



Workshop Programme

Developing Coach Personal Needs Analysis (Workshop Descriptors)

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DEVELOPING COACH SCUK Workshop Coach Personal Needs Analysis Descriptors	
SCUK Physiology - Developing Coaches	
Coaching Disabled Performers	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain when integration and segregation might be most appropriate • Identify appropriate safety and medical considerations • Review and extend your knowledge of how to adapt your coaching to the specific needs of disabled performers • Design and monitor a programme for a disabled player taking part in their sport • Direct players to appropriate structures for competition and further coaching
Improving Practice and Skill	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain how technique can be executed and improved by using all the information available to the performer • Identify how skill can be broken into phases and how each phase can be improved • Explain and use different ways of presenting techniques, appropriate for the level of performer • Structure progressive practices in their sport to maximise learning and develop skilful performance

SCUK Physiology - Developing Coaches	
Fitness & Training	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify the relative importance of the different components of fitness for their sport • Select and use appropriate training methods to develop the components of fitness • Identify the predominant energy system used in their sport • Construct a fitness training session through correct application of the main training principles
Core Stability	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify good posture and its importance • Recognise the value of basic assessment and stability exercises • Specify when to refer an athlete for professional assessment and guidance
Performance Profiling	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by performance profiling and its use in sport • Carry out the process with an athlete • Identify how and when you might use it
Developing Power & Speed	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify principles of developing power and speed • Identify drills to develop power and speed • Plan a safe and effective power and speed session relevant to the needs of the performer
Field-Based Fitness Training	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Select appropriate fitness tests for their sport and performers • Carry out the tests at appropriate intervals • Analyse, interpret and evaluate the results and times using their sport specific knowledge • Use the information to devise more effective fitness programmes
Observation Analysis & Video	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of observation and analysis to enhance performance • Evaluate the way they currently analyse performance • Select appropriate strategies to analyse performance • Record and extract performance-related information • Consider ways in which video can be integrated into their coaching

SCUK Psychology - Developing Coaches	
Motivation & Mental Toughness	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain the factors which influence motivation and importance of knowing their performers • Identify their role in enhancing the motivation of their performers • Explain how to enhance the mental toughness of their performers
Imagery Training	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Describe the relevance of mental skills training to quality sports performance • Know the principles behind why imagery works • Explain how imagery can be used effectively • Select appropriate imagery exercises which demonstrate the principles of imagery • Analyse imagery skill • Experience internal and external imagery exercises to develop clarity and control • Identify how imagery training can be used in specific situations • Identify how and when they can build imagery training into training and competition • Begin to develop an imagery script and explain how to use it in practice • Devise an imagery training programme for a performer

SCUK Ethics - Developing Coaches	
Responsible Sports Coach	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Understand what responsibility means in terms of coaches and coaching • Identify a good coach-player relationship and recognise degrees of inappropriate and excessive coaching practice • Develop safe and effective coaching sessions for children

Equity in Sport	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain what sports equity means and why it is important • Identify barriers to participation • Use appropriate language and terminology • Identify and challenge inequitable behaviour • Interpret the legal framework that affects coaching • Identify how they can become more equitable • Establish where to go for further information
A Guide to Mentoring	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify your role as a mentor • Develop your mentoring profile • Increase the effectiveness of your mentoring relationship by developing practical mentoring skills • Design a mentoring programme that best suits the needs of your sport and the level of coaching
Coaching Methods & Communication	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify and explain their coaching style • Assess their own communication skills and action plan to increase their effectiveness • Build and maintain good relationships
Safeguarding Children and Young People	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify coaching practice and sport situations that might constitute poor practice and/or abuse • Recognise key principles of a code of conduct • Recognise truths and myths surrounding child abuse • Identify ways of dealing with their own feelings about child abuse • Describe what constitutes abuse and identify the indicators • Recognise signs and symptoms • Identify appropriate action if a child discloses he/she has been abused • Identify appropriate action if concerned about the behaviour of another coach or colleague • Identify appropriate action if concerned about the behaviour of a parent/carer (i.e. outside of the sport arena) • Review practice that reduces wrongful allegations of abuse occurring
Children 1st – In Safe Hands	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Help clubs to put child protection policies into practice. • Recognise legal duties, roles and responsibilities, practical procedures (including the safe recruitment and selection of those who have contact with children in sports) • Appropriately manage concerns.

SCUK Planning - Developing Coaches	
How to Coach Sports Effectively	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify appropriate information to plan coaching sessions • Develop participants' performance • Provide safe and effective coaching sessions
A Guide to Planning/Goal Setting	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Describe the processes involved in effective planning • Generate appropriate information on the demands of their sport and training needs of their performance • Explain and apply the adaptation process • Divide the year into training phases of different emphasis • Integrate all elements of performance into individual training programmes • Explain the importance of monitoring and evaluating performance in the context of an overall plan

SCUK Nutrition/Hydration -Developing Coaches	
Understanding Eating Disorders	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify the warning signs, symptoms and risk factors of eating disorders • Play a role in the prevention, identification and management of eating disorders • Know where to go for further support and advice

SportTayside & Fife Physiology CoachingZone	
<p>Designed to complement SCUK workshops for Developing/Advanced level coaches at L2-3. To help us find out what you would like to see within an Education Programme, we would be grateful for a few minutes of your time to complete the following questionnaire. Please mark your preference for 1 being very relevant up to 4 not being relevant.</p>	
Heart Rate Monitoring	<p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Use a Heart Rate Monitor effectively

SportTayside & Fife Ethics CoachingZone	
100%ME ST&F Annual Update	<p>By the end of the session coaches will be able to:</p> <ul style="list-style-type: none"> • Identify prohibited classes of substances and permitted medication in sport, as set out by the World Anti-Doping Agency • Take responsibility to check the status of all medications

SportTayside & Fife Planning/Periodisation/Life Skills CoachingZone

Travel & Health Guidelines for Coaches and Athletes	By the end of the session coaches should be able to: <ul style="list-style-type: none">• Identify key factors unique to travelling and health including: Environment, Time Zone changes, Sleep Disturbance and Deprivation, Heat and Humidity• Plan for changes in availability of accustomed types of food and drink• Ensure Team or individual dynamics are maintained during travel
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SportTayside & Fife Generic CoachingZone First Aid

First Aid for Sport	4 Hours – Certificate of Attendance
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