

**TRIATHLON
CANADA**



NCCP Triathlon Canada
Learning Facilitator Guide – Community (Adult)

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The National Coaching Certification Program (NCCP) is a standardized coach education program available and accessible throughout Canada. Identified as a world leader in coach education, the NCCP ensures all coaches receive training based on best practices in instruction design, ethical decision- making, and with content that is relevant, current and which leads to the development of competent coaches. The NCCP gives coaches the confidence to succeed and is designed and delivered in partnership with the Government of Canada, the 65 National sport Organizations (NSO's), 13 Provincial/ Territorial Coaching Representatives (PCTRs), and the Coaching Association of Canada™.

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Part 1 | Facilitation

Introduction to Community Coaching

Triathlon Canada Community Coaching Pathway Overview

A Community Coach wants to support new and existing youth and adult age group athletes by teaching basic triathlon skills and the safe introduction to events. A Community Coach is focused on safety, technique, skills and fun. This context is designed for coaches of athletes in the FUNdamentals, Learn to Train, Train to Train and Active/Competitive for Life stages of LTAD. While we recognize that many age group triathletes are competitive (or may have been elite athletes in either triathlon or another sport), the scope of the Community course in both youth and adult, is set towards learning skills and learning how to train. There are separate workshops for youth and adult Community. For the purposes of the Adult Community coach, our main focus is on Learn to Train and Train to Train: helping adult triathletes acquire the mental, technical and tactical skills necessary to begin to train safely and enter events.

A coach may enter this pathway with no experience of triathlon, may be an experienced triathlete who wants to start coaching at their club, or a triathlon youth parent wanting to be an assistant.

New for this context is the Certification step. Triathlon Canada will now be offering Certification for Community coaching.

Outcomes of the Adult Community Course (what you are teaching)

- / How to teach, including strategies and identifying learning styles and how to self-reflect to become more effective at coaching.
- / Recognizing and developing personal coaching philosophy and style
- / Sport specific skills of swim, bike, run and transitions and open water swimming
- / How to analyze and provide correct feedback for improvement
- / How to plan safe effective practices across a range of environments
- / How to safely support athletes to competition

Pathway Overview

Triathlon Canada NCCP Pathways for Coaching

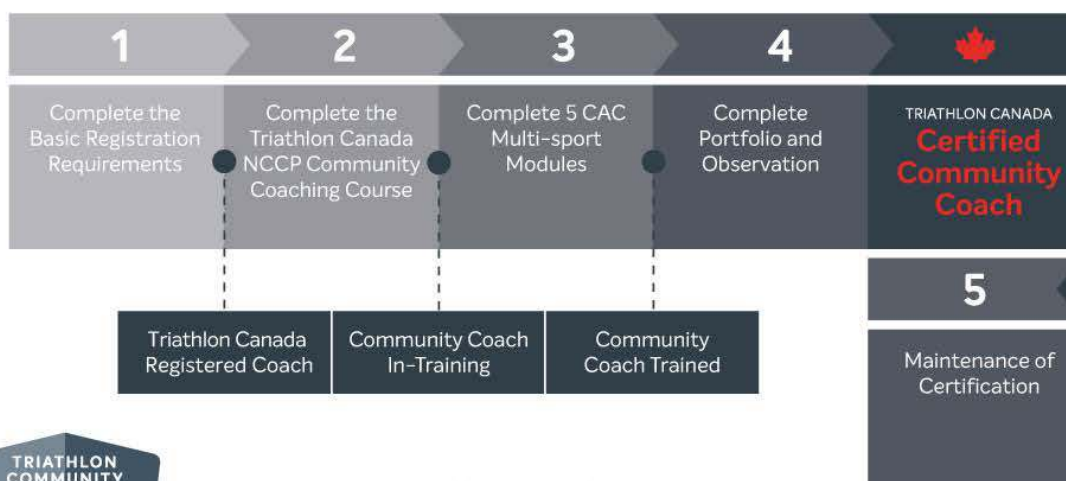
Developing age group athletes and high performance champions

1 | Basic registration



2 | Community coaching pathway

The Community Coach (youth or adult) wants to help new athletes and support age group club athletes by teaching basic triathlon skills and introduction to events. The Community Coach is focussed on safe participation, teaching skills and technique, and fun. This context is designed for coaches of athletes moving from FUNdamentals to Learn to Train and Train to Train stages of long term athlete development (LTAD).



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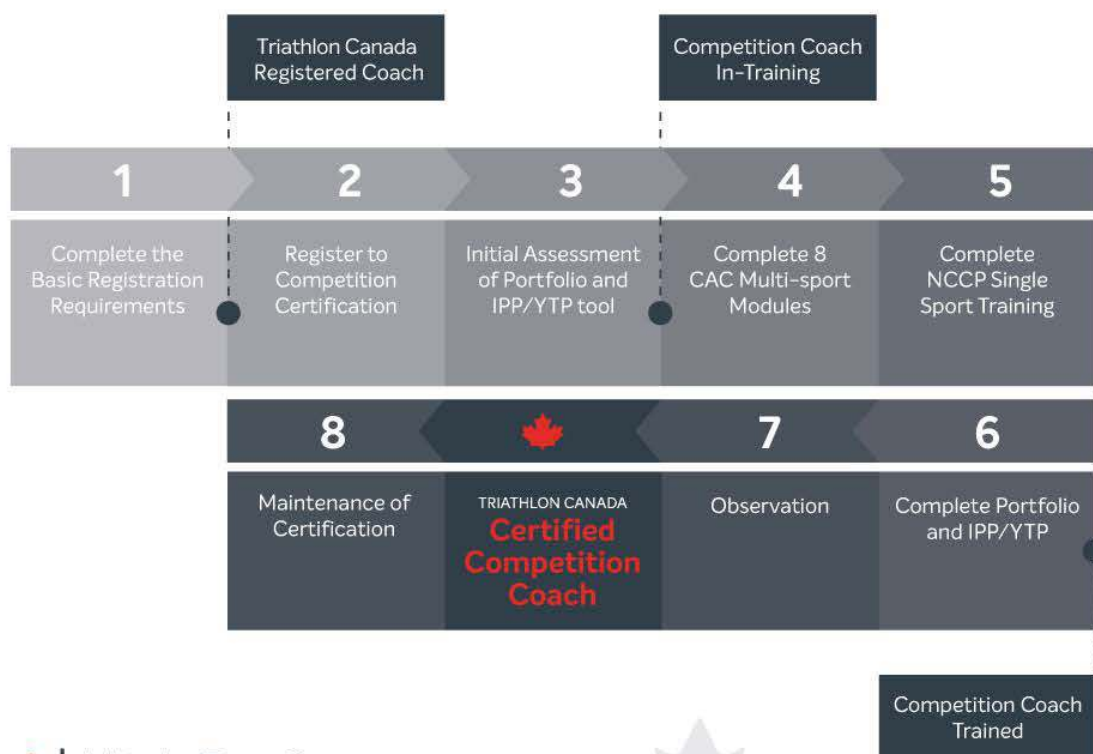
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Triathlon Canada NCCP Pathways for Coaching

3 | Competition coaching pathway

A Competition Coach wants to train and support athletes who are interested in moving into the High Performance pathway. The Competition Coach focusses on refining skills and technique, physical training, sport psychology and all aspects of the daily training environment in order to develop strong practices and competition skills. This context is designed for coaches of athletes in the Train to Train, Train to Compete and Train to Win stages of LTAD.



4 | High Performance competition coach (to be developed)

The High Performance Coach wants to work with Provincial and National level athletes who are on the podium pathway. This context is for coaches of athletes in the Train to Win stages of long term athlete development.

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Prerequisites

Triathlon Canada **Basic Registration** requirements:

- / Register with Coach Association of Canada for an NCCP #
- / Criminal Record Check
- / Respect in Sport for Activity Leaders
- / Making Ethical Decision (MED) Note: online evaluation is required for Certification, but not for Trained status
- / Introduction to Triathlon Competition Rules

Current First Aid/CPR/EAD is highly recommended and might be required in your province or municipality

Making Headway, an eLearning series about concussion offered through Coach Training on the Coach.ca site is also recommended but not required.

In Training, Trained and Certified

The Community Context consists of three parts that follow the NCCP steps of 'In Training', 'Trained' and 'Certified': an in person sport specific workshop, completion of 5 NCCP multi-sport training modules (see below), and an evaluation. After completion of the in person Adult or Youth Community Coach Workshop, a coach is 'In Training'. After taking 5 NCCP multisport modules, a coach is 'Trained'. (A coach may acquire the modules before taking the Community workshop but will only have the status of 'Trained' when both of these steps are complete. A third part is to complete 100 hours of practice coaching, submit a coach portfolio and to be observed while coaching by a Coach Evaluator. A successful evaluation results in Certification. Once certified, a coach must maintain a certain number of Pro D points per cycle.

Multisport Modules required for Trained status:

- / NCCP Teaching and Learning + NCCP EAP eLearning module
- / NCCP Nutrition
- / NCCP Basic Mental Skills
- / NCCP Planning a Practice
- / NCCP Design a Basic Sport Program

Completing the Workshop and NCCP modules will give a coach the status of 'Trained'. Completing the portfolio and achieving the minimum standards in a formal evaluation and observation will allow for Certification.

Evaluation and Certification in Community Coaching

The Evaluation Process

1. Connect with a Coach Evaluator (CE) through your PSO. CE does evaluation pre briefing as per NCCP and coach submits portfolio documents.
 - / EAP
 - / Practice Plans for swim, bike, run and transitions
 - / Weekly Plan
 - / Taper Plan to Event – includes logistics, nutrition, and mental preparation
 - / Record of 100 hours of coaching (including 10 hours of volunteering at a triathlon event or club)
2. Observation in Training or Competition environment (swim, bike, run and transitions)
3. Evaluation is on criteria (see table page 7)
4. CE reviews portfolio, debriefs coach and records minimum standard achieved and establishes an Action Plan with the new coach. The Certification is recorded in the locker.



Outcomes, Criteria, and Evaluation

The Outcomes, Criteria and Evaluation (evidence of learning through observation) for Community is laid out in the table below. This information forms the basis of the outcomes you are going to be helping coaches learn over the weekend. It is good for you to understand the full framework as coaches proceed through the pathway. While some coaches will stop training after taking the Community workshop, others will want to work towards certification.

While Making Ethical Decisions (MED), planning, programming, mental skills and nutrition may be touched on in the workshop, the focus is on Modules 4, 5 and 6: Coaching Beginner and Age Group Triathletes, Coaching and Assessing Triathlon Skills, and Coaching to Events.

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability	Evaluation Methodologies
NCCP Outcome: Make Ethical Decisions			
1. Apply an ethical decision-making process	TE	NCCP Making Ethical Decisions (MED) Module	REQUIRED <input type="checkbox"/> Successful completion of the NCCP Make Ethical Decisions online evaluation
NCCP Outcome: Plan a Practice			
2. Plan activities in a safe practice environment 3. Plan appropriate activities	TE	Coaching Beginner and Age Group Triathletes NCCP Teaching and Learning module NCCP Planning a Practice Module + NCCP EAP eLearning	REQUIRED <input type="checkbox"/> Practice plan for swim, bike, run and transition <input type="checkbox"/> Observation in practice <input type="checkbox"/> Produce a complete emergency action plan EAP
NCCP Outcome: Provide Support to Athletes in Training			
4. Lead participants in appropriate activities 5. Practices sound teaching and coaching skills 6. Integrates knowledge of coaching philosophy and rules into practice, planning and events	TE	Coaching Beginner and Age Group Triathletes. NCCP Teaching and Learning module NCCP Planning a Practice Module	REQUIRED <input type="checkbox"/> Practice plan shows awareness of risk, and modifications for safety of participants. <input type="checkbox"/> Observation in practice <input type="checkbox"/> Completion of 'Introduction to Triathlon Rules for Coaches' Triathlon Canada module

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability	Evaluation Methodologies
NCCP Outcome: Analyze Performance			
7. Teach, detect and correct basic skills 8. Communicates with athlete regarding performance	TE	Coaching and Assessing Triathlon Skills	REQUIRED <input type="checkbox"/> Observation while coaching
NCCP Outcome: Support the Competitive Experience			
9. Supports athlete to event safely 10. Model exemplary behaviour at practice and during competition	TE	Coaching to Events NCCP Basic Mental Skills NCCP Nutrition	REQUIRED <input type="checkbox"/> Observation at event: training or racing <input type="checkbox"/> Race week plan
NCCP Outcome: Design a Sport Program			
11. Design a multi-week program	T	Coaching Beginner and Age Group Triathletes NCCP Design a Basic Sports Program NCCP Basic Mental Skills NCCP Nutrition	Not evaluated

The Community Coaching Workshop

The two-day **Adult Community Coach Workshop** is tailored for coaches at the adult age group club level. The primary focus of the workshop is safety and how to teach skills so that people can participate and have a positive experience in training for triathlon and participating in events. The emphasis of the workshop is in teaching adults good leading and coaching skills, triathlon specific coaching skills and how to run a safe practice and program. Triathlon encompasses a range of distances from sprint to long distance and how to train for the distances is secondary to learning how to teach skills.

The workshops provide an excellent springboard for coaches to gain information, discuss principles of coaching, and to network with other participants in the sport. The workshop is taught through a blend of discussion, inquiry, reflection and practice coaching. Every workshop brings together a different group of people, with different backgrounds in sport and coaching and experience with triathlon. What makes a workshop valuable is that the Learning Facilitator guides the learning and the monitors the criteria being taught, and that the coaches learn by collaboration, teamwork and practice.

The **Adult Community Coach Workbook** has been designed to be an adjunct to this learning, with worksheets and templates and areas for reflection and self-inquiry. You will ask coaches to turn to their workbooks over the course of the weekend. The reference material is designed to be a comprehensive guide to coaching at the community level and has much more information than can be taught over the hours of the course. It is meant to be used as a reference during the weekend, and as an ongoing resource for the coach to take into the field.

Learning Facilitators (LF) of the Adult Community Coach Workshop must be particularly sensitive to differences in participant knowledge and background. Both novice and experienced coaches may take the Community Workshop together. This can be a great asset to LF's if they are adept at accessing others' knowledge and expertise.

Learning Facilitators are required to have taken the **NCCP Core Training for Learning Facilitators**, have Content-specific Training plus 1-2 co-deliveries (based on experience and comfort) before teaching the Adult Community Coach Workshop. The following section reviews some of the basic tenets of facilitating and highlights differences between rote instruction, teaching, and facilitation. It also summarizes important skills that LFs should be attentive to using while leading workshops. A complete overview of the **Coach Developer Pathway** follows at the end of this guide.

Facilitation in Coaching Education

In order to understand why we use facilitation in coaching education, consider the following points and the implications they have on facilitation, instructional strategies, and the evolution of coaching expertise.

1. Practical application of knowledge:

Coaches must not only possess knowledge about coaching (a skill for example) but they must be able to apply and implement this knowledge in real-world, variable situations with athletes with different backgrounds, characters, and motivations. Coaches need to access their knowledge in a creative way, reading situations and people in every moment.

Implication for Facilitation: *An LF cannot simply tell stories, recite information, and lecture. We must also provide opportunities for coaches to practice using their knowledge through activities such as creating practice plans, hands-on teaching of technical skills, communicating with athletes, and so on.*

2. People are all different and have something to contribute:

Coaches enter with different life experiences, varying educational backgrounds, and diverse levels of practice in the coaching field. They also have different styles and rates of learning.

Implication for Facilitation: *Coaching courses are a way for coaches to collaborate and learn from each other while learning new content, skills, and self-awareness. While there is a minimum standard of information that should be covered in the weekend course, the LF must assess the prior experience present in the room and adapt as necessary throughout the weekend. There will be some workshops where you will also be present as a triathlon coach expert, and other weekends where you will be guiding, sharing, and encouraging communication and creating learning through activity more. You, as the LF, will be constantly learning and evolving in your role as well, and when you have an intrinsic understanding of this, it creates empathy between the coaches in the room. Empathy is a valuable trait in coaching.*

3. Coaches are Adult Learners:

Many adults (and especially coaches) are self-directed learners and need to process information and make meaning from it based on their experience and where they believe they will be coaching after their course. Adult learners often come to the course with 'adult brain', that is, a mind filled with thoughts about responsibilities, work and unconscious judgements.

Implication for Facilitation: *The LF will want to create an environment of shared or mutual inquiry with the implicit understanding that much of the information will be processed after the course, when the adults are back in their routines and lives. Beginning the weekend especially, with sharing of personal information, questions and scenarios based on experience is a good way to get adult learners into the 'moment'. Making sure that content stays on track, while supporting this individual point of view and inquiry is a main task of the LF.*

Make sure you are directing and leading the discussion, even when introducing a concept that needs to be covered in the course. In a learning environment, personal opinion (even yours) is secondary to discussion of how and why coaches do what they do.

4. Coaching is best taught by action:

However, all people are different in how they learn, how introverted or extroverted they are, and what risks they will take in front of others.

Implication for Facilitation: *Be aware of how your teaching style, learning style and personality is impacting the group or individuals in the group. There are times when you have to adapt your own style to make a more effective workshop. When planning workshops, aim to target two or more of the following learning styles in every activity: visual, auditory, and kinesthetic-tactile (feel-touch), evaluative, and creative.*

Especially be cautious of talking or lecturing too much or having one or two people dominate a discussion. If people are dominating discussions then break the coaches into smaller groups or have them “think, pair, and share” in partners or triads. This also allows more people to contribute to the discussion and reduces the intimidation factor of speaking to the whole group. If you have the groups summarize their discussions, ask them to use visual aids, demonstrations, skits, and methods that target other styles of learning.

Excellence in Facilitation

Facilitation, as the name suggests, differs from lecturing, teaching, and rote instruction in several ways. Here are some of skills that excellent facilitators do and do not practice. The other key point about facilitation is that you are always demonstrating excellent coaching skills through the action of your facilitation. The Cue words on the left of the table below denote a coaching skill that you are teaching by doing the facilitation. The coaches in the room are going to learn information (the technical skills of triathlon) and they are going to learn how to coach by observing you and being coaches throughout the weekend. Some are going to be more or less comfortable with coaching, and your job is not to rate or judge them but provide all the participants with more experience and knowledge than they had before the course.

Cue	Facilitation Skills	Instructional Points
Engage	LFs invite and encourage discussion and guide exploration of coaching concepts from the participants. LF's refrain from lecturing a large amount of information.	Maximum 20 to 30 min. presentation at a time (lecture). Magic number 3 (use a max of 3 key points in a presentation)
Empathize	LFs ask about the experience and opinions of others first. The responses are acknowledged and accepted, not judged. This keeps the learning pathway open, for future discussion. The underlying message is that there is no wrong answers, only interesting ones.	Ask more than tell. Use open-ended questions or “I wonder....” phrases so participants feel involved in exploration rather than interrogation. Use complimentary responses. E.g. “Oh, that’s really interesting! I wonder how it relates to....X” “Creative idea! Let’s come back to that when we do our practical session”.

Explore	LFs guide the journey and assist participants in finding their own meaning out of the information.	Ask participants how new information relates to their present or past experience.
Encourage	<p>If you listen more than talk, you will encourage people to learn.</p> <p>Encouraging people to talk about their learning increases their ability to own it and improve.</p> <p>While your enthusiasm for coaching is paramount, keep to the outcomes and criteria and away from too much personal opinion.</p>	<p>If an enthusiastic discussion must be stopped because of time restraint, then put the issues on a poster (e.g. a Transition Area or Parking Lot) and return to them later or in a post-course e-mail.</p> <p>Compare, contrast, and combine participants' contributions to nudge conversations. <i>E.g. "Those are all effective ways of teaching breathing patterns. How do you think an athlete moving to open water swimming for the first time will react?"</i></p> <p>Delay your own response to allow people a chance to think things through.</p>
Energy	LFs read the underlying group dynamics and respond to situations quickly, using common sense and calm leadership.	Pay attention to the energy in the room. Watch participants closely for signs of exasperation, frustration, and excitement and ask for frequent feedback from the group. Your leadership can control the energy and keep the flow, which is a huge part of coaching.
Egoless	LFs are not afraid to say "I don't know". Part of being a great coach is in not knowing and being committed to 'knowing'. Often we learn a lot from participants, if we put our ego aside.	<p>Highlight connections that are made between new information and experience.</p> <p>Put away the ego. You are here to teach certain NCCP outcomes.</p> <p>Look up what you don't know and get back to participants with a response.</p>
Invite Expertise	<p>Excellent LFs honour the expertise and wisdom of the group. They use OPEN body language that invites contributions and ensures that all people have the opportunity to share.</p> <p>LFs are sensitive to people's personalities and characters. Some people may be confident, outspoken, and dominate discussions if "let loose" too often. Others may be reserved, less confident, and more anxious in large group or questioning settings.</p>	<p>Ask for people's background before the workshop. Acknowledge expertise, and invite individuals to assist in the presentation of information in their area of expertise (e.g. if someone does bike fitting for a living, or is an experienced swim coach, give them criteria for the course information and have them demonstrate skills they are expert at.</p> <p>Identify various personalities and characters early in the workshop. Pair LIKE INDIVIDUALS (e.g. outspoken with outspoken... shy with shy) early in the workshop. This ensures the leaders do not intimidate the more reserved coaches.</p>

LF Tips for a Smooth Weekend

Be prepared. Especially for the first 5 minutes.

If people do not interact and speak with others within the first 1.5 min of being in a new environment, then it becomes exponentially more difficult to encourage discussion throughout the course. This means to set the tone even before you start, with an ice breaker game!

- / Start with an activity that people can do as they arrive that creates immediate communication with others in the room. For example, give each person a card with a question on it that they must ask (and record info) from everyone else in the course.

The cross over to coaching practice: how a coach greets, and interacts with their group of athletes. What tone do they set right from the get go of practice. (Welcoming, inclusive, respectful)

Stay on task. Everyone will be happier and learn more.

Adults love to relate new information to personal experience. Some people share easily and others can be more introverted. Make sure that both groups are part of the discussion and that the discussion stays on track and remains focused on the learning materials. When you sense that opinions and discussion may be taking over, be a good leader and get people back on track. This is respectful of people's time.

- / If needed, put up a "Transition Area" (or Meeting Place) for issues that warrant more discussion or research but that you do not have time to discuss in detail during the workshop. You may be able to choose a relevant topic and plan a small group discussion as a wrap up to the course at the end.
- / Provide many opportunities for participants to jot down notes and ideas that are meaningful to them. Pause after each topic or discussion for a "1 min. debrief". This can be verbal or written and also leaves coaches feeling more comfortable with moving on to new information even if they have further ideas or questions.
- / Encourage the use of resources. You can start with the list at the back of the reference material, and have people build onto it throughout the workshop.

The cross over to coaching practice: coaches have to be great leaders and be able to set the tone and expectation of the group from the first moment of the first practice. This includes managing time, behaviour and the activity. Effective coaching makes this look seamless but is actually a very conscious effort on the part of the coach.

Don't forget about brain food: oxygen

While the second day of the course is active and full of practical coaching, during the classroom portions of the course, ensure you are building movement breaks into the day. Every group is different, but many of the participants are likely quite active and will appreciate the chance to move and stretch.

- / Every 20–30 min, involve everyone in a quick stretch or re-grouping exercise. Use this break to teach something, such as a stretching technique or a running drill. You can even assign different 'movement break activities' to participants at the beginning of day one, and they can practice a mini coaching session.

- / Schedule short breaks into the workshop, making sure people have adequate opportunity to get coffee, use the restroom, and have lunch. You can be flexible with the breaks, and the timing, and have a mix of structured and unstructured time. Structured time would be where groups or individuals have to accomplish something during a time away from the classroom and unstructured gives participants the opportunity to unplug for a few minutes.
- / Be clear on your expectations about the breaks, and an exact time for return to workshop. This will help you stay on track and teach a valuable point about accountability to others.

The cross over to coaching practice: Most people, coaches and athletes particularly, function well when expectations are laid out clearly and these expectations are adhered to. As a coach, you need to be able to communicate with leadership in order to maintain a safe practice environment and a safe practice is a fun practice.

Learning and Learners

As far as the Community workshop is concerned, we are encouraging learning that is much deeper than memorization and information recall. The focus is not on how much people can know, but how they know and how they can transfer what they know to others. Coaches can take home the reference material and study it and even memorize it if they want, however at the course, we want to encourage a deeper and long-lasting learning through practice, understanding, relating ideas and making connections between prior experience and new knowledge. We will encourage independent and critical thinking, collaborative problem solving, and the ability to transfer knowledge between teaching technical triathlon skills and how to coach well.

You will want to encourage coaches to make a strong connection to how and what they are learning in the course and how this will transfer to how they will coach. Coaching is in essence, a type of learning. A good coach is constantly growing, adapting, learning, reflecting and making inquiry. It is active and ongoing.

The Egg versus the Ice: A Parable in Learning

When you cool water it becomes ice. But raising the temperature returns to the ice to its original liquid form. An egg, on the other hand, changes form after being boiled for several minutes. Higher level or deep learning is like the egg – it affects permanent changes in people’s knowledge, skills, and values.

Encouraging Deeper Learning

There are many techniques for starting coaches on a course of deeper, long term learning. The Community Coaching Workshop can be a great spring board for this, and may be the first time some adults have been in a learning environment in a long time. The engaging, and practical nature of the course will help coaches become excited about their own learning. You can assist this by:

Asking higher-level questions

- / How would you adapt this drill in a different athlete or environment?
- / What are the similarities and differences between these two athletes (compare and contrast)?
- / How does this skill relate to training and to competition?
- / How do you feel about this? Why? Consider how different people might feel about it. (This is a great question to ask to get coaches out of their own wants and opinions and to develop empathy for others)
- / How would you demonstrate this skill?
- / How does this apply to other areas in your life? What areas? Why?

Connecting learning to life and coaching

The brain works by making connections, adding information to experience and vice versa. The weekend workshop is structured to give you plenty of opportunity to create strong learning connections. Learning by doing, communicating and reflecting is a top priority with the reference material and workbook being back up reference and guides.

Cue	Connecting	Triathlon Example
Breaking it down	Using large scale experience to drive learning a basic skill or concept	Discuss the environment and conditions that a triathlete has to ride in during training and during competition and then reduce this until you come to the basic skill of learning how to use gears well on the bike.
Problem solving with limited information	Testing, exploring, and mentally manipulating tasks, concepts, or objects.	Instead of <i>giving</i> coaches a weekly plan, give them a blank week with constraint – e.g. they must fit 3 swims, 2 bikes, and 2 runs in to the schedule. Gradually add more constraints such as limited facility space, career obligations, and family nights.
Learn by doing	Discussion, debate, role play, dialogue, simulations, complex games.	Instead of verbally describing all the technical points, have coaches each take a sport and ‘coach’ others through the basic technique as if they were novice athletes. Add variables such as having the “athletes” play secret roles (slow learners, enthusiasts, tentative with new skills, analytical, etc.)
Learn by watching	Use visuals – real demonstration or video	Take video of coaches swimming or show videos of proficient and novice athletes (e.g. in the swim). After a brief presentation on fundamental technique, have coaches analyze the videos in small groups, then compare their interpretations.

Group Behaviour and You

Forming, Storming, Norming and Performing

The most successful facilitators balance knowing how to create outcomes (what coaches need to know and learn by the end of the course) with understanding the group dynamics at play within the workshop. You may want to review your NCCP LF Core Training Workbook and Reference material, especially Elements of a Learning Activity and Stages of Group Development.

Typically adults go through a series of stages when they come together in a learning environment and your challenge, as the leader, is to create the most constructive environment for learning. This means setting the expected tone for behaviour during the weekend. The four stages are referred to as: *Forming*, *Storming*, *Norming* and *Performing*.

It is important to get people engaged in a positive and constructive way during the initial *Forming* stage, where people are learning expectations and where they fit in the course. The *Storming* stage is also present early on the first day of the course and is typified by individuals expressing their opinions, perhaps challenging you or the others, joking around, and simply testing the waters. Your ability to keep things on track, flowing well and constructive will demonstrate great leadership to the group, a skill they will need to build as coaches. Through the end of Day 1 and into Day 2, your group will be *Norming* and *Performing*: the norms for group behaviour are tacitly understood, with a strong focus on content, learning, and the overall quality of the environment.

Day 2 will bring you an excellent opportunity to watch a group of coaches in the '*Performing*' stage of group development, and if you have done a good job leading the group in Day 1, this is a time of rapid learning. As you gain experience as a Learning Facilitator, your ability to read a group and expertly time activities and reflection will improve.

Part 2 | the Workshop

Weekend Overview of Modules

As you review the table below, note that MED, Design a Sport Program and Plan a Practice are also CAC multi-sport modules, which Community coaches will take, along with Nutrition, Basic Mental Skills and Teaching and Learning. The three modules noted in italics in the table below are sport specific Triathlon Modules that cover sport specific content and outcomes.

Note also that outcomes such as safety (both personal and physical) are inherent across all coaching tasks and activities, that is, all coaching is performed under the assumption that the athlete's personal and physical safety has been accounted for. It is your role as an LF to help new coaches become aware of how MED, Respect in Sport, risks and safety are critical to their success in coaching others.

NCCP Modules and Outcomes	Time	Topics
Full workshop	16 hours	Saturday/Sunday course
Introduction	.5 hour	NCCP, Pathways, Certification
Making Ethical Decisions	1 hour	Safety, coach responsibility, ethical decision making in triathlon
Design a sport program	1 hour	Planning, nutrition, mental skills
Plan a practice	2 hours	Practice planning, risk, EAP
Provide Support to Athletes in Training <i>Triathlon Module: Coaching Beginner and Age group Triathlon</i>	6 hours	Philosophy, technical and personal safety, teaching and learning, teaching basic skills, masters athletes, practice planning.
Analyze Performance <i>Triathlon Module: Coaching and Assessing Triathlon Skills</i>	4 hours	Teach, detect, correct basic triathlon skills, skills in training, skills in competition
Support the Competitive Experience <i>Triathlon Module: Coaching to Events</i>	1.5 hour	Preparing for competition, nutrition, logistics, rules, mental preparation, and model exemplary behaviour at events.

Order of Topics

Day 1	Day 2
12. Introduction, NCCP, pathway, certification	1. Teaching and technical skills practicums (swim, bike, run and transitions)
13. Teaching and learning: the coach and the athlete	2. Coaching to events
14. What makes a good coach?	3.. Masters, Strength, Cross training
15. Safety and risk management in Triathlon	4. Para
16. Coaching safely and effectively	5.. Coaching Mission statement
17. Planning: practice, week	6. Conclusion

Facilities and Supplies

Facilities:

Boardroom or classroom

Make sure your classroom is big enough to allow for movement for the number of people in your course and has tables and chairs that can be moved out of the way. You may need to make sure it can be safely locked as people may have equipment with them

Safe space for storing bikes

For the practical component of the course, coaches will need to bring a bike with them and these will require space and security.

Gym or other large space

You may also need to plan for a space large enough to have a bike and trainer (or several) in case of weather or other factors that restrict you to using a trainer to demonstrate coaching bike skills indoors). This space can also be used for demonstration of run drills.

Supplies:

- / Wireless internet and projector for presenting, and for showing video (optional)
- / Flip chart paper, dry erase board, other medium to show group work
- / Dry erase markers, brush, markers (suggested to have lots of colours for coach activities)
- / Reference materials:
 - Community Coaching Reference Material and Coach Workbook for each participant
 - Course evaluation forms
- / Other books and reference materials (e.g. WT rule book)
- / Extra pens or pencils, tape, reusable sticky putty

Part 3 | Course Outline for Learning Facilitator

Saturday and Sunday 8am –4pm

Course Outline: Day 1

Time 8–8:10 AM	
Topic	Welcome the arrival of coaches
Reference	PP slides 1–3
Activity	Engage coaches as they enter the room by having them write their names on tags
Key Points	Set the tone for the weekend with your attitude, role model leadership, and make eye contact and/or verbal greeting with every person who enters.
LF Notes	Participants are in 'Forming' stage of learning. If people are not engaged within first minutes of arrival, they are more likely to become passive learners.
LF Intro Activity Ideas	Name tags can be colour coded equally. After coaches have written their names, they have to find a place to sit within their colour code in the room. You can have the room sectioned into colours (using a coloured object etc.). It is up to you to make the coaches feel welcome and comfortable
Time 8:10–8:30 AM	
Topic	Introductions, weekend information
Reference	PP slides 1–3
Activity	<p>1. Facilitator Introductions (<5 minutes) Educational background, how long with sport, coaching experience, NCCP program history (keep this very brief – be concise about your role in sport not your personal history)</p> <p>2. Coach introductions (10 minutes) who are you, your connection to triathlon, in three words: why are you here? LF can write these words on a sheet for a quick overview and snapshot of coaching goals</p>
Housekeeping	Bathrooms, food options, storage of gear. Transition Zone concept: A place to put ideas when time is tight during course, discussion points to address after workshop, websites, email addresses and ideas, contact information
Key Points	Get an initial feel for the make-up of learners in the room, and how that will affect your facilitation, including maturity, motivation and experience of coaches. How will this impact your course? Hand out reference materials and workbooks and explain how the coaches will use them.
LF Notes	Manual will be used as a reference in class and is also a textbook to help support them after the workshop.
LF Intro Activity Ideas	<i>Add your best ideas for effective and quick ice breaker activities for intros:</i>

Time 8:30-9:00 AM	
Topic	NCCP Pathways and overview of Community Pathway and Certification Process
Reference	PP Slides 4-11; Reference Material Introduction, Page 3-7; Coach Workbook Page 3-7
Activity (15 minutes)	
PP Slides and lecture	<p>NCCP Terms: 'In Training', 'Trained', and 'Certified'</p> <p>Community Coaching</p> <ul style="list-style-type: none"> / In Training- when they have completed some of the required training for a context (the Course) / Trained – when they have completed all required training for a context (the 5 CAC multisport modules) / Certified – when they have successfully completed all evaluation requirements for a context
	<p>What's new in the Community Coaching Context?</p> <ul style="list-style-type: none"> / MED is no longer part of the course, but part of Coach Registration / Community and Comp Intro are now one course: Community. / A Triathlon Canada NCCP Community Coach can now become certified. An entry level coach can complete the Community coaching workshop and achieve 'In Training' status and remain there if they so desire. Completing 5 NCCP modules will allow them to be 'Trained' and after an evaluation, they can be 'Certified'.
	<p>The Community workshop will require practical skills teaching for swim, bike, run and transitions and will cover coaching to events.</p>
	<p>The Competition Stream is a separate pathway for coaches who want to work in the high performance and podium pathway. Elite Junior/U-23 and Senior Elite athletes developing towards the highest levels in sport. (National Championships, World Cup and WTS, pro half and full Ironman, Olympic Games). Contact PSO and NSO Coaching Program Coordinator for information about entering this pathway.</p>
Outcomes – what you will learn this weekend	<ul style="list-style-type: none"> / How to teach, including strategies and identifying learning styles and how to reflect to become more effective at coaching. / About your own coaching philosophy and style / Sport specific skills of swim, bike, run and transitions and open water swimming / How to analyze and provide correct feedback for improvement / How to plan safe effective practices across a range of environments / How to support athletes to safe competition
Activity (10 minutes) PP 11	<p>Small Group: Quickly sort coaches into wearing different roles for brainstorming: coach, athlete, parent, official, and state out loud what does 'Certification' mean to you?</p>
Activity (5 minutes)	<p>Personal reflection: jot down thoughts in workbook top of page 6.</p> <p>Will you pursue certification?</p> <p>What would you like to learn this weekend?</p>
Key Points	<ul style="list-style-type: none"> / Course is about introduction to coaching as a foundation for ongoing learning / Coaching is a process that combines experience, learning and self-reflection / You are showing them the steps for their own ongoing learning.
LF Notes	<p>There is a possibility that some coaches in the course are athletes that are there with the aim to learn how to train or how to plan. It is important to remain true to the curriculum,</p>

	<p>which is aimed at building good coaches that have the minimum standards in how to coach safely and how to coach triathlon specific skills.</p> <p>/ In the forming and storming stages, be mindful that the stronger voices or opinions do not take you away from the basic tenets of the Community Course.</p> <p>/ This course is not about planning. One of the best ways for a Coach to learn how to plan, is to work one on one with an experienced and successful professional coach or club, using Training Peaks or other online coaching tool. Learning how to plan effectively and well takes many hours and seasons of practice and is beyond the scope of the Community Course.</p>
Time 9:00-10:00 AM	
Outcome: Coaching Beginner and Age Group Triathletes	
Topic	<p>What makes a good coach?</p> <p>Why people participate in sport?</p> <p>Developing your own coaching style and philosophy.</p>
Reference	PP slides 12-15; Reference Material Chapter 2: Developing Your Coaching Style Page 15 Coach Workbook Page 6.
Activity (20 mins)	<p>What makes a good coach?</p> <p>Small Group Activity: Coach portraits, Workbook Page 6</p> <p><i>Have poster paper and some coloured markers for each group</i></p> <p>/ In groups of 3-4 coaches begin activity by discussion of the positive aspects of coaches they have had or seen or admire. (Workbook Page 6)</p> <p>/ In the same groups, coaches brainstorm their vision of a great coach. If needed, suggest key concept words: 'qualities', 'behaviour', 'skills', and 'leadership.' After some discussion, they create a visual representation of their efforts on a piece of paper.</p> <p>/ Groups present their pictures to the whole group (how they present is left up to them). LF guides but offers little feedback, letting the coach's share.</p>
Activity (20 minutes)	<p>Whole Group Activity: Why people participate, Workbook Page 7</p> <p>Brainstorm reasons why people participate in sport.</p> <p>/ LF writes ideas on poster paper or use the previous coach sheets to pull out themes.</p> <p>/ Ask group to categorize if they see groups of similar ideas... goal is to lead to the 4 S's.</p> <p>/ Give the 4 S's: Success, Social, Sensation, Self-Direction – workbook page 7</p> <p>/ Tie this up with a brief LF led discussion on how these 4 S's relate to the coach portraits that were drawn up.</p> <p>/ LF question: where do you fit on the 4 S spectrum?</p>
Activity (10 minutes)	<p>Whole Group Activity: Motivation for sport</p> <p>/ Ask coaches to do 10 push ups (adapt for ability; use knees down variations if needed)</p> <p>/ Listen for groaning, arguments about why they can't do it, and notice those coaches who enjoy the challenge of doing a standard push up and who are interested in what others are doing as much as they are in their own process.</p> <p>/ Now, get in partners and do 10 PU's head to head with an object between their heads (ball, pencil, rubber chicken, did etc.). Can also choose to do squats, back to back with a partner holding an object between their backs.</p> <p>/ Discussion: Using observations from how people experienced the activities to highlight the four S's</p>

	<ul style="list-style-type: none"> / Note: The training effect of the push up or squat is the same if you do it alone or with a partner. One way appeals to success-oriented athletes, the other to social / sensation-oriented athletes.
Activity (10 minutes)	<p>Individual Activity: Coaching Philosophy</p> <ul style="list-style-type: none"> / Discussion on Triathlon Canada and NCCP philosophy. Reference Material Pg. 13 / Respect, individual strengths, inclusive, balance, coaching integrity / The interconnected nature of high performance and age group participation. / As a wrap up, just before the break, ask coaches to turn to the Workbook pg. 9 and begin to fill Step 1 –3, to begin creating their personal coaching philosophy worksheet. / If they can't complete before the break, they can continue this worksheet on their own throughout the weekend.
Key points	<p>Over the course of the workshop, you will guide the coaches in thinking and reflecting on themselves as coaches through various activities. At the end of the workshop coaches will arrive at their own personal mission statement.</p> <ul style="list-style-type: none"> / These activities are early in the course, while the group is still in the 'forming' and 'storming' stage. These are simple activities to get the coaches actively taking a role in their learning, while still allowing the LF to continue to set the tone and expectation for group behaviour. The LF needs to both encourage participation and be careful not to allow personalities to interfere with the flow of the workshop. / The first 2 hours are a mix of lecture, action, group activity, group discussion and personal reflection designed to fully engage all the coaches from the outset and enhance learning potential over the weekend.
LF Notes	<p>Some coaches might want to take a break now, some might want to work on their worksheets, and some might want to talk. Be specific about returning on time after coffee break and starting at 10:15 (or whatever time you set). This holds the group accountable, and also teaches the importance of great time management when coaching groups.</p>

Time 10–10:15

>> BREAK<<

Time 10:15–10:30 AM

Outcome: Coaching Beginner and Age Group Athletes

Topic	Overview of sport of Triathlon
Activity (15 minutes)	LF PP slide 17/lecture/discussion
Reference	<p>WT website, Reference Material Chapter 1, Page 9</p> <p>Discussion of distances, multisport race events, Olympic events Manual Chapter 1. How the sport has changed since the beginning and since 2000 (first Olympic event for triathlon). Discuss draft legal and non-drafting events, rules and officiating.</p> <p>Be brief, depending on the knowledge level of your coaches – point out that all information is on the provincial calendar, WT website and in the manual and it is the job of coaches, to be knowledgeable about all aspects of their sport (rules, events,</p>

	distances) and ongoing learning is always happening. Note: 70.3 or Half Ironman is missing from the list on page 11).
Time 10:30–11:15 AM	
Outcome: Coaching Beginner and Age Group Triathletes, Making Ethical Decisions	
Topic	Risk Management in Triathlon
Reference	PP slide 18; Reference Material Chapter 3: Risk Management in Triathlon Page 19; Workbook Page 15 Briefly review definitions of environmental, equipment and facility, human risk
Activity (30 mins)	<p>Small Group Activity: Identifying and assessing risk in triathlon</p> <ul style="list-style-type: none"> / Make 3 groups. Give each group a piece of chart paper and unique coloured marker. Designate swim, bike and run to different groups. They divide paper into 3 sections: environment, equipment/facility and human, and get 3 minutes to brainstorm risks for each sport. After three minutes, groups leave their chart paper, take their markers, and move clockwise to new papers. Group reads what was written and adds (in a different coloured marker) new information. The groups move every 3 minutes, until each group has added to what the others have started. Subsequent rounds may get shorter as less information can be added. / De-brief: At the end, you can tape the papers to the wall, and it should be a good visual to just how many factors are at play in coaching triathlon and that, for every practice session, they need to be fully cognisant of all the risks. You may notice trends and commonalities. You may also engage coaches in questioning whether risks were placed in correct categories. / Most often new coaches may miss the fact that some human behaviour is a risk: being distracted, angry, emotional, scared. / Highlight open water safety, municipal rules in your area (i.e. need for lifeguards.) / <i>A template for risk assessment in triathlon can be found on Page 17 in the workbook for coaches wanting to record this information for their future reference.</i> / EAP – review Emergency Action Plan and the tenets of safety Reference Material Page 20–26. / There is an EAP sample and Athlete Profile Form template in Workbook Page 16–17. <p>Please note that all coaches can log into their Locker and complete the eLearning for EAP – Approx. 10 minutes, at any time.</p>
Activity (15 minutes)	<p>Pairs Activity: Making Ethical Decision in triathlon coaching</p> <ul style="list-style-type: none"> / MED scenarios (Page 37 of this Guide or see Workbook page 56). Give groups of coaches 2 scenarios to read (you can hand out scenario numbers) and have them read and discuss the ethical scenarios. After 1 minute they move onto the next scenario. Debrief by asking whether there were disagreements about how to handle the situations, or whether some were hard. There is no black and white correct answer but point out how our own values affect how we make decisions. / You can make up MED scenario cards for this activity. / The MED scenarios are in the Coach Workbook starting on page 56. Alternatively, there are also scenarios in Workbook page 19 that can be used for silent reading and then whole group discussion. Use the option that works best for your workshop.

Key points	<p>While coaches have to take Respect in Sport and MED online (ideally) before coming to the course, connecting what they have learned with the real-life aspects of coaching triathlon is important. One of the responsibilities of coaches is to lead, not only in training sessions and teaching skills, but by example, displaying exemplary behaviour in all situations.</p> <p><i>You will refer to MED, safety and risk management over and over in the weekend – as common sense and risk management underscores every coaching session.</i></p>
LF Notes	<p>By this point in the day, encourage people to switch groupings. Particularly noting if some people are sticking together. You can use a fun ‘people sorting’ activity to create groups.</p> <p>‘People sorting’ activities: by birth month in the year/alphabetical by favourite bike brand/eye colour.</p>
Time 11:15–12:15 PM	
Outcome: Coaching Beginner and Age Group Triathletes	
Topic	Safety, physical literacy, technical skill foundations and teaching behaviour
Reference	<p>PP slides 20–21; Reference Material Page 36–37</p> <p>Coach workbook page 25–28</p>
Activity (20 mins)	<p>LF lecture + discussion</p> <p>Discuss importance of identifying what level your athletes are at and knowing that they need to progress from basic safety to training for events. Triathlon is a sport comprised of 4 separate skill sets (swim, bike, run and transitions) and there are risks inherent in the sport. Triathlon Canada wants Community coaches to be able to, at a minimum, teach skills so that athletes can participate in training in a safe manner. This is paramount to learning how to plan or focusing on the fitness aspects of training. The teaching of skills is broken into 3 stages:</p> <ol style="list-style-type: none"> 1. Coaching for safety 2. Coaching for participation in training 3. Coaching for participation in triathlon events. <p>Definition of Physical Literacy – Coach Workbook page 26</p> <ul style="list-style-type: none"> / Safety, core and coordination, components: Technical Skill Acquisition –workbook page 27 / Technical Safety Skill Checklist reference for Triathlon Coaches – page 29 <p>Inquiry: How does this definition of Physical Literacy relate to adults in triathlon?</p> <ul style="list-style-type: none"> / Four different sport/skills / An elite background in one sport but novice in another / For adults who didn’t grow up with FUNdamentals and LTAD <p>Types of learners: visual, auditory, kinesthetic</p>
Inquiry	<p>Ask the group to think about what risks are inherent in having a novice triathlete (but former elite swimmer) who has never ridden a road bike with drop bars join a group club ride.</p> <ul style="list-style-type: none"> / What skills might this athlete be missing? / What skills might they have that hinder their development and safety?

	/ How might this experience impact the athlete emotionally and physically? / How might this athlete impact group safety? / What would you do? This leads into the next coach activity–
Key points	Again, your role is to help coaches connect teaching technical skills to safety, learners and common sense.
Activity (40 minutes)	Coaching groups work together to discuss and complete the grid in workbook on page 28: How to coach swim, bike, run and transition skills from a perspective of safety, core and coordination and components. Each group can take a different athlete (as listed in the exercise description on page 28). This is not a planning activity but learning to understand the concepts behind teaching foundational skills, that they will use for the Practical Planning and Coaching Session on Sunday. In this way, this session is used as a foundation building block for Sunday's session.
Key Points	If appropriate, LF's can at this point create groups of coaches that will be together from this session through to the end of the Practical Planning and Coaching Session on day 2.
LF Notes	

Time 12:15-1:00 PM >> LUNCH BREAK <<	
Activity	Let coaches self-select their options at lunch and take a break from the group if needed. Some adults need this time to get grounded; other learners will want to be with others.
Key Points	Hold people accountable to coming back on time – this accountability demonstrates good leadership and the need for coaches to hold their athletes accountable to the group and themselves
LF Notes	Lunch and break times are flexible. Many adult learners do not need a full hour during workshop for lunch and would prefer to keep learning. While a break is necessary, you can take the pulse of the group, see where you are at with timing and curriculum and set the lunch break.

Time 1:00-2:00 PM	
Outcome: Coaching Beginner and Age Group Triathletes	
Topic	Teaching and Learning in triathlon: understanding athletes, feedback, cues, empathy and self-reflection for ongoing learning
Reference	PP slides 23-25; Reference Material Chapter 4 Page 29; Workbook Page 21
Activity (10 mins)	LF Lecture –and Discussion What is learning and teaching in coaching? Elements of a good practice from a coaching pedagogy perspective: motivation; transmission of information; activities; feedback; assessment. Reference Material Page 30. / Connect coaching with personality, teaching, and how coaching is a dynamic form of teaching based on types of learners, skill level, and curveballs.

Activity (20 minutes)	Pairs activity: using scenarios 1, 2, and 3 on pages 23–25 of the coach workbook, have coaches use bullets to brainstorm ideas in each area. You can do this as small group, or whole group brainstorming activity using one scenario. From this activity, you are further narrowing things down to the feedback part of coaching.
Activity (30 minutes)	Expert Group presentations: Role playing feedback and empathy. Workbook pg 21 / In small groups, coaches read page 31–33 of reference material (types of feedback). / They come up with a coach/athlete role play scenario to demonstrate one type of feedback, which they will perform for the whole group. In this way each type of feedback is illustrated expertly by each group, to the others as a whole. / To keep the teaching simple and to highlight the feedback, the ‘Coach’ asks the ‘athletes’ to do the following: a simple stretch – the coach watches the athletes do the stretch, then gives the type of feedback assigned to their group. / The LF can then ask the ‘athletes/learners’ how they felt receiving the feedback. At the end coaches can fill in the spaces in Page 25 of the workbook. Give those 10 minutes for the group work and allow 20–30 for presentations and feedback. Expert Group 1: Descriptive feedback Expert Group 2: Prescriptive feedback Expert Group 3: General positive feedback Expert Group 4: Negative feedback
Key points	Note that Prescriptive and Descriptive feedback are examples of Corrective, Specific and Positive Feedback. The focus of the activity is on coach speech, behaviour and feedback, and not the exact skill.
LF Notes	Ideas for creating strong groups at this stage (Norming and Performing) / If you are creating core groups now (ones that will work together through Sunday) make sure you have a good mix of sport background (not all swim coaches are together) and experience in the groups. The experienced coaches or triathletes can help lead the content, but the new coaches will provide the reference point of ‘beginner’ and the need for empathy in coaching. / For further context, you can ask that each group is now a ‘Club’ (just like in the real world) and they need a club name, and very brief Mission Statement. This will relate the activity to the real world of Club Coaching and will lead into the personal Mission Statement that each coach is going to make at the end of the workshop on Day 2.

Time 2–2:15
>> BREAK<<
For movement and snacks

Time 2:15–3:15 PM	
Outcome: Plan and Practice, Coaching Beginner and Age group triathletes	
Topic	Introduction to planning at the Community level, effective practice plans, planning a weekly triathlon schedule, what makes a strong practice plan and brief overview of factors that affect seasonal planning. This leads into Practical Coaching Activity that will be the main focus of day 2
Reference	PP slide 26; Reference Material Chapter 6, Page 62; Workbook Page 33–34

Activity (15 minutes)	LF PP presentation and discussion / What is a practice? Get coaches to quickly throw out what they think a 'practice' is. / Describe the difference between 'training' and 'workout' and why this is important: training covers the holistic nature of sport: fitness, habits, skills, nutrition, and mental abilities. Workout is usually limited to the 'fitness' component of a training session – and creates too much emphasis on performance. Focussing on the 'engine' before the practice of the basic skills, habits and elements of emotional well-being can cause injury, lack of safety (personal and for the group) and burn out. / Planning: Influencing factors (age, skill, and personalities), limitations, good and poor planning samples. / LTAD and triathlon
Activity (25 minutes)	Planning a week / Coaches use the weekly training template in the Workbook pg. 32 to devise a week for a sample group or athlete. Making sure each Club chooses a different example for the purpose of learning. Use chart paper and markers and leave them to it for 20 minutes. / Create weeks of training for various club types: Each Club constructs a different week of training. Group discussion follows – with every Club presenting their week and the group offering feedback – what might work better, could be done differently etc. / Reference Material Chapter 6 Page 62; Workbook Page 33–34
Activity (20 minutes)	Plan a Practice coaches take one of the practices from the week and expand on it to create one practice. Share as many of the plans as time permits
Key points	/ <i>Plan a Practice</i> is a CAC multisport module that is required for certification. Periodization and annual planning are outside of the scope of the community course. Periodization and planning are most effectively learned through practice and mentorship. / For Certification, coaches will need to submit a practice plan for swim, bike, run and transitions, and a week plan, and record 100 hours of practice (which includes a maximum of 10 volunteer hours at an event for with the administration of a club)
LF Notes	The goal of this activity is for coaches to learn smart and safe planning that uses common sense, the need for recovery and rest and has a balance of learning and conditioning and that takes into consideration the needs of athletes. You can move this module to Sunday, after the practical teaching, if needed.
Time 3:15–4:00 PM	
Outcome: Coaching and Correcting Triathlon Skills, Coaching Beginner and Age Group Triathletes	
Topic	Technical skill foundations for triathlon, Practical Teaching and Leading Session, coaching best practices, coach self-reflection
Reference	PP slide 27; Reference material Ch 5 and Appendix A (drills for triathlon) pg 102; Coach workbook pg 35 (for assigning groups) and Appendix 2 (skills analysis) pg 46–53
Activity (60 minutes)	Small Group Activity / After a short introduction where coaches are encouraged to reflect on all they have learned during the day so far, they are given the practical activity directions and can use the rest of the time putting together short micro teachings of triathlon skills.

	<p>/ Objective: Working with a partner or in a small group you will be assigned a skill area in each of the training components of triathlon. Your task is to design mini training sessions where you will lead your peers through a training session focusing on the teaching and development of that skill.</p> <p>/ The goal is to develop the skill in leading a group through a training session and understanding how teaching a skill is a process that can be delivered in a number of ways. You will work with your group in designing that process and everyone will participate in the delivery of the mini session. Those not teaching are expected to play the role of the athlete. You will be given 15 minutes for the session.</p>
Key Points	The LF will spend this time floating between groups, ensuring coaches are staying on task, helping with drills or skills, answering questions and posing inquiry questions. The LF will also ensure that the basic tenets of the skill being taught are understood.
LF Notes	<p>/ You can use the core groups that you formed during the Physical Literacy section earlier. (The mini 'clubs').</p> <p>/ The LF will need to manage the group and timing. 4 groups means 4 micro coaching presentations per hour. If you decide to create more than 4 groups, not all groups will have time to present for each of the 4 skill groups.</p>
Time 4:00pm	
Topic	Conclusion and wrap up to Day 1
Key Points	Wrap up the first day of learning with a quick summary and allow for questions. Make sure you end on a positive note – give coaches specific positive feedback for what they did well!
LF Notes	Remind coaches to have equipment for swim, bike and run sessions the following morning. Pre brief the logistics and the way the morning will work, with timelines etc. If you are using a pool, remind coaches where to go (if it is in a different spot)

Course Outline: Day 2

Time 8:30–10 AM	
Outcome: Coaching and Correcting Triathlon Skills	
Topic	Practical teaching and leading session– swim skills
Activity	Each group or ‘Club’ coaches a swim skill to the other Clubs (who act as the triathletes). Very little from the LF, however necessary to jump in if there is a huge technical or safety issue not being addressed. / At the end of each micro-teaching, take a few moments to de brief. How did the ‘athletes’ feel, and how did the coaches feel their session went. What might they do differently? Page 38 of the Workbook offers a self-reflection grid as an example.
Key Points	Everything is a microteaching, a shortened version of what a real training session is. The skill is introduced and taught by the Club coaches, the ‘athletes’ use 15 –25 m of swimming.
LF Notes	Through the practical teaching part of the course, be organized with group order, timing, and flow of one practicum to the next. This section of the workshop is going to be dynamic and present a lot of learning. Your mentorship is required to keep the groups to a time schedule, keep people on track and on task and facilitate excellent de briefings for the coaches. Allowing time for self-reflection is critical, as self-assessment is a key component in coach development. A bit more time is left here for swim skills – it’s up to the LF to manage the time.

Time 10–10:30
 >> BREAK<<
 Give coaches time to get changed from pool, grab a coffee or
 snack and meet at bike location

Time 10:30–11:30 AM	
Outcome: Coaching and Correcting Triathlon Skills	
Topic	Practical teaching and leading session– bike skills
Activity	Coach led practicums. At the end of each micro-teaching, take a few moments to de brief. How did the ‘athletes’ feel, and how did the coaches feel their session went. What might they do differently? / Reference: Workbook Page 38: self- reflection
Key Points	
LF Notes	Adaptation for bike includes using a stationary bike.

Time 11:30–12:30 AM	
Outcome: Coaching and Correcting Triathlon Skills	
Topic	Practical teaching and leading session– run skills
Activity	Coach led practicums. At the end of each micro-teaching, take a few moments to de brief. How did the ‘athletes’ feel, and how did the coaches feel their session went. What might they do differently? / Reference: Workbook Page 38: self- reflection
Key Points	
LF Notes	

Time 12:30–1:00 PM

>> LUNCH BREAK <<

Time 1:00–2:00 PM	
Outcome: Coaching and Correcting Triathlon Skills	
Topic	Practical teaching and leading session– transition skills
Activity	Coach led practicums. At the end of each group of micro-teaching, take a few moments to de brief. How did the ‘athletes’ feel, and how did the coaches feel their session went. What might they do differently? / Reference: Workbook Page 38: self- reflection
Key Points	<p>You can debrief after each segment (swim, bike and run) or at the end of all the sessions. You can tie in the theoretical learning to the practical learning by highlighting some of the ‘things you saw’ in the practicums and how it relates to safety, teaching, feedback and coach behaviour:</p> <ul style="list-style-type: none"> / Safety and the session: did coaches take account for safety (cars in parking lot, whether swimmers were comfortable in the pool) / Coach position in the environment – can all athletes hear, see easily, did coaches move around the practice environment. / Demonstrations and learning styles: how did coaches demonstrate or teach the skills for understanding. <p>Tying into Evaluations in Community – after this part of the course, the coaches will have a good comprehension of what is required during the Evaluation process, it demystifies the evaluation and highlights how feedback and discussion are so important in coach education.</p>
LF Notes	If you are running out of time you may only have time for swim, bike and run. You can build a transition skill into your practicum framework if you need to.

Time 2:00–2:15 PM
 >> BREAK <<
 Transition back to classroom

Time 2:15–2:45 PM	
Outcome: Coaching and Correcting Triathlon Skills; Coaching Beginner and Age group Triathletes	
Topic	Masters, cross training, strength training and injury prevention strategies,
Reference	Reference Material Chapter 9 Page 87
Activity (15 minutes)	LF PP lecture and whole group discussion Reference – Reference Material Chapter 9 Page 87 / These topics can be covered by a 'round table' discussion, where those who may have experience are called on to present their knowledge. Chances are there are people who coach masters, who are Strength and Conditioning coaches etc....your role is to moderate and keep the discussion professional and practical.
Activity (15 minutes)	Common injuries in Triathlon + injury prevention techniques. Coach group work: Chart paper + markers. / Each group is given one of the sports and they work to come up with a 'club' strategy in how they might minimize injury in one sport and what cross training they might suggest for an athlete who gets injured in that area. / Include how poor skills might impact injury risk for each sport. I.e. lack of mobility in shoulders and swimming injuries; bike fit and cycling knee and back injuries etc....
Key Points	On-going education, knowledge and keeping abreast of research is key as all these areas present ongoing changes in opinion as more data is compiled. What resources are available to coaches and athletes? Invite contributions here.
LF Notes	Coaches are not expected to be biomechanists, physiotherapists or bike fit specialists, but a basic knowledge of sports injuries and triathlon will help them identify where they can support athletes and when to suggest a professional.
Time 2:30–2:45 PM	
Outcome: Coaching Beginner and Age Group triathletes	
Topic	Para triathlon and adaptations for clubs and club coaches
Reference	PP slide 30; Workbook Appendix 1 Page 41
Activity (15 minutes)	LF PP lecture and whole group discussion Reference – Workbook Appendix 1 Page 41
Key Points	Para at the club level versus Para triathlon at the National and International level, classifications and development stage in Canada
LF Notes	Covering this topic will depend a lot on the coaches in the room, but the most important point is to have coaches aware that age group inclusion for a para triathlete is possible through communication and adaptations for training and racing.

Time 2:45–3:30 PM	
Module: Coaching to Events	
Topic	Race week preparation, race day safety and logistics, mental preparation and sportsmanship, rules, officials
Reference	PP 31 Reference Material Chapter 10, page 90, workbook page 39
Activity (15 minutes)	<p>Brainstorming: Using white board, gather all the thoughts, suggestions and ideas that a coach might need to be aware of for supporting an athlete to events.</p> <p>/ List should include: logistics, course, equipment, nutrition, hydration, mental, taper training.</p> <p>/ Reference: Reference Material Chapter 10 Page 91, Workbook Page 39</p>
Activity (30 minutes)	<p>Small group activity</p> <p>/ Give each group of 2–3 scenarios from Coach Activity, Workbook page 43</p> <p>/ Coach role play communication with a novice athlete:</p> <p><i>Athlete is extremely nervous about the swim course, the bike course or the run course. Focus on one or two of the following concerns: either length, hills, waves, general anxiety, fitness.</i></p> <p><i>Athlete is unaware of how approach a race for their first time. What sort of things will you, the coach focus on, to ensure the best possible outcome and safety of the athlete?</i></p> <p>/ Using the scenario, coaches can discuss what they would do with a novice athlete in the days leading up to an event, to get them ready. LF points out minimum standard of information regarding registration, transition, rules and nutrition, sleep and mental readiness.</p> <p>/ After having 2–3 groups present their short role plays (depends on the numbers of groups and how much time you have, do a short wrap up to debrief, and discuss how a coach can act and support an athlete on race day. Discuss fair play, support on course, common sense, coaching integrity, and treatment of others at the race site: volunteers, race officials, other competitors and other coaches.</p> <p>/ There are some further questions for inquiry in the Workbook on Page 39 should you have time.</p> <p><i>Q: Should a coach be in the race also as a participant – when is it ok, when is it not ok.</i></p> <p>/ Discuss the possible impact on the athlete, and ethical implications of this scenario.</p> <p>/ Athlete doesn't get support, leading the way for risk, some athletes get more support than others, and coach is not focussed on coaching. The answer is not black and white, like most ethical questions, and coaches who compete find they can learn to coach better by experiencing through the eyes of an athlete.</p> <p>/ Ethical decisions in coaching are everywhere!</p>
Key Points	Communication, boundaries and expectations to being in a leadership position.
LF Notes	This discussion can be a great wrap up activity for the final activity of the course, which is to create your own coaching mission statement.

Time 3:30–3:45 PM	
Outcome: Coaching Beginner and Age Group Triathletes	
Topic	Personal coaching style, values and self-reflection
Activity (15 minutes)	Coach Workbook page 14 Coaches finish of the activity that leads them to their own coaching mission statement.
Key Points	The point of this exercise is not to have anything that is right or wrong but to reinforce that good coaching is about knowing the technical aspects of triathlon and about personal values driven side of coaching. Putting the best interests of others (athletes) first requires self-awareness, self-reflection and ongoing education.
LF Notes	Encourage the coaches to work on completing their draft of a mission statement before they leave the workshop (they all have busy lives). You can invite people to share what they have created for themselves with their peers. This is often a very powerful coach identity exercise, as coaches to listen to the passion and goals of other coaches.

Time 3:45–4:00 PM	
Wrap Up and Debrief	
Topic	<ul style="list-style-type: none"> / Ask coaches what they are most excited about when they think about coaching moving forward. / Talk about importance of practice and experience, finding mentors. / Keeping a record of hours for those who want to get certified. / Staying in touch with their PSO about future certification events. / Keeping abreast of information and resources in the Triathlon Canada Coaching portal.
LF Notes	

Part 4 | Reference Materials

Making Ethical Decisions (MED) Scenarios

Read the scenario numbers you are given by the LF. Discuss with your partner, what is your gut reaction and what would you do when faced with each scenario. Try not to get hung up on right or wrong.

1. Some of your athletes want to enter an unsanctioned race. You encourage them to consider one of the many sanctioned races on the calendar instead. They persist and want you to coach them and support them at the event. What should you do?
2. An athlete you coach is involved in organizing a race. The organizers invite you to be the official coach for the race, in charge of training clinics leading up to the event. This will give you lots of visibility and increase your clientele. However, you do some research and learn that the race has been denied sanctioning by the provincial triathlon organization on several occasions because the organizers have failed to address a number of safety concerns. Do you accept the position and in so doing endorse the event despite its lack of sanctioning?
3. A friend who has just opened up a new running business and whom you asked to become a club sponsor requests a copy of your club membership list so they can send a discount to your members. When would it be okay to share this information, and when would it not?
4. An athlete whom you do not coach approaches you and asks for your advice on a training matter. They disagree with their coach and want a second opinion. What should you do?
5. A rumour is circulating that one of your athletes has begun experimenting with some performance enhancing substances. As coach you decide to confront this athlete and ask him directly if the rumours are true. He denies everything but looks guilty. What should you do next? What are your ethical responsibilities in this situation?
6. An athlete you coach is taking medication to cover up the pain of an injury so they can train harder. Worse, you suspect the athlete may be addicted to the pain control medication. Should you do anything?
7. An injured athlete looks to you for advice on how to get better so she can resume racing. You have no experience with this type of injury but know it is your responsibility to put together a training program for this athlete. You are very busy and do not have time to consult a physiotherapist or other expert, and instead rely on your intuition and the internet to put together a rehabilitation stretching and strengthening program for the athlete. Is there anything ethically wrong with this?
8. An athlete you coach plans to race wearing a helmet that could be unsafe –it has a cracked plastic outer shell. You don't know how they got it past the bike and helmet safety check. The athlete knows you know but will be devastated if you go out of your way to prevent him from racing with the helmet. You consider lending him your helmet, but it is several sizes too large, and so equally unsafe. Do you do anything? What if the problem were with the bike?
9. One of your athletes has trained all season for a race this weekend. You find out that she has just sprained her ankle but insists on racing anyway. What should you do?

10. You are putting on an open-water swim clinic for a small group of beginners. Everyone shows up – except the person who was going to bring a boat for safety. You also notice that there are no lifeguards at the beach at this hour, although you took first aid, CPR and lifeguarding courses yourself several years back. What should you do?
11. You have always let potential new members “tri” out your club once or twice for free. Now you worry this might violate your insurance policy and increase your liability in case something were to happen. At the next club ride two friends of members show up – do you turn them away?
12. An athlete with a disability wants to train with your club. Your practices are not set up to accommodate them. What should you do?
13. You are mingling with some age-group athletes near the food tent after a successful Olympic distance race when you overhear one of your athletes say to another “I am so glad you pulled me through that bike leg. I could never have pulled off such a good time without your help. Thank goodness there were no officials out on that part of the course!” You know that drafting is illegal in their event and you are concerned that they only seem to think it is a problem if they get caught. Should you say or do something in this situation? Would it make a difference if they had medalled as a result?
14. As a way to raise money to support cancer research, an athlete asks you to put together a challenging program that includes 20 races in one season (essentially, one race every weekend). While you are impressed by the athlete’s enthusiasm, you are concerned that the pressure to compete may override common sense and lead to serious long-term injuries. However, you also know that even if you don’t help them they’ll probably set out to do it anyway. What should you do?
15. A 70-year old approaches you to help him get ready to complete his first triathlon together with his son and grandson. You do not know much about his athletic background, health or fitness level. You also do not have experience coaching older athletes, but don’t want to insult him by implying that he is too old! Do you agree to coach this athlete?
16. You suspect a woman who wants to take up training with your club may be pregnant, but she has not said anything and you don’t want to offend her in case she is just overweight! However, if she is pregnant, you are concerned both for her safety and the safety of the baby. Should you say or do anything, or leave it entirely up to her to decide what activities are safe and how much training and racing is appropriate?
17. When you decided to put on a triathlon clinic you never imagined you would get more people signed up than you could effectively handle coaching on your own. The registrations are already in. Should you take on the challenge and see if you can handle the larger group – or start calling people up at the last minute, tell them not to come and refund their money?
18. An athlete you coach was DQ’d at a race. They felt the official’s decision was unfair. They are appealing the decision and want your support. You want to support your athlete but only have their side of the story to go on. You agree that disqualification seems a bit harsh. What should you do?
19. An athlete is registered in a race with friends. Their goal is to complete it together as a memorial for another friend who recently passed on. The athlete in question has a bike accident and is unable to train for a month prior to the event. She confides in you that her friends are pressuring

her to do the race, even if she is not 100%. She tells you that while she is no longer injured, she does not feel ready and is very worried about causing re-injury – but does NOT want to let her friends down. Should she race or not?

20. You are the coach for your country's Junior (16–19) team at the Continental Championships. You are allowed to bring 3 athletes to the Championships. There are 4 contenders. The first two are strong triathletes and have the chance to place top 10. The third athlete is a very talented runner and has the chance to win...if they have a strong swimmer and cyclist to help them stay with the lead pack. The fourth athlete is a strong swimmer and cyclist (could help the runner) BUT is a novice runner and does not have a realistic chance of placing in the top 20. Which three athletes will you choose for the team?
21. You coach a junior triathlon club. One of your 15-year-old female athletes thinks she is too fat and wants to lose weight. You realize she could be at risk of developing an eating disorder, but you also know it is true – if she loses weight she will have a chance at making the national junior team next year. Should you encourage her to lose weight? How should you coach her in this scenario? Would it make any difference if she were an adult?
22. A couple approaches you to create a training program they can share. You feel they need two completely separate programs because they are so different in ability. They do not want to pay for two programs and want you to create instead a single “averaged” program that they can then adjust up or down themselves. What ethical issues are involved as you decide what to do?
23. Your triathlon team has been racing head to head with another team all season. The athletes on the other team have been very rude to your team –insulting them at races and accusing them of cheating. Despite talking to their coach several times, nothing changed. In the final race of the season (team championships), your team wins by a narrow margin. However, you find out AFTER the race that several members of your team let half the air out of the other teams' bike tires. What are you going to do? If you found this out the day of the championship would you respond the same?
24. You coach a junior triathlon club for youth approximately aged 12–18 years. One of your assistant coaches tells you that he's started secretly dating one of the 17-year-old female athletes for the past 3 months. The assistant coach is 22 and has been helping coach for the past 2 years. The female athlete has been in the club for the past 4 years. Should you do anything?
25. A local sporting goods store has generously supplied your triathlon club members with great deals on equipment and clothing. The owner of the store has a child in your club. You find it challenging to divide your time and attention equally among your athletes at practice. Lately, the owner has been demanding that you spend more time with his child. You feel that would be unfair to the other kids, but you are worried that if you don't give the child extra attention, the owner may withdraw the child and stop sponsoring the club. What should you do?
26. Your club has been given some sponsorship money to give to “the most promising athlete in financial need.” You are responsible for deciding who will get the money. The candidate whom you suspect is financially worse off (because they have old, low-end, second-hand equipment) is just an average performer. Your top athlete has the talent and drive to really excel but doesn't appear to be facing any major financial obstacles. Your preference would be to spend the money on some new club equipment that would benefit everyone. What are the ethical issues to consider as you make your decision?

The Coach Developer Pathway

Learning Facilitator Training

NCCP LF Core Training

- / Complete NCCP Core Training for LF

Content Specific

- / Sit in a NCCP Triathlon Adult Community or Youth Community Youth Course
- / (or) Have taken Community Course
- / Receive LF training for Community (workshop or skype)
- / Micro delivery at Community Course

Co-Delivery

- / Co-Deliver the NCCP Triathlon Adult Community or Youth Community Course with certified Learning Facilitator
- / Dependent on comfort and readiness for evaluation, co-delivering courses can be between 1–3 times

Evaluation

Evaluation of delivery of NCCP Triathlon Adult Community of Youth Community by Master Coach Developer

- / A Learning Facilitator does not have to be Certified

Teaching the Community Workshop

- / A Trained LF can deliver the Community Course for their Province

NCCP Coach Evaluator Training

NCCP Core Training

- / Complete NCCP Core Training for CE

Content Specific Evaluator Training: Community Pathway

- / Review with MCD of Community Evaluation process
- / Co-delivery with another Evaluator or MCD of a Community Coach evaluation in training
- / Start to Evaluate
- / An Evaluator does not have to be Certified, but can be, by assessment from MCD

Training updates will be coordinated by Triathlon Canada when required by program revisions. P/TSOs can also offer and require Professional Development for Learning Facilitators.

LTAD and Triathlon Canada

