**UPDATES**

**Coach Education Opportunity - Australian All Schools Championships**  
**Strength & Conditioning Progressions for Track & Field Athletes**

Athletics Australia is providing a coach education opportunity for coaches attending the Australian All Schools Championships in Townsville.

Andrew Lulham will be the presenter for this session, with a focus on planning strength and conditioning sessions in a progressive manner.

Andrew brings a wealth of experience having worked as a Strength and Conditioning Coach at the Queensland Academy of Sport since 2004, as well as the Port Adelaide Football Club. Additionally as a Middle Distance & Sprints coach, Andrew is able to bring direct track and field experience to his strength and conditioning work.

**Date:** 7th Dec  
**Time:** 7:30-9:00pm  
**Location:** Queensland Academy of Sport Gymnasium  
**Fee:** No Charge for Accredited Athletics Coaches

To register please email [Kylie Italiano](mailto:kylie.italiano@athletics.org.au)

**Coaching Conference with Derek Evely**

Accredited Athletics Coaches received a huge boost last weekend when they were able to share in the knowledge of one of the world’s best coaches, Derek Evely. Evely has been coach to a number of successful elite athletes including World Championships and Olympic shot put medallist Dylan Armstrong.

Derek presented a two-day coaching workshop in Melbourne, focusing on the key elements of throws coaching as well as periodisation and planning for all events.

The conference was attended by some of Australia’s greatest coaching minds all wanting to expand their knowledge, including those who have been Olympians, Commonwealth Games medalists as well as coaches of Olympic, World Junior and World Youth medallists.

Alongside Australia’s elite coaches were junior coaches and development coaches all sharing the same learning experience.

“I believe education is for everyone, those just starting to coach and those who have been coaching for a lifetime,” said Athletics Australia’s Coaching Development Manager Jill Taylor. “We are really pleased that last weekend all levels of coach got the opportunity to hear new methods from Derek Evely to stimulate their thinking and hopefully weave their insights into their coaching practice.”

Evely delivered in detail the fundamental principles of training of Dr Bondarchuk, one of the world’s greatest track and field coaches and master planner. He also spoke of his journey as a coach, highlighting the need for hard work, creativity, endless study, humility and a lot of courage. In speaking on supporting the transition of athletes from Junior to Senior he said “Don’t specialise juniors too early, hold back, hold back, hold back, specific qualities can always be exploited later.” In addition he referred to the need to make sure there is something left in the athlete to develop when it is time for them to put in the work to become their best as a senior athlete.

“We brought Derek Evely to Australia because we wanted coaches to understand his system which is based on the current cutting edge of athletics planning methodologies,” said Athletics Australia’s Director of High Performance Simon Nathan. “We know that the Americans, former Soviet countries and Kenyans are all using variations of the system that he presented. Australian coaches can use fully Derek’s system, weave it into their current practice or simply decide to continue with their existing system with more understanding of the alternatives. The most important thing for me is that coaches make a choice about their methods from a position of knowledge.”
The conference, which was free for Accredited Athletics Coaches, was funded through the Australian Institute of Sport’s Competitive Innovation Fund. Footage of a selection of Derek’s presentations will be available shortly and coaches will be notified when these are available.

**Athletics Australia** is pleased to announce there will also be two more coach education events in this innovation series.

**Professor Antonio La Torre**, a physiologist, will be the keynote speaker at the next coaching seminar in Hobart in conjunction with the Briggs Track Classic and the National Walks Championships. He will be presenting on the **physiology of the endurance athlete** on February 1st between 1:00pm – 4:30pm and on February 2nd between 11:00am-2:30pm. Registration details will be forwarded to coaches in the coming weeks.

**Australian Athletics Series Update**

Athletics Australia is pleased to confirm the Athletics Australia Event Grid, as well as details on Athlete Travel Funding for the National Athletics Series, for the upcoming Australian domestic season. Athletics Australia and our Member Associations will collaboratively deliver international standard athletics competitions, supporting both the elite High Performance and development pathways.

All the latest information about the tour dates, season event allocation and funding guidelines can be found [here](#).

**Women in Sport Grant**

Athletics Australia is pleased to announce that it has been successful in obtaining a grant to financially support women undertaking coach education.

There will be multiple ways women can access the funding, including contribution towards course fees for Level 2 Intermediate Club Coach and Level 2 Advanced Event Group Specific courses. There are also a limited number of grants available for women who live in regional areas and need to travel by air to attend a Level 2 Advanced Course.

Application forms for these grants will be available shortly from your State Member Association.

**UPCOMING EVENTS**

**Coach Education Courses**

Please see the following link for upcoming coach education courses throughout Australia. The last Level 2 Advanced Courses for the year will be in NSW on the 30th November & 1st December, registration closes for these courses on the 20th November. Additionally on the same weekend NSW are running a Level 2 Intermediate Club Coach course at Sydney Olympic Park Athletic Centre. [See here](#) for more details

[See Full Coach Education Calendar](#)

**Coach Education Opportunity - Australian All Schools Strength & Conditioning Progressions for Track & Field Athletes**

- **Date:** 7th Dec
- **Time:** 7:30-9:00pm
- **Location:** Queensland Academy of Sport Gymnasium
- **Fee:** Free for Accredited Athletics Coaches

To register please email [Kylie Italiano](mailto:Kylie.Italiano@athletics.org.au)
Coaching Conference with Antonio La Torre

Date: 1st Feb 1:00-4:30pm  
2nd Feb 11:00 – 2:30pm  
Location: Hobart  
Fee: Free for Accredited Athletics Coaches

Registration details available in the coming weeks

Articles of Interest

6 Ways to Improve an Athlete’s Resiliency

By Bo Hanson - 4x Olympian, Coaching Consultant & Director of Athlete Assessments

No one will ever forget seeing Greg Louganis recover from his poorly executed preliminary dive in the 1988 Seoul Olympics, where he struck his head and bled into the water. During that reverse 2½ pike dive, he suffered a concussion. However, in his very next dive, despite his obvious injury, he earned the highest single score of the qualifying. He then went on to repeat the dive during the finals, earning the gold medal by a margin of 25 points. His performance was once explained to me by a mentor of mine by suggesting Greg had phenomenal recovery strategy skills.

This made so much sense to me then and still today. What the best athletes, and the most successful people, have in common is not that they do not make mistakes. They all do. However, they have an incredible ability to recover from these mistakes. These athletes have a well-developed recovery strategy, whether it is conscious (known to themselves) or unconscious (they perform this strategy unknowingly). Whether their strategy is conscious or unconscious, ultimately we view these athletes as being resilient.

Defining Resilience

Defining resiliency is relatively easy. Simply stated, it is the ability to bounce back positively after a mistake, mishap, loss or any negative situation. Defining the skills and behaviours of resilient people however is not as simple, as there are a range of skills involved. What is critical to realize, is that resiliency is not a personality trait or behavioral style. Resiliency is a skill anyone can learn.

This article compiles the research about resiliency, and hopefully as a result of you reading this article, you are better positioned as a coach to teach resiliency to your athletes.

Once again, the philosophy we believe in at Athlete Assessments, is that technical and physical ability is a starting point only to being an effective performer. To truly maximize these abilities, athletes (and others) need to develop the non-technical or non-physical aspect of their sporting behaviours and this is where developing a mindset of resiliency comes in.

Research into Resiliency

Through many experiments by researchers such as Martin Seligman, the phrase “Learned Helplessness” was developed, and refers to the condition where a human (or animal) has learnt (been conditioned) to behave in a helpless manner. This condition sees an individual take no action to recover from a failure or unsatisfactory situation because they feel any action will not help them in any way. Through past experiences, these people have learnt to do nothing, as in their past experience, any action they did take had no impact on improving their situation. This is why when they are confronted with a negative situation, they just “put up with it”, and stoically manage the difficulties, often complain to others, yet continue to do nothing to change their situation for the better.

Human beings learn this behaviour the same way animals do. The big difference however between humans and animals in the learned helplessness condition, is that human can also learn this condition by watching and observing others (those close to them). This is a negative aspect of the modelling process. It serves as a reminder for us as coaches (and parents) that our role is critically
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Important to not teach the learned helplessness pattern to our athletes or children. We must always look, act and consciously try to improve our situations, regardless of how it may appear (as perhaps ‘hopeless’). Always keep trying to change any unwanted situation for the positive.

Now that you have some insight into the research that developed our understanding of resiliency we now present 6 ways coaches can help their athletes (and also themselves) to become more resilient individuals.

#1 Reframing

This is a simple concept which most people likely do already. However, the point is to become more conscious of the resilience process, so it can be performed when demanded, particularly in the pressure of a competition environment.

Reframing is the process of changing the way you view a situation, or event, etc. Instead of viewing (with associated meaning) something in a negative way, we can choose to view it in a more productive way. For example, instead of viewing a loss as failure, you can choose to view it as a learning experience of what to do better next time.

You cannot change the result, but you can change what the result means, and this is what reframing is all about. Seeing yourself as a failure is not likely to help you improve. Resilient athletes are going to see a loss as a valuable opportunity to learn from their performance and even view how the winner performed as a learning tool. Other reframes are when the question of “why” I did not perform well, can be turned into “how” can I improve next time. A problem can be better reframed as a great challenge to overcome and test your skills. In a big race or competition, instead of being apprehensive about your performance, you could reframe that as “because I feel this way, I am going to have explosive energy to use”. The choice is yours in terms of what meaning you wish to attach to events and situations you are confronted with. Just make sure the meaning you attach is helpful to your performance.

#2 Control and Influence Model

At some point in time, most athletes have been (or should be) exposed to the “Control and Influence Model”. Basically this is a model for understanding those situations, events and challenges of which you have complete, 100% control over and those situations you have influence over and then finally the situations you no influence or control over. Essentially, we need to spend our energy dealing with those situations where we have control and then influence and not to consume any energy over events of which we have no control.

My sport was rowing, and one thing I had no control over was the weather. Now there was a time, when rowing in rough water would annoy and frustrate me and this lead to poor results and a reputation of being a poor performer in difficult conditions. My coach helped me realize I could not change the water but I could learn techniques of rowing, to become better in these conditions. By the time I entered my final fours years as an athlete, I was unbeatable in rough conditions to the point where I hoped it would be rough. When the water was rough, I knew I would deal with it so well, that I did not have to row “hard” anymore, but instead could work my technique and enjoyed this challenge (another reframe) knowing that most others would struggle (reframe – I chose to believe others would struggle in poor conditions. Whether this is true or not did not matter. I believed it and it helped me.) See the diagram for a detailed visual of the model.
#3 Modelling Resilient Behavior

Modelling is a process where we notice and observe the pattern of someone who displays the type of behaviour which creates the results we desire. For example when an athlete who is successful is used as a model for other athletes to learn from. Modelling is about replicating the thought patterns, actions and emotions that successful results are based on. It is these three essential process which create our outcomes. Rather than trying to reinvent the wheel, athletes can short cut their way to success by noticing what already successful athletes do. This becomes the starting point for performance. Each athlete then makes distinctions to the modelled process so that it suits their unique self.

#4 Attribution of Success or Failure

Research clearly states, resilient people attribute their success to those elements they can control or influence. Therefore this means success is not someone else’s responsibility. The same is for any poor performance. Resilient people attribute poor performance to something they “did” or the great performance of their opponent, not to who they are deep inside. For example, if a great tennis player loses the final, they are more likely to say “today my opponent played an exceptional game” or “today I felt I could have executed my shots better and made better choices at those critical moments”.

This is different to what a player who lacks resilience says, such as, “I am not a good player. I lacked belief in myself and did not trust myself to take risks”. What this player is actually doing is defining in their identity (who they are) their inability to play good tennis. Whenever someone says, “I am ...” they are stating that they are their behavior. Always, this is a reflection on their self-esteem which is often poor. Always make sure you clearly define the difference between who you are and how you behaved or performed. A resilient person's identity is more than their actions and results.

#5 Attachment to Your Support Team

Resilient people always have a strong support team of people they trust, have acceptance from, are secure with and feel like they belong to. This is the essence of what we call attachment. What is critical is in order to boost your resiliency, one must feel as though they are exceptionally well supported. The level to which one needs support differs in proportion to the challenges they feel they are facing. When an athlete or anyone, is confronted with a significant obstacle or have been knocked down by a certain event, those who have a wonderful support team, are likely to manage that situation more effectively and this means recovering faster.

#6 Highly Developed Technical Skills

Athletes and others who are exceptionally technically and physically competent are usually more resilient to setbacks in their performance. When an athlete has experienced a poor performance, those who have high level skills, realize recreating a successful result is not about reinventing their whole process (our article on Coping with Poor Performance goes into this topic in greater depth). Instead, technically competent athletes know all they have to do is recall the times when they had previous success and go back to the basics of their technique which delivered this initial success. This helps them rebound faster than if the athlete has a poorer level of skill and needs to also be thinking about the establishment and improvement in their basic skill levels. We can also refer to this as an athlete’s technical reference point (the technical focus point which acts as a reference point to look for, hear and feel). This reference point then acts as a spring board to recreate an effective future performance.

Click here for full article
Child Protection
An informative article which collates information covering all aspects of child protection

Prepared by: Chris Hume, Senior Research Consultant, NSIC/Clearinghouse, Australian Sports Commission
Evaluation by: Ms Debbie Simms, Independent Sport Integrity Consultant (April 2013)
Reviewed by network: Australian Sport Information Network (AUSPIN)
Last updated: Chris Hume, Senior Research Consultant, NSIC/Clearinghouse, Australian Sports Commission (September 2013)

Click here for full article

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For further information about Accredited Coach Education Courses, please contact your state provider listed below:

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