

## PERFORMANCE COACH (As of September 22, 2023)

Designed for coaches working with athletes at the Train to Compete/Learning to Win stage of the Long Term Athlete Development model (typically Canada Games eligible athletes/U20 and older/University Athletes-training year round). Coaches will be trained in one specific event area (of their choice). To obtain performance coach status you must:

1. Must already be Club Coach certified
2. Take Pre-Course online modules ([thelocker.coach.ca/onlinelearning](http://thelocker.coach.ca/onlinelearning))
  - a. Athletics Performance Coach: Physiology and Biomechanics
  - b. Athletics Performance Coach: Planning
  - c. Athletics Performance Coach: Nutrition, Recovery, and Prevention
  - d. Athletics Performance Coach: Strength
  - e. Athletics Performance Coach: Strength for (Event Area; Endurance, Jumps, Sprint/Hurdles/Combine Events, Throws, Wheelchair Racing)
3. Take a Performance Coach course and technical event group component (4 day course through Athletics Canada)
  - a. Once the course has been completed you will be "In-Training"
4. Complete multi-sport modules
  - a. Making Ethical Decisions ([saskcoach.ca/nccp-training/upcoming-courses/](http://saskcoach.ca/nccp-training/upcoming-courses/))
  - b. NCCP Leading Drug Free Sport ([thelocker.coach.ca/onlinelearning](http://thelocker.coach.ca/onlinelearning))
  - c. Managing Conflict ([saskcoach.ca/nccp-training/upcoming-courses/](http://saskcoach.ca/nccp-training/upcoming-courses/))
    - i. Once these have been completed you will be "Trained"

More information can be found at: [athletics.ca/get-involved/coaching/performance-coach-update/](http://athletics.ca/get-involved/coaching/performance-coach-update/)

### PERFORMANCE COACH Certification

There are seven parts to the Athletics Canada Performance Coach Evaluation ([athletics.ca/coach](http://athletics.ca/coach)), once you have obtained "Trained" status. To be certified, a coach must successfully complete the following:

1. The Make Ethical Decisions multisport module online evaluation ([thelocker.coach.ca](http://thelocker.coach.ca))
2. The Leading Drug Free Sport multisport module online evaluation ([thelocker.coach.ca](http://thelocker.coach.ca)) (Combined in with the training so should have been completed to become trained)
3. The Managing Conflict multisport module online evaluation ([thelocker.coach.ca](http://thelocker.coach.ca))
4. The Athletics Canada Performance Coach portfolio
5. The Athletics Canada Performance Coach practice observation
6. The Athletics Canada Performance Coach competition observation
7. Coach Action Plan

### Portfolio

1. *Emergency Action Plan*
  - a. Identify the location of telephones (land or cell phones)
  - b. Identify the list of emergency phone numbers
  - c. Identify the location of medical profiles for each athlete
  - d. Identify the location of fully stocked first-aid kit identified
  - e. Identify the call person and the control person
  - f. Directions to reach the activity site are provided
2. *General Overview*
  - a. Identify the athlete's age and performance level
  - b. Identify the timelines of the practice (warm up, main part, cool down etc.)
  - c. Provide a description of the training group (number of athletes, training site, number of group sessions a week, etc)
  - d. Show proof of an annual plan (written summary, explain any abbreviations used in the plan)

3. *Annual Plan (outlines the following)*

- a. Weeks in the program
- b. Loading
- c. Competitions
- d. Training priorities
- e. Peak
- f. Testing dates
- g. Recovery periods
- h. Phases of training (general prep, specific prep, competition, transition/recovery)- specific dates should be outlined

4. *Microcycles*

- a. Provide 2 microcycles from each phase of training
- b. Identify where microcycles fit into the annual plan
- c. Planned activities are appropriate to the identified phase of the training plan
- d. Demonstrate that the training sessions in the microcycle are sequenced to account for any anticipated fatigue levels (i.e. endurance activities are not done before speed), recovery between workouts and competitions
- e. Demonstrate that recovery and regeneration practices are built into the weekly plan
- f. Demonstrate that the training activities are appropriate for the age and training experience of the athlete (Athletics Canada LTAD guidelines are followed)
- g. Plan training for the following areas (speed, strength, endurance, flexibility, and skill) so they are correctly developed and maintained for the specific event group
- h. Develop speed/endurance/strength, skill and flexibility or agility progressively, leading to the effective execution of the event in competition

5. *Final Phase Preparation (last 2 weeks preceding most important competition)*

- a. Produce the microcycles for the last 2 weeks preceding the key competition for the year. The plan must be developed for a specific athlete
- b. Identify the key competitions for the year in the annual plan
- c. Identify competitions where final phase preparation will be tested
- d. Describe the competition/training activities for the last two weeks preceding the most important competition identified in the annual plan
- e. Adapt activities for tapering and peaking using the following principles: Training volume is reduced; Sufficient volume of high intensity training is maintained; Fatigue generated in training sessions is reduced; Maintenance/slight reduction in the frequency of training sessions; Activities performed are specific to the athlete's event
- f. Identify a specific strategy to manage nutrition, hydration and mental preparation in the two weeks preceding the identified competition

6. *Manage a Sport Program*

- a. Provide a communication tool with outlines the philosophy and the outcomes of the program
- b. Demonstrate how athlete's privacy is considered and communication only includes relevant stakeholders
- c. Provide a schedule of training and competition to athletes, parents, assistant coaches and other stakeholders (IST)
- d. Identify expectations for behaviour and commitment and consequences for breeches in behaviour
- e. Show a plan for logistics for away competitions (travel arrangements, food, chaperones, etc)
- f. Present a plan to meet periodically with athletes (and other stakeholders- parents/club officials if applicable) to track progress (based on testing, workouts, and competition results)
- g. Present evidence of a debriefing session or interview with the athlete (and other stakeholders- parents if appropriate) to discuss goals and progress towards them

## 7. Leadership Plan

- a. Helps the group work well together
- b. Clearly demonstrate their coaching philosophy (actions should match philosophy)
- c. Assists the athletes or the group of athletes learn the skills, tactics, or strategies
- d. Assist athletes or the group in the process of achieving goals
- e. Fosters collaboration by building trusting relationships
- f. Strengthens others by assisting them with self determination and strategies to increase their confidence
- g. Provides a clear and concise message that athletes and their supports understand

## 8. Focussing Plan

- a. Visualization
  - i. Identify the visualization exercise that are planned throughout the season
  - ii. Identify the visualization exercises that are planned for use in competition settings
  - iii. Identify the specific visualization activities in the debrief as needed. For example: visualizing a daily activity, an element of performance, an entire event, etc.
  - iv. Demonstrate that the visualization plan is realistic
- b. Distraction Control
  - i. Demonstrate that distraction control exercises are planned throughout the season
  - ii. Demonstrate that distraction control exercises are planned for use in competition settings
  - iii. Identify the specific distraction control activities or the coach may provide this information in the debrief. For example: focus on clock face or object, environmental cues, positive self talk, etc.
  - iv. Demonstrate that the distraction control plan is realistic
- c. Goal Setting
  - i. Demonstrate the use of performance and outcome goal setting in the program
  - ii. Demonstrate that the athletes have done the goal setting, not the coach
  - iii. Demonstrate their plan to review the goals throughout the season
  - iv. Show that the goals are specific and measurable
- d. Debrief Performance
  - i. Demonstrate the plan for a debrief of the athletes' performance
  - ii. Identify key questions they would ask as part of the debrief

## Practice Observation

1. Provide the evaluator with a plan for the practice that will be observed
2. Following the practice observation, the evaluator and coach will have a discussion and debrief on both the portfolio submission and practice observation.
  - a. Once the debrief is complete the evaluator and the coach complete an action plan for the coach which outlines steps the coach can take to continue to improve.
3. *General Practice Observations*
  - a. Present a practice plan that outlines the goals and outcomes of the practice as well as key factors and/or teaching points
  - b. Identify practice segments (warm up, main part, cool down)
  - c. Take steps to minimize risk to athletes before and throughout the practice (appropriate use of equipment, respect for other groups use of space, adapting to environmental factors, surveying the practice site, etc)
  - d. Welcome athletes to practice
  - e. Describe practice activities clearly and effectively (diagrams or descriptions)
  - f. Ensure equipment is available and ready to use
  - g. Promote a positive image of Athletics and models the image to athletes and other stakeholders

- h. Use respectful language towards athletes and all stakeholders
- i. Explain the practice goals and outcomes expected and provides a rationale to athletes regarding the choice of activity
- j. Individual athlete needs are addressed in a way that preserves the practice structure and organization of the group

#### 4. *Main Part Observations*

- a. Explain the practice outline and ensure the athletes can hear and see. Provides a safe environment encouraging athletes to ask questions.
- b. Demonstrate that the practice plan and activities are appropriate given the phase of training the athletes are in as identified in the annual plan
- c. Outline 1-3 key learning points
- d. Check for understanding (so all athletes understand the workout); question the athletes to facilitate athlete awareness and promote critical thinking
- e. Implement or adapt (including work intensity) to provide appropriate challenges- technically, tactically, physically, or from a decision-making perspective
- f. Observe athletes from appropriate vantage points (more than one angle, close enough to see technical execution)
- g. Provide positive and specific feedback on both what and how to improve
- h. Provide rationale for coaching decisions and justify how adjustments contribute to practice outcomes
- i. Show that practice activities contribute to the development of skills, athletic abilities, tactics and/or athlete fitness (work/rest ration, loading, etc.)
- j. Show that practice activities are adequately sequenced to enhance specific training effects
- k. Show that practice activities are developmentally appropriate (the selection of activities and the length of each segment)
- l. Demonstrate that the planned activities integrate appropriate mental strategies (visualization, relaxation, refocussing, arousal control) to assist athletes to achieve the practice outcome or practice mental skills needed for competition
- m. Demonstrate that the delivery of the practice is the same as the practice plan provided and its goals
- n. Organize breaks for hydration and appropriate recovery
- o. Reinforce competitive rules (if appropriate to activity)
- p. Modify the practice to deal with specific circumstances or logistics (weather, timing, injury, resources, etc)

#### 5. *Practice Observation Analysis*

- a. Video requirements: The coach will bring the required video and a player with them to practice (or as requested from the evaluator). The video and analysis will be done with the evaluator at practice.
  - i. Sprints/Hurdles: Sprint start, hurdle start, sprint stride, hurdle clearance
  - ii. Endurance: Start and stride
  - iii. Jumps: Any two events from the event group
  - iv. Throws: Any two events from the event group
  - v. Wheelchair racing: Start and stride
- b. Analyze and correct the event execution using the AC technical model
- c. Detect key errors in performance based on the AC technical model
- d. Identify the biomechanical principles that apply to the event
- e. Identify the critical error in the performance
- f. Identify the main cause of the error (athletic ability, equipment, mental strategies)
- g. Prescribe drills or activities that will assist the athlete in correcting the performance
- h. Identify why the correction will enhance performance
- i. Reinforce application of competitive rules when appropriate



- j. When appropriate the coach asks participant's consent for physical contact when assisting in correcting a skill error

## **Competition Observation**

### *1. General*

- a. Demonstrate that the coach and athlete have appropriate goals for the competition
- b. Present a competition plan that outlines strategies for achieving the desired performance
- c. Demonstrate their understanding of the qualification process for the final and the strategy for making the final. The coach is able to demonstrate that they communicate in a manner that shows that the athlete understands
- d. Provide a consistent message to the athlete through the competition (key messages, no rambling, focused on goal for competition)
- e. Reinforce competition rules if necessary (call room, strategy, start rule, qualification requirements)
- f. Monitor and provide guidance for nutritional and hydration considerations
- g. Oversee final adjustments to equipment (if applicable) in order to maximize performance
- h. Manage their own anxiety/stress level in an effective way. Strategies are demonstrated so the coach is not a distraction for the athletes.

### *2. Warm-Up*

- a. Assist their athlete in performing an appropriate warm up (consider weather, rounds, other events)
- b. Assess the athlete's mental state relative to the demands of the competition
- c. Assess the athlete's ability to achieve an adequate mental state for performance by managing focus, distractions, negative anxiety and athlete interaction
- d. Demonstrate that the Strategies and tactics are appropriate for the athlete's level of development and align with the annual plan
- e. Demonstrate that all advice and strategies are consistent with the rules of Athletics and fair play practices

### *3. Competition*

- a. Demonstrate that they observe the event from an ideal vantage point (based on what is available due to field of play access)
- b. Behave in a controlled manner and show respect to officials, opponents, coaches and their athletes
- c. Identify strategies to analyze performance during the competition (eye, video, peer observation) to assist in identifying error and areas for improvement

### *4. Debrief with athlete*

- a. Identify tactical errors in performance (if applicable)
- b. Identify how and why an identified error impacts performance (error could be technical, mental or related to athletic ability – fitness)
- c. Discuss with their athlete what needs to be improved and how it can be improved to achieve greater performance
- d. Provide their athlete with recovery and fatigue management strategies regardless of whether the athlete is no longer competing or if they have more events so optimal performance is achieved
- e. Demonstrate how the coach uses the outcome of the competition to modify athlete goals and future programming

## **Certification Maintenance**

1. Must complete 30 professional development points every 5 years
  - a. Can be tracked in "The Locker" ([thelocker.coach.ca](http://thelocker.coach.ca))