University of British Columbia
School of Kinesiology
Kin 597 Practical applications in high performance sport (3 credits)

Description:
Students will demonstrate application of High Performance Coaching and Technical Leadership Graduate Certificate concepts/topics through both mentorship opportunities and critical reflections related to coaching and/or leader practice. Students will complete assignments using their current coach or leader context, or can complete a project-based experience in relevant High Performance sport endeavor (e.g. high performance workplace, camp or competitive setting). Students will be supported by Canadian Sport Institute Pacific, and where possible by their National Sport Organization in assignment of a mentor who can be consulted throughout the course.

Kin 597 is delivered concurrently with the other three courses (KIN 515 Gap Analysis, KIN 586 Coaching Effectiveness and KIN 585 Performance Planning) in the twelve (12) month Graduate Certificate in High Performance Coaching and Technical Leadership (HPCTL). The 12-month duration allows the student flexibility in achieving learning outcomes within their professional careers as high performance coaches or technical leaders. This course will allow the student to apply and reflect on concepts in the other three courses, by providing individual mentoring, reflective blogging, assessing one's own coaching practice or engage in a unique high performance experience, and finally to present on their overall practical applications over the 12 month graduate certificate.

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 or technical leader
2. Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
3. Reflect on systematic gap analysis of current athlete(s) or program in order to maximize development and podium potential within sport
4. Investigate and reflect on pre-competition procedures that optimize readiness for performance
5. Demonstrate coaching leadership that is consistent with NCCP Code of Ethics
6. Demonstrate and reflect on appropriate measures that promote safe sport within coaching and programming for athletes.

Course Requirements:

1. Students must adhere to all deadlines, due dates and webinars. If you are unable to schedule the dates you must let your instructor know prior to missing a particular deadline, due date or webinar.
2. UBC in conjunction with Canadian Sport Institute Pacific will work with coaches to identify and approve a mentor who will consult with students in completion of course assignments
3. Students will use existing coaching or sport leader role to apply the necessary requirements for assignments and/or may choose unique high performance project experience.
4. Student must make a formal presentation to a panel of peers, mentors and program supervisor(s) (ACD Mid Point-Review) outlining: a) Current athlete program progression / performance, b) Current coaching strengths and areas for change
5. Students must maintain a blog of reflections and submit a portfolio of appropriate evidence based application gained throughout the graduate certificate.

Evaluation:

Assignment	Learning Objectives	Percent

Coach and Leader Reflections (<u>assignment details</u>)
  • Selected portfolio requirements
  • Formal blog / reflection of coaching practice
  • Self assessment of coaching competency
	• Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
	• Investigate and reflect on pre-competition procedures that optimize readiness for performance
	• Demonstrate and reflect on appropriate measures that promote safe sport within coaching and programming for athletes.
		30

Professional Experience Enhancement
OPTION 1:   Current Context Enhancement (**<u>assignment details</u>**)
  • Assignment of mentor to support existing coaching or sport leader role
  • Submission of annotated video of coaching or leadership practice
  • Ongoing discussions with mentor on current coaching practices
  • Two meetings between coach, mentor and KIN 597 supervisor to debrief and identify strengths and areas for improvement
	• Identify gaps and strengths in coaching abilities based on feedback / observations that will assist in increasing one's effectiveness as a coach or technical leader
	• Demonstrate coaching leadership that is consistent with NCCP Code of Ethics
	• Demonstrate and reflect on appropriate measures that promote safe sport within coaching and programming for athletes.
		30

OPTION 2: Project based HP Enhancement (**<u>assignment details</u>**)
  • Assignment of mentor to support existing coaching or sport leader role
  • Proposal submitted and approved for project based experience
  • Two meetings between coach, mentor an KIN 597 supervisor to outline terms of project (pre-brief) and to debrief project goals / learnings
  • Submission of a paper outlining summary of project and key learnings
	• Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
	• Reflect on systematic gap analysis of current athlete(s) or program in order to maximize development and podium potential within sport
	• Investigate and reflect on pre-competition procedures that optimize readiness for performance	

Panel Presentation (<u>assignment details</u>)
• Present to a panel of experts 2-3 (minimum) peer coaches and/or leaders in three theme areas
    ○ Coaching Effectiveness
    ○ Performance Planning
	• Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
	• Reflect on systematic gap analysis of current athlete(s) or program in order to maximize development and podium potential within sport
		40

Assignment	Learning Objectives	Percent
○ Training Competition Readiness	• Demonstrate coaching leadership that is consistent with NCCP Code of Ethics	

Course Timeline

The duration of KIN 597 will run concurrently with the other Graduate Certificate courses to allow students to provide reflections throughout the program. Students will be required to
1. Submit ongoing reflections each month,
2. Engage with a mentor to enhance current coaching/ leader practice or complete a unique project based experience in relevant High Performance sport endeavor. Student are encouraged to start their practical applications early in order to maximize time spent with their mentors.
3. Complete a presentation to panel of experts and peers. KIN 597 requirements must be completed by June 30th of the following year.

The total time committed to assignments and tasks are outlined in the table below and may vary depending on student engagement. Minimum time recommendations are suggested.

Type of engagement	Description	Minimum Time
Webinars	Attend webinars for program updates, share experiences and learn technologies to facilitate assignment completion	9 hours
Meetings	Three meetings, the first with supervisor to discuss mentor selection (July) and two mentor meetings with supervisor to outline expectations (1st meeting - September) and review assignments (2nd meeting - April)	3 hours
Mentor engagement	Recommend recurring meeting with mentor every 2 weeks for 1 hour. Meetings purpose and goals are driven by student	16-20 hours (Varies)
Assignments and Blogs	Complete assignments which are integrated into professional role as coach or technical leader. Submit blogs and comment on peer blogs	10-20 hours (Varies)
Panel Presentation	Prepare and present final assignment	4 - 6 hours

Webinars

There will be 6 synchronous webinars throughout the year occurring in:
- Tuesday, June 15, 2021   9:00 AM (PT)   11:00 PM (PT)
- Thursday, August 12, 2021   5:00 PM (PT)   7:00 PM (PT)
- Thursday, September 16, 2021   5:00 PM (PT)   7:00 PM (PT)
- Thursday, December 9, 2021   9:00 AM (PT)   11:00 AM (PT)
- Thursday, January 13, 2022   5:00 PM (PT)   7:00 PM (PT)
- Thursday, April 7, 2022   9:00 AM (PT)   11:00 AM (PT)

The purpose of the webinars is to check in with students regarding their reflections, practical applications, and progression in the certificate, and to review technologies and skills to facilitate assignment completion. Attendance is mandatory.

Course Schedule

Week	Task / Milestone	Notes
June (Start up week)	• KIN 597 Orientation • Online Blog set-up • Set up Blog • Synchronous Webinar (June) • Competency Reflection #1 (June 22, 2018)	• During the residential class students will receive an orientation to KIN 597 which will include • Overview of KIN 597 • Navigation to KIN 597 Canvas shell • Orientation and set up of UBC blogs account • Create profile and blog submission
July - September	• Competency Reflection #2 (July 27, 2018) • Competency Reflection #3 (Sept 14, 2018) • Synchronous Webinar (Sept 13, 2018) • Set up meeting with KIN 597 to review practical experiences	• Students will be required to meet with the KIN597 supervisor to begin identifying both a mentor and timeline for the practical experiences.
September to December	• Engage in practical applications (Mentor Selected) • Mentor Meeting #1 • Competency Reflection #4 (Oct 19, 2018) • Competency Reflection #5 (Dec 7, 2018) • Synchronous Webinar (Dec 6, 2018)	• Mentor meeting between student, mentor and KIN 597 supervisor to discuss practical applications based on student goals and assignment options • Ongoing blog reflections • Synchronous webinars
January to April	• Engage in mentor experience and complete assignment (Option 1 or 2) • Competency Reflection #6 (Jan 4, 2019) • Competency Reflection #7 (Feb 8, 2019) • Competency Reflection #8 (Mar 8, 2019) • Competency Reflection #9 (April 12, 2019) • Synchronous Webinar (April 4, 2019)	• Student completes assignments • Ongoing Reflections • Synchronous webinars
April to June	• Mentor meeting #2 to review assignment (Option 1 or 2) • Sign up for panel presenation • Competency Reflection #10 (May 10, 2019) • Panel presentations	• Second mentor meeting to review assignments and goals • Sign up for panel presentation time slot • Set up and confirm panel presentation

Advanced Coaching Diploma Credit

Coaches can receive credit equivalencies for the ACD Modules below by completing the UBC Graduate Certificate in HP Coaching & Sport Leadership, plus the HP Leadership course as part of the masters program. The modules will be entered into the NCCP Locker and given the UBC Course Name. Coaches

who do not continue with the Masters program can obtain credit for remaining modules by engaging the CSI network for delivery and assessment. All coaches wishing to complete the ACD Diploma requirements must complete a panel presentation through the CSI network to receive credit in the ACD Final Presentation and Managing a Sport Program. Please see go to UBC ACD Module Mapping Document the document which identifies the ACD modules that students will receive NCCP Credit.

Procedures for obtaining Advanced Coaching Diploma
- Step 1: Register for Advanced Coaching Diploma in NCCP locker ($75 reg fee). https://thelocker.coach.ca
- Step 2: Sign Electronic MOU and satisfy any conditions that my be identified
- Step 3: Complete Graduate Certificate in HP Coaching and Technical Leadership
- Step 4: Complete remaining modules and final presentation through CSI Pacific OR Complete Remaining Modules through UBC MHPCTL
  - KIN 516 Leadership and Group Process
  - KIN 596 HP Sport Inquiry
- Step 5: Pay ACD completion fee ($500.00)
- Step 6: Submit Integrated Training Plan to CSI Pacific
- Step 7: Issue Advanced Coaching Diploma

Assignment overviews

Coach and Leader Reflections Blog

Learning Objectives Sought:
1. Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
2. Investigate and reflect on pre-competition procedures that optimize readiness for performance
3. Demonstrate and reflect on appropriate measures that promote safe sport within coaching and programming for athletes.

Purpose:
The purpose of the online blog is to provide you with an opportunity to:
1. Reflect on your learning within the certificate program and to provide a portfolio of evidence that highlights your coaching and/or technical leadership best practice.
2. Relate your learning and portfolio of evidence to the five core National Coaching Certification Program (NCCP) competencies (problem-solving, valuing, critical thinking, leading, and interacting).
3. Reflect on your application of the five core competencies to increase your effectiveness as a coach or technical leader.
4. Respond to blog feedback or comments provided peers, mentors and KIN 597 supervisor.
5. Build a portfolio that includes evidence from you coaching and leadership that relate to the five NCCP core competencies.

Requirements
You are required to post **10** core competency reflections to the HPCTL Blog for each of the five core competencies identified below (2 reflections on each competency)
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

Please complete competency self assessment to assist you in better understanding the competencies. Once complete you will get a report on your assessment.
Your blog will be active throughout the Graduate Certificate and should include reflections and portfolio evidence acquired in other courses.
Blog schedule and timing

The following schedule outlines the timeline and due dates for updating blog reflections.

Date	Task/Milestone	Notes
June 10, 2021	Residential Meeting	Build blog and provide personal profile. Complete Competency Self Assessment survey
Friday, June 11, 2021	Core competency reflection #1	Select and complete one core competency reflection.

Friday, August 13, 2021	Core competency reflection #2	Select and complete one core competency reflection.
Friday, September 17, 2021	Core competency reflection #3	Select and complete one core competency reflection.
Friday, October 29, 2021	Core competency reflection #4	Select and complete one core competency reflection.
Thursday, November 25, 2021	Core competency reflection #5	Select and complete one core competency reflection.
Friday, January 14, 2022	Core competency reflection #6	Select previously reviewed core competency and complete and/or update core competency reflection.
Friday, February 11, 2022	Core competency reflection #7	Select previously reviewed core competency and complete and/or update core competency reflection.
Friday, March 11, 2022	Core competency reflection #8	Select previously reviewed core competency and complete and/or update core competency reflection.
Thursday, April 14, 2022	Core competency reflection #9	Select previously reviewed core competency and complete and/or update core competency reflection. Redo Competency Self-assessment survey
Friday, May 20, 2022	Core competency reflection #10	Select previously reviewed core competency and complete and/or update core competency reflection.
TBD	Final Mark	Final Mark

Creating and posing your blog

You will post your blog to UBC Blogs website based on the timelines above. In order to guide the blog competency reflections, you should consider the following questions

Reflection Questions
1. What do I know about this competency? How does this competency relate to my coaching or leadership practice?
2. How have demonstrated this core competency and what evidence do I have? Are there any portfolio items that show evidence of applying this competency?   (see below for examples of supporting evidence that may be integrated or topics identified in other courses)…
3. Related to this core competency, what changes have you made or would like to make to my coaching or leadership? How will this competency improve your effectiveness as a coach or leader?.

Your blog should also be used as a **portfolio of evidence** of various items and/or competencies you have demonstrated throughout the graduate certificate and can be used by the coach and leader for future assessment (i.e. sport specific evaluations) Appendix B provides examples of supporting evidence that you can integrate into your core competency reflections. The list is meant to provide you with guidance in incorporating other High Performance Coaching and Technical Leadership materials into your practical applications. Note that this is not an exhaustive list of evidence that you could provide. You are welcome to include other types of evidence to support how you have demonstrated core competencies in a leadership or coaching role. You are also not required to integrate all of the examples of supporting evidence

Commenting

Once you have posted a reflection to the online blog, you will copy and paste the blog URL into one of the 5 competency discussion topic areas on the Canvas Shell. Following each post you should read blog posts from peers and provide comments and/or reflections in the discussion board. You should aim to comment on at least 5 other peer blogs.   Comments should be placed in the discussion board, but can also be pasted directly as a comment to the peer's blog. The discussions can also be used as a place to discuss overall competencies.

Mentor Commenting

You will be required to share your blog posts with your mentor by sending the blog URL via email. Mentor comments can be made directly on your blog site and will provide some structure to engage your mentor in your reflections and portfolio.

Grades

You will be assigned grades in two main areas:
- Discussion Comments for each competency
- Quality of Blogs and Portfolio

Each competency discussion is worth 2 points for a total of 10 points for all discussions. Marks will be assigned based on adherence to blog due dates and the amount of commenting and/or discussion contributed to the blog.

The quality of blogs and portfolio will be marked at the half way point in the year, and updated at the end of the year. A total of 20 marks will be assigned to the quality of your blogs and portfolio based on the following criteria:

- Reflections on Competency - Depth and breadth of reflection on the competency
- Portfolio of Evidence - Blog contain evidence of applying the competency
- Responsiveness to Change - Blog reflects on changes in coaching behaviours
- Blog management: Blog timing, navigation of blog site, comment / discussion

Discussion and Update Webinars

There will be 6 synchronous webinars throughout the year occurring in:
- Tuesday, June 15, 2021   9:00 AM (PT)   11:00 PM (PT)
- Thursday, August 12, 2021   5:00 PM (PT)   7:00 PM (PT)
- Thursday, September 16, 2021 5:00 PM (PT)   7:00 PM (PT)
- Thursday, December 9, 2021   9:00 AM (PT)   11:00 AM (PT)
- Thursday, January 13, 2022   5:00 PM (PT)   7:00 PM (PT)
- Thursday, April 7, 2022   9:00 AM (PT)   11:00 AM (PT)

The purpose of the webinars is to check in with students regarding their reflections, practical applications and progression in the certificate, and to review technologies and skills to facilitate assignment completion. Attendance is mandatory.

Linkages to Practical Applications

During the KIN 597 practical applications, you will be required to select at least 2 core competencies to discuss with your mentor and provide feedback and/or discussions. When showing evidence of a particular competency you should choose examples that align to the topic area or course and portfolio of evidence that relates to your goals.

Blog Marking Rubric

	5.0 to >4.0 pts	4.0 to >3.0 pts	3.0 to >2.0 pts	2.0 to >0.0 pts

Reflections on Competencies	Critically reflects on competencies and able to synthesize how all of competency relates to coaching / leader strengths and areas of improvement. Clearly identifies how competency relates to context and always reflects on changes desired or made to improve competency	Critically reflects and provides good awareness of competencies in relation to coaching / leader strengths and areas of improvement. Defines competency in relation to coaching or leadership practices and provides some reflection on changes desired or made to improve competency.	Reflects and provides adequate application of competencies in relation to coaching / leader strengths and areas for improvement. May not define competency related to context or identify changes desired or made to improve competency.	Limited reflection and application of competency to coach / leader practices. Limited awareness of how the competency and relation to personal strengths and areas for improvement
Portfolio of Evidence	Excellent evidence or example to support competency. Explains clearly how the evidence has been used to demonstrate competency achievement. Excellent examples of evidence that demonstrate portfolio of coaching / leader practice related to competency.	Good evidence or example to demonstrate application of competency with some rational linking evidence to competency. Some evidence is posted or linked to blog and shows application of competency in coaching / leadership practices.	Some evidence or examples provided to demonstrate application of competency, however, little explanation identifying how the evidence supports competency	Very few examples of evidence with limited explanation linking the evidence to the competency. Evidence is narrative and lacks portfolio items that have been implemented in coaching / leader context.
Responsiveness to Change	Provides outstanding examples and reflection on changes in coaching / leader practice based on feedback or program engagement. Evidence demonstrates substantial willingness to apply and/or experiment with new strategies or initiatives	Provides good examples and reflection on changes in coaching / leader practice based on feedback or program engagement. Evidences shows some willingness to try new strategies or initiatives	Provides some examples and reflections on changes in coaching / leader practice based Limited demonstration of experimenting with new strategies or initiatives. Evidence provided shows limited adaptation to feedback or program content	Limited response to changes in coaching / leader practices. Few examples of experimenting with new strategies or initiatives.
Comments	Excellent response to comments to further reflective practice and provide more evidence to portfolio. Regularly comments on peer blogs.	Good response to comments in blog to further reflection on competency, and regularly provides comments to peers.	Some response to comments in own blog helping to further reflect on competency, and comments on at least one other peer blog	Does not respond to comments in blog and does not make comments in other blogs.
Clarity and Organization	Excellent clarity and organization of entries. Categorization shows clear linkages that build on previous entries. Easy to navigate and takes full advantage of technology. Comments are easily accessed with all relevant comments posted.	Good clarity and organization of entries. Very good categorization of posts that show linkages to, and build on previous entries. Navigation is easy with basic ability to find and link to relevant information. All relevant comments are posted and new comments are easily found.	Some clarity and organization of entries. Good categorization of entries to previous blog posts. Navigation structure inconsistent with some challenges finding information. Most comments are posted, but are difficult to find	Poor clarity and organization of entries. No categorization of entries to previous blog posts. Navigation is difficult and challenging to find information. Does not post comments.

Professional Experience Enhancement

OPTION 1:   Current Context Description

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 or technical leader
2. Demonstrate coaching leadership that is consistent with NCCP Code of Ethics
3. Demonstrate and reflect on appropriate measures that promote safe sport within coaching and programming for athletes.

Purpose:
The purpose of the Professional Experience Enhancement is to provide you with an opportunity to gain feedback on your existing coaching / leadership practices and requires:
   •   Assignment of mentor to support existing coaching or sport leader role.
   •   Submission of annotated video of coaching or leadership practice
   •   Ongoing discussions with mentor on current coaching practices
   •   Two review meetings between coach, mentor and KIN 597 supervisor to debrief and identify strengths and areas for improvement
You will be required to complete a survey to help to identify the best practical application option and potential mentoring opportunities

Assignments
You will be required to make 5 submissions for a total of 30% of the KIN 597 mark and include:
   •   Statement of goals (3 points)
   •   Mentor meeting reflection and update (3 points)
   •   Video annotation (16 Points)
   •   Competency reflections (3 Points)
   •   Experience reflection (5 Points)
Please see rubric for each assignment for more information on how the submission will be graded

Schedule
It is an advantage to start the practical experience as early as possible in your graduate certificate as this will allow you more time to work with your mentor and to collect evidences.   The minimum timeline for the practical application is 12 weeks and concludes with the final assignment and mentor meeting. The start of practical experience will coincide with the submission of goals followed by the first review meeting between the student, mentor and the supervisor (Kin597 Instructor). The table below provides a timeline of key milestones.

Month	Task / Milestone	Notes
Sept - Oct	REVIEW MEETING 1 • Student submits goals. • Prebrief meeting with mentor and supervisor	• Mentor selected and identified for professional experience • Student completes goals and submits to assignment drop box and emails to mentor • Student establishes meeting with mentor and supervisor by phone or skype

Oct - Nov	• Student submits mentor meeting reflections • Core competency reflections • Video of coaching leader practice / meeting	• Upon completion of meeting, student submits mentor meeting reflections to assignment dropbox. • Mentor reviews student blogs • Student and mentor share comments and discuss at least two core competency reflections • Coach / Leader gets video with clear audio of verbal interventions
Nov - March	• Download and annotate Video • Student submits annotation for grading	• Coach / Leader must annotate video using the tagging criteria (See below for Video Annotation) • Share video and practice / meeting plan with supervisor • Student submits video URL to assignment dropbox.
Apr - May	REVIEW MEETING 2 The purpose of the second review meeting is to: • Provide feedback and comments on reviewed video • Discuss competency reflections and identify strengths and areas for improvement • Schedule panel presentation	• Prior to the meeting, mentor and supervisor will review video to provide feedback. • Student to schedule meeting with mentor and supervisor • Debrief meeting will be used to identify coach / leader strengths and areas for improvement. • Student submits competency reflections to assignment dropbox
May - June	• Student submits experience reflection • Student identifies panel for presentation. • Confirm date for panel presentation	• Student submits reflections to assignment dropbox • Student sets up collaborate to make panel presentation and send URL to selected panelists - Panel to include mentor, supervisor, graduate supervisor, sport organization representative and at least 2 peer coaches • Confirm date of presentation
May - June	PANEL PRESENTATION • See panel presentation description.	• Student makes panel presentation

Mentor Selection
You will need to schedule a meeting with the KIN 597 supervisor early in the year to discuss professional experiences and potential mentors. The supervisor will work with you to identify a mentor who can enhance your coaching or technical leadership. You may wish to identify someone who you already have a relationship, or alternatively work with the supervisor to find someone outside of your current coaching network. There are a number of individuals who have a breadth and depth of high performance experience (e.g. OTP, COC and other organizations) who have been sought by past students. It is an advantage to identify you mentor early in the year.

Video Annotation
You are required to submit an annotated video of either a practice session (coaches) or a meeting / debrief (technical leaders) which will be reviewed by your mentors. While video is widely used in sport contexts, UBC recommends that you get consent from athlete who you are obtaining digital images. A sample letter of consent if available here (See appendix F). The following steps are provided to assist you in completing the video annotation.
1. Create a practice plan (coach) or meeting / debriefing plan or agenda (technical leader).

2. Video the practice session (coaches) or meeting (technical leaders) that corresponds with their practice/meeting plan. For coaching practices it is ideal to have a wireless microphone. A video camera with a wireless microphone may be available through the Canadian Sport Institute (Please contact your supervisor). 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. Upload video to Collaborative Learning Annotation System (CLAS). A video tutorial for using CLAS is provided below.
4. Annotate the video using the tables identified below for either coach or leader practice. Listed beside the criteria in each table are evidences that are indicators of the criteria. Your task is to annotate the video by tagging the category name. CLAS is designed to annotate the video in easy steps that are illustrated in the tutorial below. If you use other video editing software, tags should be overlays of text or audio to highlight a key element. Additional comments should be added that help to clarify the annotation or reflect on the selection of the given category. The overall purpose of the annotation is for you to identify critical behaviors and to reflect, objectively, on your own coaching and/or leadership practice.
   • Coach Practices relates to criteria for positive coaching practices
   • Leader Practices relates to criteria for positive technical leadership practices.
   Share your CLAS video with you mentor and supervisor. You can protect this link by putting it in you blog which will allow you to password protect the video URL. Provide a link to the video and practice plan to your mentor and supervisor.

Current Context Marking Rubric

Goals (3 Points)				
Criteria	**3.0 to >2.0 pts**	**2.0 to >1.0 pts**	**1.0 to >0.0 pts**	
Goals	Goals are very detailed with excellent rationale on how the practical experience will impact coaching or leader role and enhance areas for improvement. Some evidence provided for how to measure goal attainment	Good statement of goals including some rationale identifying how the practical experience will impact coaching or leader role, and identifying areas for improvement.	Goals are limited with little rational provided on how the practical experience will positively impact coaching and leader role or contribute to areas for improvement.	
Mentor Meeting Reflection (3 Points)				
Criteria	**3.0 to >2.0 pts**	**2.0 to >1.0 pts**	**1.0 to >0.0 pts**	
Mentor Meeting Reflection	Clearly identifies 5 areas of discussion based on the mentor meeting. Reflects on mentor and supervisor feedback and makes adjustments to goals or expectations that will enhance professional experience	Identifies 5 areas of discussion based on the mentor meeting and reflects on how mentor and supervisor feedback could help to enhance professional experience or provide adjustments to goals or expectations	Unable to identify 5 areas of discussion based on the mentor meeting. Limited reflection on how mentor and supervisor feedback could help to enhance professional experience or provide adjustments to goals of expectations	
Video Annotation (16 Points)				
	5.0 to >4.0 pts	**4.0 to >3.0 pts**	**3.0 to >1.0 pts**	**1.0 to >0 pts**

Practice or meeting plan	Plan provides outstanding detail and clearly identifies how annotation criteria can be applied, and includes timelines, goal, speaking / coaching points, supplemental documentation (or references), description and explanations that will assist in delivering the practice or meeting	Plan provides a good overview of intended outcomes and details that may include, timelines, goals, speaking/coaching points, supplemental documentation (or references),, description or explanations that will assist in delivering the practice or meeting. Plan clearly identifies opportunities to engage athlete / stakeholders in the annotation criteria.	Basic plan is presented that include broad overview of intended outcomes but lack details that may include, timelines, goals, speaking/coaching points, supplemental documentation (or references),, description or explanations that will assist in delivering the practice or meeting. Limited opportunities to engage athlete / stakeholders in the annotation criteria.	No plan submitted
Video Length and Quality	**4.0 pts**	**3.0 pts**	**2.0 pts**	**0.0 pts**
	Video is of sufficient length and quality to provide a excellent overview of the coaching / leadership practices and provides a vantage point that shows the overall context of the practice (Athlete and/or stakeholder response to coach / leader behaviour)	Video is of sufficient length and quality to provide a good overview of the coaching / leadership practices.	Video of coaching leader practice is not long enough to give a good overview of coaching / leadership practices. Quality of audio and video is difficult to assess criteria.	**No Video Submitted**
Annotation	**7.0 to >6.0 pts**	**6.0 to >4.0 pts**	**4.0 to >2.0 pts**	**2.0 to >1.0 pts**
	Most annotation categories are evidenced in the video and include a brief description rationalizing or explaining selected criteria (text or audio). Statistical summary of annotations is provided to show preferences to a different criteria.	Most annotation categories are evidenced in the video with some descriptors explaining or rationalizing the selected criteria. Limited summary of coaching behaviors evidenced based on annotation	Some annotation categories are evidenced in the video with limited explanation or rational for selecting the annotation.	Limited annotation categories are evidenced in the video with no explanation or rational for selecting the annotation

Competency Reflections (3 Points)

Criteria	3.0 to >2.0 pts	2.0 to >1.0 pts	1.0 to >0.0 pts	
Competency Reflections	Outstanding and detailed reflection on competencies with excellent supporting evidence related to coaching or leader practice. Excellent evidence of dialogue between mentor and student on identified competency area with good demonstration of responding to	Good reflection on competencies with some evidence to support coaching or leader practice. Good dialogue between mentor and student on identified competency area and some responsiveness to opinions or recommendations proposed	Limited reflection on competencies with little evidence to support coaching or leader practice. Blog lack dialogue between mentor and student on identified competency area.	

	proposed opinions or recommendations			

Reflections (5 Points)

Reflections	5.0 to >4.0 pts	4.0 to >3.0 pts	3.0 to >1.0 pts	1.0 to >0 pts
	Outstanding and detailed reflection on goals, areas for improvement and how it impacted coaching / leader practice. Action plan is provided that that clearly identifies strategies to increase future coach / leader effectiveness.	Good reflection on each goal and the extent to which the improvements or enhancements were made to coach / leader practice. Good identification of actions that could impact future coach / leader effectiveness.	Limited reflection on the intended goals and improvements in coach / leader practice. Limited identification of actions that could impact future coach / leader effectiveness.	**No Reflection**

OPTION 2: High Performance Project

Learning Objectives:
1. Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
2. Reflect on systematic gap analysis of current athlete(s) or program in order to maximize development and podium potential within sport
3. Investigate and reflect on pre-competition procedures that optimize readiness for performance

Purpose:
The project based HP Enhancement is provided as an alternative to option one, current context enhancement, where you can:
   • Demonstrate a project that can enhance your current or future development
   • Provide the necessary resources to engage in the project.
Projects should be experiences outside of your normal coaching or leadership roles and provide a unique opportunity to engage in high performance sport initiatives that could include; coaching / management role at a high performance camp or competition; facilitating a strategic planning process; contributing and delivering part of a high performance review with OTP; organizing a major event; or short term projects deemed by the supervisor to have a substantial impact on your professional development. Students will be required to:
   • Submit a proposal for project and get approval by the supervisor
   • Identify a mentor who can enhance and guide project based experience
   • Engage in two meetings with mentor and supervisor to outline terms of project (prebrief) and to debrief project goals / learnings
   • Submit reflections on the project outlining summary of project and key learnings

Mentor Selection

You will need to schedule a meeting with the supervisor early in the year to discuss professional experiences and potential mentors. The KIN 597supervisor will work with you to identify a mentor who can enhance your coaching or technical leadership. You may wish to identify someone who you already have a relationship, or alternatively work with the supervisor to find someone outside of your current coaching network. There are a number of individuals who have a breadth and depth of high performance experience (e.g. OTP, COC and other organizations) who have been sought by past students. It is an advantage to identify you mentor early in the year.

Assignments

You will be required to make 5 submissions for a total of 30% of the KIN 597 mark and include:
   • Proposal (9 points)
   • Project pre-brief reflections and updates (3 points)
   • Competency reflections (3 Points)
   • Project portfolio (10 Points)
   • Experience reflection (5 Points)

Below is a description of each assignment. You should also review the rubric for each assignment for more information on how the submission will be graded.

Proposal

Your proposal should include:
   • The overall purpose of the project and how this will assist you in furthering your coaching / leader role.
   • A detailed budget indicating funding sources and costs associated with the project. Funding sources could include PSO/NSO funds, grants or self funding. Cost could include, travel, accommodation, food, equipment, honoraria, rental, or other items related to the project.
   • A detailed timeline of the project with key events and/or milestones. For example, in a camp based setting the timeline may be a detailed camp schedule including practice times and meetings. Debrief meetings should be scheduled with mentor / leader throughout the project.
   • The project proposal template identifying project objectives and evidences. You must identify a minimum of 3 objectives that you wish to accomplish as a result of the project. Objectives must be action oriented and be specifically related to your purpose. For each objective, identify evidence that you will gather to demonstrate the objective. Evidence should be specific or tangible elements that can be posted as a portfolio of relevant experiences in your blog.

Mentor Meeting Reflections

After meeting with your mentor and supervisor (KIN597 Instructor) reflect and update your proposal. Indicate at least 5 elements that were discussed as part of the pre-brief and how this relates to the purpose and/or objective sought for the particular project.

Competency reflections

You will select at least 2 competency reflections to review and discuss with your mentor. Comments and feedback should be documented and included in student blog.

Project Portfolio

Using the project proposal template, create a portfolio of evidence for the identified objectives. The portfolio should be housed in you blog and may include artifacts, templates, tools or videos related to the project. For the portfolio evidence identify the extent to which each objective was achieved (or not) and rationalize why it impacted your coaching / leader effectiveness.

Reflection

Upon completion of the debrief meeting with mentor and supervisor, you will submit a reflection of your practical experiences commenting and reflecting on the extent to which your objectives were achieved.

Schedule

It is an advantage to start the practical experience as early as possible in your graduate certificate as this will allow you more time to work with your mentor and to collect evidences. The minimum timeline for the practical application is 12 weeks and concludes with the final assignment and mentor meeting. The start of practical experience will coincide with the submission of goals followed by the first review meeting between the student, mentor and the supervisor (Kin597 Instructor). The table below provides a timeline of key milestones.

Month	Task / Milestone	Notes
Sept - Oct	REVIEW MEETING 1 • Student submits proposal. • Prebrief meeting with mentor and supervisor	• Mentor selected and identified for practical experience • Student completes proposal and submits to assignment drop box and emails to mentor • Student establishes meeting with mentor and supervisor by phone or skype
Oct - Dec	• Student submits mentor meeting reflections • Core competency reflections • Student initiates high performance project	• Upon completion of meeting, student submits mentor meeting reflections to assignment dropbox. • Mentor reviews student blogs • Student and mentor share comments and discuss at least two core competency reflections • Student gathers evidence from their high performance project to share with mentor and supervisor
Dec - April	• Complete high performance project • Gather evidence in portfolio	• Coach / Leader must complete high performance project • Coach / Leader gathers evidence and constructs portfolio of the high performance project based on proposal • Student submits proposal to mentor and supervisor.
March - April	REVIEW MEETING 2 The purpose of the second review meeting is to: • Provide feedback and comments on portfolio	• Prior to the meeting, mentor and supervisor will review portfolio to provide feedback. • Student to schedule meeting with mentor and supervisor • Debrief meeting will be used to identify coach / leader strengths and areas for improvement.
	• Discuss competency reflections and identify strengths and areas for improvment	• Student submits competency reflections to assignment dropbox
April - May	• Student submits reflection • Student identifies panel for presentation. • Confirm date for panel presentation	• Student submits reflections to assignment dropbox • Student sets up collaborate to make panel presentation and send URL to selected panelists - Panel to include mentor, supervisor, graduate supervisor, sport organization representative and at least 2 peer coaches • Student confirms date of presentation

May - July	PANEL PRESENTATION • See panel presentation description.	• Student makes panel presentation

HP Project marking Rubric

HP Project Proposal (9 Points)				
Criteria	**3.0 to >2.0 pts**	**2.0 to >1.0 pts**	**1.0 to >0.0 pts**	
Purpose	Project is clearly defined and provides a unique opportunity to engage a high performance sport experience outside of normal coaching or leader role. The purpose is detailed with excellent rationale on how the project experience will impact coaching or leader role.	Project provides coach with a good opportunity to further high performance sport experiences. Good statement of purpose including some rationale for how the project experience will impact coaching or leader role	Project is limited in enhancing high performance sport experience. Purpose is limited with little rational provided on how the project experience will impact coaching and leader role.	
Logistics	Detailed timeline that includes key events and/or milestones and potential description and expected roles identified. Dates and times are clearly identified with scheduled times to meet with mentor or supervisor throughout project Detailed budget outlining sources of revenues that have been verified (letter/email indicating funding source). A detailed list and calculation of expenses itemizes possible travel, accommodation, food, equipment, honoraria, rental, or other items related to the project.	Overall schedule that includes main events or milestones. Estimation of dates and times with some opportunities identified to me with mentor or supervisor. Budget includes sources of revenues that could be accessed to fund the project but not necessarily verified. Expenses are identified with some detail in calculating expenses for possible travel, accommodation, food, equipment, honoraria, rental, or other items related to the project.	Rough schedule of event or milestones with some indication of scheduled meeting with mentor or supervisor. Budget is limited in detail for revenue and expenses. Budget is limited in ability to achieved identified purpose.	
Objective and Evidence	Outstanding objectives that are clear and measurable, and relate to the purpose of the project. Evidence is detailed and demonstrates how the objective is achieved.	Sufficient objectives identified that is related to the identified purpose of the project. Evidence is tangible and it is clear how it will be gathered or tracked in the portfolio.	Few objectives identified that do not clearly relate to the overall purpose. Evidence may be lacking or is not clear how it will be gathered or tracked in the portfolio.	
Mentor Meeting Reflection (3 Points)				
Criteria	**3.0 to >2.0 pts**	**2.0 to >1.0 pts**	**1.0 to >0.0 pts**	
Mentor Meeting Reflection	Clearly identifies 5 areas of discussion based on the mentor meeting. Reflects on mentor and supervisor feedback and makes adjustments to goals or expectations that will enhance practical experience	Identifies 5 areas of discussion based on the mentor meeting and reflects on how mentor and supervisor feedback could help to enhance practical experience or provide adjustments to goals or expectations	Unable to identify 5 areas of discussion based on the mentor meeting. Limited reflection on how mentor and supervisor feedback could help to enhance practical experience or provide adjustments to goals of expectations	

HP Project Portfolio (10 Points)

Portfolio Evidence	4.0 to >3.0 pts	3.0 to >2.0 pts	2.0 to >0 pts	
	Portfolio includes a variety of evidence that was identified in the project proposal and is part of blog. Evidence includes a description and rationale/discussion on how it relates to the sought objectives.	Portfolio includes evidence identified in project proposal with some description / rational relating it to the sought objectives.	Portfolio includes some of the evidence identified in the project but may lack details. Evidence has limited description or rational relating it to objective sought. .	
Organization and navigation	**3.0 to >2.0 pts**	**2.0 to >1.0 pts**	**1.0 to >0.0 pts**	
	Portfolio may be used as an exemplar for other coaches or leaders and is easy to access / navigate	Portfolio is part of blog, organized and relatively easy to navigate and access	Portfolio is part of blog. Limited organization and difficult to navigate	
Reflection on Objectives	**3.0 to >2.0 pts**	**2.0 to >1.0 pts**	**1.0 to >0.0 pts**	
	3.0 to >2.0 pts Excellent reflection on the objectives sought in the proposal and how the objectives were achieve or not in light of the evidence provided.	**2.0 to >1.0 pts** Good reflection on the proposed objectives identified in the proposal. May lack details on how the objective was achieved or not.	**1.0 to >0.0 pts** Limited reflection on the objectives sought in the proposal with no rationale on whether the objective was achieved or not	

Competency Reflections (3 Points)

Criteria	3.0 to >2.0 pts	2.0 to >1.0 pts	1.0 to >0.0 pts	
Competency Reflections	Outstanding and detailed reflection on competencies with excellent supporting evidence related to coaching or leader practice. Excellent evidence of dialogue between mentor and student on identified competency area with good demonstration of responding to proposed opinions or recommendations	Good reflection on competencies with some evidence to support coaching or leader practice. Good dialogue between mentor and student on identified competency area and some responsiveness to opinions or recommendations proposed	Limited reflection on competencies with little evidence to support coaching or leader practice. Blog lack dialogue between mentor and student on identified competency area.	

Reflections (5 Points)

Reflections	5.0 to >4.0 pts	4.0 to >3.0 pts	3.0 to >1.0 pts	1.0 to >0 pts
	Outstanding and detailed reflection on goals, areas for improvement and how it impacted coaching / leader practice. Action plan is provided that that clearly identifies strategies to increase future coach / leader effectiveness.	Good reflection on each goal and the extent to which the improvements or enhancements were made to coach / leader practice. Good identification of actions that could impact future coach / leader effectiveness.	Limited reflection on the intended goals and improvements in coach / leader practice. Limited identification of actions that could impact future coach / leader effectiveness.	**No Reflection**

Panel Presentation

Learning Objectives:
1. Critically reflect on coaching and/or technical leader practices and construct portfolio of evidence that support current coaching or leadership practices
2. Reflect on systematic gap analysis of current athlete(s) or program in order to maximize development and podium potential within sport
3. Demonstrate coaching leadership that is consistent with NCCP Code of Ethics

Description of Coach's Task

The panel presentation is a capstone assignment of the graduate certificate to promote critical reflection and an integrative approach to the coaching / leadership process. The panel presentation asks the you to present a gap analysis of your coaching / leadership performance and your athletes'/team's, or programs performance. The analysis flows from your critical reflection and feedback from your mentor coach and Graduate Certificate course work that has been completed by the date of the assessment.

For the presentation, the coach is asked to:
1. Describe your coaching context.
2. Identify a gap analysis clearly identifying sport demands and the current athlete status based on a variety of performance factors (summary of Kin 515 Gap analysis)
3. Clearly identify a gap in your coaching abilities based on feedback / observations gathered within program that will increase your effectiveness as a coach (May include gaps identified in KIN 585 or 586)
4. Present an annual training plan (or strategic plan) that addresses gaps in athletes / team or program
5. Presentation of the training plan should provide linkages to competition preparation to ensure optimal readiness
6. Select evidence from their portfolio of evidence to date that supports their gap analysis (reference to Blog)

Note: For coaches intending to complete the Advanced Coaching diploma, you will need to make a final presentation. The panel presentation should address the gaps s/he identifies in their professional experiences

Presentation Guidelines

You should be prepared to present for 30 minutes (online), which will be followed by 15 minutes of questions and the 15 minutes of comments from mentors and peers. You must arrange to have at least 2 peers attend your presentation, your mentor, and ideally someone from your National or Provincial Sport Organization.

As indicated above, the presentation should summarize both your program / athlete gaps and your personal coaching gaps. You will also need to present your plan (YTP or Strategic Plan) for the next year to address these gaps. Presentations should include evidence from your portfolio or your experience throughout the graduate certificate. It is also important to consider your audience (peers and mentors) by making the presentation meaningful if you were observing it as one of your peers. For example, you may want to think that the mentors and peers are there to fund your program and plan, and you are trying to sell them on the merits of investing in you as the coach.

Below is a rough outline of that could be used to guide your presentation. You will need to prioritize what you will present as 30 minutes can go by quite quickly.

Rough Outline
- **5 min:** Describing your coaching context – LTAD stage? Where does the program occur, when and how often? Video? Competition Highlights?

- **8-10 min:** Program Athlete Gaps – What are the main gaps (Equipment, Environment, Mental, Physical, Tactical, Technical)? How are you currently monitoring? Where is the end point? (The evidence here should come from your Performance Planning and Training and Competition readiness themes)

- **8-10 min:** Coaching Gaps – Areas for improvement? Challenges that need to be overcome? Leading Changes? (The evidence here should come from your Coaching Effectiveness and Coaching Leadership themes)

- **8-10 min:** Presenting the plan – Overview of YTP. How have you prioritized objectives?

Scheduling the Presentation

Panel presentation are normally scheduled in May, June and early July. It is advisable that you select a date 3-4 weeks in advance of the presentation and ensure that the mentor, supervisor, graduate supervisor and at least 2 peer coaches/leaders are available. Presentation dates will be confirmed by the supervisor.

Panel Presentation Assessment

Coaches will be provided feedback based on the following criteria.
1. Clearly describes coach/leader context, demands and limitations of sport program.
2. Clearly identifies current athlete/program status with gap analysis of key performance factors
3. Identifies gaps in his or her own coaching abilities based on feedback / observations (Five Coaching Competencies) gathered within program that will increase his or her effectiveness as a coach
4. Present a draft / current annual training plan (or strategic plan) that addresses gaps in athletes / team or program, and provides linkages to competition preparation to ensure optimal readiness
5. Selects appropriate evidence from their portfolio to support their athlete/program and coaching gap analysis.
6. Identifies changes or actions that will be sought to further athlete / program progression
7. Identifies changes or actions that will be sought to further coach / leader effectiveness

Panel Presentation Marking Rubric

	Outstanding Outstanding evidence of the criteria in the presentation	**Very Good** Very good ability to describe the criteria with strong ratings from panelist	**Good** Good evidence of criteria. Mixture of ratings from panelists	**Below Standard** Some evidence of criteria. Ambiguity in ratings from panelists.	**Limited** Limited or no evidence of criteria. Panelist consistently rate disagree or strongly disagree.
Clearly describes coach/leader context, demands and limitations of sport program.	5	4	3	2	1
Clearly identifies current athlete/program status with gap analysis of key performance factors	5	4	3	2	1

Identifies gaps in his or her own coaching abilities based on feedback / observations (Five Coaching Competencies) gathered within program that will increase his or her effectiveness as a coach	5	4	3	2	1
Present a draft / current annual training plan (or strategic plan) that addresses gaps in athletes / team or program, and provides linkages to competition preparation to ensure optimal readiness	5	4	3	2	1
Selects appropriate evidence from their portfolio to support their athlete/program and coaching gap analysis.	5	4	3	2	1
Identifies changes or actions that will be sought to further athlete / program progression	5	4	3	2	1
Identifies changes or actions that will be sought to further coach / leader effectiveness	5	4	3	2	1

Appendix A: Competency Matrix

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/ leadership and their impact on stakeholder performance (e.g., athletes, other employees)	Behaves inconsistently according to mood and does not reflect on how coaching/leadership impacts stakeholders	Is generally able to reflect on how coaching/ Leadership impacts emotional and psychological performance of stakeholders	Is able to reflect on how coaching/ leadership impacts emotional and psychological performance of stakeholders and uses this to motivate others to achieve better results	Displays mastery of recognizing how 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

	Developing	Improving	Succeeding	Leading
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 reinstills 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 developing or promoting vision	Is able to generate ideas that contribute to the vision and strategy for sport program but may not drive the creation of the vision or strategy	Takes ownership for building the vision and strategy of the program. Drives the vision and mission by building consensus as required among athletes / team.	Develops a clear picture of the future of the team that is unique, competitive 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.

			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.
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.		
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 reactions	Does not attempt to consider others' feelings or perspectives. Does not anticipate others' reactions.	Demonstrates a moderate understanding and interest in others' feelings or perspectives. Has an ability to anticipate how people will react.	Demonstrates empathy and always considers others' current and possible feelings and perspectives when interacting with them.	Demonstrates a high level of empathy. Is attuned to feelings 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.

Appendix B: Supporting Evidence Checklist

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 or deterministic model for a particular skill	
Ongoing log that tracks coaching/leadership strengths and areas for improvement	
Meal and snack plan(s)	
Competition, game, or meeting plan	
SWOT (Strength, Weaknesses, Opportunities and Threats) analysis	
Sport profile (e.g., demands, limitations, competition structure, cultural elements)	
Yearly or annual training plan	
Practice plans or meeting agendas	
Example of a micro cycle	
Debriefing notes; Meeting minutes	
Athlete or staff assessment documents	

360 review of leadership practice	
Statistical summary of own coaching/leadership interventions	
Emergency action plan specific to a facility	

Appendix C: List of criteria and evidence demonstrating coaching abilities

Category	CLAS Tag	Criteria	Evidence
Detection	CDE	Detect technical elements that have to be improved or refined to enhance athlete performance and/or to prevent injuries	Observes technical execution from adequate vantage point(s) to detect athlete performance; Identifies outcome (intention) of a technical skill and specific performance factors that define optimal performance; Identifies critical cause(s) that, may contribute to an enhancement of technical performance (i.e. athletic abilities, equipment, environmental factors, mental strategies etc.), and is able to select the most critical one(s) that impact performance; Communicates **how** and **why** the critical error(s) impact(s) performance; Identifies critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific technical elements.
Correction	CCO	Correct technical elements that have to be improved or refined to enhance athlete performance and/or to prevent injuries	Identifies *why* the correction will have a beneficial effect on performance and *how* to improve performance; Evaluates when a specific intervention (teaching / modification of activity) is needed based on athlete performance and whether corrective measure will produce desired effects; Reinforces correct performance by using an appropriate model to demonstrate skill or tactic and enable greater cognitive effort; Prescribes an appropriate activity and/or drill that assists athlete to make correction in performance. Coaching corrections focus athletes' attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus); Reinforces application of competitive rules that relate to skill execution when appropriate; Where appropriate, coach asks participant's consent for physical contact when assisting in correcting a skill error.
Adjusts Practice	CAP	Make adjustments to practice based on athletes' response to the training task	Where necessary, practice activities are modified to deal with specific circumstances or logistics (e.g. weather, timing, resources etc.); Adapts practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view.; Reduces or increases work intensity, work periods, or length of pauses as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals; Adjust progressions during practice to enable optimal achievement of practice objectives, or cognitive and physical challenge; Makes adjustments to practice based on an assessment of how the athletes respond to the tasks and challenges that are proposed.

Manages risk	CMR	Coach takes appropriate measures to reduce risk and promote safety	The coach assesses risk factors in training situations consistent with the skill level of athletes and the specific demands or challenges of LTAD stage; The coach surveyed the 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; Intervenes immediately when athlete at risk or potential injury is possible given sport context
Ethical Leadership	CEL	Coach demonstrates leadership that is consistent with NCCP Code of Ethics	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 used effective techniques and strategies to resolve conflict when personally involved; 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
Organized Practice	COP	Implement an appropriately structured and organized practice	Welcomes athletes prior to practice; Puts the practice into perspective by (1) outlining practice goals and key activities and (2) providing a brief rationale to athletes; Is prepared for practice (appropriately dressed, well planned, equipment ready etc..); Manages athletes effectively to maximize activity time and learning opportunities; Practice activities are adequately sequenced to enhance learning or specific training effects; Practice time is maximized where participants have appropriate duration, transition, and waiting times; Breaks are provided for appropriate recovery and hydration; Individual athlete needs are addressed in a way that preserves the practice structure and organization of individuals and group; Athletes are given opportunities to apply creative solutions and to offer suggestions that enhance the learning environment

Enhances Learning	CEL	Make interventions that enhance learning and are aimed to at improving the athletes' performance.	Creates opportunities to interact with all athletes; Uses self or others to model desired performance, and demonstrator is positioned so that all athletes can see and hear clearly; Explanation/demonstration has 1-3 key learning points; Explanations are clear and concise and provide opportunities for athletes to ask questions; Key factors or teaching points are explained and checked for clarification; Constructively reinforces athletes' efforts and correct performance; Provides feedback and instruction that clearly identifies **what** to improve and **how** to improve; Identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate; Consciously determines when to inhibit or reduce feedback to promote critical thinking; Quality questions are used on a regular basis to facilitate awareness and promote critical thinking; Interventions are specific to individuals and enable athletes to take greater ownership over specific performance factors and learning objectives.

Appendix D: List of criteria and evidence demonstrating coaching abilities

Category	CLAS Tag	Criteria	Evidence
Analysis	TAN	Analyzes technical /procedural elements that have to be improved or refined to enhance staff/team performance.	Identifies clear outcome or objective for stakeholders with key performance factors that define optimal performance; Critically reflects on cause(s) (eg. Logistics, implementation, communication, relationship, accountability) that contribute attainment of goal or objective sought and is able to communicate most critical one(s) that impact(ed) the performance; Communicates **how** and **why** potential mistakes, errors of lack of execution may impact(s) performance; Identifies critical decisions and/or decision-making factors (including timing of decision) that must be considered by stakeholder to improve performance. Seeks input from stakeholders to assist in analyzing performance in the achievement or implementation of outcome of objective(s) that were sought.
Solution orientation	TSO	Provides solutions that could be used to improve or refine staff/team performance	Identifies *why* the solution may have a beneficial effect on staff/team performance and *how* to improve performance; Evaluates when a specific intervention is needed based on stakeholder performance and whether solution will produce desired effects; Reinforces performance by using an appropriate models to reinforce desired outcome or objective; Prescribes an appropriate action to ensure stakeholder accountability . Solutions focus stakeholders toward program vision or desired outcome / objective being sought. Where appropriate, applies organizational policy and procedures that relate to stakeholder execution and/or implementation strategies to ensure optimal performance;

Adjusts meeting / facilitation	TAM	Make adjustments to meeting / facilitation based on stakeholders response	Creates opportunities to interact with all stakeholders; Where necessary, facilitation strategies are modified to deal with specific circumstances or logistics; Adapts facilitation strategies to challenge stakeholder perception, opinion or decisionmaking; Makes adjustments to facilitation strategies based on an assessment of how the stakeholders respond to challenges, objectives or information that are proposed; Identifies appropriate expectations for stakeholder behaviour and reinforced these expectations;
Manages risk	TMR	Leader takes appropriate measures to reduce risk and promote safety	Assesses short and long-term risk factors in a variety of situations. Ensures stakeholders are aware of potential risk factors in sport that impact athlete performance in light of decisions sought or desired objectives; Reinforces safety issues that could impact athlete performance. Identifies contingency plans to mitigate against risk or safety issues that could occur from decisions made or objectives sought. Intervenes immediately when risk management policy is jeopardized or in any situation that creates potential injury / abuse that could be physical, emotional or mental.
Ethical Leadership	TEL	Leader demonstrates leadership that is consistent with NCCP Code of Ethics	Uses respectful language towards stakeholders when providing verbal interventions; Uses appropriate strategies to intervene assertively in a conflict in order to produce a resolution; Enables stakeholders to resolve conflicts among themselves through effective use of conflict resolution techniques; Uses effective techniques and strategies to resolve conflict when personally involved; Abstains from harassing behaviours or
			inappropriate relations with stakeholders; Respects rules, regulations and enforced policies; Interacts in a respectful manner.
Organized meeting / debrief	TOM	Implement an appropriately structured and organized meeting / debrief	Welcomes stakeholders prior to the meeting or debriefing; Puts the meeting or debrief into perspective by (1) outlining goals and key objectives and (2) providing a brief rationale stakeholders; Is prepared for meeting / debrief (appropriately dressed, agenda circulated, key documents available). Manages meeting transitions effectively to maximize stakeholder engagement; Agenda or meeting plan is sequenced to enhance objectives sought and desired action identified; Meeting / debrief time is maximized; Individual stakeholder needs are addressed in a way that preserves the meeting / debrief structure; stakeholders are given opportunities to apply creative solutions and to offer suggestions that enhance the learning and decision making

| Enhances collaboration | TEC | Make interventions that enhance collaboration and are aimed to at improving performance. | Creates opportunities to interact with all stakeholders; Models desired expectation and is physically located in a positioned so that all stakeholders can see and hear clearly; Explanations are clear and concise and provide opportunities for stakeholders to ask questions; Key factors related to goals are objectives sought are explained and checked for clarification; Constructively reinforces stakeholders' efforts and contribution; Provides feedback clearly identifies **what** to improve and **how** to improve a given objective; Consciously determines when to inhibit or reduce dialogue / interventions to promote critical thinking; Quality questions are used on a regular basis to facilitate awareness and promote critical thinking; Interventions are specific to individuals and enable stakeholders to take greater ownership over specific performance factors and learning objectives. |

Appendix E: High Performance Proposal Objectives and Evidence

1. You must identify a minimum of 3 objectives that you wish to accomplish as a result of the project. Objectives must be action oriented and be specifically related to your purpose. For each objective, identify evidence that you will gather to demonstrate the objective.   Evidence should be specific or tangible elements that can be posted as a portfolio of relevant experiences in your blog.
2. Use the table below the objective and specific evidences sought.
3. The table below will be part of your final submission where you will complete the last 2 columns.

	Objective	Evidence	Completed (Y/N)	Debrief Notes / Monitoring
1				
2				
3				