

CCI Advanced (T2T) Outcome: Supporting T2T athletes at a competition

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### Criterion: Prepare for readiness in competition

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> <li>❑ Coach is not prepared and has difficulty organizing athletes for competition</li> <li>❑ Athletes are unaware of competition schedule or plan</li> <li>❑ Pre-competition preparation is rushed, and equipment is not readily available</li> </ul>	<ul style="list-style-type: none"> <li>❑ Plans appropriately 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.)</li> <li>❑ Plans for and communicates the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, parents, managers, etc.)</li> <li>❑ Ensures wax area is set up appropriately (e.g. wax box, tools, forms, wax tables, test skis, etc.)</li> <li>❑ Ensures that necessary equipment is ready and available to use, and is in good, safe condition (e.g. radios, “E” access, first aid kit, split timing equipment, etc.)</li> <li>❑ Demonstrates competency in all key areas of ski preparation (e.g. grip and glide waxing, structure, ski selection)</li> <li>❑ Ensures that sport-specific elements and procedures (e.g., venue layout, wax room, seeding, athlete waiting room, athlete safety, weather/temperature) are accounted for to enable a safe and positive competition environment</li> <li>❑ Knows rules, reviews relevant rules with team; provides team with relevant information from Team Captains Meeting; has plan for</li> </ul>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li>❑ Promotes philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation</li> <li>❑ Implements alternate strategies or make adjustments to athlete or team preparation as necessary depending on changes in the competitive environment or other extraneous factors (e.g., athlete injury)</li> <li>❑ Presents contingency plans to deal with unforeseen or ambiguous factors that may affect the competition.</li> <li>❑ Contingency plans reduce or minimize distractions for athletes or provide alternatives to</li> </ul>

	<p>handling possible protests (fees/forms)</p> <ul style="list-style-type: none"> <li>❑ Clarifies competition rules before the competition (e.g., modification of competition courses, start/finish area) and communicates appropriate information to athletes and other stakeholders</li> <li>❑ Develops a competition plan that outlines basic strategies or tactics for achieving desired performance during competition</li> <li>❑ Communicates an athlete/ team competition plan or schedule that identifies athlete expectations before, during, and after the competition <ul style="list-style-type: none"> <li>○ The competition plan may involve the coach helping the athlete to inspect the competition environment (competition courses; start/finish area) and pointing out critical factors that develop optimal performance; presenting a plan including specific strategies that develop athlete strengths; or presenting a plan that outlines meeting times and locations, where to go if lost, equipment checklists, nutrition elements, other sport-specific logistics, or key tactics or strategies</li> </ul> </li> <li>❑ Identifies performance and/or process goals for competition <ul style="list-style-type: none"> <li>○ Performance goals may identify specific outcomes in the performance. Process goals identify the steps towards achieving particular outcomes. E.g., “Skiing a difficult downhill without braking”</li> </ul> </li> <li>❑ Ensures athletes follow appropriate warm-up, warm-down routines</li> </ul>	<p>ensure optimal athlete performance</p>
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	<ul style="list-style-type: none"><li data-bbox="522 247 1036 346">❑ Ensures that tactics and strategies are consistent with the rules of competition</li><li data-bbox="522 373 1036 472">❑ Ensures that tactics and strategies are consistent with athletes' stage of development and seasonal objectives</li><li data-bbox="522 499 1036 556">❑ Develops a strategy to monitor competition goals</li></ul>	
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**Criterion: Help athletes be mentally prepared for competition**

<b>Does not yet meet expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<ul style="list-style-type: none"> <li>❑ Does not implement mental training strategies to manage focus</li> <li>❑ Does not implement mental training strategies to manage anxiety</li> <li>❑ Does not implement mental training strategies to manage distractions</li> <li>❑ Does not set performance goals or objectives</li> </ul>	<ul style="list-style-type: none"> <li>❑ Worked with athletes/team at start of season to set overall goals for the year including goals the competition season</li> <li>❑ Works with athletes/team to identify appropriate performance goals and objectives for this specific competition</li> <li>❑ Presents a pre-competition/competition strategy that assists athletes/team to achieve an adequate mental state for performance by managing focus</li> <li>❑ Presents a pre-competition/competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing negative anxiety</li> <li>❑ Presents a pre-competition/competition strategy that assists athletes/team to achieve an adequate mental state for performance by managing distractions</li> <li>❑ Reacts adequately to unforeseen situations and implements measures to reduce or minimize distractions for athletes</li> </ul>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li>❑ Strategies are promoted by SPORT as models for new coaches</li> </ul>

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Criterion: Give basic nutritional advise

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> <li>❑ Does not provide guidance to athletes or parents on pre-competition nutrition</li> <li>❑ Does not take appropriate measures to ensure athletes can remain hydrated during the competition</li> </ul>	<ul style="list-style-type: none"> <li>❑ Provides guidance to athletes on pre-competition nutrition (pre-done as part of team training)</li> <li>❑ Takes appropriate measures to ensure athletes can remain hydrated during the competition</li> <li>❑ Provides guidance to athletes on post-competition nutrition and hydration (pre-done as part of team training)</li> </ul>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li>❑ Educate athletes about a suitable year-round diet for an endurance athlete</li> </ul>

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Criterion: Make effective interventions during and after competition

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> <li>❑ Criticize athletes' performance during the competition or between competitive events</li> <li>❑ Ignores athletes after the competition or berates athletes' performance               <ul style="list-style-type: none"> <li>○ "You know that you are better than this"</li> <li>○ "Move your feet; get going; why can't you get into position?"</li> <li>○ "You were great in practice but now you can't do anything"</li> </ul> </li> <li>❑ Makes interventions that tend to be non-specific or vague:               <ul style="list-style-type: none"> <li>○ "Good job; hustle!"; "Get back; get back! Move!"</li> <li>○ "Watch the space; look for the open player"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Ensures strategy for ski equipment adjustments (e.g. communication plan; "go to" person, etc.)</li> <li>❑ Makes changes to equipment before the event to adjust for environmental factors (e.g. wax conditions change)</li> <li>❑ Provides athletes with positive feedback that identifies what an athlete or team needs to do for greater performance and how to do it</li> <li>❑ Reflects upon and implements confidence and skill-building interventions during and after the competition</li> <li>❑ Uses interventions that provide strategic information (event specific), manages athletes (substitutions, replacements), makes adjustments for equipment (fine tuning, etc.), and implements mental strategies (arousal control)               <ul style="list-style-type: none"> <li>○ Ensures athletes are focused on the task, not the results or scoreboard</li> </ul> </li> <li>❑ Assesses the timing and interventions (or decisions to not intervene) made during the competition (e.g. sprints) and can justify which interventions may be</li> </ul>	<p><b>Meets "Standard Core Certification" and:</b></p> <ul style="list-style-type: none"> <li>❑ Assesses strategy plan after the competition and identifies what aspects of the plan were successful and a rationale for what could be improved</li> <li>❑ Provides interventions that encourage athletes to take ownership over competitive decisions where appropriate</li> </ul>

<ul style="list-style-type: none"> <li>○ “You did a good job today</li> </ul>	<p>repeated or modified in the next competition situation</p> <ul style="list-style-type: none"> <li>❑ Presents a post competition assessment of performance and provides a link to the goals or objectives of the next practice or competition</li> <li>❑ Assists athletes, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances</li> <li>❑ Ensures a post-race debriefing</li> </ul>	
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