

**TRIATHLON
CANADA**



NCCP Triathlon Canada
Community Coach Workbook (Adult)



**National Coaching
Certification Program**

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The National Coaching Certification Program (NCCP) is funded in part by the Government of Canada.

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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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National
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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.



Coaching Association of Canada
Association canadienne des entraîneurs



The programs of this organization are funded in part by the Government of Canada.



Author: 2019 Revision done by Lucy Smith, Triathlon Canada

Acknowledgements:

Thank you to Kristine Chambers, Larry McMahon, Angie Anderson and Tracey Shelley for developing the initial material, and to Kristine Chambers, Tracey Shelley, Randy Zabukovec, Rob Gamberg and the CAC for their support and contributions

This manual includes templates provided by the Coaching Association of Canada.

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Introduction

Thank you for your interest in wanting to become a Triathlon Canada Community coach!

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 Learn to Train, Train to Train and Sport for Life stages of LTAD. There are separate workshops for youth and adult community.

You may have entered this pathway with little experience of triathlon, may be a triathlete who wants to start coaching others or at your club, or a triathlon youth parent wanting to learn more about coaching.

Triathlon Canada will now be offering NCCP Certification for the Community coaching context.

What a coach will learn

- / How to teach, including strategies and identifying learning styles and how to self-reflect to become more effective at coaching.
- / About their own coaching philosophy and style
- / Coaching sport specific skills of swim, bike, run and transitions (inc. open water swimming.)
- / How to analyze skills and provide correct feedback for improvement
- / How to plan safe and effective practices across a range of environments, for diverse athletes
- / How to safely support athletes to competition

Triathlon Canada NCCP Community Coaching Context Overview

Prerequisites – Triathlon Canada Basic Registration requirements:

- / Register with Coach Association of Canada (CAC) 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.

Training

The Community Coach training consists of three parts that follows the National Coaching Certification Program (NCCP): an in-person Adult or Youth workshop, completion of 5 NCCP multi-sport training modules (see below), and an evaluation. After completion of the in-person workshop, a coach is 'In Training'. After taking the workshop and 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 step is to complete the 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.

NCCP Multisport Modules required for Trained status (MED is required as a basic registration step):

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

Certification

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 Plan for swim, bike, run and transition
 - / Weekly Plan
 - / Taper Plan to Event – includes details on supporting 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 from the chart on page 49 of this workbook.
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 for the Adult Community Coaching Course

A trained Community Coach will be able to safely coach adult age group triathletes. A Community Coach is able to coach the fundamental skills and techniques necessary for athletes to participate safely and with enjoyment in both practice and competition. The coach will also be able to support the continued training and improvement of mental, nutritional and physical skills as athlete's progress in the sport. The Triathlon Canada Community coaching outcomes are aligned with the NCCP standards for Community Sport. A Certified Community Coach is one who has been evaluated, that is, has shown evidence of meeting the criteria for each outcome.



NCCP Outcomes: A competency-based approach

1. Make ethical decisions
2. Provide Support to Athletes in Training
3. Plan a Practice
4. Analyze Performance
5. Support the Competitive Experience
6. Design a Sport Program

Each outcome is associated with one or more criteria, and Evaluation is based on evidence, or what a coach actually does. This evidence is observable and measurable and is evaluated by a Coach Evaluator.

After the Community Coaching Course, you will be a Community Coach “In Training” and will be able to:

Make Safe and Ethical Decisions:

- / Enable safe participation by creating a safe and respectful environment
- / Encourage athletes to be active and have fun while maintaining respect to others and the sport
- / Create athlete profiles and Emergency Action Plan (EAP) for safety in practice
- / Identify risks and demonstrate risk prevention in Triathlon

Teach the Sport of Triathlon and Provide Support to Athletes in Training:

- / Teach, assess and analyze basic triathlon skills: swim, bike, run and transitions
- / Provide sound feedback to athletes
- / Support athletes to competition: physically, technically, tactically, and emotionally
- / Self-reflect on coaching style and skills and areas for improvement

Use Basic Planning Skills, Plan a Practice, and Support to competition:

- / Plan technically sound and safe practices in the sport of triathlon: swim, bike, run and transition practice
- / Plan sound weekly training including swimming, cycling, running and transitions
- / Recognize phases and periods in a typical triathlon annual season
- / Plan for attendance at events

This workbook is meant to help you with your coach training during your weekend Community Course. It contains worksheets and information to support the Learning Facilitator and help you learn in a comprehensive and self-reflective manner. You can use the Community Coach Manual as a textbook during the weekend and as a reference as you head out into the field to coach. At Triathlon Canada, our mission is to set you up to coach safely and effectively with an intention to always be using the best practices in coaching.

Personal Reflection:

Will you pursue certification? Why?

What would you like to learn this weekend?

Understanding Your Coaching Style

Personal Inquiry:

Think about three coaches you have had in your life (you can use teachers, managers or other mentors). Discuss with 2–3 other peers about the positive aspects of these coaches and why they had an impact on you.

List three positive things these individuals brought to your life:

- 1.
- 2.
- 3.

If you could make one positive difference in the life of an athlete you coach, what would it be:

- 1.

Four S's of Sport: Why athletes participate in sport and what that means to you as a coach

In the Introduction to the Manual, we talked about the types of athletes you may be coaching. In order to be a great coach you have to understand who you are coaching. At the community level you will be coaching age group athletes, from all backgrounds of sport (including competitive athletes from other sports and those with no background in sport at all).

A typical Triathlon Club includes a vast variety of experience, skill, personality and ability, and the individuals participate for many reasons and can be generally described according to the **Four S's of Sport**:

Social

- / Meet new friends
- / Be active with like-minded people
- / Positive, friendly relationships
- / Honour

Sensation

- / Enjoy the sights, sounds, sensations (wind, water, elements) in sport
- / Emotions and excitement generated by participation

Success (Achievement)

- / Improve performance
- / Mastery (e.g. of skills)
- / Strive for excellence
- / Achieve goals

Self-Direction

- / Desire for autonomy (personal control)
- / Freedom to learn
- / Feel in charge
- / Have a sense of control

Personal Inquiry:

Using the 4 S's above, what is your motivation to be in sport? Why did you start or pursue sport? What motivates you to coach and how will your motivation for being in sport and coaching intersect with the people that you coach?

How will you engage athletes in triathlon practice based on what you understand about their reasons for being there?

Discuss ways that you can coach swim, bike, run and transitions to the athletes across the 4 categories.

Your Coaching Philosophy

Articulating your values, beliefs, and approaches to sport is a critical “first step” in developing as a coach. Beliefs and values influence all areas of coaching practice from compatibility with athletes to program design and communication methods. The following exercise is designed to begin your thought process about the values you hold in relation to sport, coaching, and athlete development.

Step 1

Read through the following pairs of statements. Circle the one you believe in MORE. Spend only a few seconds on each before moving to the next pair. You MUST choose one!

Focus on the best	Focus on everyone
Learning	Enjoyment
Harmony	Debate
Teamwork	Individuality
Community	Independence
Process	Outcome
Challenge	Predictability
Tradition	Innovation
Financial Stability	Enjoyment of work
Dignity	Truth
Power without glory	Glory without power
Comfort zone	Discomfort
Faith and trust	Questioning
Discovery/adventure	Stability and routine
Physical health	Emotional health
Shared wealth	Individual wealth
Balance	Risk

Step 2

Now imagine you are coaching an athlete who has circled all the OPPOSITE responses.
How will this impact your athlete-coach relationship?

Step 3

Why are you involved as coach? List 3 points:

1.

2.

3.

What do you feel are the primary roles and responsibilities of the coach and the athlete(s)? List at least 2 for each individual.

Coach:

1.

2.

Athlete:

1.

2.

List 3 personal life values:

1.

2.

3.

How do your Personal Values intersect with Sport?

How will holistic coaching be present in your practice?

How do you define success?

Holistic Coaching

Coaching tends to be viewed as a physical venture, training the heart, muscles, and body to perform complex feats of strength, endurance, and flexibility. However, coaching involves much more than physical training. Coaching influences physical, emotional, cognitive, social and cultural areas of athletes' lives. Sport, as a part of life, must embrace all these domains in order to best serve the whole athlete.

Physical

The physical aspects are most commonly associated to sport and coaching. For example:

- / Technical skills and related fundamental movement skills; Physical Literacy
- / Physiological training – cardiovascular fitness, muscular endurance, muscular strength, flexibility, speed, power, energy systems.
- / Long Term Athlete Development (LTAD). Appropriate application of technical and physiological training to maturational needs of athletes.
- / Prevention and recovery – sleep, core stability, posture, periodized training
- / Nutrition
- / Equipment and facilities – maintenance and safety.

Cognitive – Emotional

The psychological aspects of training and life are intricately connected to the physical and can be described as the interplay between mind and body.

- / Mental and intellectual health – education, learning, analysis and reflection on daily habits and physical training
- / Cognitive skills – remembering, learning, thinking, sensation, perception, decision making, problem solving, creating/synthesizing, evaluating, interpreting, planning; tactical decision making in sport
- / Time management, goal setting, preparation, racing, life balance.
- / Emotional skills – self-awareness of feelings, reactions, fears, joys; positive mental states, strategies for dealing with negative thoughts. Awareness of the emotions of others and effects on self; how emotions affect performance, training, and response to instruction.
- / Self-esteem, self-worth, motivation, identity.

Cultural – Spiritual

We live in a global society, a tapestry of values, philosophies, religions, and spiritual beliefs. Triathlon also has its own culture. E.g. Mind, Body, Soul. Every Finisher is a Winner.

Broadly speaking, spirituality can be viewed as the beliefs held about one's place in the world. It is critical for athletes and coaches to be aware of their own cultural traditions, norms, and expectations as well as those of the people with whom they train, race, and interact.

- / Spirituality – beliefs about who you are, why you are here, connection to nature and larger forces, self-reflection.
- / Values – beliefs about the world, interaction with other peoples, work/career, family, friends, life, behaviour
- / Philosophy – beliefs, values, principles, perspectives that guide life, coaching methodology, approach to challenges, etc.
- / Culture – history, traditions, guiding principles, values
- / Honour – of peoples, nations, competitors, team members, colleagues

Social

We are social beings and social connection is one of the most powerful forces in attracting people to sport.

- / Respect of other's beliefs, personality, values, behaviours, opinions, and expressions.
- / Leadership and social skills. E.g. communication, support, proactive interactions.
- / Positive sportsmanship – competing WITH (not against) other athletes.
- / Empathy – understanding, taking another person's point of view.
- / Life outside of sport – family and friends.

Step 4

Now you can begin to draft a coaching philosophy. The questions you have answered above offer ideas for topics to include in your philosophy. Aim to keep your summary concise and clear. Include points from the holistic components that you feel compliment your personal values and coaching methods.

Your Coaching Mission Statement

A mission statement is a summary of your goals and values as a Coach. It not only defines what you believe in but is a way for you to set and be true to your intentions. It can be changed or modified whenever you need but is a great way to take confidence in your path.

In the manual we gave an example of a Triathlon Canada Coach Mission Statement to guide you.

My philosophy is rooted in providing a meaningful experience to my athletes while enhancing their skills in the sport of triathlon and supporting their life values through sport. My aim is to use my leadership ability to support opportunities for physical, social and emotional/mental growth that will help them find personal excellence.

To create your own mission statement use your responses from above to craft 2-3 affirmative statements that define your goal or intention as a coach:

1.

2.

3.

Risk Management in Triathlon

The informed and prudent coach protects themselves by implementing a personal risk management plan. This plan helps the coach on two fronts: first, it will promote a safe program and help to prevent injuries from occurring and second, when an injury cannot be prevented, it will help to protect the coach.

One way to be prepared is to prepare an Emergency Action Plan prior to your season and have it modified and ready at every practice.

Coach Association of Canada EAP Checklist

Emergency Action Plan template pg. 29

Included below are the Emergency Action Plan Checklist and Participant Information Form that you can copy and print and have for collecting information:

- ☐ The medical Profile of each participant should be up to date and also located in the first aid kit
- ☐ A first aid kit must be accessible at all times, and must be checked regularly.
- ☐ Always include a map or link of venue, routes, and First Aid access in your EAP.
- ☐ If you are training out of more than one venue, then you need an EAP for each location.

For more information and resources on water safety and preventing drowning:

<https://www.lifesavingsociety.com/>

Coach Discussion:

Read through the EAP below and note if there are other things you will include based on your training group, location and nature of any training sessions you will hold.

Emergency Action Plan Checklist (EAP)

Access to telephones and AED

- ☐ Cell phone, battery well charged, carried by coach and Assistant coach
- ☐ Location of pay phone at central meeting place
- ☐ Pay phone at training venue*
- ☐ Phone number at venue
- ☐ List of emergency phone numbers (local)
- ☐ Change available to make phone calls from a pay phone
- ☐ Locations of AED's at training venue

Directions to the site

- ☐ Accurate directions to the site (start)
- ☐ Accurate directions or location of training route or course
- ☐ Accurate directions to the race site and transitions (for different venues)

Participant information

- ☐ Personal profile forms
- ☐ Emergency contacts
- ☐ Medical profiles

Personnel information

- ☐ The person in charge is identified
- ☐ The call person is identified
- ☐ Assistants are identified

Open water swim or venue with no lifeguard

- ☐ Location of life saving equipment
- ☐ Designated coach or lifeguard on board, kayak
- ☐ All participants have passed basic swimming skill test
- ☐ Safety plan for swimming: buddy system, hand signals, emergency whistle protocol

**There are still some remote areas that don't have mobile coverage. Change for a pay phone is recommended if you are taking athletes to off grid areas.*

Athlete Profile Form

Name	
Address	
Home phone	
Cell phone	
Personal Health Care Number (Optional)	
Emergency Contact Name / Number	
Alternate Emergency Contact Name / Number	
Doctor Name / Number	
Allergies	
Medications currently being taken	
Past or current injuries and medical conditions that affect training or racing	

Applied Coaching Question:

What are the main safety risks you need to watch for when you are coaching in your area?

List some of the risks for a swim, a bike, or a run training session here, including how you will manage these risks.

Example: the parking lot we meet in has construction and some exposed gravel. I need to make sure my novice athletes are aware that riding over gravel is hazardous at times and can cause riders to lose balance, and ask them to walk bikes across the gravel before mounting.

RISK	MANAGEMENT
Swim	
Bike	
Run:	

Risk Assessment

Applied Actions in Coaching

Read through the following scenarios and decide what the risks are, actions you would take as a coach, and what further information you may need. See if you can assess risk before reading the part in italics.

Scenario 1

You have been training a group of beginner level triathletes and gather at a local school parking lot at 9AM on a Saturday morning for a 3 hour endurance ride. It is already 26 C and temperatures are climbing. You notice several athletes are missing water bottles and shrug off needing them when asked by you or their teammates. What is the risk here, what might happen, how this will affect the athletes and the group as a whole? What do you do?

Riding without proper hydration is both dangerous to the athletes due to very real risk of dehydration, and dangerous to the group as a whole. A dehydrated rider is a hazard to themselves and to others on the road. It may cause the group to get very strung out, as the dehydrated riders will not be able to keep up and this makes it hard to manage a group safely. As a coach, it is imperative that you do not let the riders come unless they are prepared properly. You may have extra water bottles in your vehicle, in which case this is simple. The riders may have to head home for this day. This also sets the tone for safety and for the group expectations. In the future you may need to be more specific when preparing athletes for training: "Please bring 2 bottles of fluid on this ride."

Scenario 2

You meet at the lake for the usual Wednesday evening summer swim training. A storm has been coming in late in the afternoon and just as you are gathering, you see a flash of lightning and thunder starts. What do you do?

Environment Canada recommends that you get off and out of the water during thunderstorms. Lightning is unpredictable and we don't know how far underwater or across the water lightning will travel. Don't risk it, and keep everybody out of the water and away from trees for at least 30 minutes after the storm ceases. You are safest indoors, and may have to cancel practice.

<https://www.canada.ca/en/environment-climate-change/services/lightning/safety/water.html>

Scenario 3

You have set up a bike interval training session around a local neighbourhood. Your course involves all right hand turns with few stop signs so that athletes don't have to cross traffic. The neighbourhood is generally quiet, but there are families, dog walkers and no designated bike lane or shoulder. What are the risks inherent in this practice and how will you manage this for safety. What will be your safety priorities to the group?

The walkers, children on bikes and dogs all pose hazards to the training session, and the cyclists need to be aware that while they are training they are still vehicles and have to follow the rules of the road. They need to stop at stop signs and yield to pedestrians. Cyclists coming around corners need to take care to stay in their lane on the road, and stay to the right of the lane on the road. Cyclists need to take care when passing each other and use the proper commands when doing so: 'On your right!'. The most important message here for the athletes is to continue paying attention, have their heads up and not take unnecessary risks.

Feedback in coaching

Pedagogy, by definition, is the method and practice of teaching. Coaching triathlon is a blend of teaching information and supporting personal success across skill acquisition.

Page 32 in the Manual describes how feedback is important to coaching and how the types of feedback will impact an athlete you are coaching. In the group activity you will be demonstrating one type of feedback to the rest of the group. Use the spaces below to write definitions below, in your own words.

Expert Group 1: Descriptive feedback

Expert Group 2: Prescriptive feedback

Expert Group 3: General feedback

Expert Group 4: Negative feedback

Self-Inquiry: If you were an athlete learning a challenging new skill, what type of feedback would be the most beneficial to your learning?

Further practice:

Coaching method and practice – focus on the ‘how’ Page 26 in Manual

Think about and briefly describe how your method and practice will vary across these scenarios, by addressing each of these aspects and keeping in mind the safety of and empathy for your athletes. Note that this exercise focuses on pedagogy (how you are coaching) and not on practice planning and skill (the what and why). These scenarios are samples – if you or your group has a different scenario they would like to explore with the LF, add those here as well.

Scenario 1

Initiation to open water swimming using side by side swimming intervals in a competition 50m pool (deep water), using a double wide lane, with a mix of nervous novice athletes and intermediate athletes.

Tone and inspiration:

Transmission/teaching style:

Activities:

Feedback:

Scenario 2

Teaching braking and cornering to novice athletes

Tone and inspiration:

Transmission/teaching style:

Activities:

Feedback:

Scenario 3

Practicing running through Transition 1 with novice triathletes. (Including run from water, run to bike, helmet, shoes, running out of transition and mounting bike).

Tone and inspiration:

Transmission/teaching style:

Activities:

Feedback:

Technical Skill Foundations

Physical Literacy

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." – The International Physical Literacy Association, May 2014

Safety, Core and Coordination, Components and Triathlon Skills

Safety

Safety is the first priority in teaching any sport skill. Coaches must ensure the environment and equipment meets adequate safety standards. Athletes should be able to perform basic safety skills involving awareness of their environment, for example, staying afloat in deep water. They should also be capable of demonstrating safe use of equipment, for example, bike-handling.

All athletes, regardless of age, should have a basic level of PHYSICAL LITERACY (overall sport skill) or be guided toward developing this level BEFORE moving on to training longer distances or at higher intensities.

Core and Coordination

Core and coordination comprise the foundation of technical skills. Many coordinated patterns occur naturally in the body and are controlled by the nervous system. Most movements are initiated in the core, which also acts as a stabilizer for movements continuing or finishing outside the core area.

Components

Moving outward from the centre, the components carry out actions that begin in the core and follow coordinated patterns. All the systems interact with the external environment. They affect and are affected by conditions outside the body. When analyzing performance, begin with safety and the core. Then analyze coordinated patterns and specific technique involving the components. Always ensure that core stability and efficient coordinated patterns are present before adding extra force or strength to movements.

After athletes have developed a base of fitness and technique that will promote a safe and injury-free progression, they can begin to add the training elements of volume (distance), speed, and strength into to their training. Examples: interval training, running or cycling on hills, in the wind, swimming with flippers and/or paddles.

Pyramid of Technical Skill Acquisition

Components (mechanics)

Specific sport skill movements. Skill elements, and limb motions required to perform the skills.

When analyzing a skill, the components are the most obvious to observe.

Components can be modified and improved by targeting a change in core or coordination.

Coordination (movement flow) and Core (body position)

Coordination is a smooth combination between more than one moving part at a time.

It is rhythm, timing, flow and cadence. Coordination is critical to efficiency in triathlon, where many movements have to be tied together. Some coordination comes easily, others is more difficult or foreign – a runner learning to swim, learning transitions.

The foundation/origin of stability and postural control, includes eyes (vision), head, neck, and trunk including the scapular region, abdominals, back muscles, and hip complex.

The core: maintains posture, stabilizes and supports the body in all activities from daily living to competitive sport, initiates most movements (especially gross motor)

A strong, and correctly activated core results in: improved efficiency (of movement), improved power, injury prevention, improved endurance, improved performance.

Safety

Awareness: body awareness, kinesthesia, balance, neuro motor integration, ability to distinguish between efficient and non-efficient motion and movements, pain / discomfort (e.g. “good” vs. “bad” pain); power, acceleration, positive propulsion

Base: flexibility, strength, anatomical adaptation—e.g. training tendons / ligaments before muscles, basic skills in each sport, equipment fit—e.g. proper bike fit, running shoes, wetsuit, etc.

Cross training to develop basic movement skills: agility, balance, coordination, and speed

Applied exercise:

In the space below, brainstorm aspects of training across safety, core and coordination, and components for the skills listed. Your group will be assuming you are coaching an athlete who is a) new to triathlon completely b) new to triathlon but proficient in one sport c) an older triathlete (70+) d) has been in the sport for several years e) very scared of open water swimming.

	SWIM	BIKE	RUN	TRANSITIONS
SAFETY				
CORE & COORDINATION				
COMPONENTS				

Technical Safety Skill Checklist for Triathlon Coaches

Prior to training, athletes should be assessed for basic abilities and skills so they can participate safely in the four aspects of triathlon. Here is a checklist of skills to perform basic assessment. The assessment will change depending on the athletes you are coaching: their age, abilities and fitness.

Swim Safety Skills:

- ☐ Treading water (deep end of pool or deep open water)
- ☐ Floating on back or front
- ☐ Gliding
- ☐ Basic propulsion and sculling
- ☐ Comfort in open water
- ☐ Breathing well side to side or one side without panic or breath holding
- ☐ Can swim a set distance comfortably to begin learning skills and training
- ☐ Can put on a wetsuit and swim in it

Bike Safety Skills:

- ☐ Fit
- ☐ Bike fits properly – feet reach the ground and hands reach the brake levers.
- ☐ Helmet Fits properly – helmet is snug, straps are good fit
- ☐ Basic bike check for mechanical safety – brakes, cables, gears, tires and bolts are tight
- ☐ Movement
- ☐ Can balance riding on bike
- ☐ Can ride in a straight line
- ☐ Brakes effectively at slow or medium speed
- ☐ Can use gears – front and back
- ☐ Maintains control of bike through obstacles
- ☐ Can ride a set distance comfortably in order to begin learning skills and training.
- ☐ Rules
- ☐ Understands and obeys Rules of the Road and Motor Vehicle Act
- ☐ Is predictable in traffic and with other riders
- ☐ Uses proper signals and communicates with riders and vehicles
- ☐ Maintains composure and calm when riding

Run Safety Skills

- ☐ Can dress adequately for climate and environment
- ☐ Can run a set distance comfortably with good technique
- ☐ Transition Safety Skills:
- ☐ Can walk or run with bike
- ☐ Can walk or run with bike in a crowded area
- ☐ Can walk or run with bike and maneuver in a crowded area
- ☐ Can walk or run in cycling shoes

Applied Coaching Question:

It is a good idea to have ability and fitness criteria (even if it is flexible) for your coaching practice. It may be set distances that you have found to be necessary in order to coach a group. It may be a percentage of a race distance that are coaching, and it may change depending on who you are coaching. Perhaps you can coach a wide variety of athletes at once or maybe you want to coach a certain level of athlete, like absolute beginners.

What are the basic abilities and what is the distance you will require athletes to be able to swim, bike or run non-stop and comfortably for participation?

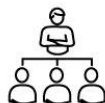
Emergency Action Plan Template



EMERGENCY ACTION PLAN (EAP)

Date: _____

Event: _____ Location: _____



Charge Person

Backup

Backup



Call Person

Backup

Backup



Important Addresses

Site or Facility (Address, City, Province)

Nearest Hospital (Address, City, Province)

Additional Location Information



Emergency Phone Numbers

Emergency Services

Facility Manager or Superintendent

Other

EMERGENCY ACTION PLAN (EAP)

Date: _____

Event: _____ Location: _____

Directions to site/facility

Charge Person Responsibilities

1. Conduct an initial assessment of the injury.
2. Designate someone to watch the other participants (stop all activities and ensure all participants are in a safe area if nobody is available to supervise).
3. Wait with the injured participant and help keep them calm until emergency medical services arrive and conduct their assessment of the injury.
4. Record the injury using their club's accident report form.

Call Person Responsibilities

1. Call for emergency help.
2. Provide all necessary information to dispatch.
 - The facility location
 - The closest access door to the injured participant
 - The nature of the injury
 - A description of first aid that has been performed
 - Other medical information, such as allergies or medical conditions
3. Clear any traffic from the facility entrance or access road before the ambulance arrives.
4. Wait by the entrance to direct the ambulance.
5. Call the participant's emergency contact person.
6. Assist the charge person as needed.

REMINDERS

- You can save and re-use this form to prepare an EAP for your usual practice site and for any site where you host competitions.
- When preparing for away competitions, ask the host team or host facility for a copy of their EAP in advance.
- Attach the medical profile and parent or caregiver contact information for each participant to this emergency action plan.

Weekly Planning Template

The focus or outcome is what you want your athlete to achieve or gain from the week of training.

- / Be specific in these outcomes and fill in training to support this.
- / The outcome drives the volume, intensity and type of training you do in one week.
- / For example, a race week taper or focus, will be different from a swim focus week, or a week where an athlete may be getting ready for a single sport race such as a running road race.

Your week plan will also vary depending upon whether you are coaching new skills to beginners or creating a well-rounded fitness program for a novice triathlete.

Take into consideration all the aspects of training: fitness, social, mental, nutrition and the overall wellbeing of your athletes and group as a whole. This will help you tune into the unique nature of your group or your individual athletes, ensure their success, and help you grow as a coach.

Outline the basic workout – volume, duration and intensity so you make sure you are balancing the three sports and taking recovery into account. Review the week – what worked and what would you do better. Self-reflect!

Weekly Plan

Date:	
Group:	

SPORT	MON	TUE	WED	THU	FRI	SAT	SUN
FOCUS/ OUTCOME							
FITNESS, SOCIAL, MENTAL, NUTRITION, WELL BEING							
SWIM							
BIKE							
RUN							
TRANSITION							
REVIEW							

Practice Plan

Date: _____

Practice:	
Group:	
Location/Time:	
Duration:	
Equipment:	
Safety:	

Weekly Outcome / Goal of Practice:

Timing	Component	Activity
	Introduction	
	Warm-Up	
	Main Set	
	Cool-Down	
	Review	

Practical Teaching and Leading Session

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 4 mini training sessions where you will lead your peers through a training session focusing on the teaching and development of that skill.

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 may use the Manual Chapter 5 and Appendix A- Drills, page 99, and the Skills Assessment section in Appendix A of the workbook. Create a practice plan using the template on Page 28. You will be given 15 minutes for each micro coaching session. While you will include instructions for the full workout, you will only coach the main set.

SKILL	SESSION
Swim	
Breath Control	
Body Posture	
Catch Mechanics	
Coordination / Timing	
Open Water	
Sighting	
Drafting	
Buoy Turns	
Bike	
Mounting / Dismounting	
Gearing/braking	

Balance	
Body Position	
Pedal Stroke	
Velocity	
Coordination	
Run	
Body Position	
Stride Rate	
Coordination	
Foot Strike	
Leg Recovery	
Arm Position	
Transition	
Swim to Bike	
Bike to Run	
Run to Bike (DU)	
Swim to Run (Aqua)	

Practical Teaching and Leading Session – Coach Self-Reflection

OUTCOMES:	
Plan a practice	
1. Identifies appropriate logistics for practice	
2. Identifies appropriate activities in each part of the practice	
Provide support to athletes in training	
3. Ensures that the practice environment is safe	
4. Implements an appropriately structured and organized practice	
5. Makes interventions that promote learning	
Analyze performance	
6. Coach detects performance	
7. Coach communicates with athlete regarding performance	
Coach holistically	
8. Adopts professional practices in coaching	
9. Integrates holistic components into safety, supporting athletes in training, managing the program and planning	
10. Integrates knowledge of Triathlon (philosophy, rules) into practices and planning	

Things that went well:

Skills that I can work on:

Coaching to Events

Manual Chapter 10

Coach Activity

- / Coach can role play communication with an athlete:
- / Athlete is extremely nervous about the swim course, the bike course or the run course. (Either length, hills, waves, anxiety, fitness).
- / Athlete is unaware of how approach a race for their first time. What sort of things will the coach focus on, to ensure the best possible outcome and safety of the athlete?

Questions for discussion and inquiry:

- / How will you coach a novice athlete in the days leading up to an event, to get them ready? Discuss basic points of information regarding registration, transition, rules and nutrition, sleep and mental readiness. Keep in mind the role of empathy, knowing the athlete (which of the 4 S's represents this individual).
- / How will you 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.
- / Should a coach be in the race as a participant?

Visualization

As coaches we often get athletes to visualize, and see themselves as strong capable performers in training and on the race course. This mental training helps set the stage for exemplary execution of skills learned in training. You can use this technique to support your coaching as well.

Keeping the imagery in your mind, how do you see yourself coaching a session?

How do you feel at the end of a training session, or at the end of a season?

Use these positive thoughts and intentions to help you become the best Coach you can be.

Appendix 1 | Coaching and Paratriathlon

Paratriathlon events are for athletes with physical and visual impairments. The official ITU Paratriathlon is a sprint distance (750m swim, 20km bike, 5km run), although at the regional level other distances are held. In most races, a paratriathlete will race alongside able bodied athletes (with the considerations outlined below) however at the high performance level at championship races, athletes race in their own elite categories.

All of the attributes of a good coach and the tenets of coaching best practice are same for both able bodied athletes and paratriathletes. In addition coaches may need to be creative and able to adapt training plans to the varied abilities and equipment needs of athletes in paratriathlon. When accepting a paratriathlete into your club or program, the use of questioning and guided discovery works especially well. Coaches, athletes, guides (for visually impaired athletes), handlers (for transition assistance), and the athletes' own family and support team need to work together to find what techniques and systems work best for the athlete.

Guides – In the visual impairment classifications, a guide will train and race alongside an athlete in order to assist them in navigating. In the swim and run, a tether connects the guide and the athlete, while the bike portion is done on a tandem. At the international level, a guide of the same gender and nationality is mandatory throughout the race.

It is important for an athlete to have sufficient practice with their guide prior to entering events. Practicing and refining the skills in swim, bike, run and transition include both the individual's skill acquisition and refinement plus the skill of working with their guide. A guide should be competent in all skills and be trained in the skills necessary for guiding. For example, just as an able-bodied athlete will practice their mounting and dismounting skills, a guide and visually impaired athlete need to practice moving together with the tandem in and out of transition. As a coach, your practice plans need to take all these factors into consideration. A coach must be certain that the athlete is both comfortable and safe before adding or increasing training load, and before introducing the greater intensity of competition into the schedule.

Handlers – A handler is an individual who can help a paratriathlete in transition, providing support but not assist in forward movement. A handler can help lift an athlete into a handcycle or their racing chair, remove a wetsuit, or hand them equipment. Handlers are usually selected by the athlete and are often their family or friend. At the International level, handlers need to be requested and approved by the Paralympic committee prior to an event. A race may also provide handlers for the swim exit.

Classes at the Paralympic Level – Classification provides a structure for competition. Athletes competing in para-sports have an impairment that leads to a competitive disadvantage. Consequently, a system has to be put in place to minimize the impact of impairments on sport performance and to ensure the success of an athlete is determined by skill, fitness, power, endurance, tactical ability and mental focus. This system is called classification. Classification determines who is eligible to compete. There are currently nine sport classes for athletes with impairments to compete in six different medal events over the sprint paratriathlon distance of 750m swim, 20km bike (handcycle/tandem), 5km run (wheelchair) at the different World Triathlon (WT) races each season, including the World Triathlon Championships.

- / **PTWC1** – Most impaired wheelchair users. Athletes must use a recumbent handcycle on the bike course and a racing wheelchair on the run segment; Includes athletes with comparable activity limitation and an impairment of, but not limited to: muscle power, limb deficiency, hypertonia, ataxia or athetosis.
- / **PTWC2** – Least impaired wheelchair users. Athletes must use a recumbent handcycle on the bike course and a racing wheelchair on the run segment; Includes athletes with comparable activity limitation and an impairment of, but not limited to: muscle power, limb deficiency, hypertonia, ataxia or athetosis.
- / **PTS2** – Severe impairments. In both bike and run segments, amputee athletes may use approved prosthesis or other supportive devices. Includes athletes with comparable activity limitation and an impairment of, but not limited to, limb deficiency, hypertonia, ataxia and or athetosis, impaired muscle power or range of movement.
- / **PTS3** – Significant impairments. In both bike and run segments, amputee athletes may use approved prosthesis or other supportive devices. Includes athletes with comparable activity limitation and an impairment of, but not limited to, limb deficiency, hypertonia, ataxia and or athetosis, impaired muscle power or range of movement.
- / **PTS4** – Moderate impairments. In both bike and run segments, amputee athletes may use approved prosthesis or other supportive devices. Includes athletes with comparable activity limitation and an impairment of, but not limited to, limb deficiency, hypertonia, ataxia and or athetosis, impaired muscle power or range of movement.
- / **PTS5** – Mild impairments. In both bike and run segments, amputee athletes may use approved prosthesis or other supportive devices. Includes athletes with comparable activity limitation and an impairment of, but not limited to, limb deficiency, hypertonia, ataxia and or athetosis, impaired muscle power or range of movement.
- / **PTVI1** – Includes athletes who are totally blind, from no light perception in either eye, to some light perception. One guide is mandatory throughout the race. Must ride a tandem during the bike segment. A guide from the same nationality and gender is mandatory throughout the race. Must ride a tandem during the bike segment.
- / **PTVI2** – Includes athletes who are more severe partially sighted athletes. One guide is mandatory throughout the race. Must ride a tandem during the bike segment. A guide from the same nationality and gender is mandatory throughout the race. Must ride a tandem during the bike segment.
- / **PTVI3** – Includes athletes who are less severe partially sighted athletes. One guide is mandatory throughout the race. Must ride a tandem during the bike segment. A guide from the same nationality and gender is mandatory throughout the race. Must ride a tandem during the bike segment.

Both PTWC1 and PTWC2 classes compete in the same PTWC Medal Event. All the ambulant classes (PTS2–PTS5) compete in their own medal event and the three visual impaired classes (PTVI1, PTVI2 and PTVI3) compete into the PTVI medal event. This list is accurate as of May, 2019. See the World Triathlon site for current information.

<https://www.triathlon.org/paratriathlon>

Coaching considerations for training

For training loads and training programs, para athletes are physiologically similar to able bodied athletes. Outside of a few key adjustments, listed below, they should be challenged in training and racing just as an able-bodied athlete would be.

In Training Considerations	
CLASSIFICATION	CONSIDERATION
All classes	Equipment needs – modifications and adaptations that are unique to the class and individual.
All classes	Transportation: extra time may be needed to get to and from training.
All classes	Indoor training can facilitate sessions. Trainer versus riding outside, using treadmills and rollers versus outside.
All classes	Pool swim: shallow end start, deep end start holding wall or side. No dive starts.
Handcycle, wheelchair	Strength adaptation to equipment is a factor.
All visually impaired categories, and others depending on experience and comfort	Open water swim start: tethered athletes/guides grouped together; inform the group that there are tethered athletes in the event or training session. As with any swimmer, coach needs to adapt training for any open water anxiety.
All classes, especially athletes who are carried by a seat to wheel chair	Swim exit: trained handlers to assist athletes exit the water.
All	Safe bike course, with shoulders and at the skill level of the athlete.
All	Paved bike course.
All	Keep in mind that handcycles are lower to the ground and may not be as visible to vehicles.
Tandem and handcycle	Choose a route that makes sense for the skill of the athlete. Use the WT guidelines for Para that state the race course should not be more than a 10% grade.
Tandem and hand cycle	Make sure the course turns have an adequate radius for turns to be performed safely.

Those with handcycles, racing chairs	Paved bike and run course.
V1 and wheelchair	Good footing on the run course – trails may not be appropriate for V1 and will not be appropriate for wheelchair training.

Coaching considerations for racing

Communication with local race directors is a key factor in coaching paratriathletes to events, to ensure the race course is appropriate for the athlete and that a plan is in place to support the athlete through the event. Outside of international competition, coaching age group para is a combination of working with the athlete, finding events that can support their abilities and developing systems that work for all.

Event and race considerations	
CLASSIFICATION	CONSIDERATION
All classes	Review of race site and transportation logistics, and plan for travelling with equipment.
All classes	Swim: in water, deep water starts, with pontoon or wall to hold onto. No beach or dive starts.
All classes, especially athletes who are carried by a seat to transition.	Swim exit: trained handlers to assist athletes exit the water and get to transition.
All classes	Smooth, hard surface from swim to transition.
All classes but especially those with handcycles and racing chairs	More room in transition for chairs at assigned spot.
Those with 1 or 2 handlers	Room for multiple people (handlers or guides) in transition spot.
Tandem and handcycle	Para rules state the race course should not be more than a 10% grade. Check for this in non-championship events. As with all athletes they should be prepared to compete on the course so ensure they are at the fitness and skill level to complete.
VI and wheelchair athletes	Good footing on the run course– trail races may not be appropriate for VI and will not be appropriate wheelchair athletes.

Tandem and handcycle	Check that course turns have considered room for tandem and handcycle to have adequate turn radius.
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Thank you to Carolyn Murray, Canada's Paralympic High Performance coach for her contribution to this reference material.

For more information on paratriathlon you can contact your Provincial Sport Organization or Triathlon Canada.

Appendix 2 | Skills Analysis

Swim Performance Analysis

Skill or Technique Description	Ranking					Observations & Notes	Cues & Drills
	1 weak	2 learning	3	4	5 proficient		
Eye, Head Position / Neutral; eyes still, down; slightly forward / 1-goggle breathing / Head moves with body rotation to breathe	1	2	3	4	5		
Body Position / Horizontal; strong, long / Roll shoulders, tilt hips and stabilize / Longer distance = more rotation (upper body rotates more than lower body)	1	2	3	4	5		
Rhythm & Timing / Breath w/ body roll / Constant arm / leg motion; no pause	1	2	3	4	5		
Kick (Leg Motion) / Stretched, flexible ankles w/ slight internal rotation (triangle) / Constant, small, even, quick, fluid, from hips	1	2	3	4	5		<ul style="list-style-type: none"> • Triangle toes or fin feet • Elastic band legs (stretch, not straight) • Floppy / jello ankles • Beat a drum with the BACKS of your thighs / knees • Butt squeeze
Extension (Arms) / Extension of core NOT stretch of shoulder / Body rolls into extension	1	2	3	4	5		

<p>Catch (Arms)</p> <ul style="list-style-type: none"> / Elbow bends FIRST / Elbow to 90 degrees / Shoulder stable, no dropping 	1 2 3 4 5		<ul style="list-style-type: none"> • Palm to face; look at your hand • Grab a ball / barrel / pillow under your arm (catch)
<p>Pull – Propulsion</p> <ul style="list-style-type: none"> / Hand and forearm push back from chest level toward feet / Acceleration of arm / Push body PAST water (anchor water) 	1 2 3 4 5		
<p>Pull – Recovery</p> <ul style="list-style-type: none"> / Arm relaxes; scapular girdle initiates arm lift 	1 2 3 4 5		
<p>Water Awareness</p> <ul style="list-style-type: none"> / Inversions (upside down) / Swim on back, side, deep, shallow, etc. / Other strokes – dolphin kick, sculling (arms only), back 	1 2 3 4 5		

Bike Performance Analysis

Skill or Technique Description	Ranking					Observations & Notes	Cues & Drills
	1	2	3	4	5		
Riding in a straight line							<ul style="list-style-type: none"> • CCES; chin (up), chest (out), elbows (bent), shoulders (back) • Wrists straight and strong • Shoulders level • Eyes high
/ With shoulder check	1	2	3	4	5		
/ With one arm behind the back	1	2	3	4	5		
/ Find pedal, clip in from stop	1	2	3	4	5		
Braking (safe stops)							<ul style="list-style-type: none"> • Hand position on hoods, center, in the drops (aero) • Two fingers on the brakes • Stop bike, one foot on ground
/ Both hands	1	2	3	4	5		
/ Feathering (slow braking)							
/ Quickly (with control)							
/ Weight over the rear wheel							
/ Unclip							
Pedaling							<ul style="list-style-type: none"> • OLP at 75 RPM's, easy gear • Kick toe forward, scrape foot back • One banana, two banana • Upper body stays quiet
/ In circles	1	2	3	4	5		
/ One leg pedaling	1	2	3	4	5		
/ Cadence 95-105 RPM's on flat	1	2	3	4	5		
/ Increase cadence for 30 seconds + slow cadence with balance	1	2	3	4	5		
Changing direction							<ul style="list-style-type: none"> • Outside pedal down; push into the ground • Look where you want to go • Corner with hips, steer w/ hips + hands
/ Cornering, U-turns	1	2	3	4	5		
/ Steering (sharp turns, around cones)	1	2	3	4	5		

<p>Gearing</p> <ul style="list-style-type: none"> / Change from large to small chain ring / Change from hard to easy gear/ cog and back to easy / Know the numbers; 12–27 / Choose appropriate gear 	<p>1 2 3 4 5</p>		<ul style="list-style-type: none"> • Quick flick of gear lever, slightly less pressure on pedal, smooth transition to new gear – pedal stroke. • Cadence stays within 95–105 RPM's (flats) or 80–95 RPM's (hills)
<p>Hill Climbing</p> <ul style="list-style-type: none"> / Standing on the pedals, hands on – hoods or drops / Seated / Cadence 80–95 RPM's 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>		<ul style="list-style-type: none"> • Pedal in circles, weight shift, CCES, hips level • Using bike as a lever • Pull on the bars • Smooth gearing change
<p>Accelerating</p> <ul style="list-style-type: none"> / Standing / Seated / Increase cadence 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>		<ul style="list-style-type: none"> • Smooth to stand to sit. • Using bike as a lever. • Forward movement (not up and down), hips level
<p>Mount, dismount</p> <ul style="list-style-type: none"> / On left; leg over bike from behind / Clip one foot in, push bike forward, clip in / Variations; flying, shoes in pedals 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>		<p>Note; athletes select EITHER foot to clip in first</p> <ul style="list-style-type: none"> • Right foot to unclip first for fast dismounts.
<p>Group Riding</p> <ul style="list-style-type: none"> / Riding close beside, behind / Paceline, single, double, moving off the front to the back / Signaling; direction, debris, potholes, 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>		<ul style="list-style-type: none"> • Riding on a wheel, one arms length away from partner, holding line • Pull off the front either left or right (double paceline, rider on the right) • Point or communicate verbally

stopping indicated when safe to continue			
Equipment / Bike, Helmet, Shoes / Gloves, shorts, jersey	1 2 3 4 5		<ul style="list-style-type: none"> • Safety: tire pressure, brakes work, drive train clean, helmet and straps • Fit: Shoes, cleats, seat, helmet, gloves • Comfort: shorts (with chamois, no underwear), jersey (with pockets)
Bike Fit / Seat height + seat behind BB + seat to bars (reach) + seat – level / Bar width, same as shoulders	1 2 3 4 5		<ul style="list-style-type: none"> • 3 points of contact; seat, pedals, bars • Measure inseam x 1.09 • Knee over pedal spindle • With elbows bent, knees with 1-2"

Run Performance Analysis

Skill or Technique Description	Ranking	Observations & Notes	Cues & Drills
	1 2 3 4 5 weak learning proficient		
Eye, Head Position / Eyes high, forward, straight / Head neutral	1 2 3 4 5		
Core / Chest leads; hips straight & forward; no back bend / Straight-line core, slight lean / Shoulders relaxed / Faster speed = more tilt	1 2 3 4 5		
Cadence (Rhythm) / 170–190 steps per minute / Quick, light steps / Counter balance arm/leg *Note, variations for age	1 2 3 4 5		
Leg Motion / Mid-foot first touch; COG passes over foot immediately / Heel lifts, slight push forward / Initiate lift with heel not knee / Quiet, quick, light feet / Flexible, fluid hips	1 2 3 4 5		

<ul style="list-style-type: none"> / Slight pronation to supination through stride, but no excess lateral knee-angle deviations 			
<p>Arm Motion</p> <ul style="list-style-type: none"> / Arms bent ~ 90 degrees / Gentle shoulders, relaxed swing toward midline (no Xing) / No fist clenching 	<p>1 2 3 4 5</p>		

Transition Performance Analysis

Skill or Technique Description	Ranking	Observations & Notes	Cues & Drills
	1 2 3 4 5 weak learning proficient		
Eye, Head Position / Eyes 1 to 2 stages ahead of current movement / Broad-external focus / Smooth eyes and head	1 2 3 4 5		<ul style="list-style-type: none"> • Look where you are going • Flow
Coordination / Smooth, fluid movements / Quick adaptations to variations in environment / Fluid connection of discrete movements	1 2 3 4 5		
Additional Skills / Equipment on/off / Walk or run bike / Walk/run bike through obstacles (use stem or seat) / Rack-unrack bike	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		

Appendix 3 | Making Ethical Decisions (MED) scenarios

1. 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.
2. 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?
3. 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?
4. 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?
5. 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?
6. 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?
7. 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?
8. 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?
9. 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?
10. 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?

11. 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?
12. 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?
13. An athlete with a disability wants to train with your club. Your practices are not set up to accommodate them. What should you do?
14. 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?
15. 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?
16. 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?
17. 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?
18. 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?
19. 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?
20. 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?

21. 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?
22. 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?
23. 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?
24. 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?
25. 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?
26. 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?
27. 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?

Appendix 4 | Community Coach Context Pathway to Certification

Step 1: Basic Registration

- / Respect in Sport for Activity Leaders
- / Enhanced Police Information Check
- / NCCP Making Ethical Decisions
- / Introduction to Triathlon Competition Rules

Status: “Registered”

Step 2: Take the NCCP Community Coach workshop

NCCP Status: “In Training”

Step 3: Complete 5 CAC multisport modules

- / NCCP Teaching and Learning
- / NCCP Nutrition
- / NCCP Basic Mental Skills
- / NCCP Planning a Practice
- / NCCP Design a Basic Sports Program

NCCP Status: “Trained”

Community Coach Certification

Step 4: Register to Community Coach Certification and pay the evaluation fee
(Community course done, MED online evaluation complete, 5 CAC multisport modules complete)

Step 5: Connect with a Coach Evaluator through your PSO

Step 6: Submit portfolio documents through the coaching portal

- / Emergency Action Plan
- / Practice Plans – swim, bike, run and transition
- / Weekly Plan
- / Taper Plan to Event
- / Record of 100 hours of coaching

Step 7: Register to Community Coach Observation and pay the observation fee
(Training or Competition environment – swim, bike, run and transitions)

Step 8: Coach Evaluator reviews portfolio, debriefs the coach, records minimum standards achieved and sets the Action Plan (as per NCCP Coach Evaluator protocol). If successful, a Locker event is recorded by the Admin and approved by the PSO, Triathlon Canada and the Coaching Association of Canada.

NCCP Status: “Certified”



Appendix 5 | Checklist for Coaches

Triathlon Canada Basic Coach Registration

<input type="checkbox"/> NCCP MED course
<input type="checkbox"/> Technical Official Level 1 or Rules for Triathlon Coaches
<input type="checkbox"/> Criminal Record Check
<input type="checkbox"/> Respect in Sport

5 NCCP Modules

<input type="checkbox"/> NCCP Teaching and Learning
<input type="checkbox"/> NCCP Nutrition
<input type="checkbox"/> NCCP Basic Mental Skills
<input type="checkbox"/> NCCP Planning a Practice
<input type="checkbox"/> NCCP Design a Basic Sports Program

Online Evaluation Complete

<input type="checkbox"/> Make Ethical decisions online evaluation

Portfolio requirements for submission, assessment, and de brief

<input type="checkbox"/> Practice plan for swim, bike, run and transition
<input type="checkbox"/> Competition plan (taper training, nutrition, logistics, mental preparation)
<input type="checkbox"/> Emergency Action plan
<input type="checkbox"/> 100 hours of coaching (including 10 for volunteers at club or event)

Observation (either/or)

<input type="checkbox"/> Observation in home training environment or training camp environment
<input type="checkbox"/> Observation in competition

Appendix 6 | Practical Coaching Hours Log

Coaching Experience Record

For NCCP Certification, coaches are required to complete 100 hours of practical coaching after they have taken the Community Course. A maximum of 10 hours must be allotted to volunteer work at a club or at an event in any capacity that is triathlon related.

Please have an NCCP coach verify your hours. This can be a triathlon coach, and may also be an NCCP swim, cycling or running coach. An NCCP Coach Developer may also sign off on hours they are present for. A Race Director, Technical Official, or other Administrator may sign off on volunteer hours.

As much as possible divide your hours evenly between the three individual sport coaching sessions.

(30/30/30 is the ideal).

Coaching Experience Record

Log Type:	Practical Coaching
Requirement:	90 hours
Details:	<i>For NCCP Certification, coaches are required to complete 90 hours of practical coaching after they have taken the Community Course. Please have an NCCP Certified coach verify your hours. This can be a triathlon coach, and may also be a certified swim, cycling or running coach. An NCCP Coach Developer may also sign off on hours they are present for. As much as possible divide your hours equally between the three individual sport coaching sessions (30/30/30).</i>

SUPERVISOR:	
Name:	
Role:	
NCCP#:	
Signature:	

EXPERIENCE RECORD:				
Date: <i>DD/MM/YYYY</i>	Activity:	Youth / Adult:	# of Hours:	Supervisor Initials:

Coaching Experience Record

Log Type:	Volunteer hours
Requirement:	10 hours
Details:	<i>For NCCP Certification, coaches are required to complete 100 hours of practical coaching after they have taken the Community Course. 10 hours must be completed at a club or event in any capacity that is triathlon related. A Race Director, Technical Official, or other Administrator may sign off on these volunteer hours in addition to an NCCP Certified coach or NCCP Coach Developer.</i>

SUPERVISOR:	
Name:	
Role:	
NCCP# (if applicable):	
Signature:	

EXPERIENCE RECORD:				
Date: DD/MM/YYYY	Activity:	Event / Club Name:	# of Hours:	Supervisor Initials:

Appendix 7 | At A Glance Table for Evaluation

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability	Evaluation Methodologies
NCCP Outcome: Make Ethical Decisions			
1. Apply an ethical decision-making process	T E	NCCP Making Ethical Decisions (MED) Module	REQUIRED 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	T E	Coaching Beginner and Age Group Triathletes NCCP Teaching and Learning module NCCP Planning a Practice Module	REQUIRED Practice plan for swim, bike, run and transition Observation in practice 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	T E	Coaching Beginner and Age Group Triathletes. NCCP Teaching and Learning module NCCP Planning a Practice module	REQUIRED Practice plan shows awareness of risk, and modifications for safety of participants. Observation in practice Completion of 'Introduction to Triathlon Rules for Coaches' Triathlon Canada module

NCCP Outcome: Analyze Performance			
7. Teach, detect and correct basic skills 8. Communicates with athletes regarding performance	T E	Coaching and Assessing Triathlon Skills	REQUIRED Observation while coaching
NCCP Outcome: Support the Competitive Experience			
9. Supports athlete to event safely 10. Model exemplary behaviour at practice and during competition	T E	Coaching to Events NCCP Basic Mental Skills NCCP Nutrition	REQUIRED Observation at event: training or racing 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

Appendix 8 | Triathlon Canada and Long-Term Athlete Development (LTAD)

