CANADA’S Olympic and Paralympic coaching staff
On these pages, please find the names and accomplishments of the Canadian women coaches you are likely to see at the 2010 Olympic Winter Games.

In Canada’s quest to Own the Podium in 2010, the nation’s best athletes and coaches have received greater access to world-leading technology in an effort to increase performance, and ultimately, win. But what is the nature of performance technology?

The 2009-2010 Canadian Interuniversity Sport season marks the first year of the CIS – Coaches of Canada partnership. Here is a closer look at the six individuals who earned CIS coach-of-the-year recognition during the fall semester, as presented by Coaches of Canada.

One of the overarching shortcomings within the sport system is that adult competition is imposed on youth.

The coach-athlete relationship is never perfect, with a lot of ups and definitely some downs, but it is a unique bond that has a lasting impact on both lives.

No matter what happens in Vancouver or Delhi, Canadian coaches will benefit from onsite support and advocacy – at the 2010 Olympics, Paralympics, and Commonwealth Games – from Coaches of Canada.

Social drug use among athletes is prevalent and the problem is complex. Athletes may be more likely to abuse alcohol than their non-athlete counterparts and are more likely to suffer behavioral and psychosocial consequences as a result of their drug use.

Besides the amusement that playing sports can offer kids, there are numerous other benefits such as the development of self-confidence, understanding the importance of team work, and the promotion of an active lifestyle.

Nanci Martin was recently named the 2009 Special Olympics Canada Female Coach of the Year.

Competed on ‘home soil,’ the XXI Olympic Winter Games will be historic for Canada. They will be special in many ways with many unique opportunities and challenges for our athletes. To Canadian coaches, Vancouver 2010 brings a certain familiarity, but also added pressures.

An overview of some of Canada’s Games coaches.

Adaptation is a brand new framework that sport psychology researchers, and now practitioners are beginning to use with elite sport athletes, at the amateur and professional levels.
On behalf of the Board, I would like to wish our members, partners, and supporters throughout the sport community a happy, fun, and successful New Year. As we commence a new decade, it is of value looking back at some of the key milestones of the last decade.

From a coaching perspective, a key change was the recognition by the larger sport community that coaching is, and should be viewed as a profession. A key outcome of the Report of the Coaching Implementation Group was the formalization of the profession of coaching. The CPC morphed into Coaches of Canada and became the voice of professional and high performance coaches. The major multi-sport organizations are supporting this process strongly, and the coaches at this level are members of the profession. This brings a consistent approach to communication, professional conduct and risk management. These coaches are inspirational leaders in their community.

Another significant step forward was re-casting the framework for excellence. We expect our Canadian athletes and coaches to have the best training and support as they step onto the world stage. No longer are we content to participate – the intent is to win. Coaches of Canada stands for values-based coaching – excellence within a clearly articulated ethical framework.

Coaches of Canada is maturing as an organization, with a passionate professional staff, a strongly engaged board and a rapidly growing membership. Together, the management team advocates strongly on behalf of coaches and coaching, and provides an array of services to our members. Committed to collaborative relationships with our key partners, we are focused on leveraging the impact of resources and creating a cohesive culture of excellence within the sport community. As we prepared our submission to the Beyond 2010 Panel, it became clear that the other ‘principal’ in the sport system was the athletes, and we created a joint submission with AthletesCAN to create a unified expression by athletes and coaches.

Recently, I ran in the Olympic Torch Relay. It was my opportunity to express support to our Olympic athletes, coaches and support team. On behalf of Coaches of Canada, I wish the very best for our coaches, athletes, and supporters as they compete at the Olympic Games.
Promoting the profession of coaching

For the past year, you have seen significant cosmetic changes to Coaches PLAN du coach. More important, we have proudly displayed a new tagline on the cover of the magazine: “Coaches connecting the sport community through Coaches of Canada,” as a result of bringing together all of the high performance sport organizations, as well as connecting with AthletesCan, as content contributors to PLAN.

PROMOTE the profession of coaching and the value of a coach, by providing a collective voice for the needs of coaches and for the valuable role coaches play; to the media, government, within the sport system and to the public;

http://www.coachesofcanada.com/About/What_we_do.asp

This quote is from the ‘Goals and Objectives’ page of the Coaches of Canada website. In every issue of PLAN, we present content that focuses on promoting our coach members. Sheila Robertson provides an interview with a coach member in Speaking Frankly. The CIS contribution profiles a university coach. When we become aware of the significant accomplishment(s) of a coach member, we proudly promote and profile them as we did in our last issue in our interview with Sheilagh Croxon that focused on her recent induction to the Etobicoke Sports Hall of Fame. Even our AthletesCAN contribution promotes a coach in the context of the athlete/coach relationship.

Hence, what better theme for a pre-Olympic/Paralympic issue of PLAN than to focus on promoting our Olympic and Paralympic coaches?

There are high expectations in terms of performance and medal counts. Success will be the result of years of preparation and measured by hundredths of a second, the ability to land a difficult jump, a puck that hits the post and goes in the net, [insert your own cliché here!], and maybe even “home field advantage.”

The statement that is out of place in the previous paragraph is: “Success will be the result of years of preparation…” It is not trivial or a cliché and it should not be taken for granted. The professional coach’s role in high performance sport is unique, as defined by the athlete/coach relationship. It is one based on, for example, the five competencies of the Coaching Association of Canada’s NCCP:

COMPETENCY: The integration of knowledge, skills, and attitude that confers the ability to act, judge, or decide appropriately in a given context. The five competencies identified for the NCCP are Critical Thinking, Interacting, Leading, Problem Solving, and Valuing.

It is also based on personal sacrifice, commitment and dedication, much the same as the life of an athlete. Thus, the unique relationship between the coach and the athlete.

We are excited to dedicate this issue to all of the coaches that will represent Canada in Vancouver in February and March, 2010. Coaches of Canada will be there to support our coach members. We are proud to profile many of our members in this issue of PLAN and will carry profiles of coaches that we were unable to include in this issue in the Spring issue.

Good luck! Bon courage! and GAME ON! ✓
It was terrific to see so many of our members at the 2009 Petro-Canada Sport Leadership sportif conference in Vancouver and to celebrate the accomplishments of Steve Bush, ChPC, 2009 recipient of the Coaches of Canada Jack Donohue Award and to present Athletics Canada with the Coaches of Canada 2009 Sheila Robertson Award.

I also had the opportunity to attend Dr. Frank Dick’s session titled: Critical Coaching Issues – The Playmaker’s Workshop. Three key words in the title, Critical Coaching Issues, intrigued me as one can safely agree that the coach has the pivotal and central role in the success of any athlete development program. And ‘coaching issues’ continue to be crucial to national and provincial sport organizations as well as stakeholders within the Canadian Sport for Life framework.

One of the six issues presented during the session was to look at the Charter of Coaches’ rights and responsibilities.

The Charter of Coaches’ Rights and Responsibilities [2]

KNOWLEDGE
The coach has:
• a right to an accessible and coordinated program of coach education, and
• a responsibility to actively pursue continuous personal and professional coach development and to maintain a level of education compatible with effectively addressing their athletes’ needs.

QUALIFICATION
The coach has:
• a right to an accredited system of coach certification, and
• a responsibility to achieve and maintain that level of certification consistent with their coaching role and professional status.

AGREEMENT
The coach has:
• a right to a formal contract with athlete, club, organization or federation, and
• a responsibility to meet all aspects of their coaching role as set out in that contract.

COMPENSATION
The coach has:
• a right to economic or other considerations for services rendered, and
• a responsibility to effectively apply best endeavours to meet agreed performance and development objectives, ensuring highest standards of profit and service offering.

CONDITIONS
The coach has:
• a right to a working environment supportive of coaching and coaches, and
• a responsibility to contribute to enriching the coaching culture of sport and nation; and to further the profession of coaching.

ETHICAL RELATIONSHIPS
The coach has:
• a right to be treated fairly and honestly, and
• a responsibility to treat athletes, coaches, and officials with respect and integrity.

VOICE
Coaches have:
• a right to a voice in the decision-making body of their local/national federation, area association or international federation, and
• a responsibility to ensure that the collective view on issues critical to coaches, coaching and the sport is competently represented in the forum of the sport’s relevant federation, area, local or international decision-making body. Such view will reflect a balance between the interest of the athletes, the interest of the sport and the rights and responsibilities of the coach and coaching as enshrined in this charter.
strategic ways to promote the Coaches’ Charter. Coaches of Canada, representing the profession of coaching in Canada, is the natural organization to bring the work of Dr. Frank Dick and his Coaches’ Charter forward to coaches and the sport system. Signing off on the coaches’ Code of Conduct and Code of Ethics is required by all Coaches of Canada members. In addition, members must supply a police record check that is current for the last three years. Recently, Coaches of Canada, together with Swimming Canada and the Canadian Centre for Ethics and Sport (CCES), successfully intervened in a coach’s reinstatement and the application was denied. These activities directly relate to Coaches of Canada’s mandate to protect the public as well as the coaches who engage in the profession. Currently, Coaches of Canada’s Code of Ethics and Code of Conduct describes the behaviour of coaches as it relates to others.

What about defining the responsibilities of other members of the sport system (athletes, clubs, federations, multi-sport organizations) to the coach? The Coaches’ Charter, as developed by Dr. Frank Dick, outlines the fundamental framework of understanding between the coach and those who benefit from the services the coach provides. The Charter describes both the coach’s right and the coach’s responsibility as “all human rights are, by definition, directly bound up with the responsibility to observe them. Rights and responsibilities can certainly be distinguished neatly, but they cannot be separated from each other.” [1]

Before examining the Coaches’ Charter, some brief background. In 1984, 25 years ago, a national coach was fired because the volunteer president of the NSF (who was the father of an Olympic athlete) did not like his son’s results. Does that or a variation of that sound familiar? Has it happened to you or someone you know? It was after this event that a group of national coaches formed the Canadian Association of National Coaches (CANC) to provide a support system for coaches and to promote the value and work of coaches. CANC later become the Canadian Professional Coaches Association (CPCA) and, in 2005, Coaches of Canada.

Coaches, whether they are voluntary or paid, always keep the athletes needs, abilities and goals as the focus of their planning, decision making and day to day coaching. It is a responsibility that coaches accept as ‘coach’ and certainly when signing the Coaches of Canada Code of Conduct and Code of Ethics. After 25 years, perhaps it is time for coaches to seriously look at their rights as coaches; to add a Coaches’ Charter to the framework of their professional association.

With thanks to Dr. Frank Dick, we have reproduced his Coaches’ Charter which defines coaches’ responsibilities and coaches’ rights in eight fundamental areas.

We believe this to be an important concept and would love to hear your views. Please send us your comments at: plan@coachesofcanada.com

END NOTES

Recognizing our Olympic and Paralympic coaches

With 2010 upon us, focus is clearly on the upcoming Canadian Winter Olympic and Paralympic Games to be hosted in Vancouver and Whistler, British Columbia. In this issue of Coaches PLAN du coach, a great deal of attention is being placed on the coaches who will be leading our athletic contingent during these Games. As in past Games issues, recognition of these high performance coaches is a significant part of the role that Coaches of Canada provides, not simply as members of the organization, but in supporting the quality of these coaches and the impact they have had on a group of athletes who are in a position to represent Canada at a home Games.

In recognizing our coaches going into the 2010 Games, one also begins to reflect on the pathway that has led to this moment, as a great many pieces had to come together to generate the potential for success that all Canadians are expecting from this group of athletes and coaches in 2010. The decade has been an interesting one with the evolution of Own the Podium as a high performance driver for funding and performance resources, especially in support of the winter sports leading to 2010. We have seen the addition of Road to Excellence, in support of the summer Games leading to 2012, and ultimately the morphing into a singular performance organization of Own the Podium that at the end of the decade is clearly a key driver towards high performance success in Canadian sport.

As with all major Games, especially a home Games, expectation of performance is certainly a primary focus, but also coming into play is the impact on new opportunities for sports to grow in terms of athlete recruitment, coach development and access to a broader range of sport programs that provide a pathway for development. This brings into focus the relationship of Canadian Sport for Life and the need to recognize the importance of long term athlete and coach development. The athletes and their coaches that we see at the Olympic and Paralympic Games certainly had to evolve through a long-term development process. Understanding the significance of this process for each athlete/coach representing Canada in 2010 is critical in developing, not simply the future Olympians and Paralympians, but in ensuring the establishment of a pathway that allows for the development of healthy, active Canadians throughout a life long process.

In creating this framework, the coach often becomes the catalyst who provides the leadership to open the door to long-term participation opportunities, and a healthier, active community through sport involvement. Ultimately, the coach is integral in providing the component parts that will ensure an athlete development pathway can exist and that future Olympians and

Continued on page 55.

President of the International Olympic Committee Jacques Rogge may have put it best when he called Winnipeg’s Cindy Klassen Turin’s “Woman of the Games.” Klassen captured five medals at the 2006 Winter Games. Coach: Michael Crowe (2010 coach).

Maintaining professional composure in the Olympic spotlight

“Sport is an emotional experience for many athletes. An important victory can result in happiness and joy, and a crushing defeat may result in despair and disappointment.”

(Jones, 2003, p. 471)

his statement may be no less applicable to coaches who have invested substantially in their athletes. As we approach the 2010 Olympic Games, I am reminded of the emotional demands placed on coaches, especially when we are competing at home and under pressure to win that elusive gold medal. Maintaining a professional demeanour is important to athletes, spectators and the profession.

Saturday, November 29, 2009 provided a couple of classic sport moments where coaches needed to maintain their composure. Paul Kristofic, ChPC, and his coaching staff must have felt both ends of the emotional spectrum. Despair as John Kucera, the reigning downhill World champion, broke his tibia in a fall during the Super G World Cup race at Lake Louise. Once it was learned that his injury would require surgery, the coaches had to recognize that competing in the 2010 Olympics was probably out of reach. Fortunately, there was also some joy, Kucera’s teammates Manuel Osborne-Paradis won the super-G race, while Erik Guay and Robbie Dixon finished fourth and fifth, respectively, providing some balance to the emotional spectrum. Although we do not have the luxury of watching the ski coaches’ response, I am confident that they are processing the despair and regrouping with the athletes that remain, moving forward and focussing on producing the best possible results in February in spite of the disappointment.

As I watched the 97th Grey Cup, I was struck by the composure displayed by the two coaches, Ken Miller the underdog and Marc Trestman, the favourite. Throughout the game, as the favourite fell farther behind, it looked as though the underdog would win right up to the final moments when the tables turned. Neither coach’s face revealed their sentiment until the final whistle had been blown.

Remaining composed is critical to coaches keeping their head clear so that they can make appropriate decisions under pressure. Scanlan, Babkes, and Scanlan (2005) present a model (figure 1) to highlight the motivational consequences of emotional responses to our perception of sport experience.

Although their model is applied to athletes, I would suggest that it is equally applicable to coaches and that coaches have an even broader impact when they display an unprofessional emotional response. The motivational consequences affect all their athletes as well as themselves. Negative feelings reduce our performance expectations, which inevitably lead to a performance that is less than the potential.

While we have increased the delivery of sport psychology to athletes dramatically over the past two decades, we are only just beginning to recognize the importance of psychological skills for coaches. The National Coaching Institute program has a course (Task 7) to develop mental skills for coaches, although little is known about its impact on coaching practices. As we move forward with the endorsement and accreditation of university-based coach education programs leading to the chartered professional coach (ChPC) designation, we intend to include a psychological skills course aimed at personal development rather than delivering mental training to athletes.

I have long advocated for the inclusion of the sport psychologist as part of the support staff at major games at the expense of many other sport sciences. With limited resources and restrictions on personnel, sport governing bodies are often forced to choose among their support staff for inclusion on the team. This can be tough on sport scientists who have committed countless hours to the development of high performance athletes and they may feel marginalized by their non-inclusion on the Olympic team. The reality is that, by the time an athlete is leaving for the Games, the biomechanist, exercise physiologist, nutritionist and strength trainer have completed their work and should have

Figure 1

Continued on page 55.
Innovations from the past decade

Having completed my field hockey career at the 2000 Sydney Olympics, this year marks a decade of growing slower, rounder and, arguably, wiser. It also provides an occasion to reflect on the past and, in this case, to consider some innovations of recent years that will continue to influence the coming decade. Here is a list of conversation starters for your next planning meeting at the pub.

**Professional coaching**

It is hard to call this an innovation because it has always been thus – nothing makes a bigger difference in sport than an exceptional coach. So much has changed in that part of the sport system in the past 10 years – a new organization with a full service offering, many new employment opportunities, integrated support teams at the national level, and a sustained repatriation of Canadian talent who we had lost to other nations. Yes, there is still more to do to support them but the impact of our coaches on our national system is felt more today than in 2000 – no question about it.

**Sport philanthropy**

This list of innovators is long on this subject. Many new players are now on the sport and philanthropy scene: BaTen, J.W. McConnell Foundation, Canadian Olympic Foundation, CAN Fund, Canadian Tire JumpStart, KidSport Canada, Pathy Family Foundation, Atlantic Lotteries Corporation and the Chagnon Foundation come to mind. But the innovations extend beyond the players and into the changing legal framework for sport within charity law. In fact, we may look back at the Supreme Court ruling on *Amateur Youth Soccer Association (AYSA) v. Canada (Revenue Agency)* and see it as the turning point in a redefinition of sport as a community asset on par with other charitable institutions.

**Own the Podium**

The growing numbers of proponents argue that the Own the Podium (OTP) initiative is as much about mindset, independence and collaboration as it is about sport technical expertise and a full piggy bank. But, no matter how you think about it, OTP is truly a made in Canada innovation that the world is now looking closely at and seeking to replicate. The key question – how does this innovation evolve once the Games are over?

**Canadian Sport for Life**

You Canadian Sport for Life, I say Long Term Athlete Development. The two sides to this coin are providing the systemic shift that so many sport parents have long sought, linking sport to the stages of healthy human development while providing new ways of thinking that align our many sport assets and benefits. Perhaps the best thing about CS4L-LTAD is that, instead of talking about which organizations are in charge, we are now talking about who wants make a contribution to a sporting life for all Canadians at the level of their choosing – innovation as transformation.

**Un-organizations**

Sport creative Paul Jurbala has coined this term to describe the growing number of coalitions, caucuses, groups, networks, movements and communities of purpose that now dot the sport landscape. In a decade of open source technology proliferation and social media development – hello Facebook – we should not be too surprised that Canadian sport has put to use these strategies to influence sport systems and sport related systems. But, when you think about our bias for structure, rules, and management by objective, it is easy to see how this new way of organizing so much of our work is more than an innovation – it is a shift in values.

**Canadian Sport Policy and Physical Activity & Sport Act**

Yes, this is the most boring innovation of all – a pan Canadian policy for sport and federal legislation. Ho hum, except that jumping to this conclusion is a mistake. The Canadian Sport Policy has helped to pull so many pieces together, if at times painfully, and provided a way for all governments (even municipalities now) to think about sport in a cohesive way. Can you name the four pillars of the policy? That is right: excellence, participation, capacity, and – the forgotten one – interaction. Eight years on and government’s look good for having taken this productive step into Canada’s constitutional quagmire.

**Athlete social responsibility**

No one understands this thought process better than Erin Carter, cyclist turned thought leader. It was not a stretch for Erin to make the observation that this decade has been – continues to be – the era of athlete social responsibility. Who can forget Clara Hughes at the Torino Olympics and her commitment to Right

*Continued on page 55.*
Sport performance technology: an integral component of performance programming

Over the past decade, leading to the 2010 Winter Olympic and Paralympic Games and beyond, an integral program component in the development of a high performance, world leading athlete is that of performance technology. As I began to look at performance programming considerations of not just Canada, but other nations, I found that performance technology is now an expected component in performance nomenclature. For example, the United States Olympic Committee (USOC) provides a department overview of the USOC Sport Performance Division, which in its overview states: “The USOC’s Sport Performance Division provides NGB support by utilizing experts in nutrition, biomechanics, physiology, psychology, strength and conditioning, and performance technology. In addition, Performance Services employs personnel in the Operations department to focus on coaching, recovery, performance technology, performance lab, library services, and medical support”. The USOC goes on to provide a definition of performance technology as “a critical, yet often underutilized component of an athlete’s preparation is the efficient use of technology to facilitate performance measurement, proper feedback, and scouting. Performance Technology delivers sport-specific technology solutions to improve athlete, team, and coaching performance.” What I found interesting was the USOC definition itself, as performance technology is considered underutilized and that it impacts not simply athlete performance, but coaching performance.

The Australians provided a report on science and technology in Sport, published June, 2004. In the executive summary, a significant statement is made around technology as follows: “Clearly if Australia wishes to maintain its position internationally as a leading sporting nation we need to take the bold initiatives necessary to ensure we are competitive in the 21st century. The working group believes that Australia needs to adopt a more proactive approach to developing and harnessing new science and technology towards continued improvement by our athletes. To achieve this proactive approach, Australia has to be innovative in bringing together the best research and the best technology in a planned integrated program to ensure that Australia continues to be at the front of the international field.”

The executive summary also provides the following recommendation: “The working group recommends that a new body, the Centre for Australian Sports Innovation, Science, and Technology (ASIST), be established and co-located with the AIS to:
• Proactively identify the needs to enhance elite athlete performance and coordinate and fund research in sports science and technology.
• Stimulate and facilitate the commercialization of products and services arising from Australian sports innovation.
• Direct the application of the results of sports science and technology towards increased physical activity within all age cohorts of the Australian population.”

The key elements that I gathered from the US and Australian perspectives were the need to make better use of technology, ensure its applications are broadly applied, ensure that the need is properly identified, and finally, two critical points, the first of which is the need to partner or collaborate via research organization and through commercialization, and that the outcomes be applicable in increasing physical activity of all age cohorts nationally.

Now where do we stand in Canada? The final point from the Australian report was something that struck me as the most relevant in the statement of technology having an expected impact on the broader national population. Canada is certainly at the forefront in long-term athlete development with the Canadian Sport for Life model. Has the Canadian model addressed the consideration of the impact of sport-based technology, or is this merely an assumed relationship?

The other area that I found interesting relative to Canadian opportunities is that of partnerships and the commercialization spin-offs that may exist. A large part of the influence of Own the Podium has been the organization’s influence on the creation of relationships between the academic research environment and national sport federations. A variety of these partnerships have been generated, especially over the past decade.

Having been involved in these relationships in alpine skiing and now moving towards such collaboration in my role with Para-Athletics and Athletics Canada, it is critical that we learn from past experience and ensure that such partnerships are not merely a singular moment in time, but that consideration of the trickle down impact be built into the partnership plans around performance technology innovations to be applied at the highest performance levels. The parallel to this concept is that of the technology applications found within Formula One auto racing.

We often wonder what the value of such a performance venture is beyond that of entertainment and the want to produce a car that can deliver a winning

Continued on page 56.
Coaches’ duty of care revisited

By Jerrod Grossman

Previously in this column, we have written about the duty of care of coaches towards athletes. A new case from British Columbia (Hussack v. School District No. 33 (Chilliwack)) involving a physical education teacher sends a strong message, and we think it is worth providing an update on the duty of care coaches owe to their athletes.

How much does a coach or a physical education teacher have to do in order to satisfy the legal standard of care? The courts have stated that a coach must take all reasonable steps to prevent injury to athletes, including ensuring participants are prepared for all aspects of the activity by means of progressive instruction. However, contributory negligence and assumption of risk have also played a large role when determining liability. This article will help to further the coaches’ understanding of this area of the law.

In order to accurately understand the current standard, one must first understand what duty of care is and when that duty has been breached. To claim negligence against a coach or teacher, a claimant must establish the following:

One: Does the coach owe the athlete a duty of care? When you are in a position of trust, care or power, a duty of care will almost always be placed upon you. Therefore, a coach will have a duty of care to his or her athletes.

Two: Has the coach breached the duty of care? The answer to this is not clear-cut and, as new cases occur, the standard evolves. A coach must provide reasonable care to the athletes, matching what would be expected from a reasonable, confident and careful coach acting in similar circumstances. While the concept of standard of care is always the same, the specific actions or behaviours to fulfill that standard will vary with the circumstances, depending on the setting, the nature of the activity, age of the participants, their skill level, and other factors.

Three: Was the injury sustained due to the negligence of the coach? When a judge looks at such cases, he must find a reasonable degree of proximity between the coach’s breach of the reasonable standard and the damage suffered.

Smith v. Horizon Aero Sports Ltd. was a 1981 British Columbia decision brought by a woman who suffered injuries sustained from skydiving. The judge ruled that the instructor had misjudged the woman’s readiness to jump on her own. He was an expert instructor and she was a novice student, and he should have known that the student was not ready. The instructors’ misjudgment of her knowledge retention and thus her readiness to jump breached the standard of care that a novice learner should have expected in that specific situation. Smith was herself 30% liable for failing to clarify misunderstandings about what she was learning, for failing to give indications that she was under severe stress, and for ultimately sharing in the decision that she should jump from the aircraft.

Myers v. Peel County Board of Education was another early 1980s case where the plaintiff, a 15-year-old boy, broke his neck dismounting from the gymnastics rings. In this case, the teacher was supervising a double gym class (due to another teacher’s absence) and he had allowed Myers and some other students to practice in an adjoining room. In order to satisfy the legal standard of care to a student, the judge ruled that a physical education teacher must provide adequate supervision and protection, in keeping with that of a careful and prudent parent. In this case, the plaintiff was also partially liable for having attempted a difficult dismount without the benefit of a locator and in the absence of supervision.

The 2009 Hussack case from British Columbia adds new elements to the analysis of the standard of care in the coach-athlete relationship. Hussack, a 7th grader, suffered serious injuries while playing field hockey when a classmate’s back-swinging stick struck him in the face. Hussack was an overprotected child and had a history of chronic absences from school. In a meeting with Hussack’s father, the principal suggested that, if Hussack participated in the remaining part of the field hockey unit, he could get a passing grade in the course.

Hussack joined the class, although he had not attended any of the previous classes in the unit, where Mr. Macphee, the physical education teacher, had taught the students the rules of the game and allowed them to progress to eventual game action. Although Hussack had played ice hockey for many years, he had never participated in field hockey and, due to his absence, he had not received proper instructions for the game. Macphee still encouraged Hussack to try regardless of his lack of experience.

At issue in this case was whether the physical education teacher breached his duty of care to Hussack. Thornton v. Board of School Trustees of School District No. 57 (Prince George) stated that the standard of care to be exercised by school authorities is that of a careful or prudent parent. Did the coach breach that duty to Hussack? Four major criteria are considered as part of the test, as set out in Thornton, namely: (a) whether the activity was suitable for the age, mental and physical condition of the student; (b) whether the student was progressively trained and coached to do the activity properly in order to avoid the danger; (c) whether the equipment was...

Continued on page 56.
Using cycling for cross training

By Luc Arseneau, ChPC, Head Coach, National Cycling Centre, Atlantic Canada

When I got into the cycling world, like many teenaged boys in the '80s, I was involved in many other sports; mainly in the winter. I was looking for something to stay active in the summer, and at worst, I figured it would become an interesting cross-training activity.

Those were also the years where many athletes were successfully using cycling as a cross-over sport. It was the case for athletes like Pierre Harvey and many others. Today's world of sport is not much different; one only needs to think of the successes of Clara Hughes to understand the benefits of using the bike to stay fit in the summer months.

Cycling, as a sport, offers many benefits. Those could go from a social aspect to a possibility to enjoy nature and its great sceneries, it also greatly builds your aerobic capacities, but as many would say, “the sport offers a very low impact motion.”

In a recent NY Times article by Liz Robbins, Neil Cook, a multi-sport program manager, was quoted as saying cycling is the best cross-training sport for runners, since it builds an aerobic base while maintaining range of motion. “It forces your leg muscles to contract and increases the blood flow,” he said. “If you do it properly, you’re not really straining on the bike, the muscles aren’t getting that abused.”

Over my coaching years, I’ve stopped counting how many athletes I’ve advised on using cycling in such a way. My suggestions turn around two items: proper bike position and efficiency in the pedal stroke. Always remember, we can all ride a bike, but do we all know how to ride it properly.

The basic bike position should be done in three steps: pedals, saddle, handlebars – and in that order.

THE PEDALS
This first step is a very important one and also has a considerable impact on the following adjustments. Regardless if you have automatic pedals or not, the first step is to put your foot on the pedal to align ball of your foot with the pedal axle. It is also important to consider the natural angle of your feet.

THE SADDLE
Proper position of the saddle enables the rider to pedal efficiently with no hip movement or bouncing. The first stage consists of levelling the saddle. It is false to think your saddle should be pointing down; it should be horizontal.

For general all-purpose riding you want to make sure that the rider’s saddle is set at the proper height. Many new riders tend to have their saddle set too low. One quick and easy method for setting the saddle height is to have the rider line their pedal cranks up with the seat tube. Then, sitting on the bike, place their heel on the pedal of the crank that is in the downward position; the leg should come at full extension. This is done in such way that when the foot is well positioned on the pedal, the leg will never be fully extended.

As a third step, it is also important to consider the shaft and fore position of the saddle. With the help of a friend to hold the bike, comfortably sit on the bike and place the crank parallel to the ground. Your saddle should be adjusted to have your knee in a vertical line with the pedal axle.

THE HANDLEBAR
The handlebar position is often what dictates a great deal of comfort on the bike. The front end of your bike can be adjusted in height, angle and width. The height will change according to the type of riding you will be doing. But ultimately, the best position the riders will take will bring the top portion of their back to be levelled. On average, the handle bar should be levelled or lower then the saddle.

The most common question I get from cyclists concerns back pain. Nine times out of 10, riding with straight arms causes these problems. This translates into a constant vibration in the shoulders and the upper portion of the back. Always remember, your body is the most efficient suspension system invented.

Setting up a good position is key to enjoying your bike ride. Even if this is just for a post-game ride on the stationary bike, the same position should always be taken to allow better recovery, or even avoid injuries.

Now, the magical formula that will turn you from a regular commuter to a “oh my God, look at how easy it is to go this fast” is nothing but a good pedal stroke. A good pedal stroke consists of four elements: push down, back, pull up, and finally push forward. A simple push down on the pedals is far from being efficient. One must never forget to turn the legs fast. A good speed should be in between 90 and 110 revolutions per minute.

Using the bike can be a real benefit for many sport enthusiasts. Besides developing key performance factors such as endurance, speed and aerobic power, you will also be able to create some specific exercises to develop other qualities such as strength and many others.
**SR:** You have won seven Petro-Canada Coaching Excellence Awards, Water Ski and Wakeboard Canada’s Builder Award, and have been inducted into the Water Ski and Wakeboard Canada Hall of Fame. What was your reaction when you heard you had won the 2009 Jack Donohue Coach of the Year award?

**SB:** I was taken aback and still am. The other awards were awesome, but this one totally blew me away. I had no clue about the nomination until the call came telling me I had won. It is very humbling. I respected Jack Donahue and never missed a chance to sit in on his lectures. Recently, in a meeting with one of our junior skiers, I referred to some of his notes about the power of body language. Knowing Jack makes this award all that more meaningful.

**SR:** Have you always been involved in water skiing?

**SB:** No, I played baseball growing up in North Vancouver from Little League though the Babe Ruth League (a youth baseball program) to the Connie Mack Baseball League (a competitive summer program for players between the ages of 16 and 19). I moved to Deep Cove in 1960 and joined the Vancouver Water Ski Club (VWSC) in the late 1960s when I was about 20 and finishing baseball. George Athans’ was an honorary member and the membership included several Canadian champions, so I was introduced to water skiing at the elite level. I was 26 before I entered my first competition and my best ever performances were third overall at the Canadian nationals and a gold in tricks and silver in slalom at the World Police and Fire Games.

**SR:** When did you start coaching?

**SB:** I became the club coach at VWSC in 1974 and recruited local kids. Word got out and before long there was a line up of junior skiers on the dock at six o’clock in the morning. They got better and better and, eventually, I formed a team. Cablevision, a local cable TV company, sponsored team uniforms and we travelled to water ski competitions around the province. We did really well and, in 1975, I was named head coach of the provincial team, which took us to the national championships.

**SR:** How do you explain your rapid progression from a late-blooming skier to successful coach?

**SB:** I think it is because I develop trust and confidence with the athletes. My ability to plan, organize and follow through gives me credibility. When I started coaching the BC team, I was fortunate to get technical advice from some of Canada’s best skiers - Kenny Matheson, Ernie Griffiths and Greg Athans’, who shared with me what they had learned.

In 1977, I got a phone call from technical director Reg Barnes, asking me to coach the national team. I felt this way out of my league, I was comfortable coaching the BC team, but I reluctantly accepted, as I thought if someone had that much faith in me, I should at least give it a try.

Before I travelled to Florida to meet the team, I bought a video camera (very large reel-to-reel and motorcycle battery driven). The skiers had no clue who I was and half of them did not even shake my hand when we met. Reg and I arranged for the team to attend Liz Allan’s Water Ski School in Florida and, lucky for me, the instructor was Bob LaPoint, the world slalom champion. I had Bob ride in the boat and mentor me while the team took turns skiing and I videoed. In the evening, Bob and I would watch the video and he would tutor me on various techniques of slalom, trick, and jump. After one week, Joel McClintock [who would win the 1979 world championship] said he wanted me to ride in the boat when he skied, not Bob or the video camera. The other team members followed suit and the rest is history. If there is a lesson here, it would be that I came into the situation slowly, did not say anything I could not back up, used the video camera as an ice breaker, and added credibility by having the best teach me.
SR: These days video analysis is essential, but certainly not then. What made you do it?
SB: I was looking for a vehicle to give me credibility. Video was new and a lot better than using super 8 movies. I thought the video camera would help develop skills and bring me closer to the skiers. It was nerve-wracking at first, but I became their confidante, their support, and I learned a lot in the process.

SR: Was this a volunteer position?
SB: Yes. I received a small honorarium and made my living as a firefighter for the North Vancouver District Fire Service from 1967 to 1996. The fire chief and district manager were very accommodating and granted me time off to attend training camps and other events such as the Pan American Games and world championships. It was a great system and I worked many extra shifts so that I could be covered by other firefighters while I coached the team.

SR: Why firefighting?
SB: My best friend and water ski partner, Tom Cumming, was a firefighter and his stories of rescues and fighting fires intrigued me. I liked the thought of shift work that would allow weekdays off for us to ski without the crowds.

SR: Is there a relationship between leadership as a firefighter and as a coach?
SB: Yes, I really think they are many similarities. Going to a fire or emergency is not that much different from a major sports competition. You learn skills, train and perform and then talk about what went right, what went wrong, and prepare for the next event. In the Fire Service, you are taught how to think clearly and remain calm during an emergency and that thought process has helped me many times in my coaching career. It is interesting that, as my career progressed from firefighter to captain to assistant chief, I attended many leadership/coaching seminars that paralleled the National Coaching Certification Program Level 3 and 4 theory courses. As assistant chief, I learned the Incident command system, which is about structure, order, and chain of command, and I attempt to follow a similar process at all major water ski competitions.

SR: What were your career ambitions with the Fire Service?
SB: I was a bit mixed on that. I enjoyed being the assistant fire chief, as I enjoyed working with the fire crews and the shift work allowed me to travel with the team. I had a great balance between the two teams. It was a perfect crossover and I was always attending some type of leadership or coaching seminar to further my education. Eventually, I had to make a decision whether to move up the ladder to deputy chief of operations, which was a great career opportunity, but which disrupted the balance I enjoyed. I did try the deputy fire chief position for a short while, but lost the energy and excitement that comes with being with the team on the fireground and on the water. I remained assistant chief until I retired in 1996.

SR: Didn’t you become the full-time coach and director of the national team program in 1996?
SB: The retirement was first and I planned to spend the summer in Lacanau Ocean near Bordeaux, France. I had been there a couple of times with the ski team and really liked the area. I thought it would be fun to teach skiing, travel, and learn the language. By coincidence, Brian McPherson, our executive director, came up with funds and offered me a contract to be the full-time coach. I accepted his offer and, as luck would have it, I have been back to Lacanau twice with the team. I never did learn the language.

SR: Can you pinpoint your leadership qualities?
SB: I am open, trustworthy, honest, and a good communicator; I take time to build really strong, lasting relationships; I try to lead by example; I attempt to instil good practices and values and make good citizens of my athletes. I treat number one on the team and number 21 pretty much the same. In both my professions, I had to prove myself, as a fire chief to the old boys, and as a new head coach to the athletes. Once I got credibility and respect, the rest came easy. In a competition, depending on the situation, I may use a different style of leadership, almost commander-style, similar to the fireground where there is little time for discussion, just action.

SR: Are you successful?
SB: If I was to talk about successes, I would start with our national team
was in place at McGill University. Our sport science program performance Centre at the university on-line monitoring. We use the High competitors. For example, we now use constantly adjusting to stay ahead of our when I started and we have been about having the best technical coaches, dedicated athletes, and proper planning. The world championships were scheduled to be in Austria in 1991, so, in 1990, with my own money and time, I and a couple of skiers attended a tournament there. I got to know everything and everyone who would make the actual event easier the following year. When our team stepped off the plane in 1991, they did not have to think about anything except skiing. We won the team title for the first time that year and that planning is what I have done ever since, only now it is no longer all on my own hook.

SR: It should be noted that success has come despite somewhat limited funding.
SB: That is true. Water skiing at the elite level is very expensive and the families make quite a financial commitment if they want their children to ski on the national team. Scholarships are offered at certain universities in the southern United States and that can help lower training costs. For our elite team, I cannot say enough about Canada’s carding system. It allows the skiers to be athletes, to have the freedom to train. There is definitely a connection between our results at the world championships and Sport Canada’s carding system.

SR: What makes a champion water skier?
SB: Hours and hours on the water for eight to nine months of the year. As with any athlete, they need goals and a plan. You have to be really strong physically. The best skiers are usually among the strongest. A champion water skier has to be mentally strong because with the slalom event, a miss and you are done.

SR: How do you keep fit?
SB: I water ski, run, mountain bike, and play tennis and golf. I try to spend a couple of months of the year snow skiing in Sun Valley, Idaho.

SR: You are known for your knowledge. How do you stay current?
SB: I look for the best teachers. Our technical coach, Matt Rini, keeps me current. He is one of the best, if not the best three-event water ski coaches in the world. I travel to different ski venues and hear and see what other coaches are doing. Our top skiers, Jaret Llewellyn and Ryan Dodd, are also great coaches and I get a lot of feedback from them. The Petro-Canada Sport Leadership sportif conferences and the Coaches of Canada annual meeting are one of the best ways to keep current with all the other aspects of sport. I learn from the sessions, and also from networking. There are a lot of knowledgeable coaches and presenters at these sessions.

SR: Are you grooming the next generation of high performance water ski coaches?
SB: Yes. We have two apprentice coaches who have attended our development camp and are now part of our program. However, because of the cost, it is difficult to find a coach who can commit to come to Florida to learn the latest techniques. They are ever-changing, and, to be current, you have to come to Florida, the hub of water skiing. Our plan is to invite past skiers who are interested in staying in the sport and we have an excellent candidate from Ontario.

SR: Water skiing in Canada seems like a family affair.
SB: When I started our sport was dominated by families - the Athans, Reids, McClintocks, Grahams, Sokolowskis, Rosses, Rinis, Llewellyns, Clunies, Hartmanns - and many others made up our national team. The typical scenario is a family skis together, buys a cottage, meets other skiing families, and are introduced to competitive water skiing. A lot of the Ontario and Quebec families travelled to Florida and skied during the winter. It is a thrill for me to coach the children of the athletes I coached in the 1970s. Families are still our main feeder system. At the U-21 world championships in November, the families were McClintock, Melnuk, Stevens, and Collins.

SR: Do you have a family life?
SB: Depends who you ask ... Yes, I married Kim Westlake three years ago. She was on the water ski team I coached in the ’70s and we re-connected about 15 years ago. She is an athlete and currently works for VANOC, so she understands about commitment and team building. She is really supportive and gives me the freedom to do what I do. I miss special days like my step-daughter’s recent birthday, but we do make it work. If I am at a tournament in Europe, she will try to meet me at the end of the event, and we will travel for a week or so. We acquired Jake, a yellow lab, to keep Kim company in my absence and that has worked – maybe a little too well.

SR: What does the future hold for you?
SB: At the end of the 2009 worlds, I thought, there’s 30 years, starting my career with a big win and finishing with a bigger win - the worlds at home in Calgary with sport minister Gary Lunn in attendance. Maybe it was time for retirement. I did not want to rush into a decision, so I let it sit for a month and then found myself re-charged after going to the junior Can-Am tournament. After learning I won the Jack Donahue award settled in and I realized the importance of it. I am more motivated than ever to continue coaching the team.

Sheila Robertson was the founding editor of Coaches Report, the magazine of the Canadian Professional Coaches Association (now Coaches of Canada) from 1992 to 2005.

REFERENCES
1 George Athans, Jr., was a world champion who won 10 consecutive national titles from 1965 to 1974, the first at the age of 13.
2 Greg Athans was a 15-time Canadian champion.
At the 2006 Olympic Winter Games, four women coaches – Xiuli Wang, Elaine Dagg-Jackson, Teresa Schlachter and Mel Davidson – coached their athletes to 10 of Canada’s 24 medals. At the 2006 Paralympic Winter Games, Leslie Clarke’s Para-alpine downhillers won one gold, two silver, and two bronze medals. In a few short weeks, Xiuli, Elaine, and Mel return to centre stage. There are others, too, who can be expected to coach in Vancouver and Whistler, and I am willing to bet you do not know a lot about these remarkable coaches. On these pages, please find the names and accomplishments of the Canadian women coaches you are likely to see at the 2010 Olympic Winter Games. Congratulations to all of these amazing role models for your contribution to Canadian sport.

Annie Barabé, ChPC
Figure Skating

CLAIM TO FAME:
Coach of Jessica Dubé and Bryce Davison, 2008 world pair bronze medalists.

- Winner of a Petro-Canada Coaching Excellence Award in 2008
- Skate Canada’s 2008 Competitive Coach of the Year
- Recipient of 2008 GM Making Dreams Possible high performance grant

Manon Perron, ChPC
Figure Skating

CLAIM TO FAME:
Coach of five-time Canadian champion and 2009 world championship silver medalist Joanne Rochette.

- A specialist in singles and pairs
- Coaches national pairs silver medalists Meagan Duhamel and Craig Buntin
- Multiple award winner, including Skate Canada’s Coach of the Year, and a recipient of GM Canada’s Making Dreams Possible campaign

Elaine Dagg-Jackson, ChPC
Curling

CLAIM TO FAME:
National coach with four world championship teams.

- Head coach, Canadian women’s team, Vancouver 2010
- Winner of the Petro-Canada Coaching Excellence Award, 2000

Celine Feagan, ChPC
Paralympic Biathlon

CLAIM TO FAME:
2010 Paralympic Para-Nordic Biathlon head coach.

- Cross Country Ski Canada’s para-nordic head coach
- Former Biathlon Canada national team assistant coach
- International Paralympic Committee medical classifier for Nordic skiing
Carol Lane, ChPC  
**Figure Skating**

**CLAIM TO FAME:**
Coach of Vanessa Crone and Paul Poirier, Canadian ice dance silver medalists and world team members.

- Specializes in ice dance and singles
- Founder and director of Ice Dance Elite Competitive Dance Program in Scarborough, Ontario
- Skate Canada Central Ontario 2008 Competitive Coach of the Year

Joanne McLeod, ChPC  
**Figure Skating**

**CLAIM TO FAME:**
Coach of Jeremy Ten, 2009 world team member and Canadian bronze medalist.

- Works out of BC Centre of Excellence
- Has been coaching for 29 years, specializing in singles
- Winner of the 2006 Skate Canada Competitive Coach of Excellence Award

Maggie Phillips-Scarlett  
**Para-Alpine**

**CLAIM TO FAME:**
Strength and conditioning coach for eight Paralympic medalists.

- Works with world champions Lauren Woolstencroft, Kimberly Joines, Christopher Williamson, and guide Nick Brush, Viviane Forest, and guide Lindsay Deoub, and Josh Dueck
- Works with overall World Cup champions Lauren Woolstencroft, Viviane Forest, and guide Lindsay Deoub, and Kimberly Joines

Ingrid Paul, ChPC  
**Long Track Speed Skating**

**CLAIM TO FAME:**
Coach of Christine Nesbitt, 2009 world champion in 1000-metres and team pursuit and World Cup overall 1000-metres champion.

- Coach of Britany Schussler, 2009 world champion in Team Pursuit
- A medical doctor specializing in sport medicine
- Coach at three Olympic Winter Games

Xiuli Wang, ChPC  
**Long Track Speed Skating**

**CLAIM TO FAME:**
Coach of Olympic champion Clara Hughes and world champion Kristina Groves.

- Olympic coach for Canada at the 2002 and 2006 Olympic Winter Games; her skaters have brought home six medals of every colour
- Winner of the 2006 Jack Donohue Coach of the Year Award
- Five-time Speed Skating Canada’s Female Coach of the Year
- Seven-time Petro-Canada Coaching Excellence Award winner

Marina Zoueva, ChPC  
**Figure Skating**

**CLAIM TO FAME:**
Coach of Canada’s world championship medalists Tessa Virtue and Scott Moir.

- Choreographer for two-time Olympic pairs champions, Ekaterina Gordeeva and Sergei Grinkov
- Coach of Tanith Belbin and Benjamin Agosto, the 2006 Olympic ice dance silver medalists for the United States
- Winner of a Petro-Canada Coaching Excellence Award, 2008
In Canada’s quest to Own the Podium in 2010, the nation’s best athletes and coaches have received greater access to world-leading technology in an effort to increase performance, and ultimately, win. But what is the nature of performance technology?

Performance technology refers to the applied use of technological and analytical systems that enrich the abilities of coaches and athletes to achieve podium performances on the Olympic, Paralympic and world stage. In fact, performance technologies are very powerful tools used to assist the coach, athlete and support team in increasing their understanding of performance, and helping to identify how it can be further improved.

Canadian athletes and coaches are now benefiting from a wide range of technological devices that are impacting performance: from high-quality camera and video analysis software to hardware attached to sport equipment, there are huge opportunities for accelerating skill acquisition and learning.

The analyses, by whatever means, are used in the first instance by the coach and athlete to assess their performance in training or competition, but the information is frequently used by physiotherapists, strength and conditioning coaches, biomechanists, performance analysts, psychologists and physicians to assist in the preparation of the athlete in their Integrated Support Team (IST) role.

Coaches Plan du coach sat down this month with Own the Podium’s Performance Technology Team, Kristin Collins and Barney Wainwright, to learn more about what role technology plays in athlete performance.

**KRISTIN COLLINS**
Performance Technologist (Winter Sports)

*How did you get involved in working with performance technology?*

My formal education was in international politics/economics, but, as a Division I university-level athlete in soccer and basketball, I have always naturally gravitated towards working in sport. After working for companies such as Schearson-Lehman in New York and Nike in Oregon, a friend in the IOC recommended at the time for me to look into this new Swiss company called InMotionTechnologies (now named Dartfish).

Although they only offered broadcast tools at that point in time, it was then that I fully recognized the unique value of video analysis in all levels of sport. I joined Dartfish as their first North American employee in 1999. Previous to working for Own the Podium 2010, I was employed by the U.S. Olympic Committee in Colorado Springs, within Coaching and Sport Sciences (Performance Technology). Performance Technology has been a natural progression of my interest in elite level athletics, coaching, education and innovative technologies.

In simplest terms what is your role as it relates to performance technology?

My role originally was to assess/evaluate the usage of performance technologies with Canada’s winter sport teams while focusing initially on their daily training environment. My responsibility was to offer our coaches the additional tools to improve tactics, technique and communication with their athletes, which as a result, empowered them with the world-leading knowledge and
What is the role that performance technology plays in increasing athlete performance?
We are now speaking the language of today’s athletes. There is no need to ‘argue’ with your coach. Performance technologies assist in the identification of areas of improvement, and provide the bridge between analysis, stated word and the ‘feels’ factor.

How have you seen athlete performance improve since the program was implemented for the 2010 Games?
I have witnessed great improvement in the overall efficiency of training since July 2005. With the addition of world-leading sport science and medicine service/support, I firmly believe we are well positioned for success in 2010 and beyond.

What impact do you believe performance technology will have on Canadian performances in 2010?
“If I told you….I would have to shoot you.” quoting Top Gun. In all honesty, it is one of those critical pieces of the puzzle – a tool in the toolbox. World-leading athletes must take advantage of the resources available, (such as physiology, nutrition, strength and conditioning, biomechanics, psychology, sports medicine and performance technology) in order to reach the podium. The separation between finishing on and off the podium is so small, so it is crucial to give our athletes every competitive advantage to reach their full potential is a must….if we are truly to be successful. I feel we have accomplished this.

Many people think of performance technology as Dartfish, can you explain the difference between the two?
Yes, Dartfish is simply a small (but important) piece of what we do. As you know, today’s athletes are extremely visual and technically savvy. Dartfish allows our national team coaches to organize, analyze and communicate with their athletes more effectively. We additionally utilize devices such as timing systems, GPS, accelerometers, heart rate monitors, point of view cameras, netbooks, etc. Basically, performance technology refers to the APPLIED use of technological and analytical systems that enrich the abilities of coaches and athletes to achieve podium performances.

Is performance technology part of an athlete’s IST? How do you work with coaches/athletes as it relates to performance technology?
I like to compare the IST as a Formula One ‘pit crew.’ Performance technology is one of the elements within the crew, as well as a very efficient communication tool between the other disciplines and their coaches/athletes.

What have been your greatest learnings?
I feel one of the most important elements I have learned over the years is patience. Within my role, I must sit back and fully understand, not only the daily dynamic of each sport (and there are MANY), but also the personalities involved. Learning to put myself in the shoes of each coach, to understand what their typical training, competition, off-season day is comprised of. Then, and only then, am I in a position to assess their needs and develop a innovative solution for the program individually.

What do you enjoy most about your job?
I would have to say….the people. I know this is very cliché….however, I have worked with several top nations over the past 10 years, and I can honestly say that I have gained great respect for our coaches, athletes and staff. The overall attitudes are uniquely refreshing and positive. Living within a system that supports an overall synergy toward podium performances is uniquely refreshing.

When you see a Canadian athlete on the podium in 2010, what will you be thinking about?
I will be thinking about the families of the athletes, coaches and support staff…how proud they must be. I will be thinking about the many years of blood, sweat and tears that went into this moment of pure excellence. As I am notoriously emotional….there will definitely be lots of tears in my eyes, come February.

BARNEY WAINWRIGHT
Performance Technologist (Summer Sports)

In simplest terms what is your role as it relates to performance technology?
My role as an advisor to summer national sport organizations is to assist them with implementing their performance technology strategy. I work in close partnership with the Canadian Sports Centres as they are best placed in most cases to assist the respective sport in putting the strategy into place. In addition, my role is also to help develop the national network of sports technologists with the skills and experience to deliver high-quality support to coaches and athletes.

Many people think of performance technology as Dartfish, can you explain the difference between the two?
We are using the term ‘performance technology’ as an umbrella term that refers to the applied use of technology and analytical systems that enrich the abilities of coaches and athletes to achieve podium performances on the Olympic, Paralympic or world stage. Dartfish is a video software application that is just one of these sports related technologies that is being used across many sports to assist in analyzing performance. Within the umbrella of performance technology, there are biomechanists and performance analysts who mainly work with these technologies, but there are also engineers who might be involved in developing them for sports to use.

What is the role performance technology plays in increasing athlete performance?
Performance technology plays a significant role in athlete performance. At all levels coaches and athletes are using various methods to measure...
performance. At its very simplest level this may be a stop-watch. The use of appropriate performance technologies allows the coaches to go far beyond this level of analysis, to really break a performance down and see how it can be improved. There are many tools available now that can easily be used, but in some cases more development work is required. My experience while working in the UK is those sports that really embrace this philosophy are those that progress very quickly, and soon deliver strong performances and results.

How much weight does technology play in athlete performance?
The range can be very large, and it can play a key role at all levels of athlete performance. At the development level, I have had experience where a particular technology was able to help a coach make a detailed analysis of an athlete’s technique that was not possible before, and highlighted why their performance was remaining stagnant. Once this was corrected, their performance again started to progress. At the higher end of performance, I have seen performance technology used to identify some very subtle aspects of performance that only made a small difference, but that difference was enough to make a significant difference to the performance result. In some cases, just being able to pull one or two small things from the video between rounds in a competition is enough to refocus the athlete on key parts of their performance. Again, this can have a large impact on the result.

Is performance technology part of an athlete’s integrated support team? How do you work with coaches/athletes as it relates to performance technology?
In most cases, a performance technologist is someone who is performing a role of a performance analyst, or biomechanist, so they are using technologies to analyze performance. The information they can provide is an important part of the integrated support team. They can help identify where opportunities are for improvements in performance from a tactical or technical point of view, and this information can help the rest of the support team integrate their support. If the integrated support team is recommending a particular area for development, the performance technologist can help measure and analyze progressions in this area. In my experience, the performance technologist normally works very closely, not only with the coach, but also with the physiotherapist, strength and conditioning coach, and physiologist to help implement some of the interventions.

Take me through a project and what is the process for testing/evaluating and working within the team?
For me, using performance technologies is mainly concerned with supporting the athlete and coach in their environment, and using the most appropriate tools to give them the information required to help them. It usually starts by talking with the coach about performances and what they want to look at, or start analyzing. At the end of this, you normally have a whole host of things that need to be looked at, but, after spending some time measuring different
things in a methodical fashion, a few key parameters can be identified to investigate in more detail.

Then it is a matter of providing an ongoing process of measuring, evaluation and feedback so that the athlete and coach can start to add more quality to the training sessions and start to see improvements in performances. Regular reviews and evaluations of the information and process are an important part of ensuring that the information provided is continuing to be useful and informative. Sharing this information with other members of the integrated support team is an integral part of this process, as it can highlight aspects of movement patterns that may not have been picked up by physiotherapists or strength and conditioning coaches in the past.

What have been your greatest learnings?
I have been very fortunate in that I worked with sports in the UK during the time when there was a significant increase in funding to high-performance sport, and a resultant improvement in Olympic results. During this time, everyone was learning and adapting very quickly to find the most effective ways of doing things. I learned many important lessons during this period, and a key one was that we should have invested in performance technologies earlier, as it would have provided the opportunity to measure and monitor far more aspects of performance than before. Once you can do this well, it is far easier to identify the areas of performance that need to be improved, and monitor the changes in them as a response to training or a change in tactics.

What impact has performance technology had on summer sports?
Having only recently moved to Canada to work in this position, I am not yet in a position to make this assessment. However, there has been some very good work done in some sports that has made a difference, especially the support that was provided at the 2008 Olympic Games in Beijing. From my point of view, high quality support needs to be implemented across as many summer sports as possible, and in those that have embraced performance technologies in the past, need to continue to progress, ensuring that athletes and coaches are making as much use of this area as possible.

SIRC is proud to announce the official launch of the 2010 SIRC Research Award and SIRC Research Development Award

2010 SIRC Research Award
SIRC invites Canadian researchers to submit sport related original research papers in consideration for the 2010 SIRC Research Award. The research award recognizes outstanding sport research in Canada. Winners receive $2,000, media coverage, inclusion in the SportDiscus™ Database and international exposure to the sport and academic community through SIRC’s publishing channels.

The 2010 SIRC Research Award has two categories:
• The social impact of sport on the community
• The impact of applied research on athletic excellence

2010 SIRC Research Development Award
SIRC invites Canadian undergraduate students to submit their literature review research papers in consideration for the 2010 SIRC Research Development Award. This award is designed to encourage development of research writing skills, with an emphasis on preparing research reports that are comprehensive and yet can be disseminated and understood throughout the sporting community. Winners will receive $1,000 each as well as media exposure throughout the Canadian academic and sporting community. The 2010 SIRC Research Development Award has two categories:
• Sport and its relationship with health
• Participation and sport

FOR ADDITIONAL INFORMATION PLEASE VISIT: www.sirc.ca/researchaward
Submit final paper to researchaward@sirc.ca by May 28, 2010
The 2009-2010 Canadian Interuniversity Sport season marks the first year of the CIS – Coaches of Canada partnership. Here is a closer look at the six individuals who earned CIS coach-of-the-year recognition during the fall semester, as presented by Coaches of Canada.

NAME: Sharon Rajaraman
UNIVERSITY: Saint Mary’s
SPORT: Women’s field hockey

Sharon Rajaraman became the first Saint Mary’s head coach to claim the Marina van der Merwe award as CIS women’s field hockey coach of the year since the inception of the trophy in 1984. She was also the first recipient from an Atlantic university sport school since 1990.

At the helm of the Huskies since 1992, the native of Halifax led her troops to a stellar 10-1-3 record this fall; Saint Mary’s lone loss of the season, unfortunately, coming in the league semi-final. A former all-Canadian at Dalhousie University and a former Canadian national team player (1982, 1983), Rajaraman has coached at the provincial senior and junior levels, and was an assistant at Dalhousie (1986) and Saint Mary’s (1987), before inheriting head coaching duties with the Huskies.

NAME: Neil Langevin
UNIVERSITY: Lethbridge
SPORT: Women’s rugby

Neil Langevin became the first coach from a Canada West program to be named coach of the year in CIS women’s rugby. In his tenth campaign at the helm, Langevin guided the Pronghorns to a 4-0 regular season record, a 2-0 Canada West playoff mark, a fourth straight conference banner, and, most importantly, four wins in as many outings at the CIS championship in Vancouver that allowed Lethbridge to capture the Monilex trophy for the third consecutive year.

The only head coach in the Pronghorns’ 10-year history, Langevin has led his team to the podium in each of its five CIS championship appearances, including a bronze medal in 2003, silver in 2006 and now three straight national titles. A teacher in the Lethbridge School District, he served as head coach of Canada’s senior national team from 2004 to 2007 – including a fourth-place finish at the Rugby World Cup in 2006 – and was at the helm of the Canadian under-23 squad in 2003.

NAME: Marc Mounicot
UNIVERSITY: McGill
SPORT: Women’s soccer

Marc Mounicot became the second McGill mentor to win the coach-of-the-year award in CIS women’s soccer and the first since Tony Iachetta in 1988. In his twelfth season behind the bench, the native of St. Jean de Luz, France, guided a young Martlets team to a surprising 10-3-1 second-place record in the eight-team Quebec conference, a semifinal win over Sherbrooke, and a berth in the league championship game, a 2-1 loss to nationally No.1-ranked Montreal.

Since taking over the helm of the Martlets after captaining McGill to the 1997 CIS men’s soccer championship, Mounicot has posted a 182-57-41 record overall, earning QSSF coach-of-the-year honours four times. He has led the Martlets to eight Quebec titles and four medals in eight appearances at the CIS Nationals. Mounicot has also served on the Canadian women’s coaching staff three times at various World University Games, including a summer as head bench boss at the 2005 Universiade in Turkey and stints as an assistant coach at the 2007 Games in Bangkok and the 2001 Games in Beijng.

NAME: Samir Ghrib
UNIVERSITY: Laval
SPORT: Men’s soccer

Samir Ghrib was named the top coach in CIS men’s soccer for the first time in his career. Ghrib is at the helm at Laval since the rebirth of the program in 2000. Following a few learning years, the Rouge et Or have become annual contenders under his guidance, reaching the national final in 2007 and advancing to the CIS championship for the fifth consecutive campaign in 2009.

This season proved the pinnacle of the program’s resurgence. Laval finished atop the Quebec regular season standings for the first time in team history with an 8-2-2 mark, claimed a second QSSF championship with a 3-0 gold-medal win
and field.

The Guelph program in 1997. He is also (6 women’s – 8 men’s) since taking over has now received the distinction 14 times straight season. t he Gryphons’ mentor and men’s cross country for a fourth CIS coach of the year in both women’s Guelph’s Dave scott-thomas was named

Guelph’s Dave Scott-Thomas was named CIS coach of the year in both women’s and men’s cross country for a fourth straight season. The Gryphons’ mentor has now received the distinction 14 times (6 women’s – 8 men’s) since taking over the Guelph program in 1997. He is also a two-time CIS coach of the year in track and field.

This fall, Scott-Thomas guided the Gryphons to an amazing fourth consecutive sweep of the CIS team banners, and a fifth straight title in the women’s competition.

The coach of the National Endurance Centre in Guelph, he is a Level IV Certified National Coaching Certification Program endurance coach and has held several different national team assignments since 1996 including the 2005 Summer Universiade, 2003 and 1999 world cross country championships, 2001 world track and field championships, 2000 NACAC under-25 championships, 1998 NACAC junior team, as well as the 1996 Olympics in Atlanta as an observer.

NAME: Steve Sumarah UNIVERSITY: Saint Mary’s SPORT: Football

Saint Mary’s Steve Sumarah received the Frank Tindall trophy as the coach of the year in CIS football. The native of Halifax became the third Huskies sideline boss to capture the prestigious award since its inception in 1969, following Blake Nill and the late Larry Uteck, both two-time winners.

In his fourth campaign at the helm, Sumarah led the Huskies to a third consecutive first-place finish in the Atlantic conference with identical 7-1 records, a third straight AUS title and a Uteck Bowl appearance against Calgary. A former receiver at Saint Mary’s, Sumarah has been part of the Huskies’ coaching staff for 12 years including four Vanier Cup appearances and a pair of national championships (2001, 2002) as offensive coordinator, and a return to the Vanier Cup final in his second season as head coach in 2007.

He was named Football Nova Scotia coach of the year in 1999 and AUS volunteer coach of the year in 2000.

A nomination submission that will win an award

In order to put together an effective and powerful nomination submission, it is important to include specific key areas that will bring out the candidate’s skills and accomplishments, areas of expertise, experience, career highlights, professional highlights and an overall summary of the most important qualities, achievements and abilities the candidate has to offer and has demonstrated in their field. This is applicable whether you are nominating someone else or submitting an application for yourself.

The nomination needs to be clear and the objective of the submission is to answer the question: What would make someone the perfect candidate? Communicating the talents and highlighting what the candidate has achieved are important and common ingredients of a well-written document. Your nomination needs to stand out from all the others and must convince those evaluating the submissions that this candidate’s qualifications and performance are outstanding.

Tips to writing an effective nomination submission:

- Review the criteria for the nomination submission and use this as a template for your submission. Incomplete submissions are usually ranked below complete submissions.
- Provide as much detail with regard to skills and accomplishments as possible, and share all of the candidate’s high points. Sell the highlights and include the strongest areas of skills and expertise, knowledge and experience.
- Describe any additional strong characteristics that define the person in the submission.
- Use a bulleted list of accomplishments and skills because this is an easy reference for the reader.
- In the summary section, focus on the special highlights, talk about the results, what initiatives/events took place as a result of actions, highlight contributions as a result of talent and/or experience. What makes your candidate special.
- Include education highlights.
- Highlight awards, commendations, leadership roles and praise received as this demonstrates consistent outstanding performance and contributions, which may include community leadership.
- Promote the candidate’s proven track record in the area of financial achievements. Nominations should demonstrate results-oriented practices, strong statement of accomplishments (quantify if possible) on any cost savings or improvements.
One of the overarching shortcomings within the sport system is that adult competition is imposed on youth. This issue was identified a number of decades ago, long before Canadian Sport for Life (CS4L) came to the scene in the mid-2000s. It was over 20 years ago that ‘mini’ soccer upset traditionalist by modifying competition formats in order for them to be appropriate for different development stages and ages of children. Volumes of research support the advantages of modified games, in which young players get more ‘touches’ and more enjoyment.

Yet, after decades of the right thing being done at the right time by many youth sport organizers, there are still challenges to address. Due to the way youth sport operates in Canada, new parents are annually recruited to volunteer at the local minor level. These new parents generally have good intentions, but little experience or understanding of sport. The understanding they do have is often from their own experience or watching sport on television. It is with that background that ‘adult sport’ thinking is born.

Thus, there is a continual need for CS4L – Long-Term Athlete Development (LTAD) education to ensure new parent volunteers have the right foundation to make beneficial decisions.

Hold on now, why am I reading this article? I have other things to do and, as a high performance coach who is part of Coaches of Canada, this doesn’t seem to apply to me. Think again!!

You, the high performance coach and, according to LTAD, the Training to Compete and Training to Win coach, is critical to the implementation of CS4L – LTAD; you are seen as a technical leader in your sport within your community. You can make a difference by understanding the impact of competition on the long-term development of sport participants. As a result, you have a leadership role when you communicate with other coaches, parents and, especially, administrators, whether one-on-one or in a large group, encouraging them to ‘develop’ athletes. You can help them consider the following key factors in the design of competition structures.

- **Coaches train based on competition**
  – Certainly, at the core of competition is victory and defeat, so coaches train to whatever measure is created. If the competition is skills, coaches will train skills; if there are bonus points for fair play, coaches will ensure fair play is encouraged. This is why setting up the right competition is so critical at all stages of LTAD. As Orjan Madsen, Norwegian sport physiologist said, “In a democratic society the only way to make a change is to modify the competitive structure to change behavior.” Therefore, the trick is to build the competition format for the development of athletes’ abilities appropriate to the stage they are at.

- **Competition should be meaningful**
  (Rowing Canada LTAD Work Group, 2007; SSC LTAD Work Group, 2009) – Meaningful implies a chance to succeed and even win; yet, success by results requires some uncertainty and excitement. In some cases, meaningful competition may be the chance for self-improvement; in other cases, it may be the chance to win. Races, in individual sports, where athletes are so spread out they are essentially ‘racing on their own,’ do not have the necessary uncertainty and are not fun or worthwhile. They provide limited challenge and minimal learning. Similarly, in team sports where the result is a foregone conclusion, competition has limited development purpose and is detrimental in many ways to both teams. Development, excitement and enjoyment are based on meeting and challenging uncertainty in a fair environment.

- **There are optimal competition to training ratios for each stage**
  (Balyi, 2005) – Generally, in North America, there is low training to high competition ratio in team sports, while the opposite is often true in individual sports. In fact, when sports are analyzed, there is a high correlation between sports with low training and sports with volunteer coaches, as well as sports with high training ratios and sports that have paid coaches at the early stages. This is not surprising, as sports with paid coaches often have a financial structure that generates money from training, not competition, while the opposite is true for sports with volunteer coaches. Therefore, regardless of what is good for the development of the player, we must consider the financial model to be able to try to change the practice to competition ratio. First, low competition sports cannot rely on generating revenue from tournaments. Second,
“The coach didn’t want to run up the score against the Whales, but he knew the tiebreaker was goals for vs. against. He knew the Whales had a lot of young players and this would have been a perfect game to get some of his bench significant minutes in the Championships, but he couldn’t, the Whales has already lost 12–1 to the team his team had tied in the round robin. They had to go full power, all the starters, as they had to hammer the Whales by more than 11 goals.” This true story, which has only negative effects on development, is played out often. The competition format leaves the coaches no choice in how to coach. It could easily be avoided by using other tiebreaker options. However tournament organizers don’t understand the LTAD impact of their decisions in structuring the competition formats. (PS: The coaches’ team won 13–0.)

coaches need to be trained to be able to deliver fun, interesting practices; a considerable undertaking if the coach’s only skill is to manage a game. Further, this is a large challenge as substantial time is needed in order for a coach to be valued for his or her work in training/practice. Since high participation team sports need so many quality coaches, we must look for creative solutions to develop coaches in these sports.

- **Look deeper into training to competition ratios** – This will allow for a more detailed ratio to be considered, which will then provide more guidance than simply ‘training to competition.’ A more detailed ratio should include off-field of play training (physical, mental, educational, etc.), on-field training (technique, tactics, etc.), competition simulation (strategy) and actual competition. Although more complicated, a more detailed ratio is a better guide for planning and periodization and will result in a better program for the participants. Coaches should check their sport’s LTAD to find optimal training to competition ratios for each development stage.

- **Recognize the pressure of programming adult style competition** – The competition calendar at the early stages of LTAD is set by parent volunteers, while, at the later stages, it is set by the international federation. As identified, parent volunteers are not experts in planning competition to facilitate development. This is because they often have ‘sport on television’ in the back of their minds as well as enjoying watching their child compete. They are often influenced by ‘event entrepreneurs,’ who generate revenue through the promise to expose athletes to scouts and colleges by way of additional tournaments and travel or the ‘facility manager’ who generates revenue by hosting events. In comparison, the later stages are directed by international organizations that generate revenue through the hosting of global events. Fame and fortune is found in events and competitions, thus training and LTAD often suffer.

- **LTAD can help maximize facility usage** (CLA LTAD Work Group, 2009) – The backdrop for every playing experience is the playing surface itself. The availability of facilities affects the access to programs at all ages and in all disciplines. Often, facility scheduling does not share time adequately between sports, age groups and tiers. The best facilities are often offered to elite teams and older age group teams. Poor facilities are offered to child and youth programs and house league teams. Equitable scheduling of facility use between age groups and tiers is critical.

- **The role of winning is different at each stage** – *Winning and being competitive* are two very different things. *Winning* focuses on the result of the competition while *being competitive* refers to trying hard to do one’s best during competition. The role of winning should be determined for each LTAD stage. A common expression is *winning is everything*. While this might be true for athletes in the Train to Win stage, it is not appropriate for children in early stages of development. Repeated studies of children in sport rate fun, love of the game, and social connections well ahead of *winning*, yet coaches, parents and league organizers repeatedly ignore that information in their design of competition format and rules by modeling professional sport.

<table>
<thead>
<tr>
<th>Development</th>
<th>Winning (short-term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use substitutes</td>
<td>Limit substitute</td>
</tr>
<tr>
<td>Play many positions</td>
<td>Specialize in a position</td>
</tr>
<tr>
<td>Let players make decisions</td>
<td>Run plays</td>
</tr>
<tr>
<td>Let players make decisions</td>
<td>Yell instructions</td>
</tr>
<tr>
<td>Practice skills</td>
<td>Practice strategies</td>
</tr>
<tr>
<td>Work on athleticism</td>
<td>Work on tactics</td>
</tr>
</tbody>
</table>

This is not to say winning is bad; however, compromising the quality of sport programming for the sake of winning is shortsighted and is not beneficial.

- **More coaches and less game managers** – There is a difference. Coaches are well trained and as a result, they have the competence to run a great practice; a practice in which athletes will enjoy, learn and develop technical and life skills. Coaches enjoy practices; they typically want more practice time so they can develop the capabilities of their charges. In contrast, game managers are often volunteer ‘coaches’ who prefer games to practices as they...
Recently a provincial ministry of education declared a ‘no-cut’ policy for school sport in their province. This positive recognition of the value of sport, which will result in an increase in participation (physical activity), was met negatively by some coaches, whose immediate reaction was; ‘it can’t be done, we don’t have the facilities’. However, with modified competition formats increased participation can be accommodated in existing facilities. For example a typical middle school gym has 6 baskets – 2 on the ends 4 on the sides. Instead of playing a typical 5 v 5 full court (10 players; 1 ball in play) that gym can have six 3 on 3 games (36 players; 6 balls in play). Going from 10 to 1 to 6 to 1 player to ball ratio will enhance fundamental skills resulting in improved performance and more fun. As an added bonus, the competition format is matching the Olympic Youth Games!

enjoy the ease of organizing substitutes and hollering at players versus running a well organized practice. Further, game managers tend to use the majority of the practice to scrimmage. As one can imagine, in individual sports it is much more difficult to have the mentality of a game manager; as a result, there are often more trained (and paid) coaches.

• Shake hands BEFORE competition – Every Sunday we see pro coaches shaking hands after the game. This is mimicked in youth sport, a prime example of a classic ‘adult’ activity being superimposed onto children. North American coaches at developmental stages of LTAD seem to think two things: it is their team and they are competing against the other coach. This then spills over to the parents who think they are competing with the other parents, misguided by the belief they are better parents if their children prove to be victorious.

Detrimental to development is the ‘team first’ mentality that allows coaches to insulate the ‘team’ or ‘group’ from the ‘club.’ It is this attitude that inhibits ‘collaborative’ development for both players and coaches. For example, top tier teams with more highly trained coaches don’t invite players or coaches from lower tiers to practice for they fear it will negatively affect ‘their team.’ The solution to this problem is to work together by supporting, mentoring and building small coaching communities of practice to share and learn together with the common goal of delivering higher quality sport.

What if youth coaches were to shake hands before a competition? Would they be more respectful in their approach to the competition and the opposition? There are coaches who do make a point of saying hello and chatting to the opposition coach prior to the game. Their goal is to break the façade that they are competing with each other, but rather partners in managing a quality sporting experience for the kids. They make it personal, in a positive way.

• Sport is more than just sport – Not all kids are in sport for the same reasons. Some love to play the game and test their athletic ability, while others are involved to gain social acceptance. There are many variables coaches must consider before taking their participants into competition. Many skills are needed to identify the differences and to present sessions to ensure interest from all (one in learning the game and the other in learning to have fun in the activity). Further, what participants take from sport will differ; a select few will derive a living from sport, while a few others will get college paid for. Most, however, will use sport to maintain a healthy lifestyle while gaining valuable life lessons, enabling them to become good decision makers in education, business and family for life.

In summary, top coaches must recognize they have an important role in the quality of sport delivered at all stages of LTAD. The success of Training to Compete or Training to Win programs is often predicated on who ‘arrives at their door’ or if there is talent available to be identified. The quality of the talent is dependant on being developed in a sport environment, controlled by parents whose expertise is not in sport. To develop more quality athletes – to have more athletes develop the capabilities outlined by sports at the Training to Compete stage – coaches need to encourage proper competition at all LTAD stages.

The success of sport programs is often determined by participation, how many participants can be recruited and retained. As competition is often a primary determinant in the experience participants have in sport – coaches need to encourage proper competition at all LTAD stages.

Coaches of Canada coaches have the ability to change the competition they control and influence what they do not control. If you are in position to change inappropriate competition, take action, as you are key role models for parent volunteers, younger coaches and athletes (i.e., future parents and coaches).

For more information on ‘competition’ and ‘LTAD’ refer to www.canadiansportforlife.ca or contact your national sport organization as many are currently completing ‘competition reviews’ following on the development of their sport-specific LTAD guides.

Special thanks to Carolyn Trono, Andre Lachance, Mike McKay and Sylvie Beliveau for reviewing and contributing to this article.
have always believed that there is nothing like the relationship an athlete has with his or her coach. It is never perfect, there are a lot of ups and definitely some downs, but it is a unique bond that has a lasting impact on both lives. I am fortunate enough to have had the opportunity of working with my coach, Mimi Masleva, ChPC, for the past 10 years. Ten years filled with some of the most difficult moments of my life and the most incredible; 10 years of pushing myself further than I thought possible. As I look back over our career together, I do not know how we did it. Sometimes I do not think we realize that we are stronger than we ever thought we could be. No matter what happened, we made it through, and I know I could not have done it without her.

It was not a secret that we had a much different relationship than most and definitely not what you would call conventional, but it worked for us. I spent more time with her in a day than anyone else in my life. She saw the real me; the young girl desperately ambitious to win it all, the insecure teen battling with herself and the woman coming into her own. Mimi was a huge part of my growth as an athlete and a person. She saw the good, the bad and the ugly and still stuck by me. It was so important to our success that we believed in each other. I have always been stubborn and headstrong, but Mimi accepted that part of my personality, accepted my imperfections, and used it as an advantage. I did not see it quite this way at the time, but the harder she pushed my limits in the gym, the harder I worked. The desire to prove to her that I could do it was, in the end, my greatest motivation. It was not easy, but she did not try and change me or the way I worked. She knew that I was a fighter and that was what made me the gymnast I was, which would take me to the Olympic Games.

Mimi believed in what I could achieve and I trusted her to take me there. As an athlete, I believe that trust is single handedly the most important part of any relationship with your coach. Your dreams and hopes are in his or her hands. She gained my trust over the years as I grew as a gymnast. I am so grateful that she took the time to map out our competitive and training plan with me each season to keep pushing me closer to reaching my ultimate goal. I sometimes felt that she wanted me to qualify for the Olympics even more than I did. That is when you know your coach has your best interests at heart. Everything we did had a purpose and it was vital that she shared that with me. As a teenager, you are always questioning yourself and the people around you. I did not need to be babied, but I needed to feel like I knew what was going on and be included in the process. I felt very much a part of the decisions that were being made around me, including my training times, competition season and nutrition. Every athlete needs to feel respected to be the best they can be and every coach needs to feel respected to take their athlete to that place.

I believe it is crucial for every coach to make sure their athlete does not just feel like an athlete. Open lines of communication and mutual respect will take your relationship to the next level. The impact that Mimi has had on my life is immeasurable. She helped me find the discipline, perseverance and passion that I had inside of myself. She showed me how strong I was and for that I will always be thankful.

Thank you Mimi for staying by my side, I could not think of a better way to end our career together than at the Olympic Games last summer. We both worked so hard and sacrificed so much to get there. I will remember our experiences together forever.

“Thank you Mimi for staying by my side, I could not think of a better way to end our career together than at the Olympic Games last summer. We both worked so hard and sacrificed so much to get there.”
Coach support and advocacy, all the way to India

By Alison Korn

No matter what happens in Vancouver or Delhi, Canadian coaches will benefit from onsite support and advocacy – at the 2010 Olympics, Paralympics, and Commonwealth Games – from Coaches of Canada. The ‘Coach House’ concept, last seen in Beijing, is both a place to support Canada’s coaches and a means to recognize, showcase and celebrate the countless contributions of coaches and advancements in the profession.

At the Commonwealth Games in India this October, the set up will include an actual drop-in centre for socializing and a refuge from the bustle and stress of the Games. Several Coaches of Canada representatives will be onsite in India, available for consultation. The Vancouver Games will also have representatives onsite for immediate help on any issue.

“The one thing about coaches, and it does not matter what level you are coaching, the biggest distraction is having to focus on things other than coaching and it seems to fall on the coaches’ lap, no matter what team,” says Wayne Parro, Executive Director of Coaches of Canada. “When things come at them during the Games, it creates a distraction. We hope to be able to support them by minimizing the distractions, taking it off their plate, whatever it may be, and let them focus on coaching.”

At the 2004 Athens Olympics, Coaches of Canada (then the CPCA) had its first official presence on-site with the executive director at the Games and available to coaches 24/7. Following those Games, the strategy formalized and grew from membership feedback, onsite Games assessments, and consultations with Canadian coaches. The approach expanded to encompass five main pillars of focus: coach standards, coach support, coach performance, communication, and the onsite ‘Coach House.’

In March 2006, Commonwealth Games Canada (CGC) and Coaches of Canada recognized that supporting coaches in the Commonwealth Games was one of the most significant ways to positively impact the experience for all involved. For the 2006 Commonwealth Games in Melbourne, Australia, CGC and Coaches of Canada entered into a joint partnership, showcasing the first formal Coaches of Canada ‘Coach House.’

This October, at the 2010 Commonwealth Games in Delhi, look for a dedicated Coach House once again.

“A lot of it has to do with advocacy, just being a presence,” says Parro. “The coaches knowing we are there, there is a reassurance that, if something goes wrong, we can help them. The key piece is it’s in Delhi, India. It is a completely different environment for our Canadian coaches.”

That Delhi environment is the focus of much attention from Jon Kolb, Own The Podium’s Manager, Sport Science & Sports Medicine. As CGC’s Delhi 2010 Mission Team Leader for sport science, Kolb’s site visit to Delhi last October revealed challenges with heat, humidity and air quality. At a briefing afterwards to national sport organizations, Kolb introduced his expert staff – Michel LeBlanc, Lisa Smith and Shelley Milton – and gathered essential information about staging requirements and other needs during the final stages of preparation.

Another site visit in April or May will enable Kolb to attend some test events and get inside the facilities.

“We will have a wealth of information about strategically how we can help during the Games,” Kolb says.

Commonwealth Games Canada is also asking teams to provide information on the needs of their coaches and athletes, to ensure the best possible conditions for performance in Delhi. More than ever, CGC’s focus is on delivering world-class preparation programs and a performance-centered environment at Games.

“This can be done in a collective approach, so if a few sports say we need a chiropractor or a technology support, like a videographer or sport scientist of some sort, we might bring one,” says Scott Stevenson, Director of Sport for Commonwealth Games Canada. “We have some money budgeted in this area and are working with Dr. Kolb’s group to maximize the return on any expenditures. It could be for a group approach, or a look at some specific teams that we feel have significant opportunities for medals that need a boost. They are invited to tell us what they need.”

Along with providing coach support during the Games, the Coaches of Canada presence onsite allows for important relationship-building with visiting politicians, government officials, and media. These types of contacts are invaluable in promoting the notion of coaching as a profession, says Coaches of Canada President Steven Sugar. He did just that in Beijing, meeting with Ontario Premier Dalton McGuinty and promoting the Toronto 2015 Pan American Games bid.

“We really have a two-fold thing,” says Sugar. “To support the coaches in knowing their profession is behind them and the full resources are there for them at any moment. It is also the advocacy piece. We will be there for them in both ways in Delhi.”
Social drug use among athletes is prevalent and the problem is complex. Athletes may be more likely to abuse alcohol than their non-athlete counterparts and are more likely to suffer behavioral and psychosocial consequences as a result of their drug use. They are also more prone to heavy episodic drinking (HED) (five or more drinks).

For decades, the media have regularly reported incidents involving high level athletes and their use of alcohol and marijuana. Although some athletes have demonstrated that treatment and rehabilitation can be successful, too often, alcohol use among athletes ends in tragedy or with negative behavioral issues. Discussions centered around performance-debilitating effects of social drugs have been limited to athletes who end up in legal trouble or injury or death. Little effort has been made to impact athlete choices concerning social drug use.

Unfortunately, the consequences of alcohol use begin today with younger athletes, particularly to athletes who eventually progress to abusing alcohol through chronic overuse or HED (five or more drinks at one sitting for men and women). Many junior coaches have had an unfortunate amount of experience with team cohesion and athletic relationships divided by alcohol use, resulting in less-than-optimal performance due to decreased interest and diminished team commitment. Others have had to deal with tragedies such as arrests, accidents and other alcohol-related injuries and deaths.

Alcohol and athletes at a glance
Below is a recap of points made on the nature and magnitude of alcohol use among junior and elite athletes and how best to approach the problem.

- An increasing number of junior and elite athletes either HED (binge drink), with fewer athletes reporting moderate intake. Female and male athletes drink at the same rates. HED rates (five or more drinks) are nearly the same.
- Athletes drink alcohol as frequently and as intensely as non-athletes, with the difference between male athletes and non-athletes greater than that between female athletes and non-athletes. Athletes in contact sports report greater alcohol use. Athletes in team sports report greater use than individual sports.
- Drinking usually starts by middle or high school, most often by junior high school.
- Drinking rates only continue in one direction, i.e., up and up and up.
- The physiological effects of alcohol are mostly related to intermittent use with regard to lost training effect and diminished athletic performance.
- Additional harm from alcohol use by athletes is behavioral, legal, academic, and social, all of which can lead to sport eligibility and participation problems. Therefore, education and prevention efforts should focus not only on the physiological negative impact, but also on the academic, behavioral, legal, social, and sports-participation consequences of alcohol use.
• Athletes who drink do not necessarily experience more legal or behavioral consequences than other students who drink, but athletes are often more visible, and their problems often lead to highly publicized consequences.

• Educational and preventive interventions should be initiated and led by student-athletes and be sport specific. Athletic directors and coaches should provide the proper environment, enforcement, and sanctions. Random or mandatory drug testing is probably not helpful, but deserves further study.

• Multiple educational approaches to address alcohol may be necessary for various athletes because no preferred approach exists.

Alcohol remains the most used and abused drug in America. Unfortunately, many of the users and abusers are high school students. According to American Athletic Institute (AAI) Surveys, 80+% of high school students in grades 9-12 indicate they have had at least one drink of alcohol during their lifetime. Results from the same survey indicate 52% reported having at least one drink in the last 30 days and 37% consumed five or more drinks in a row during the last 30 days.

Many national studies have reported that high school student-athletes drink alcohol at about the same rate as other high school students, while some studies report slightly higher use by student-athletes. The latest AAI survey indicates 58.5% of high school student-athletes in grade 12 drank during the past year.

There are many reasons why student-athletes choose not to drink alcohol. Among those reasons are the values taught by their parents, the positive influence of their coaches and teammates, the possible negative effects on athletic performance, and the possibilities of penalties/sanctions if they are caught.

More than any other group of adolescents, we have a compelling reason for athletes not to drink: health and performance. Alcohol, a metabolic poison has only negative effects on all physiological
parameters. This can be our initial rationale for non-use. The following are some of the additional benefits for student-athletes who choose not to drink alcohol:

- Academic or athletic performance will not be hampered.
- The risk of breaking school rules or the law is greatly reduced.
- Serious and life threatening problems related to being alcohol impaired such as drunk driving and sexual decision-making, injury, arrest, and death are eliminated or reduced.
- There is no risk of becoming addicted to alcohol.
- The ability to develop appropriate life skills such as stress management, problem-solving, conflict resolution, interacting with others, and goal setting is enhanced.

Most young people would only be influenced by the first two benefits, as they are more tangible and more immediate. The latter three fall into the category of ‘not me.’

### Elite level sport and social drug use

The National Collegiate Athletic Association (NCAA) is, in reality, the development system for the United States and many other nations’ elite post-high school athlete populations. Many of Canada’s top junior athletes continue their education and athletic careers in the United States. The NCAA has documented the use of social drugs by athletes for more than a decade. Despite efforts to discourage use and abuse of these substances, these rates have remained constant and significant. It is quite apparent that elite athletes use these performance debilitating drugs (PDDs) with great frequency and at levels that certainly impair many physiological parameters and systems that contribute to optimal performance.

The AAII has conducted studies over the past decade on elite athlete populations with the purpose of formulating an educational strategy to deter such use. It is also interesting to note that less than 5% of high school athletes compete at the NCAA level. NCAA athletes are elite populations.

To understand the magnitude of elite athlete use and abuse of social drugs, the data is listed below:

**ALCOHOL:**

- **82.2%** of athletes drink 3-5, 6-9, 10 OR MORE drinks when they drink.
- **84%** of athletes drink 1-2X, 3-4X or 5X or > in a normal week.

### # of drinking occasions in typical week (7 days)

- None: 15.1%
- 1-2X: 69.4%
- 3-4X: 13.2%
- 5X >: 2.4%

### # of drinks usually one sitting

- 1-2 drinks: 17.8%
- 3-5 drinks: 38.9%
- 6-9 drinks: 29.8%
- 10 or more drinks: 13.5%
- 68.7% drink 3-5 or 6-9 drinks
- 82.2% total use with (- effect)

### Competitive season vs. off-season and alcohol use

- I do not use during the competitive season: 18.0%
- Less use during the competitive season: 65.0%
- No difference between competitive or off-season: 15.9%
- More use during competitive season: 1.1%

### Do you drink at the following times?

- Before practice: 1.2%
- After practice: 31.3%
- After competition: 66.4%

*Data from NCAA Substance Use Survey

The second aspect of this problem is to examine the dynamics of these athlete populations by sport. Below are the use rates associated with NCAA athletes for men’s and women’s teams.

### NCAA male athletes reporting ALCOHOL use:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Use Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>83.4</td>
</tr>
<tr>
<td>Basketball</td>
<td>74.1</td>
</tr>
<tr>
<td>Football</td>
<td>76.2</td>
</tr>
<tr>
<td>Tennis</td>
<td>79.1</td>
</tr>
<tr>
<td>Track and field</td>
<td>68.8</td>
</tr>
<tr>
<td>Fencing</td>
<td>86.6</td>
</tr>
<tr>
<td>Golf</td>
<td>82.8</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>83.0</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>92.8</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>89.4</td>
</tr>
</tbody>
</table>

### NCAA female athletes reporting ALCOHOL use:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Use Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>71.5</td>
</tr>
<tr>
<td>Softball</td>
<td>85.3</td>
</tr>
<tr>
<td>Swimming</td>
<td>88.1</td>
</tr>
<tr>
<td>Tennis</td>
<td>83.9</td>
</tr>
<tr>
<td>Track and field</td>
<td>71.3</td>
</tr>
<tr>
<td>Fencing</td>
<td>80.0</td>
</tr>
<tr>
<td>Golf</td>
<td>83.7</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>77.5</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>87.2</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>93.4</td>
</tr>
<tr>
<td>Skiing</td>
<td>91.3</td>
</tr>
<tr>
<td>Soccer</td>
<td>86.9</td>
</tr>
<tr>
<td>Volleyball</td>
<td>77.5</td>
</tr>
<tr>
<td>Field hockey</td>
<td>88.2</td>
</tr>
</tbody>
</table>

### NCAA male athletes reporting MARIJUANA use:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Use Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>26.9</td>
</tr>
<tr>
<td>Baseball</td>
<td>23.6</td>
</tr>
<tr>
<td>Football</td>
<td>27.3</td>
</tr>
<tr>
<td>Tennis</td>
<td>27.4</td>
</tr>
<tr>
<td>Track and field</td>
<td>17.3</td>
</tr>
<tr>
<td>Fencing</td>
<td>35.7</td>
</tr>
<tr>
<td>Golf</td>
<td>26.4</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>31.9</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>28.1</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>47.9</td>
</tr>
<tr>
<td>Rifle</td>
<td>45.8</td>
</tr>
<tr>
<td>Skiing</td>
<td>49.0</td>
</tr>
<tr>
<td>Soccer</td>
<td>32.7</td>
</tr>
<tr>
<td>Swimming</td>
<td>37.8</td>
</tr>
<tr>
<td>Water polo</td>
<td>57.5</td>
</tr>
<tr>
<td>Wrestling</td>
<td>30.4</td>
</tr>
</tbody>
</table>

### NCAA female athletes reporting MARIJUANA use:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Use Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>21.1</td>
</tr>
<tr>
<td>Softball</td>
<td>28.8</td>
</tr>
<tr>
<td>Swimming</td>
<td>29.7</td>
</tr>
<tr>
<td>Tennis</td>
<td>20.2</td>
</tr>
<tr>
<td>Track and field</td>
<td>16.4</td>
</tr>
<tr>
<td>Fencing</td>
<td>10.0</td>
</tr>
<tr>
<td>Field hockey</td>
<td>37.6</td>
</tr>
<tr>
<td>Golf</td>
<td>20.9</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>13.5</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>28.0</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>42.4</td>
</tr>
<tr>
<td>Skiing</td>
<td>60.8</td>
</tr>
<tr>
<td>Soccer</td>
<td>32.4</td>
</tr>
<tr>
<td>Volleyball</td>
<td>22.4</td>
</tr>
</tbody>
</table>

*Data from NCAA Substance Use Survey
The unfortunate societal influences which today’s athletes face concerning the use and abuse of such substances such as alcohol and marijuana are stacked against not using.

Sport venues and sport spectacle have become the major advertising spotlight for the alcohol industry. Athlete use has been glamorized and is part of the culture within many programs. Sponsorships adorn stadiums and logos appear in tandem with the Olympic rings.

The age at which use commences is staggering. The first time use of alcohol (consumption of one entire alcoholic beverage) in the United States is now 11.9 years for boys and 13.1 years for girls. The age at which there is a pattern to such use is now 15.9 years. The average teen drinker today has five drinking episodes per month. What would lead anyone to believe that an athlete would be less likely to partake in such use. In fact, athletes use with greater frequency and at greater levels than their non-athlete counterparts. This begins between tenth and eleventh grade.

What can be done?

Certainly there have been physiological studies conducted in the past to examine the negative effects of alcohol on athletic performance and, thus far, there are no verifiable positive effects of alcohol use on high level physical performance. In fact, it is quite well documented that alcohol inhibits nearly every physiological system simultaneously. This information unfortunately has been gathered in inferior talent populations that do not support application or acceptance in elite populations (e.g., graduate students or low-level athletes, under sub-maximal levels of exercise). Perhaps, this is the reason that our elite athletes have failed to take into consideration the magnitude of debilitating effects and the implications of sub-optimal performance. A second major area of concern has been sport governing bodies that tolerate not only the use of alcohol by athletes, but abuse. Perhaps sponsorship, subsidization, national investment and national pride should require a total commitment from athletes to be at their best all the time.

In interviews conducted on national team and Olympic team athletes, the AAI examined sub-par performances attributed to alcohol use prior to competition and found that the average loss in performance from seasonal median performance was 11.4%. When we consider the significance of even 1% in the outcomes to performance and competition at national or Olympic level, this is a problem for all of elite sport to face and confront.

I recently was asked to share our Pure Performance program with the Canadian Women’s National Hockey Team. Realizing that personal decisions effect group outcomes, Mel Davidson, ChPC, had me present this information in Lake Placid, NY during the Four Nations Cup. I asked those athletes to think of how many games during their careers they have lost by one goal margins. I asked them what was the determining factor in those losses. I discussed with them, in detail, what has been referred to as the 1% factor. The 1% factor is not about training methods or strategies. It is simply the

“The problem of social drug use by athletes at any age or level of sport is unacceptable. It has gone unchecked and unconfronted for far too long.”
most overlooked aspect of reaching the elite level in anything -LIFESTYLE. It is something we do not often measure or teach.

Are there elite athletes and Olympians that fail to live a life conducive to optimal performance? We can all think of some talented individuals who failed when it counted the most because their lifestyle came back to haunt them. Reminds me of one of our posters designed to challenge poor athlete lifestyle decisions: “The biggest reason for failure in life or in sport, is giving up what you want most, for what you want at the moment...”

The reaction was positive and this discussion led to an invitation for the same program to be shown to Ontario’s National Coaching Institute, during their recent tenth anniversary in Toronto. That reaction was also very positive, so this article will share the strategies we are using in the US to deal with a problem that has gone unchallenged in many programs for decades.

Chemical health standards

First chemical health standards for athlete behavior have been established concerning the use and abuse of social drugs. Consequence beliefs are a significant factor in young athletes or top athletes using or not using such substances. If no standards are set discussed or agreed to you have already seen where it goes. We have written new chemical health standards for high school and NCAA student athletes in the form of Codes of Conduct which include the knowledge, understanding and agreement to these standards in order to retain membership in such programs. These standards have been shared with our National Federation of High School Athletics Association which has membership of more than eight million athletes, nationwide, and the NCAA. We have also had discussions with the United States Olympic Committee and professional sport including the NFL and NBA. These materials have also been shared with the Department of Justice and Department of Education as well as the United States Military – another population not at their best and reeling with related behavioral issues. It is no mystery that many top level athletes have serious issues with alcohol and marijuana.

Educate coaches, athlete parents, athletes, support personnel

It is hard to imagine that, while we have exhausted efforts to impact performance enhancing drug use, we have barely scratched the surface to impact performance debilitating drug use, which is rampant in many sports. We have developed an education-based, comprehensive prevention and intervention program. These programs have been tailored for all levels of sport including youth sport, predating use.

Identify athletes using and help them

A process to help identify those using these social drugs within teams as well as a process to help them was established based on the restorative justice model. This process includes educational, corrective and restorative measures in order to influence changes in lifestyle behaviors related to social drug use.

Research

- Pilot studies have been conducted on elite athletes and normative data gathered within elite training groups and teams, including national and Olympic teams, to begin to understand the basis for the magnitude of this problem in the athlete population.
- All related and pertinent scientific and medical research applying to optimal mental and physical performance, including brain science, sleep science, recovery and restorative science has been added to the educational program.
- Coaching education programs have adopted these programs as components and licensure.
- The junior athlete (middle school/high school) program is called The Life of an Athlete, and the elite program for NCAA, National, Olympic, and professional athletes is titled Pure Performance.
- These programs have been widely endorsed by educational and governmental agencies and have been presented in some of the major sport institutes in Europe as well.
- The program has been shown at National Sport Federation annual meetings and national coaching clinics.

Research-based findings:

Proven scientific facts:
- Alcohol increases the time for recovery of androgenic training hormones (up to 96 hours-4 days)
- Alcohol’s diuretic effect diminishes water soluble vitamins required for hormone catalytic/conversion actions
- HGH (Human Growth Hormone) release is reduced up to 70% during the sleeping hours when release is at peak levels
- Alcohol greatly increases the release of Cortisol (the stress hormone). Cortisol negates training effect
- Alcohol decreases the protein synthesis for muscle fiber repair
- Alcohol can impair the blood glucose system for up to 36 hours
- Alcohol reduces the immune system capability – athletes who drink get sick more often.
- Drinkers are twice as likely to become injured as non-drinkers
- Alcohol reduces performance potential by up to 11.4% in elite athletes and perhaps by as much as 15-30% in junior athletes
- Alcohol voids the REM sleep time, reducing the CNS restorative/recovery ability
- Alcohol impairs reaction time up to 24 hours after consumption
- Alcohol negatively affects heart lungs and muscle performance (<VO2 >Lactate < Ventilation >H.R.)
- Heavy episodic drinking results in projected losses of up to 14 days of training effect

Summary

Alcohol is a metabolic poison that crosses all barriers and affects all systems of the human physiology simultaneously.

Time for change

The problem of social drug use by athletes at any age or level of sport is unacceptable. It has gone unchecked and unconfounded for far too long. It is time for leaders in sport federations, national governing bodies and clubs and teams, coaches and parents to challenge the culture that has negatively affected so many athletes for generations.

For more information on the nationwide initiative to deter social drug choice by athletes visit: americanathleticinstitute.org

Winter ’09/10 : Vol. 16, No. 4 | COACHES PLAN | 35
Children – like the rest of us – are attracted to activities that are exciting. The reason most children decide to attend sporting events or learn a new sport is because they are fun. Besides the amusement that playing sports can offer kids, there are numerous other benefits such as the development of self-confidence, understanding the importance of teamwork, and the promotion of an active lifestyle.

The future of sports lies in the hands of our children. The kids playing in t-ball leagues today could very well be the Major League big hitters of tomorrow. They will also be the ones buying tickets to major and minor league events. However, sports are taking a backseat to many of today’s newer leisure activities. Cell phones, the internet, and videogames are taking up an alarmingly large chunk of kids’ attention.

So, how can sporting events regain the interest of our youngsters? One solution is the introduction of a mascot. The power of a good mascot should never be underestimated. They are typically used to rouse team spirit, and incite audience enthusiasm and unity. They are the embodiment of the values, goals and character of a team or organization. Most importantly, mascots should add the element of fun to whatever event in which they take part.

Mascots serve many purposes. One of the most important purposes of having a mascot is to attract the attention of children. They are closest thing there is to a living cartoon character. Take Mickey Mouse for example, no trip to Disney World would be complete without a hug and a picture taken with this classic, iconic figure.

This November, the Halifax 2011 Canada Games released its mascots to the world. Anni and Sammi are sister and brother Nova Scotia Duck Tolling Retrievers. Since their debut, they have appeared at various sporting events and community functions. Smiles, cheers and enthusiastic waves follow them wherever they go. Their contributions to community awareness of sport-related events are already paying off.

Even though Anni and Sammi have only been mascots for a couple weeks, interest in the Canada Games and anticipation has grown in the eyes of a younger generation. Parents have been sending emails describing how excited their children were to meet the mascots. Community event planners have been booking them for guest appearances in hopes of making their event the best it can be. As a result, children have been expressing interest in events they otherwise may not have considered.

In this day and age, gaining the interest of children has become much more difficult. By embracing the advancements in technology and social media, the Canada Games mascots have been able to use a medium that maximized their exposure to their target audience. The goal of a mascot’s website should be the same as that of sports – to encourage support and to have fun.

Justin is a co-op student working with the Halifax 2011 Canada Games.
Eighteen years on, Nanci Martin is as committed as ever. Recently named the 2009 Special Olympics Canada Female Coach of the Year, this dedicated volunteer from Vancouver, British Columbia, has coached individuals with an intellectual disability in athletics, powerlifting, softball, cross-country skiing, and snowshoeing. Most notably, Martin joined the 113-strong Canadian delegation in February 2009 for the Special Olympics World Winter Games in Boise, Idaho, as an associate coach in snowshoeing.

“I show up every week determined that the athletes I coach will reach their goals. I hope that I give them the support, encouragement, and skill development that they need to be successful – whether that means a personal best or a medal performance,” said Martin.

Her involvement in Special Olympics doesn’t stop with coaching. Martin initiated BC’s first Pee-Wee program, now known as Active Start, which gets young athletes between two and six involved in Special Olympics. She also developed training materials and lesson plans for coaches.

“Volunteers like Nanci bring a wealth of experience to Special Olympics, and in turn, we offer numerous ways to get involved,” said Deborah Bright, president and CEO of Special Olympics Canada. “Whether it’s coaching, event management, policy and programme development, or governance, volunteers can contribute to the success of our organization in many different ways.”

Currently, more than 14,600 volunteers are registered with Special Olympics in Canada; 13,000 of them coach more than 34,000 athletes with an intellectual disability. To sustain its growth targets, Special Olympics Canada hopes to recruit nine per cent more volunteers each year through to 2012.

“As an organization, we look to provide the necessary tools and resources that will equip volunteers so that they can get the job done,” said Tom Davies, sport manager. “We’re very excited about a new online learning tool and a coaching course designed for two- to twelve-year-olds.”

Set to launch in spring 2010, the e-learning coaching portal will train volunteer coaches across Canada in the NCCP’s Community-Sport Initiation Context. Developed with Toronto-based Jolera, Inc., and an online learning consultant, this media-rich tool lets coaches learn the fundamentals of teaching individuals with an intellectual disability at their own pace, in their own homes, before gathering in a gym setting to demonstrate competency-based skills. The portal will feature chat rooms, videos, and guides. What is currently a full-day, eight-hour course will be trimmed to four hours, reducing volunteers’ time and travel commitments.

Active Start, the first stage in the long-term athlete development model, targeting two- to six-year-olds, was successfully launched last year, and FUNdamentals, which targets six- to 12-year-olds, is set to launch later this year. Accordingly, Special Olympics Canada has developed dynamic and gym-based training specifically for volunteer coaches who will lead programming for athletes aged two to 12 years. With a heavy emphasis on teaching cues, the resource guide stresses visual cues to teach key skills.

And with the introduction of three new sports in 2010 – bocce, basketball, and golf – Special Olympics Canada is banking on recruiting new talent to the movement.

In the case of golf, for example, Special Olympics Canada is collaborating with both the Canadian Professional Golfers’ Association and the Royal Canadian Golfers’ Association as it prepares to roll out golf programs nationally later this spring. “The CPGA is a tremendous resource in the development of a coaching resource for our volunteers,” said Davies. National competitions in golf will begin in 2014.

To volunteer or coach, visit specialolympics.ca

Special Olympics Canada 2010:
A year rich in opportunity
written policies and procedures are important for a strength and conditioning program, much as having a business plan is important for a business professional. Communicating a plan of action to the strength and conditioning staff and having the plan correctly implemented establish a standard of excellence and help ensure athlete safety. With more athletic teams and Olympic sport programs added to the list of duties of the traditional strength and conditioning professional, a larger, well-qualified staff is essential for getting the job done right. Plus, because legal liability is a common concern to all people responsible for sport activities, there is a heightened need for quality instruction and supervision as well as continual inspection and maintenance of a training facility.

Policies and procedures concern both athletes (and other users) and strength and conditioning staff members. Policies are essentially a facility’s rules and regulations; they reflect the goals and objectives of the program. Procedures describe how policies are met or carried out. Before detailing specific policies and procedures, it is necessary to examine program goals and objectives, because they are the basis on which policies and procedures are created. The goal of this chapter is to guide the strength and conditioning professional in creating a policies and procedures manual that establishes and improves the standard of care and excellence of his or her program.

Mission statement and program goals
A mission statement is vital to the success of any organization; it is the foundation of effective administration. Creating a mission statement requires forward thinking with the end result in mind. A good mission statement provides focus, direction, and a sense of purpose. According to the Drucker Foundation (7), the following are suggested criteria for an effective mission statement (p. 136):
- Is short and sharply focused
- Is clear and easily understood
  - Defines why we do what we do; why the organization exists
  - Does not prescribe means
  - Is sufficiently broad
  - Provides direction for doing the right things
  - Addresses our opportunities
  - Matches our competence
  - Inspires our commitment
- Says what, in the end, we want to be remembered for

The following is an example of a holistic mission statement of a strength and conditioning program:
To provide to athletes the means by which they can train consistently, sensibly, and systematically over designated periods of time in a safe, clean, and professional environment to help prevent injury and improve athletic performance.

Program goals
Program goals are the desired end products of a strength and conditioning program. The most foundational goal of a strength and conditioning program is to improve athletic performance. This alone could serve as the mission statement for the program; however, strength and conditioning professionals in whose programs injuries have occurred realize that injury prevention should also be a goal.

Developing a mission statement and a list of program objectives should involve not only the entire strength and conditioning department, but also the athletic administration and sports medicine departments. For larger institutions, other support staff (e.g., graduate assistants, interns, secretaries, volunteers, and student-athlete representatives) may also be contributory resources. The more people participating, the better, so that all involved groups and individuals take ownership and commit to achieving the strength and conditioning program’s mission, goals, and objectives.

A mission statement provides focus, direction, and a sense of purpose for a strength and conditioning program.

Program objectives
Program objectives are specific means of attaining program goals. If program goals are stated, but the ways in which these goals might be attained are not specified, the result may be that athletes never achieve them. Program objectives should encompass all areas of the program to ensure that the goals are attained. Following is a sample list of objectives that can lead to reaching program goals and prepare a strength and conditioning professional to handle the job requirements:
- Design and administer strength, flexibility, aerobic, plyometric, and other training programs that reduce the likelihood of injuries and improve athletic performance. More precisely, design training programs that create the desired results in body composition, hypertrophy, strength, muscular endurance, cardiovascular endurance, speed, agility, coordination, balance, and power.

Continued on page 56.
Thanks to the record high 900 attendees, Petro-Canada Sport Leadership sportif 2009 was the Coaching Association of Canada’s largest event ever, reaching capacity in almost all sessions and gatherings! It’s with great pleasure that CAC welcomed Canada’s top coaches, sport administrators, coach educators, and sport scientists, as well as a number of International Council for Coach Education (ICCE) Global Coach Conference delegates to Vancouver for four amazing days of learning, celebrating, and networking.

Next year the conference will be held in Ottawa and will mark the celebration of CAC’s 40th anniversary. This is an event you do not want to miss! Visit coach.ca regularly to get all the details.

Catriona Le May Doan brilliantly emceed the Sport Leadership Awards, where over 50 coaches were recognized.

Petro-Canada Sport Leadership sportif allows coaches from across the country to connect and share.

Steve Bush, as he watched the video profile capturing some moments of his coaching career to date.

Athletics Canada, represented by its Chair of the board of directors, Mr. Gordon Orlikow, received the Sheila Robertson Award.

Steve Bush, national team coach of the Canadian Water Ski Team, was honoured with the Jack Donohue “Coach of the Year” Award.
Coaching the Canadian Olympic team on ‘home soil’

Two coaches talk preparation, challenges and benefits

Competed on ‘home soil,’ the XXI Olympic Winter Games will be historic for Canada. They will be special in many ways with many unique opportunities and challenges for our athletes. To Canadian coaches, Vancouver 2010 brings a certain familiarity, but also added pressures.

The Canadian Olympic Committee (COC) has worked well in advance on that notion of familiarity. Two summers ago at the 2008 Olympic Games, the COC hosted 14 winter team leaders and head coaches who had not previously experienced the Olympic atmosphere. In Beijing, they were able to prepare for Vancouver by seeing first-hand the Olympic Games, both on-site and behind-the-scenes.

Those leaders and coaches said it was an eye-opening experience and immensely valuable in preparing them for 2010 by giving them unmatched insight. This same program – but for summer sports coaches – will be replicated during Vancouver 2010.

Yet, he also learned that, to be successful, athletes need to take it all in stride. “One thing I took away from Torino was that most of what we do at any regular World Cup still applies at the Olympics,” Kober said. “Torino was a heightened experience, but the more we kept it simple, the better things ran.”

Still, Kober acknowledges that media, crowds and hype make the Olympic Winter Games bigger and more pressurized. How about a Games... at home?

“On a Games... at home? the abundance of friends and relatives – is something their organization is cautious of. The potential for distraction is there.

Kober has had much insight on managing distractions through the COC’s 2010 Olympic Coach Preparation Program. This aims to help 2010 coaches develop tools and skills that address the uniqueness of the Olympic coaching environment. It is customized for each coach, helping them prepare to manage the Games from a wide variety of angles: inside and outside the Olympic Village, within their sport federation, Olympic daily life, staying balanced and effective during the Games, on-site planning and, of course, family and friends.

Kober knows also that family and friends – and a home crowd – can be a huge advantage. “Our sport is a judged sport and, at the core, it is all about showing off,” he said. “The more flashbulbs going off at the bottom of the hill, the more they will get a charge out of it.”

Kober has had much insight on managing distractions through the COC’s 2010 Olympic Coach Preparation Program. This aims to help 2010 coaches develop tools and skills that address the uniqueness of the Olympic coaching environment. It is customized for each coach, helping them prepare to manage the Games from a wide variety of angles: inside and outside the Olympic Village, within their sport federation, Olympic daily life, staying balanced and effective during the Games, on-site planning and, of course, family and friends.

Kober knows also that family and friends – and a home crowd – can be a huge advantage. “Our sport is a judged sport and, at the core, it is all about showing off,” he said. “The more flashbulbs going off at the bottom of the hill, the more they will get a charge out of it.”

A ‘home games’ can also help the moguls team, as Kober can hold an Olympic preparation camp close-by in Western Canada, and traveling prior to the Games will be easier. Skiers are also familiar with Vancouver and have an intimate knowledge of the conditions at Cypress Mountain.

ROB KOBER
Head Coach, men’s moguls, freestyle skiing

Since 1983, Rob Kober has been with the Canadian freestyle ski team, as athlete, volunteer, official and coach. He was assistant coach at the Torino 2006 Olympic Winter Games. There, he understood how special the Olympic atmosphere is for amateur athletes. “It’s an event like no other,” he said.

Yet, he also learned that, to be successful, athletes need to take it all in stride. “One thing I took away from Torino was that most of what we do at any regular World Cup still applies at the Olympics,” Kober said. “Torino was a heightened experience, but the more we kept it simple, the better things ran.”

Still, Kober acknowledges that media, crowds and hype make the Olympic Winter Games bigger and more pressurized. How about a Games... at home?

“On a Games... at home? the abundance of friends and relatives – is something their organization is cautious of. The potential for distraction is there.

Kober has had much insight on managing distractions through the COC’s 2010 Olympic Coach Preparation Program. This aims to help 2010 coaches develop tools and skills that address the uniqueness of the Olympic coaching environment. It is customized for each coach, helping them prepare to manage the Games from a wide variety of angles: inside and outside the Olympic Village, within their sport federation, Olympic daily life, staying balanced and effective during the Games, on-site planning and, of course, family and friends.

Kober knows also that family and friends – and a home crowd – can be a huge advantage. “Our sport is a judged sport and, at the core, it is all about showing off,” he said. “The more flashbulbs going off at the bottom of the hill, the more they will get a charge out of it.”

A ‘home games’ can also help the moguls team, as Kober can hold an Olympic preparation camp close-by in Western Canada, and traveling prior to the Games will be easier. Skiers are also familiar with Vancouver and have an intimate knowledge of the conditions at Cypress Mountain.
One aspect Kober and the coaching staff have focused on is the psychological outlook of the skiers – being in the right frame of mind. Kober has worked closely with Dr. Dave Paskevich, sports psychologist, who has built solid relationships with the freestyle skiers. Dr. Paskevich can quickly spot any changes in an athlete’s character that could impact their performance.

“As long as things are going smoothly, we largely leave athletes to themselves,” Kober said, adding that, if there is an issue, the doctor will bring it forward. “Dave is good at reading the athletes and giving me advice as to what the athletes need. Otherwise, I may be distracted by an issue with one athlete, or overcome with daily logistics.” Those logistics include coaching each skier individually, but fusing it all within a team concept.

“We have made a big effort to promote that and build a positive team dynamic,” he said. “I think that makes it more enjoyable day to day and a more rewarding experience for everyone. In training, people are pushing each other. It gives a heightened sense of urgency and quality that is very hard to duplicate with an athlete training on his own.”

The team has had a four-year plan leading up to Vancouver 2010. It is nearly complete, and the focus on this season is maximizing the skiers’ fitness and keeping them healthy. The technical work, the bulk of it, is complete.

“We have our team right where we want them right now,” Kober said.

**DAVE WOOD**

**Team Leader, cross-country skiing**

Dave Wood is a veteran of six Olympic Winter Games and has been head coach of the national cross-country skiing program for the past three. Regarding coaching overall, to skiers with varying needs, he said: “You always have to adapt.”

He too has learned many lessons from past Olympic situations. In 2002, for instance, he encountered the media blitz and demand for Beckie Scott after she won a bronze medal (famously upgraded to gold two years later). “We were shocked at how important it was to let her restore and get ready for the next day,” Wood said. “At the Olympics, if you win a medal on Day 1, you can win another on Day 12.” He said Scott’s chances in future events in 2002 were compromised because they did not have a solid plan to deal with the press and help her refocus.

In Vancouver, he said they will leave nothing to chance. “Everything will be highly organized so that we have complete control over the demands of the athletes, their training situations and recovery situations.”

Similar to Kober’s concern, Wood said one of the biggest challenges from a “home games” is the family and friends aspect. While some friendly faces at the side of the course are good for the skiers, elsewhere, distraction management helps athletes maintain focus and key on preparation. “It is difficult when you have lots of people milling around,” he said, adding that family may tend to offer advice – not the best thing. “Everybody is an amateur psychologist. That is something we are quite aware of, and we will have contingencies for.”

Another of the COC’s initiatives is the Family and Friends Program, which deals directly with this issue. The program provides services and resources to family members and friends of Canadian Olympians competing at the Olympic Games. Among other things, the program sees the COC work with its National Sports Federations to host family members and friends so that athletes can focus on their performances.

Canada as Olympic host will, of course, have some pluses. Cross-country skiing has events all through the Games. Some skiers will race the first event and the last event – and, in the past, Wood has seen Olympians get homesick near the end. “Being at home, in familiar surroundings, that will make a big difference to them,” he said.

The cross-country team is a mix of experienced skiers and newer faces. Wood takes an individual approach to training, but applies it broadly. “The same basic philosophy that let Devon (Kershaw) become a good international racer is the same philosophy that might make Alex (Harvey) better than he already is,” he said.

That said, the coaching staff looks at any fine points – such as equipment, health, physiology and psychology – that will contribute to his skiers’ success. “We are constantly looking for new and better ways to do things, without losing what is already going well,” he said.

Wood is also well aware of the importance of athletes’ psychological state. The best athletes, often the medal contenders, will begin preparing mentally months and months ahead. That is because cross-country skiing, in many ways, is a battle against oneself. “At the highest level, there are lots of people with the physical or technical capacity to win,” he said. “But, they do not perhaps have the confidence in themselves, or in their abilities to handle the pace.”

In Whistler, he will tell his skiers to get their equipment ready the day before. They will go and practice on the course. Once home, he will have them focus on anything but the next day’s race. Stay relaxed, stay happy. Leave the pressure of the race until it starts.

With all angles covered, Wood said there will be no “what ifs” at the Olympic Winter Games. “We are going out to fight the world, and do the best we can and win.”

Wood’s photo is courtesy of Cross Country Canada.

Dave Wood

Winter ‘09/10 : Vol. 16, No. 4 | COACHES PLAN | 41
Preparing for the 2010 Paralympic Winter Games: coaches perspective

From March 12-21, the eyes of the world will be on Vancouver and Whistler for the 2010 Paralympic Winter Games, and Canada’s Paralympic athletes are ready to impress.

The Canadian team is 55 athletes strong and will be the largest team to ever represent our country. Behind the team is the expert guidance of four head coaches. Paralympic veterans Joe Rae (wheelchair curling), Kasper Wirz (cross-country skiing and biathlon) and Jeff Snyder (sledge hockey) will be joined by rookie Jean-Sebastien Labrie (para-alpine skiing).

On the ice, Canada comes into the Games as defending Paralympic champions in wheelchair curling and sledge hockey. Combining this status on home turf creates a unique set of challenges and opportunities.

“In many ways our preparations for 2010 are very similar to Torino,” says Jeff Snyder. “We know the game we need to play to win and are building around that. The additional preparations are for the intense media interest, having friends and family close by and the 7,000 people that are expected at every game.”

Jeff’s goal is to provide a balanced approach in all the team’s preparations. He encourages the team to enjoy the experience and the attention but focus on the skills and discipline needed to win. Together the team are talking through the distractions and developing strategies for turning them into advantages, including planning time to spend with supportive friends and family and feeding off the energy of a loud home crowd. Experience will also help. With a team who have all played in Paralympic Games or World Championships, Jeff is confident that his team is well-prepared and focused on winning.

“The team’s sights are firmly set on gold, but before we get the Games we have already won in some respects,” adds Jeff. “The awareness and recognition hosting the Paralympic Games and having every sledge hockey game broadcast will bring comes close to winning for everyone on the team.”

Unlike the Sledge Hockey team, only one member of the wheelchair curling team has competed at a Paralympic Games. However, the team are no strangers to international competition and performing before home town fans. They are veterans of World Championships and the Canadian Briar.

“The combination of being defending champions and the expectations that come with playing on home soil is definitely a challenge,” says coach Joe Rae. “We look forward to the opportunity of being the home team such that friends and family are able to attend and urge on our athletes in person with our quest for success. Our preparations towards the games will center on minimizing and managing distractions, athlete wellness, building self confidence and enjoying the journey and excitement associated with being the home team.”

In the last few months of preparation Joe’s focus will be on minimizing the impact of distractions on performance by solidifying the confidence of the team in their game and in each other.

After leading Canada to winning the IPC Nations Cup in only his second season as a head coach of the Canadian Para-Alpine Ski Team, the 2010 Paralympic Games will be Jean-Sebastien Labrie’s first.

“Our goal is to be the number one Para-Alpine skiing nation at the Vancouver 2010 Paralympic Winter Games,” says Jean-Sebastien. “This goal was set in 2006 after the last Paralympic Winter Games and after four years of preparation the athletes are completely focused.”

Since being appointed as Head Coach in 2007, Jean-Sebastien has focused on strengthening the performance and depth of talent on the team. As a result, Canada’s Para-Alpine skiers are set to peak in 2010 with the largest team to ever compete in a Paralympic Games and medal winning performances expected from veterans and rookie’s alike.

For veteran Para-Nordic coach Kaspar Wirz, the Vancouver 2010 Paralympic Winter Games will be his sixth.

“We are preparing the team for these Games very similarly to how we would for any other,” commented Kaspar. “The biggest difference is that the athletes have had regular opportunities to familiarise themselves with the course, and are in a position to minimise external distractions during their races.”

The only aspect of the Games that will be new to Kaspar is the media interest. There will be 1300 media accredited for the Paralympic Games including a record 150 Canadian journalists and cameras from all the major broadcasters.

Comprehensive media training and a carefully planned schedule for interviews has been a priority to ensure media are serviced effectively and generate coverage to build awareness and give Canada’s Paralympic athletes the recognition they so richly deserve, without creating a distraction.
Coaches of Canada would like to wish all of the coaches heading to Vancouver this winter great success with their athletes. At press time, the following coaches were named to the Canadian Olympic and Paralympic teams. We will be profiling the remaining coaches in the next issue of Coaches PLAN du coach, along with photos, stories, and reflections from Vancouver.

**OLYMPIC COACHES**

**ALPINE SKIING**

Robert Boyd, ChPC  
*(with national team since 2004)*

**Previous experience:**
Canadian Women’s Ski Team May 2004-April 2010 at the World Cup Circuit; Men’s World Cup 2001-2002 (including Salt Lake Olympics)

**Coaching in Vancouver:**
Emily Brydon, Britt Janyk

**Career highlights:**
2007/08 7 podium finishes including a win in Super G by Brydon and a win by Janyk in Downhill

**Role model:**
Glenn Wurtele, Heinzpeter Platter

—

Serge Dugas, ChPC  
*(1990)*


**VAN:** Manuel Osborne-Paradis, Robbie Dixon, Erik Guay, Jan Hudec, François Bourque, John Kucera

**CH:** Thomas Grandi (1st Canadian podium in World Cup Giant Slalom 1996), Mélanie Turgeon (1st World Cup win in Innsbruck, Aut 2000) (1st DH World Champs 2003); Jan Hudec (2nd DH World Champs 2007); John Kucera (1st DH World Champs 2009)

—

Lionel Finance, ChPC  
*(2006)*

**PE:** France 1995-2006; Canada Ski Teams from 2006-2010 at the World Championships and Olympics

**VAN:** Erik Guay, Manuel Osborne-Paradis, Jan Hudec, Robbie Dixon

**CH:** Luc Alphand overall WC winner, Jean-Luc Cretier Olympic Champion DH (Nagano), Regine Cavagnou SG world Champion ST Anton, Carole Montillet Olympic Champion (Salt Lake City), John Kucera World Champion (Val D’Isere)

—

Marc Gagnon, ChPC  
*(2006)*

**PE:** Team Canada from 2006-2009; 2006 Olympic Winter Games and World Championships from 2006-2009

**VAN:** Manuel Osborne Paradis, Erik Guay, Robbie Dixon, Jan Hudec

**CH:** World Championship Val D’Isere 2008 John Kucera Winning

**RM:** Henna Raita
Your 2010 Team Canada Olympic and Paralympic coaching staff

**ALPINE SKIING (continued)**

**Kip Harrington, ChPC (2000)**
PE: Canadian Ski Team, Ontario Ski Team from April 2000-April 2010 at World Cup, World Championships and World Junior Championships
VAN: Men's Alpine Ski Team in Slalom and Giant Slalom
RM: Brian Mealey, Roger Hetu and Joe Lavigne

**Jay Keddy, ChPC (2004)**
PE: Canadian Ski Team from May 2004-May 2009 at the World Cup and World Championships; 2005 and 2007 World Championships; 2006 Winter Olympic Games
VAN: Anna Goodman, Brigitte Acton, Marie-Michelle Gagnon, Marie-Pier Prefontaine
CH: Allyson Forsythe and Fen Simard 2nd and 3rd Cortina Giant Slalom in 2005
RM: Jim Pollock and Mark Sharp

**John McBride, ChPC (1996)**
PE: Bode Miller, Daron and Ted Ligety (Olympics) from January 2002-April 2008 at the International Ski Federation, World Cup and the Olympic Winter Games
Coaching in Vancouver: Men's SG/DH team Alpine Skiing
CH: Bode Miller 2x overall WC champion, Daron Rahlves 7 podiums one season, Bormio WSC Bode 1st DH and SG, Daron 2nd DH, 3rd GS, WC

**Brett Zagozewski, ChPC (2005)**
PE: Canadian Alpine Ski Team from April 2005-May 2010 with the Continental Cup and World Cup Teams
VAN: Britt Janyk, Emily Brydon
CH: 2007-2008 World Cup Season where the girls accomplished 7 World Cup podium weekends in a row.
RM: Don Lyon

Finals Lenzerheide, Bode and Daron tie for win, Daron winning Hannenkahn DH, Bode 2nd Olympic GS and Combined Salt Lake, Ted Ligety gold medal Torino combined. Aside from results helping young people grow, learn and excel.

**Patrick Rimi, ChPC (2008)**
PE: Vonn, Mancuso (USA), Walchhofer, Raich (Austria) and Riegel (NZE)
VAN: Brydon, Janyk Britt, Gagnon, Aton, Goodman, Prefontaine, Rubens, Simmerling, Simard
RM: Phil Jackson

**BIATHLON**

**Jean Paquet, ChPC (2004)**
PE: Jean-Philippe LeGueller/Mar-Andreafe, AC Bedard in 2008 at the World Cup
VAN: Jean-Philippe LeGueller/Marc-Andre Bedard, Robin Clegg, Brendan Green
CH: Jean-Philippe LeGueller 7 and 8 places in World Cup circuit
RM: Mikael Lofgren

**BOBSLEIGH**

**Matt Hindle, ChPC (2002)**
PE: National Development and National Team 2002-2005 (Europa Cup WJM, World Cup WM and Olympic Winter Games)

**Quin Sekulich (2007)**
PE: David Bissett/Bobsleigh Olympics (Torino); Bobsleigh Canada – FIBT World Championships (2007, 2008, 2009)
CH: 2007 FIBT Bobsleigh World Champs Jenny Ciochetti & David Bissett Top Brakemen Awards; 2007 FISU World Student Games Neville Wright 100m Bronze; 2006 World Junior Champs – Bryan Barnett 200m Silver; 2009 IAAF World Champs – Bryan Barnett anchors Canada 4x100m to 5th with the 12th fastest anchor leg of all-time of 9.00seconds
RM: Ian Danney

**Quin Sekulich**

**Coaches Plan Winter ’09/10 : Vol. 16, No. 4**
## Skiing

**Eric de Nys, ChPC**  
*2004*  
**PE:** Chandra Crawford, Olympic Winter Games (Vancouver 2010)  
**VAN:** Stefan Kuhn, Drew Goldsack, Dasha Gaizova and Brittany Webster  
**CH:** National Championships with the first club I coached, Foothills Nordic out of Calgary; Chandra's gold medal  
**RM:** my father; Dave Wood

## Curling

**Dennis Balderston**  
*2000*  
**PE:** 2007 & 2009 Scotties Curling Tournament of Hearts; World Curling Tour  
**VAN:** Cheryl Bernard, Susan O'Connor, Carolyn Darbyshire, Cori Bartel, Kristie Moore  
**CH:** 2 Scotties tournaments  
**RM:** Bob Johnson

**Elaine Dagg-Jackson, ChPC**  
*2004*  
**PE:** 16 World Championships for Canada, Japan & Korea  
3 previous Olympics: 1992 (Canada), 1998 (Japanese team at home games), 2006 (Canada)  
**VAN:** Cheryl Bernard, Susan O'Connor, Carolyn Darbyshire, Cori Bartel, Kristie Moore  
**CH:** 2006 Team Coach World Gold Medal, Team Kelley Law, Canada; 1992 Team Coach World Silver Medal, Team Julie Sutton Skinner  
**RM:** Ken & Kathy Shields

## Skiing

**Rob Krepps, ChPC**  
*2007*  
**PE:** World Championships Team Glenn Howard (2007); World Championships Team Jennifer Jones (2008, 2009)  
**VAN:** Team Cheryl Bernard  
**CH:** The establishment of National Training Centre (Edmonton)  
**RM:** Gerry Peckham

## Curling

**James Waite, ChPC**  
*1993*  
**VAN:** Canadian Men's Curling Team: Kevin Martin, John Morris, Mark Kennedy, Ben Hebert, Adam Enright, coach Jules Owchar  
**CH:** Olympic Gold Medal in Torino 2006; Running the Torch in St. Thomas (home town) and lighting the cauldron; Coach of the University of Western Ontario Championship Golf Team  
**RM:** Scotty Bowman

## Skiing

**Darcy Downs, ChPC**  
*2006*  
**PE:** World Cup, World Championships, and Winter Olympic Games  
**VAN:** Mogul Men and Women. Vincent Marquis, Kristi Richards etc.  
**CH:** Coaching an aerial team to a world cup sweep of the podium

**Dominick Gauthier, ChPC**  
*2001*  
**PE:** World Cup and Winter Olympics 2001-2010  
**VAN:** Jennifer Heil and Alexandre Bilodeau  
**CH:** Jennifer Heil’s Olympic Gold medal in Torino 2006  
**RM:** Scotty Bowman

**Robert Kober**  
*2002*  
**PE:** Head Coach Men's Moguls. 2002-06 ass’t coach, Canadian Team. 1995-2002 Head Coach BC Freestyle Ski Team. Prior to 1995 club coaching in Calgary and Prince George  
**VAN:** Vincent Marquis, Pierre-Alexandre Rousseau. Possibles: Maxime Gingras, Phil Marquis  
**CH:** World Cup (Tignes, France, Dec ’02) first podium for Scott Bellavance; 2006 Olympic Games (Chris Wong and Kristi Richards) Marc-Andre Moreau places 4th; 2007 World Championships, Madonna di Campiglio, Italy – PA Rousseau, World Champion.  
**RM:** Peter Judge and Bobby Aldighieri

---

*Your 2010 Team Canada Olympic and Paralympic coaching staff*
### Freestyle Skiing

**Daniel Murphy**
(2006)

**PE:** Australian National Team (Olympics and World Championships 2005-2006)

**VAN:** Steve Omischl, Veronika Bauer, Ryan Blais, Amber Peterson, Olivier Rochon, Warren Shouldice, Kyle Nissen, Sabrina Guérin

**CH:** Olympic Bronze for Australia at the 2006 Olympic Games, Silver at the 2007 Worlds, Silver and Bronze at the 2009 Worlds

**RM:** Dmitriy Kavunov

**Willy Raine**
(2008)

**PE:** Europa Cup and NorAm

**VAN:** Ashleigh McIvor, Aleisha Cline, Kelsey Serwa, Julia Murray, Daniella Poleschuk, Stanley Hayer, Chris Del Bosco, Davey Barr, Dave Duncan, Brian Bennett, Brady Leman, Nick Zoricic, Cam Culbert

**CH:** World Cup Ski Cross, Cypress 2009 – Podium sweep in men and 1st and 2nd in the women (5 of 6 medals)

**RM:** Keith Robinson

### Ice Hockey – Men

**Mike Babcock, ChPC**
(2008)

**PE:** World Junior Championships 1997 and IIHF World Championships 2004

**VAN:** Men’s Ice Hockey Team

**CH:** Gold Medal 2004 IIHF World Championships; Gold Medal 1997 IIHF World Jr. Championships; Head Coach of the 2008 Stanley Cup Champions – Detroit Red Wings

**Ken Hitchcock, ChPC**
(2002)

**PE:** 2008 IIHF World Championship; 2006 Olympic Winter Games; 2004 World Cup of Hockey; 2002 Olympic Winter Games; 2002 IIHF World Championships; 1988 IIHF World Jr. Championship

**VAN:** Men’s Ice Hockey Team

**CH:** Silver Medal 2008 IIHF World Championships; 2004 World Cup of Hockey Champions; Gold Medal 2002 Olympic Winter Games; Gold Medal 1988 IIHF World Jr. Championships; Coached the 1999 Stanley Cup Champions – Dallas Stars

**Jacques Lemaire, ChPC**
(2008)

**VAN:** Men’s Ice Hockey Team

**CH:** Coached the 1995 Stanley Cup Champions – New Jersey Devils

**Lindy Ruff, ChPC**
(2008)

**PE:** 2009 IIHF World Championships

**VAN:** Men’s Ice Hockey Team

**CH:** Silver Medal at the 2009 IIHF World Championships

**Melody Davidson, ChPC**
(2004)

**PE:** 2009 IIHF World Women’s Championships (Silver); 2008 4 Nations Cup (Silver); 2007 IIHF World Women’s Championships (Gold); 2006 Olympic Winter Games (Gold); 2005 Pre-Olympic Tournament (Gold); 2005 4 Nations Cup (Gold); 2004 4 Nations Cup (Gold); 2005 IIHF World Women’s Championships (Silver)

**VAN:** Women’s Ice Hockey Team

**CH:** eight 4 Nations/3 Nations Cups and two Pre-Olympic tournaments; 2002 Olympics (gold); 2006 Olympics (gold)
Dave Jamieson, ChPC  
(2001)  
**VAN:** Team Canada’s Goaltenders  
**RM:** Tom Watt

Doug Lidster, ChPC  
(2008)  
**PE:** 2009 IIHF World Women’s Championships (Silver); 2004 IIHF World Women’s Championships (Gold); 2003 4 Nations Cup (Silver)  
**VAN:** Women’s Ice Hockey Team

Peter Smith, ChPC  
(2004)  
**PE:** 2009 IIHH World Women’s Championship (Silver); 2008 IIHF World Women’s Championship (Silver); 2007 4 Nations Cup (Gold); 2007 IIHF World Women’s Championship (Gold); 2006 4 Nations Cup (Gold); 2006 Olympic Winter Games (Gold)  
**VAN:** Women’s ice hockey team  
**CH:** 2 CIS Championships as Head Coach of the McGill Martlets (2008 & 2009); 2008 CIS Coach of the Year Award

**LUGE**

Robert Fegg  
(2003)  
**PE:** World Cup 2003-10  
**VAN:** Jeff Christie, Sam Edney, Ian Cockerline, Alex Gough, Meaghan Simister, Regan Lauscher, Chris and Mike Moffat, Tristan Walker and Justin Smith  
**CH:** Olympic Winter Games Torino 2006, World Championships 2004-09

Steffen Skel  
(2007)  
**PE:** World Championship 2007 and 2009, World Cup 2007-2010  
**VAN:** Sam Edney, Jeff Christie, Ian Cockerline, Mike Moffat, Chris Moffat, Tristan Walker, Justin Smith, Alex Gough, Meaghan Simister, Regan Lauscher  
**CH:** 2005 European Championships, 2008 & 2009 World Championships

**SKELETON**

Nathan Cicoria, ChPC  
(2005)  
**VAN:** Jeff Pain, Jon Montgomery, Mike Douglas, Melissa Hollingsworth, Michelle Kelly, Amy Gough  
**CH:** 2006 Olympic Games in Cesana, ITA (Gold Duff Gibson, Silver Jeff Pain, Bronze Melissa Hollingsworth); Junior World Championships 2007/08 (Gold Sarah Reid); High Performance Director Skeleton for National /Olympic Team (2006-2010)  
**RM:** Vince Lombardi

Kelly Forbes, ChPC  
(2001)  
**PE:** 2009 World Championships (Skeleton), 2004-Present World Cup Athletes (Skeleton), 1991-Present (Development, University, Olympic and Professional Athletes) in variety of sports under the APE (Athletic Performance Enhancement) Program  
**VAN:** same as above  
**CH:** Jon Montgomery Silver 2008 World Championships, Gold 2007, 2009 Cesana World Cup. Melissa Hollingsworth Gold 2008 Park City World Cup, Gold 2009 Lake Placid World Cup, Silver 2008 St. Moritz World Cup, Silver 2009 Winterberg World Cup  
**RM:** Duff Gibson, Willi Schneider, Chip Engelland

Wolfgang Staudinger, ChPC  
(2007)  
**PE:** 1992, 2002 & 2006 Winter Olympic Games (Canadian and German Teams)  
**VAN:** Alex Gough, Regan Lauscher, Meaghan Simister, Sam Edney, Jeff Christie, Ian Cockerline, Chris and Mike Moffat, Tristan Walker and Justin Smith  
**CH:** 2004 Olympic Silver Medal with Barbara Niedernhuber, World Champion David Moeller 2004 and 2007, Leitner/Resch Olympic Gold 2002 and World Champions 1999  
**RM:** Sepp Lenz
Your 2010 Team Canada Olympic and Paralympic coaching staff

SKELETON

Wilfried Schneider, Ch C (2004)
VAN: Melissa Hollingsworth, Michelle Kelly, Amy Gough, Jeff Pain, Jon Montgomery, Mike Douglas
CH: 2006 Olympic Winter Games (Torino)

SNOWBOARDING

Jesse Fulton
VAN: Jeff Batchelor, Palmer Taylor, Sarah Conrad, Mercedes Nicoll, Dustin Craven, Derek Livingston
CH: 315 podiums
RM: Bud Keene

Thomas Hutchinson, ChPC (2001)
PE: Olympics 2002, 2006; World Cup 2001-present; World Championships in 2003, 2005, 2007 and 2009
VAN: Brad Martin, Justin Lamoureux, Sarah Conrad
CH: Athletes on the podium the last 3 World Championships
RM: Scotty Bowman

SYLVIAE JEAUN, CHPC (2006)
PE: World Cup 2006-2009 and World Championships 2007-2009
VAN: Jasey-Jay Anderson Matthew Morison rest to be confirmed, Micheal Lambert, Caroline Calvé, Kimiko Zakreski, Alexa Loo
CH: 2009 World Championships Jasey-Jay 1st, Mathew Morison 3rd
RM: Piort Jelen

CARL MARKS

(2007)
PE: 2008 World Cup
VAN: Alpine snowboard team
CH: 2009 World Championships (Korea)
RM: Sylvain Jean, Mark Fawcett

TIM MILNE, CHPC

(2007)
PE: Three seasons FIS World Cup and 2009 World Championships in Korea
VAN: Maelle Ricker, Dominique Maltais, Rob Fagan, Mike Robertson, Frank Boivin, Tom Velisek, Drew Neilson
CH: 3 World Cup medals 2007; Maelle Ricker FIS World Cup Crystal Globe 2008; 2009 FIS World Cup
RM: Mike Doyle (1985-86 Northern Ontario Champion Scollard Hall Golden Bears High School Football Team), Graham Barton, Bill Cowher

SPEED SKATING

Derrick Campbell, ChPC (2006)
VAN: Charles Hamelin, Francois Louis Trembley, Francois Hamelin, Olivier Jean
CH: Charles Hamelin World Champion 500m 2006 & 2008, 2006 Men’s World Team Champions, Shani Davis 1500m World Champion Long Track 2004/Silver medalist World All Round Championships
RM: Willis Campbell, Tom Overend, Lisa Gannett

SKI JUMPING

Tadeusz Bafia, ChPC (2004)
VAN: Stefan Read, Mackenzie Boyd-Clowes, Trevor Morrice, Erik Mitchell
CH: Bringing Canadians Ski Jumpers to Highest World Class competition
RM: Felix Starn

Gregor Linsig, ChPC (2005)
World Championships Sapporo (assistant Men) 2007 World Championship Liberec (Women Head coach) 2009
VAN: Mackenzie Boyd-Clowes, Stefan Read, Eric Mitchell and Trevor Morrice
CH: 2007 Planica Slovenia Ski Flying, coaching Stefan Read as he set the new Canadian Record at 194.5 meters.
RM: Jindro Mayer and Ted Bafia

RM: Willis Campbell, Tom Overend, Lisa Gannett

48 | COACHES PLAN | Winter '09/10 : Vol. 16, No. 4
Your 2010 Team Canada Olympic and Paralympic coaching staff

Jonathon Cavar, ChPC
(2004)
PE: Canadian National Team – World Cups, World Juniors and World Championships
VAN: Jessica Gregg
CH: Jessica Gregg 3rd 500M at 2009 World Championships. 3rd Women’s 3000M relay at 2009 World Championships
RM: David Morrison

Stephen Gough, ChPC
(2007)
VAN: Guillaume Bastille
CH: Qualifying 2 skaters to 2002 Olympics (USA), 1 skater to 2010 from development programs; Apolo Ohno (USA) World Cup Champion 2002-03; Coached Cdn senior (F. Hamelin) and junior (G. Blais-Dufour) champions 2007-08
RM: Yves Nadeau

Marcel Lacroix
(1994)
PE: ’98 and ’06 Winter Games, multitude of World Championships and World Cups
VAN: Denny Morrison, Christine Nesbitt, Lucas Makowski and Men’s Team Pursuit
CH: Coached the Men’s Short Track relay team to Gold medal in ’98, coached the Men’s Long Track Team Pursuit to a Silver Medal in ’06
RM: Vince Lombardi

Xiuli Wang, ChPC
(2002)
VAN: Kristina Groves, Clara Hughes, Shannon Rempel
CH: Gold medal in 5000M, Silver medal in 1500M and Team pursuits in Women/ Men team at Turino Games, Bronze medal in 5000M at Salt Lake City Games.

PARALYMPIC COACHES

ALPINE SKIING
Jean-Sebastien Labrie, ChPC
(2006)
PE: 2007-2010 World Cup circuit; 2009 World Championship
VAN: Lauren Woolstencroft, Chris Williamson, Kimberly Joines, Josh Dueck, Viviane Forest, Karolina Wisniewska, Matt Hallat, Morgan Perrin, Andrea Dziewior, Arly Fogarty, Luke Donovan
CH: World Championship (South Korea); Nations’ Cup for the World Cup season.

Brianne Law
(2007)
PE: Canadian Para Alpine Ski Team – 2007 World Cup and World Championships
Coaching in Vancouver:
Lauren Woolstencroft, Karolina Wisniewska, Andrea Dziewior, Arly Fogarty, Viviane Forest, Kimberly Joines, Chris Williamson, Matt Hallat, Morgan Perrin, Josh Dueck, Luke Donovan
CH: Gold Medal performances from Lauren Woolstencroft, Josh Dueck, Kimberly Joines, Christopher Williamson, Viviane Forest
RM: JS Labrie

Sebastien Michel, ChPC
(2006)
PE: 2006 World Cup and World Championship
CH: World Championships, Korea, High 1 resort, Josh Dueck first place Downhill on the new sit ski developed by Canada
RM: Bernard Pessard, Richard Plamondon, Conrad Guay
ALPINE SKIING (continued)

Sven Pouliot, ChPC
(2008)
PE: Canadian Para Alpine Ski Team 2009 World Cup season and 2009 World Championships; 2007 Shukolovo snowboard world cup PSL, Russia
VAN: Nick Brush, Lindsay Debou, Luke Donovan, Josh Dueck, Andrea Dziewior, Arly Fogarty, Viviane Forest, Matt Hallat, Kim Joines, Morgan Perrin, Chris Williamson, Karolina Wisniewska, Lauren Woolstencroft
CH: 2009 World Cup season and 2009 World Championship, South Korea
RM: Conrad Guay, Don Lyon, Jeep Picher

Kaspar Wirz, ChPC
(1994)
PE: 1994 IPC World Cup; Head Coach 1998 OG Nagano (2 Silver, XCountry); Head Coach 2002 OG Salt Lake City (2 Gold, 2 Silver, XCountry); Head Coach 2006 OG Torino (2 Gold, 1 Silver, 2 Bronze, XCountry & 1 Bronze, Biathlon); 2009 World Championships (2 Gold, 2 Silver, 2 Bronze)

SLEDGE HOCKEY

Shawn Frydberg
(2005)
PE: 2008 IPC Sledge Hockey World Championships (Gold); 2006 Winter Paralympic Games (Gold)

Michael Mondin
(2008)
VAN: Sledge hockey team

CURLING

Joe Rea, ChPC
(2005)
PE: 2005 World Championships; 2006 Olympic Winter Games; 2007 World Championships; 2008 World Championships; 2009 World Championships
VAN: Wheelchair Curling Team
CH: 2006 Olympics (gold)
Adaptation is a brand new framework that sport psychology researchers, and now practitioners are beginning to use with elite sport athletes, at the amateur and professional levels. Adaptation is an approach that coaches and athletes can integrate in their pre-competition and competition strategies as affective actions and responses to the dynamic questions posed in performance contexts. Elite athletes and coaches sometimes respond with effective strategies based on sound first-hand knowledge/experience such as a strong understanding of an opponent or an environment setting. The framework that follows takes the discussion of effective decisions and responses to competition several steps further into a systematic framework. The strategies are divided into those pertaining to five general tangents: (1) what needs to be understood in advance of performance, (2) what might be effective (as opposed to misdirected) control strategies when stepping into the performance environment, (3) what sorts of effort and learning (termed self-enhancement) are relevant to peak performance, (4) how athletes might engage in effective trust strategies when looking to their coaches and management, and (5) and how belonging to a team, not just in the physical sense, but in a more collaborative and meaningful way.

Though what follows has been built from first-hand interviews with National Hockey League athletes during four chronological stages of their development, the implications of the framework clearly extend beyond the confines of professional ice-hockey. The framework of adaptation has been tested by the Laurentian University researchers in relation to a large sample of Canadian Olympians, Canadian Aboriginal elite amateur and professional athletes, and NHL athletes from four separate continents. What follows is a description of how the aspects of adaptation are considered by a small group of NHL athletes. That said, the transferability of the framework is promising to many sports contexts where developmental and elite athletes and their coaches seek to excel. Excellence is often a matter of employing sound decisions systematically. It is hoped that the present feature will provide the reader with some indications of how to foster effective performance-oriented responses in their athletes through the use of a coherent framework.
The challenges and adaptation process in the National Hockey League: PART ONE

PURPOSE
The purpose of the present study was to learn about the experiences of aspiring and current NHL players through semi-structured interviews since earlier work has only considered the views of sport psychologists and retired NHL players or used second hand data (i.e., newspaper articles). We sought to learn about the challenges encountered and the adaptation strategies employed by 11 NHL players: three prospects, three rookies, two veterans, and three retirees. The present study will also discuss ways for developmental, assistant and head coaches to facilitate the adaptation process of NHL players. Of note, the present study has been accepted as a scientific report with the Journal of Clinical Sport Psychology. The present report is an attempt to ensure that the findings are available to elite coaches with hopes they share the findings with their athletes.

METHOD
The participants were comprised of three prospects, three rookies, two veterans and three retired players. Prospects were players whose playing rights were owned by an NHL team, but had yet to play an NHL regular season game. The rookies (averaged 56 games played) were players promoted to the NHL during the 2006-07 or 2007-08 regular seasons. The veterans (averaged 451 games played) consisted of players that occupied a roster spot on an NHL team and began playing in the NHL prior to the 2006-07 regular season. The retired players (averaged 452 games played) consisted of those no longer active on an NHL roster. The retirees provided an overview of their NHL experiences from the beginning through retirement. Moreover, the interviews were initially analyzed by the first two authors and then verified by an expert panel led by the third author who has experience competing alongside and against NHL players, as well as a family member of a veteran NHL player, and a retired NHL player with 14 years experience.

RESULTS
As a result, the challenges encountered were scouting demand, training camp, increased athletic demand, team expectation, earning team trust, demotion, NHL lifestyle, media demand, transaction, cross-cultural encounter, and the NHL playoffs. Subsequently, the adaptation strategies and sub-strategies employed where understanding (i.e., team structure, performance, and expectation), controlling (i.e., confidence, assertiveness, and distraction control), self-enhancement (i.e., learning and effort), belonging (i.e., family and team support), and trusting (i.e., teammate, coach, and agent). Forthcoming, each challenge (italicized) is described along with the corresponding adaptation
strategies (italicized in parenthesis) before discussing recommendations for developmental, assistant and head coaches on how to facilitate the adaptation process of NHL players. It is also worth noting that due to the article’s length, only the challenges related to capturing an NHL roster spot (i.e., scouting demand, training camp, increased athletic demand, team expectation, and earning team trust) will be discussed in this installment while the remaining challenges related to maintaining an NHL roster spot are to be included in the upcoming installment of the Coaches Plan du Coach.

Scouting Demand (Understanding – Performance, Controlling – Distraction, Trusting - Agent)
Prospects and rookies shared a different experience compared to the veterans and retired players with regard to scouting demands which result from a recent rule change whereby NHL teams were only permitted to meet with draft-eligible players at the NHL Combine. Herein, the two younger groups were asked to conduct a variety of interviews and physical tests with a number of NHL teams. One rookie explained: “some [interviewers] drill you pretty hard and call you out by asking questions like are you better than this guy? What makes you better?” As for the physical tests, another rookie recalled: “you have every NHL team in the room watching you bike, bench press and use all of these cables.” On the other hand, the veterans and retired players spoke with scouts during informal meetings when they were draft-eligible. Correspondingly, scouting demands were overcome in three ways. First, all four groups were draft-eligible. Correspondingly, retired players spoke with scouts. On the other hand, the veterans and retired players with regard to prospects and rookies shared a different experience compared to the veterans and retired players while the remaining challenges related to maintaining an NHL roster spot are to be included in the upcoming installment of the Coaches Plan du Coach.

Training Camp (Understanding – Team Structure and Expectation, Self-enhancement – Learning and Effort)
Prior to the regular season, players must attend their team’s training camp and its purpose varies according to a player’s level of experience and current status. Prospects believed that training camp was a chance to learn about the way things work in the NHL while rookies recalled their experiences capturing a roster spot. One rookie stated: “when you go to training camp, you fight for a job.” Meanwhile, the veterans and retired NHL players were typically assured a spot and used training camp to, as one retiree put it: “get back into game shape.” The demands of training camp were overcome through an increased understanding of one’s performance (i.e., strengths and weaknesses) in addition to the enhancement strategies of having an incessant work ethic and an open approach to learning. A veteran compared the preparation strategies of players when he entered the league and current players: “back then, off-season training to improve was just starting and guys would get ready for the hockey season by skating a few times. We were never the athletes we are producing nowadays where hockey is a 12-month job.” With regard to elite coaches, developmental coaches could develop effective training methods for players during the off-season to improve strengths and reduce weaknesses so players are prepared to compete for or maintain a roster spot in training camp. Assistant and head coaches could ensure that players understand their expectations prior to training camp so that players can prepare themselves to meet these expectations during training camp.

Increased Athletic Demand (Self-enhancement – Learning and Effort, Controlling – Confidence, Trusting – Coach and Teammate)
The participants acknowledged the increased athletic demands (i.e., mental, physical, technical) associated with playing in the NHL. Pertaining to the mental demands, one prospect said: “I found it to be an eye opener - I was in high school playing major junior hockey, and now I was playing against guys supporting their families.” As players competed in the NHL, they noticed differences between their physical abilities and those of established players: “I remember competing against 19-year olds in junior and realizing how strong they were, but now I’m competing against 27-year olds in the NHL thinking ‘I want to be like them one day.’ So it’s humbling, you reach the top at one level and then you have to start at the bottom of the next level.” Meanwhile, one veteran and two retired players remembered a technical ability limiting their participation in the NHL. When prompted, they responded with a comment that resembled the following citation from a veteran: “my skating probably wasn’t up to par to play at the next level at the time.” In order to overcome the increased athletic ability of those in the NHL, players enhanced their strengths and reduced their weaknesses (e.g., skating) through hard work and learning.
A rookie explained: “after my first year, I saw how strong the players were. They had that man strength and I learned how much harder I had to work to build that strength.” Such improvements led to successful experiences in the NHL and an increase in confidence. In considering elite coaches, developmental coaches were acknowledged for helping players develop their athletic abilities (e.g., strength, skating) to better compete in the NHL through effective practice methods. It is recommended that developmental coaches continue in their primary role of developing the abilities of the players they work with in addition to uncovering increasingly effective practice methods. Meanwhile, assistant and head coaches must regularly provide practice methods that will enhance each player’s abilities as well as the team’s abilities.

Team Expectation (Understanding – Team Structure and Expectation, Controlling – Assertiveness) While competing in the NHL, the participants communicated with the decision makers (i.e., head coach and general manager) for feedback and a list of expectations regarding their performance. Prospects were asked to report to their junior or college hockey teams following camp and commit themselves to workout programs designed to improve specific skill sets. On the other hand, rookies were given a roster spot after training camp, and realized that the NHL team’s expectations were different from those of junior hockey. One rookie stated: “I had to be ready to play 6 or 7 minutes/game, which are different from playing 20 – 25 minutes/game in junior.” As for the veterans, they constantly discussed their performances with the decision makers. One veteran remembered a tactical discussion: “(coach’s name) was very defensive-minded and he wanted me to be good positioning-wise to prevent the other team from getting scoring opportunities.” When the retired players were asked about their exchanges with team members, they remembered speaking mostly about their roles (e.g., scorer) and responsibilities (e.g., generate scoring opportunities) on the team. In order to meet their expectations, NHL players first sought to understand their assigned roles on the team and then compete in an assertive manner with hopes of being successful. One retired player discussed assertiveness in relation to his role of being a goal scorer: “my philosophy was to shoot the puck and hit the net. It didn’t necessarily matter how hard I shot it as long as I shot it and it hit the net.” Developmental, assistant and head coaches could help players meet their expectations by constantly setting and resetting short and long-term goals in accordance with each player’s performance. Developmental coaches must help players meet objectives related to improving performance (e.g., goalie must stop 10 consecutive breakaways in practice before leaving), while assistant and head coaches must implement specific competitive tasks to be completed (e.g., one forward helps a defenseman battle an opposing player in the defensive zone during a game).

Earning Team Trust (Understanding – Expectation, Controlling – Confidence, Trusting – Teammate and Coach) Each group of participants understood that once they were drafted to an NHL team, they had to earn a roster spot by earning team trust, particularly that of the general manager and head coach. One prospect anticipated that gaining his team’s trust would lead to a roster spot: “in [NHL team], they have ways that they want their players to play and if you don’t then you’re never going to play for the organization.” One rookie supported the prospect’s statement when he described his journey and said: “[NHL team] sent me down but soon enough they had some injuries and felt I was ready so they called me up and I ended up sticking with them.” To maintain that trust bestowed on them and maintain their roster spot, the veterans and retired players explained that players must raise their expectations and consistently perform at a high level. One veteran player affirmed the point: “to keep your spot, you want to play better than, or at least as good as the next guy.” Earning team trust was a result of players meeting or surpassing the expectations of the head coach and general manager. Furthermore, high levels of self-confidence and trust among team members was believed to eventually translate into team success and a prolonged NHL career. One veteran elaborated: “when you look at the older guys in the league, they are trusted because they have been doing their jobs well for years.” Developmental, assistant and head coaches facilitate trusting relationships when they consistently establish achievable expectations for their players to meet. Trust is further built when players meet or surpass the expectations associated with their team role and contribute to team success.

Author’s Note

Herein, the authors have identified that researchers had yet to fully consider the experiences of NHL players and that there is a need to learn how NHL players reached and maintained a career in the NHL. Consequently, the authors interviewed 11 NHL players to learn about the challenges encountered and the subsequent adaptation strategies used. From the interviews, the NHL players provided a variety of information and so far, the authors have mentioned the challenges and strategies related to seeking out a roster spot in this, the first of two articles in the Coaches Plan du Coach. In the next installment, the remaining challenges and strategies related to maintaining a roster spot will be discussed as well as some concluding remarks that provide implications for coaches and their support staff.

References

Communications - continued from page 8.

Paralympians will continue to evolve as the next role models such as a Cindy Klassen or Brian McKeever. It is also important that the coaches of these athletes also be recognized, including Michael Crowe coaching Klassen, and Dave Wood and Kasper Wirz (and guide Robin McKeever) coaching McKeever. It is the tandem of athlete/coach who create podium success and it is the grass roots athlete in conjunction with a knowledgeable and passionate coach that will allow the growth of the future Klassen or McKeever.

Best of luck to all of our 2010 Olympians and Paralympians, as Coaches of Canada will continue to provide a strong voice in celebrating our coaches as the professionals who ensure that our athletes have the best opportunities for success in the 2010 and every Games that follow.

Professional Practice - continued from page 9.

little further impact on the athletes’ performance. The athletic therapist should always be included for obvious reasons, but the sport psychologist can have enormous impact on both the athlete and coach when it comes to managing the pressures of Olympic performance. Many coaches may overlook this valuable resource in maintaining professional composure during arguably the most stressful moments in their career. We all need a little help from time to time from our support system that usually includes friends and family, but we should not forget to include this readily available professional resource.

A bird’s eye view - continued from page 11.

to Play? Who noticed that Motivate Canada athletes on the Esteem Team reached 600 schools again a year? Or the role of Beckie Scott in contesting the dopers? Add Sara Renner and Thomas Grandi to your search list for their leadership on environmental issues with Clean Air Champions and the Suzuki Foundation? Gary Reed with KidSport? Adam Kreek as a Big Brother? There is a genuine sea change underway within athlete networks that the era of athlete advocacy for our rights is coming to a close while an era of athlete responsibility for using our opportunities is emerging.

Community innovations for inclusion
I am jumping the queue with commenting on this innovation because we are in the early stages of seeing the impact that dedicated sport programs can have on our communities and the inclusion of everybody within them. But let’s finish the innovation list with some hopeful support that initiatives like the Homeless Soccer in Toronto, MoreSports in Vancouver, and the Winnipeg Aboriginal Sport Achievement Centre in Winnipeg are a sign of things to come.

Technology Solutions - continued from page 12.

performance, at what often seems to be at any cost. Often the cost benefit is not seen until years after the fact, given the vast technology innovations that can now be found in the automobiles that we drive on a daily basis. I know I often have that sense that my own car can deliver a Formula One performance, although this is a short lived reality. But when I consider the concept of technology partnerships and the ability to ensure that these partnerships do trickle down through the Canadian Sport for Life process, I believe that we have created an infrastructure that merits further investigation.

The next steps that I do see required in the sport community include:
• Provision of partnership and/or collaborative models that have had success to date.
• Stronger business knowledge (advisory capacity) to allow benefits to all partners in the technology innovation process. I do not often see this as a strength on the sport side.
• Visioning as to the application of technology innovations beyond the performance realm, and how these technologies can apply to the broader spectrum of the Canadian Sport for Life process.
• Involvement of coaches in all facets of the process, as the coach can certainly be the link between the practicality of the technology innovation versus the research only aspect of the process.
• Exploration of the commercial opportunities represented by

REFERENCES
technology innovations in high performance sport, as this opens doors to involving industry sectors that may not have seen collaborative need in the past, but can become primary partners to sport that would provide sports and alternate resource opportunity beyond our traditional need for government based resources only.

I have not provided specific examples of technology innovation projects that are under way in Canada in any detail, as I do not wish to endorse any one specific research group, nor do I wish to miss any one group in such a process. If you are in the high performance community, certainly consider the opportunity to pursue such partnerships by approaching organizations such as Own the Podium as a starting point, Canadian universities and colleges that can offer a research based collaborative interest, local industries that may have a vested interest in technology innovation (i.e. engineering, materials, etc.). Beyond the high performance realm, I also challenge the coach in provincial and/or community programs to consider the impact of technology innovations for their athletes, and to approach similar resources, especially on the research and industry front, as often such an approach from a local sport program can garner interest from local industries.

Finally, do not be afraid to develop the skills to approach technology innovation as part of your coaching knowledgebase. I look to a Para-Athlete coach by the name of Ken Hall, who has developed number of technology solutions for wheelchair throwing athletes that improve the ability of that athlete to perform at a high level. This was a self-taught skill that Ken developed, and is now looked to as an expert in such an area. Ken developed this skill set as a club coach.

I realize that I am trying to add yet one more aspect to what a coach can do, but if the opportunity to introduce performance technology innovations and solutions can be viewed as a partnership opportunity, this is an area in which the coach, in partnership with our athletes, can provide a definitive leadership role through sport.

REFERENCES:

Knowing the Law - continued from page 13.

adequate and suitably arranged; and (d) whether the performance, with regards to its inherently dangerous nature, was properly supervised.

The plaintiff argued that MacPhee failed to teach the game of field hockey to Hussack in a progressive manner, and that Hussack’s lack of knowledge resulted in injury. MacPhee was well aware of Hussack’s absence from school and should have known that Hussack was not ready to scrimmage in field hockey. Instead, MacPhee assumed Hussack was prepared for action, notwithstanding that he missed all the instruction given to the other students. Had Hussack attended any of the previous classes in the field hockey unit, he would have known that it was dangerous to come in close behind a player preparing to take a shot on net, because there is a risk of being hit by the player’s stick. The defense relied on Hussack’s ice hockey experience to counter the argument that he was not prepared to play field hockey. However, an expert witness, field hockey coach Gail Wilson, stated the opposite in her testimony. She said that to play field hockey safely, ice hockey players have to “unlearn” many of their habits. In Wilson’s opinion, simply telling someone the difference between ice hockey and field hockey is not sufficient, rather one must be taught, in a progressive manner, the rules and ways to play field hockey. Hussack had only been made aware of the rules, through verbal communication, moments before his participation in the scrimmage.

The plaintiff succeeded in this case because MacPhee had, in fact, breached the duty of care owed to him. When students are playing sports in physical education class, it is not sufficient for the teacher to supervise and protect, the teacher must also progressively teach the students the skills to play the game.

It is important to note that every negligence case is different and will be decided based on individual facts. However, the Hussack case establishes that, if coaches want athletes to participate safely, they must be fully prepared for the sport. When coaches do not properly and progressively train their athletes for game action, they are putting those athletes in an unsafe situation and are also putting themselves at legal risk.

Jerrod Grossman is a student-at-law with the Centre for Sport and Law. He graduated law school from Bond University in Gold Coast, Australia. Jerrod is passionate about sports and hopes to combine this with his legal training to pursue a career in sports law. Jerrod works with Steve Indig at the Centre for Sport and Law’s Toronto location.

Resources - continued from page 38.

• Develop training programs to account for biomechanical and physiological differences among individual athletes, taking into consideration their ages, sex, training status, physical limitations, and injury status.
• Recognize acute and chronic physiological responses and adaptations to training and their implications for the design of sport-specific training programs.
• Educate athletes on the importance of good nutrition and its role in health and performance.

• Educate athletes about the effects of performance-enhancing substances and their abuse, relevant school policy, legislation, and safe and viable alternatives.

To work toward creating a strength and conditioning program that meets the preceding objectives, the strength and conditioning professional in charge of a facility needs to establish written job (position) descriptions, policies, and procedures and to familiarize both staff and participants with the established goals, objectives, responsibilities, and procedures.

From: Essentials of Strength Training and Conditioning by Thomas Baechle & Roger Earle.