



ESNZ Performance Coaching

Program Outline

Module 1 – Athlete Self-Awareness and Decision-Making

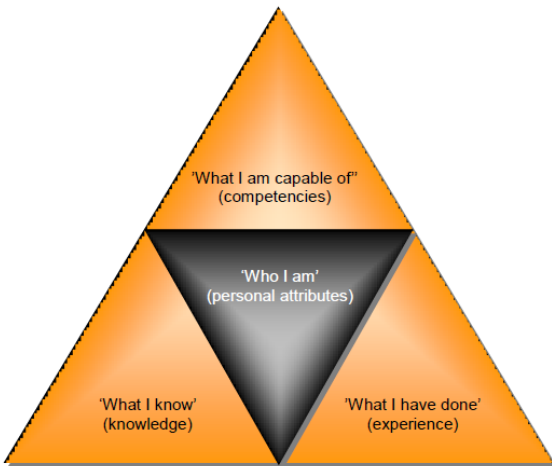
- Topic 1 – Stages of Long-Term Athlete Development
- Topic 2 – Rider Learning Preferences
- Topic 3 – Learning and Skill Acquisition
- Topic 4 – Athlete Self-Awareness and Decision-Making
- Topic 5 – Sport Psychology and Mental Skills

Module 2 – Planning and Tracking Athlete Performance

- Topic 1 – Planning
- Topic 2 – Practical Sports Nutrition
- Topic 3 – Athlete Recovery
- Topic 4 – Recreational Drugs
- Topic 5 – Lifestyle Balance
- Topic 6 – Professional Referrals
- Topic 7 – Knowledge Capture and Sharing
- Topic 8 – Measurement of Athlete Performance

Module 3 – Coach Self-Development

- Topic 1 – High Performing Coach Characteristics
- Topic 2 – Personal Development Planning
- Topic 3 – Applying Self-Improvement Strategies



Discipline-specific modules

NB: Candidates choose one or more disciplines according to their preference.

Module 4A - Core Dressage

- Topic 1 – Safety Requirements
- Topic 2 – Managing Horses & Riders in a Dressage Arena
- Topic 3 – Skill Progressions
- Topic 4 – Core Dressage Skill Faults and Solutions

Module 4B - Dressage

- Topic 1 – Specialist Dressage Skills, Faults and Solutions

Module 4C - Jumping

- Topic 1 – Safety Requirements
- Topic 2 – Skill Progressions
- Topic 3 – Jumping Skill Faults and Solutions

Module 4D - Cross-Country

- Topic 1 – Safety Requirements
- Topic 2 – Skill Progressions
- Topic 3 – Cross-Country Skill Faults and Solutions

Module 4E - Endurance

- Topic 1 – Safety Requirements
- Topic 2 – Skill Progressions
- Topic 3 – Endurance Skill Faults and Solutions



Implicit Motor Learning

In sport, thinking about the execution of a skill, can be dangerous. All coaches have come across athletes who suffer from the "Paralysis by Analysis" scenario when they think too much about how to execute a skill. Or athletes whose technique consistently breaks down in pressure situations ... or those who lose confidence in their technique and struggle to regain it, e.g. the *yips* in golf putting.



In the scientific literature this thinking is referred to as **REINVESTMENT** – the tendency for working memory to use conscious, explicit, rule based knowledge to control movement. In other words, thinking too much about how to move! Research shows that people who score highly in a Movement Specific Reinvestment Scale* also suffer most in technique breakdown under pressure (both physical and mental)

To get around this problem, coaches can use Implicit Motor Learning techniques to aid in skill acquisition. Athletes who have learned *implicitly* in sport may be unable to explain how to execute the technique but still perform it competently. A good example in everyday life is riding a bike. Once we can do it, we can do it for life and yet it is very hard to describe what the movements involved are, to other individuals.

* Copies are available on request



The Johari Window

	Known to Coach	Not known to Coach
Known to Others	Arena <small>(what you know about yourself & what others know about you)</small>	Blind Spot <small>(what others know about you but what you are unaware of)</small>
Not known to Others	Façade <small>(what you know about yourself that others are unaware of)</small>	Unknown <small>(what is unknown to both you and others)</small>

