



USATF Coaching Education

Presented by Gill Athletics



A Message from the Chair: Troy Engle, Associate Director and Head Coach US Paralympic Track & Field

Special points of interest:

- Level 1 Coaching Education schools to be held in Honolulu, HI.
- National Podium Education Project coming up in December
- Applications now being accepted for the 2007-08 Minority Women Coaching Education Scholarship

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'What do you value in a coach?' This great question was posed to athletes by our editor, Amanda Payne, and I think you will find the results interesting but not surprising – the resounding response I took from the brief poll was that athletes respected passion and a commitment to improvement in their coach. All of you, as products of our program, I feel embody those traits – you wouldn't be reading this newsletter if you didn't! I suspect that if we polled you, as a group, and asked "what do you value in yourself, as a coach" we would get responses that mirror closely those respected traits listed by our athletes.

This fall has been an interesting one for me – it is the first fall in almost two decades that I have not spent every Saturday at a cross country meet. While I enjoyed the new-found time to cut my grass, actually do laundry on a Saturday and

watch a few college football games, it didn't seem the same. So, guess what I have spent the last two Fridays doing? Working the finish line at local high school cross country meets in Colorado Springs – call me a glutton for punishment. But somehow, I have also always associated the fall season with the exciting events just around the corner between our traditional seasons – December brings the Convention (in Hawaii this year, no less) and a plethora of good clinics. The late November – early December timeframe always seems to re-energize me as I see old friends and plan for the spring season. Am I alone in feeling that way? It seems like the two times of the year that I study the most about our sport are the summer (around Level 2 time) and in the early winter. If you are

like me, I hope this issue gives you a bit more reading material for your 'planning phase'.

Every time I think we might be running low on good new to report or include, I am pleasantly surprised to see the quality of material submitted to the newsletter. What a good issue! Thanks again go to Amanda for putting this together for us. Enjoy the articles and consider participating in the National Podium Education Project in Las Vegas. The event has grown from a 'closed-door' session of our top coaches to a wide-open opportunity to learn from literally the best. Those of us that have gone the last few years have always left with new information and have always looked forward to returning.

Until the next issue, I would like to add my voice to the voice of all the athletes you work with in thanking you for being a passion-filled coach!

Aloha! USATF Level 1 Heads to Honolulu

The 2007 USATF Annual meeting will be held from November 28-December 2, 2007 in Honolulu, Hawaii at the Sheraton Waikiki and Royal Hawaiian Hotels on Waikiki Beach. Our Coaching Education program is going to capitalize on this placement to offer a Level 1 School during the Annual Meeting. This school will run from Thursday, November 29-Saturday, December 1, 2007.

Our Level 1 program is intended as a starting point for all coaches putting them on a common ground and speaking the same lan-

guage. Level 1 covers all event areas focusing on fundamentals, rules, safety/risk management and instruction techniques. Additionally, completing Level 1 allows you the opportunity to apply to our annual Level 2 school held each summer.

This school will serve as a great opportunity for Hawaiian coaches to get involved in the USATF Coaching Education Program. Additional information about the school and registration can be found on the USATF Coaching Education website: <http://www.usatf.org/groups/Coaches/education/>.

December 2007 National Podium Education Project To Be Held in Las Vegas

USATF presents the 2007 National Podium Education Project. This year's project includes most track and field event areas. The NPEP will be held Dec. 11 through Dec. 15, 2007 at The Tuscany Resort and Casino in Las Vegas, and is broken into two sessions. The coaches of the top elite athletes will be holding their High Performance Division (HPD) Elite Athlete Seminars in conjunction with the NPEP. The HPD seminars are run to provide specific scientific information and analysis of our best athletes to ensure that the United States dominates the podium at the Olympics and World Championships.

Since there are two section groups of event-specific meetings, you can choose to attend one or both sections. The events have been split so that you are able to attend two similar sections. The first section of events is Dec. 11 through Dec. 13, while the second section is Dec. 13 through Dec. 15. On Thursday, Dec. 13 there will be common presentations in the morning and into the early afternoon for all events.

The best part about this event is that registration is completely FREE - yes, FREE! You will have to cover your travel, lodging, meal, and entertainment expenses. So for the price of a trip to Las Vegas, you'll get to hear presentations from the experts that have been working with the HPD coaches. Each event will have their own resident Biomechanist and Sports Psychologist. Some events will also employ Physiologists, and a Motor Learning expert will be on hand. To help you apply the

information gathered by the scientists, the HPD coaches that have 'cracked the code' will talk you through their methodologies.

This is an incredible opportunity that you shouldn't let pass by. The NPEP is being offered to expand our elite pool of coaches and athletes. You will become a better coach with the knowledge that you gain during this event. With the application of this increased knowledge we expect you to one day put your athlete(s) into the top finishers at the USATF National Championships, and earn your trip to the HPD seminar.

During the first session that will run from December 11-13, 2007 you can select from the Sprint session, Throws session, or Middle/Long Distance session. The second session will run from December 13-15 and you will be able to select from the Hurdle session, Horizontal Jump session, High Jump session, or the Pole Vault session.

Attendance at the any of the 2007 NPEP sessions will count toward USATF Level 3 Coaching Education credit for any Level 2 coaches that are in attendance. There will be forms that can be completed to receive credit toward completing your Level 3 requirements on site. To register for this upcoming event, please visit this website:
<http://www.usatf.org/groups/Coaches/education/specialPrograms/2007/PodiumProject/info.asp>

The Athlete's Voice "What do you look for/value in a coach?"

I believe that it is valuable to know what the athletes you coach on a daily basis are looking for or value in those that coach them. I posed the question of "What do you look for/value in a coach?" to track & field athletes at all levels. Here are some of their responses I received. I am sure that you will see that there is a common thread amongst them. Enjoy!

"Being a college athlete you don't have much say in who the coach is at your institution, but you do I think have some certain standards that need to be met that can convince you to run for that team. For myself it is a coach who will not only help me grow as an athlete but someone who will also grow as a coach. Keep up with new methods of training and conditioning and applying those techniques to his/hers team for better performance. A coach is someone an athlete should trust as well and never feel scared or ashamed to talk to the coach about anything, from a bad test grade to a boyfriend/girlfriend breaking up with them. Support is a key element in being a great coach. Of course a coach should be able to fire up a team and get them pumped for a race, event, or game as well. In essence it comes down to these four things: compassion, inspiration, communication and innovation. If a coach can at least do those four things well, then they will be a good coach."

*-Brendan Hurley
Ithaca College Sprinter*

I want my coach to know what he's doing. I want a coach that has experience in what he is coaching. Also I want a coach that just isn't a coach, he is a mentor. A person that is there for his athletes. Whatever his athlete is going through with life, or school, he knows he can go to his coach and talk to. I look for a coach that is hard on his athletes, not a coach that will take it easy on his athletes and let them do whatever they want. If he's not a strict coach, he's not a good coach. I look for a coach that knows that at the end of the season, however it turns out, that he knows he helped his athletes as much as he could. Not to become athletes, but to become men or women in the long run.

*-Larry Williams
Lawrence Central High School, IN*

"I value a few different things in a coach. To start, I love when a coach truly understands the sport. Sometimes athletes my not run in the event they love, but when I a coach is able to explain how/why it is going to benefit the team, I respect that. A coach that understands how to structure a workout schedule is extremely important. Especially in college with an indoor and outdoor season, that is a lot of running and in order to avoid burnout and make sure athletes peak at the right time, a coach MUST know how to structure a workout plan. The last big one for me is a coach that is very personable. Sports can be a very serious thing, but we spend so much time together, a coach should know when to get to business and when to have fun and make

Athletes Voice, Cont. from p. 2

those memories the best ones, it can only raise the respect that the team has for them, but it can also boost the attitude of the team, which always help people run better.

-Dennis Akey
Ithaca College Hurdler

"The values I look for and admire in a coach is the commitment to service. I hate it when a mistake is made and all that is done to correct it is to yell, scream, or criticize. When a mistake is made it clearly means that the outcome of success that both individuals are trying to accomplish isn't accomplished. One reason could be that the athlete made a mistake and should be given some guidance and be told how to fix it.. If the mistake is a continuing occurrence then some constructive criticism is in place but nothing to bring the athlete down. I love a coach that makes a point to make a clear explanation of what they want done and how exactly they want it done for the best results, and is willing to work patiently in perfecting this aspect with their athlete. Another thing I value in a coach is his commitment to the individuals on their team. Good coaches have athletes that make up a team. Great coaches have a family of athletes that makes a program. When a coach will spend 3 hours studying with an athlete for a test, or will just sit down and talk for a few hours if the athlete needs someone to talk to that makes a great coach. When athletes and coaches have this open relationship where they aren't so much a coach, but a companion then not only will the athlete want to do well for themselves but the athlete will want to do well for the coach. If a coach can accomplish this they will have great relationships with athletes, a great competitive environment, and in time a great program"

-Brian Schwieterman
Defiance College

"I have been involved in athletics for a while, but just recently found a love for field events. The one thing that attracted me to this style of athleticism was the enthusiasms of the coaching staff. The coaches here, at Christopher Newport University, opened their arms up to you and invited you to their facilities and excellent care as if you were their own. The staff here, not just in track and field but in every sport, attempts to make all their student-athletes feel valued and important. These men and women also show you a sort of respect that you never want to lose or betray. That is why I feel that the support and attitude of a coach is what I look for and respect is what I value in a coach! "

-Christopher Banks
Christopher Newport University

"I value a coach that shares your vision - not only for the season in track, but for your life. One that understands that everyone's vision is different, some have no vision, and others are trying to find it; and still creates team chemistry. I value a coach that can share a dream with an athlete - and be seen as an enabler to achieve that dream, rather than someone to drag them down. A coach that understands what your goals are, and won't let you forget them when the going gets rough. I value a coach that loves what he does, and loves to make athletes the best they can be. A coach who not only preaches winning, success, and character, but lives it.. Sharing a vision is possibly the best thing a coach can do for an athlete. Because, to me, nothing else matters if two people are actively chasing down a goal, identifying problems, correcting them and moving forward. A good coach encompasses all of these characteristics, and combines them with charisma and character that inspire athletes to achieve."

-Brad Zarembski
Defiance College High Jumper

"The things I value most in a coach their passion for the sport or event they coach, and how much they know about it. I've had great coaches in the past and I value a coach who push's their kids to limits they know they can reach. Also that they believe in their kids, I know that was really important to me. Knowing that my coaches believed in me and pushed me to be the best I could really meant a lot to me and built a great relationship with them. The fact that coaches are out there and push you and you gain that foot or cut your time down and how proud they are for YOU."

-Emily Cole
Defiance College Pole Vaulter

"There are two main characteristics that I value in a coach. I value passion and the will and want to be better. First of all, I value passion because I think a coach should be more than a coach, not just someone who goes through the motions every-day wanting to get paid by the school. A coach should be someone who puts most of their thinking and work into developing their team, and has a good relationship with each and every individual on the team. A coach should be someone who takes pride in there team and makes it like a project. Secondly, I believe a coach should be someone who has the will and desire to get better. A coach who can take a team that has no shot at winning state, but tries anyway. A coach who can take an average team and make them great; make them state contenders every year. I want a coach who is there to make their athletes the best they can be and wants to win everything they do. Scott has a saying that he uses quite often and I agree with it 100%. That's the kind of coach I want. A coach who won't tell you what you did right, but someone who will tell you what you could have and should have done better."

-Lucas Zenk
Stillwater High School, MN

We don't call Scott Christensen coach or even Mr. Christensen for that matter; we call him Scott. Above all else this allows a sense of openness and honesty. By saying this what I value in a coach is their ability to be brutally honest. A coach who is there to pat you on the back after the best race of your life and a coach who is able to tell you simply, you could have done better."

-Patrick Hlavacek
Stillwater High School, MN

"I look for experience. I also look for a clear training plan, a purpose for each workout and a reason we're doing them when we are both in the season and that week specifically. I trust a coach that has before produced results. If any other coach other than Coach Holman had asked us to do some of the workouts he does, I would have thought they were crazy. "

-Zach Baughman
Lawrence Central High School, IN

"What I look for in a coach are knowledge about the sport and a commitment to be the best team that we can be. I also value a coach that holds me accountable, and yet can be easy going and not intimidating. I certainly appreciate a coach that spends time with their athletes outside of practice time."

-Josh Kaul
Stillwater High School, MN

2007-08 Minority Women Coaching Education Scholarship

A matching grant provided by USATF and NCAA will fund scholarships for a select number of minority women coaches to attend USATF Coaching Education Level 1, 2 and 3 courses during the 2007-08 academic year. These scholarships are available to ethnic minority women track and field coaches.

Scholarship Type:	Max Amount:	Max Number:
Level 1	\$450	12
Level 2	\$750	8
Level 3	\$450	4
NPEP	\$450	6

USA Track & Field's Minority Women Coaching Education Scholarship will provide academic as well as hands-on training to minority women coaches through the USA Track & Field (USATF) Coaching Education programs. This program will offer 15-20 minority women coaches the resources necessary to attend one of USATF's rewarding programs. USATF will offer minority women coaches a scholarship to one of the following: 2007 USATF Level 1 School, 2007 USATF National Podium Education Project, 2008 USATF Level 2 School or 2008 Advanced Coaches Summit (Level 3) Course. These programs focus on both general coaching topics and specific event groups – Sprints/Hurdles/Relays, Endurance, Jumps, Throws and Combined Events.

USATF programs integrate the latest developments in sports science and highlight with the newest training methods. Since the introduction of the program, over 25,000 coaches have attended USATF Coaching Education courses. Program alumni include Olympic coaches and NCAA Champions.

Scholarship applications for Level 1 Schools and the National Podium Education Project will be accepted until October 31, 2007. Applications for Level 2 and Level 3 scholarships for the schools to be held in July 2008 must arrive at the USATF National Office no later than end of business on Friday, February 29, 2007. Incomplete or late applications will not be accepted. Applications and supplemental materials can be emailed to Amanda Payne (Amanda.Payne@usatf.org), mailed to: USA Track & Field, Attn: Minority Women Scholarship, One RCA Dome, Suite 140, Indianapolis, IN 46225, or faxed to 317-261-0514. Applications can be downloaded from this website:
<http://www.usatf.org/groups/Coaches/education/scholarship.asp>

A resume of coaching background/experience as well as a letter of recommendation from the Athletic Director or Head Coach (if applicant is an assistant) of current coaching position must accompany the application. Additionally all applicants for the scholarship should have a current USA Track & Field membership #. All awardees will be notified by March 31, 2008. All Scholarships must be utilized during the 2007-08 academic year.

A Description of Programs:

Coaching Education Level 1 School

The Level 1 program surveys all event groups, emphasizing fundamentals, rules, safety/risk management, and instruction techniques. The 23 hour course is the heart of our program and is intended as a starting point for coaches. The course combines classroom instruction and "hands-on" training. The Level 1 School prepares an individual to coach junior athletes (youth, high school and entry-level collegiate) and to attend the Level 2 Course.

Coaching Education Level 2 School

Each year, USA Track & Field offers the 2nd level of our Coaching Education program. Level 2 is a week-long program covering advanced sport science concepts and training principles. Level 2 provides coaches more advanced, in-depth coverage of sport science: biomechanics, physiology, psychology, and training theory. The course also focuses on the technical aspects of the chosen event group using video analysis, group projects, classroom instruction, and hand-on training. Level 2 graduates are prepared to coach high-level juniors, college and post-collegiate athletes.

Advanced Coaching Summit (Level 3)

USATF's Advanced Coaching Summit (Level 3) program is a scientific, knowledge-based seminar which takes place over three days. Some Level 3 participants continue with independent study and publish an event-specific research paper. This level provides coaches with "capstone" knowledge in their chosen event group as well as "cutting edge" sport science concepts. The Advanced Coaching Summit (Level 3) prepares an individual to coach at the national/international level.

USATF National Podium Education Project

The 2007 USATF National Podium Education Project (NPEP) includes nearly all of the track and field event areas. In conjunction with the NPEP programs, coaches of top elite athletes will hold their High Performance Division (HPD) Elite Athlete Seminars. The HPD seminars are run to provide specific scientific information and analysis of our best athletes to ensure the United States' continued dominance at the Olympics and World Championship levels. Each event will have a resident Biomechanist and Sports Psychologist(s). Some events will also utilize Physiologists and a Motor Learning expert will be on hand. To help attendees apply the information gathered by the scientists, the HPD coaches that have "cracked the code" will talk attendees through their methodologies. The NPEP is being offered to expand our elite pool of coaches and athletes.

Sequencing Your Workouts

Cathy Sellers, USOC Manager of Coaching

Originally published in the Summer 2007 Olympic Coach E-Zine

With each daily workout conducted, a coach should have an objective in mind. Most coaches will look at two to three objectives per workout. More than two or three objectives, the athlete struggles and your objectives become watered down. When designing your daily workout, there is a sequencing of activities that has been recommended by a variety of researchers and coaches. The coach can look at the two or three objectives for the workout and place them in a sequence to get the greatest benefit. Brent Rushall and Frank Pyke in *Training for Sports and Fitness* suggested the following order:

1. General Warm-up
2. Learn techniques and tactics
3. Perfect techniques and tactics
4. Develop Speed
5. Develop Power
6. Develop specific strength
7. Develop muscular endurance
8. Develop aerobic endurance
9. Recovery routine

Every coach should always have a warm-up and a recovery routine built into the workout, but how you put together the rest of the work out is extremely important as you will see.

1. Warm-up

We talked a great deal about Warm-up in the last issue of *Olympic Coach* (Spring 2007) and the value and the type of warm-up that should be conducted for the type of event or workout, so we will not focus on that in this article.

2. Learning techniques and tactics

One of the key concepts is the ability to learn a new skill. Fatigue affects the ability to learn skills. So in your sequencing it is important to place any new skills or re-visiting of previously learned skills early in your workout, so that the athlete is rested and not fatigued from the workout itself. Bompa explains "that learning is more effective when the nervous cell is still rested." A corollary to this is that the athlete must have sufficient recovery time when doing repeats of the skill.

What about residual fatigue? Let's say you had a real

difficult workout the previous day and that the athlete struggled through the workout and is still fatigued for the next day's workout. This type of fatigue can also be a factor in the ability of the athlete to learn a new skill efficiently.

3. Perfect techniques and tactics

The athlete has an understanding of the skill, but you are trying to perfect the acquired skill and may be simulating competition. This works best in the early segments of the workout, again due to the fatigue issue. However, Bompa notes that "if the perfection of technique requires heavy and fatiguing work then such exercises may be performed later in the lesson, usually following speed exercises."

4. Developing Speed

Speed activities are of a high intensity (quality) and usually of short duration. Because the purpose of the work is to be of a high quality, the athlete should be rested. If they do the weight training or endurance first, they will be fatigued and unable to do the quality of work that is the objective, thus defeating the purpose of your workout. The skills section for that day might be eliminated if the focus of the workout is maximum speed.

5. Developing Power

Rushall and Pyke suggest that "activities that require speed and strength (power) should be next" in the sequence. Some of the power activities have a high skill component, so make sure you make that distinction and consider the fatigue factor when doing these activities.

6. Develop specific strength

Another key concept is to place any activity involving strength after activities involving speed, as "heavy loads impair speed" (Bompa). If you are trying to develop the strength component within a training session that includes other components, it is advisable to have the strength work have a "low number or repetitions with high resistance and full recovery between trials". (Rushall and Pyke)

7. Develop muscular endurance

Rushall and Pyke define muscular endurance as "the ability of specific muscle groups to sustain an activity for a short time in the face of considerable local fatigue". Resistance should be moderate in nature and begin with moderate level of repetitions. Depending on the condition of the athlete as well as their age and

Sequencing, cont. from page 5

the sport, the resistance would remain moderate and the volume can be increased.

8. Develop aerobic endurance

Endurance work is very fatiguing, so it is reserved for the end of the sequence. The exception is if your sport is an endurance dominated sport, for example-- marathon running, triathlon or long distance swimming. Since fatigue is a limiting factor, it is important to achieve your objective for the workout in the beginning of an endurance session. The coach will see a diminishment in performance and can build that into the latter portion of the workout.

9. Recovery routine

Recovery is the most neglected part of training. What you do for recovery sets the stage for the next day and possibly the next weeks' workout. Athletes should engage in a cool-down and stretching routine upon completion of the workout. Coaches should carefully evaluate what they are having their athletes do for recovery. Nutritionally, we know the benefits of hydration and eating carbohydrates upon completion of workouts to recovery.

Some Examples

Wrestling: *The coach is planning his wrestling workout. The objectives of today's workout are: Teach the double leg attack, work on the set-up for the double leg attack and work on the muscular endurance of the legs, finish with cool down.*

Workout itself would be:

- 1. Warm-up—Jog and stretch individually and with partner (Coach would have listed what he/she wants done in the stretching).*
- 2. Teach the double leg attack by showing the athletes the whole action - then breaking it down into parts and finishing with the whole action. Athletes mimic the action. (Learning technique)*
- 3. 15-20 penetration steps and lifts. This is initial set-up for the double leg action.(Specific strength)*
- 4. Athlete with a partner - partner holds right leg and forces the athlete to hop backward the length of the mat and then changes leg. (Muscular endurance)*
- 5. Cool-down*

Soccer: *This is an example of sequencing with a Games-Based approach.*

Practice objectives for eight year-old girls soccer: Basic skills and spatial awareness

- 1. Warm-up - Monkey in the middle - four to six girls versus one or five to seven versus two with the game basically being keep away using spatial skills.*
- 2. Passing Game - groups of two girls with one ball, with six or seven pairs of cones spaced randomly around the field, one to two yards between each cone creating numerous goals. All pairs go at once and the objective is to pass with each other and through every set of goals and be the first pair to finish. (Learning Skills)*
- 3. Full field game except with two goals on each corner of the field (total of four goals), same rules as regular game, with the additional goals emphasizing long passing to break pressure and encourages reverse counter-attacks. (Perfecting Technique and Tactics)*

Cool-down

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Kurz, Thomas. Science of Sports Training: How to Plan and Control Training for Peak Performance. Stadion Publishing, Island Pond, VT. 1991

Rushall, Brent and Frank S. Pyke. Training for Sports and Fitness. MacMillan Education Australia, South Melbourne. 1990.

Grit: Perseverance and Passion for Long-Term Goals

By Angela L. Duckworth, Department of Psychology, University of Pennsylvania
Originally published in the Summer 2007 Olympic Coach E-Zine

“Compared with what we ought to be, we are only half awake. Our fires are damped, our drafts are checked...men the world over possess amounts of resource, which only exceptional individuals push to their extremes of use.”

–William James (1907), *The Energies of Men*, pp. 322-323

In 1907, psychologist and philosopher William James suggested that talents were different from the strengths of character required to fully exploit those talents. For his entire distinguished career, James was fascinated with why only a handful of individuals realize the limits of their potential while the rest of us fall far short of what we could be.

As a psychologist at the University of Pennsylvania, I have taken up James’s question of why some individuals accomplish more than others of equal talent. My research suggests that one personal quality is shared by the most prominent leaders in every field: *grit*.

What is *grit*?

Grit is perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining both effort and interest over years and years—despite failure, adversity, and even just stalls in progress. The gritty individual approaches achievement as a marathon; his advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course.

The idea that *grit* might be essential to high achievement evolved during interviews with professionals in a variety of fields unrelated to sports, including investment banking, painting, journalism, academia, medicine, and law. Asked what quality distinguishes star performers in their respective fields, these individuals cited *grit* or a close synonym as often as they mentioned raw talent. In fact, many were awed by the achievements of peers who did not at first seem as gifted as others but whose sustained commitment to their ambitions was exceptional. Likewise, many noted with surprise that prodigiously gifted peers did not end up at the top of their field.

Encouraged by these interviews, my colleagues and I developed a self-report questionnaire to measure *grit*. A version of this questionnaire is available at www.gritstudy.com, and includes questions about how consistent an individual’s interests tend to be over the long-term, and how the person reacts to disappointment and failure. (The questionnaire can be faked in the sense that a person can easily “pretend” to be grittier than he or she really is, but in the context of academic research, there is no serious incentive to do so.)

Research Findings:

Here is a summary of our findings. In our first study, we found that grittier adults complete more years of education. Complet-

ing an advanced degree is a challenge for many individuals – the drop out rate from community colleges, for example, is by some estimates far higher than 50%. Grittier individuals also make fewer career changes over the course of their lifetime. One unexpected finding was that older individuals tend to be higher in *grit* than younger individuals. It is possible that we get grittier as grow older and mature – this is true of several personality traits such as conscientiousness.

In a second study, grittier college undergraduates earned higher GPAs than their peers, despite having slightly lower SAT scores. More generally, we find in all of our research that *grit* is either inversely related to measures of talent or not related at all. In other words, we do not find that the most able individuals are always the ones who stick with their commitments over the long haul. This implies that talent and *grit* are not tightly yoked-- it is quite possible to be talented and not gritty enough to succeed, just as it is possible to be gritty but not adequately gifted. Probably it takes very high levels of talent and *grit*, and since these qualities are independent of each other, we should expect only a few individuals to have the highest level of both.

School is challenging in some respects, but these initial findings encouraged us to seek more demanding contexts for testing the importance of *grit*. At West Point, we found *grit* to be a better predictor of which cadets make it through the first summer of training (aka Beast Barracks) than a summary measure of cadet quality used by the West Point admissions committee. At the Scripps National Spelling Bee, grittier competitors out-ranked less gritty competitors, at least in part because they studied longer and for more years than did their same-aged counterparts. Finally, in a study of novice school teachers, grittier teachers raised their students’ standardized test scores more dramatically than did their less gritty counterparts.

Implications for Elite Performance

In my view, achievement is the product of talent and effort. This may seem obvious, but what may not be so clear is that effort is not just not intensity, but also consistency and duration. It’s fairly easy to observe that some individuals work harder than others at a moment in time. As an example, consider two children learning to swim. Assume that both children are equally talented in sports and, therefore, improve in skill at the same rate per unit effort. Assume further that these children are matched in the intensity of effort they expend towards their training. Duration and direction of effort, on the other hand, are described by the number of accumulated hours devoted to training and, crucially, the decision to deepen expertise in swimming rather than to explore alternative pursuits. Our findings suggest that children matched on talent and capacity for hard work may nevertheless differ in *grit*. Thus, a prodigy who practices intensively yet moves from swimming to the track to yet another sport will likely be surpassed by an equally gifted but grittier child.

GRIT, cont. from p.7

How does grit relate to other psychological variables known to predict achievement, such as self-efficacy, optimism, and intrinsic motivation? One possibility is that the propensity to pursue long-term goals with perseverance and passion may be determined in part by these other traits. More research is needed to tease out these relationships.

In a study of the childhoods and training of world-class pianists, neurologists, swimmers, chess players, mathematicians, and sculptors, Ben Bloom noted that “only a few of [the 120 talented individuals in the sample] were regarded as prodigies by teachers, parents, or experts.” (p. 533). Rather, accomplished individuals worked day after day, for at least ten or fifteen years, to reach the top of their fields. Later, work by Florida State University professor Anders Ericsson confirmed that indeed at least ten or twenty years of deliberate practice could not be circumvented for those who aim to be the best at what they do.

My conclusion is that in every field, grit may be as essential as talent to high accomplishment. If substantiated, this conclusion has at least two implications: First, young athletes who demonstrate exceptional commitment to their goals should be supported with as many resources as those identified as gifted with prodigious ability. Second, we should encourage athletes not only to work with intensity, but also with stamina. In particular, we should prepare our young people to anticipate failures, misfortunes, and even occasional boredom. We might point out that excellence in any discipline requires years and years of time on task. There is simply no substitute.

Sign up now for the Olympic Coach E-Zine!

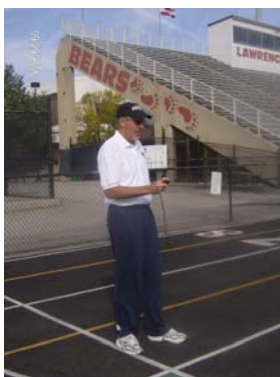
Olympic Coach E-Magazine, designed for coaches at all levels, provides a summary of each article in the magazine with a link that takes you directly to the full-length article and contains the same content as the print version — articles about improving athlete performance in a variety of fields, such as psychology, nutrition, sports medicine, strength and conditioning, as well as other topics of interest to coaches. The best news is that Olympic Coach E-Magazine is available to anyone and everyone for free.

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A View from the Top:

Mike Holman
Head Track & Field Coach,
Lawrence Central High School, IN

1. What made you want to become a track & field coach?

As a Middle School and High School athlete, I enjoyed the variety of events that Track and Field offered. Coaches had a tremendous impact; great passion for the sport and excellent teachers and mentors. I also liked the independence of Track and Field- 'you are what you train to be' and don't count on team mates for success-relays an exception. TF offers most all individuals the opportunity to compete regardless of ability-no one sits the bench or relies on a subjective evaluation to play.

2. What is your educational background?

BA and MS from Ball State University. I am not very happy that Ball State has joined many other universities and dropped their Men's Track and Cross Country Programs. I earned my Level 1 certificate through USATF Coaching Education. I am currently working on my CSCS Certification.

3. How do you continue to educate yourself? You are the top of the game in track & field, how and where to you go to stay current?

I read constantly, not only track related articles, but about successful individuals in all walks of life. No matter the profession, successful individuals have many common qualities-one that stands out is an incredible desire to learn and improve. It seems the more I learn the more questions and information I need to continue the development of my athletes at the highest level possible.

For the past 12 years I have worked with USATF Men's Development/High Performance Committees as the Junior Elite Camp Director at the Olympic Training Center in Chula Vista, CA. More recently, in the last 4 years, with developing Emerging Elite Coaching Camps also run at the Olympic Training Center. Working with some the best coaches in the world to broaden the base of coaches in the USA that are capable of developing athletes to the podium in the World Championships and Olympic Games. This has allowed me to continue my own education and development. If you want to learn something-TEACH IT TO SOMEONE ELSE.

4. What is the most important concept that you have learned that has made you a better coach?

Brooks Johnson, High Performance Committee, developed a saying years ago that helped put my own philosophy in to words:

ATHLETE FOCUSED - COACH DRIVEN - SCIENCE BASED

This sums up my approach to working with each of my athletes, high school and elite. One of early mentor coaches told me, "If your team or athletes are not going in the direction you/they think they should, look in the mirror and change what needs to be changed." Athletes will follow your lead, especially in high school when they are just developing their skills and who they are.

5. Describe your most successful/rewarding coaching moment?

Boy that is tough. I think I rate myself as a coach by how my less talented athletes develop. I have always felt that the genetically gifted athletes, the ones that did the best job of picking their parents, will reach a respectful level of success with a little guidance, but the middle of the pack athlete that reaches high levels of success need the best coaching. Don't get me wrong, the talented athlete needs outstanding coaching and direction to continue to climb to the top, but most of us, high school, don't get many of the gifted-majority of our team is the average athlete that can do extra ordinary things with help.

I will say one that comes to mind is a young man whose older brother dropped out of school and got in to drugs. This young man missed several cross county practices at the beginning of his freshman year. I saw him hanging out with some of his buddies smoking when he should have been at practice. I had a meeting with him and his dad. Long story short; he continued running track and cross country-won 4 State Championships, one in CC, 2 mile titles, and 1 3200m title. He ran 4:07.4, full scholarship to a Division I school. He now has his MBA and is a Millionaire working in Russia. The education and level of success as a human being is the best.

6. What book would you recommend to any coach about coaching?

Ken Doherty's Omni Book was the best help I had as a young coach. I lived with it as a young coach, still do, and have each edition printed. Two others; Vern Gambetta's Athletic Development-The Art & Science of Functional Sports Conditioning, and Brent McFarlane's The Science of Hurdling and Speed.

7. What advice would you give to a track & field coach that is just starting out in the profession?

Put the athlete first and most everything should fall in place. It is not about you, it is about their development. Education, education, education-spend the time learning all you can about the event(s) and develop your own eclectic program that fits your individual style and your coaching situation/environment.

See the big picture; we identify and develop young athletes. The best will be passed on to another coach continue their career. That is why it is so important to get certified Level I, attend USATF Emerging Elite Coaching Camps, etc. If we can develop a common base, the athlete's development will be much quicker and more effective. You have to remember that in most other Countries, athletes are with the same coach from an early age, 12-15 years old. In the US, high school and club coaches identify and begin the athlete's development and then pass them on to the college coach, and often to a post-collegiate coach after graduation.



Drill Sergeant:

Guidance to Enhance your Training

Jumps

High Jump Progression and Exercises

Circle Runs, Half Circle Runs and Scissor Take Offs

Submitted by Todd Lane, Assistant Track & Field Coach, Louisiana State University

The high jump like all jumping events requires an approach run that is technically correct in order to achieve optimal performance. Unlike the other three jumping events, the high jump is unique in its approach because of the curved run of the approach.

A progression of approach running should always begin with making sure that the athlete has proper run mechanics in a straight line before beginning any curved approach runs. After proficiency in linear running, the athlete can begin learning to run around a curve. Approach run exercises should be developed equally along with progressing penultimate and take off mechanic exercise, to a point where the athlete is prepared to take off over a bar while running on a curve. Exercises to begin to develop take off mechanics have been discussed in an earlier newsletters. Circle runs as described below can begin early in the training year and should be a basis for teaching the high jump approach.

Exercise Progressions:

1) Circle Runs

The athlete runs around a circle that is set up with cones, tape marks, chalk or whatever the coach may set up to create a circle. The radius is typically 15-20 feet. These should be performed on the track before being transferred over to the high jump pit. The runs at the high jump pit will start at the pit, running away from it around the circle and then back towards the pit. After moving to the high jump pit, the athlete should finish the run by taking off into the pit. The circle should be set up to allow the athlete to finish the run inside the standard where normal take off would occur.

Coaching tips:

The hips and shoulder should stay in the same plane of alignment throughout the run.

An inward lean should be present initiated from the ankles and following straight through the hips and shoulders.

Each step should stay within the curve having no steps deviating outside of the curve.

2) Half Circle Runs to the Pit

The athlete runs the same circle as above, but this time starts at the top of the circle and will jump into the high jump pit, just inside the standard. The athlete is now starting to identify visual aspects of the approach as well as a lean that is utilized coming into the take off.

Coaching tips:

As above in the full circle runs

The last three steps should stay within the curve, not deviate from it. Stepping out of the curve in the last three steps is a common error.

An inward lean should be maintained.

Jumps, cont. from p. 10

3) **Half Circle Runs to Scissor Take Off**

The athlete performs the drill as above, only now a bungee cord is placed across the standards. The athlete will perform a take off action over the bungee by taking off and driving the lead leg up and over the bar. This drill mimics the take off action without the athlete worrying about rotating around the bar. The athlete should feel the transition from the lean from the approach into a take off action.

The take off action should display the qualities talked about in an earlier article with flat rolling foot contacts on the penultimate and take off foot.

Coaching tips:

The last three steps should stay within the curve, not deviate from it.

The last two steps should display rolling foot contacts on both the penultimate and take off foot touchdowns.

The arms should block in front of the body at shoulder height or just beyond shoulder height.

An inward lean should be maintained through to the penultimate step.

CIRCLE RUNS to PIT



HALF CIRCLE RUNS TO PIT



Jumps, cont. from p. 11

SCISSOR TAKE OFFS



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THROWS

The Glide: Teaching the Movement across the Ring

Submitted by Larry Judge, USATF Coaching Education Throws Curriculum Chair

There are a series of drills that help teach and reinforce key fundamentals in the glide across the ring in the shot put.

The Step Back Drill

The first drill to teach movement across the ring is the step back drill. The idea is to get the shot moving across the ring, and consistently find a solid power position at the front of the circle. The athlete assumes the same starting position as the glide. The athlete steps to the middle of the ring with the right foot (slightly turned at a 45 degree angle) and extends the left foot to the board. The movement should result in a strong power position. The athlete can then stop and throw, or utilize this drill for total movement work without a pause. The goal is to overcome the challenge of hitting a solid and balanced power position while moving the shot from the back of the ring. This is a great drill for the multi-event athlete. After the athlete masters this basic movement it is time to teach the glide.

The "A" Drill

A great drill to teach the "controlled fall" towards the toe board in the glide is the "A" drill. The athlete assumes the starting position and unseats the hips with the majority of the weight on the right heel. The left leg extends toward the toe board while the right heel stays planted. During this movement, the hips should stay low, the shoulders should remain square to the back of the ring, and the athlete should either hold a real shot or mimic holding a shot. This extension should create an elongated body position similar to the letter "A". This drill helps eliminate the flight phase in the transition phase of the glide. The transition phase is the period from rear foot contact to front foot contact. In the dynamic glide, this phase must fluid. Too long of a flight phase often causes the left leg to ground late and takes away valuable time in which force can be applied to the implement.



The Medicine Ball Push Drill

The medicine ball push drill can help teach the extension of the left leg in the glide. Sometimes athletes do not extend the left leg in the straight line. Place a medicine ball behind the left leg of the athlete. Have the athlete set up in the back of the ring as if they are getting ready to glide, and kick the ball with the left leg to feel the extension as if gliding.

The Towel Hop Drill

A common problem of many beginners is failing to pull the right leg under their bodyweight in the glide. This is often a product of weak ankles and insufficient strength. The towel hop drill is great for teaching the pulling of the right leg and building specific strength. Place a towel in the center of the ring. Have the athlete practice gliding and pulling the right leg over the towel. Be careful not to over do this drill. Too much of this can cause the base to be too narrow and cause the hips to drift.

Mini-Glide Drill

The rhythm of the glide is very important. Beginners have difficulty learning the proper rhythm because of deficiencies in core strength. The mini-glide drill is a great way to teach the athlete the simultaneous grounding of the feet. The athlete performs a shortened version of the glide emphasizing the proper rhythm. This may start out with a glide of six inches and increase from there. As an athlete understands the rhythm and becomes stronger the glide is lengthened.

Partner Glide Drill

Keeping the shoulders closed as the athlete moves across the ring toward the toe board is often the biggest challenge in the glide shot put. The partner glide is a drill designed to emphasize keeping the shoulders closed (square to the back of the circle) in the glide. The athlete assumes a normal starting position in the back of the circle with a partner holding the free arm. The partner provides mild tension by walking with the athlete while he or she glides ensuring that the shoulders stay closed and square to the back of the circle. Perform sets of five.



THROWS

Throws, cont. from p. 13

Glide with the Cross Bar

The glide with a pole on the shoulders is another way to work on keeping the shoulders closed or square to the back of the circle throughout the glide in order to increase torque in the throw. Have the athlete set up in the back of the ring as if they are about to glide. Instead of holding a shot put, have them hold a pole across the back of their shoulders (the same way you would hold a bar to squat on your upper body). The length of the pole helps the athlete feel the shoulders stretch and also acts as a guide for the athlete to sense closed or square shoulders. If the pole is parallel to the ground once the athlete reaches the power position, they know they have kept their shoulders closed.



Glide under the Cross Bar

If an athlete has trouble staying down on the glide, the glide under a cross bar or a rope works well to fix that particular problem. A cross bar or rope is placed about mid-ring at a height that forces the athlete to assume the proper position in the glide. The athlete then glides under the bar or rope.



Repeat Glides

Sets of repeat glide down a line are great for working on consistency in the glide. Athletes can perform multiple glides of 50 to 100 meters. Just have the athlete pick a line on the track and start to glide. Check for foot positioning and the proper power positions. Reset the feet along the line and glide again. Remember, perfect practice makes perfect.

Remember the Core

The ballistic start in the dynamic glide may cause the athlete's midsection to buckle at key parts of the throw, especially if the athlete tries to go faster through key positions than their core strength will support. Poor core control may cause the athlete to pause in the middle of the ring, sometimes cause a "winding up" motion at the end of the glide, but most unfortunately, the athlete will not be able to hit strong throwing positions. Core strength is the ability to control oneself from the knee caps upward to the chest. A lack of core strength will also take away from the speed built in the dynamic glide. A pause in the middle of the ring will cause the athlete to get little or no increased distance from traveling across the ring using the ballistic start. Power cleans, snatches, squats and torso exercises in the weight room help build static core strength. Throws with kettle bells, puds, and medicine balls build dynamic core strength.





Level 1 Calendar of Schools

<i>Date</i>	<i>Location</i>	<i>School Director</i>
1/25-27/08	Baton Rouge, LA	John Talley 225-287-6862
1/19-20/08	University of California, Berkeley—Berkeley, CA	Dave Shrock 209-575-3034
1/11-13/08	Notre Dame HS - Chattanooga, TN	Dr. Oliver Trimiew 423-227-6967
1/11-13/08	Milwaukee School of Engineering - Milwaukee, WI	Amy Horst 410-913-8446
1/11-13/08	UT-San Antonio - San Antonio, TX	Sue Humphrey 512-841-9407
1/11-13/08	Canby HS - Canby, OR	Tom Millbrooke 503-263-7200 x5949
1/4-6/08	Clemson University - Clemson, SC	Glenn McAtee 864-656-1942
1/4-6/08	Jacksonville University - Jacksonville, FL	Ron Grigg 904-256-7408
12/14-16/07	Marietta College - Marietta, OH	Derek Stanley 740-376-4656
12/14-16/07	UNC-Chapel Hill - Chapel Hill, NC	Andrew Allden 919-962-5195
12/14-16/07	PGC Sport Complex - Landover, MD	Felix Rogers 410-496-8448
12/7-9/07	US Merchant Marine Academy - Kings Point, NY	Tony Boston 516-773-5322
12/7-9/2007	Lima High School - Lima, OH	Stephen Carter 419-296-7774
12/8-9/07	Fresno State University - Fresno, CA	Chris Baptista 559-278-4097
11/30-12/2/07	Rice University - Houston, TX	Casey Thom 713-348-8961
11/29-12/1/2007	Sheraton Waikiki - Honolulu, HI	Amanda Payne 317-713-4671
11/16-18/07	Marietta HS - Marietta, GA	Mike Judge Work: 770-579-2007 Cell: 404-316-7285

For more information about the USATF Level 1 program and to register for a school, please visit our website at: <http://www.usatf.org/groups/Coaches/education/level1.asp>



CLASSIFIED ADS

Frostburg State Seeking GA/ Track & Field

Frostburg State University is accepting applications for a graduate assistant in the Track and Field Program, preferably with jumps experience, starting in the Spring of 2008. Applicants must be admitted to the graduate program at FSU. Tuition waiver of no more than 12 credit hours per term and 30 credit hours in a 12 month period and \$2500 stipend per semester for 20 hours of supervised work per week. Responsibilities: assist the head coach in recruiting, meet management, practice, and driving to meets. Please send complete graduate assistantship application, 3 letters of recommendation, resume and cover letter to the Office of Graduate Services, Frostburg State University, 101 Braddock Rd., Frostburg, MD 21532. For questions, regarding the track and field graduate assistantship, contact Dale Luy, Head Track and Field Coach (301) 687-3243, or email: drluy@frostburg.edu

Assistant Track & Field Coach, Florida International University

Florida International University in Miami is seeking applications for the position of Assistant Track and Field Coach. The successful candidate will provide assistance to the Head Coach with activities associated with the program and student athletes, including recruitment, monitoring academic performance and social development, maintaining discipline and development programs, fundraising activities, coordinating summer camp, pre and post-conditioning, practice and games. INTERESTED APPLICANTS SHOULD APPLY ONLINE AT: <https://www.fiujobs.org> Faculty Staff / Employment Opportunities / J.O.B.S LINK – position #60235

Requirements include a Bachelor's degree and one (1) year of specialized experience at the high school level or above. Successful experience as a graduate assistant or intern in an athletic program is acceptable for up to one year of the required experience.

Assistant Track & Field Coach, Neosho County Community College

Neosho County Community College in Chanute, KS is seeking an Assistant Track Coach to assist the head coach in all aspects of the program, including recruiting, coaching, game preparation, coordination of special events, academics, and any other duties as assigned. NCCC is a Division 1 Junior College and member of the NJCAA. This individual will be working with the jumpers, horizontal and vertical.

Bachelor's degree required. Previous coaching experience or collegiate playing experience preferred. \$650.00 per month plus room and board, and college meal plan.

Interested applicants should submit a letter of interest; resume; employment application, unofficial transcripts; and the names, addresses, and telephone numbers of five references to: Darin Schmitz, Head Track Coach, Neosho County Community College, 800 West 14th Street, Chanute, KS 66720 e-mail dschmitz@neosho.edu or phone 620-431-2820, ext. 272.

Applications will be accepted until the position is filled. Review of applications will start upon receipt. Employment application located at www.neosho.edu. NCCC is an AA/EOE employer.



CLASSIFIED ADS

Assistant Track & Field Coach, Sacred Heart University

SACRED HEART UNIVERSITY, a NCAA Division 1 member of the Northeast Conference, is seeking an assistant coach for its combined men and women's track and field program. This position is full-time with benefits and is available immediately. Interested parties should submit a cover letter, resume, and list of references to: Christian Morrison, Head Coach, Track & Field/Cross Country, Sacred Heart University, 5151 Park Avenue, Fairfield, CT 06825-1000. Fax: (203) 365-7696. E-mail: morrisonc@sacredheart.edu. SHU is an AA/EEO Employer. Review of applications will begin immediately and continue until position is filled.

Minimum qualifications for the position include a demonstrated ability to coach competitive intercollegiate athletes in the pole vault, high jump and combined events. Other duties will be assigned by the head coach. Competitive experience at the intercollegiate level or beyond, coaching experience and a bachelor's degree are preferred. In addition, the successful candidate will possess excellent oral and written communication skills; strong organizational skills; the ability to support high academic standards and to motivate students; demonstrate enthusiasm for sport program goals; and have knowledge of NCAA rules and regulations with demonstrated exemplary ethical conduct and conformance to NCAA rules and regulations. An advanced degree and/or USATF coaching certification of any level are, of course, a plus.

Head Coach for Men's & Women's Track & Field, Coe College

Coe College, a member of the Iowa Intercollegiate Athletic Conference (IIAC), is seeking candidates for the full-time position of Head Men's and Women's Track and Field Coach. The Head Coach must possess the ability to organize and administer a competitive intercollegiate track and field program that includes the recruitment of prospective student-athletes, practice/meet planning and execution, skill instruction, and the development of a working relationship with all athletic administrative staff in the overall management of the men's and women's track and field programs. The Head Coach is responsible for the direct supervision of an assistant coaching staff and must strictly adhere to all rules and regulations set forth by the college, the NCAA and the IIAC. Qualifications include: Bachelor's Degree required, Master's preferred, prior coaching experience, knowledge of NCAA Division III guidelines, and the desire to build a competitive Division III program. Review of application materials will begin immediately and remain open until the position is filled. Please submit a letter of application, resume, and three references to John Chandler, Director of Athletics, Coe College, 1220 First Avenue NE, Cedar Rapids, IA,

Assistant Track & Field Coach, Stanford University

Stanford University's Athletic Department is seeking applicants for the position of Assistant Track and Field Coach. This is a twelve-month, full-time, full-benefit position that reports to the director of Track and Field. He/she will be directly responsible for administering and or assisting with the administration of all areas related to the success of a Track and Field and Cross Country program within the Division I intercollegiate program and the policies established by the NCAA, Pac-10 and Stanford University. The candidate must have coaching experience or a competitive playing background at the college/university level. Excellent communication, organizational, teaching, interpersonal and supervisory skills are essential in the event areas of men and women sprints, hurdles and jumps. Bachelor's degree is required. Screening of applications will begin immediately and continue until the position vacancy is filled. Send letter of application, current resume and a listing of references, including telephone numbers, to: Edrick Floreal – The Franklin P. Johnson Director of Track and Field, Department of Athletics, Stanford University, 641 East Campus Drive, Stanford, CA 94305-6150 or floreal@stanford.edu. STANFORD UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER.



CLASSIFIED ADS

Head Coach-Women's Soccer, Assistant Coach-Track & Field, Assistant to Athletics Trainer and Phys. Ed Instructor

Nestled in a beautiful valley in the western Southern Tier of New York State, Alfred State College has a long tradition of attracting the finest faculty and staff and offers outstanding educational opportunities in more than 70 programs. This is a 10 month position in the athletics department. The coaching responsibilities for women's soccer and track & field include development of competitive athletic programs through recruitment of athletes, development of schedules, budgeting, and academic monitoring of athletes. This position also involves assisting the Athletic Trainer and/or teaching Physical Education activity/lecture classes. The successful candidate must have good organizational skills, ability to work with a diverse population of constituencies, be willing to work evenings and weekends, and possess and maintain a valid driver's license. Microsoft Word and Excel experience helpful. Bachelors degree required in Physical Education or related field. Master's degree and Athletic Training certification preferred. Full job descriptions and applications can be found at <http://jobs.alfredstate.edu>. Only on-line applications will be accepted for these positions.

Head Track & Field Coach, SUNY College at Oneonta

The SUNY College at Oneonta seeks applications for a Head Women's and Men's Track & Field Coach for the 2007-2008 academic year. This is a full-time, 10 month, non-tenure, coaching position with a start date of January 2008. For additional information, see the College's website at <http://www.oneonta.edu>. The College at Oneonta is a member of the State University of New York Athletic Conference (SUNYAC) and sponsors 21 Division III varsity sports. Oneonta is located in the picturesque foothills of the Catskill Mountains in upstate New York.

Responsibilities: The successful candidate will be responsible for all aspects of coaching, administrating and managing an NCAA Division III Women's and Men's Track & Field Program with integrity and professionalism. This includes duties such as overseeing all day-to-day operations of the track & field programs, including coaching, recruitment of highly skilled and academically successful student-athletes; academic monitoring and retention of student-athletes; scheduling of practices and contests; budgeting for equipment and travel, and team fundraising; knowledge and enforcement of NCAA rules and regulations; knowledge and enforcement of Intercollegiate Athletics Department rules and regulations; participation in student development initiatives of the Intercollegiate Athletics Department and hiring and supervision of assistant coaching staff.

Required Qualifications: Bachelor's degree; coaching experience at the collegiate level; demonstrated ability to recruit academically successful student-athletes; demonstrated ability to recruit athletically successful student-athletes; strong communication skills.

Preferred: USATF coaching certification; CSCS or other strength & conditioning certification; experience with NCAA Division III rules and regulations; experience with student development programming; supervisory experience of professional or student staff.

To Apply: Send letter of application, resume, and contact information for three professional references to address in contact area.

Part-Time Assistant Track & Field Coach, Assumption College

REPORTS TO: Head Coach **BASIC PURPOSE:** To assist the Head Coach in all phases of conducting the intercollegiate program at Assumption College including, but not limited to, recruiting, scouting, practice and game planning and implementation, academic supervision, and fund raising. **SUMMARY OF RESPONSIBILITIES:** 1. Adheres to the purpose, accountabilities, and dimensions of an assistant coach, and performs duties as assigned by the Head Coach in relation to coaching the team. 2. Assists the Head Coach in organizing, supervising, coordinating and evaluating practice sessions, games and conditioning programs with the purpose of guiding and instructing student/athletes. 3. Conducts a recruitment program of prospective student/athletes. 4. Assists in scouting activities for the program. 5. Assists in the coordination of summer camps, if applicable. 6. Participates in selective special College events such as: Student/athlete Candlelight, Hall of Fame dinner, First-year Orientation, Student/athlete Awards Ceremony, College Admissions activities, etc. 7. Performs other related duties as requested by the Director of Athletics. **QUALIFICATIONS:** Bachelor's Degree/Master's preferred, Coaching experience, preferably at the college level, Valid driver's license, Familiarity with Division II N.C.A.A. rules and regulations, Competency with current technology. **APPLICATIONS:** Apply on-line at www.assumption.edu/hr or send resume and cover letter (Reference Job #06-11) to: Office of Human Resources, Assumption College, 500 Salisbury Street, Worcester, MA 01609-1296. Assumption College is an Affirmative Action Employer and encourages applications from candidates of diverse cultural backgrounds.



CLASSIFIED ADS

Assistant Wellness Coordinator/Track & Field Coach, Savannah State University

Provides assistance to the Head Track & Field/Cross Country Coach in implementing a quality program. Directs and oversees the weight program for Track and Field. Organizes and coordinates strength and conditioning at the Tiger Arena Fitness Center. Bachelor's degree in Recreation or four years work experience in related fields. Two to three years intercollegiate coaching or competition experience, demonstrated knowledge of NCAA rules, and excellent knowledge of techniques in the area of weight lifting. Must have the ability to work with diverse population of students, employers and faculty; demonstrated understanding of strength and conditioning. Salary competitive and commensurate with qualifications and experience; excellent benefits. Submit cover letter, completed application, resume, transcript and three letters of reference to: Wellness/Track & Field Search, Office of Human Resources, Savannah State University, PO Box 20601, Savannah, GA 31404.

Head Coach Men's Cross Country/Track & Field, Boston College

Job Description: Responsible for managing all aspects of the Men's Cross Country/Track & Field program including, but not limited to; coaching all practices and competitions, recruitment of prospective student athletes on and off campus, preparing and operating within budget, supervision of strength and conditioning program, scheduling competitions, arrangements for home and away contests, fundraising and general administrative tasks such as ordering equipment, expense reports, recruiting data base, N.C.A.A. Compliance logs and forms. Must be committed to the academic and athletic development of all student athletes. Adherence to all University, ACC and N.C.A.A. policies and procedures.

Requirements: A bachelor's degree is required. Masters degree preferred. Competitive intercollegiate experience desirable. Three-Five years successful coaching experience, preferably at the collegiate level. Expertise in technical aspect of sport. Good organizational and communication skills. Ability to work effectively with college student athletes, athletic staff, University personnel and Alumni. Basic knowledge of N.C.A.A. rules required. Proficient computer skills including, but not limited to, Microsoft Office Suite and File Maker Pro. Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

Part-Time Assistant Coach for Men's and Women's Track & Field, Middlebury College

Middlebury College (Middlebury, VT.) is seeking applications for the position of Assistant Coach of Men's and Women's Indoor and Outdoor Track and Field. This is a 7 month part-time position beginning November of 2007-May of 2008. Responsibilities will include coaching the jumps with an emphasis on the pole vault. Bachelor's degree and coaching and/or competition preferred. Interested candidates should send via email a letter of application, a resume, and three names and contact information for references to: beatty@middlebury.edu.





USATF Coaching Education

Presented by Gill Athletics



Some News from Gill Athletics, the presenting sponsor of USATF Coaching Education

CHOOSING THE RIGHT POLE

"What pole do I need?" is a common question at all levels. Whether you are looking for the best pole for a beginner or the next pole for your best vaulter, use these simple guidelines to help you make the right choice.

Things to keep in mind when buying a new pole:

- Every 6 inches in length is equal to approximately 10 pounds in stiffness. For example, a 13'6" 150 lb is SIMILAR to a 14'0" 140 lb when gripping the same distance from the BOTTOM of the pole.

- The maximum weight rating is based upon a maximum grip height for that length of pole. The further you lower the grip on the pole, the greater the effective stiffness will be. This relationship is not linear. The pole will act a little stiffer (1.5 lb per inch) for every inch you lower the grip below the max. When you get more than 12 to 18 inches below the max grip the pole begins to act stiffer (more than 1.5 lb per inch) for every inch you lower the grip. If you need to grip lower than 12 to 18 inches below the maximum grip you should consider a shorter pole.

The chart on page 21 shows the equal pole in the next longer/shorter length. For example, if your athlete is using a 13'0" 130 lb, a similar pole at the SAME grip height from the bottom of the pole is a 13'6" 120 lb. This chart is relative and if you move more than 6 inches in length the margin of error is much greater. There are performance differences that are not taken into account. This is only a comparison of relative stiffness.

The Beginner:

When selecting a pole for a beginner you need as much information about them as possible. The best information you can have is how high they can grip without bending the pole. This means before you even consider ordering a pole for them you should use what you have and teach them to straight pole. Bending the pole should not be an immediate concern and can interfere with the learning of proper technique. In most cases bending the pole will happen on its own when the athlete becomes proficient at running with and planting the pole properly. Determine how high they can grip and their weight. If straight pole information is not available, their grip height will be an educated guess based on their standing reach plus 8 inches (the depth of the box) and their athleticism. Grip height is measured from the tip of the pole to the top of the top hand. The right pole is 12 to 18 inches longer than their straight pole or educated guess grip height and the weight rating should be as close to their body weight as possible. This will give them the best chance of eventually bending the pole. If your budget affords you only one pole you may consider being a little more aggressive on the weight rating or the length, keeping in mind the further they grip from the maximum the greater the effective stiffness of the pole.

The New Program:

When selecting poles for a new program you are selecting poles for lots of beginners at the same time so refer to the section on the beginner for a starting point. Just as with selecting a pole for a beginner the amount of information you have will aid in making the best decisions. Make a list of all of the athletes interested in vaulting. Make sure to include their weight. The three factors that will determine what poles you need will be your lightest vaulter, your heaviest vaulter and your budget. Your budget will determine how you fill in the poles between the smallest and the biggest.

The next pole:

When selecting poles for vaulters who are bending the pole there are a lot of factors to consider. The biggest is how much are they bending the pole? Refer to the fault adjustment chart on page 22 to see how to proceed.

POLE BEND	PEAK/LANDING	ADJUSTMENT
Too Little	Short/Shallow	Softer Pole
Too Little	Deep	Raise Grip
Normal	Very Short/Shallow	Softer Pole & Lower Grip
Normal	Slightly Short	Move Standards Forward
Normal	Slightly Deep	Move Standards Back
Normal	Very Deep	Stiffer Pole & Raise Grip
Too Much	Short/Shallow	Lower Grip
Too Much	Deep	Stiffer Pole

It is important to remember that the only thing raising a vaulters grip will do is demand that they bend the pole more. If the pole is bending normally, the first adjustment will be to use a stiffer pole. If the vaulter is ready for a higher grip and is at the maximum grip, then use the up 6 inches (length) back 5 pounds (weight) rule. A 5 pound stiffer pole at approximately the same grip height will be 6 inches longer and rated 5 pounds softer. This is the best way to progress onto the next length of pole. If the vaulter is on a 14'0" 150 lb, the next stiffer pole would be a 14'6" 145 lb (keeping the grip in a similar location from the bottom of the pole). It is not advisable to raise the grip 6 inches at one time. If the shorter pole is bending normally, a dramatic increase (6") will more than likely cause the pole to be over bent and create an unsafe condition.

A More Aggressive Pole:

Vaulting pole technology has come a long way in the past 20+ years. When is a vaulter ready for a pole that performs more aggressively? Gill Athletics is the only manufacturer that offers a pole for every level. The tension and recovery speed (how much force the pole wants to unbend with and how fast it does so) are what makes one poles design more aggressive than another. This can be accomplished in many ways. Changes in design (patterns) and materials are the most common.

In 2002 Gill Athletics introduced FX technology into its line of vaulting poles. FX technology was born from 3 years of research focused on producing a pole that rolled to vertical easily and still returned smooth and aggressively. In laboratory conditions this was a pole with a full bend so that the stored energy was distributed evenly along the largest area. Distributing the energy in a large area reduces the likelihood of breakage and the smoothest energy return since no one smaller area of the pole is expected to manage the energy put in by the vaulter.

The shape of the pole when it is bent is a result of how the athlete loads the pole. The pole's design has very little influence on the shape of the bend. This is why some designs perform better than others at certain levels of development. Gill designs the pole in the lab and leaves the coaching up to you.

Skypole – The "MEAN GREEN" Skypole is designed for the vaulter with a low to mid/low bend characteristic typical of the beginner/intermediate vaulter. The strongest part of the pole is low (where this style of vaulter loads the pole) and the pole has a slower recovery speed. This is not to say that a vaulter cannot jump high on this design, rather this pole will perform best for a vaulter with a lower bend. Recent changes (late 2006 and newer) to the Skypole have made it significantly lighter than what most vaulters are used to from this pole.

Pacer Mystic (FX enhanced) – The Mystic pole is no longer just a women's pole. Feedback from all levels, beginner to masters, has proven the Mystic to be the right pole for many different levels. The Pacer Mystic is designed around mid/low to mid bend characteristic typical of the beginner to intermediate vaulter. The Mystic pole is slightly more aggressive than the Skypole but in most cases this will not be noticeable at the beginner/intermediate level.

Pacer FX (FX enhanced) – The Pacer FX was the first pole to utilize the FX research. The Pacer FX is designed for the vaulter with a mid bend characteristic typical of the intermediate to advanced vaulter. The strongest part of the pole is centrally located and performs best for the full bend type of vaulter. In addition to the benefits of the FX Technology the Pacer FX has the lightest carry weight of any non carbon pole on the market. The more weight you have to carry down the runway the slower you will be.

Mystic Carbon/Carbon FX (FX enhanced) – Adding carbon to the construction of a pole allows for the pole to be lighter, more aggressive, and for them to be built on a smaller mandrel than glass alone. The fact that carbon poles are the most aggressive poles available is why they are engineered for the advanced vaulter. Carbon poles will benefit every vaulter with the lightest carry weight of any pole, but the aggressive nature of these poles makes them most beneficial to the advanced vaulter. Carbon carries and returns the energy load of the vault more efficiently than any other material.

I Am Gill Athletics

***This is a new feature to highlight the men and women of Gill Athletics who want to help you on a daily basis. We feel we have the most knowledgeable enthusiastic sales force in the industry and want to show you exactly who is committed to you before, during and after the point of sale. Gill Athletics is dedicated to manufacturing the best track and field products in the world and following up with the industry's best customer service.*

Bryan Carrel

I began my career in track and field in 1981 when, at the request of my best friend, I tried out for middle school track and field. I was cut from the team after trying out for every event but continued to show up and finally earned a spot on the team pole vaulting. Twenty-six years later I am still pole vaulting.

I was ranked in the top 20 vaulters in the nation as a high school senior and after graduation served four years as a United States Marine. I was twice a part of the All Marine Track and Field team and one of those years qualified for the inter-service team that competed at the CISM (Council of International Sports in the Military) Games in Warndorf , Germany . I also volunteered at a local high school near on of my duty stations as a pole vault coach.

After the Gulf War, I enrolled at Indiana State University where I was a three time national qualifier. I stayed at Indiana State and coached the jumps for a total of 10 years. I did have one year where I started my graduate work and coached the jumps as a GA at Central Michigan University . I left Indiana State to join the Gill Athletics Team in 2001 as the pole vault technical expert.

Since then I have gained expertise in every product Gill has to offer. Shortly after joining the Gill Team I began volunteering with the University of Illinois and to this day I coach the men and women vaulters. I also started offering summer camps and clubs as well as a winter club for the local young men and women in the surrounding area.

- 1) What brought you to Gill?** *I came in one day to pick up an order and when I got back to campus Fred Dixon had called and asked me to apply for a new TECH REP SALES position that they were interviewing for.*
- 2) What is your favorite part of working for Gill?** *My passion for track and field makes Gill Athletics the perfect fit. The people and products we deal with every day makes this the perfect place for a track nut to work.*
- 3) How do you use your past coaching experiences (and/or competing experiences) to help Gill customers?** *Most of the customers we deal with have specific needs that only someone with a track background can relate to. Without that it would take much longer to gain the experience necessary to give truly valuable advice to the customer on the phone. When you pair that experience with the knowledge of the products that can only be gained here and furthered from the feed back from the field Gill Athletics is the most trustworthy source in the nation.*
- 4) Describe your work activities for Gill. Describe a normal workday.** *Technical sales reps must be able to do it all. While we each have areas we excel at we must be able to help to a certain degree any call that comes in. When I am not answering the phones I am contributing to the development of our existing products and introducing new ideas for consideration. The Gill Athletics team allows for input at all levels.*
- 5) How does your specialty pertain to helping Gill customers?** *With over 25 years as a pole vaulter and over 16 as a vault coach I handle the majority of the pole vault questions that come into Gill. I also work closely with our engineering department on the continued development of the best vaulting poles in the world*

Used Equipment Available

The following equipment used at major national meets (USATF National Meets) is available at a reduced cost for you.

Contact Mike Cunningham at 800-637-3090 x116 today!

Item #	Description	Quan-	Catalog	Your Price
Electronics				
UE39837	Double Unit Aluminum Tray (holds 2 units)	3	\$145.50	\$117.00
UE39838	Performance Indicator Cart (max capacity 2 trays)	2	\$509.00	\$406.00
UE39820	Countdown Timer/Wind Indicator	3	\$718.00	\$539.00
U39820	Countdown Timer/Wind Indicator-LCD	1	\$700.00	\$479.00
UE730U	Ultrasonic Wind Gauges	4	\$1,559.00	\$1209.0

Pole Vault/High Jump

U641V	Scholastic High Jump Landing System	1	\$3,869.00	\$3018.00
U667V	Maximus Pole Vault Pit	1	\$16,420.00	\$12808.00
U66702	Weather cover for Maximus	1	\$1,582.00	\$1235.00
U731109	PV Standard/Cage Door Pad	2	\$254.00	\$197.00
U724	PV Standard Settings Display	1	\$430.00	\$315.00
UWE305	Chalk Container	2	\$144.00	\$108.00
U525	International HJ Crossbar	1	\$72.00	\$54.00

Starting blocks, hurdles, carts

U416	Essentials Starting Blocks	8	\$54.00	\$40.00
U73016505	False Start Bracket for Fusion blocks	18	\$12.00	\$9.00
U924	Scholastic Starting Block Cart	2	\$600.00	\$400.00
U733631	Gill Flight Hurdle Cart (47")	18	\$274.50	\$213.00
U935	Discus Cart	3	\$670.00	\$519.00
U936H	Hammer Cart	3	\$529.00	\$410.00
U934	Shot Put Cart	3	\$506.00	\$393.00
U925	Javelin Cart	3	\$714.00	\$554.00

Throwing Equipment

U35441	600g Gill Javelin 40m	4	\$193.50	\$145.00
U760055	600g Pacer American 40m RT	1	\$187.25	\$141.00
U760011	600g Pacer Comet 45m	1	\$233.00	\$174.00
U35087	800g TruFlight 70m	1	\$163.25	\$123.00
U780050	800g Pacer Astro 50m	1	\$275.50	\$207.00
U35250	800g Gill Javelin 50m	3	\$215.25	\$161.00
U35750	800g Gill Javelin 50m RT	1	\$227.75	\$170.00
U35260	800g Gill Javelin 60m	1	\$215.25	\$161.00
U35760	800g Gill Javelin 60m RT	1	\$227.50	\$170.00
U780031	800g Pacer Astro 70m	1	\$303.75	\$229.00
U738940	4K Pacer Stainless Steel Hammer, 95mm	2	\$183.50	\$138.00
U3696	6K Iron Hammer (13.2 lb)	4	\$71.30	\$53.00
U738160	16 lb Pacer Stainless Steel Hammer, 110mm	1	\$238.00	\$179.00
U735940	4K Pacer Stainless Steel Shot, 95mm	2	\$119.75	\$91.00
U735941	4K Pacer Stainless Steel Shot, 109mm	3	\$140.50	\$107.00
U735163	16 lb Pacer Stainless Steel Shot, 129mm	1	\$194.25	\$147.00
U3516	16 lb Brass Shot, 110mm	3	\$123.00	\$93.00
U34163	16 lb Turned Shot 128mm	2	\$64.10	\$49.00
U3294	Indoor Hardshell 4k	1	\$50.50	\$38.00
U1212	1K Hollowed Star	2	\$201.25	\$148.00