



*Competition Coaching Introduction
Training to Train (On-Snow)
Cross-Country Skiing*

COACH WORKBOOK






PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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Optimal aerobic trainability begins with the onset of the major growth spurt in maturation (PHV). The Training to Train stage is therefore very important for developing aerobic capacity, which is especially critical for the sport of cross-country skiing. This means athletes at this stage of development will be doing a lot of skiing at low intensity.

Prepared under the authority
of Cross Country Canada's
Coach and Athlete Development Committee



Photo by Mark Richards

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Total course time is approximately 17.5 hours

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Cover photo by Stephane Barrette

Introduction

The objectives of this section are to:

- ❑ provide an introduction to the Competition Coaching Introduction-Advanced (CCIA) context of the National Coaching Certification Program; and
- ❑ provide an overview of the goals and objectives of the CCIA– Training To Train (On-Snow) Workshop.

Cross Country Canada's Competition Coaching Introduction Advanced (CCIA) program is a two- step progression of coach education and development opportunities that builds on the previous context of the National Coaching Certification Program (NCCP) – the Competition Coaching Introduction (L2T) program.

The CCIA or commonly used CCI-T2T program provides tools and develops skills that a coach can use to:

- ❑ create a fun, team-oriented environment that will motivate skiers to achieve their personal goals in sport;
- ❑ design and implement an effective annual sport program that considers the physical, mental, cognitive and emotional maturity of the athlete;
- ❑ effectively teach intermediate and then advanced technique; and
- ❑ motivate skiers to develop a lifelong interest in the fitness and health benefits of cross-country skiing.

Competition Coaching Introduction Advanced (CCIA) - Training to Train (On-snow) Workshop

- ❑ **Workshop Goals.** This workshop is designed to:
 - ✓ help coaches become more effective and have a more meaningful impact on athletes' experience through the development of five core competencies: problem- solving, valuing, critical thinking, leadership and interaction; and
 - ✓ prepare coaches to support athletes in the Training to Train (T2T) stage of athlete development, using a well designed program that takes into consideration optimal trainability and the maturity/readiness of the athlete.
- ❑ **Workshop Objectives.** Having successfully completed the CCI - Training to Train (On-Snow) Workshop (abbreviated as CCI-T2T (On-Snow) Workshop), a coach should be able to do the following:
 - 1) Design and deliver a training and competition program that builds an aerobic base, develops speed and strength and further develops and consolidates sport specific skills.

- 2) Ensure social and emotional needs are addressed by placing an appropriate emphasis on team-building, group interaction and social activities.
- 3) Work effectively with others in the cross-country sport system to provide a learning environment that is:
 - ✓ **Enjoyable.** The program is fun and rewarding. It has a strong team component and is comprised of activities that: include an appropriate degree of challenge; fit into the “overall picture”; provide the opportunity for progressive improvement; and involve action.
 - ✓ **Ethical and Safe.** The program ascribes to the NCCP Code of Ethics, incorporates appropriate safety and risk management procedures, and encourages systematic medical monitoring.
 - ✓ **Age-Appropriate.** The training focus is tied to the individuals’ stage of maturation.
 - ✓ **Motivating.** Athletes are stimulated by the program and motivated to improve their skills, train and explore their physical and mental limits.
 - ✓ **Encouraging of Self-Reliance.** Athletes are encouraged to develop good self-management skills.
 - ✓ **Adaptable to Varying Personal Goals.** Athletes are encouraged to set realistic, but challenging individual (as well as team) goals.
 - ✓ **Open and Communicative.** Active communication between the athletes, parents and coaches relating to goals, objectives, needs and progress is encouraged.
 - ✓ **Team, Club and Division-Oriented.** The support structure of the team, club and division is valued and respected.
 - ✓ **Parent Supported.** Parents are engaged and supportive of the objectives and methodology of the program.
- 4) Pursue continuous program improvement by monitoring and evaluating the progress of the program towards achieving its goals.
- 5) Pursue continuous self-improvement (developing his/her teaching abilities, general coaching abilities, personal technical skills and knowledge and understanding of competitive skiing).

This workshop is intended to support coaches by providing them with an opportunity to learn and improve their skills. Congratulations and thanks go to those who are taking this step and giving their time to develop cross-country skiing for children in Canada.

Getting to Know the Workshop Materials

The following materials are provided to coaches at this Workshop:

- ❑ CCI-T2T (On-Snow) Workbook; and
- ❑ CCI-T2T (On-Snow) Reference Material.

Step #1 – Clothing, Equipment and Ski Preparation

The objectives of this step are to:

- ❑ provide you with a better understanding of how to select ski equipment appropriate for the needs of athletes in the T2T stage of development; and
- ❑ further develop your knowledge and skills with respect to base preparation, glide waxing and grip waxing.

1.1 Equipment Selection and Team Clothing for T2T Athletes

1.1.1 The Facilitator will first provide an overview and then lead a question and answer period on the ski equipment needs of athletes in the T2T stage of development.

1.1.2 Review “*Team Clothing*” in your Reference Material (section 1.1.4). Based on this information, identify what is most important for you to learn more about. The Facilitator will compile this information and lead the group in a brainstorming session on ways to achieve what each of you has identified as important.

1.1.3 Take a moment and jot down on your Action Card any ideas you would like to put into practice.

1.2 Base Preparation, Glide and Grip Application

1.2.1 The Facilitator will provide a brief overview and then lead a hands-on session on how to prepare a ski base and apply glide and grip to meet the needs of a competitive athlete in the T2T stage of development.

1.2.2 Spend a few minutes on your own and note on your Action Card what you learned.

1.3 Safety considerations when waxing

- 1.3.1 Waxing skis has a number of health hazards for wax techs and athletes. Working with a partner coach, build a wax safety guide that you could present to new parent waxers entering your program. Compare with recommendations under section 1.4 of your Reference Material and update your list accordingly.

1.4 Club wax box

- 1.4.1 Working with another coach, create a list of all necessary tools and waxes to build a club team wax box. Compare to the table provided in section 1.5 of your Reference Material and update your list accordingly.

1.5 Wax Testing Protocols

- 1.5.1 Review “*Wax Testing Protocols*” in your Reference Material (section 1.2). Pull out “*Grip Wax Recording Sheet (working copy)*” and “*Glide Wax Recording Sheet (working copy)*” from your Reference Material.
- 1.5.2 The group will then prepare for an outdoor session on wax testing. Remember to take your backpack, calculator, clipboard/paper and pencils with you.
- 1.5.3 Once you have arrived at the designated location, the facilitator will lead the session.
- 1.5.4 When your session is finished, your group will return to the classroom. The facilitator will then lead the debrief of the wax testing session by asking how you have handled data recording and analysis up to this point and any changes you plan to make based on what you have just learned. Record on your Action Card any ideas you wish to remember.

ACTIONS FOR CLOTHING, EQUIPMENT AND SKI PREPARATION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: It is essential to have frequent, regular and properly structured opportunities to teach technique to your athletes.

Step #2– Technique Development - Theory

The objectives of this step are to:

- ❑ provide you with information that builds on what you learned about biomechanics in previous workshops; and
- ❑ introduce you to tools that will help you teach technique more effectively.

2.1 Biomechanics

2.1.1 Working with another coach and using the table below describe the skill phases of diagonal stride and one-skate. Refer to section 2.1 of reference material for definitions.

Skill	Preliminary Movement	Force Producing Movement	Critical Instant	Follow Through
Double pole	Lifting arms and poles to shoulder height, full extension of the torso	Contact of poles with snow crunch of torso, flexion around the hip joint, downward force of arms on poles	Poles leaving the snow	Full extension of arms behind the body in the direction of the poling motion, relaxation of hand grip on poles, finish of torso flexion.
Diagonal Stride				
One-Skate				

2.1.2 In groups, review the 5 biomechanical principles that apply to skiing (section 2.1 of your reference material) and describe one skiing skill which reflects each principle.

2.2 Tools for Teaching Technique

- 2.2.1 Pair up with another coach and teach them a novel skill (think juggling or building a paper airplane) using the four steps of teaching technique (instructing, demonstrating, applying, confirming). Refer to section 2.2 of your reference material.
- 2.2.2 Once you have completed 2.2.1, reflect on a recent practice session and note how you would modify your technique instruction considering the four steps of teaching technique

2.3 Practicing Skills In Different Environments

- 2.3.1 Working in groups, come up with a list of 10 drills and activities that you used in recent ski practices. When you have completed the list classify each skill as either closed, open or mixed (section 2.3 of your reference material). Reviewing this classification choose the skill type that you had the least number of drills and create two new drills for this skill type.
- 2.3.2 Reflect on the most recent skill or technique session you held in your club and classify the practice as one of the four practice types (variable, fixed, massed, distributed). Was the practice type you used appropriate for this skill you were teaching? If not what practice type should you have used and why?

2.4 Methods of Skills Instruction

- 2.4.1 Working in groups, review the methods of skill instruction in section 2.4 of your reference material (Whole practice, Part Instruction, Whole-Part-Whole, Shaping) and describe how you could use each method to teach a new skill or technique to an athlete.

2.5 Stages of Learning

- 2.5.1 Reviewing the Motor Phase of learning (section 2.5c of your reference material) and describe how you could improve the technical performance of an athlete under physical fatigue or mental pressure during a practice situation.

2.6 Tools for Analyzing Technique

- 2.6.1 Pair up with another coach and review the tools that you both use to analyze technique on a regular basis. Using your computer or smart phone explore new tools listed in the reference material or elsewhere.
- 2.6.2 Take a few minutes on your own to note on your Action Card what you learned during this step.

ACTIONS FOR TECHNIQUE DEVELOPMENT - THEORY

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: In order to truly perfect technique, athletes must develop an accurate kinesthetic sense – an instinctive feeling for what is efficient – so that they are able to continuously and reflexively adapt their movements to be optimal, even when they are fatigued or in the pressure of competition.

Step #3 – Technique Development - Classic and Downhill

The objectives of this step are to:

- ❑ help you improve your own classic and downhill technique skills, and therefore your ability to teach others;
- ❑ provide you with methods of analyzing and improving an athlete's technique proficiency; and
- ❑ evaluate your classic and downhill technique skills and your ability to teach these techniques to athletes in the T2T stage of development.

3.1 Teaching Classic and Downhill Technique

- 3.1.1 The Facilitator will provide a brief overview of the principal classic techniques: Diagonal Stride, Double Pole and One-Step Double Pole; and downhill techniques: Ready Position, Tuck Position, Step Turn and Parallel Turn.
- 3.1.2 Pull out the “*Classic Technique Checklist*” provided to you as hand out. The Facilitator will review them with you.

3.2 On-Snow Session – Classic and Downhill Technique

- 3.2.1 Your group will now prepare for the on-snow session. Remember to take your backpack, checklists, clipboard and pencils with you.
- 3.2.2 Once you arrive at the designated location, the Facilitator will lead the session. At some point during this session the Facilitator will assess your classic and downhill technique skills and provide you with feedback.
- 3.2.3 When your session is finished, your group will return to the classroom.

3.3 Error Detection and Correction

- 3.3.1 The Facilitator will:
- a. show the group examples of the different classic and downhill techniques;
 - b. assist the group in identifying common errors;
 - c. help the group determine how to correct the errors; and
 - d. assess each coach on their ability to detect and correct errors as appropriate for athletes in the T2T stage of development. Refer to principles introduced in step 2.

3.3.2 Note below some good ideas for drills or techniques that you learned during the above sessions that might help you teach technique more effectively.

3.3.3 Spend a few minutes on your own and note on your Action Card on the next page any specific points about your on-snow session that you wish to remember.

ACTIONS FOR TECHNIQUE DEVELOPMENT – CLASSIC AND DOWNHILL

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: It is recommended that coaches analyze the classic technique skills of the athletes in their group at the beginning of the season and, based on this evaluation, develop an individualized “classic technique plan” for each.

Step #4 – Basic Mental Skills

The objectives of this step are to:

- provide you with information on basic mental skills;
- help you teach basic mental skills to your athletes; and
- help you integrate mental-preparedness strategies into practices

4.1 Recognizing Gaps in Mental Skills

4.1.1 Mental Skills and Competition

Picture yourself coaching two athletes of comparable fitness and abilities. Both perform at the same level in practices; however, when it comes time for competition, one almost always performs to potential while the other frequently underperforms. In your opinion, what possible reasons might explain this situation? What might one athlete be doing well that the other can't? To help you identify some possible reasons, think of successful athletes you've coached in the past, or relate to experiences you may have had as an athlete. Focus on behaviors you can observe. Note your ideas below.

Athletes who perform well in competition are able to...

- a. Block out distractions such as noise from the spectators.
- b.
- c.
- d.
- e.
- f.

Compare your thoughts with other coaches. Are there ideas you would like to add to your list above?

4.1.2 Types of Mental Skills

The Facilitator has given you some general information about mental preparation. Sport psychologists deal with a variety of mental skills, but in this workshop we will focus on only three of them:

- Managing focus - which is a type of attentional control.
- Managing negative anxiety - which is a type of emotional control.
- Goal setting.

Review your list of ideas in question 4.1.1 on the previous page, and identify below those behaviours that seem related to attentional control and those to emotional control.

4.1.3 Signs of Trouble

Helping athletes perform well in competition is one of your key roles as a coach. Learning to recognize that an athlete is having trouble coping with the stress of competition is therefore extremely important. Together with another coach, identify signs and behaviours that might indicate an athlete is having trouble focusing or difficulty in managing anxiety. Use the space below to record your thoughts. Thinking about an athlete you've seen having difficulties may help you.

Signs that an athlete might be having trouble focusing...

- a. Turns head to check out distracting noises
- b.
- c.
- d.
- e.
- f.

Signs that an athlete might be having trouble managing anxiety:

- a. Is constantly fidgeting
- b.
- c.
- d.
- e.
- f.

Check “*Spotting Focus and Anxiety Problems*” in the Reference Material (section 4.1). Are there other behaviours or signs you could add to your previous lists that might help you recognize that an athlete needs to improve these mental skills? Jot down on your Action Card any additional points you wish to remember.

4.2 Improving Attentional Control

4.2.1 Attentional Control Scenario

Take a few minutes to read the scenario below.

Jan has been chosen for the travel team that you coach. Sometimes she nearly misses the beginning of the competition because she seems off in her own world. She’s constantly moving from one teammate to another, unable to keep her attention on the tasks at hand. She seems preoccupied by what everyone else is doing, and she forgets equipment and instructions. Her judgment seems poor, and she seems unable to find cues in her environment; she therefore can’t anticipate anything and is constantly reacting too late. She seems to get worse as the competition progresses, getting more and more distracted until she is barely able to execute even the most basic skills.

Picture yourself as Jan’s coach. Note below what would you do to help her, and how would you do it? Share your response with other coaches.

4.2.2 Focus and the Sport of Cross-Country Skiing

To train athletes how to focus for cross-country skiing, you must first think about what kind of focus is required. The questions that follow will help you do this.

How often does competition in your sport require an athlete to shift his/her focus?

ATHLETE	FEW SHIFTS	LOTS OF SHIFTS
Start area		
Start gate		
Fatigue		
Tracking another athlete		
Lane choice in final 200 m		
Mass start		
Relay exchanges		

Now that you know that cross-country skiing requires athletes to shift their focus often, reflect on what athletes must be focused on at any given time during the competition to perform successfully.

ATHLETE	TIME	OBJECT(S) OF FOCUS
Start area	Prerace	Warm-up routine Getting to start gate on time
Start gate	Start of race	Countdown

4.2.3 Distractions and the Sport of Cross-Country Skiing

As a next step, think of potential sources of distraction that athletes commonly encounter in cross-country skiing. List them below.

- a. Spectators (e.g. yelling, cheering, waving objects)
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.

Share some of your previous analyses (questions 4.2.2 on the previous page and 4.2.3 above) with another coach. Then review “*Focus Shifts*”, “*Objects of Focus*” and “*Examples of Distracters*” (sections 4.2.3, 4.2.4 and 4.2.5) in the Reference Material. Are there other potential sources of distraction that could affect the athletes you coach? If so, add them to the list you made in section 4.2.3 on the previous page.

The Facilitator will now practice with you some of the methods in the Reference Material that are designed to help athletes improve their focus by:

- Learning to shift their focus
- Learning to focus on the right things at the right time

These methods can be found in “*Basic Skills for Improving Focus*” in the Reference Material (section 4.2.7). Having experienced some mental-skills methods and considered others in the Reference Material, what would you now do differently to help Jan (see question 4.2.1). Note them as reminders to yourself on your Action Card.

4.3 Improving Emotional Control

4.3.1 Emotional Control Scenario

Take a few minutes to read the following scenario.

Jake is an athlete who is a pleasure to coach. He’s attentive during practices, works hard, and is a team-oriented person. He often helps others that are less skilled than he is, and he makes sure everyone has a chance to shine in practices. He comes from a loving family and works hard in all aspects of his life. He drives himself very hard and wants to be the best he can be. His friends describe him as sincere, caring, fun loving, and an all-round cool guy. In practice, he proves he can excel in the sport. In competition, however, it’s as if a different person shows up. He doesn’t want to eat on competition day, fidgets, yawns constantly as if he is bored; yet his eyes are wide open and he looks almost frightened. He’s so worried he’ll let his teammates, coach, and parents down that competing doesn’t seem fun to him. As a result, his performances are usually well below what he’s capable of, and the person he ends up disappointing most is himself.

Picture yourself as Jake’s coach. Below, jot down your thoughts on what would you do to help him, and how would you do it? Share your responses with other coaches.

4.3.2 Causes of Anxiety

Brainstorm with other coaches, and identify as many causes of anxiety as you can. You can find some in the scenario described in question 4.3.1 on the previous page.

- a. Not feeling ready for the task
- b. Worried about letting parents down
- c.
- d.
- e.

Consult section 4.3.2 of the Reference Material on “*Common Causes of Negative Anxiety*”. Are there any other causes that you’d like to add to your notes in question 4.3.2?

The Facilitator will explain some of the possible links between lack of focus and negative anxiety, and practice with you some methods designed to help athletes manage their anxiety. This information can be found in “*Techniques for Managing Anxiety*” in your Reference Material (section 4.3.5).

Now, return to your list of ideas in question 4.3.1 on the previous page. Based on this information and the methods you just tried, would you now do anything differently to help an athlete like Jake? If so, write down a few key reminders on your Action Card.

4.4 Setting Goals

4.4.1 Whatever the reason for being in sport, athletes can benefit from goal setting. For example, goal setting can play an important role in keeping athletes involved in sport. Goal setting also generally motivates athletes to push beyond their current skills and abilities. Take a look at “*Reasons for Involvement in Sport*” in section 4.4.1 in your Reference Material.

4.4.2 Turn to “*My Starting Point*” in your Reference Material (section 4.4.3) and using the working copies provided complete the two assignments.

4.4.3 The Facilitator will now practice with you some methods designed to help athletes set goals.

4.4.4 Take a few minutes and think about what you would do differently about goal setting now. Note your thoughts on your Action Card.

4.5 Planning for Mental Preparation

4.5.1 If you were asked to plan the mental training of your athletes, what would you emphasize at different periods of the season? Use the working copy of “*Seasonal Road Maps*” in your Reference Material (section 4.5.1), outline when you think each of the mental skills we have covered so far might best be trained.

4.5.2 Next look at “*Planning for Mental Preparation Within a Season*” in the Reference Material (section 4.5.2). Is there anything you’d like to change or add to your ideas in question 4.5.1?

4.5.3 It is a good idea to have a seasonal road map for mental preparation, but when during a practice session can you actually fit this training in? Chances are you

don't have much opportunity to interact with your athletes outside of practice, and it may not be possible to dedicate separate practice sessions for mental preparation work. A possible solution is to follow the Facilitator's instructions and focus on just one component of a practice (i.e., warm-up, main part, or cool-down). Together with the other coaches in your group, think about how mental training might be incorporated into this particular component.

The component of the practice I will focus on is the:

warm-up () main part () cool-down ()

Note below what could be done during this part of the practice?

Using the "Practice Planning Worksheet" handout (section 4.5.4 of the Reference Material), design a practice, and indicate where you would integrate in mental training skills. You may use a previously designed plan if you have one with you.

Discuss your plan with other coaches and, based on their feedback, make appropriate modifications. Then look at the "Planning for Mental Preparation within a Practice" section of the Reference Material (section 4.5.3). Add any new ideas that you would like to put into practice.

Take a few minutes and reflect on what you should to do differently regarding the integration of mental preparation into seasonal plans and practice sessions. Note your thoughts on your Action Card.

4.6 Self-Assessment

- 4.6.1 Complete the Self-Assessment Sheet handout (section 4.6 of your Reference Material).

ACTIONS FOR BASIC MENTAL SKILLS

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: In addition to physical, technical and tactical development including decision making skills – the mental, cognitive and emotional development of athletes needs to be addressed. This includes an emphasis on ethics, fair play and character building. All programming should be designed to consider the athletes' cognitive ability to address these concepts through the various stages.

Step #5 – Training Camps

The objectives of this step are to:

- ❑ help you design a training camp program that meets the needs of your athletes; and
- ❑ provide you with tools to assist you in implementing safe, effective camps.

5.1 Designing a Camp Schedule for the Upcoming Year

- 5.1.1 Training camps are an integral part of an athlete development program. Team up with another coach and review sections 5.1, 5.2 and 5.3 in your Reference Material. Examining your YTP schedule determine 4 weeks throughout the training season that represent good opportunities to schedule a training camp with at least one camp per training period (e.g. general prep, or competitive).
- a. Explain why you chose your selected dates. How does the camp fit with your YTP objectives for the period? Where does the camp fit in the training cycle for that month?
 - b. What are the main objectives of each camp and how will they be achieved? For example what would you be looking for when selecting a training camp location and what type of training do you want to complete at the camp?
- 5.1.2 The LF will assign you and another coach a training camp period/theme (May Dryland Camp, July Volume or Glacier Camp (July), September Rollerski Camp, November Early On Snow Camp). Together with your partner coach, use your “*Training Camp Planning Sheet*” and ‘*Camp Planning Work Sheet*’ to develop an ideal camp schedule for a team of T2T athletes for your camp period/theme. There are 14 athletes on your team - seven girls and seven boys. Six of your team attended the National Championships the previous year. All of them want to attend the Championships in the coming year. Don’t forget to include, start and finish dates, camp location, distance to and from the location of the camp, the overall focus or purpose of the camp and any other factors that you think might be relevant, such as altitude.
- 5.1.3 Present your completed camp schedule to the rest of the group and review the schedules of others.
- 5.1.4 Build an evening information session for T2T athletes at a training camp. Choose a topic that you think is relevant to T2T athletes and describe how you would present this topic to athletes at the camp. Try to be creative to keep athletes engaged.
- 5.1.5 Take a few minutes on your own to note on your Action Card what you learned during this step.

ACTIONS FOR TRAINING CAMPS

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Skiing fast must not be the initial objective. Focus first on teaching proper body positioning, body movements and timing – which, when executed correctly and together, produce rhythm. Ensure that your athletes have acquired the characteristic rhythm of a technique before emphasizing the generation of power and speed.

Step #6 – Athlete Support at a Competition

The objectives of this step are to:

- further improve your understanding of competition rules, national and international ranking systems and team selection processes; and
- assist you in designing an appropriate competition plan for your athletes.

6.1 Cross-Country Ski Rules and Regulations

6.1.1 You have been asked by your club to take a relatively inexperienced team of T2T -1 athletes to their first inter-provincial championships. The first day is a mass start, classic technique race. You intend to review the competition rules relevant to that event at the team meeting the night before. Note below the rules you would cover at this meeting and how you would present them (for example, you might want to use video footage to illustrate what is acceptable and not acceptable in the use of classic techniques).

a.

b.

c.

d.

e.

6.1.2 Talk to some of the other coaches about this, and record on your list in 6.1.1 any ideas you would like to remember.

6.2 Athlete Selection Process

6.2.1 Your club plans to send a team to the National Championships. However, the

female athlete in the T2T - 1 stage of development. The athlete you are developing a competition plan for is on an annual training program that is appropriate for her age, and has been competing in cross-country ski competitions for the past four seasons. To aid this process, refer to the competition model for both male and female T2T athletes in the reference material. Look up your current local and provincial/territorial competition calendar and add these races to your competition calendar.

- 6.3.2 Together with your partner coach, use these tools to help you design a suitable competition plan for the athlete. This will require an ideal mix of race distances, techniques, formats, number and the right level of the events over the season.
- 6.3.3 Each team of coaches will present their plan to the others in the group. The Facilitator will engage the group in discussions about developmental priorities for T2T athletes and how those priorities should influence the competition plan for the year.
- 6.3.4 Spend a few minutes on your own and note what you have learned on your Action Card at the end of this step.

ACTIONS FOR ATHLETE SUPPORT AT A COMPETITION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: The best results can be obtained if all team members display the following four characteristics: loyalty, commitment, punctuality and respect. Long after the results are forgotten athletes will remember what it was like to be part of a “real team”.

Step #7 – Technique Development – Skating

The objectives of this step are to:

- ❑ help you improve your own skating technique skills, and therefore your ability to teach others;
- ❑ provide you with methods of analyzing and improving an athletes' technique proficiency; and
- ❑ evaluate your skating technique skills and your ability to teach these techniques to athletes in the T2T stage of development.

7.1 Teaching Skating Technique

- 7.1.1 The Facilitator will provide a brief overview of the following skating techniques: Offset, One Skate, Two Skate and Free Skate.
- 7.1.2 From section 7.2.5 of your Reference Material, pull out the “*Skating Technique Checklists*” you require for the techniques listed above. The Facilitator will review them with you.

7.2 On-Snow Session – Skating Technique

- 7.2.1 Your group will now prepare for the on-snow session. Remember to take your backpack, checklists, clipboard and pencils with you.
- 7.2.2 Once you arrive at the designated location, the Facilitator will lead the session. At some point during this session the Facilitator will assess your skating technique skills and provide you with feedback.
- 7.2.3 When your session is finished, your group will return to the classroom.

7.3 Error Detection and Correction

- 7.3.1 The Facilitator will:
- a. show the group examples of the different skating techniques;
 - b. assist the group in identifying common errors;
 - c. help the group determine how to correct the errors; and
 - d. assess each coach on their ability to detect and correct errors as appropriate for athletes in the T2T stage of development. Refer to principles introduced in step 2.

7.3.2 Note below some good ideas for drills or techniques that you learned during the above sessions that might help you teach technique more effectively.

7.3.3 Spend a few minutes on your own and note on your Action Card on the next page any specific points about your on-snow session that you wish to remember.

ACTIONS FOR TECHNIQUE DEVELOPMENT - SKATING

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: All skating techniques have common features. Small differences in timing and body movements – and through them the generation of power – make the different skating techniques suitable to different terrain and snow conditions.

Step #8 – Practice Coaching Session

The objectives of this step are to:

- ❑ prepare you to lead a practice session for athletes in the T2T stage of development; and
- ❑ provide you with tools for assessing how you and others teach an on-snow practice session.

8.1 Preparing to Teach Downhill Technique Session

- 8.1.1 You will be assigned a downhill technique to teach. Take a few minutes to review the key characteristics in section 7 of the Reference Material and think of an appropriate drill to teach it.
- 8.1.2 Pull out and review the “*Safety Checklist: on snow training*” and the “*Practice Planning Self-Assessment sheet*” from the Reference Material (sections 8.1 and 8.4). Plan how you will teach your drill by using the self-assessment sheet as a guide.
- 8.1.3 Prepare for the outdoor session.

8.2 Implementation

- 8.2.1 As a group, complete a five-minute safety check of the area you will be using for your practice session.
- 8.2.2 If your turn is first, use the other coaches as your participants and teach the skill/ technique you have been assigned. You will only have five minutes to set up, teach your game and listen to a few feedback points from the Facilitator.
- 8.2.3 Take five minutes to complete your self-assessment sheet.
- 8.2.4 Jump back in and be a participant while the other coaches practice coaching.
- 8.2.5 Return to the classroom with the rest of the group. Spend a few minutes on your own and note on your Action Card at the end of this step what you learned from the practice coaching session.

ACTIONS FOR PRACTICE COACHING SESSION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: It is important for athletes to see examples of good technique, so they can create a mental picture of what they are aiming to achieve. To this end coaches should work on upgrading their own technique, as they are role models for their athletes.

Step #9 – Workshop Wrap-up and Evaluation

The objectives of this step are to:

- provide an overview of the next steps in the NCCP progression for cross-country skiing;
- provide guidance to help you with the CCI certification process; and
- provide an opportunity for you to give feedback that will help improve future workshops.

9.1 The CCI Certification Process

- 9.1.1 Refer to “*CCI Advanced (T2T) Certification Process*” and “*CCI Advanced (T2T) Coach Pathway*” in your Reference Material (sections 9.1 and 9.2) to find an outline of the next steps in the CCI Advanced (T2T) context.
- 9.1.2 The Facilitator will lead a discussion on what needs to be done to complete the certification process at this level.

9.2 Competition Coaching: Development

- 9.2.1 The Facilitator will provide an overview of the next steps in the NCCP coach pathway – the Competition Coaching: Development (CCD) context.

9.3 Evaluation

- 9.3.1 Take a few minutes to share ideas that you have learned and exchange contact information with the other coaches.
- 9.3.2 Please complete the “Workshop Evaluation Form” also found in the Reference Material (section 9.3) and hand to the facilitator when completed. Your feedback is important.

Cross Country Canada and the National Coaching Certification Program thank you for the time you dedicate to coaching. Your efforts make a difference in the lives of those you coach. Congratulations on completing the workshop!



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