

**OUTCOME 6: SUPPORT THE COMPETITIVE EXPERIENCE**  
***A- Prepare for readiness in competition***

| <b>(Not Sufficient)</b>  | <b>STANDARD</b>   | <b>ADVANCED</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Coach is not prepared and has difficulty organizing rider/horse for competition.</li> <li><input type="checkbox"/> Rider is unaware of competition schedule or plan.</li> <li><input type="checkbox"/> Pre-competition preparation is rushed, and equipment is not readily available.</li> </ul> | <p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that sport-specific logistics and procedures (equipment, facility, rules) are accounted for to enable a safe and positive competition environment.</li> <li><input type="checkbox"/> Manages time effectively to ensure horse/rider physical readiness (e.g., warm-up, lunging, hand walking etc.), equipment checks, and sport-specific logistics (e.g., rider and/or barn manager meeting).</li> <li><input type="checkbox"/> Ensures that warm-up provides adequate physical readiness for competition.</li> <li><input type="checkbox"/> Identifies performance or process goals for competition and has planned a strategy to monitor these goals.</li> <li><input type="checkbox"/> Can produce a competition plan that identifies tactics, strategies, or horse/rider expectations before, during, and after the competition.</li> <li><input type="checkbox"/> Clarifies competitive rules before the competition (e.g., eligibility etc.) and communicates appropriate information to athletes and other stakeholders (e.g., parents).</li> <li><input type="checkbox"/> Ensures that tactics and strategies are consistent with rider/horse stage of development, skill level, and fitness level; seasonal objectives; and the rules of competition.</li> <li><input type="checkbox"/> Adjusts rider/horse preparation based on changes in the competitive environment or other extraneous factors (e.g., rider/horse injury).</li> </ul> | <p>As in the standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. I.e. Contingency plans to reduce or minimize distractions for riders or provide alternatives to ensure optimal rider/horse performance.</li> <li><input type="checkbox"/> Ensures the use of basic mental strategies to assist in creating an ideal performance state.</li> <li><input type="checkbox"/> Plans and organizes the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.).</li> <li><input type="checkbox"/> Can present a strategy to monitor competition goals or gather evidence of rider/horse performance.</li> <li><input type="checkbox"/> Reinforces key nutritional considerations (e.g., hydration, pre-event eating) before the competition.</li> <li><input type="checkbox"/> Promotes philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation.</li> </ul> |

## OUTCOME 6 - SUPPORT THE COMPETITIVE EXPERIENCE

### *B - Make effective interventions during and after the competition*

| (Not Sufficient)   | STANDARD  | ADVANCED  |
|--|---|---|
| <p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Criticizes rider's/horse's performance during the competition or between competitive events.</li> <li><input type="checkbox"/> Ignores rider after the competition or berates rider's performance.</li> <li><input type="checkbox"/> Interventions are coach directed and tend to be non-specific or vague.</li> </ul> | <p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is positive and provides rider with basic information that identifies what he/she needs to improve performance.</li> <li><input type="checkbox"/> Gives frequent motivational or directional prompts during the competition or between classes (as appropriate).</li> <li><input type="checkbox"/> Meets with rider after the competition to provide encouragement and reinforce achievement</li> <li><input type="checkbox"/> Is positive and provides rider with basic information that identifies <b>what</b> and <b>how</b> to develop greater performance. For example, coach gives basic strategic information and provides ways in which to achieve successful performance during the competition or between competitive classes (as appropriate).</li> <li><input type="checkbox"/> Makes sure rider is focused on the task, not the result or scoreboard.</li> <li><input type="checkbox"/> Meets with rider after the competition to review competitive objectives.</li> <li><input type="checkbox"/> Helps rider (during or between classes, as appropriate), to reflect critically by prompting them to choose successful strategies for subsequent performances.</li> <li><input type="checkbox"/> Uses interventions that provide strategic information (event specific), manage rider/horse, make adjustments for equipment (fine tuning, etc.), or implement mental strategies (anxiety control).</li> <li><input type="checkbox"/> Assesses the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation.</li> </ul> <p style="text-align: center;"><b><i>Interventions are complex and are predominantly coach directed with the aim of empowering the rider to achieve successful performance.</i></b></p> | <p>As in standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a post competition assessment of performance and provides a link to the goals or objectives of the next practice or competition.</li> <li><input type="checkbox"/> Assists the rider, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances.</li> <li><input type="checkbox"/> Assesses strategy plan after the competition and identifies what aspects of the plan were successful and a rational for what could be improved.</li> </ul> <p style="text-align: center;"><b><i>Interventions are complex and require athletes to take ownership over competitive decisions where appropriate.</i></b></p> |