ADVANCED PERFORMANCE & HP COACH

OPERATIONS MANUAL

&

EVALUATION PACKAGE

Volleyball Canada

National Coaching Certification Program

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Coaching Association of Canada
Association canadienne des entraîneurs

National Coaching Certification Program

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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Version control

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

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1 INTRODUCTION

1.1 The National Coaching Certification Program (NCCP)

The NCCP is a training and certification program to give coaches the confidence to succeed. The NCCP is delivered as a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada. Since NCCP's inception in 1974, more than a million coaches and sport leaders have taken part in NCCP training, education and certification activities.

The Coaching Association of Canada works with over 65 different national sport organizations (NSOs) across Canada to develop sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport. The workshops range from three-hour, online, introductory workshops for beginner coaches and weekend workshops for intermediate coaches to intensive, two-year training programs for advanced coaches.

1.2 Purpose of this document

This manual contains information to implement Volleyball Canada's **Advanced Performance Coach & High Performance Coach** NCCP program. *The equivalent NCCP term for this course is: Competition-development Advanced Gradation (CDAG) and Competition-High Performance.*

The overriding goal of Volleyball Canada is to create world leading, high performance coaching and technical leadership for Canada's podium potential athletes.

Participants will receive NCCP credit. They can track their progress in The Locker, the NCCP database that supports the efforts of all Canadians involved in coach education.

2 GENERAL INFORMATION AND ADMISSION PROCESS

The Advanced Performance & HP Coach program recognizes competencies beyond the minimum standards, based on demonstrated expertise within the VC Performance Stream. This program reinforces the competency-based curriculum approach. That approach begins by identifying the needs of athletes, thereby determining what coaches must be able to do to meet these needs and effectively lead their athletes.

2.1 Targeted coach audience

High performance refers to athletes who are progressing along the podium pathway and meeting performance-related benchmarks. High-performance coaches are defined as those coaches working with athletes on the podium track. The Advanced Performance & HP Coach program is part of the pathway for high-performance coaches and targets those who work with athletes in the podium pathway, or in the Train to Compete and Learn/Train to Win stages of long-term development (LTD). Coaches may include:

❑ National Training Centre coaches and targeted Next Generation pathway coaches
❑ NSO-identified coaches with potential to develop into coaches of high-performance athletes (those who are progressing along the podium pathway and meeting performance-related benchmarks as high-performance athletes*)*
❑ Post-secondary institution coaches (U SPORTS, CCAA, NCAA)
❑ Personal coaches of NSO-identified athletes
❑ Canada Games and provincial team coaches
❑ This pathway pertains to all three volleyball disciplines: Indoor, Beach and Sitting.
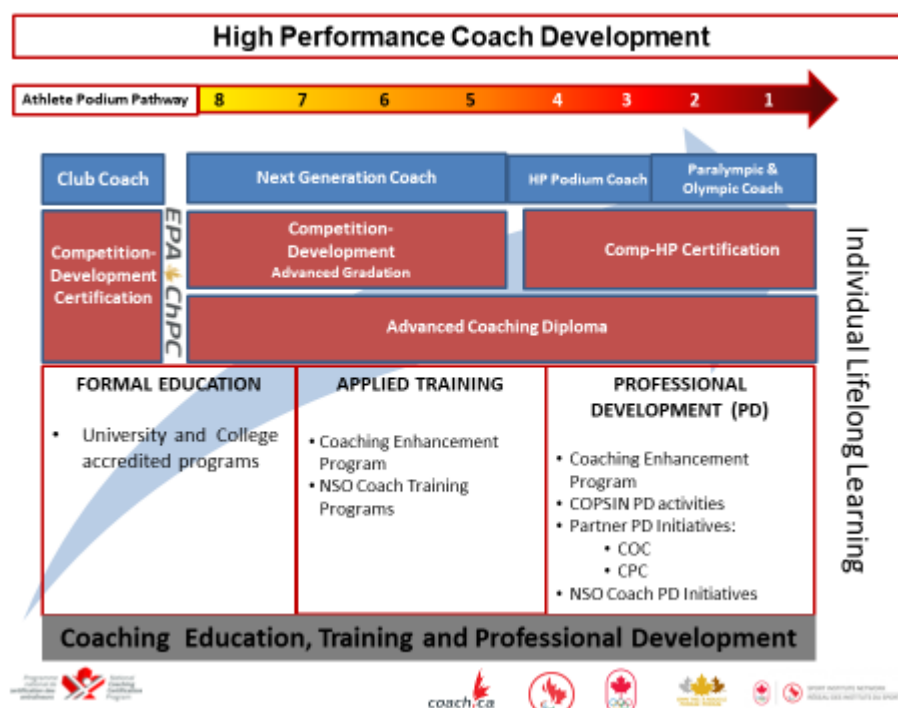
2.2   Admissibility to the Program

Eligibility is based on the following criteria:
- ❑ Coach must be Certified in the Performance Coach context
- ❑ Must be an active coach in the Train to Compete or Learn/Train to Win stage
- ❑ International experience a strong asset
- ❑ Coach must be endorsed by Volleyball Canada. *All coaches may pursue the Advanced Coaching Diploma (ACD) offered by COPSIN. However, only Volleyball Canada endorsed coaches will be able to achieve certified status in the Advanced Performance Coach or HP Coach context. Coaches who have completed the ACD program in the past may be endorsed by VC at a later date (see Appendix K). Only Volleyball Canada endorsed coaches will be eligible for the Experiential Learning program.*

2.3   Admission Process

Volleyball Canada may directly contact candidates or may use an 'open call' process (posted on their website). Coaches must apply to Volleyball Canada, along with a personal resume, including NCCP number and relevant coaching experience.

The selection committee will meet with the selected candidate(s) to determine the certification pathway that will best meet the candidates' needs considering their unique biography, previous experiences (academic/athletics), family situation, actual (or near future) coaching context, etc.

Each year, Volleyball Canada's selection committee will meet to discuss the need to support new coaches (around 1 per year per discipline) to be certified in the CDAG & HP Program. The selection committee will be composed of:

- High Performance Director.
- Director, Athlete and Coach pathways.
- Head Coaches or Next Gen Coach of the National Teams (indoor, beach, sitting).
- Director, Sport Science and Innovation

Volleyball Canada's Coaching Director (CD) manages and supports the process alongside the HP candidate coach. The CD will:

- Lead the selection process on an annual basis
- Provide the candidate with this Package.
- Arrange suitable candidates for mentors or Personal Learning Coach (PLC)
- Work with the lead of the ACD to ensure expectations are appropriately communicated with the mentors. Connects regularly with mentors and PLC's who will provide updates on coach progress toward outcomes/criteria.
- Coordinate with CSI's to join the assessment process for CDAG.
- Arrange 2-3 VC panel members or experts for all assessments for CDAG.
- Arrange mid-point and final-assessment panel for HP according to the same process outlined on page 10 for ACD.
- Coordinate through the mentor and the coach, the development of candidate activities to fill the identified gaps from assessments.
- Manage the payment for mentors or experts

For coaches applying to the Pre-set curriculum pathway, Volleyball Canada is responsible for contacting the CDAG lead consultant and the relevant Canadian sport centre/institute (CSC/CSI) to inform these organizations of a coach's admission. Coaches will then go through The Locker to register for the appropriate training in the Advanced Coaching Diploma (ACD). To

frame the partnership and finalize the admission, a memorandum of understanding will be signed between the NSO, the CSC/CSI and each coach.
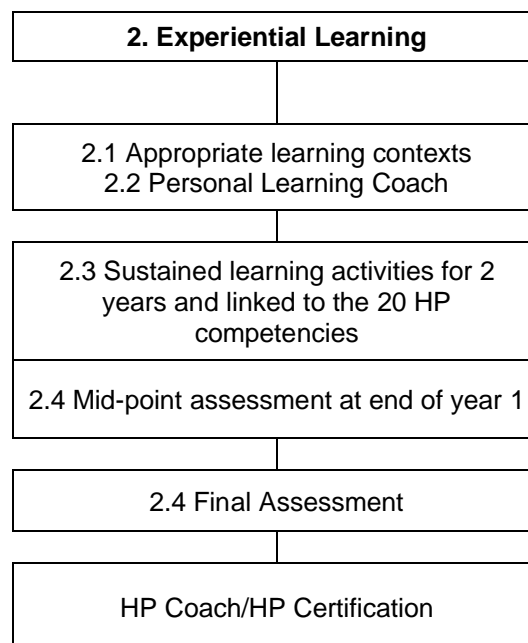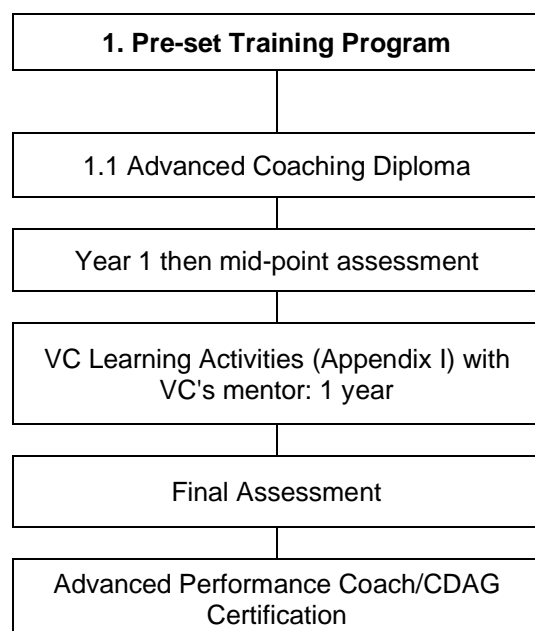
2.4 Coach pathway

Volleyball Canada offers selected coaches <u>two pathways</u> to be certified as either an Advanced Performance Coach or HP Coach:

1. **Pre-set curriculum**. This training approach is based on courses/modules (already developed) that coaches should take to fill gaps in their coaching knowledge. The focus is on acquisition (teaching and evaluation) of specific coaching knowledge.
2. **Emerging curriculum**. This training approach is based on '**Experiential learning'** frameworks/ theories. The focus is on the 'process of becoming' an Advanced Performance Coach (documenting the development – learning activities as they emerge – over a period of time).

Specific to the '**Experiential learning'** pathway:

- Throughout this pathway, coaches will be exposed to the requirements / challenges of coaching volleyball at the international level. These coaching situations will lead the learning activities related to 20 key HP coaching competencies (knowledge and skills) and capabilities (capacity to apply competencies).
- To be certified, coaches will have, at the end of a period of time (could vary from 12 - 24 months), to present and discuss the content of their portfolio (process of "becoming" a HP volleyball coach and not an evaluation of knowledge acquisition) to a group of knowledgeable persons from CAC, Volleyball Canada, OTP, COC, and other experts in the field.
- This pathway has been piloted with a Men's Indoor volleyball coach during the period of September 2016 to April 2018.

| **1. Pre-set Training Program**	**2. Experiential Learning**
1.1 Advanced Coaching Diploma	2.1 Appropriate learning contexts 2.2 Personal Learning Coach
Year 1 then mid-point assessment	2.3 Sustained learning activities for 2 years and linked to the 20 HP competencies
VC Learning Activities (Appendix I) with VC's mentor: 1 year	2.4 Mid-point assessment at end of year 1
Final Assessment	2.4 Final Assessment
Advanced Performance Coach/CDAG Certification	HP Coach/HP Certification

2.4.1   Pre-set training program

The pre-set training program pathway is based on courses/modules developed to fill gaps in the coaches' coaching competencies (knowledge and skills). The coaches' deficiencies are often identified during audits where a committee composed of experts ask the candidate questions on different coaching topics. Following the audit, the coaching content that must be learned is identified along with the courses/modules.

2.4.2   Advanced Coaching Diploma (ACD)

Coaches can register to take the full ACD or to take some of its modules. Considering that the content of the ACD is not sport specific, Volleyball Canada will provide a mentor (see Appendix G for more details about mentoring) to help the coach to integrate the ACD content in their volleyball coaching context as well as activities listed in Appendix I. At the completion of the ACD program assessment (VC panel is present), the coach could be certified Advanced Performance Coach (Comp-Dev Advanced Gradation).
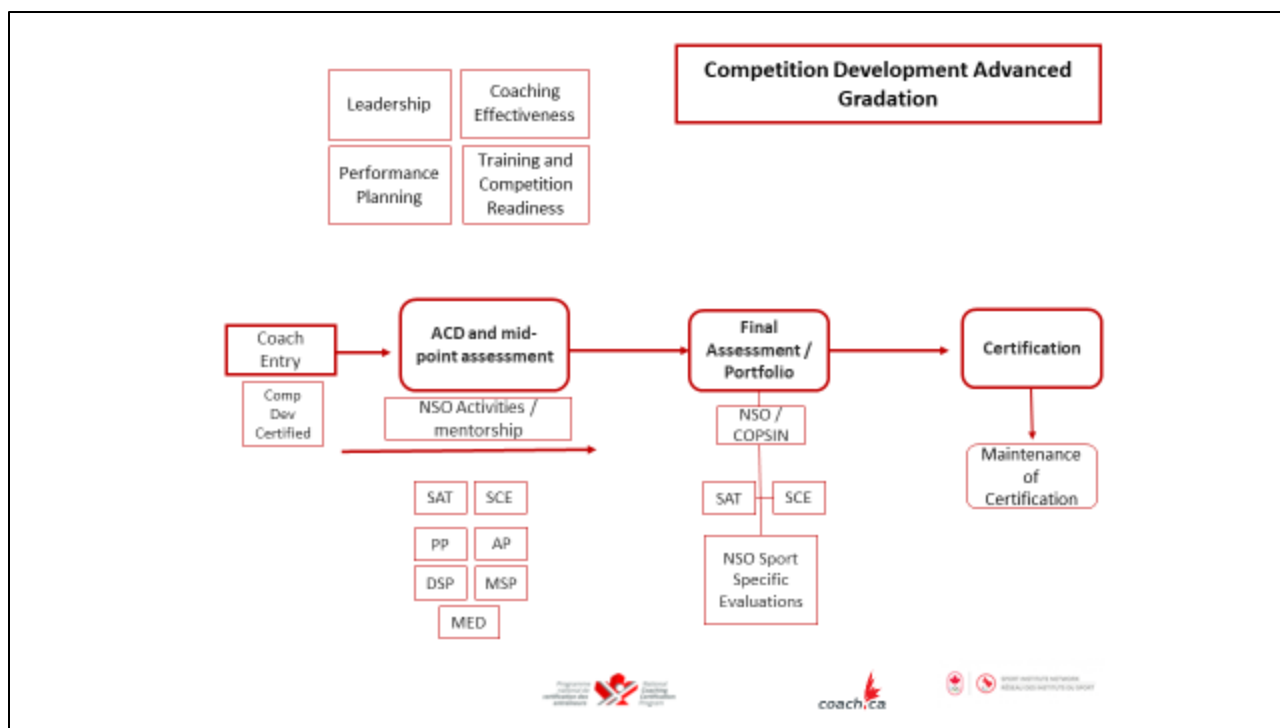
❑ Coaches going through the ACD have opportunities to develop (training and evaluated) all the required outcomes and criteria for NCCP minimum standard (see Appendix J, At-a-glance table).

❑ Coaches who already graduated from the ACD will be required to follow Volleyball Canada-specific guidelines to achieve CDAG certification (see Appendix K, Challenge process).

2.4.3   The Ethical Decision-Making Process

The CDAG outcomes and criteria build on the minimum standards of both scope and depth for training and evaluation in the competition-development context. At the competition-development context, training and evaluation are delivered through the NSO. Within the Advanced Performance Coach/CDAG context, the outcomes and criteria are strongly aligned to those of the Advanced Coaching Diploma program, which is delivered through the Canadian Olympic-Paralympic Sport Institute Network (COPSIN). Coaches are trained and evaluated through a combined delivery between the COPSIN and strong partnership with their NSOs.

The ACD provides an opportunity for the active coach with a busy schedule to engage in advanced learning. The ACD program is available in a two-year, part-time program. Yet, the ACD program may also be obtained in more or less time, depending on the COPSIN's various delivery schedules.

The ACD program is articulated around 4 themes, including 18 different modules.

2.4.4   ACD themes and modules

Coaching leadership theme	Performance planning theme
• Effective leadership behaviours • Creating your coaching philosophy • Leading change • Living your coaching philosophy • Building effective teams • Leading a program	• Profiling sport performance • Developing integrated training plans • Living the training plan • Managing the training plan with a mentor
Coaching effectiveness theme	Training and competition readiness theme
• Teaching that enables learning • Analyzing and developing skills • Quantifying and monitoring performance • Demonstrating coaching effectiveness	• Health and safety • Athlete identification and selection • Preparing for competition • Strategic planning for training and competition

These 4 themes and 18 modules, along with any additional required Volleyball Canada activities, contribute to the development of all the required Advanced Performance Coach/CDAG outcomes and criteria as well as the 5 NCCP core competencies.

Throughout the program, each coach builds a portfolio and gets opportunities for continuous assessment of the criteria. Other Volleyball Canada activities may include, but aren't limited to Appendix I activities; and, other activities identified in Appendix J's At-a-glance tables. For more information, please visit coach.ca/ACD or contact your local CSC/CSI.

2.4.5   ACD Coach evaluation

As a minimum standard, sport-specific evaluation happens through the ACD midpoint and final panel assessment. NSOs can also determine if further evaluation of the coach is required

outside, or in addition to the ACD assessments. The ACD director works with the NSO to determine if any other requirements must be added to the coach pathway to final assessment.

For coaches to engage in formal assessment events, the coaches must submit at least a month before the events: all portfolio items from modules delivered up to the program's midpoint; and, a fully completed (100%) portfolio of evidence to the final panel assessment. After submitting portfolio items for either the midpoint or final submission, the ACD director coordinates, in collaboration with the NSO, the scheduling for the respective assessment. The ACD Director and NSO work together to ensure the right experts are available to evaluate the portfolio and the presentations.

2.4.6   ACD midpoint and final assessment

The ACD Operations Manual defines specific content for the ACD midpoint and final assessment.

2.4.7   Roles and responsibilities for ACD midpoint and final panel assessment

- ❑ ACD Director (or designate)
  - This individual leads the process in collaboration with the NSO.

- ❑ ACD Coach Developers
  - Content specialists deliver the program. They promptly assess the achievement of criteria related to their domain of expertise (for example, psychology, nutrition, performance planning, ...) by assessing the achieved criteria in the portfolio activities.
  - Mentors and content specialists are assessing the criteria on an ongoing basis throughout the ACD program and at midpoint and final presentations.

- ❑ ACD panel
  - The ACD Director, ACD Coach Developers (content specialists or mentors as needed) and CAC HP consultant (as needed) assess the ACD midpoint and final presentations.
  - Together, the ACD panel members decide the coach's ACD graduation.
  - Additional panel members may be recommended.
  - Assessment is based on the program criteria and competencies demonstrated through the program.

- ❑ NSO-identified, sport-specific CDAG Coach Developer
  - A sport-specific mentor or evaluator must be authorized by the NSO to grant CDAG based on the sport-approved program.
  - The Coach Developer contributes to the ACD assessment and makes a final decision on achievement of the criteria.

- ❑ Optional
  - CAC High Performance (HP) representative
  - NSO High-Performance Director
  - High-Performance Advisor from Own the Podium
  - COC or CPC representative

2.4.8 Steps for ACD midpoint and final panel assessment

❑ Steps before the assessment:
- Coach submits completed, required portfolio to the ACD director and prepares the presentation.
- ACD director (or designate) ensures all portfolio activities are assessed by the relevant content specialist or mentor.
- ACD director (or designate) coordinates the assessment scheduling with the panel as outlined above.
- ACD director and NSO representative (VC Coaching Director or Mentor) ensures the coach is ready to have a positive and efficient experience (multi-sport mentor support and pre-brief).
- ACD director (or designate) provides the coach's portfolio and evaluation grids to the sport-specific coach evaluator and ensures the process is understood.

❑ Steps for the assessment day:
- ACD director (or designate) and NSO representative lead and explain the process.
- Coach presents (midpoint duration: 60 minutes for pre-brief, presentation and discussion; final assessment duration: 120 minutes for pre-brief, presentation and discussion);
- Evaluation ends for the coach.
- Panel fills the evaluation grids and recommends activities to include in the action plan.

❑ Post-assessment steps:
- ACD director (or designate) and NSO representative coordinate a debrief with the coach and the sport-specific coach developer (if applicable).
- Participants of debrief discuss the evaluation, achieved criteria and proposed action plan for the coach.
- A follow-up action plan is developed, in collaboration with the coach, the NSO and the ACD director (or designate).

2.4.9 Volleyball-specific evaluations

Volleyball Canada may require additional activities to evaluate the coach under various outcomes and criteria. For example, VC may feel that more evidence is required to demonstrate the coach's competency at the advanced gradation context. Some of these activities may include: training environment formal observation, competition environment formal observation, specific planning activities, specific performance analysis activities, and more activities. These additional criteria and examples are identified and presented in Appendix J's "At-a-glance table".

Additional volleyball-specific evaluations can be linked directly to the final assessment or performed at a separate time and another venue. In addition to the final assessment, Volleyball Canada is responsible for organizing all logistics for additional evaluation events. Volleyball Coach Developers must work closely with the ACD Coaching Director for any additional evaluation activities or evidence to be provided during the final assessment.

2.4.10 Quality Control and Impact Assessment

The ACD undergoes a thorough, third-party assessment every 2 years to ensure quality assurance and evaluate impact. The ACD (including its content, delivery and implementation) is assessed through the coaches, Coach Developers, subject matter experts and ACD Director.

Volleyball Canada will assess the quality of the Experiential Learning pathway on a cycle. The first cycle will conclude once 5 coaches have completed the program. Quality assessment will include post training survey for coaches or an exit interview. After each cohort VC will conduct a meeting with Coach developers and mentors to update the program if needed.

2.4.11 Experiential learning pathway

Volleyball Canada wants to innovate by offering a pathway based on 'Experiential learning' frameworks/theories. It is believed that this pathway is an interesting option for HP coaches who, for various reasons (family, work, etc.), might have difficulties completing a formal coach education program (e.g., ACD) offered away from home and their place of work.

Experiential learning as an approach to learn and develop is not new but has rarely been used in the field of Coach Education (Cronin & Lowes, 2016). Below, we present the different components of the 'Experiential learning' pathway. It is important to mention that this pathway is structured to make the learning process highly individualized, flexible, and should meet the specific needs of the coaches (women & men; indoor, beach & sitting).

i.   *Appropriate learning contexts*

In an 'Experiential learning' pathway, the context is very important because it provides the meaningful learning situations. For each of its coaching contexts (indoor, beach, sitting; women, men) Volleyball Canada will identify and structure a 'learning context'. As an example, and following a pilot project, the 'learning context' for the men's indoor program will look like this:

1. The annual training of the Men's National Team (From May to September) offers many training sessions and competitions at the international level.
2. After this training camp, coaches will go back to their own coaching practice (college, university, club) as head coach. For a candidate with an HP athlete background and no coaching experience, being an assistant coach for one year might be required.

ii.   *Personal learning coach (Learning facilitator)*

For the program to run smoothly it will take the presence of a resource person called 'Personal Learning Coach' (PLC):

- Considering the role they played in this program, the PLCs should have relevant knowledge in (a) the sport coaching process, (b) the sport coaching science literature, and (c) the helping relationship (e.g. sport psychology, personal coaching...).
- Volleyball Canada can recruit potential PLCs through the Canadian Sport Psychology Association (CSPA; https://www.cspa-acps.com) and the COPSIN staff.
- For more information on the role that PLCs should play in a learning/development approach based on 'Experiential learning', we suggest reading the article in Appendix G: *Milistetd, M., Peniza, L., Trudel, P., & Paquette, K. (submitted). Nurturing high-performance sport coaches'*

learning and development using a narrative-collaborative coaching approach. LASE Journal of Sport Science.

    iii.   <u>Sustained learning activities</u>

        In an 'Experiential learning' approach the learning activities (books, videos, meetings with experts, etc.) are not specified in advance. If the 'learning context' is chosen/structured appropriately it will provide the adequate coaching topics on which the coach has to work. All these coaching topics can be related to any one of the 20 key HP coaching competencies that make up the Volleyball HP coaching competencies reference matrix.

Key HP coaching competencies
Lead High Performance Program
1. Enable HP culture that promotes excellence.
2. Make values based decisions that impact program goals.
3. Interacts with others to facilitate common HP vision and mission.
4. Identify personal coaching philosophy that influences HP Program
Coach Effectively in the HP Daily Training Environment
5. Make effective interventions that promote resilient performance
6. Optimally structure the HP daily training environment
7. Make Observations to maximize performance
8. Reflect on coaching practices
Coach Effectively in the HP Competition Environment
9. Effectively Manage pre-competition strategies
10. Make effective interventions that impact performance in competition
11. Facilitate post-comp. strategies to maximize ongoing performance
12. Effectively manage players and staff in competition
Design and Manage the HP Training Plan
13. Identify HP gap analysis
14. Create the HP training plan
15. Use effective monitoring to enforce training plan design
16. Effectively integrate ISTs into the plan
Others
17. Presentations at conferences
18. Personal learning growth (relaxation,....)
19. Learning how to learn (lifelong learning)
20. Other

   *a.   Starting point (Coach's previous competencies).*

The goal of the first learning activity is to circumscribe the coaching competencies that the coach could already possess when entering the program. Using an in-depth interview, the PLC will help the coach to translate their 'tacit knowledge' (knowing more than we can tell) into 'explicit knowledge' (easy to articulate). The information shared by the coach can be connected to the 20 key HP coaching competencies. The interview will generally focus on the coach's previous experience as student (degree), HP athlete, assistant coach, or coach. (See Appendix B for an example)

    b.   Deliberate learning.

When asked about how they have learned to coach, coaches mentioned several sources (for a review of literature, see He, Trudel, & Culver, 2018) including 'through experience' – their day-to-day work. However, in the HP coaching context, coaches should not wait for learning situations to happen, they (and their sport organizations) need to *deliberately* look for and even create meaningful learning situations. For Trede and McEwen (2016), deliberate professionals/practitioners "are continuous learners who question their own assumptions and beliefs, they are also curious of other's beliefs and work towards finding common ground and

share understanding." (p.8), and "aspire to learning more than mastering measurable knowledge and skills; they also aspire to acquiring the means to support their need for perspective, value and meaning-making through a lifelong journey of learning and change" (p.9).

Kolb's experiential learning cycle (or an adaptation), is often suggested to structure learning activities based on working challenges (bottom-up). The cycle is composed of four stages and all or some of these stages will be used during the sessions (called coaching conversations) between the HPC and the PLC.
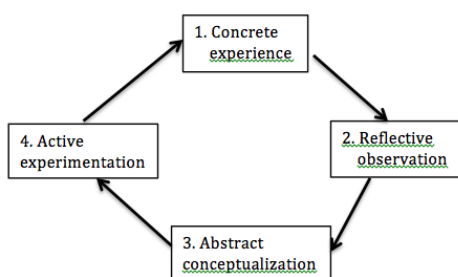
Kolb's experiential learning cycle

1. Concrete experience or do (learner is experiencing an activity). In this stage, the HPC talk about a coaching experience he/she had during the last week (or so). This coaching experience will generally match one (or many) of the 20 key HP coaching competencies. (See Appendix C for an example)

2. Reflective observation or observe (consciously reflecting back on the activity). In this stage, the PLC questions the HPC in an attempt to get a deeper understanding (emotion, feeling,…) of the experience.

3. Abstract conceptualization or think (presented with/or trying to conceptualize a theory or model). The HPC and the PLC works together to find a better way to behave/ to take action/… For this co-creation of knowledge to succeed, the HPC needs to bring his/her perspective, the LPC needs to bring their perspective, and others' perspective are sought by (a) taking a module offered in an existing coach training program (e.g., Advance Coaching Diploma), (b) contacting knowledgeable people (head coach, mentor, ITS members,…), and (c) by consulting information on the Web or in the scientific literature (See Appendix D for an example of how information on the Web and in the scientific literature can be used). Progressively there will be a bank of documents that are particularly useful to help in this reflective process.

4. Active experimentation or plan (testing in a forthcoming experience). An action/decision to take is developed for the HPC to implement. This becomes another concrete experience to start another cycle.

The PLC will keep track of the content of each session (coaching conversation) in addition to making sure that the HPC prepares their portfolio progressively. The number of coaching conversations between the PLC and the HPC will vary depending on the candidate's starting point.

2.4.12 Assessment (Coach's portfolio)

For each of the five categories of the key HP coaching competencies (Lead HP program; Coach effectively in the HP daily training environment; Coach effectively in the HP competition environment; Design and Manage the HP training plan; Others), the coach will prepare a binder documenting the specific learning activities and the development progression (beginning, middle, and end stages). The coach will also present a few 'Cases' to illustrate their capabilities to combine many competencies to address coaching challenges/issues at the high performance level.

The HPC will be invited to present and discuss the content of their portfolio (process of "Becoming" a HP coach and not an evaluation of knowledge acquisition) to a group of knowledgeable persons from CAC, CSI, Volleyball Canada (2-3), OTP, COC, and 2 subject matter experts (IST, Sport Psych). An assessment grid will be used to help the committee in its decision to certify the coach (see Appendix E). At the end of the coach's presentation, the coach will leave the room and each member of the committee will share the content of their assessment grid and, if additional work is needed for some competencies or capabilities, the committee will clearly describe what the coach should do.

When the 'Experiential learning' pathway exceeds one year, the HPC and PLC should together present a mid-way report to Volleyball Canada (Coaching Director).

2.4.13 Assessment (Coach's evaluation)

For the Competition and Training categories within the key HP coaching competencies, in-person or video evaluation may take place. The following competencies are evaluated by an NSO approved Evaluator as per the Evaluation Tool:

- Competition: Effectively manage pre-comp strategies; make effective interventions that impact performance in comp; facilitate post-comp strategies to maximize ongoing performance; effectively manage players and staff in comp; copes effectively with pressure;
- Leading: Copes effectively with pressure;
- Training: Make effective interventions that promote resilient performance; optimally structure the HP Daily training environment.

The number of evaluations is dependent on the coach demonstrating competency and the need for repeat evaluations.

Pilot of the 'Experiential learning' pathway

The 'Experiential learning' pathway has been piloted with a HP volleyball indoor coach (Dan Lewis) during the period of September 2016 to April 2018. During these 20 months, there were 30 coaching conversations and different matrices and tables have been developed and will serve as templates in the future. (See Appendix B, C, D, E)

The cost to certify a HPC through an 'Experiential learning' pathway will vary depending on the starting point of the candidate. We present in Appendix F some scenarios.

3   COACH DEVELOPERS AND CONTENT SPECIALISTS

According to the International Council for Coaching Excellence (ICCE), Coach Developers aren't simply "experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants."

In short, Coach Developers need to be experts in learning, as well as experts in coaching. NCCP Coach Developers include Learning Facilitators, Coach Evaluators and Master Coach Developers.

The roles and expected qualifications for the CDAG context are:
- ❑ ACD Director (or designate)
  - • certified or qualified to deliver Master Coach Developer and NCCP Mentorship modules
- ❑ Volleyball-specific Coach Evaluators
  - • qualified to deliver (trained or certified) for CDAG context
  - • Individuals listed as approved Volleyball Mentors (Appendix G), may also be Evaluators
- ❑ ACD Mentors
  - • trained Coach Evaluator and has completed the NCCP Mentorship module
- ❑ Other Volleyball-specific Coach Developers
  - • coach mentors (recommended to have completed the NCCP Mentorship module)
  - • Learning Facilitators qualified to deliver CDAG context (dependent on additional NSO activities)

Mentors involved with the ACD or Volleyball Canada are expected to have:
- ❑ taken the NCCP Mentorship module
- ❑ demonstrated the ability to debrief coaches against assessment criteria
- ❑ current or recent coaching experience as an NCCP-accredited coach

Content specialists are also involved in the ACD training, assessment and evaluation of the coaches. Content specialists can be, but are not limited to:
- ❑ experts or specialists from the COPSIN (for example, a physiologist, biomechanist, strength and conditioning coach, leadership instructor)
  - • Content specialists from the COPSIN are expected to have as a minimum a Master's degree related to the content delivered.
  - • Ideally, they would also have current or recent practitioner experience in high-performance sport.
- ❑ university professors

❑ NSO National Team staff:
- coaches
- IST
- Other experts designated by Volleyball Canada

3.1 Pathway

3.1.1 Experience and Training of the Mentor

Includes some or all of the following:

Experience

❑ Current or previous National Team Coach

❑ Head of Delegation at International Events

❑ Current or previous High Performance Director

❑ Current or previous Coaching or Sport Science Director

❑ Certified Performance Coach with 10+ years experience

Training

❑ NCCP Mentorship Multi-sport Module

Evaluation & Impact Assessment

❑ To determine the effectiveness of the Mentor, Volleyball Canada will conduct an exit interview with the Coach Candidate, the Personal Learning Coach (if applicable), the ACD Mentor (if applicable), Assistant Coaches and Players.

3.1.2 Experience and Training of the Evaluator

Includes some or all of the following:

Experience

❑ Current or previous National Team Coach

❑ Head of Delegation at International Events

❑ Current or previous High Performance Director

❑ Current or previous Coaching Director

Training

❑ Certified Performance Coach Evaluator

❑ One-on-one training with Coaching Director on using the Evaluation Tool (CDAG or HP) for either the in-person evaluations of training/competition or panel assessments.

Evaluation & Impact Assessment

❑ To determine the effectiveness of the Evaluator, Volleyball Canada will conduct an exit interview with the Coach Candidate, the Personal Learning Coach (if applicable), the ACD Mentor (if applicable), Assistant Coaches and Players.

Refer to page 10 for the "Personal Learning Coach" pathway.

4 COSTS

The Coach candidate is responsible for payment of both CDAG and HP programs. Volleyball Canada may subsidize the program, depending on funding opportunities.

4.1 ACD - Full program, assessment included

Activity	Cost
non-refundable application	**$75**
Complete ACD	**$4000**
sport fees	**can vary (e.g., $25/hour for mentorship x 96 hrs = $2600)**

4.2 ACD - À la carte

Activity	Cost
ACD theme, assessment included	**$1250**
ACD modules, assessment included	**$400**

4.3 ACD - Challenge process, special occasions only

Activity	Cost
COPSIN fees for panel assessment (ACD lead plus 2 content specialists)	**$2000**
sport fees	**can vary**

Additional fees associated with other training or assessment may be negotiated between Volleyball Canada and ACD Director. Grants may be available from Volleyball Canada or from provincial sources.

4.4 Experiential Learning – Full Program only

Activity	Cost
Personal Learning Coach	**See Appendix F for more details.**
Assessment	**Travel or honorarium for any required assessment panel members**

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6 APPENDIX A: VOLLEYBALL CANADA'S PERFORMANCE COACHING STREAM

PERFORMANCE STREAM				IN TRAINING	TRAINED	CERTIFIED
Term	**Ages**	**LTAD Stage**	**Context**	**Content**	**Content**	**Evaluation**
Performance Coach (NCCP Competition-Development)	19+	Train to Compete	Post-Secondary/ Provincial and National Team Programs/Pro	Foundations of Volleyball eLearning	Making Head Way Managing Conflict Leading Drug Free Sport Psychology of Performance Coaching & Leading Effectively Prevention and Recovery Developing Athletic Abilities Performance Planning Manage a Sport Program ADV Planning a Practice Performance Coach Workshop	1. MED Online Evaluation 2. Managing Conflict Online Evaluation 3. Leading Drug Free Sport Online Evaluation 4. Teaching Basic & Intermediate Skills 5. Performance Planning Portfolio 6. Manage a Sport Program submission 7. PC Support to Athletes in Training 8. PC Support the Competitive Experience
Advanced Performance Coach (NCCP Comp-Dev ADV Gradation)		Learn to Win Train to Win			Advanced Coaching Diploma process	1. Certification in the Performance Coach context 2. Mid-point and Final Evaluation
High Performance Coach (NCCP Comp-HP)					Experiential Learning Program	1. Certification in the Performance Coach context 2. Mid-point and Final Evaluation

See the Volleyball Canada website for Maintenance of Certification and Professional Development opportunities.

7   APPENDIX B: LINKING CONTENT OF THE IN-DEPTH INTERVIEW TO THE HP COACHING COMPETENCIES

OVERVIEW OF DANIEL LEWIS' BIOGRAPHY

Daniel's experiences as an athlete: Sample of his major successes

Period	Achievements		Main Learning
1997- 2016	**Team's**		*What it takes to become a high performance player*
	16 National Team Seasons		1. Team dynamic between players (ignition, initiator)
	15 year Professional including		2. Coach-athletes interactions
	7 Champions League seasons		3. Travelling (jetlag, food, culture, etc.)
	3 World Championships		4. Fatigue vs performance
	5 Pan Am Games		5. Dealing with stress and pressure (being in the moment)
	World Cup 2015		
	1 World League final		
	2 final four Tournaments		
	Dan's		
	1996 CIS rookie of the year and Final Tournament MVP		
	2009 Final Four Best Libero		
	2013 World League Best Libero		

Daniel's coaching learning journey as an athlete

Period	Contexts	Code (Standards)	Main Learning
Dan as: STUDENT			
1995-2001	Complete a Bachelor in Economic	1-4	1. Time management 2. Making graphs,… 3. Maximizing the output considering the variables present
Dan as: ATHLETE (1997- 2016)			
Pre Glenn Hoag (1997- 2006)			
1997-1998 (winter)	On the National Team with Coach A: - HP training plan not adequate	13-15	1. Lack of proper physical training results in players' injuries and frustration
1998-99	1. Play Beach Tour Canada and had success, & World Tour debut (short period and finished 7 in the world)	13-15	1. Can perform well at a lowest level and/or for a short period of time even if the physical condition is not very good. But it cannot last.
	2. Next season – in World tour and PanAm Games – was very very bad. - No coach - No structure - Try our best to structure and plan	13-15	2. Experimenting the gap between my physical condition and the other players at the World tour 3. Understanding what is the impact of a lack of physical preparation 4. Started to design own practice and season plans, but no real understanding of Meso/Macro cycles.
2000-2003	On the National Team with Coach B : - Can be better at coach-athletes communications	5-6	1. Importance of good communications (what not to do)
	- Training plan with low periodization - Level of Tactic/strategic low for International level	13-15	2. Impact of a coach's weak structure/planning on the athletes' development 3. Importance to have performance indicators to prepare 'players' profiles' IPP = individual performance plan - something that OTP pushes a lot and that Glenn would do naturally from his players' profiles and analysis. Using his performance indicators to confirm what he saw and then would plan to work on. None of this was being done (or at least I saw none of it) and witnessed the lack of assessment and analysis from coach A/B and so on.

8 APPENDIX C: KEEPING TRACK OF THE CONTENT OF EACH COACHING CONVERSATION

Overview of the topics discussed during and applied between meetings						
	16 20-09	17 17-10	18 26-10	19 01-11	20 15-11	21 22-11
Lead High Performance program						
1. Enable High Performance culture that promotes excellence.	X	x				
2. Make values based decisions that impact program goals.	X	x				
3. Interacts with others to facilitate common HP vision and mission.	X	x				
4. Identify personal coaching philosophy that influences HP Program	X	x			x	x
Coach effectively in the HPD daily training environment			Obser.			
5. Make effective interventions that promote resilient performance			x	x		
6. Optimally Structure the HP Daily Training Environment		x	x	x	x	
7. Make Observations to maximize performance			x	x		
8. Reflect on Coaching Practices		x	x	x		
Coach effectively in the HP competition environment						
9. Effectively Manage pre-competition strategies	X					
10. Make effective interventions that impact performance in Competition						x
11. Facilitate post-competition strategies to maximize ongoing performance						
12. Effectively Manage players and staff in competition						
Design and manage the HP Training Plan						
13. Identify HP Gap Analysis						x
14. Create the HP Training Plan					x	x
15. Use effective monitoring to enforce training plan design					x	x
16. Effectively integrate IST into the plan (learning environment)		x				x
OTHERS						
17. Presentations at conferences						
18. Personal learning growth						

9   APPENDIX D: MATERIAL USED TO ADD PERSPECTIVES DURING THE COACHING CONVERSATIONS

Adams, M. (2009). Change your questions, change your life: 10 powerful tools for life and work.
Key points: - Reflection in actions - build better relationships - asking a good question if you get triggered to bring you back inline with your goals of an exchange, or "get out of the MUD" - (regarding Kyle's information on the importance of the connection between the two people when trying to deliver a message 20%-20%-60% being the relationship)
Example(s) of how I have used it: In practice & in game   - Being able to direct my attention on things that will help the team. Not end up in "reactive hell" - confrontation with XXXX: at World League finals vs Russia   - Being able to get out of the I am right vs you concerning actions on the court and able to let him know   - "I don't want to argue with you" we just need you to dig this type of ball area, because you're the best at it right now and can cover for these guys that can't execute as well. What game plan instructed versus reality of execution (XXXX not in right position but YYYY needing to cover for him.
Dweck, C. (2006). Mindset: The new psychology of success Change your questions, change your life: 10 powerful tools for life and work.
Key points: No such thing as a "natural" some advantages genetics/environment - but everyone can get better - focusing on the process of development
Example(s) of how I have used it: - not to pigeon hole players and think "he doesn't have it" mind and movement can improve I need to find the solution   - XXXX, YYYY, QQQQ - all have major flaws - searching and being patient, then calculating total time versus benefit with in the gap analysis. How to make them most efficient in desired time.
Gallimore, R., Gilbert, W., & Nater, S. (2014). Reflective practice and ongoing learning: A coach's 10-year journey. Reflective Practice, 15(2), 268-288.
Key points: planning / reflecting
Example(s) of how I have used it: - Planning out all trainings - small down time - easy to understand - "time flys"   - To structure practice first with a visual on the board and second to demo each exercise for the players. To repeat and use exercises that are work well, with small changes.   - Blending Glenn's Drill book, Stephane's canvas approach and my own design to create interesting and effective trainings.   Glenn's progression-themed weeks based on analysis of what this group/individual needs are.
Interviews / Podcasts: Michael Gervais - Big Wave Surfer Tom Carroll on Being a Maverick, Honesty, Risk
Key points: - With surfer - and Michael's study with basketball players in LA ghetto. His conclusion that the fear of looking bad was greater than the desire to get better for many of the athletes there and it prevented them from achieving high levels.
Example(s) of how I have used it: - Failure rate and being able to make mistakes. Example learning middle blocker you will look bad and still need to fight until the end and take risks when majority of the time you will fail.   - Able to design penalties when losing drills that are hard to execute and by nature of setup there is a large part of peer and social evaluation going on. Able to identify who shy's away in this situation or is able to focus on execution and ignore the social pressure of "looking bad". Equation again...If fear of looking bad is greater than desire to get better then you stagnate
360 feedback

10 APPENDIX E: ASSESSMENT GRID TO BE USED WHEN THE COACH PRESENTS THEIR PORTFOLIO

Table 2. Grid to assess the competencies and capabilities of the coach							
Key HP coaching competencies	**Successful**		**Additional work**		**Failure**		**Comments**
	Co.	Ca.	Co.	Ca.	Co.	Ca.	
Lead High Performance Program							
1. Enable HP culture that promotes excellence.							
2. Make values based decisions that impact program goals.							
3. Interacts with others to facilitate common HP vision and mission.							
4. Identify personal coaching philosophy that influences HP Program							
Coach Effectively in the HP Daily Training Environment							
5. Make effective interventions that promote resilient performance							
6. Optimally structure the HP daily training environment							
7. Make Observations to maximize performance							
8. Reflect on coaching practices							
Coach Effectively in the HP Competition Environment							
9. Effectively Manage pre-competition strategies							
10. Make effective interventions that impact performance in competition							
11. Facilitate post-comp. strategies to maximize ongoing performance							
12. Effectively manage players and staff in competition							
Design and Manage the HP Training Plan							
13. Identify HP gap analysis							
14. Create the HP training plan							
15. Use effective monitoring to enforce training plan design							
16. Effectively integrate ISTs into the plan							
Others							
17. Presentations at conferences							
18. Personal learning growth (relaxation,….)							
19. Learning how to learn (lifelong learning)							
20. Other							

Co. = competencies i.e. knowledge and skills
Ca. = capabilities i.e. the capacity to appropriately and effectively apply one's competence in novel and unanticipated situations

11   APPENDIX F: APPROXIMATE COSTS OF CERTIFICATION BY THE 'EXPERIENTIAL LEARNING' PATHWAY

		Coach A (# of sessions during 6 to 8 months)	Coach B (# of sessions during 10 to 18 months)	Coach C (# of sessions during 18 to 24 months)
Personal Learning Coach	Coach's previours competencies	2	2	2
	Coaching conversation sessions	10	20	30
	Helping in the preparation of the portfolio	5	5	5
Consultants / mentors ; courses	To fill specific needs	4	8	10
Approximate costs		$8,500	$13,000	$19,000
N.B. The hours of work by te PLC for each session (before, during and after) can be estimated at 4				

Coach A: Candidate with many years of coaching experience at the elite level and some experience at the international level
Coach B: Candidate with a few years of coaching experience at the elite level and no experience at the international level
Coach C: Candidate with experience as an HP athlete but very little or no experience in coaching

12   APPENDIX G: THE MENTORING PROCESS

There is not a clear definition of mentoring in the literature in general, much less within the context of sport (Jones, Harris, & Miles, 2009). In a recent publication on mentoring for sport coaches, Bloom (2013, p. 477) suggests a definition that we believe reflects very well how most actors in the sport system will define a mentoring process:

> Most experts would agree that mentoring involves a non-familial and non-romantic relationship between an experienced person and a less experienced person in their field, where the former has more influence and is conscious of it. It involves a relationship between a mentor and their protégé where the former has a direct influence in the development of the latter and personally commits their time for the other's personal growth and development.

Volleyball Canada (Coaching Director) will discuss with the candidate to ensure the best match (personality, proximity,…) between the coach and the mentor. The mentor should be able to demonstrate (certification, experience in mentoring,…) their competencies and capabilities to mentor a volleyball coach. Volleyball Canada might ask the mentor to take the 'Mentoring training program' offered by Coaching Association of Canada: https://www.coach.ca/multi-sport-training-s15501. Other qualifications may include :

- 10+ years coaching in high performance or international environment
- 10+ years in the administration or education sector

The mentorship process begins at the second year of the ACD. Time commitment of the mentor may vary, but should extend to 2+ meetings per month, for 1-2 years.

Volleyball Canada intends to provide the National Team Head Coach (for each discipline) as a part time mentor, in addition to a full time mentor. Full time mentor options include but are not limited to : Pierre Trudel (Experiential Learning), Kyle Paquette (Experiential Learning), François Rodrigue (Experiential Learning), Doug Reimer (Indoor - W), Merv Mosher (Indoor - W), Laurie Eisler (Indoor - W), Ben Josephson (Indoor - M), Larry MacKay (Indoor - M), Dave Preston (Indoor - M), Kristine Drakich (Beach), Josh Nichol (future Beach), Adriana Bento (Beach future), Christine Biggs (Sitting), Ray Sewell (Sitting), Kerry MacDonald (Sitting).

Succession Plan for future Volleyball Specific Coach Developers includes current and previous national team coaches, and current and retired university coaches. Coach Developers are approached annually to participate in the program, and gaps are filled as coaches are hired.

13   APPENDIX H : RESEARCH PAPER

ORIGINAL RESEARCH PAPER

NURTURING HIGH-PERFORMANCE SPORT COACHES' LEARNING AND DEVELOPMENT USING A NARRATIVE-COLLABORATIVE COACHING APPROACH

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14 APPENDIX I: NATIONAL TEAM LEARNING ACTIVITIES FOR COACH CANDIDATE

The learning activities provided by Volleyball Canada may vary depending on the gaps identified within initial assessments. However, at a minimum the following activities must be included:

- Head Coach Junior or B Team
- Lead the selection process for Junior, or B Team
- Support the selection process for the Youth National Team or NEP athletes
- Attend 1 major international competition as head coach, head of delegation or team manager
- Mentorship throughout the coaching process. Mentor supports the coach to develop competencies listed in Appendix O and the 7 Spheres of knowledge below.

15 SPHERES OF KNOWLEDGE

Volleyball Canada will train and assess the coach candidate's effectiveness in the following 7 spheres of knowledge.

1 - Volleyball Canada's Gold Medal Profile

Familiarize with 3 pillars standards, metrics and collection processes:

- Person (Psychological and Life Skills)
- Athlete (Physical)
- Volleyball Player (Tech/Tact and Systems)

2 - FIVB Rules and Procedures

During International Events, serve as the head coach or head of delegation.

Familiarization of:

- Protest procedures
- Updates to rules
- Tournament format
- Timeout, Substitution and Video Challenge rules
- BEACH: FIVB / NORCECA "Lay of the Land" (seeding, process, registration logistics)

3 – HP Lifestyle

Healthy habits during competition tours including:

- Rest, Recovery, Regeneration
- Sleep
- Life factors

- HP Nutritional practices

- Time management and priority setting

- Injury prevention

- Commitment to training and S & C

4 – Daily Training Environment (DTE)

- Planning and leading practices during a National Team Training

- Periodization & Load Management

- IST education and integration (initial planning and ongoing communication). Therapy, S & C, MPC, Nutrition, Sleep, Motor-Learning, Exercise Physiology, Medical.

- Use of Technology (radar guns, IMU verts, video and statistics), video delay use in practices

- Detection and Correction of errors, and Effective Feedback

- Team Meetings, Pre-brief and Debriefs

5 – National Team Competition

- Delegation of Responsibilities

- Registration logistics

- Logistical details (training site, competition venue, transportation, etc.)

- Training schedule and training type

- Scouting Opponents, Game Planning, Video Sessions with Athletes

- Scouting Self (Video and Statistical Analysis)

- Pre and post match debriefs

6 – VC Policies and processes

- Carding Criteria

- Selection Criteria

- Athlete agreements, Athlete Commercial Agreement

- Code of conduct

- National Team Policies, Handbook

7 – Applying Safe Sport Principles

- Responsible Coaching Movement

- Rule of Two & Open and Observable Spaces

- Third Party Liaison/Investigator

- Polices & Education: https://volleyball.ca/en/about/safe-sport

16   APPENDIX J: AT-A-GLANCE TABLE (CDAG)

Note: Evaluation activities and methodologies are evaluated by sport-specific or ACD Coach Developers.

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
NCCP Outcome: Make Ethical Decisions					
Apply a 6 step ethical decision-making process	**T E**	**TE**	Make Ethical Decisions	**REQUIRED** ❑ Successful completion of the Make Ethical Decisions online evaluation for the Competition – Development context	**REQUIRED** ❑ NSO specific activities or observation working with appropriate level of athletes in training or competition ❑ ACD Midpoint and final assessment with sport specific coach developer

Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	**T (E Optional)**	**TE**	Coaching and Leading Effectively
			
			Leadership theme ACD
				REQUIRED
				❑ Evaluation of one or more of the following:
				  o Assignment/task approved by CAC
				  o Leadership Plan
					REQUIRED
					❑ ACD Midpoint and final assessment with sport specific coach developer

NCCP Outcome: Provide Support to Athletes in Training					
Ensure that the practice environment is safe	**T E**	**TE**	Planning a Practice Training and Competition Readiness Theme – ACD Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) during training **OR** Video/DVD submission of coach working with appropriate level of athlete(s) during training **OPTIONAL / SUPPLEMENTARY** ❑ Leadership Plan ❑ Focus Plan ❑ Exam ❑ Online evaluation ❑ Assignments/activities	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer
Implement an appropriately structured and organized practice	**T E**	**TE**	Advanced Practice Planning Coaching Effectiveness Theme – ACD		**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ ACD Coaching effectiveness activities (Sphere 1,3,4) ❑ Team Canada training
Make interventions that enhance learning and are aimed at improving the athletes' performance	**T E**	**TE**	Coaching and Leading Effectively Psychology of Performance		

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
Make adjustments to practice based on athletes' response to the training task	**T E**	**TE**	Advanced Practice Planning Practice Planning Coaching Effectiveness Theme – ACD	❑ Workbook ❑ Case scenarios ❑ Interview	observation (Sphere 1,3,4)
Implement protocols and methods that contribute to the development of athletic abilities relevant to sport	**T E**	**TE**	Developing Athletic Abilities Performance Planning Theme - ACD		**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ ACD Performance planning activities (sphere 1,3,4) ❑ Team Canada training environment observation (sphere 1,3,4)
NCCP Outcome: Analyze Performance					
Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	**T E**	**TE**	Prevention and Recovery Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s) **OPTIONAL / SUPPLEMENTARY** ❑ Submission of video assignment ❑ Application of specialized software ❑ Submission of Annual Prevention Action Plan	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ ACD Coaching effectiveness activities (Sphere 1,4) ❑ Team Canada training and competition observation (Sphere 4,5)
Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	**T E**	**TE**	Prevention and Recovery Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s) **OPTIONAL / SUPPLEMENTARY** ❑ Submission of video assignment	

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				❑ Submission of Annual Prevention Action Plan	
Detect tactical elements that have to be improved or refined to enhance performance	**T E**	**TE**	Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s) **OPTIONAL / SUPPLEMENTARY** ❑ Submission of video assignment ❑ Application of specialized software	
Correct tactical elements that have to be improved or refined to enhance performance	**T E**	**TE**	Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s)	

Evaluate if athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport	**Optional**	**TE**	Developing Athletic Abilities
			Training and Competition Readiness Theme – ACD
			Coaching Effectiveness Theme – ACD
				REQUIRED
				❑ Evaluation of one or more of the following:
				  o Assignment/activities
				  o Athlete/team progress report
				  o Athlete/Team Performance Assessment
				  o Workbook
				  o Use of specialized software
					REQUIRED
					❑ ACD Midpoint or final assessment with sport specific coach developer
					❑ ACD Training and competition readiness activities
					❑ ACD Coaching effectiveness activities
					❑ Team Canada observation in training and competition (Sphere 1,4,5)

Evaluate the efficacy of athletes/team to perform up to potential in competition	**Optional**	**TE**	Training and Competition Readiness Theme – ACD
			Coaching effectiveness Theme - ACD
				REQUIRED
				❑ Evaluation of one or more of the following:
				  o Assignment/activities
				  o Athlete/team progress report
				  o Athlete/Team Performance Assessment
				  o Workbook
					REQUIRED
					❑ Team Canada observation in training or competition (sphere 1,4,5)
					❑ ACD Coaching effectiveness activities
					❑ ACD Training and competition

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
					readiness activities ❑ ACD Midpoint or final assessment with sport specific coach developer
Identify competition-specific factors that impact performance	**Optional**	**TE**	Coaching and Leading Effectively Training and Competition Readiness Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: ○ Assignment/activities ○ Workbook ○ Interview	**REQUIRED** ❑ Team Canada training or competition observation (sphere 1,5) ❑ ACD Coaching effectiveness activities ❑ ACD Training and competition readiness activities ❑ ACD Midpoint or final assessment with sport specific coach developer
Perform a thorough analysis of the sport demands at the elite level	**Optional**	**TE**	Performance Planning Performance Planning Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: ○ Assignment/activities ○ Workbook ○ Position paper/ research project ○ Use of specialized software	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer
NCCP Outcome: Support the Competitive Experience					
Implement procedures to promote readiness for performance pre-competition (mental, environmental, nutritional, logistical)	**T E**	**T E**	Performance Planning Coaching and Leading Effectively Prevention and Recovery Psychology of Performance Training and Competition Readiness Theme – ACD Performance Planning Theme – ACD Coaching effectiveness Theme - ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) during competition **OR** Video/DVD submission of coach working with appropriate level of athlete(s) during competition ❑ Submission of a focus/competition plan ❑ Submission of competition report ❑ Interview/debrief **OPTIONAL** ❑ Leadership Plan ❑ Annual Prevention Action Plan	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ Team Canada competition environment formal observation (sphere 5)
Make decisions and interventions that promote sport-specific performance during competition	**T E**	**T E**			
Use the competitive experience in a meaningful manner to further athletes' development after competition	**T E**	**TE**			

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
Oversee logistics/support to create favourable conditions for performance	**Optional**	**TE**	Performance Planning Coaching and Leading Effectively Prevention and Recovery Psychology of Performance Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD	**REQUIRED** ☐ Submission of documentation showing evidence of planning for logistics and creation of favourable conditions (e.g., travel planning, jet lag planning, support staff roles, schedules, equipment transportation, communications with athletes/staff)	**REQUIRED** ☐ Team Canada observation in competition (sphere 5) ☐ ACD Midpoint or final assessment with sport specific coach developer ☐ ACD Performance planning activities ☐ ACD Training and competition readiness activities
Implement pre-competition mental training procedures that promote readiness for performance	**Optional**	**TE**	Psychology of Performance Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD	**REQUIRED** ☐ Submission of a focus/competition plan	
Implement procedures that promote readiness and incorporate recovery and regeneration strategies	**Optional**	**TE**	Prevention and Recovery Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD	**REQUIRED** ☐ Submission of documentation showing evidence of recovery and regeneration strategies (e.g., Annual Prevention Action Plan, incorporated in Yearly Training Plans, competition plans, travel preparation, pre/post-competition routines)	
Design, implement, and evaluate nutritional strategies aimed at improving the athletes' health and optimizing the athlete's performance in training and competition (Nutritional)		**TE**	Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD		
NCCP Outcome: Plan a Practice					

Identify logistics and appropriate background information for practice	**T E**	**TE**	Planning a Practice
			
			Advanced Practice Planning
				REQUIRED
				☐ Evaluation of one or more of the following:
				  o Practice plans
				  o Workbook
				  o Logbook
				  o Print outs from specialized software
					REQUIRED
					☐ Team Canada observation in training (sphere 4)
					☐ ACD Midpoint or final assessment with sport specific coach developer

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
Identify appropriate activities in each part of the practice	**T E**	**TE**	Advanced Practice Planning Performance Planning Performance Planning Theme – ACD Coaching Effectiveness Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Practice plans o Workbook o Logbook o Print outs from specialized software	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ ACD Coaching Effectiveness activities ❑ ACD Performance planning activities
Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	**T E**	**TE**	Advanced Practice Planning Performance Planning Developing Athletic Abilities Performance Planning Theme – ACD Coaching Effectiveness Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Practice plans o Workbook o Logbook o Print outs from specialized software	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ ACD Coaching effectiveness activities ❑ ACD Performance planning activities
Design an emergency action plan	**T E**	**TE**	Planning a Practice	**REQUIRED** ❑ Evaluation of an emergency action plan	**REQUIRED** ❑ Team Canada planning for logistics for training camp or competition
NCCP Outcome: Design a Sport Program					
Outline a program structure based on training and competition opportunities	**T E**	**TE**	Performance Planning Design a Basic Sport Program Performance Planning Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Yearly Training plan o Workbook o Print outs from specialized software	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer
Identify appropriate measures to promote athlete development	**T E**	**TE**	Performance Planning Advanced Practice Planning Design a Basic Sport Program Performance Planning Theme – ACD Coaching effectiveness Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Project o Assignment/activities o Workbook o Interview	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer
Integrate yearly training priorities into own program	**T E**	**TE**	Performance Planning Advanced Practice Planning Design a Basic Sport Program	**REQUIRED** ❑ Evaluation of one or more of the following: o Yearly Training Plan o Workbook	**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ ACD Performance planning activities

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
			Performance Planning Theme – ACD	o Print outs from specialized software	

Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	**T E**	**TE**		**REQUIRED**
				❑ Evaluation of one or more of the following:
				  o Weekly plans
				  o Workbook
				  o Print outs from specialized software
				  o Case scenario
					REQUIRED
					❑ ACD Midpoint or final assessment with sport specific coach developer
					❑ ACD Performance planning activities

Develop a tapering and peaking program in preparation for important competitions	**Optional**	**TE**	Performance Planning
			
			Performance Planning Theme – ACD
				REQUIRED
				❑ Evaluation of one or more of the following:
				  o Weekly plans
				  o Workbook
				  o Print outs from specialized software
				  o Assignment/task
				  o Case scenario
					REQUIRED
					❑ ACD Midpoint or final assessment with sport specific coach developer
					❑ ACD Performance planning activities

NCCP Outcome: Manage a Program					
Take appropriate measures to promote drug-free sport	**T E**	**TE**	Leading Drug-free Sport	**REQUIRED** ❑ Leading Drug-free Sport online evaluation OR CAC-approved sport-specific evaluation **OPTIONAL / SUPPLEMENTARY** ❑ Video/audio submission ❑ Communication document ❑ Special project	**REQUIRED** ❑ Certificate from WADA's online exam (Coach True Elite) OR Certificate from CCES online exam ❑ ACD Midpoint or final assessment with sport specific coach developer

Manage administrative aspects of the program and oversee logistics	**T E**	**TE**	Leadership Theme – ACD
			
			Performance Planning Theme – ACD
				REQUIRED
				❑ Evaluation of one or more of the following:
				  o Communication document(s)
				  o Assignment/task
				  o Formal observation
				  o Video/audio submission
				  o Interviews with parents, athletes, administrators
				  o Reports from parents, athletes, administrators
					REQUIRED
					❑ Team Canada observation in training or competition

Develop strategies to address and resolve conflicts in sport	**T E**	TE	Managing Conflict	**REQUIRED** ❑ Managing Conflict online evaluation	**REQUIRED** ❑ ACD Midpoint or final assessment

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
			Leadership Theme - ACD	**OR** CAC-approved sport-specific evaluation **OPTIONAL / SUPPLEMENTARY** ❑ Interview with the coach/candidate ❑ Interviews with parents, athletes, administrators ❑ Reports from parents, athletes, administrators ❑ Communication document(s) ❑ Specific project	with sport specific coach developer ❑ ACD Leadership Activities

Develop and implement fair selection procedures	**Optional**	**TE**	Training and Competition Readiness - ACD	**REQUIRED**
				❑ Evaluation of one or more the following:
				  o Communication document(s)
				  o Assignment/task
				  o Interviews (e.g., with coach/candidate, specialists, parents, athletes, administrators)
				  o Reports (e.g., from parents, athletes, administrators, specialists, coach, etc.)
				  o Athlete/team progress reports
					REQUIRED
					❑ ACD Midpoint or final assessment with sport specific coach developer

Implement recruitment and talent identification procedures	**Optional**	**TE**			❑ Team Canada observation in training / tryouts
Report on athlete progress throughout the program	**Optional**	**TE**	Training and Competition Readiness – ACD Performance Planning Theme - ACD Leadership Theme - ACD		**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ Team Canada observation in training or competition
Manage expertise to assist in program development or athlete performance	**Optional**	**TE**	Leadership Theme – ACD Training and Competition Readiness – ACD Performance Planning Theme ACD		**REQUIRED** ❑ ACD Midpoint or final assessment with sport specific coach developer ❑ Team Canada observation working with support staff

Make interventions and decisions that reflect awareness of athletes' social context	**Optional**	**TE**	Coaching and Leading Effectively
			Psychology of Performance
			
			Leadership Theme - ACD
				REQUIRED
				❑ Evaluation of one or more the following:
				  o Leadership plan
				  o Focus plan
				  o Interview with the coach/candidate
				  o Interviews with parents, athletes, administrators
					REQUIRED
					❑ Team Canada observation in training or competition
					❑ ACD Leadership activities

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				o Reports from parents, athletes, administrators o Communication document o Specific project o Formal observation o Video/audio submission	

17 APPENDIX J: AT-A-GLANCE TABLE (HP)

Note: Evaluation activities and methodologies are evaluated by Volleyball Canada Evaluators.

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
NCCP Outcome: Make Ethical Decisions					
Apply a 6 step ethical decision-making process	**T E**	**TE**	Make Ethical Decisions	**REQUIRED** ❑ Successful completion of the Make Ethical Decisions online evaluation for the Competition – Development context	**REQUIRED** ❑ Team Canada observation in training or competition ❑ Midpoint and final assessment with VC Mentor and PLC.
Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	**T (E Optional)**	**TE**	Coaching and Leading Effectively Leadership theme ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Assignment/task approved by CAC o Leadership Plan	**REQUIRED** ❑ Midpoint and final assessment with VC Evaluator.
NCCP Outcome: Provide Support to Athletes in Training					
Ensure that the practice environment is safe	**T E**	**TE**	Planning a Practice Training and Competition Readiness Theme – ACD Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) during training **OR** Video/DVD submission of coach working with appropriate level of athlete(s) during training	**REQUIRED** ❑ Midpoint or final assessment by panel.
Implement an appropriately structured and organized practice	**T E**	**TE**	Advanced Practice Planning Coaching Effectiveness Theme – ACD		**REQUIRED** ❑ Midpoint or final assessment by panel (portfolio)

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				OPTIONAL / SUPPLEMENTARY ❑ Leadership Plan ❑ Focus Plan ❑ Exam ❑ Online evaluation ❑ Assignments/activities ❑ Workbook ❑ Case scenarios ❑ Interview	❑ Team Canada training observation by VC Evaluator (Sphere 1,3,4)
Make interventions that enhance learning and are aimed at improving the athletes' performance	**T E**	**TE**	Coaching and Leading Effectively Psychology of Performance		
Make adjustments to practice based on athletes' response to the training task	**T E**	**TE**	Advanced Practice Planning Practice Planning Coaching Effectiveness Theme – ACD		
Implement protocols and methods that contribute to the development of athletic abilities relevant to sport	**T E**	**TE**	Developing Athletic Abilities Performance Planning Theme - ACD		**REQUIRED** ❑ Midpoint or final assessment by panel ❑ Team Canada training environment observation (sphere 1,3,4)
NCCP Outcome: Analyze Performance					
Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	**T E**	**TE**	Prevention and Recovery Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s) **OPTIONAL / SUPPLEMENTARY** ❑ Submission of video assignment ❑ Application of specialized software ❑ Submission of Annual Prevention Action Plan	**REQUIRED** ❑ Midpoint or final assessment by panel ❑ Team Canada training and competition observation (Sphere 4,5)
Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	**T E**	**TE**	Prevention and Recovery Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with	

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				appropriate level of athlete(s) **OPTIONAL / SUPPLEMENTARY** ❑ Submission of video assignment ❑ Submission of Annual Prevention Action Plan	
Detect tactical elements that have to be improved or refined to enhance performance	**T E**	**TE**	Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s) **OPTIONAL / SUPPLEMENTARY** ❑ Submission of video assignment ❑ Application of specialized software	
Correct tactical elements that have to be improved or refined to enhance performance	**T E**	**TE**	Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) **OR** Video/DVD submission of coach working with appropriate level of athlete(s)	
Evaluate if athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport	**Optional**	**TE**	Developing Athletic Abilities Training and Competition Readiness Theme – ACD Coaching Effectiveness Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Assignment/activities o Athlete/team progress report o Athlete/Team Performance Assessment o Workbook o Use of specialized software	**REQUIRED** ❑ Midpoint or final assessment by panel ❑ Team Canada observation in training and competition (Sphere 1,4,5)
Evaluate the efficacy of athletes/team to perform up to potential in competition	**Optional**	**TE**	Training and Competition Readiness Theme – ACD Coaching effectiveness Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Assignment/activities o Athlete/team progress report	**REQUIRED** ❑ Team Canada observation in training or competition (sphere 1,4,5)

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				o Athlete/Team Performance Assessment o Workbook	❑ Midpoint or final assessment by panel
Identify competition-specific factors that impact performance	**Optional**	**TE**	Coaching and Leading Effectively Training and Competition Readiness Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Assignment/activities o Workbook o Interview	**REQUIRED** ❑ Team Canada training or competition observation (sphere 1,5) ❑ Midpoint or final assessment by panel
Perform a thorough analysis of the sport demands at the elite level	**Optional**	**TE**	Performance Planning Performance Planning Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Assignment/activities o Workbook o Position paper/ research project o Use of specialized software	**REQUIRED** ❑ Midpoint or final assessment by panel
NCCP Outcome: Support the Competitive Experience					
Implement procedures to promote readiness for performance pre-competition (mental, environmental, nutritional, logistical)	**T E**	**T E**	Performance Planning Coaching and Leading Effectively Prevention and Recovery Psychology of Performance Training and Competition Readiness Theme – ACD Performance Planning Theme – ACD Coaching effectiveness Theme - ACD	**REQUIRED** ❑ Formal observation of coach working with appropriate level of athlete(s) during competition **OR** Video/DVD submission of coach working with appropriate level of athlete(s) during competition ❑ Submission of a focus/competition plan ❑ Submission of competition report ❑ Interview/debrief **OPTIONAL** ❑ Leadership Plan ❑ Annual Prevention Action Plan	**REQUIRED** ❑ Midpoint or final assessment by panel ❑ Team Canada competition environment formal observation (sphere 5)
Make decisions and interventions that promote sport-specific performance during competition	**T E**	**T E**			
Use the competitive experience in a meaningful manner to further athletes' development after competition	**T E**	TE			
Oversee logistics/support to create favourable conditions for performance	**Optional**	**TE**	Performance Planning Coaching and Leading Effectively Prevention and Recovery Psychology of Performance Training and Competition	**REQUIRED** ❑ Submission of documentation showing evidence of planning for logistics and creation of favourable conditions (e.g., travel planning, jet lag planning, support staff roles, schedules, equipment transportation,	**REQUIRED** ❑ Team Canada observation in competition (sphere 5) ❑ Midpoint or final assessment by panel

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
			Readiness Theme – ACD Performance Planning Theme - ACD	communications with athletes/staff)	
Implement pre-competition mental training procedures that promote readiness for performance	**Optional**	**TE**	Psychology of Performance Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD	**REQUIRED** ❑ Submission of a focus/competition plan	
Implement procedures that promote readiness and incorporate recovery and regeneration strategies	**Optional**	**TE**	Prevention and Recovery Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD	**REQUIRED** ❑ Submission of documentation showing evidence of recovery and regeneration strategies (e.g., Annual Prevention Action Plan, incorporated in Yearly Training Plans, competition plans, travel preparation, pre/post-competition routines)	
Design, implement, and evaluate nutritional strategies aimed at improving the athletes' health and optimizing the athlete's performance in training and competition (Nutritional)		**TE**	Training and Competition Readiness Theme – ACD Performance Planning Theme - ACD		
NCCP Outcome: Plan a Practice					

Identify logistics and appropriate background information for practice	**T E**	**TE**	Planning a Practice
			
			Advanced Practice Planning
				REQUIRED
				❑ Evaluation of one or more of the following:
				  ○ Practice plans
				  ○ Workbook
				  ○ Logbook
				  ○ Print outs from specialized software
					REQUIRED
					❑ Team Canada observation in training (sphere 4)
					❑ Midpoint or final assessment by panel

Identify appropriate activities in each part of the practice	**T E**	**TE**	Advanced Practice Planning
			
			Performance Planning
			
			Performance Planning Theme – ACD
			
			Coaching Effectiveness Theme - ACD
				REQUIRED
				❑ Evaluation of one or more of the following:
				  ○ Practice plans
				  ○ Workbook
				  ○ Logbook
				  ○ Print outs from specialized software
					REQUIRED
					❑ Midpoint or final assessment by panel

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	**T E**	**TE**	Advanced Practice Planning Performance Planning Developing Athletic Abilities Performance Planning Theme – ACD Coaching Effectiveness Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Practice plans o Workbook o Logbook o Print outs from specialized software	**REQUIRED** ❑ Midpoint or final assessment by panel
Design an emergency action plan	**T E**	**TE**	Planning a Practice	**REQUIRED** ❑ Evaluation of an emergency action plan	**REQUIRED** ❑ Team Canada planning for logistics for training camp or competition
NCCP Outcome: Design a Sport Program					
Outline a program structure based on training and competition opportunities	**T E**	**TE**	Performance Planning Design a Basic Sport Program Performance Planning Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Yearly Training plan o Workbook o Print outs from specialized software	**REQUIRED** ❑ Midpoint or final assessment by panel
Identify appropriate measures to promote athlete development	**T E**	**TE**	Performance Planning Advanced Practice Planning Design a Basic Sport Program Performance Planning Theme – ACD Coaching effectiveness Theme - ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Project o Assignment/activities o Workbook o Interview	**REQUIRED** ❑ Midpoint or final assessment by panel
Integrate yearly training priorities into own program	**T E**	**TE**	Performance Planning Advanced Practice Planning Design a Basic Sport Program Performance Planning Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Yearly Training Plan o Workbook o Print outs from specialized software	**REQUIRED** ❑ Midpoint or final assessment by panel
Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	**T E**	**TE**		**REQUIRED** ❑ Evaluation of one or more of the following: o Weekly plans o Workbook o Print outs from specialized software	**REQUIRED** ❑ Midpoint or final assessment by panel

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				o Case scenario	
Develop a tapering and peaking program in preparation for important competitions	**Optional**	**TE**	Performance Planning Performance Planning Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Weekly plans o Workbook o Print outs from specialized software o Assignment/task o Case scenario	**REQUIRED** ❑ Midpoint or final assessment by panel
NCCP Outcome: Manage a Program					
Take appropriate measures to promote drug-free sport	**T E**	**TE**	Leading Drug-free Sport	**REQUIRED** ❑ Leading Drug-free Sport online evaluation OR CAC-approved sport-specific evaluation **OPTIONAL / SUPPLEMENTARY** ❑ Video/audio submission ❑ Communication document ❑ Special project	**REQUIRED** ❑ Certificate from WADA's online exam (Coach True Elite) OR Certificate from CCES online exam ❑ Midpoint or final assessment by panel
Manage administrative aspects of the program and oversee logistics	**T E**	**TE**	Leadership Theme – ACD Performance Planning Theme – ACD	**REQUIRED** ❑ Evaluation of one or more of the following: o Communication document(s) o Assignment/task o Formal observation o Video/audio submission o Interviews with parents, athletes, administrators o Reports from parents, athletes, administrators	**REQUIRED** ❑ Team Canada observation in training or competition
Develop strategies to address and resolve conflicts in sport	**T E**	TE	Managing Conflict Leadership Theme - ACD	**REQUIRED** ❑ Managing Conflict online evaluation **OR** CAC-approved sport-specific evaluation **OPTIONAL / SUPPLEMENTARY** ❑ Interview with the coach/candidate ❑ Interviews with parents, athletes, administrators	**REQUIRED** ❑ Midpoint or final assessment by panel

Criteria	NSO Training (T) / Evaluation (E) Requirements for Core certification	NSO Training (T) / Evaluation (E) Requirements for Advanced gradation	Training Availability in Multi-sport Modules	Evaluation Methodologies for Comp-Dev Core certification	Evaluation Methodologies for Advanced gradation
				❑ Reports from parents, athletes, administrators ❑ Communication document(s) ❑ Specific project	
Develop and implement fair selection procedures	**Optional**	**TE**	Training and Competition Readiness - ACD	**REQUIRED** ❑ Evaluation of one or more the following: ○ Communication document(s) ○ Assignment/task ○ Interviews (e.g., with coach/candidate, specialists, parents, athletes, administrators) ○ Reports (e.g., from parents, athletes, administrators, specialists, coach, etc.) ○ Athlete/team progress reports	**REQUIRED** ❑ Midpoint or final assessment by panel
Implement recruitment and talent identification procedures	**Optional**	**TE**			❑ Team Canada observation in training / tryouts
Report on athlete progress throughout the program	**Optional**	**TE**	Training and Competition Readiness – ACD Performance Planning Theme - ACD Leadership Theme - ACD		**REQUIRED** ❑ Midpoint or final assessment by panel ❑ Team Canada observation in training or competition
Manage expertise to assist in program development or athlete performance	**Optional**	**TE**	Leadership Theme – ACD Training and Competition Readiness – ACD Performance Planning Theme ACD		**REQUIRED** ❑ Midpoint or final assessment by panel ❑ Team Canada observation working with support staff
Make interventions and decisions that reflect awareness of athletes' social context	**Optional**	**TE**	Coaching and Leading Effectively Psychology of Performance Leadership Theme - ACD	**REQUIRED** ❑ Evaluation of one or more the following: ○ Leadership plan ○ Focus plan ○ Interview with the coach/candidate ○ Interviews with parents, athletes, administrators ○ Reports from parents, athletes, administrators ○ Communication document ○ Specific project ○ Formal observation ○ Video/audio submission	**REQUIRED** ❑ Team Canada observation in training or competition

18   APPENDIX K: CHALLENGE PROCESS

Coaches can request a challenge process for the CDAG context.

General process

Step 1 – CDAG admission, as described page 5.

Step 2 – Fee payment, as described page 18.

Step 3 – Sport Specific evaluation and Portfolio activities (p. 43) assessment by Sport-specific coach developer and at least 2 COPSI-N Coach Developers (ACD director or designated & content specialist) based on the grids provided.

Step 4 – Panel assessment between the coach and the portfolio evaluators to complete the assessment. Panel composed of:
- 1 NSO qualified Coach Developer,
- COPSIN Lead or designated,
- 1 CAC HP representative,
- 2 content experts (NSO or COPSI-N),
- Optional: NSO High performance director, High Performance advisor from Own the Podium; COC or CPC representative)

Step 5 – Decision on achievement of CDAG.

Step 6 – Communication of the decision and Action Plan development with the coach for lifelong learning or further training and/or certification.

Step 7 – Evaluation activity submitted in the Locker by the Sport-specific coach developer and approved by the NSO and the CAC.

Process for coaches who already graduated from the ACD

Each NSO will be required to outline the additional requirements beyond the successful graduation of ACD to submit an adequate portfolio and sport specific evaluation.

Same as above. Coach may be required to go through Appendix I activities with an assigned Mentor – this will be determined after the final assessment (Step 6).

19   APPENDIX L: PORTFOLIO ACTIVITIES

The activities described below are required to be submitted by the coach for a challenge evaluation of the CDAG. A coach who goes through the ACD training will have to submit them for assessment as they are part of the program.

Training and Competition Readiness activities

Activities description	NCCP Outcome & Criteria assessment opportunity
Complete competition plan and implementation report	
Including : ▪ Logistics details of the competition ▪ Detailed plan and justification for at least one athlete on all competition factors for the taper and the day of the competition ▪ Readiness monitoring strategy ▪ Report and critical analysis of the process and the results	**Support the competitive experience** ▪ Implement procedures that promote readiness for performance pre-competition (environmental, recovery, nutritional, mental) ▪ Make decisions and interventions that promote sport-specific performance during competition ▪ Use the competitive experience in a meaningful manner to further athletes' development after competition **Manage a program** ▪ Report on athlete progress throughout the program ▪ Manage expertise to assist in program development or athlete performance **Design a sport program** ▪ Develop a tapering and peaking program in preparation for important competitions **Analyze performance** ▪ Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport
Complete health and safety audit and plan	
Including: ▪ Procedures to ensure privacy ▪ Risk analysis (all performance factors) ▪ Prevention strategies relative to doping, concussion, mental health, rules and policies for inclusion, abuse prevention and management strategies ▪ A brief report on opportunities to prevent injury due to inherent movement patterns that predispose athletes to injury ▪ Athlete Health Screening and Assessment (blank copy) used in training and competition environments (medical profiles, screenings tools, etc.)	**Provide support to athlete in training** ▪ Ensure that the practice environment is safe **Manage a program** ▪ Report on athlete progress throughout the program
Complete athlete selection procedures for a specific event or program	
Including: ▪ Selection criteria & protocol (and Gold medal profile if available) ▪ Communication strategy ▪ Dispute guidelines ▪ Critical analysis of the implementation ▪ Critical analysis of the athlete development and selection policies and procedures in the sport	**Manage a program** ▪ Develop and implement fair selection procedures ▪ Develop strategies to address and resolve conflicts in sport

Performance Planning activities

Activities description	NCCP Outcome & Criteria assessment opportunity
Detailed performance plan	

Present the initial performance plan with a critical analysis of its implementation and a justification of the changes to be made for next years. Detailed performance plan must include:
 	
▪ Detailed Sport Demands Analysis in selected context including all relevant performance factors
▪ Key Performance Indicators (KPI's) for selected context that includes:
   o Summary of how Sport Demands Analysis informed selection of priorities in each domain (physical, mental, nutritional, technical, tactical)
   o Identification of & rationale for selected Key Performance Indicators
   o Assessment and monitoring methods & strategies for identified physical, mental, technical/tactical and nutritional KPI's
▪ Example of gap analysis including all performance factors and resulting KPI's and training strategies for 1 athlete
▪ Example Yearly Training Plan (YTP)
▪ Example micro cycle loading (1 mesocycle) including a tapering plan and practice plans (1 micro cycle)
	Support the competitive experience
	
	▪ Implement procedures that promote readiness for performance pre-competition (environmental, recovery, nutritional, mental)
	▪ Use the competitive experience in a meaningful manner to further athletes' development after competition
	
	Manage a program
	
	▪ Report on athlete progress throughout the program
	▪ Manage expertise to assist in program development or athlete performance
	
	Design a sport program
	
	▪ Manage expertise to assist in program development or athlete performance
	▪ Identify appropriate measures to promote athlete development
	▪ Integrate yearly training priorities into own program
	▪ Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations
	▪ Outline a program structure based on training and competition opportunities
	▪ Develop a tapering and peaking program in preparation for important competitions
	
	Analyze performance
	
	▪ Perform a thorough analysis of the sport demands at the elite level
	▪ Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport
	
	Plan a practice
	
	▪ Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations
	▪ Identify appropriate activities in each part of the practice
	
	Provide support to athlete in training
	
	▪ Ensure that the practice environment is safe
	▪ Implement protocols and methods that contribute to the development of athletic abilities relevant to sport
	▪ Implement an appropriately structured and organized practice

Activities description	NCCP Outcome & Criteria assessment opportunity
Leadership practices description	
Including: ▪ 99 second presentation of personal coaching philosophy. ▪ A personal vision, mission and values created for sport program or an adopted vision, mission and values of an existing program. ▪ Documents used by the coach to communicate coaching philosophy to athletes and other stakeholders (parents, assistant coaches, board, etc.). ▪ An example of a code of conduct that has been modified or created for own program with a justification of how this code of conduct is consistent with other exemplars in sport (Coaches of Canada, NSO, School, etc.) and NCCP Code of Ethics. ▪ A description of a critical incident where a values-based conflict was recognized, the steps taken to resolve conflict and rationale behind choice of actions. A critical reflection on actions taken and outcomes achieved or not achieved. ▪ An updated reflection indicating how the coach lives own philosophy in relation to program or sport organization vision, mission and values. ▪ Completed stress map or journal of identified stress triggers (situations, people, emotions), planned coping response, actual response and impact of actual response. ▪ Completed Leadership Practice Inventory (or similar tool) with 360 feedback from a wide variety of respondents (athletes, administrators, peer coaches, co-workers, family/friends etc.) and personal analysis of strengths and weaknesses & Personal improvement plan. ▪ Document outlining process for reviewing performance and soliciting feedback. ▪ Tool(s) utilized for soliciting ongoing feedback from athletes and other stakeholders.	**Make ethical decisions** ▪ Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics **Manage a program** ▪ Develop strategies to address and resolve conflicts in sport ▪ Manage expertise to assist in program development or athlete performance
Management context analysis	
Including: ▪ Flow chart / diagram of team/program structure (organization chart). ▪ Job description for assistant coach and another program support person. ▪ Roles and responsibilities within the support staff team, in training and in competition ▪ A plan and report team building activity implementation in their own context which includes event, actions taken, and facilitation of group development and how it was reinforced in daily training environment. ▪ Description of a critical incident in which a difficult values-based decision affecting the team was required including actions taken and the outcomes achieved ▪ Post-season / Performance review of staff or support team ▪ Reflection on support team strengths and weaknesses and enhancement plan	**Make ethical decisions** ▪ Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics **Manage a program** ▪ Develop strategies to address and resolve conflicts in sport ▪ Manage expertise to assist in program development or athlete performance ▪ Report on athlete progress throughout the program
Change or innovation practices description	
Including: ▪ A strategic plan and report on implementing a strategic change or coaching innovation, using identified key performance indicators.	**Make ethical decisions** ▪ Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics **Manage a program** ▪ Develop strategies to address and resolve conflicts in sport ▪ Manage expertise to assist in program development or athlete performance ▪ Report on athlete progress throughout the program

Coaching Effectiveness activities

Activities description	NCCP Outcome & Criteria assessment opportunity
Technical/Tactical intervention description	
Including: ▪ A detailed (referent) model ▪ A deterministic model for one skill that identifies critical elements of skill execution and outlines how these elements are connected during effective/correct performance ▪ Gap analysis by comparing own athlete (s) to high performance athlete's performance ▪ Analysis of a skill (video support) being performed by one athlete over time (or by multiple athletes with different levels of proficiency) that shows how deterministic model can be used to analyze a skill and biomechanical principles can be applied ▪ Report and analysis of the implementation of a monitoring strategy integrating technology, developed and implemented over 3 months by the coach ▪ Critical reflections on your ability to apply teaching and learning best practices in your coaching (e.g. frequency & type of feedback, questioning, non-verbal communication, etc.) to enhance the skill	**Analyze performance** ▪ Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries ▪ Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries ▪ Detect tactical elements that have to be improved or refined to enhance performance ▪ Correct tactical elements that have to be improved or refined to enhance performance ▪ Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport **Provide support to athlete in training** ▪ Implement protocols and methods that contribute to the development of athletic abilities relevant to sport ▪ Implement an appropriately structured and organized practice ▪ Make adjustments to practice based on athletes' response to the training activities ▪ Make interventions that enhance learning and that are aimed at improving the athlete's performance **Support the competitive experience** ▪ Implement procedures that promote readiness for performance pre-competition (Nutritional, Mental, Environmental, Logistical) ▪ Make decisions and interventions that promote sport-specific performance during competition **Plan a practice** ▪ Identify appropriate activities in each part of the practice ▪ Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations **Manage a program** ▪ Report on athlete progress throughout the program

20   APPENDIX M: ACD MIDPOINT AND FINAL ASSESSMENT

ACD midpoint assessment

The purpose of the ACD midpoint assessment is to:

- Provide a formalized experience of self-evaluation and analysis of the coach's performance, their athletes' and/or team's performance against sport demands to identify gaps that can be closed before the ACD final assessment.

- Demonstrate integration of ACD learning with individual coaching practice and demonstrate the achievement of criteria

The midpoint assessment in the ACD will require the coach to [1]:

- Describe their sport's coaching context;

- Uses the knowledge constructed over the course of the first part of the program to clearly analyze and describe:
    o   Sport specific demands;
    o   Their current athlete(s)' status in terms of ability to meet these demands;
    o   Gap(s) between current athlete capabilities and the demands of the sport;
    o   Coaching interventions being used to narrow selected gap(s);
    o   Key Performance Indicators (KPI's) being used to monitor the success of the coaching interventions in closing the selected gap(s).
- Includes a draft / current annual training plan, which illustrates how identified coaching interventions are organized throughout the year to address selected gap(s) in athletes' ability to meet sport demands;

- Clearly identifies a gap in the coach's own performance, based on application of knowledge constructed during the first year, and feedback / observations gathered within program
    o   Includes a plan for closing this gap that will increase their effectiveness as a coach.

- Shares portfolio pieces that most clearly represent the enhanced analysis of self and athletes that occurred during the first year of the ACD program.

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[1] Coaches are required to submit all the ACD themes activities before the midpoint assessment. The sport can decide to lean on the ACD assessment (activities not included in the sport pathway) or to assign a coach developer to assess it (activities included in the sport pathway).

ACD final assessment

The purpose of the ACD Final Presentation is to:
1. Synthesize and integrate important concepts across all themes into a document / project;
2. Provide a sampling of evidence from each theme to highlight ACD experience and development as a coach;
3. Critically reflect on changes that have been identified or enhanced during the coach's ACD experience;
4. Share best practices with theme mentors and peer coaches.

The Final Presentation of the ACD will require the coach to[2]:
▪ Produce an integrated annual Training Plan that incorporates various modules of the diploma program;
▪ Make a presentation highlighting evidence of one's effectiveness / best practice in each theme.

A. REQUIREMENTS FOR THE INTEGRATED TRAINING PLAN

The summary document or "capstone" training plan will be based on the coach's current coaching context, or a future context that is desired by the coach and supported by evidence accumulated through their ACD experience. While there is flexibility in how the plan is formatted (i.e., Paper / Website, etc..), the following contents should be addressed.
1. Statement of Coaching Philosophy as it relates to the plan.
2. A profile of the sport using empirical evidence of the types of:
    a. demands (e.g., environment, equipment, physical, mental, technical, tactical).
    b. limitations (e.g., logistical).
    c. structure (e.g., Competition format).
    d. cultural elements (e.g., Extenuating circumstances).
3. A description of the athlete context (Stage) related to the sport specific LTD.
4. A detailed gap analysis that clearly states perceived gaps to be addressed in the plan and training objectives to achieve discrepancy between current and desired performance (gap).
5. A summary of key elements that will impact the plan and detailed monitoring strategies related to:
    a. Energy system training
    b. Strength training
    c. Mental training
    d. Tactical training
    e. Nutrition consideration
    f. Recovery and regeneration
    g. Tapering for key event(s)
    h. Other ancillary sport-specific factors (e.g., environment / equipment)
6. An overview of the training plan indicating horizontal integration of training components / objectives (EXCEL spreadsheet, Propulses PLAN software).
7. An example of a selected a micro-cycle from each phase of the plan (GPP, SPP, PCP, CP, and TP) describing the objective of the cycle and the daily sequencing of training, competition and recovery activities.
8. An appendix of relevant supporting documentation or materials that could be used as evidence for the implementation and monitoring of the plan (e.g., Referent models, Assessment tools, fitness results, etc.).
9. A list of references and or a bibliography.
10. Complete athlete's monitoring strategy.

A copy of the integrated training plan must be submitted to the assigned panel at least one week prior to the scheduled final presentation.

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[2] Coaches are required to submit all the ACD themes activities before the midpoint assessment. The sport can decide to lean on the ACD assessment (activities not included in the sport pathway) or to assign a coach developer to assess it (activities included in the sport pathway).

21 APPENDIX N: SPORTIFICATION TABLES

This section presents sportification tables required criteria for the CDAG only. Sports using optional or sport specific criteria in the program may develop their own sportification tables or use the existing for Competition-Development core certification.

Outcome: Make Ethical Decisions	
Criterion: Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Coach's philosophy and behaviours are used as a model by the sport ❑ Train other coaches of the Competition – Development context on how to develop an ethical coaching philosophy and behave consistently with it. ❑ Make consistent values-based decisions especially in difficult situations. ❑ Support/mentor other coaches of the Competition-Development context in the implementation of their coaching philosophy, ethical behaviours or self-reflection process.
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Advocate for change within coach's sport ❑ Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics ❑ Act consistently with stated philosophy, values and goals. ❑ Advances personal competency by networking effectively with experts and utilizing professional development activities. ❑ Critically reflects on constructive feedback and evaluates personal leadership practices to refine them and achieve success. ❑ Accepts accountability and responsibility for decisions and actions. ❑ Has and applies a code of conduct for program that is consistent with NCCP Code of Ethics and other codes relevant to their coaching context (e.g., NSO, school, etc.). ❑ Engages team members in the development of a team vision and goals. ❑ Plans and implements activities to influence team development, camaraderie, and spirit. ❑ Demonstrates personal integrity in their behaviour. ❑ Seeks feedback from athletes, assistant coaches, support staff and other stakeholders about leadership behaviour and its impact. ❑ Takes action to improve based on feedback.
NCCP Standard Core Certification	❑ Include clear and concise messages in your coaching philosophy ❑ Ensure that your coaching philosophy adheres to the NCCP Code of Ethics ❑ Ensure that your coaching philosophy adheres to Volleyball Canada's Code of Conduct ❑ Identify the purpose of your coaching in the philosophy ❑ Identify your coach values in the philosophy ❑ Identify your leadership style in the philosophy ❑ Provide evidence of communication of philosophy to athletes, parents, and other stakeholders as appropriate
Below Standard	❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Outcome: Analyze performance	
Criterion: Correct tactical elements that have to be improved or refined to enhance performance	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on future training activities ❑ Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on the athlete's ability to perform in competition, and make appropriate decisions regarding athlete's participation in such competitions ❑ Coach's approach/method for correcting tactics/strategies is used as a model by the sport ❑ Work with other coaches to correct tactic/strategy and mentor other coaches to identify optimal corrective measure ❑ Facilitate athlete(s) to identify individual tactical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?) ❑ Create and/or makes use of a referent model that could be used by other coaches to analyze tactical performance and make effective corrections
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance ❑ Prescribe highly individualized or adapted activities to assist the athlete or team in applying the appropriate tactic/strategy ❑ Consistently identify *why* the correction will have a beneficial effect on performance, *what* to improve, and *how* to improve tactical performance ❑ Help athletes to increase awareness of errors in tactical execution by asking appropriate questions ❑ Analyze effectiveness of decision-making of their athletes and opponents' and identify future training priorities. ❑ Correctly uses the tactical development tools (referent model, progressions, execution tools) defined by the sport to evaluate the quality of an athletes' performance ❑ Identify possible corrective interventions for potential causes of errors that could impact tactical performance ❑ Develops interventions that are evaluative, prescriptive and descriptive and selects the appropriate one given the circumstances ❑ Utilizes tools or strategies to monitor factors that may impact performance
NCCP Standard for Core Certification 💥	❑ Identify specific corrective measures based on analysis of potential causes of tactical/strategic errors, consistent with the skill/development progression checklist or "referent model" defined by Volleyball Canada ❑ Identify why the correction will have a beneficial effect on performance and how to improve tactic/strategy using prescriptive interventions ❑ Evaluate when a specific intervention (teaching/modification of activity) is needed based on systematic observation of individual or team tactics and whether corrective measure will produce desired effects ❑ Use adequate demonstrations to model tactic or strategy ❑ Prescribe an appropriate activity (using VC's Method 1, 2, 3 & SP activities) and/or drill that assists athlete to make correction in tactic/strategy ❑ Ensure adequate motor engagement in the corrective activities or activity for each athlete and identify if level of difficulty in the activities is relevant to athletes' capabilities ❑ Make appropriate tactical/strategic decisions based on specific analysis of competitive event ❑ Ensure that corrective measures replicate competition-like situations that will allow athletes to implement tactical/strategic corrections ❑ Reinforce application of competitive rules that relate to tactical/strategic intentions when appropriate
Below Standard	❑ Observe tactical execution consistent with the progression checklist of VC, but do not implement these guidelines in the field ❑ Correct the athlete(s) by indicating *what* they did rather than identifying specific strategies for how to improve tactical performance ❑ Prescribe activities that only partially assist the athletes in correcting tactical performance ❑ Provide corrections that identify vague external factors rather than specific factors that contribute to improved tactical performance ❑ Do not prescribe appropriate activities and/or to assist athlete in correcting tactical performance

Outcome: Analyze performance	
Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities ❑ Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on the athlete's ability to perform in competition, and make appropriate decisions regarding athlete's participation in such competitions ❑ Work with other coaches to correct athlete performance and mentor other coaches to identify optimal corrective measure ❑ Coach's approach/method for correcting technical performance is used as a model by the sport ❑ Facilitate athlete(s) to identify individual technical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance ❑ Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction ❑ Consistently identify *why* the correction will have a beneficial effect on performance, *what* to improve, and *how* to improve technical performance ❑ Help athletes to increase awareness of errors in technical execution by asking appropriate questions ❑ Consistently focus athletes' attention toward external cues or on the anticipated effects of the movement ❑ Effectively communicates corrections to athletes and/or other coaches ❑ Uses appropriate time within a training session to address technical skill development ❑ Evaluate the technical performance of their athletes for the purpose of making on-site decisions or corrective interventions ❑ Develops interventions that are evaluative, prescriptive and descriptive and selects the appropriate one given the circumstances ❑ Establishes method of intervention to convey corrective measures
NCCP Standard for Core Certification ❧	❑ Identify specific corrective measures based on analysis of potential causes of performance errors, consistent with the skill/development progression checklist or "referent model" defined by VC ❑ Identify why the correction will have a beneficial effect on performance and how to improve performance using prescriptive interventions (Methods 1, 2, 3, SP) ❑ Use adequate demonstrations to model correct performance ❑ Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance ❑ Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes' capabilities ❑ Ensure corrections focus athletes' attention toward external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). E.g., external focus: "Concentrate on keeping a specific object or implement in a certain position during the movement" versus Internal focus: "Concentrating on keeping a specific part of the body in a certain position during the movement" ❑ Reinforce application of competitive rules that relate to skill execution when appropriate ❑ Where appropriate, ask participant's consent for physical contact when assisting in correcting a skill error
Below Standard	❑ Observe movement phases consistent with the skill/development progression checklist of VC, but do not implement these guidelines in the field ❑ Correct the athlete(s) by indicating *what* they did rather than identifying specific strategies for how to improve technical performance ❑ Prescribe activities and/or drills that only partially assist the athletes in correcting technical performance ❑ Provide corrections that identify vague external factors rather than specific factors that contribute to improved technical performance ❑ Do not prescribe appropriate activities and/or drills to assist athlete in correcting technical elements

Outcome: Analyze performance	
Criterion: Detect tactical elements that have to be improved or refined to enhance performance	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Facilitate the athlete(s) to detect key tactical performance factors and to understand how and why these errors affect overall performance ❑ Work with other coaches to detect individual or team tactics/strategies and mentor other coaches to identify critical elements in the detection of tactic or strategy ❑ Coach's approach/method for analyzing technical performance is used as a model by the sport
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of tactical performance ❑ Make appropriate use of technology/methods to conduct tactical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance ❑ Provide a rationale for identifying appropriate tactics/strategies that need improvement based on sport-specific analysis of performance of own athletes, or opposition where appropriate ❑ Consistently observe tactical elements from the best vantage points and scan all the athletes ❑ Consistently communicate **how** and **why** the critical error contributes to the performance ❑ Identify gaps that exist between current athlete tactical abilities and the optimal tactical demands required, , in your sport. (e.g. Areas for improvement or enhancement, trends observed) ❑ Identify key tactical elements that will allow the desired outcome to be achieved ❑ Makes use of developed tools or strategies to monitor tactical factors that may impact performance ❑ Prioritize factors (Equipment, Environment, Physical, Psychological, Technical and Tactical) that impact tactical performance
NCCP Standard for Core Certification ⚒	❑ Analyze opponents, athletes coached, and/or event for strengths, weaknesses, and opportunities ❑ Observe tactical execution from adequate vantage point(s) as defined by the sport ❑ Correctly use tactical development/progression checklist or "referent model" defined by VC to evaluate tactical execution of an athlete's performance ❑ Identify outcome (intention) of a tactic/strategy and specific performance factors that define optimal performance based on sport-specific referent model ❑ Identify critical cause(s) that may contribute to an enhancement of a tactic/strategy (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance ❑ Communicate how and why the critical error(s) impact(s) performance ❑ Identify critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific tactics/strategies ❑ Correctly identify potential technical elements that may impact the execution of individual or team tactics/strategies ❑ Reinforce application of competitive rules that relate to tactics/strategies when appropriate ❑ Identify critical programming decisions that have to be made in the short-term to correct the tactical elements identified ❑
Below Standard	❑ Observe the tactical elements from a single vantage point to detect performance factors ❑ Only explain **how** the error relates to the overall tactical performance but do not indicate **why** ❑ Identify some performance factors that contribute to errors in tactical performance, but do not select the most critical factor that will have the greatest impact on performance ❑ Scan practice environment infrequently and pay little attention to the execution of tactical elements ❑ Identify effort and motivational factors that contribute to lack of performance rather than key tactical factors ❑ Do not correctly use or refer to the tactical development/progression checklist of VC to evaluate tactical execution

Outcome: Analyze performance	
Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Facilitate the athlete(s) to detect key technical performance factors and to understand how and why these errors affect overall performance ❑ Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance ❑ Coach's approach/method for analyzing technical performance is used as a model by the sport
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance ❑ 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 ❑ Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements ❑ Correctly and consistently apply biomechanical principles to identify potential risks of sport injury resulting from incorrect technical execution ❑ Consistently observe technical elements from the best vantage points and scan all the athletes ❑ Consistently communicate **how** and **why** the critical error contributes to the performance ❑ Assists athletes in developing their own skills in analyzing key tactical factors and to understand how and why they affect overall performance ❑ Establishes appropriate timing of assessments within training program design ❑ Extracts key variables from observations and prioritizes those that appear to have the highest impact on performance ❑ Identify potential causes of errors and possible corrective interventions that could impact skill performance ❑ Makes appropriate use of video assessment system when needed and/or optimal to do so ❑ Presents referent model to others to show systematic analysis of skill ❑ Athletes are given opportunities to offer suggestions to enhance their learning and/or to apply creative solutions they offer ❑ Correctly applies biomechanical principles while performing analyses and intervention of advanced sport-specific technical elements ❑ Develops a technical skills assessment program for athlete ❑ Prioritizes determinants that will have the greatest impact on technical performances ❑ Use deterministic model to identify biomechanical principles that relate to technical performance ❑ Uses deterministic model to apply corrective measure related to a prioritized determinant ❑ Identify gaps that exist between current athlete technical abilities and the optimal/ technical demands required in the sport. (e.g., areas for improvement or enhancement, trends observed in your sport)
NCCP Standard for Core Certification	❑ Observe technical execution from adequate vantage point(s) as defined by the sport ❑ Identify outcome (intention) of a technical skill and specify performance factors that define optimal performance based on sport-specific referent model ❑ Identify critical cause(s) that may contribute to improved technical performance (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance ❑ Communicate how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate ❑ Identify critical decisions or decision-making factors (including timing of decision) that must be considered by athletes while performing specific technical elements ❑ Correctly identify potential impact(s) on individual or team tactics that may result from incorrect execution of technical elements ❑ Reinforce application of competitive rules that relate to skill execution when appropriate ❑ Identify critical programming decisions that have to be made in the short-term to correct the technical elements identified

Outcome: Analyze performance

Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries

Achievement	Evidence:
Below Standard	❑ Observe the skill from only a single vantage point to detect performance factors ❑ Explain **how** the error relates to the overall performance but do not indicate **why** ❑ Identify some performance factors that contribute to errors in performance, but do not select the most critical factor that will have the greatest impact on performance ❑ Scan the practice environment infrequently and pay little attention to skill execution ❑ Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors ❑ Do not correctly use or refer to the skill development/progression checklist of VC to evaluate technical execution

Outcome: Analyze performance	
Criterion: Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results ❑ Present the evaluation of sport-specific fitness/athletic abilities as a model for other coaches in volleyball. ❑ Contribute to the development of new and innovative general and sport-specific evaluation methods, consistent with scientific principles ❑ Cross-reference the progresses made by athletes' in specific test with quantification analyses of training activities done over time in order to evaluate the effectiveness of own yearly program ❑ Based on analyses, critically reflects on the efficiency of certain established or common practices and procedures within the sport ❑ Identifies new or alternative methods that have the potential to address current performance issues ❑ Identify adjustments that are needed in the program structure to address weaknesses in individual athletes identified as a result of evaluations or other performance analyses
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Make recommendations for talent identification and/or specialization based on sport-specific fitness for athletic abilities identified by VC's long-term development plan ❑ Use new and innovative evaluation protocols, consistent with current and emerging scientific research data and sport-specific practices at the elite level ❑ Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries ❑ Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress ❑ 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 ❑ Make short and mid-term adjustments to the athletes' training program in order to reflect the degree to which athletic abilities are developed, and articulate a sound, evidence-based rationale for doing so ❑ Based on systematic observation of athlete performance determine whether a specific intervention is needed ❑ Conducts performance analyses on individual athletes during the program at regular intervals and critical times within the program ❑ Planned activities address specific short-term needs identified during competition performance analyses, without jeopardizing overall mid and long-term goals ❑ Identify strategies to determine athletes' stage of growth and maturation ❑ Identify means of measuring changes in fatigue level, or an athlete's ability to return to play from an injury ❑ Develop tools or strategies to monitor athlete's commitment to training ❑ Develop tools or strategies to monitor impact of environmental, equipment, technical, tactical and mental factors on performance ❑ Use objective performance indicators (fitness testing results, attendance, training diary, training loads/volumes etc.) and cross-references these data in a systematic manner with athlete / team goals and observed progress in training. ❑ Use performance analysis data and normative data relevant to athletes LTAD stage to identify whether training and competition opportunities are adequate for athlete progression
NCCP Standard for Core Certification ❧	❑ Implement field or lab tests to evaluate athletes' sport-specific fitness in the relevant athletic abilities for SPORT: aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength ❑ 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 ❑ 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) ❑ Maintain records of evaluation results and ensure confidentiality of records according to VC's privacy policies ❑ Implement a system to monitor progress of sport-specific fitness over time ❑ Use evaluation of sport-specific fitness levels to make appropriate modifications to tactics/strategies used in competition
Below Standard	❑ Do not correctly interpret field or lab test results to make the type of training recommendations that will effectively contribute to enhancing the performance of athletes in the Competition – Development context ❑ Do not use field or lab tests that can be used to evaluate athletes' sport-specific fitness in volleyball. ❑ Do not interpret or use the results to field or lab tests to make appropriate training recommendations

Outcome: Analyze performance	
Criterion: Perform a thorough analysis of the sport demands at the elite level	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Cross-reference analyses of the demands of the sport with the results of performance analyses of the athletes and identify program priorities and needs at Competition – Development ❑ Use your analyses to contribute to formalizing volleyball knowledge and train other coaches of the Competition – Development context ❑ Train other coaches on how to use analyses of the demands of volleyball at the elite level in order to identify initiatives that can be implemented to enhance the quality of the Competition – Development athletes' preparation for excellence
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Use analytical data collected to identify short and mid-term priorities for athlete development ❑ Use analytical data collected to incorporate short and mid-term priorities into yearly program to enhance performance and facilitate continued progression in the sport ❑ Identify trends at the elite and/or international levels that may impact how athletes of the Competition – Development context training ❑ Identify the actual social/training/competitive conditions of your athletes and program, and identify discrepancies between those and the demands of volleyball at the elite level ❑ Analyze the conditions conducive to the achievement of the highest levels of performance in the sport. ❑ Analyze the types of movements required in your sport, e.g., frequency, load, contraction duration, contraction type, recruitment, etc. ❑ Describe the gold medal profile of the sport/event coached (if relevant) ❑ Identify critical information and/or statistics that help to describe the requirements of the sport ❑ Identify key phases of a selected event / competition ❑ Indicate factors that are likely to cause fatigue in sport/event during competition and training ❑ Present sport specific LTAD model which identifies for Train to Train, Train to Compete and Train to Win stages in a matrix of: (a) general and sport specific skills and abilities; (b) recommended sport program elements (i.e. number of competitions, practices, hours, type and volume of activity etc.; and (c) growth and development characteristics ❑ Analyze the impact of environment in sport and determine the gap between current and desired programming ❑ Analyze the impact of equipment in sport and determine the gap between current and desired programming ❑ Analyze the impact of tactical demands in sport and determine the gap between current and desired programming ❑ Analyze the impact of technical demands in sport and determine the gap between current and desired programming ❑
NCCP Standard for Core Certification	❑ Identify critical elements of information or statistics that serve to describe the requirements for international competitions ❑ Analyse the physiological demands of the sport ❑ Analyse the motor demands of the sport ❑ Analyse the mental demands of the sport ❑ Analyse the technical demands of the sport ❑ Analyse the tactical and decision-making demands of the sport ❑ Analyse the training commitments required at the elite level in the sport ❑ Analyse the conditions that are conducive to the achievement of the highest levels of performance in the sport ❑ Analyse the actual social/training/competitive conditions of the athletes ❑ Use analytical data collected to make an analysis of demands of sport at elite level and the context of your own program
Below Standard	❑ Have no clear point of reference with regard to the physical, technical, tactical, mental, and cognitive demands of volleyball at the elite level ❑ Do not identify critical normative data pertaining to key performance factors ❑ Do not identify the number of years that are necessary to develop a competitive athlete at the elite level, and/or the volume and intensity of training that are required at critical stages of athlete development

Outcome: Design a Sport Program	
Criterion: Outline a program structure based on training and competition opportunities	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ 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 VC's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles ❑ Yearly program plan is used as a model for other coaches of the Competition – Development context
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Present yearly planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program, consistent with VC's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles ❑ Identify relative importance of competition in Yearly Training Plan ❑ Determine if yearly program should be based on a single or double periodization approach, and identifies Periods/Phases as necessary o If the yearly program should be based on a double periodization approach, Periods/Phases are identified as necessary throughout the program, and are of an appropriate duration ❑ Identify a series of long-term benchmarks (athlete / program) with key performance indicators that can be monitored on a regular basis ❑ Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program ❑ Identify whether there is a gap between the "minimum training time required to induce specific training effects" and the "time available for recovery" ❑ Identify goals and objectives that clearly link to the key performance indicators identified
NCCP Standard for Core Certification 🏅	On a yearly planning calendar: ❑ Present logistical information ❑ Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.) ❑ Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan ❑ Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition) ❑ Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition).
Below Standard	❑ Only present basic athlete information and seasonal logistics (practices and competitions) ❑ Do not present a planning calendar of logistical information

Outcome: Design a Sport Program	
Criterion: Integrate yearly training priorities into own program	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Integrate sport-specific components, physical components as well as specific mental strategies into program design (e.g., visualization, goal setting, etc.) ❑ Factor in critical programming decisions that have to be made to the Yearly Training Plan in order to address/correct specific performance factors, and re-adjusts training priorities and objectives in a way that (1) reflects the anticipated time required to induce the desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors ❑ The yearly program developed is a model for the Competition – Development context in the sport
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Identify adjustments to NCCP or NSO template to better reflect own program situation, while remaining consistent with NCCP or NSO long-term athlete development guidelines, and Canadian Sport for Life principles ❑ Identify relative importance of performance factors (Equipment, Environment, Psychological, Physical, Tactical, Technical) in each phase of the plan ❑ Prioritize key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of such factors/components/objectives with each period of the plan ❑ Select one period in the YTP that prioritizes strength development and design a training program that outlines the methods and activities used to train one (or more) identified gaps in athlete strength ❑ Periodize and sequence the mental training strategies within a Yearly Training Plan

NCCP Standard for Core Certification 🏅	❑ Use NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan
	❑ Use NCCP or NSO sample yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan
	❑ Identify for a given week in the program:
	    o The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week
	    o Whether there is a gap between the "minimum training time required to induce specific training effects" and the "time available for training", using NCCP and/or NSO guidelines
	    o The organization and sequence training priorities on a weekly basis based on timing within Yearly Training Plan

Below Standard	❑ Do not use the NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan ❑ Do not use the NCCP or NSO sample yearly program template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan

Outcome: Design a Sport Program	
Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Make modifications to the objectives, duration, and methods used in certain sessions to optimize adaptations, and provide rationale for such decisions based on specific evidence gathered from observation and athlete monitoring ❑ Make optimal use of the principles and guidelines related to the proper sequencing of training sessions during a week given the logistics and constraints of the Yearly Training Plan ❑ The organization and sequencing of training priorities identified are used as a model for other coaches of the Competition – Development context
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Take into account fatigue indices from previous weeks' training and competition activities to organize and sequence weekly training priorities and objectives ❑ Take into account fatigue indices from previous weeks' training and competition activities to select most appropriate methods to use in specific training sessions ❑ 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. ❑ Provide an explanation for each recovery strategy (method, technique or modality), and a brief rationale for choosing a particular strategy. ❑ Describe a one-week micro-cycle in the competitive phase to facilitate recovery of athlete(s) ❑ Describe a one-week micro-cycle in the preparatory phase to facilitate recovery of athlete(s) ❑ Determine the total number of practices and the duration of each practice for a given week in the plan ❑ Identify appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors for a given week in the plan
NCCP Standard for Core Certification ✋	❑ Manage and prioritize training time appropriately and present a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the NCCP or NSO template for the week of the program ❑ Account for logistical constraints in the yearly training plan when sequencing weekly training activities ❑ Present a 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities ❑ 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 ❑ Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans ❑ 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
Below Standard	❑ Present a plan to develop athletic abilities that is inconsistent with the training priorities and objectives identified for the week of the program ❑ Do not take into account the logistical constraints that apply to your own program when sequencing the training activities within the week ❑ Do not apply the principles and guidelines related to the proper sequencing of training sessions in your weekly plans

Outcome: Design a Sport Program	
Criterion: Develop a tapering and peaking program in preparation for important competitions	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Customize programming decisions in the area of peaking and tapering on the basis of evidence and analyses from previous implementations ❑ Design a peaking and tapering program that indicates an awareness of specific individual athlete needs ❑ Document the effects of planned tapering and peaking procedures, and use this to contribute to the advancement of knowledge in the sport and a model for other coaches
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Adapt tapering and peaking procedures to key competitions of the Yearly Training Plan ❑ Design a peaking and tapering program that spans over a period longer than one week, consistent with established procedures in volleyball or scientific evidence ❑ Describe the competition/training activities for 3-4 weeks preceding an important competition. ❑ Design a tapering program that indicates an awareness of specific individual athlete needs ❑ Develop a peaking index that identifies appropriate adjustments in volume and intensity prior to important competitions

NCCP Standard for Core Certification	❑ Describe the competition/training activities for the week preceding an important competition
	❑ Appropriately adapt activities for tapering and peaking during the week preceding an important competition, based on the correct application of the following principles:
	    o Reduce the training volume throughout the taper phase
	    o Maintain sufficient volume of high-intensity training
	    o Decrease the level of fatigue generated during training sessions
	    o Maintain or schedule a slight reduction in the weekly frequency of training sessions
	    o Activities performed during the taper period are highly specific to the athlete's competitive demands
	❑ Identify specific measures and strategies that contribute to maximizing the athletes' potential for performance in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; team cohesiveness; logistics; etc.

Below Standard	❑ Design activities aimed at ensuring a tapering and peaking effect that are not consistent with established guidelines and available scientific evidence ❑ Design a plan for tapering and peaking that reflects measures applicable only to the few days that immediately precede the important competition, and not to the whole week leading to the important competition ❑ Do not clearly reflect established principles and guidelines for tapering and peaking in the weekly program ❑ Do not change activities and training loads during the week preceding the important competition

Outcome: Design a Sport Program	
Criterion: Identify appropriate measures to promote athlete development	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Identify systemic strategies or measures to offset critical program elements that are prevalent in the sport, and that show major inconsistencies with recommended guidelines on long-term athlete development available through the NCCP or the NSO ❑ The remedial measures or solutions developed are used as a model for other coaches of the Competition – Development context
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Determine if trends observed in own program are generalized with the sport ❑ Propose solutions that describe sound remedial or other corrective measures 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 VC's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles ❑ Prioritize training objectives based on long-term athlete development
NCCP Standard for Core Certification ✂	❑ Calculate the ratio of training to competition opportunities within own program ❑ Compare the ratio of training to competition opportunities within own program to recommended NCCP or NSO norms pertaining to long-term athlete development ❑ Use data from performance analyses and normative data pertaining to expected performance standards at Competition – Development to identify whether training and competition opportunities of own program are adequate for athlete progression ❑ Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with NCCP / NSO long-term athlete development norms / Canadian Sport for Life principles and (2) are adapted to the needs of Competition-Development athletes
Below Standard	❑ Do not calculate training to competition ratios ❑ Do not present appropriate strategies or solutions to assist in aligning training and competition ratios to NCCP or NSO long-term athlete development norms

Outcome: Provide Support to Athletes in Training	
Criterion: Implement an appropriately structured and organized practice	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice ❑ Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment ❑ Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice ❑ Work with other coaches to define appropriate roles in the organization and structure of practice ❑ Structure and organization of the practice are used as a model for other coaches
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Address individual athlete needs in a way that preserves the practice structure and organization for the group ❑ Implement practice activities to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity ❑ Implement practice activities that enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition ❑ Implement appropriate mental training strategies (visualization, relaxation, re-focusing, arousal control) during the practice to assist athletes to achieve task goal or practice objective based on demands that may be encountered during competition ❑ **Deliver activities appropriately sequenced for optimal adaptation** ❑ **During the debrief, the coach assesses how the planned session varied in relation to the practice that was actually implemented and rationalizes reasons for changes.** ❑ **When debriefed on practice, coach rationalizes goals and key activities used during the practice.**
NCCP Standard for Core Certification 	❑ Welcome athletes prior to practice ❑ Communicate the practice goals/objectives to athletes ❑ Dress appropriately for active coaching ❑ Present a practice plan with well-defined goals and objectives (this could be the plan from the Plan a Practice outcome or a plan from the Design a Sport Program outcome) ❑ Ensure equipment is available and used appropriately throughout the practice ❑ Ensure available space is used appropriately throughout practice ❑ Ensure main practice segments are evident (warm-up; main part; cool-down) ❑ Ensure activities and their duration are appropriate for each segment ❑ Ensure practice activities are consistent with training priorities and developmental objectives of VC's yearly program including Method 1, 2, 3 and Simulated Play referenced throughout. ❑ Match delivery of practice with practice plan's goal(s) ❑ Develop skill(s), tactics, and/or athletic abilities in the main part of the practice ❑ Sequence practice activities adequately to enhance learning or specific training effects ❑ Maximize practice time such that participants have appropriate duration, transition, and waiting times ❑ Provide breaks for appropriate recovery and hydration
Below Standard	❑ Do not use appropriate warm-up activities ❑ Do not provide evidence of a practice plan ❑ Do not clearly divide practice into main segments ❑ Do not provide clear practice goals ❑ Use space and time poorly ❑ Use activities that are not appropriate for athletes of the Competition – Development context

Outcome: Provide Support to Athletes in Training	
Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard for Core Certification" and:** ❑ Teach athletes to self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems ❑ Work with other coaches to identify optimal corrective measures to enhance athlete performance ❑ Seeks expertise to determine the effectiveness of new or alternative methods/approaches. ❑ Seeks the input of assistant coaches and/or specialists (physiotherapists, doctors, trainers, sport psychologist) to optimize adjustments made during the practice or training session. ❑ Model and teach effective coaching interventions to other coaches at the same context ❑ Use technology effectively to analyze athlete and coach performance ❑ Upon request, provides appropriate rationale for coaching decisions, and describes why adjustments were necessary and how they enhanced the achievement of the intended objectives. ❑ Integrates innovative corrective measures that replicate competition-like situations and demands ❑ Investigates how and when alternative methods can be implemented in training and introduced in real competitive situations. ❑ Investigates how competitive rules impact alternative training methods ❑ Where appropriate, identifies strategies for the effective use or implementation of the new or alternative methods ❑ Prescribes highly individualized or adapted activities, that will assist the athlete, unit, or team in making decisions
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Prioritize practice objectives / goals based on analysis of competition to effect better performance ❑ Identifies key performance indicators and ensures those are well understood by the athlete. ❑ Uses innovative demonstrations, diagrams, simulations, etc. to model and represent correct performance ❑ Identify potential causes of errors and possible corrective interventions that could impact skill performance ❑ Extracts key variables from observations and prioritizes those that appear to have the highest impact on performance ❑ Identify interventions that are evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances ❑ Consciously determines when to inhibit feedback to promote critical thinking ❑ Consistently uses quality questions to facilitate awareness and promote critical thinking ❑ Constructively reinforces athletes' efforts ❑ Effectively communicates corrections to athletes and/or other coaches ❑ Use technology to gather information about athletes' performance and learning, or to enhance learning in athletes ❑ Athletes are given opportunities to offer suggestions to enhance their learning and/or to apply creative solutions they offer ❑ Encourage calculated risks in accordance to the NCCP Code of Ethics
NCCP Standard for Core Certification	❑ Create opportunities to interact with all athletes ❑ Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance ❑ Ensure explanations are clear and concise and provide opportunities for athletes to ask questions ❑ Identify individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions that optimize learning ❑ Explain 1-3 key factors or teaching points and check for clarification ❑ Align key learning points with sport's skill development model and adapt to the level of the athletes ❑ Use VC's "referent models" to detect and correct performance ❑ Use external focus of attention ❑ Use questions ❑ Provide constructive feedback and instruction toward both the group and individuals ❑ Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate ❑ Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback ❑ Promote a positive image of volleyball and model the image to athletes and other stakeholders ❑ Uses respectful language toward athletes when providing verbal interventions
Below Standard	❑ Use an explanation but do not identify any key learning points ❑ Use demonstration but do not position participants to see and hear ❑ Make limited intervention to clarify key learning objectives ❑ Do not recognize when an intervention is needed in order to enhance the learning potential of a situation or activity ❑ Make interventions that are not purposeful and do not contribute to enhancing learning for the athlete

Outcome: Provide Support to Athletes in Training	
Criterion: Makes adjustments to the practice based on athletes' response to the training activities	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives ❑ Make adjustments to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and sport psychologists) ❑ Create modifications that can be made to activities given specific training objectives and athlete needs ❑ Make adjustments to activities in order to verify the degree of learning by the athlete, as opposed to limiting his or her judgments to performance alone
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Adjust progressions to ensure optimal achievement of practice objectives, and provide rational for choice of progression based on observations made during the practice ❑ Provide an appropriate rationale for decisions ❑ Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions ❑ Adjusts and/or fine-tunes the equipment to be used in training to support performance and reduce the risk of injuries. ❑ Identifies corrections that focus athlete(s)' attention toward external cues. ❑ Identify monitoring strategies that could be used in the practice to assist in providing augmented feedback ❑ Adjusts the work intensity, work periods, or length of breaks as necessary to account for athletes' fitness and/or fatigue, consistent with intended goals. ❑ Identifies adjustments in practice to respond to specific conditions or logistics (e.g. weather, timing, available resources etc.).
NCCP Standard for Core Certification 🏒	❑ Modify practice activities to deal with specific circumstances or logistics (e.g., weather, timing, resources, etc.) as required ❑ Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view ❑ Reduce or increase work intensity, work periods, or length of pauses as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals ❑ Implement and adapt corrective measures based on defined "referent model" used to analyze the cause of performance errors during practice ❑ Facilitate achievement of task goal (training objective) by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue ❑ Provide appropriate rationale for coaching decisions and justify how adjustments enhance the practice objectives

Below Standard	❑ Make adjustments to activities in which athletes are not learning that are incomplete and do not improve the situation
	❑ Make adjustments that simplify or elevate the degree of difficulty of activities that do not improve the situation
	❑ Do not recognize that an activity clearly requires adjustments for safety reasons
	❑ In a situation where learning is clearly not occurring during an activity:
	    o Do not recognize the causes of the situation (emotional, cognitive, physical/motor)
	    o Do not adjust the demands of the task in order to make it a reasonable challenge for athletes
	❑ In a situation where the task is clearly too easy for the athletes:
	    o Do not recognize the situation
	    o Do not adjust the demands of the task in order to make it a reasonable challenge for athletes
	❑ Do not provide a rationale for any adjustment made to activities during the practice

Outcome: Provide Support to Athletes in Training	
Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Develop new and innovative general and/or sport-specific training protocols that are consistent with scientific principles ❑ Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities ❑ Use of methods and protocols by the coach to develop and/or maintain athletic abilities relevant to volleyball are used as a model for other coaches of the Competition – Development context
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Select and implement training protocols and methods to address individual athlete weaknesses ❑ Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc. ❑ Use new and innovative training protocols and methods consistent with current scientific research data and sport-specific observations at the elite level ❑ 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 ❑ Correctly implement training methods and protocols to develop and/or maintain all athletic abilities relevant to volleyball ❑
NCCP Standard for Core Certification	❑ Implement general and sport-specific training protocols and methods to appropriately develop and/or maintain: o aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength ❑ Ensure selected training protocols and methods are adapted to the age and training experience of the athletes ❑ Ensure selected training protocols and methods are adapted to the time of the yearly program ❑ Ensure the use of training protocols and methods is based on an evaluation of performance and comparison with normative data for the sport/discipline/gender/age group
Below Standard	❑ Implement a limited number of methods that effectively contribute to the development of some athletic abilities relevant to volleyball ❑ Identify and implement training protocols and methods that are adequate given the age of the athletes, but that are not adapted to their training experience ❑ Implement training protocols and methods that are not adequate or sufficiently sport-specific given the time of the yearly program ❑ Do not purposely create conditions whereby athletic abilities relevant to volleyball are trained during practice ❑ Do not implement methods that effectively contribute to the development of athletic abilities relevant to volleyball

Outcome: Provide Support to Athletes in Training	
Criterion: Ensure that the practice environment is safe	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Implement safety measures and preventive actions that reflect learning from past experiences ❑ Teach and model safety measures and preventive actions to other coaches ❑ Share reflections on established sport risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in sport ❑ Recommend actions or procedures that can contribute to enhancing established safety practices ❑ The coach's safety measures and preventive actions are used as a model within the sport
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Present an emergency action plan (EAP) that reflects improvements based on previous implementation ❑ Forecast on potential safety issues and make appropriate preventive adjustments to the practice environment ❑ Effectively implement an emergency procedure adapted to the sport in case of injury or accident ❑ Present a health and safety audit that identifies risks and actions to reduce, eliminate, or transfer risk for his athletes ❑ Demonstrates creation and management of an inclusive, doping and abuse free training culture

NCCP Standard for Core Certification 🏅	❑ Survey the practice site
	❑ Minimize risk to athletes before and throughout the practice (e.g., appropriate use of equipment, adapting to environmental factors, and other factors as identified by the sport)
	❑ Reinforce and teach appropriate competitive rules to enable a safe practice environment
	❑ Present an EAP that contains elements specific to the practice facility being used:
	    o Location of telephones are identified (cell and land lines)
	    o Emergency telephone numbers are listed
	    o Location of medical profiles and coordinates for each athlete under the coach's care is identified
	    o Location of fully stocked first-aid kit identified
	    o Advance "call person" and "charge person" are designated
	    o Directions to reach the activity site are provided

Below Standard	❑ Recognize the potential risks but does nothing to adjust the practice to enable safety. ❑ Present an incomplete emergency action plan (less than six of the critical elements) ❑ Do not survey practice environment prior to practice ❑ Seem unaware of potential risks to safety ❑ Do not address dangerous factors in the training environment ❑ Do not reinforce or teach competitive rules to enable a safe practice environment

Outcome: Plan a Practice	
Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a practice in volleyball ❑ Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice ❑ Coach's approach/method for sequencing activities during a practice is used as a model by the sport
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Given (1) the training objectives sought for the practice and (2) the activities to be accomplished, provide a progression that reflects knowledge and understanding of the athletes' response to specific loading parameters and patterns ❑ Maintain documentation of the effects of specific sequences of activities for the purpose of conducting future analyses ❑ Activities, their associated duration, and conditions of execution are appropriate for each segment. ❑ Activities are consistent with training priorities and developmental objectives of VC's yearly program. ❑ Plan identifies optimal use of the training time and equipment available to promote a high degree of active engagement, learning, and training on the part of athletes.

NCCP Standard for Core Certification	❑ Provide a progression that builds toward execution (speed; conditions; decision-making; etc.) under realistic / competitive situations
	❑ When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes:
	  o Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up:
	    ▪ *Pure speed (alactic power)*
	    ▪ *Acquisition of new motor patterns*
	    ▪ *Coordination/technique at high speed*
	    ▪ *Speed-strength (power)*
	    ▪ *Maximum strength*
	  o Athletic abilities that can be improved in a state of light fatigue*:*
	    ▪ *Speed endurance (alactic capacity; lactic power)*
	    ▪ *Technique (consolidation of motor patterns)*
	  o Athletic abilities that can be improved in a state of moderate fatigue:
	    ▪ *Lactic capacity*
	    ▪ *Maximal aerobic power*
	    ▪ *Strength endurance*
	    ▪ *High power aerobic endurance*
	    ▪ *Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)*
	  o Athletic abilities that can be improved in a state of moderate to high fatigue:
	    ▪ *Low power aerobic endurance*
	    ▪ *Flexibility*

Below Standard	❑ When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines ❑ Sequence only some of the key activities (i.e., those that contribute the most toward achieving the main goals and objectives of the practice), with the recommended principles and guidelines ❑ Plan an order or sequence of activities that reflects neither the awareness nor the integration of recommended principles and guidelines

Outcome: Plan a Practice	
Criterion: Identify appropriate activities in each part of the practice	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete ❑ Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives ❑ Individual athlete needs are reflected in the planned activities through variations, notes, etc. ❑ Use health care professionals and other consultants to ensure a safe environment for training. *Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis.*
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Provide examples of detailed training plans that identify integration of physical conditioning, technical, tactical and recovery activities ❑ Plan incorporates mental strategies (visualization, relaxation, re-focusing, arousal control) help athletes achieve practice goal or objective ❑ Identifies health and safety risks in environment and equipment in practice settings. ❑ Provide a clear rationale for the goal and/or objective of each activity ❑ Indicate key strategies or actions that will be implemented based on objectives for each LTAD stage ❑ Create activities for the specific needs of the participant or team based on analysis of performance in competition ❑ Devise training sessions that consistently address the age, training age, and maturity of the athlete ❑ Include activities to enhance effective decision-making required by the athlete and enable athletes to take greater ownership over decisions that may be required during competition ❑ Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view ❑ Integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes) ❑ Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects. ❑ Practice planning provides opportunities for athletes to offer suggestions that enhance their learning or the training environment. ❑ When debriefed the coach performs a critical analysis of how the activities were sequenced in the practice and identifies adjustments for individual athletes where necessary.
NCCP Standard for Core Certification	❑ Ensure the clearly identified goal(s) that is/are consistent with the following: VC's long-term athlete development model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan ❑ Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities ❑ Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human) ❑ Ensure activities are meaningful, purposeful and link to overall practice goal ❑ Include a list of key teaching points that relate to the overall practice goal ❑ Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points) ❑ Ensure activities are aimed at improving athletic abilities and are consistent with VC's long-term athlete development model ❑ Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year ❑ Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective *Evidence contributes to an adequate learning environment and will elicit improvements in sport-specific performance factors. Types of practice relate to the following: Whole practice, Distributed practice, Variable practice, Random practice. Stages of skill development relate to the following: Acquisition, Early Consolidation, Late Consolidation, Refinement.*
Below Standard	❑ Provide limited evidence to show how the plan will create an adequate environment to learn or to improve performance ❑ Provide vague and not clearly identified practice goals ❑ Do not link activities to overall purpose of practice ❑ Do not reflect awareness of safety in activities ❑ Include activities that are inconsistent with NCCP growth and development principles ❑ No evidence is observed in the plan

Outcome: Support the Competitive Experience	
Criterion: Implement procedures that promote readiness for performance pre-competition (Nutritional, Mental, Environmental, Logistical)	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition 　　　○ Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance ❑ Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities ❑ Work with experts in specific areas to enhance pre-competitive procedures ❑ Makes appropriate use of technology methods to conduct advanced tactical analyses (specialized software, video, simulators) and produces evidence to reinforce observations
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels (Nutritional, Mental, Environmental, Logistical) ❑ Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury) ❑ Present a strategy to monitor competition goals or gather evidence of athlete performance ❑ Work with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition ❑ Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance ❑ Make decisions about athlete's participation in competition based on monitored performance factors ❑ Keep a log or journal that contains competition debriefs. ❑ Analyzes the results and documents specific conclusions.
NCCP Standard for Core Certification ✵	❑ Monitor and provide guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition ❑ Ensure athletes perform appropriate volleyball physical warm-up ❑ Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance ❑ Provide athletes with clear information regarding their roles in order to enhance individual and team performance in competition ❑ Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives ❑ Assess the individual mental state of athletes relative to the demands of the competition ❑ 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) ❑ Develop a game or competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition ❑ Identify tactics and strategies that are consistent with athletes' stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents ❑ Identify tactics and strategies that are consistent with the rules of competition and principles of fair play ❑ Explain tactics and strategies in a way that is clear for the athletes and check for understanding ❑ Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes
Below Standard	❑ Do not be prepared and have difficulty organizing athletes for competition ❑ Athletes are unaware of competition schedule or plan ❑ Rush pre-competition preparation and do not make equipment readily available

Outcome: Support the Competitive Experience	
Criterion: Make decisions and interventions that promote sport-specific performance during competition	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances ❑ Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Involve non-competing athletes in meaningful roles and learning situations related to the competition ❑ Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate ❑ Communicate with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance ❑ Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.) ❑ Evaluate the tactical performance of their athletes for the purpose of making on-site decisions or corrective interventions ❑ Interpret technical information to make decisions and interventions that maximize sport specific performance. ❑ *Utilizes tools or strategies to monitor tactical factors that may impact performance* ❑ *Utilizes tools or strategies to monitor technical factors that may impact performance* ❑ When necessary makes adjustments to initial tactics and strategies and identifies measures and actions that should be implemented by the athlete
NCCP Standard for Core Certification ✹	❑ Observe athletes from the most optimal vantage point based on volleyball rules and/or competitive objective/goals ❑ Behave in a controlled manner and show respect toward officials, opponents, and own athletes ❑ Make use of the opportunities to interact directly with athletes during competition (time outs; breaks; interventions between matches, etc.) where appropriate as defined by competitive rules for the sport ❑ Provide athletes with sport-specific information that identifies what and how to achieve greater performance by focusing on solutions and potential actions ❑ Ensure that athletes or team are focused on the task, not the result or scoreboard ❑ Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for sport ❑ Identify strategies to analyze key performance factors during the competition to assist in correctly identifying potential causes of error, and/or areas for improvement ❑ Make interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies) ❑ Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport ❑ Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance ❑ 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) ❑ Correctly interpret competitive rules and make necessary adjustments that positively impact athlete or team performance
Below Standard	❑ Criticize athletes' performance during the competition and/or between competitive events ❑ Act distracted during the competition and do not focus on key element in the athlete or team performance ❑ Do not observe athletes performance during the competition

Outcome: Support the Competitive Experience	
Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance ❑ Work with athletes to identify possible adjustments to future training or practice goal and/or objectives ❑ Work with other coaches and/or sport-specific specialists in the analysis of the competition to report on and implement strategies to improve subsequent practices ❑ Consult sport-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate ❑ Where appropriate, provide opportunities to engage media after the competition to give objective comments on performance
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Critically reflect on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition ❑ Critically reflect on training orientations and priorities in the Yearly Training Plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition ❑ Critically reflect upon and implement confidence and skill building interventions after the competition ❑ Identify and coordinate a recovery plan that can be accessed by athletes ❑ Critically reflect on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation ❑ Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors
NCCP Standard for Core Certification	❑ Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved ❑ Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance ❑ Use analysis taken during the competition to review, interpret, and modify individual and/or team goals ❑ Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate ❑ Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances ❑ Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition
Below Standard	❑ Provide athlete with an analysis of the competition, but do not debrief or ask the athletes for input on analysis ❑ Identify some key areas for improvement, but do not provide a plan for implementing improvements in subsequent practices ❑ Reflect on preparation for the competition and interventions used during competition, but do not identify areas for improvement ❑ Ignore athlete(s) after the competition, or berate athlete(s) performance ❑ Do not identify how to factor the athlete/team performance during competition into subsequent practice ❑ Do not implement appropriate recovery or regenerative strategies after the competition

Outcome: Manage a Program	
Criterion: Develop strategies to address and resolve conflicts in sport	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Work with other coaches (assistants) to help these coaches develop strategies to resolve conflicts encountered during their coaching ❑ Mentor others (e.g., athletes, parents, officials, and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques ❑ Develop proactive strategies to address situations where athlete(s) do not meet expectations (performance, behaviour or expectations), and deal with these situations in a manner that is assertive and conducive to the resolution of conflicts ❑ Manage and resolve conflicts in ways that support team mission. ❑ Manage resolution of issues related to program change or innovation. ❑ Resolve values-based conflicts in own coaching context.
NCCP Standard for Core Certification ✘	❑ Identify common causes of conflict in volleyball, and individuals/groups likely to find themselves in a conflict situation ❑ Take proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding ❑ Use effective techniques and strategies to resolve conflict when personally involved, so that positive relationship with athletes and participants, parents, officials, and other coaches are maintained
Below Standard	❑ Do not develop strategies to prevent conflict from arising ❑ Do not implement strategies that may assist in proactively dealing with the causes of potential conflicts in sport ❑ Do not apply an ethical decision-making process in resolving conflicts that are derived from situations that have ethical implications ❑ Use techniques and strategies to resolve conflict that undermines the relationship among individuals or others involved in the situation

Outcome: Manage a Program	
Criterion: Manage expertise to assist in program development or athlete performance	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Recruit, supervise and evaluate performance of assistant coaches and other program staff. ❑ Seeks, through consultation and research, new or alternative approaches that have the potential to enable optimal performance. ❑ Consciously prepares for various situations/ events that are predictable in competitive environment (e.g., media, presentations to various groups, planning meetings, etc.). ❑ Evaluates the contribution of expert(s) against success indicators and athlete feedback and makes recommendations on their continued involvement and cost-effectiveness.
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Uses a systematic approach in planning changes to the strategic program. ❑ Identifies appropriate staff for a project, and where appropriate specifies job descriptions and expectations. (e.g., primary, supportive and performance enhancement practitioners). ❑ Identifies the duration and dates of each project and a budget that includes both revenues and expenditures. ❑ Schedules activities on a timeline that prioritizes those that require longer advance preparation. ❑ Shares relevant information with expert(s) about the athletes and the program at the appropriate level of confidentiality: For athletes: training background, performance history and objectives & For the program: context, goals, priorities, and planned activities ❑ Creates an environment which results in trust and respect among team members. ❑ Maintain effective working relationships with assistant coaches, experts and other support personnel. ❑ Develops, clarifies, and adapts the roles and responsibilities of team members. ❑ Role models the expected level of commitment and passion. ❑ Values team members as individuals. ❑ Ensures members of the IST operate within established organizational policies and ethical parameters as identified by the CCES or provincial/territorial legislation. E.g., models of fair play and drug-free sport. ❑ Identifies, approves as appropriate, and documents communication to be used between expert(s) and athletes. ❑ Introduces expert(s) to athletes at the appropriate time within the yearly program and identifies their expected role and contribution. ❑ Displays emotional maturity and remains in control in difficult or stressful situations. ❑ Recognizes potential distractions and minimizes their impact on own performance and that of others.
NCCP Standard for Core Certification	❑ Assistant coach(es) have a detailed job description and is reviewed on a regular basis ❑ Strength and Conditioning coach has a detailed description and is reviewed on a regular basis ❑ Athletic Therapist has a detailed description and is reviewed on a regular basis ❑ Statistician/videographer has a detailed description and is reviewed on a regular basis ❑ Regular meetings are schedule to communicate progress toward global and specific objectives. ❑ Coach meets with staff to build YTP
Below Standard	❑ Sport specific

Outcome: Manage a Program	
Criterion: Report on athlete progress throughout the program	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Provide leadership that helps to create a clear vision of where to go and what to do next in order for athletes to continue to progress and achieve the desired performance levels ❑ In conjunction with specialist(s) and athlete(s), identify and validate the indicators of success that will be used to assess improvements in athletes' behaviour and/or performance ❑ Engages stakeholders in the development and implementation of program decisions in order to create positive change. ❑ Reviews programs, initiatives, and recommendations made by experts to ensure they are appropriate to the stages of development of athletes, program objectives, ethical practices, and current policies. ❑ Design athlete assessment tools and procedures adapted to the coaching context, consistent with performance models developed by VC and available scientific data ❑ Train other coaches on how to conduct effective athlete assessment ❑ Identifies how personal coaching performance benefitted from expert knowledge and demonstrates the ability to apply that information.
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Conduct ongoing reviews and monitoring of program ❑ Analyzes the gaps that exist between the current state and perceived best practice. ❑ Evaluates the effectiveness of the plan through research of potential alternative methods/approaches. ❑ Uses appropriate tools to make decisions in a time efficient manner. ❑ Intervenes where necessary to ensure corrective measures are implemented in the program. ❑ Communicates with specialists, other coaches or athletes to identify training and practice considerations ❑ Use objective performance indicators (fitness testing results, attendance, training diary, training loads/volumes, etc.) and cross-reference this data in a systematic manner with athlete/team goals and actual training achievements ❑ Engage athletes and other key stakeholders (parents, club authorities, sport administrators, etc.) in a dialogue on how to address some of the issues identified around athlete progress ❑ Track specific athlete performance factors over an extended period of time (i.e. 1 season) and can clearly identify athlete progress ❑ Present evidence of debriefing session or interview with athlete and/or parents to discuss progress in relation to individual goals ❑ Identify strategies to engage athletes and other key stakeholders (parents, club authorities, sport administrators, etc.) to address issues related to athlete progress
NCCP Standard for Core Certification ✗	❑ Present an assessment of the status of relevant performance indicators at periodic stages of the program to athletes and to other key stakeholders (parents, club authorities, sport administrators, etc.) ❑ Identify and communicate appropriate levels of progression and steps for improvement throughout the program ❑ Present evidence of debriefing session or interview with athlete, parents and/or other key stakeholders to discuss progress in relation to goals ❑ Protect the privacy of participant information and take steps to maximize confidentiality ❑ Use effective communication strategies and/or skills to present and promote program messages
Below Standard	❑ Provide athlete assessments that are anecdotal and/or subjective and do not clearly identify key performance factors or areas for improvement ❑ Provide an assessment of performance that is vague and unclear ❑ Provide limited documentation on athlete progress within the program ❑ Do not offer specific recommendations on how to improve

Outcome: Manage a Program	
Criterion: Develop and implement fair selection procedures	
Achievement	**Evidence:**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Works collaboratively with other coaches, clubs, and stakeholders to create a coordinated network and system for the identification and recruitment of talent. ❑ Develops and implements measures, criteria, and procedures that produce a fair, transparent, and ethical process for athlete identification and recruitment in their program. ❑ Using web-based or other mediums, communicates the talent identification and talent development initiatives and opportunities available in their program to athletes, parents, clubs and other stakeholders in the development stream.
Above Standard	❑ **Meet "Standard for Core Certification" and:** ❑ Develops and publishes selection criteria and procedures in a manner that is consistent with NSO/PSO guidelines. ❑ Identifies critical information in the selection criteria and procedures, e.g., dates, qualifying events, locations, eligibility, pre-requisites and number of athletes to be selected. ❑ Makes selection procedures and criteria available to athletes and other key stakeholders, i.e., parents. ❑ Provides selection criteria and procedure in advance of selection camps and or competitions. ❑ Where applicable, identifies the number of athletes to be selected using objective criteria and the number of athletes to be selected as "coach's choice". ❑ Identifies appropriate testing procedures and protocols, including normative data, that indicates potential and assists other coaches in implementing tests and interpreting results. ❑ Implements selection procedures and criteria as published. ❑ Produces a rationale for athlete selection that reflects the correct application of the published criteria and procedures and submits it on time to the designated NSO/PSO official. ❑ Announces athlete selection publicly according to NSO/PSO policies, maintaining the required level of confidentiality. ❑ Ensures there is a reasonable time period in which to inform non-selected athletes of the decision, and to engage in a dialogue about the rationale for the decision. ❑ Provides alternatives to non-selected athletes to prepare for future selection, e.g., links to other coaches or IST resources. ❑ Identifies appeal procedures and guidelines to be used in the event of a selection dispute. ❑ Acknowledges and supports efforts made by partners and stakeholders in implementing initiatives for the systematic development of athletic talent. ❑ Identifies effective channels that stakeholders involved in the development system can use to provide information about athletes who show talent and/or meet specific performance thresholds. ❑ Identifies how coaches, clubs, and other individuals involved in the development stream can monitor the progress of athletes identified through the talent development system. ❑ Shares ideas, strategies, etc. with coaches, clubs, administrators and other key stakeholders in the Competition-Development stream in support of cohesive approaches to the systematic development of athletic talent. ❑ Uses the sport's LTAD model in conjunction with discipline, gender, and age-specific standards/normative data/criteria/procedures etc. to identify athletes with potential. ❑ Identifies required performance levels and standards, and specific circumstances or conditions under which such performances must be achieved.
NCCP Standard for Core Certification 🏅	❑ Post the identification process, selection policy and criteria, and any report cards on a public domain. ❑ Follow through with posted policies and procedures ❑ Integrate VC's physical testing benchmarks for the appropriate age groups. ❑ Hire experienced coaches (5+ years) to evaluate technical skill benchmarks. ❑ Provide the appropriate amount of observation and evaluation time (for example, 3-5 days for a national team program) ❑ Post an appeals policy
Below Standard	❑ Sport specific

22 APPENDIX O: CDAG AND ACD EVALUATION SCALES

Make ethical decisions	
Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics.	
Highly effective	Coach's philosophy and behaviours are used as a model by the sport. Train other coaches of the Competition – Development context on how to develop a ethical coaching philosophy and behave consistently with it. Make consistent values-based decisions especially in difficult situations. Support/mentor other coaches of the Competition-Development context in the implementation of their coaching philosophy, ethical behaviours or self-reflection process.
Above core certification	Develops and communicate a coaching philosophy that adheres to the NCCP Code of Ethics. Act consistently with stated philosophy, values, goals and applicable code of conduct. Role models the expected level of commitment and passion, recognizing potential distractions and minimizing their impact on own performance and that of others. Accepts accountability and responsibility for decisions and actions, critically reflects on constructive feedback and evaluates personal leadership practices to refine them and achieve success.

Analyse Performance	
Detect tactical elements that have to be improved or refined to enhance performance	
Highly effective	Work with other coaches to detect individual or team tactics/strategies and mentor other coaches to identify critical elements in the detection of tactic or strategy. Coach's approach/method for analyzing technical performance is used as a model by the sport.
Above core certification	Prioritize factors (Equipment, Environment, Physical, Psychological, Technical and Tactical) that impact tactical performance. Use a variety of observational strategies to identify the most critical aspects of tactical performance. Make appropriate use of technology/methods to conduct tactical analyses and monitor (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance and identify gaps that exist between current athlete tactical abilities and the optimal tactical demands required. Provide a rationale for identifying appropriate tactics/strategies that need improvement based on sport-specific analysis of performance of own athletes, or opposition where appropriate. Consistently communicate how and why the critical error contributes to the performance. Makes use of developed tools or strategies to monitor tactical factors that may impact performance.
Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.	
Highly effective	Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance. Coach's approach/method for analyzing technical performance is used as a model by the sport.
Above core certification	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. Extracts key variables from observations and prioritizes those that appear to have the highest impact on performance. Identify potential causes of errors and possible corrective interventions that could impact skill performance. Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical element and to identify potential risks of sport injury resulting from incorrect technical execution. Consistently communicate how and why the critical error contributes to the performances. Assists athletes in developing their own skills in analyzing key tactical factors and to understand how and why they affect overall performance.
Correct tactical elements that have to be improved or refined to enhance performance	
Highly effective	Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on future training activities and on the athlete's ability to perform in competition, and make appropriate decisions. Work with other coaches to correct tactic/strategy and mentor other coaches to identify optimal corrective measure. Coach's approach/method for correcting tactics/strategies is used as a model by the sport.

Above core certification	Selects the appropriate intervention given the circumstances and the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance. Prescribe highly individualized or adapted activities to assist the athlete or team in applying the appropriate tactic/strategy. Consistently identify why the correction will have a beneficial effect on performance, what to improve, and how to improve tactical performance.

Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	
Highly effective	Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities and on the athlete's ability to perform in competition, and make appropriate decisions. Work with other coaches to correct athlete performance and mentor other coaches to identify optimal corrective measure. Coach's approach/method for correcting technical performance is used as a model by the sport.
Above core certification	Selects the appropriate intervention give the circumstances and the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance. Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction and uses appropriate time within a training session to address technical skill development. Consistently identify why the correction will have a beneficial effect on performance, what to improve, and how to improve technical performance.
Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport	
Highly effective	Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results. Present the evaluation of sport-specific fitness/athletic abilities as a model for other coaches in SPORT. Contribute to the development of new and innovative general and sport-specific evaluation methods, consistent with scientific principles. Cross-reference the progresses made by athletes in specific test with quantification analyses of training activities done over time in order to evaluate the effectiveness of own yearly program.
Above core certification	Use new and innovative evaluation protocols, consistent with current and emerging scientific research data and sport-specific practices at the elite level to conduct performance analyses on individual athletes during the program at regular intervals and critical times. Implement a regular monitoring system to evaluate fatigue to prevent overtraining, minimize injuries, to track the evolution of specific performance factors/abilities and to measure athlete progress. Use objective performance indicators and cross-references these data in a systematic manner with athlete / team goals and observed progress in training to determine whether a specific intervention is needed to make short and mid-term adjustments to the athletes' training program and articulate a sound, evidence-based rationale for doing so. Planned activities address specific short-term needs identified during competition performance analyses, without jeopardizing overall mid and long-term goals.
Perform a thorough analysis of the sport demands at the elite level.	
Highly effective	Cross-reference analyses of the demands of the sport with the results of performance analyses of the athlete. Train other coaches on how to use analyses of the demands of the SPORT at the elite level in order to identify initiatives that can be implemented to enhance the quality of the Competition – Development athletes' preparation for excellences and identify program priorities and needs at Competition – Development. Use analyses to contribute to formalizing SPORT knowledge and train other coaches of the Competition – Development context. Describe the gold medal profile of the sport/event coached (if relevant).
Above core certification	Identify precisely the actual social/training/competitive conditions of athletes and program and identify discrepancies between those and the demands of SPORT at the elite level. Analyze the conditions conducive to the achievement of the highest levels of performance in the sport. Identify critical information and/or statistics that help to describe the requirements of the sport and use collected data to identify short and mid-term priorities to facilitate continued progression in the sport. Identify trends at the elite and/or international levels that may impact athletes of the Competition – Development context training.
Design a sport program	
Outline a program structure based on training and competition opportunities	
Highly effective	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. Yearly program plan is used as a model for other coaches of the Competition – Development context.
Above core certification	Identify a series of long-term benchmarks (athlete / program) with key performance indicators that can be monitored on a regular basis. Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program. Identify goals and objectives that clearly link to the key performance indicators identified. Present yearly planning calendar that identifies major program orientations (goals and objectives) related to all important performance factors. Identify relative importance of competition in Yearly Training Plan, determine if yearly program should be based on a single or double periodization approach, and identifies appropriate periods/phases.

Integrate yearly training priorities into own program	
Highly effective	Factor in critical programming decisions that have to be made to the Yearly Training Plan in order to address/correct specific performance factors and re-adjusts training priorities and objectives in a way that (1) reflects the anticipated time required to induce the desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors.
Above core certification	Prioritize all key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of such factors/components/objectives with each period of the plan (Equipment, Environment, Psychological, Physical, Tactical, Technical) in each phase of the plan. Identify adjustments to NCCP or NSO template to better reflect own program situation, while remaining consistent with NCCP or NSO long-term athlete development guidelines, and Canadian Sport for Life principles.
Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	
Highly effective	Make modifications to the objectives, duration, and methods used in certain sessions to optimize adaptations, and provide rationale for such decisions based on specific evidence gathered from observation and athlete monitoring. Make optimal use of the principles and guidelines related to the proper sequencing of training sessions during a week given the logistics and constraints of the Yearly Training Plan.
Above core certification	Determine the total number of practices and the duration of each practice for a given week in the plan. Identify appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors for a given week in the plan. 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. Provide an explanation for each recovery strategy (method, technique or modality), and a brief rationale for choosing a particular strategy.
Develop a tapering and peaking program in preparation for important competitions	
Highly effective	Document the effects of planned tapering and peaking procedures, and use this to contribute to the advancement of knowledge in the sport and a model for other coaches Customize programming decisions in the area of peaking and tapering on the basis of evidence and analyses from previous implementations.
Above core certification	Design a peaking and tapering program that spans over a period longer than one week, consistent with established procedures in the SPORT or scientific evidence and that indicates an awareness of specific individual athlete needs. Develop a peaking index that identifies appropriate adjustments in volume and intensity prior to important competitions and adapt tapering and peaking procedures to key competitions of the Yearly Training Plan.
Identify appropriate measures to promote athlete development	
Highly effective	Identify systemic strategies or measures to offset critical program elements that are prevalent in the sport, and that show major inconsistencies with recommended guidelines on long-term athlete development available through the NCCP or the NSO. The remedial measures or solutions developed are used as a model for other coaches of the Competition – Development context.
Above core certification	Determine if trends observed in own program are generalized with the sport. Propose solutions that describe sound remedial or other corrective measures 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 SPORT's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles.

Provide Support to Athletes in Training	
Implement an appropriately structured and organized practice	
Highly effective	Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice. Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice. Work with other coaches to define appropriate roles in the organization and structure of practice. Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment. Structure and organization of the practice are used as a model for other coaches.
Above core certification	Deliver activities appropriately sequenced for optimal adaptation and address individual athlete needs in a way that preserves the practice structure and organization for the group. Practice activities assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity, enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition. Implement appropriate mental training strategies during the practice to assist athletes to achieve task goal or practice objective based on demands that may be encountered during competition. During the debrief, the coach assesses how the planned session varied in relation to the practice that was actually implemented, and rationalizes reasons for changes and rationalizes goals and key activities used during the practice.

Make interventions that enhance learning and are aimed at improving the athletes' performance	
Highly effective	Prescribes highly individualized or adapted activities, that will assist the athlete, unit, or team in making decisions, self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems. Upon request, provides appropriate rationale for coaching decisions, and describes why adjustments were necessary and how they enhanced the achievement of the intended objectives. Use technology effectively to analyze athlete and coach performance. Seeks expertise to investigate how and when alternative methods can be implemented in training and introduced in real competitive situations and to determine their effectiveness. Model and teach effective coaching interventions to other coaches at the same context.
Above core certification	Prioritize practice objectives / goals based on analysis of competition to effect better performance. Identifies key performance indicators and ensures those are well understood by the athlete. Uses innovative demonstrations, diagrams, simulations, etc. to model and represent correct performance. Extracts key variables from observations and prioritizes those that appear to have the highest impact on performance. Identify potential causes of errors and possible corrective interventions that could impact skill performance. Identify or develops interventions that are encouraging, evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances. Consciously determines when to inhibit feedback to promote critical thinking and consistently uses quality questions to facilitate awareness and promote critical thinking. Effectively communicates corrections to athletes and/or other coaches and encourage calculated risks in accordance with the NCCP Code of Ethics
Makes adjustments to the practice based on athletes' response to the training activities	
Highly effective	Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives. Make adjustments to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and sport psychologists). Create modifications that can be made to activities given specific training objectives and athlete needs.
Above core certification	Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions. Adjust progressions to ensure optimal achievement of practice objectives, to respond to specific conditions or logistics (e.g. weather, timing, available resources etc.) and to reduce the risk of injuries. Identify monitoring strategies that could be used in the practice to assist in providing augmented feedback. Adjusts the work intensity, work periods, or length of breaks as necessary to account for athletes' fitness and/or fatigue, consistent with intended goals. Identifies adjustments in practice. Provide relevant rationale for choices.
Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport	
Highly effective	Develop new and innovative general and/or sport-specific training protocols that are consistent with scientific principles. Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities. Use of methods and protocols by the coach to develop and/or maintain athletic abilities relevant to SPORT are used as a model for other coaches of the Competition – Development context
Above core certification	Select and implement correctly relevant training protocols and methods to address individual athlete weaknesses. Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc. Consult with specialist(s) (physiotherapists, doctors, trainers) to identify new and advanced strategies, consistent with current scientific research data and sport-specific observations at the elite level, and enhance training
Ensure that the practice environment is safe	
Highly effective	Implement safety measures and preventive actions that reflect learning from past experiences. Share reflections on established sport risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in sport. Recommend actions or procedures that can contribute to enhancing established safety practices. The coach's safety measures, and preventive actions are used as a model within the sport.
Above core certification	Present a health and safety audit that identifies risks and actions to reduce, eliminate, or transfer risk for his athletes. Demonstrates creation and management of an inclusive, doping and abuse free training culture

Plan a practice	
Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
Highly effective	Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice. Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a practice in SPORT. Coach's approach/method for sequencing activities during a practice is used as a model by the sport
Above core certification	Given (1) the training objectives sought for the practice and (2) the activities to be accomplished, provide a progression that reflects knowledge and understanding of the athletes' response to specific loading parameters and patterns. Activities, their associated duration, and conditions of execution are appropriate for each segment. Activities are consistent with training priorities and developmental objectives of SPORT's yearly program. Plan identifies optimal use of the training time and equipment available to promote a high degree of active engagement, learning, and training on the part of athletes.

Identify appropriate activities in each part of the practice	
Highly effective	Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete. Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives. Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis. Use health care professionals and other consultants to ensure a safe environment for training.
Above core certification	Provide a clear rationale for the goal and/or objective of each activity. Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects. Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical. Create activities for the specific needs of the participant or team based on analysis of performance in competition or decision-making point of view. Integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes) and enable athletes to take greater ownership over decisions that may be required during competition.
Support the Competitive Experience	
Implement procedures that promote readiness for performance pre-competition (Nutritional, Mental, Environmental, Logistical)	
Highly effective	Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance. Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities. Work with experts in specific areas to enhance pre-competitive procedures. Makes appropriate use of technology methods to conduct advanced tactical analyses (specialized software, video, simulators) and produces evidence to reinforce observations.
Above core certification	Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels. Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury). Present a strategy to monitor athletes for acclimatization to environmental factors and competition goals or gather evidence of athlete performance and make adjustments to enhance performance. Work with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition. Analyzes the results and documents specific conclusions.
Make decisions and interventions that promote sport-specific performance during competition	
Highly effective	During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances. Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance.
Above core certification	Communicate with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance. Use or

	develop tools to gather notational data during the competition and evaluate the tactical performance of their athletes for the purpose of making on-site decisions or corrective interventions. Utilizes tools or strategies to monitor tactical factors that may impact performance. When necessary, makes adjustments to initial tactics and strategies and identifies measures and actions that should be implemented by the athlete. Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate and involve non-competing athletes in meaningful roles and learning situations related to the competition.
Use the competitive experience in a meaningful manner to further athletes' development after competition	
Highly effective	Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance. Work with them and other coaches or experts to identify and implement adjustments to future training or practice goal and/or objectives. Consult sport-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate. Where appropriate, provide opportunities to engage media after the competition to give objective comments on performance.
Above core certification	Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors. Critically reflect on training orientations and priorities in the Yearly Training Plan and on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition. Determine if adjustments are warranted based on athletes' results and/or behaviour in competition. Identify and coordinate a relevant recovery plan that can be accessed by athletes.

Manage a Program	
Develop strategies to address and resolve conflicts in sport	
Highly effective	Works with other coaches (assistants) to help them develop strategies to resolve conflicts encountered during their coaching. Mentor others (e.g., athletes, parents, officials, and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context.
Above core certification	Develops proactive strategies to address situations where team members do not meet expectations (performance, behaviour or expectations). Shares relevant information with expert(s) about the athletes and the program at the appropriate level of confidentiality and ensures members of the IST operate within established organizational policies and ethical parameters as identified by the CCES or provincial/territorial legislation. Deal with where athlete(s) do not meet expectations (performance, behaviour or expectations), by using proactive strategies and in a manner that is assertive and conducive to the resolution of conflicts. Manages and resolves value-based conflicts and issues related to program change or innovation in ways that support team mission and enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques.
Manage expertise to assist in program development or athlete performance	
Highly effective	Recruit, supervise and evaluate performance of assistant coaches and other program staff. Seeks, through consultation and research, new or alternative approaches that have the potential to enable optimal performance. Consciously prepares for various situations/ events that are predictable in competitive environment. Evaluates the contribution of expert(s) against success indicators and athlete feedback and makes recommendations on their continued involvement and cost-effectiveness.
Above core certification	Creates an environment which results in trust and respect among team members. Maintain effective working relationships with assistant coaches, experts and other support personnel. Displays emotional maturity, remains in control in difficult or stressful situations, recognizes potential distractions and minimizes their impact on own performance and that of others. Develops, clarifies, and adapts the roles and responsibilities of team members. Ensures members of the IST operate within established organizational policies and ethical parameters as identified by the CCES or provincial/territorial legislation. Identifies appropriate staff for a project, and where appropriate specifies job descriptions and expectations. Schedules activities on a timeline that prioritizes those that require longer advance preparation. Shares relevant information with expert(s) about the athletes and the program at the appropriate level of confidentiality.
Report on athlete progress throughout the program	
Highly effective	Based on analyses, critically reflects on the efficiency of certain established or common practices and procedures within the sport and identifies new or alternative methods that have the potential to address current performance issues. Engages stakeholders in the development and implementation of program decisions in order to create

	positive change. Reviews programs, initiatives, and recommendations made by experts to ensure they are appropriate to the stages of development of athletes, program objectives, ethical practices, and current policies. Provide leadership that helps to create a clear vision of where to go and what to do next in order for athletes to continue to progress and achieve the desired performance levels.
Above core certification	Track specific athlete performance factors over an extended period of time and can use objective performance indicators to cross-reference the data and conduct systematic ongoing reviews and monitoring of program. Analyzes the gaps that exist between the current state and perceived best practice. Communicates with specialists, other coaches or athletes to identify training and practice considerations. Evaluates the effectiveness of the plan through research of potential alternative methods/approaches. Uses a systematic approach in planning changes to the strategic program and intervenes where necessary to ensure corrective measures are implemented. Engage athletes and other key stakeholders (parents, club authorities, sport administrators, etc.) in a dialogue on how to address some of the issues identified around athlete progress.
Develop and implement fair selection procedures	
Highly effective	Works collaboratively with other coaches, clubs, and stakeholders to create a coordinated network and system for the identification and recruitment of talent. Develops and implements measures, criteria, and procedures that produce a fair, transparent, and ethical process for athlete identification and recruitment in their program. Using web-based or other mediums, communicates the talent identification and talent development initiatives and opportunities available in their program to athletes, parents, clubs and other stakeholders in the development stream.
Above core certification	Develops and publishes selection criteria and procedures in a manner that is consistent with NSO/PSO guidelines. Provides precise and appropriate selection criteria and procedure in advance of selection camps and or competitions. Produces a rationale for athlete selection that reflects the correct application of the published criteria and procedures and submits it on time to the designated NSO/PSO official. Announces athlete selection publicly according to NSO/PSO policies, maintaining the required level of confidentiality. Ensures there is a reasonable time period in which to inform non-selected athletes of the decision, and to engage in a dialogue about the rationale for the decision and alternatives to prepare for future selection. Identifies appeal procedures and guidelines to be used in the event of a selection dispute. Shares ideas, strategies, etc. with coaches, clubs, administrators and other key stakeholders in the Competition-Development stream in support of cohesive approaches to the systematic development of athletic talent.

23 APPENDIX P: COACH OPPORTUNITIES AND CERTIFICATION

LTD Stage	Fundamentals	Learn to Train	Train to Train		Learn to Compete			Train to Compete	Learn to Win	Train to Win	Active for Life
Ages	6-8	9-12	13-16		17-18			19-22	23+	23+	All Ages
Opportunities	Club Coach		Club Coach		Club Coach			University	Pro	Professional	Masters
	School Coach		School Coach		School Coach			College	FISU Games		
	Recreation Centre Leader		Regional Excellence Program (REP) Coach		Regional Excellence Program (REP) Coach			FISU Games			
	Community Program Leader		Provincial Games Coach		National Excellence Program (NEP) Coach - Women			NEP Coach - Men			
	Train and Play Programs	Festivals / Tournament	Provincial Camps	16U Provincial Team	18U Provincial Team	Canada Games	Youth Nat Team	Junior National Team	Senior B Team	Senior A Team	

NCCP	Fundamentals	Learn to Train	Train to Train		Learn to Compete			Train to Compete	Learn to Win	Train to Win	Active for Life
Community Coach	Trained	Trained									
Development Coach		Trained	Certified	Certified							
Advanced Development Coach			Trained	Trained	Certified	Certified	Certified				
Performance Coach					Trained	Certified	Certified	Certified			
Advanced Performance Coach								Trained	Certified	Certified	
High Performance Coach								Trained	Certified	Certified	

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