

Dec 1, 2016



# Competition Development Advanced Gradation (Training to Compete)

## Evaluator/Mentor Guidebook





## 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.

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<b>ATHLETE &amp; COACH DEVELOPMENT PROGRESSION</b>		
<b>Athlete Age</b>	<b>LTAD Stage</b>	<b>NCCP Context</b>
<b>23 +/- males 23 +/- females</b>	Training to Win (T2W)	Competition Coaching: High Performance (CCHP)
<b>20 - 23 +/- males 19 - 23 +/- females</b>	Training to Compete (T2C)	Competition Coaching: Development Advanced Gradation (CDAG)
<b>16 - 20 +/- males 15 - 19 +/- females</b>	Learning to Compete (L2C)	Competition Coaching: Development (CCD)
<b>12 - 16 males 11 - 15 females</b>	Training to Train (T2T)	Competition Coaching: Introduction Advanced (CCI – T2T)
<b>9 - 12 males 8 - 11 females</b>	Learning to Train (L2T)	Competition Coaching: Introduction (CCI – L2T)
<b>6 - 9 males 6 - 8 females</b>	FUNdamentals	Community Coaching (CC)
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## Section 1 - Overview

### 1.1 CDAG Context

The Competition Coaching-Development Advanced Gradation context is designed to provide coaches with the skills and competencies to coach athletes in the Training to Compete stage of development. The Training to Compete stage is about the development of athletes as young adults. By this stage, they are specializing in one sport and working on race specific skills and physical demands.

**Training to Compete objectives** (Males 20-23 and Females 19-23); Main race categories: Junior W and U23 M/W

- ❑ To develop the capacity to maintain aerobic power and anaerobic threshold for longer durations.
- ❑ To clearly identify and focus on improvement of personal weaknesses.
- ❑ To further develop self-awareness and independence.
- ❑ To develop optimal lifestyle and training environment for HP goals.

### 1.2 Coaching Evaluation Process

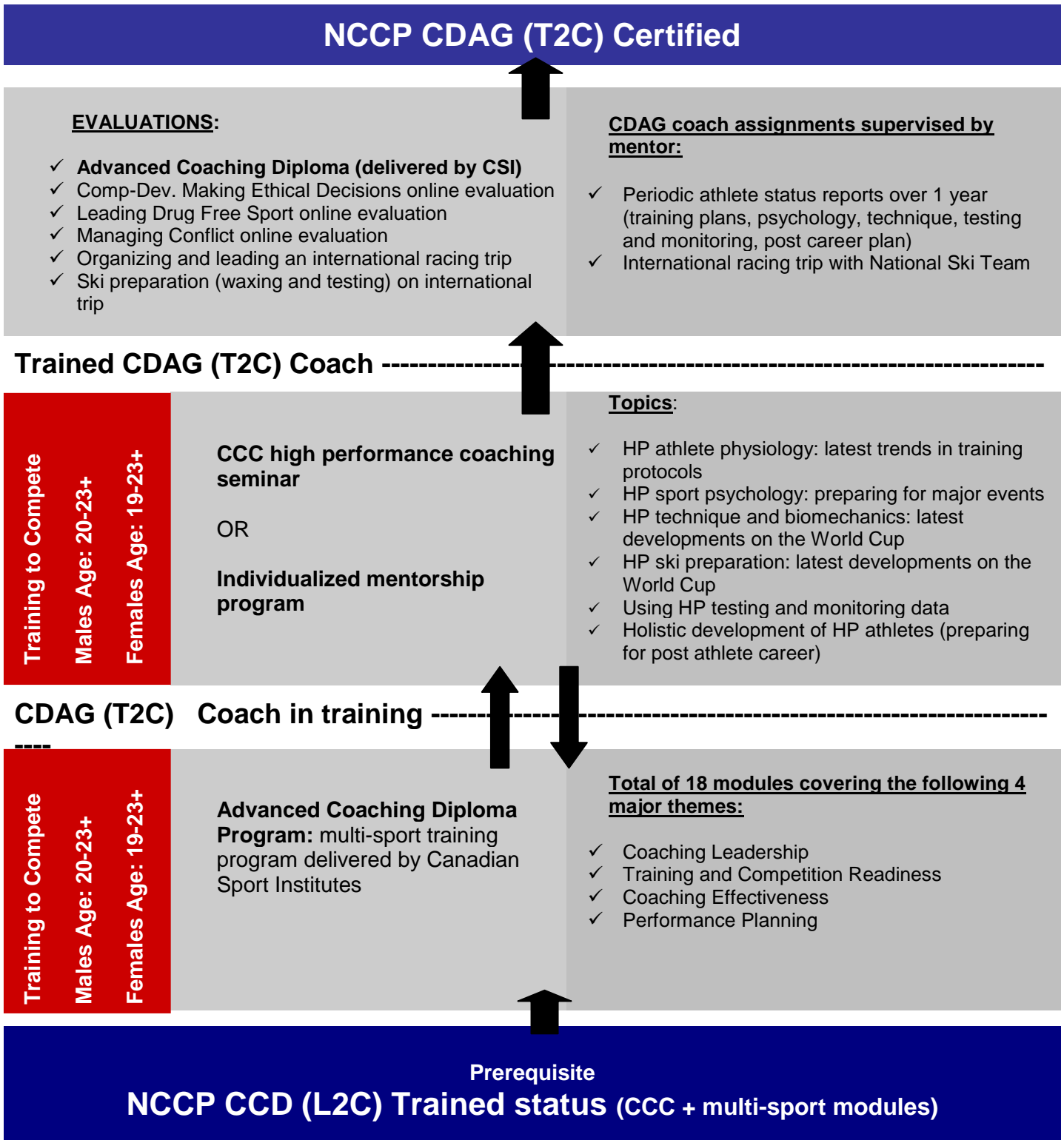
Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all six contexts in the NCCP.

- ❑ **Community Coaching (CC)**
  - Introduction to Community Coaching Workshop
  - Community Coaching Workshop
- ❑ **Competition Coaching: Introduction (CCI)**
  - L2T (Dryland) Workshop
  - L2T (On-Snow) Workshop
- ❑ **Competition Coaching: Introduction Advanced (CCI Advanced)**
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- ❑ **Competition Coaching: Development (CCD)**
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  - L2C (On-Snow) Workshop
- ❑ **Competition Development Advanced Gradation (CDAG):**
  - Advanced Coaching Diploma (program delivered by National Coaching Institutes)
  - Sport specific program: High performance coaching seminar and practical experience.

### **Certification Status**

In order to achieve CDAG CERTIFIED status all preceding requirements in the CCD certification pathway must be completed. See section 1.3.

### 1.3 CDAG Coach Pathway



### **1.3.1 Professional Development To Maintain Certification**

The CAC requires all **certified** Coach Developers to maintain their “certified” status through the accumulation of Professional Development (PD) points and self reporting of active coaching status. The renewal of certification period for cross country ski Coach Developers is **five years**, i.e. CDs need to accumulate a certain amount of PD points (varying based on the NCCP context for which the CD is certified) over the five year period following the achievement of their certification status in a given context (the five year period starting January 1<sup>st</sup> following the date of certification). This policy and related requirements do NOT apply for maintaining “Trained” status in any context or gradation. For information on CCC’s PD points please see CCC’s maintenance of certification policy.



## **1.4 CDAG Evaluator/Mentor Qualifications – Characteristics – Accreditation**

### **a) CDAG Evaluator/Mentor Qualifications**

- ❑ Candidates will be recruited by CCC as need arises to fill the mentorship and evaluation requirements of the CDAG program. At the same time an application form and general call for interest in becoming a CDAG mentor or evaluator will be posted on CCC's website to ensure all interested candidates are able to apply.
- ❑ The selection criteria for CCD evaluators is:
  - ✓ NCCP level 3 certification or CCD certification
  - ✓ Experience working with athletes up to and including the Training to Compete stage of athlete development; a minimum of five years coaching athletes at the Training to Compete stage
  - ✓ Passed the CCD (Comp-Dev.) online evaluation for MED; scored 90% or above
  - ✓ Completion of the Coaching Association of Canada mentorship module.
  - ✓ Previous work mentoring developing coaches

### **b) CDAG Evaluator/Mentor Characteristics**

- ❑ Credibility with peers in the cross-country ski community.
- ❑ High ethical standards and leadership skills.
- ❑ Recognized technical and coaching expertise in cross-country skiing.
- ❑ Recognized coaching experience in cross-country skiing.
- ❑ A desire to see the NCCP coach certification system as well as the sport of cross-country skiing grow.
- ❑ A commitment of time and energy to the evaluation process.
- ❑ Proven guiding and facilitation skills.
- ❑ The ability to be critically reflective and ask questions.
- ❑ The ability to listen actively to the candidate.

### **c) Accreditation**

All Evaluators must successfully complete CCC Evaluator training. Training will ensure that evaluators:

- ❑ are thoroughly familiar with the specific CCC policies and procedures that are in place for coach certification and coach evaluation;
- ❑ are thoroughly familiar with the criteria, evidence, and standards required for a coach to successfully complete the evaluation in the outcomes that they will be accredited to evaluate,
- ❑ are efficient at using the tools and methods that enable the gathering of the evidence when evaluating a criterion;
- ❑ can provide a consistent judgment when asked to evaluate a variety of coaching situations that present similar characteristics;
- ❑ can render a judgment comparable to that of a group of other Evaluators when asked to evaluate a given coaching situation or product;
- ❑ can effectively implement and facilitate an on-site coach observation, including the debriefing phase that follows;
- ❑ are thoroughly familiar with the administrative procedures that are necessary to update coach evaluation records in the CAC database;
- ❑ are thoroughly familiar with the L2C and T2C stages of athlete development as described

## Evaluator/Mentor Training Process

A Coach Evaluator and Mentor 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 evidences that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

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

All **Coach Evaluators** must complete the following steps:



<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Overview of the workshop and the NCCP</li> <li>• The certification process</li> <li>• Learning to debrief</li> <li>• Action planning</li> </ul>	<p><b>Guidelines/ Modules:</b></p> <ul style="list-style-type: none"> <li>• Evaluation methodology and tools</li> <li>• Using evaluation tools for formal observation</li> <li>• Using evaluation tools for portfolio review</li> <li>• Administration and logistics</li> <li>• Review and sign the NCCP Coach Developer Code of Conduct</li> </ul>	<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Prebrief</li> <li>• <u>Co-evaluation</u></li> <li>• Debrief</li> </ul>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. <u>Portfolio</u></li> <li>2. <u>Debrief</u></li> </ol>
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Once Certified, CDAG Coach Evaluators can maintain their certification through Professional Development (see CCC Maintenance of certification policy)

The Pathway for **CDAG Mentor** Development consists of these five steps:

- Step 1: Identification and Selection of Mentor Candidates
- Step 2: Training
- Step 3: Observation and Co-mentorship

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- Step 4: Evaluation
- Step 5: Mentor Delivers CDAG Program



## Step 2: Training

The purpose of Mentor training is to provide Mentor candidates with the basic skills they need to guide a CDAG candidate through the CDAG task. The NCCP expects Mentors to guide coaches in the development of the five core competencies (valuing, interacting, leading, problem-solving, and critical thinking) by engaging them in their own learning. Mentor candidates will be trained and evaluated on the basis of their ability to do the following:

- Implement an appropriately structured learning plan with their mentee.
- Facilitate the achievement of outcomes or learning objectives
- Display appropriate communication and leadership to enhance coach learning
- Manage administrative aspects of the CDAG tasks

CDAG mentorship training centers around the NCCP mentorship module offered through the Coaching Association of Canada. Upon completion of this module the mentor will be paired with current CCC mentors to aid in the evaluation/mentorship of a CDAG coach. At this point the CCC mentors will review all CDAG material with the new Mentor including examples of past submissions and evaluation criteria.

## Step 3: Observation and Co-mentorship

Mentor candidates are required to sit in on mentorship calls and evaluation of at least 3 tasks in the CDAG process with the lead Mentor/Evaluator. They are encouraged to actively participate in the development of the mentee and will lead the evaluation of at least one CDAG task.

After each session with the mentee, a debriefing session takes place, and the Mentor candidate updates his or her Training Plan.

## Step 4: Evaluation

When Mentors believe that they are ready to be evaluated, they ask to take over the Mentorship of one CDAG candidates and notify CCC staff in charge of the mentorship program. CCC staff will evaluate the mentor in training's calls and follow ups with CDAG candidates using LF evaluator criteria

## Step 5: Mentors Deliver CDAG Program

After being evaluated, Mentors continue to evaluate mentees to perfect their mentorship skills.

## 1.5 Evaluation Principles and Assumptions

In a competency based approach, it is important to identify the usefulness of both **assessment** and **evaluation**. The difference between the two provides the basis for the certification of coaches. See the “Assessment and Evaluation – What is the difference?” section later in this document.

The benefits of assessment are well established to promote learning. The basis for certification requires that coaches be evaluated in specific areas that are deemed important.

### Principles and Assumptions

- ❑ Certification is outcomes-based and requires evidence for evaluation. This assumes the coach can demonstrate certain criteria.
- ❑ The evaluation process must assist in enabling the coach to achieve certification by identifying the specific evidence and descriptors that are used to judge the successful attainment of a given criteria.
- ❑ Only individuals who are trained and accredited can evaluate a coach.
- ❑ In certain situations coaches must be observed in order to be evaluated:
  - By an integrated sport team professional or international trip leader
  - While coaching T2C athletes
- ❑ The evaluation process must be consistent with the scope of the learning curriculum and the minimum standards of coaching competencies set for the T2C stage of development.
- ❑ The “in the field” observations are critical to the success of the overall CDAG evaluation process.
- ❑ The debrief following an “in the field” observation, provides opportunities to continue to gather evidence and to assist in determining the competency of the coach.
- ❑ The evaluation process is one component of an ongoing educational process.
- ❑ Evaluation recognizes and respects individual coaching styles.

## 1.6 **Outcomes, Criteria and Evidence**

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- ❑ **Outcomes:** these are the overall tasks coaches must be able to perform. There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes\**, and they are:
  - Provide Support to Athletes in Training
  - Make Ethical Decisions
  - Plan a Practice
  - Analyze Performance
  - Support the Competitive Experience
  - Design a Sport Program
  - Manage a Program
  
- ❑ **Criteria:** these are the components of an outcome that will be evaluated. Every outcome is associated with one or more criteria. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.
  
- ❑ **Evidence:** this is what the Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion. All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*. The more evidence the Evaluator must observe and measure, the more demanding the evaluation will be.

## 1.7 Assessment and Evaluation – What’s the difference?

Assessment	Evaluation
<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Assessment is a step in the learning process whereby the coach is informed of his or her performance or progress towards the achievement of a given outcome.</li> <li>• Assessment is a formative process.</li> <li>• Assessment may be objective or subjective.</li> <li>• Assessment provides information and feedback on coaching performance at a given time.</li> <li>• It is cross-sectional and context specific.</li> </ul>	<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Evaluation is the process whereby a judgment is made on the ability of the coach to demonstrate one or more outcomes to an established standard.</li> <li>• Evaluation is a summative process.</li> <li>• Evaluation is cumulative and may require several assessment methods.</li> <li>• Evaluation is objective and provides a benchmark.</li> </ul>
<p><b>An Assessor:</b></p> <ul style="list-style-type: none"> <li>• Is a facilitator/evaluator for a specific context.</li> <li>• Provides feedback and information to coaches based on outcomes and criteria. <i>Example: a facilitator assesses a coach’s classic and downhill technique skills in the L2T (On-Snow) workshop.</i></li> <li>• Uses valid and objective assessment tools to gather information on coaching performance for a given outcome.</li> <li>• Makes recommendations to improve coach performance.</li> </ul>	<p><b>An Evaluator:</b></p> <ul style="list-style-type: none"> <li>• Passes a judgment on coaching competency in a specific context based on outcomes and criteria that have a defined standard. <i>Example: a facilitator/evaluator evaluates a coach’s classic and downhill technique skills in the T2T (On-Snow) workshop.</i></li> <li>• Uses valid and objective evaluation tools that define performance for a given outcome and criteria.</li> <li>• An <b>external evaluator</b> is someone who has been identified by CCC to conduct an evaluation of a coach “in the field” (outside a workshop setting), and who may or may not have been involved in the training of the coach.</li> </ul>
<p><b>What are the qualities of an Assessor?</b></p> <ul style="list-style-type: none"> <li>• Has context-specific knowledge and experience.</li> <li>• Has knowledge of the outcome being assessed.</li> <li>• Is trained to provide feedback and information to coaches based on outcomes and criteria for a specific context.</li> <li>• Is selected and trained by CCC according to NCCP and CCC standards.</li> </ul>	<p><b>What are the qualities of an Evaluator?</b></p> <ul style="list-style-type: none"> <li>• Is considered an “expert” in the context and in cross-country skiing.</li> <li>• Is well versed in NCCP evaluation.</li> <li>• Is free of bias and subjectivity.</li> <li>• Is selected and trained by CCC according to NCCP and CCC standards.</li> </ul>

## 1.8 Process for Evaluating and Debriefing Coaches

Evaluating and debriefing coaches in the NCCP evaluation process involves:

- Portfolio Evaluation
- Prebrief
- Formal observation
- Debrief
- Action Planning
- Reporting

### **Portfolio Evaluation**

- The portfolio evaluation enables the Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Evaluator must review the portfolio using the appropriate evaluation tools 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 Evaluator should notify the appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Evaluator begins the Prebrief process.

### **Prebrief**

- The Evaluator must confirm the logistics of the formal observation—date, location, and time.
- The pre-brief occurs in advance of the formal observation to determine:
  - The coach's objective for the practice/lesson that will be observed
  - Confirmation of the practice/lesson plan
  - The indicators of success the Evaluator will use to measure the standard for - certification
- The prebrief should last between 15 and 30 minutes and is ideally conducted face to face or over the phone.
- During the prebrief, the Evaluator **must**:
  - Explain the process of the evaluation (emphasizing the observation)
  - Review the Evaluation Tool; the Outcomes, Criteria, and Evidence
  - Answer any questions the coach may have
  - Ensure the coach understands the process, Evaluation Tool, and standards
- It is also hoped that the Evaluator will use the prebrief to develop a positive and supportive relationship with the coach. Here are some questions Evaluators can use to help this happen:
  - What are your goals for the practice/lesson?

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- What is your comfort level with this particular participant/athlete group?
- What is your plan for reaching your goals?
- What do you see as the biggest challenge in reaching your goals?
- What is your plan for introducing your goals?
- How will you be able to tell if your goals are being achieved?
- What adjustments have you prepared to ensure you meet your goals?
- What kinds of adjustments have you made in the past?
- Examples of prebrief templates can be found in Section 4.

### **Formal Observation**

- The purpose of the formal observation is to determine the coach's ability to demonstrate specific coaching outcomes. Depending on the context in which the coach is being evaluated, outcomes requiring formal observation may include "Providing Support to Athletes in Training (leading a practice session)", "Analyze Performance (analyzing and improving an athlete's ski technique)", and "Supporting the Competitive Experience (supporting athletes at a competition)".
- Formal observations must involve the coach working with the context appropriate development level of athletes.
- The formal observation is a slice of the overall evaluation process. It allows the coach to demonstrate required criteria and evidence at that time and within a given coaching context.
- The formal observation consists of gathering the evidence necessary to make a judgment on the attainment of specific standard using a variety of tools.
- During the formal observation, Evaluators carefully observe coaches. Here are some tips on how to observe coaches:
  - Become thoroughly familiar with the Evaluation Tool so you know exactly what to look for.
  - Get as close as possible to the action while not affecting the practice/lesson or the outcome of the evaluation.
  - Look and listen for subtle indicators of the coach's performance without coaching, directing, or asking questions.
  - Put the coach at ease with the evaluation process. If the prebrief took place a day or two before the observation, reintroduce yourself and remind the coach that evaluation should be a positive opportunity for personal growth.
  - Remind the coach to introduce the Evaluator to the group and explain what the Evaluator is doing.
- Use the evaluation tool(s) to record and make notes on what they see during the observation.
- Evaluators should take some time after the observation and before the debrief to collect their thoughts.

### **Debriefing**

- The purpose of the debrief is to:
  - Give the coach an opportunity to reflect on and talk about their practice/lesson
  - Give Evaluators an opportunity to provide feedback on what they observed, including criteria met and evidence observed
  - Give Evaluators and coach an opportunity to develop an Action Plan



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- Give Evaluators an opportunity to develop their recommendation about certifying the coach and share it with the coach
- Throughout the debrief, Evaluators provide positive feedback that focuses on future improvement. Here are some questions to use to accomplish this:
  - How do you feel about the practice/lesson?
  - What went well? What were the indicators that told you things were going well?
  - What do you want to improve upon?
  - What did you learn during this practice/lesson?
  - What would you do differently next time?
- Evaluators should give the coach an opportunity to explain their plans and the reasoning behind some of their actions during training. These explanations may lead Evaluators to change what they recorded in the evaluation tool(s).
- The debrief should last between 30 and 60 minutes, including the development of an Action Plan
- There are three (3) primary stages to a debrief: 1) The Opening; 2) The Facilitation; 3) The Closing:
  - The Opening: The opening stage of the debriefing provides an opportunity to continue data collection about the coach. Opening remarks should use a language that invites the candidate to reflect, to self-assess, and to present more information about his or her knowledge or experience. This type of communication should try to put the candidate at ease and allow him or her to express feelings and frustrations that may have occurred in the evaluation process. By doing this, the Evaluator(s) validate(s) the coach's feelings and thoughts and create(s) opportunities to build greater trust and confidence in the evaluation process. Offering opinions too early in the debrief will tend to stifle coach expression. Rather the Evaluator(s) should use guiding questions that enable the candidate to reflect on his or her experiences. Finally, it is important that the Evaluator(s) use active listening skills. While it may be tempting to review various evaluation tools during the debrief, the Evaluator(s) should be focused on the candidate and his or her responses to various questions. This communication skill can be developed and all Evaluators should hone this trait.
  - The Facilitation: The facilitation phase assists in leading the coach through a guided discovery process to probe areas for further evidence. To this end, the Evaluator(s) should use the evidence to justify the attainment of a criterion and to form specific questions or to generate scenarios. This will enable the Evaluator(s) to gather more information, and clarify concerns about elements that may have been missed in the evaluation (portfolio or formal observation). For example, if a safety issue did not present itself in the evaluation, the Evaluator(s) may ask the coach what he or she would have done if a safety-related scenario had occurred.
  - The Closing: The closing phase of the debriefing allows the Evaluator(s) to summarize key points and to provide feedback. The Evaluator(s) may provide comments on specific evidence or provide suggestions for improvement. Remember that any opinion should focus on the coaching behaviours rather than personal qualities of coach. The Evaluator(s) should consider what the coach could do in order to improve based on the

criteria and evidence. In the cases where the candidate is clearly below the standard, the Evaluator(s) may ask if they understood the expectations of the evaluation as this may identify areas to consider in the action plan.

- It is important that the Evaluator or the Evaluation Panel be thoroughly prepared for the debrief session and have a good understanding of the criteria that have been evaluated.
- It is important that the debrief focuses on the criteria and utilizes the specific evidence to assist in justifying the attainment of the criterion. By doing this, the Evaluator or Panel minimizes the risk of criticizing the person, but rather, focuses on identifying or clarifying specific behaviours that could improve the coaching / instructional environment.
- An example of a Debrief Template can be found in the NCCP Evaluation Toolkit Appendix

### **Action Planning**

- The purpose of the Action Plan is to establish short-term and long-term goals for the coach's development. This includes specifying, in order, the steps to take to accomplish these goals. For example, the Action Plan could list steps the coach will take to complete his or her evaluation or to improve in certain areas. For instance, a coach could be encouraged to attend specific workshops or clinics that would assist in the successful achievement of a particular outcome or criterion.
- The Action Plan includes the Evaluator's assessment of a coach's ability to meet the required criteria according the NSO's achievement scale.
- The Action Plan should be developed collaboratively by the Evaluator and the coach.
- The three main areas that an Evaluator(s) or mentor(s) must consider in action planning are organized to align with a Sport's achievement scale (based on the NCCP generic Sportification Tables):
  - Below Standard — For outcomes or criteria that were below standard, the Evaluator must indicate what the coach needs to improve. The Evaluator should be as specific as possible in identifying what the coach needs to do to complete a successful evaluation of particular outcome or criterion. Outlining specific evidence from the Sportification Tables may help identify areas for improvement. Depending on sport policies this may involve a re-submission or a re-observation.
  - NCCP Standard for Core Certification — In this section, the Evaluator should note outcomes for which the coach has met the standards. The Evaluator should identify to the coach what, if anything, the coach still needs to complete to obtain a certified status (e.g., sign a code of conduct, update a professional membership status, or complete additional portfolio pieces.). Once again this will depend on the policies set by the sport governing bodies.
  - Above Standard / Highly Effective — For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities for the coach to continue to improve. This may involve further evaluation towards an advanced gradation status or additional professional development opportunities. It is dependent on the sport's coach development structure and the coach's development goals.
- An example of Action Plan Template can be found in Section 4.

## Reporting

- The Evaluator must provide the coach with a formal record of each step of the evaluation. This includes copies of the portfolio assessment, a summary of the formal observation(s), and a copy of the action plan.
- Each sport must decide where else they wish to keep formal evaluation documentation. For example, the appropriate sport governing body should have copies of the completed evaluation tools in addition to all records supplied to the coach.
- Upon conclusion of the evaluation event, the Evaluator(s) must complete the appropriate **NCCP Course Registration Form**.
  - Clearly indicate coach and Evaluator(s) information including the CC#'s.
  - It is essential the date of birth be recorded on the form. It is not possible to enter coach information into the NCCP Database without an accurate date of birth as this is used as one of the unique identifiers to ensure data integrity.
  - Accurately indicate the appropriate context and stream in which the evaluation occurred.
  - Clearly state the name of the NCCP (e.g., "Competition Coach Evaluation").
  - Send completed forms in a timely manner to the appropriate sport governing body.
  - **Note:** When information is entered into the NCCP Database for the first time, an email is automatically generated and sent to the coach with their CC#, unique password, and instructions for accessing their NCCP transcript. As such, it is highly recommended that Evaluators double check the accuracy of the email provided by the coach.

### 1.8.1 Example Observation and Debrief

An evaluation session is comprised of two basic elements:

- an **observation** by the Evaluator of the coach, and
- a **debrief session** following the evaluation

The following section provides a general outline for conducting an effective coach *observation* and follow-up *debrief* in an "***in the field***" evaluation of *delivering a practice for L2C athletes*.

#### **Before practice observation**

The coach should be aware, well before the evaluation session, of the procedures, timelines and expectations of the session.

The practice observation session parameters should be clearly identified prior to the observation and should assist the coach in demonstrating evidence that will be gathered during the observation.

Before the practice observation, the coach must provide to the Evaluator a practice plan that identifies a particular skill or skills to be developed during the practice session, and a detailed outline of how the coach plans to implement the practice session with his/her athletes. This will assist the Evaluator in ensuring that the content of the coach's practice session will allow necessary gathering of evidence for the evaluation.

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The applicable documentation from the coach (i.e. practice plan, emergency action plan and a detailed outline of how the coach plans to implement the session) is reviewed and discussed as required.

### **During the practice observation**

This consists of gathering evidence necessary to make a judgment on the attainment of the specific criteria. Data collection and summary tools will be used.

The Evaluator should be familiar with the tools, methods and evidence prior to the evaluation. It is important that the Evaluator is engaged in observing the coach rather than attending to a particular tool or detailed checklists. The strength of the debrief relies on critical observation of the coach and noting various incidents that would assist in passing a judgment on coaching competency.

### **Debriefing Session**

The de-briefing meeting between the coach and the Evaluator has two purposes:

- to gather more data in order to understand fully the observed coach's behaviours. To this end, the Evaluator must rely heavily on questions that invite open-ended replies from the applicant, and
- to provide feedback about what went well during the practice session and what areas need improvement. In this phase, the Evaluator should provide feedback as needed, using formative, impersonal and non-judgmental language (i.e., "the next time you try that, you might want to ...")

The debrief should have three main parts:

- Opening: The opening remarks should be made using language that invites the candidate to reflect, to self-assess and to present more information about his or her knowledge; this communication skill can be developed and all Evaluators should hone this trait. The opening stage of the debriefing also provides an opportunity to continue data collection about the coach. Statements from the evaluator may tend to stifle coach expression, but some of the questions may produce substantial additional information about the coach's behaviour.

Examples (Always refer to the major factors to consider in assessing the effectiveness of teaching - safety, learning environment, structure/organization, coach intervention, explanations/demonstration, detecting and correcting performance; pg 144 of L2T OS RM):

- "What did you think went well and why?"
  - "What might you have done better and how you would change it?"
  - "Did you consider other ways to do that?"
- Facilitation: The facilitation phase assists in leading the coach in guided discover to probe areas for further evidence. The Evaluator should ask the coach specific questions that related to evidence within the observation that may have caused some concern or needed clarification. The Evaluator may also present specific scenarios to the coach for evidence that may not have been observed in the practice. For example if a safety issue did not

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present itself in the practice, the Evaluator may ask the coach what he or she would have done if a safety scenario had occurred.

Examples (always refer to the major factors to consider in assessing the effectiveness of teaching - safety, learning environment, structure/organization, coach intervention, explanations/demonstration, detecting and correcting performance; pg 144 of L2T OS RM):

- If “safety situation” occurred explain what you could have done?
- I noticed that you did \_\_\_\_\_, why did you do that, or, what might you have done differently?

- ❑ **Closing:** The closing phase of a debrief allows the Evaluator to summarize key points and provide feedback. Here the Evaluator may provide comments on specific evidence or provide suggestions for improvement.

Examples (always refer to the major factors to consider in assessing the effectiveness of teaching - safety, learning environment, structure/organization, coach intervention, explanations/demonstration, detecting and correcting performance; pg 144 of L2T OS RM):

- Overall I thought that you did \_\_\_\_\_ well. You may want to consider trying \_\_\_\_\_ in the future.
- I observed that “a specific scenario” occurred and thought that you should be aware of it’s impact during the practice session.

## Action Planning

The structure of the recommendation is divided into:

- ❑ **Needs Improvement (NI)** - For criteria that were below standards the evaluator will need to indicate where the coach needs to improve. Here the evaluator should identify what the coach needs to do in order to complete the successful evaluation in a particular outcome. This may involve a re-submit, or a re-observation
- ❑ **Meets Expectations (ME)** - In this case the coach has met the standards of a given criteria. The evaluator should identify elements that were particularly well done and elements that, although meeting the standard, may still need some attention.

The action planning segment of the debrief session should help the coach in setting their short term and long term goals and the sequence of activities to accomplish these.

## **1.9 Roles and Responsibilities**

The following identifies the roles and responsibilities of the coach, division and evaluator regarding the CDAG-T2C sport specific evaluation process.

### **Role of a Coach**

- Complete the necessary prerequisites for CDAG evaluations:
  - Obtain CCD-L2C trained or certified status
  - Obtain NCI Coaching Diploma
  - Attend CCC HP coaching seminar or equivalent mentored activities
- Register (including fee payment) for an evaluation with the CCC Coaching Coordinator.
- Submit the required task-specific documents (portfolio for this task) to the Evaluator that has been assigned to do this evaluation.
- Discuss the evaluation process with the Evaluator prior to the observation session.
- Implement the evaluation task that the Evaluator will observe.
- Participate in a debrief session with the Evaluator following the observation.

### **Role of an External Evaluator and Mentor**

- Obtain from the Division or CCC Coaching Coordinator all necessary information about the coach's NCCP training to date and any paperwork needed to do an evaluation session.
- Discuss the mentoring process with the coach newly enrolled in the CDAG program.
- Obtain, review and evaluate the task-specific documentation (portfolio) from the coach and provide feedback on it prior to the observation session.
- Discuss the evaluation process with the coach prior to the observation session.
- Observe the evaluation task and complete forms that gather evidence of achievement.
- Conduct a debrief following observation; use debriefing guidelines.
- Provide final results to coach candidate.
- Follow-up quickly with all necessary paperwork and administration.

### **Role of CCC**

- Process CDAG Evaluation Registration Form and payment from applicant.
- Check that the applicant has completed the necessary prerequisites.
- Appoint an Evaluator and Mentor; notify them of the coach's NCCP training to date.
- Coordinate with the Evaluator and coach to confirm dates and location of formal evaluation session.
- Provide the Evaluator with the required forms to do an evaluation, including an NCCP CRF and cost reimbursement form.
- Remunerate the Evaluator after receiving all necessary paperwork from the evaluation process.
- File all relevant paperwork.
- Process necessary updates to the CAC databank.

## Section 2 – CDAG Evaluation (sport specific)

### 2.1 Evaluation protocol

#### Getting Started in the CDAG program

- ❑ Upon enrolment in the CDAG program, CCC's manager of coaching development (MCD) will **review all CDAG portfolio components** with the coach and discuss any questions or issues they may have with the program and documents. This discussion should be formative in nature. The MCD will be the primary point of contact for this program and all questions regarding IST selection and international coaching trips will be covered by this CCC staff. Specific coach deliverables and evaluation criteria are explained in the following section.
- ❑ **Selecting IST professionals:** The Canadian Sport Institutes (CSI) across the Country have vetted IST staff working for them and the high performance teams under their operational scope. Coaches must work with a professional who has worked in a significant capacity with a CSI or high performance team in the CSI network.
- ❑ **Mentorship:** Many of the tasks that are part of CDAG workbook may be out of the comfort zones of coaches and may require experienced advice. To aid the in the completion of the CDAG task CCC is willing to pair candidates with mentor coaches to provide guidance and experience. The mentor should ideally have completed the CAC's mentorship module. The mentor must have worked at a training centre level and be familiar with coaching athletes who have raced at the U23 championship or world cup level. It is the role of the CCC evaluator to facilitate the search for a mentor coach for the CDAG candidate. The mentor should agree to minimum one consultation of an hour per month with the CDAG candidate.

## **2.2 Attend CCC High Performance Coaching Seminar**

CCC will offer a high performance seminar once every two to three years for CDAG candidates to attend. The seminar will include experts in the fields of biomechanics, physiology, psychology and athlete development in a cross country ski related context. Coaches are able to attend this seminar once they have completed the Train to Train context but to receive credit for this task in the CDAG certification process coaches must have at least a CCD-L2C trained status and complete the seminar deliverable within one month of the seminar. The seminar will also count towards professional coaching development credits.

**Deliverables:** The CDAG Coach must attend all speakers at the high performance seminar and hand in a document answering the following questions for 3 different speakers:

- 1) Identify the speaker and topic.
- 2) Summary of the speaker's major points.
- 3) How can you apply or use the information presented by this speaker in your daily coaching, yearly planning or program design?
- 4) What future research would you like to see in this topic area?
- 5) What was your overall impression of the speaker and topic?

Of the four speakers reviewed at least one speaker must have covered physiological training and one psychological training. A copy of answers to the above questions should be submitted to the CCC evaluator within 30 days of the completion of the coaching seminar.

**Independent Study Option:** If a coach is unable to attend CCC's high performance coaching seminar they will have the opportunity to complete this task as an independent study assignment under the supervision of a mentor coach (see mentor coach criteria section of the workbook). Together the coach and mentor will select four recent peer reviewed journal articles related to sport physiology (at least 1) and psychology (at least 1). The mentor's role is ensuring that the paper selections are pertinent to the coach's development and can be applied directly to elite athlete development. The coach will prepare a 2 page report on each paper answering the following questions:

- 1) Summary of the paper and major points.
- 2) How can you apply or use the information presented by this paper in your daily coaching, yearly planning or program design?
- 3) What future research would you like to see in this topic area?
- 4) What was your overall impression of the paper and topic?

Coaches can use the seminar template as a guide to complete the independent study evaluation.



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## 2.2.1 Coach Portfolio: HP Coaching Seminar Report

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

### **Speaker's Name, Presentation Title**

- ✓ 2-3 sentences on speaker's background and topic for the presentation.

### **Summary of Speakers major points**

- ✓ 2-3 paragraphs summarizing the major points of the speaker's presentation, what was the content, what information particularly struck you, what were your key learning takeaways.

### **Practical Application of Speaker Presentation**

- ✓ 2-3 paragraphs on how can you apply or use the information presented by this speaker in your daily coaching, yearly planning and program design. Be specific as to the changes that will be made and how you have improve performance outcomes with your athletes.

### **Future Research**

- ✓ 1-2 paragraphs on additional learning you would like to augment this presentation. What additional information would you want as a coach to help improve your skills and coaching.

### **Conclusion**

- ✓ 1 paragraph on overall impression of the speaker and presentation and your learning outcomes.

***This template should be used for each of the 3 speakers required for this deliverable.***

## 2.2.2 Evaluator Checklist: CCC High Performance Coaching Seminar

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Provide a thorough analysis of skiing demands at the elite level</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Attend CCC High Performance Seminar.				<b>OBS</b>
<input type="checkbox"/> Review and summarize material presented on the physiological demands of Nordic ski training				<b>DV</b>
<input type="checkbox"/> Review and summarize material presented on the psychological demands of Nordic ski training				<b>DV</b>
<input type="checkbox"/> Indicates future research/information in physiological area that would be useful for Nordic ski coaches				<b>DV</b>
<input type="checkbox"/> Indicates future research/information in psychological area that would be useful for Nordic ski coaches				<b>DV</b>
<input type="checkbox"/> Provides thoughts on overall impression of speakers, includes suggestions for future improvement.				<b>DV</b>
<b>Criterion: Outline a program structure based on training and competition opportunities</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Discuss way that psychological data presented at the coaching seminar could be incorporated into teams training program				<b>DV</b>
<input type="checkbox"/> Discuss ways that physiological data presented at the coaching seminar could be incorporated into teams training program				<b>DV</b>
<input type="checkbox"/> Provides critical evaluation of at least one other speakers at the high performance seminar indicating areas of future research and how data presented can be incorporated into athletes training plan design				<b>DV</b>
<input type="checkbox"/> Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with CCC's long-term athlete development framework				
<b>Criterion: Identify appropriate measures to promote athlete development</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with CCC's long-term athlete development norms and (2) are adapted to the needs of T2C athletes				<b>DV</b>

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<input type="checkbox"/> Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program				<b>DV</b>
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

## **2.3 Integration of Sport Physiologist into Training Program Design**

Coaches will select and work with an exercise physiologist to help to evaluate and monitor programs throughout a training season. This specialist must be approved by CCC coaching development staff. Coaches should forward the name, contact and credentials of the exercise physiologist they have selected to work with for this project. **Evaluators must vet the selected exercise physiologist for knowledge and understanding of the sport specific training demands of Nordic skiing. It is recommend that evaluators contact the IST professional directly and discuss their role in this program and the requirements of the CDAG program.**

**Process:** CDAG participant will contact and enter into a mentorship arrangement with an exercise physiologist with significant experience working with high-level endurance athletes. The exercise physiologist and CDAG participant will meet at least 5 times over the course of the season with the goal of collaborating on athlete development. During the planning phase of the season the specialist and coach will meet to develop a strategy for an athlete's physiological improvement for the upcoming season. Efforts should be targeted to one athlete. The coach and specialist should develop a testing protocol, monitoring and specific training interventions for the targeted athlete. The goal is for the coach is to work with the specialist to ensure that the targeted athlete receives the appropriate training interventions for their individual physiology.

**Deliverables:** Reports from throughout the training season as follows:

First meeting: Identification and profile of target athlete, including previous testing results, performance results and perceived strengths and weaknesses. In collaboration with the sport physiologist an outline of specific interventions over the course of the season (types of training, when executed,) an explanation of the objective of the interventions and how proposed training will help athlete improve performance will be created. Interventions should be presented as a seasonal plan for each period of the season (see T2T Reference Material Step 11: From YTP to Practice Plan for examples of seasonal plans). Additional written explanation provided as needed. **Dates for the next coach-specialist meeting and when subsequent reports will be submitted should be included in this report.**

Subsequent Reports (2): Subsequent reports should be submitted approximately every three months. These reports should review the pervious training period with critical examination of successes and areas of improvement regarding the training interventions for the target athlete. Based on these results adjustments and updates to the next period's seasonal plan should be submitted at this time. All physiological tests from this period should be submitted with pertinent interpretation from the coach and physiologist. **A single paragraph of analysis of the pervious plan and upcoming protocol from the partner physiologist must be submitted at this time.**

Final Report: The goal of the final report is to provide a critical analysis of the training intervention with the target athlete over the past season. Questions coaches should answer include did the training have the desired effect, how did the athlete's race results reflect the training regime, what would be done differently to increase the effectiveness of this program, what lessons were learned from this process, how can the coach be more

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responsive to the individual training needs of the athletes you coach? Included in this report should be season long monitoring data from the target athlete. Coaches should describe how the athlete's training was modified using this data. Test results should include HRV, heart rate data (plus any other pertinent daily or weekly monitoring data), lab and field tests, and race results.

**\*If the selected athlete becomes injured during the course of the season, the coach may select another athlete for targeted interventions for the remainder of the season.\***

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### 2.3.1 Coach Portfolio: Integration of Sport Physiologist into Training Program Design

#### a) IST first meeting report

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### IST expert professional background

- ✓ 1 paragraph on IST background/biography and why they were selected to work with your team. **\*\*\*IST professional must be approved before initial meeting, see workbook for details.\*\*\***

#### Identification and Profile of target athlete

- ✓ 2-3 paragraphs describing the athletic profile for the target athlete,(s) include training history, testing and performance results and perceived strength and weakness. Data from tests, races can be contained in an appendix.

#### Specific Interventions

- ✓ 2-3 paragraphs outlining the interventions that you and the IST professional have established for your target athlete/team over the course of the season. Describe why these training aspects are being targeted and how the selected interventions will lead to increased performance. Also describe how the training interventions will change and evolve over the course of the season. Appendix should include a seasonal plan for each period of the season with interventions highlighted.

#### Future Meetings

- ✓ 1 paragraph on monitoring protocol and how information will be shared with the IST professional. Schedule of future meetings with the IST and delivery of subsequent reports included here or in appendix.

***This template should be used for both IST Integration Tasks (Physiologist and Psychologist) with specific adjustments made as needed.***

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**b) IST subsequent reports**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Evaluation of previous training period**

- ✓ 2 paragraphs on evaluate the pervious training period with critical review of successes and areas of improvement regarding the training interventions for the target athletes and team.

**Analysis of Previous Plan From IST Professional**

- ✓ 1-2 paragraph analysis of the pervious plan and upcoming protocol from the IST professional.

**Training Adjustments**

- ✓ 1-2 paragraphs on updates and adjustments to the next period's plan based on the results and analysis of the previous period.

**Future Meetings**

- ✓ Note adjustments to schedule of future meetings with the IST and delivery of subsequent reports as needed

***This template should be used for both IST Integration Tasks (Physiologist and Psychologist) with specific adjustments made as needed. Both tasks require 2 subsequent reports.***

**c) IST final report:**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Overall impressions of IST Partnership**

- ✓ 2 paragraphs on what you learned form partnering with the IST professional, how you can better use IST in the field in the future.

**Analysis of Interventions**

- ✓ 4-5 paragraphs analysis of the success and areas for improvement regarding your training interventions. Questions to consider include did the training have the desired effect, how did the athlete's race results reflect the intervention regime, what would be done differently to increase the effectiveness of this program, what lessons were learned from this process, how can you as a coach be more responsive to the individual psychological needs of the athletes you coach?

**Conclusion**

- ✓ 1 paragraph review of critical learning outcomes and how you will apply them in future coaching endeavors.

### 2.3.2 Evaluator Checklist: Integration of Sport Physiologist into Training Program Design

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, SP: Seasonal Plan; TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to cross country skiing</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Implement general and cross country skiing-specific training protocols and methods to appropriately develop and/or maintain all athletic abilities				
<input type="checkbox"/> Ensure selected training protocols and methods are adapted to the specific athletic abilities of an athlete on your team				<b>AP, SP</b>
<input type="checkbox"/> Training programs are modified and adapted based on testing and training results from the past period in the training season.				<b>TM</b>
<input type="checkbox"/> With IST professional Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing physiological performance				<b>DV</b>
<input type="checkbox"/> Provide explanation of the objective of physiological interventions and how proposed training will help athlete improve performance will be created.				<b>DV</b>
<input type="checkbox"/> Provide multiple reports providing a critical explanation of successes and areas of improvement regarding the training interventions for the target athlete.				<b>DV</b>
<input type="checkbox"/> Provide analysis and recommendations from IST professional included in seasonal reports				<b>DV</b>
<b>Criterion: Evaluate if the athlete's sport-specific fitness level for performance and for continued progression in cross country skiing</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Implement field or lab tests to evaluate athletes' cross country skiing-specific fitness in the relevant athletic abilities for cross country skiing				<b>TM</b>
<input type="checkbox"/> Implement a system to monitor progress of sport-specific fitness over time				<b>TM</b>
<input type="checkbox"/> Interpret the results of field or lab tests by comparing them to (1) normative data that are appropriate to the athletes' gender, age, and discipline, and (2) previous evaluation results				<b>TM</b>
<input type="checkbox"/> Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries				<b>TM/Ask</b>
<input type="checkbox"/> Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress				<b>TM/Ask</b>



<input type="checkbox"/> Training protocols (zones) are scrutinized on a weekly basis with HR and lactate testing.				TM
<input type="checkbox"/> With IST professional make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)				Ask/TM/ GP/DV
<input type="checkbox"/> Daily parameters (e.g. HR, HRV, Orthostatic heart rate) are recorded and analyzed. Training decisions are made using this data on a regular basis				DV/TM
<input type="checkbox"/> Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities				YTP/GP /SP
<input type="checkbox"/> Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)				Ask/TM/ DV
<input type="checkbox"/> Use evaluation of sport-specific fitness levels to make appropriate modifications to tactics/strategies used in competition				Ask/TM/ DV
<input type="checkbox"/> Maintain records of evaluation results and ensure confidentiality of records according to CCC privacy policies				Ask
<input type="checkbox"/> Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results				Ask
<input type="checkbox"/> Provide final report critically analysing the training interventions on the target athlete over the past season must include all of the elements below.				DV
<ul style="list-style-type: none"> <li>Coach analyzes whether training had desired results</li> </ul>				DV
<ul style="list-style-type: none"> <li>Coach explains modifications they would make to improve the effectiveness of the program.</li> </ul>				DV
<ul style="list-style-type: none"> <li>Coach expands on lessons learn from working with IST professional</li> </ul>				DV
<ul style="list-style-type: none"> <li>Coach includes season long monitoring data</li> </ul>				DV/TM
<b>Criterion: Identify competition-specific factors that impact performance</b>	NI	ME	EE	OBS
<input type="checkbox"/> Identify performance impact of scheduling of competition(s) and number of competitions within a given period of time on performance				SP/ Ask
<input type="checkbox"/> Demonstrates program revisions and updates reflecting both positive and negative performances of athletes throughout the racing season				DV

<b>Criterion: Perform a thorough analysis of cross country skiing demands at the elite level</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Understands critical elements of information or statistics that serve to describe the requirements for international competitions				<b>All</b>
<input type="checkbox"/> Understands the physiological demands of the sport				<b>All</b>
<input type="checkbox"/> Understands the mental demands of the sport				<b>All</b>
<input type="checkbox"/> Understands the technical demands of the sport				<b>All</b>
<input type="checkbox"/> Understands the tactical and decision-making demands of the sport				<b>All</b>
<input type="checkbox"/> Understands the training commitments required at the elite level in the sport				<b>All</b>
<input type="checkbox"/> Consult with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice				<b>TM</b>
<b>Criterion: Identify appropriate measures to promote athlete development</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with CCC's long-term athlete development norms and (2) are adapted to the needs of T2C athletes				<b>DV</b>
<input type="checkbox"/> Practice plans show innovation and creativity to achieve training objectives. Athletes are challenge and stressed in new ways to spur adaptation.				<b>DV/Ask</b>
<b>Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptation</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Account for logistical constraints in the seasonal training plan when sequencing weekly training activities				<b>DV</b>
<input type="checkbox"/> Strategically position training sessions relative to each other within the week that accounts for: anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term				<b>DV</b>
<input type="checkbox"/> Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc.				<b>DV</b>
<input type="checkbox"/> Take into account fatigue indices from previous weeks' training and competition activities to organize and sequence weekly training priorities and objectives				<b>SP/DV</b>

<input type="checkbox"/> Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program				<b>DV</b>
<b>Criterion: Develop a tapering and peaking program in preparation for important competitions</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Coach develops peaking and doubling peaking plans for athletes at the T2C level that indicates an awareness of specific individual athlete competitive demands. <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reduce the training volume throughout the taper phase</li> <li><input checked="" type="checkbox"/> Maintain or schedule a slight reduction in the weekly frequency of training sessions</li> <li><input checked="" type="checkbox"/> Maintain sufficient volume of high-intensity training</li> <li><input checked="" type="checkbox"/> Decrease the level of fatigue generated during training sessions</li> <li><input checked="" type="checkbox"/> Maintain or schedule a slight reduction in the weekly frequency of training sessions</li> </ul>				<b>SP/DV</b>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **2.4 Integration of Sport Psychologist into Training Program Design**

Coaches will select and work with a sport psychologist build mental skill training into daily practices and create individual performance plan for targeted athletes. This specialist must be approved by CCC coaching development staff. Coaches should forward the name, contact and credentials of the exercise physiologist you have selected to work with for this project. **Evaluators must vet the selected exercise psychologist for knowledge and understanding of the sport specific demands of Nordic skiing. It is recommend that evaluators contact the IST professional directly and discuss their role in this program and the requirements of the CDAG program.**

**Process:** CDAG participant will contact and enter into a mentorship arrangement with a sport psychologist with significant experience working with high-level endurance athletes. The sport psychologist and CDAG participant will meet at least 5 times over the course of the season with the goal of collaborating on athlete development. During the planning phase of the season the specialist and coach will meet to develop a strategy for the team's physiological improvement over the course of the upcoming season. Specific interventions should also be created to target to at least two athletes. The coach and specialist should develop a testing protocol, monitoring and specific training interventions for the targeted athletes and the team. The goal is for the coach is to work with the specialist to ensure that the team has strong mental skills they can use to train purposefully and perform optimally. For the target athletes, the coach and specialist will provide specific training to target their individual mental skill needs.

**Deliverables:** Reports from throughout the training season as follows:

First meeting: Identification and profile of target athletes including perceived strengths and weaknesses. In collaboration with sport psychologist an outline of specific interventions for both the team and individual athletes over the course of the season (types of training, when executed), explanation of the objective of the intervention and how proposed training will help athlete improve performance will be created. Interventions should be presented as a seasonal plan for each period of the season (see T2T Reference Material Step 11: From YTP to Practice Plan for examples of seasonal plans). Additional written explanation should be provided as needed. **Dates for the next coach-specialist meeting and when subsequent reports will be submitted should be included in this report.**

Subsequent Reports (2): Subsequent reports should be submitted approximately every three months. These reports should evaluate the pervious training period with critical review of successes and areas of improvement regarding the training interventions for the target athletes and team. Based on these results adjustments and updates to the next period's seasonal plan should be submitted at this time. **A two-paragraph analysis of the pervious plan and upcoming protocol from the partner physiologist must be submitted at this time.**

Final Report: The goal of the final report is to provide a critical analysis of the training intervention with the target athletes and team over the past season. Coaches should answer the following questions: did the training have the desired effect, how did the athlete's race results reflect the mental skills regime, what would be done differently to increase the effectiveness of this program, what lessons were learned from this process,

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how can the coach be more responsive to the individual psychological needs of the athletes they coach?

**\*If a selected athlete becomes injured during the course of the season, the coach may select another athlete for targeted interventions for the remainder of the season.\***

#### **2.4.1 Coach Portfolio: Integration of Sport Psychologist into Training Program Design**

*Please see "Integration of Sport Physiologist Section"*

## 2.4.2 Evaluator Checklist: Integration of Sport Psychologist into Training Program Design

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to cross country skiing</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Implement specific mental training protocols and methods to appropriately develop and/or maintain mental abilities				<b>DV</b>
<input type="checkbox"/> Ensure selected mental training training protocols and methods are adapted to the specific abilities of two athlete on your team				<b>DV</b>
<input type="checkbox"/> Training programs are modified and adapted based on testing and training results from the past period in the training season.				<b>SP/DV</b>
<input type="checkbox"/> With IST professional Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing psychological performance for both team and selected athletes.				<b>SP/DV</b>
<input type="checkbox"/> Provide explanation of the objective of psychological interventions and how proposed training will help the athletes improve performance will be created.				<b>DV</b>
<input type="checkbox"/> Provide multiple reports providing a critical explanation of successes and areas of improvement regarding the training interventions for the target athletes and team.				<b>DV</b>
<input type="checkbox"/> Provide analysis and recommendations from IST professional included in seasonal reports				<b>DV</b>
<b>Criterion: Implement year round mental training procedures that promote readiness for performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Integrate visualization into athletes' and teams training plans				<b>SP/DV</b>
<input type="checkbox"/> Integrate dealing with distractions into athletes' and teams training plans				<b>SP/DV</b>
<input type="checkbox"/> Incorporate the training of focus into the phases and periods of athletes' training plans				<b>SP/DV</b>
<input type="checkbox"/> Incorporate energization and relaxation into athletes' and teams training plans				<b>SP/DV</b>
<input type="checkbox"/> Evaluate the athlete's mental skills abilities including concentration at critical moments of the competition, distraction control, focus and managing stress.				<b>AP SP/DV</b>
<input type="checkbox"/> Ensure all practice have a positive mental outcome for all athletes.				<b>Ask</b>

<b>Criterion: Evaluate if the athlete's sport-specific fitness level for performance and for continued progression in cross country skiing</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Implement field or lab tests to evaluate athletes' abilities in the relevant mental training areas.				<b>TM</b>
<input type="checkbox"/> Implement a system to monitor progress of mental skill training over time				<b>TM</b>
<input type="checkbox"/> Interpret the results of field or lab tests by comparing them to (1) normative data that are appropriate to the athletes' gender, age, and discipline, and (2) previous evaluation results				<b>TM</b>
<input type="checkbox"/> Implement a regular monitoring system to evaluate mental stress to prevent burnout and minimize racing stress				<b>TM/Ask</b>
<input type="checkbox"/> With IST professional make adjustments to weekly or monthly mental training protocol based on test results or observations of athlete (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected mental skills)				<b>Ask/TM/ SP/DV</b>
<input type="checkbox"/> Daily practices some be incorporate at least one mental skill for athletes to practice				<b>DV/Ask</b>
<input type="checkbox"/> Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific mental skills				<b>SP/DV</b>
<input type="checkbox"/> Use evaluation of mental state to make appropriate modifications to tactics/strategies used in competition				<b>Ask/TM/ DV</b>
<input type="checkbox"/> Maintain records of evaluation results and ensure confidentiality of records according to CCC privacy policies				<b>Ask</b>
<input type="checkbox"/> Work with other coaches to implement mental skills procedure and protocols, and mentor other coaches in interpreting the mental skills				<b>Ask</b>
<input type="checkbox"/> Provide final report critically analysing the training interventions' on the target athlete over the past season must include all of the elements below.				<b>DV</b>
<input type="checkbox"/> Coach analyzes whether training had desired results				<b>DV</b>
<input type="checkbox"/> Coach explains modifications they would make to improve the effectiveness of the program.				<b>DV</b>
<input type="checkbox"/> Coach expands on lessons learn from working with IST professional				<b>DV</b>
<input type="checkbox"/> Coach includes season long monitoring data				<b>DV</b>
<b>Criterion: Identify competition-specific factors that impact performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Identify performance impact of scheduling of competition(s) and number of competitions within a given period of time on performance				<b>SP/ DV</b>

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<input type="checkbox"/> Demonstrates revisions and updates to mental skills process reflecting both positive and negative performances of athletes throughout the racing season				<b>SP/DV</b>
<input type="checkbox"/> Creates positive and supportive environment for athletes at all races				<b>DV/ASK</b>
<input type="checkbox"/> Develops strategies to ensure athletes are able to learn from races regards of outcome.				<b>DV</b>
<input type="checkbox"/> Develops mental training skills to ensure that performance is consistent and repeatable at all events regardless of level.				<b>DV</b>
<b>Criterion: Integrate yearly training priorities for cross country skiing into own program</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
Work with IST resource to correctly prioritize mental skills to be trained at a given time of the Yearly Training Plan				<b>SP/GP</b>
<input type="checkbox"/> Identify for a given week in the program: <ul style="list-style-type: none"> <li>✓ The total number of mental skill work require to see improve in athlete abilities. Use this information to determine the total training/practice time on mental skills within the week</li> <li>✓ Whether there is a gap between the “minimum training time required to induce specific training effects” and the “time available for training”, using IST as a resource guidelines</li> </ul> <p>The organization and sequence of mental priorities on a weekly basis are based on timing within Yearly Training Plan</p>				<b>SP/DV</b>
Identify adjustments to seasonal plans throughout season to better reflect athlete situation.				<b>DV/SP</b>
Prioritize key mental training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of components during each period of the plan.				<b>SP/GP/ DV</b>

Comments: \_\_\_\_\_  
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Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_



## 2.5 Trends in Technique, Biomechanics and Tactics

The purpose of this section of the CDAG evaluation is to ensure that coaches are able to identify emerging technique and tactical trends at the highest level of performance.

### Part 1: World Cup Trends

Coaches are required to watch the races of the current season of the World Cup and provide critical analysis of emerging techniques and tactics at the world cup level.

**Deliverable:** Coaches should answer the following questions in their report: What are the emerging trends on the world cup level? How do these techniques and strategies influence training at the elite level? Will the techniques and strategies be effective for all athletes? How can the coach apply the strategies to athletes they coach? How will these strategies and tactics influence future races at the national and World Cup level?

Coaches should make reference to specific races and provide links to videos whenever possible. Examples of trends from the 2014-2015 season include athletes breaking away solo in 50km mass start races and athletes choosing to double pole entire classic distance races.

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## 2.5.1 Coach Portfolio: Trends in Technique, Biomechanics and Tactics Report part 1 (WC trends)

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

### **Emerging Trends**

- ✓ 1 paragraph on identified trend in technique, biomechanics or tactics emerging on the world cup. Proved specific examples and links to videos (appendix) whenever possible.

### **Analysis of Trend**

- ✓ 3-4 paragraphs analysis of the impact this trend will have on racing and training. Questions to consider include: How do these techniques and strategies influence training at the elite level? Will the techniques and strategies be effective for all athletes? How can you apply use the strategies to athletes you coach? How will these strategies and tactics influence futures races at the national and World Cup level?

### **Conclusion**

- ✓ 1 paragraph review of critical learning outcomes and how you will apply them in your coaching.

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## 2.5.2 Evaluator Checklist: Trends in Technique, Biomechanics and Tactics Part 1: World Cup Trends

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Make interventions that enhance learning and that are aimed at improving the athlete's performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Use video evaluation to gather information about world cup athletes' performance to enhance learning in athletes.				<b>Vid</b>
<input type="checkbox"/> Provides links to videos demonstrating technique or strategy trend				<b>Vid</b>
<b>Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	
<input type="checkbox"/> Correctly identify emerging technique trends on the world cup				<b>DV</b>
<input type="checkbox"/> Identify how the technique trends influence training at the elite level.				<b>DV</b>
<input type="checkbox"/> Identifies the profile of athletes that would be able to effectively integrate the technique trend in to their racing.				<b>DV</b>
<input type="checkbox"/> Indicates how the identified trend/strategy can be applied to athletes in the coach's program.				<b>DV</b>
<input type="checkbox"/> Critically examines how the identified trend will influence future races at the national and World Cup level				<b>DV</b>
<input type="checkbox"/> Correctly identify potential impacts on individual or team tactics that may result from incorrect execution of technical elements				<b>DV</b>
<input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to apply identified trend				<b>DV</b>
<input type="checkbox"/> Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements (as needed)				<b>DV</b>
<input type="checkbox"/> Correctly and consistently apply tactical principles while performing analyses of advanced sport-specific strategy elements (as needed)				<b>DV</b>

Comments: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 2.5.3 Coach Portfolio: Trends in Technique, Biomechanics and Tactics Report part 2 (Sprint Tactics Analysis):

Coaches must demonstrate advanced knowledge of racing tactics and how to use this knowledge to aid the strategies of athletes they coach. It is recommended that coaches review the Comp-Dev on snow reference material when completing this report.

**Deliverable:** At a NorAm level race coaches should film (or have someone film for them) a sprint race heats and provide an analysis of sprint tactics. Coaches should provide an analysis of the racecourse, conditions and video clips of races at critical points on the course with their commentary and critique of the strategies used by the successful and unsuccessful athletes. The coach should prescribe an appropriate activity and/or drill to assist athletes to make a correction in performance. This task is a video only submission that should use current video analysis software (e.g. coaches eye, ubersense or equivalent). The video should be between 5 and 10min in length.

#### Video Submission Criteria

- Video or voice over must identify the race format, location and athletes (bib number or athlete).
- Coaches should identify critical environmental factors including weather and race course profile that influence sprint tactics for the analyzed race
- Video must be clear (good lighting, not grainy, it must be easy to distinguish different athletes and techniques) and motion stabilized (or filmed with a steady hand).
- Athletes being critiqued must be easy to identify and filmed at a reasonable distance from the camera.
- Video analysis tools such as slow motion or drawing tools must be used to illustrate the tactics or techniques being examined.
- Coaches correctly identify a technique or tactic pertinent to L2C athletes.
- Coaches explanation on voice over of the video is clear and direct viewers to relevant cues.
- Coach identifies successful and unsuccessful execution of the technique and tactic being examined.
- Coach correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements
- Coach provides instruction on how this skill could be improved using examples of other racers or practical technique advice (for example on snow video of technique drills).

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## 2.5.4 Evaluator Checklist: Trends in Technique, Biomechanics and Tactics Part 2: Sprint Tactics Analysis

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Make interventions that enhance learning and that are aimed at improving the athlete's performance</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance				<b>DV</b>
<b>Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	
<input type="checkbox"/> Identify outcome (intention) of a tactical skill and specify performance factors that define optimal performance based on world cup race tactics				<b>DV</b>
<input type="checkbox"/> Identify critical environmental factors including weather and race course profile that influence sprint tactics for the analyzed race.				<b>DV</b>
<input type="checkbox"/> Correctly identify potential impacts on individual or team tactics that may result from incorrect execution of technical elements				<b>DV</b>
<input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the tactical elements identified				<b>DV</b>
<input type="checkbox"/> Coach critiques of the strategies used by the successful and unsuccessful athletes				<b>DV</b>
<input type="checkbox"/> Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements				<b>DV</b>
<b>Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Identify specific corrective measures based on analysis of potential causes of performance errors,				<b>DV</b>
<input type="checkbox"/> Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance				<b>DV</b>

Comments: \_\_\_\_\_

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Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2.6 **Athlete Life Development Project**

Skiing is what athletes do, not who they are. All good athletes should strive to have balanced lives outside of their ski career with other interests and events occupying their time. Coaches should be aware that athletes who display good balance between their athletic and personal lives are more likely to succeed long term in the sport. These athletes are better able to deal with setbacks and disappointment and stick with athletic training and lifestyles for longer periods. As part of the CDAG evaluation process, coaches are tasked with undertaking an athlete life development project with the team they coach.

**Speaker Workshop:** The coach will organize a half-day workshop with a sport professional centering on the theme of achieving sport life balance. The speaker should help athletes establish the initial steps of the Athlete Life Development Project.

**Athlete Life Development Project:** Coaches will get athletes on their team complete Athlete Life Development objectives on a semi-monthly basis. How they administer this process is at the coach's discretion, however it is recommended that athletes use the suggestions in the CDAG coach workbook as the basis of their Athlete Life Development Project. Every other month athletes should create a mini presentation to the team describing the actions they took in the previous period to achieve-sport life balance and what projects they will be undertaking in the next period. Coaches should remind athletes that these need not be large measures, but rather small steps helping them achieve broader diversity of interests and activities. **See coach workbook for suggestions for athlete life development project.**

**Deliverable:** Coaches should hand in a copy of three different athlete presentations of their semi-monthly achievements (can be a video recording of the presentation). The coach will also hand in a general report of the activities athletes undertook during this process and should evaluate if this plan helped athletes broaden at diversify their interests and undertakings. The coach should also reflect on how they could improve upon this process in the coming year and what were the biggest obstacles to achieving sport life balance for their athletes.

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## 2.6.1 Coach Portfolio: Helping Athletes Achieve Sport/Life Balance Report

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

### **Report on Speaker Workshop**

- ✓ 1 paragraph summary of the speaker workshop on athlete/life balance. Detail activities, learning outcomes for you and the athletes and how you would improve this process in the future.

### **Explanation of Athlete Sport/Life Project**

- ✓ 2-3 paragraphs explaining how you established and built an athlete/sport balance into the culture of your team. Provide examples of how you supported athlete achievement, developed buy in and facilitated completion of the athlete projects.

### **Summary and Report on Project**

- ✓ 2-3 paragraphs report of the activities athletes undertook during this process. Coach should provide critical analysis of whether this plan helped athletes broaden and diversify their interests and undertakings outside of sport. Coach should also reflect on how they could improve upon this process in the coming year and what were the biggest obstacles to achieving sport life balance for their athletes.

***Final Report must include 3 reports from athletes on their projects (can be videos of reports to the team)***

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## 2.6.2 Evaluator Checklist: Athlete Sport/Life Balance Project

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Implement protocols and methods that contribute to the development of life skills and personal development</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Organize and implement a half-day workshop with a sport professional centering on the theme of achieving sport life balance				<b>DV</b>
<input type="checkbox"/> Establish early season athlete life development objectives with athletes on team. Record goals and objectives as well as specific monitoring tools.				<b>DV</b>
<input type="checkbox"/> Specific objectives for the ALD project are established using SMART goals.				<b>DV</b>
<input type="checkbox"/> Coach and athlete clearly identifies activities from provided list in coach workbook or equivalent for ALD				<b>DV</b>
<input type="checkbox"/> Athletes present on a quarterly basis actions and goals obtained during ALD project.				<b>DV</b>
<input type="checkbox"/> Provide multiple reports providing a critical explanation of successes and areas of improvement regarding the ALD program both for the team and individuals				<b>DV</b>
<input type="checkbox"/> Provide analysis and recommendations for future activities and areas athletes involved in the ALD plan can work towards.				<b>DV</b>
<input type="checkbox"/> Integrate athlete life balance project into team and individual athlete program scheduling				<b>DV</b>
<input type="checkbox"/> Schedule quarterly meeting with the team to share athlete life balance project learning and provide progress reports.				<b>DV</b>
<input type="checkbox"/> Incorporate relaxing into athlete's athlete life balance project.				<b>DV</b>
<input type="checkbox"/> Implement a process to evaluate progress of athlete life balance project over the season.				<b>DV</b>
<input type="checkbox"/> Use evaluation of athlete mental state to make appropriate modifications to athlete life development plan over the season.				<b>DV</b>
<input type="checkbox"/> Ensure athletes select project to positive healthy life style, and minimizes potential stresses.				<b>DV</b>
<input type="checkbox"/> Provide final report critically analyzing the training interventions' on the target athlete over the past season must include all of the elements				<b>DV</b>



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below.				
<input type="checkbox"/> Coach analyzes whether training had desired results				<b>DV</b>
<input type="checkbox"/> Coach explains modifications they would make to improve the effectiveness of the program.				<b>DV</b>

Comments: \_\_\_\_\_  
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\_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

## **2.7 Practical Curriculum: Hands on Experience for CDAG Coaches**

Coaches at the CDAG level are well on their way to eventually leading the next generation of Canadian World Cup athletes. As such these coaches need to have significant experience working with athletes and managing logistics at the international level. The goal of the practical curriculum is to provide coaches with entry-level international experience to prepare them for the challenges of the international racing scene

Evaluation of waxing proficiency and achievement of learning plan objectives to be provided by head coach of the international trip. This evaluation should be submitted with the trip report.

**a) International Racing Trip 1 (assist):** Assist Cross Country Canada's efforts at an international racing trip. This can include the World Jr/U23 championships, World Cups or European B Tours. Coaches are encouraged to apply for HPCE of this nature when posted on the CCC website.

**Deliverables:** Coaches will be required to develop a learning plan before departing for the trip with input from the lead coach of the racing trip. This learning plan should include:

- Objectives for trip (technical, tactical, cultural, organizational, physiological, psychological etc.).
- Specific tasks under your direction (in consultation with the lead coach).

Upon Completion of the trip coaches should hand in a 2-page reflection on the experience with areas for improvement and successes. The lead coach for the trip will also provide an evaluation on waxing skills and proficiency during the trip.

**b) International Racing Trip 2 (lead):** Coaches will be responsible for organizing and leading an international racing trip (B-Tour or World Jr/U23 Championship). For this trip the coach is responsible for logistical, staff and athlete organization with the help of CCC staff.

**Deliverables:** Coaches are expected to maintain a journal of activities and learning outcomes from the trip organizational process. Bi-weekly to daily dated journal entries with activities should be recorded. After the trip the coach should reflect on experience with areas for improvement and successes. From their experiences coaches should develop a brief planning guide for future lead trip coaches including budget, venues, accommodations and travel arrangements, visas, communication and on site planning. The journal, planning guide and reflection/analysis paper should be handed into CCC evaluation staff at the end of the race season.

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### 2.7.1 Coach Portfolio: International Racing Trip 1 Report (assist)

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### **Learning Plan (Developed Before the Trip)**

- ✓ 2 paragraphs summary of learning plan developed before departing for the trip with input from the lead coach of the racing trip. The learning plan should include: Objectives for trip (technical, tactical, cultural, organizational, physiological, psychological etc.) and Specific tasks under your direction (in consultation with the lead coach).

#### **Reflection on Trip**

- ✓ 4-5 paragraphs reflection on the experience with areas for improvement and successes. Did you achieve your learning objectives? What was the greatest lesson learned? What skills and experiences do you need to improve in order to lead an international racing trip? What were the memorable experiences on this trip? How did the working environment with new coaches and athletes challenge you?

#### **Evaluation form lead coach**

- ✓ Attach a 1 paragraph report from the lead coach on your waxing proficiency and your achievement of the learning plan objectives.

## 2.7.2 Evaluation Checklist: International Racing Trip 1 (assist)

Coach Name: \_\_\_\_\_ NCCP#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Develop and reflect personal learning plan for an international trip.</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Creates learning objective that includes elements of technical, tactical, cultural, organizational, physiological and psychological learning.				<b>DV</b>
<input type="checkbox"/> Works with lead coach to establish specific tasks under their direction.				<b>DV</b>
<input type="checkbox"/> Coaches should hand in a 2-page reflection on the experience with areas for improvement and successes.				<b>DV</b>
<b>Criterion: Identify competition-specific factors that impact performance</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Identify performance impact of environmental conditions expected to prevail at the competition site (temperature; altitude; pollution; etc.)				<b>DV/ Ask</b>
<input type="checkbox"/> Identify performance impact of time differences between home and competition site				<b>DV/ Ask</b>
<input type="checkbox"/> Identify performance impact of time necessary to travel to competition site, and travel conditions				<b>DV/ Ask</b>
<input type="checkbox"/> Identify performance impact of logistics and accommodation available at the competition site				<b>DV/ Ask</b>
<input type="checkbox"/> Identify impact of nutritional issues at the competition site				<b>DV/ Ask</b>
<input type="checkbox"/> Identify impact of training opportunities and schedules available at the competition site				<b>DV/ Ask</b>
<b>Criterion: Implement procedures that promote readiness for performance pre-competition</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Monitor and provide guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition				<b>DV/ Ask/ OBS</b>
<input type="checkbox"/> Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives				<b>DV/ Ask/ OBS</b>
<input type="checkbox"/> Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction)				<b>DV/ Ask/ OBS</b>

<input type="checkbox"/> Identify tactics and strategies that are consistent with athletes' stage of development and yearly objectives, and reflect on analysis of both athletes coached and opponents. Integrate into pre-race plan with athlete.				DV/ Ask/ OBS
<input type="checkbox"/> Identify tactics and strategies that are consistent with the rules of competition and principles of fair play				DV/ Ask/ OBS
<input type="checkbox"/> Ensure athletes perform appropriate physical warm-up				DV/ Ask/ OBS
<input type="checkbox"/> Ensure athletes perform appropriate cool down				DV/ Ask/ OBS
<input type="checkbox"/> Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance				DV/ Ask/ OBS
<input type="checkbox"/> Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes				DV/ Ask/ OBS
<b>Criterion: Make decisions and interventions that promote sport-specific performance during competition</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Provide support to athletes from the most optimal vantage point for technique feedback, splits and feeds				DV/ Ask/ OBS
<input type="checkbox"/> Behave in a controlled manner and show respect towards officials, opponents, and own athletes				DV/ Ask/ OBS
<input type="checkbox"/> Make use of the opportunities to interact directly with athletes during a sprint competition (between rounds)				DV/ Ask/ OBS
<input type="checkbox"/> Ensure that athletes or team are focused on the task, not the result				DV/ Ask/ OBS
<input type="checkbox"/> Provide athletes with recovery and fatigue management strategies during the competition, where appropriate for sport				DV/ Ask/ OBS
<input type="checkbox"/> Make interventions that provide strategic information (in mass start or sprint event), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies)				DV/ Ask/ OBS
<input type="checkbox"/> Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport				DV/ Ask/ OBS
<input type="checkbox"/> Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete performance				DV/ Ask/ OBS
<input type="checkbox"/> Make adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g., injury)				DV/ Ask/ OBS

<input type="checkbox"/> Correctly interpret competitive rules and ensure athletes understanding of rules				DV/ Ask/ OBS
<b>Criterion: Support athletes in selection of adequate equipment</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> on race site: makes recommendation of equipment to use based on snow and track conditions, available choices, athlete's skills and style, outcome of ski test and wax test				
<b>Criterion: manage ski test, wax test and ski prep protocols on race sites</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> pre-analysis of conditions and refinement of ski and wax testing protocol, including limited options of waxes				DV/ Ask/ OBS
<input type="checkbox"/> assignment of roles among wax tech team based on experience and skills				DV/ Ask/ OBS
<input type="checkbox"/> use of standardized testing protocols and templates for kick and glide wax and base structures				DV/ Ask/ OBS
<input type="checkbox"/> adequate execution of testing for kick wax and glide wax and base structures				DV/ Ask/ OBS
<input type="checkbox"/> adequate application of wax, glide and ski structure				DV/ Ask/ OBS
<input type="checkbox"/> re-evaluating wax, glide and ski structure throughout the event (often over several hours) and make appropriate changes based on evolution of weather and track				DV/ Ask/ OBS
<b>Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Apply recovery and regeneration techniques to prevent fatigue and overtraining				DV/ Ask/ OBS

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature \_\_\_\_\_

Date: \_\_\_\_\_

Dec 1, 2016

### 2.7.3 Coach Portfolio: International Racing Trip 2 Report (lead)

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

#### **Journal of activities for trip organization**

- ✓ 2 paragraph summary of learning outcomes from the organization process and detailed journal of organizational activities (appendix). Example of journal entries:

<b>Date</b>	<b>Activity</b>	<b>Notes/Learning Outcome</b>
10/08/17	Contacted embassy regarding tight turn-around on visa applications.	Embassy is extremely unresponsive by phone, had better success physically going to the consulate in person.
23/11/17	Confirmed with CCC final selection process and nomination procedure.	Communicating trip guidelines needs to be done well in advance.
14/12/17	Final booking of race site hotels.	Cancellation policy is paramount to hotel selection as final numbers may vary as we approach departure date.

#### **Trip Planning Guide**

- ✓ From their experiences coaches should develop a brief (2 page) planning guide for future lead trip coaches including budget, venues, accommodations and travel arrangements, visas, communication and on site logistics.

#### **Conclusion/Reflect**

- ✓ After the trip the coach should reflect on their experience with areas for improvement and successes. Provide a 1 paragraph summary of learning outcomes from this trip.

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## 2.7.4 Evaluation Checklist: International Racing Trip 2 (lead)

Coach Name: \_\_\_\_\_ CC#: \_\_\_\_\_

EE: exceeds expectation; ME: meets expectation; NI: needs improvement; OBS: observed; DV: Deliverable; WP: weekly plan; PP: practice plan; YTP: yearly training plan, TP: team profile; AP: athlete profile; TM: testing and monitoring; GP: goals and priorities; Ask: ask coach.

<b>Criterion: Oversee logistics/support to create favourable conditions for performance</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Ensure that necessary wax and ski equipment is ready and available to use, and is in good/safe condition				<b>DV</b>
<input type="checkbox"/> Provide coaches, support staff athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location, rallying points, etc.				<b>DV</b>
<input type="checkbox"/> Provide clear procedures and team regulations pertaining to expected standards of behaviours while away from home				<b>DV</b>
<input type="checkbox"/> Coordinate safe and timely athlete and equipment transportation				<b>DV</b>
<input type="checkbox"/> Clarify competition rules prior to the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders				<b>DV</b>
<input type="checkbox"/> Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment				<b>DV</b>
<input type="checkbox"/> Ensure athletes meet nutritional expectations by providing appropriate information on when and what to eat				<b>DV</b>
<input type="checkbox"/> Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.)				<b>DV</b>
<input type="checkbox"/> Implement adequate contingency plans when confronted with unforeseen or ambiguous factors that affect the competition				<b>DV</b>
<input type="checkbox"/> Implement strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (e.g., thermal stress, altitude, jet lag, time zone changes, pollution)				<b>DV</b>
<input type="checkbox"/> Manage assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.) effectively and professionally				<b>DV</b>
<input type="checkbox"/> Develop and communicate written guidelines pertaining to expectations of self, athletes, parents, support staff and other stakeholders before, during, and after competitions				<b>DV</b>
<input type="checkbox"/> Manage expenses and financial considerations related to competitive even				<b>DV</b>
<b>Criterion: Manage administrative aspects of international trip and oversee logistics</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>



Dec 1, 2016

<input type="checkbox"/> Apply recovery and regeneration techniques to prevent fatigue and overtraining				<b>DV</b>
<input type="checkbox"/> Present a communication tool which outlines the philosophy and objectives of the program				<b>DV</b>
<input type="checkbox"/> Keep track of payments ensuring funds are collected from and reimbursed to athletes				<b>DV</b>
<input type="checkbox"/> Book accommodations and transport for all events (e.g., travel arrangements, food, chaperones, etc.)				<b>DV</b>
<input type="checkbox"/> Establish Budget with other trip leaders and CCC staff				<b>DV</b>
<input type="checkbox"/> Ensure athletes and staff acquire proper documentation and insurance for trip. Coordinate racing equipment logistics and transport (skis, wax box etc).				<b>DV</b>
<input type="checkbox"/> Recruit and assign roles for support staff at all events.				<b>DV</b>
<input type="checkbox"/> Establish itinerary selecting races that are developmentally appropriate for the team.				<b>DV</b>
<input type="checkbox"/> Communicate with experienced world cup staff regarding training venues and local knowledge.				<b>DV</b>
<input type="checkbox"/> Work with the athlete's coaches to establish training opportunities and racing schedule.				<b>DV</b>
<input type="checkbox"/> Recruit and assign roles for support staff at all events.				<b>DV</b>
<input type="checkbox"/> Ensure opportunities for cultural learning among athletes				<b>DV</b>
<input type="checkbox"/> Register athletes for races and liaise with race organizational personnel as needed.				<b>DV</b>
<input type="checkbox"/> Debriefs trip with coaching leaders				<b>DV</b>
<b>Criterion: Develop and reflect personal learning plan for an international trip.</b>				
<b>Expectations</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>OBS</b>
<input type="checkbox"/> Creates learning objective that includes elements of technical, tactical, cultural, organizational, physiological and psychological learning.				<b>DV</b>
<input type="checkbox"/> Maintains a journal of activities and learning outcomes from the trip organization process with Bi-weekly journal entries.				<b>DV</b>
<input type="checkbox"/> Submit reflection on the experience with areas for improvement and successes.				<b>DV</b>
<input type="checkbox"/> Coach develops a brief planning guide for future lead trip coaches including budget, venues, accommodations and travel arrangements, visas, communication and on site planning				<b>DV</b>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator name (print): \_\_\_\_\_

Evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Section 3 – Evaluator Tools

### 3.1 CDAG Evaluation Overview: Coach Profile

<b>Name</b>	<b>Surname</b>		<b>First Name</b>		<b>CC#</b>								
<b>Address</b>	<b>Apt.</b>	<b>Street</b>											
	<b>City</b>				<b>Province/Territory</b>			<b>Postal Code</b>					
<b>Phone</b>	( ) - <b>Home</b>			( ) - <b>Business</b>			( ) - <b>Cell</b>						
<b>Email</b>													
<b>Number of Years Coaching</b>					<b>Athlete Context (L2T or T2T)</b>								
<b>Name of Club</b>					<b>Head Coach</b>								
<b>Athlete Information</b>					<b>Main Emphasis of Practice</b> Identify potential areas of emphasis by prioritizing each potential cause of athlete performance. Circle the priority: H=High; M=Medium; L=Low								
# Athletes		Average practice time		Equipment	H	M	L						
Youngest athlete age		# Practices/ week		Environment	H	M	L						
Oldest athlete age		# Weeks per year		Affective	H	M	L						
Ave. # competitions per year		# competitions per season		Cognitive	H	M	L						
Yearly Training Plan (if T2T stage)		Next competition (days or weeks)		Physical	H	M	L						
				Tactical	H	M	L						
				Technical	H	M	L						
<b>Coaching Goals</b> Indicate the 3 main objectives of the practice / competition													
1.													
2.													
3.													

### 3.2 Coach Evaluation: Action Plan Template

Criteria Evaluated		Rank (NI, ME, EE)	Check E=Successful Evaluation N=Not ready
Action Planning (Next Steps)			
<p><b>Needs Improvement</b></p> <p>Identify what the coach needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.</p>			
<p><b>Meets Expectations</b></p> <p>Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.</p>			
<p><b>Exceeds Expectations</b></p> <p>In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.</p>			
Evaluator Signature		Date	
Coach Signature		Date	
Evaluator	Surname	First Name	
Phone	( ) Home	( ) Business	( ) Fax
Email			



3. Was the evaluator well prepared and on time for the evaluation (if applicable)?

1 ----- 2 ----- 3 ----- 4 ----- 5  
NOT AT ALL SOMEWHAT VERY MUCH SO

Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did the evaluator demonstrate a professional attitude during the evaluation (observation without interference, facilitated a relaxed evaluation context)?

1 ----- 2 ----- 3 ----- 4 ----- 5  
NOT AT ALL SOMEWHAT VERY MUCH SO

Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Did the evaluator spend enough time for the debriefing of the evaluation, i.e. asking for your own appreciation of your performance, providing feedback on the outcome of the evaluation and helping you to elaborate an action plan to address skills to be improved (if applicable)?

1 ----- 2 ----- 3 ----- 4 ----- 5  
NOT AT ALL SOMEWHAT VERY MUCH SO

Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Overall, do you feel like the evaluation process and requirements helped you acquire or perfect the targeted competencies?

1 ----- 2 ----- 3 ----- 4 ----- 5  
NOT AT ALL SOMEWHAT VERY MUCH SO

Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Appreciating that the evaluation requirements and expectations are generally dictated by the Coaching Association of Canada, would you have any suggestions to improve the evaluation process?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please forward to Cathy Harris at [charris@cccski.com](mailto:charris@cccski.com)

## **REFERENCES**

NCCP Evaluation Tool Kit, Coaching Association of Canada, version 2.1, 2011

Reference Material : Competition-Development (L2C) dryland , Cross Country Canada, 2015

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Coach Guidebook : Competition-Development Advanced Gradation (L2C) on snow , Cross Country Canada, 2016



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