

John Macgowan: Hi, and welcome back to another Indoor Cycle Instructor PRO podcast. I'm John Macgowan, your host, and as always, I'm very appreciative of you listening. Back on Podcast No.207, I had a conversation with Cameron Chinatti about introducing functional threshold power to your class. And if you're privileged enough like I am to have indoor cycles with power, hopefully you found it of value and yet I still had some additional questions and invited Cameron back and she brought, probably the deepest voice we ever have on the Indoor Cycle Instructor Podcast to join her so starting with Cameron Chinatti, welcome, how are you?

Communication



Cameron Chinatti: Hi, I hope it's not my voice you're talking about.

John Macgowan: I'm not but the newest member of your Stages Indoor Cycling Education team, Doug Rusho. How are you Doug?

Doug Rusho: I'm very good.

John Macgowan: Well, awesome! I appreciate you guys coming back. The conversation we were having revolved around my concerns as far as having methodology, whatever you want to call it, that we can incorporate in our classes frequently, almost to the point of every class. As far as understanding, I think we used the term benchmark before and it's not a -- maybe not a true functional threshold power but it gives us something to work off of and the conversation, Cameron, you and I had kind of before this, was that your explanation was that language has a lot to with this.

Cameron Chinatti: Absolutely.

John Macgowan: Exactly. So, we're going to have a conversation of the language of power.

Cameron Chinatti: Yeah. And you know, of course this is something we could get into and go really heavy, really fast, but we're going to look at it for its face value and I think you'll find, your listeners will find anyways that there's going to be application to people that do not have access to consoles with power as well as those that do, because these are all good techniques, good tricks that you can utilize regardless.

John Macgowan: All right. So how should we start?

Cameron Chinatti: Sure. Well I guess, probably the thing to bring back, the concept to bring back is -- and we talked on this but very briefly, was that you know, the information is only as good as your understanding of the information and it be like with power, for instance. It's kind

of akin to you know, you've these numbers and it says wattage but really, your only relation to wattage for most people is maybe the light bulbs that they screw in to their ceiling.

So, and it's not something and I kind of joke about this during our training, but it's not something that Shape magazine plasters all over their front cover like, Ooh, Increase your wattage by 10%. So, it's -- most people don't know why they should want to improve their output, so it starts by setting them for success with languages that support power. And you know, if you're going to be talking to people about things from different angles, you probably want to think about it or I guess, you could think about it, like speaking multiple languages.

So, there are really four languages in my mind and at least with stages that we approach this from, that we think that it's important that people are versed in and I know Doug, for his own personal purposes, he has a whole, he has a whole glossary of different languages. He has the automotive language, how to compare it to auto, how to compare it to color, I mean there's all kinds of different ways to reach different people. But a lot of those things fall into this first language, I suppose, which would be the subjective or the comparative. So, you know, an example like at this effort, you should be able to breathe through your nose with your mouth closed or I don't know. Doug, what's another good one that you use?

Doug Rusho: I have some categories of sensation. For instance, sensation of the pedals, mental focus, obviously conversation is a popular one.

Cameron Chinatti: Yeah.

Doug Rusho: Things like that.

John Macgowan: See I like the focus one, because I use that a lot. In that you know, there's a level where -- intensity that you have to start focusing to maintain or it falls off.

Doug Rusho: Right.

Cameron Chinatti: Right.

John Macgowan: So, where is that point? What do you -- how do you describe that point or where is that point, Doug?

Doug Rusho: Well obviously, I'll start from the beginning. If you're looking at you know an RPE of less than two, the focus you know, only focus is necessary so that you can actually stay at recovered, sometimes without going too hard. And then going into the next level say an RPE of two to three, they're the minimum concentration required to maintain that intensity.

John Macgowan: Got it okay, sorry Cameron, I interrupted.

Cameron Chinatti: No, it's perfect and --

John Macgowan: You're on a roll.

Cameron Chinatti: --and Doug is really, I mean he is already speaking two languages right now. I mean, he just compared this idea of focus to what that means to RPE. So, I mean I think most instructors, given the limited tools that many of us had for so many years, have gotten pretty good at the subjective. Because you know, if you have a bike and a class and some music and that's it. And we're talking before heart rate monitors or people that weren't interested in heart rate monitors.

To teach a good class, you have to be really good at controlling the subjective or conveying the subjective. So, you know, other ways to do that would be to compare it and/or anchor it. So, this is something I am going to have Doug talk about a little bit more specifically because if you can let people know what the floor and what the ceiling are or the bottom and the top of your efforts then it becomes a lot easier for them to understand the scope of your language. So, and again, we're talking you know, first two languages here, the subjective and the RPE, we haven't even touched on heart rate, we haven't touched on power just yet.

So, at the beginning of a class, this is the time to anchor it, you know, even if you think your participants. Oh, they know this, they've been through it with me before. You know, just this morning, I had five new people in my indoor cycling class, which still stuns me but I love it, it makes me happy. So, it's my duty to make sure they understand which language I'm about to speak to them. So, thinking of the beginning of your class as the primer or the Rosetta Stone, like give them the key so they understand what it is that you're talking about. So Doug, why don't you --

John Macgowan: You know that's a great concept, we've never talked about that before. You're a very intelligent woman, Cameron.

Cameron Chinatti: Oh, I don't know about that.

John Macgowan: No, but as far as -- I like that, give them the Rosetta Stone, you know, explain how you speak --

Cameron Chinatti: You just --

John Macgowan: And describe and --

Cameron Chinatti: I mean we assume that we make sense, but I go back and listen to myself sometimes and sometimes I realize, I don't make any sense, especially to someone that's never spoken my language before. They you know -- for people that taught Step, I think this makes a lot of sense and I don't know how much of your audience at one point taught Step, but there was no proper nomenclature for Step. There were some moves that generally people called the same thing like Turn-Step or Corner-to-Corner Knees but --

John Macgowan: Grapevine.

Cameron Chinatti: Grapevine, there you go!

Cameron Chinatti: But, now there were a lot of movements that had multiple names you know, depending on you know, where you taught. And so, it would always take a participant

several times with you before they understood your terminology, to even make sense of your choreography. And you know maybe that's partly why Step has seen a major decline over the last ten years, is that nobody knows what anyone's talking about.

But it is important to re-establish that every time for yourself. So Doug, Doug does a great job of this and he's a man of detail. So Doug, when you are referencing this or you're anchoring this to people, like, how many different ways do you describe it? How long does it take you to set up these concepts for your people? And how do you know that they get it?

Doug Rusho: Well, as we just kind of discussed having multiple categories that I can choose from, but obviously you don't want to give them everything at once, because they won't remember anything. So, I just pick a few quick ones that seem to be the strongest and start with that and then maybe when you revisit that effort or that RPE later on and the ideas you use ... you'd feel different, things from different categories to further kind of cement that in place, so to speak.

Basically, I would use three anchor points. So, they will have a beginning, and end and I also like to give a middle, so they've got kind of three places where they can kind of gauge where they're at.

John Macgowan: Okay, give us an example of those.

Doug Rusho: Well, the bottom anchor would be what we already just talked about. It would be the you know, the RPE of a 2 to 3 range. We'll call that the third bottom category, so to speak. So, I would say, you know -- I kind of use a funny one here I say, you know, this is the kind of first place where you feel like you're actually getting a workout. So, this is the first place where you feel like you're actually doing something and I like to say it's one step above walking your dog. You know, that always gets a laugh a bit that makes sense to people. You know, walking your dog would be very easy recovery but you know, going faster than that well now I'm actually starting to sweat or breathe a little bit.

John Macgowan: Walking a very large dog.

Doug Rusho: Yes.

John Macgowan: A misbehaving large dog. Okay good, all right.

Doug Rusho: Right. And then, you know, I might go into some details as we go further into the warm-up or as we're going through that. As we get further down the road, so to speak, like the next anchor would be you know, basically, your thresholds or your lactate threshold. Now here's where I would say, okay, up until now you know, everything you've doing has been very doable.

It hasn't been challenging, but it does feel like a good workout. Well, now this is the first place where you feel like you're being challenged. You know, this is challenging, it's kind of hard, but still sustainable, you could do it for a fairly long time, and then go through other categories to describe that.

Cameron Chinatti: And you know that particular one, and I'm sorry to interrupt you Doug, but as we know that area when you're getting close to crossing over if you will, there's a lot of things going on physiologically that changes your perception of time and your ability to focus or mentally multitask. And so, you know, it's for this reason and this could be a whole another Podcast, but it's for this reason I do think it's imperative that instructors don't necessarily go there when they ask their people to.

Because at that point it should be hard for them to mentally multitask, like you shouldn't be able to worry about your kids or what you need to get from the grocery store at that point because you don't have the mental capacity to do so. So, if that's where you are as the instructor then how are you really committing to describing this to people in a way that makes sense? So you know, if for a great instructor, I think this point they know so well that they don't necessarily need to be there in order to describe it.

John Macgowan: Correct, agreed.

Cameron Chinatti: So Doug, what's the you know -- what's the upper-end look like and how...how do you really talk about it without diluting its difficulty?

Doug Rusho: Actually, I stole this from John.

Cameron Chinatti: All right.

Doug Rusho: So, the top end you're talking about are RPE greater than 7, and the one I think I've heard John say in a Podcast a long time ago was basically it's everything you had or knew for thirty seconds or less. And then, I'd like qualify that further if people are still looking at me funny by saying you know, when you finish that effort at the end of thirty seconds, you're not going to stand up, you're not going to climb, you're not going to sprint. The only thing you're going to do is you know, dump resistance and water and you're going to definitely want to recover. And I think that sort of nails it home.

John Macgowan: So that's your upper?

Doug Rusho: That's the upper, yeah.

John Macgowan: Okay. And you're talking about this before you've even started trying to do any of these things?

Doug Rusho: Yeah, you put the anchor points out there right away. That way, they have the -- they know that they're going to have a range from where going to work from, because otherwise they have no idea.

John Macgowan: I think so many of us, we leave those descriptions until the point of --

Cameron Chinatti: Yeah.

John Macgowan: Does that make sense?

Cameron Chinatti: Absolutely, agreed. And I think the other missing piece in the qualification is time. And Doug and I have talked a lot about this but you know, saying a 7 and just yelling it out there, now you're at a 7, well, great, but for how long? Because that's not easy and so during that anchoring time, letting people you know, this isn't a point you can sustain indefinitely. We can -- I can close the door, lock the room, throw away the key, go to Starbucks, come back and you all would still be fine.

But you know, at a point that is over that threshold, all of a sudden, time and your ability to hold that effort for that time diminishes rapidly, almost exponentially at that. And so that point of saying, you are now going to experience what a 7 or an 8 feels like but know this, it will last for maybe thirty seconds to a minute and I promise you it won't last any longer because if it did, it wouldn't be a 7 or an 8.

And so you know, in our training we actually spend a pretty decent chunk of time before we've even done our first benchmark or first assessment, really re-qualifying the RPE scale. Because it's been misused and sort of watered down for the purposes of fitness over the last ten years or so. And we tend to think of it in a linear fashion where you know, more is better and I -- it's not uncommon for me to hear people say, now you're at a 9 and now you're at a 9 and a 10, 10, 10, give me everything, and five minutes later they're saying the same thing.

John Macgowan: Right.

Cameron Chinatti: So, the scale it's like it all of a sudden got watered down. It's like grading on a curve and now nobody really knows what truly all-out efforts actually represent. So if we can stay true to our scale you know, by qualifying it with these subjective things then we can help at least keep ourselves honest.

John Macgowan: Well, you may bring back my confidence in RPE because for a long time I just really spoke against it for that exact reason. It didn't have any objective standard and so could be anything, which means it's nothing.

Cameron Chinatti: Well, what's crazy is what happens when you really, truly anchor the middle. And I think and Doug will attest to this, the best way to anchor the middle is to do a benchmark, to do the functional threshold power or functional threshold heart rate ride. And in the middle of that ride, when we're doing this we tell people, here you are, you're in this window, in this 20-minute window where I'm asking you to give me really, really challenging efforts or in the case of the 8-minute, "You're in the middle of this 8-minute window.

And when I tell people, and oh by the way, this is a 5 on your scale of 1 to 10, people will look at you like you're crazy because they say, but I'm going all-out, and I say, you are but you're going all-out for a much longer chunk of time. It's not all-out thirty seconds, it's all-out 20 minutes or if you want to get technical, all-out sixty minutes. So, it all has to be related to that and I think once they get a chance to re-qualify the scale, and really know its true value, then you stop hearing people yell, 9, 10, 9, 10, max. Yay! Woo hoo!

John Macgowan: Right. And I think when you speak to a perception that it's linear --

Cameron Chinatti: Yeah, it's not linear at all and I wish I had a graph, I could show everybody what this. But at that point when you hit a 5 if you were to look at this on a scale, you know, this progression all of a sudden it takes this steep you know, pitch up and 6, 7, 8, 9 almost starts going straight up rather than you know a nice 45-degree linear progression. And at some point, it actually turns back on itself and you're really getting negative return on your investment. Your body is saying, nope, done, can't do this anymore, not sustainable. And --

John Macgowan: Right but let me interrupt you though, so but...what you're bringing in two components here. You're not just talking about the effort but you're talking about effort at --

Cameron Chinatti: Over time.

John Macgowan: --at a specific amount of time, right.

Cameron Chinatti: Yeah.

John Macgowan: Exactly. You know that reminds me of something that every time I watch a race on television, if ever anybody watches like the Grand Prix racing or something. And I can remember one of my daughters watching with me and when the cars are going down the long straightaway, they go very, very fast. So they appear to be further and further apart but when they get to the end of the straightaway and at the corner and they start slowing down, they get closer, closer, closer. And she would always say, but dad, look, he's catching up, but wait a minute now he's not. But the difference is that -- the difference is they are separated by time, they are not separated by distance.

Cameron Chinatti: That's a really good analogy.

John Macgowan: Yeah. And, you know I mean so that, so and maybe it's not making any sense now, I'll probably end up cutting it out but essentially what -- yeah is that, there's still, you have to compare -- take both components. It's not just how you feel, but it's how you feel plus for the duration of time that you're feeling it.

Cameron Chinatti: Yeah.

John Macgowan: That really becomes what we're talking about.

Cameron Chinatti: Yeah, I mean and just think of you know, basic geometry. I mean in order to have a straight line, you need to have two points. We need to have relation to space. And this applies to power too and then I don't really want to necessarily open up this can of worms, but if you're really going to talk wattage and you're going to talk comparison with wattage, we need to look at wattage over kilograms over body weight. We can't just look at it for what it is because it doesn't mean anything otherwise, so there really always needs to be some comparative piece there, so that's a whole different can of worms so I'll put that can away, that can is gone.

John Macgowan: Yes, it is gone. And like I said, I might end up cutting this out. All right, so now you've established the language at some level early in the class, okay? Now and both of you or one of you used the term benchmark. Explain that.

Cameron Chinatti: Well, the crux I guess of Stages Indoor Cycling and just kind of how we approach this is that if we understand how to do basic, either a formal assessment or an informal assessment just through repetition then people get an idea of where they stand that -- in that given day. Because every day is different and you know, there are some days when you're telling yourself, gosh, I know I'm working harder than this, but the numbers aren't lying to you. So, it's good to get that view for that particular day that snapshot.

So, you know here we have, Doug just talked about like anchoring at the bottom, the top and we can anchor the middle whether it's through just speaking about it or formally. But there are other ways to do this than our long assessment. There's actually some formal ones that are shorter or we can do something that requires no assessment whatsoever, just in the form of repeated efforts. So, maybe just since you know, people already have the concept of FTP in their mind, Functional Threshold Power, and since we talked about our skeleton for that ride, Doug, why don't you just give people an overview of what the Carmichael Protocol is and then how you've modified it and how other people have modified it?

Doug Rusho: Okay. Well, the basic Carmichael profile probably, yeah is to do an 8-minute FTP test and they find that correlates well with the 20, which then of course correlates well to the FTP effort. The only difference is rather than taking 5% off the scores you get for 20, you now take 10% off.

Cameron Chinatti: And let me just clarify real quick just for people that maybe are wondering what we're talking about here. So, you know this is in the confines of a 60-minutes class. So, you've a full class but really we're interested in particular windows of time. So, technically speaking, a Functional Threshold Power test, if we were going to do this you know, from a standard point of view, it would be a 60-minute time trial.

But we all know that most people are not ready nor will they ever go there and that is great and fine. So, there's basically ways to do a shortened version of that, a 20-minute version. And then, because there's some pretty direct correlations with how long you can hold these efforts, we do a little math to it and the 20-minute version, we basically take 5% of the top and that gives us what we could theoretically hold for 60 minutes. So, what you're saying is for that eight-minute, we can actually take 10% off the top and that would give us what we could do theoretically for 60 minutes. Is that correct?

Doug Rusho: Correct.

Cameron Chinatti: Okay, so now we're there.

John Macgowan: Because we're going for a shorter period of time and mentally, the idea is that we're going to allow ourselves to work a little harder.

Cameron Chinatti: Right.

Doug Rusho: Yes.

Cameron Chinatti: And physiologically, I mean, at that point, when we're talking eight minutes, you're definitely taking more of your energy from anaerobic sources because it's shorter, so we have to account for that because really, we're looking for your all-out aerobic effort not anaerobic efforts. That's why we have to take some off the top.

John Macgowan: Perfect.

Cameron Chinatti: Okay, yeah. Doug, go ahead and talk about, yeah what's their standard protocol?

Doug Rusho: Standard protocol, they go through a specific warm-up, which I won't get into but they do --they basically do two eight-minute FTP tests. So, they do the first one and then they take a 10 or 15-minute break and then they do the second one. And the idea behind that is, it's got two different benefits. One, if you happen to tank the first one maybe you've just gone out way too hard or you know, you can't finish well or maybe you don't go hard enough, it gives you a second opportunity to try to get a better score the second time.

The other way to look at it is maybe the first one, you get your higher score and on second one, your score may be a little lower, but the next time you repeat it, well, now you can see how those two differ in comparison. Maybe the next time your second score is higher than it was the first time, so it kind of gives you two opportunities to look at how you've improved. You know, maybe recovery is improved, so you can get a better score on the second one. So, that's the official way of how it's done. I've done it that way.

As another option for that, a great way to approach this and I think this all the time when you're talking about people who have -- are coming in for the first time are beginners, are new. This is where you can communicate that, hey, we're going to do two really hard eight-minute efforts. But for the people that are new, I want you to actually hold back a little bit on that first eight-minute effort just so that you have a sense of how long that actually is. You know, and then, on the second one you know, that you can really kind of, you know push this hard as you're comfortable with. So --

John Macgowan: So you can learn from it?

Doug Rusho: Yes.

John Macgowan: Got it.

Doug Rusho: Because most people who are new, they don't have a concept of time and how hard they can actually go. So, it gives them a chance to sort of practice, so to speak.

John Macgowan: Got it.

Doug Rusho: Yeah.

John Macgowan: I like that. So how much recovery do you use?

Doug Rusho: They have 10 minutes. I've done 10, I've done 15, probably for the average population, the more the better.

John Macgowan: Okay.

Cameron Chinatti: Absolutely.

John Macgowan: Then beyond that, is there some protocol, something that we can use that's even more abbreviated to that to at least get something close, again using that benchmark term.

Doug Rusho: Not to get a benchmark in terms of predicting your FTP but in terms of making - using -- just getting the numbers personal to the people who are there.

John Macgowan: And that's what I'm speaking of, right.

Doug Rusho: Yeah, to that extent you have to do something that's basically a repeated interval preferably something fairly short between you know, one-minute and I don't know, five minutes or so, where you're picking at intervals as a reference point. And they have a number that they scored on that interval and then you're trying to match it on you know, successive intervals.

Cameron Chinatti: And this John, you can do in any class, it doesn't matter. What it is and I think it's a great tool for teaching instructors how to structure content in their rides because you know, you don't need to map your class out from Minute Zero to Minute 60. You know, you've got to warm up, you've got to cool down. Great, now map one six-minute effort and then you know, lather, rinse repeat. You know, that's all you've got to do is take down time and do it again. And so, when we teach...and we actually did this at the conference last year.

We did an optimal intervals workshop, and in that workshop, we really focused on five-minute efforts. And at the end of the five minutes, we asked people to, at this point in time, start honing in on your average wattage for this five -minute segment and I want you to memorize that. And if people are in a point where they can't memorize, we even give them a little plastic card in their water bottle holder that they can write it down after the fact. And then, you know after recovery, we do the exact same pattern again and we're just trying to see what people can sustain over the course of time or can they improve. So, you're not evaluating yourself based on your neighbor and you're not even evaluating yourself based on your past experience. You're just basing it on where you are right in that moment.

John Macgowan: Perfect. Because again, that's my goal as an instructor is to have something that I can use to both -- how do I describe it? Be inclusive to everyone in the class that chooses to, and at the same time have them find something personal, which hopefully will set them up with the desire for knowing more. So, at the time when we do schedule a real FTP class or we're going to do a 20-minute effort, they'll be motivated you know, to do that. Some will probably say, well this is plenty, but having those early protocols, I don't like that word, there's got to be a better word than that. Sounds like something that happens at the doctor's. But you know what I'm saying?

Cameron Chinatti: Yes.

John Macgowan: So if we have something like that because I've been one...you know because you know where I teach even I've talked about this, the expectation is that we're going to take people to the threshold heart rate relatively early in class to give them some understanding of it. And which is you know like, Tom Scotto was talking the other day about doing openers, you know essentially the same thing.

You know, bring them to that point where we get them to cross threshold, understand what it feels like and so you know, A, prepares them for more exercise but B, gives them some understanding of the upper end.

Cameron Chinatti: Like the ceiling, yeah.

John Macgowan: -- like we were talking about earlier. Yeah.

Cameron Chinatti: I mean, it's --

Doug Rusho: I hate to interrupt guys, I have to go.

John Macgowan: Oh, go ahead.

Doug Rusho: I have to leave. I have class in like 15 minutes.

John Macgowan: Oh my gosh. Well, Doug, so enjoyed having you with.

Doug Rusho: It's good to be here.

Cameron Chinatti: Thanks Doug.

John Macgowan: We'll talk to you again. Thanks Doug.

Doug Rusho: All right.

John Macgowan: Okay, well, now that we've lost Doug, Cameron, you and I talked about this earlier so I know to ask you the question, but what are you seeing as far as misapplication or misuse of these new tools that we have?

Cameron Chinatti: Yeah, it's funny that you say that because this happens inevitably, you know. It's like a new product comes on the market no matter what it is, cycling you know, some sort of balance integration or core strength integration tool. And inevitably, people try to get creative and I say that with air quotes that you can't see at the moment. They try to get creative with it and in turn they end up misusing it or using it for something it was never intended for, which you know, often times you know, can lead to people either not seeing results that they want at the very least and the very worst, injury.

So, where I see this, and it's --it's very similar to what goes on with heart rate, is that people like to start putting specific numbers out there and telling their class, and now, you need to do

this. So, you know, I've heard of instances of people writing a wattage number upon like their squeaky board that's in front of them and say, okay, for 5 minutes I want everyone to hold this number, which is laughable. I mean, it is just as -- and as I tend to say this in training, it's just as much a cardinal sin as telling everyone, now your heart rate needs to be 160.

John Macgowan: Or 190.

Cameron Chinatti: Because it's totally personal, I mean and it's dependent on more factors than we have time to list. And I think you know, the general population knows that, oh, well that's ridiculous, I would never say that with my heart rate. Because for some people that 160 might be like a stroll in the park and for others, they might be feeling like they're on the border of a cardiac arrest, it's personal.

And so wattage needs to be -- it really does need to be thought of in the same light because there are other elements, particularly body weight and specific conditioning that has everything to do with whether that wattage is a challenging one for you or whether it's easy. And then, of course, the final factor, is for how long, because everyone can put up really high wattage for themselves for two seconds. And you know, on our bikes specifically, we can measure that, we can measure it over a very quick, brief moment in time because you create torque.

Just like, you know, if you were in a truck and you were revving your engine at the starting line and then you peel out or you burn out. You create a lot of torque in the very, very beginning of first few moments, and then it's you know, momentum and inertia that carry you forward. So, we always have to consider the time factor in addition to people's weight and condition. So, for that very reason, we have to talk about things subjectively or in terms of a percent of what they know. But again, I'm -- this is way down the road. I mean, I -- I think it takes time to get your folks to that point because they need to know that language, so if...

John Macgowan: Well, and I think where all this is going Cameron is that -- it's my objective to help all these listeners that we have, wonderful people they are, to give them the understanding that the language on the front end is very critical.

Cameron Chinatti: Oh, it's so important, yes.

John Macgowan: But it's also freeing in that once you've decided what you're going to do, you've explained what you're trying to do, you aren't mid-class trying to create something.

Cameron Chinatti: Yeah, I mean it really --

John Macgowan: To communicate something you didn't communicate on the front end.

Cameron Chinatti: I mean you can -- if you're good at communicating this early on, you can be having a really bad day mentally as an instructor and your plan is already set as such that you're okay, you know, you can see it through to the end. And you know, if people understanding your language, it does provide you a lot more freedom to talk about the stuff that does really matter and is important in the moment. And just to provide consistency and to that end you know, one component of our class design section or when we do class by design,

we always advice that, people, let your class know when the high point is coming, when will be the hardest section of class?.

And I go so far as to tell people you know, like for instance I taught a 6:00 a.m. class today and I told them, okay gang, at 6:22 to 6:24 a.m. today is when I am going to expect the most work out of you. So, that if they're having a bad day, they know, well, at that moment I'm just going to give everything and then from there on out I'm just happy to have made it to class today. And it just allows for their expectations to be in line with what you're actually serving them, so --

John Macgowan: You know what, again just forgive me for dropping a couple of names here but I know I've taken trainings from Jay Blahnik and from Douglas Brooks. Two people I'm sure you know.

Cameron Chinatti: Yeah, absolutely.

John Macgowan: And they both focused on that to a large degree at the beginning of the training that how critical that is. I remember Douglas Brooks had a big white board. And he had a profile that he drew out so that -- but then, so that everyone understood here, when we get to this point, just like you explained, that's where the hard part is going to be. You're not saving it then never using it.

Cameron Chinatti: Well, the intended consequence of that over time is that they trust you, because there's nothing worse than not knowing when the person's going to torment you, so you just hold back out of fear. And knowing when that challenging moment is going to come allows you to essentially see your course. You know, you can see it in your mind's eye and you know, okay, well, this is when I need to save up for this and this is when I can let loose. It's mentally, it really, you'd be stunned at the amount of work that you can see out of your participant base when they know what to expect.

John Macgowan: Exactly. Yeah, they understand yeah, when it's going to come, how long it's going to last and through that level of confidence you know, I like to use structured videos in my classes.

Cameron Chinatti: Certainly.

John Macgowan: For that, Epic Planets have these wonderful profiles at the bottom that I can just point out at and say, here's when it's going to get hard, that red line that goes straight up. And so we just prep for it and we know when we're going to get there, we know how long it's going to be and I hear out repeatedly, oh yeah, that was cool, I really enjoyed doing that. But, I think what they're really saying is, I understood it. I knew when it was coming so I was prepared for it.

Cameron Chinatti: Yeah. Expectations and reality -- when they are the same, good things happen.

John Macgowan: Oh, yes. Unmet expectations are typically --

Cameron Chinatti: They make for comment cards, nasty comment cards.

John Macgowan: --major point for conflict.

John Macgowan: Yes. You know, we've talked before about your iPhone app.

Cameron Chinatti: Yeah.

John Macgowan: And...and actually, my buddy Randy who is the leader of our MS-150 team, frequent participant, I think I've talked to him before. He's one of these guys that is very -- that does very, very well. Kids are growing, you know, and so he enjoys toys.

Cameron Chinatti: He's a gear guy, alright.

John Macgowan: Right, yeah I mean, his -- he has a road bike that costs more than most people's cars.

John Macgowan: And well he's just the greatest guy but he is a gear guy. He's a technology guy and he's in there, I think classified as government and everything else. He is so impressed with that app that he's in there, training all by himself now so that he can -- so that he can -- he's working on you know, having your app determine his you know, FTP.

Cameron Chinatti: Oh, that's great.

John Macgowan: Oh my gosh, he has so much fun with that. And he called me on Sunday, John, John, I've got some more questions for you and it was just awesome.

Cameron Chinatti: Well, it is fun to see and we you know, this -- now I'm beginning to embark on the trainings that we're doing to help instructors understand how to really utilize that app. Because there's a lot more than what you see a face value and there's a lot of potential to train groups in mass, like truly train groups, if people are using the technology.

So, we're working with a couple different clubs right now that are rolling this out full-force across their programming. And we're getting into the education portion of that and it's really exciting to see people adopting it. And to see people globally you know, asking us questions about it and saying, oh this is so great, how do I get a classroom set for these and how do I do it at a larger scale. So, it's exciting, really exciting.

John Macgowan: Very cool, all right. Well unless you have anything else Cameron, I think we need to pull this thing to a close. We've gone very long but a lot of good information as always.

Cameron Chinatti: Fun stuff. Well it's always my pleasure because you've got one heck of an audience that can't be beat. So I appreciate being able to just spend even a few minutes in front of them because they're pretty cool.

John Macgowan: Excellent. And now, if any of you have any questions or comments, please jump in and you can just leave a comment and I know Cameron will address each and every

one of your questions personally because that's just how she is. So, Cameron Chinatti, Stages Indoor Cycling, I appreciate your time today and your contribution to our community.

Cameron Chinatti: Of course. Thank you, John, always a pleasure.