

Introduction to Competition Coach Portfolio





Learn to listen, especially to the athletes they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge attend coaching courses, get certified, stay up to date.

Brought to you by

the Coaching Association of Canada www.coach.ca





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Cycling

Introduction to Competition

Welcome!

Cycling Introduction to Competition is the National Coaching Certification Program context for coaches who will primarily work with new competitive cyclists at the community and club level. These athletes will likely be in the *Learn to Train* to *Train to Train* stages of LTAD, although the context could apply to any new racer of any age. We expect these athletes to have basic but developed cycling skills and the desire to begin competing within a structured training and competition program. They may have developed their basic skills in an entry-level Community Initiation or non-competitive Instruction program.

This Portfolio is part of a set of learning materials including Workbooks and Reference Materials. You will find more information about the program and its learning objectives in those materials.

Evaluation of the Cycling Introduction to Competition Program

Evaluation of coach competence against a set of pre-determined standards is a key component of the NCCP. All coaches must successfully complete the evaluation to become Certified. Generally, workshops and modules are delivered by a Learning Facilitator while evaluation is conducted by a trained Evaluator, who is a different person. However, in the case of the Skills Modules the Learning Facilitator will deliver assessment and feedback (see below).

To achieve a learning Outcome, coaches must meet specific Criteria. Standards are used in the evaluation to determine the level to which the coach displays competence in meeting the Criteria. Work may **Not Meet Standard**, **Meet Standard** or be **Above Standard**. To successfully complete the evaluation "**Meet Standard**" is the requirement for all Portfolio tasks.

There are several types of evaluation activities in the Cycling Introduction to Competition program. These are:

Make Ethical Decisions On-line Evaluation: This component is managed by the Coaching Association of Canada as an on-line evaluation. It is required. The coach should complete this evaluation after the Make Ethical Decisions workshop.

Portfolio Evaluation: The coach completes a portfolio of work. This primarily includes written work, such as preparation of plans or answers to scenario questions. After the workshops an Evaluator will assess this work and provide constructive feedback. This assessment is intended to support the coaches' learning.



Basic Cycling Skills and Skills and Tactics Modules: The performance of the coach in observing, analyzing, and teaching skills and detecting and correcting errors in skills and tactics will be assessed by the Learning Facilitators of these modules, and the coach will receive constructive feedback at or following the Module.

Final Evaluation: The final evaluation uses an on-line evaluation arranged through Cycling Canada.

Using the Portfolio

This Portfolio is a key component of the Cycling Introduction to Competition program. In the Portfolio you will build several useful tools for coaching, such as an Athlete Profile, Training Plan, etc. It is also essential for evaluation of your progress. If you plan to become a Certified Coach, the Portfolio must be assessed by a program Evaluator. We therefore recommend that you:

- Fill out your contact information immediately on the next page of this Portfolio.
- Bring the Portfolio to every Workshop you attend- you will be asked to use it at each Workshop.
- Complete the Portfolio tasks as you go, preferably while participating in the Workshops, rather than leaving it to the end of the process.
- Keep the Portfolio safe and back up your work regularly, by copying newly completed work, or maintaining your work in an electronic version of the Portfolio. If you lose the Portfolio, you will be required to re-create all the work in it for assessment.
- Use a context-appropriate athlete for your case study athlete in the Athlete Profile. For
 Introduction to Competition this is a new racer (first or second year), likely a youth. Complete
 all subsequent tasks using this same case study athlete. The Evaluator will be looking for
 appropriate activities for the same new racer in each task.
- Assessment Sheets (A, B) are for use by the Evaluator. These will be used to provide you
 feedback on your progress. They also allow you to see the criteria for assessment. To be clear
 on what the Evaluator will assess, please refer to these Assessment Sheets as you complete
 Portfolio tasks.
- To complete a task, start by reading the Portfolio task sheet from beginning to end. Then
 check the relevant Assessment Sheets (A or B) in the Portfolio to see the criteria the
 Evaluator will use when reviewing your work. Make sure you have included all the "Meets
 Standard" criteria (as the minimum) in your work this is the minimum standard for
 successful Portfolio completion.



This Portfolio Belongs To:

Coach Name:	
Address:	
City:	
Province/Territory:	Postal Code:
Phone: (home):	(cell):
E-mail:	· · · · · · · · · · · · · · · · · · ·
NCCP number:	

Please keep your Portfolio:

NEAT
ORGANIZED
COMPLETE

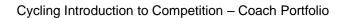
Thank you!



#1 - ATHLETE PROFILE (5 pages)

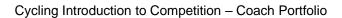
Use an athlete whose profile is consistent with Introduction to Competition – a first- or second-year racer, likely a youth. This will be the case study athlete you use throughout the Portfolio. For the Workshop, it is not recommended to fill in personal information about a real athlete. You may use a fictitious name and omit contact information.

Name:		Date:	
Address:			
Phone:	Cell:		
Email:	Other contact:		
Date of birth:	Height:	Weight:	
Max. heart rate/highest observed red	cently:		
Medical conditions, allergies, etc./da	te of last check-up:		
Started cycling years ago/started	d bicycle racing year	s ago	
NA-in a colling a constant a constant distance	ata diba		
Main cycling events competed/intere	estea in:		



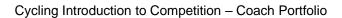


Experience in other sports:
Best competitive results, last 3 years (any sport):
Best cycling results, last 12 months: (best 3-5)
Main performance (result) goals for past season:
Main performance (result) goal for coming year:



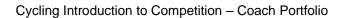


Current strengths ("is best at"):
Current weaknesses ("is worst at"):
List a current in-season training schedule for one typical week:
List a winter/summer training program for one typical week:





What in-season activities does the athlete prefer? (specific training types which worked well, groups available to train with, etc.)
What fall/winter training activities does the athlete prefer? (Running, skiing, etc; list also any opportunities, groups to train with, etc.)
Do any work, family or other commitments restrict training duration or schedule? On what dates?
Does the athlete have:
Access to strength training facilities? What type?





A bicycle trainer? Which type(s)?
A heart rate monitor?
A power meter?
Any other useful training facilities/equipment?



#2 - Emergency Action Plan Number Card

See Assessment Sheet A.

Site Information:	
Site Address:	
Location of Phones:	
Site Telephone Number:	
Details of Location (How to Find on Property): _	
Phone Numbers:	
Emergency:	
Ambulance:	
Fire:	
Hospital:	
Your Charge Person:	
Your Call Person:	

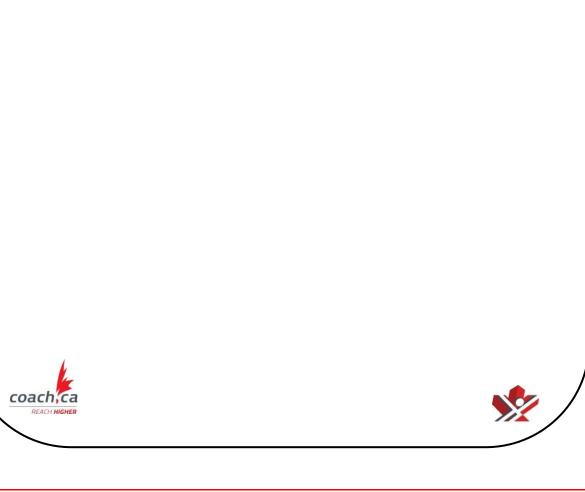
(You can read this information over the phone to an emergency dispatcher)

Note: If you dial 911 from a cell phone, you may not get the closest 911 operators, depending on cell phone coverage. There may be a time delay to transfer you to the closest operator.



#2a - Emergency Action Plan (EAP) Worksheet

You can use this sheet to sketch or map your location in relation to the property you are on, access roads, routes to nearest emergency services, etc.





#3 - Demands of Your Cycling Discipline or Event (2 pg)

There are two purposes for this sheet: (1) to ensure you understand the definition of each ability and where and when it is used in cycling, (2) that you can assess the relative importance of each ability. They can't all be ranked "high" – some are more important than others for your athlete and event!

Name the discipline and/or event:

Physical ability	This means the ability to	Actions or situations in my event that require this ability	Importance in my event (low, med, or high)
Speed	Perform quick movements or cover a given distance in the shortest possible time (e.g., all-out efforts lasting up to 8 seconds)		Low Moderate High
Speed- endurance	Sustain efforts at near maximum speed for as long as possible (e.g., very intense efforts lasting between 10 and 60 seconds)		Low Moderate High
Aerobic power	Sustain a maximum dynamic effort over an extended period of time (e.g., efforts lasting longer than 3-5 minutes)		Low Moderate High
Aerobic endurance	Sustain a very long duration, moderate dynamic effort over a period of hours.		Low Moderate High
Maximum strength	Make a muscle or muscle group generate the highest level of tension during a maximum contraction, regardless of its length.		☐ Low ☐ Moderate ☐ High
Speed-strength	Perform a muscle contraction or overcome a resistance as fast as possible (normally very brief efforts of 1 or 2 seconds or so)		☐ Low ☐ Moderate ☐ High



Physical ability	This means the ability to	Actions or situations in my event that require this ability	Importance in my event (low, med, or high)
Strength- endurance	Perform repeated muscle contractions at intensities below maximum strength (15 to 30 repetitions or more)		Low Moderate High
Flexibility	Perform movements of large amplitude at a joint, without sustaining an injury.		Low Moderate High

Motor Abilities

Motor ability	This means the ability to	Actions or situations in my sport that require this ability	Importance in my sport (low, med, or high)
Coordination	Perform movements in the correct order and at the right time.		Low Moderate High
Balance	Achieve and maintain stability, or keep control of the body during the execution of movements.		Low Moderate High

Tactical Ability

Ability	This means the ability to	Actions or situations in my sport that require this ability	Importance in my sport (low, med, or high)
Decision- making	Analyze a situation and produce a correct response, i.e., one that gives a competitive advantage and/or increases the probability of a good performance.		Low Moderate High



#4 - Cycling Practice Session Plan

See Assessment Sheet A. Make sure the Evaluator can see all the criteria for both left and right sides of the plan chart.

Date	Locat	ion:				
Time	: Goal((s):				
Intro	Key messages/safety points:					
Warm-up	Include general and specific warm-u	p exercises.	Key messa	ages/safety	/ points:	
	Description:		Demonstra	ation Plan:		
Ħ	Teaching Points:					
Main part	Progressions:		_ Observation	on plan:		
	Detect and correct:					
Cool-down	Key messages/safety points:					
Wrap-up	Key messages/safety points:					



#5 - Plan for Introducing Athletes with a Disability

Use this sheet for planning how to introduce an athlete with a disability to your club or team. Be sure to include introduction of athlete to team, of team to athlete, and any modifications needed to equipment or activity. See Assessment Sheet A. Note the three criteria and make sure those are included in your plan.

Introduction: Athlete to Team
Introduction: Team to Athlete
Modifications to Equipment or Activity:
Other:



#6 - Cycling Skill Planner

See Assessment Sheet A. Use this sheet to plan a skill development session. This is a "detailed view" of the Practice Session Plan you completed earlier, with more detail on how the skill you choose will be developed in the session. Choose a skill appropriate to your case study athlete. Review the information about teaching a skill provided in the Workbook.

Skill name:

Okiii Harrio:	
Describe the skill:	Set-up and Equipment:
Teaching Points:	Demonstration Plan:
Progressions:	Activity Plan for Group:
riogressions.	Activity Flam for Group.
Errors and Corrections:	Observation Plan:
Errors and Corrections.	Observation Plan.
Summary/Wrap-up:	



#7 - Athlete Pre-Race (Day Before) Plan

See Assessment Sheet A. List the athlete's activities in sequence. Include all forms of preparation- Physical, Technical/Tactical, Sustenance (nutrition, rest, recovery), and Mental. Also include important "day before" activities such as organizing and equipment preparation.

2:00)	
Afternoon (12:00-17:00) Morning (waking to 12:00)	
wakin	
) jung	
Мог	
(00:2	
:00-1	
on (12	
ernoc	
Aft	
(00:	
00-20	
g (17:	
Evening (17:00-20:00)	
ú	
Night (20:00 on)	
t (20:	
Nigh	



#8 - Athlete Race Day Plan

See Assessment Sheets A. List the athlete's activities in sequence from earliest, up to race start time. Include all forms of preparation- Physical, Technical/Tactical, Nutrition, Rest, and recovery), and Mental. Also include important race day activities such as organizing and equipment preparation.



#9 - Pre-competition Plan- Sequence

See Assessment Sheet A.

List the sequence of events in the pre-competition plan. Begin with waking up in the morning, arrival at the race site, or whatever seems most appropriate. Using the items listed on the previous sheet, write out the sequence of the plan being as specific as possible (e.g., say, "warm up on bike; 5 min spin low gear, 5 min medium gear, then 3 to 5 short sprints" rather than just "warm up").

What athlete will do (physical and mental): When (# minutes before start): First:	
	\neg



#10 - Pre-competition Plan Checklist

See Assessment Sheet A.

Based on the athlete's best past performances and what you think will work best, list activities, thoughts, and mental images to use in the period just before the start of each event (30-60 minutes).

Physical Warm-up	How athlete will feel physically	Mental warm-up	How athlete will feel (result)



#11 - Cycling Tactics Planner

See Assessment Sheet A. Use this sheet to plan a tactics development session. This is a "detailed view" of the Practice Session Plan you completed earlier, with more detail on a tactic will be developed in the session. Choose a tactic appropriate to your case study athlete. Review the information about teaching tactics provided in the Workbook. How are tactics different than skills?

Tactic:	
Describe the tactic:	Set-up and Equipment:
Teaching Points:	Demonstration Plan:
Progressions:	Activity Plan for Group:
Errors and Corrections:	Observation Plan:
Summary/Wrap-up:	



Assessment A: Cycling Skills and Tactics

For use by the Evaluator when reviewing this Portfolio.

Sheet	Evidence (Yes/No/Part)	Υ	N	Р
2	 MEETS STANDARDS (all criteria to be met) Coach is able to present an emergency action plan with the following critical elements: Locations of telephones are identified (cell or land lines); Emergency telephone numbers are listed. Location of medical profile for each athlete under the coach's care is identified. Location of fully stocked first-aid kit is identified. Advance "call person" and "control person" are designated. Directions to reach the site. 			
	BOVE STANDARD EAP is adaptable to real-world situation (e.g., cell phone, access to transport for injured athlete)			
Commer	nts:	<u> </u>		
Sheet	Evidence (Yes/No/Part)	Y	N	Р
	MEETS STANDARDS (all criteria to be met) Coach understands definition of each ability – demonstrated by presenting			
3	 an example cycling situation that requires use of the ability. Coach is able to accurately rank importance of each ability relative to other abilities and to the cycling discipline or event. 			
	Coach presents detailed examples with durations and/or intensities showing a precise understanding of the physical/mental/technical abilities.			
Commer	nts:	I		



Practic	e Session Plan - Activities			
Sheet	Evidence (Yes/No/Part)	Υ	N	Р
4	 MEETS STANDARDS (all criteria to be met) Coach has detailed plan which includes at least 4 of warm-up, technical, tactical, physical training, cool-down. Training session plan is appropriate for athlete age/stage/experience (per LTAD model) Coach chooses appropriate terrain/situations to make learning and training effective. Coach includes plan to consistently position self for effective observation of session. Coach includes intervention plan for consistent, effective session control & assistance to athletes. Coach checks for in-training (e.g., on-bike) athlete nutrition, hydration needs and can list appropriate needs based on training volume, intensity, environment. 			
	 ABOVE STANDARD Coach has detailed training plan including at least 4 of warm-up, technical, tactical, physical training, cool-down and can adapt or modify it for changing circumstances and athlete needs (identifies options) Coach identifies multiple means of observing session and intervening with athletes to enhance learning; intervention techniques are age/stage appropriate. Plan includes innovative elements which present practice in a creative, 			
engaging way. Comments:				



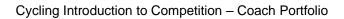
Practice Session Plan - Logistics					
Sheet	Evidence (Yes/No/Part)	Υ	N	Р	
4 Commen	 MEETS STANDARDS (all criteria to be met) Coach includes checks for course/equipment safety. Practice plan has clearly identified goals that are consistent with LTAD growth and development principles. Plan clearly identifies main segments of a practice with appropriate time and detail for each. Duration of the practice and duration of each practice segment are identified on a timeline. Plan includes a list of key factors or teaching points that relate to the overall goal. Plan includes all key messages and safety points for each part of the practice. A list of key factors or teaching points is provided for each activity. ABOVE STANDARD The practice plan contains all elements and is exceptionally detailed and practical The practice plan includes detailed variations (e.g., equipment, terrain, activity) to allow for a range of athlete abilities and skill progressions. 				
Comments:					



Introducing Athletes with a Disability					
Sheet	Evidence (Yes/No/Part)	Y	N	Р	
5	 MEETS STANDARDS (all criteria to be met) Coach correctly defines Awareness and First Contact phases. Coach identifies common barriers to AWAD participation, and concerns of AWAD and/or parents. Coach constructs a simple plan for introducing a person with a disability to an able-bodied cycling club. ABOVE STANDARD Coach can identify several key resources and organizations to assist in 				
	 coaching and supporting AWAD. Coach has basic understanding of classifications/divisions for AWAD and how to "place" AWAD to begin a training and competition program. 				
Commer	nts:				



Cycling	g Skills Planner Sheet- Design			
Sheet	Evidence (Yes/No/Part)	Y	N	Р
6	 MEETS STANDARDS (all criteria to be met) Coach includes safety check of area and equipment. Coach organizes facility and equipment to maximize learning. Coach provides clear description of the elements of each skill, broken down using 3- or 5-phase skill analysis. Coach plans for and provides a clear demonstration (by coach or other) of each skill. Coach includes plan to consistently position self for effective observation of session. Coach relates most skills to a tactical (race) situation, explaining when to use each skill. Plan includes progressions so athletes can develop at their own pace. 			
	Coach is highly organized, has prepared skill analysis checklist, etc. Coach utilizes additional methods to engage learners in skill development (games, adaptations, etc.) Coach uses multiple methods to teach skills based on varying athlete learning styles (visual, kinesthetic, etc.) Coach helps athletes integrate multiple skills and relates this to race (tactical or strategic) situations.			
Commer	its:			





Athlete Pre-Race (Day Before) and Race Day Plans- Nutrition/Hydration							
Sheet	Evidence (Yes/No/Part)	Y	N	Р			
7 8 9 10	MEETS STANDARDS (all criteria to be met) Coach is aware of correct basic nutrition/hydration strategies and applies them consistently. Coach can adapt hydration strategy to most event durations and environmental conditions.						
	Coach can adapt nutrition/hydration strategy to individual athlete needs and preferences. Coach can adapt nutrition/hydration strategy to a wide range of event durations and environmental conditions.						
Comments:							
Athlete	Pre-Race (Day Before) and Race Day Plans- Intervention/Communic	catio	n				
Sheet	Evidence (Yes/No/Part)	Υ	N	Р			
7 8	 MEETS STANDARDS (all criteria to be met) Plans are detailed and provide age/stage-appropriate information. Plans identify what to do and how to do it to develop greater performance. For example, coach gives basic strategic information and provides ways to achieve successful performance during the competition or between competitive events. Coach makes sure athletes are focused on the task, not the result. Coach meets with athletes before the competition to review competitive 						
9 10	objectives and obtain feedback from athletes. <i>Interventions are basic but</i> support athlete decision-making and empower the athlete.						
	Coach uses interventions that provide strategic information (event specific), manage athletes, make adjustments for equipment (fine tuning, etc.), or implement mental strategies (self-control).						
	 Coach assesses the timing and interventions (or decisions to not intervene) made before the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation. Interventions are more complex and are directed with the aim of empowering athletes to achieve successful performance. 						
Commen		•					



Cycling Tactics Planner Sheet- Design						
Sheet	Evidence (Yes/No/Part)			Р		
11	 Coach includes safety check of area and equipment. Coach organizes facility and equipment to maximize learning. Coach can select appropriate strategies and tactics for the stage of athlete and discipline and apply them consistently. Coach shows how to adapt strategy and tactics for most environmental and course characteristics (e.g., longer course, terrain, wet weather, etc.). Coach clearly explains strategy and tactics in a manner appropriate to the athlete and supports athlete understanding of choices. Coach organizes facility and equipment to maximize learning and safety. Coach plans for and provides a clear demonstration (by coach or other) of each tactic. Coach includes plan to consistently position self for effective observation of session. Plan includes progressions so athletes can develop at their own pace and can adapt strategy and tactics to a range of situations. ABOVE STANDARD Coach can adapt strategy and tactics to a wide range of athlete needs, event 					
	 durations, course characteristics and environmental conditions. Coach emphasizes problem solving by athletes and supports independent decision making by athletes for race strategy and tactics. 					
	 Coach utilizes additional methods to engage learners in skill development (games, etc.) Coach uses multiple methods to teach skills based on varying athlete learning styles (visual, kinesthetic, etc.) 					
Commer	nts:	I				



#12 - Weekly Training Plan Worksheet

See Assessment Sheet B. This is intended to help you allocate training time to develop your *Weekly (Microcycle) Training Plan*. Use the priority abilities you identified for your athlete (see *Demands of Your Discipline or Event*). Choose a week in the Specific Preparation Phase.

Event:

Athlete:

Week# of	the program	Total hours available:	
Key Performance Factors to prioritize	% of total time for each KPF (must add to 100%)	Appropriate training methods (all KPF) and practice conditions or venues (sport-specific elements only)	# Sessions and Time allocated per KPF
1-			sessions/week x minutes/session = h : min
2-			sessions/week x minutes/session = h : min
3-			sessions/week x minutes/session = h : min
4-			sessions/week x minutes/session = h : min
5-			sessions/week x minutes/session = h : min
	= 100%	Total training hours required during the week (round off):	

 Can the athletes train certain KPF individually, outside training sessions, or before or after the sessions? Is it possible to combine the training of certain KPF during training sessions?



#13 - Microcycle (Weekly) Plan

Use this sheet to prepare a detailed plan for your athlete for one week. Include details of all training and competition activities. See Assessment Sheet B.

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	



#14 - Microcycle (Weekly) Modifications

Describe how you would modify the microcycle plan on the previous page to meet the following scenarios. See Assessment Sheet B.

Athlete has caught a cold.
Athlete has a sprained ankle
Transceriae a optamou annie
Athlete has a shaper of work/ashael ashadula and samet train Tuesday or Thursday
Athlete has a change of work/school schedule and cannot train Tuesday or Thursday.



#15 - Setting Training Plan Objectives Worksheet				
Column 1	2	Column 3	Column 4	Column 5
Very Important, Important		Objectives - End of	Objectives - End of	Objectives - End of
Or Moderately Important	$\sqrt{}$	General Prep Phase	Specific Prep Phase	Comp Period
		(by date:)	(by date:)	(by date:)
Physical Performance Factor	ors			
☐ Maximal Speed				
☐ Speed-Endurance				
Aerobic Endurance				
Aerobic Power				
☐ Maximum Strength				
☐ Speed-Strength				
☐ Strength-Endurance				
Flexibility				
Motor and Skill Performance	e Facto	rs		
☐ Basic Skill Techniques				
☐ Variations of Basic Skill Techniques				
Advanced Skill Techniques				
Mental Performance Factors	5			
☐ Goal setting				
☐ Decision-Making				
Attention control (focus)				
☐ Emotional control				
☐ Tactics & Strategy				
(Competition Plan)				

This sheet will help you develop your *Yearly Training Plan* (see criteria on Assessment Sheet B1). For the priority abilities for your athlete (see *Demands of Your Discipline or Event*), what level should each be at the end of the General Preparation, Specific Preparation and Competition periods in your YTP? For level (Column 1) just use VI (very important), I (important) or MI (moderately important). In columns 3, 4 and 5, use the following options to define your objectives:

- Physical Performance Factors: **Develop** (try to improve) or **Maintain** (keep at same level)
- Motor/Skills and Mental Performance Factors: Acquisition (patterning movements, learning),
 Consolidation (correct execution in variable conditions) or Refinement (minor improvements).

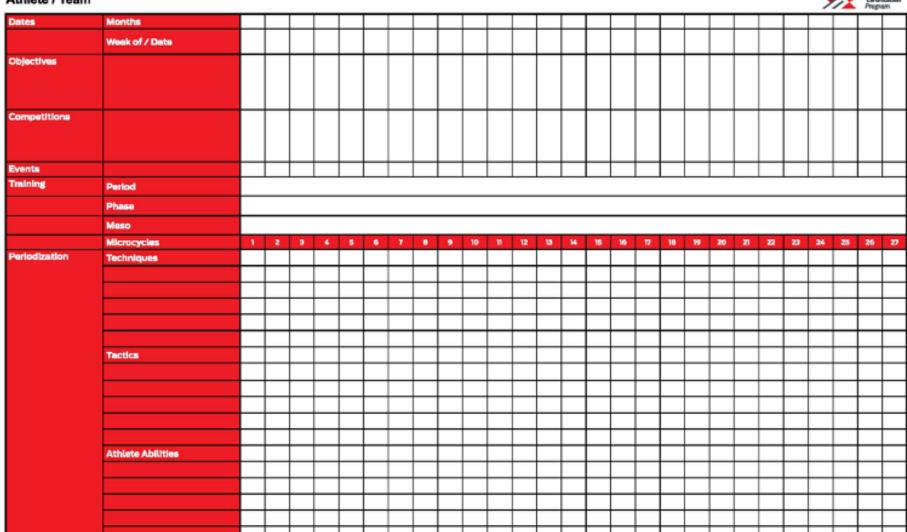


#16 - Yearly Training Plan (YTP)

- You may another form for creating a YTP (e.g., an Excel sheet). The form provided on the next page is an example.
- Your YTP must cover a whole year (52 weeks). All activities must be appropriate for the age, LTAD stage and experience level of your Athlete Profile athlete.
- Your YTP must include the following:
 - Competitions (date, name) with a "main" competition that matches the athlete's goals in the Athlete Profile.
 - Other events that impact preparation (e.g., training camps, holiday weeks, school exam weeks, etc.)
 - A breakdown of Periods (e.g., General Preparation Period), Phases (e.g., General, Specific), Mesocycles and Microcycles.
 - Clear indication of which KPF will be developed at what times in the YTP (see your Setting Training Plan Objectives Worksheet)
 - A graphic or percentage representation of the relative training volume (e.g., hours or km per week) and intensity per week, as well as rest weeks.
 - Monitoring or testing weeks and what type of (appropriate) tests will be used.
- Please review Assessment Sheet B to make sure you have all the Design and Monitoring/testing components covered in your YTP.



Seasonal Training Plan Template Athlete / Team





#17 - Competition Focus Plan

See Assessment Sheet B.

Think about the key things to focus on as the race develops. List these and cue words to use as reminders. For example, if the athlete feels they lead too much, are too passive, forget to eat/drink, etc.; what cue words will help them do the right thing at the right time?

Phase	Important race situation	Preferred response	Cue word to create response
Start			
Mid-race			
Finish			



#18 - Refocusing Plan

See Assessment Sheet B

How would the athlete like to react in the following situations? List very specifically what to do physically and mentally in these situations. (Not all situations are applicable to all cycling disciplines.)

Situation:	What to do:
Problem before the start	
Poor weather or course conditions	
Delay at the start	
Delay at the start	
Poor start	
Loss of ideal focus in event	
Tactical mistake	
Puncture/crash (must chase)	
(,	
Poor performance (not going well) in first 1/3 of	
race	
Poor overall performance	
1 ooi ovoidii ponomianoo	
Othor	
Other	



Assessment B: Training to Race

For use by the Evaluator when reviewing this Portfolio.

Weekly Training Plan Worksheet #1 and Microcycle Plan Sheet- Design					
Sheet	Evidence (Yes/No/Part)	Υ	N	P	
12 13	 MEETS STANDARDS (all criteria to be met) Weekly plan worksheet lists appropriate key performance factors, time on each and total time/week for LTAD age/stage of athlete. Microcycle plan respects 70-90% of requirements for volume, intensity, duration, frequency for the given LTAD age/stage Microcycle plan has good day-to-day alternation of volume and intensity and includes varied training methods. Microcycle plan includes sufficient rest. 				
	Microcycle plan respects 90%+ of requirements for volume, intensity, duration, frequency for the given LTAD age/stage Microcycle plan has excellent alternation of volume, intensity and rest and uses varied, interesting training methods.				
Commer	nts:				
Microc	ycle Plan Sheet- Adaptation (Scenarios)				
Sheet	Evidence (Yes/No/Part)	Υ	N	Р	
	MEETS STANDARDS (all criteria to be met)				
14	Makes comprehensive adjustments to program in response to scenario, is able to monitor athlete performance to judge when return to initial program is possible.				
Commer	nts:				



Setting Training Plan Objectives Worksheet and Annual Training Program - Design						
Sheet	Evidence (Yes/No/Part)	Υ	N	Р		
15 16	 MEETS STANDARDS (all criteria to be met) Program has appropriate major phases (GPP, SPP, CP, Transition) and seasonality for athlete/discipline. Program has major phase objectives consistent with age/stage of athlete and discipline. Coach calculates the ratio of training-to-competition opportunities within the seasonal program and includes appropriate competition schedule and types for age/stage of athlete. Coach includes adequate rest and recovery for age/stage of athlete within micro- and mesocycles. Program demonstrates understanding of alternation of volume, intensity to achieve "peaking" (single peak plan). Coach correctly identifies major issues within the annual program (e.g., weather, life events, training camps, competitions) and presents realistic solutions consistent with LTAD. 					
	Coach selects the optimal types of competitions to achieve training, development and competition results that correspond to the LTAD stage. Coach presents a plan that considers the athlete's future plans and demonstrates an understanding of athlete progression over several years. Its:					



Cycling Introduction to Competition – Coach Portfolio

Monitoring/testing and Reporting on Athlete Progress (Annual Training Plan)					
Sheet	Evidence (Yes/No/Part)	Υ	N	Р	
16	 MEETS STANDARDS (all criteria to be met) Coach presents basic individual athlete assessment plan that identifies key performance factors. Assessment is evidence-based (objective criteria are used, e.g., test results, times, etc.) Assessment is age/stage appropriate (i.e., use of field vs lab tests, appropriate frequency of testing, etc. per CC LTAD guidelines). 				
	Coach tracks specific athlete performance factors regularly over an extended period of time (e.g., one season) and can clearly identify athlete progress. Evidence for the assessment includes multiple objective indicators of performance clearly related to athlete goals (e.g., fitness testing results, training loads or volumes, etc.).				
Commer	nts:				
Mental	Preparation (Focus & Re-focus Plans)				
Sheet	Evidence (Yes/No/Part)	Y	N	Р	
17	 MEETS STANDARDS (all criteria to be met) Coach identifies need correctly (attention and/or arousal control) and creates basic plans accordingly. Coach uses age/stage-appropriate strategy for pre-competition and incompetition mental preparation. 				
18	 ABOVE STANDARD Plans are highly detailed and specific to age/stage of athlete and discipline. Plans are designed to empower athlete to manage attention/arousal control issues effectively when coach is not present (athlete-centered plans). Creative, innovative means are used to make mental preparation highly age/stage and individual athlete-specific and effective. 				
Commer		I		I	



OPTIONAL ASSESSMENT

Practice Session Assessment (2 pages)

Coach: Evaluator: Date:

Criteria	Yes	No
Selection of the activity		
The activity selected is appropriate for the age & stage of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
Explanation		
Coach is positioned such that all participants can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:	•	
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that the participant would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comment/suggestions:		
Organization		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:	•	
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		



OPTIONAL ASSESSMENT

Practice Session Assessment p.2

Coach	n: Date:		
	Criteria	Yes	No
Skill	progression	l e e e e e e e e e e e e e e e e e e e	
	he progression for skill development is appropriate for the age/ability of the participant		
C	Coach focuses on the appropriate key points for the skill to be developed		
C	Coach adjusts the activity for more advanced and less advanced abilities within the group		
C	Comment/suggestions:	•	
		1	1
	vention		-
	Coach scans the entire group constantly and intervenes with a variety of participants		
	Coach looks for input/feedback from the participant		
	Correction or reinforcement is clear and a visual is provided		
	Correction or reinforcement is brief, and participant returns quickly to activity		-
	Coach focuses on communicating what to do (not what NOT to do)		
	Comment/suggestions:		
Comi	munication		
	Coach speaks in a calm tone of voice (i.e., does not yell at the participants)		
	Coach uses language that the participants can easily understand		
	Coach refrains from the use of foul language		
	Vords and body language used in the correction or reinforcement are positive		
	Praise is specific, not general (e.g., "you are doing (action) well", not "nice one!")		
	Coach acts and speaks with enthusiasm		
	Comments/suggestions:		
	·	· · · · · · · · · · · · · · · · · · ·	



Competition Evaluation (3 pages)

Coach:	Evaluator: Date:			
	CRITERIA			
Pre-Co	ompetition Support	Υ	N	Р
MEETS	STANDARDS (all criteria to be met)			
•	Coach ensures that sport-specific logistics and procedures (equipment, facility, rules) are accounted for to enable a safe and positive competition environment.			
•	Coach manages time effectively to ensure athlete physical readiness (e.g., warm-up, etc.), equipment checks, and sport-specific logistics (e.g., coaches meeting).			
•	Coach ensures that warm-up provides adequate physical readiness for competition.			
•	Coach identifies performance/ process goals for competition & has planned a strategy to monitor them.			
•	Coach can produce a competition plan that identifies tactics, strategies, or athlete expectations before, during, and after the competition.			
•	Coach clarifies competitive rules as needed before the competition and communicates			
•	appropriate pre-race information to athletes and other stakeholders (e.g., parents). Coach ensures that tactics and strategies are consistent with athletes' stage of development, skill level, and fitness level; seasonal objectives; and the rules of competition.			
ABOVE	STANDARD			
•	Coach ensures the use of basic mental strategies to assist in creating an ideal performance state.			
•	Coach plans and organizes the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, parents, managers, etc.).			
•	Coach adjusts athlete preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury).			
•	Coach can present a strategy to monitor competition goals or gather evidence of athlete performance.			
•	Coach reinforces key nutritional considerations (e.g., hydration, pre-event eating) before competition.			
Comme	ent/suggestions:			



Competition Evaluation p.2

Evaluator: Date:			
CRITERIA			
ion/Hydration Strategy	Υ	N	Р
STANDARDS (all criteria to be met) Coach has awareness of correct basic nutrition/hydration strategies and applies them consistently.			
Coach can adapt hydration strategy to most event durations and environmental conditions.			
Coach can adapt nutrition/hydration strategy to individual athlete needs and			
Coach can adapt strategy to a wide range of event durations and environmental conditions.			
ent/suggestions:	1	1	
gy and Tactics	v	N	Р
STANDARDS (all criteria to be met)			
Coach can select appropriate strategies and tactics for the stage of athlete and discipline and applies them consistently.			
(e.g., longer course, terrain, wet weather, etc.). Coach clearly explains strategy and tactics in a manner appropriate to the athlete and			
STANDARD			
obach can adapt chategy and tacked to a mac range of marriada atmost hoods and			
abilities. Coach can adapt strategy and tactics to a wide range of event durations, course			
abilities.			_
abilities. Coach can adapt strategy and tactics to a wide range of event durations, course characteristics and environmental conditions. Coach emphasizes problem solving by athletes and supports independent decision			_
abilities. Coach can adapt strategy and tactics to a wide range of event durations, course characteristics and environmental conditions. Coach emphasizes problem solving by athletes and supports independent decision making by athletes for race strategy and tactics.			_
	CRITERIA ion/Hydration Strategy is STANDARDS (all criteria to be met) Coach has awareness of correct basic nutrition/hydration strategies and applies them consistently. Coach can adapt hydration strategy to most event durations and environmental conditions. is STANDARD Coach can adapt nutrition/hydration strategy to individual athlete needs and preferences. Coach can adapt strategy to a wide range of event durations and environmental conditions. int/suggestions: is STANDARDS (all criteria to be met) Coach can select appropriate strategies and tactics for the stage of athlete and discipline and applies them consistently. Coach can adapt strategy and tactics for most environmental and course characteristics (e.g., longer course, terrain, wet weather, etc.). Coach clearly explains strategy and tactics in a manner appropriate to the athlete and supports athlete understanding of choices.	CRITERIA STANDARDS (all criteria to be met) Coach has awareness of correct basic nutrition/hydration strategies and applies them consistently. Coach can adapt hydration strategy to most event durations and environmental conditions. STANDARD Coach can adapt nutrition/hydration strategy to individual athlete needs and preferences. Coach can adapt strategy to a wide range of event durations and environmental conditions. STANDARD STANDARDS (all criteria to be met) Coach can select appropriate strategies and tactics for the stage of athlete and discipline and applies them consistently. Coach can adapt strategy and tactics for most environmental and course characteristics (e.g., longer course, terrain, wet weather, etc.). Coach clearly explains strategy and tactics in a manner appropriate to the athlete and supports athlete understanding of choices. STANDARD Coach can adapt strategy and tactics to a wide range of individual athlete needs and	CRITERIA STANDARDS (all criteria to be met) Coach has awareness of correct basic nutrition/hydration strategies and applies them consistently. Coach can adapt hydration strategy to most event durations and environmental conditions. STANDARD Coach can adapt nutrition/hydration strategy to individual athlete needs and preferences. Coach can adapt strategy to a wide range of event durations and environmental conditions. STANDARD Coach can adapt strategy to a wide range of event durations and environmental conditions. STANDARDS (all criteria to be met) Coach can select appropriate strategies and tactics for the stage of athlete and discipline and applies them consistently. Coach can adapt strategy and tactics for most environmental and course characteristics (e.g., longer course, terrain, wet weather, etc.). Coach clearly explains strategy and tactics in a manner appropriate to the athlete and supports athlete understanding of choices.



Competition Evaluation p.3

Coach:	Evaluator:	Date:		
	CRITERIA			
Coach Inter	vention/Communication with Athletes	Y	N	Р
to improve	positive and provides athletes with basic information e performance. res frequent motivational or directional prompts durin	·		
identifies strategic i	ve events. cositive and provides athletes with basic age/stage-a what and how to develop greater performance. For nformation and provides ways in which to achieve su etition or between competitive events.	example, coach gives basic		
Coach maCoach mefeedback	akes sure athletes are focused on the task, not the recets with athletes after the competition to review compon performance from athletes. <i>Interventions are leedback to empower athlete to make successful p</i>	petitive objectives and obtain ess coach directed and		
athletes, n	es interventions that provide strategic information (evaluation adjustments to equipment (fine tuning, etc.), or			
competitio or modifie	ontrol). sesses the timing and interventions (or decisions to on as appropriate to the sport and can justify which in d in the next competition situation. <i>Interventions are with the aim of empowering athletes to achieve s</i>	nterventions may be repeated e more complex and are	ן כ	
Comment/su	ggestions:			



Evaluation Summary Sheet

This sheet summarizes the assessment and evaluation results recorded on Portfolio Assessment Sheets

Completed by: _____ Date: ____

A and B. For the detailed results please see those sheets.				
Summary scoring: X = no evidence of criteria met in this area P = partial evidence of criteria met in this area ✓ = evidence shows criteria fully met in this area				
	e eligible for o	certification the coach must meet minimualuation areas.	ım standard (shown l	oy a ✔) in all
		Criteria/Evaluation Area		Score:
		on Plan - Activities		
		on Plan - Logistics		
	Emergency Ac			
		ice (Day Before) and Race Day Plans- Nutrition	•	
		ice (Day Before) and Race Day Plans- Interve	ntion/Communication	
		nletes with a Disability		
ollo	Team Planning Worksheet			
Portfolio	Weekly Training Plan Worksheet #1 and Microcycle Plan Sheet- Design			
P	Microcycle Plan Sheet- Adaptation (Scenarios)			
	,	g Plan Objectives Worksheet & Annual Trainir	• • •	
		eport on Athlete Progress (Annual Training Pla	an)	
	Mental Prepara			
	Skills Planner			
	Tactics Planne		_	
	Portfolio - Eva		Date:	Initial:
ا ا	Pre-competitio			
e	Nutrition/Hydra			
Live Evaluation	Strategy and T			
Eva		ntion/Communication with Athletes		
		on - Evaluator Name:	Date:	Initial:
Con	nments:			





IT'S EVERYONE'S RESPONSIBILITY.

Creating a culture where everyone can thrive is a shared responsibility. Safe Sport Training was developed to help anyone involved in sport to promote physical, psychological, social, and spiritual health, in line with the *Universal* Code of Conduct to Prevent and Address Maltreatment in Sport.

HO IT'S FOR?



National Decision-makers in Sport



Those with Direct National Athlete Contact



Those with **No Direct Athlete Contact**

HAT IS IT?



eLearning module



Complete in under 1.5 hours



FREE!



Available on any device

WHAT WILL I LEARN?

ACKNOWLEDGEMENT AWARENESS

Understand that everyone has a role to play in keeping sport safe, how the misuse of power leads to maltreatment, and the principles of the Universal Code of Conduct.

Learn about the various types of maltreatment, the conditions that enable them, and how to recognize signs that they may be happening.

ACTION

Find out what to do if you suspect maltreatment, and how you can create a culture that protects all participants

LEARN MORE SafeSport.coach.ca

HOW DO I ACCESS IT?



Log in to The Locker or create an account



Complete the training on the eLearning page



Track your completion in your transcript

