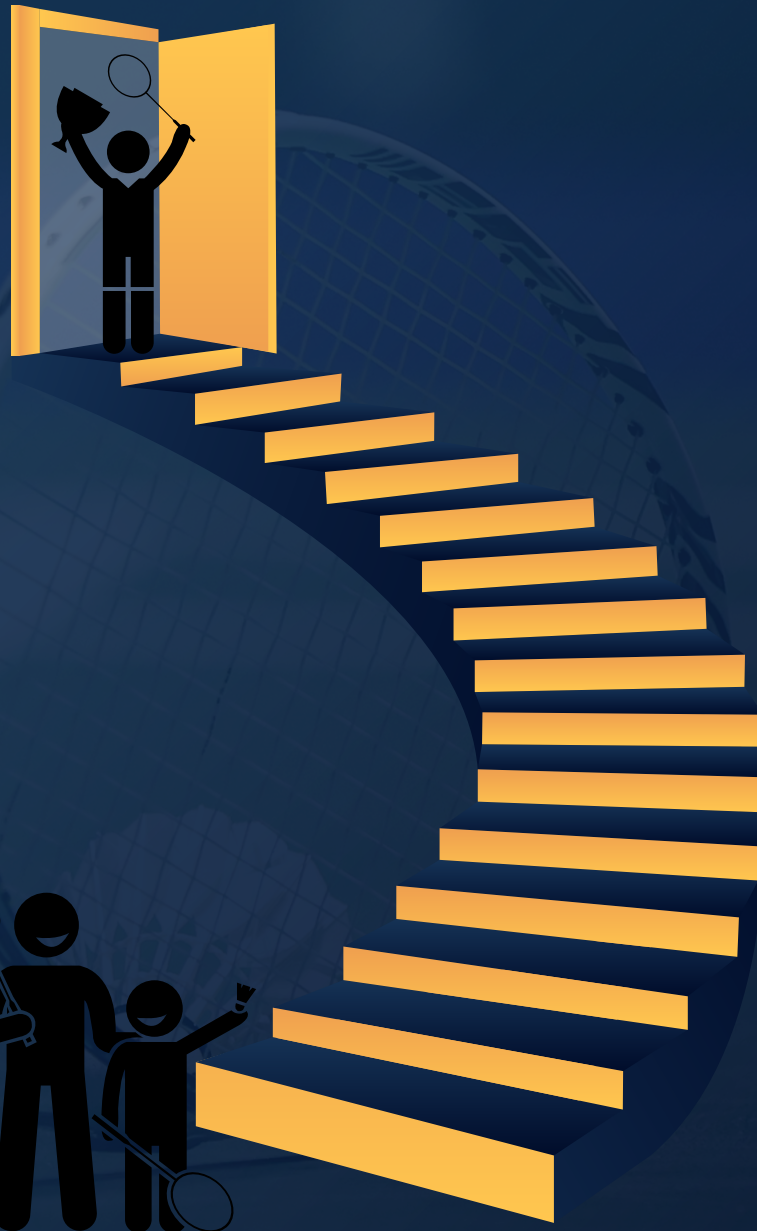


ADVANCE

INSTRUCTOR'S GUIDE



ADVANCE

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ADVANCE BADMINTON COACHING EDUCATION

THE INSTRUCTOR'S GUIDE



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Introduction

Welcome to the “ADVANCE Instructor’s guide” for the ADVANCE Badminton Coaching Education.

The ADVANCE Badminton Coaching Education is an ambitious badminton coaching education which aims at elevating the standards of badminton coaching in Europe. Well educated coaches are important for recruiting and retaining players for badminton, but also crucial if talents want to aim to become top level players.

Quality badminton coaching is based on a strong formal education and many years of coaching experience. The ADVANCE Badminton Coaching Education provides not only an extensive theoretical background within badminton coaching but also highly focused on how to apply the theoretical knowledge in praxis. The applied approach of working with, understanding, and implementing the theory into praxis is the backbone of this education and one of the reasons for it being different from many other badminton coaching educations.

The 10-month ADVANCE Badminton Coaching Education is based on a solid scientific background. The “Badminton Coaching Education – Training Needs Analysis”¹ report has provided valuable insight to the design of the education but also to the specific learning areas, that is of focus. The report shows for instance that the module on “Career Planning, Management and Entrepreneurship” is a topic that is not being addressed in many badminton coaching educations. The “Mentoring Programme” is another innovative element to the ADVANCE Badminton Coaching Education.

“The ADVANCE European Badminton Coaching Framework”² has been used as the reference point for the 6 modules which the ADVANCE Badminton Coaching Education is based on. In other words, the ADVANCE Badminton Coaching Education is an attempt to turn “The ADVANCE European Badminton Coaching Framework” into life.

The “ADVANCE Instructor’s Guide” for the ADVANCE Badminton Coaching Education is in many ways a “Plug and Play” description of how the education has been set up, how to select the coaches for the education, how each of the lessons can be delivered and how to assess the coaches.

Good luck with the implementation of the ADVANCE Badminton Coaching Education.

¹ „Badminton Coaching Education – Training needs analysis“ (<http://development.badmintoneurope.com/cms/?&pageid=33992>)

² “The ADVANCE European Badminton Coaching Framework” (<http://development.badmintoneurope.com/cms/?&pageid=33992>)



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The ADVANCE Badminton Coaching Education

Structure of the ADVANCE Badminton Coaching Education

The ADVANCE Badminton Coaching Education is designed as a 10-month blended course, integrating both face to face and online components. It includes four physical courses, each spanning 5 to 7 days, complemented by additional online materials and assignments between these physical sessions.

The curriculum of the ADVANCE Badminton Coach Education is based on six different modules, each contributing to the development of the coaching expertise:

- **Module 1** – Myself and My Practice in Context
- **Module 2** – Model-Based Coaching Practice: Developing a Badminton Coaching Model
- **Module 3** – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.
- **Module 4** – Professional Coaching Practice 1: Effective Coaching
- **Module 5** – Professional Coaching Practice 2: Ethical & Caring Coaching
- **Module 6** – Career Planning, Management and Entrepreneurship

A “Mentoring Programme” in the ADVANCE Badminton Coaching Education is a new initiative integrated within the course which enables coaches to connect with experienced badminton coaches/Mentors. This connection will allow them to discuss various badminton-related topics including training, matches, or even their own development as a badminton coach throughout the education.

Entrepreneurship is one of the topics being addressed during the education. As part of ADVANCE’s assignments, coaches are expected to prepare and deliver a workshop within their respective setups. This workshop aims at developing and providing a better understanding of the business model as a professional coach, as well as to explore different options for generating financial and sustainable revenues which can allow the coaches to make a living of badminton coaching.

The coaches’ performances at the courses, the delivered workshop and the final assignment must be completed and assessed to receive the “ADVANCE Badminton Coach”-certificate. A certificate that will be equivalent to the Badminton World Federation Coach Education Level 3. More detailed explanation on the assessment to be found under: ADVANCE Badminton Coach Certification and Assessment of the Coaches

The ADVANCE Badminton Coaching Education is a holistic coach education which purpose is to give the coaches an in-depth understanding of how to develop players from “Cradle to Podium” and to ensure a lifelong commitment to badminton. It means that each of the four physical courses also has age-related to focus on:

- **Course 1:** 4-12 years age group
- **Course 2:** 13-16 years age group
- **Course 3:** 16-20 years age group
- **Course 4:** World Class

At each course specific topics related to each target group will be addressed.

The four courses are optimally spread over 10-month duration of the education with 2-4 months between courses. It will allow the Coaches to use the new learnings in their daily setup and gain more experience which can be used in the next courses.

Presentation of the 6 modules

As mentioned above, the ADVANCE Badminton Coaching Education is composed by 6 different modules which is briefly below:

Module 1 – Myself and My Practice in Context

This module focuses on supporting coaches' capacity to reflect on their own personal assumptions, beliefs, values, as well as the nature of their coaching context, its stakeholders, and the present enablers and constraints.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

This module focuses on increasing coaches' understanding of the internal logic and badminton structure. It associates tactics and techniques and how these two components can be developed into a logical progression.

Module 3 – Player Development: Understanding and Supporting the Player's Journey from Cradle to Podium.

This module explores the nature of human development, specifically in relation to the development needs of badminton players across the lifespan. It includes tactical, technical, physical, and psychological development. The module also delves into all aspects related to athlete development models as well as talent identification, development, confirmation, and transfer both in general and with a specific focus on badminton.

Module 4 – Professional Coaching Practice 1

This module supports coaches in gaining an understanding of what effective coaching is. Specifically, the module covers effective methodologies, pedagogies, performance analysis, and decision-making techniques. In addition, the module explores the nature of effective planning across different timespans, from Olympic cycles to single seasons, blocks of session and single session planning. Finally, the module also assists coaches in creating effective routines for preparation and during competitions.

Module 5 – Professional Coaching Practice 2

This module centers around the development of ethical high performing environments that considers the whole person. The module also focuses on how to maximize the contributions of the wider performance team.

Module 6 – Career Planning, Management and Entrepreneurship

This module enhances coaches' ability to plan, manage and develop their coaching career, including working as part of a club or national body, as well as an independent private coach.

The pedagogical approach

The pedagogical approach for the ADVANCE Badminton Coaching Education is based on the pedagogical model presented in the ADVANCE European Badminton Coaching Framework.³

The pedagogical approach that should be applied throughout the education is a learner-centred, reality-based pedagogy focused on the needs of the individual learner and the real-life challenges presented in their regular practice. Some examples of the pedagogical methods that must be used include:

- A model-based approach to coaching methodology and pedagogy focused on a deep understanding of the internal logic of the game and the recurrent performance problems.
- Reality-based, problem-solving tasks (situated and applied learning).
- Integrated, function-based delivery (as opposed to subject-based delivery)
- Practical coaching opportunities with in-situ feedback.
- Regular group and self-reflection opportunities.
- Individualised, coach-driven projects that allow learners to explore self-chosen knowledge and practice areas in depth.
- Regular 1-to-1 and group Mentoring sessions.
- Expert masterclasses and consultations.

Taking the above into account, the pedagogical focus will be not only be on the accumulation of knowledge, but on its assimilation, adoption, adaption, and/or rejection towards the development of individual, context-driven expertise.

The Tutors, Mentors and external experts involved in the delivery of the ADVANCE Badminton Coaching Education must all be familiar and comply with the pedagogical approach. For a successful delivery of the education, it is important that all lessons are pedagogical aligned with the pedagogical approach resulting in, that the coaches taking part in the education will be exposed for a strong and aligned pedagogical methodology.

Tutors, External Experts and Players

Different people are involved in the delivery of the education. Below are some considerations regarding Tutors, External experts, and players.

Tutors

For optimal delivery of the education, it is important to work with a Team of Tutors. The number of Tutors included in the Team of Tutors depends on the number of Coaches involved in the education. It is recommended that there is maximum of six Coaches per tutor.

The Team of Tutors will be delivering the main part of the education meaning that it is important to ensure that the Tutors understand all topics being addressed in each of the six modules. The Tutors must be present at all four face-to-face courses and will also serve as mentors for the Coaches (the Mentoring Programme is detailed described later in the “ADVANCE Instructors’ Guide”).

³ “The ADVANCE European Badminton Coaching Framework”
(<http://development.badminton-europe.com/cms/?&pageid=33992>)

When selecting the tutors for the Team of Tutors, it is important to ensure that the team possesses the following competencies and knowledge:

- Theoretical background and knowledge at university level (Bachelor's or Master's degree) about the different topics presented in the different modules
- Practical experience with coaching at all levels (from Beginner to World Class level)
- High level of experience with Tutoring and delivering badminton coach education courses
- Comply with the pedagogical approach and methodology of the ADVANCE Badminton Coach Education

The Team of Tutors are responsible for the assessment of the Coaches.

One of the Tutors in the Team of Tutors must be the Lead Tutor. The Lead Tutor must ensure that all deadlines are met, and the education is delivered as described in the ADVANCE Instructors' Guide. The Lead Tutor also has the final word in case of any disagreements between the Tutors in the Team.

External Experts

During the education, there is possibility to also invite external experts to deliver specific parts of the education. The external experts will not be part of the Team of Tutors and therefore is not involved as Mentors or in the assessment of the Coaches.

The external experts must understand and comply with the pedagogical approach of the education. Otherwise, the external expert should not be involved in the education. External experts must be included in the lessons around "My Coaching Philosophy", where a coach from badminton or another sport presents his/her coaching philosophy.

Players

During course 4, the Coaches must prepare and deliver training sessions for a group of U17-U21 players. Older players can also be involved in the training sessions, but ideally the players will be U17-U21 players. There must be 2-4 players for each group of Coaches.

The lessons

Each lesson at each of the four courses are described in detail with:

- Objectives for the lesson(s)
- How the lesson(s) are related to the ADVANCE European Badminton Coaching Framework
- Primary background information for the lesson(s)
- How the lesson(s) can be delivered

The Tutors have the freedom to deliver the lessons as he/she wishes as long as the objectives of the lessons and the pedagogical approach are respected. The recommendations of how the lesson(s) can be delivered shall be seen as inspiration. Each lesson also suggests how to spend the time allocated for the lesson.

Books, scientific articles, and videos are being used as primary background information. A Learning Material Guide for each of the four courses is presented in Appendix 3-6. Links to the learning materials can be found in the Learning Material Guide.

Criteria for coaches, timeline, application and selection process

The ADVANCE Badminton Coaching Education is designed for a group of 12-16 coaches. A group of this size will give good conditions for discussions and group work but still allow space for the Tutors to have an individual focus on each of the coaches to support their growth as coaches. The gender balance of the group should aim at being minimum 30% of each gender. The two paragraphs below will describe the criteria for selecting the coaches and the application and selection process.

Criteria for selection

The ADVANCE Badminton Coaching Education is an advanced education aimed at Coaches who already have some experience with badminton coaching and have the ambition to making a significant difference in the training environments which they are a part of. It means Coaches with the ambition, commitment and potential to step into challenging coaching positions across Europe within the next 5-7 years. The Coaches must have the motivation and determination to seek a career as a badminton coach.

Challenging coaching positions are understood as coaching positions which also have a strategic aspect in terms of being responsible for the player pathway programme at club, regional or national levels, and perhaps the appointment, management, and development of other coaches.

The targeted coaches must also fulfil two or more of the requirements below:

- Have completed a formal badminton coaching qualification
- Have experience in coaching competition/performance players
- Are a current or former international player
- Have been training in a high-performance environment, on regional or national level either as a junior or an adult player
- Have a sports related education as physiotherapist, physical trainer, PE teacher, university degree in sports, etc

Application and selection process

The ADVANCE Badminton Coaching Education is built around a comprehensive application and selection process. To have a strong group of coaches who can help each other grow over the 10-month education, it is important that each coach has went through a robust application and selection process.

The application must contain the following:

- One page motivation letter
- CV
- Maximum 5 minutes video showing the following:
 - Own badminton playing skills on court
 - Own coaching skills on court
 - Who the coach is as a person

After reviewing the received applications, the most promising 20-25 coaches must be invited for a 20-minute individual interview. The interview is aimed at clarifying the following:

- Deeper understanding of the personality of the coach
- Ambition with his/her badminton coaching

- Level of badminton insight
- Clarification of interesting/concerning matters from the applications documents and videos

Timeline

Due to the comprehensive application and selection process, it is important to allocate sufficient time for the process. The timeline below outlines an optimal process:

Application process	Time
Time for submitting application	1 month
Assessing applications and call for interviews	2 weeks
Conducting interviews	2 weeks
Informing selected candidates	At least 1 month prior to the start of the first course

All candidates who have been invited for an interview should be informed by e-mail if they have been selected or not selected.

Mentoring programme

Developing your badminton coaching skills is a multi-facet process which involves education, experience from different environments and sparring with both experienced players and coaches. The Mentoring Programme is designed to let the Coaches have more talks and discussions with an experienced coach (the Mentor), but also with other Coaches who is developing their badminton coaching skills.

The Mentoring Programme consists of both pre-determined topics, but also individualized topics which the Coach and Mentor decides together. The individualized topics can be topics like: technical and tactical elements of the game, personal development as a coach, challenges in the daily training etc.

Objectives of the Mentoring Programme

- To grow the Coaches' coaching personality and badminton understanding through individual talks with a Mentor
- To grow the Coaches' coaching personality and badminton understanding through group discussions with other Coaches

Mentoring concept

All group and individual sessions will be held virtually. It is the responsibility of the Mentor to ensure a good planning of the different sessions. Optimally there will be a couple of weeks between the different sessions for the Coaches to reflect on the discussions and outcomes of the meetings.

Overview of number and duration of different meetings between the Coach, the group and the Mentor:

When	Group sessions	Individual sessions
Between course 1 and 2	1 group session of 60 minutes	2 individual sessions per Coach (45-60 minutes each)
Between course 2 and 3	1 group session of 60 minutes	2 individual sessions per Coach (45-60 minutes each)
Between course 3 and 4	1 group session of 60 minutes	2 individual sessions per Coach (45-60 minutes each)

Group sessions

The group sessions should be seen as a discussion forum, where the Coaches together with the Mentor will reflect, discuss and exchange opinions on a pre-determined topic. The Mentor must facilitate the sessions and if needed take on different roles to in order to initiate a thought process and create reflections. The Mentor must use different approaches like for instance deliberately being in the opposite opinion of the Coaches. The Mentor might also have to teach the Coaches specific aspect or ask the right questions (coach) to the Coaches. The Mentor has a lot of freedom of how to approach these sessions.

To get an optimal return on the group sessions the optimal Tutor/Coaches ratio is 1 Tutor per 4-6 Coaches. With this ratio, the possibility of good discussion are ensured and the Tutor will be able to engage all Coaches in the discussions as well.

For the first group session it is important to agree on the structure of the session. The dates for the last 2 group sessions must also be agreed.

Pre-determined topics to be discussed:

When	Topics
Between course 1 and 2	<p>Topic 1: „The excellent kids learning environment“</p> <ul style="list-style-type: none"> - When looking at your country – what can be done to strengthen the learning environment for kids? What is working out? What does not work out? - Which experiences do you have with developing excellent kids learning environments? <p>Topic 2: „Talent Development System“</p> <ul style="list-style-type: none"> - Describe the „Talent development system“ of your country? Where do you see it can be improved?
Between course 2 and 3	<p>Topic 1: „Talent identification“</p> <ul style="list-style-type: none"> - Which talent parameters are important to consider, when having to identify talents, who has World Class potential? – please consider gender differencies, age-related aspects as biological vs chronological age and psychological development.

	<ul style="list-style-type: none"> - Discuss how an optimal system could be set up in terms of identifying talents – please make refer to the pros and cons of talent identification systems that you already know of. <p>Topic 2: Free of choice – but must be agreed before the meeting.</p>
Between course 3 and 4	<p>Topic 1: „Learning theories“</p> <ul style="list-style-type: none"> - Based on your experiences with the constructivistic, behaviouristic and social learning approaches, please discuss the pros and cons of each of them. - Provide examples of when you were successful and unsuccessful with different approaches. <p>Topic 2: Free of choice – but must be agreed before the meeting.</p>

Individual sessions

The individual sessions must be highly driven by the Coach and focused on the topics that the Coach wants to discuss and explore further. It is however important that the Mentor takes ownership of the process and also gives inputs to the topics, which the Mentor believes could be important to address for the further development of the Coaches' coaching skills.

For the first individual session it is important for the Coach to agree on the structure of the specific sessions but also address which topics could be used for the upcoming sessions.

Ideas for topics for the individual sessions:

- Challenges in the daily training
- Coaching philosophy
- Career planning
- Effective communication during training
- How to handle parents
- How to handle the board
- Technical elements of a shot
- Tactical situations
- Training planning – annual planning and planning of a training unit
- Recruitment – players, coaches, volunteers
- How to create a high performance mindset?
- etc

In the sessions, the Mentor must always challenge the coaching philosophy of the Coach for the Coach to become aware of the strengths and challenges of his/her coaching philosophy. The different topics can serve as cases and be a great starting point for further development of the coaching philosophy.

Final assignment

After Course 4, the Coaches will have to complete the “Final Assignment” which consists of four sub assignments:

- Coaching Philosophy
- Talent Development Framework
- Annual Tournament and Training Plan (ATTP)

- Daily Training Plan (DTP)

The four sub-assignments will reflect all elements presented and worked on during the ADVANCE European Badminton Coaching Education. The Coaches will have time during and between courses to work on the different sub-assignments leaving Coaches with many opportunities to receive feedback on their work. It is important to emphasize that the Coaches should start working on the sub-assignments as soon as possible during the education to get as much out of the process of completing the assignments.

The sub-assignments are designed to be close to real life situations meaning that the Coaches should use their daily training environments, club and players as reference for the assignments. All sub-assignments must be seen as work that the Coaches most likely should have done anyway, but through education they will have the possibility to receive quality feedback from their co-Coaches and the Tutors.

The feedback provided is also part of the process when the Coaches are preparing and finetuning the “Final Assignment.” Before submitting the “Final Assignment” the Coaches can reach out to their Mentor for feedback which afterwards can be incorporated into the assignment. The following timeline must be applied for the “Final Assignment”:

Process	Timeline
Prepare a draft “Final Assignment” for feedback to the Mentor	2 months
Tutor to give feedback on the “Final Assignment”	14 days
Coaches to update and submit “Final Assignment”	1 month
Assessment of the “Final Assignment” by the Tutors	1,5 month

The assessment of the Coaches including the “Final Assignment” will be explained in detail under the paragraph “Assessment of the Coaches”.

The four sub-assignments are presented below as they can also be presented to the Coaches:

Coaching Philosophy

- You have applied for the Head Coach position at the RSL BEC Centre of Excellence. Together with your motivation letter and CV, you have asked to present your **Coaching Philosophy** and examples of how you “live” your coaching philosophy
 - Please present your coaching philosophy and action statements in 2-4 pages/slides
 - It is important your coaching philosophy is clearly reflected by your action statements

The Talent Development Framework

- You have just been hired as the head coach of the junior department for the biggest club in Denmark. You are responsible for 300 junior players and a coaching team of 10 coaches. At the first meeting with the coaching team you present your **Talent Development Framework (TDF)** which the work in the junior department will be based on.
- The TDF must (max 8 pages):
 - Be based on development stage approach. Within each development stage the priorities of the different topics must be clearly described
 - Be covering on court topics like: Technical, tactical, mental and physical
 - Be covering off court topics like: training environment, tournament consideration, stakeholders (parents, school, co-coaches, support team etc), life skills etc.
 - The TDF must clearly reflect your coaching philosophy – please ensure clear arguments for how the TDF is reflecting your coaching philosophy

The Annual Tournament and Training Plan

- You are main coach of a number of players. Choose a player/pair for whom you will prepare an **Annual Tournament and Training Plan (ATTP)**. The player/pair must train at least 5 times a week and play tournaments on a regular basis.
- The **ATTP** are expected to cover:
 - Goals for the season which includes development areas
 - Tournament plan with clear priorities of the tournaments
 - Training plan which outlines:
 - Periodization on macro cycles level
 - Training priorities in the specific periods
- You must use the ADVANCE ATTP template

The Daily Training Plan

- There is 3 weeks to the most important tournament of the year. You will have to make a **Detailed Training Plan (DTP)** for that week of training. Detailed training plan must reflect the priorities outlined in your Annual Tournament and Training Plan (ATTP).
- The **DTP** is also expected to cover:
 - A detailed training plan for each training session of the week
 - All exercises must be described – important to show progression of the exercises
 - Periodization of the training sessions during the week must be demonstrated
 - Maximum 1 page to describe each training session

Workshop

As part of Module 6: Career Planning, Management and Entrepreneurship, the Coaches must prepare, deliver, and report on the workshop. The “Workshop” task must be introduced during Course 2, which will allow the Coaches sufficient time to complete the task before Course 4.

The “Workshop” task is presented below:

The Workshop

- For 15 or more coaches or players
- Minimum 3 hours duration with badminton related content
- Camp, training, clinic, education etc
- Must be face-to-face activity

- **Preparation of the Workshop must include:**
 - Short description of the workshop including targetgroup and expected number of Coaches
 - Date of the workshop
 - Location
 - Timeline (deadlines) for when key tasks must be completed
 - Budget
 - Promotion strategy – including invitation to recruit Coaches

- **Reporting of the Workshop must include:**
 - Schedule of the workshop
 - List of Coaches
 - Financial report covering the income and expenses
 - Feedback form from the Coaches with 5-10 questions
 - Minimum 5 pictures from the workshop

The Tutors must provide the Coaches with specific deadlines for the three phases: Preparation, Delivery and Reporting. It will allow the Tutors to keep track of the progress of the “Workshop.”

Assessment of the Coaches and the ADVANCE Badminton Coach Certification

Assessment of the Coaches

The ADVANCE Badminton Coaching Education is assessed with the following four degrees:

- Passed with honours
- Passed
- Provisional passed
- Failed

The assessment of the Coaches is based on:

- Performance and delivery at each of the four face-to-face courses
- Completion of the Workshop

- Final assignment – assessed on each of the four sub-assignments

The Coaches will receive a score from 1-10 for each of the areas mentioned above. An average score based on the assessment of the performance of the Coaches within each of the nine areas will be used for providing the Coaches with a degree for the ADVANCE Badminton Coaching Education. The nine areas is the 4 face-to-face courses, the Workshop and the 4 sub-assignments that forms the “Final Assignment.”

Appendix 1: ADVANCE Assessment Chart can be used to keep track of the scoring of the Coaches throughout the education. Appendix 2: ADVANCE Rubric for assessment must be used as guidance for the Tutors to score the Coaches within each of the areas.

The scoring of the coaches must be done within one week from the face-to-face courses by the Team of Tutors involved in delivering the education. The Team of Tutors must agree on one score for each of the Coaches. In case of disagreements between the Team of Tutors, the Tutor leading the education has the final decision.

The table below shows how the average scores relate to the degree:

Degree	Average Score
Passed with honours	10,00 - 8,50
Passed	8,49 - 4,00
Provisional passed	3,99 – 2,00
Failed	1,99 -1,00

Additional considerations when assessing the Coaches:

- If a Coach is scored with 1 point in one or more of the nine areas, the coach will not be able to pass the ADVANCE Badminton Coaching Education.
- If a Coach receives the degree: “Provisional passed”, the Team of Tutors must decide which additional tasks or assignments the Coach must complete to receive the degree: “Passed.” The tasks or assignments can be theoretical and/or practical. The scoring of each of the areas should be used as guidance for the Team of Tutors to design appropriate tasks and/or assignments in the areas where the Coach shows lack of competencies.

ADVANCE Badminton Coach Certification

The Coaches who completed and passed the ADVANCE Badminton Coaching Education will be certified as ADVANCE Coaches and receive the ADVANCE Badminton Coach Certification.

The ADVANCE Badminton Coach Certification is equivalent to the Badminton World Federation Coach Education Level 3.

Badminton Europe is the only organization which has the authority to certify Coaches with the ADVANCE Badminton Coach Certification.



Courses, Schedules, and Lessons

Course 1 – Schedule

DAY 1			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	1	CLASSROOM	WELCOME - OBJECTIVES OF THE COURSE, PROGRAMME
9:45 – 10:30	2	CLASSROOM	COACHING PHILOSOPHY
10:30 – 10:45			BREAK
10:45 – 11:30	3	CLASSROOM	COACHING PHILOSOPHY
11:30 – 12:15	4	CLASSROOM	COACHING PHILOSOPHY
12:15 – 13:30			LUNCH
13:30 – 14:15	5	CLASSROOM	COACHING PHILOSOPHY
14:15 – 15:00	6	HALL	FUNDAMENTAL MOTOR SKILLS TRAINING AND INTRO TO TECHNICAL TRAINING
15:00 – 15:30			BREAK
15:30 – 16:15	7	CLASSROOM	MY COACHING PHILOSOPHY
16:15 – 17:15	8	CLASSROOM	MY COACHING PHILOSOPHY
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 2			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	9	CLASSROOM	WHO ARE THE 4-8 AGE GROUP? WHO ARE THE 9-12 AGE GROUP?
9:45 – 10:30	10	CLASSROOM	WHO ARE THE 4-8 AGE GROUP? WHO ARE THE 9-12 AGE GROUP?
10:30 – 10:45			BREAK
10:45 – 11:30	11	HALL	TECHNIQUES – PRE-EXERCISE AND GAMES
11:30 – 12:15	12	HALL	TECHNIQUES – PRE-EXERCISE AND GAMES
12:15 – 13:30			LUNCH
13:30 – 14:15	13	CLASSROOM	NON-VERBAL COMMUNICATION
14:15 – 15:00	14	CLASSROOM	NON-VERBAL COMMUNICATION
15:00 – 15:30			BREAK
15:30 – 16:15	15	CLASSROOM	LEARNING THEORY
16:15 – 17:15	16	CLASSROOM	LEARNING THEORY
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 3			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	17	HALL	LEARNING THEORY - PRACTICAL
9:45 – 10:30	18	HALL	LEARNING THEORY - PRACTICAL
10:30 – 10:45			BREAK
10:45 – 11:30	19	HALL	LEARNING THEORY - PRACTICAL
11:30 – 12:15	20	HALL	LEARNING THEORY - PRACTICAL
12:15 – 13:30			LUNCH
13:30 – 14:15	21	CLASSROOM	DEVELOPING A BADMINTON COACHING MODEL
14:15 – 15:00	22	CLASSROOM	PERFORMANCE PROBLEMS/GOALS
15:00 – 15:30			BREAK
15:30 – 16:15	23	CLASSROOM	PERFORMANCE PROBLEMS/GOALS
16:15 – 17:15	24	CLASSROOM	PERFORMANCE PROBLEMS/GOALS
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 4			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	25	CLASSROOM	TALENT DEVELOPMENT
9:45 – 10:30	26	CLASSROOM	TALENT DEVELOPMENT
10:30 – 10:45			BREAK
10:45 – 11:30	27	HALL	PERFORMANCE PROBLEMS/GOALS – FRONT COURT SINGLES
11:30 – 12:15	28	HALL	PERFORMANCE PROBLEMS/GOALS – FRONT COURT SINGLES
12:15 – 13:30			LUNCH
13:30 – 14:15	29	HALL	PERFORMANCE PROBLEMS/GOALS – FRONT COURT SINGLES
14:15 – 15:00	30	CLASSROOM	THE EXCELLENT KIDS COACH – ETHICAL AND CARING COACHING
15:00 – 15:30			BREAK
15:30 – 16:15	31	CLASSROOM	THE EXCELLENT KIDS COACH – ETHICAL AND CARING COACHING
16:15 – 17:15	32	HALL	SMALL GAMES – TACTICAL AWARENESS
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 5			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	33	CLASSROOM	THE EXCELLENT KIDS COACH – ETHICAL AND CARING COACHING
9:45 – 10:30	34	HALL	PERFORMANCE PROBLEMS/GOALS – FRONT COURT SINGLES
10:30 – 10:45			BREAK
10:45 – 11:30	35	HALL	PERFORMANCE PROBLEMS/GOALS – FRONT COURT SINGLES
11:30 – 12:15	36	CLASSROOM	DEVELOPING A BADMINTON COACHING MODEL - FEEDBACK
12:15 – 13:30			LUNCH
13:30 – 14:15	37	CLASSROOM	DEVELOPING A BADMINTON COACHING MODEL - FEEDBACK
14:15 – 15:00	38	CLASSROOM	OUTRO & NEXT COURSE

Course 1 – Lessons

INTRO

Lesson Title: INTRO

Course number: 1

Lesson Number(s): 1

Objectives of the lesson

- Welcome the Coaches to the first course of ADVANCE European Badminton Coaching Education and introduce them to each other and the Tutors
- Inform the Coaches of the structure of the ADVANCE European Badminton Coaching Education
- Inform the Coaches about the schedule and content of the first course

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

15min – (Powerpoint presentation)

The following should be presented:

- Goal of the ADVANCE European Badminton Coaching education and put it into context of badminton coaching situation in Europe
- Present the structure of the ADVANCE European Badminton Coaching education
 - o The 6 modules which the education is built around
 - o The 4 development stages which is center of the 4 courses
 - o Task between the courses/homework
 - o Mentoring programme
- The programme of the first course

30 min

The Tutors and Coaches can introduce themselves by standing up, and tell the others about the following:

- Name
- Country
- Badminton background: as player and as a coach
- Other educational background
- What makes you happy in life?

It can be done as speed dating concept, where the 16 Coaches are in 4 groups. The Coaches present themselves based on the above 5 areas. Afterwards new groups of 4 are being made and they present themselves again and so on.

Module 1 – Myself and My Practice in Context

Lesson Title: Coaching Philosophy

Course Number: 1

Lesson Number(s): 2-3

Objectives of the lesson

- Get an understanding of the concept: “Coaching Philosophy” and the importance of having one
- Explore their own coaching philosophy and the related action statements

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

- What is a coaching philosophy and why it is beneficial to be clear about yours?” by Kris Van Der Haegen, 2018
- The First Step: Assessing the Coaching Philosophies of Pre-Service Coaches by Karen Colliins & Heather Barber
- The Role of Coach Education in Coaching Philosophy Development and Implementation. A dual Case Study by Kim Ferner, Lindsay Ross-Stewart & Drew Dueck
- Coaching Philosophy: ‘Why We Do Things the Way We Do?’ by Gary Cahill
- Principles of Good Assessment Practice in Coach Education: An Initial Proposal by Liam McCarthy & Hans Vangrunderbeek, 2021
- Role of Informed Self-Assessment in Coaching by Margaret Wolff & Sally A. Santen
- Natural Born Leaders: Use of a Self – Assessment Tool and benefits to Coaching and Development by R. Lewis Steinhoff

The Lesson

Classroom or hall: Classroom

45 min – What is a coaching philosophy and why is it important to have one?

10 min: Start lesson with a discussion in pairs about what a philosophy is and what elements are covered in one’s philosophy - take feedback from each group.

10 min: Explain main notions about what a Philosophy covers (presentation from Tutor):

- A way of seeing/understanding the world
 - o Values = things that are important to us
 - o Beliefs = the way things should be
 - o Motives = why we do things
 - o Explore different ways of seeing people (human vs robot), coaching tasks (part of the game vs chores) and problems (hurdles vs stepping stones)
- A way of doing
 - o A way of dealing with people, tasks, and problems that matches your values and beliefs
 - o Explore impact on practice of different ways of seeing people

15 min: In different pairs, now discuss the benefits of having a clear personal philosophy and take feedback from each group again

- Expected topics:
 - o Philosophy as guiding tool (where are we going?)
 - o Philosophy as evaluation tool (how are we doing?)
 - o Philosophy as decision-making tool (if it doesn't align with the philosophy, it doesn't happen)
 - o Philosophy as a buy-in/relationship building tool (communication and investment) (Do we all agree on the philosophy? Do we have buy in from others? Do they co-own the philosophy?)
 - o Philosophy as personal motivation
- First attempt at defining a personal philosophy:
 - o Maximum 25 words
 - o As I coach I...

45 min – Exploring my coaching philosophy and examining my coaching practice through it

15 min: Answer the following questions? (10 min to answer and 5 min discussion with partner)

- Why do you coach?
- What are my personal goals as a coach?
- What is the purpose of Badminton for young players?
- How do I define success in my coaching?
- What are my core values? (provide list and select your top 5)
- How should the coach-athlete relationship work?

10 min: Second attempt at defining a personal philosophy (5 min writing and 5 min discussion with partner):

- Maximum 35 words
- As I coach I...

15 min: From "Philosophy Statement" to "Action Statements" (10 min writing + 5 min sharing with partner)

- Create as many "Action Statements" as possible that bring your philosophy statement to life. This need to be real actions that allow you to "live" your philosophy.

5 min: Presentation of homework Task

- On 1 or 2 slides of PowerPoint refine your philosophy and state your action statements
- The refinement of the coaching philosophy and action statement will be addressed on the next courses

Module 1 – Myself and My Practice in Context

Lesson Title: Coaching Philosophy

Course Number: 1

Lesson Number(s): 4-5

Objectives for the lessons

- Understand the impact (consequences of their coaching philosophy in relation to the daily training
- Understand the impact/consequences of their coaching philosophy in relation to cultural context that they operate in

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process.
- Implement feedback loops from stakeholders such as players, coaching team, management etc to improve own abilities and develop the training environment and your own competences as a coach (external analysis)

Primary background information

- What is a coaching philosophy and why it is beneficial to be clear about yours? by Kris Van Der Haegen, 2018
- The First Step: Assessing the Coaching Philosophies of Pre-Service Coaches by Karen Collins & Heather Barber
- The Role of Coach Education in Coaching Philosophy Development and Implementation. A Dual Case Study by Kim Ferner, Lindsay Ross-Stewart & Drew Dueck
- Coaching Philosophy: 'Why We Do Things the Way We Do?' by Gary Cahill
- Principles of Good Assessment Practice in Coach Education: An Initial Proposal by Liam McCarthy & Hans Vangrunderbeek, 2021
- Role of Informed Self-Assessment in Coaching by Margaret Wolff & Sally A. Santen
- Natural Born Leaders: Use of a Self – Assessment Tool and benefits to Coaching and Development by R. Lewis Steinhoff

The Lesson

Classroom or hall: Classroom

Self-assessing your coaching philosophy and explore how you “live” it in different contexts are the main focus of the two lessons.

45 min – Self-Assessment 1: examining my practice through the lens of my philosophy

5 min: Start the lesson with a brief review of the previous two lessons (Lesson 2 and 3)

20 min: Challenge the action statements in different pairs, coaches share their “Philosophy” and “Action Statements” and “challenge” each other for clarity/accuracy on the statements – i.e., “what do you mean by...?” “have you thought about...?”

10 min: How do I live my coaching philosophy? Individually, coaches self-evaluate against their “Action Statements” and identify areas where they are “living their philosophy” and areas where there may be a “misalignment” between philosophy and actions.

10 min: Understand the misalignments between coaching philosophy and actions

- In the same pairs, coaches share their “misalignments” and explore what the reasons for them may be and what they could do to correct them.

45 min – Self-Assessment 2: examining the “cultural fit” of my philosophy through the lens of context

10 min: Intro to issues of context

Ask coaches to volunteer to share some of the “misalignments” and their reasons (hopefully some of these will lead to issues of context)

- 15 min: The “Cultural fit” of the coaching philosophy. Shortly present the 3 layer template (immediate, peripheral, external) as the structure to examine the “Cultural fit” of the coaching philosophy
- Ask coaches to draw a map of their context using the 3 layer template– identify individuals and/or institutions in each layer and their roles/functions

15 min: The context and living your coaching philosophy

- Discuss with a partner the key features of the context that may enable or hinder your capacity to “live your philosophy” or “do your job”

5 min: Homework task

- Refine your context map and identify where you can influence the context to maximise your chances of fulfilling your role while staying true to your philosophy.

Identify any areas where you may have to compromise or where you may have to take drastic action (i.e., moving to a different context)

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.

Lesson Title: Fundamental Motor Skills Training and Intro to Technical Training

Course number: 1

Lesson Number(s): 6

Objectives for the lesson

- Get practical experience of how to work with fundamental motor skills training for kids
- Introduce the fundamental technical terms and concepts

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players

Primary background information

- What Are Motor Skills and How Can You Develop Them? By Daniel Kiikka, 2019
- BWF Badminton Coach Education Manual – Level 1: Page: 51-52

The Lesson

Hall or classroom: Hall

The session is split into two parts:

1. Fundamental Motor skills training
2. Fundamental Technical Terms and Concepts

15 min – Fundamental technical terms and concepts

Due to the Coaches different background and experience of badminton coaching it is important to ensure a common understanding of the technical terms and concepts of badminton (the badminton language). The detailed biomechanical understanding of the footwork and strokes are being work on in other lessons.

The Coaches must be introduced to the following Fundamental Technical Terms and Concepts:

- The footwork/movement cycle – the 4 phases: START, APPROACH, HIT and RECOVER
 - o Splitstep
 - o Lunge
 - o „Scissor Jump“
 - o „China Jump“ to forhand side at the rear court
- The stroke/movement cycle – the 4 phases: BACK SWING, FORWARD SWING, HITTING POINT and FOLLOW THROUGH
 - o Grip – Forhand/basic grip and backhand grip
 - o Underarm rotation – inner and outer rotation

30 min – Fundamental motor skills training

25 minutes practical session, where different ways of working with motorskills will be presented to the Coaches. The aim is to challenge and work on work on the fundamental motor skills.

The theoretical considerations around this part of the session will be covered in the Lesson 11 and 12. The focus should be on the technical aspect of the exercises.

The below is ideas of fundamental motorskills exercises, which can used as warmup. Common for all exercises are that they will challenge the players coordination and fundamental motorskills

- Gymnastics exercises on gymnastic mat
 - o Different jumps with bare feets: one legged and two legged jumps from side to side, jumps focusing on the angle joint, jump with half and full turns in the air etc.
 - o Rolling sideways without the hands and knees touches the mat, handstand, weather mills, different variation of walking with your hands with the partner holding your legs (like a wheelbarrow) etc
- Rope skipping
 - o Rope skipping exercises while running around: forward running, backwards running, side steps, sidesteps with change of direction (zigzag)
 - o Rope skipping exercise on the spot: Normal jump, backswing jumping, running, doublejumps, cross hand jumping etc. Make the exercises in a way, so the player are challenged to set their personal record. It could be with: total number of jumps in one minute or the number of doublejumps without making any mistakes.
- The Agility Ladder
 - o Look at youtube.com for getting inspiration on different exercises
 - o Pre footwork exercises can also be done in the agility ladder
- Coordination and rythm exercises on the spot or moving down the hall
 - o Coordination exercises where hands and legs moves independently of each other
 - o Group exercises where a certain movement pattern with the feets are being executed while clapping on specific times. The group must follow the same rythm and clap at the same times.
- „The Zoo“
 - o Move like animals in the zoo. Jump like the frog, move like the crab (forward, backwards, sideways), like the monkey on hands and feets at the same time, like the crocodile etc.

You are free to choose any exercise you want. Also exercises that are not a part of the above list.

Just important that the Coaches gets an understanding of that the warm up can be used in a very creative, inspiring and fun way to develop the fundamental motorskills.

Use 5 minutes to get sum up the lesson with the Coaches. Get their feedback on the approach.

Module 1 – Myself and My Practice in Context

Lesson Title: My Coaching Philosophy

Course number: 1

Lesson Number(s): 7-8

Objectives of the lesson

- Get inspired by an experienced sports coach from either the world of badminton or from another sport and understand their philosophy and how they „live“ it

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognizing the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

An external sports coach is invited to present his/her coaching philosophy as inspiration for the Coaches in their work of developing their own coaching philosophy.

The session will be split in 2 parts:

- Presentation of coaching philosophy (45-60 min)
- Q&A session (45-30 min)

Important considerations when selecting the coach to present his/her coaching philosophy:

- The coach must be an experienced coach with more years of full time coaching
- The coach must have work on high junior level or senior level
- The coach must have a clear idea of his/her coaching philosophy – hereunder personal values and values which he/she are using in coaching

In the process of preparing the external coach for the session the following is important

- The external coach must be informed about and understand the context, he/she is delivering the presentation
- A powerpoint presentation is preferred

- The external coach should contextualise his coaching philosophy by examples from his coaching career

The Q&A session

- The Tutor of the session needs to be the moderator of the Q&A session by coordinating the different questions from the Coaches
- The Tutor should also have questions prepared in case there is not many questions from the Coaches. Questions could be:
 - o Have there ever been situations where you did not „live up“ to your values as a coach and/or as a person in coaching context?
 - o How has your coaching philosophy developed over the years? What have you specifically done in order to be more clear on your coaching philosophy?
 - o Have you experienced situations where your coaching philosophy did not match the athletes or clubs philosophy? And how did you deal with it?

Module 5 – Professional Coaching Practice 2

Lesson Title: Who are in the 4-8 group? Who are in the 9-12 group?

Course number 1

Lesson Number(s): 9-10

Objectives of the lesson

- Understand player's physical, psychological and social development until puberty
- Understand the training objectives and coaching approach for players in these agegroups

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand, design and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, School etc
- Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected
- Establish purposeful training culture with players and coaches based on a set of common training values

Primary background information

- What Are Motor Skills and How Can You Develop Them? by Daniel Kiiikka, 2019
- Determining Athlete Maturity to Inform Coaching Practice by Dr. Jason Tee
- How Children Grow and Develop - Introduction by Dr. Sergio Lara-Bercial, 2019
- Social Development by Dr.Sergio Lara-Bercial & Prof Nicolette Schipper Van Veldhoven
- Physical Development by Dr Stacey Emmonds, 2019
- Emotional Development by Dr.Sergio Sergio Lara-Bercial & Prof Nicolette Schipper Van Veldhoven, 2019
- Cognitive Development by Dr. Andy Abraham, 2019
- Summary & Conclusion How Children Grow & Develop by Dr. Sergio Lara-Bercial, 2019

The Lesson

Hall or classroom: classroom

These lessons aims at getting an understanding of kids development and which implications it will have for coaching kids.

15 min – What do you know about kids development?

- Let class brain storm on what they know about kids development?

30 min – Kids development

A powerpoint presentation which outlines the following:

- The physical development – herunder motor skills development
- Emotional development
- Social development
- Cognitive development

45 min – How do we optimally do badminton training for kids?

25 min: Let the coaches discuss in groups of 4, the fundamental training and coaching principles for kids in the age of 4-8 and 9-12 years of age. It is important that the coaches priorities the different training objectives as you as a coach only have limited time for training. The coaches must maximise the use of that time in terms of making clear priorities of the training objectives.

The groups should consider the following:

- Technical training objectives
- Tactical training objectives
- Mental training objectives
- Physical training objectives

20 min: The groups present their training objectives for the class. Please consider how to use the time must effectively. An option could be to let one group present and then let the others add additional objective

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.

Lesson Title: Technique – Pre-exercises and Games

Course number: 1

Lesson Number(s): 11-12

Objectives of the lesson

- Gain an understanding of the importance of fundamental motor skills training for kids
- Get practical experience of how to work with fundamental motor skills training for kids

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- BWF Coach Education Manual – Level 1: Page 73-78
- What Are Motor Skills and How Can You Develop Them? by Daniel Kiikka, 2019

The Lesson

Hall or classroom: Hall

Equipment: Projector in the hall

45 min – Practical part 1:

A practical session, where different ways of working with motorskills will be presented to the Coaches. The aim is to challenge and develop the fundamental motor skills.

The below is ideas of fundamental motorskills exercises, which can used as pre-exercise. Common for all exercises is that they will challenge the players coordination and fundamental motorskills.

- 20 min pre-exercises for split jump / changing direction
 - o Dragon and cave: Dragon stands in front court with back towards the net where the treasure is of the dragons lair. Kids start from 1st serviceline in the back and try to step into the cave to reach the net/treasure. Kids can come up with: Hang old feather shuttles as treasure. Who’s got the biggest treasure after 1 minute? When tagged, keep a shuttle in the air for five times to come back again
 - o 10 ball: team Charizard vs team super Mario. Create teams of 3 vs 3 (or 4 vs 4) on a court (plus space between adjacent court). Try to throw the shuttle to your team mates 10 times without dropping it. Kids are changing direction, but also link this
 - o

exercising to spatial awareness, throwing, catching. Complimenting kids on those topics.

- 20 min pre-exercises for overhand technique
 - o Robin Hood (shoals), pile up 20 shuttles per kid, kids start from their pile of shuttles just behind the court. They run towards the front line which they may step over with the foot of the empty hand. They pull the arrow back with the elbow and aim towards the four goals that are laid out. You score ten points with every complete set of filled targets. All left over shuttles count as one point. After 20 shuttles you may pick up all lost shuttles, three times in total.
 - o Hunters game. Two hunters are going deerhunting. They have their bow and arrow with them and are counting the deer they shot. All other kids are deer. When they get shot, they go to the other side. There they can get their life back by doing an exercise. Kids can come up with an exercise. (throwing a ball into a hoop and catching could be an example)

You are free to choose any exercise you want. Also exercises that are not a part of the above list.

Just important that the Coaches get an understanding of that the pre-exercises can be used in a very creative, inspiring and fun way to develop the fundamental motor skills.

45 min – Practical part 2:

The coaches must develop their own pre-exercises and present them to each other.

20 min: Group work

- The coaches work in groups of 4 on three pre-exercises related to front court footwork or strokes.
- All three exercises must be related to either front court footwork or front court strokes
- The three exercises must be with progression

20 min: Presentation of group work

- Each group present their three exercises to one of the other groups
- Feedback to be received on progression

Module 4 – Professional Coaching Practice 1

Lesson Title: Non-Verbal Communication

Course number: 1

Lesson Number (s): 13-14

Objectives of the lesson

- Develop a basic theoretical knowledge about non-verbal communication.
- Develop skills in analyzing non-verbal communication
- Get feedback on how they communicate nonverbally themselves

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas

Primary background information

- Non-verbal Communication in Teaching by Howard Smith, 1979
- What is Non-Verbal Communication? by ABC Life Literacy Canada, 2022
- The Power of Nonverbal Communication by Joe Navarro, 2020
- Non-verbal Communication in Leadership by Father Dr. Dr. Justinus Pech, 2022

The Lesson

Classroom or hall: Classroom

The lesson can be delivered as a combination of theoretical topics combined with practical examples and exercises analyzing nonverbal communication.

The theoretical part must cover the following:

- What is communication?
 - Briefly clarifying the 3 communication paradigms: Transmission, Interaction and Relation
- Definition of verbal and nonverbal communication
 - Outlining the importance of nonverbal communication in communication process
- An explanation of the 7 parameters and their influence in nonverbal communication:
 - Environmental factors
 - Proxemics
 - Kinesics
 - Physical contact
 - Physical characteristics
 - Para language
 - Artefacts

The practical examples and exercises that can be used to demonstrate the nonverbal theory could be:

- “The Neutral position” (Introduction to Nonverbal communication)
 - o Get one of the Coaches to stand in front of the class with no desk and chairs in front of the person for 30-45 seconds in “Neutral position”. Neutral position meaning a position where you don’t show anything. The other Coaches are then to observe and analyze the nonverbal communication. Afterwards the class will share and discuss their observations and analysis.
- “The handshake” (relates to Kinesics)
 - o Let all Coaches shake hands with a minimum of 4 other Coaches. While shaking hands the Coaches must observe and analyze the different handshakes in relation to how they perceive the handshake. In the analysis of the handshake the Coaches should consider how the person is being perceived based on their handshake. Afterwards the class will share and discuss their observations and analysis.
- “How close can I come?” (relates to Proxemics)
 - o Have a Coach standing in front of the class. The Tutor walks around the Coach and gets closer and closer to Coaches. The Tutor should enter the intimate, personal and social space. The class observes and analyzes the nonverbal communication of the Coach while the Tutor enters the different spaces. Afterwards the class will share and discuss their observations and analysis.
- “Where to touch?” (Physical contact)
 - o Have a Coach stand in front of the class. The Tutor touches the Coach on different parts of the body and also in different ways (firm touch, soft touch, sliding touches). The class observes and analyzes the nonverbal communication of the Coach while the Tutor enters the different spaces. Afterwards the class will share and discuss their observations and analysis. NB: It is important that the Tutor are not touching any intimate parts of the body.

Module 4 – Professional Coaching Practice 1

Lesson Title: Learning Theory

Course number: 1

Lesson Number(s): 15-16

Objectives of the lesson

- Develop fundamental knowledge about existing learning theories
- Develop fundamental knowledge about mental demands in the modern society
- Develop knowledge about the mental demands in badminton
- Get a fundamental understanding of the dominating learning approach in sports

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual – Level 3: Page 73-85
- Review of Constructivism and Social Constructivism by Roya Jafari Amineh & Hanieh Davatgari Asl, 2015
- What is Social Learning? by Mark S. Reed et al., 2006
- Behaviorism by George Graham, 2003

The Lesson

Classroom or hall: Classroom

The lesson must develop a fundamental theoretical understanding of different learning theories and serve as theoretical base for the group work that must be presented in Lesson 17-20.

70 min – Learning theories

The theoretical presentation must cover the following:

- Introduction to the similarities between modern society and the game of badminton
 -

- Modern Society is characterized by being poly-centred, highly complex, individualized, demands for reflection and decision making.
- Badminton is a highly complex sport and continues to get more complex and by every shot made a decision making process has taken place. Players must learn from their decisions (experiences) which requires the ability to reflect.
- Presentation of the following learning theories and how these are being reflected in different badminton coaching styles:
 - Behaviorism
 - Constructivism
 - Social learning
 - Observational learning
 - Communities in practice
 - Work in teams
- The pros and cons of the different learning theories must also be discussed with the class and in which situations a specific learning approach is relevant.
 - The coaches must assess which learning theory are the most dominant in their current coaching philosophy but also consider how their coaching philosophy should be in the future

20 min – Group work – preparation for Lesson 17-20

- The Coaches must prepare a 15-minute training session with badminton exercises, using the other Coaches as players.
- The 3 different learning approaches must be included in the session and shown in the exercises and how the coaches present, provide feedback and deliver the exercises.
- The groups can choose the number of players they want for each exercise. If not all players are being used, the unused players will be observers
- Make groups of 3-4 Coaches. Important to have a minimum of 3 Coaches in a group for good discussions during the preparation of the training session. Ensure that you have a maximum of 4 groups due to having sufficient time for delivery of the training and feedback from the Tutor and the other Coaches. Feedback will be provided to the groups right after the training session. The feedback goes on the implementation of the different learning theories and the nonverbal communication.

Module 4 – Professional Coaching Practice 1

Lesson Title: Learning Theory - Practical

Course number: 1

Lesson Number(s): 17-20

Objectives of the lesson

- Develop knowledge and gain experience regarding how to implement learning theories in practical badminton training
- Create awareness of the Coach's nonverbal communication through feedback on their performances

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual Level 3 (page 73-85)
- Review of Constructivism and Social Constructivism by Roya Jafari Amineh and Hanieh Davatgari Asl, 2015
- What is Social Learning? by Mark S. Reed et al., 2006
- Behaviorism (Stanford Encyclopedia of Philosophy) (uva.nl) by George Graham, 2003

The Lesson

Classroom or hall: Hall (minimum 3 courts)

The lessons are a combination of practical badminton training delivered by the Coaches and evaluation and feedback on their performances in plenum.

The Coaches were given the following group work in lesson 15-16:

- The Coaches must prepare a 15-minute training session with badminton exercises, using the other Coaches as players.
- The 3 different learning approaches must be included in the session and shown in the exercises and how the coaches present, provide feedback and deliver the exercises.

- The groups can choose the number of players they want for each exercise. If not all players are being used, the unused players will be observers
- Make groups of 3-4 Coaches. Important to have a minimum of 3 Coaches in a group for good discussions during the preparation of the training session. Ensure that you have a maximum of 4 groups due to having sufficient time for delivery of the training and feedback from the Tutor and the other Coaches.
- Feedback will be provided to the groups right after the training session

160 min – Practical implementation of learning theories (delivery of group work)

Each group will present their 15-minute training session, followed by 25 minutes of evaluation and feedback in the plenum. In the evaluation and feedback the following is important:

- Give feedback on the delivery of the task of implementing the different learning theories and the nonverbal communication during the delivery
- Involve the players/observers in the feedback by asking if they identified the different learning approaches. It is important that the players/observers clarify which actions by the group delivering the training session that demonstrated the specific learning theory

20 min – “What have we learned?”

Summarize the theoretical and practical lessons on learning theories and nonverbal communication together with class.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Developing a Badminton Coaching Model

Course number: 1

Lesson Number(s): 21

Objectives of the lesson

- Introduce the framework of the badminton coaching model
- Introduce and start the working process needed for creating an individual badminton coaching model

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

The Coaches are expected to develop an individual Badminton Coaching Model during the education. As it is an individual Badminton Coaching Model, it can take many shapes and form. The development of the Badminton Coaching Model is done throughout the education and this lesson shall be seen as the start of an ongoing process. The continuous development and refining of the model will continue throughout the Coaches coaching career.

This lesson shall be seen in connection with Lesson 24-26, where the Coaches will start the actual work on the individual models.

The Badminton model shall show:

- The priorities of training areas based on a development stage approach
- The content of each training area at each development stage

The badminton model will be the fundamental base for creating and developing annual training plans and specific training sessions. The model can also be used as strong guideline for how to set up and organize a training environment.

The reference of the developing an individual badminton model will be World Class badminton. The requirements of the game on the highest level must be understood in order to develop a useful and effective Badminton Coaching Model.

This lesson shall create the understanding of process of how to develop an individual badminton model. The lesson will be a step by step introduction to the Badminton Coaching Model. The below steps should be carried out in this lesson.

10 min – The logic of badminton

The approach of creating an individual badminton model will have its starting point from the tactical aspects of the game.

First it is important to have a high level understanding of the logic of badminton.

Present the logic of badminton – fundamental understanding of the game.

- To win a badminton game, you need to win more points than your opponent
- How to win points: winners or errors

20 min – The badminton model

The badminton model 1 and 2 must be used for the Coaches to get a deeper understanding of the game of badminton. It is important that the 2 models create the link between the logic of the game and the performance problems/goals.

- Badminton Model 1: The game can fundamentally be divided to: Service situation, Attack, Defence, 50/50 game (must be named the right according to the model)
- Badminton Model 2: The court looked from the side with different areas.

Model 2 continued

- The model will be slightly modified depending on discipline (singles and doubles) and skills of the players
- Depending on the specific playing situation (eg. attacking position at the backcourt, low position at the net etc) different performance problems/goals will occur.
- The performance problems/goals must be explained and defined for the Coaches

15 min – The process of turning the model into annual training plans and training units (the transition model)

The transition model will be presented in details explained

Each performance problem must be analyzed according to the tactical, technical, mental and physical skills needed to handle the performance problem.

When all the performance problems/goals are identified for each discipline some common traits for the skills that needs to be developed will occur. The next task will be to prioritize at which development stage it will be optimal for the player to work on the different skills in order to handle the performance problems/goals.

The 4 development stages that can be used are:

- Stage 1: 4-12 years of age
- Stage 2: 13-16 years of age
- Stage 3: 16-20 years of age
- Stage 4: World Class

The final step will be to turn the model into „life“ by making annual training plans and training units.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Performance Problems/Goals

Course number: 1

Lesson Number(s): 22-24

Objectives of the lesson

- Start the development of the individual Badminton Coaching model by using the badminton model 1 and 2 and the Transition model
- Identify the performance problems/goals of World Class Men's Singles
- Turn the identified performance problems/goals into required technical, tactical, mental and physical skills needed to handle the problems/goals

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 136-147
- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

Lesson 22-24 must be seen in connection with lesson 21. In these lessons the Coaches will be guided step by the step on identifying the performance problems/goals of World Class Men's Singles how to turn the performance problems/goals into technical, tactical, mental and physical skills needed to handle the performance problems/goals.

15 min – Phases of Men's Singles

The phases of Men's Singles must be discussed and agreed on. The badminton model 1 must be used as reference.

To get the Coaches tuned in on world class badminton, then start with watching 5-7 minutes of world class Men's Singles.

Use the badminton model 1 to agree on the different phases of Men's Singles and if extra phases/areas must be added. At this point of the process it is important not to get caught up in minor details. The different areas could be:

- Serve situation (1-4 shot of the rally)
- Attack (green zone)
- Defence (red zone)
- Middle play (yellow zone)
- Net game

20 min – Define and identify the performance problems/goals within a specific phase of the game

Select a specific phase of the game where the performance problems/goals will be defined and the specific situation will be identified.

Example of the process:

- Phase selected: Attacking situation
- Performance problems/goals:
 - o To get to a position on the court where it is possible to win the point
 - o To win the point through winning shot or forced error from opponent
- Situations (the same situation can occur more times)
 - o Controlled attack - set up attack from backcourt
 - o Controlled attack - set up attack from net
 - o Controlled attack - general
 - o Full attack

40 min – Turn the performance problems/goals and situations of the selected phase into technical, tactical, mental and physical skills needed to handle the performance problems/goals in the different situations

- 10 min: Presentation of how the performance problem/goal:
 - o „To get to a position on the court where it is possible to win the point“ and the connected situations are turned into technical, tactical, mental and physical skills
- 20 min:
 - o In pairs the Coaches turns the performance problem/goal: „To win the point through winning shot or forced error from opponent“ into technical, tactical, mental and physical skills
- 10 min: Presentation of an example of how it could be done.

30 min – The performance problems/goals and situations of the next selected phase into technical, tactical, mental and physical skills needed to handle the performance problems/goals in the different situations

- 20 min: Preparation of performance problems/goals
 - o In pairs the Coaches turns the next selected phase of the game into performance problems/goals and connected situations. Additionally they will have to turn the
 - o

identified performance problems/goals into technical, tactical, mental and physical skills.

- 10 min: Presentation and feedback
 - o One pair present their work and receives feedback from the rest of the Coaches and Tutors.

30 min – The performance problems/goals and situations of the next selected phase into technical, tactical, mental and physical skills needed to handle the performance problems/goals in the different situations

The process is continued for the next phase of the game.

- 20 min: Preparation of performance problems/goals
 - o In pairs the Coaches turns the next selected phase of the game into performance problems/goals and connected situations. Additionally they will have to turn the identified performance problems/goals into technical, tactical, mental and physical skills.
- 10 min: Presentation and feedback
 - o One pair present their work and receives feedback from the rest of the Coaches and Tutors.

As homework during the evenings the Coaches must complete the work of defining the performance problems/goals, connected situations and turning them into technical, tactical, mental and physical skills for Men's Singles.

The work will be presented during Lesson 36-37, where the Coaches will have the chance to receive feedback on their current model for Men's Singles.

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from cradle to podium

Lesson Title: Talent Development 1

Course Number: 1

Lesson Number(s): 25-26

Objectives (Learning Outcomes) of the lesson

- Get an understanding of optimising talent identification and development in badminton
- Get an understanding of different talent development models

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Define and implement talent identification criteria so the identification and recruitment of players can be done effectively
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- BWF Coach Education Manual – Level 3: Page 12-29
- Challenges and [Possible] Solutions to Optimizing Talent Identification and Development in Sport by Till & Baker, 2020
- The Pitfalls of Talent Development Environments by Prof. Joe Baker, 2020
- Growth and Maturation in Youth Sport by Prof Joe Eisenmann & Dr Sean Cumming, 2020
- Healthy Psychosocial Development for Elite Youth Athletes by Dr Fieke Rongen 2021
- Healthy Psychosocial Development for Elite Youth Athletes by Dr Ian Cowburn, 2021
- Holistic Talent Development Environments by Prof Kevin Till, 2021
- Holistic Talent Development Environments by Barnaby Sargent-Megicks, 2021
- Sports Parenting – The Key to Sporting Success by Wayne Goldsmith, 2022
- Sports Parents, We Have a Problem by Dr. Jim Taylor, 2018
- The Role of Parents in Sports by Dr Sergio Lara-Bercial, 2021
- Top 9 „Must Have“ for Kids to be Successful in Sports by Craig Sigl, 2012
- Parenting in Youth Tennis: Understanding and Enhancing Children’s Experiences by Camilla J. Knight & Nicolas Knight, 2013
- Glasls Nine-Stage Model Of Conflict Escalation by Thomas Jordan, 2000

- 12 Conflict Resolution Skills for Kids: Tools for Peaceful Problem Solving

The Lesson

Classroom or hall: Classroom

45 min – Challenges and possible solutions to optimising talent identification and development in sport

- 10 min: What makes talent identification and development difficult?
 - Snowball Fight – What makes talent identification and development difficult? Each coach writes one reason why TDI is difficult and throws it to the other team. Go round the room exploring the key issues that come.
- 35 min: Till & Baker's 2020 paper "Challenges and [possible] solutions to optimising talent identification and development in sport"
 - Go through the narrative presented in Till & Baker's 2020 paper "Challenges and [possible] solutions to optimising talent identification and development in sport" (35')
 - What is talent?
 - What are effective ways to identify, select and develop talent?
 - Health considerations for talent identification and development systems
 - Throughout the narrative offer opportunities to discuss or draw examples from their practice or from "Badminton Stories"

45 min – Introduction to talent development models

- 10 min: What is a talent development model?
 - Discuss in small groups/pairs: What is a talent development model? 5 min for discussion and 5 min to share outcome of discussion with the class.
- 25 min: Introduction to different talent development models
 - The Coaches must get a high-level introduction to different talent development models. The Coaches should get an understanding of that talent development models can be prescriptive or descriptive.
 - The talent development models that briefly should be addressed are group as follow:
 - Staged-based
 - Developmental Model of Sport Participation (Côté, 1999)
 - Long Term Athlete Development (Balyi, 2004)
 - Youth Physical Development Model (Lloyd & Oliver, 2012)
 - Skill-based
 - Differentiated Model of Giftedness and Talent (van Rossum and Gagné, 2005)
 - Psychological Characteristics of Developing Excellence (McNamara et al, 2010)
 - Environment-based
 - Henriksen et al (2010)
 - The Coaches should be encouraged to have closer look at the models between the courses as they will have to develop their own Talent Development Framework for the final assignment of the education.

- 10 min: Pros and Cons of the existing Talent Development Models
 - o On class discussion of the pros and cons of the existing Talent Development Models.
The following is expected to be covered:
 - Limited evidence
 - Lack of specificity (some)

Module 4 – Professional Coaching Practice 1

Lesson Title: Performance Problems/Goals – Front Court Singles

Course number: 1

Lesson Number(s): 27 -29

Objectives of the lesson

- Explore a pedagogical approach starting from front court to back court, when developing technical skills of kids from 4-12 years of age
- Get technical and biomechanical understanding of the strokes and footwork to the front court in singles
- Create a progressive series of training exercises aiming at developing a specific technical element at the front court in singles

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 51-57, 64, 66
- BWF Badminton Coach Education Manual – Level 2: Page 57-63, 75-77, 80

The Lesson

Hall or classroom: Hall

The 3 lessons focus on the strokes and footwork to the front court together with creating a progressive series of exercises, which must be presented in lesson 36-37. The focus of this session will be technical skills (footwork and strokes) connected to the netgame in singles.

10 min – Introduction to the lessons

- Important to create the link between the performance problems/goals and technical skills on the frontcourt by presenting the breakdown of technical skills needed to deal with performance problems/goals in the netgame.
- Outline that this course are focusing on the agegroup 4-12 years of age, which means that we will be working on the entry level of exercises.

Due to the limited time to cover this area it is important to point out to the Coaches, that not all elements will be covered. The priority is to analyze fewer technical elements in details rather than superficially cover all elements. It will then be up to the Coaches to go into the details of the strokes and footwork which was not covered in these lessons.

It is important that all Coaches works with the correct badminton language when discussing or presenting the technical elements.

30 min – Footwork to the front court

The following footwork and principles should be the focus of the 30 minutes session:

- The footwork/movement cycle – the 4 phases: START, APPROACH, HIT and RECOVER
- From the middle of the court to the forehand side of the front court
- From the middle of the court to the backhand side of the front court
- Different split jump and when they are being used according to the tactical situation: Parallel split jump, split jump with one foot in one foot in front
- Lunges
- Different kind of transport footwork (the APPROACH and the RECOVERY). The Coaches must understand, when the different are most optimal to use

The Coaches should work in smaller groups (2-3 Coaches) and try the different elements of the footwork.

60 min – Strokes at the front court

As it will not be possible to go through all strokes at the frontcourt, the Tutor must select the strokes on the the forehand and backhand side of the frontcourt. The following principles must be covered:

- The stroke/movement cycle – the 4 phases: BACK SWING, FORWARD SWING, HITTING POINT and FOLLOW THROUGH
- Forhand/basic grip and backhand grip
- Rotations of the arm
- Spin netdrop
- Lifts from the net: defensive lift or attacking lifts
- Cross netdrops

The Tutor must decide which kind of shots he/she wants to focus on, but all shots can not be covered.

An approach to the 60 minutes session could be to let the Coaches work in groups of 3, where the following roles are split between them: player, coach and observer.

The coach should then explain and coach the player on how to execute the stroke. It is important that the right terminology is used. The observer should then provide feedback to the coach on the approach.

If times allows it could also be an option to let the Coaches present the stroke for the bigger group after they have worked with the stroke in the smaller group.

An option is also to have a coaching approach to a stroke by giving the Coaches a task on a specific stroke. Tasks could be:

- Which technical adaptations is needed if you approach the net straight or coming cross court, when making the cross netdrop shot in the backhand side?

- Which technical adaptations is needed if you approach the shuttle from cross court and wants to make a straight or cross attacking lift in the forehand side?
- Which technical adaptations and considerations are needed, when making a spin netdrop, when approaching the shuttle straight or cross court?

The Coaches should work on the different task in the small groups and present their findings and considerations for the bigger group.

35 min – Preparation of a progressive series of exercises to the frontcourt

- 5 min: Present the „Progression model“
- 30 min: In groups of groups of 3-4 Coaches (maximum 3 groups per Tutor) a series of 5 exercises must be created with a focus on a specific technical element on the frontcourt. The technical element is free of choice. It is however important that a clear progression is shown during the 5 exercises.

The groups the will present the series of exercises in lesson 34-35.

The following guideline can be used in developing the 5 exercises:

- Define the tactical context of the technical element
 - o Attacking or defending situation
 - o Which shots will the opponent normally has made for this situation to happen?
 - o Where on the court are you coming from? Straight to the shuttle? Cross to the shuttle? From middle of the court? From the backcourt? Etc
- Which technical elements (footwork and stroke(s)) are a part of the chosen situation? Prioritize which technical elements that will be worked on.
- Create the 5 exercises where:
 - o 2 of the exercises must be pre-exercises or games
 - o Minimum 1 of the exercises with flying shuttle
- When presenting the exercises in lesson 34-35 feedback will be given on:
 - o Are the exercises fulfilling its purpose?
 - o Progression of the exercises
 - o Amount of information (remember the target group 4-12 years of age)
 - o Non-verbal communication

The 5 exercises must be given to the respective Tutor in writing before the session.

Module 5 – Professional Coaching Practice 2

Lesson Title: The Excellent Kids Coach - Ethical and Caring Coaching

Course number: 1

Lesson Number(s): 30-31

Objectives of the lesson

- Understand how to create a positive learning and training environment for kids
- Understand the competencies and skill set needed for being an excellent kids coach

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand, design and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, School etc.
- Create an ethical and safe training environment, where everyone's wellbeing is prioritized and respected
- Establish and maintain an ethical, effective, inclusive, empathetic and individual relationship with players, coaches and other stakeholders
- Adhere to established codes of conduct for players, coaches and other stakeholders
- Analyse and understand how to work with the opportunities and limitations of the training environment and to maximize the use of existing resources and look for additional
- Can conduct and work to risk assessments in order to deliver safe and ethical coaching practice

Primary background information

- Creating a Positive Learning Environment by Dr. Linda Darling Hammond, 2019
- Creating a Positive Learning Environment by CJ Lee, 2011
- The Role of Parents in Sports by Dr Sergio Lara-Bercial, 2021
- Top 9 „Must Have“ for Kids to be Successful in Sports by Craig Sigl, 2012
- The Role of the Children's Coach by Kris Van Der Haegen, 2018
- Why do Children Join and Stay in Sport? by Kris Van Der Haegen, 2018
- Why do Children Drop Out of Sport? by Kris Van Der Haegen, 2018
- Children's Sport: A Reality Check by Kris Van Der Haegen, 2018
- The ICK Pledge – 10 Golden Rules by Dr. Sergio Lara-Bercial, 2018
- Being a Coach – What Coaches Really Do? by Kris Van Der Haegen, 2018
- Summary and Conclusion - The Role of the Children's Coach by Kris Van Der Haegen, 2018
- The Role of Parents in Sport by Dr Sergio Lara Bercial, 2021
- Parenting in Youth Tennis: Understanding and Enhancing Children's Experiences by Camilla J Knight & Nicholas Holt, 2013
- Glasl's Nine-Stage Model of Conflict Escalation by Thomas Jordan, 2000

- 12 Essential Conflict Resolution Skills for Kids: Tools for Peaceful Problem Solving by Anita Garcia Sanchez, 2023

The Lesson

Classroom or Hall: Classroom

This session must be seen in connection with lesson 33 which also deals with the excellent kids coach and have to create a great learning and training environments for kids.

60 min – How to create a great learning and training environment for kids?

- 10 min: Setting the scene
 - 5 min: The Coaches brainstorm in pairs on what creates a great learning and training environment for kids
 - 10 min: The Coaches are asked to share the most important element from their brainstorm with the rest of the class.
- 25 min: Presentation on the elements of a great learning and training environment for kids?
 - The presentation is expected to cover the following:
 - Main actors and their roles in training environment (Parents and coaches will be discussed in more details later on in the lessons)
 - Parents, coach and players
 - Why kids stay in sport and why they drop out
 - Type of training and training priorities
 - Motor skills training
 - Focus on technical training
 - Developing social competencies
 - How to communicate with kids?
 - Amount of information
 - Non verbal and verbal communication
- 25 min: The values of an excellent learning and training environment for kids
 - 15 min: In groups of 4 discuss which 5 values should drive an excellent learning and training environment for kids. The groups must also consider action statements which shows how those values are turned into „life“
 - 10 min: Presentation of values to the rest of class. Start with each group presenting 2 values and their action statement. More values and action statements can be added if times allows.

30 min – „Hiring the excellent kids coach“

- 15 min: The competencies and skills of the excellent kids coach
 - Task: You are part of a hiring committee in your club and have to hire coach, who will be responsible for your kids (4-12 years of age) training. In pairs please list the qualities that you look for in the excellent kids coach? The following should be considered:
 - Badminton and training knowledge – which kind of knowledge is needed?
 - Pedagogical and didactic skills
 - Communication skills
 - Leadership skills
 - Age, gender

- 15 min: Defining the excellent kids coach
 - o The Coaches are asked to share their list skills and competencies for the excellent kids coach.

Module 4 – Professional Coaching Practice 1

Lesson Title: Small Games – Tactical Awareness

Course number: 1

Lesson Number(s): 32

Objectives of the lesson

- Get an understanding of how small games can be used to create fundamental tactical awareness for players of the age of 4-12 years
- Get an understanding of how the „Play Wheel“ can be used as tool to adjust current small games but also develop new games

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Do tactical and mental coaching during matches with the focus of the development of the skills of the player and to win the match

Primary background information

- Teaching Games for Understanding by Amitabhvikram Dwivedi, 2021

The Lesson

Hall or classroom: Hall

The lesson is a practical session where the Coaches will have to play different small games to get an understanding of how to work on tactical awareness with kids of the age of 4-12 years.

All games presented must have a tactical element where the player must:

- Identify the tactical element
- Reflect on how to take advantage of the tactical element

Tutor should also vary the number of Coaches, playing area, accessories used, size and form of the shuttle/ball in the different small games.

As the target group is players of 4-12 years of age, the games should preferably be on a half court or smaller to eliminate the physical aspect of playing on a full court.

The following small games are ideas of games that could be introduced and played during this session

- Half court singles/box with restrictions. The games can be played on time. Restrictions could be:
 - o All smashes must be returned short back to the net
 - o Each player is only allowed to play one clear per rally
 - o All underhand/forehand shots must be played short back to the net
 - o Only one list per person per rally
 - o Etc
- Change of court size. The players can play with same kind of adjusted court size but all against each other with different court sizes:
 - o Net game
 - Only forehand, only backhand, change grip all the time
 - o Half court single with no front court (can also be played cross court)
 - o Half court single with no back court (can also be played cross court)
 - o Half court with no front court against half court with no back court
 - o Box court vs half court
 - o 6 zone game – the half court is divided into 6 zones based on the badminton lines. You will have to win each zone to win the game by hitting the shuttle into the zone without your opponent touching the shuttle. You can also pick/“close“ a zone every time you get 3 points.
 - o Etc
- Change the number of players
 - o Box game with 2 players, where the pair needs to shift hitting the shuttle all the time
 - o Half court single with 3 players but only 2 rackets. They will have to keep the same line of hitting all the time.

The flow of the session could be as follows:

- 10 min: short introduction to the session introducing Teaching Games for Understanding approach
- 20 min: play two different small games
- 10 min: introduction to the „Play wheel“ model
- 15 min: play one of the first small games before the introduction of the „Play Wheel“ but with suggested modifications of the game from the Coaches based on the „Play wheel“
- 5 min: Follow up on the lesson – reflecting on how small games can be used for this target group of players.

Module 5 – Professional Coaching Practice 2

Title/Lesson Title: The Excellent Kids Coach - Ethical and Caring Coaching

Course number: 1

Lesson Number(s): 33

Objectives of the lesson

- Understand how to involve and commit parents in creating a positive learning and training environment for kids
- Understand conflict managements

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand, design, and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, School etc.
- Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected
- Establish and maintain an ethical, effective, inclusive, empathetic and individual relationship with players, coaches and other stakeholders
- Adhere to established codes of conduct for players, coaches and other stakeholders
- Analyze and understand how to work with the opportunities and limitations of the training environment and to maximize the use of existing resources and look for additional
- Can conduct and work to risk assessments in order to deliver safe and ethical coaching practice.

Primary background information

- Creating a Positive Learning Environment by Dr. Linda Darling Hammond, 2019
- Creating a Positive Learning Environment by CJ Lee, 2011
- The Role of Parents in Sports by Dr Sergio Lara-Bercial, 2021
- Top 9 „Must Have“ for Kids to be Successful in Sports by Craig Sigl, 2012
- The Role of the Children's Coach by Kris Van Der Haegen, 2018
- Why do Children Join and Stay in Sport? by Kris Van Der Haegen, 2018
- Why do Children Drop Out of Sport? by Kris Van Der Haegen, 2018
- Children's Sport: A Reality Check by Kris Van Der Haegen, 2018
- The ICK Pledge – 10 Golden Rules by Dr. Sergio Lara-Bercial, 2018
- Being a Coach – What Coaches Really Do? by Kris Van Der Haegen, 2018
- Summary and Conclusion - The Role of the Children's Coach by Kris Van Der Haegen, 2018
- The Role of Parents in Sport by Dr Sergio Lara Bercial, 2021
- Parenting in Youth Tennis: Understanding and Enhancing Children's Experiences by Camilla J Knight & Nicholas Holt, 2013
- Glasl's Nine-Stage Model of Conflict Escalation by Thomas Jordan, 2000

- 12 Essential Conflict Resolution Skills for Kids: Tools for Peaceful Problem Solving by Anita Garcia Sanchez, 2023

The Lesson

Hall or classroom: Classroom

This lesson is connected to lesson 30-31.

45 min – Sport parenting

- 10 min: Introduction: Best and worst experience with parents in badminton
 - „Snow ball fight“ – write the best and worst experience you had with parents in badminton. Fold the paper and throw it across the room to one of the other Coaches. The Coaches starts reading the experiences out loud to the rest of the class.
- 15 min: Understanding sportparents and how to work with them as coach?
 - Short presentation that is expected to cover the following:
 - Clarify that parents are the biggest resource – not the enemy
 - 3 strategies to create a positive parent environments
 - Proactively focus on communication
 - Acknowledge and value parents' contribution
 - Commit time to learning about and informing your parents

20 min – Understanding conflict and how to manage conflicts between kids

- 10 min: Short presentation that covers the following:
 - The conflict staircase – escalation and resolution of conflicts
 - How to help kids solve conflicts between each others
- 10 min: Best practices of conflict management
 - Discuss in pairs how you have handle conflicts with parents or between players
 - A few examples must be shared among all Coaches

Module 4 – Professional Coaching Practice 1

Lesson Title: Performance Problems/Goals – Front Court Singles

Course number: 1

Lesson Number(s): 34-35

Objectives of the lesson

- Present and receive feedback on the progressive series of training exercises aiming at developing a specific technical element at the front court in singles

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 51-57, 64, 66
- BWF Badminton Coach Education Manual – Level 2: Page 57-63, 75-77, 80

The Lesson

Hall or classroom: Hall

Lesson 34-35 must be seen in connection with lesson 27-29, where the Coaches must develop a series of training exercises focusing on a specific technical element on the front court of Men's Singles.

Each Tutor will have 3 groups of Coaches.

Each group will have 30 minutes to present and receive feedback on their series of exercises and the presentation of them. The times should be divided with 20 minutes for the exercises and 10 minutes for feedback.

The 2 other groups can be used as players. Due to the limited amount of time it will be a good idea to just explain some of the exercises without trying them. There will most likely be enough time to try 3 exercises.

Feedback must be giving according to:

- Are the exercises fulfilling their purposes?
- Progression of the exercises
- Amount of information (remember the target group 4-12 years of age)
- Non-verbal communication

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Performance problems/goals

Course number: 1

Lesson Number(s): 36-37

Objectives of the lesson

- Present and receive feedback on badminton coaching model for Men's Singles

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 136-147
- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

85 min – Presentation of individual badminton model

In groups of 3-4 Coaches each Coaches get 20-25 minutes to present his/her individual Badminton Coaching model for Men's Singles.

The Coaches must be instructed to give constructive feedback on how the model could be further developed and improved. Clear „rules“ for giving and receiving feedback must be established in the beginning of the lesson, so it presentations does not turn into a discussion (which potentially can very time consuming).

The „Rules“ for giving and receiving feedback could be:

- The feedback given must be constructive with the focus on improving the badminton model presented.

- The receiver are not allowed to comment on the feedback. The receiver can decide to either use or not use the feedback given.
- Only one person is giving feedback at a time.

The 25 minutes of presentation and feedback for each Coaches can be divided as follow:

- 15 min: presentation of the current work
- 5 min: Feedback from the first Coach
- 5 min: Feedback from the second Coach

5 min – Sum up

The lesson must be used to sum up the process and clarify the homework around the badminton model until next course.

Task/homework: Complete the following steps of developing a badminton model for badminton for Women's Singles (The reference is world class Women's Singles):

- Identify the phases of the game for Women's Singles
- Define the performance problems/goals and connected situations for each phase
- Turn the performance problems/goals and situations of the selected phase into technical, tactical, mental and physical skills needed to handle the performance problems/goals in the different situations

OUTRO

Lesson Title: OUTRO

Course number: 1

Lesson Number(s): 38

Objectives of the lesson

- Evaluate the first course verbally
- Sum up the tasks/homework until next course
- Introduce Course 2 of the programme

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

10 min – Reflection exercise

Each Coaches must reflect on the following:

- Which 3 topics/exercises/lessons during the course that had the biggest impact on them?
- When you return back home and have your first training session, how can your players see/feel that you have been on a coaching course? Which specific action in the training will have changed since before the course?

A few Coaches can shortly present outcome of their reflection to the rest of the class

20 min – Verbal evaluation of the first course

- Verbal evaluation of the course – the word is free
- The following should be considered:
 - Content of the course
 - Logistics
 - Location and facilities

15 min – Next steps (powerpoint presentation)

The following must be presented:

- Tasks/homework until next course
- Short introduction of the next course
- The Mentoring programme
 - Who is Mentor for who
 - The first groups session

Course 2 – Schedule

DAY 1			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	1	CLASSROOM	WELCOME - OBJECTIVES OF THE COURSE, PROGRAMME
9:45 – 10:30	2	CLASSROOM	WHO ARE THE 13-16 AGE GROUP?
10:30 – 10:45			BREAK
10:45 – 11:30	3	CLASSROOM	WHO ARE THE 13-16 AGE GROUP?
11:30 – 12:15	4	CLASSROOM	THE GREAT JUNIOR ENVIRONMENT - ETHICAL AND CARING COACHING
12:15 – 13:30			LUNCH
13:30 – 14:15	5	CLASSROOM	THE GREAT JUNIOR ENVIRONMENT - ETHICAL AND CARING COACHING
14:15 – 15:00	6	CLASSROOM	INTRO - MOVEMENT OF THE BODY - ANATOMY AND BIOMECHANICS
15:00 – 15:30			BREAK
15:30 – 16:15	7	HALL	TECHNIQUE - OVERHEAD SHOTS AND FOOTWORK (REAR COURT)
16:15 – 17:15	8	HALL	TECHNIQUE - OVERHEAD SHOTS AND FOOTWORK (REAR COURT)
17:15 – 18:30			FREE
18.30 – 19.15			DINNER
19.15 -			HOMEWORK

DAY 2			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	9	CLASSROOM	BADMINTON MODEL - WOMEN'S SINGLES
9:45 – 10:30	10	CLASSROOM	BADMINTON MODEL - WOMEN'S SINGLES
10:30 – 10:45			BREAK
10:45 – 11:30	11	HALL	TECHNICAL EXERCISES - OVERHEAD SHOTS AND FOOTWORK (REAR COURT)
11:30 – 12:15	12	HALL	TECHNICAL EXERCISES - OVERHEAD SHOTS AND FOOTWORK (REAR COURT)
12:15 – 13:30			LUNCH
13:30 – 14:15	13	CLASSROOM	TALENT DEVELOPMENT - FRAMEWORK AND SYSTEMS
14:15 – 15:00	14	CLASSROOM	TALENT DEVELOPMENT - FRAMEWORK AND SYSTEMS
15:00 – 15:30			BREAK
15:30 – 16:15	15	CLASSROOM	MY COACHING PHILOSOPHY
16:15 – 17:15	16	CLASSROOM	MY COACHING PHILOSOPHY
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 -			HOMEWORK

DAY 3			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	17	CLASSROOM	COACHING PHILOSOPHY
9:45 – 10:30	18	CLASSROOM	COACHING PHILOSOPHY
10:30 – 10:45			BREAK
10:45 – 11:30	19	CLASSROOM	COACHING PHILOSOPHY
11:30 – 12:15	20	CLASSROOM	COACHING PHILOSOPHY
12:15 – 13:30			LUNCH
13:30 – 14:15	21	CLASSROOM	TACTICS - MEN'S DOUBLES
14:15 – 15:00	22	CLASSROOM	TACTICS - MEN'S DOUBLES
15:00 – 15:30			BREAK
15:30– 16:15	23	HALL	TECHNIQUE - OVERHEAD SHOTS AND FOOTWORK (REAR COURT)
16:15 – 17:15	24	HALL	TECHNIQUE - OVERHEAD SHOTS AND FOOTWORK (REAR COURT)
17:15 – 18:30			FREE
18:30 – 19:30			DINNER
18:30			HOMEWORK

DAY 4			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	25	CLASSROOM	GOAL SETTING
9:45 – 10:30	26	CLASSROOM	GOAL SETTING
10:30 – 10:45			BREAK
10:45 – 11:30	27	CLASSROOM	ENTREPRENEURSHIP - INTRO
11:30 – 12:15	28	CLASSROOM	ENTREPRENEURSHIP – HOW TO BUILD YOUR OWN BUSINESS
12:15 – 13:30			LUNCH
13:30 – 14:15	29	CLASSROOM	ENTREPRENEURSHIP – CREATE YOUR OWN WORKSHOP
14:15 – 15:00	30	CLASSROOM	ENTREPRENEURSHIP – CREATE YOUR OWN WORKSHOP
15:00 – 15:30			BREAK
15:30 – 16:15	31	HALL	TECHNICAL EXERCISES - OVERHEAD SHOTS
16:15 – 17:15	32	HALL	TECHNICAL EXERCISES - OVERHEAD SHOTS
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19.15 -			HOMEWORK

DAY 5			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	33	HALL	TACTICAL EXERCISES
9:45 – 10:30	34	HALL	TACTICAL EXERCISES
10:30 – 10:45			BREAK
10:45 – 11:30	35	HALL	TACTICAL EXERCISES
11:30 – 12:15	36	CLASSROOM	OUTRO & NEXT COURSE

Course 2 – Lessons

INTRO

Lesson Title: Welcome - objectives of the course, programme

Course number: 2

Lesson Number(s): 1

Objectives of the Lesson

- Welcome the Coaches to the second course of ADVANCE European Badminton Coaching Education
- Follow up on the first course, task between courses and the Mentoring programme
- Inform the Coaches about the schedule and content of second course

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

25 min – Welcome – icebreaker

Set the scene, and how we move from Course 1 to Course 2.

To „break the ice“, it is important to get the Coaches active and get them to speak to each other.

- Examples of ‚Ice Breakers‘ for the Coaches:
The Tutors and Coaches share their best badminton coaching experiences since the last course with the rest of the Coaches. Also explain why this particular experience made a difference to them
- Provide a few stations with different topics and Coaches choose the stations that they would like to speak and share with other Coaches. Example: Station 1 – Experience on tour, Station 2 – Experience with management, Station 3 – Experience with player’s parents, etc.

It is the Tutor’s own decision on how the ice-breaker is delivered based on the Coaches in the room and their enthusiasm, readiness, etc.

20 min – Powerpoint presentation

The presentation must cover the following:

- Short follow up on the objectives and the topics covered in the first course
- Remind the Coaches of the tasks between courses
- Shortly follow up on the Mentoring programme
 - Get short feedback of the meetings so far – what is working out and what can be improved?
- Inform the Coaches about the schedule and content of the second course including how this course builds on the learnings from Course 1

Module 5 – Professional Coaching Practice 2

Lesson Title: Who are the 13-16 year age group?

Course number: 2

Lesson Number(s): 2-3

Objectives of the Lesson

- Understand player's physical, psychological and social development during puberty
- Understand the impact of puberty on training programmes

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand, design and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, school etc
- Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected
- Establish purposeful training culture with players and coaches based on a set of common training values

Primary background information

- Male Testosterone Level during the years by Kelsey et al. 2014
- Gender Differences at Puberty by Chris Hayward, 2003
- Strength and Conditioning for Young Athletes: Science and Application, Chapter 1 by Gareth Stratton & Jon L. Oliver 2020

The Lesson

Hall or classroom: Classroom

The 2 lessons can be delivered in the following way:

5 min – Brainstorm – what is puberty?

The Coaches brainstorm together in class room on: „What is puberty?“

- In pairs, come up with 3 key words when they read/hear the word puberty and share with the whole group
- Share the key words with the rest of the class

30 min – Presentation – development during puberty?

The following should be presented:

- Differences male vs. female during puberty in terms of the following:
 - Physical development
 - Psychological development

- Social development
- Performance (Jumping, running etc)

20 min – How should the training be adapted, when considering the challenges during puberty?

5-10 min: Discuss and find out the following answers in pairs

- Which impact does the physical development have on the badminton training?
- Which impact does the psychological development have on the badminton training?
- Which impact does the social development have on the badminton training?

10-15 min: Follow up on the answers in the class

35 min – The daily life of a junior player

15 min: Discuss and find out in pairs on the following questions:

„How does the daily life of junior player change from the age of 13 to 16 years of age?“

- In the discussion, please consider the following areas:
 - Badminton – training and competition
 - School
 - Social life – friends and family
 - Spare time job
 - Parents

20 min: Sum up the different output in the class

- The following should be covered in the sum up
 - While going through all the biological development and changes, the demands from the surroundings increases and time management becomes extremely important
 - Training and competition load increases meaning more training and more competitions but also higher intensity. It can increase the risk of injuries but also cause burn outs where players lose the motivation for playing badminton if not managed well
 - The demands in school increase due to more homework and more Lessons per day
 - The importance of engaging with friends and family becomes more important and time consuming. Some start also to get in a romantic relationship.
 - Some might get a spare time job to be able to finance the life in puberty. It will also reduce the time available for other activities
 - Parents become less important as the adolescent wants to become more and more independent. Puberty is a time where there can be conflicts with the parents

Module 5 – Professional Coaching Practice 2

Lesson Title: The Great Junior Environment – Ethical and Caring Coaching

Course number: 2

Lesson Number(s): 4-5

Objectives of the Lesson

- Identify 'successful' youth teams with good practises of great junior environment and pinpoint the similarities
- Look into drop out in sports in junior years and establish the different factors causing drop outs
- Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected based on good practices to reduce drop out in badminton

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand, design and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, School etc.
- Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected
- Establish and maintain an ethical, effective, inclusive, empathetic and individual relationship with players, coaches and other stakeholders
- Adhere to established codes of conduct for players, coaches and other stakeholders
- Analyse and understand how to work with the opportunities and limitations of the training environment and to maximize the use of existing resources and look for additional.
- Can conduct and work to risk assessments in order to deliver safe and ethical coaching practice

Primary background information

- Why Children Drops Out of Sport by Dangi and Witt. 2016
- Sports Dropout Rate for Girls Six Time Rate for Boys by Brooke de Lench
- More than 1 Million of Teenage Girls Fall 'out of love' with Sports by Women in Sport, 2022
- Girls in Competition – Create Well-Being and Performance by Badminton Denmark, 2018 (material in Danish)

The Lesson

Hall or classroom: Classroom

10 min – Introduction – what would your great junior environment be?

If there is no limit, what would your great junior environment be?

Brainstorm with the class and list down your ideas of a perfect junior environment

35 min – Presentation – the great junior environment

The following should be presented

- Causes of drop outs in junior athletes with special focus on gender differences
- Comparison between early specialization vs all round training in youth sports towards players' maximum potential
- Understanding the values of competition sport (often related to masculine values) and the importance of girls understanding how to handle the competitive environment
- Methods in guiding and coaching methodology with female players
- Discuss on strategy/coaching methodologies when coaching boys vs. girls

40 min – Group work and presentations

- 20 min: Group work on creating the great junior environment with the following (but not limited to) considerations:
 - o Training programme
 - o Role of the coach
 - o Differences between boys vs. girls
 - o Roles of the leaders
 - o Social life
 - o Family
 - o School
 - o Etc
- 20 min: Presentation of each group and explain their reasons of their great junior environment.

5 min - Reality check – Comparison

The Coaches shall one on one compare the great junior environment from the Lesson with your own reality

List down the next 3 things you need to do as a coach, which is realistic to get closer to the great junior environment.

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.

Lesson Title: Intro – Movement of the body – anatomy and biomechanics

Course number: 2

Lesson Number(s): 6

Objectives of the Lesson

- Understand the human anatomy, the kinetic chain and biomechanical ability of the body
- Understand the underlying principles for technical skills in badminton like strokes and footwork
- Implement in training sessions the combination knowledge of sports biomechanics and badminton technical skills

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long term development model
- Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- BWF Badminton Coach Education Manual – Level 2: Page 75-80, 96-112
- Tennis Forehand Power – Kinetic Chain Science Explained (Step 1) by RacquetFlex, 2019

The Lesson

Hall or classroom: Classroom

45 min – Presentation: movement of the body – anatomy and biomechanics

Explaining how the body create movements. Coaches must also include a few smaller exercises/tasks to demonstrate the different theories.

The presentation must cover the following concepts:

- Defining the different types of joints and how they move (flexion, extension, adduction, abduction, pronation, and supination)
- An explanation of neuro-muscular system in relation to create body movements
- Defining muscle contraction (concentric, eccentric and isometric)
- Defining the stretch shortening cycle and relate it to badminton movements
- Defining the Human Kinetic chain and relate it to badminton movements

The following tasks/exercises can be used to demonstrate the points of the different concepts:

- To demonstrate the importance of Stretch Shortening cycle: The Coaches must make a „Squat jump“ and „Counter movement jump“ to get a feeling of the importance of the Stretch Shortening cycle.
- The Coaches must describe a backhand serve using the terms of muscle contraction connected to the specific movement of the joints and kinetic chain.
- The Coaches must describe a jump using the terms of muscle contraction connected to the specific movement of the joints and kinetic chain.

Module 4 – Professional Coaching Practice 1

Lesson Title: Technique - Overhead shots and footwork (rear court)

Course number: 2

Lesson Number(s): 7-8

Objectives of the Lesson

- Analyse and correct mistakes in overhead shots and footwork to the rear court using biomechanical and anatomical terms

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 119-120
- BWF Badminton Coach Education Manual – Level 2: Page 70-74
- BWF Badminton Coach Education Manual – Level 2: Page 96-112
- Tennis Forehand Power – Kinetic Chain Science Explained (Step 1) by RacquetFlex, 2019
- Video clip: Mads Kolding – Fastest Smash, 2020
- The best 90m javelin throw, 2017

The Lesson

Hall or classroom: Hall

45 min - Analyse the smash

10 min: presentation of the smash

- Get one Coach to explain the smash using anatomical and biomechanical terms in the different phases of the smash
- If not detailed enough the instructor will demonstrate the level of details that is required

15 min

- Explanation through video clips showing the importance of the stretch shortening cycle and kinetic chain

20 min - The Coaches prepare a presentation of the smash in groups of 3-4 persons

15 min: In pairs prepare a presentation of the smash (no footwork)

5 min: Presentation of the smash

- Presentation of the smash to the group
- Get feedback from Tutors and the other Coaches on both the communication skills (Verbal and Non-verbal) and the anatomical and biomechanical aspects of the presentation.

20 min - Coaching and correction of the smash

- Groups of 3-4 persons: 1 player, 1 feeder, 1-2 Coaches
- Practice the smash and provide coaching

Coaches should coach using the constructivism method. The objective is for players to understand the movement themselves and able to correct their own movement based on their self awareness.

30 min - Footwork to the rear court

20 min: In pairs analyse the following 2 footwork

- o Scissor Jump
- o The China jump (attacking footwork) to the forehand side

10 min: Presentation of footwork

- Presentation of both footwork
- Get feedback from the other Coaches on both the communication skills (Verbal and Non-verbal) and the anatomical and biomechanical aspects of the presentation.

10 minutes - Introduction to the technical exercises for the next day (Lesson 11 - 12)

- 4 groups of 4 Coaches
- Prepare series of 6-8 exercises covering one of the following shots (each group will have one shot):
 - o Slice – cross court from the forehand side
 - o Reverse slice – cross court from the back hand side
 - o Two legged Jump smash
 - o Stick smash
- A detailed presentation of the shot together with the exercises must be delivered in the next Lesson with biomechanics explanation
- The learning theory that must be applied to the exercises is: **Constructivism**
- Pay attention to the progression of the exercises: Must start on beginners level (no pre-exercises) and finish at top level.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Women's Singles Performance problems/goals

Course number: 2

Lesson Number(s): 9-10

Objectives of the Lesson

- Develop an individual Women's Singles Badminton Model that covers the technical, tactical, psychological aspects of the game
- Investigate Women's Singles playing style while looking into differences between Women's Singles and Men's Singles

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- Multiple Women's Singles and Men's Singles videos on Badminton Europe TV or BWF Badminton Live
- Badminton Model 1

The Lesson

At Course 1 the Coaches received the homework of preparing their badminton model for Women's Singles. In these two Lessons the Coaches gets the chance to present and get feedback on their model.

The lessons can be delivered as follow:

45 min – Presenting and get feedback on badminton model for Women's Singles

30 min: In pairs – present homework of their Women' Singles badminton model to their partner

- The partner can ask clarifying questions and provide feedback.

- The purpose of the task is to improve their current badminton models – not to start a discussion of who is right or wrong regarding the setup. It means that the receiver of the feedback shall just receive it and then decide if he/she will use it to upgrade his/her badminton model for Women’s singles

15 min: Presentation of one or two badminton models for Women’s Singles for the class

- 1-2 Coaches are selected to briefly present his/her badminton model for Women’s Singles for the class

45 min – Women’s Singles – differences to Men’s Singles

The Tutor must ensure that the main tactical differences between Women’s singles and Men’s Singles is being presented. The differences can be addressed by using the definitions of the Badminton Model 1.

Using video examples to demonstrate the differences are recommended.

The below main differences between Men’s Singles and Women’s Singles must be addressed:

Serve situation

- The long serve is more used in Women’s Singles – probably due to a not so powerful attack
- Women has started to use short serves - short serves are normally forehand serves
- Flick serves are normally very effective
- Returns on short serves will more often go to the backcourt of the server

Attacking situation (Green zone)

- To some extent women has „Setup zone“ at the back of the court compared to men. It means that women from this position will use setup shots to the front court but also the clear.
- The above „Setup Zone“ will normally mean that women will be further forward on the court before making a full attack

Middle play (Yellow zone)

- Less flat game compared to Men’s Singles

Defence (Red zone)

- Women normally stands a bit further back on court in defence compared to men. It means that fast shots to the front court can be very effective. To counteract the women must push themselves forward on the court.
- More short smash returns due to giving the opponent the long distance to the net. The „bigger“ court makes the possibility more useful in Women’s singles compared to Men’s Singles.

Net play

- Same fundamental principles as in Men’s Singles. However due to „playing centre“ at bit further back on court (to cover the backcourt) there is less net drops in Women’s Singles.

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- The best option for women to get high on the net is after creating pressure to the backcourt of the opponent. It does not happen that often as follow up to the net after an attacking shot from the rear court.
- More lift is seen in Women's Singles to create pressure to the backcourt of the opponent.

Women's Singles is highly inspired by Men's Singles and due to the women's improvement of the physical skills, Women's Singles starts to look more and more like Men's Singles.

Module 4 – Professional Coaching Practice 1

Lesson Title: Technical Exercises - Overhead shots and footwork (rear court)

Course number: 2

Lesson Number(s): 11-12

Objectives of the Lesson

- Analyse and present an overhead shot using anatomical and biomechanical terms
- Prepare a series of 6-8 exercises with progression focusing on the specific shot

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 119-120
- BWF Badminton Coach Education Manual – Level 2: Page 70-74
- BWF Badminton Coach Education Manual – Level 2: Page 96-112

The Lesson

Hall or classroom: Hall

This lesson is a practical presentation on court from Lesson 7 – 8.

90 min - On court presentations

Each group presents the one shot and series of exercises and receive feedback from Tutor and other Coaches

Tutor's feedback can include (but not limited to):

- How was the constructivism learning theory applied
- How was the Coaches able to explain the biomechanical aspects of the shot
- How was the progression of the exercises
- How was the verbal and non-verbal communication

Each group will have 45 minutes for the presentation and feedback. The division of time should be 30 minutes for the presentation of the shot and the exercises. It means that it will be demonstration of the exercises and not a possibility to work with them. The last 15 minutes should be used on evaluation and feedback.

Two groups can work together with one group presenting exercises and the other group being players.

It will require one Tutor per two groups.

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from cradle to podium

Lesson Title: Talent Development – Framework and Systems

Course number: 2

Lesson Number(s): 13-14

Objectives of the Lesson

- Understand the importance of having a Talent Development Framework as a coach
- Identify the different areas to cover in a Talent Development Framework based on the different age groups
- Review the necessity and frequency of competition participation in youth badminton
- Discover Talent Development Framework from other sport and generate ideas for Coaches’ player development framework
- Create an optimal and effective talent development environment and talent development system

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Define and implement talent identification criteria so the identification and recruitment of players can be done effectively
- Analyze and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players
- Effectively analyze and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- BWF Badminton Coach Education Manual – Level 3: Page 12-63

The Lesson

Hall or classroom: Classroom

The 2 lessons can be delivered in the following way:

5 min – Introduction to talent development framework.

The class quickly brainstorm on what a Talent Development Framework is and what it should be covering.

20 min – Presentation - different talent development frameworks

The following aspects must be included:

- Goals for different age groups (technical, tactical, physical, psychological, lifestyle)
- Training considerations (frequency, intensity, type, time)
- Coaching Profile (coaching knowledge and style)
- Competitive advice

The following aspects can be included:

- Relation with club's/federation's governance and sponsors
- Cooperation with schools
- Cooperation with parents

20 min – Investigate talent development frameworks

10 min: Each coach search for a Talent Development Framework from their own Badminton Association or a Badminton Association, that they work or have been working for.

10 min: In pairs the Coaches share their findings.

10 min – Case study on talent development framework from other sports

Present an example of a talent Development Framework for another sport.

The Basketball England's Player Development Framework can be used as example.

35 min - Talent development system and a talent development environment

10 mins: Presentation that covers the following:

- What characterizes a talent development system?
- What characterizes a talent development environment?

15 min: Review the talent development system and talent development environment, you are a part of

- The Coaches must describe the talent development system that he/she is a part of
- List 5 elements that describe the talent development environment that you currently coach in

10 min: Share your findings with a partner

Module 1 – Myself and My Practice in Context

Lesson Title: My Coaching Philosophy

Course number: 2

Lesson Number(s): 15-16

Objectives of the Lesson

- To get inspired by an experienced sports coach from either the world of badminton or from another sport and understand their philosophy and how they „live“ it

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

An external sports coach is invited to present his/her coaching philosophy as inspiration for the Coaches in their work of developing their own coaching philosophy.

The session will be split in 2 parts:

- Presentation of coaching philosophy (45-60 min)
- Q&A session (45-30 min)

Important considerations when selecting the coach to present his/her coaching philosophy:

- The coach must be an experienced coach with more years of full time coaching
- The coach must have work on high junior level or senior level
- The coach must have a clear idea of his/her coaching philosophy – hereunder personal values and values which he/she are using in coaching

In the process of preparing the external coach for the session the following is important

- The external coach must be informed about and understand the context, he/she is delivering the presentation

- A PowerPoint presentation is preferred
- The external coach should contextualise his coaching philosophy by examples from his coaching career

The Q&A session

- The Tutor of the session needs to be the moderator of the Q&A session by coordinating the different questions from the Coaches
- The Tutor should also have questions prepared in case there is not many questions from the Coaches. Questions could be:
 - o Have there ever been situations where you did not „live up“ to your values as a coach and/or as person in coaching context?
 - o How have you coaching philosophy developed over the years? What have you specifically done to be clearer on your coaching philosophy?
 - o Have you experienced situations where your coaching philosophy did not match the athlete's or club's philosophy? And how did you deal with it?

Module 1 – Myself and My Practice in Context

Lesson Title: Coaching Philosophy

Course number: 2

Lesson Number(s): 17-18

Objectives of the Lesson

- Putting Coaches' philosophies to test with badminton coaching scenarios
- Coaches to evaluate and assess own philosophies based on the scenarios
- Reflect and possibly redefine Coaches' coaching philosophy

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognizing the need for further growth based on learning, evidence and experience
- Take an objective and critical approach to personal reflection, using evidence-based approaches and appropriate research methodologies
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis).
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

The 2 lessons can be delivered in the following way (approximately 45 mins X 2 Lessons). Delivery method is up to Tutor's creativity and accessibility.

5 min – Introduction

Brief introduction and recap of coaching philosophy and self-assessment

40 min – Scenarios & decision making

10 min: to make decisions based on the different scenarios created by the Tutors and provide reasoning to those decisions. The scenario could be:

„Your best U15 player is always 5 minutes late for training. For the upcoming team match against the team, you fight for the top spot in the league. Will you pick the player for team match? Argue for your decision “

10 min: Coaches to create their own scenario as a group for another group to make decisions.

10 min: Coaches from another group make decisions regarding the case and provide reasoning to those decisions.

10 min: Share their decision for the scenario and reasoning for those decisions with the class.

10 min – Reflection & review

- Reflect and reevaluate individually from the scenarios & decision-making session. Would I have done the same as my group's decision?
- Redefine your coaching philosophies and potentially improve, change, or keep them.

35 min – Mapping your world

15 min: Presentation of 3 layers: Proximal, peripheral, and external mapping

- Explanation of mapping your world with context relevant to Coaches' environment
- Explanation of the 3 layers: proximal, peripheral and external mapping
- Coaches to map their own world based on their current coaching situation

20 min: Context Sense Making

- Discover the different stakeholders in the 3 layers in your current coaching setup, if they enable or hinder your capacity to perform optimally as a coach
- Create an action plan according to the stakeholders' roles and functions while staying true to your coaching philosophy

The key is to create scenarios that can challenge Coaches' philosophies. Tutor's responsibility is to moderate when philosophies are challenged and redirect or change scenarios slightly if philosophies aren't challenged, or when there is unanimous agreement in the group.

Module 1 – Myself and My Practice in Context

Lesson Title: Coaching Philosophy

Course number: 2

Lesson Number(s): 19-20

Objectives of the Lesson

- Investigate and compare coaching philosophies from other renowned Coaches
- Understand how stakeholders (players, organizations, sponsors, other Coaches, parents, etc.) can challenge and clarify the Coaches' coaching philosophy

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognizing the need for further growth based on learning, evidence and experience
- Take an objective and critical approach to personal reflection, using evidence-based approaches and appropriate research methodologies
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis).
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

- Mel Marshall (Great Britain) – Former British swimmer turned award winning swimming coach.
- Fernando Rivas (Spain) – Coach to Olympic Gold Medallist, Carolina Marin

The Lesson

Classroom or hall: Classroom

5 min – Introduction

Brief introduction on the Lesson and key points to focus on

40 min – Explore coaching philosophies from renowned Coaches

- Use video clips from renowned Coaches explaining their coaching philosophies as starting point for increasing the understanding of coaching philosophies.
- After each video clip in class analyse the coaching philosophy and the action statement that demonstrates how the Coaches „live“ their philosophy. It is important to also look at which values the Coaches are guided by.
- Discuss the differences and similarities between the coaching philosophies presented.
- Discuss how our personal coaching philosophy can be inspired/amended by renowned Coaches.

40 min – Picking up on world class athletes' demand on their Coaches

- Discuss how players can help shape the coaching philosophy of the Coaches

- In pairs/small groups share experiences where a player has helped them better understand their coaching philosophy through the players actions or behaviour. Both good and bad experiences with athletes can help shaping Coaches' coaching philosophies
- Through the discussion it is important to address that sometimes Coaches' coaching philosophies is not aligned with the philosophy of the organisation/club/association, that they are working for. The misalignment can cause Coaches losing their jobs which does not mean that the coach is a poor coach.

5 min – Sum up

- Sum up the session by highlighting that shaping your coaching philosophy is a dynamic and ongoing process, where you will be inspired by both renown Coaches and players but also the players and colleagues that you work together with on daily basis.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Tactics – Men’s Doubles

Course number: 2

Lesson Number(s): 21-22

Objectives of the Lesson

- Understand the fundamental tactics of Men’s Doubles
- Understand the different badminton models and attacking systems in Men’s Doubles
- Develop individual badminton model based on the tactics of Men’s Doubles

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- BWF Badminton Coach Education Manual – Level 2: Page 159-169
- Tactics – Men’s Doubles rallying by BWF Development, 2020

The Lesson

Hall or classroom: Classroom

80 min - Men’s Doubles – tactics - presentation and discussion

The following must be presented:

- The fundamental tactics for Men’s Doubles using Badminton Model 1 and Badminton Model 2
- Examples of attacking systems and situations
- Examples of counterattacks and rule of thumbs
- Examples of fundamental principles of defence
- Considerations of right/left-handed pairs
- Analyse the (preferred) attacking situations of different pairs

The below tactical rule of thumbs and position on court of the pairs according to the game situations in a game must be addressed:

- Serve situation
 - o 1st and 3rd shot as serving pair
 - o 2nd and 4th shot as receiving pair
 - o Serve- and return systems
- Attack (green zone and yellow zone)
 - o Set-up attack
 - o Full attack
 - o Midcourt
- Defence (red zone and yellow zone)
 - o Controlled defence
 - o Survival defence
 - o Midcourt
- Counter attack (yellow zone)

The different situations and tactical rule of thumbs should be supported by video clips confirming the tactical principles.

Additionally, Coaches must understand the different roles of a pair and how it impacts the tactical decisions in each of the above mentioned decisions. When considering roles in a pair, it can be divided as follow:

- Front court player/ creator (X-factor)
- Back court player/ the worker (Stabilizer)

The Coaches should briefly describe the characteristics of each role.

The Coaches should also consider the pros/cons of having 2 of the same roles in a pair.

5 min – Introduction of homework

Introduce homework which includes tactical progression of 5-6 exercises to be presented in Lesson 33 – 35

The groups will present the series of tactical exercises for either Men's singles or Women's singles.

- 8 pairs – the pairs will present their exercises to a group of 3 other pairs (Total in the group is 8 Coaches)
- Prepare series of 5-6 exercises covering one of the following tactical areas/performance problems
 - o Defence
 - o Attack
 - o Net game
 - o Middle play
 - o Serve situation
- The pairs must define and narrow down the selected game situation. It might not be possible to cover all playing situations/performance problems within each area.
- The learning theory that must be applied to the exercises is **Constructivism**.
- Pay attention to the progression of the exercises: Must start at beginners' level (no pre-exercises) and finish at top level.

Each pair will have 30 minutes for the presentation and feedback. The division of time should be 20 minutes for the presentation of the exercises. It means that it will be a demonstration of the exercise. The last 10 minutes should be used on evaluation and feedback.

Module 4 – Professional Coaching Practice 1

Lesson Title: Technique - Overhead shots and footwork (rear court)

Course number: 2

Lesson Number(s): 23-24

Objectives of the Lesson

- Analyse and correct mistakes in overhead shots and footwork to the rear court using biomechanical and anatomical terms
- Observe Coaches' verbal and non-verbal communication skills during their presentations and take as inspirations

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 2: Page 72-73

The Lesson

Hall or classroom: Hall

The following shots will be of focus:

- Stick smash
- Deceptive clear from an attacking position
- Deceptive drop (Stop-drop)

100 min - 3 shots

The Coaches split in groups of 2-3 persons to analyse and discuss each shot. Coaches have to describe the shots in anatomical and biomechanical terms.

For each of the shots, Coaches will also have to consider the following:

- Which technical adaptations will be made when making the shot in the backhand side („Scissor jump footwork“) and in the forehand side without body rotation?
- Which technical adaptations will be made when the shot is straight or cross court?

The Coaches will have 25 minutes to analyse and discuss each shot. 5-7 minutes will be used for one of the groups to present the shot to the class.

The Tutors must together with the other Coaches provide feedback on both the communication skills (Verbal and Non-verbal) and the anatomical and biomechanical aspects of the presentation.

5 min - Introduction of homework for the next day (Lesson 31 – 32)

- 4 groups of 4 Coaches
- Prepare series of 6-8 exercises covering one of the following shots (The groups decide which shot they want to work with):
 - o Stick smash
 - o Deceptive clear from an attacking position
 - o Deceptive drop (Stop-drop)
- A detailed presentation of the shot together with the exercises must be delivered in the next Lesson.
- The learning theory that must be applied to the exercises is **Constructivism**.
- Biomechanical and anatomical terms must be used when explaining the shot.
- Pay attention to the progression of the exercises: Must start at beginners' level (no pre-exercises) and finish at top level.

Module 4 – Professional Coaching Practice 1

Lesson Title: Goal Setting

Course number: 2

Lesson Number(s): 25-26

Objectives of the Lesson

- Understand and apply different types of goals
- Understand and apply different goal setting principles (SMARTER and HARD)
- Understand the power of goals for motivation

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the power of vision/mission/objectives statements and which goals work best with young athletes, top players and the training environment (Development and process goals vs performance goals, long term vs short term goals etc)
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- SMART goals and HARD goals to achieve high performance by Alessio Bresciani
- How to Set Goals: 80/20 Rule for Goal Setting by Brian Tracy, 2016

The Lesson

Hall or classroom: Classroom

10 min: Introduction to goal setting

Introduce the Lesson with the Coaches sharing their experience with and knowledge about goal setting by answering the following two questions:

Which experiences does the Coaches have with goal setting?

- Setting goals for themselves
- Setting goals for others

Why set goals?

- Well settled goals gives focus and direction
- Gives possibility to monitor improvement
- Poor goals can cause frustration
- Goals can be set but never really be used

45 min: Applying goal setting principles/theories into real life scenarios

The following types of goals must be presented:

- Outcome goals/result goals
- Performance goals
- Process goals

The different types of goals must be exemplified through different competitions.

Competition 1:

- In groups, each Coach is given 5 shuttlecocks and Coaches compete in getting all 5 shuttles on the chair by throwing from the same distance.
- After the challenge the class reflects on which kind of goals they set

The three types of goals are briefly introduced and the differences between the types of goals are clearly explained.

Competition 2:

- Similar competition as the competition 1.
- Before starting the competition, all Coaches sets an outcome goals/result goals, performance goal and process goal for the competition.

After competition 2 each Coach must reflect on the following:

- Which type of goal was the most dominant/motivating for you during the competition?
- Why was this specific type of goal most motivating for you?

30 min – Presentation - goal setting principles

The following goal perspectives and principles must be presented:

Goals perspective

- Short term goals
- Medium term goals
- Long term goals

The SMARTER principle when setting goals

- **S**pecific (more precise)
- **M**easurable (can be measure quantitatively)
- **A**chievable (possible to achieve)
- **R**elevant (a goal that has correlation)
- **T**ime-bound (to have a fixed time frame)
- **E**valuated (to be judged)
- **R**eviewed (to look through and revise)

Example of goal setting using the SMARTER principle

- **S**pecific (The coach aims to recruit new youth players)
- **M**easurable (The goal is to recruit 100 new youth players who pays member fees)

- **A**chievable (The goal is achievable because there are many daycares and schools around the club)
- **R**elevant (The goal is relevant because I am part of the youth coaching team, and we have a common target)
- **T**ime-bound (The goal should be achieved by 12 months)
- **E**valuated (The goal will be evaluated after 12 months)
- **R**eviewed (The recruiting process shall be reviewed after 12 months and discuss on next steps)

The HARD principle when setting goals

- **H**earfelt (use emotion as motivation)
- **A**nimated (incorporate every sense, remember the feeling)
- **R**equired (connect with something that's necessary)
- **D**ifficult (goals that are challenging)

Example of goal setting using the HARD principle

- **H**earfelt (The coach's pride when they won the U15 gold previously is the motivation to work towards the goal)
- **A**nimated (Visualize and recall how it felt, smell or even taste during the U15 podium moment)
- **R**equired (Initiate working with the same player, focus on WoMen's Singles prior to the goal)
- **D**ifficult (Ideally the goal to winning the national U17 goal medal in WoMen's Singles is a challenging goal)

The importance of SMARTER and HARD principles must be discussed in relation to motivation. Rightly set goals using those principles are extremely powerful motivation tools. On the contrary setting goals not applying these principles tends to make no difference.

Through the Lessons it is important to also discuss the challenges with setting SMARTER and HARD goals.

Module 6 – Career Planning, Management and Entrepreneurship

Lesson Title: Entrepreneurship - Intro

Course number: 2

Lesson Number(s): 27

Objectives of the Lesson

- Introduction to sports entrepreneurship and investigate the possibilities
- Explore the different badminton entrepreneurs in the market

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the available options to become a professional badminton coach
- Be aware of the key elements that need to be put in place for the development of a successful and sustainable professional career (i.e., networking, experience, etc)
- Develop a business plan for a private coaching enterprise

Primary background information

- Examples of sports entrepreneurs
 - Diemo Ruhnnow (badminton)
 - Thomas Laybourn (badminton)
 - Nicol David (squash)
 - Sarina Sundara Rajah (gymnastics)

Disclaimer: The list of entrepreneurs selected on all Lessons about entrepreneurship are solely for academic reasons. BEC is not affiliated to the businesses nor the entrepreneurs' projects.

- Sport Entrepreneurship: Definition and Conceptualization by Jonas Hammerschmidt et al., 2020
- Becoming an Entrepreneur: How to Start a Small Business by Harmozi, Amir M. 2004
- 10 Steps to Start Your Business by US Small Business Association, 2023
- How to Start a Business? by Joshua Stowers, 2023

The Lesson

Hall or classroom: Classroom

10 min - Introduction to entrepreneurship in sports

The class must brainstorm on the following two questions:

1. What is entrepreneurship in sports?
2. Which experiences do you have with sport entrepreneurship?

The answers of the two questions will give the Tutor an understanding of the Coaches level of experience with sport entrepreneurship. This can be useful for the next Lessons.

20 min – Presentation - what is sport entrepreneurship?

The following topics must be presented:

- Definition of entrepreneurship?
- Which kind of personalities are entrepreneurship for?
- Examples of badminton entrepreneurs?
- Examples of entrepreneurs from other sports?

15 min – Activities for a business

7 min: Which activities can be included in a badminton business?

- Based on the examples of badminton and sport entrepreneurs and the Coaches own experiences with entrepreneurship, they Coaches must in pairs list the possible activities/events that can be included in a badminton business.

8 min: Sum up

- List all activities on the whiteboard for the class to have reference point when they have to create their own workshop.

Module 6 – Career Planning, Management and Entrepreneurship

Lesson Title: Entrepreneurship – How to build your own business

Course number: 2

Lesson Number(s): 28

Objectives of the Lesson

- Understand the key elements of building a business plan for making a successful business as a badminton coach
- Understand the labour market laws in the field you are operating in

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the available options to become a professional badminton coach
- Be aware of the key elements that need to be put in place for the development of a successful and sustainable professional career (i.e., networking, experience, etc)
- Understand the labor market laws in relation to coaching services in their context
- Develop a business plan for a private coaching enterprise
- Coach Dual career

Primary background information

- Sport Entrepreneurship: Definition and Conceptualization by Jonas Hammerschmidt et al., 2020
- Becoming an Entrepreneur: How to Start a Small Business by Harmozi, Amir M. 2004
- 10 Steps to Start Your Business by US Small Business Association, 2023
- How to Start a Business? by Joshua Stowers, 2023

The Lesson

Hall or classroom: Classroom

10 min – Understand my income demands to live the life I want

- Step 1: The Coaches divide a pie in the X number pieces with each piece representing an income stream – for instance: Badminton income club, Tutoring on courses, badminton business, another job etc.
- Step 2: The Coaches add a percentage/income amount of how much each piece covers their current income.
- Step 3: Repeat step 1 and 2, but for how you would like it to look in 3 years' time from now.

35 min – Presentation - how to build a badminton business?

The list of activities from Lesson 27 and the understanding of my income exercise serve as the base for the presentation of “How to build a badminton business?” The Coaches must both have an idea of

their income to need to live the life they want but also inspiration for activities that they can build their business around.

The presentation must cover all aspects for the Coaches to set up a business. In Lesson 29 and 30, they will get the task to start preparing their first activity in their business: A workshop for Coaches or players.

The following topics are expected to be covered in the presentation:

- Target group/customer group
 - o Understand the needs of your target group/customer group
 - o Which activities can you offer for your target group/customer group – what makes you special and different to others

- Planning
 - o Setting up a timeline covering the following:
 - Pre – workshop (topic, price, number of Coaches, promotion of the workshop, location reservation, etc.)
 - Delivery workshop (format, duration per session/topic, workshop style, props during the workshop, etc)
 - Post – workshop (summary, feedback, payment, etc.)

- Equipment and Facilities
 - o Understand the facilities needed for your activities
 - o Understand the equipment needed to deliver your activities

- Finance
 - o How to create a budget
 - o Pricing of your product – the difference between getting your cost covered and the value of your product
 - o How to reduce costs/add value to your product by using your network
 - Example: Part of your contract with your club is to get the hall for free 4 weekends a year
 - Example: Part of your equipment sponsor deal is that you get 50 dz of shuttles for free
 - Example: You offer your coaching skills to a good colleague for a one-day camp, then he joins your activity for free for one day

- Marketing/promotion
 - o Marketing/promotion plan
 - o Marketing/promotion channels
 - SoMe

- E-mails
 - Flyers
 - Etc
 - Report your activities to keep the target group/customer interested and growing on SoMe and through other information channels
- Labour and business law
- Understand the laws for running a badminton business in your country
 - How do you set of business?
 - Tax laws – make sure that you pay the taxes of your income, but also understand what you don't need to pay taxes of. Important for the pricing of your product
 - Deadlines for reporting to the tax offices
 - Understand how to pay people (Coaches/marketing people/helpers/ etc) delivering services at your activities

Module 6 – Career Planning, Management and Entrepreneurship

Lesson Title: Entrepreneurship – Create Your Own Workshop

Course number: 2

Lesson Number(s): 29-30

Objectives of the Lesson

- Design a workshop which includes promoting the workshop, the content, the financial needs, etc.
- Create an action plan which includes working timeline, workshop topics, target group, etc.

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the available options to become a professional badminton coach
- Be aware of the key elements that need to be put in place for the development of a successful and sustainable professional career (i.e., networking, experience, etc.)
- Develop a business plan for a private coaching enterprise

Primary background information

- Planning a Workshop by MindTools
- Are you ready to run a workshop? By Ticket Tailor, 2023

The Lesson

Hall or classroom: Classroom

The Coaches must develop and deliver a workshop between course 2 and course 4. The following two Lessons must get the Coaches of to a good start in planning their workshop.

10 min - Presentation of workshop assignment.

The below is description of the workshop assignment and the elements that it must contain:

- For 15 or more Coaches or players
- Minimum 3 hours duration with badminton related content
- Camp, training, clinic, education etc
- Must be face-to-face
- **Deadline for delivering the workshop** – (make sure that is sufficient time to assess the workshop)
- **Preparation** (Set a deadline for the preparation phase which forces the Coaches to continue the process of preparing and delivering their workshop)
 - Short description of the workshop including targetgroup and expected number of Coaches
 - Date of the workshop
 - Location
 - Timeline (deadlines) for when key tasks must be completed

- Budget
- Promotion strategy – including invitation to recruit Coaches
- **Reporting** (Set a deadline 14 days after delivery date of the workshop)
 - Schedule of the workshop
 - List of Coaches
 - Financial report
 - Feedback form from the Coaches with 5-10 questions
 - Minimum 5 pictures from the workshop
 - Short article (0,5-1 page) with quotes from you and 1 Coaches – the article can be shared on the Coaches SoMe channels

80 min – Preparation of workshop

The Coaches start preparing their workshop based on the information received.

Module 4 – Professional Coaching Practice 1

Lesson Title: Technical exercises - Overhead shots and footwork (rear court)

Course number: 2

Lesson Number(s): 31-32

Objectives of the Lesson

- Present an overhead shot using anatomical and biomechanical terms
- Deliver a series of 6-8 exercises with progression focusing on a specific shot
- Receive feedback on their performance in relation to the learning theory applied, progression of exercises and the correct use of anatomical and biomechanical terms

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 119-120
- BWF Badminton Coach Education Manual – Level 2: Page 70-74
- BWF Badminton Coach Education Manual – Level 2: Page 96-112
- Tennis Forehand Power – Kinetic Chain Science Explained (Step 1) by RacquetFlex, 2019
- Video clip: Mads Kolding – Fastest Smash, 2020
- The best 90m javelin throw, 2017

The Lesson

Hall or classroom: Hall

It is important that these 2 Lessons are on a later day than Lesson 23-24 as the Coaches will need the evening for preparation.

105 min – Group presentation

The groups will present the shot and the series of exercises link to the shot, which they have prepared.

- 4 groups of 4 Coaches
- Prepare series of 6-8 exercises covering one of the following shots (The groups have decided which shot they want to work with):
 - o Stick smash
 - o Deceptive clear from an attacking position
 - o Deceptive drop (Stop-drop)
- A detailed presentation of the shot together with the exercises must be delivered in the Lesson.
- The learning theory that must be applied to the exercises is **Constructivism**.
- The Coaches must also use anatomical and biomechanical terms when presenting the shot.
- Pay attention to the progression of the exercises: Must start at beginners' level (no pre-exercises) and finish at top level.

Each group will have 45 minutes for the presentation and feedback. The division of time should be 30 minutes for the presentation of the shot and the exercises. It means that it will be demonstration of the exercises and not a possibility to work with them. The last 15 minutes should be used on evaluation and feedback.

Module 4 – Professional Coaching Practice 1

Lesson Title: Tactical Exercises

Course number: 2

Lesson Number(s): 33-35

Objectives of the Lesson

- Deliver a series of 6-8 exercises with progression focusing on a specific performance problem/goal for Women's Singles
- Receive feedback on their performance in relation to the learning theory applied, understanding of tactical aspects of the performance problem/goal presented and progression of exercises

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- Refer to Lesson 9 – 10 of Course 2

The Lesson

Hall or classroom: Hall

It is important these 2 Lessons are on a later day than Lesson 9-10 as the Coaches will need the evening for preparation.

135 min – Group presentation

The pairs will present the series of tactical exercises for either Men's singles or Women's Singles

- 8 pairs – the pairs will present their exercises to a group of 3 other pairs (Total in the group is 8 Coaches)
- The Coaches were given the following task:
 - Prepare series of 5-6 exercises covering one of the following tactical areas/performance problems (The groups have decided which shot they want to work with):

- Defence
- Attack
- Net game
- Middle play
- Serve situation
- The pairs must define and narrow down the specific game situation. It might not be possible to cover all playing situations/performance problems within each area.
- The learning theory that must be applied to the exercises is **Constructivism**.
- Pay attention to the progression of the exercises: Must start at beginners' level (no pre-exercises) and finish at top level.

Each pair will have 30 minutes for the presentation and feedback. The division of time should be 20 minutes for the presentation of the shot and the exercises. It means that it will be demonstration of the exercises and not a possibility to work with them. The last 10 minutes should be used on evaluation and feedback.

OUTRO

Lesson Title: Outro

Course number: 2

Lesson Number(s): 36

Objectives of the Lesson

- Verbally evaluate the second course
- Sum up the tasks/homework until next course
- Touch base on Mentor Programme, preparation for Course 3 and task between courses

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

15 min - Reflection exercise

Each Coaches must reflect on the following:

- Which 3 topics/exercises/Lessons during the course had the biggest impact on them?
- When you return home and have your first training session, how can your players see/feel that you have been on a coaching course? Which specific action in the training will change after the course?

A few Coaches can shortly present the outcome of their reflection to the rest of the class.

20 min - Verbal evaluation of the second course

- Verbal evaluation of the course – the word is free
- The following should be considered:
 - Content of the course
 - Logistics
 - Location and facilities

10 min - Next steps (PowerPoint presentation)

The following must be presented:

- Tasks/homework until next course
 - Mentoring sessions
 - Workshop Assignment
- Short introduction of the next course

Course 3 – Schedule

DAY 1			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	1	CLASSROOM	WELCOME - OBJECTIVES OF THE COURSE, PROGRAMME
9:45 – 10:30	2	CLASSROOM	WHO ARE THE 16-20 YEAR AGE GROUP?
10:30 – 10:45			BREAK
10:45 – 11:30	3	CLASSROOM	WHO ARE THE 16-20 YEAR AGE GROUP?
11:30 – 12:15	4	CLASSROOM	LEARNING THEORY PART 2 - THEORETICAL
12:15 – 13:30			LUNCH
13:30 – 14:15	5	HALL/GYM	LEARNING THEORY PART 2 - PRACTICAL
14:15 – 15:00	6	HALL/GYM	LEARNING THEORY PART 2 - PRACTICAL
15:00– 15:30			BREAK
15:30– 16:15	7	CLASSROOM	COMMUNICATION AND COACHING
16:15 – 17:15	8	CLASSROOM	COMMUNICATION AND COACHING
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 2			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	9	CLASSROOM	WOMEN'S DOUBLES TACTICS
9:45 – 10:30	10	CLASSROOM	MIXED DOUBLES TACTICS
10:30 – 10:45			BREAK
10:45 – 11:30	11	CLASSROOM	MIXED DOUBLES TACTICS
11:30 – 12:15	12	HALL/GYM	COMMUNICATION AND COACHING
12:15 – 13:30			LUNCH
13:30 – 14:15	13	HALL/GYM	COMMUNICATION AND COACHING
14:15 – 15:00	14	HALL/GYM	COMMUNICATION AND COACHING
15:00– 15:30			BREAK
15:30– 16:15	15	CLASSROOM	UNDERSTANDING THE GAME - ANTICIPATION
16:15 – 17:15	16	CLASSROOM	UNDERSTANDING THE GAME - ANTICIPATION
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 3			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	17	HALL	UNDERSTANDING THE GAME - ANTICIPATION
9:45 – 10:30	18	HALL	UNDERSTANDING THE GAME - ANTICIPATION
10:30 – 10:45			BREAK
10:45 – 11:30	19	CLASSROOM	TEAMWORK, GROUP DYNAMICS AND RECOGNITION
11:30 – 12:15	20	CLASSROOM	TEAMWORK, GROUP DYNAMICS AND RECOGNITION
12:15 – 13:30			LUNCH
13:30 – 14:15	21	HALL/GYM	TEAMWORK, GROUP DYNAMICS AND RECOGNITION
14:15 – 15:00	22	HALL/GYM	TEAMWORK, GROUP DYNAMICS AND RECOGNITION
15:00– 15:30			BREAK
15:30– 16:15	23	CLASSROOM	MY COACHING PHILOSOPHY
16:15 – 17:15	24	CLASSROOM	MY COACHING PHILOSOPHY
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 4			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	25	CLASSROOM	WHAT IS A PLAYING CONCEPT?
9:45 – 10:30	26	CLASSROOM	WHAT IS A PLAYING CONCEPT?
10:30 – 10:45			BREAK
10:45 – 11:30	27	CLASSROOM	HOW TO CREATE A PLAYING CONCEPT?
11:30 – 12:15	28	CLASSROOM	HOW TO CREATE A PLAYING CONCEPT?
12:15 – 13:30			LUNCH
13:30 – 14:15	29	CLASSROOM	COACHING PHILOSOPHY
14:15 – 15:00	30	HALL/GYM	TACTICAL EXERCISES – WOMEN'S DOUBLES
15:00– 15:30			BREAK
15:30– 16:15	31	HALL/GYM	TACTICAL EXERCISES – WOMEN'S DOUBLES
16:15 – 17:15	32	HALL/GYM	TACTICAL EXERCISES – WOMEN'S DOUBLES
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 5			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	33	HALL/GYM	TACTICAL EXERCISES – MIXED DOUBLES
9:45 – 10:30	34	HALL/GYM	TACTICAL EXERCISES – MIXED DOUBLES
10:30 – 10:45			BREAK
10:45 – 11:30	35	HALL/GYM	TACTICAL EXERCISES – MIXED DOUBLES
11:30 – 12:15	36	CLASSROOM	OUTRO & NEXT COURSE

Course 3 – Lessons

INTRO

Lesson Title: Intro
Course number: 3
Lesson Number(s): 1

Objectives of the lesson

- Welcome the Coaches to the third course of ADVANCE European Badminton Coaching Education
- Follow up on the second course, task between courses and the Mentoring programme
- Inform the Coaches about the schedule and content of third course

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

20 min – Welcome - icebreaker

Set the scene, and how we move from Course 2 to Course 3.

Coaches update and discuss any highlights or challenges they faced in their coaching in between course 2 and 3 that needs to be addressed before starting the third course.

Icebreaker

Coaches to share their 'one great badminton Coaching experience' since the second course with the class.

25 min – Introduction content

The presentation must cover the following:

- Short follow up on the objectives and the topics covered in the second course
- Remind the Coaches of the tasks between courses
- Shortly follow up on the Mentoring programme
 - o Get short feedback of the meetings so far – what is working out and what can be improved?
- Inform the Coaches about the schedule and content of the second course including how this course builds on the learnings from the first two courses
- Presentation of the external speakers
- Logistical information about the course

Module 5 – Professional Coaching Practice 2

Lesson Title: Who are the 16 - 20 year age group?

Course number: 3

Lesson Number(s): 2-3

Objectives of the lesson

- Understand the challenges/possibilities of this age group when making the transition into high performance players
- Understand the pros and cons dual career for high performance athletes
- Investigate the phases of a high-performance player's pathway and how to optimize players' performance and well-being in each phase

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand, design, and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, School etc.
- Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected
- Establish and maintain an ethical, effective, inclusive, empathetic and individual relationship with players, Coaches and other stakeholders
- Analyse and understand how to work with the opportunities and limitations of the training environment and to maximize the use of existing resources and look for additional

Primary background information

- A Dual Career: Combining sport and studies by Stambulova & Harwood, 2022
- Dual Career Definition by Stambulova et al, 2009; Stambulova & Wylleman, 2015
- Jamie Turley's Story by Switch the Play Foundation

The Lesson

Hall or classroom: Classroom

40 min - The 16 – 20 year age group

10 min: Introduction - Brainstorm

- The Coaches shall in pairs briefly brainstorm on what characterize the 16 – 20 year old players and how these age groups are different compared to younger players.
- The pairs share their views with the rest of the class.

30 min: Possibilities/Challenges of players in this age group

- Tutors' task is to guide and ignite Coaches' thought process so that Coaches investigate thoroughly the possibilities and/or challenges of players in these age groups.
- Coaches shall consider in pairs the following areas for this task:

- On court demands around training opportunities/methodologies
- Off court demands around social issues, life skills challenges connected to moving away from home, identity shift, school education etc.
- The Coaches should look into their current players and the different possibilities/challenges the players are facing and how to address the different situations in order to ensure a safe training environment.
- The Coaches should share their experiences and ideas with the class

10 min – Dual Career Definition & Introduction

As a group, discuss the following:

- What does dual career in sport mean? (Definition of dual career)
- Look into examples of successful high performance athletes/badminton players having a dual career and players who opt for focusing only on the sport.

25 min – Debate on dual career

8 min: Discuss and find out the following answers in pairs

- One pair finds as many good reasons for an athlete to pursue a dual career pathway
- One pair finds as many good reasons for an athlete to not pursue a dual career pathway

8 min: Each pair gets 4 minutes to tell the other pair for their reasons for or against pursuing a dual career pathway

9 min: As a group, each pair presents the most convincing reasons from the opposite pair. The convincing reasons are listed.

15 min – The benefits and challenges for athlete pursuing a dual career

The Tutor must highlight the benefits and challenges for athletes pursuing a dual career according to science.

The presentation must sum up the discussions and exercises and ensure the following is covered:

- Importance for players to have get an education (not all players become world champions and can live from their playing career)
- Positive and negative impact on performance
- Flexibility required for pursuing a dual career

Module 4 – Professional Coaching Practice 1

Lesson Title: Learning Theory – Part 2 Theoretical

Course number: 3

Lesson Number(s): 4

Objectives of the lesson

- Develop fundamental knowledge about existing learning theories
- Develop fundamental knowledge about mental demands in the modern society
- Develop knowledge about the mental demands in badminton
- Get a fundamental understanding of the dominating learning approach in sports

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual – Level 3: Page 73-85
- Review of Constructivism and Social Constructivism by Roya Jafari Amineh and Hanieh Davatgari Asl, 2015
- What is Social Learning? by Mark S. Reed et al., 2006
- Behaviorism by George Graham, 2003

The Lesson

Classroom or hall: Classroom

The lesson is to briefly repeat the learning theories presented during course 1. The Coaches are to prepare a practical session implementing the learning theories in praxis (Lesson 5 and 6).

30 min – Learning theories

A brief recap of the learning theories presented in Course 1. The presentation must cover the following:

- Introduction to the similarities between modern society and the game of badminton

- Modern Society is characterized by being poly-centred, highly complex, individualized, demands for reflection and decision making.
- Badminton is a highly complex sport and continues to get more complex and by every shot made a decision-making process has taken place. Players must learn from their decisions (experiences) which requires the ability to reflect.
- Presentation of the following learning theories and how these are being reflected in different badminton Coaching styles:
 - Behaviorism
 - Constructivism
 - Social learning
 - Observational learning
 - Communities in practice
 - Work in teams
- The pros and cons of the different learning theories must also be discussed with the class and in which situations a specific learning approach is relevant.
 - The Coaches must assess which learning theory are the most dominant in their current Coaching philosophy but also consider how their Coaching philosophy should be in the future

15 min – Group work – Preparation for Lesson 5-6

- The Coaches must prepare a 15-minute training session with badminton exercises, using the other Coaches as players.
- The 3 different learning approaches must be included in the session and shown in the exercises and how the Coaches present, provide feedback, and deliver the exercises.
- The groups can choose the number of players they want for each exercise. If not all players are being used, the unused players will be observers.
- Make groups of 3-4 Coaches. Important to have a minimum of 3 Coaches in a group for good discussions during the preparation of the training session. Ensure that you have a maximum of 4 groups due to having sufficient time for delivery of the training and feedback from the Tutor and the other Coaches. Feedback will be provided to the groups right after the training session. The feedback focuses on the implementation of the different learning theories and the nonverbal communication.

Module 4 – Professional Coaching Practice 1

Lesson Title: Learning Theory – Part 2 Practical

Course number: 3

Lesson Number(s): 5 - 6

Objectives of the lesson

- Developing knowledge and gain experience regarding how to implement learning theories in practical badminton training
- Creating awareness of the Coach's nonverbal communication through feedback on their performances

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual – Level 3: Page 73-85
- Review of Constructivism and Social Constructivism by Roya Jafari Amineh and Hanieh Davatgari Asl, 2015
- What is Social Learning? by Mark S. Reed et al., 2006
- Behaviorism by George Graham, 2003

The Lesson

Classroom or hall: Hall (minimum 3 courts)

The lessons are a combination of practical badminton training delivered by the Coaches and evaluation and feedback on their performances in plenum.

The Coaches were given the following group work in Lesson 4:

- The Coaches must prepare a 15-minute training session with badminton exercises, using the other Coaches as players.
-

- The 3 different learning approaches must be included in the session and shown in the exercises and how the Coaches present, provide feedback, and deliver the exercises.
- The groups can choose the number of players they want for each exercise. If not all players are being used, the unused players will be observers
- Make groups of 3-4 Coaches. Important to have a minimum of 3 Coaches in a group for good discussions during the preparation of the training session. Ensure that you have a maximum of 4 groups due to having sufficient time for delivery of the training and feedback from the Tutor and the other Coaches.
- Feedback will be provided to the groups right after the training session

90 min – Practical implementation of learning theories (Delivery of group work)

Each group will present their 15-minute training session, followed by 5-10 minutes of evaluation and feedback in plenum. In the evaluation and feedback the following is important:

- Give feedback on the delivery of the task of implementing the different learning theories and the nonverbal communication during the delivery
- Involve the players/observers in the feedback by asking if they identified the different learning approaches. It is important that the players/observers clarify which actions by the group delivering the training session that demonstrated the specific learning theory

Module 4 – Professional Coaching Practice 1

Lesson Title: Communication and Coaching

Course number: 3

Lesson Number(s): 7 - 8

Objectives of the lesson

- Understand different communication models and Coaching theories
- Understand the differences in intercultural communication and how to utilize them when Coaching different players

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual Level 3 (page 86-100)
- Circular Assumptions by Karl Tomm, 1988

The Lesson

Hall or classroom: Classroom

5 min – Introduction

Tutor to introduce to Coaches on basic communication and a brief refresh from the first course on non-verbal communication. What is communication? How we fully utilize it as a Coach? Why is it important to understand how one communicates?

70 min – Communication and Coaching

The Tutor explains different communication models and provide examples on how the models are used in real life.

The topics below shall be presented:

- Communication models:
 - The Transmission model

- The Interaction model
- The Relation Model
- Which communication model fits which group of players?
- Systemic Coaching
 - Define „Systemic thinking“
 - Define „Systemic Coaching“
- Interventive Interviewing model by Karl Tomm (1988)
 - Present the model and it's different phase and provide an example of how it is used in praxis
- Cultural aspects of Coaching
 - **Orientation:** Individualistic or collectivistic
 - **Style:** High-context or low-context
 - **Time:** Polychronic or monochronic
 - **Power:** Egalitarian or hierarchical

30 min – Group work - communication and coaching in praxis

The Tutor introduces the group work that must be delivered in Lesson 12-14.

Task: Communication and Coaching in praxis

In groups of 4 Coaches the following must be prepared and delivered:

- Each group must deliver a training session of 15 minutes with a series of 3-4 badminton exercises. Due to limited time available it will be a demonstration of the exercises.
- The players (remaining Coaches) will be assigned with having a specific cultural background:
 - Cultural background 1: Individualistic, Low-context, Monochronic and Egalitarian
 - Cultural background 2: Collectivistic, High- context, Polychronic and Hierarchical
- The group must consider how they communicate and Coach the players with the different cultural backgrounds. The players with the different cultural backgrounds will all be part of the same training

The group will receive feedback from the Tutor and the players after each demonstration. 15-20 minutes will be allocated for the feedback.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Women's Doubles Tactics

Course number: 3

Lesson Number(s): 9

Objectives of the lesson

- Understand the fundamental tactical differences between Women's Doubles and Men's double
- Develop individual badminton model based on the tactics of Women's Doubles

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 148-158
- Tactics – Women's Doubles Serve and Return by BWF Development, 2020
- Tactics – Women's Doubles Rallying by BWF Development, 2020
- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

40 min – Women's Doubles – tactics

The following must be presented:

- Tactical differences between Women's Doubles and Men's Doubles using Badminton Model 1 and Badminton Model 2. In terms of not repeating the fundamental tactical principles for doubles, the already presented Men's Doubles tactics can be used as starting point.
- Use video examples to explain the differences

The below tactical rule of thumbs and position on court of the pairs according to the game situations in a game must be addressed:

- The physical and strength differences between men and women influences some part of the tactical aspects in Women's Doubles differently to Men's Doubles.
- Serve situation
 - o 1st and 3rd shot as serving pair
 - o 2nd and 4th shot as receiving pair
 - o Serve- and return systems
- Attack (green zone and yellow zone)
 - o Set-up attack
 - o Full attack
 - o Mid court
- Defence (red zone and yellow zone)
 - o Controlled defence
 - o Survival defence
 - o Mid court
- Counter attack (yellow zone)

5 min – Introduction of homework

Introduce homework which includes tactical progression of 5-6 exercises to be presented in Lesson 30-32.

The Coaches receive the following task:

- 8 pairs – the pairs will present their exercises to a group of 3 other pairs (Total in the group is 8 Coaches)
- Prepare series of 5-6 exercises covering one of the following tactical areas/performance problems for Women's Doubles:
 - o Defence
 - o Attack
 - o Middle play/counterattack
 - o Servesituation
- The pairs must define and narrow down the selected playing situation. It might not be possible to cover all playing situations/performance problems within each area.
- The Learning theory that must be applied to the exercises is: **Constructivism**

Each pair will have 35 minutes for the presentation and feedback. The division of time will be 20-22 minutes for the presentation of the exercises. The last 13-15 minutes should be used as feedback.

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: Mixed Doubles Tactics

Course number: 3

Lesson Number(s): 10 - 11

Objectives of the lesson

- Understand the fundamental tactical principles for Mixed Double
- Develop individual badminton model based on the tactics for Mixed Double

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/“What It Takes To Win”- model of the organization/club they work in relation to these demands
- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 170-179
- Tactics – Mixed Doubles Serve and Return by BWF Development, 2020
- Tactics – Mixed Doubles Rallying by BWF Development, 2020
- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

85 min – Mixed Doubles – tactics

The following must be presented:

- The fundamental tactical principles for Mixed Doubles.
- It is important to highlight the special game situations for Mixed Doubles which differs from regular doubles.
- When the principles are similar to either Women’s Double or Men’s Double references can be made
- Use video examples to explain the tactical principles

The below tactical rule of thumbs and position on court of the pairs according to the game situations in a game must be addressed:

- The special situation of a girl and boy in pair creates some interesting performance problems/goals which must be solved
- Serve situation
 - o 1st and 3rd shot as serving pair
 - o 2nd and 4th shot as receiving pair
 - o Serve- and return systems
- Attack (green zone and yellow zone)
 - o Set-up attack
 - o Full attack
 - o Mid court
- Defence (red zone and yellow zone)
 - o Controlled defence
 - o Survival defence
 - o Mid court
- Counter attack (yellow zone)

5 min – Introduction of homework

Introduce homework which includes tactical progression of 5-6 exercises to be presented in lesson 33-35.

The Coaches receive the following task:

- 8 pairs – the pairs will present their exercises to a group of 3 other pairs (Total in the group is 8 Coaches)
- Prepare series of 5-6 exercises covering one of the following tactical areas/performance problems for Mixed Doubles:
 - o Defence
 - o Attack
 - o Middle play/counter attack
 - o Serve situation
- The pairs must define and narrow down the selected playing situation. It might not be possible to cover all playing situations/performance problems within each area.
- The Learning theory that must be applied to the exercises is: **Constructivism**

Each pair will have 30 minutes for the presentation and feedback. The division of time should be 15-18 minutes for the presentation the exercises. The last 12-15 minutes should be used as feedback.

Module 4 – Professional Coaching Practice 1

Lesson Title: Communication and Coaching

Course number: 3

Lesson Number(s): 12 - 14

Objectives of the lesson

- Apply different communication models and Coaching theories in praxis
- Apply intercultural communication methods in praxis
- Receive feedback on group work

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual – Level 3: Page 86-100
- Circular Assumptions - Karl Tomm, 1988

The Lesson

Hall or classroom: Hall

Presentation of group work: „Communication and Coaching in praxis“ was introduced by the Tutor and prepared by the Coaches.

130 min – Presentation of group work - communication and coaching in praxis

The groups must deliver the group work prepared based on the task below from Lesson 7 and 8.

Task: Communication and Coaching in praxis

In groups of 4 Coaches the following must be prepared and delivered:

- Each group must deliver a training session of 15 minutes with a series of 3-4 badminton exercises. Due to limited time available it will be a demonstration of the exercises.
- The players (remaining Coaches) will be assigned with having a specific cultural background:

- Cultural background 1: Individualistic, Low-context, Monochronic and Egalitarian
- Cultural background 2: Collectivistic, High- context, Polychronic and Hierarchical
- The group must consider how they communicate and Coach the players with the different cultural backgrounds. The players with the different cultural backgrounds will all be part of the same training

The group will receive feedback from the Tutor and the players after each demonstration. 15-20 minutes will be allocated for the feedback.

5 min – Sum up

The Tutor sums up the key elements and learnings from the practical implementation of the communication and Coaching theory.

Module 4 – Professional Coaching Practice 1

Lesson Title: Understanding the Game – Anticipation

Course number: 3

Lesson Number(s): 15 - 16

Objectives of the lesson

- Understand the definition of ‚anticipation‘ in badminton and how it benefits the players
- Understand the definition of ‚reflection‘ in badminton and when it is utilized
- Understand the importance of combining implementation of anticipation and reflection
- Ability to guide players to anticipate and reflect

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good ‚in-action‘ and ‚post-action‘ decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual – Level 3: Page 114-119

The Lesson

Hall or classroom: Classroom

10 min – Introduction

The class brain storm on the following question: „What makes badminton fun?“

The class also brain storm on the definition of ‚anticipation‘ in normal life and in badminton.

50 min – What is Anticipation in badminton?

Tutor shall create the theoretical understanding of the two concepts: „anticipation“ and „reflection“ and make sure the Coaches understand the importance of the concepts to players with the aim of becoming world class players.

The following topics must be covered:

- Definition of „anticipation“
- The importance of „Clues“ for anticipation
 - Which „Clues“ are fundamental for the ability to anticipate? (strokes, movements, tactical understanding etc)
 - How do Coaches help identifying „Clues“
- Training consideration for optimal training of anticipation
 - How can anticipation be trained?

- Training of anticipation happens on court
- Differences between elite level players and recreational players ability to anticipate
- „Reflection“
 - Definition of „Reflection“
 - Understanding of „Disturbances“ and „Experience“ in relation to reflection
 - Reflection is closely related to the learning theory „Constructivism“

30 min – Group work – „Anticipation“ in praxis

The Tutor introduces the group work that must be delivered in Lesson 17-18.

Task: „Anticipation“ in praxis

In groups of 4 Coaches the following must be prepared and delivered:

- Each group must deliver a training session of 15 minutes with a series of 3-4 badminton exercises. Due to limited time available it will be a demonstration of the exercises.
- The exercises must be designed so the players gets rewarded for being able to „Anticipate“
- When presenting the exercises the Coaches must Coach the players, so they develop their anticipation and reflection abilities. It means the Coaches must also their communication approach.

The group will receive feedback from the Tutor and the players after each demonstration. 15-20 minutes will be allocated for the feedback.

Module 4 – Professional Coaching Practice 1

Lesson Title: Understanding the Game – Anticipation

Course number: 3

Lesson Number(s): 17 - 18

Objectives of the lesson

- Deliver training sessions with the focus on players developing the ability to anticipate and reflect on
- Receive feedback on group work

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Coach Education Manual – Level 3: Page 114-119

The Lesson

Hall or classroom: Hall

Presentation of group work: „Anticipation“ was introduced by the Tutor and prepared by the Coaches.

85 min – Presentation of group work - anticipation in praxis

The groups must deliver the group work prepared based on the below task from lesson 15 and 16.

Task: „Anticipation“ in praxis

In groups of 4 Coaches the following must be prepared and delivered:

- Each group must deliver a training session of 15 minutes with a series of 3-4 badminton exercises. Due to limited time available it will be a demonstration of the exercises.
- The exercises must be designed so the players gets rewarded for being able to „Anticipate“
- When presenting the exercises the Coaches must Coach the players, so they develop their anticipation and reflection abilities. It means the Coaches must also be aware of their communication approach.

The group will receive feedback from the Tutor and the players after each demonstration. 10-15 minutes will be allocated for the feedback.

5 min – Sum up

The Tutor sums up the key elements and learnings from the practical session focusing on developing the ability to anticipate and reflect.

Module 4 – Professional Coaching Practice 1

Lesson Title: Teamwork, Group dynamics and Recognition

Course number: 3

Lesson Number(s): 19 - 20

Objectives of the lesson

- Understand the concept of “Teamwork” and “Recognition”
- Introduction to “Peer feedback”
- Introduction to conflict management through the Conflict Management Model

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Motivate and create personal development plans for players and other stakeholders to keep them growing both as human beings and performers
- Use different kind of feedforward and feedback approaches in the training for the development of the player

Primary background information

- BWF Coach Education Manual – Level 3: Page 101-113
- The Recognition Theory – Axel Honneth

The Lesson

Hall or classroom: Classroom

10 min – Introduction

The following questions should be addressed to the class prior to going in depth about ,Teamwork, Group dynamics and Recognition‘.

- What is ,recognition‘
- Why is it necessary/important in Coaching badminton?
- When and how often should players/stakeholders be recognized?
- Is there a downside of getting too much recognition?

50 min – Teamwork, group dynamics and recognition

Tutor to share in depth theoretical content about teamwork, group dynamics and recognition.

Important also to adress how recognition effects players' training/competing performance and training dynamics in a group.

The following topics should be presented:

- Definition of „Recognition“ and why it is important
- How to foster „Recognition“?
- Definition of a „Team“ and how to expand recognition through team work
- How to implement „Teamwork“?
- (Delegating task, team work, peer feedback, etc.)
- What is „Peer feedback“?
- How to implement „Peer feedback“ in praxis?
- What is „conflicts“ and why do they happen?
- Conflict management through the Conflict Management Model

30 min – Group work - „teamwork“ in praxis

The Tutor introduces the group work that must be delivered in Lesson 21-22.

Task: „Teamwork“ in praxis

In groups of 4 Coaches the following must be prepared and delivered:

- Each group must prepare an „Teamwork“ exercise. The exercise can be on court or off court exercise.
- The Coaches will have 10 minutes for their exercise.
- The Coaches will receive feedback on if the exercise fulfill the criteria for „Teamwork“

The group will receive feedback from the Tutor and the players after each demonstration. 10 minutes will be allocated for the feedback.

Module 4 – Professional Coaching Practice 1

Lesson Title: Teamwork, Group dynamics, and Recognition

Course number: 3

Lesson Number(s): 21 - 22

Objectives of the lesson

- Demonstrate the understanding of recognition and putting it to use when Coaching

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Deliver a series of Coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives
- Motivate and create personal development plans for players and other stakeholders to keep them growing both as human beings and performers
- Use different kind of feedforward and feedback approaches in the training for the development of the player

Primary background information

- BWF Coach Education Manual – Level 3: Page 101-113
- The Recognition Theory – Axel Honneth

The Lesson

Hall or classroom: Hall

85 min – Presentation of group work – „teamwork“ in praxis

The groups must deliver the group work prepared based on the below task from Lesson 19 and 20.

Task: „Teamwork“ in praxis

In groups of 4 Coaches the following must be prepared and delivered:

- Each group must prepare an „Teamwork“ exercise. The exercise can be on court or off court exercise.
- The Coaches will have 10 minutes for their exercise.
- The Coaches will receive feedback on if the exercise fulfill the criteria for „Teamwork“

The group will receive feedback from the Tutor and the players after each demonstration. 10 minutes will be allocated for the feedback

5 min – Sum up

The Tutor sums up the key elements and learnings from the practical session focusing on teamwork.

Module 1 – Myself and My Practice in Context

Lesson Title: My Coaching Philosophy

Course number: 3

Lesson Number(s): 23 – 24

Objectives of the lesson

- Get inspired by an experienced sports Coach from either the world of badminton or from another sport

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal Coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a Coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own Coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

An external person is invited to present his/her Coaching philosophy as inspiration for the Coaches in their work of developing their own Coaching philosophy.

The session will be split in 2 parts:

- Presentation of Coaching philosophy (45-60 min)
- Q&A session (30-60 min)

Important considerations when selecting the Coach to present his/her Coaching philosophy:

- The Coach must be an experienced Coach with more years of full time Coaching
- The Coach must have work on high junior level or senior level
- The Coach must have a clear idea of his/her Coaching philosophy – hereunder personal values and values which he/she are using in Coaching

In the process of preparing the external Coach for the session the following is important

- The external Coach must be informed about and understand the context, he/she is delivering the presentation
- A powerpoint presentation is preferred

- The external Coach should contextualise his Coaching philosophy by examples from his Coaching career

The Q&A session

- The Tutor of the session needs to be the moderator of the Q&A session by coordinating the different questions from the Coaches
- The Tutor should also have questions prepared in case there are not many questions from the Coaches. Questions could be:
 - o Have there ever been situations where you did not „live up“ to your values as a Coach and/or as a person in Coaching context?
 - o How has your Coaching philosophy developed over the years? What have you specifically done in order to be more clear on your Coaching philosophy?
 - o Have you experienced situations where your Coaching philosophy did not match the athletes or clubs philosophy? And how did you deal with it?

Module 4 – Professional Coaching Practice 1

Lesson Title: What is a Playing Concept?

Course number: 3

Lesson Number(s): 25 - 26

Objectives of the lesson

- Understand the elements of a „Playing Concept“
- Investigate the different playing concepts of World Class players in different categories

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match

Primary background information

- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

10 min – Introduction – playing concept

Brain storm as a group on:

- What is a playing concept?
- Why it is important to have playing concept?

80 min – Playing concept in depth

Tutor to explain in detail on playing concept and further looking into playing concept in these different areas:

- Defining what a playing concept is:
 - o Based on getting the player(s)´s strength into play and where the player(s) can be better than their opponents. A playing concept is focused on how the player(s)´s will optimally play if they are to decide the flow of the game.
- The continuum of playing style
 - o From ultra attacking player to ultradefensive player
- Winning areas and losing areas (Serve situation, attack, middle game, defence) of the game
 - o Which part of the game will the player(s) prefer the game to be played most in
 - o Which part of the game will the player(s) avoid the game to be played in
- Flexibility of a playing concept
 - o How to adapt a playing concept to the specific opponent(s) – the dominant tactical areas will depend on the opponent(s).

- Specific tactics within each area (Badminton Model 1 and 2) to define the concept
 - o Serve situation
 - o Attack (Green zone)
 - o Middle play (Yellow zone)
 - o Defence (Red zone)

The Tutor is to present 1-2 playing concepts from different categories. The playing concepts should exemplified with video examples.

Module 4 – Professional Coaching Practice 1

Lesson Title: How to Create a Playing Concept?

Course number: 3

Lesson Number(s): 27 - 28

Objectives of the lesson

- Understand the steps in creating a playing concept
- Create a playing concept for one of their own player(s)

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match

Primary background information

- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

20 min – Step by step model for creating a playing concept

The step by step model for creating a playing concept is presented:

- Step 1: Analysis of strength and weaknesses of the player(s)
 - o Areas to be analysed: physical, mental, tactical and technical
- Step 2: Determine the playing style
 - o From ultra attacking player to ultradefensive player
- Step 3: Create specific tactics within each area (Badminton Model 1 and 2) to define the concept
 - o Serve situation
 - o Attack (Green zone)
 - o Middle play (Yellow zone)
 - o Defence (Red zone)
- Step 4: „Pressure testing“ the playing concept
 - o How will you play against this specific playing concept? Where are the weak spots?
- Step 5: Flexibility of the playing concept
 - o How is the playing concept adapted according to the outcome of the „Pressure test“

30 min – Create a playing concept

The Coaches must create a playing concept for one of their player/pairs using the step by step model for creating a playing concept.

25 min – Present your playing concept

The Coaches present their playing concept to another Coach. Each Coach has 10 minutes to present their playing concept.

15 min – Presentation in class

One Coach present his/her playing concept for the class. The class is allowed to ask question and provide feedback to the playng concept.

10 minutes is allocated for the presentation and 5 minutes for questions and feedback.

Module 1 – Myself and My Practice in Context

Lesson Title: Coaching Philosophy

Course number: 3

Lesson Number(s): 29

Objectives of the lesson

- Refining the Coaches' Coaching philosophy based on the information, knowledge and discussions made during the course

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal Coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a Coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own Coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

45 min – Coaching philosophy

The goal is to challenge the Coaches' Coaching philosophy in order for the Coaches to be clearer on their philosophy and their action statement.

5 min: Coaching philosophy – Values – Action statement

- The Coaches should have a brief repetition of how Coaching Philosophy, Values and Action Statement are connected.

20 min: Peer feedback

- In pairs, Coaches read their Coaching philosophy, values and action statement to their partner and get peer feedback.
- The partner is supposed to challenge and ask clarifying questions to the philosophy

20 min: Case - discussion

In the class the following case should be discussed:

„Your team is playing the final match of season and by winning the teammatch, they will get promoted to the highest division in the country. The

team match is a 50/50 match, but in order to get promoted you must win it. So you need all your best players.

One week before the match, your best Men's Singles twist his ankle. During the week it becomes better and he is able to move, however with some pain. Your assessment is that he can still win his single despite not being top fit. The doctor has informed you that if he plays, there is reasonable risk of him getting more injured meaning that he could be out for more months or even a year.

The player informs you that he is ready to play and help the team, if you want him to play. He is willing to play with a tight tape and some pain killers

Do you play him or not? What are you going to do?"

In class, the Coaches shall make the decision and justify their decision based on their Coaching Philosophy.

It is important that the Tutor provoke Coaches' Coaching philosophy and challenge if their decision (action statement) is not aligned to their Coaching philosophy.

Module 4 – Professional Coaching Practice 1

Lesson Title: Tactical Exercises – Women’s Doubles

Course number: 3

Lesson Number(s): 30 - 32

Objectives of the lesson

- Deliver a series of 5-6 exercises with progression focusing on a specific performance problem/goal for Women’s Doubles
- Receive feedback on their performance in relation to the learning theory applied, understanding of tactical aspects of the performance problem/goal presented and progression of exercises

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good ‘in-action’ and ‘post-action’ decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 148-158
- Tactics – Women’s Doubles Serve and Return by BWF Development, 2020
- Tactics – Women’s Doubles Rallying by BWF Development, 2020
- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Hall

150 min – Group presentation

It is important these 2 lessons are on a later day than Lesson 9 as the Coaches will need the evenings for preparation.

Practical session on court, Coaches must try to apply the theories learnt from previous lessons.

The groups will present the series of tactical exercises for Women's Doubles

- The Coaches received the following task:
 - o Prepare series of 5-6 exercises covering one of the following tactical areas/performance problems:
 - Defence
 - Attack
 - Middle play/counterattack
 - Serve situation
 - o The pairs must define and narrow down the selected playing situation. It might not be possible to cover all playing situations/performance problems within each area.
- The Learning theory that must be applied to the exercises is: **Constructivism**

Each pair will have 35 minutes for the presentation and feedback. The division of time should be 20-22 minutes for the presentation of the exercises. The last 13-15 minutes should be used as feedback.

The feedback should be focused around:

- The tactical aspects related to the selected playing situation/performance problems/goals (tactical rules of thumbs, positioning on court, running patterns etc)
- Progression of the exercises
- How the learning theory: **Constructivism** was applied
- Verbal and non-verbal communication

Module 4 – Professional Coaching Practice 1

Lesson Title: Tactical Exercises – Mixed Doubles

Course number: 3

Lesson Number(s): 33 - 35

Objectives of the lesson

- Deliver a series of 5-6 exercises with progression focusing on a specific performance problem/goal for Mixed Doubles
- Receive feedback on their performance in relation to the learning theory applied, understanding of tactical aspects of the performance problem/goal presented and progression of exercises

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player
- Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

- BWF Badminton Coach Education Manual – Level 1: Page 170-179
- Tactics – Mixed Doubles Serve and Return by BWF Development, 2020
- Tactics – Mixed Doubles Rallying by BWF Development, 2020
- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Hall

135 min – Group presentation

It is important these 3 lessons are on a later day than Lesson 10 - 11 as the Coaches will need the evenings for preparation.

Practical session on court, Coaches must try to apply the theories learnt from previous lessons.

The groups will present the series of tactical exercises for Mixed Doubles:

- 8 pairs – the pairs will present their exercises to a group of 3 other pairs (Total in the group is 8 Coaches)
- The Coaches received the following task:
 - o Prepare series of 5-6 exercises covering one of the following tactical areas/performance problems:
 - Defence
 - Attack
 - Middle play
 - Servesituation
 - o The pairs must define and narrow down the selected playing situation. It might not be possible to cover all playing situations/performance problems within each area.
- The Learning theory that must be applied to the exercises are: **Constructivism**

Each pair will have 30 minutes for the presentation and feedback. The division of time should be 15-18 minutes for the presentation the exercises. The last 12-15 minutes should be used as feedback.

The feedback should be focused around:

- The tactical aspects related to the selected playing situation/performance problems/goals (tactical rules of thumbs, positioning on court, running patterns etc)
- Progression of the exercises
- How the learning theory: **Constructivism** was applied
- Verbal and non-verbal communication

OUTRO

Lesson Title: Outro

Course number: 3

Lesson Number(s): 36

Objectives of the lesson

- Evaluate the third course verbally and online
- Sum up the tasks/homework until next course

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

25 min – Verbal evaluation and online feedback of the third course

- Verbal evaluation of the course – the word is free
- The following should be considered:
 - o Content of the course
 - o Logistics
 - o Location and facilities
- Coaches to complete the online feedbackform on site

15 min – Next steps (powerpoint presentation)

The following must be presented:

- Tasks/homework until next course – Coaching Philosophy, Badminton Model, Workshop Assignment & Meetings with Mentor
- Short introduction of the next course

5 min – Sum up and logistics

Tutor to wrap up Course 3 and Coaches to bid farewell

Course 4 – Schedule

DAY 1			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	1	CLASSROOM	WELCOME - OBJECTIVES OF THE COURSE, PROGRAMME
9:45 – 10:30	2	CLASSROOM	WORLD CLASS – CULTURE AND TRAINING ENVIRONMENT
10:30 – 10:45			BREAK
10:45 – 11:30	3	CLASSROOM	WORLD CLASS – CULTURE AND TRAINING ENVIRONMENT
11:30 – 12:15	4	CLASSROOM	STRENGTH TRAINING
12:15 – 13:30			LUNCH
13:30 – 14:15	5	HALL/GYM	STRENGTH TRAINING
14:15 – 15:00	6	HALL/GYM	STRENGTH TRAINING
15:00 – 15:30			BREAK
15:30 – 16:15	7	HALL/GYM	STRENGTH TRAINING
16:15 – 17:15	8	HALL/GYM	STRENGTH TRAINING
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 2			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	9	CLASSROOM	PERFORMANCE ANALYSIS – PHYSICAL CAPACITY
9:45 – 10:30	10	CLASSROOM	PERFORMANCE ANALYSIS – PHYSICAL CAPACITY
10:30 – 10:45			BREAK
10:45 – 11:30	11	HALL	PERFORMANCE ANALYSIS – PHYSICAL CAPACITY
11:30 – 12:15	12	HALL	PERFORMANCE ANALYSIS – PHYSICAL CAPACITY
12:15 – 13:30			LUNCH
13:30 – 14:15	13	CLASSROOM	MY COACHING PHILOSOPHY
14:15 – 15:00	14	CLASSROOM	MY COACHING PHILOSOPHY
15:00 – 15:30			BREAK
15:30 – 16:15	15	HALL	CONDITIONING TRAINING ON COURT
16:15 – 17:15	16	HALL	CONDITIONING TRAINING ON COURT
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 3			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	17	CLASSROOM	MATCH ANALYSIS
9:45 – 10:30	18	CLASSROOM	MATCH ANALYSIS
10:30 – 10:45			BREAK
10:45 – 11:30	19	HALL	THE MATCH - COACHING
11:30 – 12:15	20	HALL	THE MATCH - COACHING
12:15 – 13:30			LUNCH
13:30 – 14:15	21	CLASSROOM	PEAK PERFORMANCE – PSYCHOLOGY
14:15 – 15:00	22	CLASSROOM	PEAK PERFORMANCE – PSYCHOLOGY
15:00 – 15:30			BREAK
15:30 – 16:15	23	HALL	PEAK PERFORMANCE – PSYCHOLOGY
16:15 – 17:15	24	HALL	PEAK PERFORMANCE – PSYCHOLOGY
17:15 – 18:30			FREE
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 4			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	25	CLASSROOM	WORLD CLASS BADMINTON
9:45 – 10:30	26	CLASSROOM	WORLD CLASS BADMINTON
10:30 – 10:45			BREAK
10:45 – 11:30	27	CLASSROOM	WORLD CLASS BADMINTON
11:30 – 12:15	28	CLASSROOM	THE MATCH - PSYCHOLOGY
12:15 – 13:30			LUNCH
13:30 – 14:15	29	HALL	THE MATCH - COACHING
14:15 – 15:00	30	HALL	THE MATCH - COACHING
15:00– 15:30			BREAK
15:30 – 16:15	31	HALL	COACHING SESSION WITH JUNIORS
16:15 – 17:15	32	HALL	COACHING SESSION WITH JUNIORS
17:15 – 18:30	33	HALL	FEEDBACK TO GROUPS
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 5			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	34	CLASSROOM	TRAINING AND TOURNAMENT PLANNING
9:45 – 10:30	35	CLASSROOM	TRAINING AND TOURNAMENT PLANNING
10:30 – 10:45			BREAK
10:45 – 11:30	36	CLASSROOM	TRAINING AND TOURNAMENT PLANNING
11:30 – 12:15	37	CLASSROOM	TRAINING AND TOURNAMENT PLANNING
12:15 – 13:30			LUNCH
13:30 – 14:15	38	CLASSROOM	TRAINING AND TOURNAMENT PLANNING
14:15 – 15:00	39	CLASSROOM	COACHING PHILOSOPHY
15:00 – 15:30			BREAK
15:30 – 16:15	40	HALL	COACHING SESSION WITH JUNIORS
16:15 – 17:15	41	HALL	COACHING SESSION WITH JUNIORS
17:15 – 18:30	42	HALL	FEEDBACK TO GROUPS
18:30 – 19:15			DINNER
19:15 –			HOMEWORK

DAY 6			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	43	CLASSROOM	CAREER PLANNING “CRADLE TO PODIUM”
9:45 – 10:30	44	CLASSROOM	CAREER PLANNING “CRADLE TO PODIUM”
10:30 – 10:45			BREAK
10:45 – 11:30	45	CLASSROOM	MY COACHING PHILOSOPHY
11:30 – 12:15	46	CLASSROOM	MY COACHING PHILOSOPHY
12:15 – 13:30			LUNCH
13:30 – 14:15	47	CLASSROOM	WORKSHOP PRESENTATION
14:15 – 15:00	48	CLASSROOM	WORKSHOP PRESENTATION
15:00 – 15:30			BREAK
15:30 – 16:15	49	HALL	COACHING SESSION WITH JUNIORS
16:15 – 17:15	50	HALL	COACHING SESSION WITH JUNIORS
17:15 – 18:15	51	HALL	FEEDBACK TO GROUPS
18:15 – 19:00			FREE
19:00 –			FINAL DINNER

DAY 7			
TIME	LESSON NR	LOCATION	LESSON TITLE
9:00 – 9:45	52	CLASSROOM	INDIVIDUAL FEEDBACK
9:45 – 10:30	53	CLASSROOM	INDIVIDUAL FEEDBACK
10:30 – 10:45			BREAK
10:45 – 11:30	54	CLASSROOM	INDIVIDUAL FEEDBACK
11:30 – 12:15	55	CLASSROOM	OUTRO + FINAL ASSIGNMENT

Course 4 – Lessons

INTRO

Lesson Title: Intro
Course number: 4
Lesson Number(s): 1

Objectives of the lesson

- Welcome the Coaches to the fourth course of ADVANCE European Badminton Coaching Education
- Follow up on the third course, task between courses and the Mentoring Programme
- Inform the Coaches about the schedule and content of the fourth course

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

20 min – Welcome

Follow up from third course. Tutors to briefly touch base on Coaches' status before starting the fourth course. Coaches to share their 'one memorable badminton experience' since the third course. General introduction about the fourth course and practical information before diving into the content.

25 min – Introduction content

Tutors to set the tone and expectations for the fourth course and short introduction of the external speakers for the fourth course. In the fourth course, the focus is on coaching world class players. Elements in and around coaching world class players to be presented (not limited to) are as follow:

- World Class – Culture and Training Environment
- Strength & Conditioning Training on and off court
- Topics around Peak Performance
- Coaching philosophy
- Psychology and coaching 'The Match'
- Training and Tournament Planning
- On site coaching sessions
- Career Planning – 'Cradle to Podium'
- Final Assignment

Tutors are encouraged to use different tools and methods in delivering the lessons.

Module 5 – Professional Coaching Practice 2

Lesson Title: World Class – Culture and Training Environment

Course number: 4

Lesson Number(s): 2-3

Objectives of the lesson

- Identify the characteristics of World Class athletes and their motivation
- Distinguish methods to create an ideal World Class training environment
- Investigate values of current working place, relate them to ways to create an ideal World Class training environment

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Create an ethical and safe training environment, where everyone's wellbeing is prioritized and respected
- Establish purposeful training culture with players and Coaches based on a set of common training values
- Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture

Primary background information

- BWF Coach Manual Level 3 (page 66-71)
- 8 Traits of Flow According to Mihaly Csikszentmihalyi by Mike Oppland, 2016
- The Best Learning Goes with the Flow: The work of Mihaly Csikszentmihalyi by Neil Henty, 2022
- Vygotsky's Zone of Proximal Development and Scaffolding Theory by Saul Mcleod, 2023

The Lesson

Hall or classroom: Classroom

10 min - Introduction and characteristic of a world class athlete

Tutor to brief the content and objectives of the lessons. Coaches to work on the different tasks to achieve the lesson's objectives.

The following content shall be delivered:

- Pinpoint the characteristics of World Class athletes
- How does the culture and training environments look like to create World Class athletes?
- Explanation of 'flow', how it influences learning?

55 min – World class – athletes, culture and training environments

40 min – Characteristics of World Class athletes, World Class Culture and Training Environments

- Tutors' task is to guide and ignite Coaches' thought process on the points mentioned above.

- Tutor to share points and suggestions in keeping World Class athletes motivated and how Coaches can influence the set up of an ideal World Class training environment.

The points below shall be presented:

- o Motivation and goal orientations in World Class athletes
 - Extrinsic motivation vs intrinsic motivation
 - Outcome, performance and process goals (can be referred to from course 2)
 - o The ideal training environment for World Class athletes
 - o Actors who creates the World Class training environment
- The following terms shall be discussed in relation to developing intrinsic motivation but not limited to:
 - o Competence
 - o Autonomy
 - o Relatedness
 - Video examples of world class athletes, who addresses their personal values and workethics can be used to explain and showcase the values that world class athletes are guided by.

10 min: The Flow model and „The proximal one for learning“

- The following must be presented:
 - o „Flow model“ model
 - o „Proximal zone for learning“ model
 - o How both models are related to the motivation for learning – not just for World Class athletes but in general for all human beings

30 min – Creating a “World Class” training environment

10 min: Task 1: Investigate your own organization or national training

- Coaches to investigate the values their organizations or national training are based on and compare it to the theory presented

10 min: Task 2: Create your own World class training environment

- Coaches to create the values of World Class training environment that he/she thinks are crucial and list them in their priority order.

10 Min: Presentation of values

- 2-4 Coaches present their values for a world class training environment to the class
- The Tutor should challenge the presented values and ask specific actions (action statement) of how they will turn those values into life.

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium

Lesson Title: Strength Training

Course number: 4

Lesson Number(s): 4-6

Objectives of the lesson

- Understand the importance of strength training for badminton players
- Understand the fundamental strength training principles
- Understand how to create a strength training programme

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long term development model
- Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- The Performance Pyramid: Why Replicating Another Athlete’s Program Doesn’t Work for Everybody, 2011
- Building Athlete Performance Improvement Teams by Allen Hicks, 2011
- Improving Musculoskeletal Health and Fitness Outcomes – A Systems Approach by Allen Hicks, 2012
- The Neuromuscular System & Sliding Filament Theory by Sport Science Hub 2021
- Adaptation to Resistance Training Video 1 by Dr. Parker Hyde
- Athlete Profiling: Choosing a Periodization System by Nick Winkleman 2012
- Plyometric Implementations to Decrease Likelihood of Injuries by Loren Landow 2016
- Power Development in Strength-Power Athletes by Mike Stone 2015

The Lesson

Hall or classroom: Classroom

10 min – Introduction

The class should brainstorm on the following question:

- Why is strength training important for badminton players?

65 min - Strength training

The Tutor must present the topics but not limited to:

- Muscle contractions: Define dynamic and static muscle work: Concentric, Eccentric and Isometric muscle work
- Explain the following adaptations to strength training:
 - o Hypertrophy
 - Increased cross sectional muscle fiber area
 - Increased number of muscle fibers
 - o Neurological adaptations
 - Increased motor unit coordination due to increased number and the magnitude of the electrical impulses
- „Rate of Force Development“
 - o Define „Rate of Force Development“
 - o Discuss the importance of „Rate of Force Development“ for badminton players
- Types of strength training
 - o Define the following types of strength training and how they are being training regarding number resistance (% of 1 RM) repetitions, sets, duration of breaks:
 - Hypertrophy training
 - Maximal strength training
 - Speed training
 - Plyometric training
 - o Frequency and duration of strength training sessions per week – clarifying that strength training will always be a supplement to badminton training
- Training planning
 - o Annual planning of strength training according to tournament plan

15 min – Strength training - age related considerations

The class should discuss the following two questions:

- At which age should players start doing strength training?
- What should the focus be when starting strength training and how often should they train?

35 min – How to create a strength training programme

10 min: Strength training programmes

- The following should be explained:
 - o Multi joint exercises vs single joint exercises – what is relevant for badminton players?
 - o Exercises in machines vs free weight – briefly explain pros and cons
 - o Create a body in balance
 - Badminton is sport with a dominant side (Racket arm and racket leg) – to avoid injuries strength training must ensure a body in balance which is done by:
 - Training front and back side
 - Training right and left side

25 min: Create a strength training programme

- In pairs create strength training programme for:
 - o A 17 year old boy who has 3 years strength training experience
 - o Aim to increase muscle mass
 - o Use the internet for finding relevant exercises
- Use the last 5 minutes to clarify how such a programme could look like

Module 4 – Professional Coaching Practice 1

Lesson Title: Strength Training

Course number: 4

Lesson Number(s): 7 - 8

Objectives of the lesson

- Introduction to strength training training exercises
- Gain experience with different strength training exercises

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans

Primary background information

- Strength & Conditioning Coaches and Experts Worth a Follow by Brett Kuehn
- 7 Insights From The World's Top Strength Coaches by Marc Perry, 2022

The Lesson

Hall or classroom: Hall/Gym

90 min – Strength training in praxis

Tutor shares and explains the technical key points for different strength training exercises. They must try the different exercises.

The following exercise must be presented but not limited to:

- Multi joint exercises
 - o Squat
 - o Bench press
 - o Deadlift
 - o Olympic exercises like „Clean“ and Snatch
- Exercises with cables
 - o Rowing
 - o Pull

Coaches to try the different exercises and provide technical feedback to each other. Tutor observes that the exercises are done and executed safely.

Module 4 – Professional Coaching Practice 1

Lesson Title: Performance Analysis – Physical Capacity

Course number: 4

Lesson Number(s): 9 - 10

Objectives of the lesson

- Understand the purpose of physical performance testing
- Understand how to conduct physical performance tests

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Perform meaningful data collection protocols: training load, wellness data, HR data, performance and development tracking as review process to inform next cycles
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans
- Conduct an insightful analysis of athlete/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it

Primary background information

- How to Conduct Efficient Performance Tests for Your Athletes by Joaquin Vico Plaza, 2023

The Lesson

Hall or classroom: Classroom

15 min – Introduction

The Coaches make „Snow ball fight“ in following way

- 5 min: „Snow ball fight“
 - Each coach write on a piece of paper, what they consider being the purpose of physical performance tests. Then fold the paper like a snow ball and throw it to the other participants. The Coaches can make more „snow balls“
- 10 min: Purpose collection
 - Each coach read out loud what is written on the „Snow balls“ that they have received
 - The different purposes is being listed as reference for later discussions

15 min – Physical performance testing

A presentation covering the following topics but limited to:

- The purpose of physical performance testing (if not covered by the list created by the „Snow ball fight“
 - To assess physical development on specific physical parametre after a training period

- To establish progress of rehabilitation for players who has been injured
- To identify physical limitations which can lead to injuries
- Discussion: Why should physical performance testing not be used to compare individuals or used for team selection?
 - Possible reasons:
 - All athletes are individuals with their own physical capabilities – performance in badminton is more than a strong physical capacity
 - Testing is not competition of who is best – it is a tool to monitor the effect of training
 - Physical performance testing can extremely demotivating if used for the wrong reasons – cause a bad atmosphere

20 min – Identifying physical performance parametres to test in for badminton players

There are many different physical performance tests who all measures different physical parametres. It is important to know what you want to test.

- 10 min: Which physical parametres makes sense to test for badminton players?
 - In pairs discuss which physical parametres that badminton player should be tested for
- 10 min: Physical performance parametres
 - In class list the physical parametre that should be tested for. The list should cover the following but limited to:
 - Endurance and ability to recover during the breaks
 - Speed in legs
 - Jump height
 - Smash power
 - Core strength
 - Joint flexibility

20 min – Selecting and conducting physical performance tests

The following must be presented but not limited to:

- Selection of tests according to physical parametre relevant to gain information about
- Consideration of how to conduct physical performance tests to ensure:
 - Reliability, Validity and Objectivity
- Generic tests vs sport specific tests
 - Discuss pros and cons

20 min – Introduction to the most traditional physical performance tests

The following tests should briefly be introduced:

- Generic tests
 - Functional Movement Systems (FMS) test
- Endurance tests
 - VO2max test on treadmill
 - Interval recovery test (Yo-Yo test)
- Power tests
 - Jump & Reach test
 - 5m, 10m and 30m sprint test
- Strength tests
 - 1 RM test
 - Inverted RM test

Module 4 – Professional Coaching Practice 1

Lesson Title: Performance analysis – physical capacity

Course number: 4

Lesson Number(s): 11 - 12

Objectives of the lesson

- Introduce to different physical performance tests
- Try the different physical performance tests in praxis

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Perform meaningful data collection protocols: training load, wellness data, HR data, performance and development tracking as review process to inform next cycles
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans
- Conduct an insightful analysis of athlete/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it

Primary background information

- BWF Coach Manual Level 3 (page 161-177)
- How to Conduct Efficient Performance Tests for Your Athletes by Joaquin Vico Plaza, 2023

The Lesson

Hall or classroom: Hall

85 min – Physical performance tests in praxis

The Tutor must introduce the Coaches to the following physical performance tests:

- Functional Movement Systems test (FMS)
- Jump & Reach test from standing position and also with a three step run in
- Interval – Recovery test (Yo-Yo test)

Due to limited time the tests can be presented as demonstrations without all Coaches trying all tests. A good organisation and time management of the tests are important

The Coaches doing the tests must be properly warmed up to avoid injuries.

5 min: Sum up

The Tutor to sum up the main learnings from conducting testing in praxis

Module 1 – Myself and My Practice in Context

Lesson Title: My Coaching Philosophy

Course number: 4

Lesson Number(s): 13 – 14

Objectives of the lesson

- To get inspired by an experienced sports coach from either the world of badminton or from another sport

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

An external person is invited to present his/her coaching philosophy as inspiration for the Coaches in their work of developing their own coaching philosophy.

The session will be split in 2 parts:

- Presentation of coaching philosophy (45-60 min)
- Q&A session (45-30 min)

Important considerations when selecting the coach to present his/her coaching philosophy:

- The coach must be an experienced coach with more years of full time coaching
- The coach must have work on high junior level or senior level
- The coach must have a clear idea of his/her coaching philosophy – hereunder personal values and values which he/she are using in coaching

In the process of preparing the external coach for the session the following is important

- The external coach must be informed about and understand the context, he/she is delivering the presentation
- A powerpoint presentation is preferred

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- The external coach should contextualise his coaching philosophy by examples from his coaching career

The Q&A session

- The Tutor of the session needs to be the moderator of the Q&A session by coordinating the different questions from the Coaches
- The Tutor should also have questions prepared in case there are not many questions from the Coaches. Questions could be:
 - o Have there ever been situations where you did not „live up“ to your values as a Coach and/or as person in Coaching context?
 - o How have your Coaching philosophy developed over the years? What have you specifically done in order to be more clear on your Coaching philosophy?
 - o Have you experienced situations where your Coaching philosophy did not match the athletes or clubs philosophy? And how did you deal with it?

Module 4 – Professional Coaching Practice 1

Lesson Title: Conditioning Training on Court

Course number: 4

Lesson Number(s): 15 - 16

Objectives of the lesson

- Understand the body's metabolism and how the different energy systems functions
- Develop exercises that trains the different energy systems
- Deliver exercises to show understanding of how to train a specific energy system

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans

Primary background information

- Lactate Threshold & Onset of Blood Lactate Accumulation (OBLA) by Kevin Tokoph, 2020
- Energy Metabolism I Energy Systems by Sport Science Hub
- Energy Metabolism II Fatigue & Recovery by Sport Science Hub 2021
- Adaptations to Exercise | Cardiovascular System 07 | Anatomy & Physiology by Mike Tyler
- Responses to Exercise | Respiratory System 06 | Anatomy & Physiology by Mike Tyler
- Adaptations to Exercise | Respiratory System 07 | Anatomy & Physiology by Mike Tyler

The Lesson

Hall or classroom: Hall

15 min: Introduction – Metabolism and how to train a specific energy system

The Coaches have received the primary background information explaining the theoretical background for the body's metabolism and how the different energy systems functions.

A brief presentation which covers the following:

- The different energysystems
 - o Anaerobic
 - ATP (alacticid)
 - CrP (alacticid)
 - Glycolysis (lacticid)
 - o Aerobic
 - Breakdown of nutrients like: carbohydrate, fat and protein
- An understanding of the interreaction of work intensity and duration of work regarding which energysystem is the main provider of energy to rebuild ATP

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-
- How to train each energystems
 - o Training intensity
 - o Working and resting period

As the Coaches should have the background information, they should be allowed to ask questions to clarify the theory.

90 min – Conditioning training on court

30 min: Group Work – train the a specific energy system

- Coaches are split to groups of 2 – 3 persons per group. Each group shall create a badminton exercise that trains each of the energy systems. The following areas shall be considered:
 - o Type of exercies
 - o Intensity and the control of it
 - o Working and resting periods
 - o Number of repetitions
- Each group will have 15-20 minutes for demonstration and feedback
- The Coaches must be aware of how to achieve the right intensity

60 min: Presentation of exercise and brief feedback

- Coaches to present their exercises with the other Coaches as subject. Tutor to observe the training sessions, specifically if the targetted energy systems is being correctly trained.
- It is important that Coaches choose the badminton specific exercises that will achieve training of the desired energy system.
- Tutor shall provide constructure feedback on the training sessions around the implementation of energy system and which exercise was done well or need to be changed when the energy system planned was not achieved.
- It is important that theTutor focus on whether Coaches are able to achieve the right intensity and optimal exercises.

Module 4 – Professional Coaching Practice 1

Lesson Title: Match Analysis

Course number: 4

Lesson Number(s): 17 - 18

Objectives of the lesson

- Investigate different methods for match analysis
- Learn to analyze different match situations – serve and return, winners, and errors, etc.
- Analyze Singles and Doubles matches

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match
- Conduct an insightful analysis of athlete/team performance to make informed decisions regarding ‘on the spot’ adjustments to enhance it
- Make good ‘in-action’ and ‘post-action’ decisions to increase chances of reaching objectives

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

10 min – Introduction to match analysis

The class should briefly brain storm on the following two questions:

- Why is match analysis important?
- Which match analysis methodologies do you know of?

40 min – Match analysis in depth

The following topics should be presented:

- Considerations before starting doing match analysis
 - o What is the purpose of match analysis?
 - Used for making a game plan/tactical actions and understand what you have to do in order to get your playing concept into play as much as possible
 -

- Understand the opponents tactical habits within the different zones of the game and being ready to take advantage of them
 - Understand the opponents strength and weakness
 - The tactical capacity of the players that you coach
 - The tactical information collected from the analysis must be understandable for the players – balance your analysis to the players
 - Time management for match analysis
 - Match analysis can take a lot of time and it is task that will never be finished
 - Avoid wasting time on analysis´ which the players can´t use or understand
- Presentation of different methodologies of match analysis
 - Player types (attacking, creative, safe player, etc.)
 - Players´ strengths and weaknesses (always look at own players first, then the opponent)
 - Recognize key plays
 - Definition of key play: An action or shot during the rally which was the reason for getting an advantage/disadvantage in the rally which often leads to winning/losing the point
 - Key plays can be divided into the different zones (Serve situation, Attack, Middle play and defense)
 - Serve/return analysis including identifying gaps for the 3rd/4th shot in the rally.
 - Attacking pattern and positioning on court
 - Identifying which side the player(s) have most options and where they have less options
 - Identifying which kind of lifts they have a strong/weak attack (Cross or straight, high or flat lifts, straight or cross shots from backcourt)
 - Defending patterns – identifying limitations in defense
 - Front court: How is setup shots and steep attacks being covered
 - Midcourt: Smash attacks – on the side or on the body
 - Back court: How are overplays being covered
 - Direction of attack: How are they handling cross and straight attacks
 - Middle play patterns
 - Speed: Block, push or overplay – the player(s) positioning and coverage of the court afterwards
 - Net game (especially for singles)
 - Touch at the net: Will the player like to play close net or into court
 - Positioning after net shot: which foot is in front after net shot

As it is not possible to go through all analysis, the Tutor must select a few of the analysis for presentation. It is important to present some statistics as well from the analysis so the Coaches understands how to interpretate the analysis.

The Tutor can present technological tools that can assist in the match analysis. Important to understand the pros and cons of these tools and the statistics coming out of them.

40 min – Group work - match analysis

25 min: Match analysis

- The Coaches in pairs analyse an assigned player/pair.
- The Coaches decide on one or two match analysis.

15 min: Presentation of match analysis

- The Coaches present their analysis in the smaller group to the Coaches who are analysing the same match.

Module 4 – Professional Coaching Practice 1

Lesson Title: The Match - Coaching

Course number: 4

Lesson Number(s): 19 - 20

Objectives of the lesson

- Coaching real matches by including a proper match routine (pre-match, during and post match coaching)
- Implement match analysis in real life match situations
- Receive feedback on coaching performance

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Use different kind of feedforward and feedback approaches in the training for the development of the player
- Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match
- Do tactical and mental coaching during matches with the focus of the development of the skills of the player and to win the match
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives
- Conduct an insightful analysis of athlete/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it

Primary background information

- BWF Coach Manual Level 2 (page 84-85)
- Effective Communication in Critical Sport Moments: Key Principles and Cultural Considerations for Coaches by Karen Lo, 2019

The Lesson

Hall or classroom: Hall

10 min – Introduction – principles for match coaching

A short presentation that outlines the following principles for the match coaching:

- Presenting the the three periods of coaching: Pre game-, During game-, Post game coaching, and their characteristics according to:
 - Time available
 - Learning theory (Constructivism or Behaviouristic) most suitable for the period
 - Information
 - Complexity of information
 - Volume of information
 - Coaching approach
 - Feedforward coaching in Pre game- and During game coaching
 - Feedback and feedforward coaching in Post game coaching

80 min – The Match – coaching in real life

Coaches are split into groups and assigned to different roles and tasks during 'The Match'. Coaches will take turns to be the Head Coach, Assistant Coach/Analysis expert and players. Each group will have 4 persons.

The Tutor must create 2 matches with the Coaches being used as players. To ensure that everyone gets the opportunity to try the different roles, short games are being played under the following conditions:

- Sets to 9 points (play as many as time allows)
- 1 Head coach and 1 Assistant coach/analysis expert per player/pair
- 120 seconds breaks – change side

The Tutor together with the „players“ provide feedback to the Head Coaches after „The Match“ on the following in the coaching situation:

- Learning theory (Constructivism or Behaviouristic) most suitable for the period
- Information
 - o Complexity of information
 - o Volume of information
- Coaching approach
 - o Feedforward coaching in Pre game- and During game coaching
 - o Feedback and feedforward coaching in Post game coaching
- Did the player(s) understand the tactical advises

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.

Lesson Title: Peak Performance – Psychology (Theory)

Course number: 4

Lesson Number(s): 21 - 22

Objectives of the lesson

- Understand the importance of sports psychology in peak performance in sports
- Introduced sports psychology tools to enhance peak performance
- Apply sports psychology tools in praxis

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- BWF Coach Manual Level 2 (page 178-201)
- Inverted U Theory by Evan Healy, 2015
- Concentration and Attention in Sport by Dr. Shawn Zeplin et al, 2014
- Acceptance and Commitment Therapy and the Cognitive Behavioral Tradition by Frederik Chin & Steven C. Hayes, 2017
- Acceptance and Commitment Therapy and Contextual Behavioral Science: Examining the Progress of a Distinctive Model of Behavioral and Cognitive Therapy by Steven C. Hayes et al., 2011
- What are the Benefits of Self Talk? by Susan York Morris, 2016
- Sports Visualization Techniques for Athletes by Eli Straw, 2023
- Stress Management in Sport, 2016

The Lesson

Hall or classroom: Classroom

90 min – Psychology in peak performance

Tutor to explain the importance of psychology in peak performance and the different areas that can be worked on to improve players’ learning process, self-confidence, concentration and stress regulation which hopefully will further improve players’ performance on and off court.

The following topics should be delivered:

- The Inverted U-Hypothesis theory

- Self-talk
- Visualization
- Acceptance and Commitment theory – „Control the Controllable“
- Stress regulation techniques
 - o Breathing
 - o Muscle relaxation
 - o Pep talk
 - o Routines
- Concentration/Focus
- Confidence

During the lesson, the Tutor should give the Coaches small tasks/exercises to try some of the different psychological techniques. The tasks/exercises shall also serve as demonstration for how to work with the techniques.

The Tutor is free to use any tasks/exercises that he/she find relevant in relation to the above listed topics that should be covered in this section.

The below tasks/exercises serve as inspiration:

- Push Up challenge (Relates to „Self talk“)
 - o Do as many push ups in 30 seconds with 2 different approaches. This task is to test how self talk influence ones performance. Tutor to start first approach with negative statements (I feel so weak, my body is so heavy, etc.) Coaches to perform the push ups. Now follow by the second try. Tutor to mention positive statements (I am strong, I can do this, etc.) before Coaches start doing their push ups in 30 seconds. After the trials, discuss how they felt and what are the differences.
- Body Language (Relates to „Confidence“)
 - o Select one coach to sing the „National Anthem“ of their country. Coaches to observe the body language and discuss how if the coach looked confident or not.
- Mirror Exercises 1 (Relates to „Confidence“)
 - o In the classroom, Coaches to look at themselves with their phone’s camera for one minute in silence. After 1 minute, Coaches to list down what they see.
 - o Coaches to look at another Coach for 1 minute. Now, each Coach to tell their partner what they see in them and all should be listed on a paper.
 - o Now compare both lists. What are the differences? Why is there such differences? Going back to their own list, Coaches to analyse what they wrote about themselves. Choose three items/areas that the Coaches will commit after the course and which action they will take immediately.
- Mirror Exercises 2 (Relates to „Confidence“ and „Stress regulation“)
 - o In the hotel room, the technique asks that Coaches stand before a large mirror to see their face and upper body. Staring into their own eyes, Coaches verbalize and speak out loud who they would like to be, or what they want to have or do. While looking in the mirror, Coaches give themselves a pep talk and shift their mindset with authority

- Squeeze the grip (Relates to „Stress regulation“)
 - o The coach squeeze his handle at the racket very hard for 5 seconds and then relaxes afterwards. He repeats it 2-4 times. The exercise can help relaxing a shaking and nervous hand during a game.
- Interruption of the environment (Relates to „Concentration/Focus“)
 - o Tutor to have Coaches focus on one simple task. E.g. looking at the bottle in the middle of the room. While Coaches are performing that task, the Tutor will evoke different disturbance around the room. Disturbances that will affect Coaches' concentration. Be it sound, light, smell, heat, etc.
 - o After challenging the Coaches' concentration, have a discussion of what was running through the Coaches' mind during the exercise. What was easy, what was difficult and how the different Coaches manage to keep their focus.

Module 4 – Professional Coaching Practice 1

Lesson Title: Peak Performance – Psychology

Course number: 4

Lesson Number(s): 23 - 24

Objectives of the lesson

- Understand how to work with sport psychological techniques in praxis
- Experience the importance of having sport psychological techniques in stressful situations

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans

Primary background information

- BWF Coach Manual Level 2 (page 178-201)
- Inverted U Theory by Evan Healy, 2015
- Concentration and Attention in Sport by Dr. Shawn Zeplin et al, 2014
- Acceptance and Commitment Therapy and the Cognitive Behavioral Tradition by Frederik Chin & Steven C. Hayes, 2017
- Acceptance and Commitment Therapy and Contextual Behavioral Science: Examining the Progress of a Distinctive Model of Behavioral and Cognitive Therapy by Steven C. Hayes et al., 2011
- What are the Benefits of Self Talk? by Susan York Morris, 2016
- Sports Visualization Techniques for Athletes by Eli Straw, 2023
- Stress Management in Sport, 2016

The Lesson

Hall or classroom: Hall

105 min – Practical implementation of sport psychological techniques

The class must be presented with an exercise where more external parameters comes into play. Parameters which they have no control of. The parameters will touch on the following but not limited to:

- Fairness
- Motivation
- Pressure
- Focus/concentration
- Confidence
- Selftalk

The Coaches must try and use the different sport psychological techniques presented and gain experience with how challenged it can be to apply them during a stressful situation.

The Coaches' main challenge will be to: „Control the controllables“ meaning their own behaviour and thoughts when something uncontrollable happens.

The exercise can be an extreme experience for some and it is important to have a good follow up talk with the class and explain why it is important to make an extreme exercise to challenge the person mentally. If individual talks are needed, then it is important that the Tutor prioritises these.

It is also important that the Coaches is aware that extreme exercises like these might not be the right exercise for the kids and junior players.

The „Control the controllables“ exercise

The Coaches must be on a half court with piece of paper (A4) and 5 shuttles. The piece of paper will be placed at the T where the middle line touches the serves line. The coach will have to serve the 5 shuttles trying to hit the paper. In between the 5 serves, the coach must do a footwork exercise - doing a scissor jump between the two backlines and move forward to touch the service line. When 5 serves have hit the paper the exercises stop for that particular coach.

The aim of the exercise is to create situations where Coaches are exhausted, stressed and on top of that, show unjust decisions to the group, favouritizing some players or making decisions which are unfair to ignite Coaches' feeling of unfairness and observe how they react. Coaches can also be given unrealistic tasks to solve by Tutors but they have no choice but to try to deliver. The main idea of the tasks is to tease Coaches and show unjust and push them out of their comfort zone.

The following ways can be used to create a stressful situation

- Play loud but slow music
- Everytime change the time allowed for making the serves meaning that the Coaches will never feel comfortable in serving
- When 5 serves hits the paper, then piece of paper gets folded once and the Coach continues under more difficult conditions. In order to create unfair conditions, some Coaches will be allowed to leave the exercise when hitting the paper 5 times.
- All the time change the working time for the footwork exercise
- All the time shout negative and provoking comment to the Coaches like: „Wauw you are bad at this“, „You are the worst of all in the hall at serving“, „If you don't run faster, then you will never get to serve“ etc

During the exercise it is important that some Coaches will finish the exercise, so the other Coaches can see that there is an end to it. But the challenge for the Coaches is, that it is not up to them to decide due to a good serving performance, when the exercise is over. It is purely down to the Tutors.

It can be an extreme experience, but it is important to have proper time for a good and constructive follow up with the group. In the follow up talk/discussion the following should be addressed:

- Use sport psychological tools
- When did the exercise become mentally challenging?
- Emphasize the importance of anyone informing the Tutor if they felt there personal limits were overstepped

Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model

Lesson Title: World Class Badminton

Course number: 4

Lesson Number(s): 25 – 27

Objectives of the lesson

- Compare and determine the differences of World Class Badminton with badminton in different levels
- Outline coaching and management areas to improve to create World Class players

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands
- Analyze and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model

Primary background information

- Badminton Model 1
- Badminton Model 2

The Lesson

Hall or classroom: Classroom

20 min – Introduction to world class badminton

- 7 min: Brain storming
 - o In pairs the Coaches brainstorm on what is the main differences between World Class badminton and national level/junior level badminton
- 13 min: Sum up
 - o In class, list the inputs from the Coaches

20 min – Statistics of the differences between world class badminton and lower levels of badminton

- Tutor to present some statistics outlining the differences between World Class badminton and lower levels of badminton but also between the 5 disciplines. The following statistics should be considered for presentation:
 - o Match duration
 - o Duration of rallies
 - o Duration of longest rallies
 - o Duration of breaks
- The Tutor should also present the development within these areas over the last 20 years. The development should allow the class to consider if the development will continue

70 min – Tactical trends in world class badminton

- 35 min: Group work
 - o 5 groups with each group researching for the tactical trends of World Class badminton within one of the five disciplines.
 - o The tactical research should be divided into the different game situation areas presented in the Badminton Model 1 and Badminton Model 2
- 35 min: Presentation of group work
 - o Each group will be allowed 5 minutes to present their findings
 - o The Tutor must ensure that the most important trends are covered and if needed then support the presentations from the groups.

20 min – Coach considerations

With the new knowledge of the trends of world class badminton, the Coaches shall consider which elements that they will implement in their junior training.

- 10 min: Topics to be included in junior training
 - o In pairs discuss which topics that they will include in their junior training
- 10 min: Sum up
 - o Sum up with class the Coaches' considerations of topics to include in their junior training.

Module 3 – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.

Lesson Title: The Match - Psychology

Course number: 4

Lesson Number(s): 28

Objectives of the lesson

- Understand the psychological challenges during a match
- Create a model to manage the psychological challenges during a match

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model
- Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players

Primary background information

- 17 Golf Psychology Tips to Simplify Your Mental Game by Sam Jarman, 2022

The Lesson

Hall or classroom: Classroom

15 min – Introduction to the match psychology

Coaches to brainstorm in pairs on the psychological challenges which players are facing during a match. When making the brainstorm, then it would be obvious also to refer the lessons covering performance psychology in Lesson 21-22. The following must be covered but not limited to:

- What is controllable and what is out of control?
 - o Examples of areas out of control
 - Facility conditions like lightning, the floor (hard, soft, slippery etc), drift, colours on the walls, the smell, speed of the shuttle etc
 - Behaviour of people like opponent, umpire, line judges, spectators etc
 - o Examples of areas within control
 - How the player reacts to the „Uncontrollable“ elements
 - Mental techniques to control the mindset (refer to techniques presented in Lesson 21 and 22)

30 min – The 4-phase model

15 min: How to optimal the use of the breaks between rallies

- In pairs discuss how the breaks between rallies could be optimally structured. The discussion should include the following:
 - o Dividing the break into different phases

- Purpose of each phase
- Duration of each phase

15 min: Presentation of the 4 phases model

- Having a good structure of the breaks will allow the players to be optimal prepared for the next rally. The model is inspired by golf, which has a long break between shots and needs experts in managing the breaks to be able to perform over 4 hours round of golf.
- The 4 phases can be described as follow:
 - *Instant reaction phase:*
 - All players will have a reaction right after rally. The reaction can be positive or negative, but should not last more than max 3 seconds
 - *Recovery/resting phase:*
 - The player will recover/rest in this phase using different mental techniques. This phase is the longest phase and last between 5-40 seconds. The longer the previous rally has been the longer this phase normally is.
 - *Tactical phase:*
 - The player(s) make the tactical decisions of how to play the next rally. In doubles part of this phase is allocated to agreeing on where to serve/return and the following coverage of the court. The duration of this phase is 1-5 seconds.
 - *Routine:*
 - The routine is individual and can be everything from a deep breath, how to hold the shuttle, few steps on the spot, touching specific points on your body etc. This phase gives the player(s) comfort and confidence to perform. The phase should not be more than 2-4 seconds

Module 4 – Professional Coaching Practice 1

Lesson Title: The Match - Psychology

Course number: 4

Lesson Number(s): 29-30

Objectives of the lesson

- Coach real matches by including a proper match routine (pre-match, during and post match coaching)
- Apply the 4 phases model developed/presented in Lesson 28
- Apply theories learnt from Lesson 21 and 22 during match coaching
- Receive feedback on coaching performance

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives
- Do tactical and mental coaching during matches with the focus of the development of the skills of the player and to win the match

Primary background information

No background information

The Lesson

Hall or classroom: Hall

5 min – Introduction

The Coaches should apply the 4 phases model presented in Lesson 28 in real matches.

The Coaches should also be reminded of the principles for match coaching introduced and applied during Lessons 19-20. These principles must also be applied during the match coaching.

80 min – The match – coaching in real life

Coaches are split into groups and assigned to different roles and tasks during 'The Match'. Coaches will take turns to be the Head Coach, Assistant Coach/Analysis expert and players. Each group will have 4 persons.

The Tutor must create 2 matches with the Coaches being used as players. To ensure that everyone gets the opportunity to try the different roles, short games are being played under the following conditions:

- Sets to 9 points (play as many as time allows)

- 1 Head coach and 1 Assistant coach/analysis expert per player/pair
- 120 seconds breaks – change side

The Tutor together with the „players“ provide feedback to the Head Coaches after „The Match“ on the following in the coaching situation:

- How did the players handle the mental aspects of the match? How did they apply the 4 phases model? Assessment of the challenges of implementing such a model.
- Learning theory (Constructivism or Behaviouristic) most suitable for the period
- Information
 - o Complexity of information
 - o Volume of information
- Coaching approach
 - o Feedforward coaching in pre game- and during game coaching
 - o Feedback and feedforward coaching in post game coaching
- Did the player(s) understand the tactical advises?

Module 4 – Professional Coaching Practice 1

Lesson Title: Coaching session with Juniors

Course number: 4

Lesson Number(s): 31 – 33, 40 – 42, 49 – 51

Objectives of the lesson

- Apply theories and knowledge learnt during the education to coach high level U17/U19/U21 players
- Able to create and deliver training sessions that fit players individually
- Able to create and deliver training sessions that shows progression
- Receive feedback from Tutors post delivery for Coaches self development

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Select, design, and justify appropriate pedagogy, practice, and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person)
- Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans
- Conduct an insightful analysis of coaching practice to make informed judgement relating to the efficacy of the learning environment established
- Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives

Primary background information

No background information

The Lesson

Hall or classroom: Hall

The Coaches, will have to prepare in pairs and deliver training sessions for a couple/group of players. For each pair of Coaches, there must be minimum 2 players and optimally between 4-8 players.

The training session must be minimum 45 minutes and maximum 90 minutes. It depends on the available number of players and number of pair of Coaches.

The training session does not include warm up, which means that players must already be warmed up.

The Tutor must be able to handle maximum 2 groups of Coaches at the same time on a maximum of 4 courts. Otherwise it will be difficult afterwards to provide quality feedback.

105 min – Coaching session

Coaches must in pairs prepare a training session for the U17/U19/U21 players implementing learnings from the education. The preparation of training will be made in the evenings.

The training sessions must include the following:

- One tactical or technical topic which should be the focus during the three training sessions
- Prepare and deliver a series of exercises with progression
- Consider the learning theories and communication approaches (non-verbal and verbal) being applied

After the delivered training sessions, the Coaches will receive feedback which they must consider how to implement in the training session for the next day.

60 min – Feedback to pairs in groups

The Tutor provides feedback to the pair of coaches working with the same players. The feedback will be focused on:

- Learning theory applied
- Progression of exercises
- Ability to make „In action“ and „On spot“ adjustment and adaptations to programme to achieve objective for the training
- Ability to continue working with the same technical and tactical topic throughout a specific training session but also over the three training sessions
- Non-verbal and verbal communication

Module 4 – Professional Coaching Practice 1

Lesson Title: Training and Tournament Planning

Course number: 4

Lesson Number(s): 34 - 37

Objectives of the lesson

- Understand the concept of „Super Compensation“
- Understand how to create an „Annual Tournament and Training Plan (ATTP)“
- Understand how to breakdown the ATTP into a Daily Training Plan (DTP)
- Creating an ATTP and DTP for one of their players/pairs

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Motivate and create personal development plans for players and other stakeholders to keep them growing both as human beings and performers
- Understand the power of vision/mission/objectives statements and which goals work best with young athletes, top players, and the training environment (Development and process goals vs performance goals, long term vs short term goals etc)
- Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans

Primary background information

- BWF Coach Manual Level 2 (page 54-56)
- The Science of Supercompensation and How It Makes You Fast by Nick Kanwetz
- Psychology of Sport Training - Boris Blumenstein, 2007 (Chapter 2) Theory and Methodology of Training: General Perspectives by Michael Carrera & Tudor Bompa
- Effects of Tapering on Performance: A Meta-Analysis by Bosquet et al., 2007
- What are the Best Recovery Strategies for Athletes? By Human Kinetics, 2021

The Lesson

Hall or classroom: Classroom

90 min - „Super Compensation“, ATTP and DTP

The Tutor should present theoretical background for the following topics:

- „Super Compensation“ concept
- Annual Tournament and Training Plan (ATTP)
 - Why and when make an ATTP
 - Goalsetting and how it links to ATTP
 - How to create an ATTP based on periodization (includes micro and micro cycles, peak performance periods, tournament prioritization etc.)
 - Description of and prioritise in different training periods and phases
 - The concept of „Tapering“ for peak performance

- Introducing the ATTP template for use to the final assignment
- Daily Training Plan
 - How to plan a week with daily training
 - How to use the „Super compensation“ concept to manage training load throughout a week
- Recovery strategies
 - Understanding the fundamental elements of good recovery strategies
 - Sleep – how to ensure quality of sleep
 - Nutrition in general and in connection to training
 - Mental recovery strategies

90 min – Create an ATTP and DTP

The Coaches get time to start on their final assignment creating an ATTP and DTP for a player/pair that they train. The Tutor will be available for any questions that the Coaches might have.

The ATTP and DTP part of the final assignment must be presented once again:

- You are main coach of a number of players. Choose a player/pair for whom you will prepare an **Annual Tournament and Training Plan (ATTP)**. The player/pair must train at least 5 times a week and play tournaments on a regular basis.
- The **ATTP** are expected to cover:
 - Goals for the season which includes development areas
 - Tournament plan with clear priorities of the tournaments
 - Training plan which outlines:
 - Periodization on macro cycles level
 - Training priorities in the specific periods
- You must use the ADVANCE ATTP template

- There is 3 weeks to the most important tournament of the year. You will have to make a **Detailed Training Plan (DTP)** for that week of training. Detailed training plan must reflect the priorities outlined in your Annual Tournament and Training Plan (ATTP).
- The **DTP** is also expected to cover:
 - A detailed training plan for each training session of the week
 - All exercises must be described – important to show progression of the exercises
 - Periodization of the training sessions during the week must be demonstrated
 - Maximum 1 page to describe each training session

Module 4 – Professional Coaching Practice 1

Lesson Title: Training and Tournament Planning

Course number: 4

Lesson Number(s): 38

Objectives of the lesson

- Clarify the main physiological and morphological differences between male and female.
- Understand how the menstrual cycle are functioning: definition, phases and relevant hormones.
- Understand how to plan and optimize training for female players according to phases of the menstrual cycle

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Analyze and understand the physical, mental, technical, and tactical demands of world class badminton and apply these in a long-term development model.
- Establish and maintain an ethical, effective, inclusive, empathetic, and individual relationship with players, Coaches and other stakeholders.
- Understand and use a developmental approach at training, to ensure that the different skills are trained at the optimal development stage of the player

Primary background information

- Effects of the Menstrual Cycle on Anterior Cruciate Ligament Injury Risk: A Systematic Review. The American Journal of Sports Medicine. By Hewett T.E., Zazulak B.T., Myer G.D., 2007
- Premenstrual Syndrome and Physical Exercise, Acta Obstetrica et Gynecologica Scandinavica by Sakari Timonen & Berndt-Johan Procopé, 1971
- International Olympic Committee (Chapter 1) Training the female athlete. Handbook of Sports Medicine and Science by Hecht & Arendt, 2015

The Lesson

Hall or classroom: Classroom

10 min – Introduction

The Coaches are to share their experience with planning and optimize training according to the female menstrual cycle.

35 min – The menstrual cycle and physiological/morphological differences between female and male

The following content shall be delivered:

- Physiological and morphological differences between male and female
- Menstrual Cycle: definition, phases, and main hormones' function
- Pathologies associated to the menstrual cycle (if there was still time left)

As part of the presentation the following cases can be used for discussion:

- Case 1. How would you (as a Coach) try to reduce the risk of knee injury in a female player during the training season?
 - o *Suggestions:*
 - To spot the phase of the cycle where female tend to have higher joints laxity and try to play under certitude circumstances.

- Case 2. How would you (as a Coach) address the topic with your players about the importance of taking into consideration the menstrual cycle?
 - o *Suggestions:*
 - Generic presentation with players (both male and female) to raise awareness about the menstrual cycle at the beginning of the season.
 - To ask female players about their RPE (rate of perceived exertion) before and after practice.
 - To present questionnaire to female players to potentially help them understand how they feel and why they may feel that way.

Module 1 – Myself and My Practice in Context

Lesson Title: Coaching Philosophy

Course number: 4

Lesson Number(s): 39

Objectives of the lesson

- Reanalyze Coaches' coaching philosophies when encountering conflicting coaching topics
- Able to justify the hard decisions made based on their coaching philosophies

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

45 min – Testing coaches' coaching philosophies

Tutor to facilitate the cases given with different scenarios. Every Coach has to make a decision and back their decision with solid reasons while analyzing if their decision aligns with their coaching philosophies.

Example of cases:

Case 1

You are national coach of Germany and your 3 month before the Olympic Qualification period. One of the players from the best mens double, who has the level to qualify for the Olympic Games if they play as many tournaments, gets an injury which require surgery. He will have to skip the first two tournaments of the qualification period and might be ready to play the next tournaments. The player wants to give it a go for qualifying for the Olympic Games. There is however the risk that he will have to deal with pain and mobility issues from the injury the rest of his life if he starts playing tournaments. Will you encourage and support him playing the Olympic Qualification?

Case 2

You are national coach of France and you have just won the European Team Championship. The national team is ready for the Sudirman Cup and the team has a realistic opportunity to win a medal for the first time the history of association. One of your star players decide the day before the departure to not join the team and stay at home due to personal reasons. The other players are deeply frustrated as it is not the first time

that there have been difficulties with that particular player. They want the star player to be excluded from national team. Which action do you take regarding the star player? How will you handle the rest of the team?

Tutor to challenge the reasoning for the Coaches decisions and force the Coaches to look at their coaching philosophy. The Tutor can take a controversial standpoint regarding the case to initiate a discussion.

Module 6 – Career Planning, Management and Entrepreneurship

Lesson Title: Career planning – ,Cradle to Podium‘

Course number: 4

Lesson Number(s): 43 - 44

Objectives of the lesson

- Understand the elements of making a long term career plan
- Create a career plan
- Understand the support needed and possible challenges of executing the career plan

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the available options to become a professional badminton coach
- Be aware of the key elements that need to be put in place for the development of a successful and sustainable professional career (i.e., networking, experience, etc)
- Develop a business plan for a private coaching enterprise

Primary background information

- How To Map a Clear Career Plan, 2022
- How to Make a Career Plan in 8 Steps, 2022
- A-Z Guide to Building a Career as a Sports Coach by Anushree Rastogi, 2023
- Professional Development for Sports Coaches by Bo Hanson

The Lesson

Hall or classroom: Classroom

10 min – Introduction

As we tend to plan the players career, we tend to forget looking at the targets for a coach. Rarely anyone than the coach self, thinks of which goals he/she has for his/her coaching career. Coaches don't get the same support and help in planning their career like the players get. These two lessons will make up for that and make the Coaches have a plan for their career.

First task for the Coaches is to try and answer the following question:

- When you have retired from working as a Coach, what would you have like to have achieved in your badminton coaching career? (Basically what are you dreaming of achieving as a badminton coach)

25 min – Career planning – step by step approach

Presentation covering the following:

- What is a career plan?
- Why having a career plan is important?
- Step by step model to create career plan
 1. List your career options
 2. Organize your list

3. Compare and Contrast
 4. Consider peripheral factors
 5. Choose your most viable career path
 6. Identify goals by using the SMART principles
 7. Create an action plan
- Understand your strength and weakness in achieving your dream

25 min – The „Dream job“

The Coaches must complete the following three tasks:

15 min: Describe the competencies needed for the „Dream job“

- The Coaches must research and identify the competencies needed for the „Dream job.“ They can research the internet, ask the coach’s colleagues and Tutors

10 min: Gap analysis of your current badminton coach competencies and the competencies needed for the „Dream job“

- The Coaches must rate themselves from 1-10 with 10, having all the competencies of the dream job and 1 being far from having the required competencies in the dream job

30 min – Action plan

20 min: Create an action plan

- The Coaches must create an action plan for how they plan to „close“ the gaps between their current competencies as Coaches and the competencies needed for the „Dream job.“
- The action plan must include the following
 - o 1 year goals, 3 year goals and 5 year goals (Using the SMART principle)
 - o Identify key persons and other resources to support them in achieving their goals
 - o Identify the challenges of them not reaching their goals including strategies to handle the challenges

10 min: 333-approach

- List what you will do in the next 3 days to get closer to achieving your goals
- List what you will do in the next 3 weeks to get closer to achieving your goals
- List what you will do in the next 3 months to get closer to achieving your goals

Module 1 – Myself and My Practice in Context

Lesson Title: My Coaching Philosophy

Course number: 4

Lesson Number(s): 45 – 46

Objectives of the lesson

- Get inspired by an experienced sports coach from either the world of badminton or from another sport

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience
- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis)
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

An external person is invited to present his/her coaching philosophy as inspiration for the Coaches in their work of developing their own coaching philosophy.

The session will be split in 2 parts:

- Presentation of coaching philosophy (45-60 min)
- Q&A session (45-30 min)

Important considerations when selecting the coach to present his/her coaching philosophy:

- The coach must be an experienced coach with more years of full time coaching
- The coach must have work on high junior level or senior level
- The coach must have a clear idea of his/her coaching philosophy – hereunder personal values and values which he/she are using in coaching

In the process of preparing the external coach for the session the following is important

- The external coach must be informed about and understand the context, he/she is delivering the presentation

- A powerpoint presentation is preferred
- The external coach should contextualise his coaching philosophy by examples from his coaching career

The Q&A session

- The Tutor of the session needs to be the moderator of the Q&A session by coordinating the different questions from the Coaches
- The Tutor should also have questions prepared in case there is not many questions from the Coaches. Questions could be:
 - o Have there ever been situations where you did not „live up“ to your values as a coach and/or as person in coaching context?
 - o How have your coaching philosophy developed over the years? What have you specifically done in order to be more clear on your coaching philosophy?
 - o Have you experienced situations where your coaching philosophy did not match the athletes or clubs philosophy? And how did you deal with it?

Module 6 – Career Planning, Management and Entrepreneurship

Lesson Title: Workshop Presentation

Course number: 4

Lesson Number(s): 47 - 48

Objectives of the lesson

- Get inspiration from other Coaches on their workshops
- Investigate future progress on delivered workshops
- Investigate new opportunities on workshop deliveries

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Understand the available options to become a professional badminton coach
- Be aware of the key elements that need to be put in place for the development of a successful and sustainable professional career (i.e., networking, experience, etc)

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

90 min – Workshops presentation

Coaches to present delivery of their workshop assignment. Tutor and Coaches to ask questions around the workshop delivery on its challenges, successes and take aways.

In terms of organisation of this lesson, the Tutor/Coach ratio should be minimum 1/4 and maximum 1/8. It will allow sufficient time for presentation and questions, but will also allow sufficient Coaches to share experiences with.

The workshop presentation shall work as inspiration for Coaches to create extra income on top of on court coaching sessions if on court hours are not full time.

Module 1 – Myself and My Practice in Context

Lesson Title: Individual Feedback

Course number: 4

Lesson Number(s): 52 - 54

Objectives of the lesson

- Provide constructive feedback to Coaches focusing on their next steps in their coaching career

Relation to the Coaches Competences Matrix from the European Badminton Coaching Framework

- Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching
- Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process
- Take an objective and critical approach to personal reflection, using evidence-based approaches and appropriate research methodologies

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

Primary background information

No background information

135 min – Individual feedback

Tutor to allocate 20 minutes with each Coach on their individual feedback. The Tutor must focus on guiding and supporting on Coaches' next steps in their coaching career.

The starting point for the feedback must be to get an understanding of the Coaches' ambitions regarding their badminton coaching and provide guidance on their next steps but also more long term considerations in reaching their coaching objectives.

Outro

Lesson Title: Outro

Course number: 4

Lesson Number(s): 55

Objectives of the lesson

- Evaluate the fourth course verbally and online
- Sum up the tasks/final assignment

Primary background information

No background information

The Lesson

Hall or classroom: Classroom

45 min – Sum up and next steps

Tutor to sum up Course 4 and look into the take aways of the BEC ADVANCE Badminton Coaching Education and next steps for the different Coaches.

Tutor to repeat and explain in detail the preparation for final assignment, the deadlines and tasks included. The final assignment has already been introduced earlier in t

Acknowledgement

Without the great work and contribution of the individuals below, the “ADVANCE Instructor’s guide” would not have been possible:

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- Tania Teoh

A massive THANKS to all of you!

Appendixes

Appendix 1: ADVANCE Assessment Chart

Nr	Name	Course Performance				Workshop	Final Assignment				Total Score
		Course 1	Course 2	Course 3	Course 4	Workshop	Coaching Philosophy	Talent Development Framework	Annual Training and Tournament Plan (ATTP)	Daily Training Plan (DTP)	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											



Appendix 2: ADVANCE Rubric for assessment

Final Assignment						
Score	Courses	Workshop	Coaching Philosophy	Talent Development Framework (TDF)	Annual Training and Tournament Plan (ATTP)	Daily Training Plan (DTP)
10-9	<p>Demonstrating an excellent understanding of the theoretical and demonstrate an excellent ability to apply theory in praxis</p> <p>Shows excellent commitment to the course and elevates the course in general through his/her contribution</p>	<p>Excellent preparation (budget, project description, promotion plan), delivery (workshop) and reporting phase (SoMe, financial)</p> <p>All elements of each phase are being delivered, are well connected and excellent presented.</p> <p>The workshop challenge the coach out of his/her comfort zone</p>	<p>Demonstrating an excellent connection between the Coaching Philosophy, Values and Action Statements which gives an excellent understanding of how the Coaching Philosophy is turned into life</p>	<p>Demonstrating an excellent understanding of incorporating a large variety of on-court and off-court topics in a TDF with more development stages.</p> <p>The TDF gives an excellent understanding of how a player must be developed from "Craddle to Podium"</p>	<p>Demonstrating an excellent understanding of the principle for creating an ATTP with an optimal balance between tournaments, training and recovery. The goal set for the year is excellently incorporated into the ATTP showing an excellent understanding of how to prioritize training topics according to the actual training phase</p>	<p>Demonstrating an excellent understanding of how to plan each of the daily training sessions in the week. Demonstrating an excellent understanding of creating exercises with right purpose and training intensity. The DTP is excellent balanced throughout the week showing an excellent understanding of balancing training intensity and recovery.</p> <p>The DTP is excellent linked to the ATTP</p>
8-7	<p>Demonstrating a very good understanding of the theoretical parts and demonstrate a very good ability to apply theory in praxis</p> <p>Shows very good commitment to the course and generally makes the course better by his/her contribution</p>	<p>Very good preparation (budget, project description, promotion plan), delivery (workshop) and reporting phase (SoMe, financial)</p> <p>All elements of each phase are being delivered and are well connected.</p> <p>The workshop challenge the coach out of his/her comfort zone</p>	<p>Demonstrating a very good understanding of the connection between the Coaching Philosophy, Values and Action Statements which gives a very good understanding of how the Coaching Philosophy is turned into life</p>	<p>Demonstrating a very good understanding of incorporating a variety of on-court and off-court topics in TDF with more development stages.</p> <p>The TDF gives a very good understanding of how a player must be developed from "Craddle to Podium"</p>	<p>Demonstrating a very good understanding of the principle for creating an ATTP with a good balance between tournaments, training and recovery. The goal set for the year is well incorporated into the ATTP showing a very good understanding of how to prioritize training topics according to the actual training phase</p>	<p>Demonstrating a very good understanding of how to plan each of the daily training sessions in the week. Demonstrating a very good understanding of creating exercises with right purpose and training intensity. The DTP is well balanced throughout the week showing a very good understanding of balancing training intensity and recovery.</p> <p>The DTP is well linked to the ATTP</p>
6-5	<p>Demonstrating an average understanding of the theoretical parts and demonstrate a good ability to apply theory in praxis</p> <p>Shows average commitment and contribution to the course</p>	<p>Average preparation (budget, project description, promotion plan), delivery (workshop) and reporting phase (SoMe, financial)</p> <p>All elements of each phase are being delivered.</p>	<p>Demonstrating an average understanding of the connection between the Coaching Philosophy, Values and Action Statements which gives an ok understanding of how the Coaching Philosophy is turned into life</p>	<p>Demonstrating an average understanding of incorporating on-court and off-court topics in a TDF with more development stages.</p> <p>The TDF gives a very good understanding of how a player must be developed from "Craddle to Podium"</p>	<p>Demonstrating an average understanding of the principle for creating an ATTP with an ok balance between tournaments, training and recovery. The goal set for the year is incorporated into the ATTP showing an understanding of how to prioritize training topics according to the actual training phase</p>	<p>Demonstrating an average understanding of how to plan each of the daily training sessions in the week. Demonstrating an average understanding of creating exercises with right purpose and training intensity. The DTP is ok balanced throughout the week showing an ok understanding of balancing training intensity and recovery.</p> <p>The DTP is ok linked to the ATTP</p>
4-3	<p>Demonstrating some understanding of the theoretical parts and are challenged with applying theory in praxis</p> <p>Shows limited commitment and contribution to the course</p>	<p>Below average preparation (budget, project description, promotion plan), delivery (workshop) and reporting phase (SoMe, financial)</p> <p>Not all elements of each phase are being delivered on satisfied level</p>	<p>Demonstrating limited understanding of the connection between the Coaching Philosophy, Values and Action Statements which gives a limited understanding of how the Coaching Philosophy is turned into life</p>	<p>Demonstrating limited understanding of incorporating on-court and off-court topics in a TDF with more development stages.</p>	<p>Demonstrating a limited understanding of the principle for creating an ATTP. The goal set for the year is to some extent incorporated into the ATTP showing limited connection between training topics and the actual training phase</p>	<p>Demonstrating limited understanding of how to plan each of the daily training sessions in the week. Demonstrating some understanding of creating exercises with right purpose and training intensity. The DTP is to some extent balanced throughout the week showing some understanding of balancing training intensity and recovery.</p> <p>The DTP is limited linked to the ATTP</p>
2-1	<p>Demonstrating no or very limited understanding of the theoretical parts and demonstrate an no or limited ability to apply theory in praxis</p> <p>Shows no or limited commitment or contribution to the course</p>	<p>No or deficient preparation (budget, project description, promotion plan), delivery (workshop) and reporting phase (SoMe, financial)</p> <p>Elements of each phase are not being delivered at all or on a unsatisfied level.</p>	<p>Demonstrating no or very limited understanding of the connection between the Coaching Philosophy, Values and Action Statements which gives a no or very limited understanding of how the Coaching Philosophy is turned into life</p>	<p>Demonstrating no or very limited understanding of incorporating on-court and off-court topics in a TDF with more development stages.</p>	<p>Demonstrating no or very limited understanding of the principle for creating an ATTP. The goal set for the year is not incorporated into the ATTP showing no or very limited connection between training topics and the actual training phase</p>	<p>Demonstrating no or very limited understanding of how to plan each of the daily training sessions in the week. Demonstrating no or very limited understanding of creating exercises with right purpose and training intensity. The DTP is not balanced throughout the week showing very limited or no understanding of balancing training intensity and recovery.</p> <p>The DTP is not linked to the ATTP</p>

Appendix 3: Course 1 - Learning Materials Guide

Topic	Background information
My Coaching Philosophy	<p>“What is a coaching philosophy and why it is beneficial to be clear about yours?” by Kris Van Der Haegen, 2018</p> <p>The First Step: Assessing the Coaching Philosophies of Pre-Service Coaches by Karen Collins & Heather Barber</p> <p>The Role of Coach Education in Coaching Philosophy Development and Implementation. A Dual Case Study by Kim Ferner, Lindsay Ross-Stewart & Drew Dueck</p> <p>Coaching Philosophy: ‘Why We Do Things the Way We Do?’ by Gary Cahill</p> <p>Principles of Good Assessment Practice in Coach Education: An Initial Proposal by Liam McCarthy & Hans Vangrunderbeek, 2021</p> <p>Role of Informed Self-Assessment in Coaching by Margaret Wolff & Sally A. Santen</p> <p>Natural Born Leaders: Use of a Self – Assessment Tool and benefits to Coaching and Development by R. Lewis Steinhoff</p>
Fundamental Motor Skills	<p>What Are Motor Skills and How Can You Develop Them? by Daniel Kiikka, 2019</p> <p>BWF Badminton Coach Education Manual – Level 1: Page 51-52</p>
Talent Development	<p>BWF Coach Education Manual – Level 3: Page 12-29</p> <p>Challenges and [Possible] Solutions to Optimizing Talent Identification and Development in Sport by Till & Baker, 2020</p> <p>The Pitfalls of Talent Development Environments by Prof. Joe Baker, 2020</p> <p>Growth and Maturation in Youth Sport by Prof Joe Eisenmann & Dr Sean Cumming, 2020</p> <p>Healthy Psychosocial Development for Elite Youth Athletes by Dr Fieke Rongen 2021</p> <p>Healthy Psychosocial Development for Elite Youth Athletes by Dr Ian Cowburn, 2021</p>

	<p>Holistic Talent Development Environments by Prof Kevin Till, 2021</p> <p>Holistic Talent Development Environments by Barnaby Sargent-Megicks, 2021</p> <p>Sports Parenting – The Key to Sporting Success by Wayne Goldsmith, 2022</p> <p>Sports Parents, We Have a Problem by Dr. Jim Taylor, 2018</p> <p>The Role of Parents in Sports by Dr Sergio Lara-Bercial, 2021</p> <p>Top 9 „Must Have“ for Kids to be Successful in Sports by Craig Sigl, 2012</p> <p>Parenting in Youth Tennis: Understanding and Enhancing Children’s Experiences by Camilla J. Knight & Nicolas Knight, 2013</p> <p>Glasls Nine-Stage Model Of Conflict Escalation by Thomas Jordan, 2000</p> <p>12 Conflict Resolution Skills for Kids: Tools for Peaceful Problem Solving</p>
<p>Who are the age group 4-8 years? Who are the age group 9-12 years</p>	<p>What Are Motor Skills and How Can You Develop Them? by Daniel Kiikka, 2019</p> <p>Determining Athlete Maturity to Inform Coaching Practice by Dr. Jason Tee</p> <p>How Children Grow and Develop - Introduction by Dr. Sergio Lara-Bercial, 2019</p> <p>Social Development by Dr.Sergio Lara-Bercial & Prof Nicolette Schipper Van Veldhoven</p> <p>Physical Development by Dr Stacey Emmonds, 2019</p> <p>Emotional Development by Dr.Sergio Sergio Lara-Bercial & Prof Nicolette Schipper Van Veldhoven, 2019</p> <p>Cognitive Development by Dr. Andy Abraham, 2019</p> <p>Summary & Conclusion How Children Grow & Develop by Dr. Sergio Lara-Bercial, 2019</p>
<p>Technique – Pre exercises and games</p>	<p>BWF Coach Education Manual – Level 1: Page 73-78</p> <p>What Are Motor Skills and How Can You Develop Them? by Daniel Kiikka, 2019</p>

<p>Non-verbal communication</p>	<p>Non-verbal Communication in Teaching by Howard Smith, 1979</p> <p>What is Non-Verbal Communication? by ABC Life Literacy Canada, 2022</p> <p>The Power of Nonverbal Communication by Joe Navarro, 2020</p> <p>Non-verbal Communication in Leadership by Father Dr. Dr. Justinus Pech, 2022</p>
<p>Learning Theories</p>	<p>BWF Coach Education Manual – Level 3: Page 73-85</p> <p>Review of Constructivism and Social Constructivism by Roya Jafari Amineh and Hanieh Davatgari Asl, 2015</p> <p>What is Social Learning? by Mark S. Reed et al., 2006</p> <p>Behaviorism by George Graham, 2003</p>
<p>Badminton Coaching Model</p>	<p>Badminton Model 1</p> <p>Badminton Model 2</p>
<p>Performance problems/goals</p>	<p>BWF Badminton Coach Education Manual – Level 1: Page 136-147</p> <p>Badminton Model 1</p> <p>Badminton Model 2</p>
<p>Performance problems/goals – front court singles</p>	<p>BWF Badminton Coach Education Manual – Level 1: Page 51-57, 64, 66</p> <p>BWF Badminton Coach Education Manual – Level 2: Page 57-63, 75-77, 80</p>
<p>Ethical and Caring Coaching</p>	<p>Creating a Positive Learning Environment by Dr. Linda Darling Hammond, 2019</p> <p>Creating a Positive Learning Environment by CJ Lee, 2011</p> <p>The Role of Parents in Sports by Dr Sergio Lara-Bercial, 2021</p> <p>Top 9 „Must Have“ for Kids to be Successful in Sports by Craig Sigl, 2012</p>

	<p>The Role of the Children's Coach by Kris Van Der Haegen, 2018</p> <p>Why do Children Join and Stay in Sport? by Kris Van Der Haegen, 2018</p> <p>Why do Children Drop Out of Sport? by Kris Van Der Haegen, 2018</p> <p>Children's Sport: A Reality Check by Kris Van Der Haegen, 2018</p> <p>The ICK Pledge – 10 Golden Rules by Dr. Sergio Lara-Bercial, 2018</p> <p>Being a Coach – What Coaches Really Do? by Kris Van Der Haegen, 2018</p> <p>Summary and Conclusion - The Role of the Children's Coach by Kris Van Der Haegen, 2018</p> <p>The Role of Parents in Sport by Dr Sergio Lara Bercial, 2021</p> <p>Parenting in Youth Tennis: Understanding and Enhancing Children's Experiences by Camilla J Knight & Nicholas Holt, 2013</p> <p>Glasl's Nine-Stage Model of Conflict Escalation by Thomas Jordan, 2000</p> <p>12 Essential Conflict Resolution Skills for Kids: Tools for Peaceful Problem Solving by Anita Garcia Sanchez, 2023</p>
Tactical Awareness	<p>Teaching Games for Understanding by Amitabhvikram Dwivedi, 2021</p>



Appendix 4: Course 2 - Learning Materials Guide

Topic	Background information
Who are the 13-16 year age group?	<p>Male Testosterone Level during the years. Kelsey et al. 2014</p> <p>Strength and Conditioning for Young Athletes: Science and Application, Chapter 1 by Gareth Stratton & Jon L. Oliver 2020</p> <p>Gender Differences at Puberty by Chris Hayward, 2003</p>
The Great Junior environment – Ethical and caring Coaching	<p>Why Children Drop Out of Sport by Dangi and Witt. 2016</p> <p>Sports Dropout Rate for Girls Six Times Rate for Boys by Brooke de Lench</p> <p>More than 1 Million of Teenage Girls Fall 'out of love' with Sports by Women in Sport, 2022</p> <p>Girls in Competition – Create Well-Being and Performance by Badminton Denmark, 2018 (material in Danish)</p>
Intro – Movement of the body – anatomy and biomechanics	<p>BWF Badminton Coach Education Manual – Level 2: Page 75-80, 96-112</p> <p>Tennis Forehand Power – Kinetic Chain Science Explained (Step 1) by RacquetFlex, 2019</p>
Technique – Overhead Shots and Footwork (Rear Court)	<p>BWF Badminton Coach Education Manual – Level 1: Page 119-120</p> <p>BWF Badminton Coach Education Manual – Level 2: Page 70-74</p> <p>BWF Badminton Coach Education Manual – Level 2: Page 96-112</p> <p>Tennis Forehand Power – Kinetic Chain Science Explained (Step 1) by RacquetFlex, 2019</p> <p>Video clip: Mads Kolding – Fastest Smash, 2020</p> <p>The best 90m javelin throw, 2017</p>
Badminton model – Women's Singles	Multiple Women's Singles and Mens Singles videos on Badminton Europe TV or BWF Badminton Live

Talent Development – Framework and systems	<p>BWF Coach Education Manual – Level 3: Page 12 -63</p> <p>The Basketball England Player Development Framework by Basketball England, 2018</p>
Coaching Philosophy	<p>Mel Marshall (Great Britain) – Former British swimmer turned award winning swimming coach.</p> <ul style="list-style-type: none"> • Mell Marshall on Coaching, Motivating the greatest Breaststroker of All Time by Swim Swam, 2022 <p>Fernando Rivas (Spain) – Coach to Olympic Gold Medallist, Carolina Marin</p> <ul style="list-style-type: none"> • Badminton Unlimited 2019 Fernando Rivas - Profile (Part 1) by BWF TV, 2019 • Badminton Unlimited 2019 Fernando Rivas - Profile (Part 2) by BWF TV, 2019
Tactics – Men’s doubles	<p>BWF Badminton Coach Education Manual – Level 2: Page 159-169</p> <p>Tactics – Men’s Doubles rallying by BWF Development, 2020</p>
Goal setting	<p>SMART Goals and HARD Goals to Achieve High Performance by Alessio Bresciani</p> <p>How to Set Goals: 80/20 Rule for Goal Setting by Brian Tracy, 2016</p>
Entrepreneurship	<p>Diemo Ruhnow’s Badminton Training</p> <p>Thomas Laybourn</p> <p>Nicol David (squash)</p> <p>Sarina Sundara Rajah (gymnastic)</p> <p>Sport Entrepreneurship: Definition and Conceptualization by Jonas Hammerschmidt et al., 2020</p>

	<p><u>Becoming an Entrepreneur: How to Start a Small Business by Harmozi, Amir M. 2004</u></p> <p><u>10 Steps to Start Your Business by US Small Business Association, 2023</u></p> <p><u>How to Start a Business? by Joshua Stowers, 2023</u></p> <p><u>Planning a Workshop by MindTools</u></p> <p><u>Are you ready to run a workshop? By Ticket Tailor, 2023</u></p>
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Appendix 5: Course 3 - Learning Materials Guide

Topic	Background information
Who are the 16 -20 year age group?	<p>A „Dual career“: Combining sport and studies by Stambulova & Harwood, 2022</p> <p>Dual Career Definition by Stambulova et al, 2009; Stambulova & Wylleman, 2015</p> <p>Jamie Turley’s Story by Switch the Play Foundation</p> <p>Realities of Sport – www.switchtheplay.com</p>
Learning Theory – Part 2	<p>BWF Coach Education Manual – Level 3: Page 73-85</p> <p>Review of Constructivism and Social Constructivism by Roya Jafari Amineh and Hanieh Davatgari Asl, 2015</p> <p>What is Social Learning? by Mark S. Reed et al., 2006</p> <p>Behaviorism by George Graham, 2003</p>
Communication and Coaching	<p>BWF Coach Education Manual – Level 3: Page 86-100</p> <p>Circular Assumptions by Karl Tomm, 1988</p>
Women’s Doubles Tactics	<p>BWF Badminton Coach Education Manual – Level 1: Page 148-158</p> <p>Tactics – Women’s Doubles Serve and Return by BWF Development, 2020</p> <p>Tactics – Women’s Doubles Rallying by BWF Development, 2020</p> <p>Badminton Model 1</p> <p>Badminton Model 2</p>
Mixed Doubles Tactics	<p>BWF Badminton Coach Education Manual – Level 1: Page 170-179</p> <p>Tactics – Mixed Doubles Serve and Return by BWF Development, 2020</p>

	<p>Tactics – Mixed Doubles Rallying by BWF Development, 2020</p> <p>Badminton Model 1</p> <p>Badminton Model 2</p>
Understanding the Game - Anticipation	BWF Coach Education Manual – Level 3: Page 114-119
Teamwork, Group Dynamics, and Recognition	<p>BWF Coach Education Manual – Level 3: Page 101-113</p> <p>The Recognition Theory – Axel Honneth</p>
<p>What is a Playing Concept?</p> <p>How to Create a Playing Concept?</p>	<p>Badminton Model 1</p> <p>Badminton Model 2</p>

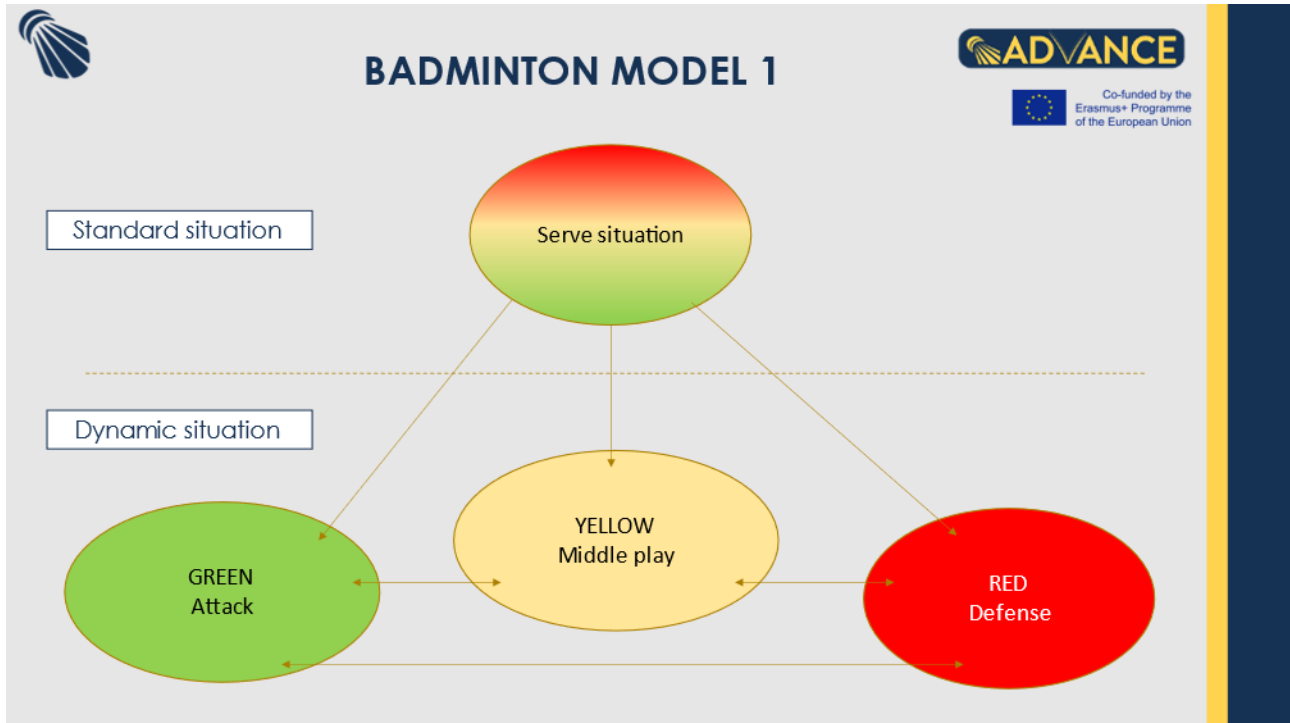
Appendix 6: Course 4 - Learning Materials Guide

Topic	Background information
World Class – Culture and Training Environments	<p>20 Distinguishing Personality Traits of High-Performing Athletes - Sports Management Degree Guide (sports-management-degrees.com)</p> <p>8 Traits of Flow According to Mihaly Csikszentmihalyi by Mike Oppland, 2016</p> <p>The best learning goes with the flow: The work of Mihaly Csikszentmihalyi by Neil Henty, 2022</p> <p>Vygotsky's Zone of Proximal Development And Scaffolding Theory by Saul Mcleod, 2023</p>
Strength Training and Profiling	<p>The Performance Pyramid: Why Replicating Another Athlete's Program Doesn't Work for Everybody, 2011</p> <p>Building Athlete Performance Improvement Teams by Allen Hicks, 2011</p> <p>Improving Musculoskeletal Health and Fitness Outcomes – A Systems Approach by Allen Hicks, 2012</p> <p>Strength & Conditioning Coaches and Experts Worth a Follow by Brett Kuehn</p> <p>7 Insights From The World's Top Strength Coaches by Marc Perry, 2022</p> <p>The Neuromuscular System & Sliding Filament Theory by Sport Science Hub 2021</p> <p>Adaptation to Resistance Training Video 1 by Dr. Parker Hyde</p> <p>Athlete Profiling: Choosing a Periodization System by Nick Winkleman 2012</p> <p>Plyometric Implementations to Decrease Likelihood of Injuries by Loren Landow 2016</p> <p>Power Development in Strength-Power Athletes by Mike Stone 2015</p>
Performance Analysis – Physical Capacity	<p>BWF Coach Manual Level 3 (page 161-177)</p> <p>How to Conduct Efficient Performance Tests for Your Athletes by Joaquin Vico Plaza, 2023</p>
Conditioning Training on Court	<p>Lactate Threshold and Onset of Blood Lactate Accumulation (OBLA) by Kevin Tokoph, 2020</p>

	<p>Energy Metabolism I Energy Systems by Sport Science Hub</p> <p>Energy Metabolism II Fatigue & Recovery by Sport Science Hub 2021</p> <p>Adaptations to Exercise Cardiovascular System 07 Anatomy & Physiology by Mike Tyler</p> <p>Responses to Exercise Respiratory System 06 Anatomy & Physiology by Mike Tyler</p> <p>Adaptations to Exercise Respiratory System 07 Anatomy & Physiology by Mike Tyler</p>
The Match – Coaching (Match Analysis)	<p>BWF Coach Manual Level 2 (page 84-85)</p> <p>Effective Communication in Critical Sport Moments: Key Principles and Cultural Considerations for Coaches by Karen Lo, 2019</p>
Peak Performance – Psychology – Theory & Practical	<p>BWF Coach Manual Level 2 (page 178-201)</p> <p>Inverted U Theory by Evan Healy, 2015</p> <p>Concentration and Attention in Sport by Dr. Shawn Zeplin et al, 2014</p> <p>Acceptance and Commitment Therapy and the Cognitive Behavioral Tradition by Frederik Chin & Steven C. Hayes, 2017</p> <p>Acceptance and Commitment Therapy and Contextual Behavioral Science: Examining the Progress of a Distinctive Model of Behavioral and Cognitive Therapy by Steven C. Hayes et al., 2011</p> <p>What are the Benefits of Self Talk? by Susan York Morris, 2016</p> <p>Sports Visualization Techniques for Athletes by Eli Straw, 2023</p> <p>Stress Management in Sport, 2016</p>
World Class Badminton	<p>Badminton Model 1</p> <p>Badminton Model 2</p>

<p>The Match – Coaching (Psychology)</p>	<p>17 Golf Psychology Tips to Simplify Your Mental Game by Sam Jarman, 2022</p>
<p>Training and tournament planning</p>	<p>BWF Coach Manual Level 2 (page 54-56)</p> <p>The Science of Supercompensation and How It Makes You Fast by Nick Kanwetz</p> <p>Psychology of Sport Training - Boris Blumenstein, 2007 (Chapter 2) Theory and Methodology of Training: General Perspectives by Michael Carrera & Tudor Bompa</p> <p>„Effects of Tapering on Performance: A Meta-Analysis“ by Bosquet et al., 2007</p> <p>What are the Best Recovery Strategies for Athletes? By Human Kinetics, 2021</p> <p>Effects of the Menstrual Cycle on Anterior Cruciate Ligament Injury Risk: A Systematic Review. The American Journal of Sports Medicine. By Hewett T.E., Zazulak B.T., Myer G.D., 2007</p> <p>Premenstrual Syndrome and Physical Exercise, Acta Obstetrica et Gynecologica Scandinavica by Sakari Timonen & Berndt-Johan Procope, 1971</p> <p>International Olympic Committee (Chapter 1) Training the female athlete. Handbook of Sports Medicine and Science by Hecht & Arendt, 2015</p>

Appendix 7: Badminton Model 1



The Badminton Model 1 shows the logic of the game – more precisely the situations that can occur in each badminton rally. The Badminton Model 1 is divided into two situations:

- **The Standard situation**
- **The Dynamic situation**

The **Standard situation** is described as the **Serve situation** which is defined as the first 4 shots of a rally (Serve, return, 3rd shot and 4th shot).

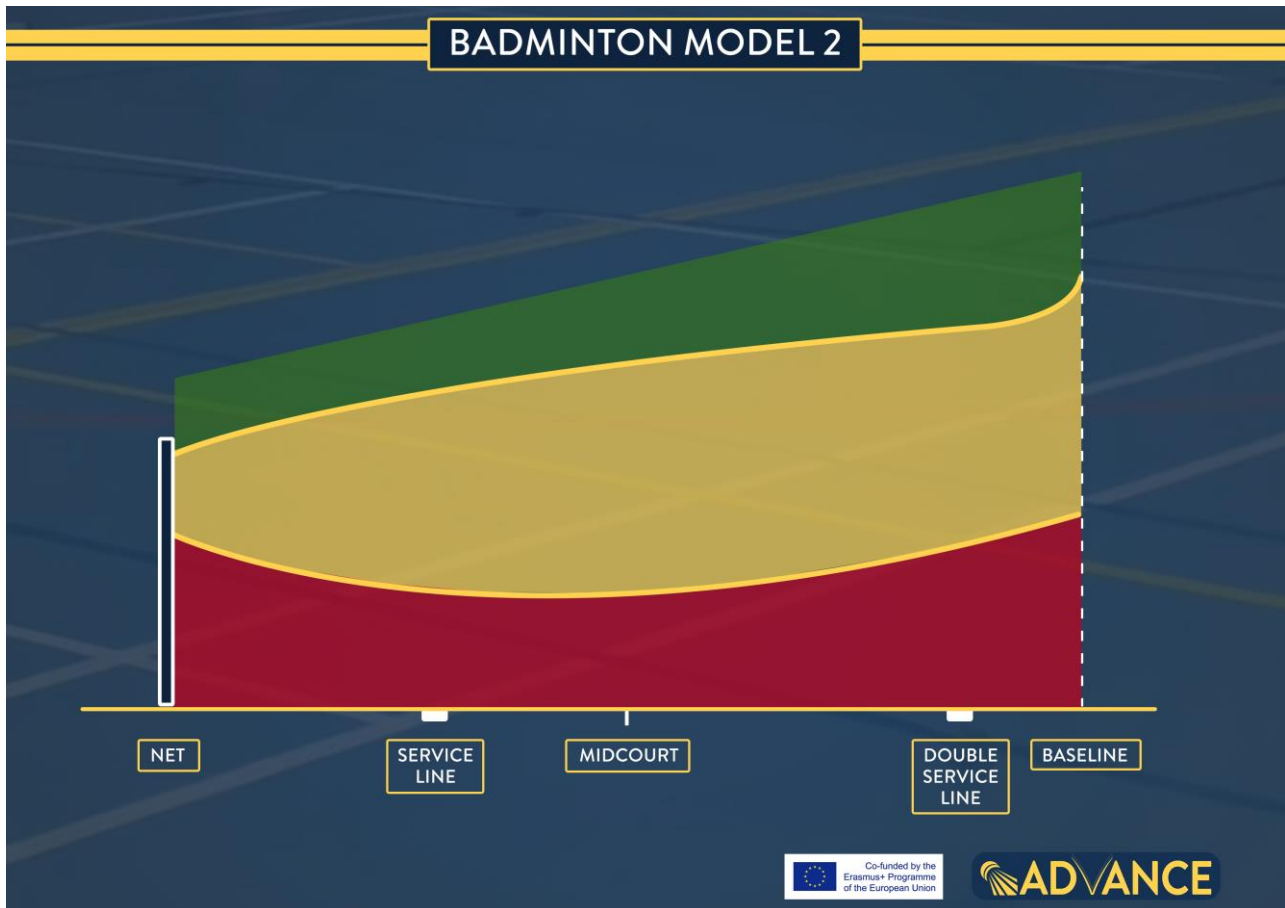
The **Dynamic situation** is described with three different zones and is characterized by:

- **Green (Attack):**
 - Dominant position, many options and position where the player can score a points
 - Easy to play into the opponents yellow and red zone
 - Goal: Score points and as minimum keep your position in the green zone
- **Yellow (Middle play)**
 - Neutral zone with limited options to score points
 - Keep your court covered using right tempo/speed in shots and balanced position on court
 - Goal: Stay in control or try to get control of the rally and move into the green zone
- **Red (Defense)**
 - Few options and the options you have highly depend on the decisions of your opponent
 - You will have to play upwards and in some situations just try to get shuttle back one more time
 - Goal: try to get into the yellow zone by neutralising the attack from the opponent

A rally will move between the green, yellow and red zone depending on the tactical strategies made by the player(s) and how well the decisions are technically executed. Colours is being used to define the zones due to it being easier to explain and relate to in training and coaching situation

Each zone will have tactical strategies, positioning on court, running patterns and tactical rule of thumbs to help the player(s) to achieve the goal of the specific zone.

Appendix 8: Badminton Model 2



Badminton Model 2 is based on the three zones: Green, Yellow and Red which is described and explained in Badminton Model 1.

Badminton Model shows the court from the side with the net, service line, double service line and baseline being shown. When hitting the shuttle at a certain height and position on court, the hitting point will correspond to the player(s) being in one of three zones.

The Badminton Model 2 must be understood as a dynamic model with the zones changing shape and size depending on the following factors:

- Tactical, technical, physical and mental strengths player(s) compared to the opponent(s)' strengths in those areas.
- Gender due to female normally being physical weaker than male player(s)
- Development of a specific match. The zones will change shape and size, when a player(s) becomes more tired at the end of a match compared to the beginning of the match.

Appendix 10: Goal setting template



YEAR

Goal Setting				Yearplan Priorities (mark with x)		
Result goals for the year	Goal formulation	Evaluation (Week)	Achieved (Y/N)	Period 1	Period 2	Period 3
Result goal 1						
Result goal 2						
Result goal 3						
Development goals for the year	Goal formulation	Evaluation (Week)	Achieved (Y/N)	Period 1	Period 2	Period 3
Technical 1						
Technical 2						
Technical 3						
Tactical 1						
Tactical 2						
Tactical 3						
Mental 1						
Mental 2						
Mental 3						
Strength 1						
Strength 2						
Strength 3						
Conditioning 1						
Conditioning 2						
Conditioning 3						



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