



# What, Why & How

a trio of case studies and musings

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## Part 1:

# Conjugate periodisation

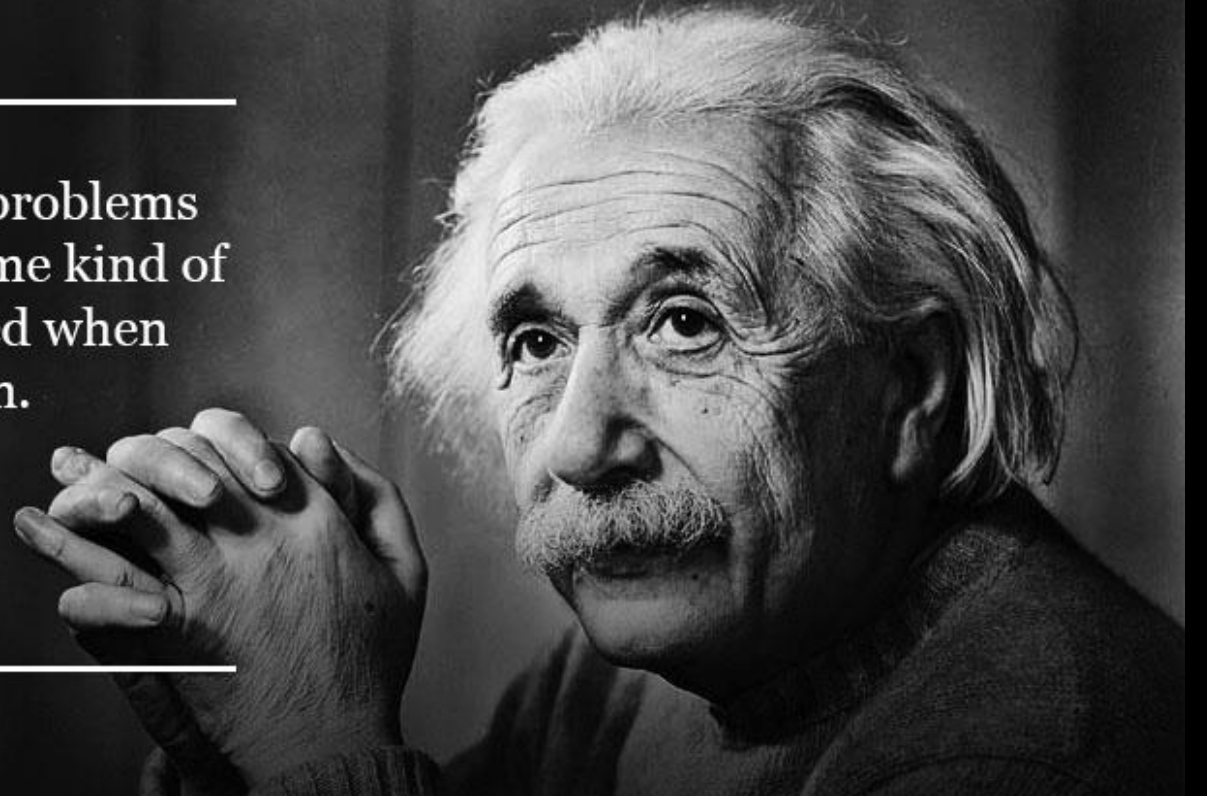
adding another tool to  
your tool box

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We can't solve problems  
by using the same kind of  
thinking we used when  
we created them.

— *Albert Einstein*

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Constant use of one training method causes it to become habitual and yields a lesser training effect.

A.S Medvedev 1986





It first started with 6 exercises and developed to over 60 variations of the clean and jerk / snatch



Variation allowed much heavier loading over much longer periods of time.



The switching of exercises or abilities regularly allows:

overtraining to be avoided

the training effect more transferable by getting stronger / powerful in more environments.



Training with optimal volume and intensities:  
allows the body to gain constantly rather than over-train

makes workouts optimal in time and energy output to save for other developments (eg – the sport! Speed, power, etc)

Conjugate periodisation is the model of training in which multiple methods are used in an educated fashion to elicit great results in many abilities both general and specific

# Sports conjugate periodisation basic example

	Early General Prep	Late General Prep	Specific Prep	Competition
Max Strength	20%	25%	40%	25%
General Strength	35%	25%	10%	10%
Hypertrophy	15%	10%	5% OR 0%*	5% OR 0%*
Strength Endurance	10%	5%	5% or 0% *	5% or 0% *
Power (Strength- speed)	10%	15%	25%	30%
Velocity (Speed- strength)	10%	15%	20%	30%

# Introducing Matt Wenning

*Matt Wenning is one of only a handful of people to total over 2600 lbs in a professional competition, hold an all-time world record of 2665 lbs in the 308-lb class, and bench press over 800 lbs in a full powerlifting meet.*

*2011 World Record Holder at 308lbs  
Former all time World Record Holder with 2665 lb total*

*World record Raw Squat (no wraps) - 832 lbs  
World record Equipped Squat - 1197 lbs*



# What we did

- Hybrid of a 4 day Westside 4 skinny bastards (Joe DeFranco)
  - Max Effort Upper
  - Dynamic Lower
  - Repetition Upper
  - Max Effort Lower
- Introduce increased variety+++ by subtly changed stimulus weekly, key changes:
  - Variety + +
  - Increased posterior upper and lower through repetition
  - Weekly Max Effort for a main Upper & Lower
  - Increased dynamic variation and total loading over time
  - Coach the \$&^# out of it!!!
- 3 week 'on', 1 week adapt
- Track what happens to
  - Technique ((Olympic and main lifts)
  - Strength (RM tracking from ME lifts)
  - Power (CMJ, power profiling as per Aus Volley protocols)
  - Performance measures (Spike, block, contribution %)
  - Injury and training status tracking
  - Anthropometry (skinfold, BM, height)

Does the squat transfer?

Yes maybe... but if your athlete can do 40 variations of a squat then that has much larger transfer potential!





WEEK 1	WEEK 2	WEEK 3
<b>Warm up /activation : Skipping 3 x 1min + 30 doubles, SL BW Hip thrusts 20/leg, 2 TB crab walks x 15m/way, TB No Money x 15 + TB push ups x 10</b>		
3 height Hang Clean (high thigh, mid thigh, knee ) x 6	3 height Hang Snatch (high thigh, mid thigh, knee) x6	Power Clean 3,2,1,2,1RM
Fallout dynamic push ups + Unloaded Bench Throws 5 x 3 + 5	Push Press or Push Jerk 5 x 3	Contrast Jump Squats (broom, 15kg, 30kg, broom, 20kg, 50kg) 5,3,3,5,5,3
Box Jumps - land standing tall + 30cm drop jump to hurdle rebound + SL lateral hurdle hops 15 + 15 + 4/leg	Dynamic chins 6 x 3	1kg MB Pullover throws + 1kg 3 step soccer throw in + 3kg Vertical throws 3 x 5 of each
Push Press or Push Jerk 4 x 3	Spike jumps to box - 1, 2, 3 steps + SL box hops + Drop jump to VJ at wall 5 of each + 10/leg + 15	Fallout dynamic push ups + Unloaded Bench Throws 5 x 3 + 5
MB Back overhead throw to wall 3kg + Single leg 3kg MB back overhead to wall 3 x 5 + 3/leg	Clean Pulls 5 x 2 (70%, 80%, 90%, 100% 110%)	Single leg Band sled jumps 4 x 5/leg blue band + Single leg 3kg MB Back overhead 4 x 3/leg
Single leg Band sled jumps 4 x 5/leg blue band	Concentric only 5kg then 3kg Cabers to roof x 20 of each	Snatch Pulls 5 x 3 (70,80,90,100,110%)
V Snaps x 10 + Hanging toes to bar x 6 + Horizontal Back Extensions w Broomsstick x 10 (x2)	Double crunch x 10 + bent hanging knee raises x 10 + Partner MB Sit up throws x 10 (x 3)	Partner MB Side throws x 15/side + V Sit Catch & throw x 30 (x3)

# Dynamic Effort

1. Can I coordinate myself and my movement with speed?
2. This is where the transfer of strength to sport occurs – and it happens fast
3. Goal to be super explosive in a short time, then do it again
4. 90 – 120 reps per month upper and lower



Warm up /activation : SL squat to bench x 15/leg, Bodyblade front & lat x 20/side, SL Calves 1 x max/leg, Side hold top leg lifts x 20/side		
Power Clean 3,2,1,2,1RM	Front Squats 5 x 3 – (70,80,90,100,110% of your clean 1RM)	Back Squats 5,5,3,3,3
Back 1/2 Squats 5,5,3,3,3 (goal is 2xBW for 3's)	Bench Pull 5,5,3,3,3	Bench Press 5,5,3,3,3
Weighted Chins 5 x 3	Trap Bar Deadlifts 4 x 5 (goal is 1.5xBW+)	BB Split Squats 4 x 5/leg (goal is 0.8-1xBW)
Bench Press 5,5,3,3,3	Incline Bench Press 4 x 5	Weighted Chins 4 x 3
Wide Grip Bench Pull 4 x 5	BB Bulgarian Lunge 4 x 5/leg (goal is 0.8-1xBW)	Underhand Bench Pull 4 x 5
BB sit Ups (loaded) x 5 + Levers x 5 + Back Extensions (loaded) x 6 (x3)	10kg DB Side hold (arm up) x 45sec/side + 10kg DB straight arm sit ups x 15 + 10kg Single arm turtles x 2/way (x2)	Cable horizontal rotations x 10/side + Cable pallof in & outs x 20/side (x3)

# Max Effort

1. can I control my body under a max effort?
2. can I control an external stimulus under a max effort?
3. Must be hit x 4 per month for the upper and lower >90% RM (i.e – once per week)

WEEK 1	WEEK 2	WEEK 3
Skipping 2 x 1min efforts + 30 doubles, Side hold with top leg lifts x 15/side, Forward roll to single leg stand up x 10, Supine laying theraband "no money" x 20 reps + 10sec ISO hold		
Drop Snatch 4 x 5	BB Overhead Step Ups 4 x 6/leg	Reverse Sleddies 4 x 15m HEAVY
Sandbag 20kg SL RDL 4 x 6/leg	Cable Wheelie Single leg HELC 4 x 6/leg	BB Overhead Walking Lunges 2 laps fwd, 2 laps backward
BB Overhead Reverse Lunge 4 x 6/leg	DB Alternate Floor Press + Decline Push Ups 4 x 6 + 15	Rear delt sit ups + DB Alternate Bench Pull + ISO 1kg Reverse Fly HOLD 4 x 8 + 8/arm + 1min
DB Pullover + DB 1 arm row 4 x 6 of each	Cable Lateral Lunges 4 x 8/leg	TRX Alternate Leg HELC 4 x 8/leg
Wide grip seated Ro w+ Cable straight arm pull down 3 x 12 of each	1/2 rope climbs x 5 + 1/2 rope skin-the-cats x 5/set	Upper body superset your choice 4 x 8 each
Calves your choice 3 x 12	Wide then Underhand BB Bent Over Row 2 x 8 of each	calves of your choice 3 x 12
Calves of your choice 3 x 12		
BOSU SA DB Arm/Leg Raises x 10/side + 1.25kg Supermans 5x5sec holds + Oblique Crunch on Back Ext x 15/side	V Snaps x 10 + Hanging toes to bar x 6 + Horizontal Back Extensions w Broomstick x 10 (x2)	BB sit Ups (loaded) x 5 + Levers x 5 + Back Extensions (loaded) x 6 (x3)

# Repetition effort

1. Varying volume and intensity, usually targeting weak areas or accessory movements (generally posterior focus)

# What we learnt



- We saw an increased ability to tolerate dynamic loading in the gym to actually 'train jumps' and elicit jumping performance gain with no adverse knee issues!
- We made improvements in (most) key testing lifts with (most) athletes, but not all and not at the same time.
- The guys started to get an understanding of what being strong was and felt like. I got too specific too soon previously and forgot to really focus on general capacities ... we try and fast track athletics to elite levels too quickly...
- We had minimal training modifications during the period, vastly contrasted to years gone by same block.
- We saw good and positive changes to LMM (in some) some were delayed until later that year, some had no effect on LMM
- Was crap for new athletes – too much teaching / time demand in a group of 18 athletes and just me ... not for 1<sup>st</sup> year athletes
- Took about 2 weeks to get used to the variety. Doms+++
- Be prepared to cop some hard and challenging questions from your coaches and support staff on acute responses, soreness, drop in performance
- back yourself and educate all involved to see it through (unless of catastrophe) and be in a position to educate them on the process (don't go in blind – do your due diligence and formulate your plans)
- Super exciting (and challenging) to coach – create your own pressure environment- only have 4 sets to nail this exercise – I have to be on as well as them to ensure quality is attained.
- Unintended positive side effect – the education effect of deeper understanding what the exercises are trying to achieve from an athlete perspective... prior to the next Xmas we were in a position our athletes could write their own Xmas training block (4 weeks) following the basic 3 or 4 day template

## Most disappointing findings ...

12 weeks of conjugate training makes no significant difference to calf size in elite junior (Australian) Volleyball players!!!

(despite what they tell you!)



# What about other sports?

## Netball (AUS)

- Enjoyed the variety of the program
- ME training was ineffective potentially due to low starting strength levels, therefore the lack of volume hampered progress despite specificity of ME
- Poor training history = high coaching demand due to lack of 'exercise literacy' – unrealistic in a group of 14 and coaching was compromised
- No impact on injury stats or training status
- Did not regress, but perhaps just not optimal for this group.

## Paralympic Throws

- Great responders, similar gains seen with VB to strength, power, injury status
- Was able to advance to build in conjugate conditioning periodisation – saw significant body mass reduction >15kg over 16week GPP
- Blended 5,3,1 loading scheme over GPP for key ME lifts with minimal decrease despite body mass reduction over 16 week period

## Race Walkers

- HUGE injury reduction and increased training availability ++ (monotony question again?)
- Increased buy in, enjoyed the variety, the new challenges, delving into different training modes (max efforts, power, speed etc)
- Observable efficiency improvements in walk performance – given work rate

## Paralympic Rowing

- Rowing – due to nature of disabilities = sig. reduced variety of stimulus = not appropriate?

## Paralympic Swimmers

- Great responders to variety (monotony?) however longer time to adapt to DOMS++ initially and more negative impact on swim ability during early introduction
- Limited in ability = limited variety over long periods of time – eg how many variations of a SL Squat can you do with only 1 leg?

IT IS NOT THE STRONGEST  
OF THE SPECIES THAT SURVIVES,  
NOR THE MOST INTELLIGENT.  
IT IS THE ONE THAT IS  
MOST ADAPTABLE TO CHANGE.

french by design blog

– CHARLES DARWIN



## Part 2:

### Getting the bounce back –

the retraining of explosive  
court sport athletes  
following injury





# The puzzle pieces (2008 – 2013)

- Ongoing lower back issues
  - We couldn't resolve with your 'typical strength' building of key areas or increasing mobility – he was strong!! We were stumped.
  - Put it down to "the nature of the role of Setter" – overhead, aerial, explosive, with some functional restrictions
- Chronic bilateral knee issues
  - Patella tendinopathy and quads tendinopathy – we treated these as per tendon loading protocols (Jill Cook) at the time
- Occasional hamstring tightness
  - Linked with the lower back issues – logically increased with travel and extended sitting periods
- Challenges with depth
  - Would always use blocks instead of starting from the floor (deadlifts, cleans, snatch etc)
  - Always chose a narrow stance, struggled with width and allowing knees to follow toes, bit of a "tucker"
  - Linked it to knee pain, thoracic and hip mobility



## ACC Statistics

Ages 5 years to 40 years, sport only injuries

\$102 million dollars spent on lower limb injuries 2017-18

>114,000 individual active claims for lower limb injuries same period...

Reality is you will have to rehabilitate a lower limb injury either in the general pop or definitely with your athletes!

### Your selections

**Claim type:** All claims [✎ Edit](#)  
**Account type:** Non-earners, Earners  
**Age when injured:** 5-9, 10-14, 15-19, 20-24, 25-29, 30-34, 35-39  
**Gender:** All

**Body part that was injured:** Foot, Hip, Upper Leg, Thigh, Knee, Lower Leg, Toes, Ankle [✎ Edit](#)  
**Cause of the injury:** Twisting Movement, Pushed or Pulled, Falls, Equipment Related  
**Diagnosis of the injury:** Soft Tissue Injury, Fracture / Dislocation

**Show sport-related injuries only:** Yes [✎ Edit](#)  
**Sport injuries:** All  
**Scene of the injury:** All  
**Region of New Zealand:** All

### Claims and total costs ?

Financial year	New claims	Active claims	Total cost
Jul 2013 - Jun 2014	91,198	110,188	\$73,009,629
Jul 2014 - Jun 2015	99,991	121,438	\$88,404,332
Jul 2015 - Jun 2016	102,347	125,593	\$96,395,321
Jul 2016 - Jun 2017	96,952	120,655	\$98,215,163
Jul 2017 - Jun 2018	91,904	114,316	\$102,709,162

The external injury stats contains annual data for the financial year 1 July 2017 – 30 June 2018.

# Skills audit

*This is critical to ensure these are built in systematically, not overlooked, and to ensure the athlete has regained capacity both technically and physically to complete every element of their game*

*Coaches – this becomes your checklist along the way*

Your job:

In the first 45sec clip write down every single skill, movement, action you observe

<https://www.youtube.com/watch?v=BJtG7ulhnUg&t=123s>

In reality – get the athlete to do this

- Important because it creates responsibility, ownership and accountability on both sides
  - Their language is important – it's their skills and it's their performance at the end of the day!
  - They know their event / position much better than you – even if you played it – you don't know it from their context
- 
- Jumps: Block & Set (max & sub-max)
  - Spike/serve (float & jump)
  - Side step
  - Quick push-off from the net/defensive position
  - Fast move to the ball and stop
  - Lunge, Roll, Dive, Sprawl



# End point

Monday to Saturday inclusive =  
the Training week

Approximately 9 court sessions  
totalling 27-30hrs per week on  
court

3 gym sessions totalling 6hrs per  
week

High jump day >250,  
Non jumping day still around 50

5(ish) high jump sessions / week  
>1000 jumps/wk

11months until qualifiers





# The path ahead

- Using the skills audit our Athlete has completed, combined with our principles, variables, philosophies, mental models, tools... we start;
  - ID the underlying characteristics for those skills, and how they are developed in the S&C space
    - What Exercises?
    - What energy systems?
    - What subtype of strength?
    - What are the regressions and progressions of them?
  - --BW, BW, BW+
  - Static >>> Dynamic
  - Simple >>> Complex
  - Force absorption / production
  - Isometric to velocity



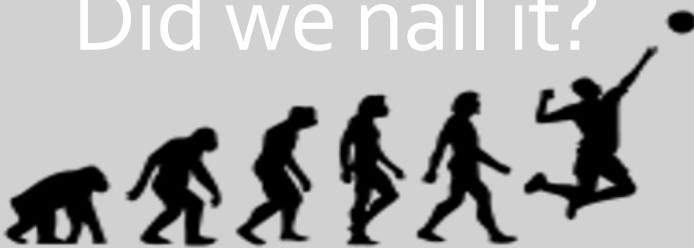
Rowing		500m in 2:30 x 2		500m in 2:15, 1000m in 5:00	
Cycling			10mins		
Elliptical	10mins				10mins
SKIPPING ROPE	10 x 30sec efforts	5 x 1min efforts	10 x 30sec efforts	5 x 1min efforts	10 x 30sec efforts
SRT MACHINE			8 rounds		
ALTITUDE LANDINGS - DOUBLE LEG	10 @ 20, 10 @ 30cm		20 @ 30, 5 @ 40		20 @ 30, 5 @ 40
ALTITUDE LANDINGS - SINGLE LEG	5/leg @ platform, 5/leg @ 15cm		10/leg @ 15cm, 5/leg @ 25cm		10/leg @ 15cm, 5/leg @ 25cm
LATERAL MOVEMENT SKILLS	WITH em		WITH em		WITH em
Barefoot walking - toes, heels, inside foot, outside foot, ducks, pigeons	20m of each				20m of each
Single leg woodpeckers to touch drinkbottle		2 x 10/leg		2 x 12/leg	
Single leg balance - wall LONG setting	2 x 20/LEG		2 x 20/LEG		2 x 20/LEG
EYES CLOSED Single leg Wobble board circles		2 x 20/way		2 x 20/way	
Static lunge - front foot on bosu - footy pass to wall	3 x 10/leg				3 x 15/leg
Fwd Shoulder Roll on blue mats	x 10		x 10		x 10
Backward shoulder roll on blue mats	x10		x10		x10
Sausage rolls on blue mats	x 10/way		x 10/way		x 10/way
Single leg bowler squats - 3 touches			3 x 5/way/arm/leg		
Slide board skating		3 x 10/way - extend it		3 x 10/way - extend it	
Hurdle step over & backs		4 laps/direction		4 laps/direction	
Hurdle lateral Step overs		4 laps / way		4 laps / way	
Smith Machine / TALL hurdle UNDERS		2 x 6/way		2 x 8/way	
Seated Ball Squeeze.....	6 x 10 sec on, 10 off		6 x 10 sec on, 10 off		6 x 10 sec on, 10 off
Single leg hip thrusts		2 x 12/leg			2 x 15/leg
theraband crab walks	3 x 10m/way				3 x 10m/way
theraband Monster walks			3 x 10m fwd & back		
Single leg glute raises - foot on a bench		1 x 10/angle/leg		1 x 5 w 3sec hold/leg/angle	
Leg extensions		3 x 5/leg SL w 10sec hold each		4 x 10 DL @ 70% B'w - start every	
Reverse Hypers		4 X 6 HEAVY band		3 x 20 BAND	

age 4	technical	pool max and sub max jumps,	x 5/week - 30mins
1/02/2014		altitude landing progressions	x 3/week
Exercise		Tuesday	Friday
L leg Proprio skills		TBC with Em each day	
Band / Cable TKE's		1 x (6 x 10sec holds)	2 x (3 x 20sec holds)
Straight leg 1kg MB squeeze		1 x (6 x 10sec holds)	1 x (6 x 10sec holds)
Bent knee 1kg MB Squeeze		1 x (6 x 10sec holds)	1 x (6 x 10sec holds)
Isometric glute bridge w 1kg MB Squeeze		1 x (6 x 10sec holds)	1 x (6 x 10sec holds)
Single leg extensions		2 x 10/leg	4 x 20 VMO flutters
L Leg eccentric SL Squats to 50cm		2 x 10 - 5 sec lower	2 x 15 - 3 sec lower
Side laying ADDuction		2 x 12/leg	2 x 20/leg
Band Palleos		2 x 30sec/side in and outs	2 x 30sec/side in and outs
Bent kNee calf raises		max/leg	max/leg
Static wall sit w Band around knees		30sec @ 3 angles	30sec @ 3 angles

		Monday - Power / Velocity		wk 1		wk 2	
		SKIPPING		4min continuous		5min continuous	
		Contrast jump squats		broom, 22.5, broom, 45, 22.5, broom, 45		broom, 22.5, broom, 45, 22.5, broom, 45	
		Regular & Close Grip Snatch		2 x 5 each		3 x 4 each	
		Push Press / Jerk		5,5,3,3		5,5,3,3,3	
		MB & Jumps Circuit		see the whiteboard		see the whiteboard	
		Wednesday - Max Strength		wk 1		wk 2	
		Power clean		3 @ 65, 2 @ 75, 1 @ 85, 3 @ 80, 2 @ 87.5, 1 @ 92.5?		3 @ 75, 2 @ 82.5, 1 @ 90, 2 @ 87.5, 1 @ 95?	
		Bench Press		5 @ 65, 5 @ 70, 5 @ 72.5, 5 @ 77.5, max @ 77.5		3 @ 75, 3 @ 80, 3 @ 82.5, 3 @ 87.5, max @ 87.5	
		Squat		8 @ 80, 6 @ 90, 6 @ 100, 6 @ 105, 6 @ 112.5		8 @ 90, 6 @ 100, 6 @ 110, 6 @ 115, 6 @ 120	
		Chins		5 @ 15, 3 @ 17.5, 3 @ 20, 2 x max @ 22.5		5 @ 17.5, 3 @ 20, 3 @ 22.5, 2 x max @ 25	
		BB Bulgarian Lunge OR BB Split Squat		4 x 6/leg		4 x 6/leg	
		Friday/ Saturday - General Strength		wk 1		wk 2	
		Clean Pulls - 1 block		5 @ 70, 5 @ 80, 3 @ 87.5, 3 @ 95		5 @ 80, 5 @ 85, 3 @ 92.5, 3 @ 97.5	
		MOVEMENTS		DB Walking Lunge x 20m		Single arm KB overhead Walking Lunge x 10m/arm	
		Reverse S		DB Alternate Bench Pull x 8/arm		DB 1 Arm Row x 8/arm	
		Cable TKE's -		BB Lateral Lunges x 12/side		Sled Lateral X Over drives x 15m/way	
		Band Late		Handstand wall walk ups x 4 in a row		2 rope Chins x max ( >10)	
		SL Squat		SL SB Hamstring Curls x 12/leg		SL EZ Bar Hip Thrusts x 12/leg	
		SL Calves - unloa		Vest Crawling Push Ups x 7/side		DB Curl to Press x 15	
		SL Bent Knee cal		Vest Hexabox Drop Lunges x 5/direction/leg		Uneven BB Band Step Ups x 12/leg	
		ISO leg		x 2-3		x 2-3	



# Did we nail it?



- Nope.
- Calf issues along the way stemming from a lost argument around the use of a shiny new toy – aka Alter G...
  - I am still sorry to this day I didn't fight harder on the fact volleyballers don't need to run extensively....
- When you significantly alter the angles of a structure everything changes...we didn't respect that enough
  - the feedback process changes and where signals got their cues from previously they now don't... you can get lost in your own body – especially when pain is present or missing\*
  - the way movement is initiated and controlled is different
- Did not nail the cognitive and game skill element or intensity for the return to international competition –could provide small exposures but couldn't replicate that ultimate level of competition
- He successfully played in the qualifiers, and has played professionally overseas since – 4.5 years on



Part 3:

It's just a matter of  
semantics...

or is it?

A diagram illustrating a semantic difference in teaching. On the left, a large light gray rectangle contains the text 'Part 3: It's just a matter of semantics... or is it?'. To its right, a dark gray rectangle contains two white arrows pointing in opposite directions. The top arrow points right and contains the text 'I teach athletes exercises in the gym that will help them to be better athletes'. The bottom arrow points left and contains the text 'Athletes learn exercises in the gym that will help them to be better athletes'. To the right of these arrows is another large light gray rectangle, and further right is a dark gray vertical bar.

I teach athletes  
exercises in the gym  
that will help them to  
be better athletes

Athletes learn  
exercises in the gym  
that will help them to  
be better athletes

# My Early Lessons

When you are stripped  
of your knowledge,  
who are you?

What's your default?

- X ego – I know absolutely nothing about how to best coach this athlete
- Athlete is the best teacher, allow yourself to be taught
- Ask questions and really, really listen to the answers
- Must be flexible, adaptable, responsive, what you have planned may or may not work on any given day – and that's ok – how will you respond to this?
- When nothing looks like the textbook / classic example – question the validity of the technical models - when it doesn't look like the textbook – does it matter? Can I fix it? What's the risk/reward? What is the actual effect needed, what does success really look like for this athlete?
- There is no literature to give the answers for para-athletes
- Observation++ but what you see isn't always what's going on – you have to check, you have to ask
- See the impact of your work on everyday life – which can be good and bad...
- Essentialism – prioritisation – fatigue
- Question the norm and challenge a rigid system if it isn't the right fit for the athlete. Athlete centred?? If the 'system' says 3 x 90mins / week but the optimal is 6 x 20mins why not? Learn to manage up and sell the why



# Coaching - Defined

- Coaching is unlocking a person's potential to maximise their own performance.
- **It is helping them to learn rather than teaching them** – Sir John Whitmore (Coaching for Performance)
- Coaching is the art and skill of facilitating the learning, development and performance of another person – Caroline Barnett
- The process of empowering others – Whitmore 1997
  
- We can all sit down, and we have all learnt to walk...
- Our assumptions are dangerous...

"The coach is not a problem solver, a teacher, an adviser, an instructor or even an expert; he or she is a sounding board, facilitator.... who raises **awareness** and **responsibility**."

*John Whitmore, 2002*

# 3 key principles of coaching

## Raise Awareness (ownership)

*"I teach awareness of the scapula with this plank... I poke the athletes rhomboids and rotator cuff to ensure the right muscles are switching on during the movement. That builds awareness"*

## Create responsibility (accountability)

*"if my athlete is late I make them run extra laps...if they forget their drink bottle I send them back to get it, they have to learn to take responsibility for themselves"*

## Create self belief (competence & confidence?)

What do these look like in the S&C context? In your context?

I never teach my pupils. I only attempt to provide the conditions in which they can learn.

Albert Einstein

## Coaching challenge:

*Identify in your session how you are raising awareness, creating responsibility and self belief through the content and planning, and most importantly through your actions and behaviours as a Coach?*



Telling (instructing) an athlete to take responsibility for something does not make him/her feel responsible for it – he/she may feel guilty for not doing it but that is not the same as being responsible and therefore accountable for actions or performance. To feel truly responsible invariably involves choice – for choice to occur, someone needs to ask a question.



# Seek first to understand...

- *Coaching challenge :*

- *In your next coaching session start each interaction with your athletes with a quality question... challenge yourself to only use the feedback attained through the question to guide your subsequent actions*
- Until your default response becomes a question, there is work to do.
- Allow yourself to be curious
- Who is a question for?



**The important thing is not to stop questioning. Curiosity has its own reason for existing.**

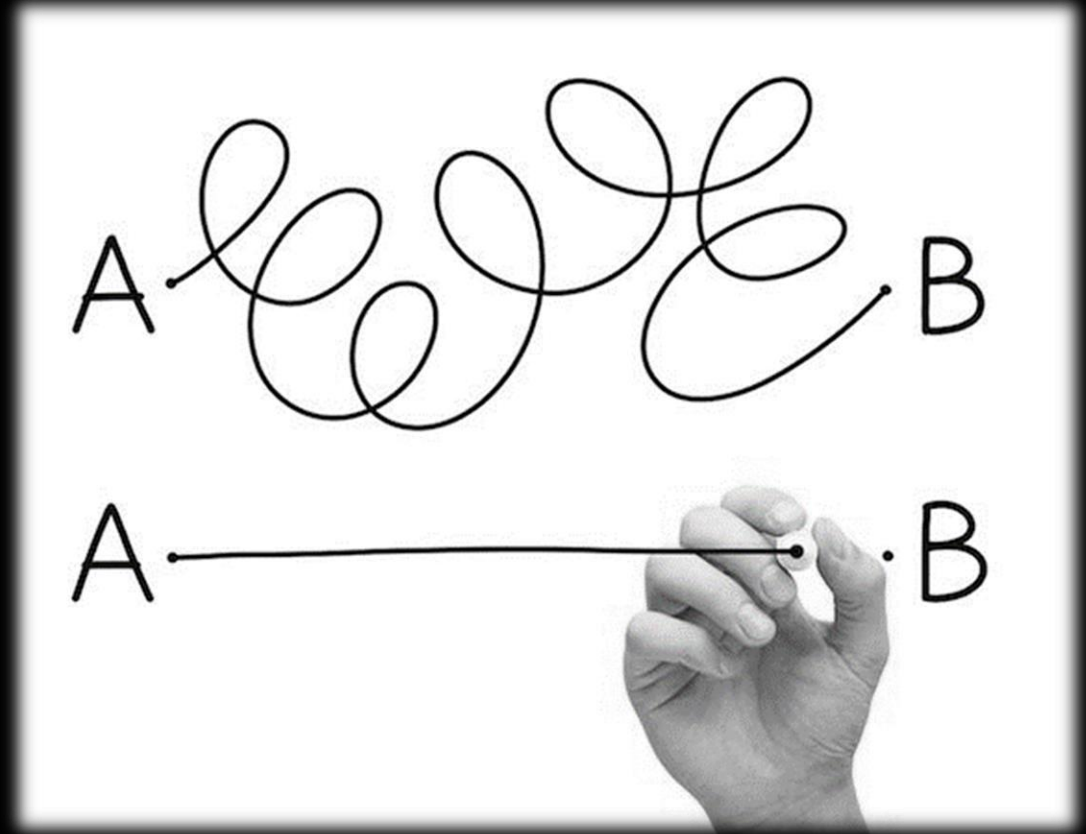
Albert Einstein

# Learning - Defined

- Learning is the relatively permanent change in a person's knowledge or behaviour due to experience. This definition has three components:
  - 1) the duration of the change is **long-term** rather than short-term;
  - 2) the locus of the change is the **content and structure of knowledge in memory or the behaviour of the learner**;
  - 3) the cause of the change is **the learner's experience** in the environment rather than intervention."

—From *Learning in Encyclopaedia of Educational Research*, Richard E. Mayer

- We define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It's **based on input, process, and reflection**. It is what changes us."
- From *The New Social Learning* by Tony Bingham and Marcia Conner



# Teach vs Learn

## Classic Coaching Continuum

Teaching / Instructing  
(coach centred)

Enabling  
(learner centred)



Coach owns the process

Athlete owns the process

Coach takes responsibility or even blames the athlete for poor performance

Coach creates responsibility, belief and **awareness**

Characterised by **'telling'**, instruction heavy, specifics, technical focus

Characterised by **questioning**, setting bandwidths for performance, variability allowed and encouraged

**Compliance** is likely result

Uses the athletes feedback to guide the progression and correction

Limited retention in long term

May be slower on the uptake, with progress **non-linear** and at sometimes very slow

Athletes get good at mimicking movement, but is context specific

**Short term** impact – looks good quickly for the coach making progress fast, there is a tipping point

Better retention **long term** and **transfer** across multiple environments

Works well in safety conscious environments, or times of crisis or with time constraints

**Confident** under pressure

If I give you my advice and it fails, you will blame me. I have traded my advice for your responsibility and that is seldom a good deal.



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