



COMPETITION COACHING MODULE





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Version 1.4 2013

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Content

Module		Page
Sub-Module 1	Knowing Yourself and Your Player	5
Sub-Module 2	Preparation For Badminton	10
Sub-Module 3	Time-Out/Interval Coaching	18
Sub-Module 4	Scouting In Badminton	20
Sub-Module 5	Video Analysis In Badminton	22
Sub-Module 6	Match Time: Dos & Don'ts	24

QR Code



The **QR Code** (abbreviated from **Quick Response Code**) is the trademark for a type of matrix barcode. The code consists of black modules (square dots) arranged in a square pattern on a white background. A QR code can be scanned by a smart phone's camera.

What you need in order to scan a QR code:

1. A smart phone with a camera
2. An app that reads QR codes. Listed Below are a few:
 - NeoReader (iphone)
 - ScanLife(Blackberry)
 - Quick Mark (Android)

In this module, we have used QR codes to direct you to sample videos and website links.

The QR Code above links the USA Badminton website.

Sub-Module 1:

Know Yourself & Your Athlete

Why People Coach?

In a study by McLean, Mallett and Newcombe (2008) on coaches' reasons for coaching, they found that coaches' motivation to coach was not only connected to the performance level of their athletes but also an intrinsic love for their chosen sport and coaching.

Three psychological needs have been identified as important in fostering greater intrinsic motivation for an activity:

- The need for **autonomy** (the desire to feel that your actions emanate from your own choice)
- The need for **competence** (the desire to be good at the activity)
- The need for **relatedness** (the desire to be connected to similar others)

Coaches who feel that they are coaching because they want to, are good at it, and feel coaching enables them to stay connected with their sport. These coaches usually show more intrinsic motivation towards coaching will coach with a more autonomy-supportive style.

Exercise 1: What do I want as a coach: What do I want to accomplish while coaching? Is it to win championships? Does winning even matter? Is it to better my athletes both on and off the court?

Exercise 2: How do you see yourself? Find a metaphor that describes yourself as a coach. e.g. an explorer? an artist? an actor? a general? Why have you chosen this metaphor?

Coach's roles in competition

The coach has many roles. In your view, what are the coach's roles during competition?

- 1.
- 2.
- 3.
- 4.

Your Athlete

Each athlete is different. This is the first thing a coach must understand if they want to be successful. The essential coaching knowledge of understanding athletes is hard to come by when each athlete with different backgrounds, experiences, motivations, gender, learning styles, and development phase is unique. In order to help athletes succeed, it is imperative to learn about each one individually and then use that information as you coach them.

Understanding Readiness

Readiness is a complex area. There are no definitive answers regarding when a child is precisely ready for competition. However, as a coach we can identify criteria or specific aspects of development that need to be met for the young athlete to be "ready" for adult model competition.

Long Term Athlete Development Models

There are two categories of sports - early specialization or late specialization sports. Early specialization refers to sports such as rhythmic gymnastics and table tennis that require early sport-specific specialization in training.

As a general rule, early specialization sports require a four-phase model, while late specialization sports require a six-stage model as depicted on the next page:

Athlete Development Models

Early Specialization	Late Specialization
1. Training to Train stage 2. Training to Compete 3. Training to Win 4. Retirement (retainment)	1. FUNdamental stage 2. Learning to Train 3. Training to Train 4. Training to Compete 5. Training to Win 6. Retirement (retainment)

These models are generic in nature and do not intend to be rigid or complex when it comes to athlete development guidelines. The adoption of either model can be productive depending on philosophy, culture of the system, the individual athlete and the nature of the sports itself. In most top badminton countries, the early specialization model is practiced. Systems that adopt early specialization have modified to fit their own needs, cultural, societal aspirations and resources.

In today's changing society, particularly in the USA, a generic model would lead to serious oversimplifications. Perhaps, a combination of certain stages of both models may be a solution.

The aim of this paper is not to encourage or discourage the focus on 'early or late specialization models' but rather to highlight the importance of understanding the athlete no matter what gender or age.

Therefore, a training program should consider the uniqueness of the athlete concerned.

Why a Long Term Athlete Development Model (LTADM) for badminton?

The LTADM is a guide for coaches and parents to ensure that the talented athlete receives appropriate training that will help his/her development so as to avoid the following:

- Over training
- Under training
- Over competing
- Imposing adult training on younger athletes
- Imposing competitive model training on untrained as well as recreational juniors and adults
- Over focus on winning as a reason to participate in badminton
- Involve athletes in too many sports, and impose unnecessary expectations

Summary of Late Specialization Model As Modified For Badminton

Phase 1 - FUNdamentals

This phase is appropriate for boys aged 6 to 9 and girls aged 5 to 8. The main objective of this phase is to focus on the overall development of the athlete's physical capacities and fundamental movement skills. The ages between 6-8 for girls and 7-9 for boys are the first 'critical speed development period.'

Key points

- Encourage participation in as many sports as possible
 - Limiting a child to only one sport could push them away from that sport
 - Other sports will teach necessary athletic skills that they may not learn as well from only playing badminton
- Speed, power and endurance are developed using FUN games
- Progress from gross to fine motor activities as the young athlete develops in ability
- Exposure to varieties of short movement pattern activities– generic movements, linear, lateral, multi-directional and random movements
- Keep activities short (up to 5 seconds) and keep volume low
- Introduction to the simple rules and ethics of sports
- Strength training using the young athlete's own body weight (light medicine ball and Swiss ball exercises can be encouraged)
- Involve whole body movement activities. Develop the athlete's:
 - ABC's (Agility, Balance, Coordination and Speed)
 - RJT (Running, Jumping, Throwing)
 - KGBs (Kinesthetics, Gliding, Buoyancy, Striking with a body part)
 - CKs (Catching, Kicking, Striking with an implement)

Phase 2 - Learning to train

This phase is appropriate for boys aged 9 to 12 and girls aged 8 to 11. The main focus during this phase is learning badminton basic skills.

Key points

- Further develop fundamental movement skills
- Muscle memory will begin in these age groups. Fundamentals are key!
- Repetition for skill development must be inter-spaced with enough rest; however, repetition involving intense activity should be avoided
- Skill development can be more complex
- Skills can be presented as a whole and broken down where necessary

- Doubles partnerships can be developed as young athletes begin to understand about working as a team
- Learn general overall sports skills
- Fine motor control activities should be practiced and developed
- Continue developing strength with medicine ball, Swiss ball and own body-weight exercises as well as hopping-bounding exercises
- Continue to develop endurance with games and relays
- Introduce basic flexibility exercises
- Continue to develop speed with specific activities during the warm-up, such as agility, quickness and change of direction
- Develop knowledge of warm up, cool down, stretching, hydration, nutrition, recovery, relaxation and focusing
- Training programs are structured and based on a single periodization
- Exposed to structured competition
- The training to competition ratio is approximately 70:30

Phase 3 - Training to train

This phase is appropriate for boys aged 12 to 16 and girls aged 11 to 15. The main focus during this phase is the overall development of the athlete's physical capacities (with particular emphasis on aerobic conditioning) and fundamental movement skills.

Key points

- Further develop speed and sport-specific skills
- Develop the aerobic base - after the onset of PHV (Peak Height Velocity – growth period; between 12-14 years old)
- Introduction to strength training
- Learn correct weight lifting techniques
 - The strength training window for boys begins 12 to 18 months after PHV
 - There are two windows of opportunity to strength training for girls
 - Window one is immediately after PHV
 - Window two begins with the onset of menarche (the first menstrual period)
- Develop more in-depth knowledge of stretching, nutrition and hydration, mental preparation, how and when to be at best playing form (peak) and when to decrease intensity (taper)
- Establish pre-competition, competition and post competition routines
- Special emphasis is also required for flexibility training due to the sudden growth of bones, tendons, ligaments and muscles
- More complex training with regards to competition
- Suggested training to competition ratio is approximately 60:40

Phase 4 - Training to compete

This phase is appropriate for boys aged 16 to 18 and girls aged 15 to 17. The main focus during this phase is on optimizing fitness preparation, sport/event specific skills and performance.

Key points

- Should focus 50% on the development of technical and tactical skills and fitness improvements
- The remaining 50% on competition-specific training and competition
- Expose sport specific skills under a variety of competitive conditions during training

- Place special emphasis on more intense and complicated simulating game situation and on court exercises in training
- Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to the athlete's needs
- Introduce double and multiple periodization

Phase 5 - Training to win

This phase is appropriate for boys aged 18+ and girls aged 17+. The main focus during this phase is on maximizing fitness preparation and sport/event specific skills as well as performance.

Key points

- A lot of collaboration between coach and athletes to design training
- The focus of training is on maximizing of performance
- Athletes train to peak for major competitions
- Training is characterized by high intensity and relatively high volume with enough recovery time
- Specific training is almost competition like
- Training to competition ratio is approximately 25:75

Phase 6 - Retirement & Retainment

The main focuses on athletes moving into various roles in coaching or officiating, administration etc.

References



Sports for Life - Canada (video)



Sports for Life - Canada (website link)

Sub-Module 2:

Game Preparation For Badminton

At home before the match

- Preparation for a match starts before the athlete leaves home!
- The athlete's mind must be sharp yet calm, enough of the correct food has been consumed and fully hydrated
- The night before prepare the competition gear:
- Bring extra under clothes
- Bring an extra pair of playing shoes
- Bring extra socks
- Organize the rackets
- Don't forget the drink bottle!
- Leave early to arrive early at the venue to prepare – watch for traffic, travel time and mode of transport.

At the competition venue

Player

- Warm up whole body as always done. Avoid doing new things!
- If the athlete has an opportunity to have a hit, he/she should try to take advantage of it but avoid 'going on a court to court hitting frenzy!'
- If possible try to 'get a feel' of the most 'uncomfortable court, get used to lighting, crowd, draft, etc
- Check schedule – it is not only the duty of the coach but, it is the player's duty to be aware of the match time or changes!
- Stay relaxed, focused, stay in the moment!
- Avoid spending time watching intense matches before your match.

Coach

- You are about to begin a new role – competition coaching!
- It is your job to coach. Not the parents, supporters or officials!
- Leave all issues and problems aside. Focus on the match!
- Avoid last minute "new" information and tactics.
- Avoid over psyching the athlete.
- "Set the athlete free!" Let the athlete focus on the opponent and play.
- Watch your body language! Look calm, look cheerful, look happy!
- Assign someone to observe/scout a future opponent.

Parents

- Parents should know the schedule but at this stage should "release" the player to the coach.
- Parents should put on 'spectator' hat and enjoy the match!
- Let the coach do his job! Avoid giving instructions in between rallies when the shuttle is not in play!
- Watch your body language! Look calm, look cheerful, look happy!

Physical Match Preparation

- The physical match preparation consists of three main elements:
 - General body warm up
 - Specific muscle stretches
 - Sport specific warm up
- Mental preparation must be integrated during all three warm ups so that athlete will be physically prepared for his match.
- Today many coaches and experts recommend dynamic warm up – a combination of all three and followed by mobility training.

Sports Specific Warm up

- A badminton specific warm up can have a positive effect on performance. It is vital prior to a competitive match. It can be carried out purely as specific shots or a part of a game with a short period of lower intensity play

Ready for the match

- Avoid using the “hit up” prior to your match solely used as a warm up.
- Use the hit up time to get used to the court and shuttle conditions.

Performance Nutrition

What you eat and drink before, during and even after competition plays a critical role in how well you perform and recover. A good nutrition practices should be a part of every athlete’s training. However, many athletes are not aware of how to “eat to compete” at their best.

Performance nutrition is comprised of three principles:

- Quantity – how much food and drink you need to consume daily to meet your calorie (energy) needs.
- Mix – the mixture (carbohydrate, protein, fat, fluid) of the food and drink you need daily to provide the right type of calories necessary for your sport.
- Timing – when to eat the quantity and mix of food and drink you need daily to optimize your performance.

Pre-event meals

- When it comes to pre-event meals, each athlete has individual food preferences. Therefore, no one single food or "magic meal" will ensure top performance. The pre-event meal helps to:
 - Maintain a normal sugar and prevent the performance problems associated with hypoglycemia (light-headedness, blurred vision, fatigue and avoid poor coordination).
 - Settle the stomach, absorb some of the gastric juices and end hunger feelings.
 - Provide energy to fuel the muscles.
- The goal of the pre-event meal is to enhance stamina and endurance without causing any stomach discomfort.
- Eating too much food can have adverse effects (nausea, stomach cramps).
- Athletes who get very nervous, stressed or have sensitive stomachs may prefer to abstain completely from food.
- Carbohydrates are the best pre-event meal because they digest quickly and are readily available for fuel. Some popular choices include cereal, bread, bagel, crackers, potato and pasta.
- Protein-rich foods (eggs, tuna, steak, chicken, etc) take longer to digest and may increase the need to urinate.

- Fats (fried foods, peanut butter, burgers, etc) stay longest in the stomach and may feel heavy and uncomfortable.
- Morning event - eat a good high carbohydrate dinner and bed-time snack the night before. The next morning, eat a light meal 2-3 hours before competition or workout.
- Afternoon event - eat a good breakfast and a light carbohydrate-based lunch 2-3 hours prior to the exercise.
- Evening event - eat a hearty breakfast and lunch, then perhaps a light snack 1-2 hours prior.
- In general you should allow 3-4 hours for a large meal to digest; 2-3 hours for a smaller meal, 1-2 hours for a liquid meal and 0-1 hour for a small snack
- Always eat familiar foods prior to competition. Experiment with new foods during training to determine if they settle well or if they cause "acid stomach", gas, heart burn, cramps or intestinal discomfort.
- There is NO special pre-event meal that will compensate for a poor training diet. Therefore, eat a high carbohydrate diet every day to prevent chronic energy depletion.

Source: USOC Olympic Magazine - by Jackie Maurer, MS, RD - CEAD Project Coordinator & Nutrition Counselor University of Arizona

TABLE 4. FOOD TIPS FOR TRAINING AND COMPETITION					
	Endurance Sports Long distance running, Swimming, Cycling, Cross country skiing		Power Sports Football (offensive & defensive lineman), Field events, Weight-lifting, Sprinting (run or swim)	Stop & Go Sports Team sports (Basketball, Volleyball, Soccer, Tennis), Football (other than OL & DL), Boxing, Wrestling	
1-4 hours before Exercise	Consume 0.5-1.8 g of Carbohydrate (CHO) per lb of Body Weight (BW) in a high-CHO, low-fat, moderate Protein (PRO) snack or meal.				
30-60 minutes before Exercise	Consume 0.3-0.5 g of CHO per lb of BW Choose familiar, low-fat, low-fiber foods.				
During Exercise	If exercise < 60 minutes	If exercise > 60 minutes	If total time spent in exercise in less than 1 hour and the athlete has come into the exercise in a fed state, then no additional CHO, PRO, or fat is needed during exercise.	If exercise < 60 minutes total	If exercise > 60 minutes total
	Consume 6-12 ounces of cool fluid every 15-20 minutes.	Consume 30-60 grams of CHO in an easily digestible snack or beverage every hour.		Consume 6-12 ounces of cool fluid every 15-20 minutes.	Consume 30-60 grams of CHO in an easily digestible snack or beverage every hour.
30 minutes after Exercise	Consume 0.7 g of CHO per lb of BW in a low-fat snack.			Consume 0.7 g of CHO per lb of BW in a low-fat snack.	
Within 2 hours after exercise.	Eat a high CHO (0.5-0.7 grams of CHO/lb BW), moderate PRO, and low-fat meal.				
Daily	For exercise lasting 1 to 3 hours daily, consume 2.7-4.5 grams CHO/lb BW. For exercise lasting 4 or > hours daily, consume 5.4-5.9 grams CHO/lb BW				
	Protein Needs††: 0.4-0.7 g/lb BW		Protein Needs††: 0.4-0.8 g/lb BW	Protein Needs††: 0.5-0.7 g/lb BW	
Snacks with 30g of CHO	• 16 oz Sports Drink • 1 Large Banana • 3 Fig Bars/Cookies • 2 cups of Cheerios* • 6 Graham Crackers Squares • 1 cup 100% Apple Juice • 12 Saltine-like Crackers • 1 Fruit Cereal Bar				

CHO = carbohydrate, g = grams, lb = pound, BW = body weight, PRO = protein, oz = ounce

†† Note: There are currently no specific guidelines for protein intake before, during, or after exercise. Research does support benefit of a small amount of protein intake along with carbohydrate in pre- and post-exercise meals and snacks. Additionally, daily protein needs are higher in early training and then taper off (choose the higher end of recommended protein needs during early stages of training, then adapt to the lower end of recommended range of protein intake as training progresses).

Post-game meal

Eating for peak performance also includes making wise food choices for post-game. The right post-game meal replenishes athletes' muscles for the event or competition around the corner.

- In fact, muscles are most receptive to recovery during the first 30 minutes after competition.
- Tips:
 - To completely restore muscle energy, eat within 30 minutes after exercise and then eat small meals at 2 hours and again at 4 hours.
 - If you can't take solid foods 30 minutes after exercise, or they are not available, try drinking 2-4 cups of a sports drink or eating an energy bar, then eat more solid foods 2 and 4 hours later.
 - Be sure to hydrate after a workout or game. Weigh yourself and drink 3 cups of fluid for each pound lost during the competition.
 - Choose high-carbohydrate, moderate protein foods like the examples shown.

For day-long events

- If you have one event in the morning and then another event in the afternoon or evening it can present a nutrition challenge.
- Therefore, it is best to fuel up well the night before all-day events. But bring small, high carbohydrate snacks with you to the event to keep blood sugar levels even and keep your muscles full of energy.
- Be sure to finish small meals; preferably snacks at least one to two hours prior to the event to avoid stomach upset.
- Avoid simple sugars during the day-long-events as they can cause significant blood sugar fluctuations.
- Remember! Nothing new. Always test what you eat during training sessions prior to events. If you are certain that a particular meal feels fine during training, then it is likely that meal will be to be fine during competition.

Hydration

- Two-thirds of body weight is water.
- The critical chemical reactions for providing muscular energy take place in water.
- Water provides an important function in transporting metabolic by-products to the lungs and kidneys and heat to the surface for dissipation.
- It is important to get enough fluids not only before but also during and after competition and/or training to replace the fluid losses from exercise and to aid recovery.
- Tips:
 - Stay hydrated during daylong and weekend competitive events.
 - Bring a water bottle with you and sip throughout the day.
 - Drink sports drinks during and between events to get a little added carbohydrate and electrolytes.
 - If the athlete loses their appetite during competition, drinking sports drinks and juices help to provide fuel muscles.

TABLE 3. FLUID TIPS FOR TRAINING AND COMPETITION					
	Endurance Sports Long distance running, Swimming, Cycling, Cross country skiing.		Power Sports Football (offensive & defensive lineman), Field events, Weight-lifting, Sprinting (run or swim).	Stop & Go Sports Team sports (Basketball, Volleyball, Soccer, Tennis), Football (other than OL & DL), Boxing, Wrestling.	
2 hours before Exercise	16 ounces (2 cups) of cool fluid.				
15-20 minutes before Exercise	8 to 16 ounces (1 - 2 cups) of cool fluid Weigh yourself to get your pre-exercise weight.				
During Exercise	If exercise < 60 minutes	If exercise > 60 minutes	Sip cool water between competition sets (trials, plays, etc.). Aim for drinking 21/2-6 cups of water each hour.	If exercise < 60 minutes total	If exercise > 60 minutes total
CHO = carbohydrate Note: If exercising on an empty stomach for 1 hour (whether continuous or inter- mittent) drink a fluid with CHO during the activity.	Drink 6-12 ounces of cool water every 15-20 minutes. Take small sips throughout 15-20 minutes	Drink 6-12 ounces of cool fluid every 15-20 minutes with 4-8% CHO solution, and 0.5-0.7 g of sodium/Liter (Commercial Sports Drinks). Take small sips throughout 15-20 minutes.		Drink 6-12 ounces of cool water every 15-20 minutes. Take small sips throughout 15-20 minutes.	Drink 6-12 ounces of cool fluid every 15-20 minutes with 4-8% CHO solution, and 0.5-0.7 g of sodium/Liter (Commercial Sports Drinks). Take small sips throughout 15-20 minutes.
After Exercise	Weigh yourself to get your post-exercise weight Subtract post-exercise weight from pre-exercise weight = Water weight loss For every pound of water weight loss, drink 3 cups of cool fluid Example: Pre-exercise weight: 145 lbs Post exercise weight: 143 lbs Water weight loss = 2 pounds = 6 cups (48 ounces) of cool fluid				
	• Drink cool water with immediate post-exercise meal or snack. • Drink cool sports beverage, or CHO and sodium containing drink, if no immediate post-exercise meal or snack. • Choose a drink with a small amount of protein (4-8 gm) if unable to have a snack with protein with your drink.		• Drink cool water with immediate post-exercise meal or snack. • Choose a drink with a small amount of protein (4-8 gm) if unable to have a snack with protein with your drink, try low-fat chocolate milk.	• Drink cool water with immediate post-exercise meal or snack. • Drink cool sports beverage, or CHO and sodium containing drink, if no immediate post-exercise meal or snack. • Choose a drink with a small amount of protein (4-8 gm) if unable to have a snack with protein with your drink.	
Throughout the Day	• Carry a water bottle with you and drink from it often. • Drink water with all meals. • Look for a pale yellow colored urine to indicate you are hydrated. • Drink before, during, and after exercise. • Eat fluid-rich fruits and vegetables. • Replace sodium lost through sweating after practice /competition by snacking on salty foods and/or drinking a sports beverage with salt.				

Source: USOC Olympic Magazine - by Jackie Maurer, MS, RD - CEAD Project Coordinator & Nutrition Counselor University of Arizona

Mental Preparation

Mental preparation is one of the most important aspects in getting ready for a match. It uses a set of skills that at crucial times during competition can become the critical factor to achieve better performances.

Controlling your mind in sports, especially in badminton, is crucial to an athlete's success. An athlete will not be able to succeed physically if they cannot succeed mentally. The key to controlling your mind can be solved in five easy steps (known as the 5 C's): Commitment, composure, concentration, confidence, and consistency.

Other studies have shown that many people rely too much on the physical skills rather than mental skills. During practice, badminton is 95% physical and 5% mental when it comes to developing skills. However, those flip flop during a match when it becomes 95% mental and 5% physical

Mental skills training involves a number of strategies and techniques athletes may use to improve their focus and concentration, and enhance their sports performance.



The Mental Games: Inside the mind of an Olympic Athlete

They include:

Goal Setting

- Setting both short and long term goals gives the athlete direction and enhances motivation.
- Deciding on a plan of action identifies the steps required in order to achieve those goals.

Imagery

- The mental rehearsal of a skill, a set of skills or tactics using your senses.
- Imagery allows the athlete to practice the physical skills in the mind without having to perform them.
- Athletes can use imagery, for example, to visualize themselves succeeding in their next event or competition.

Relaxation

Techniques that help athletes relax their muscles and calm their nerves during competition and training.

Self-Talk

The use of key focus or mood words and positive self-statements is crucial as it helps the athlete's attention on performance, create some emotion, or encourage the athlete to maintain the effort and build confidence.

Mental Plan

- Planned strategies or routines that help the athletes 'psych up' before and during competition, and cope with any distractions during the match.
- An athlete's mental plan may incorporate one or all of the above mental skills' techniques.

Sample situations faced by athlete

Situation	Suggested encounter
1. Cannot not sleep the night before	Relaxation exercises
2. Nervous - Cannot think clearly - Scared to play shots - Poor shot control - Slow to move - Uncoordinated	- Breath Control - Self talk - Use visualization - Increase your heart rate before going on court - Avoid thinking or planning too much and too intensely - During hit-up before match get a "good feel" in your shots.
3. Technical Official Decisions - They are against me - Can only recall the bad calls	- Change thought patterns: - The technical officials' decisions do not lose matches. - I will focus on my plan! - You must get on with your game plan as concentration is easily lost while thinking of the officials
4. Aggressive Opponent - Pushing - Opponent argues, wastes time.	- Focus on what you are doing. - Don't be affected by this tactic. - Keep thinking positive
5. Crowd Loud and menacing	- Keep your mind in control on what you are doing. - Use visualization – "turn off the volume"
6. Parent or family - Body language negative - Too many instructions	- Shift focus - Focus on playing
7. Partner - Not playing well - Afraid or nervous	- Be calm in order to calm partner - Be positive. Assist him to find his confidence and rhythm

Reflection

Identify an athlete of yours and compare him with the situations above. Would you encounter differently? Are there other situations that will be encountered?

Know your players to solve their issues

Source: USOC Olympic Coach Magazine -So You Want To Be A Great "Big-Event Coach?" - Three Things That Can Make or Break You by Sean McCann, USOC Sport Psychologist

At competitions your athlete may show you something you have not seen before. As one coach said after a devastating surprise failure at the Olympics, "I didn't think I had to talk to him about managing pressure. He is a World Champion! Of course, in hind sight, he had lots more pressure and expectations here. I worried about some of the others, but not him. I should have talked to him."

1. Importance of emotions

Feelings are often more important than thoughts at big events. People react differently to stress, and athletes may be on a completely different page than you. Know the early warning signals for confidence problems, nervousness, and over-arousal.

2. Positive power of questions

Getting in the habit of asking rather than telling pays giant dividends at big events. Rather than guessing how the athlete is doing, asking the right questions can help the athlete develop self-knowledge, self-control, and self-confidence. Among the best questions you can ask are those that remind an athlete how they got to where they are. For example, asking **what they did** to make training go so well the day before is a great way to talk to an athlete before a big event. It reminds them to focus on the “what to do, not the what if”.

3. Transparency develops trust

Many athletes like to tell their coaches that they are afraid but in real world none do so. A coach cannot solve a problem if he does not know it exists. Athletes need to be able to tell the coach when they need your help. Trust is essential to an athlete’s success. If the athlete does not trust his/her coach, they will not open up to you when they are in need of advice. This can be extremely detrimental and could hinder their performance.

4. Under the nature of ‘quietness’

Knowledge of athletes’ behavior will make a difference in coaching a big event. Big events often bring new behavior, and the coach must be able to determine if this new behavior is good or bad in order to help the athlete

Sub-Module 3:

Time-Out/Interval Coaching In Badminton

When can you coach during a match?

- In between rallies when the shuttle is not in play.
- In the middle of a game when an athlete reaches 11, there is a 60 second-interval.
- At the end of the game, when there is a 120 second interval.

In between rallies when the shuttle is not in play

- The coach must continue to be seated on the designated coach's seat.
- The coach can shout instruction but not to the extent of affecting the opponents or continuous play.
- The coach must stop giving instructions as soon as play resumes.
- The athlete can take the opportunity to listen/seek coaching advice without interrupting play and without leaving the court.

In the middle of a game when an athlete reaches 11, there is a 60 second-interval

- The coach can move to his player has a maximum of 60 seconds to rest, change, hydrate, change gear, and re-strategize. The player must be in the vicinity of the area where his gear is located to the right or left side of the umpire.
- The athlete can take the opportunity to listen/seek coaching advice without leaving the playing area.
- The athlete must be ready at 40 seconds to resume play.

At the end of a game there is a 120 second-interval

- The coach can move to his player has a maximum of 120 seconds to change ends, rest, change, hydrate, change gear, and re-strategize. The player must be in the vicinity of the area where his gear is located to the right or left side of the umpire.
- The athlete can take the opportunity to listen/seek coaching advice without leaving the playing area.
- The athlete must be ready at 100 seconds to resume play.

Factors to consider before the giving feedback/coaching advice to the athlete:

- Athlete's learning and communication style
- Intensity of the match; how tired his athlete is
- Realistic status of the match – very easy or uphill task for athlete
- Athlete's technical and tactical level
- Athlete's ability to carry out complex advice
- Athlete's age

What should the focus of the feedback/coaching advice be?

- The focus should be on:
- Strategy – game plan
- Tactics – moves/action pieces to achieve the strategy

How many sources of feedback/ coaching advice should the athlete listen to?

- One preferably!!! An orchestra cannot have two conductors! Too many cooks spoil the soup!

What should the approach be in presenting the feedback/coaching advice?

- Use chunk words (break up words)
- Use fewer words unless the athlete's learning/preference is auditory.
- Use concepts and imagery the athlete is accustomed to and has been exposed to during training.

Useful Links

Four things every junior player should do after a match



The Importance of Warming up



Sample dynamic warm up links



Sports Psychology



Goal setting For Athletes



Imagery



Avoid choking during match



Sub-Module 4:

Scouting In Badminton

What is scouting in the badminton context?

- Talent scouting
- Tactical scouting (match analysis)
- Technical scouting (technical analysis)

When does this take place?

Talent scouting

- *Competition*
 - seek new talent
 - seek specific athletes to compliment a team
- *Training*
 - seek specific athletes to compliment a team
 - seek patterns of play
 - seek weaknesses
 - seek doubles combinations
- *Trials*
 - seek best athletes for a team
 - seek best doubles or mixed doubles combinations
 - seek tactical patterns

Tactical scouting

- *Competition*
 - identify upcoming opponents tactical patterns – strengths and weaknesses
 - playing styles and tactics of other potential opponents whom the coach and/or the athlete is not sure of
 - future opponents
 - Coach identifies his athlete/athletes' weaknesses and also new tactics being employed
 - Collect tactical data for training and coach education
- *Training*
 - seek new talent
 - seek specific athletes to compliment a team
 - identify new athletes' weaknesses and also tactics being employed
 - identify his athlete/athletes' weaknesses and also new tactics being employed
 - observe new partnerships in action
 - seek training changes
- *Trials*
 - Seeking best athletes for a team
 - Seeking best doubles or mixed doubles combinations playing patterns
 - Seeking best athletes for tactical reasons
 - Collect tactical data for training and coach education

Technical scouting

- *Competition*
 - Seek training changes especially the technical aspect
 - Technical quality of future opponents
 - Collect technical data for training and coach education

- *Training*
 - identify technical strengths and weaknesses
 - observe technical changes
 - Collect technical data for training and coach education
- *Trials*
 - seek technical weakness affecting tactical application
 - collect technical data for training and coach education

Tools for scouting

- Observation
- Video technology
- Data on paper
- Speaking to other players and coaches

Sub-Module 5:

Technology- Video Analysis

What is video analysis?

Video analysis is the process by which coaches and/or players review video footage of practices and games of self or opponents for specific purpose.

What observation?

- Self - to identify technical flaws or game patterns that need to be reviewed
- Upcoming opponent and future opponents - to identify technical limitations and game patterns in order to prepare counter game strategies.

Some of the benefits of using video technology:

- **Injury Progression**
By analyzing video of training and/or rehabilitation of an athlete, the coach can determine the stage of recovery. If the athlete has still not recovered, he/she may be rested from certain training or asked to rest longer to avoid any chance of re-injury.
- **Model the Best**
By watching and studying hours of video of selected world-class athletes in badminton, the analyzing athlete can identify, isolate and copy the techniques and tactics in order to help him/her to be successful.
- **Advanced scouting of opponents**
One of the most common ways video analysis is used is to prepare for upcoming opponents that an athlete will compete against. Watching video of next week's opponent not only teaches the athlete their strengths and weaknesses, but also enables the athlete to formulate game plans to deal with them. On the other hand, with the knowledge of opponents and their playing patterns, video analysis helps in mental preparation to be even more realistic.
- **Slow motion replay** – Badminton is a very dynamic sport. Most of the shots and movement are performed at speed. Observation and analysis using the naked eye alone is limiting. Video however allows the observer to view various skills in slow motion repeatedly. Hence, allowing the observer to analyze motion in great detail.
- **Developing models** – Coaches can record and identify certain patterns of motion, shots and play among elite athletes. Coaches can also categorize such patterns and eventually develop models as a guide for training and play. Video-based models can be a powerful tool in helping an athlete who is in the process of re-adjusting shots and footwork.
- **Track performance changes** – Video can be a very useful tool for tracking changes that occur as a result of training. Video records of athletes can provide positive feedback to coaches and athletes. It can also show what is not working. This information can help develop intervention plans for the athletes concerned.
- **Self reflection** – A large number of athletes believe that they play a shot or move in a certain way but when they see themselves on video, it clarifies them that it is not what they think. It helps the coach to show this 'mismatch' the how they do it and what they feel. Coaches can use video as a tool to correct this 'kinesthetic-mismatch' by helping the

athlete “see” and connect that with how they “feel” in performing techniques and new patterns of play.

Have a strategy

- Decide what you would like to shoot
- Check out the venue and video conditions
- Decide if you want the camera to be static or mobile
- Check the camera area, if not find out where you can place the video camera
- Decide on the angle



Kinovea free video analysis software

Sub-Module 6:

Match Time – DOs & DON'Ts

Coach Responsibilities	Athlete Responsibilities
1. Before the match starts	
- Coach positions himself on the designated coach seat. - Up to 2 coaches per side may sit in the coach's chairs. - It is advisable for coach to be calm and to limit last minute instructions so as to not break the player's focus. - Coach should make sure the athlete has everything needed for the match at courtside <i>e.g.</i>, spare racket, drink bottle, towel.	- Athlete is at the court. His playing gear, towel and drink bottle are placed in the allocated place. - Athlete is ready, focused and calm on the court. - Use the time to hit with the opponent and get a feel of the court and the surroundings. - Standard warm up time is 3 minutes for adult events and 2 minutes for junior events.
2. Beginning the match	
Coach has no input.	The umpire will conduct the coin toss. The player who wins the toss can choose: a) to serve first; b) to receive first; c) which end to start at.
3. Disputes during match – <i>e.g.</i>, line calls, umpire decisions on net calls, service faults, scoring irregularities <i>etc.</i>	
- The decision of the technical official on a point of fact is final and cannot be questioned by the coach. - The coach can leave the court and approach the Referee to explain his frustration. - Coach cannot communicate in any way with a line judge or talk to the umpire.	- Athlete cannot argue with the technical officials. The decision of the technical official on a point of fact is final. - The athlete can seek clarification from the umpire or service judge on what they did wrong. - Athlete may request the umpire to call the Referee. The umpire may or may not agree to the request. - Athlete cannot communicate in any way with a line judge during the match.
4. Coach - Player communication during the match	
- Coach must remain seated in his chair at all times during the match except during the designated intervals. - Between points the coach can talk to and coach the player. This must not delay the start of the next point. - When the shuttle is in play, the Coach must remain silent at all times and not speak to the player or make gestures.	Between points, the athlete can receive advice from his coach from the coach's seating position.
5. Coaching from off court	
- Only the coach(es) sitting in the coach's chairs can communicate with the player during the match. - If someone not sitting in the coach's chair attempts to communicate with a player,	Only the coach(es) sitting in the coach's chairs at the back of the court can communicate with the player during the match.

then the Referee may remove that person from the arena.	
6. Coaching during mid-game interval	
- Be ready to walk to your player as soon as the umpire calls “interval” after the leading side reaches 11 points. This interval lasts for 60 seconds. - The umpire will ask the coach to return to his chair after 40 seconds have elapsed. - Play will resume after 60 seconds have elapsed. - During the third game interval when the players change ends, the coach should talk to his player after the players have changed ends.	- Athletes should use the 60 second interval at 11 points to calm down, refocus, hydrate, dry off sweat, change shirt or racket, regroup match tactics, deal with a minor injury, and listen to the coach’s tips and feedback. The athlete has 40 seconds to do all this. - After 40 seconds the umpire will ask the player to get ready to play. - The player may leave the court during this interval. However, they must be back on court by the end of the interval. - The player should be ready to resume play after 60 seconds have elapsed.
7. Interval coaching between games	
- At the end of a game, when the athletes change ends, the coach can walk to his athlete to continue sharing more tips and feedback. This interval lasts for 120 seconds. - The umpire will ask the coach to return to his chair after 100 seconds have elapsed. - Play will resume after 120 seconds have elapsed.	- Players should use the 120 second interval between games to calm down, refocus, hydrate, dry off sweat, change shirt or racket, change match tactics, deal with minor injury, and listen to the coach’s tips and feedback. - After 100 seconds the umpire will ask the player to get ready to play. - The player may leave the court during this interval. However, they must be back on court by the end of the interval. - The player should be ready to resume play after 120 seconds have elapsed. - If player is not ready to play at the end of the interval, then this is a red card offence.
8. Problem with playing gear - changing rackets, damaged shoes	
- Coach can bring new racket or shoes to the player during the mid-game or end-of-game intervals. - At other times, the coach should approach the Referee. The Referee will place the racket or shoes in the player’s basket.	- If racket breaks during a rally, then player can run to the side of the court and pick up a new racket. - If player needs to change rackets or shoes between points then he needs to ask the umpire for permission.
9. Replenishing a drink bottle during the game	
- Coach can bring new drink bottle to the player during the mid-game or end-of-game intervals. - At other times the coach should approach the Referee. The Referee will place the new drink in the player’s basket.	- Player should tell coach if he needs his drink bottle replenished. - If player needs a drink between points, he must ask the umpire’s permission.
10. Requesting for a change of shuttle	
Between points, the coach can suggest to the player that he asks the umpire for a new shuttle.	- If a player wishes to change the shuttle for wear-and-tear, then he must ask the umpire. - The umpire will ask the other team if they

If the coach thinks the shuttles are too fast or too slow, he/she may advise the player to talk to the umpire.	also wish to change the shuttle. - If the player's can't agree then the umpire will inspect the shuttle and make a decision. - If a player thinks the shuttles are too fast or too slow, then tell the umpire.
11. Abuse of or interfering with the shuttle	
Coach may need to remind the player of his responsibility not to interfere with the speed of the shuttle, and to return the shuttle in an appropriate fashion to his opponent between points.	- Player must not intentionally hit a shuttle dangerously or recklessly within or outside of the court <i>e.g.</i>, must not hit shuttle back to his opponent inconsiderately, or kick the shuttle back under the net. - Player must not attempt to change the speed of the shuttle <i>e.g.</i>, by crushing it, or by tipping the feathers. - These offenses are punishable by a yellow or red card.
12. Injury or sickness during a match	
- Coach must remain seated in the coach's chair unless invited onto the court by the Referee. - If invited onto the court by the Referee, the coach should listen to the medical personnel's diagnosis, and advise his player whether they should continue to play or retire. - No prolonged treatment <i>e.g.</i>, strapping of a knee will be permitted. - For adults, it is the player's decision whether to play on or retire. - For minors (under 18) at USAB events, if the coach has a signed consent form from the parent then show it to the Referee. This gives the coach permission to override the player's decision to play on if the coach believes it is in their best interests to stop. - If the coach does not have this consent form, then the medical personnel may override the player's decision to continue playing if he believes serious injury could result. The coach does not get a say.	- The umpire will call for the Referee to come onto the court along with tournament medical personnel to assist the player. - The primary role of the medical personnel is to diagnose the player's injury and to advise whether it is safe to continue playing or whether the player should retire. - Player should listen also to the advice of his coach. - It is ultimately the player's decision (adults) whether to continue playing or to retire. - The length of time of an injury delay is at the sole discretion of the Referee. - No prolonged treatment <i>e.g.</i>, strapping of a knee will be permitted. - When the Referee asks the player to make a final decision, the player should respond definitively. If the player cannot resume play at this point, he may be defaulted. - If the player is under 18 years of age, then at USAB events the coach may override the player's decision to play on if he believes it is in the player's best interests to stop and he has a signed consent form from the player's parents giving him that authority. - If the player is under 18 years of age and the coach does not have that signed consent form from the player's parents, then the medical personnel may override the player's decision to continue playing if he believes serious injury could result.
13. Requesting a change of line judge	
- Coach has two options: a) Coach can tell the player to complain to the umpire about the performance of the	If a player is not happy with a line judge's performance, then the player should complain to the umpire and suggest that the

line judge in question. b) Coach can go and complain directly to the Referee (not to the umpire). Coach must never talk to a line judge (or umpire) directly and must not make any gestures towards a line judge.	line judge be changed. - The umpire may call the Referee onto the court to discuss the situation, or the umpire may take no action. - A player must not talk to a line judge directly or make gestures towards a line judge.
14. Requesting a change of umpire or service judge	
- Coach should approach the Referee and express his concerns. - Coach can also tell the player to request the umpire to call the Referee onto court. - Coach must never talk to an umpire or service judge directly.	- If player is unhappy with the performance of the service judge, then the player should talk to the umpire. - If player is unhappy with the performance of the umpire then the player can request the umpire to call the Referee onto court. When the Referee arrives, the player should explain their concerns.
15. Intimidation	
- Coach should monitor the player's conduct between points and if necessary calm him down. - Coach may not make any gestures towards the umpire, line judges, the opposing players, or the opposing coaches.	- Player showing emotion between points <i>e.g.</i>, celebrating and shouting, is fine as long as it is not intimidating towards his opponent. - Player may make non-offensive gestures between points as long as not directed to the opponent <i>e.g.</i>, raising a clenched fist into the air is fine if it is directed towards the side or back of the court, but not if it's right over the net in the direction of the opponent.
16. Mobile phone and other electronic devices	
- Coach may not use a mobile phone, laptop, iPad, iPod, or any other electronic device while seated in the coach's chair. Doing so may result in removal of the coach from the chair and loss of coaching privileges for the remainder of that match. - Coach should turn off his mobile phone before the match starts. - Coach should remind player to turn off his phone before going onto court.	- Player should make sure his mobile phone is turned off before going onto court. - If a player's mobile phone goes off at courtside during the match, then this may result in a yellow card. - Player may use his mobile phone during the mid-game or between-game intervals.
17. Leaving the court	
- If coach wishes to leave the court, then do so between points – not during the rally. - If an off-court coach wishes to sit down in the coach's chair after the match has started, then do so between points and not during a rally.	- Player may leave the court without the umpire's permission during the mid-game and between-game intervals. Player must be back on the court though before the end of the interval (60 seconds or 120 seconds respectively). If not, then a red card may be awarded. - At all other times, if a player wishes to leave the court then he must ask the umpire for permission.
18. Coaches or players making remarks or gestures during a rally	
Coach must remain quiet during a rally and not talk or make gestures.	OK for a player to shout to his partner who is about to hit the shuttle.

• If the umpire sees coach talking or making gestures during a rally, then the Referee will be called and a “let” may be played. • The Referee may warn the coach or remove the coach from the court. • In the case of repeat offenses, the coach may be removed from the building for the remainder of the day or for the remainder of the tournament.	• Not OK for a player to shout out as his opponent is about to hit the shuttle – will be regarded by the umpire as a deliberate distraction and the point will be awarded to the opponent. • At the end of a rally, player must not shout “out” or make an “out” gesture <i>etc.</i> in an attempt to influence a line judge’s call.
19. Audible or Visible obscenity	
• Coach must refrain from using profanities or making obscene gestures while sitting in the coach’s chair. • Coach may need to calm a player down if they are seen to be losing control of their emotions.	• Player cannot use words commonly known and understood in any language to be profane or indecent and which are uttered clearly and loudly enough to be heard by the umpire or spectators. • Player cannot make gestures or signs with his hands, racket or shuttle that commonly have an obscene or offensive meaning. • Punishable by a yellow, red, or black card.
20. Abuse of racket or equipment	
• Coach may need to remind player to show good sportsmanship and etiquette during a match if they become angry and lose their temper.	• Player must not intentionally destroy or damage racket, shuttle, or other equipment. • Player must not intentionally hit the net, hit or kick the umpire’s chair, post, or other courtside fixtures. • Punishable by a yellow, red, or black card.
21. Not using best efforts during a match	
• Coach must never instruct a player to deliberately lose a match. • This is against the Coach’s Code of Conduct. • Coach would be subject to sanctions by USAB.	• Player must always use their best efforts to try and win a match. • Player must never try and deliberately lose a match. • This is against the Player’s Code of Conduct. • Punishable by a yellow, red, or black card.
22. End of match formalities	
• Coach must wait until players have shaken hands with each other and with the umpire and service judge before going onto the court to congratulate or commiserate with the player. • Coach may need to remind his player that he needs to shake hands with his opponent and the umpire/service judge, before he starts celebrating.	• At the end of a match, player should show respect to his opponent and to the umpire and service judge by shaking their hands without delay. • Only after thanking the opponent and umpire/service judge should the player leave the court to celebrate with their coach and with spectators.
23. Misconduct not during a match	
• Coaches Code of Conduct applies throughout the tournament, not only when seated in the coach’s chair. • Coach cannot make a statement within the precincts of the tournament site directed at an official, coach, opponent, spectator or other person at the tournament that implies dishonesty or which is	• Players Code of Conduct applies throughout the tournament, not just during a match. • Player cannot make a statement within the precincts of the tournament site directed at an official, coach, opponent, spectator or other person at the tournament that implies dishonesty or which is derogatory, insulting or otherwise abusive.

derogatory, insulting or otherwise abusive. • Coach cannot physically abuse an official, coach, opponent, spectator or other person. Even the unauthorized touching of such persons may be regarded as physical abuse. • Punishable by removal from the venue for the rest of the tournament and by post-tournament sanctions by USAB.	• Player cannot physically abuse an official, coach, opponent, spectator or other person. Even the unauthorized touching of such persons may be regarded as physical abuse. • Punishable by disqualification from the tournament and by post-tournament sanctions by USAB.
24. Betting	
• Betting is against the Coaches Code of Conduct. • Coach must never engage in betting on the outcome of a match in a tournament in which he is present at, or will be coaching at. • Severe sanctions likely to result if a coach engages in this activity, including loss of coaching credentials.	• Betting is against the Players Code of Conduct. • Player must never engage in betting on the outcome of a match in which he is a player, or on any other match at a tournament in which he will be playing in. • Severe sanctions likely to result if a player engages in this activity including disqualification from the tournament and a subsequent ban.
25. Player and Coach's Attire	
• Coaches must wear appropriate clothing when they are sitting in a coach's chair. • The USAB Court Officials Advisory Group is currently determining the clothing standards for coaches that will be enforced at USAB domestic events. • At a minimum, a coach in the coach's chair may not wear ragged jeans, flip flops or Bermuda/beach shorts. • More guidance over acceptable items of clothing for coaches will be communicated in due course. • The Referee has sole discretion over what constitutes acceptable coach's attire. • The Referee may ask a coach to change an offending item of clothing, or may remove the coach from the court.	• Each item of a player's clothing must be appropriate badminton attire. • Caps and beach shorts are not allowed. • Long pants can only be worn during the warm up period. • At USAB domestic tournaments, a player is not required to have his name or country on the back of his shirt. • Offensive or inappropriate advertising or slogans are not permitted. • The Referee has the sole discretion for deciding what constitutes an offending or inappropriate item of a player's clothing. • The umpire or Referee may ask the player to change an offending item of clothing.

Click here for the BWF Laws of Badminton:
<http://www.bwfbadminton.org/page.aspx?id=14915>