
2. As you design your workouts, have an idea where you think they should be on the scale.
3. As you progress up the scale the intensity of the workout increases, so the volume of your workout may be less.

References:

Graef, Fabiane and Luiz Krueh, "Heart rate and perceived exertion at aquatic environment: differences in relation to land environment and applications for exercise prescription—a review" http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1517-869220060004000011&lng

Johnson, Ken, "3-Fitness Triathlon and Personal Training" <http://www.3-fitness.com/articles/zones.htm>

"Keeping Track: Perceived Exertion", http://www.healthyonario.com/Features/Fitness/Keeping_Track_Perceived_Exertion.htm

"Perceived Exertion (Borg Rating of Perceived Exertion Scale)" http://www.cdc.gov/nccdphp/dnpa/physical/measuring/perceived_exertion.htm

15 point scale	10 point scale	BORG Scale for Perceived Rate of Exertion	
6	0	Complete Rest - Recovery - 50-60% of Heart Rate	ENDURANCE TRAINING ZONE
7		Very, very light exertion 50-60% of HR	
8	1	Very Weak - Light walking 60-70% if HR	
9		Very light exertion 60-70% of Hert Rate	
10	2	Weak - strong walk, very slow run, easy conversation pace 70 -75% of HR	
11		Fairly light exertion 70-75% of HR	
12	3	Moderate - Easy Run 70-75% of HR	
13		Somewhat hard exertion 75-80% of HR	
14	4	Somewhat strong-still easy, sweating a bit more 75-80% of HR	
15	5	Hard exertion - Breathing becomes a bit stronger 80-90% of HR	
16	6	Hard exertion - 80-90% of HR	
17	7	Very Hard Exertion -breathing very labored, but can still maintain pace for some minutes without slowing 90-94% of HR	
18	8	Almost Maximal Effort 95-100% of HR	
19	9	Very, Very Hard Exertion 95-100% of HR	
20	10	EXHAUSTION	

ORDER OF IKKOS

Olympic Coach Medallion

The USOC is looking for a unique design for the Order of Ikkos medallion. The Order of Ikkos will be based upon the teachings of the great Greek athlete and coach, Ikkos of Tarentum. Ikkos was the first coach noted in Ancient Greek history for the training of athletes.

This medallion will be presented to the personal coach of U.S. Olympic Medalists at future Olympic Games. The coach will then be inducted into the Order of Ikkos. The purpose of the medallion is to recognize the coach for their integral part in the success of their Olympians, since it is not tradition for them to receive a medal or recognition from the IOC.

The medallion should be able to be duplicated for future Olympic Games and should reflect the coaching aspect of the Games.

CONTEST RULES

1. Entry DEADLINE is January 15th, 2008 at 4:00pm Mountain Time.
2. Entrants may use markers, colored pencils, crayons, paints, or other single dimensional medium/products as well as computer-aided and mechanically produced art or copies.
3. The medallion will be given to coaches and should not reflect the colors awarded to Olympic Medalists (Gold, Silver, Bronze).
4. The medallion material should be durable.
5. The design should be able to be duplicated for future Olympic Games and should reflect the Coaching aspects of the Games.
6. All designs MUST be your own original work.
7. Designs must be on an "8.5 by 11" sheet of paper. Your name, address, phone and email address MUST be clearly on the back of EACH and EVERY design sheet submitted, NOT just on the envelope or just one of the entries.
8. DO NOT SEND US THE ONLY COPY OF THE DESIGN. All designs should be photo-copies or any other clear, non-smudging reproduction. Again, keep your original design.
9. Enter as many designs as you wish, prior to January 15th, 2008 at 4:00 pm Mountain time.
10. Please identify the source of your inspiration (if any) on the back of the design. Book, poem, movie, TV, or your own imagination.
11. Designs will not be returned unless you clearly request it in writing and have also included a big enough self addressed stamped envelope with sufficient postage on it, with your designs.
12. All entries and materials submitted to the USOC in connection with the Contest (collectively, "Entry Materials"), along with all copyright, trademark and other proprietary rights associated therewith, become the property of the USOC upon submission. Without limiting the generality of the foregoing, you acknowledge that USOC shall have the right to use, modify, reproduce, publish, perform, display, distribute, make derivative works of and otherwise commercially and non-commercially exploit the Entry Materials in perpetuity and throughout the universe, in any manner or medium now existing or hereafter developed, without separate compensation to you or any other person or entity. You agree to take, at the USOC's expense, any further action (including, without limitation, execution of affidavits and other documents) reasonably requested by USOC to effect, perfect or confirm USOC's rights as set forth above in this paragraph. Additionally, USOC hereby grants to you a non-exclusive, royalty free, worldwide, license and right to use the Entry Materials for self-promotion purposes only, including (i) Use in your illustration book or portfolio; (ii) inclusion on advertising materials related to the promotion of your business; and (iii) use on websites that you control. Notwithstanding the foregoing, you may not sell, sublicense or distribute the Entry Materials or any derivative of the Entry Materials without the express, written permission of the USOC.
13. ORIGINAL WORK OF AUTHORSHIP
You hereby warrant and represent that (a) you own all rights to all Entry Materials submitted by you; and (b) all such Entry Materials are original works of authorship on your part and have not been copied, in whole or in part, from any other work and do not violate, misappropriate or infringe any copyright, trademark or other proprietary right of any other person or entity.
14. Mail a print of your Design to: USOC, Attn: Cathy Sellers, 1 Olympic Plaza, Colorado Springs, CO 80909.
5. PRIZE: A prize of \$2,008 dollars will be awarded to the winning entry. ALL FEDERAL, STATE AND LOCAL TAXES ASSOCIATED WITH THE RECEIPT OR USE OF ANY PRIZES ARE THE SOLE RESPONSIBILITY OF THE WINNER.
16. SELECTION AND ELIGIBILITY
The USOC will pick between one and three designs as finalists by February 1, 2008. The winning submission will be notified by telephone and/or email (Sponsor and/or Contest Service Provider reserves the right to determine the method of notification) and may be required to complete and return, within three (3) days of notification, an affidavit of eligibility and liability and, where legal, a publicity release. Failure to sign and return the aforementioned forms within three (3) days of receipt will result in forfeiture of the prize and the USOC will award the prize to an alternate winner selected from the finalists. Refusal, incomplete forms or return of prize notification as undeliverable will also result in disqualification and an alternate winner will be selected from the finalists. If, for any reason, an entrant is found to be ineligible, an alternate winner will be selected from the pool of finalists.
17. Odds of winning and total entrants depend on the number of eligible entries received.
18. The USOC is NOT accepting internet entries, and thus is not responsible for late or misdirected internet entries or for problems with computer, online or internet communications (including, without limitation, any damage to your or third person's computer, server failure, lost, delayed or corrupted data or other malfunction due either directly or indirectly to an your participation in the contest or downloading of information in connection with the contest).
19. If, for reasons beyond the USOC's control the Contest is not capable of running as originally planned, the USOC, at its sole discretion, reserves the right to cancel or modify the Contest, without notice or liability.
20. DISCLAIMERS & RELEASE OF LIABILITY
The USOC and each of its affiliates, subsidiaries, directors, officers, employees, representatives and agents disclaims any and all liability whatsoever for any claims, costs, injuries, losses, or damages of any kind arising out of or in connection with the Contest or with the acceptance, possession or use of any Prize (including, without limitation, claims, costs, injuries and losses related to personal injuries, death, damage to or destruction of property, rights of publicity or privacy, defamation or portrayal in a false light). Except where prohibited by law, by entering the Contest, you agree to waive any and all claims against and hold harmless the USOC, and each of its affiliates, subsidiaries, directors, officers, employees, representatives, and agents for personal injury, including death, and/or loss of any kind that may occur from your participation in the Contest and/or from the Winner's receipt or use of any Prize.
21. Any person attempting to defraud or in any way tamper with this Contest and any person who does not comply with these Official Rules, will be ineligible for prizes and may be prosecuted to the full extent of the law. THE COLORADO COURTS (STATE AND FEDERAL) SHALL HAVE SOLE JURISDICTION OF ANY CONTROVERSIES REGARDING THE CONTEST AND THE LAWS OF THE STATE OF COLORADO (EXCLUSIVE OF CONFLICTS OF LAWS PROVISIONS) SHALL GOVERN THE CONTEST. VOID WHERE RESTRICTED OR PROHIBITED BY LAW.

Canadian Journal for Women in Coaching has great articles and addresses relevant topics for all coaches. Below are two samples of past articles:

Contracts and Contract Negotiations

<http://www.coach.ca/women/e/journal/january2004/index.htm>

Why Female Athletes Decide to Become Coaches—Or Not

<http://www.coach.ca/WOMEN/e/journal/july2004/index.htm>

U.S. Department of Labor—Bureau of Labor Statistics Athletes, Coaches, Umpires and related workers

These are the statistics that the US Government keeps on Sports personnel—includes Job Outlook and Earning figures

<http://www.bls.gov/oco/ocos251.htm>

An Overview: Individuals with Disabilities and the Interscholastic Athletic Program

Provides an easy to read overview of the disability acts and how they relate to athletics

<http://www.thefreelibrary.com/An+overview%3a+individuals+with+disabilities+and+the+interscholastic...-a0158160680>

Dear Coaches,

The U.S. Anti-Doping Agency (USADA) has contracted with an independent consulting company, CorVirtus, to develop an on-line survey, which will be administered from October 15th – November 6th, 2007. The survey will gather information about:

- the impact USADA's efforts have on clean sport,
- athletes' and athlete support personnel's experiences with anti-doping programs and services.

CorVirtus will hold all survey responses confidential, so please feel free to be completely candid and open. USADA's role in this project is to get those interested in taking the survey directly in touch with CorVirtus and the online survey. To participate in this online survey, you will need a password to access the site. Passwords have been randomly merged onto information cards and can be obtained from:

- your National Governing Body
- your local Olympic Training Center (available at the Athlete Services Desk)
- or by requesting a password from USADA directly.

Please try the first two options first; however, if you prefer to obtain a copy directly from USADA, contact Jacob Baty, Education Project Manager at <mailto:jbaty@usada.org>.

Coaches' feedback has been critical to USADA's successes in the past and will continue to help shape USADA's practices in the future. Your time and feedback is appreciated.

In health,

Karen Casey

Education Director

U.S. Anti-Doping Agency

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 best news is that OLYMPIC COACH E-MAGAZINE is available to all coaches and other interested individuals free of charge.

USOC DIRECTORY FOR THE COACHING RESOURCES STAFF

CHIEF EXECUTIVE OFFICER

Scherr, Jim 719/866-4701
FAX 719/866-4141

CHIEF OF SPORT PERFORMANCE

Roush, Steve 719/866-4627
FAX 719/866.4166

PERFORMANCE SERVICES

Ingram, Doug- Managing Director for Performance Services 719/866-4851

Williams, Lance - Director, Performance Services 719/866-4775

Sellers, Cathy – Manager, Coaching 719/866-3236

Ashley, Alan- Team Leader for Acrobatic and Combat Sports 719/866-4971

Barnett, Wes- Team Leader for Strength and Power Sports 719/866-4820

Heinrich, April- Team Leader for Team and Technical Sports 719/866-4854

Kearney, Jay T.- Team Leader for Endurance Sports 719/866-4978
FAX 719/866-4850

INTERNATIONAL GAMES

Gamez, Leslie - Managing Director 719/866-4059
FAX 719/632-4164

INFORMATION RESOURCE CENTER (LIBRARY)

Slater, Cindy - Manager 719/866-4622
FAX 719/632-5352

OLYMPIC TRAINING CENTERS

Mike English - Managing Director of Athletes, Facilities and Service- 719/866-4501

Glenn Roseboom - Director of Colorado Springs OTC 719/866-4739
FAX 719/866-4645

LAKE PLACID

Favro, Jack - Director 518/523-2600
FAX 518/523-1570

SAN DIEGO

Tracy Lamb- Director 619/482-6101
FAX 619/482-6200

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. The PDF version of past editions of the Olympic Coach magazine are available at: <http://coaching.usolympicteam.com/coaching/kpub.nsf>

SEARCH CAPABILITY

Olympic Coach E-Magazine can be searched by keyword.

To use this feature go to:

<http://coaching.usolympicteam.com/coaching/kpub.nsf/webdateview>

WORLD CHAMPIONS

