

Where to Start?

Summer 2014

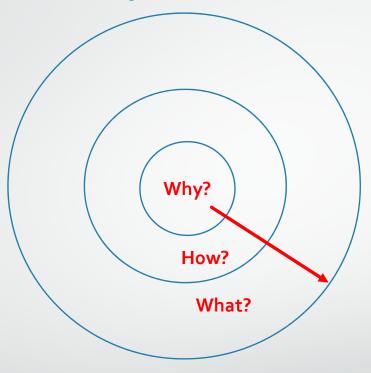
Feedback / Listening

- Oval Leaders & Staff
- ➤ Internal Partners (U of C)
- External Partners (SSC, CSI, OTP, AASSA)
- ➤ Users (Varsity, Active living)

What was the main GAP?

ATHLETE PATHWAY

Purpose first!



When / Who?

Simon Sinek Model



Why?



33% of Canadian WOG Medals

Last 3 Olympics

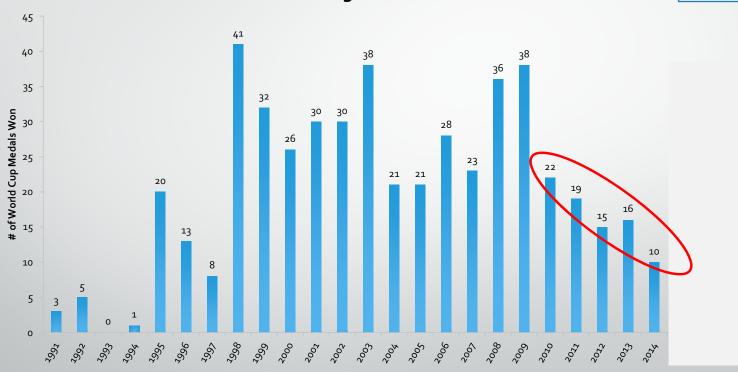
2014 Olympic Debrief Report

13 findings to be addressed

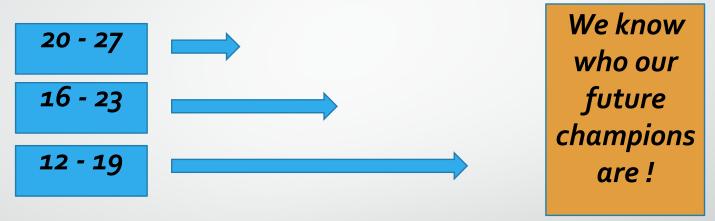
Why?

Individual World Cup Medals by Season Including Mass Start





Long term investment 2015...2018...2022...2026



If !!! Prime performance age being 23 to 30

Why?



Strategy!!!

HOW the review process would be organized

Democratic & Efficient

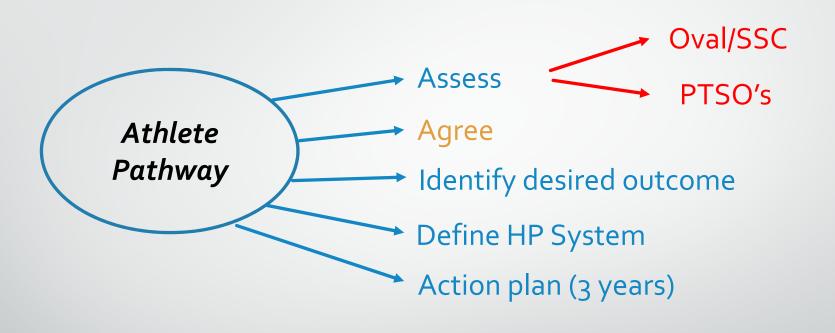
Leadership: SSC & Calgary Oval

Core review Team
SSC / Oval Leaders / CSI / OTP

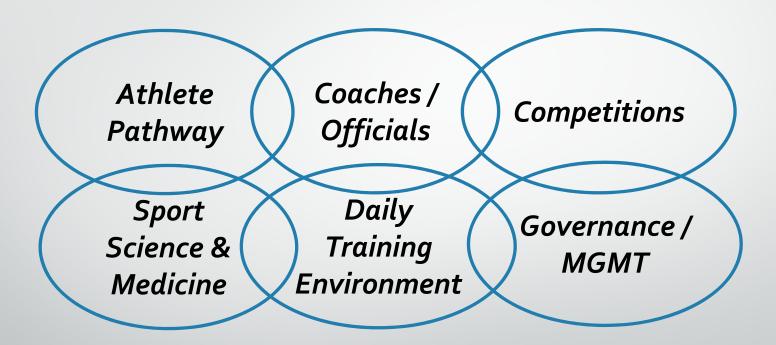
NT Coaches

PTSO's TL & Oval Coaches





WHAT needed to be done?

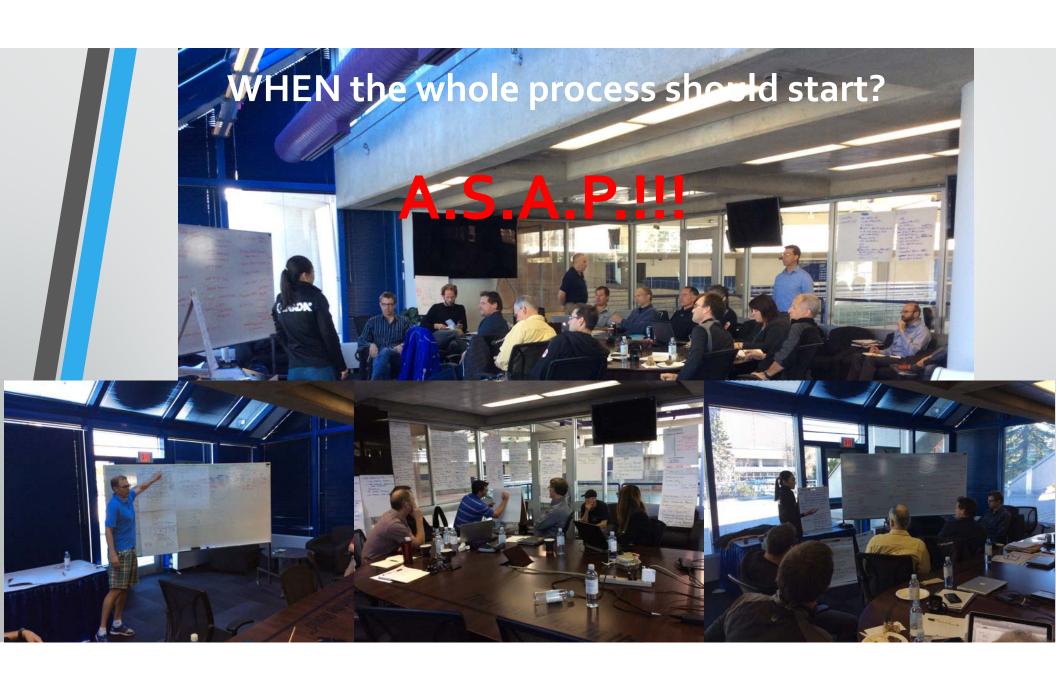


Review of CRITICAL SUCCESS FACTORS

WHO were the key stakeholders

Review team

- SpeedSkating Canada
- > External Facilitator
- Olympic Oval Program Leaders
- Western PTSOs
- Calgary CSI
- Coaches (SSC / Oval)
- > OTP



WHEN the whole process should start?

- √ Gap analysis Sept 2014
- ✓ System alignment Nov 2014
- ✓ Curiculum Re-Design Jan 2015
- ✓ Final consultation Early March
- ✓ Final version March 16th
- ✓ Communication End of March
- ✓ Invitations to participants April 7th

A few Key Words we kept in mind

- > Cohesion
- Efficiency
- > Sustainability
- System Alignment
- Governance
- Talent Pool

Gap Analysis

Preliminary assessment

Athlete Pathway

- Talent pool low. No real systematic approach to recruit and identify talented athletes
- Misalignment across the development pathway up to national team level

Coaches / Officials

- Coaches recruitment required for LT & ST RTC
- Lack of Coaching Interactions from bottom to top
- Officials: Assessment has not been covered

Nort Sa. + & Medica

- Lack of systematic performance enhancement integration below National Team.
- Need for additional resources to support athletes optimal performance



Skaters Pool – Where were we?



Canadian Regional Training Centers

Gap Analysis

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Sport Science & Judicine

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Gap Analysis

Athlete Pathway

- Talent pool low. No real systematic approach to recruit and identify talented athletes
- Misalignment across the development pathway up to national team level
- No common view on Athlete Curriculum and HP requirements

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Sport
Science &
Medicine

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Gap Analysis

 ${\it Competition}$

- Misalignment of competition system in Western region (Short Track)
- Need for international racing opportunities in Long and Short Track

Daily Training Environment

- Training ice time to be assessed and readjusted
- Track side services space not well adapted for the needs
- Rest & recovery not fully integrated

Governance /MGMT

- No integrated governance system
- No standardized rate card for Athlete assessment



Gap Analysis

Competition

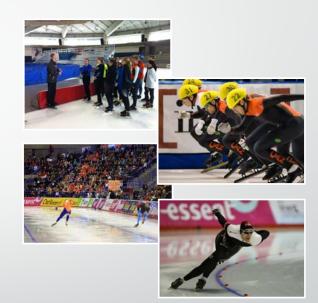
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Performance by Design

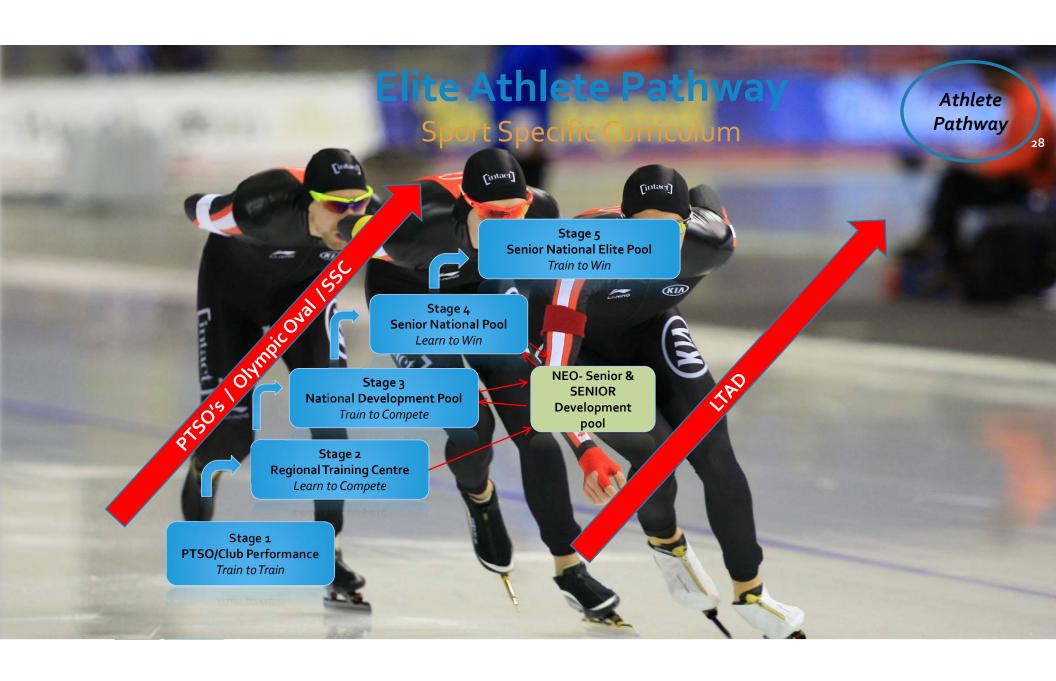
Change in Philosophy

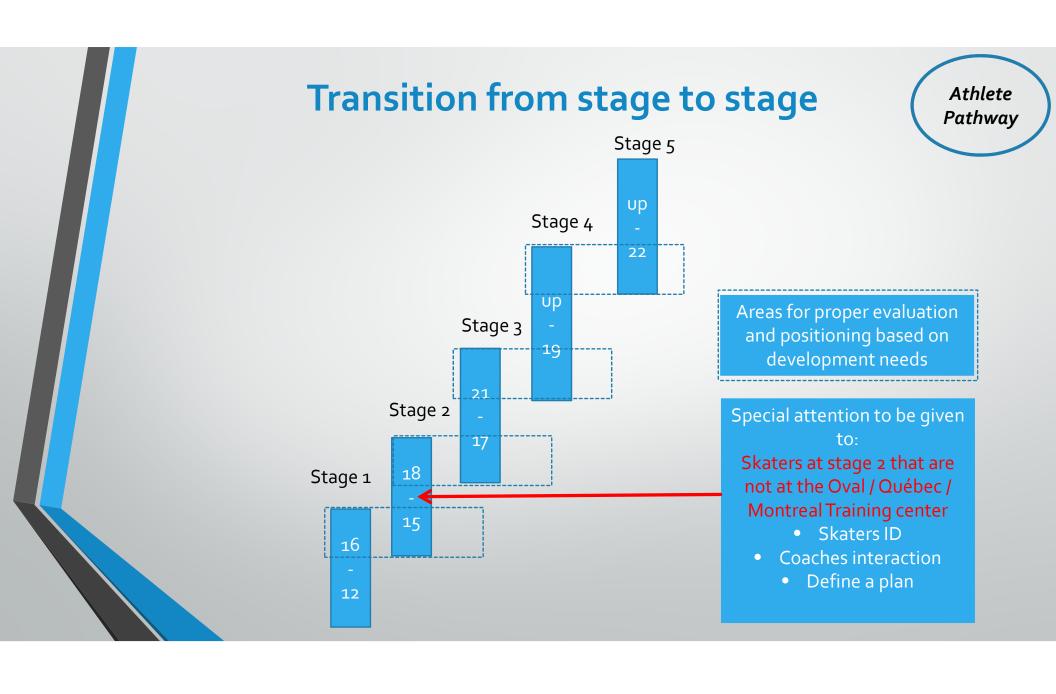
Clearly define expectations / requirements from stage to stage in all areas

Use them for:

- Invites to any given stages
- Athlete Performance Review
- Decision making based on development NEEDS

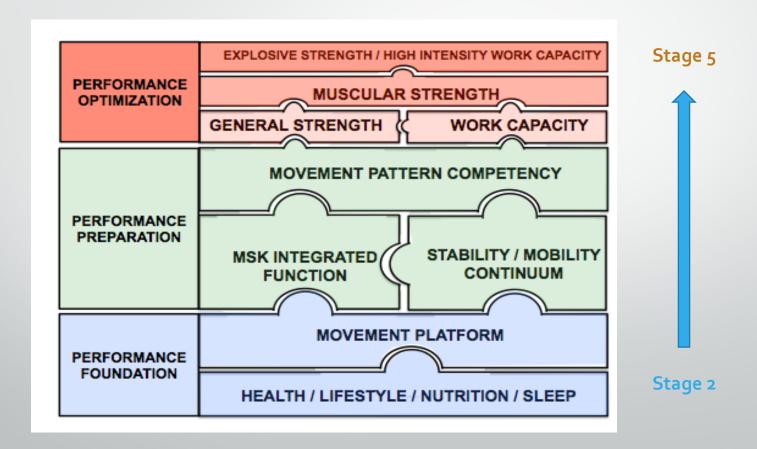
Avoiding short term WIN temptation!





Align Support Team with Pathway

Ex: Strength & conditioning



Pathway Progression Structure

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Neo & Senior
Training weeks	32	35 - 44	40-44	48	48	40-44
(Per Year)						
Training hours	300-400	400-500	500-700	700-900	1000 & up	500-700
(Per Year)						
Ice sessions	3 to 5	4 to 6	8	9	individualized	6
(Per Week)						
Off ice sessions	2 to 4	3 to 5	5 to 7	6 to 8	individualized	5 to 7
(Per Week)						
Coach/Athlete ratio	1 for 16	1 for 16	1 for 12	1 for 8	1 for 6	1 for 14
IST Services	PSO's	Oval	Oval	Oval / SSC	SSC	Not covered
Cost for each stages	PSO's	3400\$	4413\$	4413\$ or SSC	SSC	4413\$

Stage 2-3 IST Curriculum Physiology Example

ST Area	Support Category	Stage 2 (assume 30 athletes)	Stage 3 (assume 20 athletes)	Cirriculum	Est IST Hrs Es	st Lab Hrs	Total Hrs
	Intake	Pre Season Resting HR & BP	Annual Resting HR & BP	Screening for issues that may need follow up		2	
		Pre Season Full Blood Profile	Pre Season Full Blood Profile	Screening for issues that may need follow up		2	
		Pre Season Full Anthro Profile	Pre Season Full Anthro Profile	Screening for issues that may need follow up		4	
		Pre Season Resting ECG	Pre Season Resting ECG	Screening for issues that may need follow up		2	
	Testing & Monitoring		Devo Antho Profile 2/year	Learning importance of body comp		2	
			Devo Blood Profile 2/year	Tracking for major fatigue / training markers		2	
		Bike Incremental (training HRs) 1/year	Bike Incremental (training HRs) 2/year	Learning training zones		4	
		Wingate 10&30s 1/year	Wingate 10&30s 2/year	Learning how to test (anaerobic)		4	
Physiology		MAP bike 1/year	MAP bike 2/year	Learning how to test (aerobic power)		4	
		CP1 bike 1/year	CP1 bike 1/year	Learning how to test (anaerobic)		4	
		CP3 bike 1/year	CP3 bike 1/year	Learning how to test (an / aer)		4	
		FP Peak Power Jump Test 1/year	FP Peak Power Jump Test 1/year	Learning how to test (power)		2	
		FP Repeated Jump Test 1/year	FP Repeated Jump Test 1/year	Learning how to test (power end)		2	
<u> </u>		Online Daily Wellness (daily)	Online Daily Wellness (daily)	Learning how to monitor	5		
		Online Training Log (daily)	Online Training Log (daily)	Learning how to monitor	5		
	DTE / Group Sessions	Coach / Physiologist Results Consult 1/year	Coach / Physiologist Results Consult 2/year	Coach education	6		
		Coach / S&C / Physiologist YTP consult 1/year	Coach / S&C / Physiologist YTP consult 2/year	Coach education	6		
		Group Session topic TBD 2/year	Group Session Topic TBD 2/year	Warm up, Recovery, Monitoring, Sleep etc	4		
	Travel / Competition	None	None				
	Other	Season Best Performance Tracking	Season Best Performance Tracking	Coach and Athlete education	5		
		Help coach set up field testing 2/year	Help coach set up field testing 2/year	20m shuttle, RHIET, VJ	10	72	×
	Total Hours / Year				41	38	79

Monitoring progression

	please rate from 1-5 using the following rubric as guidelines for you 5 Exceptional	ır ratings 3 Adeqaute	1 Inadequate
	Tranining: Skater is the hardest worker in training and consistently engages in deliberate practice	Training: Skater works hard in training and inconsistently engages in deliberate practice	Training: Skater does not have any competitive intensity and rarely works hard in training or engages in deliberate practice
Compete	Demonstrates a consistent and relentless competitive nature with a commitment to process	Is competitive but only wants to push oneself and focus on the task when the skater feels like it	Is not willing to push him or her herself in training or racing
	Skaters wants to win, hates to lose, and wants to compete at major events	Skater does not act like he or she wants to win or enjoys competing at big events	Skater does not act like he or she really wants to be there or be a speed skater
Pefinition: Compete	Acheivement of performance gains in racing	competing at any events	
	Skater is passionate and demonstrates pure perserverance to achieving long term goals	Inconsistent work ethic and perserverance to achieving long term goals	Will not perserver and oversome adversity in order to achieve long term goals in skating
Grit	Consistently shows a willingness to learn while taking individual responsibility for racing performance	Is moderately coachable and has trouble taking individual responsibility for racing performance	Is not coachable and will not take individual responsibility for performance
	Demonstrates a committed and effective race debrief routine with the coach	Inconsistent race debrief with the coach	Does not care to debrief performance with the coach
	Uses success and failure to take away strengths, positive lessons, and areas of improvement	These lessons often do not translate to on-icde performance	Skater only acts like an athlete when he/she is getting what he/she wants
Definition: Grit	These lessons translate to on-ice performance Ability to debrief performance and continue to improve		
	Demonstrates competence in setting goals for training and	Sometimes sets goals for training and for racing	Does not set goals for training and racing
	competition Develops sound focus and refocus plans	Inconsistent in having clear focus and refocus plans	Does not appear to have focus or refocus plans
Race IO	Demonstrates an ability to use imagery to reinforce and correct	Inconsistent and has minimal imagery skills to reinforce and	No effort to use imagery or mental rehearsal to reinforce and correct key skills an
	key skills and desired outcomes for performance Submits predetermind race plans (relevant tactical, technical and	correct key skills and desired outcomes for performance Inconsistent in submitting pre-determined routines/plans	desired outcomes for racing Unwilling to submit pre-determned routine/plans to the coach (technical, tactical
	mental cues) to the coach	(technical, tactical, mental) to the coach	psychological)
	Demonstrates skills to develop and refine optimal activation levels		Has no awareness or ability to manage activation/arousal levies in order to conve
efinition: Race IO	and arousal adjustment to convert training into the race Ability to execute a race plan	the race	technical skating into the race
FLITE HARITS			
Description	please rate from 1-5 using the following rubric as guidelines for you 5 Exceptional	ar ratings 3 Adequate	1 Inadequate
Nutrition	always uses chooses quality foods; energized to train/compete; well hydrated; sufficient training/racing recovery; complies with advice to adjust anthros and makes improvements within an	Inconsistent with food quality, training/racing energy levels; occasional dehydration; inconsistent with training/racing recovery;	poor food quality choices made; low energy with training/racing; dehydration iss poor training/racing recovery nutrition; poor compliance with nutrition advice to
	appropriate time length	some routine with adequate sleep hygiene, occasional screen	adjust anthros
Sleep	race / training specific routines, 8+ hours per night, never screen time before bed, optimized jet lag strategies and knowledge of when to use light / dark, sleep aids.	time before bed, rudimentary understanding of jet lag	no routine, poor sleep hygiene, no regard for screen time in 60-90 minutes before bedtime, no understanding of jet lag management
Pre Training / Racing	always on time, tailors warm up to today's workout, clear goals and objectives for today's training	clear plan or objective for the day	late for workout, no warm up, doesn't know what today's program is
Post Training / Racing	$training \ / \ race \ specific \ and \ tailored \ cool \ down, correct \ assessment \\ of \ training \ / \ race \ execution$		no cool down, no self evaluation of training, no understanding or use of recovery techniques or when to use them $\frac{1}{2} \left(\frac{1}{2} \right) = \frac{1}{2} \left(\frac{1}{2} \right) \left(\frac{1}{2$
Equipment	can sharpen with minimal rocker / bend alteration, always wears HR monitor / transponders	some sharpening ability, difficulty de-burring, can't maintain rocker and bend, sometimes wears HR monitor / transponders	Owns sharpening tools but with no knowledge of how to use them, no effort to maintain blades (i.e. drying after ice), never wears HR monitor / transponders
Training Log/Monitoring	100% Compliance on Daily Monitoring and Training Logs Clear understanding of how and when to use different recovery	50% Compliance on Daily Monitoring and Training Logs	10% or less Compliance on Daily Monitoring and Training Logs
Self Care	methods to suit demainds of training. Proactive in seeking treatments or new information from medical staff if unsure of protocols. Integrates exercises given by medical staff into training appropriately	or information from medical staff regarding protocols.	Little to no use of recovery methods, or inappropriate timing of them. Reactive is addressing concerns or injuries with 6T. Little to no integration of rehabilitation exercises into training unless directly supervised by staff
	prioritizes skating above all other social activities, uses school / work appropriately as a healthy distraction from skating, plans appropriately well in advance for issues that may interfere with skating	occasional inappropriate social activities, some time management skills but still some interference from school / work, social activies lower priority than training, but with some advance planning	inappropriate social activity outside of training (ox drinking, drugs etc), school / interfering with training, skipping training for extracurricular activities (i.e family vacations), poor time management skills with no advance planning, prioritizes sociativities ahead of training and racing
Life / Sport Balance	please rate from 1-5 using the following rubric as guidelines for you		
ACCOUNTABILITY	5 Exceptional	3 Adequate	1 Inadequate
ACCOUNTABILITY	Skater demonstrates total commitment to performance goals within the Team environment. The skater lives the Team values and holds him/herself accountable to these behavioural		Skater is NOT committed to any performance goals within the Team environment. The skater does not value Teamwork or act with respect for the Team.
ACCOUNTABILITY Description	within the Team environment. The skater lives the Team values and holds him/herself accountable to these behavioural expectations on a daily basis	goals within the Team environment. The skater is inconsistent in acting on the Team values and behavioural expectations on a daily basis	
ACCOUNTABILITY Description Teamwork	within the Team environment. The skater lives the Team values and holds him/herself accountable to these behavioural expectations on adaly basis Total commitment to performance goals within the Team environment A consistent openness to learning and getting better everyday.	goals within the Team environment. The skater is inconsistent in acting on the Team values and behavioural expectations on a daily basis ent. An inconsistent openness to learning and getting better everyday.	The skater does not value Teamwork or act with respect for the Team.
ACCOUNTABILITY Description Teamwork	within the Team environment. The skater lives the Team values and holds high-reful accountable to these behavioural expectations on a daily basis. Total commitment to performance goals within the Team environment to performance goals within the Team environment of the Committee	goals within the Team environment. The skater is inconsistent in acting on the Team values and behavioural expectations on a daily basis exert An inconsistent openness to learning and getting better everyday. E.g. depending on the skater's mood, he/few will sometimes take feedback, ask questions, listen, be present, focus on daily goals, admit errors and correct them without excuse; that he/fex.	The skalter does not value Teamwork or act with respect for the Team. No openness to learning or wanting to get better everyday, E.g., the skater does take feedback, ask questions, listen, be present, focus on daily goals, admit errors.
ACCOUNTABILITY Description Teamwork Definition: Teamwork	within the Team environment. The skater lives the Team values and holds him/herself accountable to these behavioural expectations on a daily basis Total commitment to performance goals within the Team environ. A consistent openness to learning and getting better everyday. E.g., the athletes takes feedback, asks questions, listens, is present,	goals within the Team environment. The skater is inconsistent in acting on the Team values and behavioural expectations on a daily basis event. An inconsistent openness to learning and getting better everyday. E.g. depending on the skater's mood, he/few till sometimes take feedback, ad queeting, laten, be present, focus on daily goals,	The skalter does not value Teamwork or act with respect for the Team. No openness to learning or wanting to get better everyday, E.g., the skater does take feedback, ask questions, listen, be present, focus on daily goals, admit errors.
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	Hours/year	Including ti	comments me spent	ACTIVELY	armina	and wores	ing down -	nd all min-	es of a trait	ning corri-	0	K 1-5
	Weeks of skating/year	including ti	me spent	WCTIVELT W	rarming up	and warm	ing down ar	id all minul	es or a trai	ning session	1	
	Average ice sessions/wk	This should	Include d	nort track o	accions if a	nnlicable						
	Off ice summer (# & hrs)	THIS SHOULD	microc 3	IOI E LIUCK 3	C33/0113 II U	pplicable						
	Off ice winter (# & hrs)											
	Other comments											
evelopme	nt											
	PHV or Maturation age	PHV if know	vn or early	, average o	or late matu	ırer						
	General Training age	Number of	years train	ning, differe	ent sports							
		Age started										
	Specific training age	Number of	years spe	cialized in s	peed skatir	ng .						
	Other Sports/Comments	List other s	ports prev	iously playe	ed by this a	thlete						
trength/Po												
	Strength in position											
	General Strength											
	Explosive Power											
	Strength Endurance											
	Other comments											
echnique												<u> </u>
-	Body position											
-	Corner Entry and exit											
	Corners											
-	Straights											
	Starts/Opener											
Mental Perl												
-	Compete Level GRIT											\vdash
-	GRIT Race IQ											\vdash
-	ndte IQ											\vdash
	Other comments											
lite Habits	Outer contributes											
	Nutrition											
	Sleep											
	Pre-Training/Racing											
	Post Training/Racing											
	Equipment											
	Training Log/Monitoring											
	Self Care											
	Life/Sport Balance											
	Other comments											
Medical												
	Injury History											
	Mental Illness											
	Major Medical											
	Illness History											
	Flexibility											
	Other comments											
Accountabil												
	Team work											
	Coachability											
	Leadership											
Comments	Other comments											

for	nance History - season best tir	nes	NOTE all ti	imes to be	entered as	mm:ss.00							
	Distance	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	example time forma
	500												00:34.03
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	Age	Best Perfo	rmance Tim	es as Perce	ntage of Cu	rrent World	d Record - N	Next Gen Id	entified Ath	letes 2015	/ 2016	
Distance	13 yo	14 yo	15 yo	16 yo	17 yo	18 yo	19 yo	20 yo	21 yo	22 yo	23 yo	Medal in 2016
<mark>10</mark> 00					119.3	117.0	114.9	110.3				
15 00					122.4	120.1	116.3	110.8				
<mark>3</mark> 000					128.0	122.7	117.7	110.6				_
5 00					112.0	107.8	105.1	104.9				
1000					115.0	110.6	105.9	105.8				- w #
500			129.8					105.5	101.8	102.3	101.3	V v
1000								107.3	104.5	103.2	102.2	(
1000		137.4	129.5	115.4	110.8	109.6						V
1500		148.8		115.6	112.2	109.7						
1500					110.7	107.7	107.1	104.6				
5000					112.0	111.2	109.1	106.9				_
500						110.4	106.3	103.6				
1000						112.5	107.7	105.1				<u>V</u>
1500						111.7	111.1	107.8				-
500		122.9	118.6	112.5	112.7	108.5	107.1	107.5	106.0	104.1		
1000		132.9	122.2	114.0	116.7	112.6	111.1	110.1	109.5	107.1		
1500					121.6	117.9	112.1					
5000					116.5	115.7	108.4					<u>_</u>
500	131.7	124.0	116.2	118.1	114.3	112.7	109.3	108.8	107.0	105.4	102.7	V V
1000			118.1	120.6	118.0	115.5	110.9	109.3	106.7	107.0	104.8	
1500				119.4	115.1	112.9	110.2	109.1	107.1			
3000			152.5	120.6	114.8	120.7	111.4	107.1	105.0			
5000					116.4	114.0	111.5	107.9	105.1			
500			121.6	109.3	107.7	107.2	106.4	102.7				
1000				111.7	109.5	109.3	108.6	105.3				
500		134.4	120.6	117.2	116.8	111.4	107.6	106.8	104.8	103.3		
1000		143.6	127.6	124.4	121.6	115.9	112.0	109.3	107.8	110.7		
500		132.5	123.0	112.0	110.2	109.1	108.4	108.1	105.9			
1000		138.2	129.7	114.7	111.8	111.0	108.8	108.5	106.7			
1500			121.0	113.5	108.1							
5000			125.4	117.5	114.7							

Pathway Support

IST Stucture

(Physiology & IST Lead)

Sport Science Sport Medicine

Derek Robinson

(Mental Performance Lead)

Nick Simpson (S&C Calgary)

Stage 4 / 5

က

5

Stage ?

Philippe Richard (S&C / Physiology Quebec)

Kelly Anne Erdman

Paul Hunter (Medical Lead)

Scott Maw

Dr. Victor Lun

Jennifer <u>Delich</u>
(Physiotherapy)

Joseph Bentley

arrie Mullins Innes

CSI Physiologist (Physiology / IST lead Stg 2/3)

Alayne Hing
(Mental Performance Stg 2/3)

CSI S&C (S&C Stg 2/3) Shannon Leydon (Physiotherapy Stg 2/3) Braeden Elliot (Skate Tech Stg 2/3)

Equipment

Reece Derraugh

(Skate Tech Lead)

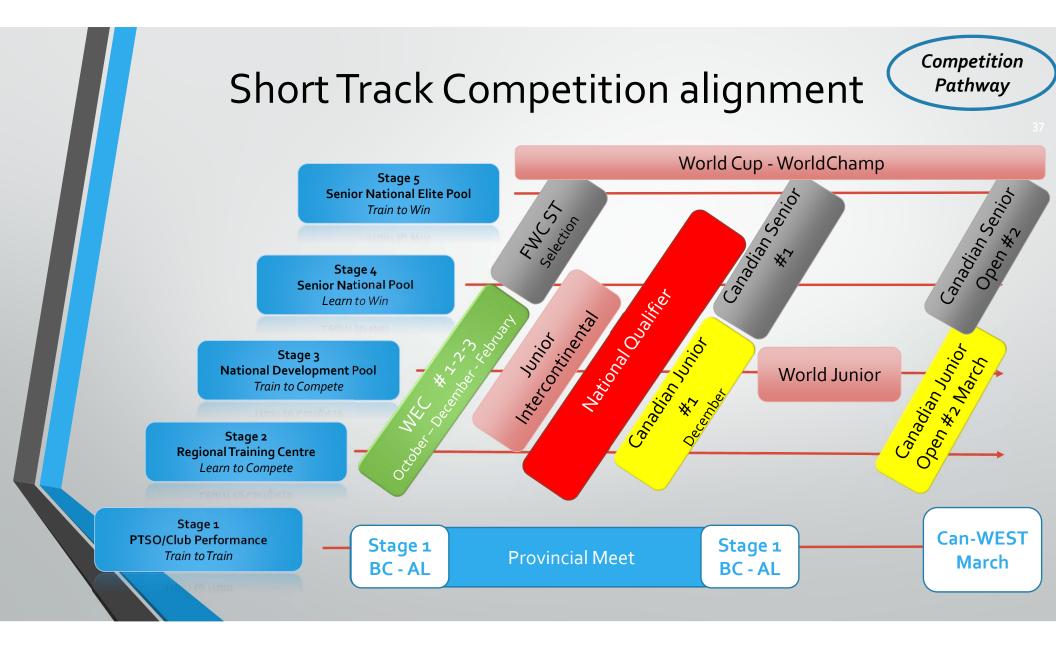


Daily Training Environment

DTE Improvement

- Create new Training groups
- Increase IST Support and Performance **Enhancement**
 - Rest & recovery, HP Skate shop
- Increase Ice availability
- Optimize Safety (Boardless Padding System)
- Integrate Event Game Ready Concept Bleachers, Technical Platforms, Timing

3 coaches added for proper Coach/ Athletes Ratio



PMC implementation

Pathway Management Commitee



Why?

- > SSC HP Director & Program Manager
- Olympic Oval Leaders
- Calgary CSI

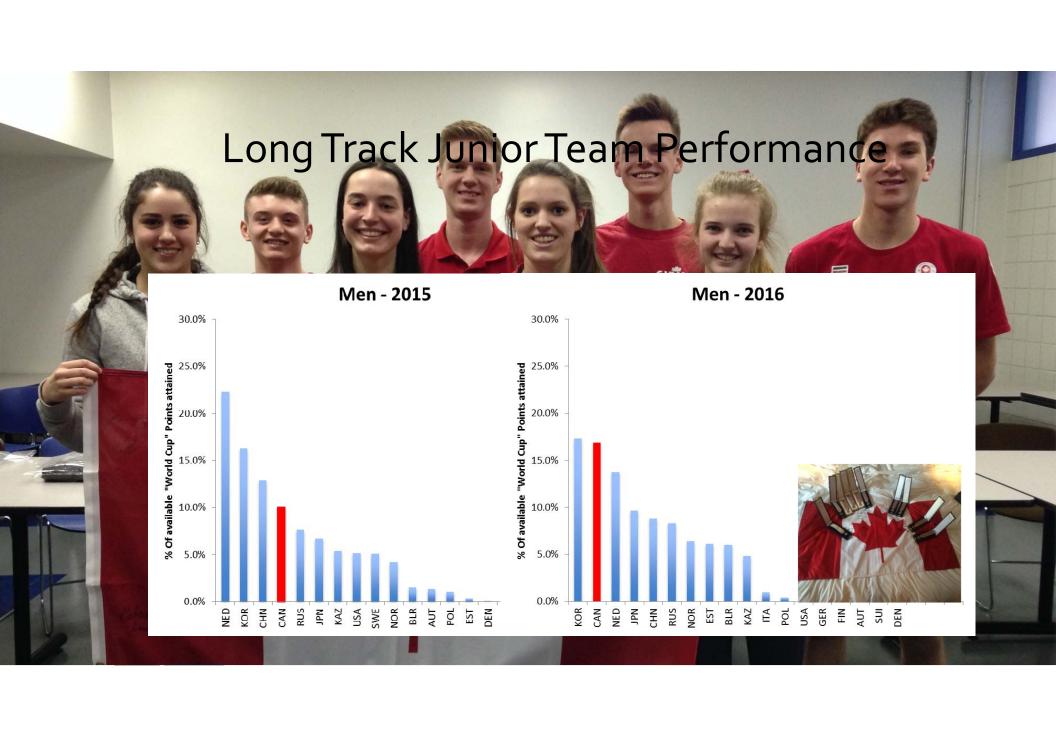


Preliminary Outcomes!!!





- World Cup 'top 5' finishes increased from 20 in 2014-2015 to 41 in 2015-2016.
- distances, compared to 6 last season.
- 10 athletes won World Cup medals last season compared to 3 the year before.



Schumann - Qualified 2017 World ST Junior

