

Coaching Development

CoDe

the magazine of the BCU Coaching Service

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No 86 April 1999 £1

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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.

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 in February, April, June, August, October, December.

Final copy date: 1st of previous month. Contributions, including pictures, are welcome.

Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

Editor: Mike Devlin, Acting Director of Coaching.

Dear CoDe...

Dear CoDe

It was all a bit over-whelming, really, but I am most grateful to Mike Devlin and the office staff who put so much into organising a 'farewell' evening at Holme Pierrepont to mark my retirement. In particular it was both flattering and much appreciated that a number of canoeing colleagues and friends had made a special effort to be present. I am also most appreciative of the many kind and complimentary words which were both spoken and written for the evening. And as for the cake...! When all is said and done I have only been doing the job for which I was paid over the last 20 years, and if there is any credit due beyond that it has been mainly in response to the quantity and quality of the voluntary input by so many of our coaches, who have contributed so effectively to the development of the Scheme, giving of considerable amounts of personal time and finance in order to do so.

As I said on the evening - at least the past 20 years have not been boring! And it is with many fond memories, and the establishment of a number of valued, personal friendships that I thank the BCU for the opportunities which I've had. These ranged from experiencing how an international panel comprised of delegates with a variety of vested interests and interesting points of view, involving a dozen different languages and with very different interpretations of what has been agreed, somehow manages to achieve a satisfactory conclusion; to seeing the 'cream' of the Coaching Service swimming a grade 2 fall in Cumbria on an open canoe paddle at a Conference some years ago. For those of you who kindly enquired about my health, it has proved very difficult to obtain a definitive prognosis. Apparently brain tumours do not usually throw up 'secondaries' but they do have a habit of coming back. I can therefore only wait and see how my condition develops - and hope, and pray, for the best. Thankyou for your concern. Hopefully I will meet up with you at a future function sometime.

Geoff Good

Thankyou to all attending Geoff's retirement farewell and to all those who have so far contributed to the Geoff Good Coach of the year Award and Coaching Bursary. This currently stands at £2,500 and we hope that this will increase as more of you learn of Geoff's retirement and the plans for the Bursary. It is hoped that the Coach of the Year Award for 1999 will be awarded at Paddlefest over the weekend of 9th / 10th October 1999. As such we invite nominations for the award to be made by the end of August 1999 so that they can be considered at the English Coaching Management Committee meeting in September. Further contributions to the Geoff Good Bursary are welcomed and should be sent to the Geoff Good Coaching Bursary at the BCU Coaching Office in Nottingham.

BCU COACHING MANAGEMENT: A report on Developments!

UK Coaching Management - A summary of the progress / developments of the NCC and National Coaching and Development Executive Committee Meetings - May and September 1998 / January 23rd 1999.

Background

The recently approved coaching development document had highlighted two main issues that continued to dog the development of coaching...1 the sheer size of NCC and 2 the domination of English members and English business. This particular issue specifically continuing to be a problem in terms of maintaining a UK wide approach to coaching management.

The development plan indicated the need to establish a smaller forum for the discussion of coaching matters and as such NCC proposed and agreed that such a committee should mirror the proposed 'federal' board of management. Established on a 5 / 2 / 2 / 1 basis it was considered that this executive (National Coaching and Development Executive Committee) body would be the discussion / debating forum that would then make policy recommendations to the main NCC meeting. NCC meeting to

discuss recreational and competitive coaching issues once a year and National Coaching and Development Executive Committee (NCDEC) meeting three times a year.

As of the NCC meeting in March 98 an NCDEC was agreed upon and a date set for it to meet and begin business. Its first meeting being in May 98.

The English representatives elected to attend this executive body where: Graham Lyon, Jon Moore, Tom Turner, Derek Brookes, and Sue Janes. At this stage it was determined that one of the English representatives should specifically represent competitive coaching interests on the NCDEC.

The Scottish representatives being Sam Crymble (Chairman Scottish Coaching Committee) and Steve Scott or John Hamilton.

The Welsh representatives being Nigel Robinson (CDO Wales) plus a.n. other.

The Cani Representative being Keith Fitzsimmons (RCO CANI)

Outcomes from the first meeting.

At this first meeting the committee representatives were able to consider, perhaps more clearly than previously the nature of the work of a national coaching and executive committee, its significance in federal terms and

indeed in terms of maintaining a UK structure to coaching development.

Some unease had arisen in respect of the federal standing of NCDEC and NCC in respect of what had and would constitute national / federal (UK) policy. It became clear through discussion that in terms of the federal structure the intended NCDEC would in fact be the specialist appointed body responsible for British Coaching matters and that UK policy definitions would be determined at this meeting. In view of the UK significance of this committee it should be more accurately named the UKDEC - The United Kingdom Coaching and Development Executive Committee.

Only in this format would it provide the National Associations, of which England is one, with the confidence and autonomy to continue to remain part of the Coaching Service.

This clearly put something of a different light on our understanding of the role of an executive coaching committee, however, it did allow for a clearer appreciation of how federal representation could be maintained when determining UK policy.

A real issue arose in respect of maintaining balance and agreement in respect of effective and consistent

Dear CoDe

Over the last few years it has become increasingly apparent to myself and others that the process of gaining qualifications is significantly flawed. It would seem that there are assessors in our midst who are running N.G.B. assessment courses for clients, who they know and possibly employ, to a very low standard and certainly not in line with any governing body guidelines which exist. You would think that we as assessors would have a duty to only pass candidates who are capable of the given criteria and not because of some hidden agenda of our own (staffing requirements?). I am not criticising those who pass colleagues with the necessary skills and experience but those who pass obviously sub-standard candidates. Trainee, assistant and voluntary schemes seem to be particularly vulnerable to this problem, especially those where assessments are carried out in house.

This problem, along with centres who use in house qualifications to escape the fact that their staff are not qualified to N.G.B. standard, seems to me to be an absolute farce and shows complete lack of professionalism. Imagine for a moment if other careers employed these methods, Lawyers and Doctors given their degrees by a colleague or surgeons presented with an 'in house' operating licence. Even more bizarre is that A.A.L.A. seems to recognise in house qualifications as acceptable if validated by a technical expert. Why aren't they of the opinion, as I think most of the outdoor fraternity is, that if you haven't got the ticket you cannot teach the session, although even this idea is flawed if assessments are sub-standard.

I am aware that the vast majority of assessors run superb courses and perpetuate the exchange of knowledge and ideas which training and assessment courses provide, the majority of trainee and voluntary schemes are also run conscientiously by people who care about their chosen profession. As for the more immoral among us maybe it is time to re-assess your values.

A VERY STRANGE MIXTURE?

Sea Kayak to Wild-Water Racing Transference

Some time ago I was selling a surplus boat and showed a prospective purchaser into our garage. When he saw the two craft that I have in current regular use, he remarked that my paddling was a very strange mixture indeed. This had not really struck me before, but at the time I agreed; after all, he was buying! My sea kayak and my wild-water racer look very different and are clearly designed to operate in two very different environments. I had not, however, been really aware of paddling in two different ways and a little reflection showed that these two apparently wholly unrelated disciplines actually have a surprising amount in common with each other.

There are some more familiar relationships between fresh and salt water techniques; in particular, some obvious parallels exist between surfing and rodeo. Through being active simultaneously in sea kayaking and wild-water racing, I have noticed a similar cross-over of skills between these two disciplines. My own sea kayak style is, however, slightly unconventional, being based largely on light and fast travel, often conducted solo.

A sea kayak and a wild-water racer are very different in many obvious design features, but I have found that they handle in remarkably similar ways. Skills and techniques practised and fine tuned in one of these two craft transfer very smoothly to the other. Both of these boats are straight running and both turn naturally away from the direction of a slight tilt when they are tracking at speed. They also both jump neatly sideways when a bow-draw is leant into on the move and both can be 'crashed-turned' by rocking over onto a sharp back sweep stroke.

The physical demands made also show noticeable similarities. Steady state endurance is an important physical attribute of successful paddlers in both of these disciplines. Conversely, sea kayaking and wild-water racing can be used as methods of developing endurance by those who wish to enhance this aspect of their fitness. These two forms of paddling also both require the ability to generate a burst of speed when necessary, especially when passing through surf or rapids.

There are, in addition, other marked areas of common ground. In both cases, advance planning is of crucial importance. This needs, however, to be coupled with the ability to rapidly interpret situations as they occur and to react to the unexpected at speed. Both of these facets of paddlesport also make use of rough water skills, although rolling and related techniques serve as an important back-up whilst only rarely being used in actual practice. These two branches of the sport share too the need for a certain mental strength, especially the ability to continue

driving forward in difficult and challenging circumstances, and they can also help to develop this capacity, as in the case of physical endurance. Although there are some notable exceptions, exponents of both activities tend to be somewhat thoughtful and introspective in character. This is possibly because there is limited scope for performing to a crowd, compared with that to be found in say rodeo, slalom or surfing.

There are, of course, certain other aspects of sea kayaking and wild-water racing in which stark contrasts can be seen between the two. A river race lasts for a relatively short time and offers an intensely focused experience; a sea trip, on the other hand, is of much longer duration and is slower paced, unless conditions or circumstances become extreme! There are parallels in the skills of water reading and interpretation that are required, but at sea the scale of size and proportion is vastly greater.

There is also, of course, an obvious area of difference, since wild-water racing is, by definition, intensely competitive! Although there are some sea races, sea kayaking is normally a non-competitive adventure pursuit, centred around a deep personal involvement with nature and the elements. Finally, many river racers have now changed to wing paddles and switched over to the different type of paddling style that these require; as yet, however, wings have not been widely adopted for use at sea, possibly because of problems with the blades being snatched by the wind.

I have found personally that sea kayaking offers a larger scale application for many of the skills and techniques that I acquired and developed during a long involvement in racing down rivers. Paddling at sea is obviously expanded greatly in space and time from the context of a wild-water race, but I have discovered that these two disciplines are analogous in many ways. Each of them provides me with useful training for the other and, since the prime seasons are complimentary rather than conflicting, taking part in both of these branches of the sport provides a very pleasant rhythm to my paddling year.

Through participating regularly in both river races and sea trips, I meet two entirely different sets of people and I have close paddling friends in both camps. Some of these might perhaps enjoy trying each other's disciplines; they might perhaps discover that they have much more in common than would be at first apparent.

Jerry Tracey

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Traditional Open Boating on White Water....

...some modern ideas. Claire Knifton

Open canoeing is a fast growing sport in the UK. As it grows, it is also diversifying. Many of the "traditional skills" were developed for loaded boats, originally transporting goods on multiday trips. For these boats, white water was a serious hazard, and techniques for coping with it limited to slowing the boat, using reverse ferrying to keep the speed down and position the boat. Big water was avoided. A large number of UK paddlers rarely embark on multiday trips - or transport goods. Their paddling is short downriver trips snatched between other commitments. They want to enjoy the river, run challenging rapids, and "play" - a similar approach to modern day kayakers. (Many of the people who I have coached recently are already competent kayakers, and bring with them ideas and river experience which is readily transferable to open canoeing). The "traditional" style of paddling is not the most appropriate. The modern white water "day paddler" needs to learn a different set of techniques, using forward power instead of cautious reversing.

This style of white water paddling is as much about understanding how to use the boat's characteristics, and how to use the body effectively; as it is about the strokes. The aim is to develop techniques that are effective and efficient for the individual. This style of open boat paddling has already made more difficult water possible, and will continue to do so. Increased interest in the UK in specialist OC1 boats will bring new ideas and techniques, which in turn may be adapted by traditional boaters.

Increased publicity of American flat water Freestyle paddling, such as Karen Knight's recent demonstrations at UK events, will further our awareness of how the boat can be made to perform.

The following ideas are an outline of what I perceive to be some fundamental differences between the "traditional" style of white water paddling, and that more suited to unladen solo boaters.

The traditional boat:

My definition of a traditional boat entails three elements:

Firstly the shape of the boat will be similar to that of the North American tripping designs (described by Bill Mason as the simplest, most functional, yet aesthetically pleasing object ever created!). The dimensions may vary considerably, but it's got to *look* like a traditional boat.

Secondly, the boat is open - there may be small airbags in either end but their function is purely for safety should the boat get pinned or capsized. They are not intended to prevent the boat from taking water in rapids.

Thirdly, the paddler is free to move around the boat - not using a pedestal, straps etc. to hold themselves in position. In paddling white water there are many similarities between traditional boat

and specialist OC1, even decked C1. The traditional boat may appear to be the least suited to white water, but it has strength the paddler needs to exploit; its length gives it speed and tracking; it is the more stable; and the paddler can use a variety of paddling positions enabling effective involvement of the whole body in paddling.

Outfitting, and trim:

Many boats seen on UK rivers were designed for doubles paddling. They typically have a central yoke, and two seats. Some boats have an additional thwart, but this is usually designed to strengthen the boat rather than to be functional. The solo paddler cannot use the seats, which are too near the ends of the boat. Standard thwarts, fitted directly under the gunwales, are too high. The paddler can lean against them, but cannot comfortably transfer weight onto them to unweight either knee to edge the boat effectively. The solution is to lower an existing thwart, or fit a kneeling thwart. The position of the kneeling thwart will depend upon the boat and the paddler, but should give a slightly bow light trim on flat water. This puts it between the stern seat and the yoke. The exact location can be determined by trial and error - don't drill any holes until you're sure you know where it should go!

In an unladen boat, trim can only be altered by using body weight. On white water it would be unrealistic to adjust the trim of the boat by stepping over thwarts, so the paddler has defined area to work in: in turn, this defines the limits of boat trim that can be achieved. "Stepping" forwards on the knees up to the yoke gives an almost neutral trim; or rocking back on the kneeling thwart taking weight off the knees while using feet for balance to lighten the bows as much as possible.

Significantly the boat cannot be trimmed stern light, so will not perform well in reverse manoeuvres. The trend towards asymmetric hulls by some manufacturers, designed to track better when travelling forwards at the expense of reverse handling, adds to the need for a style or river running that is not reliant on reverse techniques.

Heeling the boat:

Heeling the boat to one side effectively changes the hull shape. It reduces waterline length, increased rocker and lifts the stems. This makes the boat turn more easily.

Leaning into a turn that has already been initiated with the paddle is stable and makes the turn easier. More importantly but often under-used, heeling the boat to the outside of a turn is more effective since water flowing passed the modified hull shape creates an additional turning force. Unfortunately, heeling to the outside of a turn is much less stable so it requires practice, and a degree of caution!

Minimise steering:

In many white water moves using the water and the boat's behaviour can minimise the need for a steering phase in the forward stroke.

For example, in a forward ferryglide to the outside the paddler has a number of strategies for steering the boat. The angle and speed are the more obvious variables. If some correction is still required the angle is too acute. Don't try to correct this with even heavier steering. Instead rock your weight back and edge to boat upstream briefly. By lightening the bow the tendency for it to catch the current and point into it is reduced; the edging will turn the boat downstream. If instead you are having to sweep wide with the paddle on each stroke, the angle is too open. Weight the bow more and increase the downstream edge to steer the boat up into the current. Open boaters can become very focused on performing the perfect J-stroke. Sometimes a more appropriate aim would be not to require a steering phase at all.

Crossdeck strokes:

These definitely have a place in traditional boating, but are often overlooked. They do require a degree of flexibility and also some confidence.

The crossdeck forward stroke is shorter than the onside stroke as the amount of useful body rotation is limited. You also need to lean forward slightly to do the stroke, which restricts the ability to drive the boat passed the paddle with the hips and knees. For these reasons the cross forward will not be as powerful as an onside stroke, but if it is well timed its use can remove the need for a steering stroke.

The cross reverse stroke does not have these limitations - the rotation required to plant the paddle can be used in the stroke. The body is still in comfortable balance, and can be used to drive the boat. With either forward or reverse strokes, the time during which the blade is being taken over the boat is wasted, and leaves the paddler vulnerable with paddle for balance. To minimise this, don't use the cross strokes as one-offs but link them into sequences of three or so with fluent recoveries through the water.

Commit to the strokes by turning your whole body towards that side of the boat. I move my knees around to face diagonally towards the offside, but leave my onside foot tucked under the kneeling thwart ready to pull my weight back to the centre of the boat if necessary.

Running waves under power:

Running waves under power is, perhaps more than any other manoeuvre, down to positioning of the boat, and use of the body weight.

Approach the wave not square on, but at an angle of 15-20 degrees off. As you

approach raise the downstream gunwale. At the same time, unweight the bow by rocking back onto the thwart. The aim is to increase the freeboard on the section of the boat that will impact with the crest of the wave.

The strokes vary as to which way you have angled the boat: if it is angled towards your paddle side, a powerful sweep as the boat reaches the crest will straighten the boat and allow you to push your weight back across to remove the edge. The sweep also provides useful support, so this way feels safer.

Alternatively, if the boat is angled away from the paddle side, then reach over the crest and dig the blade into some clean water beyond. Pull the bow over and back on course, pulling your weight back to the centre at the same time. The advantage with this method is that should a wave hold you, your paddle is on the downstream side and can be used immediately for support, and for working along the wave.

This approach of running under power isn't just an alternative to the "traditional" option. In big volume rivers, such as in spate conditions, it is impossible to slow the boat effectively against the swift current. The only option is to go with the current and attack the waves. Even on smaller rivers, it cannot be efficient to back paddle down every rapid, when your destination is ahead of you!

Reading the water is important. You can only "block" waves from one direction at once, so watch out for downstream "V"s - don't let the current take you down into the apex where the two waves converge, but exist to one side of this.

Watch out for drops into stoppers with a lot of aeration beyond them. The bow sinks into the aerated water and running under too much power can drive the boat down and swamp it. The slow approach may also be inappropriate as these stoppers are typically holding. A subtle compromise of gentle power until the bow is through, followed by full welly to get clear may work. Otherwise remember that there is still room for lining or even portaging in modern open boating!

Setting:

Setting into eddies is a valuable manoeuvre especially on technical rapids as the paddler maintains sight of the rapid, and there is no need to put the boat broadside to obstacles. To minimise the reverse paddling, aim to run down close to the eddy line. As the stern of the boat is almost level with the top of the eddy, push it in with two or three powerful reverse strokes on the side of the boat furthest from the eddy. Once the stern is in, the bow will follow because of the trim. If the eddy line is tight, leaving it again can be awkward as there is no room to accelerate. A reverse hanging draw is a useful way to re-enter the current - again, cross-deck if necessary.

Breaking in and out - controlling the stern:

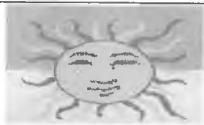
The bow light trim can be awkward when breaking out: the trick is to carve the stern into the eddy. Don't rely on strokes that steer the bow, but concentrate on the path that the stern of the boat takes: because the bow is lighter it tends to turn into the eddy by skidding over the water, but without changing the direction of momentum of the boat sufficiently. The boat is facing upstream, but still slipping downstream

along the eddyline. Approach the eddy at a wider angle and faster, then use a long slow stern rudder to hold the stern in a carving turn. Focus on controlling the stern rather than the bow. Weighting the bow as much as possible helps it to carve into the eddy instead of skidding. Similarly when breaking out use control of the stern to put the boat where you want it. For a wide break in, exit the eddy with some speed keeping the bow light, and holding the stern with a rudder until you want the boat to turn. As you go into the turn, upstream edge will turn the boat faster, and reduce the sideways drift. For a tight break in, exit slowly and leave the stern in the eddy while the bow catches the current. As forward speed is minimal, the direction of edge isn't an issue. A downstream edge is more stable.

I developed this style of paddling through trial and quite a few errors: because the skill I had been shown and had read about were not effective at times where it seemed to me the boat should still be able to perform. A number of people I have paddled with have developed very similar ideas themselves.

I am not suggesting that these techniques replace the "traditional" ones, but that they are at times more appropriate. We need to be sure that we coach techniques relevant to the students aspirations; not a set of skills that are historically correct, but in the wrong context.

The sport of open canoeing is very diverse; and each aspect of it will develop techniques with specific purposes. The challenge is to be aware of them all, and able to draw on them as necessary. If we become set in one narrow approach we will limit the development of the sport.



Keep Your Cag On

Health risks from working in the Sun

Skin cancer is on the increase with over 40,000 reported new cases each year. As people who work and paddle in the outdoors we are particularly at risk.

WHAT ARE THE DANGERS?

In the short term sunburn can blister your skin and make it peel. In the long term, the most serious affect is an increased chance of skin cancer in later life. It is always easy to cure but only if caught early. Too much sun will speed up the ageing process of your skin, making it leathery, mottled and wrinkled. Cataracts, damage to the retina of the eye, sun spots and photosensitisation may be other problems associated with the sun.

WHO IS AT RISK FROM SKIN CANCER ?

There is considerable evidence that skin cancer arises as a result of damage to the skin caused by exposure to UV light. Canoeists are particularly at risk as they receive much higher doses of UV. Those particularly at risk are:

Freckled or fair skin that doesn't tan or burns before it tans.

Red or fair hair and light coloured eyes.

Have a large number of moles, over 100 in young people or over 50 in older people.

WHAT IS SKIN CANCER?

Canoeists are particularly vulnerable to basical cell and squamous cell carcinomas.

Basal Cell Carcinomas are small, slow growing pearly or red lumps. If untreated, it may crust, ulcerate or bleed.

Squamous Cell Carcinomas are less common but more dangerous. They usually occur on the face and hands, they are scaling, red which may bleed easily and may ulcerate.

CAN I PROTECT MYSELF ? - Yes, but you need to make a few changes now!

Don't get burned

Keep your Cag on

Wear Trousers and not shorts

Wear strong Sun block (SF15 or higher)

Wear a Hat

Cover Up Your Skin & Give It a Chance

ARE YOU FIT FOR PADDLING? Andy Maddock

Coaching Development Officer (Technical) Great Britain Canoe Slalom U23 National Team Coach.

Training is not just important for paddlers in competitive disciplines but to all of us to some extent as coaches. No matter what sort of paddling you are involved in and at whatever level, you must consider how to prepare yourself for paddling this year. For why to train? How to train? and how this affects you as a coach? read on.....

Why do we need to train?

There are many reasons why training is beneficial and an important element of paddling, the main reasons for training are:-

- 1) Allows increased range of movement, - regular exercises incorporating a stretching routine develops an increase in the range of movement which allows skills to be developed to a higher level.
- 2) Prevents injury. If your body is not used to paddling there is an increased risk of injury, a sensible training programme will help to reduce this risk.
- 3) Increased enjoyment, if the paddling feels easier, then you are more likely to enjoy it!
- 4) Safety - paddling when not in a good physical condition could prejudice your ability to get out of trouble and therefore even prejudice the safety of the rest of your group.

How Can I Improve My Fitness?

Being fit to paddle does not involve large amounts of pain and lots of pumping iron, it simply requires a regular commitment to exercise. There are four components to fitness; endurance, aerobic capacity, flexibility and strength.

Endurance Training is probably the most relevant to most coaches reading this as this is the backbone to fitness and involves steady state exercise for between 20-50 minutes preferably in paddling about 2-3 times per week, but it can be any form of exercise (eg swimming or walking).

If you will be performing at a higher intensity such as paddling whitewater or participating in competition, then a good **aerobic capacity** will become important. In simple terms this involves paddling at a higher intensity for between 20-50 minutes again for about 2-3 times per week.

Flexibility is an important component to fitness as it helps to reduce injury as well as increasing the range of movement. Flexibility can improve by regular exercising and by a regular stretching programme.

The final component to fitness is **strength** which is an important factor in higher intensity exercise but is not an essential element to fitness. The most effective way to develop strength is to visit a gym and get a qualified instructor to tailor a programme to your paddling which would target your upper body.

Once you have identified your needs, you need to set yourself a programme which will take into account the time you have available, the access/distance from water and what type of training you have identified as important to you. The most important point is that your programme must be **REALISTIC**, have set **GOALS** (eg feel fitter or exercise at least twice a week) and most importantly any goals that you have set must be **ACHIEVABLE**.

Whenever exercising, it is essential that you allow time for a good **WARM UP** to prepare your body for exercise and prevent injury and also allow time for a **WARM DOWN** which will help your body to recover sooner. The warm up should involve a combination of gentle exercise interspersed with stretching. The warm down should be the reverse of the warm up.

Another essential element to consider when exercising is to ensure that you keep drinking fluids, whatever the temperature or the intensity of the exercise.

What if I have not got the time to paddle on a regular basis?

Fitness need not be achieved by only paddling although paddling is clearly the best specific exercise. If time is a limiting factor, then consider walking/running, cycling or swimming or even a stretching session in front of your favourite soap! There are some other ways to help you improve your paddling which are simple but can be very effective.

- 1) Cut down on the consumption of **ALCOHOL** as alcohol is very high in calories and does not easily convert to energy.
- 2) Monitor your **DIET** as you should be looking for carbohydrate rich

foods that are low in fat, even if it just means changing from fried chips to oven chips. As a guideline, we should consume per day:-

55-60% Carbohydrate

25-30% Fat

10-15% Protein

Read the nutritional information on products next time you go shopping

3) If you **SMOKE**, then cutting down or giving up will make a huge difference to how you feel both normally but when paddling particularly.

4) Only use the car when necessary, next time you need to pop to the shops, why not consider walking as it does make a difference.

How does the importance of fitness relate to you as a coach?

Having a general level of fitness and an understanding of fitness is a very important responsibility of the coach as the coach is seen as the 'role' model to his or her students. As a coach you are the Demonstrator, Safety Expert, Teacher, Source of knowledge and it is important to realise that you must lead by example because if you teach best practice, then your students will learn correctly, enjoy paddling and pass this knowledge on when they become coaches.

It is very important to appreciate the demands that paddling places upon the body of someone who has never been canoeing before. It is therefore the job of the coach to ensure that all participants are sufficiently warmed up and taught correct technique not only to prevent injury but also to make it an enjoyable experience.

Having a good base level of fitness is an important factor of the safety of the group as a coach needs to be able to cope with a variety of different situations, some of which can be physically demanding. After a long winter of inactivity could you cope with an 'all in' rescue?

In summary we as Coaches we have the responsibility to ensure the well being of our students and it cannot be over emphasised how important teaching by 'best practice' and 'leading by example' as we are more responsible for such areas as Manual Handling, Injury Prevention and child protection issues. It is an increasing and worrying trend that if 'best practice' is not followed then people seek to be compensated. I therefore believe that a thorough understanding of the physical demands of paddling as well as a willingness to promote 'best practice' is an important part of the coaches role.

'IF IT FEELS BETTER THEN YOU ENJOY IT MORE....'

Where can I find out more Information?

There are several recommended titles available from BCU supplies details are enclosed with Canoe Focus.

Recommendations Include:

Stretching (Anderson) or (Lycholat)

The Complete Guide To Sports Nutrition (Bean)

Canoe Slalom Coaching Manual (BCU)

Try asking advice from paddlers or coaches involved in competitive disciplines.

Internet eg WWW.betterhealth.Com

Try your local Library, but make sure any publication is fairly up to date!

Safety Note

It is important to consult your Doctor before commencing any fitness programme if: You are over 40 or: Have ever suffered from heart problems or high blood pressure. You have any back or muscle injuries. You are taking prescription drugs.

If in doubt, seek a professional opinion from your Doctor.

**British Canoe Union Lifeguards
Annual Training Convention.**

Friday 16th - Sunday 18th April 1999

For Details contact..

**BCU Lifeguard Convention, Brook House, 99
Gosport Road, Fareham, Hants, PO16 0PY**

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The Calvert Trust
Kielder Water
NE48 1BS
01434 250232

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or write to :
The Venture centre, Maughold, Isle of Man
IM7 1AW

Wanted

BCU Level 2 and/or SPSA, GNAS, BSCA, NSRA to work as Sessional Instructors over summer period especially School Holidays. Also required experienced helpers minimum 16 years old and 3 Star to work over summer holidays.

Please contact Andy O'Connor at Leicester Outdoor Pursuits Centre, Loughborough Road, Leicester LE4 5PN Tel 0116 2681426.

Wanted

"Qualified Instructors. Freelance/seasonal required.

Minimum 2 NGB Awards preferred. BCU level 2 Coach, SPSA, Summer Mountain Leadership, BOF, RYA Level 3 Sailing, RYA Powerboat Level 2.

Please apply in writing to Camp Windermere, Low Wray, Ambleside, Cumbria. LA22 0JJ."

Diary Date
Paddlefest 99
9th / 10th October 1999
Full Details to come

SEVEN KEY THEMES TO IMPROVE YOUR COACHING

1. To become a good coach you must first become a good learner.

The coaching process is about the learning process. Without an understanding of how our learners acquire skills, we cannot work with them effectively. If we actively seek to learn via our own coaching, we can share that same process with the students we teach.

2. Don't forget that we are coaching people not strokes.

Coaching should be people centred. The fundamental relationship should be about allowing the student to undertake their own learning. If we place strokes at the centre of the process we could stifle the learning by predetermining the outcomes.

3. Remember your main job in coaching is to make yourself redundant !

The most important lesson we can teach the student is to think and act for themselves. Give them situations that encourage independent thought and action. Allow them to make errors and encourage them to value those opportunities in the learning process. Coach them for situations yet unknown, when you will not be there.

4. Never be afraid to experiment in your coaching, students will forgive you if you do so, but not if you are boring.

Most developments in coaching ideas and thought are because people are prepared to work at the margins of conventional wisdom. Like with all experimentation things may go wrong, but you will discover more than you lose, and maintain interest for all parties.

5. Seek not more experiences, but different experiences.

Most of us don't need to do more of what we do, but more of what we don't. New experiences are not isolated events, but help us build on and cement past histories and enable us to plan for the future.

6. Value the coaching process. Practice your own coaching, it is a learned skill and like many others needs new and varied stimuli.

One of the aims of a coach is to be an effective teacher for as many differing students as possible. Equip yourself with more coaching tools by seeking new training an input. Watch coaches from all other fields of sport and business. All effective coaches have a common ingredient, that is they put people first in their coaching.

7. Actively seek feedback not just from the canoeists you work with, but from other Coaches.

The student can be the true barometer of our own coaching, value the feedback they and others can give you. It may be that your perceptions of the coaching behaviour you employ, differ from that of the student. Effective learning and coaching will be aided when both parties offer open and honest dialogue, and you act upon the feed to strengthen your range of skills.

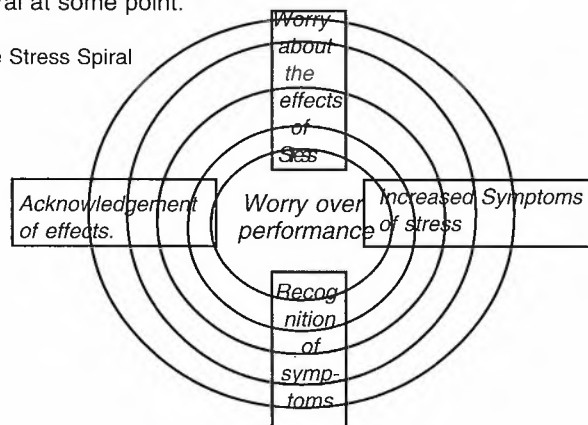
Bill Taylor - Manchester Metropolitan University.

DEALING WITH STRESS AND ANXIETY

Part 2 of an article by Clive Hall.

To deal with increasing levels of stress and anxiety before they develop into serious ongoing problems it is important to break the spiral at some point.

The Stress Spiral



Note: The larger the spiral expands the greater the effect of the stress.

As coaches we are able to break the cycle in two places;

- 1) The Mind Part (the cognitive) - by developing a positive mental attitude and dispelling fears.
- 2) The Body Part (the physiological) - by persuading the body the stressors do not exist.

Cognitive stress management involves controlling emotions and thought process and includes developing self confidence, mental rehearsal, positive affirmations and goal setting. These may be achieved in a number of ways;

a) Reducing the task to a simpler level.

As coaches we do this all the time by analysing the movement to be undertaken and breaking the task down into a series of simpler actions, in this manner our students are better able to achieve a positive outcome reflecting in more confidence in themselves. To help us do this it is useful to refer to one of our coaching models to explain how a skill is organised, we are then able to work logically through the model as often as we wish.

b) Visualisation

Based on the idea that to every task there are two parts, an inner and an outer. The outer is against the elements or competition with the inner being in the mind and to which this relates. This particular method involves our students visualising a task or series of tasks, perhaps after viewing the video of an accomplished paddler completing the same movements, and then requesting them to mentally substitute themselves into the position of accomplishing the same movements in the same manner in order to aid improvement in their own performance. Such a technique may be utilised to enable a proficient paddler to improve a white water roll or a novice to accomplish a simple break out.

c) Positive Affirmations

Ensure that as a coach you always refer to positives, allow mistakes to be made but do not dwell on what went wrong, refer instead to the things the student did right. Enable your student to utilise "self talk" in referring to good moves they have made and persuading themselves they can repeat it on demand. Use "affirmative statements" which say something about how you want them to be, write it down for them so it will act as a reminder. World Champion slalomist Richard Fox used the phrase 'fast and clean' so successfully that he became known by it and was also known to have signed himself "F and C".

d) Planning of coaching

This may be short, medium or long term but should involve an overall objective of which the student is aware and has been involved in determining. Sessions should be organised as a result of previous work, during each session stand back and assess

how well or not it is going, make notes as soon after the session as possible. Prior to the session spend time focusing your thoughts, teaching isolated skills takes time, too much pressure and you may lose your students. Think about the equipment you may need and the time that the sessions will take, keep the organisation simple and introduce new ideas gently. Remember we are helping people and not just presenting activities.

Physiological Stress management involves reprogramming the bodies reaction to internal stimuli and includes developing the application of skills, relaxation exercises and verbalisation.

e) Applications of skills.

Where the student is experiencing over arousal of the physiological stresses the practising of their known skills repertoire will help ground them back to the reality of the situation and will assist in settling the heart rate and associated symptoms. Coaches will then be able to have them practise the individual skill they will need to complete the task and this in turn will help in giving them confidence in their abilities.

b) Autonomous application of skills.

When the adrenalin is running in a competitive paddler or a white water river runner the stress arousal levels are high and the body must carry out the necessary tasks automatically. The application of the task is done from within with no obvious thought being applied by the paddler. In order to assist paddlers to attain this state good base skills must firstly be acquired, the paddler is then increasingly exposed to the stress situation in "a controlled environment". The body will then begin to naturally 'brake' the physiological responses and gradually they will return to normal and actions will become autonomous.

c) Relaxation exercises.

The programming of the body that when the heart beat increases and the stomach churns the paddler recognises these signs and commences a physical exercise. These may include set routines of warm ups, checking of position of boat - feet and knees in right position etc, students should be encouraged to develop their own rituals as this type of familiarity is reassuring and calming. Breathing exercises can be performed just prior to entering the known stress situation with inhalation being controlled from the stomach rather than the chest. Yoga breathing techniques may easily be incorporated into the paddlers physiological defence repertoire.

Encouraging our students to verbalise their perceived dangers, worries and concerns in order that they may be individually dealt with. By discussing their problems with a sympathetic listener individuals may be 'talked' through their difficulties. What was once an intimidating task may become a series of solvable minor movements which they already possess the skill to achieve. Counting or talking to themselves out loud can also be utilised as may laughter or even cursing the day they ever took up paddling.

d) Talking.

Encouraging our students to verbalise their perceived dangers, worries and concerns in order that they may be individually dealt with. By discussing their problems with a sympathetic listener individuals may be 'talked' through their difficulties. What was once an intimidating task may become a series of solvable minor movements which they already possess the skill to achieve. Counting or talking to themselves out loud can also be utilised as may laughter or even cursing the day they ever took up paddling.

SUMMARY

From the evidence mentioned it would seem a useful step for coaches to incorporate into their sessions some teaching of the coping mechanisms suggested in order to enable their candidates to give of their best when performing.

Indeed in some aspects of canoe sport eg. whitewater and open sea work, it may be positively advantageous or indeed vital for the coach to implement the use of these coping mechanisms.

Ultimately coaches should be able to identify the types of stress or anxiety that their proteges are prone to by being aware of not only their paddling skills but also the life style and character traits of the individual so that when analysing their performance on the day such knowledge is taken into account. Taking a more holistic approach to coaching and training is more beneficial when attempting to minimise the effects of stress on performance.

CLIVE HALL

Rapid Progress Coach Education and Skills Programme

Specialist Open Boat Coaching and Tuition

Introductions / Intermediate / Advanced Skills training
4/5 Star Training and assessment.

Coach Training and assessment.

Contact Ken Hughes, 25 Thornhill Gardens, Sunderland,
SR2 7LE

The Trim Thing...

The following tests have been carried out on Kielder reservoir in a force 4/5. Then on Ashington's Queen Elizabeth Lake in a force 6/7.

Test 1: The Drift Test With the canoe across the wind, sit on the upwind side and at the same time have somebody sit on the downwind side of another boat. Start up wind then let the 2 boats drift.

Test 2: The Efficiency Test. Sit on upwind side in front of the yolk paddle across the wind. In comparison, sit on the downwind side behind the yolk and paddle across the wind.

Test 3: The Swamp Test Which side takes in most water paddling on the upwind side or paddling on the downwind side?

Test 4: The Recovery Test. Try recovery strokes, which side is easier?

Test 5: The Stability Test. How in control do you feel when hit by gusts?

Results.

Test 1: We found that over a 100m drift area. The person sitting on the downwind side had drifted about 30m away from the upwind canoe.

Test 2: When the paddlers were asked how much effort was needed? the reply from the upwind paddler was "not a lot, it felt easy". In contrast the general reply from the downwind side paddler was "it made me very hot".

Test 3: When the boat was leant over to the gunnel, we looked at if a mistake was made, how much water went in. We found that on the upwind side it came in very slowly. When the same exercise was tried on the downwind side there was a gush of water.

Test 4: Due to test 3 a recovery is easier on the upwind side with the added bonus of the wind trying to right the boat. After some gentle persuasion a few tried this on the downwind side and found it quite hard to do. As in test number 3 above, water gushed in and because the wind blew the boat on the paddle this made it harder to recover.

Test 5: Upwind paddlers found that when the gust hit, because the back end was light the front of the canoe kept turning towards the wind, which helped create a sense of not disappearing downwind this then gave them the control and stability to cope if a mistake was made. Talking to the downwind sided paddlers the comments were that if a gust hit them they felt really unstable, and were blown to face downwind.

Having concluded the test work we took the five basic tests and then began to analyze the results arriving at the following possible reasons why it seems easier to paddle on the upwind side.

Element 1 The Wind:

Upwind Side: The wind entering the canoe hits the top of the higher gunnel then gets forced out at the bottom gunnel. This creates a circular motion so when any other gusts hit, it reduces the force of the wind. (see Fig 2)

Downwind Side: The wind hitting the canoe has an even surface area to flow against (possibly laminar flow). This gives a constant pressure which pushes the canoe downwind. The wind also channels in like a wedge of cheese fat to thin between the bottom of the boat and the water, thus squeezing the wind and increasing the speed and giving a greater chance of flipping. (see Fig 3)

Element 2 The Water:

Upwind Side. A cushion of water builds up on the bottom of the canoe on the downwind side which gives a holding cushion. Also when you look at the water going under from downwind to upwind side it resurfaces as a small holding stopper like motion. Fig 4

Downwind Side: Due to the paddlers position which is paddling leaning towards cushion wave which this time occurs on the downwind side of the canoe it begins to trip your canoe up. Fig 5

Element 3 The Canoe:

Upwind Side: Paddling in front of the yolk on the upwind side of your canoe does a number of things, it gives you an efficient paddling action because the back end is light the front will always be turning upwind after the power stroke, this sets a good ferry gliding angle. It also decreases your freeboard, if a mistake happens you do not get pushed onto your paddle this combined with the small amount of water flowing in and the wind trying to blow your canoe upright makes for a very stable paddling platform. Visually you can see the gusts coming and prepare for them by trimming further forward, a good gauge you begin to work with is the gap between the yolk and the front seat.

Downwind Side: There are a combination of things increasing the difficulty of paddling on the downwind side. As in test 1 the canoe is lifted out of the water on the upwind side which give the canoe downwind momentum so as the speed increases so does the risk of the paddler tripping over the paddle, as the canoe gets blown downwind. If a gust hits as the speed increases there is a greater risk of the canoe flipping. The last thing to consider is if we are to use power against wind how long can we keep it up.

Element 4 Paddle Strokes:

Upwind Side: A good vertical power stroke can be obtained as the fetch increases you find yourself doing a hanging draw type action through the wave, also C strokes.

Downwind Side: A power stroke which then is followed by a lot of sweep strokes for correction.

Crystal Adventure

WANTED

ARDECHE CENTRE MANAGER
Head of Canoeing-
ARDECHE & MEDITERRANEAN
CENTRES

River leaders - ARDECHE

Kayak/Surf-Ski Instructors -
MEDITERRANEAN

Enthusiastic paddlers required for
ARDECHE and FRENCH/SPANISH
MEDITERRANEAN CENTRES
From April 1999.

Qualifications preferred but
training provided along with
the opportunity to gain NGB
qualifications.

Telephone: 0181 241 5128
for further details and an
application form

The Theory Behind it...

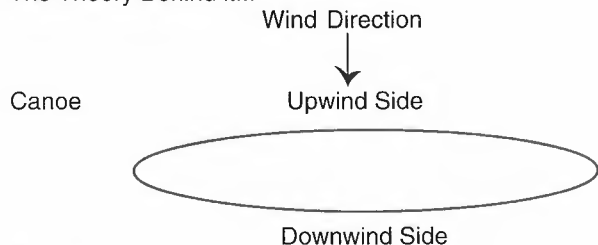


Fig 1.

Wind The wind on the upwind canoe circulates from the top gunnel to the bottom.
The wind on the downwind side pushes the canoe.

Wind Direction
Fig 2

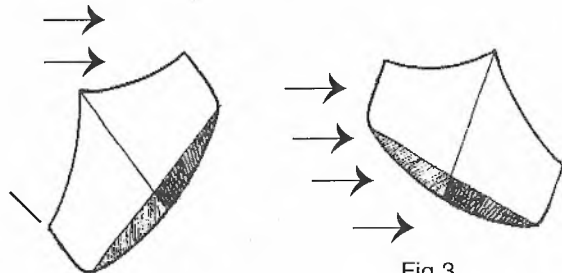


Fig 3

Water Upwind a cushion wave develops on the downwind side. Also the water being forced under the canoe creates a small circular action like a stopper.
Downwind side the canoe is pushed onto cushion wave.

Wind Direction

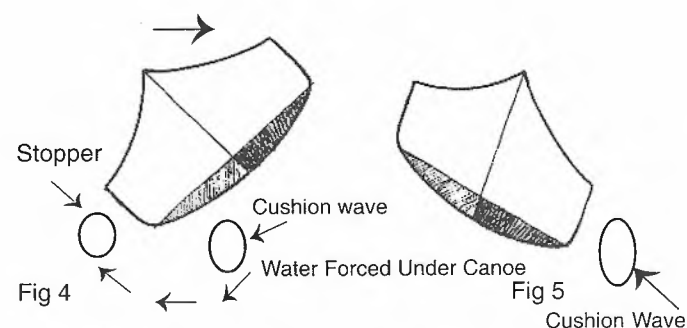


Fig 4

Fig 5

Conclusion The results above lead us to the conclusion that in strong winds it is easier to paddle on the upwind side, but don't take our word for it, go and try it for yourself.

Jason Carroll

Jason carroll / Graham Little/ John Warwick
City of Newcastle Outdoor Education, 121 Trewihitt Road, Heaton, Newcastle Upon Tyne, NE6 5DY. tel 0191 2651311 Fax 0191 2766475.
E.Mail CNOES@outdooreducation.demon.co.uk.

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Information...

West Midlands Region

Following the regional meeting on 3rd March, the coaching service members raised several issues requiring improvement. The primary one was for improved communication both within the region and from Headquarters to all coaching service members, especially level 1 and 2 coaches.

It was also decided to hold elections / appoint Local Coaching Organisers (LCO) to currently vacant posts. A job description follows and anyone wishing to stand for the post, or anyone wishing to nominate a candidate for a post should write to the RCO at PO BOX 69, Kidderminster, DY10 4YG by 30th April.

The role of the LCO - This is a voluntary post, the purpose being to support the RCO and local area coaches and paddlers at a local level. The post is important within the communication of policy and coaching developments both to regional coaches and indeed in feeding back to the RCO and National Coaching Committee from the field. You should be prepared to attend up to two regional coaching development meetings per year as well as up to 2 regional Coaching Panel meetings per year. You may also be asked to support and help organise / facilitate an annual regional coaching forum along with occasional local workshops. It is an important role and candidates should be committed to assisting fellow local and regional coaches and paddlers.

Areas requiring an LCO are: Staffordshire and Wolverhampton for further details contact RCO Dave Crooks

All applicants will be asked to attend the next meeting of the Coaching Panel to be held on 5th May 1999 at the Ackers at 7.30pm. All coaches, particularly level 1 and 2 Coaches are welcome.

Southern Region

Steve Finch Southern Region RCO reports a vacancy for an LCO in the South Bucks area. Interested coaches please contact Steve Finch directly, 87 Hexham Road, Reading, Berks, RG2 7AU

E's to A's, Assessing...

a few common questions answered:

Can additional evidence be given to gain A2 status?

Due to the limited number of level 1 courses that run, additional signatures can be gained from assisting or observing on Level 2 coach training and assessment courses.

Is A1* generic across disciplines?

Yes.

Do I need to be A1* before becoming A2

No but you will need to be A1* before working towards A3

Is my assessor status valid for life?

A1-A4 star in order to assess and remain valid assessors will have to provide upto date log book, giving evidence of active assessing, as determined and in line with updating every 3 years. If the assessor wishes or if they are inactive their status will be frozen.

To re-activate their status the assessor will be given an action plan detailing processes needed to re-activate their status, this may involve attendance at an update workshop, moderation or working alongside an approved course provider.

A5 status - in order to remain active assessors will have to attend a workshop every 3 years at which their personal paddling competence will be taken into consideration.

Information...

Is A5 status generic?

It is felt that 5 Star is the highest level of award and at the cutting edge in its discipline therefore it should be delivered by a level 5 coach in that discipline.

How can I assess the Canoe Safety Test.

If you are a level 3 coach you can obtain a logbook from the BCU, this should be signed as evidence that you have observed / assisted on and run a CST whilst being observed.

What about E3 status ?

E3 status will be frozen from Jan 1 2000. From this date only A5's can direct 5* assessment. To direct 5* training you will need to be a level 5 coach A4, or as an active E3 you can apply to your National Association appointed person for permission to direct training courses. (This will be reviewed every 3 years).

Coaching Revalidation

This idea was put to NCC in March 1998 and it was accepted that some form of revalidation should exist for all coaches by April 2002. This was endorsed at the UKCDEC in September 1998.

Justification and Practical Aspects.

It is not the intention to make life difficult for the practising coach. Any active Club Coach or Centre professional should be able to revalidate easily, by simply being involved in Canoe Sport.

But, just because someone coaches canoeing for ten hours a week, it doesn't mean to say that they, are knowledgeable about current best practise!!? Currently there are clearly a number of mandatory pre-requisites without which a qualification is not valid.

- * Full membership of the BCU
- * Current First Aid Certificate as appropriate.

In order to ensure that coaches are abreast of 'Current Best Practice' it will be important for the coaching service to determine what coaches will be required to do to update and then ensure that provision is made for coaches to update via Canoeing involvement (ie doing some paddling), and by attendance at a number of workshops, clinics and or forums.

Particularly because we wish to make the process as simple as possible, NCC are considering the administration of the updating process in order to establish a sensible requirement of coaches and an effective approach to / provision of workshops and updating opportunities.

It is clear from a Health and Safety point of view that we as the BCU, need to support our coaches and their employers by setting up a framework by which employees and voluntary coaches, can be updated to 'best practice' standards.

The main areas in which we will have to ensure there are sufficient updating opportunities are specifically;

- 1) Safety.** By providing specific courses for updating coaches on 'best practice in water safety'.
- 2) HSE and Legislative.** By providing enough opportunity pertinent to the current climate. Eg at the moment, manual handling and injury prevention awareness training is an area of Coach updating. Child protection could also be an area requiring updating cover.

The **Coaching** aspect is probably well covered, though regions will need to monitor this. Naturally anyone who has done an official course of the above nature would be credited as having covered these areas.

Failure to Update.

A coach who cannot be classed as being up to date will not appear on the BCU's Coaching Register as being current. The BCU will therefore not be able to recommend that coach as a practising 'bona fide' coach. This may well have implications for work (paid or voluntary) or in cases of accidents or claims against them.

To be reinstated following removal from the Coaching Register will require logged evidence of attendance at the required workshops and compliance with the mandatory aspects. Re entry to the coaching services by lapsed members would require and administration fee plus logged evidence of attendance at the required workshops.

Full details of the specific requirements for coach updating will be reported in the next edition of CoDe. Provision for updating being on line from the autumn onwards. Remember though that revalidation for coaches will be required from April 2002 onwards so you have until then to have met the requirement.

Should you have any comment either on the requirement or on how it might be implemented please contact CoDe either by e-mail or post. We may not be able to respond, however your thoughts will be considered in establishing the process.

Coaches Please Note Coaches Please

NATIONAL INSURANCE & INCOME TAX

The following applies when coaches are paid for their time by the BCU (centrally or by any of the committees):

If the BCU does not hold proof of self-employment status then any payments will only be made **after deducting basic rate Income Tax and National Insurance**. This is usually around 30%. To avoid this happening to you please send the following details to Maria Winfield at the BCU office:

- Your Unique Tax Reference number (this is your reference with the Inland Revenue)
- The tax office which deals with your income tax
- Your national insurance number

We apologise for having to ask for these details but the Inland Revenue has recently confirmed to the BCU that the above policy must be followed in all cases.

BCU Part Time Coaching Course Moderators

The BCU is seeking to appoint a small number of self-employed BCU Coaching Course Moderators. Successful candidates would be offered up to 10 days work per year.

The role of the moderator requires considerable maturity, respect for one's peers and a need for objectivity and clear communication. Applicants must be highly experienced and qualified BCU Coaches that can show recent involvement in or on BCU Coaching Courses or events. In addition moderators must be active paddlers, and have a current driving license and their own transport.

The work will often be at weekends, mostly in the spring, summer and the autumn months, and will include arranging the visit times with the Contracted Course Provider and report writing. There will be a degree of flexibility depending on when and where courses are running.

The position will be offered at a fixed daily rate, along with travelling expenses.

Applications, comprising a letter of application and relevant curriculum vitae should be sent to Mike Devlin, British Canoe Union, Adbolton Lane, West Bridgford Nottingham NG2 5AS. Closing date for applications is 30th April 1999

Coaching Management cont from page 2

policy amongst the national associations. Recommendations that may have been agreed at the NCDEC level could be completely turned around had they then been debated and voted on at NCC where federal representation would no longer be balanced.

This would in effect do little to resolve the major issue with the 'old style' NCC meetings, where England was in effect able to out vote other nations.

In real terms the 'Old Style' NCC meeting would need to become the English Coaching Committee meeting, discussion taking place in order that the English representatives could discuss and agree English coaching management issues and could then represent English views at the UK level on NCDEC. The structure of this re-established English Coaching Committee would further be able to ensure an inclusive approach to and support for all stages of paddler development.

It was clearly felt that National representation, discussion and decision making at this level and in this way would be a positive way forward in creating the memorandum of understanding and consistency that is required for the Coaching Service to continue operating across the board at UK level. All National Associations should feel equal contributors to and equally supported by the BCU.

Indeed it was clear that any other approach would be unacceptable to the WCA, SCA and CANI representatives.

The collective feel of the representatives on NCDEC in respect of the opportunities afforded us by the NCDEC was that we are now able to discuss UK policy issues in a clear, federally representative way and decide a collective policy that all understand and could work with.

BCU COACHING MANAGEMENT Continued from page 2...

3. Current Position

In view of the developments within the early meetings of the NCDEC it was clear that should we wish to recognise and address the outcome of debate the NCDEC should be more appropriately named as the United Kingdom Coaching Management Committee and that this body should continue to meet 3 times a year. The UKCMC should hold responsibility for the management of coaching within the BCU which in-itself should be recognised as BCU Coaching UK.

Again, In view of such developments the 'old style' NCC should cease to function as previously due to discontinued UK representation. This being accepted English Coaching Management should be recognised by a restructured committee relating more closely to the performance continuum and simply referred to as the English Coaching Management Committee. This committee meeting twice a year and in rotation with the UKCMC.

The other home nations would be at liberty to establish a suitable approach to National Coaching management and would establish a pattern of meetings as appropriate to the UKCMC cycle of meetings.

This would provide for a meeting structure that would allow for debate and consultation at UK Level and National Level and with membership.

Order of meetings /

UKCMC – January, June and November

National Associations – March and September.

Order of business would be such that annual UK business plans could be set in January at the UKCMC and discussed and consultation taken. No issue being voted on until November with implementation of any proposal or policy coming at an appropriate point within the following year.

Cycle of business – England;

English UKCMC representatives would be able to feed back to the English Coaching Management Committee at the March ECMC meeting under UK matters so that the committee can take note of developments, discuss issues relating to implementation etc. National Association Feedback for further discussion could then take place at the June UKCMC meeting where final policy could be worked up for presentation to the National Associations at the September Association coaching meeting (ECMC) meeting prior to a vote in November.

Developments in respect of coaching management having been reviewed in this way and to this degree, outline the need for continued progress. Aware of this and keen to support such UK and National Association Coaching Developments to advance the Foundation – Participation – Performance – Excellence approach to paddler development the NCC voted on the following proposal so that continued evolution could continue pending the need for changes to the constitution.

" That we the NCC recommend to the BCU Council the establishment of a UK Coaching Management Committee and an English Coaching Management Committee to be piloted for 12 months and that these two committees between them continue to manage the business, on behalf of Council, of the BCU Coaching Service under the name of BCU Coaching UK".

All 18 voting delegates present being for the proposal which as since been approved by BCU Council.

4. Benefits to Coaching

1. An inclusive consistent and transparent approach to the management and Standardisation of UK policy issues based on National Association acceptance of policy within the autonomy to manage implementation and coaching development as appropriate to their situation and circumstances.
2. At National Association level a Coaching management model that can contribute to and determine UK policy in line with federal developments and provide a unified committee structure related to paddler development that would;
 - Help ensure an inclusive system, recognising the needs of the paddler given the variation in ability and aspirations of those seeking coaching support.
 - More clearly identified pathways for paddlers / coaches to develop from the introductory stages of paddlesport through to the highest levels of performance/ participation (and all stops inbetween)
 - Facilitate discussion between the various disciplines to share coaching knowledge.
 - Reduce the duplication of scarce resources between disciplines.

Future publications of CoDe will carry details of the BCU Coaching Service UK Policy discussions and provide opportunities for consultation prior to decisions being made. CoDe will also carry details of Agenda items being discussed at the English Coaching Management Committee, again to inform and allow coaches in the field to make comment.

Courses

COACHING PROCESSES COURSES

April 1999 Andy Bond, Hydroactive, PO Box 5194, Derby, 01332 383698

10/11 April 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

24/25 April 1999 Kevin Dennis, The County River Centre, Whitchurch Road, Pangbourne, Reading, RG8 7DA, 0118 9843162

1/2 May 1999 Andy Bond, Hydroactive, PO Box 5194, Derby, 01332 383698

8/9 May 1999 County Youth Sailing Base, Upton Warren, Bromsgrove, Worcestershire, B61 7ER, 01527 861426

15/16 May 1999 Jerry Scott-Maber, Current Trends, Adbolton Lane, West Bridgford, Nottingham, 0115 9818844

22/23 May 1999 Keith Hampton, Leicester O.P.C, Loughborough Road, Leicester, LE4 5PN, 0116 2681426

5/6 June 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

24/25 June 1999 Pete Whitfield, Exeter, South Devon

14/15 September 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

ASSESSOR TRAINING DAYS

24 April 1999 Kevin Dennis, The County River Centre, Whitchurch Road, Pangbourne, Reading, RG8 7DA, 01189 843162

24 April 1999 Andy Barclay, Porthpean Outdoor Centre, Cornwall, 01872 324402

25 April 1999 Claire Knifton. Coquet Shorebase, Amble, Northumberland, 01665 710367.

22 May 1999 Andy Bond, Hydroactive, PO Box 5194, Derby DE22 2ZP 01332 383698

19 September 1999 Roger Drummond, Drummond Outdoor, South View, Severn Bank, Shrewsbury SY1 2JD, 01743 365022

21 November 1999 Keith Hampton, Leicester O.P.C, Loughborough Road, Leicester, LE4 5PN, 0116 2681426

23 January 2000 Keith Hampton, Leicester O.P.C, Loughborough Road, Leicester. LE4 5PN, 0116 2681426

30 January 2000 Roger Drummond, Drummond Outdoor, South View, Severn Bank, Shrewsbury SY1 2JD, 01743 365022

20 February 2000 County Youth Sailing Base, Upton Warren, Bromsgrove, Worcestershire, B61 7ER, 01527 861426