Competition-Development
Coach Education and Training Program
How to be a better coach

Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

Brought to you by
the Coaching Association of Canada www.coach.ca
February 27, 2013

COMPETITION DEVELOPMENT FINAL CAC APPROVAL SUMMARY DOCUMENT

INTRODUCTION

The NCCP has been certifying coaches in Canada since 1974 by providing formal training courses towards eventual certification. In 2004, an important change occurred when the NCCP shifted from a predominantly knowledge-based program towards a competency-based approach. This programming change marked the importance for coaches to be knowledgeable about their coaching situation while also being competent in their ability to apply that knowledge in their coaching situation. The new version of the NCCP is coach-centered in that it provides coach education or coach training initiatives based on the current coaching context that a coach is actively practicing in. This coach-centered approach allows individuals to participate in one of three coaching streams (community sport stream, instruction stream, and competition stream). The NCCP’s shift towards competency-based programming, combined with a coach-centered approach, is the first step towards the achievement of a lifelong learning approach to coach education and training and is congruent with the outcomes that the CAC has for the NCCP in terms of a commitment to coach education becoming a lifelong endeavor for its participants. This approach requires that Triathlon Canada integrates its Long Term Athlete Development Model with its Coaching Development Pathway Model, both of which are depicted below:

Based on the fact that the nature of triathlon coaching in the Competition-Development Context requires working with athletes who are crossing from the specializing years to the investment

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years of athletic development, it can be asserted that Triathlon coaches in the Competition-Development Context can be considered a hybrid of “high performance” coaches.

PROGRAM OVERVIEW

The central purpose of Triathlon Canada’s Competition-Development program is to establish competency and facilitate learning (where necessary) for Canada’s triathlon coaches who are coaching junior development, junior elite, and elite/U23 athletes. The underlying philosophy that influenced this program was drawn from literature on situated learning, lifelong learning, and recent research on coach education from a human learning perspective. Therefore, although there is a strong evaluative component, the philosophy guiding the Competition-Development coach education and training program is to facilitate processes of continual learning, reflection, and communication towards helping Canada’s triathlon coaches become the best in the world. This approach attempts to achieve a balance between the historical, more formal educational forms of training, while acknowledging that coaching experience and reflection on their experience is a tremendously important component towards establishing both competent coaching professional and paving the way for coaches that are fully engaged in ongoing professional development.

**Triathlon Canada Coach Education Program - Competition-Development Context Pathway**

<table>
<thead>
<tr>
<th>ENTRY BY COACHING PARTICIPANT</th>
<th>CODE OF CONDUCT</th>
<th>EVALUATION</th>
<th>EDUCATION &amp; TRAINING</th>
<th>CERTIFICATION</th>
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| Coaches working with athletes that are performing within the Competition-Development Context are invited to apply for entry into the program. Coach submits an application and coaching portfolio outlining knowledge, experience, coaching philosophy, training and periodization principles, relation to energy systems, stage of athlete development, etc. to Coaching Education Coordinator. Upon Acceptance – In Training Status granted Non Refundable Application fee - $200 | Once a coach is accepted into the program they must sign a Code of Conduct Agreement. | **Seven Outcomes** will be evaluated from across three stages (successful evaluation of each stage required before progressing to subsequent stages):  
**Stage 1**  
- Design a Sport Program  
- Plan a Practice  
- Make Ethical Decisions  
**Stage 2**  
- Manage a Sport Program  
- Analyze Performance  
- Support Athletes in Training  
**Stage 3** Support the Competitive Experience  
**Evaluation Fees**  
Stage 1 - $300  
Stages 2 & 3 - $700 | In discussions with the Evaluator, Mentor and Coaching Education Coordinator, the coach pursues training if required through learning experiences, mentoring, etc. to address criteria that was not met during the evaluation. Learning experiences will include camps, national/international racing events, courses/seminars & work with an assigned Mentor. A learning plan will be developed to monitor the training plan and progress. In some instances, completion of the learning processes will require no further evaluation. | Once a coach has successfully completed all outcomes, they are registered as Certified with the Coaching Association of Canada. |

**RE-CERTIFICATION**

All certified coaches must recertify every two years by completing various professional development activities.
Triathlon Canada's Competition-Development program consists of five stages (please refer to the previous page).

STAGE 1: ENTRY BY COACHING PARTICIPANT
Involves submitting a portfolio containing such things as relevant sport experiences, coaching philosophies, training and periodization principles, etc. This submission will take the form of a case study that will be marked against a rubric by a mentor/evaluator and an external evaluator. For consideration into the program, a coach must be actively coaching athletes within the Competition-Development Context.

STAGE 2: EVALUATION
Characterized by seven outcomes that are congruent with the outcomes of the new NCCP program. It is during the Evaluation stage that a coach begins to communicate with a learning facilitator(s)/evaluator(s), in a series of debriefs or ‘learning conversations’. The entire evaluation process may take anywhere from 6 to 12 months as the outcomes are organized in such a way that a participant becomes familiar with the nature of the program. Evaluation steps will include training camps, the coach’s home training environment and competitive experiences. The coach is considered to be “In Training” in the NCCP Database at this time. Evaluation may take the form of in-person debriefs, observations, assignments, portfolio submissions etc. for many areas of the OCE (Outcomes, Criteria, Evidence), however, the Comp-Dev coaches will be required to complete the NCCP online evaluations for Making Ethical Decisions, Drug-Free Sport, and Managing Conflict.

STAGE 3: EDUCATION & TRAINING
A participant may engage in learning processes, such as working with a mentor coach or enrolling in a specific course, based on collaboratively identified areas between the participant and learning facilitator(s)/evaluator(s). In some cases, completion of the learning processes will require no further evaluation.

In support of the learning processes as described above, at various stages of evaluation, an individual learning and experiential plan will be developed by the coach candidate and the facilitator/evaluator. Where gaps in the more traditional learning environment exist, specific courses or readings will be prescribed to meet the coaches’ needs. These might include coach enrollment through the appropriate regional NCI environment, or the NCCP Competition-Development multisport modules. Where experiential gaps occur, these will be specifically dealt with by way of internship programs, camp assignments, coaching team assignments and mentor guidance. If the TriCan Mentor Coach suggests that an experiential gap might be filled by technical expertise from swimming, cycling or athletics, the selected expert would be a certified swim, cycling or athletics coach with the associated National Sport Organization (Swimming Canada, Canadian Cycling Association, and Athletics Canada).

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External Triathlon Canada evaluators are specifically trained and certified as Multisport Learning Facilitators in all 6 Comp-Dev Multisport Modules. All learning and experiential plans, along with the necessary requirements for re-evaluation, if any, for the criteria gap identified, will be laid out in the plan according to the 7 Outcomes to be evaluated.

**STAGE 4: CERTIFICATION**

Once the participant has been successfully evaluated in all of the outcomes, they are certified in the Competition-Development Context for Triathlon. It is only at this point that a coach candidate may be deemed to be both “Trained” and fully “Certified” in Competition-Development.

**STAGE 5: RECERTIFICATION**

In order to remain certified, a participant must demonstrate on-going learning and professional development. For examples of on-going learning, please see p. 26 for a list of professional development opportunities.

**APPLICATION PROCESS**

Due to the small number of coaches who actually practice on a full-time or substantial part-time basis in this athlete development context, these coaches are generally known to Triathlon Canada. Therefore, applicants will be predominately invited to participate in this coaching development program by Triathlon Canada as opposed to an open application process. The High Performance Director and Coaching & LTAD Director of Triathlon Canada will have the primary responsibility in seeking out suitable candidates. This process will include a review of potential candidates by Triathlon Canada’s group of certified Competition-Development Facilitators/Evaluators for invitation recommendations to the High Performance and Coaching & LTAD Directors who will then invite applicants. Once received, the applications will be reviewed by either the High Performance Director or the Coaching & LTAD Director and one other certified Competition-Development Facilitator/Evaluator for final approval. Due to the significant cost to Triathlon Canada to evaluate and certify coaches through this program, final priority intake decisions will be made by the High Performance and Coaching & LTAD Directors. Coaches are then asked to submit a coaching portfolio to the Competition-Development Selection Committee along with an application fee of $200 that will be non-refundable. In the event Triathlon Canada declines the applicant’s admission into the Competition-Development Context, consideration will be given to a $125 refund depending on the circumstances for the decline. To be clear, those participants who are not actively practicing in the Competition-Development Context will not be accepted into the program, but are encouraged to continue professional development opportunities that may involve beginning to apprentice with an individual coaching in the Competition-Development Context.

It is therefore recommended that coaches familiarize themselves with the expectations and related processes that are involved in order to ensure that they are both committed and experienced to enter the Competition-Development Coaching Context. This information can be found on the Triathlon Canada website at [www.nccp-triathloncanada.com](http://www.nccp-triathloncanada.com).
A coach’s portfolio along with related content will be assessed to determine their readiness for the Competition-Development stream and provide important reference information for the evaluators in circumstances where they require supporting documentation when evaluating the evidences and related criteria for the various outcomes.
The structure for recommendation on all criteria is divided into:

**Below Expectations (BE)** – For criteria that were below standards, the evaluator will need to indicate where the coach needs to improve. Through discussion, the evaluator and coach collaboratively come to an agreement on the next steps that the coach needs to do in order to complete the successful evaluation in a particular outcome. This may involve further observation or participation in multisport modules offered by the CAC. Once evidence of further learning is demonstrated, the coach is NCCP Trained (requires further education and training but is admitted to the Competition-Development Stream).

**Meets Expectations (ME)** – In this case, the coach has met the standards of a given criteria. The evaluator should identify elements that were particularly well done and elements that, although meeting the standard, may still need some attention.

**Exceeds Expectations (EE)** – In this case, the coach has exceeded the standards of a given criteria. The coach is eligible for NCCP Certified status (meets the standards for the outcome and requires no immediate education and training).
PORTFOLIO ASSESSMENT

The main purpose of the portfolio is to determine whether the applicant is actively coaching in the Competition-Development Context. Therefore, the minimum requirements for an applicant’s coaching portfolio include:

1. A current resume,
2. A description of their current coaching situation,
3. A description of their coaching and program philosophy,
4. A visual representation and description of an annual training plan for one of their athletes, and
5. A brief self-assessment of themselves as a coach.

**NOTE:** The portfolio is a central component of the program, has multiple purposes, and will be used throughout the evaluation process.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence (Mandatory highlighted in Red)</th>
<th>1. Rating: Below – Meets – Exceeds</th>
<th>2. % of remaining evidences required</th>
</tr>
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<tbody>
<tr>
<td>Coach’s Overall Portfolio</td>
<td>• Coach’s portfolio is thorough and provides the necessary information required for participation in the context being evaluated. For example, an annual training plan must be included that relates to one of the athletes the coach is currently responsible for.</td>
<td>All 7 evidences are mandatory at this initial Portfolio submission stage.</td>
<td>All Mandatory</td>
</tr>
</tbody>
</table>
| Coach’s Leadership Philosophy     | • Coaching philosophy is shared and communicates important contextual information necessary to understanding the coach’s decisions.  
• Coach’s philosophy and various principles are congruent with the context being evaluated. | All Mandatory                      |                                       |
| Coach’s Related Experience (Resume) | • Relevant past coaching experience is provided.  
• Coach’s experience is relevant to the context being evaluated. | All Mandatory                      |                                       |
| Coach’s Description of Athletes   | • Coach provides the necessary descriptive information required in order to communicate enough information for evaluation.  
• Athletes are congruent with the context being evaluated. | All Mandatory                      |                                       |

**Triathlon Canada’s Coach Education Website**

Triathlon Canada has set up a website that allows coaches to interact and complete their self-assessment on the outcomes for which they are being evaluated. Access, along with a user ID and password, will be delivered once a coach is accepted into the program.

Website: [www.nccp-triathloncanada.com](http://www.nccp-triathloncanada.com)
OUTCOMES AND CRITERIA EVALUATION

Upon approval of the coaches application to enter the Competition-Development Program, a further $300 fee will be payable to Triathlon Canada at the Design a Sport Program evaluation stage. Upon successful evaluation of this first outcome, the coach will be permitted to proceed to evaluation of the remaining 6 outcomes, at which time a further and final fee of $700 will be payable to Triathlon Canada. The fee structure is designed to partially defray the approximate $5,000 in costs that are incurred during the evaluation, learning plan development and mentoring process.

Outcome One: Design a Sport Program
The Design a Sport Program outcome represents the first outcome to be evaluated and will be used to determine the candidate’s suitability to continue on to the second stage of Triathlon Canada’s NCCP Competition-Development Coaching Stream Evaluation Process. Coaches must submit an Annual Training Plan of a current athlete ensuring that a sample microcycle is provided for each phase of the training program. It is expected that some of the supporting information will be gathered through an in-depth coach-evaluator interview.

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| Outlines program structure based on training and competition opportunities | • Determines if yearly program should be based on a single or multiple periodized approach and identifies and explains how phases are constructed along with the energy system/physical training implications for each.  
• Identifies number, duration, and frequency of training sessions in each period of the program.  
• Identifies competition schedule and number of competitions during the program, as well as other key events.  
• Identifies length of each period of the program and the relevant macro, meso and microcycles. | 50% (1 of 2) |
| Identifies appropriate measures to promote athlete development, and integrates yearly training priorities into the program | • Using data obtained from performance analyses in key performance areas, validates actual stage athletes are at relative to their development and performance potential.  
• Demonstrates clear understanding pertaining to the design, implementation and ongoing monitoring of training load.  
• Triathlon and/or individual sport competitive opportunities are managed towards supporting optimal long-term development.  
• Makes judgment on developmental potential of the athletes in the program.  
• Modifies training and/or schedule based on an athlete’s current physical, environmental and/or psychological state.  
• Determines if trends observed in own program are in context to that of other provincial/national programs. | 50% (2 of 4) |
| Organizes and sequences training priorities                               | • Positions training sessions strategically relative to each other within the week in a manner that reflects factors such as anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall | 50% (1 of 2) |
and objectives towards optimizing adaptation to training

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| Designs activities in a sequential and logical manner and identifies logistics in order to optimize training and performance (to be evaluated through the submission of written materials) | • The training session has clearly identified goals, consistent with the actual level of the athletes and the timing within the yearly program.  
• Planned activities are effectively communicated.  
• Activities are purposeful and linked to overall training goals.  
• Location of the training within the seasonal plan is identified.  
• Use of facilities and equipment are outlined and match training goals.  
• Adequate time has been allocated towards the achievement of the training goals and/or objectives.  
• Given logistics of the training environment, potential environmental and mechanical risk factors are identified.  
• Main segments of the training session are identified: intro, warm-up, main part, cool-down and a conclusion/reflection.  
• Key factors and/or cues are indicated for each activity.  
• Duration of overall practice and each training segment are clearly identified, and consistent with athlete abilities. | Below – Meets – Exceeds |
| | | 2. % of remaining evidences required |
| | | 30% (3 of 7) |
### Designs activities whose characteristics are appropriate to enhance performance

- Activities reflect the training emphasis for the current phase of the program.
- Practice conditions are adapted to the athletes’ fitness level and/or stage of skill development.
- Planned activities for the development of athletic abilities are commensurate with the athlete's current level of readiness.
- Planned activities for the development of athletic abilities identify appropriate work-rest ratios, work duration and/or target intensities.
- Planned activities are sequenced properly in the main part to promote learning, skill development, and to induce desired training effects.
- Planned activities include variations that can be used to create specific challenges to elicit a particular training effect.
- Planned activities address the specific needs of the athlete or team based on analysis of performance during past competitions.

### Designs an Emergency Action Plan (EAP)

- Locations of telephones are identified (cell or land lines).
- Emergency telephone numbers are listed.
- Location of medical profiles for each athlete under the coach’s care is identified.
- Location of fully-stocked first-aid kit is identified.
- Advance “call person” and “control person” are designated.
- Directions to reach the activity site are provided.
- Critically reflects on how EAP implementation worked in the past and identifies changes that are needed to enhance responses in the future.

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<tr>
<th>Percentage</th>
<th>60% (3 of 5)</th>
<th>100% (5 of 5)</th>
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### Outcome Three: Make Ethical Decisions

The *Make Ethical Decisions* outcome relates to the coach’s demonstration of competence and mastery to apply ethical decision-making to real world coaching situations. The evaluation of this outcome will involve an online assessment tool that is to be administered by the Coaching Association of Canada.

**Coaching Association of Canada Ethics in Sport Module:**

Website: [http://www.coach.ca/](http://www.coach.ca/)

Coaches have two opportunities to challenge the online MED module. If they are unsuccessful on two attempts, they MUST take the CAC’s Make Ethical Decisions module.
### Outcome Four: Manage Aspects of a Sport Program

The *Manage Aspects of a Sport Program* outcome relates to the coach's demonstration of competence and mastery regarding the administrative and leadership requirements of their respective program. While written documents can be provided as evidence, supporting information will be gathered through a series of formal and informal discussions with the evaluator and key stakeholders whenever possible.

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<tr>
<th>Criteria</th>
<th>Evidence <em>(Mandatory highlighted in Red)</em></th>
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</table>
| Manages administrative aspects of program and oversees logistics | • Presents a communication tool that outlines the philosophy and objectives of the program.  
• Identifies expectations for behavior and commitment and identifies appropriate consequences for everyone associated with the program.  
• Provides a schedule of competition and training commitments to athletes, parents and other key stakeholders on an annual basis.  
• Facilitates logistics for travel to competitions and training camps (i.e. travel arrangements, food, chaperones, etc.).  
• Works with program volunteers and/or administrators to prepare budgets and other financial necessities.  
• Provides a written assessment of the equipment, facilities, and human/financial resources needed to support the athletes’ program.  
• Provides a direct and quantifiable contribution to fundraising initiatives towards becoming a sustainable program.  
• Advocates program needs to sport administrators or other relevant authorities in order to access grant or sponsorship opportunities.  
• Delegates activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program.  
• Supervises other coaches (assistants) and facilitates effective debriefing of training/performance environment. |
| Develops and implements fair selection procedures | • Follows applicable eligibility procedures to design selection procedures and criteria.  
• Selection procedures and criteria are implemented in a manner that is consistent with the way they were publicized.  
• Contentious issues resulting from the application of selection procedures and criteria are managed in an open and ethical manner where all parties have an opportunity to express their point of view.  
• Selection procedures and criteria are outlined and made available to athletes well before the decisions are announced.  
• Non-selected athletes are informed individually of the decision; a rationale is provided consistent with the publicized procedures and criteria, and aspects they need to improve are identified.  
• Non-selected athletes have an opportunity to engage into a dialogue with the coach regarding the decision.  
• Public announcements regarding athlete selection are made in a way that is |

1. Rating:  
Below – Meets – Exceeds  
2. % of remaining evidences required  

<table>
<thead>
<tr>
<th>Evidence</th>
<th>25% (2 of 7)</th>
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<tbody>
<tr>
<td>Develops and implements fair selection procedures</td>
<td>20% (2 of 5)</td>
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**NOTE:** this is a key area for provincial/national coaches, but may not be relevant for club coaches. We should allow this evidence to be “NA” when the circumstances require it (but...
| Implement recruitment and talent identification procedures | • Uses already developed criteria/procedures for talent identification and identifies potential athletes for program.  
  • Develops strategies to monitor the progress of athletes identified through the talent identification system.  
  • Implements strategies that ensure a fair and ethical process for the recruitment of athletes into own program.  
  • Develops communication strategies aimed at athletes, parents, clubs and other stakeholders regarding talent identification initiatives.  
  • Develops sport- and age-specific talent identification criteria and procedures that are consistent with established scientific and sport-specific parameters.  
  • Works collaboratively with other coaches, clubs, schools, etc. to create a coordinated system of identification and recruitment of talent.  
  • Develops communication strategies aimed at athletes, parents, clubs and other stakeholders regarding the progress of athletes identified through the talent identification system. | 40% (2 of 5) |
| Reports on athlete progress throughout program | • Provides 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 and does so on a regular basis.  
  • Presents evidence of debriefing session or interview with athletes, parents and/or other key stakeholders to discuss progress in relation to goals.  
  • Presents 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.).  
  • Identifies and communicates appropriate levels of progression and steps for improvement throughout the program.  
  • Ensures privacy of information and restricts access to appropriately identified stakeholders.  
  • Uses 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 actual training achievements. | 50% (2 of 4) |
| Develops strategies to address and resolve conflict | • Identifies common causes of conflict and individuals/groups likely to find themselves in a conflict situation.  
  • Takes proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding.  
  • Uses effective techniques and strategies to resolve conflict when personally involved, so that a positive relationship with athletes, parents, officials and other coaches are maintained.  
  • Enables athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques.  
  • Develops proactive strategies to address situations where athletes do not meet expectations (performance, behaviour, etc.), and deals with these situations in a manner that is assertive and conducive to the resolution of conflict. | 50% (2 of 4) |
| Manages expertise to assist in program development or athlete performance | • Provides relevant information about the training background, performance history, and objectives of each athlete to the specialist(s), while ensuring confidential information is preserved.  
• Coach upholds their role from a decision-making perspective thus acknowledging their predominant role as a leader with the program.  
• Assesses the effectiveness of the specialist(s)’ interventions and programs against established indicators of success.  
• Identifies one or more specialists in performance related areas (e.g. sport physiology, sport psychology, strength and conditioning, nutrition, biomechanics, technology, etc.).  
• Ensures that there is the necessary funding to cover the costs of involving specialists with the program.  
• Shares information about program context, goals, priorities, and planned activities with specialist(s), and outlines expected contribution on a continual basis.  
• Introduces specialist(s) to athletes in an appropriate manner (e.g. within the yearly program, preventing an overload of information, etc.) and identifies expected roles and areas of contribution.  
• In conjunction with the specialist(s), identifies indicators of success that will be used to assess improvements in athletes’ behaviour and/or performance, and validates the relevance and appropriateness of these indicators where necessary.  
• Coordinates a multi-disciplinary approach whereby specialists of various domains collaborate by sharing action plans, approaches, and priorities in order to streamline interventions and maximize the probability of success.  
• Assesses the relevance of maintaining or extending the involvement of the specialist(s) on the basis of needs and cost-effectiveness analyses.  

| Makes interventions and decisions that reflect an awareness of the athletes’ social context | • Takes into account variables such as school, work and family when establishing program priorities and expectations with athletes.  
• Takes into account cultural variables when establishing program priorities and expectations with athletes.  
• Provides guidance and support to athletes who are at the end of their career in order to facilitate a smooth transition.  

| Takes appropriate measures to promote drug free sport | • Coach promotes and models philosophy of fair-play and drug-free sport as identified by the Canadian Centre for Ethics in Sport, or provincial legislation.  
• Coach assists athletes to recognize banned substances as identified by the Canadian Centre for Ethics in Sport by providing access to appropriate reference material, or use sport expert.  
• Coach assists in educating athletes in drug testing protocols at major competitions (may occur with sport science specialist).  
• Coach provides educational opportunities to athletes on the use of nutritional supplements.  
• Coach identifies and reinforces the consequences for the use of banned substances.  

25% (2 of 7)

NOTE: We would not evaluate a coach as “Below Standard” if they didn’t have the finances for this and/or felt that there were simply not any experts available in the community (i.e. a small town). But any coach should be able to present an athlete background and maintain a leadership role if experts are brought in for support.

50% (1 of 2)

50% (1 of 2)
Outcome five: Analyze Performance

The Analyze Performance outcome relates to the coach’s demonstration of competence with regard to their ability to assess technical, tactical, physical, psychomotor, psychological and relevant individual aspects of performance. Evaluation may include the submission of additional supporting documentation and may involve sport-specific experts when necessary.

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| Evaluates if the athlete’s sport-specific fitness level is adequate for performance | • General and sport-specific evaluation protocols appropriate to the age and training experience of the athletes are correctly used and/or implemented to evaluate athletes’ status with regards to:  
  • stamina  
  • strength  
  • speed  
  • suppleness  
  • skill  
  • Fitness evaluation results are compared to appropriate sport, gender and age specific normative data.  
  • Evaluation results are recorded and a system is used to monitor progress over time.  
  • New and innovative evaluation protocols are used, consistent with current and emerging scientific research data and sport-specific practices at the elite level.  
  • New and innovative general and sport-specific evaluation methods are developed, consistent with scientific principles.  
  • Specific evaluations protocols aimed at preventing injuries are used.  
  • A system is in place to monitor fatigue levels and prevent overtraining. | 25% (1 of 4) |
| Evaluates the efficacy of the athletes/team to perform up to their potential in competition | An evidenced-based report is produced by the coach that documents the following aspects:  
  • Team or club’s short and long-term goals.  
  • Athletes’ short and long-term goals.  
  • Assessment of the athlete’s commitment to training and to competition.  
  • Assessment of the athlete’s motivation for training and for competing.  
  • Assessment of the athlete’s ability to manage distractions before and during competition.  
  • Assessment of the athlete’s ability to focus and concentrate at critical moments of the competition.  
  • Assessment of the athlete’s ability to consistently deliver effort congruent with the expectations of training.  
  • Assessment of the athlete’s ability to manage stress before and during | 40% (5 of 13) |
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<tr>
<th>Competency</th>
<th>Description</th>
<th>Percentage</th>
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| Identifies competition-specific factors that can impact performance         | For selected competitions, an evidenced-based report is produced by the coach that documents how the following aspects may impact performance:  
  - Scheduling of competition(s) and number of competitions within a given period of time on motivation and performance.  
  - Training opportunities and schedules available at the competition site.  
  - Environmental conditions expected to prevail at the competition site (temperature, altitude, pollution, etc.).  
  - Time differences between home and competition site.  
  - Time necessary to travel to competition site, and travel conditions.  
  - Logistics and accommodations available at the competition site.  
  - Nutritional issues at the competition site.                                                                                     | 60% (3 of 5) |
| Performs a thorough analysis of the demands of the sport at the elite level | - Analysis of the physiological demands of the sport.  
  - Analysis of the actual social/training/competitive conditions of the athletes.  
  - Analysis of the training commitments required at the elite level in the sport.  
  - Analysis of the motor demands of the sport.  
  - Analysis of the mental demands of the sport.  
  - Analysis of the technical demands of the sport.  
  - Analysis of the tactical and decision-making demands of the sport.  
  - Analysis of the conditions that is conducive for the achievement of the highest levels of performance in the sport. | 60% (3 of 5) |
| Makes appropriate individual and program decisions                          | - Understands the training implications related to the athlete’s participation in another concurrent program.  
  - Individual priorities are accounted for while maintaining a commitment to the athlete’s long-term development.  
  - Identifies short-term priorities for the athlete’s development.  
  - Current and future performance priorities are communicated clearly to the athlete and related coaches who are involved in the athlete’s training and development. | 50% (1 of 2) |
| Detects technical elements that have to be improved or refined to enhance performance and/or prevent                              | - Observes technical execution from adequate vantage point as defined by the environment.  
  - Identifies critical cause(s) of errors in technical execution (Cognitive/Affective/Motor/Physical).  
  - Communicates how and why the critical error(s) impact(s) performance, including implications concerning injury prevention or from a tactical point of view where appropriate.  
  - Correctly evaluates technical execution (applies biomechanical principles)  
  - Reaches adequate conclusions given the technical performance analyzed.                                                        | 60% (3 of 5) |
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<th>Task</th>
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<tr>
<td><strong>Injuries</strong></td>
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<tr>
<td>• Identifies specific factors that, if enhanced, may contribute to an enhancement of technical performance (i.e. athletic abilities, equipment, environmental factors, mental strategies, etc.).</td>
</tr>
<tr>
<td>• Facilitates athletes to increase awareness of errors in technical execution by asking appropriate questions.</td>
</tr>
<tr>
<td>• Makes appropriate use of technology to conduct technical analyses (specialized software, video, etc.)</td>
</tr>
<tr>
<td><strong>Corrects technical elements that have to be improved or refined to enhance performance and/or prevent injuries</strong></td>
</tr>
<tr>
<td>• Identifies specific correction based on observation of movement phases and in accordance with the skill/development principles.</td>
</tr>
<tr>
<td>• Skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve).</td>
</tr>
<tr>
<td>• Explains how and why the proposed correction(s) contribute(s) to improved performance.</td>
</tr>
<tr>
<td>• Prescribes an appropriate activity and/or drill that assists athlete to make corrections in performance.</td>
</tr>
<tr>
<td>• Ensures adequate motor engagement in the corrective task or activity for each athlete.</td>
</tr>
<tr>
<td>• Reinforces application of competitive rules that relate to skill execution when appropriate.</td>
</tr>
<tr>
<td>• Where appropriate, asks participant’s consent for physical contact when assisting in correcting a skill error.</td>
</tr>
<tr>
<td>• Identifies if level of difficulty in the task is relevant to athletes’ capabilities.</td>
</tr>
<tr>
<td>• Facilitates athletes to increase awareness of technical corrections by asking appropriate questions.</td>
</tr>
<tr>
<td>• Identifies the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance.</td>
</tr>
<tr>
<td>• Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assesses the impact of implementing technical corrections on future training activities, including those that are related to other performance factors.</td>
</tr>
<tr>
<td>• Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assesses the impact of implementing technical corrections on the athlete’s ability to perform in competition, and makes appropriate decisions regarding athlete’s participation in such competitions, or goals and objectives for the competition.</td>
</tr>
<tr>
<td><strong>Detected tactical elements that have to be improved or refined to enhance performance</strong></td>
</tr>
<tr>
<td>• Analyzes opponents, athletes coached and/or event for strengths, weaknesses and opportunities.</td>
</tr>
<tr>
<td>• Observes tactical execution from adequate vantage points depending on venue, access, etc.</td>
</tr>
<tr>
<td>• Identifies critical cause(s) of errors in tactical execution.</td>
</tr>
<tr>
<td>• Communicates how and why the critical error(s) impact(s) performance, including implications from a technical, fitness or decision-making point of view where appropriate.</td>
</tr>
<tr>
<td>• Reaches adequate conclusions given the tactical situation analyzed.</td>
</tr>
<tr>
<td>• Identifies specific factors that, if enhanced, may contribute to an enhancement of tactical performance (i.e. tactical intentions, decision-making abilities, information processing abilities, technical abilities, athletic abilities, etc.).</td>
</tr>
<tr>
<td>• Facilitates athletes to increase awareness of errors in tactical execution by asking appropriate questions.</td>
</tr>
</tbody>
</table>

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### Evidence

- Provides specific evidence (i.e. notational analysis, fitness analysis, etc.) to facilitate analysis of performance.
- Makes appropriate use of technology to conduct tactical analyses (specialized software, video, etc.).

| Corrects tactical elements that have to be improved or refined to enhance performance | **Identifies specific tactical corrections based on a description of proper tactical intentions.**  
| | **Explains how and why the proposed correction(s) contribute(s) to improved performance.**  
| | **Tactical corrections are prescriptive (i.e. they emphasize how to improve, not just what to improve).**  
| | **Prescribes appropriate activities and/or re-creates competition situations that allow athletes to implement tactical corrections.**  
| | Specific roles and responsibilities of the athletes in order to successfully implement the tactics are clearly articulated.  
| | Decisions that have to be made, the clues on which they are based, and the timing according to which they have to be made are outlined.  
| | Identifies key criteria that will serve as points of reference to determine if corrective measures produce the desired effects.  
| | Ensures adequate motor and cognitive engagement in the corrective tactical task or activity for each athlete.  
| | Reinforces application of competitive rules that relate to tactical execution when appropriate.  
| | Facilitates athletes to increase awareness of tactical corrections by asking appropriate questions.  
| | Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assesses the impact of implementing tactical corrections on future training activities, including those that are related to other performance factors.  
| | Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assesses 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, or goals and objectives for the competition. |

### Outcome Six: Provide Support to Athletes in Training

The *Provide Support to Athletes in Training* outcome relates to the coach’s demonstration of competence and mastery within the training environment. In addition to information that has been submitted previously, the evaluator(s) may ask for additional information or conduct a series of formal and informal discussions.
| Ensures that the practice environment is safe | • Coach surveys the environment and identifies the safety issues present.  
• Coach knows the location of telephones (cell or land lines).  
• Location of fully-stocked first-aid kit identified.  
• Coach takes steps to minimize risk to athletes before and throughout practice.  
• Coach provides steps to resolve identified safety issues so participants are not at risk during the training session.  
• Emergency telephone numbers are listed.  
• Location of medical profiles for each athlete under the coach’s care is identified.  
• Advance “call person” and “control person” are designated.  
• Directions to reach the activity site are provided.  
• Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate.  
• Coach can effectively implement an emergency procedure adapted to the sport in case of injury or accident.  
• Coach recommends actions or procedures that can contribute to enhancing established safety practices. | 50% (4 of 8) |
| Implements an appropriately structured and organized practice | • Coach clearly communicates the training goals to the athletes.  
• Training objectives relate to the periodized plan.  
• Training sets relate to the performance goals outlined for the training session (e.g. create effect from training, etc.).  
• Athletes are “on task” for a majority of the training session.  
• Training objectives are individualized to the need of the athletes.  
• Equipment was prepared ahead of time for use in the training session.  
• Warm-up intensities are adequate in preparing athletes for the main set.  
• Duration of the warm-up is sufficient to prepare the athletes for the main set.  
• Training sets relate to the development level of the athletes.  
• Appropriate hydration and recovery is encouraged.  
• Takes a lead role in fostering and/or facilitating post-workout recovery strategies.  
• Duration of the cool down is adequate to facilitate effective recovery from training. | 60% (5 of 8) |
| Makes interventions that promote learning | • The coach, in conjunction with the athlete, identifies appropriate expectations for training.  
• Coach communicates effectively given the nature of the environment and takes into account individual preferences.  
• Coach uses questioning to have athletes reflect on their performance.  
• Coach provides feedback that assists athletes with learning towards performance improvement.  
• The coach consciously determines when to inhibit feedback to promote critical thinking.  
• Interventions are individually specific or targeted to the group, when appropriate.  
• Improvements will likely transfer from training to competition performances.  
• Coach can recognize potential causes for performance failure. | 33% (2 of 6) |
| Makes adjustments to training based on athletes’ responses | • Adjusts work intensity, work periods, or rest as necessary to account for athletes’ fitness and/or fatigue levels.  
• Training activities are modified to deal with specific circumstances or logistics (e.g. weather, timing, resources, etc.).  
• Adapts training to provide appropriate challenges from a technical, tactical, psychological and/or physical point of view.  
• Changes training to optimize motivational levels of athletes. | 33% (1 of 3) |
Protocols and methods contribute to the physical development of the athletes

- Prescribed training adequately targets the intended energy system(s).
- Coach sequences activities appropriately throughout the day to optimize the achievement of desired training effects.
- Coach can use tests and methods of assessment to inform the prescription of training.
- Coach effectively applies agreed upon principles of training with regards to stamina, speed, strength, supleness and skill.
- Training objectives are individualized to the need of the athletes.
- Coach sequences training effectively throughout the week in order to optimize the achievement of desired training effects.
- Training prescribed pertains to developmental level of the athletes.
- Training relates to the periodized plan.
- Training prescribed is individualized.
- Coach can use technology to gather information towards prescribing training.

Outcome Seven: Support the Competitive Experience

The Support the Competitive Experience outcome relates to the coach’s demonstration of competence and mastery within the competitive environment. The evaluation of this outcome involves Formal Observation by an evaluator who will accompany the coach throughout the competitive situation. This evaluative process may also include Coach and Athlete Interviews.

<table>
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<tr>
<th>Criteria</th>
<th>Evidence (Mandatory highlighted in Red)</th>
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| Oversees logistics and support to create favourable conditions for performance in competition | • Provides clear procedures and team regulations pertaining to expected standards of behaviours while away from home.  
• Coordinates safe and timely athlete and equipment transportation.  
• Clarifies competition rules prior to the competition (i.e. eligibility, modification of rules given the race location) and communicates appropriate information to the athletes.  
• Ensures that the necessary equipment is ready and available to use, and is in good/safe condition.  
• Provides athletes/parents with necessary information pertaining to travel, accommodation, competition location, etc.  
• Ensures that extraneous factors are accounted for to enable a safe and positive competition environment.  
• Plans for and communicates the roles and responsibilities of assistants and other resources (i.e. other coaches, trainers, support experts, parents, managers, etc.).  
• Implements adequate contingency plans when confronted with unforeseen or ambiguous factors that may affect the competition.  
• Implements strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (e.g. thermal stress, altitude, jet lag, time zone changes, pollution, etc.). | 50% (3 of 6)
| Pre-competition: Implements procedures that promote readiness for performance | • Develops, in conjunction with the athletes, a competition plan that outlines appropriate strategies or tactics for achieving desired performance.  
• Reviews tactics and strategies in a way that is clear for the athletes, and checks for understanding.  
• Manages own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes.  
• Ensures athletes are ready to take advantage of opportunities to perform appropriate physical warm-up.  
• Works with athlete(s) and/or team to identify appropriate performance and process goals and objectives and associated tactics for the upcoming performance.  
• Where appropriate, identifies specific correction based on observation of skills and/or strategic decision-making.  
• Monitors and provides guidance for nutritional and hydration strategies that will assist athlete’s physical performance in competition (with consideration to environmental factors).  
• Oversees final adjustments of equipment (fine tuning, etc.) in order to protect athlete’s performance.  
• Assesses the individual’s mental state relative to their degree of readiness to perform to their potential before the competition.  
• Facilitates environment that allows for the athletes’ individual preparation strategies.  
• Assists athletes in their ability to manage distractions within the competition environment.  
• Reacts adequately in unforeseen situations and implements measures to reduce or minimize distraction for athletes. | 30% (2 of 7) |
| During Competition: Makes decisions and interventions that promote sport-specific performance | • Provides athletes with feedback during their performance (when possible).  
• Behaves in a controlled manner and shows respect towards officials, opponents and own athletes.  
• Debriefs performance with athletes, and provides constructive feedback that identifies what and how to develop greater performance in the future.  
• Observes athletes pace and fuelling strategies utilized during the competition (when possible).  
• Assists athletes in managing technical or tactical opportunities during competition (e.g. pace control, tactics, etc.).  
• Determines if athletes’ results and/or behaviour in competition warrant adjustments to key training orientations and priorities of yearly program.  
• Competition results and athletes’ behaviours during competition are put into a proper perspective relative to goals and priorities of the yearly program that acknowledges the athletes stage of development.  
• Engages in reflective practice in order to assess the relevance and timing of interventions (or decisions to not intervene) made during the competition, and identifies which ones may be repeated and/or modified in the next competition situation. | 40% (2 of 5) |
| After the competition: Uses the competitive experience in a meaningful way | • Debriefs performance with athletes, and provides constructive feedback that identifies what and how to develop greater performances.  
• As part of the post-competition assessment, provides a link to the goals or objectives for future practices or competitions, where appropriate.  
• Assesses race plan after the competition and identifies what aspects of the plan were successful and a rationale for what could be improved. | 35 % (3 of 8) |
<table>
<thead>
<tr>
<th>For the development process</th>
<th>Assists athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implements recovery and regeneration strategies to maintain optimal performance for the next training session or competition.</td>
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<tr>
<td></td>
<td>Athletes’ behaviour and performance in competition are used to assess the effectiveness of training session or competition.</td>
</tr>
<tr>
<td></td>
<td>Determines if athletes’ results in competition warrant adjustments to key training orientations and priorities of yearly program.</td>
</tr>
<tr>
<td></td>
<td>Results during competition are put into a proper perspective relative to goals and priorities of the yearly program.</td>
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<tr>
<td></td>
<td>Identifies and coordinates a post-race recovery plan that can be accessed by his/her athletes.</td>
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<tr>
<td></td>
<td>Reflects on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identifies which ones may be repeated and/or modified in the next competition situation.</td>
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</table>
COACH CERTIFICATION PROCESS

The certification process involves both formal and informal interactions and observations with the participant and the learning facilitator/evaluator. These facilitators/evaluators are called the “Mentor Coaches” in the Competition-Development System, and they work in partnership with external Multisport Learning Facilitators/Evaluators (whose expertise centres around the material delivered in the 6 NCCP Multisport Modules).

NOTE: With this program, the evaluators act as learning facilitators when negotiating the direction of a participant’s future learning following the completion of an evaluation process that is congruent with the Criteria and Evidences.

In brief, the evaluators with the most rapport with the participant will engage in on-going discussions and discuss, collaborate, and suggest next steps for the participant’s learning direction. Any disagreements between the learning facilitator/evaluator and the participants that occur or any perceived conflict of interest will be resolved by bringing in another learning facilitator/evaluator and that individual will either move towards one course of action or the other.