University of British Columbia
School of Kinesiology
Kin 598 Directed Field Studies: Practicum (3 credits)

Description:
Field study with a sports team/fitness facility, and a mentor coach. This "practicum" must satisfy at minimum of 40hrs of field time. It must also be approved by Program Advisor.
While this is an existing course offered through UBC Mkin program, the following proposal is identified to more closely relate to the requirements of the advanced coaching diploma.

Learning Objectives
1. Identify gaps and strengths in coaching abilities based on feedback / observations that will assist in increasing one's effectiveness as a coach
2. Develop and implement a systematic analysis of current athlete(s) in order to maximize development and podium potential within sport
3. Critically reflect on coaching practice and provide portfolio of evidence that support current coaching practices
4. Implement and facilitate pre-competition procedures that optimize readiness for performance
5. Plan, implement, and oversee pre-competitive activities and support measures to create optimal conditions for performance
6. Demonstrate coaching leadership that is consistent with NCCP Code of Ethics
7. Take appropriate measures to promote safety and reduce injury risk associated with training

Course Requirements:
1. Students will be assigned UBC supervisor (program advisor) who will oversee practicum logistics / grading
2. UBC will approve a mentor / evaluator in conjunction with Canadian Sport Institute and or National Sport Organization who will provide onsite mentorship and assessment (minimum 40 hours)
3. Student must make a formal presentation to a panel (ACD Mid Point-Review) outlining: a) Current athlete program progression / performance, b) Current coaching strengths and areas for change (Panel Presentation to be coordinated by Canadian Sport Institute)
4. Students must submit a portfolio of appropriate evidence based on practical criteria.

Evaluation:

Assignment	Percent
Journal / Portfolio Submission • Selected portfolio requirements	**35**

• Formal Journal of coaching practice	
Evaluation by Mentor	**25**
• Assessments by Mentor in coaching Practice	
Panel Presentation	**40**

• Present to a panel of experts in three theme areas
   o Coaching Effectiveness (Mentor – UBC Sessional)
   o Performance Planning (Sport Science background)
   o Training Competition Readiness (Mentor Coach / NSO Rep)
• Panel may also include if not within theme areas;
   o CSI Institute Coaching Lead
   o NSO representative	

Course Timeline

Purpose: Students will have 16 weeks to complete KIN 598. A student's KIN 598 start date will be agreed upon between the course instructor (David Hill), the student's mentor, and the student. A student's KIN 598 start date will also coincide with the contracting of their mentor. The schedule below provides milestones and guidelines for the course once a student has started KIN 598.

The practicum duration should be a minimum of 40 hours in duration. On average students should engage in 3 hours of Tasks or Milestones identified below.

Week	Task / Milestone	Notes
1	Online Blog set-up Student submits template of questions for mentor meeting Mentor meeting with student Assign peer support group to blog	Mentor letter signed. Mentor and Student must meet during the first week. Prior to the mentor meeting the student is to submit a template of questions to be reviewed during the meeting.
2	Core competency reflection #1 Assign observers for 360 feedback	Student selects and completes one core competency reflection. Student submits list of ten observers. The ten observers are contacted with the 360 feedback assessment.
3	Core competency reflection #2	Student selects and completes one core competency reflection.

4	Core competency reflection #3	Student selects and completes one core competency reflection.
5	Upload and annotate Video #1	Student completes video #1 assignment annotation.
6	Core competency reflection #4	Student selects and completes one core competency reflection.
7	Core competency reflection #5	Student selects and completes one core competency reflection.
8	Video review with mentor 360 Feedback Review with mentor	Mentor and student review video #1 providing additional annotations and results of 360 feedback. Mentor and student create an action plan to improve effectiveness for video #2 and subsequent review.
9	Core competency reflection 1a	Student selects previously reviewed core competency and completes and/or updates core competency reflection.
10	Core competency reflection 2a	Student selects previously reviewed core competency and completes and/or updates core competency reflection.
11	Core competency reflection 3a	Student selects previously reviewed core competency and completes and/or updates core competency reflection.
12	Upload and annotate Video #2	Student completes video #2 assignment annotation and demonstrates changes or actions required from first mentor review.
13	Core competency reflection 4a	Student selects previously reviewed core competency and completes and/or updates core competency reflection.
14	Core competency reflection 5a	Student selects previously reviewed core competency and completes and/or updates core competency reflection.
15	Video review and panel presentation preparation	Mentor and student meet to review second video and discuss components for panel presentation.
16	Panel presentation	Student signs up for panel presentation with mentor,

		instructor, and a minimum of 3 peer coaches.

Assignment 1: Online Journal

The purpose of the online journal is to provide students with an opportunity to:

1) Reflect on their learning to date
2) Relate their learning and accumulated evidence to the five core National Coaching Certification Program (NCCP) competencies (problem-solving, valuing, critical thinking, leading, and interacting)
3) Reflect on their application of the five core competencies to increase their effectiveness as a coach or technical leader

Students are required to post **10** core competency reflections to Connect (blogs)throughout the duration of KIN 598. Thus, students are asked to reflect on each of the five core competencies twice. The five core competencies are as follows:

1. **Problem-solving:** Ability to investigate and implement new solutions to overcome coaching/leadership challenges or obstacles
2. **Valuing:** Ability to use clear moral reasoning in making judgements or decisions within one's coaching/leadership context
3. **Critical thinking:** Ability to reflect on ones' actions and/or decisions within a given coaching/leadership context
4. **Leading:** Ability to strategically influence change and to enable positive behaviours in others
5. **Interacting:** Ability to develop positive relationships with others to further program or athlete objectives

Students should include the following in each of their 10 core competency reflections:

1. What they have learned so far about the core competency
2. Evidence of how they have demonstrated this core competency in a leadership or coaching role (see below for examples of supporting evidence that may be integrated)
   a. Students should include the supporting evidence in their online journal as well as reflect upon the evidence when writing their core competency reflection
3. How they have made changes relating to the core competency in their leadership or coaching practice to be more effective

When students consider how they have written a core competency reflection, it may be helpful to ask themselves the following questions:

- Is my reasoning clear?

- Is my reasoning accurate?
- Is my reasoning as precise as it needs to be?
- Is my reasoning relevant to the issue?
- Is my reasoning dealing with the complexities of this issue or problem?
- Is my reasoning to narrow or one-sided?
- Is my reasoning logical?
- Is my reasoning focused on what is most significant?

Once students have posted a reflection to their online journal, their mentor will comment and provide them with feedback on the reflection. Students are expected to respond to their mentor's feedback for each core competency reflection. The grading of the online journal assignment will be completed by the course instructor (see grading rubric below). Students should refer to the KIN 598 timeline for guidance on when to submit their core competency reflections throughout the duration of the course.

Examples of Supporting Evidence

Below is a list of examples of supporting evidence that students can integrate into their core competency reflections. The list is meant to provide students with guidance in incorporating other High Performance Coaching and Technical Leadership certificate materials into their practicum. Students should note that this is not an exhaustive list of evidence that they could provide. Students are welcome to include other types of evidence to support how they have demonstrated core competencies in a leadership or coaching role. Students are also not required to integrate all of the examples of supporting evidence into their online journal. Rather they should focus on the evidence that supports their core competency reflection.

Examples of Supporting Evidence	Integrated into Journal
Coaching or Leadership Philosophy	
Reflection of how you live your philosophy	
Video of a debrief session with athletes, support staff, or other stakeholders	
Video of coaching/leadership behaviours and interventions observed in practice/meeting	
Health and safety audit	
Performance pathway Presentation	
Gold medal profile: Gap analysis	
Description of a critical incident	
Description of how athletes or teams developed and demonstrated shared values	
Code of conduct for sport program	

Referent model	
Ongoing log that tracks coaching/leadership strengths and areas for improvement	
Meal and snack plan(s)	
Competition, game, or meeting plan	
SWOT analysis	
Sport profile (e.g., demands, limitations, structure, cultural elements)	
Example of a micro cycle	
360 review of leadership practice	
Statistical summary of own coaching/leadership interventions	
Emergency action plan specific to a facility	

Rubrics will be provided online

Assignment 2: Evaluation by Mentor

The purpose of the Evaluation by Mentor assignment is for students to receive and integrate feedback from their mentor on their coaching and leadership practices. Students will also be required to critically evaluate their own coaching and leadership practices and create an action plan to improve effectiveness. Assignment 2 (Evaluation by Mentor) consists of two parts.

Part 1: 360 Feedback

Students will be required to submit a list of and contact information (email addresses) for a minimum of seven observers in their second week of KIN 598 to the course instructor. Observers are individuals that work directly or indirectly with the coach/technical leader and are in a position to assess them on the NCCP core competencies. Observers may include, but are not limited to, athletes, coaches, support staff (e.g., physiotherapists, mental skills consultants, team doctors), team managers, sport organization staff. Please contact the course instructor if you have any questions on whether an observer would be a good fit to provide feedback.

Observers will be contacted via email and will be asked to complete an online assessment of your effectiveness based on the five NCCP core competencies (problem solving, critical thinking, valuing, leading, and interacting). Please refer to the below rubric for details on what observers will be asked to assess. Results of the assessment will be provided to the student once the observers have completed the assessment. In week 8 of KIN 598, students will meet with their mentor and review the feedback received from the 360 review. The mentor and student will create an action plan to address areas for improvement.

360 Feedback

You have been selected by a coach or technical leader who works directly or indirectly with you to provide feedback on their ability to problem solve, think critically, lead, their values, and how they interact with others. The purpose of the feedback is to assist the coach or technical leader develop their role effectiveness. The 360 feedback is part of a course requirement as the coach or technical leader works towards achieving a certificate in High Performance Coaching and Technical Leadership at the University of British Columbia. Thank you for taking the time to complete the following feedback form. Please note that your feedback will remain anonymous.

Problem Solving	Developing	Improving	Succeeding	Leading
Reframes problems	Considers only the most basic ways to approach problems	Can review and present problems for others to consider	Draws on examples to help others understand problems and guide thinking	Draws on useful examples to reframe problems in new ways
Experiments with different approaches to find a better solution to a problem	Tends to favour one particular approach to a problem	Sometimes experiments with multiple possible solutions to a problem	Regularly experiments with multiple possible solutions to a problem	Continually tests new ideas and improvements to program
Takes responsibility for improvements or solving problems	Takes limited responsibility for improving sport program and solving problems	Makes suggestions for improvements to sport program and provides good suggestions for solving problems	Makes suggestions and generates support for improvements to sport program and provides good solutions for solving problems	Takes responsibility for reviewing and redesigning sport program. Can consistently identify optimal solutions for solving problems.

Critical Thinking	Developing	Improving	Succeeding	Leading
Able to make decisions quickly when necessary	Does not make timely decisions when required	Sometimes shows indecision when not all information is available	Is comfortable making quick decisions based on available information regardless of risk or reward	Effectively uses available information to make quick decisions. Understands and accepts responsibility for risk and reward.
Is aware of relative strengths / weaknesses	Has limited awareness of own strengths/ weaknesses	Has basic awareness of own strengths/ weaknesses	Has a good awareness of own strengths/ weaknesses	Has excellent awareness of own strengths/ weaknesses and manages them in a proactive and sensitive way
Is able to critically reflect on coaching/	Behaves inconsistently	Is generally able to reflect on how	Is able to reflect on how coaching/	Displays mastery of recognizing how

| leadership and their impact on stakeholder performance (e.g., athletes, other employees) | according to mood and does not reflect on how coaching/leadership impacts stakeholders | coaching/ Leadership impacts emotional and psychological performance of stakeholders | leadership impacts emotional and psychological performance of stakeholders and uses this to motivate others to achieve better results | coaching/leadership impacts emotional and psychological performance of stakeholders. Is always able to get best out of those around them. |

Valuing	Developing	Improving	Succeeding	Leading
Adheres to high ethical standards consistent with coaching code of ethics	Is inconsistent in applying ethical standards to athletes and/or team	Applies ethical standards in coaching/leadership role but may not ensure that these standards are shared with athletes and/or team	Consistently applies ethical standards and ensures that athletes and/or team understand and apply similar standards	Always demonstrates high ethical standards and is able to quickly resolve situations that have ethical implications on athlete and/or team
Builds athlete and team morale	Has no positive impact on team morale	Helps to create a positive team environment	Actively encourages morale-building activities, monitors morale and quality of relationships between team members	Takes a lead in building morale, even under difficult circumstances, takes full responsibility for morale and cohesion of team
Articulates and models the vision and values of the sport program internally and externally	Does not paint a compelling picture of the future of sport program	Is able to articulate the vision and values of own sport program but lacks ability to share vision and values outside of program	Regularly articulates the vision in a compelling manner. Is a role model to others, regularly re-instills the vision and strategic direction for sport.	Acts as an ambassador for the vision, values and strategy for the sport. Paints an inspiring picture of the future of sport which is visible at all levels.
Integrity & Openness	Does not display openness in dealings with others	Is generally open about own views and sharing information. Maintains integrity.	Clearly demonstrates integrity in difficult situations, proactively shares information and viewpoint and encourages this in others	Is a model for integrity, honesty and openness and brings out these qualities in others

Leading	Developing	Improving	Succeeding	Leading
Creates the vision and has a clear picture of the future	Adopts the vision and strategy of the program, but does not assist in	Is able to generate ideas that contribute to the vision and strategy for sport	Takes ownership for building the vision and strategy of the program. Drives the	Develops a clear picture of the future of the team that is unique, competitive

	developing or promoting vision	program but may not drive the creation of the vision or strategy	vision and mission by building consensus as required among athletes / team.	and highly compelling. Involves others in this process to build buy-in.
Empowers athletes/team members to develop and take responsibility for Performance	Does not empower athletes/team members, either retains too much control or provides too little support	Gives athletes/team members responsibility within well-defined guidelines	Provides empowering opportunities for athletes/team members based on experience and trust. Provides an appropriate level of support and encouragement.	Empowers athletes/team members by giving them responsibility, authority and freedom to make decisions. Publicly supports them even in difficult circumstances.
Copes effectively with pressure	Becomes stressed and inefficient when faced with pressure	Is able to cope in most situations	Is able to maintain a consistent level of performance under pressure	Is highly capable in high-pressure situations. Performance is either consistent or enhanced.
Effectively Listens and communicates	Has difficulty listening effectively to others. May ignore others and has difficulty providing clear feedback.	Demonstrates active listening. Responds to others and provides good and timely feedback.	Consistently demonstrates genuine active listening. Uses questions to effectively understand athletes and/or team needs and provides quality and timely feedback when necessary.	Always demonstrates genuine active listening and probes to understand deeper meanings from athlete and team. Proactively communicates with athlete team to provide outstanding feedback.
Leads and develops athletes and team	Does not focus on the development or empowerment of others	Provides guidance to some or all athletes and/or team and takes leadership in area(s) of expertise when needed	Invests significant time and energy in coaching, mentoring and providing development support for athletes and/or team.	Takes responsibility for leading and developing athletes, and/or team. Is a recognized leader in the sport and makes significant contributions to a variety of stakeholders to ensure succession of performance in sport.

Interacting	Developing	Improving	Succeeding	Leading
Empathetic and can evaluate likely	Does not attempt to consider others' feelings or	Demonstrates a moderate understanding and	Demonstrates empathy and always considers others'	Demonstrates a high level of empathy. Is attuned to feelings

reactions	perspectives. Does not anticipate others' reactions.	interest in others' feelings or perspectives. Has an ability to anticipate how people will react.	current and possible feelings and perspectives when interacting with them.	and motivations of others, and uses this knowledge to influence own actions and communication where appropriate.
Is aware of how he/she is being received by others	Shows no awareness of how he/she is perceived by others	Shows basic awareness of how he/she is perceived by others	Takes steps to influence how he/she is perceived by others	Appropriately manages how he/she is perceived by others, and uses this to his/her advantage
Adapts own behaviour to suit the situation	Does not make appropriate adaptation of behaviour to reflect circumstances	Makes a moderate effort to adapt behaviour to circumstances	Takes time to consider best way to approach a given situation and acts accordingly	Expertly balances need for consistency with advantages of changing behaviour to match circumstances
Ability to initiate and grow mutually beneficial relationships	Does not develop productive relationships	Can develop productive relationships with peers	Can build strong relationships with people of varying levels of seniority, above and below	Develops and maintains strong, genuine, mutually beneficial relationships with people who have various styles
Manages potentially difficult relationships	Avoids initiating or developing relationships in difficult circumstances	Shows some capability at managing difficult relationships, but may require assistance to maintain those relationships	Is able to work through difficult circumstances affecting key relationships	Excels at turning demanding or difficult relationships into mutually beneficial ones. Guides relationships through difficult circumstances, making them stronger as a result.

Part 2: *Video Analysis of Coaching or Technical Leadership Abilities*

Students are required to submit two annotated videos of either a practice session (coaches) or a meeting (technical leaders) which will be reviewed by their mentors. The following are the steps students should take to meet the requirements of Part 2 of the Evaluation by Mentor assignment.

1. Students are required to create a practice plan (coach) or meeting plan (technical leader).
2. Students are required to video the practice session (coaches) or meeting (technical leaders) that corresponds with their practice/meeting plan. The video should be a

minimum of 20 continuous minutes. If a continuous 20 minutes of video cannot be attained due to the coaches' training environment, a video that is a minimum of 20 minutes in total length will be accepted.

3. Students must upload their video to CLAS.
4. Students should review their video and reflect upon their coaching/leadership practices. Students are required to annotate the video using CLAS. Below are two tables to assist in this process. The first table relates to criteria for positive coaching practices and the second table relates to criteria for positive technical leadership practices. Listed beside the criteria in each table are evidences that are indicators of the criteria. The students' task is to use the list of "evidence" to annotate their video and reflect upon their coaching/leadership. Thus, students may copy and paste the descriptor of the evidence to annotate their video. Students may also provide further comments in the form of annotations where they feel it is necessary.
5. Student completes annotation of video 1 and provides their practice or meeting plan to their mentor no later than week 8.
6. In week 8 the student and the mentor review the video and annotations and create an action plan to improve effectiveness which will be demonstrated in video 2.
7. The student repeats steps 1-4 for the second video and demonstrates changes or actions required from the first mentor review. The student must complete annotation of video 2 and provide their practice or meeting plan to their mentor no later than week 12.
8. In week 12 the student and mentor review the second video and annotations.

List of Criteria and Evidence demonstrating coaching abilities:

Theme	Criteria	Evidence
Coaching Effectiveness	**Coach analyzes key performance factors to make decisions aimed at maximizing athlete performance**	The coach prioritized goals and objectives that addressed gaps in technical or tactical performance
		The coach prioritized one skill or tactic that had significant impact on athlete (expert) performance and identified a measurable performance outcome for successful achievement of the skill (scoring, timing etc.)
		The coach reflected on the extent to which observed coaching interventions impacted athlete performance
	Coach delivers activities	Main practice segments were evident (warm-up; main part; cool-down)
		Practice plan described or diagramed how space and equipment

appropriately sequenced for optimal adaptation	were to be used	
	Practice plan included duration of the practice/training segments on a timeline	
	Practice plan included the equipment required for the practice/training session's activities	
	When debriefed the coach assessed how the planned practice/training session varied in relation to the practice that was actually implemented and rationalized reasons for changes or modifications	
	When debriefed on practice, the coach rationalized goals and key activities used during the practice	
	When debriefed the coach indicated a critical analysis of optimal sequencing of activities within a practice/training session and identified adjustments for individual athletes where necessary	
Coach devises training sessions that consistently address the age, training age, and maturity of the athlete	The coach identified goals and objectives that clearly linked to the key performance indicators that they have identified	
	The coach Identified objectives that related to performance factors that impacted the achievement of training goals (Equipment, Environment, Psychological, Physical, Tactical, Technical)	
	The coach identified appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans	
The coach makes appropriate adjustments to the practice or training session, based on athlete response to coaching interventions.	The coach created opportunities to interact with all athletes	
	The coach encouraged calculated risks in accordance with NCCP code of ethics	
	The coach identified adjustments in practice to respond to specific conditions or logistics (e.g. weather, timing, available resources etc.)	
	The coach identified appropriate expectations for athlete behaviour and reinforced these expectations when appropriate	
	The coach kept a log or journal debriefing competitions	
	The coach prioritized practice objectives / goals based on analysis of competition to effect better performance	
	The coach provided statistical summary of own coaching interventions observed during a practice	
	The coach reflected on how own coaching interventions impacted athlete performance	

		Upon request, the coach provided appropriate rationale for coaching decisions, and described why adjustments were necessary and how they enhanced the achievement of the intended objectives
		The coach Identified key performance indicators, and ensured those were well understood by the athlete
		The coach informed the athlete(s) why a correction will have a beneficial effect on tactical performance and how to improve performance using prescriptive interventions
		The coach investigated how competitive rules related to performance execution of alternative methods/approaches in training
Coaching Leadership	**Coach demonstrates leadership that is consistent with NCCP Code of Ethics**	The coach accepted accountability and responsibility for decisions and actions
		The coach modeled and taught effective coaching interventions to other coaches
		Upon request, the coach provided a rationale for decisions about interventions made towards assistants and experts during training
		The coach provided evidence of self-reflection on the effectiveness of the training program and identified areas for improvement
		The coach used respectful language towards athletes when providing verbal interventions
		The coach used appropriate strategies to intervene assertively in a conflict in order to produce a resolution
		The coach enabled athletes to resolve conflicts among themselves through effective use of conflict resolution techniques
		The coach developed strategies to deal with situations where athlete(s) do not meet expectations (performance, behaviour, etc.), and intervened assertively to prevent potential frustrations or conflicts in such situations
		The coach recognized indicators that a conflict might be developing or might exist between individuals or groups
		The coach took proactive measures to prevent conflict
		The coach used effective techniques and strategies to resolve conflict when personally involved, so that positive relationships with athletes, parents, officials, other coaches, administrators etc. were maintained

		The coach has and applied a code of conduct for a program that is consistent with NCCP Code of Ethics and other codes relevant to their coaching context (e.g., NSO, school, etc.)
		The coach avoided situations that may have affected objectivity or impartiality of coaching duties
	Coach demonstrates leadership that is consistent with NCCP Code of Ethics	The coach abstained from harassing behaviours or inappropriate relations with athletes
		The coach respected rules, regulations and enforced policies
		The coach interacted respectfully with athletes, officials, coaches and stakeholders
		The coach accepted accountability and responsibility for decisions and actions
Training and Competition Readiness	**Coach implements and facilitates pre-competition procedures that optimize readiness for performance**	The coach developed a game or competition plan based on analyses that identified the appropriate level of strategy or tactics for achieving the desired competition performance in a given competitive environment
		The coach explained or reviewed warm-up tactics and strategies to athletes and checked for understanding
		The coach identified tactics and strategies appropriate to the level of competition and consistent with the competition rules and fair play principles
		The coach oversaw final equipment adjustments
	Coach plans, implements, and oversees pre-competitive activities and support measures to create optimal conditions for performance	The coach communicated event specific competition rules and regulations to athletes
		The coach developed a competition plan based on analysis of previous competition outcomes
		The coach ensured identified strategies/tactics adhered to competition rules and regulations
		The coach ensured the identified strategies/tactics were appropriate for the level of competition
		The coach made decisions about athlete's participation in competition based on monitored performance factors
Training and Competition Readiness	**Coach took appropriate measures to reduce the safety and injury risk**	The coach correctly assessed short and long-term risk factors in a variety of training situations consistent with the skill level of athletes and the specific demands or challenges of LTAD stage
		The coach presented an Emergency Action Plan (EAP) that was specific to the practice facility
		The coach surveyed the practice/training site before the session began to detect equipment or environmental factors that

	associated with training in the Competition Development context	represented a safety risk given the training tasks and objectives
		Where necessary, the coach taught and reinforced competition rules to instill safety habits amongst the athletes and enabled a safe practice/training environment
		The leader developed strategies to deal with situations where stakeholder(s) do not meet expectations (performance, behaviour, etc.), and intervened assertively to prevent potential frustrations or conflicts in such situations
		The leader recognized indicators that a conflict might be developing or might exist between individuals or groups
		The leader took proactive measures to prevent conflict
		The leader used effective techniques and strategies to resolve conflict when personally involved, so that positive relationships with stakeholders were maintained
		The leader has and applied a code of conduct for a program that is consistent with NCCP Code of Ethics and other codes relevant to their leadership context (e.g., NSO, school, etc.)
		The leader avoided situations that may have affected objectivity or impartiality of leadership duties
	Leader demonstrates leadership that is consistent with NCCP Code of Ethics	The leader abstained from harassing behaviours or inappropriate relations with stakeholders
		The leader respected rules, regulations and enforced policies
		The leader interacted respectfully with stakeholders
		The leader accepted accountability and responsibility for decisions and actions
Leadership Readiness	**Leader implements and facilitates pre-meeting procedures that optimize readiness for performance**	The leader explained or reviewed objectives and strategies to stakeholders and checked for understanding
		The leader oversaw final meeting preparations
	Leader plans, implements, and oversees pre-meeting activities and support measures to	The leader developed a meeting plan based on analysis of previous meeting outcomes
		The leader identified strategies to optimize meeting effectiveness
		The leader ensured the identified strategies were appropriate for the

	create optimal conditions for performance	attending stakeholders
	Leader took appropriate measures to reduce the safety and injury risk	The leader correctly assessed short and long-term risk factors in a variety of situations
		The leader presented an Emergency Action Plan (EAP)
		Where necessary, the leader taught and reinforced safety habits amongst the stakeholders and enabled a safe work environment
		The leader assessed stakeholder(s) ability to effectively complete tasks
		The leader identified key elements that allowed the desired performance outcome to be achieved
		When necessary the leader made adjustments to initial tactics and strategies and identified measures and actions that should be implemented by the stakeholder in response

Assignment 3: ACD MIDPOINT ASSESSMENT

A. Description of coach's task:

The objective of the midpoint assessment is to promote critical reflection and an integrative approach to the coaching process.

The mid-point assessment asks the coach to present a gap analysis of their coaching performance and their athletes'/team's performance. The analysis flows from the coach's critical reflection and feedback from the mentor coach (where these are in place) and or unit presenters through the first ten modules of the four themes.

For the mid-point assessment, the coach is asked to:

1. Describe their coaching context.
2. Identify a gap analysis clearly identifying sport demands and the current athlete status based on a variety of performance factors
3. Clearly identify a gap in his or her own coaching abilities based on feedback / observations gathered within program that will increase his or her effectiveness as a coach.
4. Present a draft / current annual training plan that addresses gaps in athlete program
5. Select evidence from their portfolio of evidence to date that supports their gap analysis.

NOTE: The coach's final assessment will be based on the process to achieve the changes that the coach determines will address the gaps s/he identifies in the mid-point assessment.

B. Assessment:

Coaches will be assessed based on the following criteria.

1. The coach uses appropriate sport specific terms and terminology to explain their coaching context and to present their gap analysis.
2. The coach selects appropriate evidence from their portfolio to support their gap analysis.
3. The coach explains how their coaching context influences their choice of change project.
4. The coach describes how their mentor's and/or presenters' feedback has been incorporated into their gap analysis.
5. The coach makes clear the links from the gap analysis to the rationales for the proposed change projects.
6. The coach identifies change projects of sufficient scope to impact the performance of their athletes.
7. The coach is able to explain how these changes will make him/her a more efficient and effective coach.

KIN 598 Demonstrating Evidence Check List

Throughout KIN 598 you are asked to demonstrate evidence of your coaching or leadership effectiveness. Please use the following checklist to indicate where you have demonstrated evidences. Coaches use the first table and technical leaders use the second.

Demonstrating Evidence Check List: Coaches

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Journal	Mentor Assess-ment	Panel Review	Other	
Coaching Effectiveness	**Coach analyzes key performance factors to make decisions aimed at maximizing athlete performance**	The coach prioritized goals and objectives that addressed gaps in technical or tactical performance					
		The coach prioritized one skill or tactic that had significant impact on athlete (expert) performance and identified a measurable performance outcome for successful achievement of the skill (scoring, timing etc.)					
		The coach reflected on the extent to which observed coaching interventions impacted athlete performance					

	Coach delivers activities appropriately sequenced for optimal adaptation	Main practice segments were evident (warm-up; main part; cool-down)					
		Practice plan described or diagramed how space and equipment were to be used					
		Practice plan included duration of the practice/training segments on a timeline					
		Practice plan included the equipment required for the practice/training session's activities					
		When debriefed the coach assessed how the planned practice/training session varied in relation to the practice that was actually implemented and rationalized reasons for changes or modifications					
		When debriefed on practice, the coach rationalized goals and key activities used during the practice					
		When debriefed the coach indicated a critical analysis of optimal sequencing of activities within a practice/training session and identified adjustments for individual athletes where necessary					
	Coach devises training sessions that consistently address the age, training age, and maturity of the athlete	The coach identified goals and objectives that clearly linked to the key performance indicators that they have identified					
		The coach Identified objectives that related to performance factors that impacted the achievement of training goals (Equipment, Environment, Psychological, Physical, Tactical, Technical)					

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Jour nal	Ment or Asse ss- ment	Panel Revie w	Oth er	
Coaching Effectiveness	**Continued …**	The coach identified appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans					
	The coach makes appropriate adjustmen	The coach created opportunities to interact with all athletes					
		The coach encouraged calculated risks in accordance with NCCP code of ethics					

	ts to the practice or training session, based on athlete response to coaching interventions.	The coach identified adjustments in practice to respond to specific conditions or logistics (e.g. weather, timing, available resources etc.)					
		The coach identified appropriate expectations for athlete behaviour and reinforced these expectations when appropriate					
		The coach kept a log or journal debriefing competitions					
		The coach prioritized practice objectives / goals based on analysis of competition to effect better performance					
		The coach provided statistical summary of own coaching interventions observed during a practice					
		The coach reflected on how own coaching interventions impacted athlete performance					
		Upon request, the coach provided appropriate rationale for coaching decisions, and described why adjustments were necessary and how they enhanced the achievement of the intended objectives					
		The coach Identified key performance indicators, and ensured those were well understood by the athlete					
		The coach informed the athlete(s) why a correction will have a beneficial effect on tactical performance and how to improve performance using prescriptive interventions					
		The coach investigated how competitive rules related to performance execution of alternative methods/approaches in training					

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Journal	Mentor Assessment	Panel Review	Other	
Coaching Leadership	**Coach demonstrates leadership that is consistent with**	The coach accepted accountability and responsibility for decisions and actions					
		The coach modeled and taught effective coaching interventions to other coaches					
		Upon request, the coach provided a rationale for decisions about					

	NCCP Code of Ethics	interventions made towards assistants and experts during training					
		The coach provided evidence of self-reflection on the effectiveness of the training program and identified areas for improvement					
		The coach used respectful language towards athletes when providing verbal interventions					
		The coach used appropriate strategies to intervene assertively in a conflict in order to produce a resolution					
		The coach enabled athletes to resolve conflicts among themselves through effective use of conflict resolution techniques					
		The coach developed strategies to deal with situations where athlete(s) do not meet expectations (performance, behaviour, etc.), and intervened assertively to prevent potential frustrations or conflicts in such situations					
		The coach recognized indicators that a conflict might be developing or might exist between individuals or groups					
		The coach took proactive measures to prevent conflict					
		The coach used effective techniques and strategies to resolve conflict when personally involved, so that positive relationships with athletes, parents, officials, other coaches, administrators etc. were maintained					
		The coach has and applied a code of conduct for a program that is consistent with NCCP Code of Ethics and other codes relevant to their coaching context (e.g., NSO, school, etc.)					
		The coach avoided situations that may have affected objectivity or impartiality of coaching duties					

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Journal	Mentor Assessment	Panel Review	Other	
Coaching Leadership	**Coach demonstrates leadership**	The coach abstained from harassing behaviours or inappropriate relations with athletes					
		The coach respected rules, regulations and enforced policies					

Theme	Criteria	Evidence					
	that is consistent with NCCP Code of Ethics	The coach interacted respectfully with athletes, officials, coaches and stakeholders					
		The coach accepted accountability and responsibility for decisions and actions					
Training and Competition Readiness	**Coach implements and facilitates pre-competition procedures that optimize readiness for performance**	The coach developed a game or competition plan based on analyses that identified the appropriate level of strategy or tactics for achieving the desired competition performance in a given competitive environment					
		The coach explained or reviewed warm-up tactics and strategies to athletes and checked for understanding					
		The coach identified tactics and strategies appropriate to the level of competition and consistent with the competition rules and fair play principles					
		The coach oversaw final equipment adjustments					
	Coach plans, implements, and oversees pre-competitive activities and support measures to create optimal conditions for performance	The coach communicated event specific competition rules and regulations to athletes					
		The coach developed a competition plan based on analysis of previous competition outcomes					
		The coach ensured identified strategies/tactics adhered to competition rules and regulations					
		The coach ensured the identified strategies/tactics were appropriate for the level of competition					
		The coach made decisions about athlete's participation in competition based on monitored performance factors					

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Journal	Mentor Assess-ment	Panel Review	Other	
Training and Competition Readiness	**Coach took appropriate measures to reduce the safety and injury risk**	The coach correctly assessed short and long-term risk factors in a variety of training situations consistent with the skill level of athletes and the specific demands or challenges of LTAD stage					
		The coach presented an Emergency Action Plan (EAP) that was specific to the practice facility					
		The coach surveyed the					

Theme	Criteria	Evidence					Comments
	associated with training in the Competition Development context	practice/training site before the session began to detect equipment or environmental factors that represented a safety risk given the training tasks and objectives					
		Where necessary, the coach taught and reinforced competition rules to instill safety habits amongst the athletes and enabled a safe practice/training environment					
	Coach interprets technical information to make decisions and interventions that maximize sport specific performance	The coach analyzed opponent(s) technical performance and tactics where applicable					
		The coach assessed athlete(s) ability to effectively apply tactics in competition					
		The coach identified key technical or tactical elements that allowed the desired performance outcome to be achieved					
		When necessary the coach made adjustments to initial tactics and strategies and identified measures and actions that should be implemented by the athlete in response					

Demonstrating Evidence Check List: Leader

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Journal	Mentor Assess-ment	Panel Review	Other	
Leadership Effectiveness	**Leader analyzes key performance factors to make decisions aimed at maximizing stakeholder performance**	The leader prioritized goals and objectives that addressed gaps in performance					
		The leader prioritized one objective that had significant impact on stakeholder performance and identified a measurable performance outcome for successful achievement of the objective					
		The leader reflected on the extent to which leadership interventions impacted stakeholder performance					
	Leader delivers meetings that are appropriately sequenced for optimal	Main meeting segments were evident					
		Meeting plan included the duration of the meeting segments on a timeline					
		Meeting plan included the equipment or documents required for the meeting's activities					
		When debriefed the leader assessed how the planned meeting					

Theme	Criteria	Evidence				
effectiven ess		varied in relation to the meeting that actually occurred and rationalized reasons for changes or modifications				
		When debriefed on the meeting, the leader rationalized goals and key activities used during the meeting				
		When debriefed the leader indicated a critical analysis of optimal sequencing of activities within a meeting and identified adjustments for individual stakeholders where necessary				

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Jour nal	**Ment or Asse ss- ment**	**Panel Revie w**	**Oth er**	
Leaders hip Effective ness	**The leader makes appropriat e adjustmen ts based on stakehold er response to leadership interventi ons.**	The leader created opportunities to interact with all stakeholders					
		The leader encouraged calculated risks in accordance with NCCP code of ethics					
		The leader identified adjustments to respond to specific conditions or logistics					
		The leader identified appropriate expectations for stakeholder behaviour and reinforced these expectations when appropriate					
		The leader kept a log or journal debriefing meetings and interactions					
		The leader prioritized objectives / goals based on organizational analysis to effect better performance					
		The leader reflected on how own leadership interventions impacted stakeholder performance					
		Upon request, the leader provided appropriate rationale for leadership decisions, and described why adjustments were necessary and how they enhanced the achievement of the intended objectives					
		The leader identified key performance indicators, and ensured those were well understood by the stakeholder					
		The leader informed stakeholder(s) why a correction will have a beneficial effect and how to improve performance					

Theme	Criteria	Evidence	I have demonstrated this	Comments

			evidence in my…				
			Journal	**Mentor Assess-ment**	**Panel Review**	**Other**	
Leadership Effectiveness	**Leader demonstrates leadership that is consistent with NCCP Code of Ethics**	The leader accepted accountability and responsibility for decisions and actions					
		The leader modeled and taught effective leadership interventions to other leaders					
		Upon request, the leader provided a rationale for decisions made towards assistants and other stakeholders					
		The leader provided evidence of self-reflection on the effectiveness of the organization and areas identified for improvement					
		The leader used respectful language towards stakeholders when providing verbal interventions					
		The leader used appropriate strategies to intervene assertively in a conflict in order to produce a resolution					
		The leader enabled stakeholders to resolve conflicts among themselves through effective use of conflict resolution techniques					
		The leader developed strategies to deal with situations where stakeholder(s) do not meet expectations (performance, behaviour, etc.), and intervened assertively to prevent potential frustrations or conflicts in such situations					
		The leader recognized indicators that a conflict might be developing or might exist between individuals or groups					
		The leader took proactive measures to prevent conflict					
		The leader used effective techniques and strategies to resolve conflict when personally involved, so that positive relationships with stakeholders were maintained					
		The leader has and applied a code of conduct for a program that is consistent with NCCP Code of Ethics and other codes relevant to their leadership context (e.g., NSO, school, etc.)					
		The leader avoided situations that may have affected					

		objectivity or impartiality of leadership duties					

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Jour nal	Ment or Asse ss- ment	Panel Revie w	Oth er	
Leaders hip Effective ness	**Leader demonstrates leadership that is consistent with NCCP Code of Ethics**	The leader abstained from harassing behaviours or inappropriate relations with stakeholders					
		The leader respected rules, regulations and enforced policies					
		The leader interacted respectfully with stakeholders					
		The leader accepted accountability and responsibility for decisions and actions					
Leaders hip Readine ss	**Leader implements and facilitates pre-meeting procedures that optimize readiness for performance**	The leader explained or reviewed objectives and strategies to stakeholders and checked for understanding					
		The leader oversaw final meeting preparations					
	Leader plans, implements, and oversees pre-meeting activities and support measures to create optimal conditions for performance	The leader developed a meeting plan based on analysis of previous meeting outcomes					
		The leader identified strategies to optimize meeting effectiveness					
		The leader ensured the identified strategies were appropriate for the attending stakeholders					

Theme	Criteria	Evidence	I have demonstrated this evidence in my…				Comments
			Jour nal	Ment or Asse ss- ment	Panel Revie w	Oth er	
Leaders hip Readine ss	**Leader took appropriat e measures**	The leader correctly assessed short and long-term risk factors in a variety of situations					
		The leader presented an Emergency Action Plan (EAP)					
		Where necessary, the leader taught					

	to reduce the safety and injury risk	and reinforced safety habits amongst the stakeholders and enabled a safe work environment					
		The leader assessed stakeholder(s) ability to effectively complete tasks					
		The leader identified key elements that allowed the desired performance outcome to be achieved					
		When necessary the leader made adjustments to initial tactics and strategies and identified measures and actions that should be implemented by the stakeholder in response					