



PERFORMANCE COACHING NEWSLETTER

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USA Triathlon LII Certification Clinic Feb. 2009

COACHES CORNER

By *Linda Cleveland, USAT Coach Development Manager*

Coaches,

2009 is well under way and many of you are preparing your athletes for their first early races of the season. This is the time of year for your athletes to set their goals and focus on what they would like to accomplish this season. Maybe it is to improve their nutrition or try a yoga class. The focus of this newsletter is on these topics as well as ways for you as a coach to improve your skills and knowledge.

Enjoy the newsletter!

Linda Cleveland
USAT Coach Development Manager

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– Scott Flegelman, FastForward Sports
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FOCUS: PREPARING FOR THE 2009 SEASON



Coaching Philosophy

By Hector L. Torres, USAT LII Coach

"We live in digital time. Our pace is rushed, rapid fire, and relentless. Facing crushing workloads, we try to cram as much as possible into every day. We're wired up, but we're melting down."

By Jim Loehr

These words apply and describe the life of many of us coaches and athletes. We spread ourselves too thin and expect miracles. STOP! 2009 has begun and lets take this year with a different approach. Many people have suggested that coaching is as much an art as it is a science. And while we should not attempt to reduce the practice of coaching to a technoscience, we can and should be clear on what effective coaches should know, value and be able to do. As coaches, studies have shown that we have the most impact or influence on an athlete's life, above parents, above clergy and above teachers.

Therefore, it is important to set a strong foundation within your method of coaching. An important factor in building a strong foundation is having a coaching philosophy. It is imperative that the coach establishes a coaching philosophy that focuses on the safety, development and well being of the athlete. As a key leadership figure, the coach must model and teach appropriate behavior in all aspects of coaching and maintain ethical conduct during practices and competition. (National Association for Sport and Physical Education, 2006)

Moreover, a coaching philosophy means pursuing personal wisdom. Philosophy helps us answer fundamental questions about what, why, and how things work. Our philosophy is a set of beliefs that dictate the way we view experiences in our lives; it's the way we perceive people and our relationships with them. Most of all, our philosophy reflects the values we hold in life. (Burton & Raedeke, 2008)

How to Develop a Coaching Philosophy

Let's make this clear, this is not a one-time process but an on going journey that requires frequent reflection and systematic updating. A coaching philosophy should always be a work in progress. Your coaching philosophy is simply the way you see situations and experiences and the value you give them. There are many factors that may define your philosophy. It is important that a coach is conscious of their world's view and how it informs their coaching practice. (National Association for Sport and Physical Education, 2006)

These aspects of ourselves will influence our coaching practice in such ways as:

- The model or style of coaching we employ
- Our coaching objectives to facilitating personal and professional growth and financial gain
- The clients we choose
- How we position accountability
- How we view the process of personal change

A coach needs to develop a coaching philosophy and style that will assist his/her clients to achieve their developmental and learning goals. As coaches, we bring our thoughts and ideas from each facet of our life in developing our coaching philosophy. As we develop our coaching philosophy, we should ask ourselves these questions:

- Why am I coaching?
- What am I trying to achieve for myself?
- What is my motivation for coaching?
- What do I want to achieve with my clients?
- What kind of coach do I want to be?

There are a number of people who are directly or indirectly involved in the coaching process and all may have a different philosophy towards the process. Your success as a coach is not only dependent upon your own coaching philosophy, but your awareness to the attitude of those others involved around you. (Graduate School of Master Coaches, 2006)

In addition, the philosophy you develop will give you direction as you implement these mental skills. You already have a philosophy about life and probably about coaching. Your philosophy may or may not be well developed. Enhancing self-awareness is related to your coaching philosophy in several ways.

First, evaluate your values and analyze your thoughts and actions regularly. How true do you remain to your beliefs and values when you coach? What factors keep your actions consistent with your beliefs or push you off course? You might have an issue with sticking to your beliefs and values. Once you are aware of these tendencies, you can develop effective strategies to overcome them. (Burton & Raedeke, 2008)

You might be reluctant to change or try new methods; however, taking a new approach towards coaching will allow you to grow as a coach within your community.

A warrior doesn't give up what he loves; he finds the love in what he does. A warrior is not about perfection, or victory, or invulnerability; it is about vulnerability. That is the only true courage.
– Author Unknown

Take time and create your coaching philosophy and share it with your friends and colleagues. Get feedback from people you trust to help you better understand whether your perceptions of your behaviors during competition are consistent with others' observations. Occasionally, our judgment gets clouded by the heat of the moment or by our personal blind spots. Not all of our athletes are the same; therefore, we must modify our approach with our athletes. Coaching is not a cookie cutter frame that each approach works for all athletes. Coaching is an art!

Nevertheless, friends can provide us with emotional mirrors. These approaches will help you determine what is truly important to you and develop strategies for remaining true to those values when you coach. At the same time, you cannot simply acquire a philosophy by reading a book or adopting one from a coach you admire – or from any single source. It is something you develop out of varied experiences in your life, and it is useless unless you embrace and nurture it. (Burton & Raedeke, 2008)

After writing down your philosophy, it becomes real. If it is evident for you, it will be for the athlete as well. The next step will be to share your philosophy with others. Have a meeting with your athlete, and give them a copy of your philosophy. This will allow the lines of communication to be open and the athlete to make

Continued at the bottom of page 7



Nutrition Planning for The New Year

By Bob Seebohar, MS, RD, CSSD, CSCS

Set a new personal record, produce more power on the bike, get over the fear of swimming in open water, run more efficiently—those are just some of the goals we hear at the beginning of each year from our athletes. But how many of your athletes focus on setting realistic nutrition goals each year? Certainly the most popular is the weight loss goal but should that really be the main nutrition goal? Athletes may think so because they are focusing on outcome goals and not process goals. What our job is as coaches is to help develop and implement process goals. Process goals are the goals that athletes attain throughout the season, similar to performance markers that we may set for them for the swim, bike and run.

Many athletes make the mistake on focusing on an outcome goal of losing weight when in fact, this may be the most detrimental to their success. Let me explain this in a bit more detail.

Nutrition process goals help athletes attain their long-term outcome goal. I prefer athletes focus on these short-term success markers (process goals) because they will be able to see and quantify their progress throughout the season. These shorter term goals also support training goals along the way which, if you have heard me speak or read any of my nutrition periodization information, you know that nutrition should support physical training load fluctuations. Therefore, setting nutrition process goals will enable the coach and athlete to monitor training status much better and will empower the athlete to constantly reassess their progress, which is extremely important to strive for performance improvement throughout a season.

One of the best methods I use with athletes when planning a season of nutrition goals is to first begin with their physical training program and its associated volume and intensity changes then implement nutrition periodization concepts into that so it meets the physiological adaptation goals that you have set for them.

Nutrition Process Goals

If the athlete has a goal of losing weight and/or reducing body composition, periodize that into their training program and identify which training cycle would best support that. The preparatory (base) cycle is the most ideal time for pursuing active weight loss so sit down with the athlete and discuss the specific nutrition goals that should be set during the preparatory training cycle and explain how they support your training program goals. Many athletes fall victim to using too many sports nutrition products as they get back into training and this is simply not necessary during the early to mid preparatory cycle for many reasons. Goal number one could be to eliminate or significantly reduce the use of these types of products and focus on proper hydration techniques by using water and electrolytes.

Another nutrition process goal could be to maintain a stable blood sugar throughout the day to reduce cravings and avoid the infamous afternoon crash. Teaching your athlete how to combine foods, specifically protein, healthy fat and fiber-rich foods, can be the focus and is very easy to track. Simply have your athlete write down the lean proteins, healthy fats and higher fiber foods that they enjoy and instruct them to eat these foods together during meals and snacks to better control blood sugar. Yes, it is that simple!

I like to keep the nutrition goals in the beginning of the year to no more than three as I have found that any more can overwhelm an athlete and not set them up for success. Therefore, the last nutrition process goal that I encourage is to help the athlete learn how to listen to their body. We teach them how to do this in training and constantly reinforce it by asking them how they feel but take this to the next step with nutrition. Many athletes do not know how to recognize physical hunger and separate those feelings from habitual hunger. The former helps an athlete recognize when they are hungry and full and to eat and stop eating while the latter simply reinforces the fact that the athlete does not know when to eat but rather, they rely on a watch to tell them when to eat during the day. This can easily lead to overeating. A few methods of doing this is to have your athlete keep a one-day food log once every 7 to 10 days. This is not a normal food log though. The food log should only have three columns: WHAT, WHEN and WHY they eat. Under no circumstances should the “how much” be written down as that completely goes against the goal of teaching the athlete how to listen to their body. After about 4-6 times doing this, the athlete will be able to realize what is triggering them to eat. Is emotional (stress, boredom, fatigue) hunger driving them to make poor choices? Are they eating because they are biologically hungry? Or are they eating to fulfill an unmet need? This easy process will soon help the athlete recognize why they are eating and what foods they choose throughout the day and will teach them how to become better instinctual eaters and trust their bodies. They can use this information throughout their season and align it with their physical training status and better navigate fueling their body.

I encourage you to take a different approach with your athletes this year by playing an active role in their nutrition process goal setting. Treat this like you do your physical goal setting and frequent performance measures and try to prevent your athlete from setting an unrealistic outcome goal, whatever it may be. Process goals will teach them more about their bodies and provide continual feedback that is valuable for being successful in life and sport.

Bob Seebohar, MS, RD, CSSD, CSCS was the 2008 Olympic Triathlon Sport Dietitian and a Sport Dietitian for the US Olympic Committee. He currently owns and operates Fuel4mance, a sports nutrition consulting business and co-owns Elite Multisport Coaching, an endurance coaching business in Littleton, Colorado. For more information, contact him at coachbob@fuel4mance.com or visit www.fuel4mance.com or www.elitemultisportcoaching.com.

FOCUS: PREPARING FOR THE 2009 SEASON

Adding Yoga to Triathlon Training

By Sage Rountree, USAT Level II Coach

Float the idea of sending your athletes to a yoga class and you'll get a range of reactions. A few might already have an established yoga practice. Some might think yoga is far too New Agey and out there for them to do. Others fear appearing foolish or inflexible in class. And many athletes have been turned off after dropping in on a yoga class that was too hard, too easy, or felt out of sync with their training or their personality. That's a shame, because yoga offers myriad benefits for athletes, from improving strength and flexibility to sharpening focus; from preventing injury by improving range of motion and body awareness to teaching how to take and use a full breath; and from improving balance to speeding up recovery.

Here, instead of outlining yoga's history, enumerating all of its benefits for athletes, or discussing which poses are of most use to triathletes (all topics covered in my book *The Athlete's Guide to Yoga*), I'd like to explain how we can get our athletes onto the mat in the first place. As coaches, we must consider which classes are appropriate for athletes at any given point in their training cycle, and we need to recognize our athletes' specific psychology and physiology, which can lead them to need special attention in yoga classes.

Periodizing Yoga

Yoga should serve to complement and enhance training, not to add even more stress to an already fatigued body. Coaches need to help athletes periodize their yoga practice so that it is in inverse proportion to training intensity. This means that during the base period, when training intensity is lower, yoga can be more intense. You might substitute a third weekly session of weightlifting with a power yoga, vinyasa/flow, Ashtanga, or even a Bikram (hot yoga) class during the base cycles. As training ramps up during the build period, athletes should tone the yoga down and focus on maintaining the flexibility gained during the base period. Gentler classes (slow flow, level 1 classes), alignment-based classes (Iyengar, Anusara) and a home practice focusing on the athlete's specific needs work best here. During the peak period, yoga should be even more mellow, aiding in recovery (think restorative poses) and helping keep the athlete relaxed and focused.

Beyond choosing a style appropriate to the mesocycle and the individual athlete's needs, we've got to match our athletes with qualified teachers. Yoga is best learned in person from an experienced, certified teacher. (Look for a Registered Yoga Teacher, who will be a member of the national Yoga Alliance, but know that there is a range of teacher training offerings, and some are more thorough than others. Referrals and recommendations can help you and your athletes find a good instructor.) Getting one-on-one attention in a private or small-group class ensures that athletes learn safe alignment. Look for a Yoga 101 or other beginner-specific class, in which students will be taught to practice safely and to keep any sense of competition off the mat. Finding the right teacher can take some time. If your athlete doesn't click with the first teacher he or she visits, encourage more experimentation. I like to say that choosing a teacher is like choosing running shoes: some folks need more support and control, others less. Your athletes' needs can change as the practice progresses. A good teacher will make the student feel inspired to continue working at yoga, but at the same time content with wherever he or she is now.

Multisport Athletes' Particular Needs

We also must consider the athletic sensibility as we send our athletes to yoga class. Endurance athletes are conditioned to suffer, which can mean they are too proud to ask for modifications and wind up working far too hard in class, putting themselves at risk of injury. This tendency is only exacerbated by athletes' competitive nature. Yoga is a noncompetitive practice. Athletes should come to the yoga mat with a nonjudgmental attitude, ready to be wherever feels best and safest in the moment, not overreaching for a pose demonstrated by a classmate or a video model.

Physiologically, multisport athletes have special needs in class. Athletes usually need some extra time to warm up in class. If your athlete is heading to a class that doesn't give much preliminary warmup, encourage him or her to add a warmup before the class begins. While triathlon training has more balance than single-sport training, most of our motion is moving forward in the sagittal plane, so the body can get stuck in forward motion, losing access to lateral and rotational motion. This can bind up the hips. In addition, many athletes will also have very tight hamstrings, possibly combined with a core that isn't as strong as it could be. All of this is good information for the athlete to impart to the teacher before class begins, along with news about any injuries or pain the athlete is experiencing.

Most multisport athletes are already balancing a very full training schedule with work and family responsibilities. Help your athletes find ways to include yoga in their schedules without needing to commit to a ninety-minute studio class. Once athletes are familiar with the basics of a few poses, they can move through these poses in a brief home practice. Yoga contains many wonderful core-strengthening moves ideal for use at the end of a workout, or in the context of a strength workout at the gym.

Try Yoga Yourself

If you can follow the above guidelines and try out yoga for yourself, you'll start to see how yoga fits into the training cycle. Get to know the difference between an Ashtanga class (rigorous) and a restorative class (perfect for recovery), and you'll be able to help your athletes choose which classes fit best with training for various distances and in various stages of the training macrocycle. You may even find yourself learning which poses address common athletic complaints, and showing an athlete with piriformis issues pigeon pose, an athlete with tight hip flexors bridge pose, an athlete who needs core strength plank pose. You can then suggest your athletes learn alignment in these poses from an experienced teacher.

Sage Rountree holds a USAT Level II coaching certification, a USA Cycling level 3 certification, and a PhD in English; she is also a Registered Yoga Teacher. Her work on yoga for athletes includes *The Athlete's Guide to Yoga: An Integrated Approach to Strength, Flexibility, and Focus* (2008) and the forthcoming *The Athlete's Pocket Guide to Yoga*, both published by VeloPress, as well as *The Athlete's Guide to Yoga DVD (Endurance Films, 2008)* and *Sage Yoga Training*, a podcast of short post-workout stretches for athletes. Through her coaching company Sage Endurance, she uses yoga to complement athletes' training in triathlon, running, and ultrarunning. Sage teaches workshops on yoga for athletes nationwide. Find her at sagerountree.com.

USA Triathlon's Elite Coaching Mentorship Program

by Linda Cleveland, USAT Coach Development Manager

The USA Triathlon Sport Performance/Coaching Education Program offers an Elite Coaching Mentorship Program to further develop a pool of talented and experienced coaches who will identify and develop future Olympic triathlon champions. This program gives USAT certified coaches the opportunity to learn directly from USAT Resident coaching staff and to gain practical coaching and management experience at the United States Olympic Training Center in Colorado Springs, CO.

Participants in the mentorship program observe elite athlete training sessions, learn the philosophy and methods of training elite triathletes, and work directly with the Resident coaching staff to improve their coaching knowledge and skills. Participants learn about periodization and program development, video analysis, nutrition, lab and field testing protocols, sports psychology, recovery and more.

In order to qualify to apply for this program, you must be a USAT Certified Coach. The application process is posted on the USAT website in late December or early January for the following year and the selection committee reviews each application. Coaches are then notified if they have been selected or not. Coaches incur all travel, lodging, and meal expenses but earn 15 CEU's for participation.

Please see the emails below from a few of the coaches who have been through the program.

"My experience with the program was phenomenal! There is no substitute to have one-on-one mentoring with one of the top coaches. Completion of this apprenticeship shows career commitment and dependability within the sport. The opportunity to work with the Elite Coaches has been a wonderful experience and has given me an advantage. This is a uniquely structured program that provides an intensive developmental learning experience based on our coaching methods. This experience is something most coaches do not get the opportunity to experience. Our mentor, Justin Trolle, was spectacular! He has prepared me well for tasks such as building a Youth and Collegiate team within my area. I highly encourage coaches who have passion towards the sport and aspire to do their best for the community to take advantage of this wonderful opportunity. Your coaching methods will never be the same!"

Hector Torres, USAT LII Coach

"Hi Linda,

I wanted to express my sincere appreciation and gratitude for the opportunity you and USAT provided in the mentor program with Coach Justin Trolle. It was an incredible learning experience in many ways.

I have to admit I was not exactly sure what to expect when I arrived. The one on one days with Justin and the classroom setting were ideal and incredible. Justin is a fantastic teacher and mentor. He is a visual teacher and I appreciated his constant use of the white board and pictures to describe things. He is incredibly patient and possesses the "no question is stupid" mentality. He made it very easy to admit the things I did not know and was eager to help fill in the gaps for me. The fact that he did not have a strict and designated program lined up ahead of time allowed the week to be focused strictly on my individual needs and weaknesses.

Justin also brings an honesty and directness to the mentor/mentee relationship that is refreshing. I appreciated his admittance to his own weaknesses and doubts. This gave me a chance to be more comfortable and accepting of my own doubts and realize that this is normal at any level of experience. It is hard to find coaches that will share knowledge and expertise in the United States. There seems to be a fear of conflict of competition and stealing potential clients. Justin is motivated to erase that fear and share his knowledge and experience. It was incredibly valuable to me and I feel I have obtained knowledge that I couldn't necessarily get in university or without years of my own experience.

Justin allowed me to get involved in lab testing and workouts with his world class athlete and allowed me to sit in on a race strategy session as well. It was inspiring, educational and reaffirming to my own coaching.

I would welcome any additional opportunities to experience this mentorship or any other mentorship with USAT and coaches of Justin's caliber and expertise. I also look forward to taking what I learned from Justin and branching the junior development aspect into my region through my coaching in the hopes of perhaps helping to "feed the pipeline" with the education and development of potential world class athletes from local yet to be uncovered juniors."

Thank you again,

Sincerely,

Kt White, USAT LI Coach

"Linda,

Just wanted to let you know how much we enjoyed our time at the OTC. The bulk of our time was spent in the Recovery Room; we couldn't get Justin away from these compression pants! If we weren't in the recovery room enjoying massages, cold plunges, steams, and time in the sauna, we were in the cafeteria sipping a hot cup of joe. We thoroughly understand the benefits of consuming caffeine to supplement training and racing and how important it is to recover after these hard efforts!

All joking aside, Steve and I have never felt so catered to. The time Justin spent organizing our days and sharing his coaching philosophies with us is an experience we feel honored to have had. I am not finding the words to express how much Justin gave us in these past four days. Everything was honest and heart felt; his passion for coaching was evident every moment of the day, but more important, his enthusiasm for sharing was contagious. Justin certainly created an environment where sharing and learning from one another was comfortable. The biggest thing for us during this week was what we learned confirmed so much of what we do with our athletes already, but we are also processing and figuring out how to implement some of the things we learned into our coaching program.

Also, thanks for your time when we came to visit in the office."

Andrea and Steve Pye, USAT LII Coaches

Questions? Please contact Linda@usatriathlon.org

FOCUS: PREPARING FOR THE 2009 SEASON



How to Cope with an Injury

By Bob Byard, USAT Level II Coach

Injuries can happen to your athletes for any number of reasons during training or racing such as: improper intensity or endurance effort increases, insufficient rest, not listening to warning signals from their body, a lapse in concentration by a training partner, or an accident such as driver on a cell phone not paying attention to who's around them.

This article isn't about how to help your athletes avoid injuries; a plethora of articles and experts are readily available to help your athletes train and race smart. This article is about helping your athletes mentally deal with an injury. As a paramedic and a coach, I've discovered the five healing stages of a personal loss and a sports injury: Denial, Anger, Bargaining, Depression, and Acceptance have similar steps. Although there can be no comparison between a personal loss and a sports injury, there is some parallel in the sequence that human nature tends to take. Below are the stages an injured athlete might go through:

DENIAL: If I ignore it it'll go away, right? Wrong. You do this initially with an injury to buffer the negative consequences until you can figure out how to deal with it. "I'm tough; I can train/race through the pain; I can shake it off; It'll pass" are immediate responses to the disability and precursors to the emotion that comes next...

ANGER. Now reality sets in and you immediately rationalize away responsibility for what's happened and blame someone or something else; your coach, the steepness of the hill, loose aerobars, or your uncle in Florida. You'll try to displace all blame from yourself to more easily enter and rationalize the next stage of recovering from an injury.

BARGAINING. When anger doesn't relieve the pain or make the swelling go down, you'll agree to make a pact with yourself, the devil, or anyone who'll help you face the initial denial and help get over being mad at the bike, car, or anyone else nearby. You'll try to cut the best deal with what you feel are the best odds of minimal rehab, all possible shortcuts, and minimal time with an elevated appendage. And when you don't get to do it your way, the next stage is inevitable.

DEPRESSION. Then it hits you: confusion, self-doubt, fear. You withdraw, physically and mentally, because of a great sense of loss of control, be it money for race registration or travel, loss of connection with your contemporaries, or whatever it might be that's disrupted your life and highlighted your vulnerability. You lose some of that mental sharpness and enthusiasm that previously sustained you. But somewhere in all this and the previous mental gymnastics, things get clearer and more defined and injury rehab gets on track.

ACCEPTANCE. OK, let's deal with this and get through it. What are the options, what's best for the short and long term? You do what you can by yourself and in concert with a professional. Make the best of the scenario; if you can't do one thing because of the injury, perhaps you now have the opportunity to focus your energy and motivation on something else to wisely use your time. Be positive, in plan and attitude.

The order that your athletes go through these five stages is not always the same, nor is the time he/she may spend in any single one; it may be a few minutes to several weeks. However, chances are your injured athletes will go through these 5 stages; it's natural and it's OK to do so. The importance of the process is to help your athletes get through the five stages quickly and get healthy and move on. Similar to a training plan, your athlete's recovery must be systematic, realistic, and flexible for adjustment. Recognize and get him/her through the various mental stages of injury recovery and your athlete will thank you.

Bob Byard is a USAT LII Certified Coach. He holds a Bachelor of Science Degree, Business, University Of Southern Mississippi, Hattiesburg MS. Master of Arts Degree, Business, Webster University, San Antonio TX. Bob served in the Air Force: 21 August 1961 to 1 February 1996.

It's All About The Learning

By Coach Suzan Ballmer, M.Ed
Breakaway Athletic Coaching

As I was out for my run yesterday afternoon I was thinking about... well, training & training programs & the variety of workouts & processes available to create stronger and faster athletes. As a sub thought I was seeing in my mind all the tools that we use for measuring, counting and assessing how strong and fast athletes are now as compared to last year or next year. I started to get really tired and my running pace slowed at the thought of all of this. It can be exhausting to think about and confusing to know which is best for each individual. What works for one person and why and why doesn't it work for someone else? How do we know if it is working? So, I took a deep breath, picked up the pace a bit and headed home thinking about these last 23 years of doing and giving workouts & testing & measuring and learning.

I made this list of a few of the things I have learned.

- That for every individual athlete out there swimming-biking-running, there are a number of programs which will work quite well. There are some fundamental guide lines and rules of periodization that each athlete should abide by in order to have success and there are some basic workouts which are great and really work for everyone, every time.
- That there comes a point where the process shifts and gets tricky. This is where my job as coach gets really interesting, a bit scary and oh-so-exciting. Within the partnership of coach & athlete, I must figure out the details that are specific to the needs of that individual at that moment, in that period, during that year. This happens through direct and consistent communication. Some athletes need longer base periods, some need longer speed sessions, some less or more taper. The workout that was so terrific for Jane will not work so well for Jill because the rest time should be shorter or longer or the work time should be slightly different.
- Although monitors, watches, computrainers & vo2max tests are terrific, the most profound tools for measurement in coaching are listening and observing. That is where I learn the most about the athletes I coach. Also, for self assessment I request my athletes to use perceived exertion – it teaches them about themselves and gives them information to share with me which furthers discussion and learning.
- That each athlete needs to be committed to and follow whatever program he/she has chosen. There are different elements within a training program that all contribute to the outcome. Bypassing any of these elements will jeopardize the reaching of goals successfully. I have seen so many athletes taken off track because instead of sticking to their chosen process, they begin to follow some other program because a friend is doing it or they saw it in a magazine. Unfortunately, these athletes are not getting the benefit of either process having done only some of this and some of that. As my former coach and mentor in Montreal said to me one day during a lengthy discussion about training programs that covered about 22 miles of the city..... "Your training program is absolutely PERFECT.....for you."

So, whatever program an athlete is following – they should follow-through with it, enjoy it (for the most part), communicate with their coach at each step, use tools when available AND recognize the powerful guidance of their own intuition. Most of all, triathletes need to have fun – feel the water sliding off their skin, feel their bike powering over the hills and feel themselves being propelled forward by their strong run. With an appropriate training plan, they will revel in this great sport of Triathlon.

Coaching Philosophy

(continued from page 2)

decisions about the prospect of your program. Remember, if you don't have a philosophy, you will probably get a win-at-all costs situation. This is difficult because if you don't win a race, the athlete will feel that they have failed. Take this year to develop your coaching philosophy and you will see how your growth as a coach will be unparalleled.

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Hector Torres' journey started in 1998 when his doctor told him that he needed to lose some weight if he wanted to be alive by the age of thirty. After losing one hundred pounds, he was introduced into the sport of triathlon in 2004 not knowing how to swim, bike or run. With a determination of a bull, he did his best to finish the first season. Within time, he was able to master all three sports. Noticing how the triathlon sport changed his life, he became involved in the fitness industry. In 2005 he found the Central Florida Tri Club. He started off with 6 members and he currently has 317. The Central Florida Tri Club is coached as a team and it is extremely structured, in which consist four several sub-divisions in three different locations within Central Florida. Hector quit his job as Marketing Director for a radio show and his pursuit of law school was postponed. Instead, he is completing his Masters in Sports Leadership/Coaching at the University of Central Florida. Hector has a holistic approach towards his coaching, in which he has taken many of his athletes to the top ranked spots in their races. Hector is the Head Coach for the Central Florida Tri Club, certified USAT LII, USAC L2, USATF L1 and has his own business of Tri Peak Athlete, LLC. www.tripeakathlete.com

COACHES EDUCATION UPDATE

Remember as of January 1, 2009 all coaches need 5 USAT Approved CEU's for recertification.

USAT approved Webinars and CEU opportunities are posted on the website under Resources-For Coaches-Conferences and Clinics-CEU's.

Attention Coaches!

USA Triathlon is offering you a great coaching opportunity. One USAT Certified Coach will have the opportunity to travel with Team USA as part of the support staff to the 2010 ITU Short Course Triathlon World Championships in Budapest, Hungary on August 29 and serve as the Official Team USA Coach. The Team USA Coach will work with USAT to better prepare USA age group athletes for the World Championship event by organizing group swims, course rides & runs, provide transition tips, answer questions and be a coaching resource for the athletes. The USAT National Staff will serve as the official team leaders and managers but will utilize the coach as a resource. Travel expenses (flight, hotel, ground transportation and food per diem) will be covered by USAT in exchange for your coaching expertise.



How do you become the Official Team USA Coach?

USAT will grant the opportunity to the one USAT Certified Coach who has the most qualified athletes on the start line at the 2009 Age Group National Championship in Tuscaloosa, Alabama on August 22nd. Athletes must start the race to be counted in the final tally. Each coach will be required to submit a form, by the deadline set by USAT, with each athlete's name, USAT membership number, phone number and email address. USAT will use this form to audit the athletes on the list at the conclusion of the event before making an official offer to the coach. USAT reserves the right to request each athletes training plan to verify the coach/athlete relationship. In the case of a tie, USAT will take the official results from the event and add up each athletes overall finish in

their respected age groups for an overall score. The coach that has the lowest total score will be awarded the opportunity. You must be the individual person coach for each athlete. Coaching yourself does not qualify. Last year's winner is not eligible to win this year.

This is a great opportunity for any USAT Certified Coach to gain valuable experience, boost their resume and gain access to numerous top age group athletes. If you would like more information or have any questions regarding the opportunity, please do not hesitate to contact USAT's National Events Director, Jeff Dyrek, at 719-597-9090 ext. 115 or by email at jeff@usatriathlon.org.

Are you interested in having a CEU course that you are holding become approved for USAT CEU's? If so, please contact Linda@usatriathlon.org or Angie@usatriathlon.org for more information.

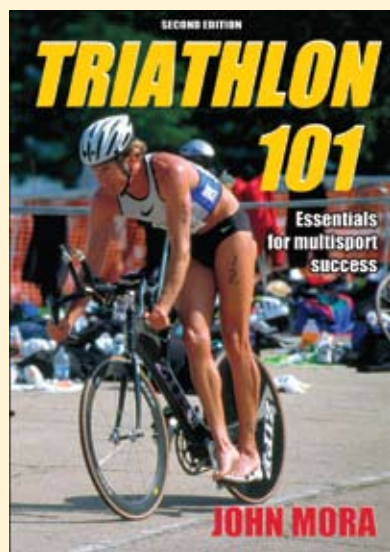
USAT certified coach clothing password is changing effective March 1, 2009. It will be USATCertifiedCoach2009.



Shape Matters.

The Zipp patented rim shape has proven to be the most tunable rim shape ever developed. With standard shaped rims, the only design variations generally relate to rim width at the brake track and rim depth, with all other changes moving the rim from a roughly 'V' shape to more of a 'U' shape. With the Zipp concept, the maximum width of the rim can be tuned independent of brake track width, while the widest point of the rim may also be moved up or down within the rim cross section. By altering these parameters, the engineers at Zipp have been able to make 4 major alterations in the past 10 years to the rim shapes of the 404 and 303 lineup, finding improved aerodynamics and reduced cross-wind sensitivity each time. In addition, the Zipp has pushed this technology throughout its full wheel lineup, creating all new rim families like the 202, 808, 1080 and Sub-9 wheelsets.

Zipp designers learned that not only could the bulge in the Zipp rim be used to allow for various tire widths, but could be used to shift the aerodynamic sweet spot of the wheel. Most deep section or composite spoke wheels show minimum drag at around 20 degrees of wind angle. However, more than 60% of real world wind conditions occur between 10 and 20 degrees of wind angle. By moving the aerodynamic width of the rim towards the spokes slightly, and increasing rim curvature, the engineers were able to shift the maximum performance zone of the wheels into the wind angles which riders will see most often.



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