Canadian Luge Association:NCCP Operations Manual

National Coaching Certification Program

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PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

ALBERTA SPORT Connection

BRITISH COLUMBIA

Sport MANITOBA

Newfoundland Labrador

New Brunswick Nouveau CANADA

SPORT NORTH FEDERATION

NOVA SCOTIA

Nunavut

Ontario

Prince Edward Island CANADA

Health and Wellness

Québec

CAS COACHES ASSOCIATION OF SASKATCHEWAN

Yukon Community Services Sport and Recreation Branch

Canada

Table of Contents

The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

Introduction

Purpose of this Document

The National Coaching Certification Program (NCCP), launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, and national/provincial/territorial sport organizations, gives coaches the confidence to succeed.

The CAC works with over 65 different National Sport Organizations, including Luge Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

This *Luge Canada NCCP Operations Manual* contains guidelines and procedures for successful implementation of the NCCP. It is not intended to replace the *NCCP Policies and Implementation Standards*, nor does it serve as development guidelines.

Version Control

The following outlines the version history of this document, and identifies any notable changes.

Revision Date	Revisions
2015/11/16	Original document publication.
YYYY/MM/DD	

1   CLA AND NCCP

1.1   Mission and Vision

Our Mission: The Canadian Luge Association pursues excellence through leadership by the creation of opportunities to develop Luge in Canada.

Our Vision: Slide to Gold-stay on track-win in life.

1.2   Partners in Coach Education

The CAC, the provincial/territorial NCCP delivery agencies, the National Sport Organizations (NSOs), and the federal-provincial/territorial governments are individually and collectively responsible to:

❑ Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;

❑ Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long-Term Athlete Development (LTAD);

❑ Ensure that coaching and sport leader development programs are available in both French and English;

❑ Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the Federal-Provincial/Territorial Priorities for Collaborative Action;

❑ Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;

❑ Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

1.2.1   Coaching Association of Canada (CAC)

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

1.2.2   Provincial/Territorial Coaching Representatives (PTCRs)

The Provincial/Territorial Coaching Representatives provide leadership, development, and support in delivering the NCCP.

❑ Alberta: Alberta Sport Connection

❑ British Columbia: ViaSport BC

❑ Manitoba: Coaching Manitoba

❑ New Brunswick: Coach NB

❑ Newfoundland and Labrador: Sport Newfoundland and Labrador

❑ Northwest Territories: Sport North Federation

❑ Nova Scotia: Department of Health and Wellness, Active Living Branch

- ❑ Nunavut: Sport and Recreation Division
- ❑ Ontario: Coaches Association of Ontario
- ❑ Prince Edward Island: Sport PEI
- ❑ Quebec: SportsQuébec
- ❑ Saskatchewan: Coaches Association of Saskatchewan
- ❑ Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3   National Sport Organization (NSO)

- ❑ Luge Canada

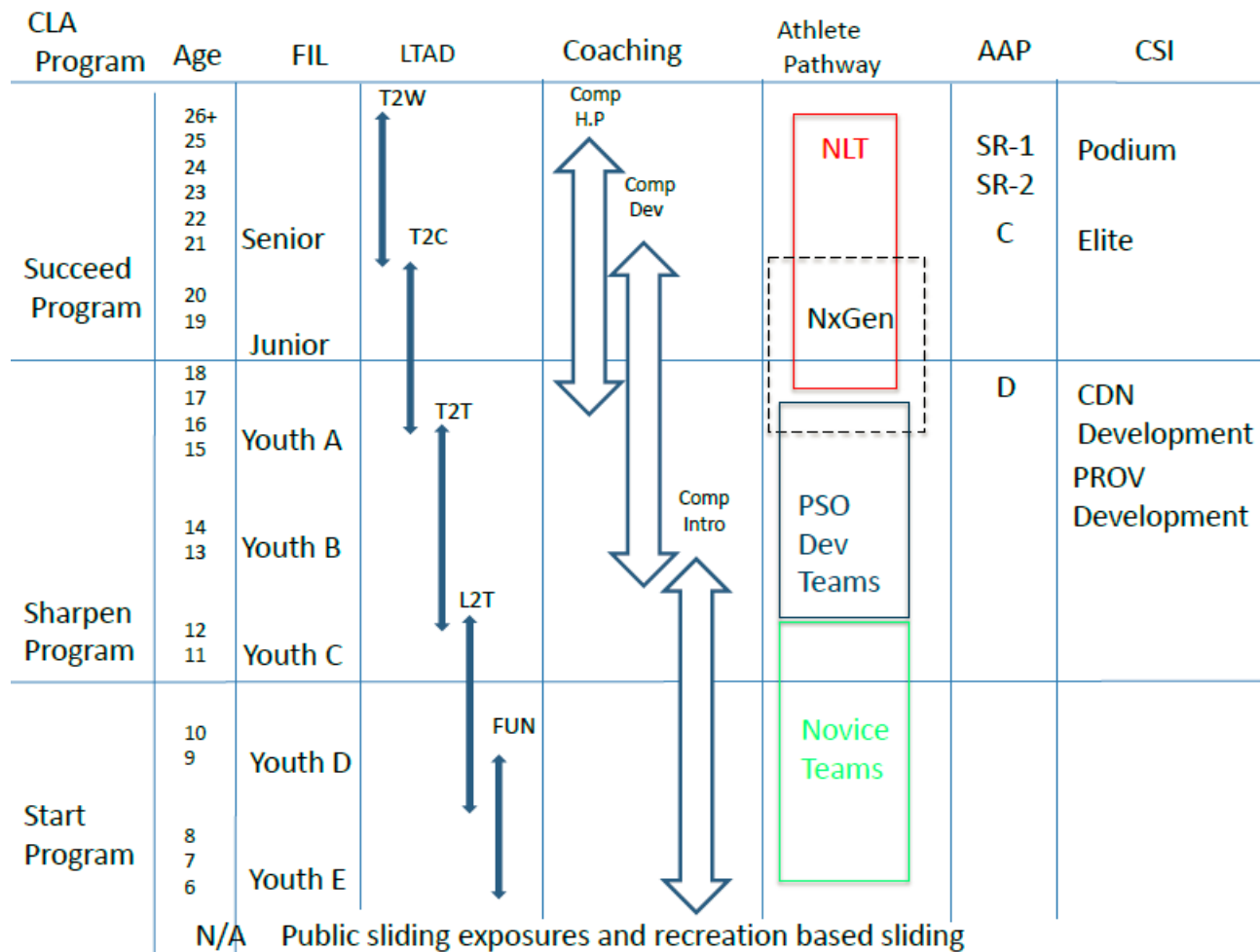### 1.2.4   Provincial/Territorial Sport Organizations (P/TSOs)

- ❑ Alberta Luge association
- ❑ BC Luge Association
- ❑ Ontario Luge association

1.2.5   Clubs

- ❑ Calgary Luge Club
- ❑ Mapleleaf Luge Club
- ❑ Track Club
- ❑ Hinton Luge Club
- ❑ Red Mountain Luge Club
- ❑ Mineral Capital Luge Club

1.3 Participant and Coaching Development Model (PDM/CDM)

1.3.1 The Participant Development Model (PDM)

CLA Program	Age	FIL	LTAD	Coaching	Athlete Pathway	AAP	CSI
	26+		T2W	Comp H.P			
	25				NLT	SR-1	Podium
	24					SR-2	
	23			Comp Dev			
	22						
	21	Senior	T2C			C	Elite
Succeed Program	20				NxGen		
	19						
		Junior					
	18					D	CDN Development
	17						
	16		T2T				PROV Development
	15	Youth A					
				Comp Intro	PSO Dev Teams		
	14						
	13	Youth B					
			L2T				
Sharpen Program	12						
	11	Youth C					
	10		FUN		Novice Teams		
	9	Youth D					
Start Program	8						
	7						
	6	Youth E					
	N/A	Public sliding exposures and recreation based sliding					

1.4   Coach Development Model (CDM)

Coach Development Pathway

Candidate								LTAD Stages

Candidate

Athlete Experience	Coach Experience	Coach Education
>4yrs NLT	Zero	Zero

NCCP Part A
NCCP Part B
IN TRAINING

Status: TRAINED

Portfolio
Evaluation
CLA Mentoring Program
CERTIFICATION

Status: CERTIFIED

2&3 L2T&T2T

| 8yrs NLT< | 2 yrs + | Zero |

Multi Sport Modules
Analyze Technical Performance
CLA Mentoring Program
IN TRAINING

Status: TRAINED

Portfolio Evaluation
Equipment Inspection
Observation Train and Race
CERTIFICATION

Status: CERTIFIED

4 T2C

| 12 yrs NLT< | 4 yrs + | Kinesiology Degree Trade Journey men IST Degree |

Advanced Coaching Diploma
Year 1
Year 2

Status: TRAINED

Portfolio Evaluation
CERTIFICATION

Status: CERTIFIED

5 T2W

| 16 yrs NLT< | 8 yrs + | |

Custom Curriculum
Evaluations

Chartered Professional

On-Going Professional Development

1.5   Long-Term Athlete Development

Luge.ca

2 THE NCCP MODEL

National Coaching Certification Program
The Goal: Coaches who can demonstrate their competence

Competition

Development

Introduction

High performance

Master
Additional training and evaluation

Advanced
Additional training and evaluation

Certified*
Coaches who have demonstrated their competence through evaluation are **Certified***

Trained
Coaches who have completed training, but have not been evaluated are **Trained**

While taking workshops, prospective coaches are **In Training**

Community Sport

Ongoing participation

Initiation

Master
Advanced
Certified*
Trained

Instruction

Beginners
Intermediate
Advanced

Master
Advanced
Certified*
Trained

| Make Ethical Decisions | Provide Support to Athletes in Training | Plan a Practice | Support the Competitive Experience | Analyze Performance | Design a Sport Program | Manage a Program | Sport-specific Outcomes |

The five core competencies are made concrete through specific coaching outcomes

| Valuing | Interacting | Leading | Problem-solving | Critical Thinking |

There are five NCCP core competencies

*Certification is valid for no longer than 5 years and professional development is required to maintain certification.

COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNdamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by the sport and be considered "trained".

To become "certified" in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated "doing" what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- ❑ **In Training** – when they have completed some of the required training for a context;
- ❑ **Trained** – when they have completed all required training for a context;
- ❑ **Certified** – when they have completed all evaluation requirements for a context.

For more information please visit: http://www.coach.ca/trained-vs-certified-s16468.

2.2   Contexts

COMPETITION COACH

2.2.1   Competition

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national, and international competitions.

There are 2 levels of workshops for competition coaches that reflect the stages of athlete development: Development, and High performance.

❑ The Competition- Introduction contexte is in development

❑ The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

❑ The **Competition – High performance** context is typically reserved coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this stream require specific skills and abilities in order to meet the needs of their athletes.

For more information please visit: http://www.coach.ca/competitive-coaches-s15435.

2.3   Workshops and Modules

2.3.1   Sport-specific Training

The CAC works with over 65 different National Sport Organizations, including Luge Canada, across Canada in the development of sport-specific NCCP training.

Luge   Luge

Competition Intro :   These coaches introduce young athletes to competition at the regional level

Competition Development: Most of these coaches work with adolescents and young adults. Developmental coaches help athletes refine basic skills and tactics, teach more advanced skills and tactics, and prepare them for provincial or national level competitions. Athletes train several times a week on an annual basis to improve performance. Although having a good time remains an important part of the athletes' sport experience, the outcome of competitions is of greater importance, as athletes may have to meet predetermined performance standards. Event/discipline specialization and fitness also become important at this stage. Sport at this level provides an opportunity to teach values and ethics, and refine social skills. *Example: Coach of a regional or provincial team that trains year round; Canada Games coach; college or university coach.*

LugeHP Competition: As a general rule, these coaches work with athletes between the ages of 20 - 35. They help athletes refine advanced sport skills and tactics, and prepare them for national or international level competitions. Athletes perform a high volume of specialized training on an annual basis in order to improve or maintain performance. Although having a good time remains an important part of the athletes' sport experience, the outcome of competitions becomes very important. The athletes endeavour to reach their full potential and to attain world-class performance levels. At this level, sport provides an opportunity to implement values, and demonstrate social skills and ethics. *Example: Coach of athletes who compete internationally; coach of professional athletes; national team coach.*

3   EVALUATION AND CERTIFICATION

3.1 Objectives

Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. Principles of Evaluation in the NCCP

- ❑ Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.

- ❑ Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.

- ❑ Evaluation in the NCCP reflects the diversity among sports in a given context.

- ❑ Evaluation recognizes and respects individual coaching styles.

- ❑ Evaluation in the NCCP is evidence-based.

- ❑ The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.

- ❑ The evidence in NCCP evaluations may come from several sources.

- ❑ Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.

- ❑ Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.

- ❑ Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

Additional Points

- ❑ Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.

- ❑ Evaluation is preceded by NCCP training or relevant experience.

- ❑ NCCP training activities prepare coaches to meet certification standards.

3.2 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- ❑ Portfolio evaluation
- ❑ Prebrief
- ❑ Formal observation
- ❑ Debrief
- ❑ Action planning
- ❑ Reporting/Administration

Build Portfolio **+** **Prebrief & Formal Observation** **+** **Debrief and Action Plan** **=** **Certified Coach**
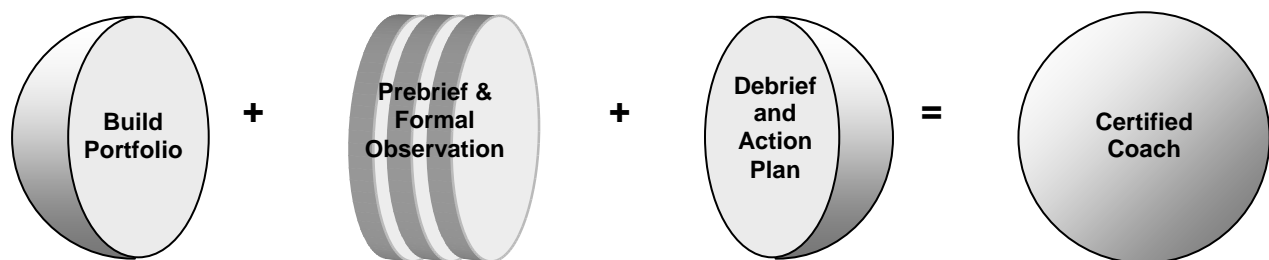
3.2.1 Portfolio Evaluation

- ❑ The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for formal observations.
- ❑ The coach must register with their PSO or NSO and submit all required portfolio pieces in advance of formal observations being scheduled.
- ❑ The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- ❑ Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- ❑ Once it is established that the candidate is ready for the formal observation, the Coach Evaluator will schedule the formal observation.
- ❑ When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.3 NCCP Database (the Locker)

The NCCP Database tracks the modules that have been trained and evaluations3.4.1 Administration and Logistics of Evaluation

There are some administrative aspects that sports should consider when designing evaluation protocols.

3.4.2 Payment and Honoraria of Evaluations

The cost of the evaluation may be covered by the workshop registration fee.

3.5 Appeals and Audits of Evaluations

Sports should consider recommending a process for evaluation appeals and audits for Evaluators. Coaches must be able to appeal an unsuccessful evaluation.

It is recommended that Master Evaluators complete an audit of coach evaluations on a regular schedule (e.g., every two years).

It is recommended that audits and appeals be submitted to Luge Canada for review..

Documentation for an audit and appeal might include the following.

❑ The coach candidate portfolio with the Evaluator's marking template.

❑ A video tape of the coach candidate's practice session, or all templates used during the observation by the Evaluator.

❑ All documentation related to the formal evaluation(s), debriefing procedure and action plan.

Upon completing the review, a report should be provided outlining the critical factors in the evaluation process that can be improved or required by the coach candidate or Evaluator.

The cost to make an appeal is set at $50, refundable if appeal is successful.

If an appeal is unsuccessful, the coach may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Evaluator and include the payment of designated fees. Luge Canada will provide the coach with an alternative Evaluator.

In cases where an alternate Evaluator is not available, the NSO should cover the costs of an alternate Evaluator to evaluate the coach. Costs may include travel, accommodation, and meals.

3.6 Recognition of Coaching Competence

The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for the NSO or other partners to "judge" the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for "training" modules that they do not complete, but will be able to achieve "certified" status upon a successful evaluation. There is no such thing as "equivalency".

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

4   COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

According to the International Council for Coaching Excellence (ICCE), Coach Developers "are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants." In short, Coach Developers need to be experts in learning, as well as experts in coaching.

NCCP Coach Developers include Master Coach DevelopersMaster Coach DeveloperLearning Facilitators/MentorsMaster Coach Developers, Learning Facilitators/Mentors, and Coach Evaluators.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:

Training: Coach Developer candidates must complete rigorous training, and this training is now being made consistent across Canada. The following training is required by all Coach Developers:

- ❑ **Core Training:** Provides Coach Developers with the skills to perform their role.
- ❑ **Content-specific Training (sport or multi-sport):** This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
- ❑ **Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.

Once a Coach Developer has all of the above training pieces they are considered "TRAINED".

Evaluation: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: "CERTIFIED".

For more information please visit: http://www.coach.ca/coach-developer-training-s16933.

4.1   Identification and Selection of Coach Developers

There are two ways to become a Coach Developer candidate:

❑ Master Coach DevelopersMaster Coach DeveloperLearning Facilitators/MentorsMaster Coach Developers (MCDMCDs) or Mentors Provincial/Territorial Sport Organizations (P/TSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.

❑ Individuals can nominate themselves.

Many candidates are coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study. The competencies of the Coach Developers are clearly indicated in the Evaluation Tools.

Individuals who nominate themselves are sent the template for the Letter of Self-nomination and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (P/TSO), along with their resume and NCCP Certification Transcript, if applicable.
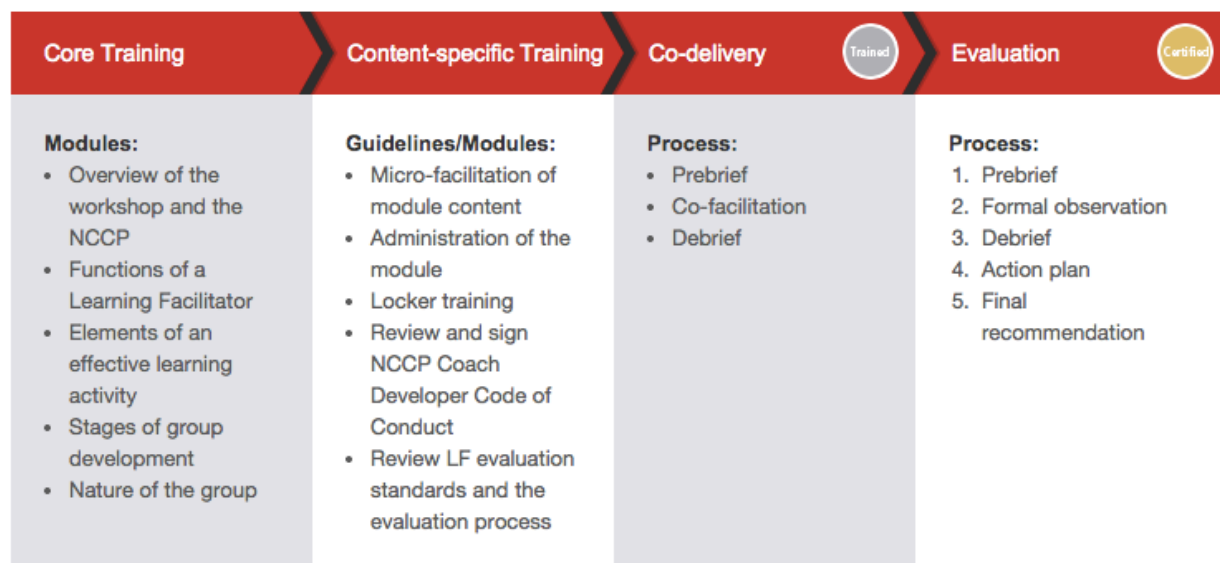
4.2 Learning Facilitator/Mentor

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

4.2.1 How to Become a Learning Facilitator/Mentor

All Learning Facilitators/Mentors complete the following steps:

For more information please visit: http://www.coach.ca/learning-facilitator-p156718.

* Co delivery is done with an MCD.

4.2.2 Selecting Learning Facilitators/Mentors

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators/Mentors.

It is recommended that Learning Facilitators/Mentors are:

❑ Certified in the context they are delivering in;

❑ Good communicators: have the ability to speak clearly and communicate professionally;

❑ Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;

❑ Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;

❑ Good organizers: are well prepared, organized, and professional;

❑ Also: approachable, ethical, responsible, and self-confident.

❑

4.2.3   Core Training

Core Training for LF, Coach Evaluator and the Mentorship Module are mandatory components of training. It is recommended that these are completed prior to coming to Content-specific Training.

These can be accessed through the P/TCR in each province or territory.

4.2.4   Content-specific Training

Content-specific Training is a mandatory component of training for Learning Facilitators/Mentors or mentors. Content-specific Training may include a micro-facilitation/mentoring component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

❑ Content-specific Training is a 1 day training to prepare Learning Facilitators/Mentors for the content they will deliver.

4.2.5   Co-delivery

All Learning Facilitators/Mentors must co-deliver with an MCD prior to delivering on their own.

❑ Co-facilitation should occur within in a timely manner after the Content-specific Training.

❑ Co-facilitation is part of training and therefore the person being trained will not be paid.

❑ A Learning Facilitator/Mentor candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

4.2.6   Evaluation

All Learning Facilitators/Mentors must be evaluated to become certified Learning Facilitators/Mentors.

❑ Learning Facilitators/Mentors should be evaluated at the next appropriate time in their region.

❑ Learning Facilitators/Mentors will be evaluated *in person*.

❑ Learning Facilitators/Mentors will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.

❑ All Learning Facilitators/Mentors must complete the Make Ethical Decisions online evaluation.

4.2.7   Maintenance of Certification

All Learning Facilitators/Mentors are required to attain 20 PD points over 5 years to maintain their certification.

4.2.8   Honorarium

❑   LF/Mentors are Paid Staff.
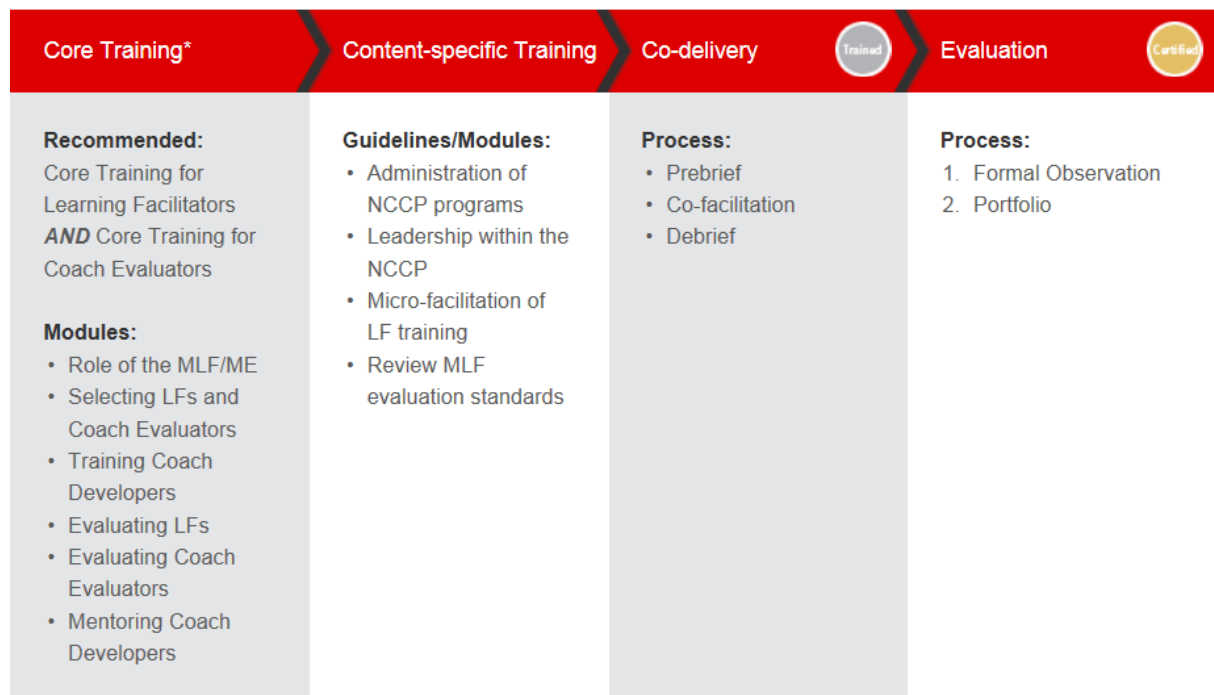
4.3   Master Coach Developer

The role of the Master Coach Developer (MCD) is to train, to evaluate, to support, and to mentor Learning Facilitators/Mentors (LFs & M). In addition, MCDs play a key role in promoting the NCCP.

MCDs must possess adequate knowledge and expertise in facilitation to assist in training LFs and to lead workshops and professional development experiences for LFs.

It is expected that MCDs will have more responsibility in a supportive role with LFs during workshops and in LF development. MCDs should be willing and able to lend support to LFs, program administrators, and delivery host agencies.

4.3.1   How to Become a Master Coach Developer

All Master Coach Developers,Learning Facilitators/Mentors complete the following steps and have achieved Certified status as Learning Facilitators/Mentors:

Core Training*	Content-specific Training	Co-delivery	Trained	Evaluation	Certified
Recommended: Core Training for Learning Facilitators *AND* Core Training for Coach Evaluators **Modules:** • Role of the MLF/ME • Selecting LFs and Coach Evaluators • Training Coach Developers • Evaluating LFs • Evaluating Coach Evaluators • Mentoring Coach Developers	**Guidelines/Modules:** • Administration of NCCP programs • Leadership within the NCCP • Micro-facilitation of LF training • Review MLF evaluation standards	**Process:** • Prebrief • Co-facilitation • Debrief		**Process:** 1. Formal Observation 2. Portfolio	

For more information please visit: http://www.coach.ca/master-learning-facilitator-p156720.

4.3.2   Selecting Master Coach Developers,

Each body responsible for the training of LFs selects its own MCDs. The criteria for the selection of MCDs vary from governing body to governing body. While the specifics may vary, MCDs usually:

❑   Have five years of experience as an LF;

❑ Are Certified as an LF;

❑ Have successfully completed the Make Ethical Decisions online evaluation;

❑ Are trained or educated in an area related to coaching or coach education;

❑ Have experience in coaching or in Luge.

The duties of an MCD usually include:

- ❑ Helping with selection of the LFs
- ❑ Training of the LFs
- ❑ Evaluation of the LFs
- ❑ Mentoring of the LFs

4.3.3   Core Training

Core Training for Master Coach Developers is a mandatory component of training for Master Coach. It is highly recommended that Master Coach also take Core Training for Learning Facilitators/Mentors and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.3.4   Content-specific Training

Content-specific Training is a mandatory component of training for Master Coach Developers. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- ❑ Content-specific Training is a 1 day training to prepare Master Coach Developers for the content they will deliver.

4.3.5   Co-delivery

All Master Coach Developers must co-facilitate LF training with an experienced Coach Developer prior to facilitating training on their own.

- ❑ Co-facilitation should occur within *<x weeks>* of Content-specific Training.
- ❑ Co-facilitation is part of training and therefore the person being trained will not be paid.
- ❑ A Master Learning Facilitator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.3.6   Evaluation

- ❑ All Master Coach Developers must be evaluated to become certified Master Coach Developers.Master Coach Developers should be evaluated in a timely manner.
- ❑ Master Coach Developers will be evaluated by submitting a portfolio.
- ❑ All Master Coach Developers must complete the Make Ethical Decisions online evaluation.

4.3.7   Maintenance of Certification

All Master Coach Developers are required to attain 20 PD points over 5 years to maintain their certification.

### 4.3.8   Honorarium

❑   It is ausually a paid staff.

4.4   Coach Evaluator (Mentors are also Coach Evaluators)

A Coach Evaluator's role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

4.4.1   How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:

For more information please visit: http://www.coach.ca/coach-evaluator-p156721.
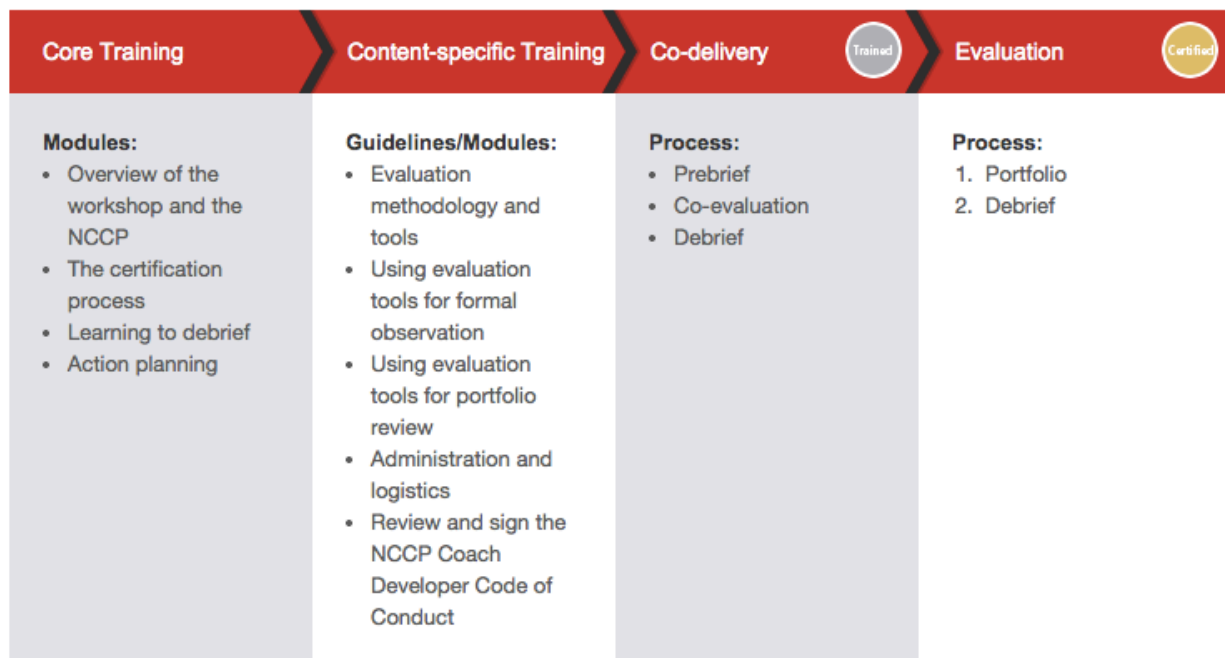
4.4.2   Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

It is recommended that Coach Evaluators have:

❑ a minimum of 3 years of coaching experience in the context in which evaluation takes place;

❑ successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;

❑ credibility with their peers;

❑ high ethical standards and leadership skills;

❑ a desire to see the coach certification system as well as the sport grow;

❑ time and energy to commit to the evaluation process;

❑ proven guiding and facilitation skills;

❑ the ability to be critically reflective and ask questions; and

❑ the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate.

4.4.3   Core Training

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.4.4   Content-specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators. Content-specific Training may include a micro-evaluation component, using sport-specific evaluation tools.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

❑ Content-specific Training is a 1 day training to prepare Coach Evaluators for the tools they will use in evaluation.

4.4.5   Co-delivery

All Coach Evaluators must co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

❑ Co-evaluation should occur in a timely manner of Content-specific Training.

❑ Co-evaluation is part of training and therefore the person being trained will not be paid.

❑ A Coach Evaluator candidate may be required to perform co-evaluation a number of times before performing an evaluation on their own.

4.4.6   Evaluation

All Coach Evaluators must be evaluated to become a certified Coach Evaluator.

❑ Coach Evaluators should be evaluated in a timely manner.

❑ Coach Evaluators will be evaluated by submitting a portfolio.

❑ All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

4.4.7   Maintenance of Certification

All Coach Evaluators are required to attain 20 PD points over 5 years to maintain their certification.

4.4.8   Honorarium

❑ It a volunteer position.

5   BUSINESS MODEL

5.1 Communication

5.1.1   Inclusivity, Accessibility, and Official Languages

All components of the NCCP should be accessible to and inclusive of: any gender, visible minorities, the aboriginal community, and of persons with a disability. The language and content should be appropriate for the varied target groups. In addition, all materials for each context must be launched simultaneously in both official languages, following final approval.

5.2   Fee Structure, Payment, and Honorarium

5.2.1   TBD

5.3 Maintenance of Certification and Professional Development

	Minimum Professional Development credits required if the period for renewal of certification is:
Context (includes any gradation)	**5 years**
Competition – Development	30 points

Professional development opportunities and points allocated are as follows:

	Active Category	**Points**	**Limitations**
Sport Specific	Active Coaching	1 point/year for every season coached **OR** 1 point/year for learning Facilitator or Evaluator activity	**To a maximum** number of points equal to the number of years of the certification renewal period, e.g. 5 points, if certification period is 5 years
	NCCP Activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP Activity	1 point/hour of activity up to 3 hours maximum	No minimum or maximum
	Coach self-directed activity	3 points for the valid certification period	**Maximum** of 3 points for certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses re-evaluation
Multi-sport	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/ hour of activity up to 3 points maximum	**To a maximum** of 50% of the required PD credit for the context in a certification renewal period

For more information please visit: http://www.coach.ca/maintenance-of-certification-s16745.

5.4 Quality Control

5.4.1 Course Evaluation

See workshop evaluation form.

5.4.2 Program Monitoring and Evaluation

Meeting twice a year with COPSI Leads and Coach Developers to maintain currency.

VIP reports are on the coach.ca website in the Partner protected area.

5.4.3 Revision and Update Cycle

Revision will be done every 4 years starting 2021 for the Competition stream.

5.5   Minimum Age Restrictions

Coaches must be 16 years old to be certified in any context and can be trained as of 14 years old.

6   TOOLS

6.1   NCCP Code of Ethics

NCCP Code of Ethics

What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both "the good and right thing to do". For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the *NCCP Code of Ethics*

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.

Version 2.1, 2012   1

NCCP Code of Ethics

Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Coaches
Physical safety and health of athletes	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
	Preserve the dignity of each person in interacting with others
	Respect the principles, rules, and policies in force
Honouring sport	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

Version 2.1, 2012   2

6.2   NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.

Preamble

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for the
_____ (governing organization), I,
_____ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

Code of Conduct

I shall:

- ❑ Participate in all required training and evaluation components of the Coach Developer pathway.

- ❑ Support the common goals and objectives of _____ (governing organization) as it services the membership at large.

- ❑ Avoid discrediting specific sponsors, suppliers, employers, or other partners.

- ❑ Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, National Sport Organizations).

- ❑ Demonstrate ethical behaviour at all times and commit to the *NCCP Code of Ethics.*

- ❑ Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.

- ❑ Exhibit exemplary professional behaviour at workshops or evaluation sites.

- ❑ Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.

- ❑ Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.

- ❑ Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:

  - ❍ Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
  - ❍ Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of _____ (governing organization).

Please be advised that the Board of Directors of _____ (governing organization) will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

_____   _____   _____

Name (please print)   Signature   Date

6.3 Template for Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

Dear _____, (P/TSO, P/TCR)

Please be advised of my interest in becoming a Coach Developer, in the following role

- ❑ Learning Facilitator
- ❑ Advanced Learning Facilitator
- ❑ Master Learning Facilitator
- ❑ Coach Evaluator
- ❑ Advanced Evaluator
- ❑ Master Evaluator

for the following contexts and/or workshops

- ❑

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to _____ (sport name).

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

_____   _____

Signed   Dated

_____   _____

Email address   Primary phone number

Encl.:   Résumé

           Letter(s) of Support

6.4 Template for Coach Developer Application Form

Date _____

Location _____

Name _____

NCCP# _____

Sport _____

Languages _____

Application Checklist:

❑ ___ Cover letter

❑ ___ Completed Coach Developer Application Form

❑ ___ Completed Letter/Preliminary Coach Developer Worksheet

❑ ___ Completed Make Ethical Decisions online evaluation – 90% or more

❑ ___ Résumé of your coaching experience, education and achievements

❑ ___ Names and phone numbers for 2 references

Declaration

I hereby certify that the information I have provided with this application is true and complete.

_____   _____

Signed   Dated

_____   _____

Email address   Primary phone number

6.5 Template for Coach Developer Letter/Preliminary Worksheet

Date   _____

Name   _____

NCCP#   _____

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

> 1. To learn more about you

> 2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.

2. Describe the skills, abilities, and characteristics of an effective Coach Developer.

3. What experience do you have working in adult education?

4. What strengths do you bring to the position of Coach Developer?

5. What skills and abilities do you think you need to develop to become an effective Coach Developer?

6. In your own words, describe the structure of the NCCP.

7. What are the five core competencies outlined in the NCCP?

8. In your own words, what is the role of the Coach Developer in developing these competencies?

9. Define:
   ❍ Outcome:
   ❍ Criteria:

❍ Evidence:

10. In your own words, outline the purpose of Coach Developer training.

6.6 Feedback Form

Type of Workshop _____   *Location*   _____

Facilitator _____   *Date of Clinic*   _____

	Excellent				Fair
Was the workshop content relevant to your needs	5	4	3	2	1
Were the demonstrations performed fully?	5	4	3	2	1
Was the technique of presentation clear?	5	4	3	2	1
Did you find the overheads/videos useful?	5	4	3	2	1
Was the learning facilitator knowledgeable?	5	4	3	2	1
Was the presentation style satisfactory?	5	4	3	2	1
How was the organization of the workshop?	5	4	3	2	1

Explanation of the above items:

_____

_____

Is there any area that you would liked to have spent more time on?

_____

_____

How did you most benefit from attending the workshop?

_____

_____

Comment on the evaluation process?

_____

_____

_____

Other comments.

_____

_____

_____

_____

Visit **coach.ca** – Canada's most dynamic coaching community.
Check your certification, complete online evaluations, access sport nutrition tips, read coach stories and more!