



# USATF Coaching Education Newsletter

Presented by Gill Athletics 

Volume 1

Issue 1

Spring 2007

## A Message from the Chair:

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

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It gives me great pleasure to be able to 'introduce' our new and improved newsletter - I hope you enjoy it! First and foremost, I would like to thank Amanda Payne of the USATF National Office for her hard work in putting this publication together. Several of the articles represent the work product of our former students and, I think you will agree, all of the enclosed material is highly relevant to the things we, as coaches, do every single day. Each year, nearly 2000 coaches participate in our Level 1 coaching schools and another 300 make the annual trek to our Level 2 residential schools. It is our hope that through a publication such as this one, we can keep in close contact with all of the members of our coaching education alumni body and offer opportunities for continuing education. This project will not thrive without the support and participation of you, our coaches, through article submissions and ideas on content so please feel free to contact us with ideas for future issues.

I look forward to seeing many of you at our annual 'summer camp' experience at this year's Level 2 and 3 schools in Chicago in July. Until then, keep up the good work with your athletes and continue to grow as coaches.

## LOYOLA UNIVERSITY, CHICAGO TO HOST 2007 LEVEL 2

The USATF Coaching Education Level 2 program is intended to give coaches more advanced, in-depth knowledge in one event group of their choosing. One of the objectives of the Level 2 program is to prepare coaches to go from the general body of knowledge provided in the Level 1 program to a specific body of knowledge covering a particular event group. The Level 2 program covers advanced sport science concepts and training principles.

Level 2 Schools are week-long courses that focus on specific event groups (Sprints/Hurdles/Relays, Jumps, Endurance, Throws and Combined Events) and expand upon the Level 1 sport sciences (Biomechanics, Psychology, Training Theory, and Physiology). The course focuses on the technical aspects of the chosen event group using video analysis, group projects, classroom instruction, and hands-on training. Attendance at all sessions is required, and at the end of the course participants will devise a training program and be tested on the material covered in their event group.

This year the Level 2 School will be held from June 30-July 7, 2007 at Loyola University in Chicago. Tuition for a first-time Level 2 attendee is \$375 (\$750 for tuition and room & board). Level 2 Alumni tuition will be \$275 (\$525 for tuition and room & board).

For more detailed information about the upcoming 2007 Level 2 School and registration information please visit the USATF Coaching Education website: <http://www.usatf.org/groups/Coaches/education/>.

Also being held at Loyola University:

A Level 1 School from June 30-July 2. Those interested in participating in this Level 1 School being taught by our Level 2 instructors can sign up online. Optional room and board packages are also available for this School. The application for the room & board package can be downloaded from the website.

Con't. on Page 5

## 60 Second Summary:

### Feedback- When should a coach provide feedback?

by Catherine Sellers, USOC Manager of Coaching

Originally published in the Summer 2005 issue of the Olympic Coach E-Zine

#### Review

1. "A Comparison of Knowledge of Results Scheduling Methods for Promoting Motor Skill Acquisition and Retention", Douglas L. Weeks and David E. Sherwood. *Research Quarterly for Exercise and Sport*, June 1994, Vol. 65, No. 2 pp. 136-143.

2. "Frequent Feedback Enhances Complex Motor Skill Learning", Gabriele Wulf, Charles H. Shea and Sabine Matchiner. *Journal of Motor Behavior*, June 1998, Volume 30, No. 2 pp. 180-192.

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As a coach, we want to provide timely, informative and typically positive feedback to our athletes. We hope by giving this feedback to our athletes that we will see improvement in their performances, but when should we give the feedback? How much of the feedback will be retained in their performance at tomorrow's practice or even in competition?

As coaches we have always been warned of "paralysis from analysis", but does that really happen and why?

There is a large body of research that discusses the knowledge of results (KR) and shows that "reducing the proportion of trials with feedback has been shown to result in better learning than providing feedback after every trial" (2) There is also research that states "delaying the extrinsic (from an outside source, i.e. coach, videotape, etc.) feedback for a few seconds has been found to be more effective for learning than giving feedback immediately after, or even concurrently" (2). There is even research to support providing the KR to a learner about each trial in a series of trials only after the series is completed, so that the athlete thinks about the trials without extrinsic input. This is called summary KR.

One theory is the *guidance hypothesis* which states that feedback guides the learner to a goal response (1). The concern about providing immediate feedback to an athlete after each trial is that the "learners seem to become too dependent on the information provided by the augmented feedback and to neglect the processing of intrinsic (from within-athlete focuses on learning the action themselves) feedback or that too frequent feedback "reduces the participant's need to perform memory retrieval operations" (2).

The issue then becomes one of retention—can the athlete now retain what they have learned if they rely on extrinsic feedback and not their own resources.

This may be very useful for young athletes learning simple skills, but what about teaching or acquiring more complex skills? In fact, some studies noted that a trials to feedback ratio of as high as 20-1 on a simple task were the most effective, yet for complex skills, such as batting the "optimal number of summary trials was lower"(2).

In a study by Schmidt, Lange and Young, five trials and then feedback was most beneficial; longer (15) and shorter (1) were less effective for learning.

Another study by Guadagnoli, Dornier and Tandy showed that "task complexity, as well as task-related experience, interacted with the optimal number of trials summarized... long KR summary benefited the learning of a relatively simple task by both novice and experienced participants as well as the learning of a more complex task by experience participants, single trial KR was more effective than longer KR summaries for novices trying to learn a complex task" (2).

Wulf, Shea and Matchiner state that "providing feedback on only 50% of the practice trials did not enable learners to develop error detection and correction mechanism strong enough to allow them to further improve their performance without extrinsic feedback, whereas providing feedback on 100% of the practice trials did".

#### Conclusion

The level of the athlete, their experiences and the type of task being learned make a difference in the timeliness of the feedback. For simple tasks or with experienced athletes, the delivery of feedback should be made using the summary method to allow the athlete to adapt. For complex task with novices, more frequent feedback (1 to 1 ratio) should be used.





# Be the coach you want to be

By Peter Davis, Ph. D., former Director of Coaching and Sport Sciences, USOC  
*originally published in the Spring 2005 issue of the Olympic Coach E-Zine*



There are no rules or clear pathways to become a great coach. There are no laws that say you should do this or you should do that. There is no set or established plan that you must follow to become a good coach or a great coach. John Wooden did it his way, Bill Walsh did it his way, and Pat Summit does it her way.

So how do you figure out how to become a good coach, a better coach, or a great coach? How do you become the coach you want to be? Is there a special course to take, or a special book to read? We often read biographies about the great “guru” coaches of some sports and they all seem to be different. Some have tried to learn everything they can about their sport, or are great “historians “ of their sport, some have studied great leaders in business and military history and employ those same tactics in their career and sport. Some are not the greatest tacticians, but are great people managers. Some might have even just been in the right place at the right time... but if they became great coaches they were more than just lucky.

From my experience working with and observing some leading coaches there are certain predictable abilities and characteristics that the great coaches have in common. They can be summarized into several different categories, including (but not limited to) knowledge and education, attitude, planning and character. We all know some coaches who know a lot about the game but have questionable character and integrity. We all know some coaches who have planned and managed their career to perfection, but are not the leaders in knowledge (beyond x’s and o’s) of their sport. Some are great recruiters or talent scouts... but lousy teachers. There are no “rules.” Nothing is mandatory in this business, but if you want to be the best you can be, here are some guidelines.

## **Knowledge and education**

You don’t have to have a “PhD” in your sport; but if you want to be the best, you should seek to know as much about the sport as you can. Respect the sport and the fact that there is a body of knowledge to understand about any sport. If you treat your sport and coaching as inconsequential, then you won’t be taken seriously. Take as many formal courses as you can. If your sport offers coach education course seek them out and take them. If your sport doesn’t have formal courses, explore the International Federation for your sport ... sometimes they offer coach education courses.

If you can’t find courses in your own sport, look for coach education courses in other sports. In fact, once you have taken all the coach education courses in your sport it is a great learning experience to take coach education courses in other sports. Cross-fertilization works wonders for innovation and creativity and setting yourself apart from your peers.

Look everywhere for coach education material – books, DVDs, videos and so on. The more you know the better you will be.

And think beyond your sport. Look for courses on leadership, communication, time management in other areas beyond coaching; skills in other industries transfer well into coaching and vice versa.

## **Experience**

Nothing beats “having been there done that”. But you can’t always start out with the head job and get all the experience you need at once. Volunteer as much as you can for as many different situations as you can. Find the coaches you want to be around or the situations where you need more experience and volunteer. Take stats, shoot video, put up the nets and shag balls. Do whatever it takes to get some experience. Any time you can be around top coaches (and athletes) is time well spent ...as long as you have a plan and make good use of the time.

## **Plan it and make it worthwhile**

Volunteering is good in itself. But plan it and make it worthwhile. Don’t just volunteer to “spend time.” Volunteer to learn ...it’s an investment in your career if you plan it and work it. Make a list of the strengths you want to cultivate, or the weaknesses you want to strengthen. Volunteer in situations that will help you get better in that area.

### **Be the Coach you Want to Be, Con't. from page 3**

This might include things like: improving time out communication strategies, managing star athletes, understanding the application of medicine and science better, dealing with volunteers/parents or any number of other areas. Figure out what you need to do and know, and where you can get it. When you are volunteering take notes, observe what happens around you and ask questions. But remember, the objective (or at least the learning objective) when you are volunteering is not to change the coach you are working with or take over the program...it is to learn what to do or not do when it is your turn and to develop your own personal coaching character and style.

#### **Put yourself in the right environment**

Volunteering is one way to put yourself in the right environment, however, not everyone can always find the time to do that. If you can't find a way to volunteer, find a way to be around the best people. Who is the best coach in your league, your city, or your State? Make plans to be around these people, whether it is in the same competitions, or whether you just go to their competitions and observe how they operate. Invite them to come and talk to your team or school or club. And don't just limit yourself to the best coaches. Find a way to be around good people and experts in other fields. Observe how they operate. How they deal with people? How they meet challenges and handle setbacks?

#### **Establish a personal pattern of learning and improving**

Most of the things I mentioned above revolve around establishing a pattern of learning. You should take every opportunity to observe and learn from the best (and the worst) coaches. As a coach you will be at literally hundreds of competitions over time. Focus on your game and your own teams while you are in competition; but after that is over, spend some time observing other coaches at work. You can even get a lot out of watching college and professional coaches on television. Observe how they react to success and failure, how they react to adversity (bad calls by officials, bad decisions by athletes etc) on the field, how they interact with officials. Reflect on their behavior and reactions and visualize what you would do and how you would react if (when) you were in that situation.

As well as observing other coaches, how about observing your self? I have said in previous articles in the Olympic Coach magazine that coaches are spending more and more time filming and analyzing their athletes (and their competition). This is great; but how about turning the camera on yourself for a while. Ask a friend or another coach film you at work ...either in a practice or competition situation (preferable both) and observe how you operate. How do you communicate with athletes? What is the balance between positive and negative feedback? How do you function in time outs? What is the ratio between activity and verbal instruction in your practices? How do you spread your interaction between all the athletes on the team in competition and training? There are a thousand things to observe and that is not the focus of this article. The point is, how are you learning? How and what are you learning from the great coaches and what are you learning from yourself?

#### **Listen to your athletes and parents.**

Don't be afraid to seek input and feedback from athletes and parents....at the right time. Don't ask them how you rate as a coach 10 minutes after you have lost the league championship. Structure it.

At the beginning of the season when you lay out the season plan, your philosophy and expectations for the athletes, team and parents, explain that one of your goals is to improve your own skills as a coach. Let everyone know what you hope to achieve as a coach and let everyone know that at certain times in the season you will be seeking their honest feedback about how you are doing and what areas you need to improve...just like you would do with your athletes (it wouldn't hurt parents to do an in-season and post-season review of their performance as well – but that's another story).

Some coaches will argue against this strategy because they think that athletes and/or parents will give negative reviews because you have lost games, didn't get enough playing time, or because they have hidden agendas. This might be the case sometimes; but ask yourself how could you possibly evaluate yourself and improve your skills if you avoid honest feedback from two of the most critical stakeholders in your profession.

If you structure feedback sessions or "report cards" so that they seek honest feedback with examples of strengths and weaknesses you will filter out the "disgruntled" athlete or parent and get to your true evaluation.

## Be the Coach you Want to Be, Con't. from page 4

### What does your network look like?

Not many coaches make it “to the top” by themselves. Most of the best ones have at least one mentor. Most of them spent a lot of time around coaches when they were growing up as either a child of a coach or as a young athlete. Most of them have a strong support team behind them. Make sure you identify people whom you admire and can learn from and seek them out as mentors. Most good/great coaches, who are leaders, value what they do and are proud of their profession and love their sport. They often love the chance to mentor others who have the same love of coaching and commitment to learning as they do. Take advantage of it. If you ask someone to be a mentor and they say no...don't give up, keep looking until you find someone who will help you. It works both ways, don't be afraid to be a mentor to someone else. Being objective and reflecting on someone else's performance can sometimes open your eyes to yourself.

And don't forget that your mentor(s) can come from outside sport and coaching.

### The bottom line....

The bottom line is that most great coaches don't go from novice volunteer coach to a “great” coach instantaneously. They work hard, they sacrifice and sometimes they take chances. In all cases, they love the game and they respect the sport and the profession. They make a commitment to learning and excellence. Every opportunity is a learning opportunity. They have standards and a coaching philosophy and they don't compromise.

Being a great coach doesn't mean winning the World Series or the Super Bowl...you can all be great coaches at your respective level....but you have to plan it and work it. It won't happen by itself. It starts right now...at your next practice, your next competition, the next book you read, the next video you watch. What are you waiting for?

## 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.

**To sign up for this free coaching resource go to this website:**

[http://coaching.usolympicteam.com/  
coaching/ksub.nsf](http://coaching.usolympicteam.com/coaching/ksub.nsf)

## Loyola University

### Level 2, Con't. from page 1

Level 3 Schools (Advanced Coaching Summits) will be held in Endurance, Jumps and Sprints/Hurdles from July 1-3, 2007. Additional registration information about the Advanced Coaching Summits as well as an application for the optional room & board package is available on the Coaching Education website.

The 2007 Instructor Training Course will be held from July 1-4, 2007. If you are interested in instructing Level 1 you must attend the Instructor Training Course. To qualify for attendance you must have completed Level 2 and have coached for a minimum of three years.





# Drill Sergeant:

## Guidance to Enhance Your Training

### ENDURANCE EVENTS

#### **Building a Kosmin Test for 800 Meter Runners Over 2 Minutes**

Terry Kemp, Girls Cross Country Coach, Amherst Steele High School

The Kosmin Test is a common coaching tool for predicting middle distance performances. Originally designed in the early 1970s by R. Kosmin and W. Ovitschinnokov, this test was created to help accurately determine an athletes current potential over 800 or 1500 meters.

Traditionally, there have been two versions of the Kosmin Test. The first involves running 4 x 60 seconds all-out, with rest intervals of 3 minutes, 2 minutes, and one minute in between the sprints. The second is only 2 x 60 seconds, with a 3 minute rest in between. In both versions, the athlete is looking to cover the maximum amount of distance, which is then totaled and added into the formula that predicts an athletes time at 800 or 1500 meters. These formulas are summarized below:

For 2 x 60 seconds:	$800 \text{ time} = 217.4 - 0.119 \times \text{Distance}$
For 4 x 60 seconds:	$800 \text{ time} = 200.5 - 0.0517 \times \text{Distance}$

One problem with the Kosmin Test is that while it is quite accurate for athletes under 2 minutes for 800 meters, it becomes progressively LESS accurate for 800 meter runners slower than 2 minutes. In you coached women or high school athletes, this can make the test a frustrating experience. Our hope was to create a second formula that might better predict performance for athletes over 2:00, and in the process give both the athlete and their coaches another tool to assist in their development. Also, the 4 x 60 second test recommended bt Kosmin for less qualified athletes is difficult at best; conditioning and experience issues among athletes can make the test suspect.

An area we thought might improve the Kosmin formula concerned how it was calculated. When we plotted out our results, the data showed a mild curve. This made sense, as factors such as wind resistance and fatigue should make performance progressively harder as an athlete's velocity increases. The original Kosmin Test formula, however, is a linear formula. By making our new formula a logarithm, we felt it might better predict the results by matching the performance curve, something a linear formula would have difficulty achieving.

We started by using the simpler 2 x 60 minute test, and administered the test to 40 athletes over the course of several seasons. The athletes involved were both male and female distance runners, who attempted to cover the maximum possible distance during their test. The athletes then raced at 800 meters within the next 7 days. Based on the results of these tests, we generated the following formula:

$$800 \text{ time} = 1451.46 - 198.54 \times \text{Lne}(\text{distance}) \quad (r \text{ value} = 0.989)$$

Con't. on page 7

**Kosmin test con't. from page 6**

Table 2 includes some predicted times using this formula:

<b>Test Distance</b>	<b>Time (Sec)</b>	<b>Time</b>
650.00	165.52	2:45.5
660.00	162.49	2:42.5
670.00	159.51	2:39.5
680.00	156.56	2:36.6
690.00	153.67	2:33.7
700.00	150.81	2:30.8
710.00	147.99	2:28.0
720.00	145.22	2:25.2
730.00	142.48	2:22.5
740.00	139.78	2:19.8
750.00	137.11	2:17.1
760.00	134.48	2:14.5
770.00	131.89	2:11.9
780.00	129.32	2:09.3
790.00	126.79	2:06.8
800.00	124.30	2:04.3
810.00	121.83	2:01.8
820.00	119.39	1:59.4

Over the years, track and field coaches have used a variety of tests and measurements to assist their athletes in performing better. It is our hope that these results provide a way to more closely predict performances for athletes over 2 minutes in the 800, and in the process make the time-honored Kosmin Test relevant to an even larger group of middle distance runners.

*The author gratefully acknowledges the assistance of his father-in-law, Charles Hendrix, in creating this formula. Mr. Hendrix has over 37 years experience in the field of applied statistics.*

# **JUMPS**

## **Skipping for Height and Distance**

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

This is a very simple exercise that is commonly used for the jump athlete. It provides an excellent starting point for all jump athletes. The simplicity should not be overlooked, as playgrounds throughout the country are filled with children that can skip. It is the teaching and cueing that you as the coach do with the exercises that lay the foundation to build upon to faster and more specific exercises.

Jumps con't from p7

### **Points of emphasis for teaching and cueing the jump athlete:**

#### **1) Body Posture**

We should see an athlete that is tall, with alignment of the head, spine, and pelvis in both saggital and horizontal planes throughout the exercise.

#### **2) Foot Contacts**

The foot contacts of the takeoff foot should be flat or rolling contacts as desired in the jumping events.

#### **3) Segment Positioning and Movement**

The arms and thighs should move in both a horizontal and vertical direction, more so depending on the emphasis of the exercise.

Blocking, which is stopping one part of the body to accelerate another, should be demonstrated. This aids in force application in the jumps. The arms should not be over extended overhead and the thigh should not be driven past parallel. The free leg should be positioned in front of the body through take off to landing.

#### **4) Force Application**

The athlete should apply force to the ground. The force should be applied in the oppo site direction of desired movement. For the athlete to go up, the force should be applied straight down into the ground.

### **Pole Vaulters**

A pole “stubby” can be used to press overhead for each take off.

A medicine ball can be held overhead throughout the exercise.

### **Progression of the exercise**

Start with less powerful, smaller displacements of movement in the exercise to more powerful, bigger displacements of movement.

## **Skips for Height**



Jumps con't from p8

## Skips for Distance

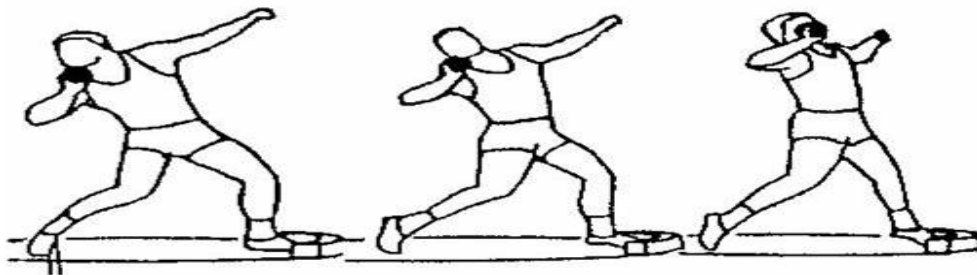


# THROWS

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

### Standing Throw #1 Drill

When teaching beginning throwers, shot put technique is most successfully coached from the front of the circle to the rear of the circle. Beginning throwers often have trouble using their hips in the throw. Control and kinesthetic awareness of the legs and right side of the body in the power position is critical. To progressively train the necessary skills in the power position, drills at the front of the ring emphasizing utilization of the hips are very helpful. The first drill, standing throw #1 (also known as the double pivot drill) is a great drill to practice harnessing the legs and hips in the throw.



Standing Throw #1 Drill  
Step-by-step instructions continue on page 10

Throws Con't. from p9

Standing Throw #1:

- Start from an upright (stickman) position with the hips over the leg.
- The feet are positioned in the correct heel to instep relationship with the shot correctly positioned on the neck.
- The feet are approximately a shoulder width apart. This position permits maximum generation of torque and application of force by the largest muscle group in the body, the legs.
- The athlete squats down on the balls of both feet facing 3 o'clock.
- From that position, the thrower rotates the hips and throws the shot with a tilted axis at a 45+ degree angle while pivoting simultaneously on the balls of both feet.
- The pivot is 90 degrees with the center of gravity over the right foot.
- The emphasis is on hip rotation and there is no forward thrust.
- The athlete works for "position" only and not distance and does not reverse.
- The emphasis is on rotating hips while keeping upper body back as the majority of the body weight is on the drive leg.
- The drive arm is extended and the shot is released with the thumb down.
- The head is back with the eyes overhead.
- Both feet finish in the 12 o'clock position.



**Stay tuned for more helpful coaching drills and techniques in the Summer 2007 issue of the USATF Coaching Education Newsletter.**

# A View From the Top:

Featuring Amy Deem,

Head Women's Track & Field Coach for the University of Miami Hurricanes

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## **What made you want to become a track & field coach?**

I always wanted to be a teacher and when I became involved in sports coaching and teaching seemed like a great career. I was fortunate to have very good coaches in junior high and high school which reinforced my desire to go into the coaching profession.

## **What is your educational background?**

Bachelor of Science in Health from Ohio University. Completed hours at Ohio University and University of Miami towards a MS in Sports Administration.

## **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?**

In the beginning of my career I became involved in the USATF Coaching Education Program. Upon completion I became an instructor in the program which allowed me to surround myself with very knowledgeable coaches. Annually I attend the Sprint and Hurdle Summit conducted by Dr. Ralph Mann in which I have the opportunity to interact with some of the best coaches in our profession. On a daily and weekly basis I speak to other coaches about training and try to read as much as possible.

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

NEVER BECOME COMPLACENT. I truly believe you never stop learning and striving to be better. If you think you think you know it all you should quit coaching. I always try to remain humble because as quick as success happens failure can be right around the corner.

## **Describe your most successful/rewarding coaching moment?**

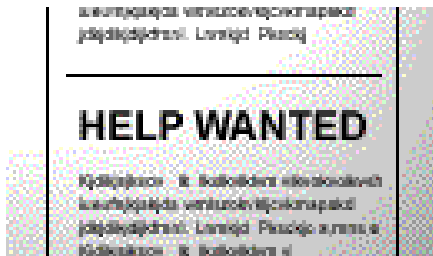
I do not have one single moment. When an athlete meets a goal that they have worked very hard to attain or when they achieve something beyond what they ever thought possible. I enjoy the success that the athletes attain whether that be at a conference or Olympic level.

## **What book would you recommend to any coach about coaching?**

Track and Field Omnibook by Ken Doherty

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

To learn as much as you can. Do not just rely on how you were coached but develop your own philosophy. I also think it is important to remember why we became coaches; it is not about us it is about the athletes we coach.



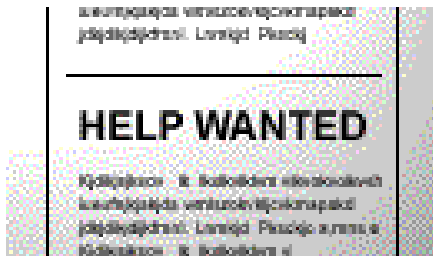
# *Classified Ads*

**Coffeyville Community College** is accepting applications for Head Track/Cross Country Coach and Student Advisor. Responsibilities include management and administration of all phases of a varsity intercollegiate sports program and instruct six credit hours per contract year. Three years experience coaching/participation preferably at the post-secondary level required. Teaching experience preferred. Master's degree preferred/bachelor's degree required. This is a full-time, 12-month coaching position. To apply, submit a completed application, resume and transcripts to; Coffeyville Community College, 400 West 11th, Coffeyville Ks 67337. CCC is an EOE. Web site:

[www.coffeyville](http://www.coffeyville)

**Rutgers University-Newark.** Head Coach Men's and Women's Cross Country/Track and Field. This position is a twelve-month position with full benefits reporting to the director of athletics and recreation. Rutgers-Newark is an NCAA Division III institution and a member of the New Jersey Athletic Conference. The position is responsible for all facets of developing and maintaining a successful NCAA Division III track and field/cross country program, including (but not limited to) recruiting athletically and academically qualified students, retaining students in the program, planning and conducting practices, attending all contests, fund-raising, budget preparation and management, hiring and supervision of assistant coaches, scheduling and monitoring academic progress. Must have a demonstrated ability to recruit in an NCAA Division III institution located in a diverse, urban and academically challenging environment. Successful candidates must be committed to adhering to all NCAA, NJAC and institutional regulations. Qualifications: Bachelor's degree required (master's preferred); three years track and field coaching experience at the college level (head or assistant) or three years as a head coach at the high school level preferred; USATF Coaching Education Level I required (Level II preferred), must be computer literate and possess a valid drivers license. Review of applications will begin immediately and will continue until the position is filled. For additional information and to apply for this position, please refer to the following university Web site: <http://uhr.rutgers.edu/jobpostings/aps/Detail.asp?id=06-000341>. No phone calls please. Additional questions can be directed via e-mail to Mark Griffin, Director of Athletics, at [markg@newark.rutgers.edu](mailto:markg@newark.rutgers.edu)

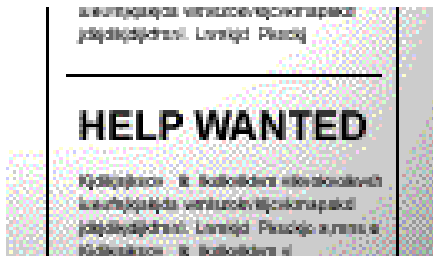
**Emporia State University** invites applications for Graduate Assistant Track and Field coaching position in the following area for the 2007-08 academic year. Special consideration to applicants with sprint and jumps background and physical education/health promotions degree. A full-time assistantship will include a stipend of approximately \$6,500 and tuition waiver with student paying university fees. To qualify, applicants must have a completed undergraduate degree, with a cumulative undergraduate GPA of 2.50 overall or 2.75 in last 60 hours . Interested applicants should send a cover letter, resume and the names and phone numbers of at least three references to David Harris, Head Track and Field Coach, Campus Box 4020, Emporia State University, Emporia, Kansas 66801, or e-mail [dharris@emporia.edu](mailto:dharris@emporia.edu).



# *Classified Ads*

**Lindenwood University.** Head Track and Field Coach. Reporting to the director of athletics, the head coach has full responsibility for planning and organizing all aspects of the men and women's track and field athletics programs. Responsibilities include but are not limited to: provide the organization, direction, and administration of the men and women's track and field programs; perform coaching duties at practices and contests; home meet preparation and management; recruiting new student-athletes; scheduling contests; and other duties as assigned based on the candidates qualifications. A bachelor's degree is required (master's degree is preferred) and significant, closely related coaching experience in track and field or cross country, preferably at the college level. Must understand and support the role of intercollegiate athletics in a highly competitive, liberal arts academic environment. Must have excellent communication skills and possess a demonstrated record of recruiting success. Applications should include a cover letter, resume and a minimum of three letters of recommendation. E-mail applications are accepted at [jcreer@lindenwood.edu](mailto:jcreer@lindenwood.edu) or mail to John Creer, Director of Athletics, Lindenwood University, 209 S. Kingshighway, St. Charles, MO 63301. Applications will be accepted until the position has been filled.

**Stony Brook University.** Assistant Men's and Women's Track and Field (part-time). Stony Brook University invites applications for the position of assistant men's and women's track and field coach. Stony Brook is an NCAA Division I member and competes in the America East Conference. This position is an assistant coach for a Division I program in the sport of men's and women's track and field and will assist the head coach in all aspects of operating a successful program. The primary focus of this position will be placed on the assistant's use of independent judgment and discretion in the identification and recruitment of prospective student-athletes, their awarding of athletics scholarships, their teaching and skill development of those student-athletes during their athletic and educational tenure at Stony Brook University and in the extensive daily administrative operations of their respective sport program. In addition, the assistant coach will be evaluated on the extent to which he/she provides each student-athlete a positive, meaningful educational experience through athletics. The assistant coach is also expected to execute other program-related duties as assigned by the head men's and women's track and field coach. Required: Bachelor's degree, at least three years of prior coaching and/or throwing experience at the college level and an understanding of NCAA rules compliance. In lieu of college-level coaching experience, a combination of four years of coaching and playing experience at the high school, college, professional, or national team level in the sport of track and field will be considered. Preferred: Prior experience with recruiting, skill instruction, practice/game plan development, and administrative responsibilities. Additional preferred qualifications include both experience in a Division I track and field program and excellent organization and communication skills. Note: This is a part-time coaching position. The review of applications will begin immediately and will continue until the position is filled. Submit a letter of application, a resume and three professional references to: Diana Falkenberg, Administrative Intern, Assistant Men's and Women's Track and Field Coach Search, Department of Athletics, Stony Brook University, SB Sports Complex, Stony Brook, NY 11794-3500. Stony Brook University is an affirmative action/equal opportunity employer. Visit [www.stonybrook.edu/cjo](http://www.stonybrook.edu/cjo) for employment information.



## *Classified Ads*

**Culver-Stockton College.** Head Cross-Country/Track and Field Coach: Full-time position in a new program at the college. Primary responsibilities include coaching the men and women's cross-country/track and field teams, recruit student athletes, and other duties as assigned based on the candidates qualifications and interests. These duties might include teaching or administrative work. Must have the ability to build a quality cross country/track and field program at the college. The successful candidate must have evidence of an ability to work effectively with students and colleagues and have a strong commitment to undergraduate liberal arts education. Masters degree preferred. Send cover letter, curriculum vitae, and contact information for at least three references to Track Coach Search, Office of the Dean, Culver-Stockton College, Canton, MO 63435 - academicdean@culver.edu. Electronic submissions are highly encouraged. Screening of applications begins immediately. EOE/AA.

**Warner Southern College.** Warner Southern College is seeking a Head Men's And Women's Cross Country/Track and Field Coach. Qualifications: Bachelor's Degree required, Master's Degree preferred (faculty positions available at this level). Previous coaching at the intercollegiate level preferred. The head coach responsibilities include, but are not limited to recruitment and retention of student-athletes, coaching, supervision of an assistant coach, purchase and maintenance of equipment, budget management, and scheduling. The mission of Warner Southern College is to provide excellence in Christian higher education through a curriculum and community that consciously integrates, models and promotes Christian faith, scholarship and servanthood. All applicants are asked to submit a statement of faith and journey. This personal reflection should consist of a survey of one's faith pilgrimage to include key events, persons, and associations with faith communities. Send a letter of interest, resume, transcripts, and statement of faith and journey to: Mr. Shawn Gary, Director of Athletics, Warner Southern College, 13895 Hwy 27, Lake Wales, FL 3859, 863-638-7258, garys@warner.edu.

**Longwood University.** Longwood University invites applications for the position of Head Coach for Men's and Women's Cross Country. This is a full time, 12-month Administrative and Professional Faculty position with Commonwealth of Virginia benefits beginning May 2007. The University is completing its fourth and final year of reclassification to NCAA Division I. Responsibilities for the head coach include planning and organizing all aspects of the NCAA I program including, but not limited to, the following: Recruiting and evaluation of prospects; Scheduling of matches and practices; Budgeting and team travel arrangements; Home-meet preparation and management; Student-athlete development; Strength and conditioning; Assist with fundraising for the program. The successful candidate needs to understand the role of intercollegiate athletics in a liberal arts academic environment, demonstrate strong leadership with good verbal and written communication skills, demonstrate a commitment to student-athlete academic success and personal development, demonstrate a record of recruiting success, have experience with and knowledge of NCAA Division I rules, and demonstrate a commitment to operating the cross country program in full compliance with NCAA Division I rules and regulations. A commitment to diversity and gender equity is essential. A Bachelor's degree is required with three or more years of collegiate cross country coaching experience. Preference given to those with a Master's degree and three or more years of collegiate cross country coaching/playing experience at Division I level. Salary commensurate with education and experience. Application screening begins immediately and continues until the position is filled. To apply, please send cover letter, resume, names and phone numbers of three professional references, and transcripts (if applicant holds a degree) to the following address: Human Resources; Longwood University; 201 High Street, Suite 212; Farmville, VA 23909; Electronic applications accepted: humres@longwood.edu



# USA Track & Field

## 2007 Programs for Youth and Junior Athletes

### Track & Field

The USA Junior Outdoor Track & Field Championships are the premier track & field meet for the elite junior aged athlete. Eligible competitors are aged from 14 to those not turning 20 in the year of competition. The United States Junior Team is selected for the Pan American Junior Championships (conducted in odd years) or the IAAF World Junior Championships (conducted in even years) at this meet. Athletes selected for those trips have the honor of representing their country and receiving the official USA Track & Field uniform given to the team members-along with an expense-paid trip to the international competition of that year.

Athletes must meet qualifying standards in order to attend this meet. Standards are established at the Annual Meeting in December. Entry information is available on our website after March 1<sup>st</sup>.

As the National Governing Body for the sport, USATF is the only organization that offers that “next step” in an athlete’s career – international competition at the highest level!

These are the types of programs that maintain the USA’s status as the “World’s #1 Track & Field Team” and ensure that the future of our sport remains sound.

### Cross Country

The USA Winter Cross Country Championships serves as the selection meet for the IAAF World Cross Country Championships. The junior division is open to athletes aged from 14 to those not turning 20 during the year of competition. The junior race distances are 8,000 meters for the men and 6,000 meters for the women. Those athletes who make the World Cross Country team will be provided with the United States team uniform along with transportation to the World Championships.

### Youth & JO's

USATF also conducts annual national championships in five different age divisions: Bantam (10-under); Midget (11-12); Youth (13-14); Intermediate (15-16) and Young Men/Women (17-18).

The USA Youth Outdoor Track & Field Championships (Youth Athletics) attracts some 3,000 athletes. The culmination of the progression Association and Regional Junior Olympic Championships, the National Junior Olympic Championships, draws more than 6,000 athletes to the competition.

These competitions are the primary selection meets for the World Youth Championships, for athletes aged 14-17, which occurs every two years!

### 2007 Youth and Junior Championships Schedule:


February 10	USA Cross Country Championships	Boulder, CO
March 24	IAAF World Cross Country Championships	Mombasa, Kenya
June 20-24	2007 Finish Line USA Junior Outdoor Track & Field Championships	Indianapolis, IN
Mid to late June	Association Junior Olympic Track & Field Championships	Various Cities
July 3-8	USA Youth Outdoor Track & Field Championships (Youth Athletics)	Lisle, IL
Early to mid July	Regional Junior Olympic Track & Field Championships	Various Cities
July 6-8	Pan American Junior Championships	Sao Paulo, Brazil
July 24-29	National Junior Olympic Track & Field Championships	Walnut, CA

**USA Track & Field: See it. Feel it. Experience it.**

For more information, please check out our website at [www.usatf.org](http://www.usatf.org) for the latest news of the sport, USATF merchandise, and special members-only offers.



# **USA Track & Field Coaching Education**

**Presented by** 

## **Calendar of Upcoming Programs:**

### **Upcoming Level 1 Schools:**

6/1-3/07	Hutchinson CC; Hutchinson, KS
6/15-17/07	Christopher Newport University; Newport News, VA
6/18-19/07	Stillwater High School; Stillwater, MN
6/30-7/2/07	Loyola University; Chicago, IL
8/3-5/07	Notre Dame College; S. Euclid, OH

### **Upcoming Level 2 School:**

6/30-7/7/07	Loyola University; Chicago, IL
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### **Upcoming Level 3 Schools:**

7/1-3/2007	Advanced Endurance Summit Loyola University; Chicago, IL
7/1-3/2007	Advanced Jumps Summit Loyola University; Chicago, IL
7/1-3/2007	Advanced Sprints/Hurdles Summit Loyola University; Chicago, IL

### **Upcoming Instructor Training Courses:**

6/30-7/3/2007	Loyola University; Chicago, IL
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**For more information:**

**[www.usatf.org/groups/Coaches/education](http://www.usatf.org/groups/Coaches/education)**