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USATF Coaching Education

Presented by Gill Athletics

A Message from the Chair:

Troy Engle, Associate Director and Head Coach US Paralympic Track & Field

It isn't often, but occasionally, good things do get better as is evidenced by our second issue of the 'new and improved' USATF Coaching Education Newsletter. Once again, a huge word of thanks must go to Amanda Payne of the national office, who has spearheaded this effort, and to the folks in the field that submitted articles and materials for the issue.

Many of us are just back from our annual 'Summer Camp' experience which is also known as Level 2. It was great to see so many familiar faces but also great to meet many newcomers to our program. The fact that so many of us keep coming back for additional schools speaks volumes about the quality of the program and the evaluations indicate that this year was no exception in our string of great programs. The school would not exist were it not for the tireless efforts of Mike Corn, our School Director, and I would be remiss if I did not publicly applaud his efforts in making sure that the 400+ coaches in attendance had a great experience.

This year's Level 2 School was slightly different for me in that for the first time in ten years I did not actively instruct in the endurance group. This allowed me an opportunity to sit in and participate in the school from a completely different perspective. This new frame of reference was compounded by my recent shift from collegiate coaching to my new role with elite Paralympic athletes. One thing struck me more than anything – our program educates coaches far more than I ever realized! As I listened to lectures on training the energy systems, I was relating it to my work with wheelchair athletes and their training programs. As we discussed the biomechanics of distance running, I found myself relating the discussion to the running mechanics of amputee sprinters. I really believe that our program does a fantastic job of creating the complete coach!

Enjoy this issue and feel free to suggest material or articles of interest. We are on the right track with this project – I can't wait to see the next issue!

Special points of interest:

- National Podium Education Project coming December 2007.
- A view from the Top with Norm Ogilvie.
- A recap from a 2007 Level 2 student.
- Drills to improve your coaching.
- Track & Field Career Opportunities.

INSIDE THIS ISSUE:

2007 National Podium Education Project Comes to Las Vegas

USATF is proud to present the 2007 National Podium Education Project. This year's project includes most track and field event areas, and marks an expansion of the program held annually. 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 Champion-

NPEP, cont. p. 2

Mind Games:

COACHING IN THE LAST FEW MINUTES: Ten Things To Remember

By Sean McCann, USOC Sport Psychologist

Originally published in the Fall 2006 Edition of the Olympic Coach E-Zine

One of the ironies of a coaching life, is that the great majority of the long hours that elite coaches spend are not evaluated, while a small minority of their work is endlessly and publicly scrutinized. For most coaches, 95% of their work and time is spent in training and practice, yet the evaluations of coaches are often based on that 5% of time spent in competition. For coaches of some team sports, it is possible to take time-outs and talk to your team during competition, but in the great majority of Olympic sports, the ability of coaches to influence athletic performance stops the moment the event begins. Because of this reality, the last few minutes before a competition can loom large in the mind of coaches.

Is it possible, through your words and actions in those last few minutes, to help an athlete win a gold medal? Is it also possible, through your coaching words and coaching actions, to cause an athlete to lose a gold medal? While the impact of these last few minutes is often overstated in the media, there is certainly some value in considering the best ways for coaches to manage this time. Based on observations of great coaches, feedback from great athletes, as well as having watched things go terribly wrong in those last few minutes, here is a list of do's and don't's for coaches in the last few minutes before competition.

1. Have a coaching plan for the last few minutes.

Just as we tell athletes to come up with a specific plan for competition (the goal being to maximize ideal thoughts, emotions, and behaviors), it is certainly worth taking the time to prepare a specific plan for managing yourself at competitions. As we tell the athletes, however, a plan should help free up your mind to adapt to the situation, not be a straitjacket that limits your behavior. A plan based on past excellent coaching moments reminds you of who you are at your best as a coach, and gives you a framework for managing those last minutes before competition. Set aside time to think through what has gone well and what has gone poorly in the last few minutes, and make some

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What Every Coach Should Know About Energy Systems

Originally published in the Winter 2006 Olympic Coach E-Zine

When we talk about training it can be simplified to stress, recovery and adaptation. As a coach, your job is to stress the physiology of the athlete through training, the athlete has a period of recovery (rest) and the athlete's physiology adapts. Through adaptation the athlete can gradually develop the capability to handle more training or training with more intensity. As the coach, you manipulate combinations of training frequency (how often you train) training intensity (how hard you train) and training duration (how long you train) and the type or mode of training.

Another key factor is how the training you do relates to your sport or specificity. If I run long distance, I have improved my endurance adaptation, but it does not transfer the adaptation to developing strength and power. Physiologists call this SAID – Specific Adaptations to Imposed Demands. The athlete by following your training plan will adapt to the type of load that you place upon them.

"Another key factor is how the training you do relates to your sport or specificity."

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2007 National Podium Education Project Comes to Las Vegas, cont.

ships.

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 and will include the sprints, distance/racewalking, and throws, while the second section is Dec. 13 through Dec. 15 and includes the hurdles, High Jump and Horizontal Jumps. 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(s). 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. Please visit our website for additional event information and to register for the sessions you would like to attend.

http://www.usatf.org/groups/Coaches/education/specialPrograms/2007/PodiumProject/index.asp

ENERGY SYSTEMS, cont. from p2

We have all heard of Non-oxidative (Anaerobic) and Oxidative (Aerobic), but what do these terms really mean. Non-oxidative (without oxygen) supplies rely on using stored resources (ATP, CP and production of lactic acid) and do not go into using oxygen to produce more energy. Oxidative (with oxygen) the body uses oxygen to aid in energy production through what is called the Krebs cycle. This whole process is called oxidation phosphorylation.

The standard energy of all human motion is the release of energy from ATP (Adenosine Triphosphate). Therefore, all of the components are related to the resynthesis or replenishment of ATP or the removal and/or dissipation of the waste products associated with maintaining our ATP supplies.

The trained athlete has the ability to utilize the system or systems necessary to replenish the ATP that is being utilized. The three major components: ATP/CP, LA and oxidative have the ability to support activities of varying intensities and durations. All athletes have the ability to produce power and work intensities that exceed their ability to resynthesize ATP. For example, even in a 100m sprint on the track the athlete slows down due to fatigue. Similarly, in a series of five jumps or explosive lifts, power output drops.

Energy Systems- Non-Oxidative

Physiologists have devised a method to look at the energy expenditures of different sports. They have broken energy systems into three categories based on the duration of all-out exercise and the intercellular response. However, it is important to note that while the different systems mentioned provide the resources for activities of varying intensities and power output requirements the systems function in an integrated fashion. Table 2 attempts to quantify the percentage contributed that could be expected from each of the major systems for varying sports or activities.

The first phase is called the ***ATP- CP*** *system. ATP (Adenosine Triphosphate) is stored in all cells, particularly muscles. In a sense, it is free energy because the body stores ATP to make it available for immediate use, however, you can only use it once and it needs recovery time to restore the storage. The ATP system is great for short and quick activities, because it only last for about 5 seconds. It would be used in activities like-- 10 meter sprints, diving, spiking and throwing the shot.*

When ATP is used it breaks down into ADP. ADP then can combine with phosphocreatine (PC) to make more ATP, but only for a short period of time around 5-20 seconds. This system requires some recovery time as well. It takes about 25-30 seconds to regain about half of the phosphocreatine stores. These two systems combine for activities like 200m sprints and sports where short intermittent burst of activity are required— for example, basketball, hockey and rugby. A coach can train this system to adapt to some extent. A sample of training would be maximum efforts (5-10 seconds) with rest of about 1 minute.

The next major phase is called the ***Lactic (LA)*** *system. After the 20 seconds of the ATP-PC system, the body requires another ingredient-- muscle glycogen (glucose) to be added to continue.*

This system begins when phosphocreatine stores are depleted. Lactic acid (or lactate) comes from the breakdown of the glucose released from the muscles. One of the outcomes of this breakdown, is that positive Hydrogen ions are expelled which accumulated in the muscle and cause it to fatigue.

The lactic system is used in a number of sports that do repeat sprinting or high energy activities, such as ice hockey, sprint cycling, 100m swim, lacrosse, soccer, up to the 400 meters in track. Training can be designed to help the athlete improve their tolerance to the build up of the positive hydrogen ions. Bouts of intense training lasting from 25 to 45 seconds with rest ranging from 20 seconds to 3 minutes (determined by the amount of time of the work or the distance covered).

Energy Systems-Oxidative

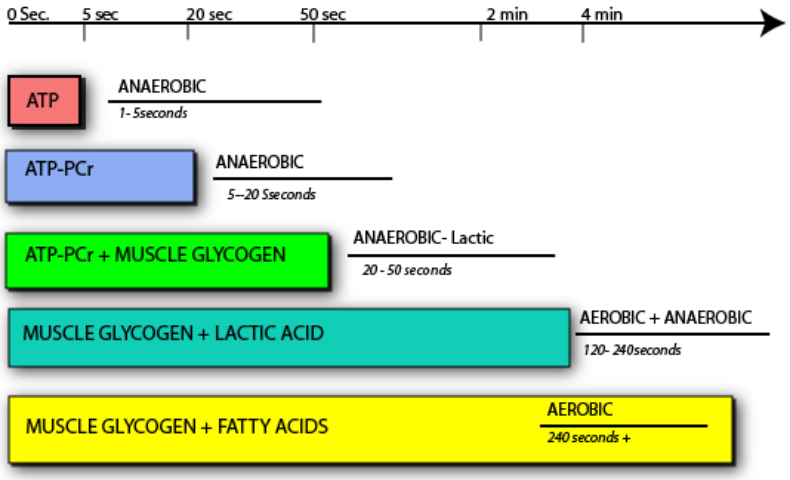
The third system is the ***Oxidative*** *phase. In this phase, as the term indicates you are using oxygen to fuel the breakdown of carbohydrates first, free fatty acids second and if the exercise continues long enough -protein. Whereas, the previous systems have related to higher intensity work (or power) the aerobic system is more for moderate or low intensity work, but of longer duration.*

The oxidative system should be developed to aid in lactic system. The development of the aerobic system aids in lactate removal, so that the athlete can tolerate more lactate.

Training to develop this system consists of the traditional long runs, but can also have repeats of shorter distances of low intensity with reduced rest (20 x 200m with 30 second rest). This example would not have the athlete perform with an all-out effort, but would be at race pace for a mile run.

ENERGY SYSTEMS, cont. from p3

TABLE 1- Energy Systems



As the coach, you now have to determine what energy system should predominately be trained. E.L. Fox et al, developed a nice chart to help you sort through this. He looked at the dominate energy systems for each sport.

TABLE 2- Sports and Energy Systems

SPORTS	ATP-PC/ LA	LA/02	02
Basketball	60	20	20
Fencing	90	10	
Field events	90	10	
Golf swing	95	5	
Gymnastics	80	15	5
Hockey	50	20	10
Distance running	10	20	70
Rowing	20	30	50
Skiing	33	33	33
Soccer	50	20	30
Sprints	90	10	
Swimming 1.5k	10	20	70
Tennis	70	20	10
Volleyball	80	5	15

References:

Frank W. Dick, Sports Training Principles (London: A & C Black, 2002).

Donald K. Mathews and Edward L. Fox, The Physiological Basis of Physical Education and Athletics (Philadelphia:W. B. Saunders Company, 1993).

Brent S. Rushall and Frank S. Pyke, Training for Sports and Fitness (South Melbourne: MacMillan, 1990).

William D. McArdle, Frank I. Katch and Victor L. Katch, Essentials of Exercise Physiology (Philadelphia: Lippincott Williams & Wilkins, 2006).

MIND GAMES, cont. From p.2

notes. Summarize this raw data into some rules for coaching behavior just before competition you will be more likely to succeed in those situations. It sounds simple, but I would guess that fewer than 10% of elite coaches have done this exercise.

2. Have a clear idea of what behaviors you are looking for from each athlete. The odds of influencing behavior go up dramatically in your favor when you know what impact you want to have and what behavior you want to see. Successful coaches know how each of their athletes behaves at their best and their worst, and will orient their interactions with each athlete to maximize the best behaviors. This is a simple idea, but frequently under pressure, coaches do not take the time to clarify in their mind what they want to see from each athlete.

3. Try to do what you normally do. One of the most common complaints we hear from Olympic coaches and athletes about the Olympics, is that too many things are different at the Olympic Games. These differences make everybody uncomfortable and out of their normal routine. Unfortunately, coaches can also change things up at big competitions, and this is frequently a mistake.

If you have been doing a good enough job to get to the big competition, you probably have managed the last few minutes just fine. Why change that at the biggest competition? An exception to this rule is when you observe that the normal program is obviously not working. A good rule of thumb is to do a lot of work determining the best pre-competition program for your athletes, with plenty of experiments early on. Then, once you have decided on the best program, stick with it. Athletes like routine, routines build confidence and certainty, and routines reduce decision making on competition day.

4. Individualize. Some athletes need to be pumped up. Some need to be calmed down. Some need a clear head. Some need specific technical information. Some need to laugh. Some need to get angry. NFL great Marshall Faulk was recently asked if coach Dick Vermeil deserved his reputation as the best pre-game motivational speaker. Faulk replied that he didn't know, since he didn't listen. His pre-game focus was on reading defenses, understanding new plays, and other specific tasks for the game. In my experience, the best way for coaches to determine what each athlete needs in the last few minutes is to ask each athlete individually. One strategy I have used is to have the athletes fill out a competition plan with their ideal thoughts, feelings, behaviors, and coach interactions. Once this is filled out, I have the coaches and athletes meet and discuss it.

5. Raise energy, but not negative energy. While the pressure of competition requires that everybody take their job seriously on competition day, too many coaches equate a serious approach with a joyless one. While I have certainly seen exceptions, most of the best big event coaches raise their intensity but not their negativity for big events. When coaches are able to enjoy themselves under pressure, the message gets sent that everything is going to be ok. There is very little down-side to positive energy. Negative energy, on the other hand, can disrupt, distract, and drain useful excitement from staff and athletes. Frequently, negative energy comes from focusing on what might go wrong, or what has gone wrong. Either of these thoughts means that you aren't focusing on the present. The worst negative energy is externally-directed sniping at athletes or coaching staffs. Interpersonal conflict at competitions is distracting and threatens performance.

6. Prepare for the worst (but expect the best). Coaching in the last few minutes is much easier when you have done all the work you needed to in the hours, days, weeks, and months, preceeding the last few minutes. Coaches who are scrambling in the last few minutes because they haven't prepared for the kinds of things that can change or go wrong at competitions, are rarely effective. When you have effective contingency plans for the worst case scenario, you can relax as a coach. You can only know if they are effective if you have actually practiced these situations in training. Essentially, the goal is to organize competition simulations in which your athletes have to handle conditions at least as tough as the worst case scenario. Examples include competing without a normal warm-up, changing the time of competition, playing loud crowd noise (USOC Sport Psychology has a 30 minute crowd noise CD we have distributed to coaches and athletes), and any other logistical wrinkle or challenge you can throw at your athletes.

7. Think questions, not just speeches. We have all seen the movies where a coach gives an inspirational speech and the team goes out and "wins one for the gipper". Many coaches believe that a powerful speech is part of a job requirement to be a great coach, but as evidenced by the Marshall Faulk story, many athletes may not need or want speeches. I have seen many successful coaches use an alternative to speeches: good questions. Instead of a coach giving a speech, reminding players about a key defensive assignment, a coach simply asks each player or groups of players, "What is your key in this defense?" The athlete's answer tells you if they understand or not. When athletes understand the keys to their performance, the process of answering a question actually impacts that athlete's self-talk in ways that you can see and react to. You simply don't know if that is happening when you give a speech.

When a coach uses open-ended questions such as "what's your main goal today?", athletes give that coach a wonderful opportunity to react and modify thinking. For example, I have seen athletes say "my main goal is to get a decent result" to which the coach responds, "Great! So, what do you need to do to make that happen?", which shifts the athlete's mind away from outcome onto the task at hand. By doing this, the coach keeps the athlete in the present, and keeps the athlete's focus on the controllable. If this coach had simply told the athlete what to think, the athlete would probably have just nodded, with the coach thinking they had gotten through, when instead, the athlete was still thinking about results. Effective questioning may be the best tool in a coaches bag of tricks in the last few minutes before a competition.

8. Don't Say "Don't!"(Frame behaviors in the positive). I will never forget a trip I took to work with coaches at one of our country's traditional college football powers. The football coach at that time had done a great job recruiting, but was under pressure because his team's regularly under-performed in big games, especially the annual giant game with a conference rival. We met in the football team's auditorium, and on the wall were the top 5 team "rules for success" on a giant sign. I immediately understood why the team failed on the biggest stage when I saw rule #1: "The team that makes the fewest mistakes wins." It's not that this isn't true. It's that athletes and coaching staffs that focus on not making mistakes are not focusing on winning. They are focusing on not losing, not getting yelled at, not getting benched, not getting fired. This is the dark underside of perfectionism, and it makes athletes and coaches vulnerable in the big games, with the most pressure. In the case of this football team, rather than attempting great plays, the team focused on safe plays.

Years later, a staff member on the team said that their opponent's defense in the big conference game was calling out the plays, knowing exactly what the team would do, because

Mind Games, cont on p. 6

MIND GAMES, cont. from

the team was avoiding anything risky. Contrast this fear of making mistakes to the quote from UCLA basketball coach John Wooden, whose teams dominated the big games for a decade: "The team that makes the most mistakes will probably win. There is much truth in that statement if you analyze it properly. The doer makes mistakes, and I want doers on my team -- players who make things happen."

By identifying specific goals to go after, rather than specific things to Not Do, coaches can help athletes focus on execution and excellence, reduce worry, andstay optimistic and positive. These are hallmarks of athletes who perform under pressure. Nowhere is this approach more important than in the last few minutes before competing. Identify what you want to see, not what you don't want to see,and keep the conversation on the positive competition behaviors.

9. Sweat the little stuff well before competition. The last few minutes before competition is the time for stripped down thinking, focusing only on simple, powerful, and useful ideas. Unfortunately, many coaches make the mistake of obsessing about little details that don't matter at that point in time. There is a time and a place for sweating the details, and the time is early and the place is away from competition. When you develop your personal plan for competition (see point #1), you have a great opportunity to think of every possible detail and make a plan to ensure that the details are taken care of. If you are worying about details at the competition, you didn't do your work ahead of time. I have known many nervous coaches, constantly and obsessively checking, and these coaches tend to irritate everybody around them. These coaches are frequently avoided by athletes and other coaches in the last few minutes, because the worrying rubs off on everybody and you may not have time in the last few minutes to clear your thoughts of these worries. If you are a coach who worries more than most people, you need to find a way to take care of the worries and let them go for those few minutes before competing. If you don't, you will have an unintended negative impact, creating much more lasting damage than some little detail left undone.

*10. Remember the role of emotions. Emotions are the wild card in the last few minutes before competition. Sometimes strong emotions produce personal be*st results, and sometimes they create disasters. Because many of us are afraid of strong emotions, we frequently do what we can to put a lid on emotions. In the last few minutes before competition, the last thing many coaches want to see is an athlete crying, since many of us believe that someone who is crying is out of control. On the other hand, if you develop the skills to coach even when emotions run high, you can operate much more effectively in the last few minutes. If an athlete is able to tell you they are afraid, then you can help. If the athlete is unable to do that, then you cannot help, and the athlete will probably fail. Which situation would you prefer?

If you remember a couple of basic ideas when faced with emotions in the last few minutes, you may have an easier time with this important skill. One simple idea is not to be afraid. If tears or anger don't scare you, you can keep talking, and keep on working. Another simple idea is don't be embarrassed. Many coaches who see athletes with strong emotions stay away, because they feel the eyes of observers watching them and they are embarrassed to be on stage. If you act as if strong emotions are a normal occurance, it has a calming impact on everyone in the vicinity, especially the athlete. One final idea when dealing with strong emotions is not to make any assumptions about what those emotions mean. An angry athlete may or may not know why they are angry. The anger may or may not have anything to do with the competition. The anger may be realted to the coach, or it may not. The key strategy is engaging the athlete, talking through the situation, and remembering what you ideally want to see from this athlete in competition (point #2). As long as you know where you want to go, you can get there, even when working with a very emotional athlete. If the strong emotion throws you off your stride, however, and you forget your goal, you may end up throwing away a performance opportunity in those last few minutes. To summarize, if a coach is unafraid, unembarrassed, and doesn't make assumptions, they can be a great resource for an emotional athlete in the last few minutes before competing.

A View from the Top:

Featuring Norm Ogilvie,
Director of Track & Field at Duke University

When did you realize you wanted to become a coach?

When I needed a new career at age 30.

What methods do you utilize to make sure you keep up to date with the latest changes and research in coaching track and field?

Read extensively, talk to other coaches, attend clinics and seminars, and get certified.

What is the most satisfying aspect of coaching track and field?

Helping young people reach their goals and achieve a proper balance in their lives. To create good citizens.

Are there any coaches, in track and field or otherwise, that you look up to and try to emulate?

I look up to many other coaches. I enjoy reading about coaching in all sports.

Are there any books about coaching that you would recommend?

Too many to list here.

What advice would you give to a young coach just starting out in the profession?

Be patient, work hard, try to figure out the type of program you want to have and what you want it to represent about yourself and your school. Try to work at a school you can have passion for so you can pass that along to your student-athletes.

You are a former distance runner who currently coaches distance athletes. Has this always been the sole area of coaching you have worked in or have you had to coach numerous events throughout your career?

I coach distances yet I have also completed the USATF Coaching Education program in the jumping events. I'm a field event specialist on CBS Sports telecasts. I love all the events, and try, although it is sometimes tough to be two places at the same time, to watch all of my track and field athletes compete whenever possible. Diverse knowledge is important to a head coach, but diverse passion is vital. Your athletes need to know you care about all of them. I've learned events as I watch them….sometimes that's the best way of all.

USA TRACK&FIELD℠

A Day in the Life:

With 2007 Level 2 Student Ellannee Richardson
Assistant Coach, Washington State University

Every Summer coaches from all over the country come together with the common goal of enhancing their coaching education and attend the annual Level 2 School. In July 2007 the Level 2 School was held at Loyola University in Chicago, IL. Coach Richardson, an Assistant Track & Field Coach from Washington State University attended this year's Sprint/Hurdle/ Relay Level 2 School as one of the USATF Minority Women Coaching Education Scholarship recipients. This scholarship, made possible in 2007 by a matching grant funded by the National Collegiate Athletic Association, was designed to enhance educational opportunities for minority women track & field coaches and as a result, increase available networking opportunities.

Coach Richardson has given us the unique opportunity to gain a glimpse into the life of a Level 2 student. Please read on as Coach Richardson shares her experiences with us…

July 6, 2007

6:00 a.m.

I woke up this morning for another day of Level 2. Today is Friday, the 6th day of the education school and tomorrow afternoon we will graduate. I went down to the cafeteria to have breakfast at 7:00 am and then walked across campus to attend my first lecture. The 8:00 am lecture was given by Marcia Noad. She talked about race distribution and relays. The relays are my favorite events, so I especially enjoyed listening to her lecture.

9:45 a.m.

Gary Winckler came in to give an analytic description of hurdling. Gary gave great ideas for training and a very thorough explanation of hurdling. A little later, Tony Veney and Gary showed us a lot of video clips of former and current athletes and explained the technical errors and advances that these individuals were making. I enjoyed the video clips that they used throughout this lecture. I am a very visual learner, so I think these helped me understand some of the principles they were explaining.

12:00 p.m.

It was time for a lunch break. I used this time to network and talk with some of the other college and high school coaches in my event area. I always enjoy hearing different training philosophies and learning about other individual's coaching backgrounds. I have met a lot of great people over the course of this week so far and I hope I am able to keep in touch with all of them over time.

1:30 p.m.

After lunch, we were back to the classroom setting. We began the afternoon session with another hurdling session with Gary Winkler…..lots of great info. Later in the session, Tommy Badon came in to break down more video. I was able to see some of the same errors I see my athletes making in both the short and long hurdle races. I am excited to get back in the fall and apply some of this info to training and try to incorporate some changes into their technical and running days.

5:30 p.m.

We broke for dinner. I used this hour and a half to meet with the other members of my group, because presentations would begin after dinner. Our presentation was already complete, so we used the dinner break to decide who would present each section of our program. I left dinner feeling very prepared to present in front of our audience.

7:00 p.m.

We returned to the classroom one more time to start group presentations. We were required to complete a 20 minute group presentation on an annual plan for an athlete. We were given athlete profile scenarios earlier in the week and our task was to create an annual plan, micro cycle and a session to explain to the audience. Four groups would be chosen at random to present tonight. I would have liked to be one of them, but it looks like we will have to wait until tomorrow.

This Level 2 Coaches Education School has been a lot of hard work, but I am thoroughly enjoying myself and will take a lot of great info home with me. This week has gone by so fast. I will pack my bags tonight and get ready to head back to Washington tomorrow afternoon following our group presentation and graduation ceremony.

USA TRACK&FIELD

Drill Sergeant:

Guidance to Enhance your Training

ENDURANCE

COMPARISON OF TECHNIQUES FOR THE PREDICTION OF PERCENT BODY FAT IN COLLEGIATE DISTANCE RUNNERS

Tim Schwegler, Jerry Mayhew, Liz Hopkins-Jorn, and John Cochrane

Highland Community College, Highland, KS

Truman State University, Kirksville, MO

INTRODUCTION

Success in distance running is tied to body composition since excess fat can increase the energy cost and reduce the efficiency of running. Thus, many coaches and athletes need a quick, accurate method of checking body composition. The ability to determine the components of body composition (% fat, fat weight, and lean body mass, LBM) has been accomplished by various methods, each based on a set of principles unique to that specific method.

The most accurate and popular methods used in human performance laboratories include measurements of total body water, total body potassium, radiography, helium dilution, and body density (Heyward & Stolarczyk, 1996:2-20). Although these methods have a strong degree of face valid, the amount of time and energy required to measure one subject, coupled with the availability and cost of the equipment, make it impractical except for research purposes.

The search for quick, accurate methods has prompted coaches to turn their attention to more indirect methods of determining body composition. One of the most popular methods is the measurement of subcutaneous skinfold thickness. The skinfold technique requires the measurement of double folds of skin and subcutaneous fat using a special caliper. This technique may require a rather sophisticated level of skill by the technician in order to get accurate measurements and may be subject to within-and between-day variations (Mayhew, 1990).

Recent technology has produced two other simple field techniques for assessing percent body fat. One method, known as near-infrared interactance (NIR), measures the degree to which infrared light is absorbed and reflected when passing through human tissue (Heyward & Stolarczyk, 1996:44-55).

Another method, known as bioelectrical impedance (BIA), is based on the electrical conductance property of the LBM. The richer electrolyte content of the LBM has a much greater conductivity than does fat, thus allowing a predictive relationship to be established between current flow and LBM (Heyward & Stolarczyk, 1996:44-55).

These commercially available devices may reduce the level of technical training required to achieve reliable body composition measurements. However, the question remains whether the values provided by these methods are comparable. Therefore, the purpose of this study was compare %fat values estimated from these methods in distance runners.

METHODS

Twenty-six college distance runners (9 M, 17 F) were evaluated using three devices (Table 1). The Futrex 5000 utilizes gender, height, activity level, and optical density over the biceps to estimate %fat. The Tanita scale (model TBF-521) utilizes gender, activity level, and height to estimate %fat. The athletic activity level was used for all subjects on each device, and a single trial was given at the same measurement session. An experienced investigator performed all of the skinfold measurements, a second person operated the Futrex 5000, and a third investigator operated the Tanita BIA for all participants.

TABLE 1. Demographics of the Subjects.

Variable	*Men*	*Women*
	(n = 9)	*(n = 17)*
Age (y)	*18.9 ± 0.8*	*19.8 ± 1.0*
Height (cm)	*180.3 ± 6.6*	*167.7 ± 6.4*
Weight (kg)	*69.5 ± 7.7*	*57.8 ± 3.9*

Three skinfold measurements were taken at the chest, abdomen, and thigh sites in men and at the triceps, suprailium, and thigh sites in women. The averages were used to predict body density using gender-specific three-site equations (Jackson & Pollock, 1978; Jackson et al., 1980) and converted to %fat using the Siri equation.

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RESULTS

A gender X method ANOVA with repeated measures over the second factor revealed significant main effects for method and gender and a significant interaction effect (Figure 1). Post hoc testing indicated that the skinfold prediction was significantly greater than the other two methods. The BIA and NIR methods did not differ significantly.

In men, the BIA estimates (5.6% ± 2.7%) were significantly lower than the NIR estimates (7.5% ± 2.8%), and the NIR estimates were significantly lower than the skinfold estimates (9.3% ± 1.6%). Only the correlation between the skinfold estimate of %fat and NIR was significant (r = 0.87); the other two were less than 0.57. In women, however, there was no significant difference among the three methods (BIA - 17.3% ± 3.8%; NIR - 16.1% ± 4.1%; SKF - 17.3% ± 3.2%), and the correlations among the three methods exceeded 0.73 (p<0.05).

DISCUSSION

The current findings are at odds with those reported by Wieseler et al. (1999) and Hechst et al. (2000). Wieseler et al. (2000) found that the skinfold estimate of %fat was significantly lower than the NIR in average college women but not in men, with an average difference of 1.8 percentage units. Hechst et al. (2000) found that the BIA method produced a significantly higher estimate of %fat by more than 3.9 percentage units higher than NIR or skinfolds in female college athletes. In the current study, there was no more than 1.2 percentage units difference across the methods. Thus, any of the three methods might provide a comparable estimate of %fat in female distance runners.

In the men, however, the differences were more pronounced. The BIA method produced an average %fat value that was 4.0 units lower than the skinfold technique. Utrecht et al. (2000) noted that BIA yielded a significantly higher value for %fat among college football players than did skinfold prediction. Such fluctuations could have serious implications when suggesting an optimal running weight for male distance runners. Furthermore, the low correlations among the methods indicated that the fluctuations were random and produced no consistent pattern.

The data of Utrecht et al. (2000) might also suggest a lack of consistency among skinfold prediction equations, although the maximum percentage units difference was only 2.9. This raises the question of consistency even within a single technique like skinfolds when different prediction equations are used. To date, there is no prediction equation specifically designed for distance runners.

An obvious limitation to the current study is an acceptable criterion measure with which to compare the prediction methods. Previous studies have shown the skinfold technique may correlate well with the Futrex NIR (Elia et al., 1990). However, some researcher are concerned that the Futrex may overestimate %fat in individuals with less than 8% fat (McLean & Skinner, 1992).

The accuracy of BIA testing has also been questioned. Studies have revealed the %body fat from BIA was overestimated compared to underwater weighing by approximately 3 % (Stout et al., 1994). Furthermore, the BIA equations did not improve %fat prediction more than body weight alone (Eckerson et al., 1992a), and %fat in lean males has been reported to be better predicted from visual observation than by BIA analysis (Erickson et al., 1992b).

Stout et al. (1994) have recommended the use of the three-skinfold prediction method over either BIA or NIR when assess male body composition. Further work on the validity, reliability, and objectivity of the skinfold technique for use with lean runners might support their conclusion and expand the application of body composition assessment to the athletic world.

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JUMPS

Submitted by Todd Lane, Assistant Track & Field Coach, University of Miami

The previous drill article started with the very simple exercise of skipping. The following drill seeks to build upon the skipping exercise. This exercise is more specific to the long jump and would be incorporated after several weeks of progressing with skipping and other lower intensity, teaching activities.

One of the teaching parts of skipping was to teach and cue the athlete to have the free leg in front of the body. The free leg should exhibit long, sweeping, extended movements. This is similar to sprinting in the way the leg moves towards the track in the sprint cycle. The takeoff in the long jump should look very much like a continuation of sprint mechanics. There are several reasons for this to occur in the take off of the long jump including slowing of rotations and postural controls.

In the long jump at take off, forces are created which cause the body to rotate forward. The athlete can slow this rotation down through the use of the legs and arms at take off through flight and into the landing. The free leg out in front of the body that exhibits long, sweeping, extended movement helps slow rotation. This movement also keeps the pelvis in a neutral position. This preserves the posture of the athlete which aids in flight and landing. A free leg that has short, flexed movements and is jabbing in nature will cause the pelvis to rotate forward and accelerate the rotating forces. It will also cause the jumper to lose distance on the landing because of poor posture upon landing.

The goal of the following exercise is to teach the athlete posture, teach a free leg that extends in front of the body and sweeps back, and the use of the arms and legs as rotational controls. This exercise leads into complete short approach jump practices.

SPLIT TAKE OFF & LANDING

The athlete takes a four to six step approach and takes off, focusing on running off the take off, with the arms split and the free leg driving off the ground. The athlete holds this position through the air and lands with the knees flexed in a split position.

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Jumps Drill, cont. p. 11

SPLIT TAKEOFF TO A SWITCH

The athlete performs the same takeoff as in the previous exercise, but will now focus on extending the free leg and letting the leg sweep back behind them. The takeoff leg will be brought through to in front of the body and a split landing position will occur as before. This exercise can also provide a teaching tool for the triple takeoff phase as well in teaching the long, swinging leg. Takeoff angles should be lower for the triple jump.

SWITCH TO A LANDING

The last exercise takes the switch exercise and asks the athlete to perform a landing. The coach can begin to move from here to developing a technique which bests suits the athlete for flight technique. Hang, hitch kick or a hitch-hang combination being the preferred styles. The athlete above is working on, but has not yet mastered a hitch-hang combination.

JUMPS

Executing Proper Long Jump Take-Off Rhythm

Submitted by Scott Hall, Ed. D. Wake Forest University

Executing the correct rhythm at take-off is a common problem in the long jump. If the athlete maintains a quick rhythm over the last two steps, he or she will perform the jump with a high level of velocity which is essential to maximize performance. However, when most athletes are first learning jump technique, there is a tendency to slow down and produce two long strides at takeoff. This reduces take-off velocity and leads to poor jump distance.

A simple drill to help train the proper rhythm in the takeoff involves the use of a small box placed on the runway one step prior to the penultimate (next to last) step. To execute the drill, the athlete will start by running a short approach (6-8 strides), slowly at first. On the step prior to the penultimate (next to last) step, the athletes will step up onto the box and then step down onto the runway into the penultimate step and then take off into the execution of the long jump. Stepping down from the box into the penultimate step will produce a lowering of the athlete's center of gravity (COG) and the athlete will be forced to get their take-off foot onto the ground quickly to allow the COG to rise at take-off.*

Coaching Cues- It is important to stress (a) a flat footed contact for each of the last three strides, (b) a posture with hips tall and shoulders slightly ahead (forward) of the hips, and (c) maintaining an acceleration of the center of gravity over the last two strides. As the athlete becomes more competent in the execution of proper technique, more speed can be introduced which allows the temporal pattern to be closer to an actual jump.

**A flat box of 4-6 inches in height that is 2 feet square is ideal for this drill. While this is primarily a long jump drill, it can be directly applied to the pole vault. The above drill can be executed with a stubby pole to learn proper rhythm. Use of the drill and learning the correct execution of the take-off rhythm will also have a positive carry-over to the high jump.*

Several variations of the drill may be used to enhance the skill. An incline box can be introduced at the take-off step to facilitate more height into the long jump. Once the athlete has shown proficiency, a full size pole may be used to execute vault take-offs into the sand pit. More experienced vaulters may use the 4 inch box for short run technique work. It is important to keep the approach short for all vault drills. Athletes may also use this drill for short run high jump take-offs.

USA TRACK&FIELD℠

SPRINTS

Speed Development

Submitted by Rick Baggett, USATF Northwest Pole Vault Development Coordinator

Speed is determined by stride length and turnover rate. The easiest and most efficient way to increase speed in developing athletes is to increase the stride length by making the running mechanics more efficient. The following Dynamic Warm-up (done everyday) will assist the athlete in becoming more efficient in their run. All activities are to be done perfectly and this must be emphasized. It normally takes around a week to develop the coordination and agility for these to become close to perfect. We want to do simple things exceptionally well.

Dynamic Warm-up:

Perform Very Slowly at first then as skills get better add more speed.

Length = 100 feet (approximately 40 contacts)

Three repetitions each with a walk back to the start

1 Straight Leg Bounces (all others are based on this skill)

Keys:
Feet stay under and behind the athlete (not a Goose Step)
Both legs locked at the knee
Both feet dorsi flexed
Athlete Bounces from the balls of the foot.

2 Cycle Right leg w/ 2 step between

Start with Straight Leg Bounces then
Keys:
Right Foot covers opposing Knee
Right Foot stays under knee
Right Foot is dorsi Flexed when brought forward under knee
Left Leg stays straight with foot dorsi flexed.

3 Cycle Left leg w/ 2 step between

Keys:
Left Foot covers opposing Knee
Left Foot stays under knee
Left Foot is dorsi Flexed when brought forward under knee
Right Leg stays straight with foot dorsi flexed.

4 Cycle Alternate legs w/ 2 step between

Keys:
Front Foot covers opposing Knee
Front Foot stays under knee
Front Foot is dorsi Flexed when brought forward under knee
Back Leg stays straight with foot dorsi flexed.

5 Cycle Right leg every step for 1/2 the distance

Keys:
Right Foot covers opposing Knee
Right Foot stays under knee
Right Foot is dorsi Flexed when brought forward under knee
Left Leg stays straight with foot dorsi flexed.

6 Cycle Left leg every step for 1/2 the distance

Keys:
Left Foot covers opposing Knee
Left Foot stays under knee
Left Foot is dorsi Flexed when brought forward under knee
Right Leg stays straight with foot dorsi flexed.

7 Left leg Gallups, Basically a Cycling action for height.

Keys:
Left Leg in front.
Right Leg behind and straight
Both Legs stay in those positions

8 Right leg Gallups, Basically a Cycling action for height.

Keys:
Right Leg in front.
Left Leg behind and straight
Both Legs stay in those positions

9 20/20's

Keys:
Keep the cycling position while trying to get 20 contacts within a 20 meter distance.
Horizontal speed should be as high as possible

10 Ostrich steps

Keys:
Keep the cycling position while straightening the leg in front and pulling down and back while running.
Like a Goose Step only with a full cycle on the back swing of the legs.
Horizontal speed should be as high as possible

Variations (raising stress levels) of the Psychomotor Learning Progressions

Blending passes
Adding passes
All in one pass
Varying speed in the passes

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THROWS

The Shot Put Power Position Throw

Submitted by Larry Judge, USATF Coaching Education Committee, Throws Curriculum Chair

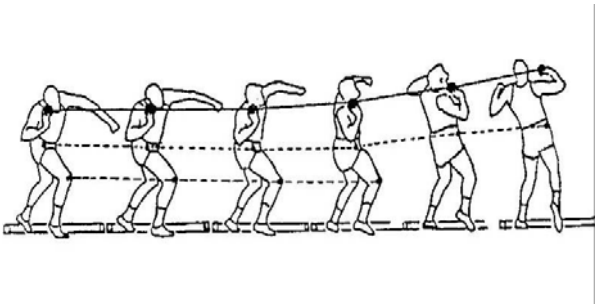
The Shot Put Power Position Throw

The action in the center of the circle will be a combination of a rotation, lift, and a hip drift. The action will depend on the athlete. The rotate and lift or speed thrower will rotate the hip then lift the torso in the middle of the ring. The other option is a lift and then rotate technique. Determining the action in the center of the circle will be based on the athlete's ability to turn the right foot in the center of the circle. The throw is initiated by the turning of the support leg, knee and hips toward the front of the ring. The forward rotation of the support leg creates an upward lift of the hips. The rotation and lift provided by the lower body begins in the thrusting phase. Both feet and knees pivot toward the throwing direction and hip rotation is accelerated. The support leg rotates and then lifts. The shoulders rotate (slowed by a long free arm). The elbow flexes as it reaches the midline of the body and is brought back toward the body assisting in the rotational acceleration of the shoulder plane. This is done when the left arm extends toward the direction of the release. The left leg is forcefully extended or posted. As the lower extremities are driving toward the toe board, the center of gravity is moving forward. The free arm is kept long to help slow the rotation of the upper body. The throwing arm and shoulder stay back.

Photo 1: Shot Put Power position

Standing Throw #2 (No Reverse)

This is merely an extension of the double pivot drill performed in the standing throw #1. In the standing throw #2, the athlete transfers the movement from the right side to a strong blocking left side. This is a non-reverse throw in which the lower body rotates and lifts and the arm drives out over the toe board. This drill helps prepare the athlete for the execution of a high velocity dynamic glide. The athlete should concentrate on the movement in the standing throw and not to worry about distance. We do the majority of our work with over weight implements and we do not reverse on standing throws.



Standing Throw #2 (Technical Checklist)

-Shoulder width base

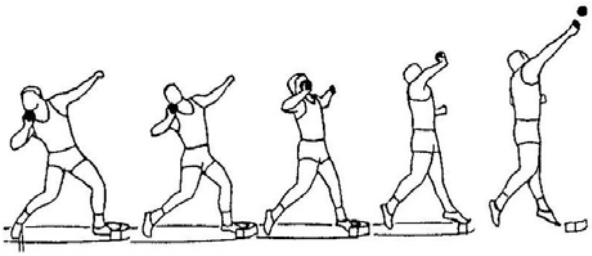
-Feet lined up in heel instep position

-Turn shoulders away from the direction of the throw

-Pop the hip by turning on the balls of the feet

-Right leg rotates 90 degrees into a bent left leg

-Left leg straightens as the body moves over the toe board



If the athlete has trouble finishing the throw the step over standing throw can be very helpful. In this drill the athlete performs a standing throw #2 and steps over the toe board with the drive leg. The key is to push over the posted left leg and release the shot put outside the toe board.

Calendar of Upcoming Programs

Level 1 Schools

Date	Location	Contact
August 3-5, 2007	Notre Dame College South Eclid, OH	David Bellar 606 Merideth Lane Cuyahoga Falls, OH 44223 216-374-2590
August 3-5, 2007	Cabrillo High School Long Beach, CA	Jennifer Tuff PO Box 50115 Long Beach, CA 90815 714-377-0189
November 16-18, 2007	Marietta High School	Mike Judge 907 Fox Hollow Way Marietta, GA 30068 770-579-2007
December 8-9, 2007	Fresno State University Fresno, CA	Chris Baptista 3894 W. Mountain View Ave. Caruthers, CA 93609 559-278-4097
December 14-16, 2007	UNC-Chapel Hill Chapel Hill, NC	Andrew Allden UNC-Chapel Hill Chapel Hill, NC 27514 919-962-5195
December 14-16, 2007	Marietta College Marietta, OH	Derek Stanley 215 Fifth Street Marietta, OH 45750 740-376-4656
January 11-13, 2008	Canby High School Canby, OR	Tom Millbrooke PO Box 658 Canby, OR 97013 503-266-1576

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

Michigan State University. *Assistant Men's and Women's Track and Field Coach (sprints). Full-time position with benefits. Appointment date: To be negotiated. Qualifications: Bachelor's degree required; Masters preferred. Level 1 Certification. Highly competitive coaching experience at Division I level (and/or high level of athletic experience) in sprints, hurdles and jumps. Ability to recruit and select highly skilled student-athletes. Strong interpersonal skills in dealing with prospective student-athletes. Candidate must display a commitment to responsibility for adhering to all the policies, rules and regulations of MSU, the Big Ten Conference, and the NCAA. Job responsibilities include, but are not limited to: Assist with practice regimens for student-athletes including strength training; Assist in pre-season and in-season training, practices and meets, as well as other areas that pertain to the track and field program; Identify, evaluate and recruit quality student-athletes; Major role with home meet management; Assist with monitoring academic progress; Other duties as assigned. Deadline for applications: July 31, 2007. Screening of applications and interviews will begin immediately and continue until the position is filled. Send letter of application, resume, and the names and telephone numbers of three references to: Karen Langeland, Michigan State University, 224 Jenison Field House, East Lansing, MI 48824-1025. Fax: 517/432-0068. For further information, please contact Walt Drenth, Director of Men's & Women's Track & Field/Cross Country, at wdrenth@ath.msu.edu. MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities. MSU is an affirmative-action, equal opportunity institution.*

***The University of Arkansas at Little Rock (UALR)** is accepting applications for the position of assistant coach of men's and women's track & field. UALR is a NCAA Division I school and a member of the Sun Belt Conference. Duties and responsibilities include but are not limited to the following: assisting the head coach in planning and organizing all phases of a Division I track & field program; recruitment and evaluation of prospective student-athletes and related travel; planning and implementation of training for sprints, hurdles, jumps, meet management; and overseeing academic progress. Candidates must have an understanding and working knowledge of NCAA rules. This is a twelve-month position. Qualifications include a bachelor's degree and a minimum of two years coaching experience. Candidates should submit a letter of application, resume and professional references to: (Job #346) Milton Williams, Head Men's & Women's Track & Field Coach, University of Arkansas at Little Rock, 2801 South University Avenue, Little Rock, Arkansas 72204. Review of resumes will begin immediately. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women and persons with disabilities. Under Arkansas law, applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.*

***Florida International University in Miami** is seeking applications for the position of Head Women's and Mens' Track and Field and Cross Country Coach. FIU is a member of the Sun Belt Conference and offers seventeen (17) NCAA Division I sports programs. The successful candidate will provide the overall leadership for the program including recruiting, skill instruction, student-athlete development, budget management, developing a competition schedule, monitoring the academic performance, community involvement, fund-raising, managing staff, and practice and game coaching. Requirements include a Bachelor's degree and three (3) year of specialized experience at the high school level or above. Interested applicants should only apply online at: https://www.fiujobs.org Faculty Staff /Employment Opportunities / J.O.B.S LINK – position #62256*

***Washington & Jefferson College** is seeking resumes for a Men's and Women's Cross Country and Track & Field Coaching Internship. This is a full-time 10 month internship position beginning in August 2007. Responsibilities will include coaching (preferably in the jumps, throws, or sprints/hurdles), recruiting, assisting with the daily administrative duties of the program, and other assignments assigned by the head coach. Bachelor's degree and competition experience required; coaching experience preferred. The financial package includes a monthly stipend, room and board, and health insurance. Interested candidates should send via e-mail a letter of application, a résumé, and the names and contact information for three references to: hr@washjeff.edu. W&J College is an AA/EOE.*

CLASSIFIED ADS

University of Redlands *department of physical education and athletics. Position announcement: Position Code A6422 Position Title: Head Coach of Men's and Women's Track & Field and Cross-Country Programs Responsibilities: Direct all aspects of NCAA Division III men's and women's track & field and cross-country programs, including compliance with NCAA, conference, and university rules and regulations, student recruitment, contest scheduling, budget management, supervision of part-time Head Cross-Country Coach, and other duties assigned by the Director of Athletics. Teaching responsibilities in the core curriculum of the physical education minor and activity program may be possible. Qualifications: A bachelor's degree in physical education or a related field is required; the ability to identify and attract outstanding students to the university, and ability to relate effectively with various constituent groups is required. Candidates must have a clear understanding of the Division III philosophy and the role of physical education and athletics within a private, liberal arts academic setting. Preference will be granted to candidates with a minimum of three years coaching experience. Appointment: Full-time, 12 month Administrative Position Compensation: Competitive and commensurate with the expectations of the position, as well as, the qualifications and experience of the applicant. Benefit package includes a tuition remission program for the employees and dependents. Application Deadline: The position will remain open until filled. Starting Date: August 1, 2007, or as soon thereafter as possible How to Apply: Forward letter of application, resume, and names, addresses and telephone numbers of at least three professional references to: Head Coach M/W Track & Field and Cross-Country Programs Search University of Redlands, Human Resources P.O. Box 3080 Redlands, CA 92373-0999. The University of Redlands is an Equal Opportunity Employer and encourages women and members of underrepresented groups to apply. In compliance with The Americans with Disability*

The University of Texas-Pan American, *a NCAA Division I institution, is seeking qualified applicants for the position of Head Men's and Women's Track and Cross Country Coach. This full time 12 month position. Primarily responsibilities will involve development, management, administration, supervision and coordination of an NCAA Division I Track and Cross Country program. Duties and Responsibilities include, but are not limited to: Organize and direct all aspects of the NCAA Division I Men and Women's Track and Cross Country program. Specific responsibilities include identifying and recruiting athletically and academically qualified student-athletes; contest scheduling; event management; conducting regular practice sessions; overseeing the administrative process for all aspects of the Men and Women's Track and Cross Country program. Qualifications: Bachelor's Degree required, Master's Degree preferred. A minimum of three years of collegiate and/or professional level coaching or playing experience. Demonstrate effective coaching, organizational, supervisory, recruitment, and budget management. The successful candidate will be a person of integrity with high ethical standards and exhibit a strict adherence to NCAA, University, departmental rules and regulations, and a commitment to student achievement in academics. Qualified minorities are encouraged to apply. All candidates should submit a cover letter, resume, transcripts, names and telephone numbers of three professional references and an application to: Head Men and Women's Track and Cross Country Coach Human Resources Office The University of Texas-Pan American 1201 W. University Edinburg, Texas 78541 Review of applications will begin immediately. Applications will be accepted until the position is filled. UTPA is an Equal Opportunity/Affirmative Action Employer. Please visit our website for an application: www.utpa.edu/humanresources Note: These positions are security-sensitive and are subject to Texas Education Code 51.215, which authorizes the employer to obtain criminal history record information.*

California Lutheran University. *Assistant Track and Field Coach (2). California Lutheran University seeks 2 part-time assistant track & field coaches. CLU is an NCAA DIII school in the SCIAC conference. Responsibilities will include, but are not limited to, assisting the Head Coach with all areas of the men & women's track & field program including coaching and implementing practice plans; recruiting athletically and academically qualified student-athletes; travel arrangements; and fostering academic, athletic and personal growth of student-athletes. Specifically, to coach one or more of the following events for both men and women; hurdles, jumps and/or throws. Other duties as assigned. Bachelor's degree & USATF Level 1 certification required, masters degree and USATF Level II preferred. Salary reflects the part-time nature of the position and does not include benefits. Application Deadline: Open until filled. Review of applications will begin immediately. Applicants should forward a letter of application, current resume, and three letters of reference to: California Lutheran University Human Resources, MC1100 60 W. Olsen Road Thousand Oaks, CA 91360. Fax resume to 805/493-3655 E-mail lamiller@clunet.edu. EOE*

CLASSIFIED ADS

Vassar College *(Poughkeepsie, NY), an academically rigorous, NCAA Division III institution invites applications for the position of Assistant Track Coach for a new varsity outdoor track program. Responsibilities involve assisting the head coach in practices, and other phases of the program, including competitions and recruiting. This is a part-time position during the academic year. Vassar College athletics programs are conducted in compliance with policies, procedures and regulations of Vassar College, the NCAA, and the Liberty League. College degree and prior coaching and/or competition experience in the sprints, hurdles and/or relays are preferred. Knowledge of and compliance with NCAA and league rules and regulations are required. To apply, please visit us at https://employment.vassar.edu You will be required to attach your cover letter, resume, and contact information for 3 references. Position will remain open until filled.*

The University of Wisconsin-La Crosse *is searching for a non-instructional academic staff position of Student Services Coordinator that manages the strength center (80 percent) and an assistant men's track coach (20 percent). The university competes at the Division III level in the NCAA. Duties: Manager of the strength center is an 80 percent, 12-month position. It will be supervised by the director of the strength center and the chair of the Exercise and Sport Science Department. The position will have both administrative (scheduling, payroll processing, staff meetings) and supervisory (monitoring facilities, monitoring staff performances, programming for clients) responsibilities. The assistant track coach position is a 20 percent, 9-month position. This individual will work both the indoor and outdoor track teams. The person will coach the athletes in either the throwing or jumping events. Duties will include conditioning, development of technical skills, practice and meet preparations, recruiting qualified student-athletes, home meet management, team travel, and other duties as assigned by the head coach. Qualifications: Earned Master's degree with the B.S. or M.S. in an Exercise and Sport Science field with advanced training in strength and conditioning; CSCS certification; experience as a strength and conditioning professional; and track coaching experience Starting Date: September 1, 2007 Application Process: Refer to position number 08ESS03 in all correspondence. Send letter of application, vita, official transcripts of all degree credits, copy of CSCS certification, and correspondence information of three references to: Dennis Kline, Chair Search and Screen Committee 158 Mitchell Hall UW-La Crosse La Crosse WI 54601. Tel: 608/785-6533 Fax: 608/785-8172 E-mail: kline.denn@uwlax.edu Applications will be reviewed starting July 25th and will continue until the position is filled UW-L AA/EEO. Statement: UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process, please contact the committee above to make appropriate arrangements. Employment will require a criminal background check. A pending criminal charge or conviction will not necessarily disqualify an applicant. In compliance with the Wisconsin Fair Employment Act, UW-La Crosse does not discriminate on the basis of arrest or conviction record.*

Gwynedd-Mercy College, *an independent, co-educational college in suburban Philadelphia, invites resumes for the position of Head Indoor/Outdoor Track Coach and Facilities Manager. This full-time position is responsible for recruiting prospective student-athletes, planning and executing practices, scouting of opponents, practice and game preparation, contest scheduling, budget preparation, fund-raising, and facilities management. There is a strong emphasis on the recruitment of academically qualified student-athletes. Candidates will be responsible for facility setup and game-day operations at the Outdoor Sports Complex, Baseball Field, Softball Field, and Griffin Complex. The candidate will also oversee all aspects of game and events management for all the collegiate athletics programs. Qualified candidates will have a bachelor's degree and a minimum of three years collegiate coaching experience. Ability to articulate athletic policies and procedure as well as interact with students on a one-to-one basis and in groups. Ability to interact effectively and professionally with others. A willingness to commit to the mission and values of Gwynedd-Mercy College is imperative. Resumes will be accepted until the position is filled. Send resume, letter of interest and three professional references to: Human Resources Department, Gwynedd-Mercy College, 1325 Sumneytown Pike, P.O. Box 901, Gwynedd Valley, PA 19437 or e-mail*

Valparaiso University *(NCAA Division I) is seeking to fill a graduate assistant position with a person who has specific knowledge in sprints and hurdles. The ideal candidate will have a working knowledge of sprint/hurdle mechanics and a willingness to share that knowledge with Division I athletes. The position will also help in the recruiting process. USATF Level 1 and 2 certification a plus. Review of applications begins immediately. Send resume, cover letter, and list of three references to: Human Resources Department, Valparaiso University, 1700 Chapel Dr., Valparaiso, IN 46383. Valparaiso University is an EEO/AA Employer. You may also apply online at www.valpo.edu/hr. Please complete an application and the related forms for the position you are seeking.*

CLASSIFIED ADS

Geneva College. *Graduate Assistant, Men's and Women's Track & Field. Two-year graduate assistant position beginning mid-August 2007. Responsibilities include, but not limited to, assisting with coaching throws, office duties, recruiting and meet management. Appointment contingent on candidate being accepted to graduate school at Geneva College in the masters program of Higher Education. Stipend based on experience and skills, plus tuition waiver. Send resume, statement of Christian faith and related materials with three references to Bret Otte, Head Track & Field Coach, Geneva College, Metheny Fieldhouse, Beaver Falls, PA 15010. Fax 724/847-5001, e-mail bjotte@geneva.edu*

ASSISTANT COACH- TRACK/CROSS COUNTRY
UC Riverside
$2,982-$4,253/Month
Notes: A career, full-time position. Schedule of hours is flexible. Occasional travel.

Essential Functions: The assistant coach is responsible for assisting with all aspects of an NCAA Division I Track & Field program including, but not limited to, the identification and recruitment of academically and athletically qualified student-athletes; supporting the academic progress of student-athletes; preparing and conducting individual and team practices, training, and competition; fostering the academic, athletic, and personal growth of student-athletes; organizing team and staff travel arrangements; facilitating administrative duties and paperwork; managing the distribution and ordering of team equipment and supplies; coordinating and administering special track events and representing the sports program as needed in association with promoting and fundraising for the program.
Minimum Requirements: Bachelor's degree; coaching and recruiting experience and success at the collegiate level. Experience working effectively in a culturally diverse environment. Computer experience for tracking SA performance. Experience in track and field meet management. Excellent verbal and written communication skills. Knowledge and understanding of NCAA regulations. Strong commitment to the academic achievement of student-athletes. Exceptional administrative and organizational abilities. Ability to act as a mentor. Hired applicant must possess a valid California Driver's License; and must successfully pass a background check through the Department of Justice. Preferred Qualifications: Masters Degree. Sprint-hurdles-multi events, with level II coaching certificate. Benefits of Belonging: We offer a comprehensive compensation and benefits package for more information click The Benefits of Belonging (this is a .pdf document). .
Visit our web site for a complete list of requirements and apply on-line indicating position #07-07-008HEJ to humanresources.ucr.edu/jobs or send your resume to: University of California, Human Resources/Employment, 1160 University Avenue, Riverside, CA 92521. Final filing date: July 26, 2007. EOE.

UNIVERSITY OF NEVADA, LAS VEGAS*, Department of Intercollegiate Athletics invites applications for the full-time, 12 month position of Head Coach, Women's Track & Field. Responsibilities: The Head Coach, Women's Track and Field, in cooperation and coordination with the Head Coach, Women's Cross Country and Assistant Coach, Track, will be responsible for the day-to-day operations of the women's track and field program, including but not limited to, management of staff, recruiting, budget preparation and management, practice and competition scheduling, NCAA and Mountain West Conference rules compliance, equivalency and scholarship calculations and student-athlete welfare. In addition, the Head Coach will be responsible for coordinating and working with the academic support services staff in fostering academic success for all student-athletes, including academic progress, improving GPA's, graduation rates and retention of student-athletes. Minimum Qualifications: Bachelor's degree from an accredited institution, with a minimum of 2 years of successful coaching experience in track and field. College coaching experience and/or college participation in track and field is preferred. Salary: Competitive and contingent upon labor market. The University has an excellent fringe benefits package. If you are interested in applying for this position, please visit the UNLV Online Application Website at https://hrsearch.unlv.edu and submit a letter of interest, a detailed resume listing qualifications and experience, and the names, addresses, and telephone numbers of at least three professional references who may be contacted. Applicants should fully describe their qualifications and experience, with specific reference to each of the minimum and preferred qualifications because this is the information on which the initial review of materials will be based. The review of materials will begin immediately, and materials will be accepted through June 11, 2007. For assistance with UNLV's on-line applicant portal, contact Jen Feldmann at (702) 895-3886 or hrsearch@unlv.edu. UNLV is an Affirmative Action / Equal Opportunity educator and employer committed to excellence through diversity*

CLASSIFIED ADS

UW– Platteville *This is a full-time, benefits position. Will serve as recruiting coordinator and handle major administrative responsibilities including meet management, budget management coordinate fund raising activities, travel etc. Will participate in and assist in fund raising and planning of the track and field/cross country overseas athletic and educational trip to Greece in January, 2008. Event coaching responsibilities will be determined based on area of expertise or experience. Other duties as assigned to support the mission of the Athletic Department. Salary range $26,000 - $28,000. Qualifications: Bachelors degree required, Masters preferred. Minimum of 2 years previous coaching on the high school or college level or participation experience in track and field/cross country on the collegiate level. National Coaching certificate a plus Candidates must have the ability to manage multiple tasks. Excellent written and oral skills, knowledge of computer applications, organizational abilities, event/meet management, fund raising and recruiting ability and demonstrated commitment or experience working with racially diverse populations. Must be able to work weekends/evenings and travel. Review of Applications will begin on July 11, 2007. Starting Date: August, 2007. Qualified applicants are required to submit a letter of application addressing each of the skills required for the position, resume and the names, addresses, phone numbers, and nature of relationship of three (3) references by mail to Kara McCarville, Athletic Department Program Assistant, UW-Platteville, 1 University Plaza, Platteville, WI, 53818; by Fax (608-342-1576); or by e-mail (mccarvillek@uwplatt.edu).*

Assistant Track Coach ***University of Idaho,*** *Open for Recruitment: July 5, 2007 - July 22, 2007, Salary Range: $15,017, Full or Part Time: Full Time, Location: Moscow, Materials Required: Online Application (visit www.hr.uidaho.edu) , Resume, Letter of Qualification, Job References. The Assistant Track Coach is responsible for assisting the Men's and Women's co-head coaches with all facets of the NCAA Div. I Men's and Women's Track program. The position reports directly to the Men's and Women's co-head coaches. Duties include: on-the-track coaching during practices and competitions; recruiting of top-quality student-athletes; team travel, conditioning, academics, promotional and public relations activities; and other duties as assigned by the co-head coaches. This position must be knowledgeable of and in compliance with all NCAA, conference, and university rules and regulations and must display professional integrity. MINIMUM QUALIFICATIONS: Knowledge, Skills, Abilities, and Personal Characteristics: Must be bona fide occupational qualifiers, such as requiring the ability to lift 50 lbs if job involves lifting objects weighing 50 lbs, or requiring only female applicants if the job is a female locker room attendant. Bachelor's degree. Track coaching experience. ADDITIONAL DESIRABLE QUALIFICATIONS: Intercollegiate competitive experience as a player. Successful coaching experience. Ability to recruit top-quality student-athletes at the NCAA Div. I level; familiarity with Northwest recruiting areas. Demonstrated public relations and organizational skills. Solid computer skills relating to recruiting. Demonstrated knowledge of and ability to comply with NCAA and conference rules and regulations. Coaching philosophy consistent and/or complementary to that of the existing head coach. CLOSING DATE: JULY 22, 2007, CONTACT: Yogi Teevens, Co-Head Track Coach, P.O. Box 442302, Department of Athletics, University of Idaho, Moscow, ID 83844.*

Head Women's Track and Cross Country Coach; ***Colorado State University - Pueblo*** *Position Description: This full-time, twelve-month position provides a head coach for the women's track and cross country programs in athletics. This position will provide overall organization and management of the women's program. The position will direct and be responsible for all areas of the women's track and cross country program, including: coaching, practices & workouts, recruiting, scouting, scheduling, coordinating travel, planning and monitoring the women's track and cross country budgets, monitoring player academics, organizing and managing summer camps, monitoring NCAA compliance, promoting the women's track and cross country programs, and developing fund raising opportunities for the programs. Responsibilities: The Head Women's Track and Cross Country Coach will perform: * Coach student athletes including coaching at all team practices and scheduled games/competitions. Develop game preparation and strategy. Condition and train athletes in order to develop skill, character in the sport of track and cross country. Recruit prospective student athletes. Monitor player academics including student welfare and encouraging academic excellence. Manage the women's track and cross country program by planning and coordinating all practices, workouts and competitions; ensuring that all University, conference and NCAA rules and regulations are followed including student-athlete eligibility, recruiting, financial aid, scheduling and academic progress; managing the programs operating budget through procurement request and travel reimbursements; supervising assistant track coaches. Participate in marketing and promotional programs that enhance the women's track, cross country and athletic programs at the University. Develop fund raising opportunities: serve on committees that promote the success of the program and athletics; establish and maintain community contacts that enhance the success of the program. Qualifications: Required: Bachelors Degree from an accredited 4-year institution. 4 years of successful coaching in the sport of track and/or cross country at the high school level or higher. Preferred: Masters Degree from an accredited 4-year institution. Successful experience coaching at the collegiate level in track and/or cross country. Previous experience recruiting for NCAA qualified student athletes. Exhibit a commitment to abide by all University, conference and NCAA rules. Exhibit successful experience in supporting student-athlete academic success. Previous experience in promoting and developing fundraising opportunities in track or athletics. Experience with and commitment to working with diverse student populations.*

USATF Coaching Education
Presented by Gill Athletics

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

Gill Athletics Factory Vault Competition

RESULTS HERE

2nd Annual Factory Vault Attracts

Over 80 Vaulters from Around the Country

CHAMPAIGN— USA Gill Athletics hosted their 2nd annual Factory Pole Vault competition this past weekend. On Saturday, June 16, over 80 vaulters from across the country competed. 19 elite pole vaulters from across the country competed for over $2500 in prize money at this second annual Factory Vault Competition.

Elite vaulters attending the event included Jonathan Takahashi, Brian Mondschein, Erica Bartolina and Erin Asay. Jonathan Takahashi took first place with a vault of 5.57 m (18' 3"). Both Takahashi and Erica Bartolina set Gill Factory vault meet records. Bartolina had a top jump of 4.35 m (14' 3"). "We had another great event this year that allowed vaulters of every level a chance to compete. I foresee the Gill factory vault continuing to grow bigger and having even more elite vaulters compete in the future," says Bryan Carrel, event organizer and Gill Athletics vault specialist.

Besides a full day of vaulting, the event included a factory tour and a demonstration of how vaulting poles are made. There was also a raffle with the winner receiving a new vaulting pole that they helped to make.

World's Largest Manufacturer of Vaulting Poles

"Nearly two thirds of the vaulting poles in the world are built right here in Champaign , Illinois ," says Steve Vogelsang, VP Sales & Marketing. "Elite vaulters from around the world have visited our factory to see their poles built. This is a unique opportunity for vaulters to not just compete, but see how their poles are constructed."

About Gill Athletics

Gill Athletics, founded in 1918, is the world's oldest and largest manufacturer of Track & Field equipment. Gill implements and equipment are in use on most of America 's collegiate, high school, and junior high school tracks & fields. Gill Athletics track equipment is featured at every USA National Championship track meet, including the 2008 Olympic Trials. For more information about Gill Athletics, call 800-637-3090 or visit www.gillathletics.com.

Carbon FX Featured in the New York Times

The New York Times recently featured the story behind the creation of the CarbonFX vaulting pole. The article entitled " Bend , but Don't Break" can be read HERE.

USATF Coaching Education

Presented by Gill Athletics

Used Equipment Available

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

Contact any of our awesome sales reps at 800-637-3090 today!

These items are barely used! You may see a small scratch on a pole vault cross bar, or one or two spike marks on a pit, but there is absolutely no major wear and tear. I personally inspect ALL ITEMS before they are shipped out. This is an excellent way to get big ticket items at small ticket prices

	Description	Quantity	Catalog	Your price
	Electronics			
UE39830	LED Performance Indicator Unit (4 Figures)	2	$1,040.00	$884.00
UE39837	Double Unit Aluminum Tray (holds 2 units)	3	$140.00	$119.00
UE39838	Performance Indicator Cart (max capacity 2 trays)	2	$489.00	$416.00
UE39820	Countdown Timer/Wind Indicator	6	$644.00	$548.00
UE730U	Ultrasonic WindGauge	2	$1,452.00	$1,235.00
UE730UR	Rain Cover, Ultrasonic WindGauge	1	$91.00	$78.00
UE39909	Finish Line Camera Mounting Pole	1	$1,213.00	$1,032.00
	Pole Vault/High Jump			
U667V	Maximus Pole Vault Pit	1	$14,855.00	$12,627.00
U66702	Weather cover for Maximus	1	$1,471.00	$1,251.00
U731109	PV Standard/Cage Door Pad	2	$242.00	$206.00
U724	PV Standard Settings Display	1	$400.00	$340.00
UWE305	Chalk Container	2	$151.00	$129.00
U525	International HJ Crossbar	3	$69.20	$59.00
U526	International PV Crossbar	2	$70.50	$60.00

		Quantity	Catalog	Your price
Starting blocks, hurdles, carts				
U73016505	Fusion I starting blocks	3	$276.00	$235.00
U73016505	False Start Bracket for Fusion blocks	18	$11.00	$10.00
U924	Scholastic Starting Block Cart	2	$600.00	$510.00
U733630	Gill Flight Hurdle Cart (41")	3	$252.00	$215.00
U733631	Gill Flight Hurdle Cart (47")	22	$257.00	$219.00
U935	Discus Cart	4	$566.00	$482.00
U936H	Hammer Cart	3	$490.00	$417.00
U934	Shot Put Cart	2	$422.00	$359.00
U925	Javelin Cart	3	$664.00	$565.00
U937	Track Wagon	2	$173.00	$148.00
Throwing Equipment				
U368	Indoor Shot/Weight Throw Circle	1	$587.00	$499.00
U35441	600g Gill Javelin 40m	4	$186.00	Call for Price
U760055	600g Pacer American 40m RT	1	$180.00	Call for Price
U760011	600g Pacer Comet 45m	1	$224.00	$191.00
U780050	800g Pacer Astro 50m	1	$265.00	Call for Price
U35250	800g Gill Javelin 50m	3	$203.00	Call for Price
U35750	800g Gill Javelin 50m RT	3	$219.00	Call for Price
U35086	800g Tru-Flight Javelin 60m	1	$146.00	Call for Price
U35760	800g Gill Javelin 60m RT	1	$219.00	Call for Price
U780031	800g Pacer Astro 70m	1	$292.00	Call for Price
U738940	4K Pacer Stainless Steel Hammer, 95mm	3	$170.00	$145.00
U3696	6K Iron Hammer (13.2 lb)	3	$73.80	$63.00
U738160	16 lb Pacer Stainless Steel Hammer, 110mm	3	$220.00	$187.00
U735940	4K Pacer Stainless Steel Shot, 95mm	2	$117.00	$100.00
U735941	4K Pacer Stainless Steel Shot, 109mm	2	$136.00	$116.00
U3516	16 lb Brass Shot, 110mm	2	$119.00	$102.00
U34163	16 lb Turned Shot, 128mm	2	$59.50	$51.00
U3294	Indoor Hardshell 4k	1	$47.20	$41.00

U720233	1K Saturn II	2	$230.00	$196.00
U313	1K Hollowood Star	2	$196.00	$167.00
U2103	1K OTE Very High Moment Discus	1	$218.00	$186.00
U720203	1K Pacer Gold	2	$288.00	$245.00
U720231	2K Saturn II	2	$251.00	$214.00
U300	2K Hollowood Star	1	$233.00	$199.00
U2203	2K OTE Very High Moment Discus	2	$247.00	$210.00
U720201	2K Pacer Gold	2	$322.00	$273.70
MISC-Aluminum, etc				
U729	Performance Indicator	2	$502.00	$426.70
U727	Lap Counter w/rollaway Base	1	$428.00	$363.80
U455	Guided Pit Leveler	2	$256.00	$217.60
U8540	Track Lane Gate	6	$825.00	$701.25
U730620	LJ Distance Marker (16'-30')	2	$795.00	$725.00
U730640	TJ Distance Marker (37'-56')	2	$795.00	$725.00
U860	Implement Stop	8	$582.00	$400.00

Clearance Items Available

Speaking of great prices, don't forget to check us out on the web HERE for more clearance items available for your program. These items are priced to sell so get yours today before they are gone!

Gill Athletics is proud to announce Coaching Education Scholarships

Gill Athletics has three Level 1 scholarships to award for the 2007 season. Level 1's can be used anytime from June 1 to December 31, 2007. Both are contingent on meeting the requirements for attendance to each respective school. Please email kgeissler@gillathletics.com for details.

USATF Coaching Education would like to thank Gill Athletics for their continued support of our program!!

USA TRACK&FIELD