



**National
Coaching
Certification
Program**



Coaching
Association
of Canada

**Application for
Advanced Coaching Diploma**

Pre-Portfolio Workbook



The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport federations, and the Coaching Association of Canada.



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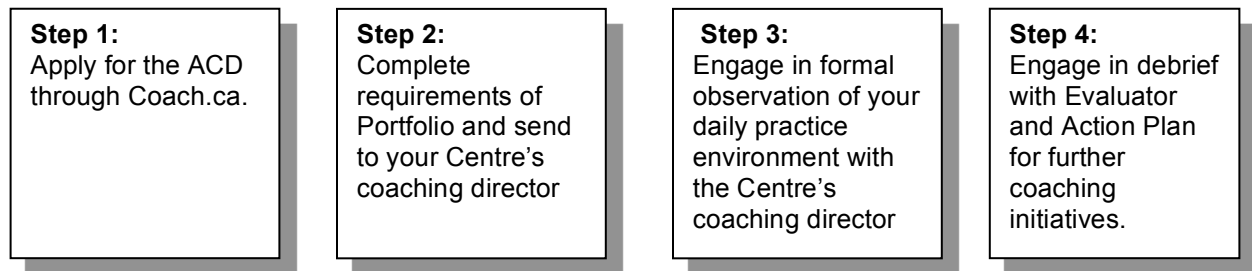


Introduction

Congratulations for embarking on the second step to applying for an Advanced Coaching Diploma (ACD), the pinnacle program in the National Coaching Certification Program. In the second step in the ACD process you will be required to complete this pre-portfolio package to complete your application process.

This portfolio is required of coaches who have not completed a sport specific portfolio for Competition Development certification in their sport. Coaches who have completed their Competition Development Sport Specific evaluation should submit a copy of the portfolio used in the evaluation.

The purpose of this document is to ensure the coach candidate has an initial series of documents that will become the foundation for the ACD portfolio required for evaluation.



The portfolio will require you to complete and submit for review, the following items:

1. ACD Coach Candidate Profile template
2. An Emergency Action Plan
3. A Yearly Training Plan
4. A Competition Report
5. An Athlete/Team progress report
6. A Leadership Plan (can use Multi-Sport module Coaching and Leading Effectively template)
7. A Prevention and Recovery Plan (can use Multi-Sport module Prevention and Recovery template)
8. A Psychology of Performance Plan (can use Multi-Sport module Psychology of Performance template)
9. Evaluated – MED Competition Development Context
10. Evaluated – Leading Drug Free Sport (LDFS)
11. Evaluated – Managing Conflict
12. Evaluated – Making Head Way

Minimal instructions for each item being requested are included. If you do not feel that you are ready to complete the item, training workshops will be made available to assist you in gaining this training and experience.

In reviewing your application and your baseline portfolio, your Centre's coaching director may suggest further training is required before the start of your program.

Workshops will be available in the months prior to your start date at your Centre. The requirements for each task are built on the minimum standards of NCCP multi-sport modules available in each province/territory and an appropriate level of coaching experience.

Coaches who have submitted a portfolio for evaluation in their pathway should submit a copy of that portfolio.

All 12 items must be submitted for the workbook to be considered ready for submission.

Ensure you retain a copy of your submitted items for your reference.

Completed checklist:

Item	Yes	Date (dd/mm/yyyy)
Item 1: Complete ACD Coach Candidate Profile template		
Item 2: Submit an Emergency Action Plan		
Item 3: Submit a Yearly Training Plan		
Item 4: Submit a Competition Report		
Item 5: Submit an Athlete/Team progress report		
Item 6: Submit a Leadership Plan		
Item 7: Submit a Prevention and Recovery Plan		
Item 8: Submit a Psychology of Performance Plan		
Item 9: Evaluated – MED Comp-Dev context		
Item 10: Evaluated – Leading Drug Free Sport		
Item 11: Evaluated – Managing Conflict		
Item 12: Evaluated – Making Head Way		

Item 1: Advanced Coach Diploma Candidate Coach Profile

Name			CC number:									
	Surname		First Name									
Address												
	Apt.	Street										
	City			Province				Postal Code				
Phone	()		()		()							
	Primary		Secondary		Other -							
E-mail												
Number of years coaching												
Primary context of athlete coached												
Name of Club												
Head Coach/Instructor												

Coaching Context Description

Number of Athletes		Average practice time	
Youngest Athlete Age		Number of practices / week	
Oldest Athlete Age		Number of weeks per year	

Task 2: Design an emergency action plan (EAP)

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you may go to attend special training sessions. The information on the EAP must be up to date.

You can use the following template to assist you in completing this task.

EMERGENCY ACTION PLAN	
EMERGENCY PHONE #'S	<p>911</p> <p>Coach: PH: ()</p> <p>Coordinator: PH: ()</p>
FACILITY ADDRESS	<p>Address of Dojo/training area:</p> <p>Address of Nearest Hospital:</p>
CHARGE PERSON	<p>NAME:</p> <p>PH: ()</p> <p>ALTERNATE 1:</p> <p>PH: ()</p> <p>ALTERNATE 2:</p> <p>PH: ()</p>
CALL PERSON	<p>NAME:</p> <p>PH: ()</p> <p>ALTERNATE 1:</p> <p>PH: ()</p> <p>ALTERNATE 2:</p> <p>PH: ()</p>
PARTICIPANT INFORMATION	<p>Checklist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locations of telephones are identified. <input type="checkbox"/> Emergency telephone numbers are listed. <input type="checkbox"/> Cell-phone, battery well charged. <input type="checkbox"/> Change available to make phone calls from a pay phone.
FIRST AID KIT	<p>DIRECTIONS: Accurate directions to the site:</p> <p>Roles and responsibilities:</p> <p>Roles and responsibilities:</p>

Item 3: Submit a yearly training plan

This item, requires you to produce a one page Yearly Training Plan (YTP) outlining:

- Competitions, training camps and testing session's dates.
- Training phases
- Training priorities for each training phase
- Link to LTAD

Item 4: Submit a Competition Report

The purpose of this item is to have you reflect on last season's results. This item answers the question "did your team meet the goals/objectives from last season, and why or why not". This one page report consists of providing a post competition reflection including

- Yearly planning tool effectiveness
- Results (team and individual)
- Issues, solutions
- Recommendations for the future (training protocols, training camps, etc.)

Task 5: Submit an Athlete/Team progress report

The purpose of this one page report is to assess your ability to manage the long-term growth of your team (or equivalent). It consists of comparing Team/individuals against previously set goals/benchmarks and the alignment to the long-term goals of your group. For example, if you were to consider a 5 year plan for this program, where in that plan is this group?

Task 6: Submit a Leadership Plan

Use the plan developed in the multi-sport NCCP module Coaching and Leading Effectively or equivalent.

Task 7: Submit a Prevention and Recovery Plan

Use the plan developed in the multi-sport NCCP module Prevention & Recovery or equivalent.

Task 8: Submit a Psychology of Performance Plan

Use the plan developed in the multi-sport NCCP module Psychology of Performance or equivalent

Task 9: Complete Make Ethical Decisions (MED) Competition Development On-line Evaluation.

The coach candidate will submit a copy of their NCCP Locker Transcript to satisfy this task.

Task 10: Submit Leading Drug Free Sport On-line Evaluation Completion

The coach candidate will submit a copy of their NCCP Locker Transcript to satisfy this task.

Task 11: Submit Managing Conflict On-line Evaluation Completion

The coach candidate will submit a copy of their NCCP Locker Transcript to satisfy this task.

Task 12: Submit Making Headway Evaluation Completion

The coach candidate will submit a copy of their NCCP Locker Transcript to satisfy this task.

Appendix 1: The NCCP Code Of Ethics

The NCCP Code of Ethics is based on five fundamental principles:

- 1. Respecting Participants**
- 2. Coaching Responsibly**
- 3. Maintaining Integrity in Relationships**
- 4. Honouring Sport**
- 5. Preserving the physical safety and health of participants**

Respect for Participants

The principle of *respecting participants* challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the basic assumption that each person has value and is worthy of respect. Acting with respect for participants means that coaches:

Do not make some participants feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age, or any other conditions;

Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination –participants’ rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are in vulnerable or dependent positions, and therefore less able to protect their own rights;

- Interact with others in a manner that enables all participants in sport to maintain their dignity;
- Build mutual support among fellow coaches, officials, participants, and their family members.

Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general, and participants in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants).

In addition, *coaching responsibly* implies that coaches:

- act in the best interest of the participant’s development as a whole person
- recognize the power inherent in the position of coach
- are aware of their personal values and how these affect their behaviour

- acknowledge the limitations of their knowledge and competence in their sport
- accept the responsibility to work with other coaches and professionals in sport in the best interests of the participants.

Maintaining Integrity in Relationships

The principle of *maintaining integrity in relationships* means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

Honouring Sport

The principle of *honouring sport* challenges coaches to recognize, act on, and promote the value of sport for individuals and teams, and for society in general. Honouring sport implies that coaches:

- act on and promote clearly articulated values related to coaching and sport
- encourage and model honourable intentions and actions.

Preserving the physical safety and health of participants

The theme of safety and health must be a part of all coaching. Preserving the physical safety and health of participants implies that coaches:

- ensure the training or the competition environment is safe at all times.
- be prepared to react appropriately and in a time efficient manner in case of an emergency situation.
- ensure participation in training or competition activities does not pose a threat to the safety or health of the athlete beyond the normal risks of the sport.
- not allow an injured athlete to participate in training or in competition if such participation increases the likelihood of further injury.