



# ***Competition Coaching Development Advanced Training to Compete***

## **COACH PATHWAY GUIDE**





## PARTNERS IN COACH EDUCATION

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# ***Competition Coaching Development Advanced Training to Compete***

## **COACH PATHWAY GUIDE**



During the Training to Compete stage there should be a seamless integration of training and competitions into the overall timetable and lifestyle of the athlete, while the emphasis on fitness preparation and the development of sport specific skills continues.

Prepared under the authority of  
Cross Country Canada's  
Coaching Development Committee

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## **Introduction**

The CDAG context is broken down into two steps:

<b>NCCP Context</b>	<b>Context components</b>	<b>LTAD Stage</b>	<b>Athlete age</b>
Competition Development – Advanced Gradation (CDAG)	1- Advanced Coaching Diploma (ACD) 2- Sport-specific training	Learning to Compete (L2C) and Training to Compete (T2C)	16 - 23 +/- males 15 - 23 +/- females

### **1. Advanced Coaching Diploma (ACD)**

The ACD consists of 18 modules covering the following 4 major themes:

- Coaching Leadership
- Training and Competition Readiness
- Coaching Effectiveness
- Performance Planning

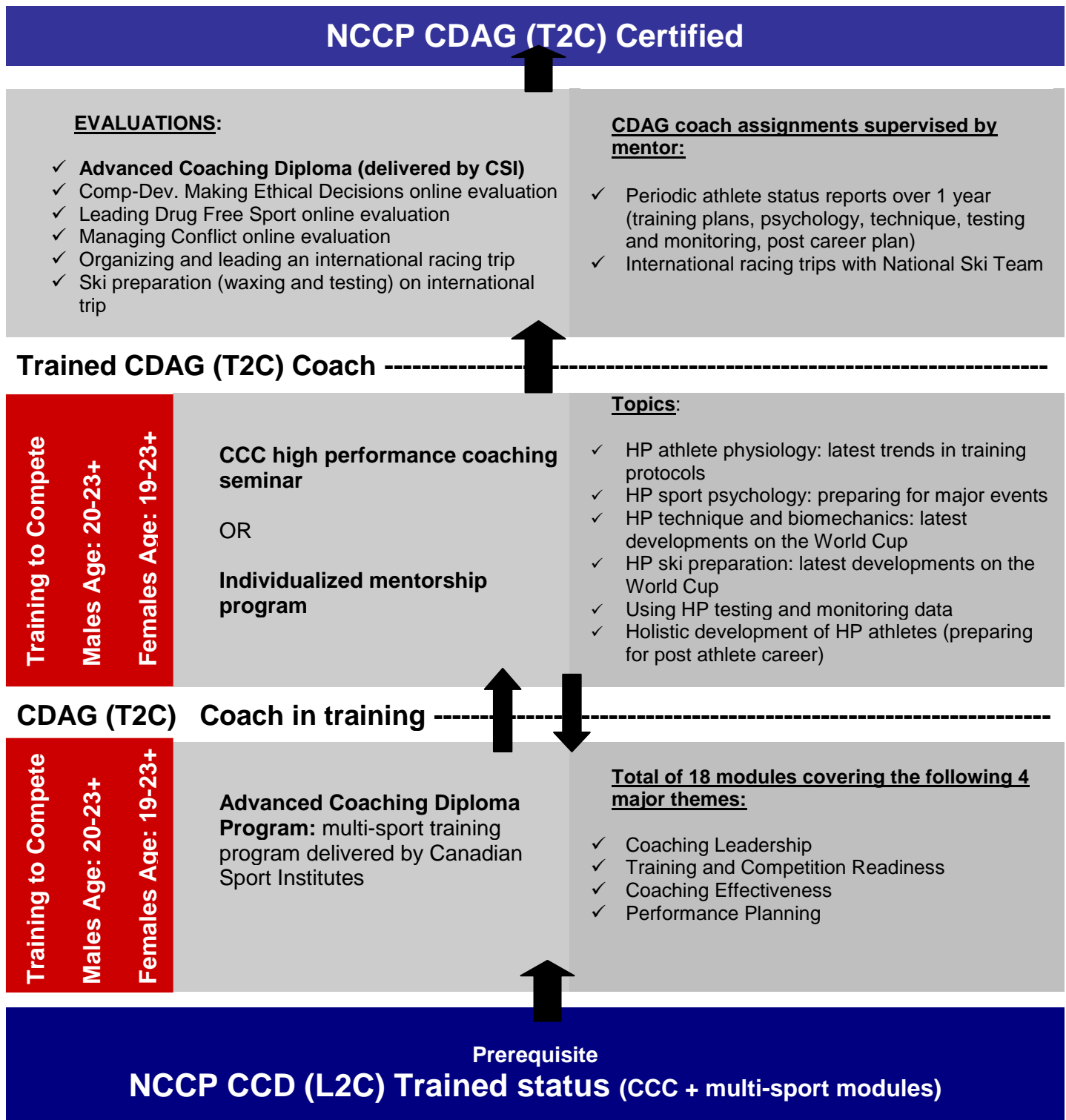
### **2. Sport-specific training and evaluations**

- Sport-specific modules at CCC HP coaching seminar (ex: technique, physiology, psychology, etc)
- Coaching experience working with athletes in the L2C/T2C stages of development

### **Steps to CDAG certification:**

1. Complete Advanced Coaching Diploma training and evaluation
2. Attend CCC HP coaching seminar and complete related assignments
3. Complete other sport-specific assignments and practical coaching experiences (CDAG Coach Guide)

Coaches who complete these steps and become certified CDAG coaches are then eligible for the next step in the NCCP progression: High Performance context



## **Professional Development To Maintain Certification**

The CAC requires all **certified** coaches to maintain their “certified” status through the accumulation of Professional Development (PD) points and self reporting of active coaching status. The renewal of certification period for cross country ski coaches will be **five years**, i.e. coaches will need to accumulate a certain amount of PD points (varying based on the NCCP context for which the coach is certified) over the five year period following the achievement of their certification status in a given context (the five year period starting January 1<sup>st</sup> following the date of certification). This new policy and related requirements do NOT apply for maintaining “Trained” status in any context or gradation. For information on CCC’s PD points please see CCC’s maintenance of certification policy

## **CDAG sport specific curriculum**

The sport specific curriculum of the CDAG program consists primarily of hands on learning opportunities where coaches work and learn from high performance sport specialists. The objective for these tasks is to provide coaches with the opportunity to collaborate with professionals to build a better sport program for all athletes they coach. The effectiveness of the CDAG practical program relies heavily on the efforts of the coach to find the best possible specialist to work with and use their expertise and knowledge to affect better coaching outcomes for their athletes.

The requirements for successful completion of each task of the CDAG program are detailed on the following pages. Templates for all deliverables can be found in the Appendix and all coach portfolio items should be submitted to CCC’s Director or Manager of coach and athlete development. Should you have any questions on these tasks please contact CCC’s coaching development staff.

**Selecting IST professionals:** The Canadian Sport Institutes (CSI) across the Country have vetted IST staff working for them and the high performance teams under their operational scope. Coaches must work with a professional who has worked in a significant capacity with a CSI or high performance team in the CSI network.

**Mentorship:** Many of the tasks that are part of CDAG workbook may be out of the comfort zones of coaches and may require experienced advice. To aid in the completion of the CDAG task CCC is willing to pair candidates with mentor coaches to provide guidance and experience. It is the role of the CCC evaluator to facilitate the search for a mentor coach for the CDAG candidate. The mentor will be available for a minimum one consultation of an hour per month with the CDAG candidate. To engage a mentor coach, please contact CCC’s coaching development manager for more details.



## **1.1 CCC Coach High Performance Seminar**

CCC will offer a high performance seminar once every two to three years for CDAG candidates to attend. The seminar will include experts in the fields of biomechanics, physiology, psychology and athlete development in a cross country ski related context. Coaches are able to attend this seminar once they have completed the Train to Train context but to receive credit for this task in the CDAG certification process coaches must have at least a CCD-L2C trained status and complete the seminar deliverable within one month of the seminar. The seminar will also count towards professional coaching development credits.

**Process:** Simply register for the seminar once it becomes available. Check CCC's website for updates. Often this seminar will be held late April or early May.

**Deliverables:** The CDAG Coach must attend all speakers at the high performance seminar and hand in a document answering the following questions for 3 different speakers:

- 1) Identify the speaker and topic.
- 2) Summary of the speaker's major points.
- 3) How can you apply or use the information presented by this speaker in your daily coaching, yearly planning or program design?
- 4) What future research would you like to see in this topic area?
- 5) What was your overall impression of the speaker and topic?

Of the four speakers reviewed at least one speaker must have covered physiological training and another one psychological training. A copy of answers to the above questions should be submitted to the CCC evaluator within 30 days of the completion of the coaching seminar. Sample seminar agenda can be found in the appendix.

**Independent Study Option:** If a coach is unable to attend CCC's high performance coaching seminar they will have the opportunity to complete this task as an independent study assignment under the supervision of a mentor coach (see mentor coach criteria section of the workbook). Together the coach and mentor will select four recent peer reviewed journal articles related to sport physiology (at least 1) and psychology (at least 1). The mentor's role is ensuring that the paper selections are pertinent to the coach's development and can be applied directly to elite athlete development. The coach will prepare a 2 page report on each paper answering the following questions:

- 1) Summary of the paper and major points.
- 2) How can you apply or use the information presented by this paper in your daily coaching, yearly planning or program design?
- 3) What future research would you like to see in this topic area?
- 4) What was your overall impression of the paper and topic?

Coaches can use the seminar template as a guide to complete the independent study evaluation.

### **1.1.1 Coach Portfolio: HP Coaching Seminar Report**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### **Speaker's Name, Presentation Title**

- ✓ 2-3 sentences on speaker's background and topic for the presentation.

#### **Summary of Speakers major points**

- ✓ 2-3 paragraphs summarizing the major points of the speaker's presentation, what was the content, what information particularly struck you, what were your key learning takeaways?

#### **Practical Application of Speaker Presentation**

- ✓ 2-3 paragraphs on how can you apply or use the information presented by this speaker in your daily coaching, yearly planning and program design. Be specific as to the changes that will be made and how you have improved performance outcomes with your athletes.

#### **Future Research**

- ✓ 1-2 paragraphs on additional learning you would like to augment this presentation. What additional information would you want as a coach to help improve your skills and coaching?

#### **Conclusion**

- ✓ 1 paragraph on overall impression of the speaker and presentation and your learning outcomes.

***This template should be used for each of the 3 speakers required for this deliverable.***

## **2.1 Integration of Sport Physiologist into Training Program Design**

Coaches will select and work with an exercise physiologist to help to evaluate and monitor programs throughout a training season. This specialist must be approved by CCC coaching development staff. Please forward the name, contact and credentials of the exercise physiologist you have selected to work with for this project.

**Process:** CDAG participant will contact and enter into a mentorship arrangement with an exercise physiologist with significant experience working with high-level endurance athletes. The exercise physiologist and CDAG participant will meet at least 5 times over the course of the season with the goal of collaborating on athlete development. During the planning phase of the season the specialist and coach will meet to develop a strategy for an athlete's physiological improvement over the course of the upcoming season. Efforts should be targeted to one athlete. The coach and specialist should develop a testing protocol, monitoring and specific training interventions for the targeted athlete. The goal is for the coach is to work with the specialist to ensure that the targeted athlete receives the appropriate training interventions for their individual physiology.

**Deliverables:** Reports from throughout the training season as follows:

First meeting: Identification and profile of target athlete, including previous testing results, performance results and perceived strengths and weaknesses (full gap analysis). In collaboration with the sport physiologist an outline of specific interventions over the course of the season (types of training, when executed,) an explanation of the objective of the interventions and how proposed training will help athlete improve performance will be created. Interventions should be presented as a seasonal plan for each period of the season (see T2T Reference Material Step 11: From YTP to Practice Plan for example of seasonal plans). Additional written explanation provided as needed. Dates for the next coach-specialist meeting and when subsequent reports will be submitted should be included in this report.

Subsequent Reports (2): Subsequent reports should be submitted approximately every three months. These reports should review the previous training period with critical examination of successes and areas of improvement regarding the training interventions for the target athlete. Based on these results adjustments and updates to the next period's seasonal plan should be submitted at this time. All physiological tests from this period should be submitted with pertinent interpretation from the coach and physiologist. A single paragraph of analysis of the previous plan and upcoming protocol from the partner physiologist must be submitted at this time.

Final Report: The goal of the final report is to provide a critical analysis of the training intervention with the target athlete over the past season. Questions to consider include did the training have the desired effect, how did the athlete's race results reflect the training regime, what would be done differently to increase the effectiveness of this program, what lessons were learned from this process, how can you as a coach be more responsive to the individual training needs of the athletes you coach? Included in this report should be season long monitoring data from the target athlete. Describe how the athlete's training was modified using this data. Test results should include HRV, heart rate data (plus any other pertinent daily or weekly monitoring data), lab and field tests, and race results.

**\*If the selected athlete becomes injured during the course of the season, the coach may select another athlete for targeted interventions for the remainder of the season.\***

## 2.1.1 Coach Portfolio: Integration of Sport Physiologist into Training Program Design

### a) IST first meeting report

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

### IST expert professional background

- ✓ 1 paragraph on IST background/biography and why they were selected to work with your team. **\*\*\*IST professional must be approved before initial meeting, see workbook for details\*\*\***

### Identification and Profile of target athlete

- ✓ 2-3 paragraphs describing the athletic profile for the target athlete,(s) include training history, testing and performance results and perceived strength and weakness. Data from tests, races can be contained in an appendix.

### Specific Interventions

- ✓ 2-3 paragraphs outlining the interventions that you and the IST professional have established for your target athlete/team over the course of the season. Describe why these training aspects are being targeted and how the selected interventions will lead to increased performance. Also describe how the training interventions will change and evolve over the course of the season. Appendix should include a seasonal plan for each period of the season with interventions highlighted.

### Future Meetings

- ✓ 1 paragraph on monitoring protocol and how information will be shared with the IST professional. Schedule of future meetings with the IST and delivery of subsequent reports included here or in appendix.

***This template should be used for both IST Integration Tasks (Physiologist and Psychologist) with specific adjustments made as needed.***

**b) IST subsequent reports**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Evaluation of previous training period**

- ✓ 2 paragraphs on evaluate the pervious training period with critical review of successes and areas of improvement regarding the training interventions for the target athletes and team.

**Analysis of Previous Plan From IST Professional**

- ✓ 1-2 paragraph analysis of the previous plan and upcoming protocol from the IST professional.

**Training Adjustments**

- ✓ 1-2 paragraphs on updates and adjustments to the next period's plan based on the results and analysis of the previous period.

**Future Meetings**

- ✓ Note adjustments to schedule of future meetings with the IST and delivery of subsequent reports as needed

***This template should be used for both IST Integration Tasks (Physiologist and Psychologist) with specific adjustments made as needed. Both tasks require 2 subsequent reports.***



**c) IST final report:**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Overall impressions of IST Partnership**

- ✓ 2 paragraphs on what you learned from partnering with the IST professional, how you can better use IST in the field in the future.

**Analysis of Interventions**

- ✓ 4-5 paragraphs analysis of the success and areas for improvement regarding your training interventions. Questions to consider include did the training have the desired effect, how did the athlete's race results reflect the intervention regime, what would be done differently to increase the effectiveness of this program, what lessons were learned from this process, how can you as a coach be more responsive to the individual psychological needs of the athletes you coach?

**Conclusion**

- ✓ 1 paragraph review of critical learning outcomes and how you will apply them in future coaching endeavors.

### **3.1 Integration of Sport Psychologist into training program design**

Coaches will select and work with a sport psychologist build mental skill training into daily practices and create individual performance plan for targeted athletes. This specialist must be approved by CCC coaching development staff. Please forward the name, contact and credentials of the exercise physiologist you have selected to work with for this project.

**Process:** CDAG participant will contact and enter into a mentorship arrangement with a sport psychologist with significant experience working with high-level endurance athletes. The sport psychologist and CDAG participant will meet at least 5 times over the course of the season with the goal of collaborating on athlete development. During the planning phase of the season the specialist and coach will meet to develop a strategy for the team's psychological improvement over the course of the upcoming season. Specific interventions should also be created to target to at least two athletes. The coach and specialist should develop a testing protocol, monitoring and specific training interventions for the targeted athletes and the team. The goal is for the coach is to work with the specialist to ensure that the team has strong mental skills they can use to train purposefully and perform optimally. For the target athletes, the coach and specialist will provide specific training to target their individual mental skill needs.

**Deliverables:** Reports from throughout the training season as follows:

First meeting: Identification and profile of target athletes including perceived strengths and weaknesses. In collaboration with sport psychologist an outline of specific interventions for both the team and individual athletes over the course of the season (types of training, when executed), explanation of the objective of the intervention and how proposed training will help athlete improve performance will be created. Interventions should be presented as a seasonal plan for each period of the season (see T2T Reference Material Step 11: From YTP to Practice Plan for examples of seasonal plans). Additional written explanation should be provided as needed. Dates for the next coach-specialist meeting and when subsequent reports will be submitted should be included in this report.

Subsequent Reports (2): Subsequent reports should be submitted approximately every three months. These reports should evaluate the previous training period with critical review of successes and areas of improvement regarding the training interventions for the target athletes and team. Based on these results adjustments and updates to the next period's seasonal plan should be submitted at this time. A two-paragraph analysis of the previous plan and upcoming protocol from the partner physiologist must be submitted at this time.

Final Report: The goal of the final report is to provide a critical analysis of the training intervention with the target athletes and team over the past season. Questions to consider include did the training have the desired effect, how did the athlete's race results reflect the mental skills regime, what would be done differently to increase the effectiveness of this program, what lessons were learned from this process, how can you as a coach be more responsive to the individual psychological needs of the athletes you coach?

**\*If a selected athlete becomes injured during the course of the season, the coach may select another athlete for targeted interventions for the remainder of the season.\***

#### **3.1.1 Coach Portfolio: Integration of Sport Psychologist into Training Program Design**

*Please see "Integration of Sport Physiologist Section"*

## **4.1 Trends in Technique, Biomechanics and Tactics**

The purpose of this section of the CDAG evaluation is to ensure that coaches are able to identify emerging technique and tactical trends at the highest level of performance.

### **Part 1: World Cup Trends**

Coaches are required to watch the races of the current season of the World Cup and provide critical analysis of emerging techniques and tactics at the world cup level.

**Deliverable:** Coaches should answer the following questions in their report: What are the emerging trends on the world cup level? How do these techniques and strategies influence training at the elite level? Will the techniques and strategies be effective for all athletes? How can the coach apply the strategies to athletes they coach? How will these strategies and tactics influence future races at the national and World Cup level?

Coaches should make reference to specific races and provide links to videos whenever possible. Examples of trends from the 2014-2015 season include athletes breaking away solo in 50km mass start races and athletes choosing to double pole entire classic distance races.

#### **4.1.1 Coach Portfolio: Trends in Technique, Biomechanics and Tactics Report part 1 (WC trends)**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

##### **Emerging Trends**

- ✓ 1 paragraph on identified trend in technique, biomechanics or tactics emerging on the world cup. Provide specific examples and links to videos (appendix) whenever possible.

##### **Analysis of Trend**

- ✓ 3-4 paragraphs analysis of the impact this trend will have on racing and training. Questions to consider include: How do these techniques and strategies influence training at the elite level? Will the techniques and strategies be effective for all athletes? How can you apply use the strategies to athletes you coach? How will these strategies and tactics influence futures races at the national and World Cup level?

##### **Conclusion**

- ✓ 1 paragraph review of critical learning outcomes and how you will apply them in your coaching.

## **Part 2: Trends in Technique, Biomechanics and Tactics Report part 2 (Sprint Tactics Analysis):**

Coaches must demonstrate advanced knowledge of racing tactics and how to use this knowledge to aid the strategies of athletes they coach. It is recommended that coaches review the Comp-Dev on snow reference material when completing this report.

**Deliverable:** At a NorAm level race coaches should film (or have someone film for them) a sprint race heats and provide an analysis of sprint tactics. Coaches should provide an analysis of the racecourse, conditions and video clips of races at critical points on the course with their commentary and critique of the strategies used by the successful and unsuccessful athletes. The coach should prescribe an appropriate activity and/or drill to assist athletes to make a correction in performance. **This task is a video only submission that should use current video analysis software (e.g. coaches eye, ubersense or equivalent). The video should be between 5 and 10min in length.**

### **Video Submission Criteria**

- Video or voice over must identify the race format, location and athletes (bib number or athlete).
- Coaches should identify critical environmental factors including weather and race course profile that influence sprint tactics for the analyzed race
- Video must be clear (good lighting, not grainy, it must be easy to distinguish different athletes and techniques) and motion stabilized (or filmed with a steady hand).
- Athletes being critiqued must be easy to identify and filmed at a reasonable distance from the camera.
- Video analysis tools such as slow motion or drawing tools must be used to illustrate the tactics or techniques being examined.
- Coaches correctly identify a technique or tactic pertinent to L2C athletes.
- Coaches explanation on voice over of the video is clear and direct viewers to relevant cues.
- Coach identifies successful and unsuccessful execution of the technique and tactic being examined.
- Coach correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements
- Coach provides instruction on how this skill could be improved using examples of other racers or practical technique advice (for example on snow video of technique drills).



## **5.1 Helping Athletes Achieve Sport/Life Balance**

Skiing is what athletes do, not who they are. All good athletes should strive to have balanced lives outside of their ski career with other interests and events occupying their time. Coaches should be aware that athletes who display good balance between their athletic and personal lives are more likely to succeed long term in the sport. These athletes are better able to deal with setbacks and disappointment and stick with athletic training and lifestyles for longer periods. As part of the CDAG evaluation process, coaches are tasked with undertaking an athlete life development project with the team they coach.

**Speaker Workshop:** The coach will organize a half-day workshop with a sport professional centering on the theme of achieving sport life balance. The speaker should help athletes establish the initial steps of the Athlete Life Development Project.

**Athlete Life Development Project:** Have athletes on your team complete Athlete Life Development objectives on a semi-monthly basis. How you administer this process is at your discretion, however it is recommended that athletes use the suggestions below as the basis of their Athlete Life Development Project. Every other month athletes should create a mini presentation to the team describing the actions they took in the previous period to achieve-sport life balance and what projects they will be undertaking in the next period. Remind athletes that these need not be large measures, but rather small steps helping them achieve broader diversity of interests and activities.

**Suggestions Athlete Life Development Project** (athletes should attempt to integrate 2-3 activities into their weekly routine):

Scheduling: Setting daily schedules and sticking to it, include all important must-do events and plenty of 'me'-time.

Self-Improvement: Plan activities that focus entirely on them, self-improvement classes, charity work, learning a new skill, even going to the movies or theater on a regular basis.

Regulated media/screen time: One non-training/napping/sleeping hour a day should be set-aside in which no social media or screen time is used. Athletes should learn to embrace the off button on their phones. Athletes should actively plan to fill their non-screen time with more productive and healthy activities.

Seek Role Models: Athletes are asked contact a role model or key influencer in the community and sit down with them to network and learn from the role model's experience. Ask athletes to create a mini presentation based on this meet and greet, answer such questions as what did they learn, what are the unique traits of this individual, how can information from this meeting be applied to the daily life of the athlete.

Have fun: Ask athletes to reflect on the things that they enjoy the most. What makes them laugh, smile and feel good about themselves? Challenge athletes to make sure that at least once a week they are doing something just for themselves that they love and enjoy.

Explore the world: Have athlete attempt to embrace their surroundings. Encourage them to take a walk and pay attention to what's going on around town. Athletes should try taking a new route, visiting a new town or try being a tourist in their own town. They can attend a local performance, play amateur photographer or go to the park. Anything to become more aware of and more of an active participant in their community .

Dec 1, 2016

Starting and Competing a Project: Athletes should find a fun yet challenging project and work away at it for a month to see if they can complete it. This could be anything from redecorating a room, building a garden, making a rock climbing wall or filming a viral video. Creativity is strongly encouraged.

**Deliverable:** Coaches should hand in a copy of three different athlete presentations of their semi-monthly achievements (can be a video recording of the presentation). The coach will also hand in a general report of the activities athletes undertook during this process and should evaluate if this plan helped athletes broaden and diversify their interests and undertakings. Coach should also reflect on how they could improve upon this process in the coming year and what were the biggest obstacles to achieving sport life balance for their athletes.

### **5.1.1 Coach Portfolio: Helping Athletes Achieve Sport/Life Balance Report**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### **Report on Speaker Workshop**

- ✓ 1 paragraph summary of the speaker workshop on athlete/life balance. Detail activities, learning outcomes for you and the athletes and how you would improve this process in the future.

#### **Explanation of Athlete Sport/Life Project**

- ✓ 2-3 paragraphs explaining how you established and built an athlete/sport balance into the culture of your team. Provide examples of how you supported athlete achievement, developed buy in and facilitated completion of the athlete projects.

#### **Summary and Report on Project**

- ✓ 2-3 paragraphs report of the activities athletes undertook during this process. Coach should provide critical analysis of whether this plan helped athletes broaden and diversify their interests and undertakings outside of sport. Coach should also reflect on how they could improve upon this process in the coming year and what were the biggest obstacles to achieving sport life balance for their athletes.

***Final Report must include 3 reports from athletes on their projects (can be videos of reports to the team)***

## **6.1 Practical Curriculum: Hands on Experience for CDAG Coaches**

Coaches at the CDAG level are well on their way to eventually leading the next generation of Canadian World Cup athletes. As such these coaches need to have significant experience working with athletes and managing logistics at the international level. The goal of the practical curriculum is to provide coaches with entry-level international experience to prepare them for the challenges of the international racing scene.

Evaluation of waxing proficiency and achievement of learning plan objectives to be provided by head coach of the international trip. This evaluation should be submitted with the trip report.

**a) International Racing Trip 1 (assist):** Assist Cross Country Canada's efforts at an international racing trip. This can include the World Jr/U23 championships, World Cups or European B Tours. Coaches are encouraged to apply for HPCE of this nature when posted on the CCC website.

**Deliverables:** Coaches will be required to develop a learning plan before departing for the trip with input from the lead coach of the racing trip. This learning plan should include:

- Objectives for trip (technical, tactical, cultural, organizational, physiological, psychological etc.).
- Specific tasks under your direction (in consultation with the lead coach).

Upon Completion of the trip coaches should hand in a 2-page reflection on the experience with areas for improvement and successes. The lead coach for the trip will also provide an evaluation on waxing skills and proficiency during the trip.

### **6.1.1 a) Coach Portfolio: International Racing Trip 1 Report (assist)**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### **Learning Plan (Developed Before the Trip)**

- ✓ 2 paragraph summary of learning plan developed before departing for the trip with input from the lead coach of the racing trip. The learning plan should include: Objectives for trip (technical, tactical, cultural, organizational, physiological, psychological etc.) and Specific tasks under your direction (in consultation with the lead coach).

#### **Reflection on Trip**

- ✓ 4-5 paragraphs reflection on the experience with areas for improvement and successes. Did you achieve your learning objectives? What was the greatest lesson learned? What skills and experiences do you need to improve in order to lead an international racing trip? What were the memorable experiences on this trip? How did the working environment with new coaches and athletes challenge you?

#### **Evaluation from lead coach**

- ✓ Attach a 1 paragraph report from the lead coach on your waxing proficiency and your achievement of the learning plan objectives.



- b) International Racing Trip 2 (lead):** Coaches will be responsible for organizing and leading an international racing trip (B-Tour or World Jr/U23 Championship). For this trip the coach is responsible for logistical, staff and athlete organization with the help of CCC staff.

**Deliverables:** Coaches are expected to maintain a journal of activities and learning outcomes from the trip organizational process. Bi-weekly to daily dated journal entries with activities should be recorded. After the trip the coach should reflect on experience with areas for improvement and successes. From their experiences coaches should develop a brief planning guide for future lead trip coaches including budget, venues, accommodations and travel arrangements, visas, communication and on site planning. The journal, planning guide and reflection/analysis paper should be handed into CCC evaluation staff at the end of the race season.

### 6.1.1 b) Coach Portfolio: International Racing Trip 2 Report (lead)

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### **Journal of activities for trip organization**

- ✓ 2 paragraphs summary of learning outcomes from the organization process and detailed journal of organizational activities (appendix). Example of journal entries:

Date	Activity	Notes/Learning Outcome
10/08/17	Contacted embassy regarding tight turn around on visa applications	Embassy is extremely unresponsive by phone, had better success physically going to the consulate in person
23/11/17	Confirmed with CCC final selection process and nomination procedure.	Communicating trip guidelines needs to be done well in advance
14/12/17	Final booking of race site hotels.	Cancellation policy is paramount to hotel selection as final numbers may vary as we approach departure date.

#### **Trip Planning Guide**

- ✓ From their experiences coaches should develop a brief (2 page) planning guide for future lead trip coaches including budget, venues, accommodations and travel arrangements, visas, communication and on site logistics.

#### **Conclusion/Reflect**

- ✓ After the trip the coach should reflect on experience with areas for improvement and successes. Provide a 1 paragraph summary of learning outcomes from this trip.

**7.1 Suggested timelines for CDAG completion**

With the amount of required work required to complete the CDAG sport specific tasks it is recommended that candidates complete the tasks over two seasons. A suggested timeline and deliverables schedule is below.

<b>Task</b>	<b>Deliverable 1</b>	<b>Deliverable 2</b>	<b>Deliverable 3</b>	<b>Deliverable 4</b>
<b>Coaching Seminar</b>	May 15, year one	N/A	N/A	N/A
<b>Integration of Sport Physiologist in Training Program Design</b>	June 1 year one	Oct 1 year 1	Feb 1 year 1	April 15 year 1
<b>Trends in Technique, Biomechanics and Tactics</b>	Jan 15 year 1	April 15 year 1	N/A	N/A
<b>International Racing Trip #1</b>	Jan 15 year 1	April 15 year 1		
<b>Integration of Sport Psychologist into training program design</b>	June 1 year 2	Oct 1 year 2	Feb 1 year 2	April 15 year 2
<b>Sport/Life Balance</b>	June 1 year 2	April 15 year 2	N/A	N/A
<b>International racing trip 2</b>	April 15 year 2	N/A	N/A	N/A

**Appendix – Example of CCC High Performance Coaching Seminar Program****CCC High Performance Seminar Schedule**Canmore, Alberta, May 6<sup>th</sup> to 8<sup>th</sup>, 2015

Seminar will take place in the Haig Room of the Bill Warren Training Centre located at 100-1996 Olympic Way, Canmore.

Friday, May 6, 2016

5:00 pm – 7:00 pm	OPEN TO ALL	<b>Coaches' Round Table:</b> Discussion on Junior and Senior development initiatives, presentations of key recommendations from Junior Development Committee and coaches' panel discussion. Solicitation of ideas for future improvements to national development programs. Open to all coaches. Opportunity for club coaches to work with CCC staff to build development programs.
7:00 pm – 9:00 pm		Coach social/dinner on site

Saturday, May 7, 2016

8:30 am – 8:40 am	Opening Remarks and Schedule for the Day	
8:40 am – 10:15 am	OPEN TO ALL	<b>Keynote Address:</b> Hans-Christer Holmberg: Professor of Sport Science at Mid Sweden University and Director for Research and Development at the Swedish Olympic Committee and the Swedish Winter Sports Research Centre, Dr. Holmberg will be presenting research on post exercise heart rate recovery in skiers, gender differences in double poling and sprint technique, as well as technique and efficiency changes over different terrain types.
10:15 am - 10:30 am	T2T+ COACHES ONLY	Morning Break: Snacks and Coffee provided
10:30 am - 12:00 pm		<b>Dr. Michael Kennedy, PhD:</b> Professor of Physical Education at the University of Alberta, Dr. Kennedy's research focuses fatigue, health and fitness factors that affect illness injury and performance in athletes. Dr. Kennedy will be speaking on lung function and health in Nordic skiers as well as pacing strategies in endurance sport.
12:00 pm – 1:00 pm		Lunch Break
1:00 pm – 2:30 pm		<b>Alex Hutchinson, PhD:</b> A former physicist, national-class runner, and a National Magazine Award-winning science journalist. Alex covers fitness and endurance for Runner's World's Sweat Science blog and The Globe and Mail's Jockology Column. Alex will be speaking on current research trends across endurance sport.
2:30 pm – 2:45 pm		Afternoon Break: Snacks and Coffee Provided
2:45 pm – 4:30 pm		<b>Meredith Rocchi:</b> PhD Candidate in the School of Psychology at the University of Ottawa where she studies sport motivation, with a focus on understanding what impacts coaches' and athletes' motivation. Meredith will be speaking on coaching strategies for fostering short and long-term intrinsic motivation in athletes.

Dec 1, 2016

Sunday, May 8, 2014

8:30 am – 8:40 am	Opening Remarks and Schedule for the Day	
8:40 am – 10:00 am	T2T + COACHES ONLY	<b>Keynote Address:</b> Øyvind Sandbakk: Researcher at the the Center for Elite Sports Research at the Norwegian University of Science and Technology, Dr. Sandbakk will be speaking via skype on speed and heart rate profiles of elite skiers in competitions, the physiological responses to repeated upper body sprint exercises in highly trained Nordic skiers and the physiology profiles of elite Nordic skiers.
10:00am -10:15am		Morning Break: Snacks and Coffee provided
10:15 am - 12:00 pm		<b>Blair Evans:</b> Professor of Kinesiology at Penn State, Dr. Evans' research focuses on the inherent social nature of sport and ensuring that meaningful and positive relationships are developed in these settings. Dr.Evans will be speaking on team dynamics in individual sports and emotions during endurance competition.
12:00 pm – 1:00 pm		Lunch Break
1:00 pm – 2:30 pm		<b>Guilluame Millet:</b> Professor at the University of Calgary's Faculty of Kinesiology, Dr. Millet is an expert in ultra endurance training and the associated physiological responses to endurance exercise. Dr. Millet will be speaking on the causes of fatigue and exhaustion in whole-body exercises in normal and extreme conditions, as well as how neuromuscular fatigue can explain running strategies and performance in ultramarathons.
2:30 pm – 2:15pm		Afternoon Break: Snacks and Coffee Provided
2:30 pm – 3:15 pm		<b>Justin Wadsworth:</b> The head coach of Canada's National Ski Team, Justin will be speaking on building and evaluating training programs of Canadian National Team athletes. This presentation will ground the theoretical topics of the high performance seminar in the practical realities of elite athlete coaching.
3:15 pm - 4:00 pm		<b>Joel Jacques:</b> Head Wax technician for the Canadian National Ski Team, Joel will be speaking on the latest waxing trends on ski preparation at the world cup level.



## **REFERENCES**

NCCP Evaluation Tool Kit, Coaching Association of Canada, version 2.1, 2011

Reference Material : Competition-Development (L2C) dryland , Cross Country Canada, 2015

Coach Workbook : Competition-Development (L2C) dryland , Cross Country Canada, 2015

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