



ROMANIA

NATIONAL SPORTS AGENCY



NATIONAL CENTER OF COACH FORMATION AND PERFECTION

THE STRUCTURE OF COACH PROFESSIONAL PREPARATION

DEFINITION OF PROFESSION

The coach means the socio-professional category on sport domain with responsibilities on athletes selection, initiation, training and perfection of performance capacity of athletes on different sport disciplines.

POSSIBLE SCOPES OF THE ACTIVITIES

GENERAL:

- selection of children with aptitudes for sport practice;
- initiation in sport discipline practice;
- establishment of the future specialization;
- obtaining of high performance and records;
- maintaining of the training level to high rates and promotion of individuals with high perspectives for sport echelon;
- preparation according to superior sport performance needs;
- stimulation of athletes in order to aspire to high sport performance;
- development of bio-motrical skills and qualities;
- multi-lateral physical development;
- physical development specific to a sport discipline;
- technical, tactical, psychological and theoretical preparation;
- education in fair-play spirit;
- improvement and maintaining of an optimal health state.

SPECIFIC:

- increase of functional capacity of the body;
- education of trust in own winning possibilities;
- learning or perfection of some technical procedures (in some cases, their reorganization, completing the content of motric skills and abilities);
- development of specific motric qualities involved in sport discipline practice;
- passing over the lagging behind observed on different contents of sport training;
- tactical preparation;
- perfection of all qualities, skills and abilities based on the relative stability of sport shape;
- perfection of body's capacity of adapting to specific efforts imposed by contests;
- perfection of whole preparation for contest;
- general stimulation of initiative and creative capacity of athletes;
- theoretical knowledge;
- complying with hygiene rules and sport regime: alimentation, rest, natural factors (sun, air, water), daily regime;
- finding and developing talents;
- encouraging the people to practice recreational sports.

POSSIBLE PERFORMANCES

Minimal performances:

- selection of children with aptitudes for practicing sport – the selection is done strictly for a sport discipline
- Initiation in practicing a sport discipline
- development of children motrical capacity on large scale
- ensuring an harmonious physical development of children, simultaneously with gradual influence over muscle chains development, frequently solicited on the relevant sport discipline
- development of motrical qualities
- initiation in learning the main technical procedures
- gradual preparation of children for participation to contests
- education of civilized behavior in all the situations involved by sport life, of the commitment for the colors of the club, of the will of sport affirmation

Medium performances:

- ongoing influence over body's morpho-functional indices development
- development of behavioral features of competitor simultaneously with the ones of citizen socially integrated
- perspective preparation of children with special aptitudes as future candidates to Olympic and World medals
- preparation of athletes competing to internal competition activities
- obtaining of remarkable results on internal competitions
- promoting of athletes on national pools of juniors and seniors

Maximal performances:

- special preparation of a larger number of young athletes, conforming to the exigencies of performance and high performance sport
- preparation of high performance athletes for competing to international big competitions
- Obtaining medals on European and World Cups and Championships
- participating and obtaining medals on Olympic Games

STRUCTURE OF PROFESSIONAL PREPARATION STANDARD

Competence units of coach profession:

- I. Organization and planning of training process
- II. The stages of sport development
- III. Identifying, finding and training young talents for performance sport
- IV. Development and perfection of all qualities, abilities and motrical skills
- V. Technical-tactical perfection
- VI. Psychical and theoretical training
- VII. Training taking into account the gender and the age
- VIII. Gradual training of children and juniors for the participation to sport events
- IX. Training of athletes attending internal competition activities
- X. Preparation of high performance athletes for the participation to big international competition

COMPETENCE UNIT I

Organization and planning of training process

- ❖ *The importance of planning*
- ❖ *The requests of planning*
- ❖ *Long term plans*
- ❖ *Establishing and strengthening of the main preparation factor*
- ❖ *Periodical accomplishment of plans*
- ❖ *Types of training plans*
- ❖ *Training lesson*
- ❖ *Micro-cycle*
- ❖ *Macro-cycle*
- ❖ *Annual training plan*

COMPETENCE UNIT II

The stages of sport development



COMPETENCE UNIT III

Identifying, finding and training young talents for performance sport

1. Methods of identifying talents

there are 2 basic methods of selection:

natural

scientific

2. Criteria for talents identification

Criteria for talents identification are the following:

- anthropometrical predispositions (such as stature, weight, body structure, proportions, gravity center).
- physical features (aerob and anaerob endurance, static and dynamic force, reaction velocity, mobility)
- technical motrical predispositions (balance, timing and space sense, manifestation capacity)
- learning capacity (rapidness, observation, analysis etc.)
- disposition for performance (availability for effort, ambition, perseverance etc.)
- cognitive capacities (concentration, motrical intelligence, creativity etc.)
- affection factors (psychical stability, competition desire, stress control)
- social factors (integration and coordination capacity)

3. Stages of talent identification

talents identifying is done over few years, having three main stages::

- initial stage – in most cases during the pre-puberty period (3-10 years). It means the doctor examining candidate's health and general physical development and it aims to detect any dysfunction of the body or any possible illness.
- second stage – during and after puberty, between the age of 9 and the age of 10 within gymnastics, figure skating and swimming, 10 – 15 years for girls and 10 – 17 years for boys within other sports .
- final stage – it aims, mainly, the members of national teams, cadets, juniors, young and seniors and should be punctilious, feasible and well correlated with the specificity and the requests of a sport discipline.

COMPETENCE UNIT IV

Development and perfection of all qualities, abilities and motrical skills

Physical training

There are two types of physical training:

a) general or multi-lateral

b) specific

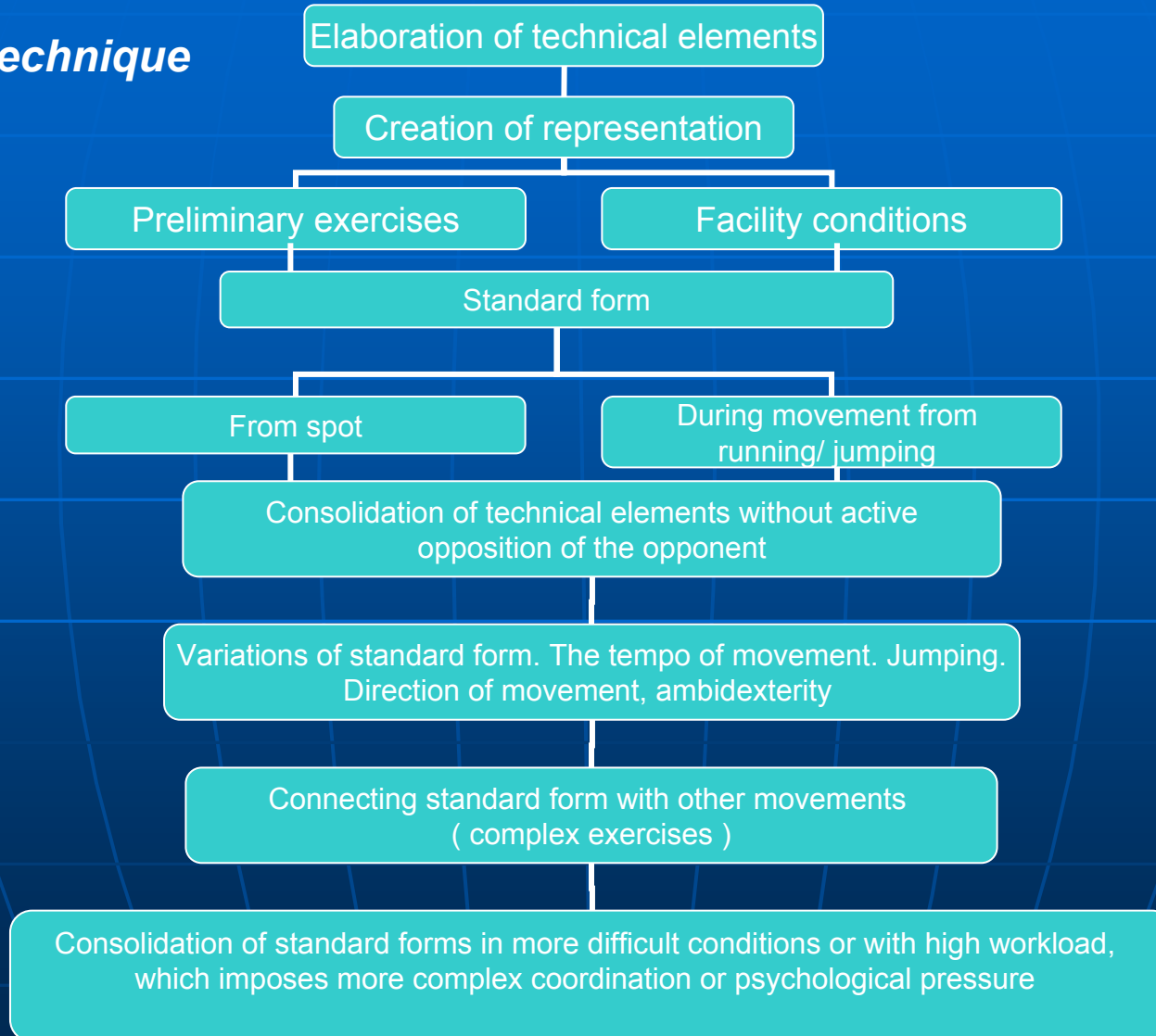
a) general physical training ensures the development of basic motrical qualities and functional capacities of the body, generally, improves the general base of motrical skills, ensures the harmonious development of morph-functional indices that condition the practice of a certain sport discipline.

b) specific physical training involves a content targeted mainly to the development of effort capacity specific to a sport discipline as well as of motrical qualities involved, combined on priority or differentiated, leading finally to specific output .

COMPETENCE UNIT V

Technical – tactical perfection

1. Sport technique



2. Sport tactic

Sport tactic

is based on

Cognitive capacities

Technical abilities

Psychological-
physical
aptitudes

and its objective is

Optimal behavior on competition due to the use of
all individual aptitudes and abilities

COMPETENCE UNIT VI

Psychical and theoretical training

Sport psychology comprises the practical applications of general and social psychology within sport domain, in order to perfect the athlete and to transform specific social relationships and in the same time to do selections, anticipations and previsions regarding the phenomena characteristic to the relevant domain .

Theoretical training of the athletes means all specific knowledge transmitted by coaches in order to apply some notions, principles and rules with the aim of optimizing the output on trainings and competitions. To obtain and apply current theoretical knowledge are important aspects of accelerating the development of athletes' abilities and qualities as well as for the motivation on their sport training .

COMPETENCE UNIT VII

Training taking into account the gender and the age

Gender differences play an important role in performance and individual training capacity, especially on puberty. The coach should be aware that the individual motrical performances are related to chronological and biological age .

In establishing the training variations on girls, the menstrual cycle and the characteristic hormonal activity should be taken into account. Hormonal changes are related to the efficiency and physical and psychological capacity .

Biological and chronological age should be taken into account especially on children and juniors, as their bodies did not reach the maturity yet .

Compared to adult athletes, children have an instable nervous system, as their emotional conditions change often very quickly. This phenomenon needs harmonization between their training and other activities, especially the ones related to school .

COMPETENCE UNIT VIII

Gradual training of children and juniors for the participation to sport events

Within preparation training (especially with beginners), the competitions are included into training. Thus, the training becomes more and more specialized and the participation to official competitions means equal factors for preparation coordination .

Gradual integration of young athletes within competition activity for performance sport

- a. Discovering of perspective elements.
- b. Their integration into an initiation process, whose content follows up the physical training of children, their basic technical initiation and their gradual adaptation to the request of a competition activity, proportional to age particularities (fields and apparatus with smaller dimensions, adequate materials, decreased time and distances).
- c. The orientation of training content according to the higher features of present and perspective development of performance sport, taking into account the progress capacity of young athletes on technical, physical and psychological level.
- d. The establishment of a competition system for the groups of children and juniors. On some sport disciplines (athletics, swimming etc.), the poliathlon contests are used more often, and age groups, distances and times are designed in order to ensure the optimization of training indices and the development of motric qualities. On other sport disciplines, the competition system takes the character of a mini-sport (basketball, volleyball, boxing).
- e. The number of participants to official competitions is decreased compared to seniors. On the other hand, the contest through games between groups or partners should be seriously taken into account by the persons who conduct the training in order to maintain children interest and their observation.
- f. Juniors competition system is closed to the specific of seniors system and seen from the participation to official contests point of view, it represents 60-70%.
- g. In many cases, the volume of training hours for the juniors who are trained within performance sport pattern is bigger than the one for seniors.

COMPETENCE UNIT IX

Training of athletes attending internal competition activities

1. Participation to competitions must be correlated to athlete's effort strategy, which should include sufficient time periods for the adaptation to effort so that the athlete could manage the requests regarding training effort and recovery.
2. The competitions are distributed uniformly on a whole year because they represent the elements of basic training. For this reason, the main function of the competition is that of motivation related to effort without neglecting the other important functions.
3. The tasks within methodology of training for contest (competition) are the following:
 - a. conditional – to create on an optimal level the condition for applying efficiently the technique and tactic and bearing with the solicitations during competition;
 - b. technical training – to perfect personal technique, correct the technical mistakes and dynamic adaptation to contest conditions.
 - c. tactical training – to design and establish personal tactics for contest, obtain information regarding the tactical behavior of the opponent.
 - d. the elaboration of complex performance of contest – technical and tactical conditions may be analyzed separate, as the contest is getting closer and the complex contest performance should be built and stabilized as whole (if possible, on contest conditions).
 - e. Physical and psychological preparation for competition has an importance similar to training, being very much related to this. Coach's tasks:
 - to set up an united and compact team, to create a general environment that favors the competitions
 - to increase the motivation and the mobilization of all psychological and emotional forces
 - to consolidate self-trust and the trust in his own capacities of obtaining the performance
 - the preparation of some personal particularities of psychological behavior of the opponent
 - the preparation for some particularities of general atmosphere of competition
 - Public, arbitration

Competition experience is an important outcome of the participation to competition, especially for the athletes with potential. All the competitions included in an annual plan are subordinated and should speed up the accomplishing of the performance objective of the year, which is related usually to the main competition. Therefore, the choice and the planning are very important too.

COMPETENCE UNIT X

Preparation of high performance athletes for the participation to big international competition

1. The elaboration of training as unity between means and tasks is based on the management of sportive status in the aim of accomplishing the performance objectives (interaction between effort and rest, the value of intensity etc.). This is planned as follows:

- General training means are reduced starting with the weeks 5 – 4 before contest
- The volume decreases starting with weeks 4-3
- Specific means are introduced starting with weeks 3-2
- The intensity decreases starting with the weeks 2-1 and before contest

2. Preparation - is modeled according to the concrete conditions of the contest. The competitions take place in all the places of the world, therefore:

- Adaptation to meantime zone (weekly cycle: 5-7 days before)
- Adaptation to the temperature and humidity (clothes, the organization of the contest, personal hygiene) before and after contest
- Adaptation to altitude
- Adaptation to special requests of contest organizers (which may vary from a contest to another, e.g. shooting ground)
- Predisposition for general atmosphere of the contest, trainings for the adaptation to contest conditions.

3. Before participating to competition, both athlete and trainer expect normal, standard conditions. Often, the athlete idealizes everything in his mind and expects perfect circumstances. Therefore, any unpredicted change of the conditions the athlete meets during competition may affect his sport status and performance peak .

Education plan Preparation modulus

National Center of Coaches Formation and Perfection supported by and with direct collaboration of National Sport Federations defined a modular structure, on a two years period, containing four merged sessions of courses and exams , complying with the domain and scientific disciplines of Sport Science.

National Center of Coaches Formation and Perfection in collaboration with National Sport Federations uses in the formation process the modern methods of modular education and distance education, students' preparation being made based on individual programs corroborated with controlled experience within performance sport institutions.

Education curricula corresponds to the system of Sport Science, which represents a new structure for the preparation of the specialists within SPORT domain, in the ay it is used in social systems based on market economy. This includes a progressive preparation system by the use of practical experience of performance athletes, with the clear objective related to their accessibility towards "coach profession".

The provisions of the curricula contain practical and theoretical disciplines and thematic regarding finding, selecting and initiating beginners in sport, gradually increasing their knowledge towards the superior requests of high performers training.

MODULUS STRUCTURES

1st YEAR

1st SEMESTER

Modulus I - THEORY AND METHODOLOGY OF SPORT TRAINING	- 20 hours
Modulus II - GENERAL PHYSIOLOGY	- 14 hours
Modulus III - ANATOMY	- 20 hours
Modulus IV - SPORT PEDAGOGY	- 30 hours
Modulus V - SPECIALIZATION (T.M.R.S.)	- 42 hours
Modulus VI - FOREIGN LANGUAGES	- 20 hours
Modulus VII - EXPERIENCE WITHIN SPORT INSTITUTIONS AND INDIVIDUAL STUDY	- 430 hours

2nd SEMESTER

Modulus I - THEORY AND METHODOLOGY OF SPORT TRAINING	- 20 hours
Modulus II - HISTORY OF SPORT	- 18 hours
Modulus III - BIOMECHANICS	- 14 hours
Modulus IV - HYGIENE AND PHYSIOTHERAPY	- 20 hours
Modulus V - COMPUTER STUDY	- 16 hours
Modulus VI - SPECIALIZATION	- 42 hours
Modulus VII - EXPERIENCE WITHIN SPORT INSTITUTIONS AND INDIVIDUAL STUDY	- 430 hours

MODULUS STRUCTURES

2nd YEAR

1st SEMESTER

Modulus I	- THEORY AND METHODOLOGY OF SPORT TRAINING	- 16 hours
Modulus II	- ERGOPHYSIOLOGY	- 20 hours
Modulus III	- PSYCHOLOGY OF SPORT	- 20 hours
Modulus IV	- SPORT MASSAGE – RECOVERY – REST	- 20 hours
Modulus V	- SPORT MARKETING	- 14 hours
Modulus VI	- SPORT LEGISLATION	- 10 hours
Modulus V	- SPECIALIZATION (T.M.R.S.)	- 42 hours
Modulus VII	- EXPERIENCE WITHIN SPORT INSTITUTIONS AND INDIVIDUAL STUDY	- 900 hours

2nd SEMESTER

Modulus I	- THEORY AND METHODOLOGY OF SPORT TRAINING	- 18 hours
Modulus II	- MEDICAL COORDINATION OF SPORT TRAINING	- 20 hours
Modulus III	- SPORT MANAGEMENT	- 16 hours
Modulus IV	- SPORT SOCIOLOGY	- 16 hours
Modulus V	- SPECIALIZATION	- 10 hours
Modulus VI	- PREPARATION OF DIPLOMA PAPER	- 8 hours

STRUCTURE AND ORGANIZATION OF CONTENTS ON SPORT DISCIPLINES

Education plan on sport disciplines and events is elaborated by relevant federations and taught by designated experts (coaches) responsible for training. It is developed through:

- Vocational information and advising
- practice: experiments for diploma paper

1. Aeronautics;
2. Alpinism and Mountain climbing;
3. Martial arts;
4. Contact martial arts;
5. Athletics; Badminton;
6. Basketball;
7. Baseball and Softball
8. Bobsleigh and sleigh;
9. Boxing; Rowing;
10. Cycling and triathlon
11. Bodybuilding and Fitness;
12. Sport dancing;
13. Equestrian;
14. Football
15. Football Tennis CAJ;
16. Gymnastics;
17. Rhythmic gymnastics
18. Golf;
19. Weight lifting;
20. Handball;
21. Ice hockey
22. Grass hockey;
23. Judo;
24. Kayaking - canoeing;

**Education curricula
is a part of general
education plan and
it is developed for
the following sport
disciplines:**

25. Modern Karate
26. KYOKUSINKAI IKO 2 Karate;
27. Traditional Karate ;
28. WKC Karate
29. Wrestling;
30. Modellism;
31. Swimming and modern pentathlon;
32. Orientation
33. Skating
34. Water Polo;
35. Radio-amateurism;
36. Rugby
37. Skiing Biathlon;
38. Scrabble;
39. Fencing
40. Chess
41. Taekwondo ITF;
42. Taekwondo WTF
43. Tennis;
44. Table tennis
45. Shooting;
46. Archery ;
47. Volleyball;
48. Yachting

1st YEAR – 1st SEMESTER

Nr. crt.	Content	Total hours	No. of theoretical hours	Nr. of practical hours	Type of evaluation
1.	Theoretical and practical-methodical lessons	20	6	10	Ongoing evaluation
2.	Pedagogical experience within sport institutions	100			Evaluation of practicing note-book
3	Individual study	215			Test paper on Teaching Methodology

1st YEAR – 2nd SEMESTER

Nr. Crt.	Content	Total hours	Nr. of theoretical hours	Nr. of practical hours	Type of evaluation
1.	Theoretical and practical-methodical lessons	38	10	22	Written test
2.	Pedagogical experience within sport institutions	100			Evaluation of practicing note-book
3	Individual study	215			Test paper on Teaching Methodology

2nd YEAR – 1st SEMESTER

Nr. crt.	Content	Total hours	No. of theoretical hours	Nr. of practical hours	Type of evaluation
1.	Specialization of theoretical and practical-methodical lessons	30	18	8	Written test
2.	Pedagogical experience within sport institutions	60			Evaluation of practicing note-book
3	Individual study	400			Test paper on Teaching Methodology

2nd YEAR – 2nd SEMESTER

Nr. crt.	Content	Total h.	Nr. of th. h.	No. of pr. h,	Type of evaluation
1.	Specialization of theoretical and practical-methodical lessons	3	18	8	Written test
2.	Diploma paper				Verbal presentation
3	Theory and methodology of sport training	2			Written test
3.	Pedagogical experience within sport institutions	60			Elaboration of diploma paper