National Coaching Certification Program

C.S.P.A.
Canadian Sport Parachuting Assoc.
Assoc. Canadienne de Parachutisme Sportif
A.C.P.S.

Performance Planning

Competition Skydiving

Coach Workbook

Coaching Association of Canada

Association canadienne des entraîneurs

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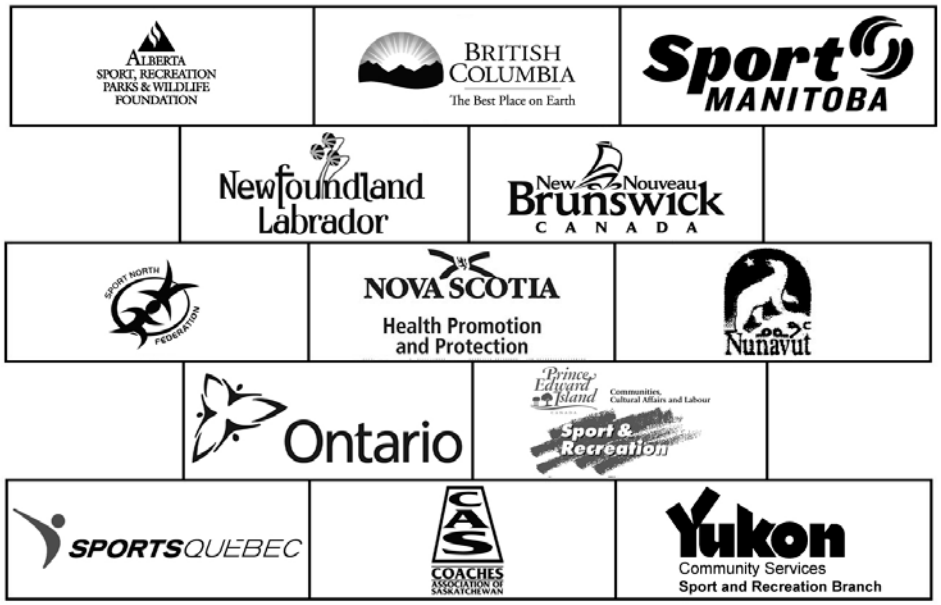

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Purpose of the Document

This Coach Workbook is your record of what you did and what you learned in the Performance Planning workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach. We therefore recommend that you save your Workbook and consult it regularly to ensure continuous improvement of your coaching skills.

This Workbook refers often to *Reference Material*, a document developed to deepen your knowledge of key coaching topics. You receive *Reference Material* along with this Coach Workbook when you register for the Performance Planning workshop.

This document will help you as a future CSPA competition coach design a **Performance Plan** for your athletes in **Learn to Compete (L2C)**, **Training to Compete (T2C)** and eventually **Train to Win (T2W)** stages of CSPA's LTAD program.

1. INTRODUCTION

Performance Planning is a daily, weekly, monthly and yearly process aimed at optimizing training within a given time frame to deliver athletes to competition in top form.

The main outcome of the planning process is the production of a **Yearly Training Plan (YTP)**. Foremost the YTP adds structure to a training year and highlights the major focus of the various phases. The YTP also serves to communicate critical information including key competitions, training camps, and testing/monitoring dates, as well as major recovery breaks within the year.

Performance Planning will ensure:

- Training and preparation strategies are appropriate for the experience and maturation level of the athlete, and consistent with best practice long-term athlete development principles;
- Periodised training plans are developed so that athletes have the best chance of peaking appropriately for their major competitions and achieving effective recovery and regeneration;
- Regular and on-going program evaluation to identify strengths, weaknesses and best practices moving forward; and
- Long-term coach development strategies are identified and implemented.

1.1 NCCP Core Competencies

As you progress through this module, you will work on developing ***five core competencies*** that will help you become a more effective coach and have a more meaningful impact on athletes' experience. The competencies are problem-solving, valuing, critical thinking, leading, and interacting.

At several points in the workshop, you will participate in activities that involve reflecting on and assessing your learning on these five competencies. These are important activities, because you indicate in them how you will apply and model the five core competencies in your athletes' training.

Here are just some of the ways these competencies come into play in Performance Planning:

Problem-solving

- Uses information gained from technical and tactical analyses to design athletes' yearly training.
- Develops a peaking and tapering program in preparation for specific competitions.

Valuing

- Incorporates the input and feedback from athletes, other coaches, and other support personnel on the design and evaluation of athletes' programs.
- Accounts for individual differences in designing athletes' programs.

Critical Thinking

- Integrates sport-specific components, physical components, as well as specific mental strategies into program design.
- Organizes and sequences training priorities and objectives in a coordinated manner over the program design.

Leading

- Uses the yearly program as a model of best practices for other coaches.
- Uses effective communication skills to inform and maintain ongoing communication with athletes, parents, other coaches, and support personnel.

Interacting

- Works with other coaches and sport support personnel to prepare an integrated program design.
- Involves athletes in the design of the team and the respective individual program design.

1.2 Learning Outcomes

The NCCP distinguishes between training and certification. The Performance Planning module is one of a number of *training* opportunities in the Competition – Development context. To become *certified* in this and other coaching contexts, you must be evaluated, and you must provide *evidence* in the evaluation that you meet certain *criteria*. The following is a list of the criteria and evidence that apply to this module.

Criteria	Evidence	How you will be evaluated
Outlines performance plan based on training and competition opportunities.	Identifies competitions and their relative importance in the YTP as well as other key events (training, evaluation, etc.). Identifies length of each period of the program (Preparation, Competition and Transition) and breaks down each into Phases (GP; SP; PCP; CS; RR; GC). Identifies number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition). Identifies major goals and objectives related to skill development, physical conditioning and performance for each period of the plan consistent with LTAD guidelines. Factors in the results of evaluation or other performance analysis to adjust training and competition needs.	• YTP submission • Oral presentation and cross-examination
Identifies appropriate measures to promote athlete development within own program.	Uses data from performance analyses to optimize training and enhance athlete progression. Identifies major issues negatively impacting athlete progression and presents viable solutions.	• YTP submission • Oral presentation and cross-examination
Integrates yearly training priorities.	Correctly prioritizes athletic abilities to be trained at a given time of the yearly plan. Uses YTP template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the yearly plan. Identifies the organization and sequence training priorities on a weekly basis based on timing within yearly plan. Provides appropriate sequencing of training factors/components/objectives within each period of the plan. Integrates sport specific components, physical components as well as specific mental strategies into program design. (i.e.	

	visualization, goal setting, etc…)	
Organizes and sequences training priorities and objectives on a weekly basis to optimize adaptations.	Manages and prioritizes training time appropriately and presents a strategy to develop athletic abilities. Accounts for logistical constraints in the yearly training plan when sequencing weekly training activities. Strategically position training session relative to each other within the week that accounts for; anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term. Takes into account fatigue to organize and sequence weekly training priorities and objectives.	• YTP submission • Oral presentation and cross-examination

Achievement Standards *NI=Needs Improvement , MS = Meets Standard, ES = Exceeds Standard*	**NI**	**MS**	**ES**
Outline performance plan based on training and competition opportunities.	<2	3	>3
Identify appropriate measures to promote athlete development.	<1	1	>1
Integrate yearly training priorities.	<3	4	>4
Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations.	<2	3	>3
	<8	**11**	**>11**

The learning activities in this module are designed to enable you to design programs so athletes can maximize their performance. In particular, you will be able to do the following after finishing this module:

- Perform a thorough analysis of the performance demands of your athletes' skydiving discipline.
- Outline a program structure based on training and competition opportunities.
- Identify appropriate measures for promoting athlete development within your specialty [FS, VFS, CF, CP, Accuracy].
- Integrate yearly training priorities into your own program.
- Organize and sequence training on a weekly basis to optimize adaptations.

- Develop a tapering program in preparation for important competitions.
- Evaluate the ability of your athletes/team to perform up to their potential in competition.
- Report on athlete progress throughout the program.

1.3 Overall Context

This module is one of many offered in the National Coaching Certification Program (NCCP). For more information on the NCCP and the workshops it offers, visit http://www.coach.ca/eng/certification/index.cfm.

1.4 Workbook Topics

There are three topics on performance planning in this Workbook:

- Determining Key Performance Factors (Step 1)
- Developing a Performance Plan (Step 2)
- Monitoring Performance (Step 3)

2. DETERMINING KEY PERFORMANCE FACTORS (STEP 1)

The purpose of this section is to help you identify and prioritize the key performance factors in your specific skydiving discipline. Performance factors are those elements that contribute to and enable top performance. The intent is to consider all aspects that impact performance outcomes so as to be able to design suitable training protocols. These aspects can be classified into the following categories:

1) Tactical
2) Technical
3) Physical and Motor
4) Psychological
5) Nutrition
6) Equipment
7) Environment

[See Section 1 of Reference Material for definitions of each.]

2.1 Fact or Fiction?

2.1.1 Read each statement in the table below, and indicate in Column A whether the statement is True or False. After completing Column A, check you answers using *Long-Term Athlete Development: Canadian Sport for Life* or your sport-specific long-term athlete development (LTAD) model. Indicate the correct answer in Column B.

Statement	A True or False	B Correct Answer
It takes 10 years or 10,000 hours of training to produce an elite athlete		
Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity		
Chronological age refers to the age where athletes begin planned, regular, and serious involvement in training		
Optimal window of trainability occurs when the athlete is capable of faster adaptation to training stimuli		
Competition structures based on yearly age cut-offs favour the selection of older athletes		
The Learn to Compete stage of development focuses on learning all fundamental movement skill and building overall motor skills		
Selection through competition is a good way to identify talent		

2.1.2 Answers can be found at Appendix A. Put a star beside any items in 2.1.1 that you have questions about.

2.2 Skydiving Audit Worksheet

2.2.1 For each performance factor in Column 1, list the *elements* of that factor that apply to your skydiving discipline in Column 2. There can be as many as you think relevant.

2.2.2 In Column 3, rate each performance factor in Column 1 as High (3), Medium (2) or Low (1) depending on how that factor impacts performance in your skydiving discipline.

Compare your ratings with the recommendations in Section 2 of the Reference Material.

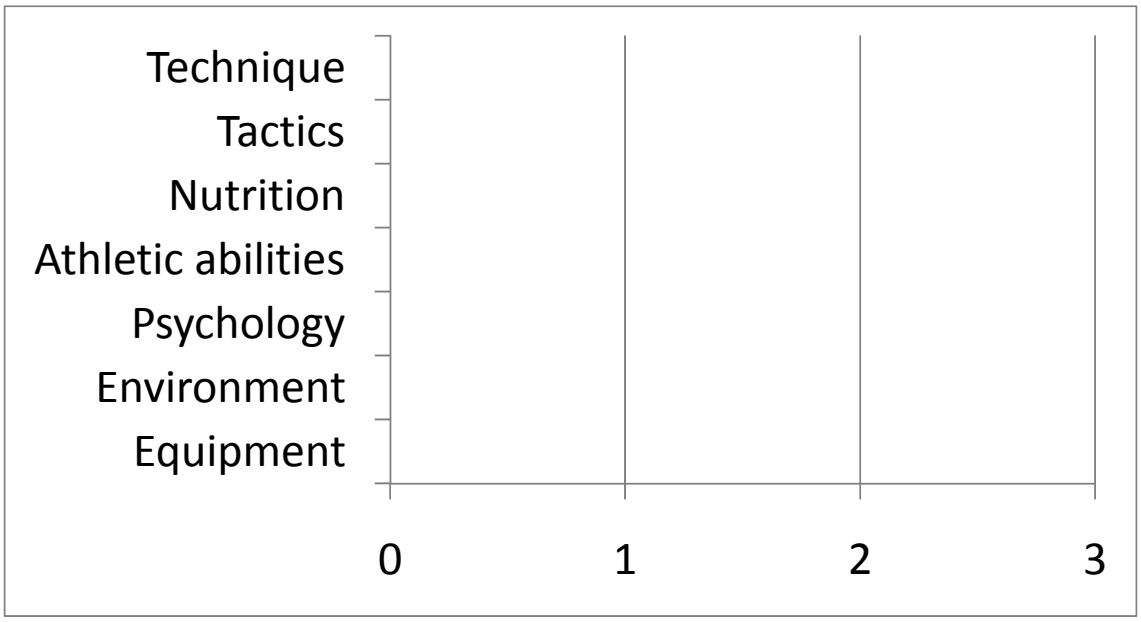
Sport Audit Worksheet (Working Copy) **Discipline: _____**

Performance Factor (Column 1)	Sport-specific Performance Element(s) (Column 2)	Impact of Factor on Performance High(H), Medium (M), Low (L) (Column 3)
Equipment		
Environment		
Psychology		
Athletic Abilities		
Nutrition		
Tactics		
Technique (skill execution)		

2.2.3 Review the answers you provided in Column 3 of 2.2.2. Then use the bar chart below to illustrate the impact of each performance factor on performance in your event.

2.2.4 When you have finished, put a star below the performance factors you have ranked as M or H; these are the factors you consider to be *key performance factors* in your event.

Performance Factors in _____



1 = Low, 2 = Med, 3 = High

3. DEVELOPING A PERFORMANCE PLAN (STEP 2)

Developing a Performance Plan involves:

- Identifying your athletes and knowing their ability level,
- Setting up the training year,
- Setting goals,
- Building recovery into the Performance Plan,
- Developing a peaking index, and
- Prioritizing the performance factors

3.1 Identifying Your Athletes

3.1.1 Read the LTAD recommendations in Section 2 of the Reference Material. Then identify an athlete or a team you plan to work within the next year, and enter his/her first name or team name and level of performance (i.e. L2C, T2C, T2W) at the top of the Performance Plan.

3.1.2 Establish the overall performance goal(s) for the year. Insert at the top of the Performance Plan.

More Advanced Approach

If you want to gather more detailed information about the athletes you plan to work with, use the Athlete List Worksheet at Appendix B. To do this, fill in the birthdate, discipline/position, LTAD stage, and training age of the athletes in your program. In the Notes column, enter any special comments on athletes.

3.2 Setting up the Training Year (Periodization)

Before proceeding further, you will need to refer to the section **Setting Up The Training Year** in the Reference Material (Sect 3.2). Take some time to read through and understand the various training principles, training components and the concept and the purpose of the various periods and phases. It is essential you understand the fundamentals of periodization. This will help you properly shape the training year to ensure optimal athlete/team development.

3.2.1 Complete the Dates, Competitions, Camps, Periods, Phases, Macrocycles, Mesocycles, and Microcycles lines of the Performance Plan. Use the working copy at the end of this module. Refer to the example Performance Plan in the Reference Material.

- In Line 2, enter the date of the first Monday of each week of the training year, starting with the date of your first Monday of formal training.
- In Line 1, identify the months of your training year, starting with the month when you first begin formal training/contact with your athletes. Merge the cells for each month to cover all Mondays in that month.

- In Line 3, identify key events (i.e. competitions, training camps). If you wish, include abbreviations or other coding that suits your needs.
- In Line 4, indicate the importance of your athletes' competitions. Use A to indicate High Importance, B for Medium Importance and C for Low Importance.
- In Lines 5 through 8 identify the periods, phases, macrocycles, mesocycles, and microcycles in the training year.

3.3 Setting Goals

Setting goals will help provide ***purpose***, ***direction*** and ***motivation*** to training and competition. Goals are statements of what an athlete or team wants to accomplish. Specifically they articulate what is to be achieved, how it is to be achieved and by when it is to be achieved. Your role as a coach is to facilitate and support the athlete's goal setting. The athlete must set the goals so they take ownership of them and thus feel motivated to achieve them.

Read the section on Goal Setting in the Reference Material.

3.3.1 Enter your athlete's overall training objectives for physical, technical, tactical and psychological performance at the top of the Performance Plan.

3.3.2 For each performance factor listed (lines 9 through 27) record objectives for each part of the training year. Objectives should be as specific as possible (see the samples below) bearing in mind the sequencing of the training objective relative to other performance factors.

Sample Verbs to Define Objectives for Different Training Factors					
Equipment	**Environment**	**Psychology**	**Athletic Abilities**	**Tactics**	**Technique**
Size Adjust Refine Maximize	Acclimatize Adapt Prepare Recover	Assess Reassess Intervene Monitor Consult	Develop Maintain Boost Maximize Adapt Recover	Introduce Simplify Acquire Consolidate Refine Vary	Initiate Acquire Consolidate Refine Vary

3.4 Building Recovery into the Performance Plan

Recovery interventions should be deliberately planned within every macro, meso and microcycle. Rest and recuperation, whether active or passive, are key to optimizing training adaptations. At times it may be important and necessary to push athletes beyond their current limits for a period of time but there must be compensation. Stress and fatigue will quickly accumulate if left unchecked and the consequences can undermine a lot of hard work to that point. A good coach will sense ahead of time when it is necessary to rest and will have already programmed in recovery in anticipation. When deciding where to place recovery in the training plan consider the following:

- **Microcycle** – alternate hard easy days for physical training, hard intense days should precede long easy days, have one day dedicated to active recovery.
- **Mesocycle** – include a recovery or easy week after every second of third week of training, include more rest and recovery opportunities as competitions approach.
- **Macrocycle** – program blocks of recovery and time to rebuild after an important competition phase, consider a down year when working with athletes over a multi-year cycle.

Read through the "Building Recovery into the Performance Plan" section in the Reference Material.

Basic Approach

3.4.1 In the table below, identify the stressors an athlete might experience during a typical week of training in your sport, and write down any factors that could assist recovery during that typical week of training. Take 15 minutes to complete the table, then share and compare your ideas with other coaches.

Possible Stressors	**Factors that Could Assist Recovery**
Tight muscles	Regular stretching routine (pre/post training)

Based on your knowledge of optimal recovery, are there any other stressors or recovery interventions that you would add to your list above?

More Advanced Approach

3.4.2 Quantifying Stressors and Recovery

- Review the sample worksheets on stressors and recovery.
- Then turn to the worksheets on stressors/cost and recovery below.
- Select a mesocycle within one of the training phases that includes an important competition.
- Use the Planning Stressors/Cost Worksheet and the Planning Recovery/Income Worksheet on the following page to calculate total stressors/costs and recovery/income for one athlete in your program for one microcycle in the mesocycle chosen. For greater accuracy, you may want to ask your athlete for this information.

Athlete Stressors/Cost Worksheet

Sport:						
Cost Category	**Units**	**Intensity**	**Cost**			**Total Cost**
Sport-specific Technical Training	**Freq (#) ↓**	**Session Length →**	**<0.5 Hours**	**0.5 – 1.5 Hours**	**>1.5 Hours**	
		High	☐3	☐5	☐7	
		Med	☐2	☐4	☐6	
		Low	☐1	☐2	☐3	
Physical Training	**Freq (#) ↓**	**Session Length →**	**<0.5 Hours**	**0.5 – 1.5 Hours**	**>1.5 Hours**	
		High	☐3	☐5	☐7	
		Med	☐2	☐4	☐6	
		Low	☐1	☐2	☐3	
Team Meetings/ Workshops	**Freq (#) ↓**	**Session Length→**	**<0.5 Hours**	**0.5 – 3 Hours**	**>3 Hours**	
			☐1	☐2	☐3	
Competitions	**Freq (#) ↓**	**Comp Length →**	**Short**	**Medium**	**Long**	
		H imp	☐3	☐5	☐7	
		M imp	☐2	☐4	☐6	
		L imp	☐1	☐2	☐3	
School/Work Days	**Freq (#) ↓**	**Duration / Day →**	**<3 Hours**	**3 – 6 Hours**	**6 – 10 Hours**	
			☐1	☐2	☐4	
Travel Days	**Freq (#) ↓**	**Duration →**	**<1 hour**	**1 – 4 Hours**	**>4 Hours**	
			☐1			
				☐3		
					☐9	
Effect of Environment (Training and Comp Days)	**Freq (#) ↓**	**Degree →**	**Variable**		**Extreme**	
			☐1			
					☐3	
Other Stressors:	**Freq (#) ↓**	**Degree →**	**Low**	**Moderate**	**Extreme**	
_____			☐1	☐3	☐5	
_____			☐1	☐3	☐5	
LTAD Stage	**Stage →**		**L2C**	**T2C**	**T2W**	
			☐30	☐20	☐10	
					TOTAL COST	

Athlete Recovery/Income Worksheet

Recovery Category	Units		Income			Total Income
Sleep	**Days ↓**	**Hours of Sleep →**	**<6 Hours**	**6 – 8 Hours**	**>8 Hours**	
			☐3			
				☐5		
					☐8	
Level of Aerobic Fitness	**Level of Fitness →**		**Low**	**Medium**	**High**	
			☐5	☐10	☐20	
Nutrition – Diet	**Days ↓**	**Quality of diet →**	**Poor**	**Good**	**Optimal**	
Indicate # of days in the week.			☐1			
				☐3		
					☐5	
Nutrition – Timing	**Quality →**		**Poor**	**Good**	**Optimal**	
	Pre-activity Diet		☐1	☐3	☐5	
	Post-activity Diet		☐1	☐3	☐5	
	Pre-activity Hydration		☐1	☐3	☐5	
	Post-activity Hydration		☐1	☐3	☐5	
Other Factors	**Occurrence →**		**Never**	**Some-times**	**Always**	
	Massage		☐0	☐3	☐5	
	Hot/Cold Therapy		☐0	☐3	☐5	
	Cool-down		☐0	☐3	☐5	
	Injury/Health Management		☐0	☐3	☐5	
	Mental Strategies		☐0	☐3	☐5	
	Other		☐0	☐3	☐5	
	Other		☐0	☐3	☐5	
					TOTAL INCOME	

3.4.3 Did cost exceed income or vice versa? Identify how you would adjust cost or income factors to optimize training and recovery for a given microcycle. E.g., if cost exceeded income, would you make adjustments to decrease training or ensure better recovery?

Cost/Income Factors	Cost/Income Balance	Adjustments
Physical training - Sleep	Imbalance.	More sleep. Set sleep time frame 21:00 to 06:00. Include one 30 minute nap each day before competition.

3.5 Determining Training Loads

Training load is the sum of volume and intensity. It is distinct from but adds to the overall load or stress imposed on an athlete. Coaches should be mindful of balancing training loads with loads imposed by other factors.

Review the Reference Material on periodization to determine the appropriate relationship between volume and intensity of training for each phase in your plan.

3.5.1 In Line 28, Volume, indicate whether the volume of training is High, Medium, or Low for each mesocycle.

- In Line 29, Intensity, indicate whether the intensity of training is High, Medium, or Low for each mesocycle.
- In Lines 30 and 31 quantify the volume of jumps and tunnel time that will support the plan.

3.6 Prioritizing the Performance Factors

Based on your assessment of the importance of various performance factors as they relate to your skydiving discipline, and using the example provided in the Reference Material, determine the weight of emphasis you will place on each for every phase of the YTP. Ensure that there is a correlation with the goals you set for the various mesocycles. This will also assist in effectively apportioning limited training time.

3.6.1 In Lines 26 through 29 of your Performance Plan (% Emphasis), specify the percentage of training volume in each mesocycle to assign to each performance factor. Refer to the to the example graph “training proportions by phase” in the Reference Material for general guidance.

3.6.2 In Line 36 of your Performance Plan (Total Hours), specify for each mesocycle in your training year the average number of hours of training per week.

3.7 Tapering & Peaking Strategies

Review the Reference Material on Tapering and Peaking. Go back to your plan and make necessary adjustments to ensure your athlete or team will arrive at the main competitions in peak form.

More Advanced Approach

The Volume and Intensity Worksheet can be used to describe in graphic form the ideal (discipline specific) relationship between the two variables in a lead-up to a competition. This can be used both for pre and post competition planning and analysis. Depending on the outcome you can redefine the shape of this relationship as necessary and use as a template for future competitions. Once sketched, the graph provides guidance to the shaping of each supporting microcycle. See the example in the Reference Material which illustrates a sample tapering and peaking periodization based on the example 4-way FS YTP.

3.7.1 Select a portion of your training year that contains one or more key competitions (probably one or two mesocycles), and use the Volume and Intensity Planner Worksheet below to graph total volume and intensity for each microcycle in the mesocycle(s) chosen.

Review the Sample Volume and Intensity Worksheet in the Reference Material before creating your own graph.

Volume and Intensity Planner Worksheet

Month														
Day														
Competition														
PHASES	Phases													
	Meso													
	Micro													
Training Load														
Volume and Intensity Load† = [ ] Volume = — Intensity = —	Units	110												
		100												
		90												
		80												
		70												
		60												
		50												
		40												
		30												
		20												
		10												

† Load is a measure of the combined effect of volume and intensity.

3.7.2 Discuss your graph with another coach, revise your worksheet as needed.

3.8 Planning Microcycles

A microcycle plan can take many forms. Over time you will find the format that works best for you and your athletes. It is recommended that you plan microcycles in the context of a mesocycle picture. This will help you see the big picture within which each weekly cycle will have to fit. Each week must be constructed to support the goals of the mesocycle and the periodization of weekly training hours. The example below shows a sample microcycle plan derived from the example YTP in your reference material.

3.8.1 Using the example below as a guide select a mesocycle within your annual plan and design the supporting training regime for the respective microcycles in the template provided.

Phase: SP
Mesocycle: 5
Starting: 10 May

Wk (Hrs)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
19 (17)	10 Swim 1 hr Strength – 1 hr Maintain	11 Run 40min w 4x3min hard 2mri Visualization 20min	12 Swim – 40min w 2x(3x200m w 20sri) 1mri between sets Strength – 1 hr Maintain	13 Run 40min easy pace Visualization 20min	14 Bike 1 hr easy Visualization 20min	15 Jumps x 8	16 Jumps x 8
21 (19)	17 Swim 40min Strength – 1 hr Maintain	18 Run 40min w 4x3min hard 2mri Visualization 20 min	19 Rest	20 Camp Travel Visualization 20min	21 30min tunnel Jumps x 8 Stretching 30min	22 30min tunnel Jumps x 10 Stretching 30min	23 30min tunnel Massage 1 hr
21 (21)	24 Camp 30min tunnel Jumps x 10 Stretching 30min	25 Jumps x 12 Stretching 30min	26 Travel	27 Strength – 1 hr Maintain Stretching 30min	28 Run 40min med pace Visualization 20min	29 Jumps x 8	30 Jumps x 8
22 (12)	31 Rest	1 Swim – 40min x 10 x 100m w 10sri Visualization 20min	2 Run – 40min hard Bike – 1 hr med pace	3 Rest	4 Run 40min med pace Visualization – 20min	5 Jumps x 5	6 Bike – 2 hrs easy

The above chart provides a good overview of each microcycle within a mesocycle making it easy for you to adjust as necessary. You may wish to use a weekly planner that specifies daily activities, volume, intensity and administrative issues in greater detail. This is a more precise way of prescribing a training regime but two aspects must be taken into consideration. First, this approach is very labour intensive (unless it is in some electronic form with embedded formulas). Every time an adjustment is made in one box, calculations elsewhere must be readjusted. Second, coaches must be careful that some athletes (particularly outside of an isolated training camp environment) may react negatively to this level of micromanagement. Athletes for the most part are willing to be guided but not controlled 24 hrs a day. A template of this microcycle planner can be found in the Reference Material.

Detailed Microcycle Example

19 (17)	Monday 10		Tuesday 11		Wednesday 12	
Morning	Swim *Develop eating plan for week*		Run 40min w 4x3min hard 2mri		Swim -40min w 2x(3x200m w 20sri) 1mri between sets *Physiotherapy*	
	1 hour Volume	80% Intensity	40min Volume	90% Intensity	40min Volume	90% Intensity
Afternoon	Strength – maintenance		Visualization		Strength – Maintain	
	1 hour Volume	60% Intensity	20min Volume	90% Intensity	1 hour Volume	60% Intensity
Evening	*Sleep @ 10:00 pm*		Stretching *Sleep @ 10:00 pm*		*Sleep @ 10:00 pm*	
	Volume	Intensity	1 hour Volume	50% Intensity	Volume	Intensity
School/ Work	5 hours Volume	50% Intensity	5 hours Volume	50% Intensity	5 hours Volume	50% Intensity
Travel	1 hour Volume	50% Intensity	1 hour Volume	50% Intensity	1 hour Volume	50% Intensity
Other (enter activity) _____	Volume	Intensity	Volume	Intensity	Volume	Intensity
Total/Avg	8 hours Volume	60% Intensity	8 hours Volume	66% Intensity	8.7 hours Volume	62.5% Intensity

4. MONITORING PERFORMANCE (STEP 3)

4.1 Measuring and Tracking Performance

The third step in Performance Planning is to develop strategies to monitor athlete performance and adjust your training plans as needed. This involves:

- Measuring and tracking performance
- Adjusting your plan to ensure optimal performance

Once a training plan is put into practice you must obtain regular feedback from your athletes to monitor progress. Specifically there is a need to confirm and validate the training regime. Is it too much or insufficient, too hard or too easy? Is performance where it ought to be? Is health being affected, is motivation declining? The coach must monitor every parameter in order to identify problems in a timely manner and immediately prescribe adjustments as necessary to ensure positive adaptations continue.

Review the Reference material on Performance Monitoring.

By the time you have completed this step, you will be able to:

- Evaluate the ability of your athletes/team to perform up to their potential in competition
- Evaluate whether the athletic abilities are adequate for performance and for continued progression in the sport
- Report on athlete progress throughout the program

You will be required to work through a number of tasks that will help you to achieve the objectives identified above. Follow the directions provided for each question.

4.1.1 In the space below, identify three approaches you could use to determine whether your Performance Plan is successful.

Example: Observe athlete performance results in competition.

4.1.2 In the space below, indicate three benefits of monitoring your Performance Plan.

Example: Know if it is having a positive impact on athlete or team progression.

4.1.3 Review the goals in your Performance Plan. Use the Tracking Performance Worksheet below to indicate how you could track performance for each key performance factor (the performance factors you ranked as being of Medium or High Importance in 2.2.4).

Tracking Performance Worksheet

For this Key Performance Factor…	I would track performance by…	And I would consider using these tracking tools/resources
Equipment		
Environment		
Psychology		
Athletic Abilities		
Tactics		
Technique		

4.1.4 Use the space below to design a form you could use to track an athlete's performance.

Example: See reference material

4.1.5 Identify different ways you could store and distribute performance information on athletes, and record your answers in Column 1 below. Then reflect on issues that may arise when storing or distributing such information, and note them in Column 2. In Column 3, describe how to deal with these issues.

Ways to Store and Distribute Performance Information on Athletes (Column 1)	**Issues associated with Storing and Distributing Performance Information on Athletes (Column 2)**	**Methods of Dealing with these Issues (Column 3)**
Example: Web site.	*Example: Access and privacy.*	*Example: Individual password protected accounts.*

Ways to Store and Distribute Performance Information on Athletes (Column 1)	Issues associated with Storing and Distributing Performance Information on Athletes (Column 2)	Methods of Dealing with these Issues (Column 3)

4.2 Adjusting Your Performance Plan to Ensure Optimal Performance

The Performance Plan is a living document. It is constantly subject to change based on athlete progression and intervening circumstances. At times it may be advantageous to have a contingency plan in place with pre-determined solutions. More over it is important to consider how the training plan will need to be adjusted.

4.2.1 Complete the Planning Adjustment Worksheet on the next page:

- Read the Example worksheet. Think about the sample issues presented and the suggestions for addressing their impact on a Performance Plan.
- In Column 1, identify four or five issues that could affect your Performance Plan. For example, an athlete is injured two months before a major competition, an athlete's fitness results reveal deficits in certain areas, or an athlete fails to meet competition goals before competing in major competition.
- For each issue, identify solutions that could address the issues in the scenario in the short term (Column 2), medium term (Column 3), and long term (Column 4). Record any comments about the solution in Column 5.
- Review your Performance Plan and any other worksheets you filled in when developing your Performance Plan, and make the necessary adjustments (goals, competitions, % emphasis, etc.) in your Performance Plan.

Planning Adjustment Worksheet

Issues Affecting the Performance Plan Column 1	Possible Solutions			
	Address in Short Term Column 2	Address in Medium Term Column 3	Address in Long Term Column 4	Comments Column 5
Example: *Athlete on 4-way team is injured two months before a major competition*	*Rest and recovery.* *Initiate intensive physiotherapy and massage treatment.*	*Fill in with a substitute to keep the team training.* *Reassess status after one month.* *Re-initiate training through wind tunnel.*	*If progress satisfactory then continue with Competition schedule.* *If progress not satisfactory, skip next competitions and focus on physical training as priority.*	*Consult bi-weekly with health care practitioners to monitor progress*.
#1				
#2				
#3				
#4				
#5				

More Advanced

4.3 Calculating the Training-to-Competition Ratio

This calculation and analysis is another option that you may use to compare performance outcome with the overall training plan. This will require you to plot in general terms the number of workouts per week for each of technical/tactical/physical/other. Compare your result to the LTAD recommendation for your athletes/team's stage of development.

- Calculate the number of competition days by examining the total number of competitions identified. Each competition is considered one competition day.
- Calculate the total number of days* devoted to sport-specific practice, physical training, or other training. Count each training session as one training day. For instance, if there are two training sessions on one day, count them as two training days.
- Divide the total number of competition days by the total number of training days, multiplied by 100. Subtract this number from 100 to get the ratio of training to competition.

  E.g. 100 – [(10 competition days/25 training days) x 100] = 60%

Training-to-Competition Ratio Worksheet

Phase	# of Weeks	# of Comps Days	Tech / Tact	Physical	Other	Training-to-Competition Ratio %
			Days	Days	Days	
General Preparation Phase						
Specific Preparation Phase						
Pre-Competition Phase						
Competition Specific						
Recovery and Regeneration						
General Conditioning.						
Overall						

* Use the time units appropriate for your athletes' training.

4.4 Analyzing Your Program

It is also critical to review the performance plan at the end of the year to assess the overall aspects and ensure that lessons learned are incorporated into the following years plan. Use may wish to use the following Yearly Planner Summary Worksheet to rate various elements of your plan.

Yearly Planner Assessment Worksheet

Phase	# of Weeks	# of Comps	Tact/Tech Training	Physical Training	Other Training	Training-to-Competition Ratio
General Preparation Phase	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal
Specific Preparation Phase	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal
Pre-Competition Phase	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal
Competition Specialization Phase	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal
Rest and Recovery Phase	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal
General Conditioning Phase	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal
Overall	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal	☐ Too Low ☐ Too High ☐ Optimal

5. SELF-ASSESSMENT

This self-assessment will allow you to reflect on your current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during assignments and observations. They will help determine if you have the required abilities/competencies. The self-assessment form will help you identify areas of strength and areas for improvement.

For each statement presented below, **circle the number that best represents whether you achieve the statement** (Never, Sometimes, Often, Always).

DATE: _____

I structure my annual training plan by…	**Never**	**Some-times**	**Often**	**Always**
Identifying and prioritizing the schedule of competitions during the year	1	2	3	4
Organizing the plan into appropriate phase (GPP, SPP, PCP, CP, T)	1	2	3	4
Indicating the length of each phase	1	2	3	4
Dividing the phases into mesocycles	1	2	3	4
Identifying the total training volume in each microcycle	1	2	3	4
Identifying the average training intensity for each microcycle	1	2	3	4
Identifying major goals and objectives related to skill development, physical conditioning and performance for each period of the plan consistent with LTAD guidelines	1	2	3	4
Factors in the results of evaluation or other performance analysis to adjust training and competition needs.	1	2	3	4
My annual plan promotes athlete development because I have…	**Never**	**Some-times**	**Often**	**Always**
Used data from performance analyses to identify whether training and competition opportunities are adequate for athlete progression.	1	2	3	4
Identifies major issues negatively impacting athlete progression and presents viable solutions.	1	2	3	4
Reflected on whether there are enough training opportunities to develop the athlete's potential	1	2	3	4
Used suitable measures to analyze changes in athlete performance	1	2	3	4
Decided when to develop or maintain skills, tactics, and abilities throughout the year or season	1	2	3	4
Chosen training objectives that develop skills, tactics, and athletic abilities and integrated them into each week of the plan	1	2	3	4
Determined which athletic abilities should be prioritized	1	2	3	4

Factored in and analyzed a variety of stressors that affect performance	1	2	3	4
I integrate seasonal training priorities into weekly training by…	**Never**	**Some-times**	**Often**	**Always**
Identifying optimal training objectives that develop athletic abilities	1	2	3	4
Prioritizing athletic abilities to be trained at a given time of the yearly plan.	1	2	3	4
Identifying the organization and sequence training priorities on a weekly basis based on timing within yearly plan.	1	2	3	4
Sequencing activities to maximize the development of athletic abilities and the learning of skills	1	2	3	4
Designing practices to enhance long-term athlete development rather than the achievement of short-term outcomes	1	2	3	4
Integrating discipline specific physical components as well as specific mental strategies into program design. (i.e. visualization, goal setting, etc…)	1	2	3	4
Providing variations or modifications to meet individual development needs	1	2	3	4
Ensuring that there is enough recovery within the week to offset accumulated effects of fatigue	1	2	3	4
Ensuring that there is optimal amount of training based on the amount of accumulated recovery	1	2	3	4
My training plan enables athletes to achieve peak performance by…	**Never**	**Some-times**	**Often**	**Always**
Reducing training volume prior to important competitions	1	2	3	4
Maintaining the intensity of training to simulate competition demands	1	2	3	4
Providing a variety of recovery strategies to help reduce fatigue	1	2	3	4
Identify a variety of stressors that affect performance and make adjustment to microcycle planning	1	2	3	4
Monitor athlete performance and physiological state to facilitate adjustments to plan	1	2	3	4
Identifying specific measures and strategies that contribute to maximizing the athletes' potential for performance in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; team cohesiveness; logistics; etc.	1	2	3	4

6. APPENDIX A: ANSWERS TO LTAD FACT OR FICTION ACTIVITY

Statement	Answers True (T) or False (F)
It takes 10 years or 10,000 hours of training to produce an elite athlete	**T**
Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity	**T**
Chronological age refers to the age where athletes begin planned, regular, and serious involvement in training	**F**
Optimal window of trainability occurs when the athlete is capable of faster adaptation to training stimuli	**T**
Competition structures based on yearly age cut-offs favour the selection of older athletes	**T**
The Learn to Compete stage of development focuses on learning all fundamental movement skill and building overall motor skills	**F**
Selection through competition is a good way to identify talent	**T**

7. APPENDIX B: ATHLETE LIST WORKSHEET

Name*	Discipline/ Position	Birthdate	Age	LTAD Stage**	Training Age***	Notes

8. APPENDIX C: PERFORMANCE PLANS

There are two Performance Plans on the following pages that you can use to complete during the workshop. You will also be provided with an electronic copy YTP that you can complete as the course unfolds and to use for own purposes afterwards.

Performance Plan: Working Copy

Name: (athlete/team)______________ Coach: _____________________

Goals: _______________________

1	**Dates**	Months																																																				
2		Week Date																																																				
3	**Competitions**	Type																																																				
4		Importance																																																					
5	**Camps**	Date/Type																																																				
6	**Periods/ Phases**	Periods																																																				
7		Phases																																																				
8		Macrocycles																																																				
9		Mesocycles																																																				
10		Microcycles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
11	**Goals**	Technical																																																				
12		Tactical																																																				
13		Psychology																																																				
14		Aerobic																																																					
15		Anaerobic																																																					
16		Speed																																																				
17		Strength																																																					
18		Power																																																					
19		Flexibility																																																				
20		Nutrition																																																					
21		Equipment																																																					
22		Environment																																																					
23	**Test, Monitor, Evaluate**	Date/Type																																																				
24	**Training Load**	Volume*																																																				
25		Intensity*																																																				
26	**% Emphasis**	Physical																																																				
27		Psychological																																																					
28		Techniques																																																					
29		Tactics/Strategies																																																				
30	**Total Hours**	Ave. Hours/Week																																																				

Performance Plan: Working Final

Name: (athlete/team)______________ Coach: ______________________

Goals: ________________________

1	**Dates**	Months																																																		
2		Week Date																																																		
3	**Competitions**	Type																																																		
4		Importance																																																		
5	**Camps**	Date/Type																																																		
6	**Periods/ Phases**	Periods																																																		
7		Phases																																																		
8		Macrocycles																																																		
9		Mesocycles																																																		
10		Microcycles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
11	**Goals**	Technical																																																		
12		Tactical																																																		
13		Psychology																																																		
14		Aerobic																																																		
15		Anaerobic																																																		
16		Speed																																																		
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22		Environment																																																		
23	**Test, Monitor, Evaluate**	Date/Type																																																		
24	**Training Load**	Volume*																																																		
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26	**% Emphasis**	Physical																																																		
27		Psychological																																																		
28		Techniques																																																		
29		Tactics/Strategies																																																		
30	**Total Hours**	Ave. Hours/Week																																																		

9. ACTION CARD

Date: _____ Location: _____

I will START…

I will STOP…

I will CONTINUE…

10. GREAT IDEAS

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