

# Competition Coaching Development (Learning to Compete)

---

Evaluation Guidebook  
**June 2015**



## Table of Contents

### Section 2 – CCD Evaluation (Sport specific)

<b>2.1 Monitoring, testing and designing training plans for L2C athletes.....</b>	<b>5</b>
<b>2.1.1 Evaluation Protocol .....</b>	<b>5</b>
At the Dryland L2C Workshop.....	5
Between the dryland and on snow L2C workshop .....	5
At the On snow L2C workshop.....	5
Administration .....	6
<b>2.1.2 Coach Portfolio.....</b>	<b>6</b>
Athlete Profile and Goals (Sample) .....	7
Yearly Training Plan for L2C athlete (Sample) .....	10
Yearly training plan for L2C athlete (blank).....	11
Weekly training plan (sample).....	12
Weekly training plan (blank) .....	15
Practice Plan sheet (blank) .....	17
<b>2.1.3 Evaluator Forms .....</b>	<b>18</b>
Standard of evidence charts .....	18
Evaluator Checklist.....	29
<b>2.2 Analyzing technical performance of L2C athletes.....</b>	<b>35</b>
<b>2.2.1 Evaluation protocol .....</b>	<b>35</b>
At the Dryland L2C workshop .....	35
Between the dryland and on snow L2C workshop .....	36
At the On snow L2C workshop.....	36
Administration .....	37
<b>2.2.2 Coach Portfolio.....</b>	<b>38</b>
<b>2.2.3 Evaluator Forms .....</b>	<b>38</b>
Standard of evidence charts .....	38
Evaluator Checklist.....	40
<b>2.3 Planning and delivering a practice for L2C athletes.....</b>	<b>43</b>
Evaluation Protocol.....	43
Before Observation of Practice Session .....	43

During Observation of Practice Session .....	44
The Debrief Session .....	44
Administration .....	45
2.3.2 Coach portfolio.....	45
Practice planning sheet (blank).....	45
Emergency Action Plan (EAP).....	46
Contact Information .....	47
Roles and responsibilities .....	48
2.3.3 Evaluator Forms .....	49
Standard of evidence charts .....	49
Evaluator Checklist .....	59
2.4 Supporting L2C Athletes at a Competition .....	66
2.4.1 Evaluation Protocol .....	66
Before Observation at a Competition .....	66
During Observation at a Competition .....	67
The Debrief Session .....	67
Administration .....	67
2.4.2 Coach Portfolio.....	68
Coach's competition planning sheet .....	68
Athlete's pre-race planning sheet #1 .....	70
Athlete's pre-race planning sheet #2 .....	73
Plan – Evening Before Race .....	73
Athlete's warm-up plan (sample) .....	74
Athlete's Race Planning Sheet (Sample).....	75
Athlete's warm-down plan (sample).....	77
Performance goals sheet (blank) .....	79
2.4.2 Evaluator Forms .....	80
Standard of evidence charts .....	80
Evaluator Checklist .....	91
2.5 Managing a sport program for L2C athletes.....	99
2.5.1 Evaluation Protocol .....	99
At the on snow L2C workshop .....	99

After the CCD-L2C on snow workshop .....	99
The Debrief Session .....	99
Administration .....	101
2.5.2 Coach Portfolio.....	101
Administration: .....	101
Athlete Monitoring (the coach must provide the following for at least two athletes) ...	101
2.5.3 Evaluator Forms .....	102
Standard of evidence charts .....	102
Evaluator Checklist .....	105
Annex .....	109
Feedback Form (Evaluation) .....	109

## 2.1 Monitoring, testing and designing training plans for L2C athletes

### 2.1.1 Evaluation Protocol

#### At the Dryland L2C Workshop

☐

The Evaluator will **review the portfolio components** with the coach and discuss any questions or issues they may have with the Planning Sheets and other documents. This discussion should be formative in nature.

#### Between the dryland and on snow L2C workshop

☐

The coach will **submit their completed Coach Portfolio** to the LF/Evaluator at least two weeks prior to the on snow workshop. The portfolio will include:

- Athlete profile and goals report
- Yearly Training Plan (broken down into major periods of the year)
- Summary of goals and priorities for each period
- Weekly training plans
- Practice plans
- Testing and monitoring plan

☐

The Evaluator will **evaluate all the portfolio components** for structure and completeness of the plans and other required documents.

☐

The Evaluator must use the “Standards or evidences” and “Evaluator checklists” for “Monitoring, testing and designing training plans for L2C athletes” in this Guide to document the result of these evaluations.

#### At the On snow L2C workshop

☐

The Evaluator will complete the evaluation of all the portfolio components :

- By questioning the coach for clarification as needed and to ask questions not answered by contents of the portfolio
- Providing feedback to the coach on the plans and other documents

☐

A coach must **MEET OR EXCEED EXPECTATIONS** for at least 75% of the evidences of each criterion in order to **MEET EXPECTATION** of the Summary Evaluation

☐

The Evaluator will conduct a debrief session with the coach. Suggested debrief time is approximately 30-45 minutes, depending on circumstances.

- ☐ Following the debrief session, or shortly thereafter, the Evaluator will inform the coach of the overall result of the evaluation by giving a copy of the evaluator checklists for “Monitoring, testing and designing training plans for L2C athletes”.
- ☐ If there is any requirement to re-test portions of the evaluation, the Evaluator shall decide, with the coach, any follow-up that the coach wishes to plan for.

### Administration

- If the coach meets the evaluation standards the Evaluator will endorse (sign off) the “**Evaluator Checklist**” and “**Summary Evaluation**” forms and forward them to their Division Office.
- The Division Coaching Coordinator will forward the “**Summary Evaluation**” form and update the coach’s records as appropriate.

### 2.1.2 Coach Portfolio

The coach will **submit their completed Coach Portfolio** to the Learning Facilitator/Evaluator.  
The portfolio will include:

- a. Athlete profile and goals report: provide a thorough assessment of all performance factors, comparing athlete data to Nordiq Canada or other related standards/benchmarks and provide commentary on the athlete’s current vs desired development/performance level. Determine development and performance goals for the year (see template) based on athlete’s strengths and weaknesses and stage of development.
- b. Team Profile and Goals report: provide a brief summary of team dynamics and goals. Identify strengths and weaknesses of team and any potential for internal conflict and purposed solutions.
- c. Yearly Training Plan (broken down into major periods of the year): must include main goals for the year and total yearly volume, specific vs non-specific training ratio per training period, prioritized competition schedule, testing and monitoring schedule (what and when), development priority level for each training parameter, weekly volume and intensity indexes (see template). In regard to technique development plan, provide details of what will be worked on specifically and for how long throughout each period (for example: more efficient use of 1skate in gradual uphill, sept-oct.)
- d. Summary of goals and priorities for each period: Provide written summary explaining why training/development priorities for each period are selected and how they are related to the athlete’s stage of development and individual assessment of strengths and weaknesses. Include amount of time/volume of work necessary to achieve development of priorities (should be reflected in YTP and weekly plans as well). Essentially how many times per week, month, etc will you have to work on a skill for an athlete to show significant improvement?
- e. Weekly training plans: provide 1 sample of weekly training plan for each of the periods with details of each training session and with a brief explanation of the variables considered to plan workouts throughout the week (accounting for anticipated fatigue levels, necessary

recovery time, individual athlete training priorities, overall performance goals and competitions scheduled in the short term). In addition provide a sample of a two week training plan designed for peaking at a major event for the athlete. Provide a brief summary of how the peaking plan is different from regular weeks in the competitive period and how it is tailored to your athlete specifically.

- f. Practice plans: Provide a practice plan (main team session) within each of the weekly plans submitted that identifies appropriate types of exercises for developing specific athletic abilities, technical/tactical skills and that incorporate **mental skills development (visualization, attention control and dealing with distractions)**. Mental skill training should be shown to be incorporated into practice plans (with what skill is being considered and how it will be executed), weekly plans, and general priorities for each period and the YTP.
- g. Testing and monitoring plan: provide details of testing and monitoring programs/tools (what tests or monitoring tools, purpose, timing, etc) and samples of periodic report cards and test results. At a minimum monitoring must examine fatigue/training stress, general fitness, sport specific fitness, and goal achievement. Also describe involvement of Integrated Support Team members (doctor, physio, strength specialist, nutritionist, psychologist, etc).

### Athlete Profile and Goals (Sample)

Name: \_\_\_\_\_ Age: \_\_\_\_\_

### ASSESSMENT

Team profile and dynamics of athlete within team	
Sport Background	
Health Status	
Morphology/posture	
Nutritional assessment	
Social-economical context	
Motivation level	
Mental Skills (stress management, concentration,	

distraction control)	
Past year main results (major events, aggregates, CPL)	
Athletic abilities test results	
Energy systems +/-	
Strength +/-	
Technique +/-	
Tactics +/-	
Mental skills +/-	

#### DEVELOPMENT GOALS (TRAINING)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### PERFORMANCE GOALS (RACING)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Coach Name:** \_\_\_\_\_ **CC #:** \_\_\_\_\_



## Yearly training plan for L2C athlete (blank)

Major objectives for the year and total volume: \_\_\_\_\_

Months	April	May	June	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Periods (macrocycles)												
Weeks (microcycles)												
Competitions and tests												
Camps												
Med/physio assessments												
Specific vs non-spec. %												
ZONE 1-2 (Aero. Endurance)												
ZONE 3 (Anaer. Threshold)												
ZONE 4 (MAS/RACE)												
Anaerobic Lactate Sprint												
Alactic Sprinting												
Core Strength												
Endurance strength												
Hypertrophy strength												
Power/plyometrics strength												
Max strength												
Flexibility												
Technique focus												
Race tactics/strategies focus												
Mental training focus												
#of intensity per week (Z3-4)												
# of Sprint/Speed per week												
Monthly Hours												

Coach Name: \_\_\_\_\_

CC #: \_\_\_\_\_

## Weekly training plan (sample)

**Weekly Objectives:** Rehabilitation/Flexibility routine 1 X per day; Mental skills training at 4 different practices this week. Be ready to execute your mental skill goals at every practice; As per your period plan there will be lots of opportunity to practice sprints of various length this week.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
<b>Zone 1</b>	1:00 classic RS	0:30 jogging	1:00 skate RS warm up and cool down	0:45 jogging	1:00 skate RS	1:30 classic RS	0:20 ski stride +0:25 classic RS	<b>6:30</b>
<b>Zone 2</b>								
<b>Zone 3</b>							3 x 10 min/ 2 min ski stride	<b>0:45</b>
<b>Zone 4</b>			5 x 3 min/ 4 min skate RS					<b>0:35</b>
<b>Sprint (10-45 sec.)</b>			3-4 x 20 sec/3 min					<b>1 x</b>
<b>Speed (2.8 sec)</b>		6 x 8 sec / 3 min during Z 1				6 x 8 sec/ 3 min during Z1		<b>2x</b>

<b>Core strength</b>		0:30		0.15		0.15		<b>1:00</b>
<b>Endurance Strength</b>							3 x 5 min/ 3 min DP	<b>0:25</b>
<b>Hypertrophy Strength</b>								
<b>Power/plyometrics strength</b>					0:45			<b>0:45</b>
<b>Max Strength</b>	1:00 7-9 RM							<b>1:00</b>
<b>Flexibility</b>	0:15	0:15	0:15	0:15	0:15	0:15	0:15	<b>1:45</b>
<b>Technique focus</b>	Good balance and long glide in DS		Efficient one skate in gradual uphill		Balance and glide	High turnover during sprints	Ski-stride: hips forward, land on flat foot, full extension of arm-hand	
<b>Race tactics/strategy focus</b>			Try different pacing for intervals and compare distance achieved			compare distance achieved with DS vs DP starts in different grades		

<b>Mental training focus</b>		visualize perfect start	set objectives for intensity workout e.g. focus on technique + control thoughts		Spend 10 min visualizing technique on snow. Think about how the snow feels, what the surroundings look like etc.	visualize perfect start	set objectives for intensity workout+ respect pace + positive thinking if weather is poor	
<b>General notes on practice</b>	Keep rest to 1.5 to 2min between sets. Proper technique over weight.	Can take longer rest as need from each sprint. Ensure maximum effort. Write up 2 workout goals for tomorrow's intervals	After solid 30min warm up do 3-4x 20sec sprints. Move into z4 intervals after sprints. Execute pacing and mental training objectives.	No effort fun run. Do a fun loop, run with a friend.	Plyometrics are for maximum explosive effort today. If quality diminishes stop!	Do a few sprints on gradual downhill to work on overspeed	Double pole will be done as hill repeats. Remember for zone 3 it is the length of the workout, not the intensity which is the hard part. Keep it in zone!	
<b>Total</b>	<b>2:15</b>	<b>1:15</b>	<b>1:50</b>	<b>1:15</b>	<b>2:00</b>	<b>2:00</b>	<b>2:10</b>	<b>12:45</b>

## Weekly training plan (blank)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Zone 1								
Zone 2								
Zone 3								
Zone 4								
Sprint (10-45 sec.)								
Speed (2.8 sec)								
Core strength								
Endurance Strength								
Hypertrophy Strength								
Power/plyometrics strength								
Max Strength								
Flexibility								

Technique focus								
Race tactics/strategy focus								
Mental training focus								
General notes on practice								
Total								

Coach Name: \_\_\_\_\_

CC #: \_\_\_\_\_

## Practice Plan sheet (blank)

Team/Program: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Objective(s): \_\_\_\_\_

Equipment: \_\_\_\_\_

**NB: Please ensure that you include a rationale for how your practice plan adheres to LTAD principles and why you are choosing the exercises and drills included in the plan**

Activities Goals: Athletic abilities, type of effort, length, intensity, movements, etc.	Key Points/Messages Guidelines, Safety, mental strategies
<b>Introduction</b> (duration =     min)	
<b>General Warm-up</b> (duration =     min)	
<b>Specific Warm-up</b> (duration =     min)	
<b>Main Part</b> (duration =     min) <i>PS: Must Include some focus on technique development and tactics.</i>	

<b>Warm-down</b> (duration =      min)	
<b>Conclusion</b> (duration =      min)	

### 2.1.3 Evaluator Forms

#### Standard of evidence charts

CCD-L2C Outcome: provide support to athletes in training		
Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to cross country skiing		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Implement general and cross country skiing-specific training protocols and methods to appropriately develop and/or maintain all athletic abilities  <input type="checkbox"/> Ensure selected training protocols and methods are adapted to the age and training experience of the athletes  <input type="checkbox"/> Ensure selected training protocols and methods are adapted to the time of the yearly program	

CCD-L2C Outcome: Analyze Performance		
Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance  <input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities	

CCD-L2C Outcome: Analyze Performance		
Criterion: Evaluate if the athlete's sport-specific fitness level for performance and for continued progression in cross country skiing		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Implement field or lab tests to evaluate athletes' cross country skiing-specific fitness in the relevant athletic abilities for cross country skiing  <input type="checkbox"/> Implement a system to monitor progress of sport-specific fitness over time  <input type="checkbox"/> Interpret the results of field or lab tests by comparing them to (1)	

	<p>normative data that are appropriate to the athletes' gender, age, and discipline, and (2) previous evaluation results</p> <p><input type="checkbox"/> Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries</p> <p><input type="checkbox"/> Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress</p> <p><input type="checkbox"/> Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)</p> <p><input type="checkbox"/> Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities</p> <p><input type="checkbox"/> .Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)</p> <p><input type="checkbox"/> Use evaluation of sport-specific fitness levels to make appropriate modifications to tactics/strategies used in competition</p> <p><input type="checkbox"/> Maintain records of evaluation results and ensure confidentiality of records according to Nordiq Canada privacy policies</p>	
--	--	--

	<input type="checkbox"/> Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results	
--	---	--

CCD-L2C Outcome: Analyze Performance		
Criterion: Identify competition-specific factors that impact performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Identify performance impact of scheduling of competition(s) and number of competitions within a given period of time on performance	

CCD-L2C Outcome: Analyze Performance		
Criterion: Perform a thorough analysis of cross country skiing demands at the elite level		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Understands critical elements of information or statistics that serve to describe the requirements for international competitions <input type="checkbox"/> Understands the physiological demands of the sport <input type="checkbox"/> Understands the mental demands of the sport	

	<input type="checkbox"/> Understands the technical demands of the sport <input type="checkbox"/> Understands the tactical and decision-making demands of the sport <input type="checkbox"/> Understands the training commitments required at the elite level in the sport <input type="checkbox"/> Consult with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice	
--	---	--

CCD-L2C Outcome: Support the competitive experience		
Criterion: Implement pre-competition mental training procedures that promote readiness for performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Integrate visualization into athlete's training plans <input type="checkbox"/> Integrate dealing with distractions into athletes' training plans <input type="checkbox"/> Incorporate the training of focus into the phases and periods of athletes' training plans	

CCD-L2C Outcome: Design a sport program
Criterion: Outline a program structure based on training and competition opportunities

Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.)</p> <p><input type="checkbox"/> Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan</p> <p><input type="checkbox"/> Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition)</p> <p><input type="checkbox"/> Identify number, duration, and frequency of training sessions in each period of the program (weekly plan samples)</p> <p><input type="checkbox"/> Present Yearly Training Planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program, consistent with Nordiq Canada's long-term athlete development framework</p> <p><input type="checkbox"/> Identify relative importance of competition in Yearly Training Plan</p> <p><input type="checkbox"/> Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of</p>	

	evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with Nordiq Canada's long-term athlete development framework	
--	--	--

CCD-L2C Outcome: Design a sport program		
Criterion: Identify appropriate measures to promote athlete development		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with Nordiq Canada's long-term athlete development norms and (2) are adapted to the needs of L2C athletes	

CCD-L2C Outcome: Design a sport program		
Criterion: Integrate yearly training priorities for cross country skiing into own program		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Use Nordiq Canada sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan  <input type="checkbox"/> Use Nordiq Canada sample yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly	

	<p>Training Plan</p> <p><input type="checkbox"/> Identify for a given week in the program:</p> <p><input type="checkbox"/> The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week</p> <p><input type="checkbox"/> Whether there is a gap between the “minimum training time required to induce specific training effects” and the “time available for training”, using NCCP and Nordiq Canada guidelines</p> <p><input type="checkbox"/> The organization and sequence of training priorities on a weekly basis based on timing within Yearly Training Plan</p> <p><input type="checkbox"/> Identify adjustments to Nordiq Canada template to better reflect own program situation, while remaining consistent with Nordiq Canada long-term athlete development guidelines</p> <p><input type="checkbox"/> Prioritize key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of components during each period of the plan.</p>	
--	--	--

CCD-L2C Outcome: Design a sport program		
Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptation		
Does not yet meet expectations	Meets expectations	Exceeds expectations

	<p><input type="checkbox"/> Account for logistical constraints in the yearly training plan when sequencing weekly training activities</p> <p><input type="checkbox"/> Present a 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities</p> <p><input type="checkbox"/> Strategically position training sessions relative to each other within the week that accounts for: anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term</p> <p><input type="checkbox"/> Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans</p> <p><input type="checkbox"/> Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc.</p> <p><input type="checkbox"/> Take into account fatigue indices from previous weeks' training and competition activities to organize and sequence weekly training priorities and objectives</p> <p><input type="checkbox"/> Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program</p>	
--	---	--

CCD-L2C Outcome: Design a sport program		
Criterion: Develop a tapering and peaking program in preparation for important competitions		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Describe the competition/training activities for the two weeks preceding an important competition that indicates an awareness of specific individual athlete competitive demands. <ul style="list-style-type: none"> <li>○ Reduce the training volume throughout the taper phase</li> <li>○ Maintain or schedule a slight reduction in the weekly frequency of training sessions</li> <li>○ Maintain sufficient volume of high-intensity training</li> <li>○ Decrease the level of fatigue generated during training sessions</li> <li>○ Maintain or schedule a slight reduction in the weekly frequency of training sessions</li> </ul>	

CCD-L2C Outcome: Analyze Performance		
Criterion: Evaluate the efficacy of the athlete to perform up to potential in competition		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Produce an evidenced-based report that documents the following aspects: <ul style="list-style-type: none"> <li><input type="checkbox"/> team or club short and long-term goals</li> </ul>	

	<input type="checkbox"/> athletes' short and long-term goals <input type="checkbox"/> assessment of the athlete's commitment to training and to competition <input type="checkbox"/> assessment of the athlete's motivation for training and for competing <input type="checkbox"/> assessment of the athlete's ability to effectively apply tactics (intention, execution, timing, follow-up actions to exploit situation; etc.) <input type="checkbox"/> assessment of the athlete's nutrition or hydration status <input type="checkbox"/> assessment of the athlete's general health status <input type="checkbox"/> Evaluate the athlete's mental skills abilities including concentration at critical moments of the competition, distraction control, focus and managing stress. <input type="checkbox"/> Asses the athlete's ability to effectively cooperate with others during competition <input type="checkbox"/> Assess the group's cohesiveness and ability to function as a collective <input type="checkbox"/> Assess potential sources of conflict or tension among athletes <input type="checkbox"/> Report on socio-economical factors that may impact the athlete's situation and ability to perform	
--	--	--

## Evaluator Checklist

### Monitoring, testing and designing training plans for L2C athletes

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed where  
 WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to cross country skiing	NI	ME	EE
<input type="checkbox"/> Implement general and cross country skiing-specific training protocols and methods to appropriately develop and/or maintain all athletic abilities			
<input type="checkbox"/> Ensure selected training protocols and methods are adapted to the age and training experience of the athletes			
<input type="checkbox"/> Ensure selected training protocols and methods are adapted to the time of the yearly program			
Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	NI	ME	EE
<input type="checkbox"/> Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance			
<input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities			
Criterion: Evaluate if the athlete's sport-specific fitness level for performance and for continued progression in cross country skiing	NI	ME	EE
<input type="checkbox"/> Implement field or lab tests to evaluate athletes' cross country skiing-specific fitness in the relevant athletic abilities for cross country skiing			

<input type="checkbox"/> Implement a system to monitor progress of sport-specific fitness over time			
<input type="checkbox"/> Interpret the results of field or lab tests by comparing them to (1) normative data that are appropriate to the athletes' gender, age, and discipline, and (2) previous evaluation results			
<input type="checkbox"/> Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries			
<input type="checkbox"/> Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress			
<input type="checkbox"/> Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)			
<input type="checkbox"/> Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities			
<input type="checkbox"/> Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)			
<input type="checkbox"/> Use evaluation of sport-specific fitness levels to make appropriate modifications to tactics/strategies used in competition			
<input type="checkbox"/> Maintain records of evaluation results and ensure confidentiality of records according to Nordiq Canada privacy policies			
<input type="checkbox"/> Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results			
<b>Criterion: Identify competition-specific factors that impact performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Identify performance impact of scheduling of competition(s) and number of competitions within a given period of time on performance			

<b>Criterion: Perform a thorough analysis of cross country skiing demands at the elite level</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Understands critical elements of information or statistics that serve to describe the requirements for international competitions			
<input type="checkbox"/> Understands the physiological demands of the sport			
<input type="checkbox"/> Understands the mental demands of the sport			
<input type="checkbox"/> Understands the technical demands of the sport			
<input type="checkbox"/> Understands the tactical and decision-making demands of the sport			
<input type="checkbox"/> Understands the training commitments required at the elite level in the sport			
<input type="checkbox"/> Consult with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice			
<b>Criterion: Implement pre-competition mental training procedures that promote readiness for performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Integrate visualization into athlete's training plans			
<input type="checkbox"/> Integrate dealing with distractions into athletes' training plans			
<input type="checkbox"/> Incorporate the training of focus into the phases and periods of athletes' training plans			
<b>Criterion: Outline a program structure based on training and competition opportunities</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.)			
<input type="checkbox"/> Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan			

<input type="checkbox"/> Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition)			
<input type="checkbox"/> Identify number, duration, and frequency of training sessions in each period of the program (weekly plan samples)			
<input type="checkbox"/> Present Yearly Training Planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program, consistent with Nordiq Canada's long-term athlete development framework			
<input type="checkbox"/> Identify relative importance of competition in Yearly Training Plan			
<input type="checkbox"/> Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with Nordiq Canada's long-term athlete development framework			
<b>Criterion: Identify appropriate measures to promote athlete development</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with Nordiq Canada's long-term athlete development norms and (2) are adapted to the needs of L2C athletes			
<b>Criterion: Integrate yearly training priorities for cross country skiing into own program</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Use Nordiq Canada sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan			
<input type="checkbox"/> Use Nordiq Canada sample yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan			
<input type="checkbox"/> Identify for a given week in the program:			

<ul style="list-style-type: none"> <li>○ The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week</li> <li>○ Whether there is a gap between the “minimum training time required to induce specific training effects” and the “time available for training”, using NCCP and Nordiq Canada guidelines</li> <li>○ The organization and sequence of training priorities on a weekly basis based on timing within Yearly Training Plan</li> </ul>			
<input type="checkbox"/> Identify adjustments to Nordiq Canada template to better reflect own program situation, while remaining consistent with Nordiq Canada long-term athlete development guidelines			
<input type="checkbox"/> Prioritize key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of components during each period of the plan.			
<b>Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptation</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Account for logistical constraints in the yearly training plan when sequencing weekly training activities			
<input type="checkbox"/> Present a 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities			
<input type="checkbox"/> Strategically position training sessions relative to each other within the week that accounts for: anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term			
<input type="checkbox"/> Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans			
<input type="checkbox"/> Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc.			
<input type="checkbox"/> Take into account fatigue indices from previous weeks’ training and competition activities to organize and sequence weekly training priorities			

and objectives			
<input type="checkbox"/> Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program			
<b>Criterion: Develop a tapering and peaking program in preparation for important competitions</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Describe the competition/training activities for the two weeks preceding an important competition that indicates an awareness of specific individual athlete competitive demands. <ul style="list-style-type: none"> <li>○ Reduce the training volume throughout the taper phase</li> <li>○ Maintain or schedule a slight reduction in the weekly frequency of training sessions</li> <li>○ Maintain sufficient volume of high-intensity training</li> <li>○ Decrease the level of fatigue generated during training sessions</li> <li>○ Maintain or schedule a slight reduction in the weekly frequency of training sessions</li> </ul>			
<b>Criterion: Evaluate the efficacy of the athlete to perform up to potential in competition</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Produce an evidenced-based report that documents the following aspects: <ul style="list-style-type: none"> <li>○ team or club short and long-term goals</li> <li>○ athletes' short and long-term goals</li> <li>○ assessment of the athlete's commitment to training and to competition</li> <li>○ assessment of the athlete's motivation for training and for competing</li> <li>○ assessment of the athlete's ability to effectively apply tactics (intention, execution, timing, follow-up actions to exploit situation; etc.)</li> <li>○ assessment of the athlete's nutrition or hydration status</li> <li>○ assessment of the athlete's general health status</li> </ul>			
<input type="checkbox"/> Evaluate the athlete's mental skills abilities including concentration at critical moments of the competition, distraction control, focus and managing stress.			

<input type="checkbox"/>	Asses the athlete's ability to effectively cooperate with others during competition			
<input type="checkbox"/>	Assess the group's cohesiveness and ability to function as a collective			
<input type="checkbox"/>	Assess potential sources of conflict or tension among athletes			
<input type="checkbox"/>	Report on socio-economical factors that may impact the athlete's situation and ability to perform			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2.2 Analyzing technical performance of L2C athletes

### 2.2.1 Evaluation protocol

#### At the Dryland L2C workshop

- The Evaluator will **review the portfolio components** with the coach and discuss any questions or issues they may have with the list of required documents. This discussion should be formative in nature.

### Between the dryland and on snow L2C workshop

- The coach will **submit their example of technique video analysis** (of one of the coached athletes) to the LF/Evaluator at least two weeks prior to the on snow workshop. The video should include some form of biomechanical analysis relevant to the specific technique or movement analyzed. Coaches can simply provide a link to an internet website where the video is posted or forward a DVD.
- The Evaluator will evaluate the example of technical analysis for relevant graphical illustration of the technical errors, referring to Nordiq Canada's referent models (see Athlete Development Matrix on Nordiq Canada's website).

NB: this part of the evaluation is only to evaluate the coach's use of technology to gather information about athletes' technical performance and learning or to enhance learning in athletes. The evaluation of the coach's technical analysis skills will take place at the on snow workshop using different technique video examples.

### At the On snow L2C workshop

☐ The Evaluator will proceed with formal evaluation of the coach by asking the coach to perform a technical analysis of given skills (one classic, one skating). The evaluator will ask the coach the following questions:

- a. What are you looking for?
- b. What technical errors do you see?
- c. What are the causes of these errors?
- d. What is the impact/consequence of the incorrect execution of the technique on performance?
- e. Is the incorrect execution also violating a cross country ski rule?
- f. What programming decisions would you take in the short-term to correct the technical elements identified? (i.e. what changes will you make to the athlete's YTP for the next few weeks or months to address the issue(s)?)
- g. What specific corrective measures would you take based on analysis of potential causes of errors?
- h. What should be the impact on performance of the correction?
- i. What drills/activities would you prescribe to correct the errors?

☐ A coach must MEET OR EXCEED EXPECTATIONS for at least 75% of the evidences of each criterion in order to MEET EXPECTATION of the Summary Evaluation

☐ The Evaluator will conduct a debrief session with the coach. Suggested debrief time is approximately 30-45 minutes, depending on circumstances.

- ☐ Following the debrief session, or shortly thereafter, the Evaluator will inform the coach of the overall result of the evaluation by giving a copy of the evaluator checklists for “Analyzing technical performance of L2C athletes”.
- ☐ If there is any requirement to re-test portions of the evaluation, the Evaluator shall decide, with the coach, any follow-up that the coach wishes to plan for.

#### **Administration**

- If the coach meets the evaluation standards the Evaluator will endorse (sign off) the “**Evaluator Checklist**” and “**Summary Evaluation**” forms and forward them to their Division Office.
- The Division Coaching Coordinator will forward the “**Summary Evaluation**” form and update the coach’s records as appropriate.

## 2.2.2 Coach Portfolio

The coach will **submit their example of technique video analysis** (of one of the coached athletes) to the LF/Evaluator at least two weeks prior to the on snow workshop. The video should include some form of biomechanical analysis relevant to the specific technique or movement analyzed. Coaches can simply provide a link to an internet website where the video is posted or forward a DVD.

For examples, see the technique video analysis on Nordiq Canada's website Athlete Development Matrix page.

## 2.2.3 Evaluator Forms

### Standard of evidence charts

CCD-L2C Outcome: Provide support to athletes in training		
Criterion: Make interventions that enhance learning and that are aimed at improving the athlete's performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Use video to gather information about athletes' performance and learning, or to enhance learning in athletes.	

CCD-L2C Outcome: Analyze Performance		
Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Identify outcome (intention) of a technical skill and specify performance factors that define optimal performance based on	

	<p>Nordiq Canada's referent model</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify critical causes that may contribute to improved technical performance (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical ones that impact performance</li> <li><input type="checkbox"/> Correctly identify potential impacts on individual or team tactics that may result from incorrect execution of technical elements</li> <li><input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the technical elements identified</li> <li><input type="checkbox"/> Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance</li> <li><input type="checkbox"/> Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements</li> <li><input type="checkbox"/> Correctly and consistently apply biomechanical principles to identify potential risks of sport injury resulting from incorrect technical execution</li> </ul>	
--	--	--

<b>CCD-L2C Outcome: Analyze Performance</b>		
<b>Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>		
<b>Does not yet meet</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>

expectations		
	<input type="checkbox"/> Identify specific corrective measures based on analysis of potential causes of performance errors, consistent with the techniques checklists and referent model defined by Nordiq Canada	
	<input type="checkbox"/> Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance	

### Evaluator Checklist

#### Analyzing technical performance of L2C athletes

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement

Criterion: Make interventions that enhance learning and that are aimed at improving the athlete's performance	NI	ME	EE
<input type="checkbox"/> Use video to gather information about athletes' performance and learning, or to enhance learning in athletes.			
Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	NI	ME	EE
<input type="checkbox"/> Identify outcome (intention) of a technical skill and specify performance factors that define optimal performance based on Nordiq Canada's referent model			
<input type="checkbox"/> Identify critical causes that may contribute to improved technical performance (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical ones that impact performance			
<input type="checkbox"/> Correctly identify potential impacts on individual or team tactics that may			

result from incorrect execution of technical elements			
<input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the technical elements identified			
<input type="checkbox"/> Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance			
<input type="checkbox"/> Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements			
<input type="checkbox"/> Correctly and consistently apply biomechanical principles to identify potential risks of sport injury resulting from incorrect technical execution			
<b>Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Identify specific corrective measures based on analysis of potential causes of performance errors, consistent with the techniques checklists and referent model defined by Nordiq Canada			
<input type="checkbox"/> Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2.3 Planning and delivering a practice for L2C athletes

### Evaluation Protocol

NB: The “Planning and delivering a practice for L2C athletes” outcome can be evaluated either in a dryland setting or an on snow setting. In each cases though, the main part of the practice should include ski-specific training where the coach’s interventions are focused on technique improvement.

#### Before Observation of Practice Session

- ☐ The Evaluator will **contact the coach** at least two weeks before the evaluation session to coordinate logistics and the submission of the Coach Portfolio (required task-specific documents).
- ☐ The Evaluator will **review the portfolio components** with the coach and discuss any questions or issues they may have with the Practice Planning Sheet(s) and Emergency Action Plan. This discussion should be formative in nature.
- ☐ The coach will **submit their Completed Coach Portfolio** to the Evaluator no later than one week prior to the scheduled evaluation. The portfolio will include:
  - The **practice plans** that will be used for the practice.
  - The **practice plans** will clearly specify, among other things, which **skills and/or abilities** the coach will focus on during the session.
- ☐ An **Emergency Action Plan (EAP)** relative to the practice session being observed
- ☐ The evaluator will **review the practice plan** and **emergency action plan** specific to this practice session:
  - for structure and completeness of the plan.
  - questioning the coach for clarification as needed.
  - providing feedback to the coach on the plan prior to the on-snow observation.
- ☐ The Evaluator will coordinate a meeting place with the coach on the day of the observation.

### During Observation of Practice Session

- ☐ The observation must involve a minimum of **four L2C athletes (16 to 20)**.
- ☐ The observation time will take at least **45 minutes**, including preparation and the actual practice session.
- ☐ The coach should do everything they would normally do.
- ☐ The Evaluator will follow the coach without interfering with the practice session.
- ☐ If the coach is working with other coaches he/she should have the assigned athletes (4 minimum - as above) to work with.
- ☐ Based on the situation at the ski area, the coach may need to modify the original plan.
- ☐ The evaluator must use the “Standards of Evidence Charts” and “Evaluator Checklists” for “Planning and delivering a practice for L2C athletes” in this Guide before, during and immediately after the observation of the practice session to document evidences they observed while evaluating the practice plan and watching the coach with their athletes.

**A coach must MEET or EXCEED EXPECTATIONS for at least 75% of the evidences of each criterion in order to MEET the EXPECTATIONS of the Summary Evaluation.**

### The Debrief Session

- ☐ The Evaluator will conduct a debrief session with the coach, preferably immediately following the practice session, and in person. Suggested debrief time is approximately **30-45 minutes**, depending on circumstances.
- ☐ Following the debrief session, or shortly thereafter, the Evaluator will inform the coach of the overall result of the evaluation by giving a copy of the “Evaluation checklist– Planning and delivering a practice for L2C athletes” form to the coach.
- ☐ If there is any requirement to re-test portions of the evaluation, the Evaluator shall decide, with the coach, any follow-up that the coach wishes to plan for.

## Administration

☐

The Evaluator will forward the corresponding **Evaluator Checklist and Summary Evaluation forms** to their Division Office

☐

The Division Coaching Coordinator will update the coach's records as appropriate.

## 2.3.2 Coach portfolio

### Practice planning sheet (blank)

Team/Program: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Objective(s): \_\_\_\_\_

Equipment: \_\_\_\_\_

**NB: Please ensure that you include a rational for how your practice plan adheres to LTAD principles and why you are choosing the exercises and drills included in the plan**

Activities Goals: Athletic abilities, type of effort, length, intensity, movements, etc.	Key Points/Messages Guidelines, Safety, mental strategies
Introduction (duration =     min)	
General Warm-up (duration =     min)	
Specific Warm-up (duration =     min)	

<b>Main Part</b> (duration =      min)  <i>PS: Must Include some focus on technique development and tactics.</i>	
<b>Warm-down</b> (duration =      min)	
<b>Conclusion</b> (duration =      min)	

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

### Emergency Action Plan (EAP)

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold activity/practice sessions and for any facility or site where you regularly host competitions.

An EAP can be simple or elaborate should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell phone or a similar communication devise that works from that location with you and make sure the battery is fully charged.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.

5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times, as well as a supply of blankets (all coaches are strongly encouraged to pursue first aid training).
7. The ski area should have a snowmobile and appropriate medical transport toboggan available at the trail head to transport injured skiers to an ambulance. The ski area may also have a portable heater available in case the injured person needs to be left on the snow until the Emergency Personnel arrive.
8. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach the ski area, and the snowmobile operator precise directions to where the injured skier is located on the trail system.

*When an injury occurs, an EAP should be activated immediately if the injured person:*

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb

### **Contact Information**

Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers: **9-1-1 for all emergencies**

Cell phone number of coach: (xxx) xxx-xxxx

Cell phone number of assistant coach: (xxx) xxx-xxxx

Phone number of home ski area: (xxx) xxx-xxxx

In-Charge person (1<sup>st</sup> option): Suzie Chalmers (coach)

In-Charge person (2 <sup>nd</sup> option):	Joey Lemieux (assistant coach)
In-Charge person (3 <sup>rd</sup> option):	Angela Stevens (parent, nurse, usually on site)
Call person (1 <sup>st</sup> option):	Brad Fontaine (parent, cell xxx-xxxx)
Call person (2 <sup>nd</sup> option):	Sheila Lachance (parent, cell xxx-xxxx)
Call person (3 <sup>rd</sup> option):	Stefano Martinez (parent, cell xxx-xxxx)

### **Roles and responsibilities**



#### **In-Charge person**

- Reduce the risk of further harm to the injured person by securing the area and shelter the injured person from the elements.
- Designate who is in charge of the other participants.
- Protect yourself (wears gloves if he/she is in contact with body fluids such as blood).
- Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding).
- Wait by the injured person until emergency personnel arrive and the injured person is transported.
- Fill in an accident report form.



#### **Call person**

- Call for emergency help.
- Arrange for transport by snowmobile/ambulance for emergency personnel and injured skier as appropriate.
- Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done).
- Clear any traffic from the entrance/access to training to site before emergency personnel/vehicles arrive.
- Call the emergency contact person listed on the injured person's medical profile.

## 2.3.3 Evaluator Forms

### Standard of evidence charts

CCD-L2C Outcome: Provide support to athletes in training		
Criterion: Implement an appropriately structured and organized practice		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Present a practice plan with well-defined goals and objectives <input type="checkbox"/> Ensure activities and their duration are appropriate for each segment <input type="checkbox"/> Ensure practice activities are consistent with training priorities and developmental objectives of L2C for time of year <input type="checkbox"/> Sequence practice activities adequately to enhance learning or specific training effects <input type="checkbox"/> Welcome athletes prior to practice <input type="checkbox"/> Communicate the practice goals/objectives to athletes <input type="checkbox"/> Dress appropriately for active coaching <input type="checkbox"/> Ensure equipment is available and used appropriately throughout the practice <input type="checkbox"/> Ensure available space is used appropriately throughout practice <input type="checkbox"/> Ensure main practice segments	<input type="checkbox"/> Meets "Standard for Core Certification" and: <input type="checkbox"/> Engage athletes such that a high degree of structure, organization, and efficiency is maintained throughout the practice <input type="checkbox"/> Implement practice activities that enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition <input type="checkbox"/> Work with other coaches to define appropriate roles in the organization and structure of practice

	<p>are evident (warm-up; main part; cool-down)</p> <p><input type="checkbox"/> Match delivery of practice with practice plan's goal(s)</p> <p><input type="checkbox"/> Develop skill(s), tactics and/or athletic abilities in the main part of the practice</p> <p><input type="checkbox"/> Maximize practice time such that participants have appropriate duration, transition, and waiting times</p> <p><input type="checkbox"/> Provide breaks for appropriate recovery and hydration</p>	
--	--	--

CCD-L2C Outcome: Provide support to athletes in training		
Criterion: Make interventions that enhance learning and that are aimed at improving the athlete's performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Create opportunities to interact with all athletes</p> <p><input type="checkbox"/> Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance</p> <p><input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities for athletes to ask questions</p> <p><input type="checkbox"/> Uses different teaching styles that take into consideration the unique learning styles (auditory, visual, kinesthetic) of various athletes</p>	<p><b>Meets "Standard for Core Certification" and:</b></p> <p><input type="checkbox"/> Provide a rationale for choosing interventions that are used during practice</p>

	<p>and provide.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain 1-3 key factors or teaching points and check for clarification</li> <li><input type="checkbox"/> Provide constructive feedback and instruction towards both the group and individuals</li> <li><input type="checkbox"/> Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate</li> <li><input type="checkbox"/> Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback</li> <li><input type="checkbox"/> Promote a positive image of xc skiing and model the image to athletes and other stakeholders</li> <li><input type="checkbox"/> Use respectful language towards athletes when providing verbal interventions</li> </ul>	
--	---	--

Outcome: Analyze Performance		
Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries		
Does not yet meet expectations	Meets expectations	Exceeds expectations

	<input type="checkbox"/> Observe technical execution from adequate vantage point(s) as defined by the sport <input type="checkbox"/> Communicate how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate <input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance	<b>Meets “Standard for Core Certification” and:</b> <input type="checkbox"/> Facilitate the athlete(s) to detect key technical performance factors and to understand how and why these errors affect overall performance
--	---	---

Outcome: Analyze Performance		
Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Use adequate demonstrations to model correct performance <input type="checkbox"/> Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes’ capabilities <input type="checkbox"/> Ensure athletes understand what correct technique should look like and how it feels to execute correctly. Coach demonstrates how external cues (e.g. high hands) contribute to the feeling of good technique (more power). <input type="checkbox"/> Reinforce application of competitive rules that relate to skill	

	<p>execution when appropriate</p> <p><input type="checkbox"/> Where appropriate, ask participant's consent for physical contact when assisting in correcting a skill error</p>	
--	--	--

Outcome: Analyze Performance		
Criterion: Correct tactical elements that have to be improved or refined to enhance performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Prescribe an appropriate activity and/or drill that assists athlete to make correction in tactic/strategy</p> <p><input type="checkbox"/> Ensure that corrective measures replicate competition-like situations that will allow athletes to implement tactical/strategic corrections</p>	

Outcome: Support the competitive experience		
Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Choose skills and drills that ensure body segments contribute optimally to skill execution</p> <p><input type="checkbox"/> Incorporate dynamic warm-ups into athletes' training programs</p>	

Outcome: Plan a practice
--------------------------

Criterion: Identify appropriate activities in each part of the practice		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Ensure the clearly identified goal(s) is/are consistent with the following: Nordiq Canada long-term athlete development model; competitive level of the athletes; time of the Yearly Training Plan</p> <p><input type="checkbox"/> Ensure the duration of the practice and each practice segment is consistent with Nordiq Canada's growth and development principles and the accepted guidelines for the development of athletic abilities</p> <p><input type="checkbox"/> Include a list of key teaching points that relate to the overall practice goal</p> <p><input type="checkbox"/> Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year</p> <p><input type="checkbox"/> Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points)</p> <p><input type="checkbox"/> Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective</p>	<p><b>Meets "Standard for Core Certification" and:</b></p> <p><input type="checkbox"/> Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view</p> <p><input type="checkbox"/> Create activities for the specific needs of the participant or team based on analysis of performance in competition</p> <p><input type="checkbox"/> Provide a clear rationale for the goal and/or objective of each activity</p>

Outcome: Plan a practice		
Criterion: Identify logistics and appropriate background information for practice		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Identify athletes' age, abilities, and performance level <input type="checkbox"/> Identify basic information including date, time, location, number of athletes, level of athletes <input type="checkbox"/> Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal <input type="checkbox"/> Indicate where the practice fits within the yearly program <input type="checkbox"/> Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion <input type="checkbox"/> Identify the duration of the practice and each practice segment on a timeline <input type="checkbox"/> Where applicable, and given logistics of the practice, identify potential risk factors	

Outcome: Plan a practice		
Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Provide a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic/competitive situations  <input type="checkbox"/> When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes:  <input type="checkbox"/> Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up: <ul style="list-style-type: none"> <li>○ Pure speed (alactic power)</li> <li>○ Acquisition of new motor patterns</li> <li>○ Coordination/technique at high speed</li> <li>○ Speed-strength (power)</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Maximum strength</li> </ul> <input type="checkbox"/> Athletic abilities that can be improved in a state of light fatigue: <ul style="list-style-type: none"> <li>○ Speed endurance (alactic capacity; lactic power)</li> <li>○ Technique (consolidation of motor patterns)</li> </ul> <input type="checkbox"/> Athletic abilities that can be improved in a state of moderate fatigue: <ul style="list-style-type: none"> <li>○ Lactic capacity</li> <li>○ Maximal aerobic power</li> <li>○ Strength endurance</li> <li>○ High power aerobic endurance</li> <li>○ Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)</li> </ul> <input type="checkbox"/> Athletic abilities that can be improved in a state of moderate to high fatigue: <ul style="list-style-type: none"> <li>○ Low power aerobic endurance</li> <li>○ Flexibility</li> </ul>	
--	---	--

Outcome: Plan a practice		
Criterion: Design an emergency action plan		
Does not yet meet expectations	Meets expectations	Exceeds expectations

	<input type="checkbox"/> Present a complete Emergency Action Plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> <li>○ Locations of telephones (cell and land lines)</li> <li>○ Emergency telephone numbers</li> <li>○ Location of medical profile for each athlete under the coach's care</li> <li>○ Location of fully-stocked first-aid kit</li> <li>○ Advance "call person" and "charge person"</li> <li>○ Directions or map to reach the activity site</li> </ul>	<p><b>Meets "Standard for Core Certification" and:</b></p> <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy
		<input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis
		<input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs
		<input type="checkbox"/> Identify a process for updating and maintaining medical profiles
		<input type="checkbox"/> Critically reflect on how EAP implementation worked in the past and identify changes that are needed to enhance responses in emergency situations
		<input type="checkbox"/> Reflect on an athlete injury which has occurred during coaching and identify the effectiveness of the response and/or preventative measures
		<input type="checkbox"/> Provide evidence of consultation with specialists (Physiotherapists, trainers etc.) to ensure that emergency response procedures are current and that appropriate roles are defined

		<input type="checkbox"/> Sport uses EAP as a model of best practice
--	--	---

### Evaluator Checklist

#### Planning and delivering a practice for L2C athletes

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: where observed; EAP: emergency action plan; PP: practice plan; Ask: ask coach; YTP: yearly training plan

Criterion: Design an emergency action plan			
Expectations	NI	ME	EE
<input type="checkbox"/> Present a complete Emergency Action Plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> <li>○ Locations of telephones (cell and land lines)</li> <li>○ Emergency telephone numbers</li> <li>○ Location of medical profile for each athlete under the coach's care</li> <li>○ Location of fully-stocked first-aid kit</li> <li>○ Advance "call person" and "charge person"</li> <li>○ Directions or map to reach the activity site</li> </ul>			
Criterion: Identify logistics and appropriate background information for practice	NI	ME	EE
<input type="checkbox"/> Identify athletes' age, abilities, and performance level			

<input type="checkbox"/> Identify basic information including date, time, location, number of athletes, level of athletes			
<input type="checkbox"/> Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal			
<input type="checkbox"/> Indicate where the practice fits within the yearly program			
<input type="checkbox"/> Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion			
<input type="checkbox"/> Identify the duration of the practice and each practice segment on a timeline			
<input type="checkbox"/> Where applicable, and given logistics of the practice, identify potential risk factors			
<b>Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Provide a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic/competitive situations			
<input type="checkbox"/> When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes: <ul style="list-style-type: none"> <li>○ Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up: <ul style="list-style-type: none"> <li>○ Pure speed (alactic power)</li> <li>○ Acquisition of new motor patterns</li> <li>○ Coordination/technique at high speed</li> <li>○ Speed-strength (power)</li> <li>○ Maximum strength</li> </ul> </li> <li>○ Athletic abilities that can be improved in a state of light fatigue: <ul style="list-style-type: none"> <li>○ Speed endurance (alactic capacity; lactic power)</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>○ Technique (consolidation of motor patterns)</li> <li>○ Athletic abilities that can be improved in a state of moderate fatigue:</li> <li>○ Lactic capacity</li> <li>○ Maximal aerobic power</li> <li>○ Strength endurance</li> <li>○ High power aerobic endurance</li> <li>○ Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)</li> <li>○ Athletic abilities that can be improved in a state of moderate to high fatigue:</li> <li>○ Low power aerobic endurance</li> <li>○ Flexibility</li> </ul>			
<b>Criterion: Identify appropriate activities in each part of the practice</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Ensure the clearly identified goal(s) and corresponding activities are consistent with the following: Nordiq Canada long-term athlete development model; competitive level of the athletes; time of the Yearly Training Plan			
<input type="checkbox"/> Ensure the duration of the practice and each practice segment is consistent with Nordiq Canada 's growth and development principles and the accepted guidelines for the development of athletic abilities			
<input type="checkbox"/> Include a list of key teaching points that relate to the overall practice goal			
<input type="checkbox"/> Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year			
<input type="checkbox"/> Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points)			
<input type="checkbox"/> Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective			
<b>Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>

<input type="checkbox"/> Choose skills and drills that ensure body segments contribute optimally to skill execution			
<input type="checkbox"/> Incorporate dynamic warm-ups into athletes' training programs			
<b>Criterion: Correct tactical elements that have to be improved or refined to enhance performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Prescribe an appropriate activity and/or drill that assists athlete to make correction in tactic/strategy			
<input type="checkbox"/> Ensure that corrective measures replicate competition-like situations that will allow athletes to implement tactical/strategic corrections			
<b>Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Observe technical execution from adequate vantage point(s) as defined by the sport			
<input type="checkbox"/> Communicate how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate			
<input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance			
<b>Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Use adequate demonstrations to model correct performance			
<input type="checkbox"/> Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes' capabilities			
<input type="checkbox"/> Ensure athletes understand what correct technique should look like and how it feels to execute correctly. Coach demonstrates how external cues (e.g. high hands) contribute to the feeling of good technique (more power).			
<input type="checkbox"/> Reinforce application of competitive rules that relate to skill execution			

when appropriate			
<input type="checkbox"/> Where appropriate, ask participant's consent for physical contact when assisting in correcting a skill error			
<b>Criterion: Make interventions that enhance learning and that are aimed at improving the athlete's performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Create opportunities to interact with all athletes			
<input type="checkbox"/> Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance			
<input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities for athletes to ask questions			
<input type="checkbox"/> Uses different teaching styles that take into consideration the unique learning styles (auditory, visual, kinesthetic) of various athletes and provide.			
<input type="checkbox"/> Explain 1-3 key factors or teaching points and check for clarification			
<input type="checkbox"/> Provide constructive feedback and instruction towards both the group and individuals			
<input type="checkbox"/> Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate			
<input type="checkbox"/> Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback			
<input type="checkbox"/> Promote a positive image of xc skiing and model the image to athletes and other stakeholders			
<input type="checkbox"/> Use respectful language towards athletes when providing verbal interventions			
<b>Criterion: Implement an appropriately structured and organized practice</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Present a practice plan with well-defined goals and objectives			

<input type="checkbox"/>	Ensure activities and their duration are appropriate for each segment			
<input type="checkbox"/>	Ensure practice activities are consistent with training priorities and developmental objectives of L2C for time of year			
<input type="checkbox"/>	Sequence practice activities adequately to enhance learning or specific training effects			
<input type="checkbox"/>	Welcome athletes prior to practice			
<input type="checkbox"/>	Communicate the practice goals/objectives to athletes			
<input type="checkbox"/>	Dress appropriately for active coaching			
<input type="checkbox"/>	Ensure equipment is available and used appropriately throughout the practice			
<input type="checkbox"/>	Ensure available space is used appropriately throughout practice			
<input type="checkbox"/>	Ensure main practice segments are evident (warm-up; main part; cool-down)			
<input type="checkbox"/>	Match delivery of practice with practice plan's goal(s)			
<input type="checkbox"/>	Develop skill(s), tactics and/or athletic abilities in the main part of the practice			
<input type="checkbox"/>	Maximize practice time such that participants have appropriate duration, transition, and waiting times			
<input type="checkbox"/>	Provide breaks for appropriate recovery and hydration			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

---

---

---

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2.4 Supporting L2C Athletes at a Competition

### 2.4.1 Evaluation Protocol

#### Before Observation at a Competition

- The Evaluator will **contact the coach** at least one month before the evaluation session to coordinate logistics and the submission of the Coach Portfolio (required task-specific documents).
- The coach will **submit their completed Coach Portfolio** to the Evaluator prior to the scheduled evaluation. The portfolio can be sent by email and will include:
  - Evidence of planning leading up to the competition (e.g. entries/eligibility, budget, room list, meal plan, waivers, transportation, coach/athlete ratio, staff rules, schedule, to bring list, etc.).
  - Evidence that the coach worked with athletes/team at the start of the season to set overall goals for the year, including goals the competition season.
  - Evidence that the coach worked with the athletes/team to identify appropriate performance goals and objectives for this specific competition (Performance Goals Sheet).
  - Evidence of guidance to athletes and parents on pre and post-competition nutrition.
- The coach's **detailed competition plan** that will be used for the **observation evaluation**. This includes an outline of the support team structure.
  - Coach's Competition Planning Sheet
  - Athlete's Pre-Race Planning Sheet #1
  - Athlete's Pre-Race Planning Sheet #2
  - Athlete's Warm-Up Plan
  - Athlete's Race Planning Sheet
  - Athlete's Warm-Down Plan
  - Performance Goals Sheet
- The Evaluator will coordinate a meeting place with the coach on the day before (include coach and athlete meeting) and the day of the competition.
- The Evaluator will **review the portfolio** with the coach and discuss any questions or issues that may come up. This discussion is formative in nature.
- The Evaluator will ensure that all the proper documentation is included.

## During Observation at a Competition

- The Evaluator should be in contact with the coach as much as possible in order to observe body language, tone of voice, athlete response to the coach (critical point).
- The Evaluator should remain as objective as possible ensuring that the candidate is given an opportunity to fulfill whatever interventions or interactions are undertaken at the time.
- The Evaluator should use notations, video recordings or other devices in order to effectively observe and record the contact between the coach and his/her athlete(s) or other coaches.
- The Evaluator should observe the athlete(s) that the coach contacts, in order to see the athletes' responses/reactions to the coach's interventions or interactions.
- The Evaluator must be prepared to move with the candidate as the candidate works through his/her normal race routine.
- The Evaluator should ask questions of the candidate for clarification of specific interactions or information provided by the coach.
- The Evaluator should remain on task by minimizing inquiries from or interactions with coaches and athletes outside of the coach's immediate realm of work.
- The evaluator must use the "Standards of Evidence Charts" and "Evaluator Checklist" for "Supporting L2C Athletes at a Competition" in this Guide during and immediately after the observation of the coach at the competition to document evidence they observed while watching the coach with their athletes.

**A coach must MEET or EXCEED EXPECTATIONS for at least 75% of the evidences of each criterion in order to MEET the EXPECTATIONS of the Summary Evaluation.**

## The Debrief Session

- The Evaluator will conduct a debrief session with the coach. Suggested debrief time is
- approximately **60 to 90 minutes** depending on circumstances.
- On conclusion of the debrief session, or within a week, the Evaluator will inform the coach about the overall result of the evaluation by giving a copy of the "Summary Evaluation – **Supporting T2T Athletes at a Competition**" form to the coach.
- If there is any requirement to re-test portions of the evaluation, the Evaluator shall decide, with the coach, any follow-up that the coach wishes to plan.

## Administration

- If the coach meets the evaluation standards the Evaluator will endorse (sign off) the "**Evaluator Checklist**" and "**Summary Evaluation**" forms and forward them to their Division Office.

- The Division Coaching Coordinator will forward the “**Summary Evaluation**” form and update the coach’s records as appropriate.

## 2.4.2 Coach Portfolio

### Coach’s competition planning sheet

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

Identify the principle task you are responsible for prior to, during and after a competition.

#### Prior to the Day Before:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### The Day Before:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Pre-Race (the morning of):

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

**During the Race:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Post-Race:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Athlete's pre-race planning sheet #1

Athlete name: \_\_\_\_\_

### Check List:

- |  |                                     |  |
|--|-------------------------------------|--|
| <input type="checkbox"/> Skis          | <input type="checkbox"/> Poles      | <input type="checkbox"/> Gloves          |
| <input type="checkbox"/> Recover Drink | <input type="checkbox"/> Boots      | <input type="checkbox"/> Clothing Change |
| <input type="checkbox"/> Toque         | <input type="checkbox"/> Extra Food |  |

Time Before Race Start	Activity	Notes
180 min		
150 min		
120 min		
100 min		
80 min	Pick up warm-up skis	Warm-up skis are waxed
60 min	Test warm-up skis	Give feedback on wax to coaches
40 min	Pick up race skis	Race skis should be prepared (target)
35 min		
30 min		
25 min		

20 min		
15 min		
14 min		
13 min		
12 min		
11 min		
10 min	Check in at race start	
9 min		
8 min		
7 min		
6 min		
5 min		
4 min		
3 min		
2 min		
1 min		

Start		
-------	--	--

**Coach Name:** \_\_\_\_\_ **CC #:** \_\_\_\_\_

## Athlete's pre-race planning sheet #2

**Athlete name:** \_\_\_\_\_

**Goals** (organization, warm-up, technique, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_

### Plan – Evening Before Race

- ☐ Good supper
- ☐ Team meeting
- ☐ Wax skis
- ☐ Talk to my coach and finalize my personal plan for race day
- ☐ Pack equipment and clothing
- ☐ Go to bed early at \_\_\_\_\_

### Plan – Race Day:

- ☐ Get up at \_\_\_\_\_
- ☐ Eat a healthy breakfast
- ☐ Leave for the race site at \_\_\_\_\_
- ☐ Go to team headquarters and check in with the coaches when I arrive at the venue
- ☐ Test my skis as per instructions from the coaches
- ☐ Check if I need to change my clothing, go to the bathroom or have a snack
- ☐ Ski my warm-up routine as discussed with my coach
- ☐ Arrive at the start area ten minutes before my start time

- ☐ Start at \_\_\_\_\_
- ☐ Ski hard, but with the focus on good technique
- ☐ Behave fairly towards other competitors
- ☐ Feel proud of myself
- ☐ Replace fluid and begin snacking within 15 minutes of the finish of my race
- ☐ Change clothes as necessary before doing my warm-down
- ☐ Ski ten minutes in a slow, easy warm-down with my ski-friends
- ☐ Cheer for my team mates and other competitors
- ☐ Talk about my race to my coach
- ☐ Pack up my personal belongings
- ☐ Thank one of the race volunteers for hosting the event

#### Athlete's warm-up plan (sample)

My start time is: 11:22 I will start my warm-up routine at: 10:45

Time	Activity	Comments
10:45	Skiing	15 minutes of "Endurance" skiing
11:00	Skiing	2-3 minutes of "Intensity" skiing
11:03	Skiing	4-5 short sprints at 5 seconds each
11:04	Skiing	4 minutes "Easy" skiing

11:08	Changing clothes	Change to dry clothing if needed (i.e. top, toque, gloves, socks); add additional clothing (i.e. overcoat) - depending on temperature - to wear up until my start
11:12	Report to race start	Report to the race start area (to confirm presence) ten minutes prior to start
11:13	Holding area	Skiing back and forth and or doing a few dynamic exercises according to the plan I worked out with my coach
11: 18	Removing unnecessary clothing	Remove warm-ups four minutes before my start; if the weather is cold, keep my jacket around my shoulders until just prior to my start
11:22	Starting my race	Follow my race strategy as discussed with my coach

Notes:

- I can only retain the benefit of my warm-up routine for a maximum of ten minutes.
- Prior to the start I can keep warm by moving and wearing clothing suitable for the weather/ temperature.

**Athlete's Race Planning Sheet (Sample)**

Race: 5km Classic Individual start

Three major goals: Strong last kilometer, long strides on all uphill, stay smooth (no rushing)

Post race thoughts: The race is a success if I accomplish all my goals regardless of placing.

Focus	Feeling
<b>In the start area :</b> <ul style="list-style-type: none"> <li>• Stay warmed-up without wasting energy.</li> </ul>	✓ Activated ✓ In control

Focus	Feeling
<ul style="list-style-type: none"> <li>• Take off warm-up clothes 3-5 min before start.</li> <li>• Visualise skiing the first 100m</li> <li>• Listen for starter instructions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Confident</li> </ul>
<b>Start and first 100m:</b> <ul style="list-style-type: none"> <li>• Progressive acceleration</li> <li>• Don't rush, stay calm</li> <li>• Powerful and efficient technique</li> </ul>	<ul style="list-style-type: none"> <li>✓ In control</li> <li>✓ Power</li> <li>✓ Good glide</li> </ul>
<b>Climbs:</b> <ul style="list-style-type: none"> <li>• Power</li> <li>• Maximize glide, fight for inches.</li> <li>• Control tempo (not rushed)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Power</li> <li>✓ Smooth</li> <li>✓ In control</li> </ul>
<b>Throughout the race:</b> <ul style="list-style-type: none"> <li>• Every tucking section refocus on goals</li> <li>• Race around every corner</li> <li>• Be excited to get to the hills</li> <li>• Relaxed breathing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Efficient/smooth</li> <li>✓ Controlled but hard</li> <li>✓ Good glide</li> </ul>
<b>Last kilometer :</b> <ul style="list-style-type: none"> <li>• Increase intensity to MAS (not a sprint yet)</li> <li>• Mental toughness: "It's hard, it hurts but I am almost done!"</li> </ul>	<ul style="list-style-type: none"> <li>✓ Power</li> <li>✓ In control</li> <li>✓ Confident</li> <li>✓ Aggressive but fair and respectful</li> </ul>
<b>Last 200m :</b> <ul style="list-style-type: none"> <li>• All out but maintain good technique</li> <li>• Choose the best finish lane for the fastest finish and/or passing</li> <li>• Good timing of the lunge to the line</li> </ul>	<ul style="list-style-type: none"> <li>✓ Power and tempo</li> <li>✓ In control</li> <li>✓ Focused on task</li> </ul>

### Athlete's warm-down plan (sample)

Time	Activity	Comments
2 minutes post race	Pick up my clothes	Pick up my clothing from the coach and/or the station where the race officials have put them
5 minutes post race	Meet up with team coach in finish area	Pick up my recovery drink and snack as soon as I finish my race; begin drinking and eating within 15 minutes
10-15 minutes post race	Change my clothes	Change out of my wet clothing
15 minutes post race	Start warm-down	As soon as possible
	Ski	10 to 20 minutes easy "Easy" skiing
Based on team schedule	Leave for home/hotel	Pack up and take all of my personal belongings with me when I leave

### Notes:

- The reason I warm-down in high Zone 1 is to get the best recovery.
- I should consume some high carbohydrate sport drink with protein within 15 minutes of the finish of my race. The drink should be at room temperature.
- I should begin snacking on foods that will quickly replace the depleted fuel and nutrients from my system within 15 minutes of the finish of my race. My snacks should be selected from foods that are high on the glycemic index (bagels, muffins, oatmeal, etc.).
- The replacement fluid is a high priority during the first hour after my race; snacking should continue over a three to four hour period.

- I should not stretch for at least three hours following my event.



## 2.4.2 Evaluator Forms

### Standard of evidence charts

Outcome: Analyze Performance		
Criterion: Detect and correct tactical elements that have to be improved or refined to enhance performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Analyze opponents, athletes coached and/or event for strengths, weaknesses, and opportunities <input type="checkbox"/> Observe tactical execution from adequate vantage point(s) as defined by the sport <input type="checkbox"/> Correctly interpret race circumstances and outcome to evaluate tactical execution of an athlete's performance <input type="checkbox"/> Detect and correct critical cause(s) that may contribute to an enhancement of a tactic/strategy (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance <input type="checkbox"/> Communicate how and why the critical error(s) impact(s) performance <input type="checkbox"/> Detect and Correct critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific tactics/strategies <input type="checkbox"/> Detect and Correct potential technical elements that may impact the execution of individual or team	

	<p>tactics/strategies</p> <p><input type="checkbox"/> Evaluate when a specific intervention (teaching/modification of activity) is needed based on systematic observation of individual or team tactics and whether corrective measure will produce desired effects</p> <p><input type="checkbox"/> Use adequate demonstrations to model tactic or strategy</p> <p><input type="checkbox"/> Reinforce application of competitive rules that relate to tactics/strategies when appropriate</p> <p><input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the tactical elements identified</p>	
--	--	--

Outcome: Analyze Performance		
Criterion: Identify competition-specific factors that impact performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Identify performance impact of environmental conditions expected to prevail at the competition site (temperature; altitude; pollution; etc.)</p> <p><input type="checkbox"/> Identify performance impact of time differences between home and competition site</p> <p><input type="checkbox"/> Identify performance impact of time necessary to travel to competition site, and travel conditions</p> <p><input type="checkbox"/> Identify performance impact of logistics and accommodation available at the</p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <p><input type="checkbox"/> Identify strategies that effectively enable athletes to perform optimally given the prevailing conditions</p>

	<p>competition site</p> <p><input type="checkbox"/> Identify impact of nutritional issues at the competition site</p> <p><input type="checkbox"/> Identify impact of training opportunities and schedules available at the competition site</p>	
--	---	--

Outcome: Support the competitive experience		
Criterion: Implement procedures that promote readiness for performance pre-competition		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Monitor and provide guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition</p> <p><input type="checkbox"/> Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives</p> <p><input type="checkbox"/> Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction)</p> <p><input type="checkbox"/> Develop a competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition</p> <p><input type="checkbox"/> Identify tactics and strategies</p>	<p><b>Meets "Standard Core Certification" and:</b></p> <p><input type="checkbox"/> Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities</p> <p><input type="checkbox"/> Work with experts in specific areas to enhance pre-competitive procedures</p> <p><input type="checkbox"/> Present a strategy to monitor competition goals or gather evidence of athlete performance</p> <p><input type="checkbox"/> Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance</p>

	<p>that are consistent with athletes' stage of development and yearly objectives, and reflect on analysis of both athletes coached and opponents</p> <p><input type="checkbox"/> Identify tactics and strategies that are consistent with the rules of competition and principles of fair play</p> <p><input type="checkbox"/> Ensure athletes perform appropriate physical warm-up</p> <p><input type="checkbox"/> Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance</p> <p><input type="checkbox"/> Provide athletes with clear information regarding their roles in order to enhance individual and team performance in competition</p> <p><input type="checkbox"/> Explain tactics and strategies in a way that is clear for the athletes and check for understanding</p> <p><input type="checkbox"/> Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes</p>	<p><input type="checkbox"/> Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition</p>
--	--	---

Outcome: Support the competitive experience		
Criterion: Make decisions and interventions that promote sport-specific performance during competition		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Provide support to athletes from the most optimal vantage point for technique feedback, splits and feeds</p> <p><input type="checkbox"/> Behave in a controlled manner and show respect towards officials,</p>	<p><b>Meets "Standard Core Certification" and:</b></p> <p><input type="checkbox"/> Engage athletes to assist in identifying solutions that will enhance athlete or team</p>

	<p>opponents, and own athletes</p> <p><input type="checkbox"/> Make use of the opportunities to interact directly with athletes during a sprint competition (between rounds)</p> <p><input type="checkbox"/> Ensure that athletes or team are focused on the task, not the result</p> <p><input type="checkbox"/> Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for sport</p> <p><input type="checkbox"/> Identify strategies to analyze key performance factors during a sprint competition to assist in correctly identifying potential causes of error, and/or areas for improvement</p> <p><input type="checkbox"/> Make interventions that provide strategic information, make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies)</p> <p><input type="checkbox"/> Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport</p> <p><input type="checkbox"/> Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete performance</p> <p><input type="checkbox"/> Make adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g., injury)</p> <p><input type="checkbox"/> Correctly interpret competitive</p>	<p>performance where and when appropriate</p> <p><input type="checkbox"/> Communicate with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance</p> <p><input type="checkbox"/> Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.)</p> <p><input type="checkbox"/> During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances</p> <p><input type="checkbox"/> Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance</p>
--	---	--

	rules and ensure athlete's understanding of rules	
--	---	--

Outcome: Support the competitive experience		
Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance <input type="checkbox"/> Use analysis taken during the competition to review, interpret, and modify individual and/or team goals <input type="checkbox"/> Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate <input type="checkbox"/> Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances <input type="checkbox"/> Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved <input type="checkbox"/> Implement recovery and regeneration strategies to maintain optimal performance for the next training session or	<b>Meets "Standard Core Certification" and:</b> <input type="checkbox"/> Develop a system to collect and manage relevant information about the athletes' efficacy to perform in competition <input type="checkbox"/> Critically reflect upon and implement confidence and skill building interventions after the competition <input type="checkbox"/> Critically reflect on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation <input type="checkbox"/> Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors <input type="checkbox"/> Identify and coordinate a recovery plan that can be

	competition	<p>accessed by athletes</p> <p><input type="checkbox"/> Critically reflect on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition</p> <p><input type="checkbox"/> Critically reflect on training orientations and priorities in the Yearly Training Plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition</p> <p><input type="checkbox"/> Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance</p> <p><input type="checkbox"/> Work with athletes to identify possible adjustments to future training or practice goal and/or objectives</p>
--	-------------	--

Outcome: Support the competitive experience		
Criterion: Oversee logistics/support to create favourable conditions for performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> Ensure that necessary equipment is ready and available to use, and is in good/safe condition</p> <p><input type="checkbox"/> Provide athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location,</p>	<p><b>Meets "Standard Core Certification" and:</b></p> <p><input type="checkbox"/> Implement adequate contingency plans when confronted with unforeseen or ambiguous factors that affect the</p>

	<p>rallying points, etc.</p> <p><input type="checkbox"/> Provide clear procedures and team regulations pertaining to expected standards of behaviours while away from home</p> <p><input type="checkbox"/> Coordinate safe and timely athlete and equipment transportation</p> <p><input type="checkbox"/> Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment</p> <p><input type="checkbox"/> Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.)</p>	<p>competition</p> <p><input type="checkbox"/> Implement strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (e.g., thermal stress, altitude, jet lag, time zone changes, pollution)</p> <p><input type="checkbox"/> Manage assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.) effectively and professionally</p>
--	--	---

Outcome: Support the competitive experience		
Criterion: Implement pre-competition mental training procedures that promote readiness for performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Involve athletes in developing mental skills plans  <input type="checkbox"/> Develop outcome, performance, and process goals with athletes	

Outcome: Support the competitive experience		
Criterion: Support athletes in selection of adequate equipment		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> on race site: makes recommendation of equipment to use based on snow and track conditions, available choices, athlete's skills and style, outcome of ski test and wax test	

Outcome: Support the competitive experience		
Criterion: manage a wax tech team and wax room on race sites		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> constitute an optimal wax box and other ski prep equipment in	

	<p>consideration of level of athletes coached, level of events attended, range of typical racing conditions, budget</p> <p><input type="checkbox"/> put together a wax team with available resources considering level of skills and experience needed, availability, capacity to work within a team and under supervision, and budget</p> <p><input type="checkbox"/> setting up a wax room efficiently to facilitate wax tech work (space management)</p> <p><input type="checkbox"/> Design a wax team plan which corresponds with day's race schedule and logistics</p>	
--	---	--

Outcome: Support the competitive experience		
Criterion: manage ski test, wax test and ski prep protocols on race sites		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<p><input type="checkbox"/> pre-analysis of conditions and refinement of ski and wax testing protocol, including limited options of waxes</p> <p><input type="checkbox"/> assignment of roles among wax tech team based on experience and skills</p> <p><input type="checkbox"/> use of standardized testing protocols and templates for kick and glide wax and base structures</p> <p><input type="checkbox"/> adequate execution of testing for kick wax and glide wax and base structures</p> <p><input type="checkbox"/> adequate application of wax, glide and ski structure</p>	

	<input type="checkbox"/> re-evaluating wax, glide and ski structure throughout the event (often over several hours) and make appropriate changes based on evolution of weather and track	
--	--	--

Outcome: Support the competitive experience		
Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Apply recovery and regeneration techniques to prevent fatigue and overtraining	

### Evaluator Checklist

### Supporting L2C Athletes at a Competition

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: where observed; Pre: pre-brief; Ask: ask coach

Criterion: Detect and correct tactical elements that have to be improved or refined to enhance performance			
Expectations	NI	ME	EE
<input type="checkbox"/> Analyze opponents, athletes coached and/or event for strengths, weaknesses, and opportunities			
<input type="checkbox"/> Observe tactical execution from adequate vantage point(s) as defined by the sport			
<input type="checkbox"/> Correctly interpret race circumstances and outcome to evaluate tactical execution of an athlete's performance			
<input type="checkbox"/> Detect and correct critical cause(s) that may contribute to an enhancement of a tactic/strategy (e.g., athletic abilities, equipment, environmental factors,			

mental strategies, etc.), and select the most critical one(s) that impact performance			
<input type="checkbox"/> Communicate how and why the critical error(s) impact(s) performance			
<input type="checkbox"/> Detect and Correct critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific tactics/strategies			
<input type="checkbox"/> Detect and Correct potential technical elements that may impact the execution of individual or team tactics/strategies			
<input type="checkbox"/> Evaluate when a specific intervention (teaching/modification of activity) is needed based on systematic observation of individual or team tactics and whether corrective measure will produce desired effects			
<input type="checkbox"/> Use adequate demonstrations to model tactic or strategy			
<input type="checkbox"/> Reinforce application of competitive rules that relate to tactics/strategies when appropriate			
<input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the tactical elements identified			
<b>Criterion: Identify competition-specific factors that impact performance</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Identify performance impact of environmental conditions expected to prevail at the competition site (temperature; altitude; pollution; etc.)			
<input type="checkbox"/> Identify performance impact of time differences between home and competition site			
<input type="checkbox"/> Identify performance impact of time necessary to travel to competition site, and travel conditions			
<input type="checkbox"/> Identify performance impact of logistics and accommodation available at the competition site			

<input type="checkbox"/> Identify impact of nutritional issues at the competition site			
<input type="checkbox"/> Identify impact of training opportunities and schedules available at the competition site			
<b>Criterion: Implement procedures that promote readiness for performance pre-competition</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Monitor and provide guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition			
<input type="checkbox"/> Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives			
<input type="checkbox"/> Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction)			
<input type="checkbox"/> Develop a competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition			
<input type="checkbox"/> Identify tactics and strategies that are consistent with athletes' stage of development and yearly objectives, and reflect on analysis of both athletes coached and opponents. Integrate into pre-race plan with athlete.			
<input type="checkbox"/> Identify tactics and strategies that are consistent with the rules of competition and principles of fair play			
<input type="checkbox"/> Ensure athletes perform appropriate physical warm-up			
<input type="checkbox"/> Ensure athletes perform appropriate cool down			
<input type="checkbox"/> Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance			
<input type="checkbox"/> Provide athletes with clear information regarding their roles in order to enhance individual and team performance in competition			

<input type="checkbox"/> Explain tactics and strategies in a way that is clear for the athletes and check for understanding			
<input type="checkbox"/> Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes			
<b>Criterion: Make decisions and interventions that promote sport-specific performance during competition</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Provide support to athletes from the most optimal vantage point for technique feedback, splits and feeds			
<input type="checkbox"/> Behave in a controlled manner and show respect towards officials, opponents, and own athletes			
<input type="checkbox"/> Make use of the opportunities to interact directly with athletes during a sprint competition (between rounds)			
<input type="checkbox"/> Ensure that athletes or team are focused on the task, not the result			
<input type="checkbox"/> Provide athletes with recovery and fatigue management strategies during the competition, where appropriate for sport			
<input type="checkbox"/> Identify strategies to analyze key performance factors during a sprint competition to assist in correctly identifying potential causes of error, and/or areas for improvement			
<input type="checkbox"/> Make interventions that provide strategic information (in mass start or sprint event), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies)			
<input type="checkbox"/> Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport			
<input type="checkbox"/> Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete performance			
<input type="checkbox"/> Make adjustments to tactics and strategies as necessary in response to how			

the competition unfolds or to significant events during the competition (e.g., injury)			
<input type="checkbox"/> Correctly interpret competitive rules and ensure athletes understanding of rules			
<b>Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance			
<input type="checkbox"/> Use analysis taken during the competition to review, interpret, and modify individual and/or team goals			
<input type="checkbox"/> Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate			
<input type="checkbox"/> Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances			
<input type="checkbox"/> Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved			
<input type="checkbox"/> Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition			
<b>Criterion: Oversee logistics/support to create favourable conditions for performance</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Ensure that necessary equipment is ready and available to use, and is in good/safe condition			
<input type="checkbox"/> Provide athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location, rallying points, etc.			
<input type="checkbox"/> Provide clear procedures and team regulations pertaining to expected			

standards of behaviours while away from home			
<input type="checkbox"/> Coordinate safe and timely athlete and equipment transportation			
<input type="checkbox"/> Clarify competition rules prior to the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders			
<input type="checkbox"/> Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment			
<input type="checkbox"/> Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.)			
<b>Criterion: Implement pre-competition mental training procedures that promote readiness for performance</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Involve athletes in developing mental skills plans			
<input type="checkbox"/> Develop outcome, performance, and process goals with athletes			
<b>Criterion: Support athletes in selection of adequate equipment</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> on race site: makes recommendation of equipment to use based on snow and track conditions, available choices, athlete's skills and style, outcome of ski test and wax test			
<b>Criterion: manage a wax tech team and wax room on race sites</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> constitute an optimal wax box and other ski prep equipment in consideration of level of athletes coached, level of events attended, range of typical racing conditions, budget			
<input type="checkbox"/> put together a wax team with available resources considering level of skills and experience needed, availability, capacity to work within a team and under			

supervision, and budget			
<input type="checkbox"/> setting up a wax room efficiently to facilitate wax tech work (space management)			
<input type="checkbox"/> Design a wax team plan which corresponds with day's race schedule and logistics			
<b>Criterion: manage ski test, wax test and ski prep protocols on race sites</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> pre-analysis of conditions and refinement of ski and wax testing protocol, including limited options of waxes			
<input type="checkbox"/> assignment of roles among wax tech team based on experience and skills			
<input type="checkbox"/> use of standardized testing protocols and templates for kick and glide wax and base structures			
<input type="checkbox"/> adequate execution of testing for kick wax and glide wax and base structures			
<input type="checkbox"/> adequate application of wax, glide and ski structure			
<input type="checkbox"/> re-evaluating wax, glide and ski structure throughout the event (often over several hours) and make appropriate changes based on evolution of weather and track			
<b>Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Apply recovery and regeneration techniques to prevent fatigue and overtraining			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

---

---

---

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2.5 Managing a sport program for L2C athletes

### 2.5.1 Evaluation Protocol

#### At the on snow L2C workshop

- ☐ The Evaluator will **review the portfolio components** with the coach and discuss any questions or issues they may have with the Planning Sheets. This discussion should be formative in nature.

#### After the CCD-L2C on snow workshop

- ☐ The coach will **submit their completed Coach Portfolio** to the Evaluator. The portfolio will include a series of documents pertaining to Program Administration and Athlete Monitoring as evidences of appropriate sport program management for L2C athletes.
- ☐ The Evaluator will evaluate all the portfolio components :
  - For structure and completeness of documents.
  - Questioning the coach for clarification as needed.
  - Providing feedback to the coach on the documents prior to the on-snow workshop (if applicable).
- ☐ The Evaluator must use the “Standards or evidences” and “Evaluator checklists” for – “Managing a sport program” in this Guide to document the result of these evaluations.

**A coach must MEET OR EXCEED EXPECTATIONS for at least 75% of the evidences of each criterion in order to MEET EXPECTATION of the Summary Evaluation**

#### The Debrief Session

- ☐ No later than two weeks after receiving the portfolio, the Evaluator will conduct a debrief session with the coach. Suggested debrief time is approximately 45 **minutes**, depending on circumstances.
- ☐ Following the debrief session, or shortly thereafter, the Evaluator will inform the coach of the overall result of the evaluation by giving a copy of the evaluator checklists for – “Managing a sport program”.
- ☐ If there is any requirement to re-test portions of the evaluation, the Evaluator shall decide, with the coach, any follow-up that the coach wishes to plan for.



### Administration

☐

The Evaluator will forward the corresponding **Evaluator Checklist and Summary Evaluation forms** to their Division Office

☐

The Division Coaching Coordinator will update the coach's records as appropriate.

## 2.5.2 Coach Portfolio

### Administration:

- List of communication tools that outlines the philosophy and objectives of the program (may include letter to athletes or parents, email, newsletter, website, phone tree, etc.)
- Schedule of competition and training commitments
- Athlete code of conduct or athlete contract or evidence of a mutual goal-setting strategy (identifying expectations for behaviour and commitment and appropriate consequences)
- Competition trip planning tool (i.e. TO DO list)
- Example of budget for away competitions (with overnight stay)

### Athlete Monitoring (the coach must provide the following for at least two athletes)

- Evidences of tracking and assessment of objective indicators of performance in relation to athlete or team goals (for example: tests results compared to Nordiq Canada's Athlete Development Matrix benchmarks, practice sessions attendance, training diary, training loads/volumes, etc.)
- Provide an example of a mid training season status report of an athlete including evidence of debriefing session or interview with athlete or parents to discuss progress in relation to individual goals (debriefing report).
- Provide a written report of how you and various medical professionals helped an athlete return to regular training or competition after an injury. Include recovery and future prevention activities included in the athlete's program, functional evaluation of athlete's ability to return to exercise, and communication with stakeholders (parents, doctors, physio, etc).

## 2.5.3 Evaluator Forms

### Standard of evidence charts

Outcome: Manage a program		
Criterion: Manage administrative aspects of program and oversee logistics		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Present a communication tool which outlines the philosophy and objectives of the program (website or official communication) <input type="checkbox"/> Provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders (website or official communication) <input type="checkbox"/> Identify expectations for behaviour and commitment and identify appropriate consequences <input type="checkbox"/> Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) <input type="checkbox"/> Work with program volunteers and/or administrators to prepare budgets and other financial logistics	<b>Meets “Standard for Core Certification” and:</b> <input type="checkbox"/> Develop budget for programs and activities, and allocate effectively financial resources <input type="checkbox"/> Advocate program needs to sport administrators or other relevant authorities in order to access grant or sponsorship opportunities <input type="checkbox"/> Delegate activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program (if applicable)

Outcome: Manage a program		
Criterion: Report on athlete progress throughout program		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Present an assessment of the status of relevant performance indicators and debriefing at periodic stages of the program to athletes and to other key stakeholders (parents, club authorities, sport administrators, etc.)  <input type="checkbox"/> Protect the privacy of participant information and take steps to maximize confidentiality  <input type="checkbox"/> Track specific athlete performance factors over an extended period of time (i.e. 1 season) and can clearly identify athlete progress	

Outcome: Manage a program		
Criterion: Manage expertise to assist in program development or athlete performance		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Incorporate into program one or more specialists in performance-related areas (e.g., nutrition; mental preparation; fitness; equipment; etc.)  <input type="checkbox"/> Obtain athletes' consent in obtaining personal information from specialist(s)	

	<input type="checkbox"/> Provide relevant information about the training background, performance history, and objectives of each athlete to the specialist(s), while ensuring confidential information is preserved	
	<input type="checkbox"/> Introduce specialist(s) to athletes at the appropriate time within the yearly program and identify expected role and contribution	
	<input type="checkbox"/> Review programs, activities, and recommendations of the specialist(s) to ensure appropriateness given the stages of development athletes are at, program objectives, ethical practices, and sport/club policies	

Outcome: Support the competitive experience		
Criterion: Support athletes in selection of adequate equipment		
Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> pre race-season: makes recommendation for choice of equipment based on level of skier, level of racing, weight and morphology, budget, priorities	
	<input type="checkbox"/> facilitates negotiations with suppliers/retailers	

Outcome: Support the competitive experience
Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies

Does not yet meet expectations	Meets expectations	Exceeds expectations
	<input type="checkbox"/> Identify common injuries in cross country skiing <input type="checkbox"/> Identify prevention and recovery strategies for common injuries in cross country skiing <input type="checkbox"/> Incorporate performance and prevention exercises into athletes' training programs <input type="checkbox"/> Apply functional evaluations for athletes' return to play <input type="checkbox"/> Provide athletes and parents with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance in training and competition	

### Evaluator Checklist

#### Managing a sport program for L2C athletes

Coach Name: \_\_\_\_\_ CC #: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: where observed; Pre: pre-brief; AD: administration; AM: athlete monitoring; Ask: ask coach.

Criterion: Manage administrative aspects of program and oversee logistics			
Expectations	NI	ME	EE
<input type="checkbox"/> Present a communication tool which outlines the philosophy and objectives of the program (website or official communication).			

<input type="checkbox"/> Provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders (website or official communication)			
<input type="checkbox"/> Identify expectations for behaviour and commitment and identify appropriate consequences			
<input type="checkbox"/> Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.)			
<input type="checkbox"/> Work with program volunteers and/or administrators to prepare budgets and other financial logistics			
<b>Criterion: Report on athlete progress throughout program</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Present an assessment of the status of relevant performance indicators and debriefing at periodic stages of the program to athletes and to other key stakeholders (parents, club authorities, sport administrators, etc.)			
<input type="checkbox"/> Protect the privacy of participant information and take steps to maximize confidentiality			
<input type="checkbox"/> Track specific athlete performance factors over an extended period of time (i.e. 1 season) and can clearly identify athlete progress			
<b>Criterion: Manage expertise to assist in program development or athlete performance</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Incorporate into program one or more specialists in performance-related areas (e.g., nutrition; mental preparation; fitness; equipment; etc.)			
<input type="checkbox"/> Obtain athletes' consent in obtaining personal information from specialist(s)			
<input type="checkbox"/> Provide relevant information about the training background, performance history, and objectives of each athlete to the specialist(s), while ensuring confidential information is preserved			
<input type="checkbox"/> Introduce specialist(s) to athletes at the appropriate time within the yearly			

program and identify expected role and contribution			
<input type="checkbox"/> Review programs, activities, and recommendations of the specialist(s) to ensure appropriateness given the stages of development athletes are at, program objectives, ethical practices, and sport/club policies			
<b>Criterion: Support athletes in selection of adequate equipment</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> pre race-season: makes recommendation for choice of equipment based on level of skier, level of racing, weight and morphology, budget, priorities			
<input type="checkbox"/> facilitates negotiations with suppliers/retailers			
<b>Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies</b>			
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
<input type="checkbox"/> Identify common injuries in cross country skiing			
<input type="checkbox"/> Identify prevention and recovery strategies for common injuries in cross country skiing			
<input type="checkbox"/> Incorporate performance and prevention exercises into athletes' training programs			
<input type="checkbox"/> Apply functional evaluations for athletes' return to play			
<input type="checkbox"/> Provide athletes and parents with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance in training and competition			

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Evaluator name (print):** \_\_\_\_\_

**Evaluator signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Annex

### Feedback Form (Evaluation)

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

CC#: \_\_\_\_\_

Date of evaluation: \_\_\_\_\_

Location of evaluation (if applicable): \_\_\_\_\_

Name of evaluator: \_\_\_\_\_

Competencies evaluated (check):

CCD – L2C	
<input type="checkbox"/>	Monitoring, testing and designing training plans for L2C athletes
<input type="checkbox"/>	Analyzing technical performance of L2C athletes
<input type="checkbox"/>	Supporting L2C athletes at a competition
<input type="checkbox"/>	Planning and delivering a practice for L2C athletes
<input type="checkbox"/>	Managing a program for L2C athletes

**PLEASE CIRCLE THE SCORE THAT CORRESPONDS TO YOUR FEEDBACK AND PROVIDE  
COMMENTS IF APPLICABLE**

- Did the evaluator spend enough time explaining the evaluation process and expectations, clarify any questions you might have had before the actual evaluation?

1      -----      2      -----      3      -----      4      -----      5

**Not at all**

**Somewhat**

**Very  
much so**

Comments:

---



---



---



---

2. Was enough time provided for you to perform all the required skills during the evaluation?

1      -----      2      -----      3      -----      4      -----      5

**Not at all**

**Somewhat**

**Very  
much so**

Comments:

---



---



---



---

3. Was the evaluator well prepared and on time for the evaluation (if applicable)?

1      -----      2      -----      3      -----      4      -----      5

**Not at all**

**Somewhat**

**Very  
much so**

Comments:

---



---



---



---

4. Did the evaluator demonstrate a professional attitude during the evaluation (observation without interference, facilitated a relaxed evaluation context)?

1	-----	2	-----	3	-----	4	-----	5
<b>Not at all</b>		<b>Somewhat</b>				<b>Very much so</b>		

Comments:

---



---



---



---

5. Did the evaluator spend enough time for the debriefing of the evaluation, i.e. asking for your own appreciation of your performance, providing feedback on the outcome of the evaluation and helping you to elaborate an action plan to address skills to be improved (if applicable)?

1	-----	2	-----	3	-----	4	-----	5
<b>Not at all</b>		<b>Somewhat</b>				<b>Very much so</b>		

Comments:

---



---

---

---

6. Overall, do you feel like the evaluation process and requirements helped you acquire or perfect the targeted competencies?

1	-----	2	-----	3	-----	4	-----	5
Not at all		Somewhat				Very much so		

Comments:

---

---

---

---

7. Appreciating that the evaluation requirements and expectations are generally dictated by the Coaching Association of Canada, would you have any suggestions to improve the evaluation process?

Comments:

---

---

---

---