

CoDe

the magazine of the BCU Coaching Service
No 64 - August 1995



CoDe is the official organ of the BCU Coaching Service. Members are free to express their views within its pages. Articles and comments therefore reflect the thoughts of the author and do not necessarily state the policy of the National Coaching Committee. CoDe is programmed for publication with Focus. Contributions, including pictures, are welcome. Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

Editor: Director of Coaching

THE AIM OF THE BCU COACHING SERVICE IS:

To promote the sport and recreation of canoeing and to ensure that newcomers are introduced to canoeing in a safe and enjoyable way and that they and those already in the sport are assisted to progress to whatever level and in whichever discipline within canoeing suits them best.

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IMPORTANT NOTICES

Compulsory Examiner Forums

Will grade II examiners, and grade I examiners who plan to assist on courses in order to obtain grade II status, please note that in order to be appraised of the differences in the tests and awards, which will run to the new syllabus' from 1 January 1996, it is necessary to attend an Examiner's Forum this autumn or next spring.

Examiners should ideally attend the forum planned for their own region, but if this is not possible an examiners' conference in another region will count.

The dates will be notified as soon as they are available. Those currently planned are:

London Region:	Saturday 25 November, 1995, Outdoor Centre, Dagenham
NW Region:	Saturday 18 November 1995, The Burrs Site, Bury
Southern Region:	Sunday 14 January 1996, Woodmill Centre, Southampton
South Wales:	Saturday 25 November. Venue tba.
Yorks & Humbs:	Saturday 25 November. Venue tba.

The Approval of Courses

Course Organisers please note that ALL courses for BCU qualifications - including local 'closed' courses - must be approved by the RCO of the course organiser concerned, and by the RCO of the region in which the course is to be staged, if this is different.

Application should be made on a Course Authorisation Form, obtainable on request from the BCU office. Normally, 2 months notice is required for the staging of a 'closed' course.

All course organisers listed in the current Yearbook, and all coaching organisers, will receive a bulletin and a request for information concerning the staging of courses for inclusion in the 1986 Yearbook before 10 September.

If you do not receive the circulation BY 10 SEPTEMBER - please don't chase us up before then - send a sae to the BCU office. Courses for inclusion in the Yearbook must be confirmed back to the BCU office before 15 October. Regretfully, no further Yearbook entries can be considered after that date.

The Rainbow Award Scheme

Following a number of enquiries it has been decided to offer the Rainbow Awards, pioneered by the SCA and launched in May, also through the BCU office. A 'Hotline' FREEPOST priority order form for materials is enclosed with this edition of CoDe. Please send for details.

Duke of Edinburgh Award Training

Concern has been expressed that DofE award candidates undertaking their expedition by canoe on Scottish Locks, have not been properly prepared for open water canoeing, with consequent potential for disaster.

Would those involve please note that serious journeying in open canoes on large expanses of water requires a great deal of understanding and judgment, and candidates must be thoroughly trained in all aspects of the undertaking.

Policy with regard to canoeing for people who are disabled

A leaflet is available which sets out the BCU's policy with regard to the undertaking of tests and awards by people who are disabled. Please send sae to the BCU office.

Wiltshire Panel Meeting

There will be a meeting of the Wiltshire Coaching Panel at Potterne Wick, on Monday 2 October commencing 7.30 pm. Potterne Wick is on the Urchfont road, directly after turning off the Devizes-Salisbury (A360). For further information phone Doug Manning (01793 27051).

Are you qualified ?

The NCC does not stipulate what qualifications are necessary for running training courses for tests - only for official training courses for its qualifications.

It is, however, presumed that course organisers who are not themselves either formally qualified to the level or activity involved, will be employing staff who are, either for the whole course, or particular technical parts of it.

The first aid element of a training course for the Canoeing Safety Test or Rescue Test is a case in point, as is a training course for advanced proficiency.

In the first instance, the tutor must be confident of being up to date and competent to teach the relevant skills and knowledge.

In the second instance, if the tutor is not a current grade III examiner, he or she must be sure that they are of the required standard, and are teaching to the agreed syllabus.

Should this not be the case, the BCU (or National Association) is brought into disrepute, and the course organiser leaves themselves open to a claim for breach of contract under the Consumer Protection Act.

LCO/RCO ELECTIONS

LCO Leicester. Bernard O'Connor has for many years 'flown the flag' as LCO for Leicestershire, beavering away on behalf of others in the community, the sport, the coaching members, and the BCU, the epitome of so many of the 'unsung heroes', without whom the community would be so much the poorer. Bernard has recently had to stand down, and we await the election of a successor.

LCO NW London. Brin Hughes, another long serving LCO in the same category - for NW London - and for many years Regional Chairman, and Chairman of the English Regions Management Committee, has sadly had to stand down due to ill health. With our thanks and appreciation for Brin's loyal and devoted service over so many years, we also extend our very best wishes.

LCO Surrey. Bob Thomson has stood down from the LCOship, again after very many years of service for which we extend our grateful thanks. The situation is now vacant. Nominations, volunteers, or suggestions as to who might respond if approached, to the RCO please: Paul Newman,

Qualifications for foreign nationals

As reported in the last edition of CoDe, the National Coaching Committee is concerned as to the Union's liability with regard to the offering of BCU qualifications in other countries. Quite clearly we cannot provide the infrastructure to monitor the training and assessment procedure - it's difficult enough to achieve in Britain! - and we cannot provide third party indemnity for foreign nationals, as it is illegal for an insurance company to do so.

Currently, therefore, where BCU qualifications are awarded in countries other than Britain, an 'equivalence' certificate is issued, which states that the person concerned has performed to the level of the BCU qualification, but makes clear that the award is not a BCU qualification as such, and that the holder is not insured by the BCU against third party risks.

The candidates concerned must still join the BCU, and pay the relevant enrolment or assessment fee.

The same policy will apply where foreign nationals come to

Britain in order to obtain an award. will only be authorised to offer 'equivalence' certificates to those whom they train or assess.

NB. Please note that the third party indemnity provided for BCU members who are British residents applies world wide. It covers the member against claims for negligence whilst coaching in a voluntary capacity (including the receipt of 'out of pocket' expenses) and would cover the cost of defending an action and meeting any damages which may be awarded up to a maximum of £2 million.

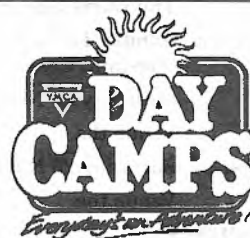
WELSH FESTIVAL OF CANOEING

The Welsh Open Festival of Canoeing On 9 and 10 September 1995 Canolfan Tryweryn will be hosting the 1st Festival of Canoeing. Over the weekend there will be numerous courses and clinics for all levels of canoeist. Some courses that will be run are as follows: Rolling clinics, Rodeo skills, White Water Coaching, Introduction to White Water, Disabled Endorsement, plus much much more. The weekend is expected to be an ideal opportunity to run courses or to attend our courses and clinics, with no rafting between 11am and 4pm. It is also expected to be a social weekend. There will be a Pig Roast run by our on site caterers. If you would like to run a course or would like a specific course run for your self or your club, please contact the Operations Manager on 01678 521083 For further information or to make a booking telephone 01678 521083.

A pat on the back !

Following is an extract from an unsolicited letter recently received in the BCU office:

'In passing, may I mention that in over ten years of these trips, I have never seen such good instructors. They took care of safety, re-assured those who were nervous and brought the group to a very high standard in very little time. Their demonstrations of the strokes were superb and the boys had little difficulty in copying them. As a cricket coach, I know the value of good demonstrations and of a good teaching technique, so I commend these instructors as among the best coaches I have ever seen! I enjoy my canoeing and I enjoy introducing youngsters to the sport; if all instructors are as good as these, I think that we may expect an upsurge in interest from the young. The BCU Coaching Scheme seems to be paying handsome dividends! Well done to all concerned. Extract from a letter following a course of instruction on Lake Llangorse'.



YMCA Day Camps runs a watersports activity camp at Hillingdon Outdoor Activity Centre in Harefield, Middlesex. The scheme caters for 32 children aged 9-14 years Monday to Friday for the four weeks of August. YMCA are looking for windsurfing, sailing and canoeing instructors who are free for two days per week for the weeks of August.

Contact Julia Rankin on 01992 652272.

Competition Corner

DOPING CONTROL

A copy of the Sports Council's explanatory leaflet on the procedures for doping control, and a quick reference card for prohibited substances is available from the BCU office ON RECEIPT OF A SAE PLEASE !

COACH OF THE YEAR AWARDS

The prestigious NCF/NASC Coach of the Year Awards are to be selected in September. If you wish to nominate a deserving Coach for one of the categories, please contact Kelly Simpson at the NCF on 0113 274 4802.

FOCUS ON OVER-TRAINING

The Spring Edition of the NCF's Coaching Focus concentrates on Overtraining and Fatigue, besides giving a position statement on Creatine. Coaching Focus is available from the NCF, and forms part of the package offered to members of the National Association of Sports Coaches. Phone 0113 2744802.

EUROPEAN FORUM OF THE INSTITUTE OF SCIENCES OF SPORT

Bordeaux, 13-16 September

The forum's objectives are focused on aspects of mobility for students and staff and the future development of the sports related professions. The conclusions of the workshops will be published and sent as recommendations to the European Parliament. Please send sae to the BCU office for full information.

REVIEW OF THE TESTS AND AWARDS SCHEME AND PROGRESS WITH S/NVQs

Formal application has been made to City and Guilds for recognition of the BCU as the Approved Centre for the delivery of S/NVQs in canoeing. An external verifier has been appointed to investigate our systems, and ensure compliance with all the requirements of the Industry Lead Body with regard to conformity to the established framework of units of competence.

The Canoe Working Party has met and hopefully resolved the outstanding issues. The texts of the syllabus' for the tests is now, therefore, nearly complete, and will be available for final confirmation by NCC at its meeting on 11 November.

The detailed syllabus' for the awards are currently being finalised, together with the updated guidance notes for examiners, and it is hoped that all the texts will be available for the Examiners' Forums commencing in the autumn.

The Forums will appraise examiners of any significant changes to the syllabus', and the procedures, and introduce them to the resource material for the staging of awards (qualifications) courses, which is being compiled.

Thought has been given to the implementation of the revised scheme of tests and awards, and its relationship to S/NVQs, and suggestions in this regard have gone out to the Coaching Committee and will be published in the next issue of CoDe.

THE BILL

The Safety of Young Persons (Activities Centres) Bill has now been passed. Work continues on determining the Regulations and on deciding who is to be the enforcing authority responsible for licencing and inspection.

It is anticipated that the Regulations will be available for comment over an 8-week period commencing 11 September. It is hoped that the problems of defining a Centre, as opposed to a Club, will have been successfully addressed, as well as the determination of the staff qualifications and ratios for the activities involved.

The Health and Safety Commission will receive a report from the Executive in January 96, following the consultation process and draft the final regulations for the Minister to sign in February. They would then be laid before Parliament in March and come into effect in April.

As ever, various anomalies will remain. Canoeing is obviously the 'villain of the piece', and yet where common sense prevails, and beginners are taught only in sheltered conditions, it is totally safe, and does not have the fatality rate - nor the serious injury rate, and nowhere near the injury rate - of many traditional sports, which are not under scrutiny.

A leading light in the outdoor adventure world has pointed out that in fact, 'Lyme Bay' was the only accident to come within the definitions set out for deciding which activities should be included in the scope of the Bill. The other incidents involving the loss of more than one life have all been related to the 'voluntary sector'.

Perhaps it would have been far simpler for a law to be passed which prohibited anyone from teaching a 'risk' activity to others, in either a professional or 'club' capacity, unless they were qualified to do so in accordance with guidelines set by recognised national authorities.

Thus governing bodies could continue to make the recommendations and provide the qualifications, suitable to both the voluntary and commercial sectors, and operate their approval schemes which cover both 'quality' as well as 'safety', and the Health and Safety Executive could have been the enforcing authority where this was necessary, without the need to set up additional bureaucracies.



*If it's anything more
than a Grade II, I'm
not doing it !*

THE PERSONAL PROTECTIVE EQUIPMENT DIRECTIVE

Notes concerning some of the implications of the above Directive, as it affects canoeing, appeared in the last edition of CoDe. Due to continued enquiries, however, the following information has been compiled.

The Directive came into force on 1 July. It covers 'any device or appliance designed to be worn or held by an individual for protection against one or more health and safety hazards'.

Buoyancy aids, helmets, even waterproof clothing issued to an employee, has to conform to the requirements of the Directive.

Where a Standard is in place, the easiest way of showing conformity is for the manufacturer to submit the item to an approved test house for assessment. Buoyancy aids and lifejackets have a standard in place and it is now illegal for a manufacturer or importer to 'place for sale' (ie to supply to a retailer) any buoyancy aid or lifejacket which does not bear the EC mark.

Retailers may continue to sell them while stocks last. Those issuing buoyancy aids to employees or paying customers may continue to use existing stocks for the duration of their 'reasonable life'.

Testing a buoyancy aid

To assess a buoyancy aid for performance, tie 5.5 kg of lead to it, place it in the water and thoroughly squeeze out all the air. If the BA supports the weight it is OK. If it sinks it is time to replace it. A visual check will assess whether it is in 'reasonable' condition in all other respects.

It should be noted that the EC marked 50N type buoyancy aid is the sort most commonly used for canoeing, and is still the recommended style. The minimum buoyancy required for differing body weights is as shown below. It should be noted that this is a minimum for each category. A 50N type buoyancy aid may have 100N or more, or any other level of buoyancy above that figure for a given body weight, if the manufacturer determines that there is a market for that device.

50N type buoyancy aids

Body weight	30-40kg	40-50kg	50-60kg	60-70kg	over 70kg
Min buoyancy req	35N	40N	40N	45N	50N

The 100N type buoyancy aid has a different performance criteria which means that it will almost certainly incorporate a buoyant collar. It also has restrictions on colour and a requirement for the incorporation of reflective tape. Internationally the 100N device is called a lifejacket, but it is considerably inferior in performance terms to the BS 3595 lifejacket - which has been replaced by the 150N type under the EC scheme.

Buoyancy aids for young children

Here we have a problem. The minimum body weight for which a 50N type BA can be sold is 30kg. Some children can be nearly 11 before they achieve this weight, whilst others can attain it at the age of 6. Currently the BCU is seeking an amendment to the Standard to have the lower limit based on chronological age rather than body weight. This will take time to achieve, however, and meanwhile the 100N type will normally be sold for children below 30kg bodyweight.

Helmets

The draft standard for helmets has not yet been adopted. From 1 July they must have been assessed by an approved

test house against the general requirements of the Directive, before being 'placed for sale' by an importer or manufacturer.

Again, while stocks last, or for for the duration of their 'reasonable life' existing helmets may continue to be sold or issued to staff or paying customers.

The standard is likely to allow for two levels of protection. A lesser requirement for water up to grade II, and a more stringent requirement for helmets used on grade III and above.

The current BCU recommendation regarding helmets is that:

'Where safety helmets are considered to be necessary for an event or activity, or where they are required to be worn by the competition rules, they must conform to the following:

Safety helmets must have a hard, strong, outer shell, and provide protection close to the eyebrows and ears and well down towards the neck at the back of the head. The helmet must incorporate a shock absorbing liner of suitable foam. It must fit the head well, and must not easily pull up and backwards, exposing the forehead'.

BCU guidelines do not require that novices are put into helmets on flat water, and so helmets not conforming to the above are usable in that context. Similarly, such helmets are also still suitable for canoe polo.

Waterproof clothing, dry suits and wet suits

Waterproof clothing, dry suits and wet suits, placed on the market by manufacturers or importers (as above) from 1 July does not have to conform to any particular requirement if sold for private use. Such items issued to employees, and paying customers, however, must be EC marked by the manufacturer. Here the process is one of self-certification - the items do not have to be assessed by an approved test house. Claims about thermal protection from wet suits and dry suits intended for sporting use, should be avoided - they are for protection against minor affects of cold and damp.

Again, the principle applies that stocks held by retailers, and gear currently being issued, may continue to be used while stocks last, or for the duration of its reasonable life.

Spray decks

Oh no ! Oh yes ? The case for spray decks is arguable. However, if the manufacturer takes the view that they provide protection against minor effects of cold and damp - as the term 'spray deck' implies - then they will have to self-certify and EC mark those intended for issue to paid staff or paying customers. The same principles regarding current stocks apply as stated above.

Dear CoDe

Dear CoDe,

No Democracy within the BCU!

I recently wrote to the BCU Director of Coaching with reference to my application for E2 status. As I did not agree with the result from my RCO, I decided to appeal against it to a higher level! Once again I find a closed door, within the Coaching Scheme, there is no appeals procedure, I am told, by the Director of Coaching! I know of no other educational scheme that in obtaining funding via the Training Councils paid by central government, which is our money, that does not have an appeals procedure. What is going on D.O.C.?

Please answer in print in Focus and explain to the masses that employ you!

For the record, I don't dislike the BCU, I have been a member for years, I don't like what's happening of late to the coaching scheme and the lack of democracy within it, there seems to be a move afoot to make it difficult to aspire to the top or even discuss in public/print any problem. I note that the 'coaching awards are a rip off' item did not get published, which just goes to show the BCU edit out any little problems, this is called lack of democracy. I don't expect the BCU will publish this letter which is another prime example of lack of democracy.

DAVE HART

D of C Comments: There are clearly laid down appeals procedures within the Union, once the formal disciplinary machinery has been invoked. To state there is 'no democracy within the BCU' is clearly nonsense. We are more often accused of being too democratic! No formal appeals procedures have been stated, however, with regard to the endorsement or non-endorsement of E2 status by an RCO. On the odd occasion when there is an objection, the matter has been settled by negotiation. In this particular instance it was the Panel that made the decision of a panel, not the RCO alone as implied by Dave. I could not see NCC over-turning the

decision, and so did not volunteer the option of referring the matter to them. The next meeting is not until November, by which time the regional panel will have re-considered the issue, anyway. As indicated, I am the servant of the Union, not its master, and it is not for me to over-turn the decision of a democratically elected panel because a particular member doesn't like their decision.

Dear CoDe,

Diffuse the Fear

One thing that was hammered home on my SI assessment was 'Make them feel safe'. With this in mind I took a group on the Tees Barrage; it was a weekday morning so it was fairly quiet. I knew the competence level of half the group, the others I had never met. All however had one thing in common, they had never rolled on moving water (either never needed to, or never quite made it). All were showing signs of being tense and unsure - lots of 'what happens' and 'what ifs'. As the water wasn't yet on, I walked the group down the course explaining what would happen and where. Letting the group talk about what they thought the features would be like when the water was turned on got them interested.

I know the course has been panned by some for the depth, or lack of it, but for this group it worked.

If they came out, the fact that the water was less than waist high put it all in place for them, it didn't scare them anymore. They knew what was under the surface.

As the water was switched on the chance was there to see the features develop and grow. All that remained was for me to explain and demonstrate. As I watched roll after roll (even in the Cruncher) I was over the moon with the improvement shining through. During the de-brief on what the day had achieved all agreed that the course was brilliant and it was the feeling safe aspect that had given the confidence boost. 'Pupils seldom give their best when they feel threatened by the environment they are in'

Make each member of the group think you are there specifically for them and give each your support. What I had proved to me that day was diffuse the fear and watch for the improvement, also the Tees Barrage has our vote.

GRAEME MATHEWS

PS. Thanks to John R for the gem of wisdom!

THE 1995 COACHING SYMPOSIUM

The weekend of 21-22 October has been booked at Holme Pierrepont for the Symposium.

A full and varied programme is planned to include:

Safety and White Water Rescue, Open Boat Sailing, Stopper Survival, Dynamic Paddling - including K2s and K4s, Duckies and Sit-ons, River Running Styles, Use of Video, International White Water Safety Conference Report, Teaching Styles, White Water Coaching Skills on grade 3 and above, Coaching of Rodeo, Tests/Awards syllabus' and NVQ update.

On Sunday 22 October the BCU Conference on Youth Development is to take place at the same venue, and delegates are welcome to attend as an alternative to the Coaching Symposium programme which will continue over the 2 days.

Information will be sent direct to all Coaching Organisers and Course Organisers before the end of August.

Please send sae for full details to the BCU office.



AN AIDE-MEMOIRE

by *Peter Banham, Executive Education Officer and Dr AJ Handley, Chief Medical Officer*

The Society prides itself on the high standards it sets for training and assessment in Basic Life Support (BLS) including Cardio-Pulmonary Resuscitation (CPR). As the leading provider of lifesaving and lifeguard training in the United Kingdom, the RLSS UK is committed to ensuring its training and assessment in Basic Life Support is effective and thorough. Along with the National Pool Lifeguard Qualification, the Life Support 1, 2 and 3 Awards represent a demanding grounding in all aspects of CPR including those applying to children and babies. To achieve this, BLS trainers and teachers must be supported by appropriate and available resources. To be effective in a crisis, Basic Life Support should be as straightforward as possible. Applied in an emergency often under duress, it is essential that this vital sequence of lifesaving techniques is easy to recall and simple to apply. The use of the acronym ABC as an aide-memoire reflects and reinforces this analogy.

Protocol

In 1993 the European Resuscitation Council introduced a revised paediatric CPR protocol specifically for babies and children. The Society, along with the other Emergency Aid organisations, immediately adopted these revised guidelines which now feature in its Life Support handbook. The new protocol is more specific and better suited as a response to a child or baby in respiratory trauma. Unfortunately, it lacks the simplicity of its predecessor. Previously, the sequence for child CPR was more or less the same as that for an adult. The only criteria the first aider needed to consider were the casualty's age, size and stature. The only concession to a change in technique was to increase the chest compression rate, decrease the depth of the chest compressions, reduce the ratio of compressions to inflations and remove one hand for the application of chest compressions. These variations were easy to remember, as they were directly proportional to the casualty's stature and utilised the same sequence.

Obstructed Breathing

Because of the greater likelihood that the main problem in a collapsed baby or child will be that of absent or obstructed breathing, the sequence of resuscitation is different from that of adult CPR. In particular, five breaths of artificial ventilation are given before checking the pulse, and one minute is allowed to attempt to revive the casualty before telephoning for an ambulance. There is no doubt that the new paediatric sequence is more conducive to an effective response in a crisis. The problem now is ensuring the BLS trainee has the ability to differentiate and remember two sequences for CPR. Feedback from lifesavers, lifeguards, teachers and trainers has been both profuse and interesting. It would appear some candidates are more than a little confused when it comes to remembering the different sequences. In an assessment situation (we all know how stressful that can be) this confusion often manifests itself as exasperation, misjudgement and error. It can be argued that the stress encountered during an assessment is similar to that which would arise when faced with a 'real' life or death trauma. This is clearly not the time to be making mistakes!

Easy to Learn

To reduce this confusion, the next edition of Life Support (for publication in 1996) will include a Resuscitation Comparison chart which combines the adult and child CPR sequences on the same page. This should go a long way to making this aspect of learning CPR less of a threat, easier to understand and, most importantly, easier to remember.

Getting to Cardio-P

RESUSCITATION

ADULTS

SHAKE, SPEAK LOUDLY
SHOUT FOR HELP

HEAD TILT
CHIN LIFT

LOOK
LISTEN
FEEL

FEEL CAROTID PULSE
if no pulse:
TELEPHONE FOR HELP

pulse present:
10 breaths (mouth to mouth)
TELEPHONE FOR HELP

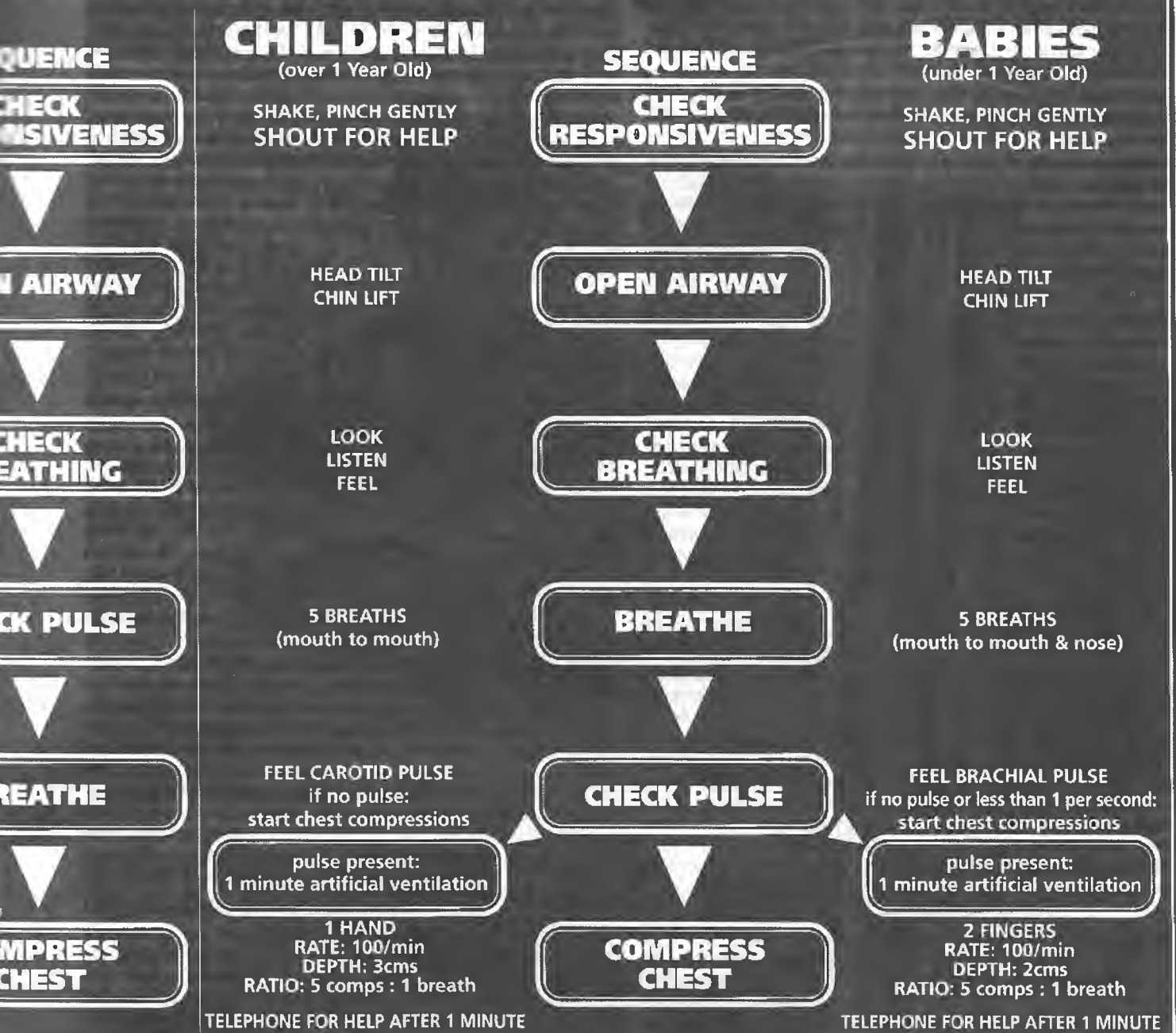
2 BREATHS
(mouth to mouth)

2 HANDS
RATE: 80/min
DEPTH: 4-5cms
RATIO: 15 comps : 2 breaths

Reproduced v

grips with the Sequence of Pulmonary Resuscitation

ATION COMPARISON CHART



with grateful thanks, by permission of the Royal Life Saving Society

Making the most of what you've got !

or

Ways of Maximising Learning

By Tony McGonigle

Canoeing coaches have personal beliefs and points of view which combine to form an opinion of what the outdoor experience 'could' and 'should' achieve. This viewpoint is influenced by many factors. These include the individual's motives, interests, values and attitudes as well as his/her previous life experiences.

Such factors help to shape the individual's personal philosophy regarding the outdoor experience as well as the individuals or groups that he/she will coach. This being the case, therefore, it is easy to see why some coaches are intent on developing certain skills/tasks which are specific to the sport itself, while others demonstrate the desire to promote and develop individuals/groups.

Similarly, it helps to explain why some believe that the outdoor experience lends itself to the promotion of personal and social development, while others consider that it should be an opportunity for fun and social interaction. Invariably, the coach's personal philosophy and particular orientation towards the environment, groups and individuals will be reflected in the coaching style which will be adopted.

This account introduces the reader to a range of important issues and theories pertinent to coaching. The various aspects covered serve to underline the need for a more balanced and thoughtful approach when coaching canoeing. Coaches have to take account of a good number of variables as they execute their role. To date, however, it appears that the needs of clients have been of secondary importance to the requirements of the curriculum and those imposed by particular situations and contexts. An important aim of many coaches is, however, to enable others to reach their full potential. In order to achieve this aim they need to respond effectively to the needs of clients and restore a balance to the way in which they see and execute their role.

Coaching Styles

An indication of the personal views of the coach can be gleaned from their own personal coaching style. Since one's style invariably reflects one's orientation, it is possible to determine what emphasis the set task is given, as opposed to maintaining the group spirit or encouraging the individual. If the coach, in a group situation, places too much emphasis upon specific skill acquisition, and neglects other equally important areas of development, then problems can arise. Adair (1983) maintains that the leader must use a balanced approach and attempt to maintain the needs of not only the coaching session but also the needs of the individual and the group as a whole. (See Fig 1 below).

Other significant factors which dictate one's personal style include the individual coach's own personal values and past experiences in canoeing. Of particular importance is the way in which a person is introduced to the sport and what he/she has experienced since. These experiences will often influence and colour the subsequent behaviour of that individual. This includes the way in which they make decisions, the judgements which they make and the style they adopt when coaching.

Needs of Individuals

It is important to recognise that people learn different things at different rates and at different levels. This is particularly true of adults who focus on those things which interest them, as well as that which they need to know. As coaches we need to accept that every group is different, and that those within

the group are not necessarily at the same level of experience. It is likely, too, that a range of different expectations and attitudes will exist within the same group.

Consequently, as coaches we need to be aware of the need to adapt our style not only to the group but also to the individual. This is not an easy task but one which can be accomplished over time. It requires us to be aware of the effect of our own coaching style, as well as its limitations. In addition, it requires us to examine the merits of other styles and find ways of incorporating such approaches into our own repertoire.

Invariably, one cannot satisfy everyone all of the time. It is, however, possible to satisfy everyone some of the time. To achieve this, though, one has to be both flexible and adaptable, but above all to adopt a style and approach which offers a variety of experiences.

Tannenbaum and Schmidt (1973) in their leadership continuum, demonstrate that the use of specific styles of leadership can allow groups and/or individuals to set their own learning objectives. The coach can use this approach to great effect by sharing power and control with the group in given situations. In instances, say, when 'safety' is at a premium, it is possible for the coach to step in and regain control through the adoption of a different leadership style (see Figure 2).

Approaches to Coaching

At coach level we need to be thinking of and developing the style of coaching which usually works for us. In certain situations, however, this style will be totally inappropriate and that is when we need to adapt it. Unless we know a) what other styles exist b) how to incorporate them in our normal practices/behaviours and c) when we should use each approach for maximum effect, it is unlikely that true adaptation will take effect. What one can say with certainty, though, is that any extension of our recent repertoire of coaching skills will result in clients receiving a more relevant and worthwhile experience.

This is particularly the case if one's modified coaching style takes account of the needs of the client; this approach reaches out to clients and is both adaptive and responsive. Modifications and refinements in one's approach to coaching often come about from observing the way in which others coach. Our observations cause us to make mental notes about the benefits, drawbacks and effectiveness of certain styles. The coaches need to approach their role with a flexible and open mind, as well as showing that they can and will respond to individual and group needs. Coaches need to be able to respond appropriately to a variety of individual and group needs/requirements and will have to do so in a wide variety of contexts; they need to be versatile in how they deal with others in these particular situations.

Take, for example, the situation where a coach is trying to teach someone a particular skill. To the coach it is a fairly simple task, yet they might experience great difficulty in achieving the objective; they may find themselves communicating the same skill/task in a variety of ways until they are sure that learning has taken place. Asking students in a canoeing session to try a manoeuvre with their eyes closed encourages participants to use their sense of 'feel' and thus helps them to have a better understanding of the various forces at work. Seeing the face of a student light up with the

realisation and understanding of what is happening is incredibly satisfying. More importantly, perhaps, such a reaction will serve to reinforce this particular strategy. In this respect we are likely to retain those behaviours which bring success and thus make us more effective.

Past Experience and Lasting Impressions

The past experiences we have had at assessment level tend to determine what future behaviour, actions and decisions will be made later on in our coaching careers. Think, for a moment, about your first major canoe assessment and your feelings at that time. Consider the style which your assessor adopted and the effect that this style had upon you. Was the assessor's style appropriate . . . did it inhibit or enable you? . . . has it influenced your attitude towards the conduct of assessments . . . or even the way in which canoeing is coached?

For myself, I remember my 1 Star assessment very well. The assessment was conducted by a very experienced sea coach. Even so, by the end of the assessment I was close to turning my back on the sport!

For some of us, our first experiences of canoeing will consist of happy, satisfying and pleasant memories. For others these memories will be frightening, frustrating and totally negative. Assuming we have all made it and survived those first experiences, where are we now in terms of the experiences we create for others? Do we give much thought to what we do and the way we do it, or do we simply teach others as we ourselves have been taught? There is little doubt that any learning which involves activity and feeling will be remembered best. It is this which should help us to decide what behaviour/approach to retain, develop, reject and modify. The impression that we have upon those in our charge will be colourful and lasting, but it may not always be positive. coaches should aim to be effective at what they do; this will require them to be supportive and encouraging.

Environmental Considerations

There are environmental factors which may influence the style adopted. These include the venue itself and the type of experiences it can offer, as well as the degree of formality/informality which is expected. Another factor could be the specific behaviour of the group. When considering the environment and the problems which occur it is important for the coach to ensure that the environment suits the group and their level of experience. This means that care should be taken to ensure a match between the clients and the environment in which they are operating. It is important that the coach also takes account of specific strengths and weaknesses. The ideal environment would be one in which the individuals or group concerned are not intimidated, overpowered or put in danger. The coach may become aware of a 'mismatch' between individuals and the environment by the verbal and non-verbal cues of those in his/her charge. These may indicate the need for a different approach within the same situation/setting. In this way the environment in which coaching takes place is linked to styles and all aspects relating to the students' needs (physical, psychological and social) and should be taken into account when determining the coaching style to adopt.

Individual and Group Behaviour

The behaviour of individuals within the group also helps to determine the approach to be used. This includes the way in which individuals in the group relate one to another. The example of a group closing ranks and refusing to co-operate, although extreme, is an example of the coach losing control. The coach needs, therefore, to be responsive to the needs of the group. (See Figure 1)

The personal philosophy of the coach can lead to conflict with others, particularly if his/her philosophy differs to that of colleagues or fellow instructors. Similarly, conflict may arise when individuals and groups come with a different agenda and orientation to that of the coach; such situations may seem complex and daunting. However, it is important that

coaches approach any problem areas in a positive way to ensure that the conflict or problem will be reduced/resolved. This naturally places additional demands upon the coach in that the individuals or groups with whom they are working.

This openness, when combined with a genuine interest in the individuals concerned, can lessen any 'mismatch' and maximise learning because of the bond of trust that develops. We should be seen to be actively supporting individuals, and assisting them with the furtherance of their skills, but it is equally important to exercise sound judgement and provide an ongoing review of what we do and the action taken in certain situations. All parties need to understand why certain actions and decisions are made; such information is necessary if skills and knowledge are to be extended.

Summary

It is clear that coaching is a complex activity and one which requires a balanced approach towards the tasks/activities, individuals and group. The coach needs to create a challenging yet supportive atmosphere which encourages learning to take place. The coaching style adopted by the coach appears to be the key to ensuring that this happens. An understanding of different styles and approaches, and knowledge of when these might be used, will mean that the coach is in a better position to respond to the needs of others.

We as coaches need to maximise learning by recognising and consolidating existing skills and abilities and opening our minds to the approaches and styles that other coaches/instructors use, and use successfully. We should adapt these approaches and make them work for ourselves. This should result in greater satisfaction for the coach and also those in his/her charge.

We should also remember that for many aspirant instructors we are role models and the role that we portray needs to be one that ensures that standards are maintained; it also must demonstrate the kind of calibre required by those who operate at coach level. In reality, however, there is sometimes confusion in what is actually portrayed - an example of this centres around the coach's interpretation and enactment of the syllabus. It would appear that there is no agreement * as to whether one should coach to the Spirit of the Award, or to the Letter of the syllabus. Clearly the coach's role needs to be clarified in this area at least. Role clarification will help to reduce the degree of stress and conflict experienced. Consequently, the coach will be more free to develop an appropriate style to his/her work and provide a more balanced approach.

Sources of Reference

Adair, J. (1983) *Effective Leadership: A Self-development Manual for the action centered approach*. London, Gower Press

Tannenbaum, R. and Schmidt, W H. (1973) How to choose a leadership pattern. *Harvard Business Review*, 51(3). 162-175, 178-180

** D of C comments: There may be disagreement between individual coaches in this area, but there is no confusion with regard to BCU policy, nor the implications of the Trades Descriptions Act !*

A coach who has undertaken to prepare a candidate for a prescribed BCU test must do just that. A coach who assesses that test must do so in accordance with the agreed syllabus.

Any significant departure from this state of affairs brings the Union into disrepute, and ultimately could lead to the coach being successfully sued for 'breach of contract'!

The 'style' or 'approach' used to achieve the desired end may, of course - and hopefully does - vary considerably !

Getting In a spin: the case for pre-rotation

In this article I will discuss how coaches can create a more efficient turning movement in aspects of canoe-sport that require this, for instance, recreational, rodeo and surf paddling.

I will investigate ways of making turning or spinning more effective. To this end, I have studied other sports that require a similar movement and have attempted to translate the methods used in these sports to canoeing. The sports I have looked in detail at are trampolining, gymnastics and freestyle skiing.

I studied in detail the spinning manoeuvres in the above sports and I found the common thread to be that the turn or spin is initiated by early movement of the head towards the direction of the turn. (Pre Rotating).

A detailed and thorough understanding of turning mechanisms will, of course, be of interest to coaches in that this knowledge, once transmitted, will result in a higher success rate when teaching turning and spinning mechanisms to students.

Why Pre-rotate?

By twisting round the head and the body towards the direction you want to go you will have certain effects on the body and the boat. The first of these is that by turning the head you will be looking at the point you want to achieve (a point that Jim Snyder in *The Squirt Book* calls 'Future Water'). Looking at your future goal will give you a positive mental approach and it will initiate the turn and will also give a focal point to work towards. The second effect of rotating the head and upper body is to wind up the muscles of the lower back. If you are sitting in a well fitting kayak you will be in contact with the boat via your backside, hips, knees and feet and as you begin the manoeuvre you start to transfer the torque from the elastic tension wound into your back muscles to your boat through your lower body. The amount of pre-rotation will determine the effectiveness of the manoeuvre. Thirdly it will have the effect of lifting the outside hip and knee, therefore automatically giving the boat the correct attitude for the execution of eddy turns. As the knee lifts it is restricted by the knee brace, which will cause the paddler to apply pressure to the outside foot, thus transferring as forward and turning momentum the stored energy of body rotation.

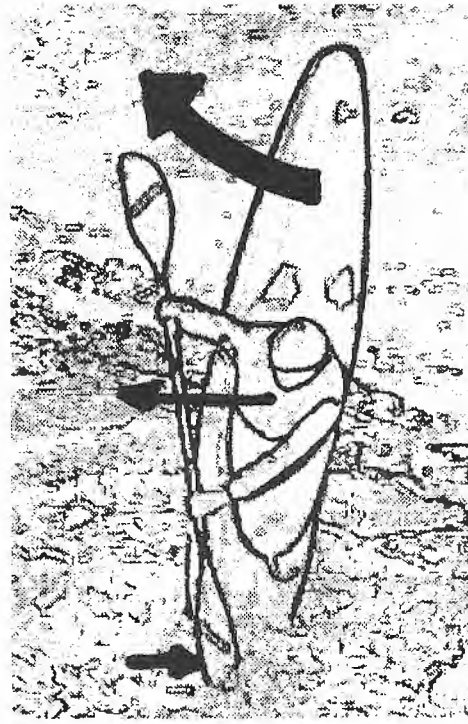


In rodeo paddling, during the execution of a pirouette for example, as the kayak becomes vertical the spin is initiated and lengthened (i.e. 360° rather than 180°) by turning the head and looking over the shoulder in the direction of future water. The more pronounced and faster the pre-rotation, the more successful the spin.

In surf-skiing an extreme style of pre-rotation can be used in manoeuvres such as Bottom Turns, Re-entries and Aerial moves. Because of the lack of constraints and short length of ski pre-rotation can be exaggerated and the lower body used to greater effect to follow through after the initial turn.

In order to arrive at these conclusions I decided to look at what starts the turn in other sports and observed that once a spin or turn

starts it is very difficult to change its path; given this observation it is obvious that the start of the manoeuvre is of paramount importance.



There are several techniques that maximise spin in gymnastics. One is to initiate the spin immediately as you leave the floor. The important parallel in canoeing is what you do with your paddle to start the spin or turn. Turning momentum can also be affected by the transference of torque from one

end of the body to the other, i.e. movements of the upper body will affect the lower body (pre-rotation).

The most effective way to generate spin once a manoeuvre has started is to gain spin coming out of a pike position (i.e. from sitting to standing), which is more applicable to vertical spins in rodeo paddling. Looking at a forward loop, the paddler is in a sitting position and the boat flat. As the bow digs into the green slab it is propelled into a vertical position, with the paddler standing on the foot plate. With no input from the pilot the boat will probably fall flat onto the hull pointing toward the original direction of travel (upstream). As the boat starts to become vertical the paddler's body starts to open; if that movement was made into a more dynamic snap with a pronounced look over the shoulder towards the water behind, you would see a 180° spin produced by body movement alone.

With the aid of the paddle combined with body torque the world of 360° and 720° spins become more than a possibility.

Dave Luke, Plas y Brenin

Did you say Death on the Nile ?

No ... I said have you been deaf for a while ?

I was shivering quite violently, had a splitting headache and there was numbness in the back of my hand where the drip went in - or was it out? Shaun Baker had told me it would be this miserable. It was August 1st halfway through my summer holiday, but it might not be just 5 weeks of holiday I was losing. There was no guarantee that I would get my hearing back.

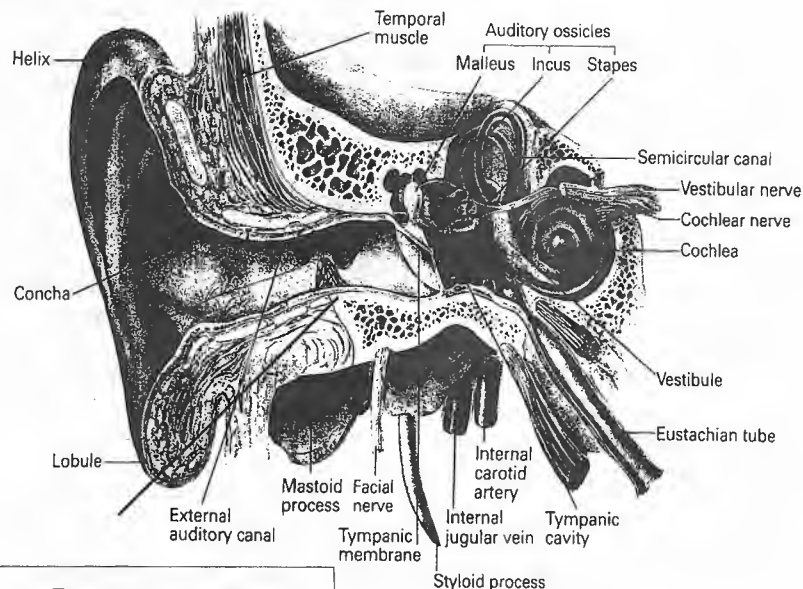
I had thought that generally whitewater kayaking and surfing were just a lot of fun. Fun that is, apart from the fractured skull on the Isere while wearing one of the old style Ace crash hats and a knee cap in three pieces while swimming an innocuous grade three in Canada. Now it appears that every time the cold water sloshed into my helmet and into my ear it was promoting bone growth which would eventually either block the ear totally or cause sufficient reduction in the size of the canal to cause a build up of wax, dead skin, etc., behind the growths which then becomes a rotting infected mess.

The bone growths are caused by cold water. Canoeists are particularly prone as we roll up and empty out the water only to get another earful a few minutes later. Whereas divers introduce the water and then keep it there with a neoprene hood so it warms up, surfers, windsurfers and swimmers in cold pools are equally vulnerable and I believe my condition worsened in recent years from regular pool sessions in a fairly cold swimming pool. It would appear that the problem is being noticed now as more of us refuse to grow up as we grow older persisting with our childhood pursuits. However, some peo-

ple who have only been paddling a few years have some quite impressive growths.

The growths occur at 3 o'clock, 7 o'clock and 11 o'clock and are offset but overlapping and some might say they are nature's way of trying to protect our inner ear. It seems unlikely that this is cause for selection so they would be wrong. We are however the only mammal that regularly enters the water that does not have a method of protecting the ears from cold water.

Fig.1 Location of Growths in the inner ear.



I have for years taped over the holes in my helmet : although this may help it is not sufficient. Cheap ear plugs are not the answer either as they are often uncomfortable and can cause irritation. You can get ear plugs moulded especially for your ear just like the ear piece on a hearing aid. On the few occasions I have worn full face helmets my head has stayed dry and some people wear swimming hats under their helmets.

It is obviously too late for many of us to avoid the big drill. However the growth will stop when the exposure to cold water stops so for many people it can be arrested in the early stages. Inevitably many people will not know that they have got it. Many G.P.s will not recognise it or know what it is, especially in the early stages. I had seen four different doctors before one said I had swimmers ear and sent me to a specialist. Syringing your ears to unblock them is also a definite no-no (the specialists have a little vacuum cleaner).

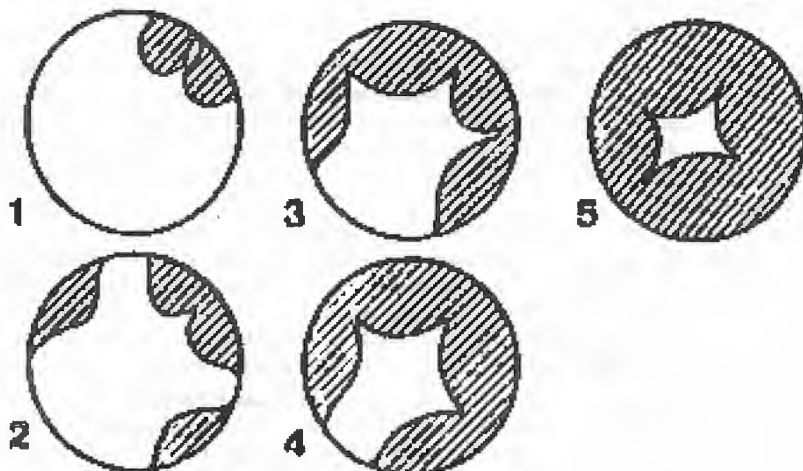


Fig. 2: The progression of bony growths

It has been proven by work carried out with rats in the 1950's and 60's that cold water does cause these growths and scientific studies of surfers in Japan and fossilised skeletons in the USA during the 80's have verified this. Cold water entering the ear constricts the capillaries for 45 mins whereas warm water only does so for 1 min.

So, what can you do about it? Just exclude cold water from your ears by wearing ear plugs - blue tac seems to work very well.

Stuart Wagstaff

IMPROVING THE APPROACH TO ASSESSMENTS

by Sue Middleton

Assessing is a very challenging task - we must not take the role of an assessor lightly. It is easy to assess badly, but very difficult and demanding to do well. It is vital that every person who goes through a BCU assessment feels fairly assessed at the standard laid out in the syllabus, but it at one star or senior instructor, and regardless of the outcome.

A conventional assessment of 1 or 2 days has limitations because of its format, and is inevitably a 'snap shot' of performance on that day. However, accepting these limitations I feel many assessments within the BCU could be improved with some additional training and guidance.

My belief is that the need for further training has arisen for a number of reasons:

1 There is still a great regional variation in how the SI syllabus has been interpreted, with particular reference to suitable rivers and locations.

2 After the Lyme Bay tragedy there has been an increased awareness of all outdoor qualifications - particularly BCU awards. These awards are now being used even more as a measure of professional competence by the outdoor industry, which puts new pressure on the coaching structure. To maintain credibility we must not only assess well, but be seen to be assessing well!

3 NVQs - with the arrival of these and the restructuring of the awards system and examiner (assessor) grades, we have an ideal opportunity to address any weakness with the present system.

PROGRESSION OF THE ASSESSORS

(Examiner levels are based on the present system which it is anticipated will change in the near future).

Instructor Training

Once a person gains an Instructor award they can start to assess the star tests and therefore training in assessing should be included at instructor training. This would also start the progression for most who subsequently assess the higher awards.

Topics to be covered at Instructor Award

- i) Organisation/paperwork for assessing (I am sure this would be appreciated by BCU office!)
- ii) Assessing objective criteria (a clear understanding of what is an acceptable performance at each level)
- iii) The role of instructor as assessor - an introduction to styles of assessment.

The above topics could be covered in conjunction with existing parts of the syllabus, eg 'Teaching basic strokes'.

The present system relies on working with existing E2s which should remain at the centre of training. To become an assessor, however, this needs to be supported in a number of ways for a number of reasons.

The examiners' log states that an E2 should only sign when 'the recommending examiner is confident that the grade 1 examiner could have acted as the senior assessor equally as well as her or himself'.

I feel that to judge this in addition to assessing the SI candidates is a difficult, if not impossible, task - certainly I have never run an SI assessment where I had time to train any E1s in the subtleties of assessing.

Taking the above into consideration there are a number of areas that those assessing would benefit from training in. (Depending on how BCU awards and NVQs finally fit together, people who assess other non BCU awards, eg for MLTB, RYA may be exempted due to 'accredited prior learning').

Course Organisation/Location/Standards

Effective planning is the key to running successful courses - how many courses founder on the rocks of poor paperwork? The arrival of NVQs will bring with it a whole new batch of forms to complete! Choosing the correct location and using it wisely is essential if we are to assess at the correct level for an award - the credibility of the scheme is at stake if this does not happen. Courses should be run at suitable locations - not where it is convenient, but does not have the required standard of water. The maintenance of standards will

have to be monitored at a national level - a very difficult task for a largely voluntary organisation.

Role of Assessor

How an assessor relates to his/her candidates is instrumental in determining the feel of an assessment, and therefore the way candidates perform. It is easy to forget how stressful assessments can feel - it is easy to reduce people to incompetent wrecks by complicated and unrealistic 'doomsday' situations which would tax the best instructors/coaches.

The style of assessing will always be an individual entity, but there are a number of points that all assessors should consider.

- o The safety of all candidates/guinea pigs is ultimately yours.
- o Be aware of equality of opportunity (race, gender, disability, age) and try and maintain a balanced assessment team whenever possible.
- o Be open to ideas - remember there are many safe effective ways to teach and lead, and that new ideas are essential to the growth of the sport.
- o Ensure that candidates clearly understand what you wish them to do - avoid general directions like 'just go and show me what you can do in that stopper' as this suggests competition between candidates - A more positive approach would be 'I would like you to sit in that stopper facing left and exit it forwards.' - the difference being that in the second example it gives a very clear direction to the candidate and therefore creates a much more controlled situation.
- o When setting up scenarios make sure they are realistic, and it is clear what everyone's role is in that particular situation.

o When assessing subjective issues - eg teaching leadership, general attitude - you will probably learn more by watching them teach real people for 1 hour, than by a whole weekend of 'imagine you have a group of 15 year olds . . .' Obviously you must be certain that any guinea pigs are in no danger.

Feedback/Final Course Debrief/Results

Feedback is essential to help a candidate to understand their strengths and weaknesses, and is a two way process that allows a candidate to express their understanding of the situation. It should therefore be a continuous process throughout the assessment. A number of points are useful when giving feedback, ie the final debrief.

- o Feedback should only be given on observed behaviour, therefore accurate observation is vital.
- o Feedback should be a benefit to the candidate.
- o Be thoughtful about the timing of the feedback.
- o Be positive but encourage the candidate to recognise weaknesses
- o During the final debrief and results, the candidate should only be considered compared to the award standard - not against the other candidates.
- o Clear guidance needs to be given to ensure continued progress after the end of the assessment.
- o Allow plenty of time for the final debrief and have a clear idea about what you wish to say/discuss with each candidate, and be concise.

CONCLUSION

In conclusion I feel that some form of training in the above issues would be of benefit to assessors. How and when this should take place must wait until the review body on awards reports, with the new examiner/assessor status' and it becomes clear exactly how the arrival of the NVQ awards affects the present coaching awards system.

However, whatever training and assisting is undertaken by a potential E2 the final approval should be based on an assessment course run by that person and observed and moderated by a suitable nominee of the coaching committee. This would help to ensure that standards are maintained, and that the style of assessment is such that the credibility of the scheme is maintained.

The obvious forum for training would be the E2 seminars (currently suspended) but attendance at these should be compulsory before E2 status is granted, rather than something that is only attended to maintain status. An improved monitoring training programme for assessors could only be of benefit to the scheme as a whole.