

## Program Design and Management Module

Rob Fox, Fall 2011

<b>Program Design – Evaluation Criteria</b>
Understands the level and competency of the athletes on the team based on the CYA LTSD models
Is able to describe the sport demands of sailors at the elite level and how they relate to the athlete at their current level
Outlines clear pathways for the athlete’s development dependant on age and skill level
Organizes and sequences weekly training priorities and objectives to optimize adaptation
Organizes an appropriate number of, and level of, competitions for the athletes’ abilities
Organizes training and competition into an overall Yearly Training Program (YTP)
Ensure athlete’s individual goals are in line with their YTP
Encourages a holistic approach to development
<b>Program Management – Evaluation Criteria</b>
Regularly sets SMART goals with athletes and provides regular progress reports to keep athletes accountable
Effectively manages a Support Team, facilitating communications, logistics, and budgeting with Support Team members
Communicates plans clearly and in a timely fashion to parents, athletes, and co-workers
Maintains a safe and functional coach boat, equipment, and working environment
Networks with other coaches to develop skills, best practices, and efficiencies between surrounding programs
Works efficiently with peers, mentors, and guest experts at home and at training camps and regattas
Manages conflicts effectively and troubleshoots problems as they arise
Is able to encourage recruitment from lower levels to the team & move successful team members to higher level groups
Encourages passing athletes “up the chain” to regional centers to continue their development as they improve. Know the importance of their role in the chain.
Encourages the holistic development of the athlete in non-sport contexts (school, community, social, etc)

Program design and management covers a wide variety of topics involved in the overall running of a race team program. Some topics such as conflict resolution and drug-free sport were covered in pre-course modules, whereas safety and equipment management was addressed in the ‘Structuring a Practice’ module. The main topics covered in the Project Design and Management module are:

### Program Design

- Building a year-round training program (YTP)

### Program Management

- SMART goal setting, self-motivation, athlete accountability, and Performance Reviews
- Building a Support Team, Logistics, Administration
- Working with peer coaches, guest experts, PSAs, and Regional Training Centres. LTSD and “passing athletes up the chain”
- Athletes’ Social Contexts

By the end of this module, coaches will be able to put these skills together to deliver a quality year-round training program for a Club, Class, or Provincial level race team.

## Program Design – The Yearly Training Plan (YTP)

### What is a YTP?

Essentially the YTP is a process of:

- 1) assessing where your team, program, and/or each athlete are at
- 2) where you all want to go to
- 3) plotting out “How we are going to get there” on a calendar or YTP template

For the Development Coach program we will be focussing on a 12-month YTP, however multi-year planning does exist and can be accomplished using similar methodology.

The image shows a sample Yearly Training Plan (YTP) template. It is a grid with months on the vertical axis (May to April) and weeks on the horizontal axis. The grid is color-coded to represent different training phases: yellow for 'Preparation period', blue for 'Competition period', and red for 'Transition period'. The template includes various training activities such as 'General Preparation', 'Specific Preparation', 'Pre-Competition', 'Competition', and 'Transition'. It also includes a 'Recovery' column at the end of each month. The template is designed to help coaches plan their training program for the year.

### YTP Terminology

Before we get started, there are a few terms coaches need to know:

Performance Objective: A measurable results-based goal (i.e. top-10 at Regional Championship)

Training Objective: A measurable skill-based goal (i.e. to consistently start first row)

Periodization: The process of arranging training processes (i.e. boat handling, fitness, starting, etc) into a methodical, realistic and scientific program that will optimize progression for performance. It is essentially time-management. Single, double or multiple periodization exists depending on the number of major events being prepared for.

Preparation Period: The period of time where the athlete or team is building up sport-specific skills in preparation for the major competition. This period likely includes lower level preparatory competitions.

Competition Period: The period of time in which the major competition goal for the year exists.

Transition Period: The period of time after the major competition where the athlete or team seeks to rest and recuperate from the previous season, then pursue the building up of non-sport specific physical skills in advance of the preparation period.

Phases: are identified spans of time within each period and include the General Preparation Phase (GPP), Specific Preparation Phase (SPP), Pre-Competition Phase (PCP), in addition to Competition and Transition Phases.

Mesocycles and Microcycles: smaller periods of time within phases, 2-5 weeks and 1 week respectively.

Tapering: refers to the reduction of training volume and level of difficulty prior to a major competition

Duration: refers to the amount of time

Volume: refers to the amount of training required in a given amount of time

Intensity: refers to the level of exertion (mental and physical) required in a given amount of time

### Step-by-Step YTP Guide

Below is a step-by-step guide for filling out a YTP for your team or individual athletes. A Template YTP is included at the end of this module, as is a sample YTP for a typical Club Race Team. This is a shortened

version of “*Designing an Annual Training and Competition Plan: A Step by Step Approach*” by I. Balyi and A. Marion (1998, <http://www.propulses.com/english/download/demos.htm>).

- Step 1: Determine the Demands of the Event (i.e. CYA Youth Championships)
- Step 2: Assess your Athlete(s) or the Team
- Step 3: Evaluate last year's program
- Step 4: Set Performance and Training Objectives for the new program
- Step 5: Identify the Events of new Program
  - Pencil possible events on calendar
  - Select the most optimal competitions and training camps
  - Identify sport science evaluation opportunities
  - Identify school dates that may have an impact on athlete or team preparation
- Step 6: Determine the type of Periodization used in your program (single, double, etc)
- Step 7: Determine the duration of each Period
- Step 8: Determine the Phases of each Period
- Step 9: Determine the importance of key performance factors throughout the plan
- Step 10: Determine the expected progression of the workload (volume/intensity) in the plan
- Step 11: Re-check the previous steps against previous years and established norms
- Step 12: Plan Weekly (Microcycle) activities into each phase, indicating ‘themes’ and outlining duration, volume and intensity
- Step 13: Adjust as necessary throughout the season and evaluate at the end of the year

### ***Single or Double/Multiple Periodization?***

Canadian Youth Sailing at the Learn-to-Train level (First and second year on Race Team) is likely a single periodization beginning in early spring and ending late summer or early fall. A 4-6 month season.

Canadian Youth Sailing at the Learn-to-Compete level (2<sup>nd</sup> year+ on Race Team, Provincial Team, Regional Team) is likely a double or multiple periodization with the “Summer season” running spring to fall, and second season running over the winter. A full 12-month program with breaks.

### ***Preparation Period & Phases***

The time frame before the first competition is the ‘Preparation’ period, lasts 2-4 months overall, and may include warm-up practice “exhibition” events. Developing athletes generally benefit from a longer Preparation Period than elite athletes do.

There are three phases in the Preparation Period:

- 1) General Preparation Phase (GPP): Develops the foundations for sport performance. Training is aimed primarily at improving overall fitness (aerobic fitness, strength, increasing muscle mass), preparing the equipment for the season, working on basic technique, and progressively increasing the volume of training. 8-12 weeks long.
- 2) Specific Preparation Phase (SPP): Is a continuation of the preparation phase, but signals a transition into more sailing specific training (boat speed, more advanced technique, etc) and increased hours training on-water. Fitness switches to training for speed and power. 6-8 weeks long following the GPP.
- 3) Pre-Competition Phase (PCP): The phase where the athlete prepares specifically for competition. A focus on racing skills – particularly quickly getting boat speed settings right, starting, and traffic

management – is recommended, in addition to maintaining technique and fitness. ‘Tapering’ down training volume and increasing intensity is appropriate, although the size of the taper depends on training age (teens have relatively lower endurance, but recover quickly so tapers should be smaller) and event length (the shorter the event, the shorter the taper). Earlier events in this phase should be treated as training regattas. 2-3 weeks following the SPP.

**\*\*\*Coaches are reminded to NOT schedule regatta after regatta in the Preparation and Competition Periods as this detracts from your athletes’ development through training (they have no time to rest, recover, or work on lessons learned at regattas). Coaches are recommended to stick to a ratio of 70% training, 30% competition for athletes in the Learn-to-Train and Learn-to-Compete stages\*\*\***

### ***Competition Period & Phases***

Technically, the time frame between the first and last competition of the season would determine the ‘Competition’ period, however for our purposes we will include only the final performance goal regatta in our Competition period. Whichever definition you use, remember earlier events included in the Competition period, or PCP phase should be treated as training regattas.

Competition Peaking Phase: This is peak performance time and what your athletes have been working towards. In order to perform well, the athletes should be relatively rested and significant effort will be put into recovery activities. Emphasis is on mental preparation, performance and recovery. Fatigue levels may go well above normal competition levels by the end of a peak period if recovery is neglected.

### ***Transition Period***

The time frame following the competition period and before the next Preparation period is the ‘Transition’ period. The transition period holds two possible phases.

Relaxation Phase: This is a de-tuning phase where focus is on recovery. The training volume and intensity is gradually lowered from the levels experienced in the competition phase. This is a good time to do seasonal progress reports and transitions to following seasons’ programs.

Off-Season: A stage in the season dedicated to recovery (specifically mental recovery) and time off sailing. Physical activity should not drop off to a point below the starting point of the next GPP.

### ***Final YTP Notes: Volume and Intensity***

As a general rule, the volume of training increases through the GPP, stays the same through the SPP, then decreases through the pre-competition and competition phases. At the same time, the intensity starts low in the GPP, then increases in the SPP, peaking in the PCP and competition phases.

## **Program Management**

Program management is essentially executing and monitoring the various plans you have designed into your YTP. These plans do include on-water skills training and on-land fitness and nutrition training, conflict resolution, drug-free sport and safety and equipment, however these program areas are covered in other modules. This module covers three main areas:

- SMART goal setting, self-motivation, athlete accountability, and Performance Reviews (4.5)
- Building a Support Team, Logistics, Administration
- Working with peer coaches, guest experts, PSAs, and Regional Training Centres. LTSD and “passing athletes up the chain”

- Athletes' Social Contexts

NCCP Modules of “*Conflict Management*” and “*Coach and Lead*” are also highly relevant to Program management and should be reviewed for this module.

## Goal Setting, Self-Motivation, Athlete Accountability, and Progress Reporting

The biggest difference between a sailing instructor and a race coach is that the sailing instructor is responsible for the goal setting and motivation of his or her students, whereas **the race coach enables their athletes to take responsibility for their own goals and motivation...and keeps them accountable to this responsibility!** Note that this is not a “hands-off” approach to goal setting and motivation – the race coach can’t put the entire duty of goal setting and motivation on the athletes and expect the season to be a success. Rather, the race coach is very involved in both and is frequently the driving force behind them, but over time is able to let the athletes become the driving force behind their own programs while settling into a guidance role.

### **S.M.A.R.T. Goals**

S.M.A.R.T. stands for Specific, Measurable, Achievable, Relevant, Timely. It’s a way of remembering the five factors that are needed in developing useful goals for your athletes.

Specific goals are better than vague goals because they provide something very definite to work on. If an athlete says they want to be faster, that doesn’t give them a great starting point to develop a skill that would make them faster. As a coach we want to help them identify a more specific goal, in this case perhaps being faster through good hiking technique, or through good tiller-mainsheet coordination, or through consistent heel angle. Any of these give the athlete a specific skill for the athlete to focus on that will make them faster.

Measurable goals are those which we can quantify or evaluate in some way. This is the part that most people struggle with, but if we can’t measure the goal in some way it is difficult to know if the goal was achieved or not. Good examples of measurable sailing goals could be “gybing without capsizing 8 times out of 10 in heavy air”, “maintaining a consistent heel angle for one minute”, or “able to maintain 80% of my maximum heart rate”. In each of these examples, the goal is measurable...in these cases by a number of times the skill is successfully performed, by time, and by percentage. There are other ways to measure goals as well.

Achievable goals are those which can realistically be met by your athletes. It’s no good setting a goal of being top-3 at an athlete’s first regatta if you know that’s not possible given the competition, or a goal of being able to gybe the spinnaker successfully 100% of the time if it’s a team’s first day on the water together. By setting achievable goals, you ensure that the athlete is more likely to be successful in meeting their goal, feeling good about that, and being encouraged to set a new (maybe higher) goal. Achievable goals set up incremental successes, and therefore incremental improvements in skill.

Relevant goals are those which are applicable to what the athlete or team is trying to accomplish. At your team’s first ever regatta it would likely be very relevant to set a goal targeting being prepared for the start and starting signals, or perhaps one that focuses on clean air. In this same example it might be less relevant

to set goals around the reach or a new rigging technique. Relevant goals are important to the athlete or team's current situation.

Timely goals are those with a specific time attached to them. A timeframe helps bring the goal to reality in the mind of the athlete and helps the coach manage the time in order to successfully meet the goal. With no timeframe, the goal could drag along endlessly or simply be forgotten. An example of a good timely goal would be "To be able to roll tack smoothly in light air 75% of the time, in the next two months".

S.M.A.R.T. goals are powerful tools to help motivate and guide athletes and teams to successes of their own creation. Coaches should use them regularly.

### ***Performance vs. Training Objectives: Best practices for scheduling***

As mentioned in Program Design, a Performance Objective is a measurable results-based goal (i.e. top-10 at Regional Championship), while a Training Objective is a measurable skill-based goal (i.e. to consistently start first row). Ideally, both should be SMART.

When and where to do this goal setting will be up to a coaches personal style, however below are established best practices for new coaches to follow:

- Set seasonal Performance and Training Objectives with individual athletes or crews/teams before or near the beginning of each season.
- Set Race Team group goals near the beginning of the season once individual objectives have been established and once the team has had some time to gel.
- Build or adjust YTP based on athletes' seasonal goals and objectives.
- Set daily (and perhaps weekly) Training Objectives with the group, limiting objectives to one or two per day.
- Keep athletes accountable to daily (and weekly) individual and team goals in debriefs.
- Schedule performance review meetings with individual athletes or crews/teams at mid-season and at least 3 weeks before the Peak Competition, to assess progress and make changes where necessary. Certain coaches will want to make this an officially recorded performance review where others may want a less structured approach. Some coaches may want to meet for performance reviews more frequently than once a season.
- Evaluate Race Team group goals mid-season with entire team. Celebrate successes and adjust goals if necessary.
- Continue to set daily (and perhaps weekly) Training Objectives with the group, limiting objectives to one or two per day.
- Evaluate Race Team group goals and celebrate successes with the greater Team after the Peak event. Preferably this is after they have had some time to reflect on their entire season but before the entire Team disbands before the Transition Period in the YTP.
- Evaluate individual athlete or crew/team Performance and Training Objectives and celebrate their successes after the Peak event in an End-of-Season Performance Review. Some light planning should be pursued with individual athletes/teams at this point to help them plan through the Transition Period and look toward the next Preparatory Period in their YTP.

## **Performance Assessments**

A Performance Assessment is a periodical review and evaluation between a coach (or coach team) and an individual or crew/team of their goals and skill progression. As mentioned above, the athlete/team should receive at a minimum one Performance Review in the middle of the season at least 3 weeks before their major competition, and one Performance Review at the end of the season after their major competition and before their Transition Period.

Performance reviews should be conducted in an environment that is safe and comfortable for the athlete, where the privacy of the conversation can be protected and the athlete(s) can concentrate. The coach should have written down the athlete(s) goals when they were originally set, and should bring those and any additional notes they may have into the review. They should also be prepared to record any changes to the goals or any new goals that are made and potentially have the athlete(s) record their own goals and notes.

The Performance Review has 4 steps:

1. Review of the previously set goals
2. Evaluation of the athlete(s) performance relative to those goals – celebrating met goals and understanding why other goals were not met.
3. Evaluation of the athlete(s) skill level relative to accepted common performance indicators – keeping the athlete(s) in perspective of where they are relative to the norm and where they want to go\*\*\*
4. Re-confirmation or re-designing existing goals to new performance expectations and establishing how the coach or coach team can help the athlete(s) meet these goals

\*\*\*CYA technical performance indicators for Race Level athletes exist in the form of the CYA Gold and Silver Skills Checklists, but badly needs updating. The CYA LTSD also gives a path for progression of race athletes.

Depending on the expectations and privacy policy of the program, coaches and/or athletes may be required to distribute Progress Reports to Club staff, parents, etc.

The success of the Performance Review largely depends on the coach or coach teams' ability to engage the athlete(s) in relevant dialogue about their goals and skills. Skilful and considerate communication on the coaches' part in creating a positive environment and when delivering positive and negative feedback will go a long way to encouraging meaningful Performance Review conversations.

## **Support Team, Logistics, and Administration**

Administration is the nuts and bolts of getting the athletes and equipment on the water and in training and competition programs. In some clubs this is done exclusively by the office staff, in other clubs it is done exclusively by the coach or coach team. **In most scenarios administration is shared by a mixture of Club staff, Coach, and Parent involvement and so requires the coach to be a good communicator, coordinator and resolver of conflicts.** This section will cover:

- Setting up your Support Team
- Communications with athletes and support team
- Facilitating away logistics
- Facilitating Budgeting and Finance
- Equipment Review

Coaches are encouraged to review their NCCP “Conflict Resolution” and “Coach and Lead” Modules for more information.

### ***Setting up your Support Team***

It’s extremely rare when coaches and athletes form a stand-alone group with no outside support. Most Race Teams require and benefit from outside support primarily from the parent/family group and Club, and also likely from the Provincial Sailing Association, other local area clubs and peer coaches, the Regional Training Center, guest experts, volunteers and local sailing businesses. A good coach not only has to provide leadership on the water to athletes, but leadership off the water to their Support Team. At a minimum, the coach needs one representative at the local club to provide support (usually a Jr. Sail Director) and one parent from each athlete to contribute efforts to the Support Team, in addition to the local PSA contact (usually PSA Staff Coach or Program Director) with whom the coach should regularly keep in contact.

### ***Communications with Athletes and Support Team***

To guide athletes and support team, it will be important for coaches to set up a system of clear and consistent communication with the athletes and support team – particularly the parents and Club representative.

A meeting of athletes and support team at the beginning of the Preparatory Period is a must. This will occur usually in late April or Early May when the athletes are getting back on the water again for the first time (in all provinces except BC, where sailing may begin sooner). This meeting provides a great chance for all the interested parties to meet each other and build the relationships needed to work together throughout the upcoming season. It also provides opportunity:

- For the coaches to introduce themselves and their goals for the season
- For the coaches to collect and distribute contact information to the group
- To establish communication procedures
- To provide a draft schedule for the upcoming season
- To set expectations for behaviour and commitment
- To ask for support and delegate specific tasks to the Support Team
- To conclude any outstanding items from registration (fees, medical info, sailing partners)
- To answer any outstanding questions the athletes or Support Team may have
- To leave both the Race Team athletes and Support Team parents and volunteers excited to start the season.

### ***Facilitating Away Logistics***

In the past, coaches have been known to use their own vehicles to transport athletes and equipment to away regattas, and/or be responsible for them while away from home – this is not recommended due to the increased liability the coach would be subject to, but also because it places too much work on the coach who needs to be sharp for their primary coaching duties.

What the Development Coach Program recommends is that the coach takes a Facilitator role in organizing away logistics. In this role the coach is responsible for:

1. Providing advance information on dates, location, registration fees, on-site meals, social events, and other pertinent logistical information to the parent and athlete groups.
2. Setting the expectation that parents will be responsible for organizing transport for equipment and athletes.
3. Setting the expectation that parents and athletes will work together to share equal costs and time commitments for transportation of athletes and equipment to away events, and when necessary will provide facilitation to this end.
4. Setting the expectation that the athletes will organize the timely loading and unloading of equipment under the supervision of the coach and parent trainees, and that the athletes are responsible for any lost equipment.
5. Setting the expectation that parents will be responsible for booking accommodation and chaperoning the athletes during non-sailing hours (to be defined by the coach).
6. Setting the expectation that the athletes will organize with their parents advance registration for away events.
7. Facilitating the inspection, maintenance, and registration/licensing of trailers and other transportation equipment (particularly if Club-owned).

Preferences of coaches (i.e. perhaps to transport their own coach boat), and Club policies (i.e. insurance) may dictate some of these roles may change.

### ***Facilitating Budget and Finance***

In the case of most Club and Provincial Race Teams, it is highly likely that a staff member, Jr. Sail Director or PSA Executive Director is responsible for the overall financing and budgeting of the program. This does not mean that the coach or coach team should not take a role in facilitating or advising on this program area. The coach or coach team should be prepared to:

- Provide an estimated yearly schedule for their program
- Provide an estimated yearly budget for all coaching activities according to the schedule
- Provide a detailed budget for all coaching activities for the upcoming season
- Provide an estimated budget for all athlete activities for the upcoming season to athlete and parent group

When the Club staff member, Jr. Sail Director, PSA Executive Director, athletes and parents have this relevant information provided by the coach or coach team they are able to properly calculate their own budgets and

program fees as the financial expectations become clear. This will likely result in better seasonal planning and a coaching season with fewer financial distractions.

### ***Equipment Review***

Equipment needs are outlined under the “Preliminary set-up for on-water practices” section of the “Structuring a Practice” module. Coaches are reminded here that coaching equipment, particularly an appropriate type and size of coach boat in excellent working order is a mandatory requirement of the coaches’ working environment and safety support system. In the past, far too many Canadian Race Team programs have operated inappropriate or unsafe coach boats. As part of Program Management, ***it is the coaches’ responsibility a minimum of one month before the first on-water practice of the year to ensure that the coach boat is of suitable type and size, and in excellent working condition.*** This is especially important as the first practice will likely be held in cold water conditions, where safety is an even greater concern.

It may not be the coaches’ responsibility to arrange the actual repair or replacement of coach boat equipment (or a suitable replacement boat while yours is being repaired/replaced), but it is the coaches’ responsibility to let their Club or PSA know when the coach boat needs to be repaired or replaced. Again, the recommended coach boat equipment set-up is:

- A minimum 4.2 meter craft, 25hp, and preferably a 5.0-5.9m RIB (Rigid-bottom inflatable) with 40-60hp and a center jockey console. It should have all the legally required safety gear, and be in excellent working condition. The coach boat should be clean and fully fuelled the night before or if necessary, early in the a.m. before athletes arrive.

It is also very important at the end of the season to do a full equipment review, so that at the beginning of the next Preparatory Period, you (or the next coach in line) will be able to quickly launch the following season successfully. Coach boats, trailers, and vehicles should be sent to the shop for regular maintenance. Older equipment should be sold and replaced. Broken equipment should be repaired or discarded. All other equipment should be stored securely.

An end-of season equipment report should be sent to the Club staff member, the Jr. Sail Director, or Provincial Sailing Association who acts as your employer.

### **Working With Other Professionals and “Passing Athletes up the Chain”**

As a race coach operating a 4-12 month program, there will be many opportunities to interact with other professional coaches, guest experts and organizations. This section will cover how your program fits in the Long Term Sailor Development Model (LTSD), how to encourage movement of your athletes from lower levels of training through your program and on up to higher skill training programs, and how to work with other professionals.

### **Your Program in the LTSD Model**

The triangular diagram below outlines the different race-training programs available in Canada (inside the triangle in black) and where each program fits into CYA's Long Term Sailor Development (LTSD) model. The corresponding LTSD levels are outlined in blue to the right of each program, except for the "Sailing For Life" level at the left, which can be entered into from any race training program, or at any time in a sailor's life.



programs shaded in green) cater to the "Learn to Train" and "Learn to Compete" level of sailor. The coaches who direct these two levels of programs should be coming from the CYA Development Coach Program, who have also taken the six modules required by the NCCP (the Coaching Association of Canada's "National Coach Certification Program") in their Competition-Development coaching stream.

The full version of the LTSD is an excellent resource for explaining to parents, athletes, other supporters, and even coaches what is recommended in terms of equipment, training, and competitions at each level, and helps them plan for the future.

The full version of the LTSD can be found on the CYA website at:

[http://www.sailing.ca/sailor\\_development/long\\_term\\_athlete\\_development\\_framework/](http://www.sailing.ca/sailor_development/long_term_athlete_development_framework/)

### **Recruitment and "Passing athletes up the chain"**

“Passing athletes up the chain” refers to the coaches’ ability to: a) Recruit athletes from lower level programs (or outside of sailing altogether), and; b) Encourage their own athletes to seek higher levels of training outside of the Club, Class and Provincial Race Team when the athlete is ready.

Recruiting athletes from lower levels is a constant struggle for most Club and some Provincial Race Teams – cycles of many suitable athletes entering a program are often followed by cycles of few suitable athletes available to even run a program. These cycles are often tied to the quality of the program being offered, and the consistency of the person in charge of the program. As a coach, the two best things you can do to assure year-after-year recruitment is run a great program for your athletes (building the program’s reputation), and work with the person in charge to ensure there is succession planning for another person to take over BEFORE you (the coach) or they (the person in charge) leaves.

Continuity of program leaders is important, but so is continuity of program offerings throughout the year. A program that starts up the last week of June and ends the last week of August is more at risk for “boom and bust” cycles than a 5-12 month program that runs shoulder season training the first week of May and early September through October with athletes joining in on a winter training program. Collaboration with other local area clubs and coaches is a good way to ensure this continuity – by pooling athletes in the shoulder seasons for bigger practices, and by coordinating with local area coaches to cover training while the primary coach is away at school.

Needless to say, ensure recruitment is fair and ethical. When possible, use pre-developed sailing and age specific criteria to help guide potential future athletes into future Race Program areas – currently the LTSD is the best tool available for this job, however you may need to supplement it with information to future athletes regarding appropriate body type for equipment, physical requirements, and program costs when recruiting.

At the other end of your program, understand that if you are doing a good job, your athletes will need to go elsewhere at some point. Remember this is a **good** reflection on you – you have done a great job in preparing this athlete and now they need to find a training group of similarly skilled athletes so they can push their skill set even higher. Build those relationships with Regional Training Center coaches, and educate your athletes and parents about their next steps – it will make the athlete’s transition to higher skill training groups smoother, and enhance the reputation of your program. Pass athletes up the chain!

### ***Working with other professionals***

As a race coach operating a 4-12 month program, there will be many opportunities to interact with other professional coaches, guest experts and organizations. Working with other professionals provides excellent opportunities for you to learn more about your profession as a coach, and can potentially open the door to future opportunities. Below are some best practices to follow when working with other professionals:

- 1) **Be prepared:** Nothing says “professional” like being early, having all your equipment ready, coach boat gassed up and in good condition, and having your athletes prepared to listen, ask questions, work hard, and get on the water quickly.
- 2) **Be confident:** Good coaches are “students of the game” and are confident enough in their own abilities to ask questions, get advice and take corrections, source guest experts, and allow their athletes to be taught by guest experts and other coaches.

- 3) Contribute: Help guest experts find equipment, get gas, coordinate athletes, encourage questions from the group, introduce people, help solve problems. Guest experts may not be familiar with your local surroundings & procedures – help them out.
- 4) Cooperate: Particularly in group training sessions and at regattas it will be beneficial to cooperate and coordinate with one or more peer coaches to deliver a training camp or reduce workload at regattas by sharing athletes.
- 5) Respect other pros: Never run down another professional's reputation. If you have a problem with another pro speak to them about it, in person when possible, or let the issue slide. It makes both pros look bad when one is disrespected.

## **Athletes' Social Contexts**

Coaching a Race Team is not only about the sailing – it's important for the coach to keep the experience fun for themselves and for the athletes within the CYA and NCCP Codes of Conduct. How to "keep it fun" will depend on the personality, creativity, preferences and goals of the coach and athletes on the Team, and perhaps also traditions at the Club. "Keeping it fun" will keep your athletes in sailing longer.

Coaches also need to take into account other areas of athletes' lives such as school, family, work, and friends, and encourage athletes to develop a balance between their sailing and these other areas of their life. Coaches may also need to provide guidance to athletes who are making the decision whether to end their competitive sailing or not, and may need to provide advice or support to smooth the transition to other areas of their life. Sailing-life balance is particularly tricky in crewed boats where actions of one impact the situation of the other – coaches working with crewed boats are encouraged to mix and match crews often so that athletes can perform multiple roles in the boat and understand that switching crews is the norm, not the exception.

It is also strongly recommended that coaches instil within their athletes a sense of duty to give back to their communities. One day a month spent helping others (such as the Junior Club, or a local community group in need) is a great way to team build, teach your athletes about "giving back", and leave a positive impression about your program.

Remember there is more to life than just sailing!

## **Conclusion**

In this Program Design and Management module we have covered:

- How to building a year-round training program (YTP)
- How to set SMART goals, self-motivate your athletes, and hold them accountable through Performance Reviews
- How to build a Support Team and facilitate logistics and budgeting through good communication with the Support Team members

- Where Club and Provincial Rate Team programs fit within the CYA LTSD module, how to recruit athletes from lower levels and ultimately “move them up the chain”
- How to work with peer coaches, guest experts, PSAs, and Regional Training Centre
- Why “keeping it fun” is important and how to encourage balance in your athletes’ lives
- How to lead and manage conflict through additional NCCP Modules “*Conflict Management*” and “*Coach and Lead*”

You the coach are now prepared to put all these skills together to deliver a quality year-round training program for a Club, Class, or Provincial level race team.

DRAFT