



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

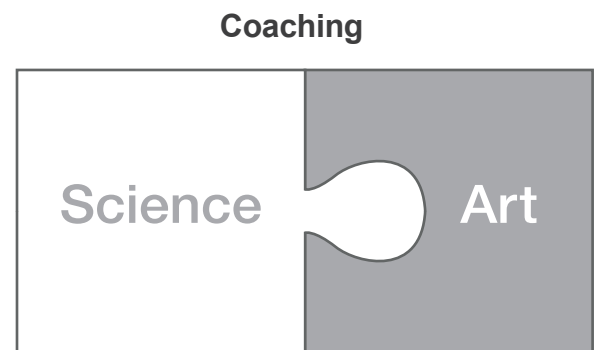
Fundamentals of Coaching

Introduction

Welcome to the IBA Coach Rating Program, your first step in helping others fly just like you! This chapter is designed to support the specific coaching modules that you will be required to complete in order to lay a basic foundation to help you understand how your students learn, the most common methods of developing their skills and effective strategies to support them to achieve their flying goals.

As an IBA Coach you been entrusted to facilitate learning and to contribute to the IBA's overarching safety culture and goal of providing the safest possible environment for Indoor Skydiving whilst still providing a rewarding experience to the flyers that you coach. Within this context your relationship with the tunnel operator and duty IBA Instructor is key and you should have detailed knowledge of, and respect for, the local policies and procedures.

Coaching is a mix of science and art. A good coach has a full understanding of how these 2 concepts link and how they apply to each student that they work with. As you develop as a new coach, you will gain experience with a variety of students and this will help you build upon your knowledge base and help you to understand how to shape both of these concepts. Over time, and with more experience, your toolbox will expand to allow you to employ the most appropriate and useful methods of reaching and achieving coaching goals. You will develop your own personal style and understand how to adjust your style and delivery to a variety of different student groups in order to produce successful results.



We hope that you enjoy being an IBA Coach. It is an extremely rewarding and challenging role and one that will help you to build lasting and successful relationships with your students and the Indoor Skydiving. Please feel free to provide us with feedback as we are committed to developing our products and resources in order to continue to provide the best service within the Tunnel industry.

The International Bodyflight Association 2017

Table of contents

• Requirements and expectations	2
• How people learn	2
• Imagery and visualization	3
• Differences in learning styles	4
• First meeting	5
• Setting goals	6
• Structuring the training	6-8
• How to teach a new skill (briefing, in tunnel, debrief)	9-10
• Safety and working with the instructor	11
• Conclusion	12



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Requirements and Expectations

An effective coach is one that can create the right conditions for learning to occur and find effective ways of motivating their students. Within the context of indoor skydiving, it is not simply about being the best tunnel flyer in the world, but more about understanding the environment and the essential skills and behaviors that are required to ensure a positive experience for both you and your student.

An IBA Coach is:

- Safety focused
- Motivated and enthusiastic
- A positive role model
- Knowledgeable, with a full understanding of the IBA Flyer Progression System
- Respectful and supportive of the surrounding activity within the wind tunnel

An IBA Coach can:

- Communicate effectively and appropriately with different types of flyers
- Support the duty instructor and tunnel staff
- Comply with all safety limitations including local policies and procedures
- Structure training plans appropriately in order to achieve long and short term goals
- Provide clear and concise briefings to achieve success
- Provide accurate demonstrations of the skills to be taught
- Analyse and provide immediate feedback inside and outside of the tunnel
- Deliver a clear debrief and summary at the end of each session with clear progression goals
- Consider the cost implications of the activity to the individual

How People Learn

To be a good coach, it is important to understand the basic way in which people tend to learn a new skill and the differences between them. Whilst each individual skill within indoor skydiving is different, they share the basic components of sporting skills which are: **Strength, Speed, Stamina and Flexibility**.

For example, belly-flying or Formation Skydiving, requires **strength** to maintain a positive position, **speed** to turn quickly, **stamina** in to practice repeatedly without getting tired, and **flexibility** to achieve certain body positions. If we ask a flyer to lay on the floor and demonstrate a position and find that they are unable to get their knees off the ground, then immediately, we can see that they need to work on their flexibility. Assessing a flyer's strength and stamina can also help with determining how much time they should fly within individual sessions. Whilst we want to push them and allow them to build this element, there is a limit before a lack of strength and stamina is counter-productive.

When we learn a new skill, not only do the muscles have to adapt, but the neurological pathways also need time to build. Both of these factors combine to create our muscle memory. This is particularly relevant to indoor skydiving as each time we fly, there is an associated cost involved and typically, there is a financial ceiling. Therefore, there is an economic benefit, as well as a valuable training effect and the more we can train the neurological pathways outside of the airflow of the tunnel, the faster the learning in the tunnel will be.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

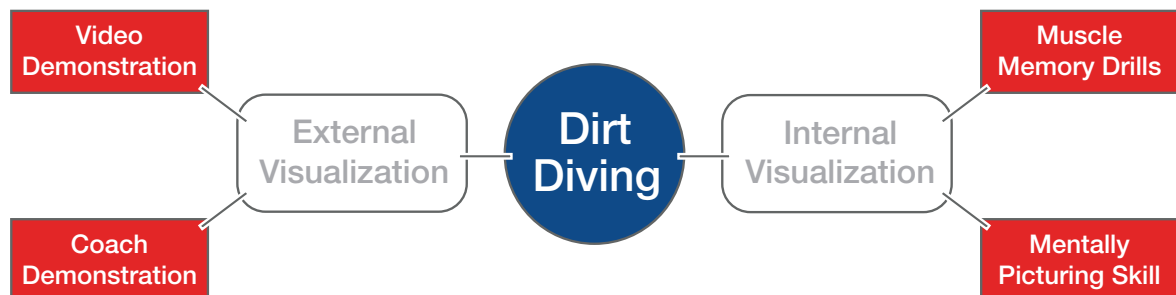
Fundamentals of Coaching

Imagery and visualization

When visualizing we can use **External** and/or **Internal** visualization.

External visualization consists of visual demonstrations to the flyer. As a coach you can initiate this by showing the skill on a video, often using slow motion so that your student has a good understanding of what they need to do. You can also perform demonstrations personally, but when doing so, you need to ensure that you demonstrate correctly, taking care to use as close-to-perfect technique as possible inside and outside of the wind tunnel. Remember that it is “**perfect** practice that makes perfect”.

Internal visualization requires the flyer to picture their performance from their own view, i.e. through their own eyes. It is hard to visualize something that you have never been done before so if a skill is new, muscle memory drills can assist the student in picturing a skill mentally. What is important, is that as many senses as possible are used. For this reason, it is often easier to visualize as if it is you performing the skill. The more it is practiced, the more effective it will become. Each person can come up with their own routine that works for them, but it should always finish off with one practice run in real time, error free. In indoor and outdoor skydiving, this practice is typically called “dirt-diving”; a reference to practicing whilst on the ground and not in flight.



A good time to encourage your student flyers to use this concept is between sessions. Depending on how you plan your tunnel sessions, there is usually an extended period of time between each flight, which allows time for them to visualize and practice each of the key movements, so that the skills they are learning to master stay fresh. This practice and visualization can help to improve the overall mastery of the skills without any physical practice.

You may also find exercises that your students can do physically whilst visualizing at the same time. An example of this is a belly-flyer who is learning to use their legs to turn and incorrectly keeps bending their knees. You may position them to lay facing away from a wall with their feet on the wall, practicing their knee turns with their feet touching the wall. As they do this physical practice, you can encourage them to visualize the response that the movement will have and what they would be doing with their arms during the move. Another example is a Dynamic Progression flyer learning to outface carve and being coached to lay down over the side of a bed resting their head on a pillow placed on the floor whilst visualizing the movements and inputs they would use inside the tunnel.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Individual learning styles

There are 7 commonly recognized learning styles: **Visual**, **Physical**, **Aural**, **Verbal**, **Logical**, **Social**, and **Solitary**.

Styles of Learning

Visual Learning	Learning through pictures and imagery	Learning through touch and action	Physical Learning
Aural Learning	Learning through sound and music	Learning through speech and writing	Verbal Learning
Logical Learning		Learning through systems and reasoning.	
Social Learning	Learning while working in groups	Learning while working alone	Solitary Learning

Most people use a combination of these, which are largely dictated by the activity. Although indoor skydiving relies heavily upon visual and physical learning, it is still useful to understand the other styles. For example, if a student is a logical learner, they will need (and want) to understand all of the technical facts behind what they are trying to learn. It is also good to know if a student's learning is enhanced with other people around them, or inhibited, in which case they would be better by themselves. Timing is also important and as a coach, it is your responsibility to provide the essential feedback when and where necessary, noting that some students will prefer to continue to practice under supervision, but others may prefer practicing alone before the next tunnel session and following the critique stage. Most importantly is understanding that there are a variety of techniques available to you and that you need to adapt your style to meet the needs of your individual student flyer. As people learn in different ways, your role as a coach is to find out what works for your student - and you. Some of this will be through trial and error, although you will also learn much from your first meeting.

Finding out about the student's profession can also provide you with some key clues about how they prefer to learn. For example, an engineer will almost always want to know facts and will probably respond more effectively by gathering a deeper understanding of the technical aspects of a skill (**logical**), whereas someone with a military background may respond better to demonstrations and instructions and then copying (**visual/verbal**). These examples are of course generalizations, but typically, the methodology has some value in many cases.

Finding out about the flyer's sporting background is another way to help you determine the path your coaching will take. This information can help you understand the similarities from their physical background and how this will apply to their coached tunnel sessions. Someone who is highly athletic will typically have good body awareness and control, which often transfers to a faster learning process.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

First meeting

It is important to establish a good working relationship with your student flyer. As mentioned earlier, getting to know them can help you adapt your coaching style to their needs. Initiating friendly conversation at the beginning will also help the student to relax and become more comfortable with you and the environment. Bonding with your student will be important when it is time to provide feedback and setting challenges and goals.

Understanding the physical limitations of our bodies in relation to indoor skydiving is essential. One of the first questions you will need to ask is related to their physical condition and any prior injuries, or their level of fitness, all of which may impede (or enhance) their learning. It is important that they know how any prior injury may affect specific types of flight and how that might adjust their goals; it also helps you to understand when a student is not able to perform a specific move or technique. The most common example of this may be someone who has previously injured their lower back and has limited flexibility. It is also an important safety consideration, as it may be unsafe for them to fly. You also need to know your own physical limitations and how that may affect the flight, including fatigue and hydration at the end of a long day of coaching.

For example, bending the back in the way that is required for belly-flying, is not the most natural of positions and over long periods of time it can lead to lower back pain. There are, however, some simple solutions to this. Instead of asking them to arch and focus on curving their spine, try telling them to rotate their hips forward instead as this can produce better results, and using the correct technique is often easier. If they squeeze their deeper abdominal muscles at the same time, the resultant contraction will also help to protect the back.

Another example is general flexibility. Sometimes your student is simply unable to do a certain skill because they are not able to put their body in to the required position. Identifying the problem early, ideally before entering the tunnel, can avoid wasted time (and money) and you can give them exercises to do in the days and weeks leading up to and between their flying sessions to help with this.

Once you have introduced yourself and started to create a relationship, you need to understand their personal goals. It is important to find out what their long-term goals are and how much time (and money) they have set aside to achieve them in order for you to generate a plan that is achievable. Once this is complete, be clear about how their current status fits in with their goals and then lay out an **agreed** plan to work toward achieving those goals. If they are planning on staying with you long term, it is important that you review their goals regularly and depending on the type of coaching you are offering, you should base your plan on learning and consolidation. If you are training them in preparation for a competition, then you may look at a specific plan that focuses on the timing of the competition (peaking) and adjusting their bodies to a competition type profile.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Setting goals

Goals are important as they help with motivation and focus. They are also a key component of the feedback loop as they provide evidence of whether the student is on track or not, as well as highlighting areas that they need to work on. There are a number of different models that will help you determine how to set and measure goals and you will decide which works best for you. However, whichever one you use, to be effective it should be structured and a useful guide in how to achieve this is the SMART-ER model, which is well practiced in many industries and internationally recognized:

Specific: taking into account type of skill, ability and stage of learning

Measurable: to provide a target and help in motivation

Achievable: too easy limits challenge, but too hard is discouraging – both limit progression

Realistic/Relevant: the goal should be realistic to the needs of the sport and the individual

Time-bounded: enough time should be provided to learn the skill and to achieve targets

Evaluated: all progress should be evaluated and recorded. Within the context of indoor skydiving we could also use “**Exciting**” here in order to motivate.

Repeated: keep repeating the process of setting and measuring goals.

SMART-ER goals can be long or short-term although consider that short-term goals should always link with your student’s longer-term plans and act as stepping stones. If you coach a regular flyer, then it will be up to you to help them put a plan together to help them achieve success. You can then set individual goals for each training session and be sure to identify and highlight how each goal fits within their long-term plan. For flyers that you may see only once in a while or only plan to have a single flight session with, you may only need to look at their short-term goals based upon what skills they are already familiar with and generally support the direction that they plan to take with their skills.

Structuring the training

As with any sport, when you first learn a new skill, emphasis should initially be on performing good technique and laying the foundations to improve upon. Without good technique, you will typically find that a flyer will be held back when trying to become faster or more powerful. Once good technique has been achieved, only then is it sensible to work on increasing the speed of a particular move or to add more complex pieces to a move, or to become more powerful. Good technique is quite simply achieving maximum result with minimum input, and it also helps to prevent injury.

It also important that the flyer has fun and value for money. If they do not, they will not come back to you, so make every effort to make the sessions enjoyable and create that “Cheers” environment.



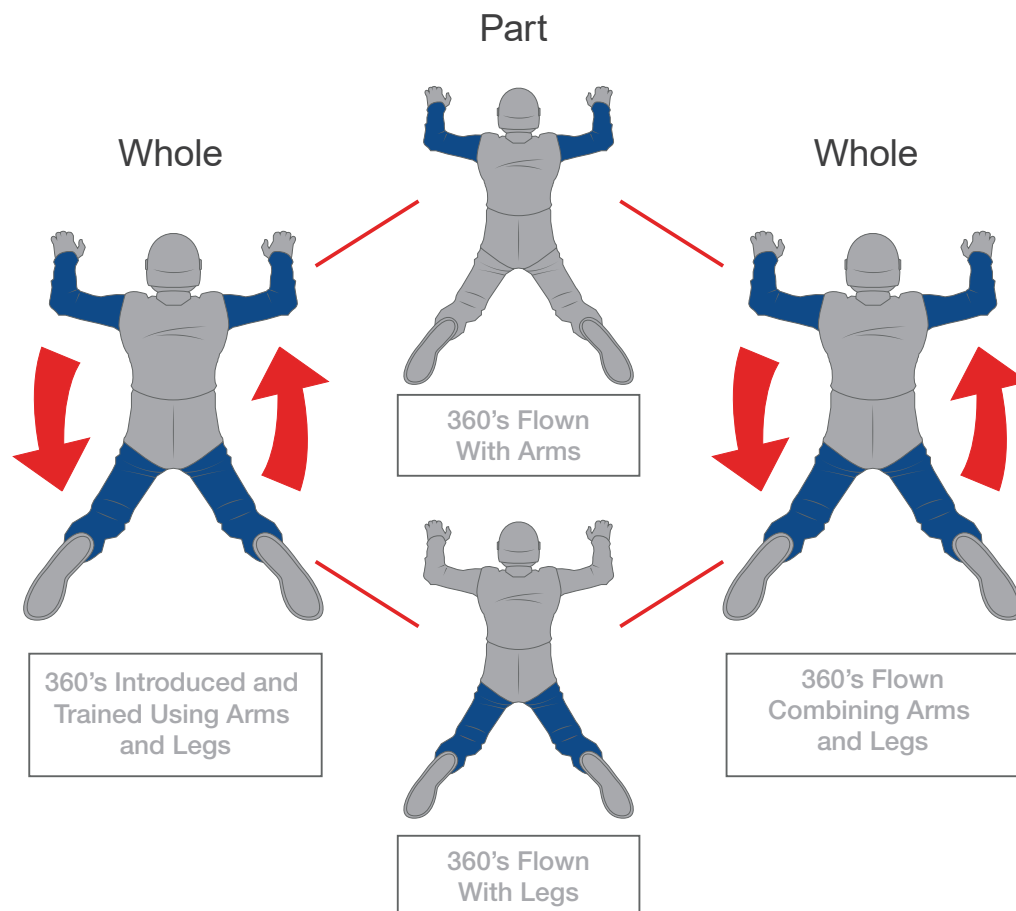
INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Stages of learning: Cognitive, Associative, Autonomous

Cognitive stage (thinking): This is when a student first learns a new skill. It requires a lot of thinking and it is normal for them to make lots of errors. Whilst it is important to let them know where they are going wrong, it is also important to give plenty of positive feedback when they do it right. This not only lets them know how it should feel, but also helps to build their confidence, which will in turn produce better long-term improvement. An ideal training method for this stage is to start with performing the entire skill and then assessing which parts need additional focus and work. Before, practicing these individual pieces or breaking down a particular move, visualize and practice it outside of the flight chamber, before flying the complete skill again and then repeat until your student displays competency. This technique is also known as **"Whole-Part-Whole"** and it is a very common approach used in sports coaching.

Within the context of indoor skydiving, an example of **Whole-Part-Whole** and breaking a skill in to smaller "parts" and then working them back together is coaching 360° degree turns. You can begin by having your student attempt the whole turn, which allows you to observe what specific areas need more focus. You may want to teach your students to initiate the turn, first with their arms, then using their legs and finally putting the pieces together to create a combined balanced turn. Also, you may want to start with smaller angle turns and then progress up to a complete 360° rotation. You can also incorporate other "part" drills throughout the training to help them get a better "feel" of what their body is doing.





INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Once the student is able to perform the skill, you can gradually build up the difficulty. Going back to the 360° degree turn example, you could progress by getting them to do 2 in a row or complete one turn in one direction, followed by a second in the opposite direction. Another example is to have the student complete a back to belly back-flip transition and getting them to link it in with a smooth belly to back back-flip transition over their feet before attempting another transition.

It can also be useful to ask the student to perform the movement in slow motion, allowing them to really understand and control the movement. This can be followed by getting them to practice by themselves, enabling them to build up their muscle memory.

Associative stage (practice): Perfect practice makes “perfect”. When someone is at this stage, they have probably learned the skill, but even though the fundamentals have been covered and there has been an element of competency, it is still important to embed the skill into the muscle memory. Creating ways to allow continued physical practice along with structured mental visualization will help at this stage. But remember that in order for learning to occur the practice session has to be technically correct otherwise bad habits and poor technique take over.

It is also important to find the balance between building the skill through repetition, and preventing boredom. You can create drills that combine several skills, or non-competitive games that require the skill to be practiced. This will also help to push your student and to increase their comfort in performing the skill in different circumstances. It allows them to have their mind on the “prize” while still working on their skills with you still paying attention to form and technique and being ready to provide necessary feedback where applicable.

Automatic (perfecting): At this point the student should be able to perform the skill without thinking. When they are at this point, we can start to increase the speed at which they perform the skill. Once they are performing consistently with the added speed, we can also add power.

At this stage it can also be useful (and fun) to put the skill into drills or games with a bit of pressure. One example of this could be when teaching someone to side slide. You fly face to face with your student in the middle of the tunnel and try to lose them by sliding and changing direction whilst they try to stay in front of you. You can start slow and then build up the speed, as well as switching around and letting your student try to get away from you.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

How to teach a new skill

Briefing: To start with you will want to clearly explain and demonstrate what you want your student to learn. There are a range of resources available including video, whiteboard (diagrams), figurines or your own demonstration – all can be great learning tools. Make use of the IBA website tools during your briefing, as it provides valuable resource for your students to observe what each skill looks. It will also support you to provide accurate briefing material. You should also know the IBA Flight Progression System, which not only supports your coaching, but identifies the safest and most logical progressions you should use. It will also identify any limitations that the flyer has on the skills they are permitted to fly without IBA Instructor assistance. Finally, make sure the on-duty instructor is aware of your flight plans.

Try to adapt your style to the person in front of you. If you have taken the time to find out about your student, it will be easier for you to select the most appropriate style and method to deliver the information you plan to teach.

Once you have explained and demonstrated the skill, let them have a go and then provide effective feedback. Where possible, try to practice as much as possible before entering the tunnel and highlight the areas that will require the most focus; initially this is often based upon your own past experiences of teaching the same skill.

As you begin a flight session, it is key that the student understands how they will receive feedback from you within the tunnel; whether it is through the use of hand signals, lip reading or another similar form of non-verbal communication. Feedback at this stage here can be given in a number of ways:

- Physically moving the person allowing them to feel the movement
- Verbally giving instructions once they exit the flight chamber
- Hand Signals
- Demonstration (i.e. if you want the student to adjust their arm position, put your arms in the same position as theirs, and move them to where you want the student to move them, allowing them to copy you)

Remember the - **“Rule of 3”**. There is a limit to the amount of information we can process in one sitting, but we can usually remember up to 3 things at any one time; any more than this can be overwhelming and can contribute to confusion or failure. Plan to keep your briefing and feedback simple and be clear on the 3 things you want your student to remember.

In the tunnel: Once you are in the tunnel during the initial flight session, you will quickly understand what methods work well to communicate with your student and also what does not work for you. Whilst physically moving the person into the position can work, it is not necessarily the most effective means of correcting your students. The goal is for them to actually feel the difference as their position changes and allowing them to make the adjustments themselves; learning how to counteract the changes usually produces faster results.

Once you have provided a demonstration and briefed the adjustment, they can practice again. If they struggle to understand the detail, you may need to point to the limb that you want them to move and then follow it with the direction you wish them to move in. Overemphasize your demonstration and be clear with your movements to make it obvious what you are asking of them.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Dress for success: Your choice of personal equipment will also have an effect on success or failure during a session. If you enter the tunnel to work with a lighter student in a suit that is a tight fit on you and your body weights vary by a large amount, you will probably not have the ability to fly with your student. Therefore, be sure to prepare yourself (and your student) appropriately for every session you plan to fly. Helmet choice can also be a key factor. Some helmet designs allow the student to see your face and to read your lips. Be sure to factor in your equipment choice when joining your student to fly and “dress for success”.

Emotional intelligence: Remember what it feels like to be a student and that it can be quite stressful learning a new skill, especially as the skills become more challenging. Focus on the student and help them to understand where the challenges are and how you plan to approach and overcome them as a team. Displaying a calm demeanor in the tunnel will also have a calming effect on the student, especially when learning more advanced tricks. An effective coach will always provide different forms of feedback during and after each session and remember that positive feedback is necessary, no matter what happens inside the tunnel! Giving a student a thumbs-up and some affirmation of how they are performing goes a long way. A smile also helps us to remember that flying is meant to be fun; help them smile and help them relax.

Debrief: Debriefing between each flight can be accomplished in the staging area of the tunnel, but at this stage it should only cover the main focus points prior to the next flight. Once the final flight has finished then a more detailed debrief can be completed outside of the tunnel. When debriefing between flights be as clear and concise as possible, covering the main focus points and remembering the **Rule of 3**. Let them know **what** they are doing well and **how** to use the coaching points to improve. It is important to highlight the positive aspects of each flight to maintain a high level of moral from the student. If a session is difficult and they seem to be struggling with each skill, try to vary the activity or add in something that will lighten the load somewhat to help put their mind at ease. It is easy for you to see progression and sometimes more difficult for a student to understand the level of progress that they are actually achieving.

Once you have finished your session you can provide a more conclusive debrief. Typically, a debrief will begin with the student highlighting areas of the session they felt were good and what areas they feel needed improvement. Try and allow them to pull the information from within themselves rather than you feeding the information, as this will help them to remember what you have taught them. If you feel that they know what it is they need to do to improve and how they should do so, ask them. This will keep them thinking each time about what it is they know they need to do. Having them tell themselves the information, followed by your reinforcement, will give you a clear indication on the level of understanding. At this point you should present your part of the debrief, noting to review what has already been delivered in the staging area. Begin with the positive feedback on the items you feel they are completing correctly and then move to areas for improvement and the coaching points. Be sure to end the debrief with a positive. Outline the initial goals that were set and see how they measured against those goals and how you both plan to move forward for the next session.

During your debrief, it is extremely useful to work through a recorded video of the session as this allows you to highlight the main points. It may also show you something that you did not notice in the tunnel! If the student is able to leave with the video footage in order to study away from the training environment, it will enhance the learning process. The IBA video tutorials are useful here and can be used to reinforce skills and to prepare for the next progression



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Safety

While the management of safety is a function of leadership, it is also a team effort, and the whole community has a role within the overall safety team. Although guided by regulation and standardized procedures, the successful management of safety is also cultural and dependent upon human behaviors during routine tunnel operations. Safety should, therefore, be the foundation upon which a successful operation is built and within this context must not be deliberately compromised or ignored.

Tunnel Safety is a COLLECTIVE responsibility

Play your part and be accountable for YOUR actions

Indoor Skydiving is an extremely safe sport, but accidents can happen. The industry's safe record is based upon effective training and education and the clear progression pathways that we have for our instructors, coaches and flyers. Key to this is the IBA Flight Progression System which provides the key skills and flight limitations required at level. This is underpinned by IBA Coach behaviors and a positive and uncompromising attitude towards safety. You have a key role here and it is important that you understand your responsibilities.

If at any time, you feel a tunnel session is becoming unsafe, it is important that you immediately adjust the activity and avoid any unsafe practices. You are part of the overall safety team and you will be expected to adhere to the local safety policies and procedures, so you need to know them. Be sure to communicate

any concerns or questions with a member of staff at the facility that you are coaching to be clear on their expectations. If you are un-familiar with a new facility or the specific on-duty instructor, you must spend some time setting the expectations and understanding the boundaries. It will be an easier and more comfortable session for you and your student if you have invested time to understand what is expected of you each time you enter the tunnel.

The IBA Flight Progression System can be fluid in some areas, but more rigid in others. Nonetheless, it is very important that you understand the progression system in detail and how this influences the skills that you are teaching. As you progress through each orientation guide, there will be specific points relating to progression and the sequence of events that occur before and after one another. The IBA Instructor will expect you to understand how your student flyer will progress and the limitations that apply, not only to provide an outstanding experience, but to maintain the safest possible environment. Make an effort to work well as a team with the IBA Instructor and help them to recognize and understand what you are doing.

While coaching, consider the most effective methods of providing feedback and whether or not you need to leave the net and fly or whether you are best placed providing input from the net. This will be skill and student ability dependent, but consider this aspect and whether your student will require support from the instructor before you leave the net.

Working with the IBA Instructor: The main role of the IBA Instructor is to supervise the activity and where possible, maintain a safe environment for all flyers, which includes both the coach and the student. This includes maintaining safe practices and if necessary spotting and supporting new skills throughout each flight session. They also have a wealth of knowledge, not only of the facility and operations, but also of teaching flying skills. They are therefore, an extremely useful resource for you especially during your early years as a coach. If you are unsure about a specific technique or drill that you are planning to use during a coaching session, discuss it with the instructor first and seek their advice.



INTERNATIONAL BODYFLIGHT ASSOCIATION COACHING GUIDE

Fundamentals of Coaching

Even if you are an extremely competent and (more) experienced coach, it is important to note that you may not be physically employed by the tunnel and as such, the roles of spotting and where possible maintaining a safe environment lies with the local IBA Instructor. Be sure to understand the Instructor's qualifications which may limit what can be conducted within the tunnel. Respect this fact and work together.

The difference between an IBA Instructor and an IBA Coach. This is often an endless debate and there are many opinions and theories on the differences, or indeed the similarities, as the qualities required could apply equally to both roles. In many sports, they are considered the same thing and separate terms are not used. However, some sports do make the distinction, and learning from areas such as snow sports, climbing and outdoor skydiving, the IBA uses the following working definition:

- *The IBA Instructor* is focused upon creating a safe environment (including spotting), coaching the key flight skills, managing the customer experience, and is always employed by the tunnel
- *The IBA Coach* is focused upon the athlete (or team) and the refinement and advancement of core flight skills and may or may not be employed by the tunnel

Conclusion

This brief guide to the principles of coaching in the wind tunnel aims provides you with a basic understanding of the fundamental concepts of being an IBA Coach and how to adjust your role based upon the student flyer that you are teaching. This guide is not exhaustive, and there is a considerable amount of additional and more detailed literature and training available on the subject, and a wide range of generic sport coaching qualifications, many of which can be adapted to tunnel flying. The IBA has a range of detailed IBA Coach Manuals, which are written specifically for each of the indoor skydiving disciplines. You should read, understand and use these reference documents to support your coaching, as they contain the specific requirements of an IBA Coach and useful information on drills and progression tips to help you along the way. Log into your IBA account via www.tunnelflight.com to access this material.

Finally, remember that as an IBA Coach, you are an ambassador for the sport of indoor skydiving and the wider tunnel flying community. Be sure to respect the position that you have when you are with your students and respect the facility at which you coach. Make every possible effort to support the safety culture and to maintain flyer safety throughout your coaching and always aim to provide every flyer leaves the tunnel with the most positive experience possible and wants to come back and fly.