

Teaching Surf Instructors to Teach



National Surf Schools and Instructors Association Instructors and Coaches Training Manual



Surf Team/Individual Coaching Part 12

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Surf Team/Individual Coaching

The NSSIA not only certifies professional coaches, but it also certifies instructors who sometimes both teach surfing classes and coach teams at their schools.



Whereas individual coaching concentrates on winning and personal improvement, team coaching has a slightly different focus. If a professional team, you try to win through group interaction and execution. Surf team coaching at the school level has purposes other than winning. Team coaches and athletes often lose sight of the fact that winning itself is not as important as making a commitment to try to win. Sportsmanship is an important element of competition because it provides athletes the opportunities to make moral decisions.

The American Sports Education Program (ASEP), formerly the American Coaching Effectiveness Program (ACEP), works with more than 40 state high school athletic associations and hundreds of sports associations to certify coaches, officials and administrators. These certifications include education on coaching principles, first aid, sports science, sports medicine and management.

The NSSIA Coaching Certification is based on the ACEP Program administered by ASEP. ASEP is committed to improving amateur sport by encouraging coaches, officials, administrators, parents, and athletes to embrace the 'athletes first, winning second' philosophy and by providing the education to put the philosophy to work.

Coaching a competitive surfer requires knowledge in many aspects of surfing. For those falling into this category, the following sections help develop appropriate coaching skills. Note that conditioning, strength, and muscle building are covered in other chapters of this manual.

The First Surf Coaches

Official coaches first started appearing as part of international teams at world surf championships beginning in the 1960s. These coaches weren't really coaches in a practical sense, but more like team managers that took care of much of the administrative functions surrounding their teams. Real coaching primarily took the form of mentoring, where more experienced competitive surfers took other surfers "under their wing" so to speak and helped them develop their skills. However, by the mid-60s, actual coaches started to emerge within the surfing ranks.

In the fall of 1966, a meeting of several colleges and universities in Southern California was held with the purpose of forming a competition league for college surfing clubs. The meeting was held at the lifeguard headquarters in Mission Bay, near San Diego, and was

chaired by Russ Calish of Univ. of Cal. Los Angeles. In addition to UCLA, Long Beach, the Univ. of Southern Cal., UC Santa Barbara, San Fernando Valley State College, UC San Diego and San Diego State were represented.

The league was called the Western Inter-Collegiate Surfing Council. At the time the league formed, some schools, such as Long Beach and UCLA, were already beginning to compete against clubs and other colleges with 6, 8 and 12 man teams. Most teams were made up of six competition members. Matches consisted of three heats with four surfers in each. However, the WISC initially required 12 man teams with six heats of four.

With the official founding of the WISC, each school was mandated to establish their teams and have them ready to compete as soon as a schedule could be finalized for spring.

At first, surfing did not have a great image and was not well accepted by many of the school administrations. Some representatives had to lobby just so the school would grant club status. Members did not receive course credit for competing on the surf team, as they did in regular team sports. However, with the formation of the league, some schools like Long Beach did offer a coed surfing class by the fall of 1968 or spring of 1969, so PE credit was formally available for surfing. Unfortunately, experienced surfers seldom taught classes. As well, some classes were often more trouble to attend, primarily because experienced surfers were usually required to surf poor conditions.

During the late 60s and 1970s, organized college teams competed throughout the off-season against the many surf clubs existing at that time. The following award is from one such contest in Huntington Beach.

The Establishment of High School Surfing¹

In the fall of 1970, Bruce Gabrielson contacted Edison High School in Huntington Beach about performing the classroom observation on-

campus requirements of his secondary teaching credential. Bruce had previously contacted the head of the California Interscholastic Federation (CIF) that spring and had presented a formal plan to the CIF Board of Directors to establish surfing as a formal sport. He was assured by the Board that if a formal high school league could be established, with each school recognizing surfing as a sport, surfing would be sponsored for full CIF recognition.

Bruce approached Edison's principal about allowing Edison students to participate in a surfing club, and was given approval to set up the program the same day. At the time he



¹ Excerpted from "The complete Surfing Guide for Coaches," Bruce Gabrielson

was also working with surfers at other local high schools to help set up their programs. A few other high schools in Orange and San Diego County were interested in putting together a formal surfing program, and through surfers in these areas, he was able to host an informal Orange County surfing championship that first season. San Clemente High School's surf club won the first championship event in 1971.

Only one school in the Huntington Beach High School District had a club team for that first event, Edison. Marina did not establish a surf club until the following fall, 1971.

Through the fall of 1971 and spring of 1972, the Edison HS team set up contests with other local clubs and schools. The idea of formal high school surf clubs got an added push when Edison won the second, and much more organized, Orange County Invitational High School Championships. The meet was a big media event held at the Santa Ana River Jetty, and as the winners, Edison represented Orange County at the first Southern California High School Championship, which was held in San Diego. The newspaper clipping of Figure 1.2 describes this event.

In the fall of 1972, Bruce signed up for student teaching with a class at Huntington Beach High School, re-establishing and formalizing Huntington's surfing club. To surfing's advantage, Huntington Beach High School's administration was completely behind a formal surfing program, and was also aware that Bruce was pushing for formal athletic recognition of the sport.

About that time the Huntington Beach High School District formally endorsed a formal surfing program. After a series of letters to each of the district's high schools, a meeting was held to set up a surfing league with all the high schools in the district sponsoring clubs. This was the first complete high school district to establish a formal competition program in the United States.

During the 1972/1973 school years, a single event took place at Huntington Beach High School, which probably had more influence than any other factor in formally recognizing surfing as an athletic sport at that school. Jeff Smith, a senior at

Edison Surfers Breeze to County Championship

Edison High School will represent Orange County in the Southern California surfing championships at San Diego May 13 following its conquest of the second annual Orange County Invitational Saturday at the Santa Ana Jetty.

Coach Bruce Gabrielson's Edison contingent swept to five heat victories in six attempts in outclassing the competition.

Thus Edison succeeds San Clemente as Orange County Champion.

The winners compiled 35 points to runnerup Corona del Mar (24), followed by San Clemente and Estancia with 20 each, Mission Viejo (17), and Marina (9).

The Edison crew consisted a David Van Druff, Bob Grims, Gary Wurster, Gary Platt, Dan Rice and Des Whelan.

Meet director Gary Gibson says Edison has an excellent shot at the Southern California title, especially if the team has a reasonable familiarity with the San Diego site.

"Van Druff could be the No. 1 surfer at the meet. In fact, Edison has four excellent surfers. The only question is how familiar they might be with the type of waves in San Diego," says Gibson.

Gibson called it a complete victory for Edison: "They had the best surfers, were the best organized and the best coached."

Huntington, won the United States Surfboard Championships in juniors, and was subsequently awarded the Huntington Beach Company's Perpetual Trophy as the years' outstanding surfer in the school district. This was a big media event for the school, and even resulted in a school celebration for Jeff.

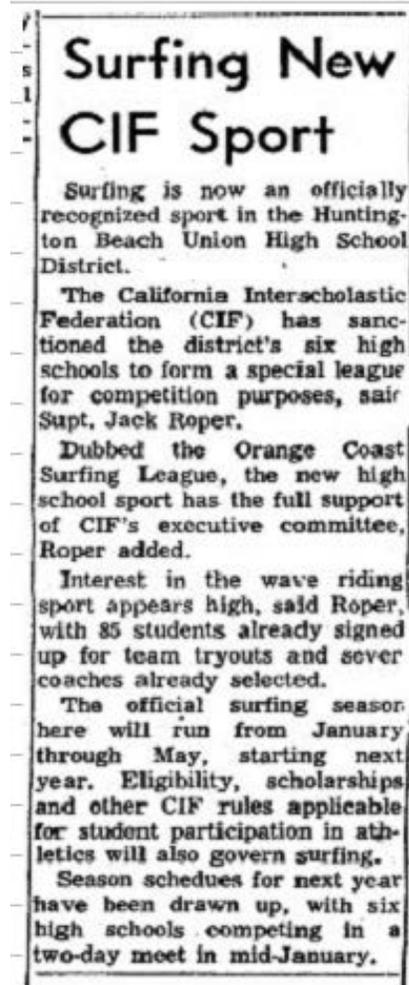
Unfortunately, Jeff was graduating and would not be able to receive an athletic award from Huntington Beach High School for surfing, but this local exposure and recognition was enough to convince the school athletic department to accept surfing as a regular sport like each of the other recognized sports for the following year with the coach given full coaching status at the school, on an equal basis with each of the other varsity sports.

On May 17, 1975, the first formal CIF sanctioned Orange County High School Championships was held at the Huntington Beach Pier. Twelve teams entered the event with Huntington Beach High School capturing the crown, Fountain Valley HS second, Edison HS third, and Corona del Mar fourth. Members of the winning team included Bobby Burchell, Rick Bauer, Tony DeNuccio, Jim Kobayaschi, Dave Kerr, and Bob Store.

The Southern California Championships was held May 31st that year in San Diego. The team picture, which has also been presented to the International Surf Museum, is a picture of Huntington's first varsity surf team, taken on the beach after the contest in San Diego. This was the first officially recognized and sanctioned high school varsity surfing team in the United States.

There was a tremendous amount of momentum for the program by then, and even a certain amount of jockeying among various coaches for district support. Organized high school surfing had firmly established its place as a true athletic event.

As a final note, the original Sunset League formed the basis of what eventually grew into the National Scholastic Surfing Association a few years later. Additionally, the coach who took over the Edison HS Surf Club from Bruce was John Rothrick, a founder of the NSSA.





Huntington Beach HS Surf Team - First Official Sanctioned Surf Team

What Happened to Official High School Athletic Competitions

In case you are wondering what happened, only a very few high school athletic programs in the United States offer official high school team competitions. Most surf programs exist as surf clubs. A couple of problems have faced Surfing's recognition as an official high school sport. A big problem is that Surfing is an ocean activity and just isn't practiced throughout the US. Other problems include:

- It's not an official NCAA recognized college sport
- It's not an Olympic sport
- School insurance issues plague participants
- It has a very strong non-academic related outside competition program
- Very few potential coaches are available with the mix of surfing skills and teaching skills to be effective as surf coaches. If you don't have coaches that relate to the surfers directly, it becomes more difficult to coach or influence them.
- It takes more than just a coach and a couple of officials to run a surfing event
- Finally, and most important in the U.S., surfing does not meet the Title IX criteria for an equal number of men and women competitors.

When surfing was first proposed as an official high school sport in the early 1970s, only one high school district in the US stepped forward to officially recognize it. The Huntington Beach High School District in Southern California represents an exceptionally strong surfing area steeped in the culture of the sport. While surfing was exceedingly popular at the time, the major problem it faced was that a significantly larger number of boys than girls participated. With the implementation in California of Title IX, equal opportunity for boys and girls in sports in the late 1970s, the "death-mill" of the sport as a successful recognized high school sport sounded.

What it takes to be a Surf Coach

Being good at something, or even a master of it, does not mean you will be able to teach or coach it. People who are good at something don't necessarily know on a verbal level how they do what they do. This is true in all sports including surfing. The best surfers in the world won't necessarily be able to motivate or explain to someone else how to perform, but may be able to show by example. This is because everyone has a different body shape, different muscle strength, and different way of positioning and balancing on a wave. In sports, personal instruction is called coaching.

In coaching or competing, true champions are the competitors who get the most out of themselves and others; they strive to be great and often achieve greatness. To coach surfing, you have to be able to not only surf, but you need to learn a completely different skill, how to effectively coach surfing. The coaching philosophy of "Athletes First, Winning Second" emphasizes that winning must be kept in perspective with a greater concern for the well being of the athlete.

Surf coaching deals with:

- Goal setting
- Peak performance balance, strength, and reaction exercises
- Competition strategy and tactics
- Yoga warm-up and stretching exercises
- Mental toughness and meditation
- Motivation and encouragement

Coaching Surf Teams

Coaching surfing is a very focused and extremely action orientated task. It works by removing background issues that can interfere with performance, increasing the athlete's motivation to take action, setting realistic, achievable and compelling goals, and finally by giving feedback and helping the athlete achieve these goals.

In competition, focus is best spent on the present moment- on actions. Thinking about past successes or failures will be a distraction. The mission is whatever the surfer has to do right now, not their last wave, not who is in the heat or what everyone else is doing - but right NOW. This could mean constantly scanning the horizon for a wave, paddling to get into position or to keep an opponent out of position, or it could mean just pumping a wave to get to the inside break. Very seldom in life does a person get the opportunity to act without regard for the past or future. In competition it's almost always beneficial to disregard everything but right now. Also, don't build up the moment, because soon enough it will be gone, and it will not matter much because the new moment has now become the topic of focus.

Presentism is an attitude toward the past dominated by present-day attitudes and experiences. When the surfer practices, be sure to include this attitude as it will be extremely difficult to compete like this without any previous practice. Imagine trying a new skilled technique without ever attempting it in practice first.

Mastery comes from getting evaluations, doubts, fears, regret and so forth out of the mind and into the senses. In other words, focus on what is being done and not what the result

of it will be. If a surfer has seen what to do on a wave in their minds eye or through practice then their reaction will become spontaneous. Don't make the actions into a big deal, this is the surfer has prepared for

You can most effectively increase your athletes' motivation by defining success as meeting personal goals. Likewise, coaches need personal goals to remain motivated. In this regard, coaches often site three goals for themselves as well:

- To have winners
- To help their athletes have fun
- To help their athletes develop
 - Physically – by learning better technique, improving physical conditioning, developing good health habits, and avoiding injuries.
 - Psychologically – by learning to control their emotions and feelings of self-worth
 - Socially – by learning cooperation in a competitive context and appropriate standards of behavior (sportsmanship).

In addition to coaching goals, successful team coaching means:

- Winning the majority of events each season
- Preparing athletes with the sport and non-sport skills needed to succeed
- Teaching young athletes all the tactics of high-level competition
- Knowing sport techniques, training methods and motivation skills
- Scouting opponents

The following sections highlight some of the background techniques and areas coaches need to be familiar with as well as suggestions to help improve both athlete and coaching skills. There are other areas coaches should be familiar with, injury, nutrition, and illness management in particular. These specialty areas are outside the scope of this document.

School Coaching Skills - Stoke and Roles

A coach can be many things to many different people. A coach is a mentor, a teacher, a role model and sometimes a friend. Most of all a coach must be a positive influence.

First the coach is an administrator. Running any sports program takes planning. Budgeting, scheduling, and making travel arrangements are just some of the administrative duties of the coach as an administrator.

Second, the coach is a personnel manager. The head coach is responsible for managing all of the athletes, parents, volunteers, and other coaches. This often involves finding volunteers, adjusting to the schedules of the various people involved, recruiting to fill necessary positions, and resolving conflicts between different parties.

A coach is a public relations specialist, and salesperson. Some sports the media is eager to cover. For coaches of these sports, they always have to be careful in what they say and do to represent the program well to the media. They might also have to deal with negative press due to the actions of others (athletes, fans, or other coaches). For sports such as surfing that do not attract much media attention, the coach has to work to get media coverage for the team. The coach has to sell the sport to the media, and try to find ways to attract new fans to the sport as well.

Coaches have to be strategists and tacticians. Coaches have to develop game plans, and practice plans. Coaches have to spend time planning the best ways to prepare to defeat the competition.

A coach is a trainer. Athletes suffer injuries. Coaches have to deal with analyzing the severity of athletes' injuries, give advice, and often treat injuries.

A coach is a psychologist. Coaches have to deal with preparing their athletes for competition mentally. This involves understanding the unique psychological attributes of each athlete. Also the coach might have to counsel an athlete regarding problems that can range from academic performance, behavioral problems, or emotional issues in the athletes life.

A coach is a fundraiser. Often the budget that coaches have to work with is not adequate to meet the needs of the program. As a result the coach often puts in a lot of time outside of coaching to manage the fundraising efforts of the program.

A coach is a judge. Coaches often have to decide which athlete will start, or referee challenge matches. This puts the coach in a difficult spot as some athletes and parents are likely to be upset by these decisions.

These are just some of the roles that coaches must fill in addition to being a caring teacher of the sport.

School Coaching Skills - Stoke and Philosophy

Before you can coach kids or adults, you need to develop a positive philosophy to be effective. A philosophy is like a mental steering wheel. It guides the decisions you make, and without one, you and your athletes go nowhere. Coaches have a strong influence on their athletes, and the positive influence their philosophy conveys will have significant influence on all those around them. This philosophy is akin to stoke, even professional surfers need stoke to keep on going day in and day out.

Many coaches do not believe in the value of developing a coaching philosophy. They do not realize how a philosophy can have an impact on their daily coaching procedures and strategy. However, a coach's philosophy is actually a very practical matter. In fact, every coach, aware of it or not, follows certain principles based on their own playing experience.

A number of things go into developing a surf coaching philosophy. Combining all your experiences as a competitor, observer, student, and your own personality will provide a foundation for developing a coaching philosophy. After that, it's your implementation over an extended period of time that will help you achieve success. Much of this has to do with becoming a good communicator as you learn to successfully interact with your athletes. Another has to do with developing empathy. Empathy is being aware of the feelings and emotions of your athletes. Coaches who are empathetic listen to their athletes and try to understand what is going on in their lives outside of athletics.

So what is a coaching philosophy? Philosophy systematically examines the basic concepts and underlying principles of a particular sphere of knowledge. As a surf coach, this means you should start off by selecting the goals you plan to develop in your athletes during the season and then break these down into fundamental drills and procedures to

use in your practices, plus the team and sportsmanship concepts in your competitions and interactions that will produce the desired results in your athletes.

Remember finally that most coaches, especially on the high school level, have to develop the talent they have on hand. There may be some years in which the athletes may not possess the ability or skill to fit into your philosophy. You cannot change the athletes you have overnight, but you can alter your approach in how they are taught.

Great coaches are great communicators and teachers, usually by example. Breaking this concept down gives you the following:

- Teaching athletes surfing skills
- Teaching athletes how to compete within the team concept
- Teaching athletes how to make good decisions
- Teaching athletes not to be afraid to fail
- Teaching athletes character values
- Teaching athletes to be successful as players and people
- Teach by providing explicit instructions, expectations, goals, ideas, and feelings

Combining the philosophy aspects gives you the following:

- Your team needs a clear idea of what they're expected to do and how they're expected to do it
- Goal setting is a major part of motivation, empowerment and commitment
- Provide knowledge, information, and feedback through stats for each athlete
- Verbal communications such as "Our team will be successful by working harder and competing harder than anyone else"
- Instill the team concept by practicing and competing together, racing unselfishly and having the characteristics of a family
- Ensuring you don't indicate that any specific individual is more important than the entire team
- Make good decisions

Coaching Styles and Communication Techniques

There are three primary styles used in coaching: command, submissive and cooperative. Command has uses primarily in the professional team environment when you are dealing with professional athletes that are expected to perform as the coach asks. In the professional environment, coaches who take a positive approach don't punish athletes for misbehaviors, but each athlete will also have to live with the consequences of his or her actions. One of the main reasons young people are drawn to any sport is the possibility of getting extrinsic rewards. Because coaching styles are flexible, a surf coach can use a command style in one situation and a submissive style in another.

The American Coaching Effectiveness Program (ACEP) offers a number of suggestions for improving coaching styles as well as communication skills with athletes. Parts of the following suggestions are based on their Successful Coaching Manual Leader Level Course. The cooperative style of coaching is the style most favored by all athletes. Cooperative-style coaches are accountable for the decisions made by their teams. The cooperative style of team coaching has some very applicable uses in the surf team coaching environment.

- It allows athletes to share in decision making
- It involves using roles and organizing
- It involves individualized instruction

To use the cooperative style effectively, coaches must:

- Develop listening skills to understand athletes' concerns
- Provide opportunities for athletes to make decisions
- Be confident enough to encourage questions from athletes
- Help athletes make rules for the team

In order to effectively utilize the above styles, a coach will need to be a good listener. Active listening means you'll often stop athletes while they are speaking to you in order to clarify meaning. Active listening differs from passive listening in that it involves giving feedback. If you're like most coaches, you can most improve your coaching by learning to receive nonverbal messages from your athletes while at the same time understanding how best to communicate with them. Skillful communication is an essential element in becoming a successful coach because your credibility as an effective leader is enhanced. The most effective way of communicating with athletes is to emphasize praise for appropriate behavior. The reward and punishment approach are proven effective ways to shape behavior:

- Praise often as a skill is being learned, and less after it is habit
- Praise the effort given in performance rather than the outcome
- Praise the use of social skills as well as sport skills.
- Praise as soon as the effort is made: don't wait until the end of the competition.

Veteran athletes need less frequent reinforcement; they are better able to maintain motivation through intrinsic means than are beginners. To shape unskilled athlete's behavior, it's necessary to reinforce small achievements until they are able to perform the entire skill. Unlike reinforcement, which is applied less frequently as athletes improve in confidence and skill, punishment should be administered infrequently but consistently under all circumstances.

Coaching Mental Toughness - The Mental Part of Winning

This is easy. Mental toughness is like being a robot...not thinking. This is a common theme in many competitions. Thinking will get you beat. If a coach says you have to do a lot more surfing, lift weights, ride the skateboard, jump rope, or even run, the tough ones will step to the plate while the weaker ones will complain, whine or simply laugh it off and go get a beer. They might even go into *thinking mode* and feel sorry for themselves. The toughest ones will remain 'detached' from pain and go for it. The coaches of the former Soviet athletic empire did not allow their athletes to show any emotion. Surfers have emotion, but not always mental toughness.

Mental toughness is also about being stubborn. You will score additional points each heat by being stubborn more than with moves. Maneuvers are an important but not an all-important part of surfing. Being tough and absolutely stubborn is what scores 80% of all points in the sport of surfing. This is the bottom line and if you don't take this advice as absolute fact, then you will not reach your goals in surfing.

Winning is a habit. Unfortunately, so is losing. On that note, it is not all right to lose against certain competitors over and over again. If your surfer gets beat by the same surfer at every contest and begins to accept it, then before you know it an entire season will go by and the same person will still be beating your athlete. People that win make a decision to win. Success is no accident. This needs to be taught to your team.

“If your coach or parents don’t have high expectations for you, then do it yourself.” Shannon Miller (Olympic Champion gymnast) once said: “No one ever had high expectations of me, but that was okay because I had high expectations of myself!”

A world champion once told some surf school camp kids that the reason he was such a consistent performer is because he finds a way to feed off of the negative things he encounters in competition. In sports psychology, this is called reframing. You REFRAME your negative reactions into positive ones. For example, before he competed for the spot on the US World Team, he began feeling nervous and thinking negative thoughts. He did not want to be the team alternate AGAIN, and he had never beaten his opponents in the previous two years. Things were not looking good. Then he began to think about the heat that was about to happen. He started thinking of his friends on the beach and how cool it would be to travel with them and compete together as a team in a far off break. He thought about all the fans and TV cameras there and how the entire surfing world was waiting to hear of the outcome of their heats so they would know who was on the US team.

Notice that the champ did not think or worry about winning (remember, only think about what you have TOTAL control over) but instead thought about the FUN part of traveling and surfing. Within two minutes, he went from being totally unmotivated and scared (choking) to being so fired up he could not wait for the heat. This is the most vital piece of advice anyone can give a competitor. THIS STORY EXEMPLIFIES PERFORMANCE AND GETTING READY. Use this story and the advice in this story and your competitors will know what it takes to get ready. They will also look forward to competition instead of fearing it. This is what it means when a coach says to ‘get mentally ready for **this** competition.’

Coaches: Define exactly what you mean when you tell your charges to ‘get ready.’ They need to think about the heat and the battle on the waves that will ensue.

This is also how to get them motivated to practice. Practice is more than just surfing comfortably. Have them think about the power they will exert over the waves and how great a technician they are going to be. They need to think about getting absolutely everything out of every wave possible and they will be motivated to take those chances under pressure which can generate the big scores. Tell them not to think about the work or how tired they are going to be...think about the pay-off. Many people think about the work and the down side... or they stay on the beach and socialize more than they should. Self-motivation is a necessary skill. If you don’t think your athletes have it, then you need to develop it or they will never move beyond their current level.

If you feel like they are going to choke in the heat, have them do what is mentioned above. Have them reframe their thoughts. Parents always give their athletes the advice of “Just don’t think about it”. Well, that is impossible! Our brains run 24 hours a day

and someone can't just stop thinking. But, a surfer can take control over WHAT they think about. Replace their thoughts with thoughts that make them feel like ripping, not just surfing. Replacing thoughts is another skill that must be developed in order to be successful. These are all essential skills to performing, getting mentally ready for a heat, or getting motivated to train.

Winning Close Ones

As for winning close heats versus beating great opponents, realize that many heats can go either way depending on luck and being in the right place to catch the best wave as well as having skill on the wave itself. Just as your athletes cannot be afraid to lose, they also cannot be afraid to have close heats.

How do you win close heats? Several issues need to be considered by a competitor:

1. Don't make mistakes on your waves. Many big heats are lost, not won. Mistake-free surfing equals winning competitions. Surfing smart means to not take off so late that you can't make the wave; don't interfere with your opponent, and don't paddle out so far that the clean-up wave doesn't show up.
2. Have a game plan
3. Read the waves ahead of time and know where the most consistent waves for your big scores are going to form. Also, know where the big point wave will sometimes form and when it's time to go wait for it. By the same token, if the waves aren't breaking well, know when to come inside so that you can score minimum point waves.
4. Focus on the one-wave-at-a-time surfing philosophy. Remember, the only way to beat a great opponent (or anyone else for that matter) is one wave at a time.
5. You MUST get your basic number of scoring waves. If you can't get these, you will end up with a lot of heat losses.



6. Get the first wave if possible. This sounds easier said than done but if you focus ALL your effort on getting the first wave, you'll generally get it. This is the bottom line for an initial score. It gives both you and the judges a starting point for winning the heat. Going into the heat with an initial lead puts you in the driver's seat and if you stay tough and smart, it is almost mathematically impossible for you to lose.

If your competitor finds him or herself down in the last few minutes and

needing to make a comeback score, he or she should feel challenged...not scared. If they feel scared and panic because they are losing then they have probably already lost. They need to plan for it NOW so that when it does happen, and it will, they will react appropriately.

Body language is important. We all can tell when someone is sad because they have an upset look on their face and have depressing body language. They look at the ground, slump in their chair, etc. Well, it is scientifically proven that the reverse is also true. Let your team members know that no matter how they feel inside, if they put a confident look on their face, hold their head up, maintain a calm and confident expression and keep their cool, their body chemistry will actually change and reflect that of a confident person. This is fact and common knowledge to highly successful athletes. "Confidence is a learned behavior...you are not born that way...at least most of us are not. Nearly all successful athletes practice being calm and confident in their everyday life."

Tell your surfer: *"Even if you're not confident, act like you are. No one can tell the difference."*

Have them focus on what they CAN do. It is said that successful people spend 90% of their time focusing on the solution and only 10% of their time focusing on the problem. Unsuccessful people spend 90% of their time focusing on the problem and only 10% of their time focusing on the solution. To work on improving a skill, have them pick the ONE thing they need to do in order to improve and give them two weeks to correct that. That alone can change them from being a local surfer to a champion, or a non-qualifier to a place-winner.

The last advice you can give to someone who wants to become a champion is:

"Don't let the PRESSURES of competition be greater than the PLEASURES of competition."

Perfectionism

It's a common theme that practice makes perfect. When a person gets older, they hear perfect practice makes perfect. But the truth is, perfection is non-existent, so the best an athlete can work for is mastery. The analysis of error and intense practice of new behavior makes for mastery. But the phrase practice makes perfect sounds a lot easier for someone to remember and say in front of others.

It is easy to agree with the statement, no one is perfect. We all have an understanding of our all too fallible human nature. But when we make a mistake, we tend to heap coals of fire on ourselves.

We forget that making mistakes is part of the learning process. People who are not making mistakes, are usually not making very much of anything. A person should strive to eliminate mistakes, but they should not assume that they will stop making them. Imperfection must be expected and accepted. Imperfection should NOT delay you from taking action. This occurs for many people.

It's usually the start that stops most people. People tend to procrastinate indefinitely until, "the time is right." Successful people know that the time is never right, but time is always RIGHT NOW. Get it started, then worry about getting it just right. If someone waits until

all lights are green and until all mistakes, shortcomings, and obstacles are non-existent, they will miss the boat. Get started today.

Here is a list of the top 10 worst phrases in sports due to their allusion to perfectionism and the extreme:

10. "I have to..."
9. "I need to..."
8. "I ought to..."
7. "I should..."
6. "I must..."
5. "This is it OR This is everything.."
4. "Do or die"
3. "Make it or break it"
2. "It's now or never"
1. "Don't miss "OR "Don't (anything)"

All competitions and practices are important, but nothing is "special." By making a particular competition "special," you are most likely to put additional pressure on yourself, which can cause you to change your approach and deviate from the very actions that got you success up until this point in time.

Visualization

Visualization is a method of training that is growing in popularity among professional athletes. There are many ways that visualization can improve your technique. Surfers can use visualization to practice a technique, plan strategy, or practice situations that they might not otherwise get into during actual surfing. Visualization involves using your imagination. You have to be able to see yourself.

Let's say that a surfer is injured and unable to do any physical training, but he or she still wishes to improve the technical aspect of their surfing. Have them mentally rehearse various techniques regarding wave position. This visualization will also work with a skateboard or balance board as well.

Studies by researchers have shown that visualization is effective, and that when combined with physical practice, it is even more effective. If a surfer wanted to improve their ability to get air off a wave lip, they can use visualization to practice the technique in their mind. Tell your athlete:

- Pay attention to every detail that makes the technique effective.
- Visualize the characteristics of the wave that will make the technique work best.
- Visualize your set-up and approach to the wave. Ask yourself, what details are important to make the set-up work?
- See yourself executing this set-up properly.
- Continue to visualize the rest of your technique as you hit the lip, and then all the way through to the finish.

Visualization can also be used to plan strategy. Big name athletes in non-surf individual

competitions usually have the opportunity to prepare for a specific opponent. This allows them to often study tape of their opponent. They can determine what their opponent is likely to do in certain situations, and plan a strategy for dealing with their opponent under similar conditions. They can use visualization to rehearse their game plan. On applying this approach in a simplistic way to surfing, consider the following situation:

If the waves are breaking right and your opponent is a goofy foot, try to stay a little farther out but just inside the expected wave formation area. A regular foot should not only be able to catch the wave a little farther out, but also make waves from deeper in the pocket. You should also try to see where in the lineup your opponent is studying the most when you are waiting on the beach. If you agree that is the best take-off area, then go for it. Finally, if your opponent uses a lot of tricks, and they have won under the same judges, think about where you might want to use tricks during your heat, and how much more you might want to try for generating a higher score on a similar wave.

While knowing your opponent in advance is common in high profile competition, this is not the case with many surfers. In this situation, a surfer must use visualization to prepare for many possibilities. For example, they might be about to compete in an event that will be intimidating. This is often a problem for many first time competitors on the pro-tour and often also a problem for those who enter their first money event. We have all seen this happen at more than one local event when a high ranked surfer shows up to compete unexpectedly.

The pressure to perform well, the venue, the number of spectators, the conditions, and other factors can create anxiety in an athlete. This anxiety can hinder their performance to the point that they simply sit outside and let their opponent or opponents paddle around them to catch waves. Experience can help the surfer with combating the anxiety. Certainly, simulating the experience in practice would be a great asset, but it can be difficult or even impossible to do accurately. Through visualization, an athlete can at least experience it in their mind, and develop strategies to deal with the pressure.

Confidence is another important competitive aspect. Visualization can also allow a surfer to experience success before they actually have achieved it. This can build their confidence, and improve performance. It can also help the surfer to deal with difficult situations. The surfer might be in a bad position in their heat with low scores where it will be difficult to find a wave capable of giving them the opportunity to come back and pull out a victory. This situation might lead the surfer to take off on a poor wave when if they had just waited a little longer a far superior wave would have been available. If the surfer has come back in similar situations before, even through visualization, it might prevent them from giving up, and give them the confidence to stay calm and have patience.

In using visualization techniques, you seek to make everything as real as possible. Try to visualize everything from the first person perspective, rather than as a spectator. Try to feel what you would be feeling if you were actually surfing the wave that you are visualizing. See in your mind what you would be seeing, and try to hear what you would be hearing. The more that you can use your senses to make the experience real, the harder it is for your brain to tell the difference. In other words, the more effective your visualization will be.

Focus and Visualization

In addition to visualization, another technique commonly used by professional athletes is focus. Focus involves clearing your mind of everything external, and then focusing your thoughts only on the primary item you are concentrating on. There are two levels of focus: one that happens on the beach and then another that takes place on a wave.

Sit still in a relaxed position on the sand and close your eyes. Breathe slowly, similar to what you would do in a yoga exercise, blocking out all the sounds going on around you. After about two minutes, open your eyes and concentrate on something immobile on the beach. Let all the other movements and activities on the beach fade away.

Now a competitor is ready to focus on the waves. At this point, you need to broadly focus on how the waves are breaking. “Read” the waves and the break by noticing that they tend to form up consistently and hold up best at a certain point, that they often have a fast section where you will need to pick up speed, that they have a slow section that you need to be well in front of to get the longest scoring wave, and finally that the rights or lefts are likely to allow the highest scores.

Next, combine focus with visualization. You can practice focus while visualizing on the beach. Visualize in your mind a wave and focus your mind’s eye on the point where you want to execute a maneuver. This should be tailored to the wave conditions you are faced with. If waves are small and sluggish, focus on the type of maneuver that can be performed for high scores while pushing the envelope available to you. While you mentally focus, let your muscles remember the weighting, un-weighting, coiling and un-coiling sensations you have felt in the past. However, all the mental focusing you do will be of no use if you don’t subsequently execute.

When you are in the water, the narrower focus on the wave in front of you during a ride comes into play. This focus combines your vision with a number of senses including sound, physical conditioning, and adrenaline. What you want to do is focus on both the immediate action in front of you and the points farther out on the wave that you want to aim for. Because you’ve practiced often, your body should understand the sensation with doing a move correctly. Your mind needs to immediately analyze the situation presented in front of you and your focus should be on the exact point you are aiming at that will enable the successful completion of the move you want to execute.

The instant you execute, your body will react as it has been trained, and your focus will now concentrate narrowly on the next point of the wave that you want to hit, while broadly focusing on the subsequent places you want to get to down the line of the wave. This constant shifting of focus from narrow to broad and back should go on until the ride is completed.

Media Aids

Photographic media techniques can help your athletes improve their performance. Once again, visualization helps in both communication and analysis.

Communicate

- Improves communication with athletes by bringing them face-to-face with their own performances.

- Enables easy integration of the video during training and give athletes almost instant visual feedback when they return to the beach.
- Makes it easier for them to understand the corrections and adjustments they need to make according to your comments.
- Improves and accelerates their learning process.

Analyze

- Enables the coach to highlight techniques and movements by selecting key moments on the video.
- Enables comparisons against similar maneuvers for specific evaluation.
- Makes it easy to retrieve specific actions from a creatable index for tactical and statistical analysis.

Hard Coaching Skills During Competitions or Sessions

There are a few other skills all coaches need to focus on regardless of sport or level. Stay calm and be positive. “Cornering,” or in surfing lingo coaching from the beach, can be very frustrating, especially for coaches. It is frustrating to spend so much time working on technique in practice, only to have the athletes forget everything the second a competition starts. However, cornering is not about what makes the coach feel better. It is about getting the best performance out of the athlete. The mental side of the sport is demanding. Stay calm, and be encouraging to the competitor. Use phrases like: "You are doing great; you can do it; this is your heat." Try to show confidence in the athlete, especially if things are not going well. It is important that the athlete believe that he or she can come back from a bad situation. It is difficult for the athlete to remain confident if his or her coach on the beach is indicating that they are not.

Use positive verbiage in discussions. It is hard for people to visualize not doing something. If someone tells us not to look behind us, we will most likely do exactly that. That is because the brain will pick-up the words "look behind us". It is hard to visualize not doing something. If we want our athlete to avoid something, it is best to try to find a way to express it in the positive. Say, "hit that lip harder" rather than saying, "you can't score with that type of performance."

During a session, keep instructions brief. It will be difficult for an athlete to focus on many different things; make certain that your instructions are brief and specific. Also, be careful to only encourage the athlete to do things that he or she knows how to do. It can be disastrous if they attempt a technique that they do not know how to properly execute. Most athletes do not make adjustments well, and will not listen to very much input. Therefore, the most effective place to coach is in non-competitive conditions. Also, remember who can hear you. There is nothing more frustrating for a competitor than to spend time working to find the best take-off spot only to have you broadcast it to an opponent about what you want them to do. One effective method when you have waves close to shore is to use hand signals.

On another note, keep your athletes informed. Athletes have to be concerned with the opponents' standings and what they will need to do to advance. Take a look at the judges' score sheets and figure out what they like or how they score.

Professional Coaching

Now we address the major leagues, those gifted individuals who are able to provide coaching at the highest level of the sport. Coaching at this level is much more than just providing training tips and guidance about surfing skills; it also involves some amount of advertising, promotion and management skills.

A professional level coach has as his or her focus the success of a single talented athlete, not an entire team. Among the various skills the professional surf coach should be experienced in are both technical and managerial skills. The following listing describes the skills that need to be mastered in order to become an effective coach for the professional surfer.

- Professional Level Judging Skills
 - Although judging at this level is very consistent, the coach still must be able to follow closely heat sheets or announced scores to understand what the majority of the judges on the judging team are looking for in scoring the rides of each surfer in a heat. The best way to do this is to judge a few preliminary heats on your own and then compare your scores with the scores the contest judges awarded
- Wave Judgment Skills
 - Locating the most consistent spot in the lineup that is capable of producing the highest quality waves for high scoring rides and then directing the surfer towards this spot from the beach, if necessary, are important aspects of coaching.
 - Many coaches spend hours studying a particular break to completely understand its peculiar characteristics, well before their athletes have a chance to discuss the takeoff points or enter the water. Sit on the beach with your athlete before the contest starts to find the most consistent takeoff spot, then continue to monitor that spot and the tide changes and the contest progresses. Be especially concerned with lefts and rights that produce long rides and how these will impact the way your athlete will handle frontside or backside waves.
- Board Design Skills
 - In certain conditions, a different board or fin adjustment is necessary for the highest achievable score, particularly in changing wave conditions. The coach absolutely must know the performance capabilities of both board and rider depending on conditions. If there is a question, have additional boards readily available on the beach for last minute changes
- Nutrition Planning Skills
 - Top professional surfers don't always have time to think about nutrition. Cautioning away from downing a super sub sandwich just prior to paddling out is an example of keeping an eye out for trouble.
 - Another area of concern is regular eating habits. Sometimes a coach is all that stands between the athlete and proper food.

- A diet of sufficient portions and variety precludes the need for vitamin supplements even for young athletes.
- A high-performance diet calls for athletes to eat more carbohydrates rather than protein and fat. Regarding a pre-competition meal, do not recommend they eat a high-protein meal like steak and eggs. Instead, recommend they:
 - Eat a few hours before the start of the competition.
 - Eat a normal meal.
 - Drink plenty of fluids with the meal.
 - Avoid eating a meal that includes fatty foods.
- Physical Therapy Skills
 - Although a therapist is often available at professional competitions, it's not always the case. Pulled muscles, back cramps, or leg cramps due to a hard bump or cold water require treatment immediately to prevent competitive impact.
 - Rest and recovery are also an important component of physical therapy. Active competitors must relax after a strenuous heat, not go back out for a fun session, or get a skateboard workout in the parking lot.
- Marketing/Sports Management Skills
 - This skill is usually something not attributed to the coach. However, when the surfer is in the water, who best to discuss possible marketing activities than the one individual most familiar with the athlete involved.
 - Many endorsements and marketing opportunities for professional surfers are identified first by their coach or manager.
 - Media management has become a serious activity in recent years. The best approach to managing the media coverage of your athlete is to be forthright, informative about your athlete's availability, and provide relevant statistics.

Normally, years of experience are required to learn how to be a successful coach. It is also important to understand that the professional surf coach is a professional in his or her own right. They have some qualities attributed to managers, but also exhibit the skills of a teacher, nutritionist, and therapist.

Why Organized High School Surfing Exists

As in all high school sports, organized athletic competition encourages commitment and discipline, enhances leadership skills, plus helps develop teamwork skills and a personal code of honor. Within the athletic context, natural leaders also emerge and take on some responsibility for helping those less skilled to enhance their own individual skills.

Studies have shown that students who participate in high school athletics have higher grade point averages, fewer discipline problems and greater self-esteem. They are also better prepared for postsecondary education than non-athletes.

If a student values integrity, and has maintained a personal code of honor, regardless of whatever peer pressure they were exposed to in an athletic context, then those around them tended to recognize these values and as a result give them positions of leadership. Leaders develop advanced skills naturally, maybe as a result of the continued peer pressure to succeed, but certainly as a result of the code of honor they follow.

In this context, the type of skills athletes and athletic leaders develop are normally considered “soft” skills (those skills that aren’t traditionally part of the academic “classroom environment”). They are part of the skill set necessary for an individual to succeed in life, and form the basis for justifying outside activities in the high school environment.

It has been pointed out that in a nation of children preoccupied by sports and sports-heroes; too few actually participate in sports. Baseball, Basketball and Football are still among the most popular participatory sports; but the number of people who participate in these activities is plummeting. Traditional team sports such as these reflect traditional values: cooperation, teamwork, character-building, and healthy competition.

Unlike traditional sports, the new genre of so-called "extreme" sports (i.e. In-Line Skating, Skateboarding, BMX, Snowboarding, Paintball, Wakeboarding, and Surfing) is rooted in a diametrically opposite set of values. The common defining feature of these alternative sports is the "adrenaline rush" produced by the thrill and excitement of being "on the edge" — a reflection of the new "in-your-face" ethic characterized by fierce individualism, alienation, defiance and inwardly-focused aggressive behavior.

Life Outside the High School Environment

Sure, life in school is interesting to most all students. However, most students have commitments outside of school as well. Common commitments include a part time job, playing in a band, volunteer work, or participating in an individual sport or a sports team.

Colleges Pay Attention

Colleges pay attention to a prospective student’s life both inside and outside the classroom. They often look at depth rather than breadth. Yes, academics come first, but outside activities reveal a great deal about an individual, such as:

- How they’ve made a meaningful contribution to something
- What their non-academic interests are
- Whether they can maintain a long-term commitment
- Whether they can manage their time and priorities

To the extent that sports are acknowledged to have intrinsic developmental value, there is a common character building tenet: sports can provide a venue for social adjustment, character building, a sense of belonging, usefulness, psychological well-being, and ultimately a springboard to the highest values of citizenship.

The Need for Qualified Coaches

Surfing is unique compared to other sports in that it represents a culture, a lifestyle, and both a team and individual sport. It continues to exist outside the playing field, permeating throughout the participant’s environment and reality. Therefore, the ability of the high school surf coach to influence those on their team is likely much stronger than coaches in other sports. It is of the utmost importance that administrators ensure these coaches are properly trained in more than just the ability to perform.

Moreover, many youth sports programs never get off the ground due to a lack of volunteers. A good number fail because of poorly qualified coaches, or an over-reliance on untrained volunteers. As many as 90% of the nation's 2.5 million volunteer coaches lack formal preparation, according to a study by Ewing, Seefeldt and Brown. Even worse, there is also the oxymoron of an acute shortage of unqualified coaches — people simply willing to volunteer.

The High School and College Coaching Ideal

Many public officials, school administrators, contest surfers, students, and novice surfers are in complete disagreement as to what constitutes a great surfing coach. Other people, including some coaches, think surfing teams are mainly organized and run by their members and the coach simply serves as a figurehead. This feeling is carried to the beach and is a constant source of discontent among qualified and dedicated coaches. It is the intent of this chapter to define the qualifications and duties of a surfing coach so the reader can better appreciate all aspects of a productive surfing program.

Regardless of what some may say, one of the most important qualities of a good surfing coach is that of having been a competitive surfer. It is probably best to also actively surf while coaching. This does not mean someone who may have tried it at one time or that may have surfed a couple of years in their youth, but someone who can actively participate with his team occasionally. The coach does not need to be a great surfer, just someone who can "catch an occasional wave" and is in a position to understand the surfer's lifestyle. Serious team members tend to classify the non-surfer as "establishment" types and tolerate rather than appreciate the comments or suggestions they make.

The ideal high school coach is, of course, a person who has contest experience and can surf as well (or even better) than most of the team. Although very rare, this coach will be highly respected and looked up to by team members. Coaching tips will be appreciated more from someone with experience and will usually be seriously considered by team members. A coach with competition background can also help determine the best spots to find a wave in the break, and also can sense the mood of the judges.

Since few coaches can fit into the top-notch surfing category, the next best bet is to have a coach who is or was an accomplished contest judge. Judging is not learned easily or quickly. Surf judges can be equated with gymnastic judges in that the judge must have seen enough competitors over a period of time to intuitively recognize each movement a competitor executes, and then award points based upon a perfect execution. This value judgment is extremely important and difficult to master. Such evaluations often require many hours of practice with an established judge to perfect.

Every coach must have a thorough knowledge of both contest rules and judging. Just like any other sport, the coach must be able to determine how his or her team members stack up against each other and against their opposition. A coach can easily destroy the chance to ever have a winning team simply because of the inability to recognize who the team winners are. One of the biggest mistakes a coach can make is to base judgments strictly on what other members of the team say.

Two other skills are important to a coach: a working knowledge of surfboard design and a basic understanding of how surfboards are made. Understanding of board construction will definitely help the coach be better received by his team.

Problems in Coaching

A unique problem facing a surfing coach is the individuality of surfers. Surfing does not lend itself easily to organization as a team sport because most surfers excel and thrive only on the basis of individual performance and peer recognition by other surfers. Team organization may only add another avenue for expression for surfing, not the primary focus for achievement. Tennis programs sometimes suffer the same problem. Team surfing may never become popular with the better surfers, but will simply serve as method of deciding whose school has the best individuals on a given day. With top competitors, the major emphasis may be "I" can beat them not "we" can beat them.

Many school officials and coaches might disagree with the "I vs. we" perspective. This author, as with many older surfers who have been serious formal competitors and attained a high degree of excellence when younger, feel the "I" is a more realistic view. Unfortunately, most coaches and school officials (as is the case with any other sport) are only weekend surfers at best, and haven't often experienced the "I vs. we" relationship of younger surfers.

Often school administrators have the opinion that the team (we) framework is the only way to run a surfing program or any other athletic program. Yet only a very skillful and knowledgeable coach can get his or her team to think in terms of "we" instead of "I" while still placating the school administration.

Instilling Team Spirit

The problem still remains of how to instill team spirit in a group of individuals who participate in a very individualistic sport. Many volumes have been written about coaching on-campus sports, but only a little about non-traditional off-campus sports. Herein lies the key to the "I vs. we" relationship. To get your surfers to think in terms of "we", a coach must work with his team as an off-campus group. Traditional school administrators may frown upon this procedure, but directly coaching in the environment where it exists will apply direction where it counts.

Coaching in an off campus environment is not as hard as it sounds. The majority of surfers at a particular school have one local spot they frequent most of the time. All a coach needs to do is start surfing this spot consistently and he will suddenly transform his team members' daily activity into actual team workouts. Once the coach has established himself as a member of this off campus group, it is very easy to direct team members towards "we" rather than "I" type activities.

Skilled surfers really don't need the school social structure other school athletes have developed, and may even shun this group if possible. These individuals might also go surf a good break with a friend rather than spend a wasted day at a contest. However, to spend a day with your surf buddies' trying to beat some other school is an entirely different matter. Successful coaches can create this framework and social structure within their team.

Avoiding Ego Conflicts

It is interesting to note how many teams are organized and run by the best surfer or a very good upper classmen on the team. In this situation, the team operates as a club, with the coach simply acting as an advisor. While sometimes successful, teams coached as clubs

have a very hard time being consistent because of the constant search for a new leadership replacement each year.

As well, personal ego conflicts between better surfers are a real problem. Strong resentment between local surfers, often representing competing board manufacturers, can lead to one group or another dropping out of the program. A strong coach who can keep individuals focused on both their own abilities and the overall level of the team will fare much better than the coach who gives individual surfers a chance to build on their own conflicts.

One method to avoid tense situations is to constantly break up the best surfers into balanced heats in any order for contests. Also, keep the exact order of the top surfers on the ladder private as much as possible, and change the top two or three every so often for a particular event. In this way no one surfer can dominate the team, even though it might be obvious to all who the best is. What you want to establish is natural leadership, not positional leadership on the team.

Rigidity and Scheduling

Now we come to one of the most difficult concepts for a surfing coach to understand: that of rigidity. Surfing is very unique, and a surf coach will have a difficult time following a rigid framework of rules and procedures like other athletic teams. Surfers for the most part don't like rules placed on them by what they consider the adult "system". Such rules are considered part of the establishment, and will normally be resisted as much as possible.

Going back to the off-campus concept, successful coaches must not follow strict regulations concerning workouts or meetings, and should remain for the most part separate from the mainstream athletic crowd within their organization. Coaches who are regular surfers should find this easy, as this is probably their normal lifestyle anyway.

By now, the reader may be wondering how to develop ideals in team members which form the very purpose of athletic competition while still catering to the individualism and non-rigid personal framework of the surfers themselves. Ideally, a coach has as his function to instill sportsmanship, create the drive to achieve (and win), and to instill fellowship and group interaction among his charges. By offering the avenue of team competition, promoting a visible person for team members to identify with (himself or a good upper classman), and by creating the atmosphere for close association and friendship, a successful coach can accomplish these goals.

Notice that there was no reference to a rigid set of rules to instill authority recognition among team members, or to the creation of "working" friendships rather than "natural leader" type friendships. Although instructional and a major benefit of many other athletic programs, these rules are best taught indirectly by a coach within the surfing environment.

Drugs and Alcohol

Unfortunately, drugs and alcohol are a continuing problem with high school athletes in all sports. Drugs can be performance drugs like anabolic steroids, stimulants, or depressants. Anabolic steroid drugs greatly increases the amount of fat in the blood. Additionally, their effects are often psychological as well as physical. Stimulants will most likely

cause an athlete to work beyond the point of fatigue. Other drugs, such as cocaine and marijuana, can lead to various damaging effects on both the athlete and the team.

Even one bad apple can destroy your entire team, plus create a hardship for you within the school's administration. The extinction process is an effective way to stop a misbehavior that may provide attention to the athlete. Basically, it means let them know they either stop or they will be extinct as far as the team is concerned. If you hear about a drug problem, or are unable to substantiate a claim that someone on your team has used drugs, you should still address the claim with the accused athlete. Failure can result in legal proceedings against both you and your school.

However, realize that accusing someone is a serious issue. The reaction that is most likely when one first addresses an athlete about an apparent drug problem is usually: "Whatever gave you that idea?" Don't get discouraged but make sure you have done a thorough investigation and document all activities and results with your administration.

Medical Liability

Warm-up legal issues are covered in other parts of this document. As a coach during a scheduled activity, your best approach to reduce liability is to act, not react. With no team physician available to transfer risk to, you may not diagnose the cause and nature of the injury. However, in the case of an injury you are responsible for:

- Deciding whether the athlete should continue participating
- Making sure the athlete is ready to play before resuming activity
- Obtaining parental and physician approval before allowing a seriously injured player to return

Surf Class Proposal Guidelines

As an accredited surfing instructor or surf coach, you may at some point decide to teach surfing lessons or surf classes within the high school or college environment. The outline provided in Section 1 of this manual describes the contents of a packet that can be developed and presented to the Board of Education for a local high school district. The purpose of this proposal is to create and present an official semester long course in Surfing Sports Science. A formal proposal packet should consist of about 40 pages and include actual lesson plans for approximately 12 one-hour classroom sessions, plus beach sessions sufficient to fill in the entire semester. If available, local field trips to watch a shaper create a board and a trip to a glass shop will be a most useful addition to the curriculum. Note that most of the information needed for a course should be available in either this manual or with readily available supplemental texts.

Working Program for Surf Teams

In this section we shall explore a simple program for surf team development. This program is designed for new coaches or experienced people looking for new ideas. Following the procedures outlined will definitely improve the quality of surfing your team exhibits. Surfing instructors in an organized academic teaching program can also use some of these ideas and drills. It should be noted that this program is oriented towards the knowledgeable surfer and those with little contest or judging experience must modify the program accordingly.

Additionally, this program is intended primarily for coaches who are not necessarily going to teach advanced skills to their athletes like coaches in other traditional team sports might do. If the coach does have the background skills necessary to teach advanced surfing techniques, this approach should be modified slightly to accommodate a mental feedback stage similar to what is provided in the professional coaching section of this document.

Coaches Who Teach Advanced Surfing Skills

Most school surfing teams are clubs with a large variance of surfing skills and abilities. For such teams, the coach can have significant influence in developing the skills of their athletes by offering suggestions based on the performances they observe, primarily during practices. When your athletes are in the practice stage of skill learning, you should emphasize the quality of their performance on a particular ride. Compared to skilled and experienced players, athletes low in self-confidence need immediate reinforcement after they perform. While your athletes are going through the mental stage of learning a skill, you should avoid telling them everything you know about the skill needed for a particular maneuver. Instead try:

- Demonstrating the skill
- Explaining the skill
- Allowing practice attempts of the skill
- Letting slow learners progress at their own pace by recommending they watch or surf with more experienced surfers

Feedback is least effective when it is extensive in describing every performance detail but most effective when it is

- Targeted to a particular behavior
- Specific to the correct and incorrect *aspects* of the performance
- Accompanied by suggestions and demonstrations for improving performance given immediately after a mistake is committed

Preseason Activities/ Meetings

Preseason evaluation of athletes' knowledge and skills is important because it allows you to design a season plan that will meet specific needs. To begin with, set up a schedule of regular meetings with your team. Try to make these meetings interesting by offering slides, movies, film clips from previous meets, or general surfing as a draw. Bringing in someone with experience as a shaper, shop owner, or even a widely recognized surfer to speak for a few minutes also works well. These meetings are especially useful after a meet to bring everyone together regardless of the competition outcome.

After the presentation or talk, discuss some highlights of the recent meet, or discuss plans for the next activity. It is best to leave individual discussions of areas needing improvement to one-on-one with the surfer involved. On the other hand, these general meetings create a sense of equal involvement by everyone, especially those who might not be advanced enough to make the varsity squad.

Additionally, allow the team a chance to voice its feelings about any matter at the meeting; it is their meeting, not necessarily the coach's. The coach should take notes, and

also offer the opportunity at least once during the season for a written evaluation from the team. This strategy works very well in helping the coach form his personal policies for the following season.

If the meeting is before or at the beginning of the season, plan a general team tryout for everyone interested. This should be done after a few meetings have already been held and information has been sent out to everyone interested. A good idea is to try and schedule at least four team tryouts, two before the season, and two more early into the season. Remember that surfing is very much an individual as well as a team sport. Not every good surfer in your school may want to tryout for the team initially. Also, some of those who join may decide that team competition is too establishment oriented or too much trouble and quit. Give those who aren't initially interested, or those who might have had a good wave come through during the tryout an opportunity to make the varsity team. Simply going with what you have done in other sports doesn't work as well with surfers.

During the actual school tryout, the coach should judge all surfers himself. Keep the heats to three surfers at one time if possible. There are two reasons for judging by the coach: First, all surfers will be evaluated equally. The possibility that someone might be neglected just because there were several super stars in the heat will be reduced. Second, scoring is a judgment call with even regular contest judges suffering criticism of their scores. As well, avoid looking good or bad by keeping your evaluations private.

The final ranking after your first tryout should be based on the total score of the top three waves using a one to twenty scale. A one to twenty scale allows plenty of flexibility if ten is used as an average wave. Use the totals as the basis to form your initial team ladder.

A second tryout should be held one or two weeks after the first tryout. This time some seeding should be used based on the initial ladder placement. Set up heats using at least three people in order from your ladder and one or two new people in each heat. Again, the coach should serve as the only judge with surfers allowed ample time to catch several waves. This time surfers can move up on the ladder by defeating others positioned near themselves on the ladder, and new people will also have a chance to establish themselves in direct competition.

A good idea is to hold a second round heat at the second tryout so the approximate starting order for first competitions can sort itself out. The coach should make comments on his score sheets and these should be discussed at the next regular team meeting. This will help the surfer in his or her own development as well as provide the coach with a direction for future work.

Once the ladder is formed, the team has been evaluated, and cuts have been made, an initial team workout should be held. Run the workout the same as a meet, with team members in formal one on one competition against each other. Only evaluate two surfers at a time, insisting that they stay near each other during the evaluation. By closely evaluating each surfer, the absolute order of the team should emerge.

First Meet of the Season

After the first workout is concluded, the team is ready for its first meet. Although the meet may be publicized throughout the school and elsewhere, it is a good idea to call each team member the night before to make sure they have transportation and remind

them of where and when. Surfers are not the most on time people around, so even with reminders, a coach might not have his entire team make it to the beach when expected.

Different organizations hold different types of competitions. Sometimes schools compete one on one, while other times preliminaries, semis and a final of six is held. The following example would be for a competition where only straight scoring heats are held.

If the competition team has twelve surfers competing in four heats, seat team members according to the following chart. An exception would be if you have a surfer who can beat anyone on a given day, but also has plenty of terrible days. He or she should be seated fourth.

Heat	Ladder Standing
Ht #1	4,5,6
Ht #2	3,7,9
Ht #3	2,8,10
Ht #4	1,11,12

Your top surfer in this type of meet can usually carry two others and your second on the ladder may also be able to carry the other team members in his or her heat. Try to put #4-6 in the same heat as your opponents' #1 surfer. This puts your off and on surfer in the best heat to score a decisive win and also only allows the opposing team's best surfer to carry his or her team members against your potentially weakest heat.

After the meet has started, a good coach must be constantly aware of exactly what is going on in the contest. This means making sure judges are paying attention and not missing waves, contest rules are not being violated, and mistakes are not made by scorekeepers. Knowing all the rules is absolutely essential in order to successfully coach a team. If a team manager is available, have the manager check each score sheet for mistakes. Also, the coach should be in a position to signal his team members if other areas of the break look more productive than where the surfer is located.

Workouts During the Season

As the season evolves, several team workouts plus additional tryouts should be held. A good idea is to hold workouts both after school and on occasional weekend mornings. Daily workouts are not necessary due to the individuality of the sport, but they are necessary for unity and so comparisons can be made.

A trip together to an out of the area break is a great way to build team unity and spirit. A surf trip to a distant, fabled surf spot is very good for morale; for example, taking the team on a few overnight or weekend trips. This author's greatest team member, an eventual US champion, was along on every trip taken for several years despite the notoriety he received after turning professional. He went not only because of the surf, but because he enjoyed the fellowship generated by these functions. Several other of the original Huntington Beach High School surfers who turned professional went on these trips, and every team member who did still remembers them. If you find your team's morale is sagging, try a weekend at a fun or new surf break. The boost they get will be amazing!

Another idea is to plan a few after school workouts on skateboards. However, the skateboard workout should be restricted to turning and switching stance type maneuvers on a gradually sloping hill only. This workout will help develop style and turning ability. Holding a skateboard race similar to a giant slalom in skiing will help the power aspect of a surfer's individual style. Longer and heavier type skateboards, just like surfboards, are best suited for this type of training.

By following a program similar to the one outlined here, a coach will get the most out of his team, and also get his surfers into condition for the end of the season competitions. Since championship competition requires the surfer to be physically as well as emotionally ready, the coach should plan an individual talk with each team member late in the season and then right before he or she competes. The late season talk should let each team member know how he or she has developed during the season and contributed to the teams' success. As well, the coach should ask if there are any personal problems that the athlete might need help with.

The final pep talk before the championship meet is important. First, get your team to sit down on the beach together and as a group evaluate the competition break. Find the best right and left break, where the waves are most consistent, and where the best takeoff spot is. Discuss any special rules that will be followed, and also let team members know what will be expected of them socially, both during and after the meet.

Before each athlete's heat is called, the coach should sit down with each surfer one last time. If the breaks have changed since the meet started, go over where the best spot suited to his or her style is located. Remind each competitor of who he or she must beat, what the judges are scoring the highest for, and above all, express your confidence in his or her ability to get the job done.

One last point to mention is social functions. Most surfers are "down home" people who don't need the big excitement of other sports. This is not meant to imply surfers aren't party animals, but only that they seem to prefer small parties or even dinners occasionally. Plan a social function for the end of the season outside what the school has planned. This will help to build a lasting bond among teammates.

School Contest Organization

Contests may be simple or elaborate depending on how far the organization wishes to go. A small contest may only require four or five colored T-shirts, a flag, a couple of judges, and some scoring sheets. Large events often require a P.A. system, air horns, a lifeguard boat, five to seven judges with recorders, tabulators and scorekeepers, a beach coordinator, heat judge, and contest director. This chapter will define the duties and procedures to be followed in organizing surfing events.

Small, informal contests can be held easily with the least amount of preparation, equipment, and setup on the beach. This contest type is usually an inter-club or inter-school activity where minimal or no entry fee is required, and very minimal if any awards are given. Surfing team tryouts fall under this category where the shop owner, school coach, or even a couple of team members may judge the individual entrants.

Three judges are the most desirable for small contests wherever possible. If there is an informal meet between two groups with limited budgets, one judge from each group will

work well. Judges should sit close to the water and away from the scoring table and scorekeeper. The judges also must not sit next to each other to prevent communication between them. Spectators or contestants must not be allowed to sit with or talk to the judges during the meet. Video recorders and chairs are not necessary, but will add a great deal of comfort and convenience for those judging. Recorders also reduce the possibility of a judge missing a wave.

Bright colored vests or colored T-shirts are usually necessary to distinguish individual surfers. Nylon vests are the lightest. A good number is to use twelve vests of six different colors. Black should not be used, as it is sometimes difficult to distinguish when surfers with wetsuits are in the water.

Vests that tie in front are irritating to the surfer when paddling and should be avoided. Velcro connecting fronts are great but wear out and need replacing on a regular basis. Snap fronts are also good. Try not to use vests too large for your surfers, as they are annoying if bulky and can get in the way when paddling for a wave. Colored rash guards seem to work really well and might be the least expensive way to go.

If visibility is hazy and competitors are more than 50 yards out from shore, or when non-contestants crowd conditions, a spotter should be used to call out colors to the judges. Spotters should sit close enough to the judges to be heard, or they should use a PA. Binoculars or telephoto lenses are used when competitors become very difficult to see. When the surf break is well off shore, such as some breaks in Hawaii, telescopes may also be necessary for the judges. Sometimes spotters will sit on a stand or small stepladder so they will have a better view of the surfline.

A good air horn is a must when surfers are some distance from shore on hazy days. If surfing close to shore, a red or green flag works equally well. Surfers may not hear the horn if paddling through a wave or way outside when it sounds, but they can usually see a flag. Two flags, red and green, are the most desirable.

A watch or timer is used to track time for each heat. Cooking timers are the best for timekeeping since they are easily reset and will make an audible sound when the heat time ends. They can be heard both by spectators and officials, as well as be seen from a distance.

A scorekeeper to tabulate judging sheets and heat results is necessary for all contests. If no one is available, sometimes the judges can add up their own scores and turn in completed sheets to the contest director. The director will then combine all score sheets and determine the final results. This approach is time consuming and can lead to tabulation mistakes, especially when spectators or contestants are looking over a judge's shoulder.

The best approach is to use a single tabulator to determine totals and final results. Tabulators should sit at the scoring table and also be responsible for keeping heat times. Two tabulators are necessary if judges as well as surfers must be evaluated. For small meets, tabulators can also be responsible for collecting score sheets.

Contest Director

Meet directors are responsible for coordination of the entire surfing event. A director must make sure enough judges show up on time, and ensure that all the scorers,

timekeepers, and assistants are available when needed. The director must also set up the heats, allow for breaks or provide relief workers, bring and set up all equipment such as flags, horns, and PA to be used, and send out and receive entry forms. For small contests, meet directors usually function as beach coordinators, but another person should fill this job for larger events.

Perhaps the most important responsibility a meet director has during an event is that of making the final decision on any problems that develop. Mistakes in tabulation, heat extension due to poor surf, or judges missing waves are the most common causes of complaint. All of the people will never be satisfied after any decision, so a director must be prepared for arguments or discontent to develop during every meet. A trend at contests has been for a contestant to argue with the meet director until the director gives in. This is a dangerous precedent for a director to set, and may result in the eventual degradation of any contest that director tries to run in the future.

Because of the meet directors unique position, he or she should not only be very familiar with rules and regulations governing contests, but also be a known and respected member of the local surfing community. This last statement may be questioned, but the actual contest competitors will agree more with a decision reached by a respected surfing official than a decision by a non-surfing or unknown director. Meet directors are usually people who have worked at many contests over an extended period of time and understand all aspects of contest procedure.

The best way to become a director is to judge and work as a beach coordinator until the inner workings of contest organization are understood. Then help an experienced director set up heats and schedules for a few meets. Never try to run a meet without having had adequate experience as some difficulties almost always develop.

Beach Coordinator

The primary responsibilities of the beach coordinator are to assemble contestants for each heat, issue jerseys, and give heat instructions. The coordinator should be aware of how much time is left for the heat in the water so the next heat can start on time. Beach coordinators also keep track of who has each jersey so none are lost or misplaced.

As soon as a heat has been sent out, the beach coordinator should start issuing jerseys and calling for the next heat. Any alternates report to the coordinator before he issues heat instructions. This allows corrections to the master heat sheets for each alternate issued a jersey.

Heat instructions should include heat length, number of waves to be judged (if not the standard number), scoring system to be used by judges, where the surfing area is, and penalties that might be applied for various infractions.

Sexual Relationships Between Coaches and Athletes

Sexual harassment has long been a recognized social problem in sports. The development and implementation of policies regarding sexual harassment, particularly as the result to Title IX, have helped to create organizational climates in which women and girls feel free to report such incidents.

In addition to Title IX, a couple of other laws, Under Title VII of the Civil Rights Act and Title IX of the Education Amendments Act of 1972 address sexual harassment specifically. Additionally, an important document coaches should become familiar with is the United States Olympic Committee Coaching Ethics Code, included in an Appendix at the end of this section.

As with businesses, policies governing coaching must be developed and enforced. The following policy, from the Women's Sports Foundation is a reasonable model for surf coaches to follow. Its guidelines are also applicable to other professionals who work with athletes such as athletic trainers, sports psychologists, officials, and sports information personnel.

Sexual Harassment and Romantic and/or Sexual Relationships

Romantic and/or sexual relationships between coaches and athletes are regarded as an abuse of professional status and power.

Under Title VII of the Civil Rights Act and Title IX of the Education Amendments Act of 1972, sexual harassment is illegal sex discrimination. Consistent with the Guidelines of the Equal Employment Opportunity Commission, the U.S. federal agency charged with the enforcement of Title VII, sexual harassment in the context of athletics and fitness is defined as follows:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- (a) Submission to such conduct or communication is made either explicitly or by a term or condition of an individual's (employment or) status in a program, or activity;
- (b) Submission to or rejection of that conduct by an individual is used as a factor in decisions affecting that individual; or
- (c) Such sexual conduct has the purpose or effect of unreasonably interfering with an individual's (work) educational or athletic performance, or of creating an intimidating, hostile, or offensive environment for (working) learning or the development of athletic skills.

Romantic and/or sexual relationships between coaches and athletes compromise the professional integrity of the coach and educational mission of athletics. Coaches exercise power over athletes, whether in giving them praise or criticism, evaluating them, making recommendations that further their athletic goals, or conferring any other benefits on them. Romantic and/or sexual relationships between coach and athletes are wrong when the coach has professional responsibility for the athlete. Such situations greatly increase the opportunities for a coach to abuse his or her power and sexually exploit the athlete. Voluntary consent by the athlete in such a relationship is suspect, given the unequal nature of the relationship. Moreover, other athletes and coaches may be affected by such unprofessional behavior because it places the coach in a position to favor or advance one athlete's interest at the expense of others and implicitly makes obtaining benefits contingent on romantic and/or sexual favors.

Romantic and/or sexual relationships between coaches and athletes undermine the professionalism of coaches, taint the atmosphere of mutual trust and respect between the coach and athlete, and hinder the fulfillment of the overall educational mission of athletics. The NSSIA views it as unethical if coaches engage in romantic and/or sexual relations with athletes under their supervision, even when both parties have apparently consented to the relationship.

Officials who are responsible for the administration and oversight should:

1. Formulate a written policy that details appropriate and inappropriate behavior. The policy should clearly explain the sanctions for sexual harassment. Job descriptions for coaching staff and volunteers should address the issues of sexual abuse and sexual contact.
2. Develop and distribute clear rules that prohibit coach-athlete dating and/or sexual relationships. These rules should specify the length of time that should pass after the cessation of the coach-athlete relationship before dating might occur. (The length of time specified should fit the age and/or social-psychological characteristics of athletes in the administrative setting; e.g., interscholastic athletes, college athletes, elite athletes, or professional athletes.)
3. Provide coaches with information, training and continuing education about how power dependence, "love," and sexual attraction can influence coach/athlete relationships. Upper-level administrators need to take responsibility for organizing training sessions for coaches and staff.
4. Ensure procedures for reporting sexual harassment protect the privacy of any athlete or coach involved as much as possible.
5. An appeals procedure should be developed in the event that the accused harasser or alleged victim is dissatisfied with the outcome of a hearing. Coaches or athletes should not be expected to waive their right to pursue legal redress in a court of law. Administrators need to inform those involved about statutes of limitations.
6. Respond quickly to allegations of harassment. Take immediate action to ensure that the environment is free of sexual harassment. Ensure that an investigation proceeds in a timely manner.
7. Screen all applicants for coaching staff and related positions. The policy on sexual harassment and consensual relations between coaches and athletes should be explained in all pre-employment interviews with all prospective staff or volunteers.

NSSIA Sexual Harassment Guidelines for Coaches

The NSSIA formally endorses the following guidelines for coaches, at least so long as you aren't coaching your husband or wife. Coaching one's spouse is a much more difficult task.

1. Coaches have the duty and responsibility to establish and maintain an educational and athletic environment free of sexual harassment.

2. Coaches have a duty and responsibility to take seriously all incidents or complaints of sexual harassment.
3. Coaches should pursue training and educational experiences that enhance the coaches' understanding of issues surrounding sexual harassment and romantic coach/athlete relationships.

The U.S. Olympic Committee Coaching Code of Ethics

General Principles

Principle A: Competence

Coaches strive to maintain high standards of excellence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training or experience. In those areas in which recognized professional standards do not yet exist, coaches exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Coaches make appropriate use of scientific, professional, technical and administrative resources.

Principle B: Integrity

Coaches seek to promote integrity in the practice of coaching. Coaches are honest, fair and respectful of others. In describing or reporting their qualifications, services, products or fees, they do not make statements that are false, misleading or deceptive. Coaches strive to be aware of their own belief systems, values, needs and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. Coaches avoid improper and potentially harmful dual relationships.

Principle C: Professional Responsibility

Coaches uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different athletes. Coaches consult with, refer to or cooperate with other professionals and institutions to the extent needed to serve the best interest of their athletes or other recipients of their services. Coaches' moral standards and conduct are personal matters to the same degree as is true for any other person, except when coaches' conduct may compromise their professional responsibilities or reduce the public's trust in the coaching profession and coaches. Coaches are concerned about the ethical compliance of their colleagues' professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for Participants and Dignity

Coaches respect the fundamental rights, dignity and worth of all participants. Coaches are aware of cultural, individual and role differences, including those due to age, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status. Coaches try to eliminate the effect on their work of biases based on

those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

Principle E: Concerns for Others' Welfare

Coaches seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, coaches consider the welfare and rights of their athletes and other participants. When conflicts occur among coaches' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Coaches are sensitive to differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

Principle F: Responsible Coaching

Coaches are aware of their professional responsibilities to the community. While many aspects of personal behavior and private activities seem far removed from official duties of coaching, all coaches should be sensitive to their position as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment. Coaches are encouraged to observe the standards of this ethics code consistently.

Ethical Standards (from the U.S. Olympic Committee Coaching Code of Ethics)

1. General Standards

These general standards are applicable to the professional activities of all coaches.

1.01 Applicability of the Ethics Code - While many aspects of personal behavior and private activities seem far removed from official duties of coaching, all coaches should be sensitive to their position as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment. Coaches are encouraged to observe the standards of this ethics code consistently.

1.02 Boundaries of Competence - Coaches provide services only within the boundaries of their competence, based on their education, training, supervised experience or appropriate professional experience.

- Coaches provide services involving new techniques only after first undertaking appropriate study, training, supervision and/or consultation from persons who are competent in those areas or techniques.
- In those emerging areas in which generally recognized standards for preparatory training do not yet exist, coaches nevertheless take reasonable steps to ensure the competence of their work and to protect athletes and other participants from harm.

1.03 Maintaining Expertise - Coaches maintain a reasonable level of awareness of current scientific and professional information in their fields of activity and undertake ongoing efforts to maintain competence in the skills they use.

1.04 Basis for Professional Judgments - Coaches rely on scientifically and professionally derived knowledge when making professional judgments or when engaging in professional endeavors.

1.05 Describing the Nature and Results of Coaching Services - When coaches provide services to an individual, a group or an organization, they provide, using language that is reasonably understandable to the recipient of those services, appropriate information beforehand about the nature of such services and appropriate information later about the results and conclusions.

1.06 Respecting Others - Coaches respect the rights of others to hold values, attitudes and opinions that differ from their own.

1.07 Nondiscrimination - Coaches do not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status or any basis proscribed by law.

1.08 Sexual Harassment - Coaches do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances or verbal or nonverbal conduct that is sexual in nature and that either:

- Is unwelcome, is offensive or creates a hostile environment; the coach may or not know this.
- Is sufficiently severe or intended to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.
- Coaches act appropriately when dealing with sexual harassment complaints while being mindful of the respondents with dignity and respect.

Coaches do not participate in denying an athlete the right to participate based upon their having made, or their being the subject of, sexual harassment charges.

1.09 Other Harassment - Coaches do not engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as the person's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language or socioeconomic status.

1.10 Personal Problems and Conflicts - Coaches recognize that their own personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm for athletes or other participants to whom they may owe a professional obligation.

- In addition, coaches have an obligation to be alert to signs of, and to obtain assistance for their personal problems at an early stage in order to prevent significantly impaired performance.

- When coaches become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend or terminate their work-related duties.

1.11 Avoiding Harm - Coaches take reasonable steps to avoid harming their athletes or other participants and to minimize harm where it is foreseeable and unavoidable.

1.12 Misuse of Coaches' Influence - Because coaches' professional judgments and actions may affect the lives of others, they are alert to guard against personal, financial, social, organizational or political factors that might lead to misuse of their influence.

1.13 Multiple Relationships - In many communities and situations, it may not be feasible or reasonable for coaches to avoid social or other nonprofessional contacts with athletes and other participants. Coaches must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A coach refrains from entering into or promising another personal, professional, financial or other relationship with such persons if it appears likely that such a relationship reasonably might impair the coach's objectivity or otherwise interfere with the effective performance of his or her functions as a coach, or might harm or exploit the other party.

Likewise, whenever feasible, a coach refrains from taking on professional obligations when pre-existing relationships would create a risk of such harm.

If a coach finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the coach attempts to resolve it with due regard for the best interests of the affected person and maximum compliance with the ethics code.

1.14 Exploitative Relationships - Coaches do not exploit athletes or other participants over whom they have supervisory, evaluative or other authority.

Coaches do not engage in sexual/romantic relationships with athletes or other participants over whom the coach has evaluative, direct or indirect authority because such relations are likely to impair judgment or be exploitative.

1.15 Consultations and Referrals - When indicated and professionally appropriate, coaches cooperate with other professionals in order to serve their athletes or other participants effectively and appropriately

1.16 Delegation to and Supervision of Subordinates - Coaches delegate to their employees, supervisees and assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training or experience, either independently or with the level of supervision being provided.

Coaches provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently and ethically.

1.17 Fees and Financial Arrangements - As clearly and as feasible in a professional relationship, the coach and the athlete or other participants reach an agreement specifying the compensation and the billing arrangements.

- Coaches do not exploit recipients of services or payers with respect to fees.
- Coaches' fee practices are consistent with law.
- Coaches do not misrepresent their fees.

If limitations to services can be anticipated because of limitations in financing, this is discussed with the athlete or other participants as appropriate.

2. Advertising and Other Public Statements

2.01 Definition of Public Statements - Coaches comply with the ethics code in public statements relative to their professional services, products or publications.

2.02 Statements by Others - Coaches who engage others to create or place public statements that promote their professional practice, products or activities retain professional responsibility for such statements.

In addition, coaches make reasonable efforts to prevent others whom they do not control (such as employers, publishers, sponsors, organizational clients and representatives of the print or broadcast media) from making deceptive statements concerning the coach or his professional activities.

If coaches learn of deceptive statements about their work made by others, coaches make reasonable efforts to correct such statements.

Coaches do not compensate members of the press, radio, television or other communication media in return for publicity in a news item.

A paid advertisement relating to the coach's activities must be identified as such unless it is already apparent from the context.

2.03 Avoidance of False or Deceptive Statements - Coaches do not make public statements that are false, deceptive, misleading or fraudulent, either because of what they state, convey or suggest or because of what they omit, concerning their work activities or those of persons or organizations with which they are affiliated. As examples (and not in limitation) of this standard, coaches do not make false or deceptive statements concerning:

- Their training, experience, or competence
- Their academic degrees
- Their credentials
- Their institutional or association affiliations
- Their services

- The basis for, or results or degree of success of their services
- Their fees

2.04 Media Presentations - When coaches provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed materials or other media, they take reasonable precautions to ensure that the statements are consistent with this ethics code.

2.05 Testimonials - Coaches do not solicit testimonials from current athletes or other participants who, because of their particular circumstances, are vulnerable to undue influence.

2.06 Recruiting - Coaches do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential athletes or other participants who, because of their particular circumstances, are vulnerable to undue influence. However, this does not preclude recruiting athletes deemed eligible by the National Junior College Athletic Association.

3. Training Athletes

3.01 Structuring the Relationship - Coaches discuss with athletes, as early as is feasible, appropriate issues such as the nature and anticipated course of training, fees and confidentiality.

- When the coach's work with athletes will be supervised, the above discussion includes that fact and the name of the supervisor.
- When the coach is uncertified, the athlete is informed of that fact.

Coaches make reasonable efforts to answer athletes' questions and to avoid apparent misunderstandings about training. Whenever possible, coaches provide oral and/or written information using language that is reasonably understandable to the athlete.

3.02 Family Relationships - When a coach agrees to provide services to several persons who have a relationship (such as parents and children), the coach attempts to clarify at the outset which of the individuals are athletes and the relationship the coach will have with each person. This clarification includes the role of the coach and the probable uses of the services provided.

As soon as it becomes apparent that the coach may be called on to perform potentially conflicting roles (such as intermediary between parents and children or sibling teammates), the coach attempts to clarify and adjust or withdraw from roles appropriately.

3.03 Providing Coaching Services to Those Served by Others - In deciding whether to offer or provide services to those already receiving coaching services elsewhere, coaches carefully consider the potential athlete's welfare. The coach discusses these issues with the athlete or another legally authorized person on behalf of the athlete in order to minimize the risk of confusion and conflict.

3.04 Sexual Intimacies with Current Athletes - Coaches do not engage in sexual intimacies with current athletes.

3.05 Coaching Former Sexual Partners - Coaches do not coach athletes with whom they have engaged in sexual intimacies.

3.06 Sexual Intimacies with Former Athletes - Coaches should not engage in sexual intimacies with a former athlete for at least two years after cessation or termination of professional services.

Because sexual intimacies with former athletes are so frequently harmful to the athlete and because such intimacies undermine public confidence in the coaching profession and thereby deter the public's use of needed services, coaches do not engage in sexual intimacies with former athletes even after a two-year interval except in the most unusual circumstances. The coach who engages in such activity after the two years after the cessation or termination of the coach-athlete relationship bears the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including:

- The amount of time that has passed since the coach-athlete relationship terminated
- The circumstances of termination
- The athlete's personal history
- The athlete's current mental status
- The likelihood of adverse impact on the athlete and others
- Any statements or actions made by the coach during the course of the athlete-coach relationship suggesting or inviting the possibility of a post-termination sexual or romantic relationship with the athlete or coach

3.07 Drug-free Sport - Coaches do not tolerate the use of performance-enhancing drugs and support athletes' efforts to be drug-free.

3.08 Alcohol and Tobacco - Coaches discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites and forbid use of alcohol by minors.

Coaches refrain from tobacco and alcohol use while they are coaching and make every effort to avoid their use while in the presence of their athletes. (on/off duty)

3.09 Interruption of Services - Coaches make reasonable efforts to plan for the event that coaching services are interrupted by factors such as the coach's illness, death, unavailability or relocation or by the client's relocation or financial limitations.

When entering into employment or contractual relationships, coaches provide for orderly and appropriate resolution of responsibility for athlete training in the event that the

employment or contractual relationship ends, with paramount consideration given to the welfare of the athlete.

3.10 Terminating the Professional Relationship - Coaches terminate a professional relationship when it becomes reasonably clear that the athlete no longer needs the service, is not benefiting from or is being harmed by continued services.

Prior to termination, for whatever reason, except where precluded by the athlete's conduct, the coach discusses the athlete's needs, provides appropriate pre-termination counseling, suggests alternative service providers as appropriate and takes other reasonable steps to facilitate transfer of responsibility to another provider if the athlete needs one immediately.

4. Training Supervision

4.01 Design of Training Programs - Coaches who are responsible for training programs for other coaches seek to ensure that the programs are competently designed, provide the proper experiences and meet the requirements for certification or other goals for which claims are made by the program.

4.02 Descriptions of Training Programs - Coaches responsible for training programs for other coaches seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be readily available to all interested parties.

Coaches seek to ensure that statements concerning their training programs are accurate and not misleading.

4.03 Accuracy and Objectivity in Coaching - When engaged in coaching, coaches present information accurately and with a reasonable degree of objectivity.

When engaged in coaching, coaches recognize the power they hold over athletes and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to athletes and other participants.

4.04 Assessing Athlete Performance - In coach-athlete relationships, coaches establish an appropriate process for providing feedback to athletes.

Coaches evaluate athletes on the basis of their actual performance on relevant and established program requirements.

4.05 Honoring Commitments - Coaches take reasonable measures to honor all commitments they have made to athletes.

5. Team Selection

Coaches perform evaluations or team selection only within the context of a defined professional relationship.

Coaches' assessments, recommendations, reports and evaluative statements used to select team members are based on information and techniques sufficient to provide appropriate substantiation for their findings.

6. Resolving Ethical Issues

6.01 Familiarity with Ethics Code - Coaches have an obligation to be familiar with this ethics code, other applicable ethics codes and their application to the coaches' work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

6.02 Confronting Ethical Issues - When a coach is uncertain whether a particular situation or course of action would violate the ethics code, the coach ordinarily consults with other coaches knowledgeable about ethical issues, the NGB or USOC ethics committee or with other appropriate authorities in order to choose a proper response.

6.03 Conflicts Between Ethics and Organizational Demands - If the demands of an organization with which the coach is affiliated conflict with this ethics code, coaches clarify the nature of the conflict, make known their commitment to the ethics code and, to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the ethics code.

6.04 Informal Resolution of Ethical Violations - When coaches believe that there may have been an ethical violation by another coach, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and when intervention does not violate any athlete rights that may be involved.

6.05 Reporting Ethical Violations - If an apparent ethical violation is not appropriate for informal resolution under standard 6.04 or is not resolved properly in that fashion, coaches take further action appropriate to the situation unless such action conflicts with athlete rights in ways that cannot be resolved.

6.06 Cooperating with Ethics Committees - Coaches cooperate in ethics investigation, proceedings and resulting requirements of the USOC and any NGB to which they belong. Failure to cooperate is itself an ethics violation.

6.07 Improper Complaints - Coaches do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than protect the public.

7. Process Relating to Violation of Code

7.01 - The coach acknowledges that this ethics code is administered under the authority of his or her NGB or other responsible organization and that a violation of this code subjects the coach to the processes of the NGB or other such organization required to be provided in the event of disciplinary action. The NGB or other such organization acknowledges that all violations of the ethics code will be reviewed for possible disciplinary action, and it will provide a written report to the USOC on all reviews and actions.

7.02 - In event that a violation of the ethics code occurs during an authorized U.S. Olympic Training Center activity, USOC may, as landlord of the facility, take action separate and independent from that of the NGB or other member of the USOC in order to protect its interests and those of athletes, coaches and others at the location.

7.03 - Any action taken by an NGB or other member of the USOC that affects the opportunity of a coach to participate in "protected" competition as defined in the USOC Constitution shall be entitled to processes assured under the USOC Constitution and the Amateur Sports Act of 1978. This includes process within the NGB, the USOC and the American Arbitration Association.

7.04 - If the violation of the ethics code occurs while a member of a USOC team or event, the coach and the NGB acknowledge that the USOC may institute its own proceeding regarding the violation, which action shall not restrict the ability or obligation of the NGB to take its own separate and independent action.

7.05 - In the event that a coach is found to have violated the ethics code, such action is separate and apart from any other legal consequences that may occur as a result of the act.

Acknowledgements

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- USOC General Counsel, Ronald T. Rowan

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Article Based on “Performing Under Pressure”

Author: Michelle Paccagnella, Psychologist, ACT Academy of Sport

The clock is ticking; there are only five minutes remaining and no waves in sight. You need to catch a higher scoring wave in the next five minutes in order to make the final. Everyone in the heat is fired up and tensions are running high. Your friends, coach and relatives on the beach are on the edge of their toes and shouting. Some look intensely focused; others look desperate, or slightly ill...

This scenario is very familiar in high-pressure situations when surfers simply have to perform in order to move on from their heat. Some surfers and coaches love these moments, however others dread those feelings of pressure. Pressure has always been an integral part of sports. Exciting competitions often have pivotal moments when the outcomes are decided. These pressure situations are such an innate part of the sporting experiences and yet many surfers are not taught how to deal with them.

So what is pressure?

Pressure often refers to the feelings an athlete has about performing in a competitive situation. It is often experienced as a compelling or constraining influence on the mind, or an urgent demand that must be met. Pressure is a feeling that is created by ourselves, when we react to particular events or situations.

Pressure isn't necessarily bad – it can enhance motivation, concentration and enjoyment. The feeling of stress that often accompanies a pressure situation can help keep you on your toes, ready to rise to a challenge.

Where does pressure come from?

Pressure can come from a variety of internal and external sources. For example:

- athletes' expectations about the competition (desired result, anticipated reward, opportunities, travel, praise, payoff for all their hard work)
- other people's expectations (especially sponsors, but also from other people such as friends, relatives, coaches)
- press and media expectations (newspaper articles, magazines, film producers, etc.)
- preparation for competition (how well prepared the athletes feel, and how ready they feel on the day)
- crowd effects (their reactions to performance, either supportive or derisive)
- importance of this performance (win money, selection by sponsors, one last win and then retirement)
- anticipated contest difficulty or importance (eg: local contest vs finals national/international/pro events)
- officials' and organizer's actions (the way the people in charge affect the athletes)
- athletes' readiness to perform (fully fit, mentally ready, injury-free etc)
- timing (last 5 minutes, need a better wave to win)

- other areas of life that compete for athletes' attention (school, work, relationships, etc.)
- lack of self-confidence (doubting the ability to perform)
- implementing a new technique in the competition
- repeated errors on wave selection/performance

Thriving under pressure

The way athletes deal with pressure is the key to using pressure situations positively. Learning to respond well in a pressure situation is an invaluable tool for coaches and athletes.

Pressure is an illusion!

The most important concept in dealing with pressure is to start with the realization that there is no such thing as competition pressure, except what is made of it in the athlete's mind. Pressure isn't something that happens to us – it is something that is manufactured by our own thinking. Aside from the physical pressure exerted on one opponent by another, pressure in the competitive context isn't real – it doesn't exist. It doesn't have a form, a color, a smell. Pressure is simply how we perceive the situation we are in. Competitors need to learn this, because once they understand that pressure is something they create, and then they also understand that pressure is therefore something they can control. By controlling their responses to pressure situations, athletes learn to take the pressure in stride.

Controlling responses to pressure: tips for athletes

- Pressure only exists if the individual is concerned about the outcome. Surfing in demanding surf or surfing in the international finals is exactly the same thing! It's still the same ocean, the same strategies, the same rules – nothing has changed in terms of how you surf. It's best to approach pressure situations as though they are practice waves. Train your mind to stay in the present and let the outcome take care of itself.
- Learn to practice at the same level you compete at. Your best wave in a contest can only ever be as good as your best possible wave on any given day. People labor under the illusion that all those little successful moments in training will somehow combine together on competition day to bring about higher levels of performance. This just isn't true, so learn to train as you mean to compete.
- You must practice pressure situations in training, so they become normal and easy to handle.
- Ensure you have good preparation leading up to competition.
- Never, ever give in – maintain commitment and desire in the face of adversity.
- Learn to focus on the right thing at the right time, regardless of what is going on around you.
- Often surfers (and coaches) rush things when they are under pressure. An example is taking off on an un-makeable wave with the hope you can improve your score. This detracts from performance, communication, vision, and enjoyment. Slow down.

What Coaches and Scouts Do

Source: US Bureau of Labor and Statistics

Coaches and scouts analyze the strengths and weaknesses of individual athletes and opposing teams. Coaches teach amateur and professional athletes the skills they need to succeed at their sport. Scouts look for new players, evaluating athletes' strengths and weaknesses as possible recruits. Many coaches also scout out new talent.

Duties

Coaches typically do the following:

- Plan, organize, and conduct practice sessions
- Analyze the strengths and weaknesses of individual athletes and opposing teams
- Plan strategies and choose team members for each game
- Provide direction, encouragement, and motivation to prepare athletes for games
- Plan and direct physical conditioning programs that enable athletes to achieve maximum performance
- Instruct athletes on proper techniques, heat strategies, sportsmanship, and the rules of the sport
- Keep records of athletes' and opponents' performance

Scouts typically do the following:

- Read newspapers and other news sources to find athletes to consider
- Attend events, view videotapes of the athletes' performances, and study statistics about the athletes to determine talent and potential
- Talk to the athlete's coach to see if the athlete has what it takes to be successful
- Report to sponsors about marketability of athlete
- Arrange for and offer incentives to prospective players

The following are examples of occupational specialties:

Coaches teach professional and amateur athletes the fundamental skills of individual competitions. They hold training and practice sessions to improve the athletes' form, technique, skills, and stamina. Along with refining athletes' individual skills, coaches also are responsible for instilling in their players the importance of good sportsmanship, a competitive spirit, and what it takes at the personal level to win.

Coaches and scouts work outdoors and may be exposed to all weather conditions. Additionally, they often travel to remote events, usually taking long car rides and, in many cases, flying internationally.

Coaches and scouts often work irregular hours, including evenings, most weekends, and holidays. Some high school coaches in educational institutions work part time, and they often coach more than one sport.

Many high school coaches are primarily teachers of academic subjects who supplement their income by coaching part time. Like coaches, sports instructors also hold daily

practice sessions, assign specific drills, correct athletes' techniques, and devise a competitive strategy.

Coaches and sports instructors sometimes differ in their approaches to athletes because of the focus of their work. For example, coaches manage their athlete's non-competitive activities, while sports instructors usually just concentrate on the competitive aspects. Sports instructors spend more of their time with athletes working one-on-one, which permits them to design individual customized training programs.

Scouts evaluate the skills of both amateur and professional athletes. The scout acts as a sports intelligence agent, primarily seeking out top candidates for the organization or sponsor he or she represents.