



# Bobsleigh Canada Skeleton: Evaluation Guide





# PARTNERS IN COACH EDUCATION

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



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This guide describes the evaluation requirements for the Bobsleigh Canada Skeleton (Comp-Dev) certification. These requirements meet the minimum standards of the National Coaching Certification Program (NCCP).

- The Bobsleigh Canada Skeleton Coaching Development training will prepare candidates for the Bobsleigh/Skeleton-specific evaluation process
- The NCCP Multi-sport training modules will prepare candidates for the generic coaching skills required by all coaches for this context. There is an expectation that candidates will complete the NCCP multi-sport modules before or following attending Bobsleigh/Skeleton Specific Training delivered by the Bobsleigh Canada Skeleton Coach Development training camp.
- Technical skill content is based on the Bobsleigh Canada Skeleton approved Reference Materials. Candidates are expected to know and use the approved Reference Materials and the key points contained in the material.
- The Bobsleigh Canada Skeleton Comp-Dev Evaluation Package is posted on the Bobsleigh Canada Skeleton website ([www.bobsleighcanadaskelton.ca](http://www.bobsleighcanadaskelton.ca)) for candidates to download and print.
- Candidates must complete the evaluation process to move from NCCP “Trained” status to NCCP “Certified” status. It is the responsibility of the coach candidate to contact Bobsleigh Canada Skeleton when he/she feels ready to proceed with evaluation.

There are several steps in the evaluation/certification process. Each step is linked directly to coaching outcomes that the candidate must be able to perform. Each evaluation tool includes several evaluation criteria and these must be fulfilled to a minimum standard to meet certification requirements. Accredited Bobsleigh Canada Skeleton and/or Multi-Sport evaluators (assigned by the PTCR) will appraise the candidate’s performance.

**Note:** The Bobsleigh Canada Skeleton Coaching Development Program encourages inclusiveness. It is, therefore, incumbent on Bobsleigh Canada Skeleton certified coaches to be familiar with the NCCP literature and recommendations relating to players with disabilities. This information can be found on the CAC website ([coach.ca](http://coach.ca)) under Resource Library "Training Athletes with a disability"

## **Role of the Evaluator/Mentor**

The Mentor's job is to ensure the coach can meet the evaluation standards. He or she can guide the coach toward learning opportunities or may even train the coach themselves so they can demonstrate competence for Bobsleigh/Skeleton specific evidences. These evidences are marked with an M. Usually during an evaluation, the evaluator's job is to EVALUATE not Teach. However, in this case the Coach Developer must do both. The evaluation process should be a positive learning experience, and feedback is required.

The evaluation tools are designed to allow for the provision of objective feedback. Each form has room for the evaluator to record subjective comments. The evaluator may use this opportunity to validate those tasks particularly well done, thus reinforcing positive coaching behaviours. He/she may also use the opportunity to explain why he/she did not believe that some coaching behaviours were adequately demonstrated. In such cases, the evaluator's comments must be constructive and provide the candidate with a clear direction for improvement (e.g. more practice, talking to more experienced coaches, reviewing course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something, regardless of the outcome.

## **Timing of Evaluation**

Some components of the evaluation involving generic coaching skills may be completed on-line (Make Ethical Decisions, Leading Drug-Free Sport and Managing Conflict) at any time after the training for that particular module is complete.

On-site evaluations will not be permitted until after the completion of the candidate's portfolio.

It is strongly recommended that candidates involve themselves in significant time coaching between completion of the Bobsleigh Canada Skeleton training and the on-site evaluations. During this time, candidates are required to be working on a regular basis with developing competitors and applying the concepts they have learned during the workshop training.

Candidates must submit their portfolio for evaluation at least three (3) weeks before the scheduled date of an on-site evaluation. Candidates will be eligible for on-site evaluations only after their portfolio contents have been evaluated and meet the minimum standards.

### **Note: Conditions Which Lead to the Need to be Re-evaluated**

The demonstration of one or more of the following behaviours during an evaluation will result in an automatic score of 0 on the specific outcome being evaluated. The candidate must be re-evaluated on this outcome.

1. SAFETY -- Endangering the health of a athlete or any other person regardless of whether the behaviour was accidental or intentional.
2. HARASSMENT AND/OR ABUSE -- Demonstrating harassing or abusive behaviour towards a athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment
3. DISREGARD FOR FAIRPLAY – Violating Bobsleigh Canada Skeleton rules and/or the Coaching Association of Canada Code of Ethics/Conduct.
4. LOSS OF CONTROL OF ATHLETE GROUP – Athlete clearly not responding to directions of candidate by wandering off, and/or not following instructions, and/ or displaying unsafe, abusive and/or harassing behaviour.
5. DEMONSTRATION OF DISRESPECT FOR, PEERS, VOLUNTEERS & EQUIPMENT – Violation of the CAC's Code of Ethics/Conduct.
6. INADEQUATE TECHNICAL KNOWLEDGE – Candidate does not incorporate and teach according to the Bobsleigh Canada Skeleton Reference Materials.

The following page provides an overview of the seven (7) coaching outcomes and main performance criteria that have to be met for Bobsleigh Canada Skeleton **Coach-Developing Competitors** certification.

**THE Bobsleigh Canada Skeleton COACH WILL:**

1. **MAKE ETHICAL DECISIONS** – Apply an ethical decision making framework to complex ethical situations that arise during the coaching process.
2. **PLAN A PRACTICE** - Plan training sessions that are purposeful, organized, appropriate for developing competitors, and reflect safety considerations.
3. **PROVIDE SUPPORT TO ATHLETES IN TRAINING** - Develop a yearly training plan that integrates yearly training priorities from the LTAD model including fitness for Bobsleigh/Skeleton (dry-land training).  
During an on-site evaluation, implement a training session plan that is enjoyable, safe, structured, and consistent with the NCCP values and adjust the training session based on athletes' response to the training tasks
4. **ANALYZE PERFORMANCE** - Demonstrate the ability to detect and correct both technical and tactical elements that need refinement in order to enhance performance including the use of technology.
5. **DESIGN A COMPETITIVE PROGRAM** - Consistent with Bobsleigh Canada Skeleton Long Term Athlete Development model (LTAD), design a competitive Bobsleigh/Skeleton program aimed at developing athletes and improving their performance including a tapering and peaking program in preparation for important competitions.
6. **MANAGE A COMPETITIVE PROGRAM** – Manage selected administrative and logistical aspects of a competitive Bobsleigh/Skeleton program including appropriate measures to promote drug free sport, strategies to resolve conflicts, the use of expertise to assist in program or athlete development and reporting athlete progress on a regular basis.
7. **SUPPORT THE COMPETITIVE EXPERIENCE** – Identify competition-specific factors that impact performance and develop pre- and post-competition routines designed to enhance performance during competition.

## At a Glance Table for Competition – Development

| Criteria  | NSO Training (T) / Evaluation (E) Requirements | Training Availability in Multi-sport Modules or Sport-specific Module   | Evaluation Methodologies   |
|---|--|---|--|
| <b>NCCP Outcome: Make Ethical Decisions</b>   |  |   |  |
| Apply a 6 step ethical decision-making process  | <b>T E</b>                                     | Make Ethical Decisions (MSM)  | REQUIRED<br><input type="checkbox"/> Successful completion of the Make Ethical Decisions online evaluation for the Competition – Development context   |
| Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics                           | <b>T</b>                                       | Coaching and Leading Effectively (MSM)  |  |
| <b>NCCP Outcome: Provide Support to Athletes in Training</b>  |  |   |  |
| Ensure that the practice environment is safe  | <b>T E</b>                                     | Planning a Practice   | REQUIRED<br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) during training  |
| Implement an appropriately structured and organized practice  | <b>T E</b>                                     | <i>Performance Planning module (MSM)</i>  | <b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s) during training  |
| Make interventions that enhance learning and are aimed at improving the athletes' performance                   | <b>T E</b>                                     | <i>Analyze Technical and Tactical Performance (Multisport and Sport Specific Mentoring module)</i><br><br>Coaching and Leading Effectively (MSM)<br><br>Psychology of Performance (MSM) | <input type="checkbox"/> Leadership Plan   |
| Make adjustments to practice based on athletes' response to the training task                                   | <b>T E</b>                                     | <i>Performance Planning (MSM)</i>   |  |
| Implement protocols and methods that contribute to the development of athletic abilities relevant to sport      | <b>T E</b>                                     | Developing Athletic Abilities (MSM)   |  |
| <b>NCCP Outcome: Analyze Performance</b>  |  |   |  |
| Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries | <b>T E</b>                                     | <i>Analyze Technical and Tactical Performance (Multisport and Sport Specific Mentoring)</i><br><br>Prevention and Recovery (MSM)  | REQUIRED<br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s)<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s) |
| Correct technical elements that have to be improved or  | <b>T E</b>                                     | <i>Analyze Technical and Tactical Performance</i>   | REQUIRED<br><input type="checkbox"/> Formal observation of coach   |

| Criteria   | NSO Training (T) / Evaluation (E) Requirements | Training Availability in Multi-sport Modules or Sport-specific Module  | Evaluation Methodologies  |
|--|--|--|---|
| refined to enhance performance and/or to prevent injuries  |  | <i>(Multisport and Sport Specific Mentoring module)</i><br><br>Prevention and Recovery (MSM)                   | working with appropriate level of athlete(s)<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s)   |
| Detect tactical elements that have to be improved or refined to enhance performance                      | <b>T E</b>                                     | <i>Analyze Technical and Tactical Performance (Multisport and Sport Specific Mentoring module)</i>             | <b>REQUIRED</b><br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s)<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s)   |
| Correct tactical elements that have to be improved or refined to enhance performance                     | <b>T E</b>                                     | <i>Analyze Technical and Tactical Performance (Multisport and Sport Specific Mentoring module)</i>             | <b>REQUIRED</b><br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s)<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s)   |
| <b>NCCP Outcome: Support the Competitive Experience</b>  |  |  |   |
| Implement procedures to promote readiness for performance pre-competition                                | <b>T E</b>                                     | <i>Performance Planning (MSM)</i>  | <b>REQUIRED</b><br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) during competition<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s) during competition<br><br><input type="checkbox"/> Submission of a focus/competition plan<br><input type="checkbox"/> Submission of competition report<br><input type="checkbox"/> Interview/debrief<br><input type="checkbox"/> Leadership Plan |
| Make decisions and interventions that promote sport-specific performance during competition              | <b>T E</b>                                     | <i>Analyze Technical and Tactical Performance (Multisport and Sport Specific Mentoring module)</i>             |   |
| Use the competitive experience in a meaningful manner to further athletes' development after competition | <b>T E</b>                                     | Coaching and Leading Effectively (MSM)<br>Prevention and Recovery (MSM)<br><br>Psychology of Performance (MSM) |   |
| <b>NCCP Outcome: Plan a Practice</b>   |  |  |   |
| Identify logistics and appropriate background information for practice                                   | <b>T E</b>                                     | Planning a Practice<br><i>Performance Planning (MSM)</i>   | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of:<br>o Practice plans  |
| Identify appropriate activities  | <b>T E</b>                                     | <i>Performance Planning</i>  | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of:  |



| Criteria  | NSO Training (T) / Evaluation (E) Requirements | Training Availability in Multi-sport Modules or Sport-specific Module        | Evaluation Methodologies  |
|---|--|--|---|
| in each part of the practice  |  | (MSM)  | <ul style="list-style-type: none"> <li>○ Practice plans</li> </ul>  |
| Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations | <b>T E</b>                                     | <i>Performance Planning</i> (MSM)<br><br>Developing Athletic Abilities (MSM) | REQUIRED<br><input type="checkbox"/> Evaluation of: <ul style="list-style-type: none"> <li>○ Practice plans</li> </ul>  |
| Design an emergency action plan   | <b>T E</b>                                     | Planning a Practice  | REQUIRED<br><input type="checkbox"/> Evaluation of an emergency action plan   |
| <b>NCCP Outcome: Design a Sport Program</b>   |  |  |   |
| Outline a program structure based on training and competition opportunities   | <b>T E</b>                                     | <i>Performance Planning</i> (MSM)<br><br>Design a Basic Sport Program        | REQUIRED<br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Yearly Training plan</li> </ul>   |
| Identify appropriate measures to promote athlete development  | <b>T E</b>                                     | <i>Performance Planning</i> (MSM)<br><br>Design a Basic Sport Program        | REQUIRED<br><input type="checkbox"/> Evaluation of: <ul style="list-style-type: none"> <li>○ Interview/Debrief</li> </ul>   |
| Integrate yearly training priorities into own program   | <b>T E</b>                                     | <i>Performance Planning</i> (MSM)<br><br>Design a Basic Sport Program        | REQUIRED<br><input type="checkbox"/> Evaluation of: <ul style="list-style-type: none"> <li>○ Yearly Training Plan</li> </ul>  |
| Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations                    | <b>T E</b>                                     | <i>Performance Planning</i> (MSM)  | REQUIRED<br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Interview/ Debrief</li> </ul>   |
| <b>NCCP Outcome: Manage a Program</b>   |  |  |   |
| Take appropriate measures to promote drug-free sport  | <b>T E</b>                                     | Leading Drug-free Sport (MSM)  | REQUIRED<br><input type="checkbox"/> Leading Drug-free Sport online evaluation  |
| Manage administrative aspects of the program and oversee logistics  | <b>T E</b>                                     | <i>Manage a Sport Program</i> (MSM)  | REQUIRED<br><input type="checkbox"/> Evaluation of the following: <ul style="list-style-type: none"> <li>○ Communication document(s)Athlete/Parent Kit</li> <li>○ Formal observation</li> <li>○ Peer/Athlete/Mentor Coach Assessment</li> </ul> |
| Develop strategies to address and resolve conflicts in sport  | <b>T E</b>                                     | Managing Conflict (MSM)  | REQUIRED<br><input type="checkbox"/> Managing Conflict online evaluation  |



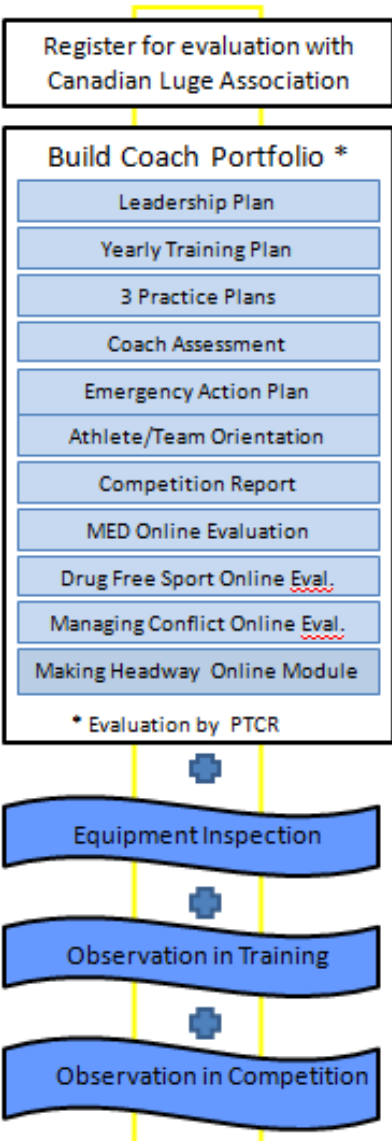
# Bobsleigh/Skeleton Canada Competition Development Pathway

## Training Phase



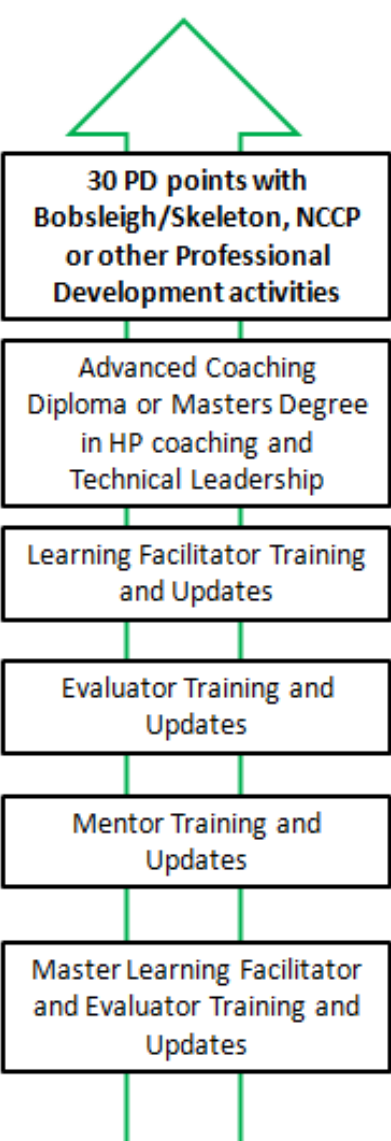
**Dev Coach Trained**

## Certification Phase



**Dev Coach Certified**

## Maintenance Phase



**Dev Coach Maintained**

## **Introduction**

Congratulations for embarking on the first steps to becoming a certified Bobsleigh/Skeleton Coach In the Bobsleigh Canada Skeleton National Coaching Certification Program. As a first step in the certification process you will be required to complete the Bobsleigh/Skeleton Coach evaluation PORTFOLIO. The completed portfolio must be submitted to your evaluator 3 weeks prior to engaging in formal observations of your coaching. The following diagram illustrates the steps you must take.

The purpose of this portfolio is to:

1. Provide you with an opportunity demonstrate certain coaching competencies.

And

2. Allow you to demonstrate your readiness for a formal observation.

The portfolio will require you to complete the following tasks.

1. Submit a Leadership Plan
2. Submit a Yearly Training Plan.
3. Submit 4 practice plans, one for each phase of the yearly training plan (General Preparation Phase, Specific Preparation Phase and Competition Phase) and one dry-land practice plan.
4. Complete an **Emergency Action Plan**
5. Submit a Competition Report
6. Have coach assessment forms completed by mentor coach (head coach) and one athlete. Submitted to evaluator, prior to formal observation.
7. Complete Make Ethical Decisions On-Line evaluation.
8. Complete Drug Free Sport On-Line evaluation.
9. Complete Managing Conflict On-Line evaluation.

Instructions for each task are included below. If you do not feel that you are ready to complete the task, specific training workshops will be made available to assist you in gaining this training and experience. Contact the Canadian Bobsleigh/Skeleton Association, or your assigned evaluator about workshops in your area.

Important note: The standards for the evaluation are included in the Appendix.

## Competition Development Coach Profile

|   |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
|---|---------|--------|------------|--|----------|--|--|--|-------------|--|--|--|--|--|--|--|--|
| <b>Name</b>                               |         |        | CC number: |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
|   | Surname |        | First Name |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
| <b>Address</b>                            |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
|   | Apt.    | Street |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
|   |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
|   | City    |        |            |  | Province |  |  |  | Postal Code |  |  |  |  |  |  |  |  |
| <b>Phone</b>                              | (    )  |        |            |  | (    )   |  |  |  | (    )      |  |  |  |  |  |  |  |  |
|   | Home    |        |            |  | Business |  |  |  | Fax         |  |  |  |  |  |  |  |  |
| <b>E-mail</b>                             |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
| <b>Number of years coaching</b>           |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
| <b>Primary context of athlete coached</b> |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
| <b>Name of Club</b>                       |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |
| <b>Head Coach/Instructor</b>              |         |        |            |  |          |  |  |  |             |  |  |  |  |  |  |  |  |

### Coaching Context Description

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

**Completed checklist:**

| <b>Item</b>  | <b>Yes</b> | <b>Date (mm/dd/yyyy)</b> |
|--|------------|--------------------------|
| Task 1: Have a coach assessment completed by a Mentor Coach (head coach) & Athlete |            |                          |
| Task 2: Complete/produce an Emergency Action Plan.                                 |            |                          |
| Task 3: Complete 4 Lesson plans for an athlete                                     |            |                          |
| Task 4: Submit a Yearly Training Plan.   |            |                          |
| Task 5: Submit a Competition Report.   |            |                          |
| Task 6: Submit a Leadership Plan   |            |                          |
| Task 7: Completed MED Online Evaluation confirmation                               |            |                          |
| Task 8: Completed Drug Free Sport On-Line evaluation confirmation.                 |            |                          |
| Task 9: Completed Managing Conflict On-Line evaluation confirmation.               |            |                          |

## **Task 1: Bobsleigh/Skeleton Competition Development Coach Assessment FORM**

This form should be used to provide feedback to the coach on their ability to manage a sport program. The form can be submitted as part of a portfolio and used by a trained and accredited evaluator to validate the achievement of the criteria from other sources.

### **Performance Review – Stakeholder Assessment**

**Please check the appropriate box for the person submitting this assessment.**

|  |         |  |              |
|--|---------|--|--------------|
|  | ATHLETE |  | MENTOR COACH |
|--|---------|--|--------------|

Rate the responses to the statement by circling the frequency that you perceive that the coach/instructor achieve each evidence (never, sometime, often, always)

| <b>My coach manages administration and logistics by..</b>   | Never | Sometimes | Often | Always |
|---|-------|-----------|-------|--------|
| Providing me with current information about the program in the form of newsletter, email, website or announcements. | 1     | 2         | 3     | 4      |
| Identifying his or her philosophy of the program  | 1     | 2         | 3     | 4      |
| Identifying a clear indication of program costs   | 1     | 2         | 3     | 4      |
| Ensuring that participants understand sport-specific rules and consequences for not following the rules             | 1     | 2         | 3     | 4      |
| Working with program volunteers to help run the program   | 1     | 2         | 3     | 4      |
| Making sure that there are no surprise costs that could have been avoided   | 1     | 2         | 3     | 4      |
| Providing me with progress reports on my sport-specific ability   | 1     | 2         | 3     | 4      |
| Making sound recommendations on the development of the program  | 1     | 2         | 3     | 4      |
| Supervising other coaches (assistants)  | 1     | 2         | 3     | 4      |
| <b>My coach helps to resolve conflicts in my sport by...</b>  | Never | Sometimes | Often | Always |

|   |       |           |       |        |
|---|-------|-----------|-------|--------|
| Clearly outlining expectations for behaviour and commitment to sport        | 1     | 2         | 3     | 4      |
| Promoting and facilitating communication among stakeholders                 | 1     | 2         | 3     | 4      |
| Clarifying communication to resolve perceptions of misinformation           | 1     | 2         | 3     | 4      |
| Promoting positive relationships among stakeholders                         | 1     | 2         | 3     | 4      |
| Facilitating individuals to understand the causes of potential conflicts    | 1     | 2         | 3     | 4      |
| Applying consistent leadership and fairness when dealing with conflicts     | 1     | 2         | 3     | 4      |
| <b>My coach takes measures to promote drug free sport by...</b>             | Never | Sometimes | Often | Always |
| Helping me to recognize banned substances.                                  | 1     | 2         | 3     | 4      |
| Providing me appropriate education about drug testing protocols             | 1     | 2         | 3     | 4      |
| Reinforcing the consequences for the use of banned substances               | 1     | 2         | 3     | 4      |
| Helps me understand appropriate use of nutritional supplements              | 1     | 2         | 3     | 4      |
| Asking me to identify drugs or supplements that I am currently taking       | 1     | 2         | 3     | 4      |
| Promoting fair play and drug free sport                                     | 1     | 2         | 3     | 4      |
| Knowing the testing protocols and procedures used by drug testing officials | 1     | 2         | 3     | 4      |
| Providing me with necessary support during drug testing at competitions     | 1     | 2         | 3     | 4      |

DATE: \_\_\_\_\_



## **TASK 2: DESIGN AN EMERGENCY ACTION PLAN (EAP)**

*THIS TASK REQUIRES YOU TO DESIGN OR PRODUCE AN EMERGENCY ACTION PLAN FOR THE TRAINING AREA IN WHICH YOU COACH. AN EMERGENCY ACTION PLAN (EAP) IS A PLAN DESIGNED BY COACHES TO ASSIST THEM IN RESPONDING TO EMERGENCY SITUATIONS. THE IDEA BEHIND HAVING SUCH A PLAN PREPARED IN ADVANCE IS THAT IT WILL HELP YOU RESPOND IN A RESPONSIBLE AND CLEAR-HEADED WAY IF AN EMERGENCY OCCURS.*

**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.

An EAP can be simple or elaborate should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell-phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one-way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

You can use these templates to assist you in completing this task

| EMERGENCY ACTION PLAN      |  |  |
|----------------------------|--|--|
| <b>EMERGENCY PHONE #'S</b> | <p>911</p> <p>Coach:<br/>PH: (    )</p> <p>Coordinator:<br/>PH: (    )</p> | <p>Checklist:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Location of telephones are identified.</li><li><input type="checkbox"/> Emergency telephone numbers are listed.</li><li><input type="checkbox"/> Cell-phone, battery well charged</li></ul> |
| <b>FACILITY ADDRESS</b>    | <p>Address of Dojo/training area:</p> <p>Address of Nearest Hospital:</p>  | <p>DIRECTIONS: Accurate directions to the site:</p>  |

|                                |   |   |
|--------------------------------|---|---|
| <b>CHARGE PERSON</b>           | NAME:<br><br>PH: (    )<br><br>ALTERNATE 1:<br><br>PH: (    )<br><br>ALTERNATE 2:<br><br>PH: (    ) | Roles and responsibilities:<br><br><br><br><br><br><br><br><br><br> |
|                                | NAME:<br><br>PH: (    )<br><br>ALTERNATE 1:<br><br>PH: (    )<br><br>ALTERNATE 2:<br><br>PH: (    ) | Roles and responsibilities:<br><br><br><br><br><br><br><br><br><br> |
| <b>CALL PERSON</b>             | NAME:<br><br>PH: (    )<br><br>ALTERNATE 1:<br><br>PH: (    )<br><br>ALTERNATE 2:<br><br>PH: (    ) | Roles and responsibilities:<br><br><br><br><br><br><br><br><br><br> |
|                                | NAME:<br><br>PH: (    )<br><br>ALTERNATE 1:<br><br>PH: (    )<br><br>ALTERNATE 2:<br><br>PH: (    ) | Roles and responsibilities:<br><br><br><br><br><br><br><br><br><br> |
| <b>PARTICIPANT INFORMATION</b> |   |   |
| <b>FIRST AID KIT</b>           |   |   |

MEDICAL INFORMATION

PLEASE PRINT CLEARLY

|                 |            |          |        |                               |                                 |
|-----------------|------------|----------|--------|-------------------------------|---------------------------------|
| Athlete Name:   |            |          |        |                               |                                 |
| BIRTH DATE      | (Dd/mm/yy) | Age      |        | Male <input type="checkbox"/> | Female <input type="checkbox"/> |
| Address         | Street     |          |        |                               |                                 |
|                 |            |          |        |                               |                                 |
|                 | City       | Province | Postal |                               |                                 |
| Medicare Number |            |          |        |                               |                                 |

|              |        |          |        |  |      |
|--------------|--------|----------|--------|--|------|
| PARENTS NAME |        |          |        |  |      |
| ADDRESS      | Street |          |        |  |      |
|              |        |          |        |  |      |
|              | City   | Province | Postal |  |      |
| Phone #'s    | Home   |          | Work   |  | Cell |
|              |        |          |        |  |      |

|               |      |       |
|---------------|------|-------|
| Family Doctor |      |       |
|               | Name | Phone |

**Health History**

**Details:**

|                            |  |             |
|----------------------------|--|-------------|
| Allergies                  | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Asthma (Respiratory)       | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Blackouts/Fainting         | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Chest pain                 | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Diabetes                   | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Epilepsy                   | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Hearing Disorder           | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Heart Condition            | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Recurring Headaches        | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Seizures                   | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Glasses                    | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Contact Lenses             | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Injuries (specify)         | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Medications (specify)      | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Concussions                | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____ Other |
| (including recent surgery) | Yes <input type="checkbox"/> No <input type="checkbox"/> | _____       |
| Other:                     | _____  |             |

## TASK 3: COMPLETE 4 LESSON PLANS

*The purpose of this task is to demonstrate your ability to plan a Bobsleigh/Skeleton practice in each of the following yearly training plan phase (general preparation, specific preparation and competition) and dry-land practice. You will be required to submit 5 plans for the portfolio. Your Evaluator will assess the plans, and you will be given feedback on areas for improvement. These plans will also help the Evaluator determine your readiness for a formal observation in practice.*

In order to provide objectivity in the evaluation for certification, the coach candidate will be required to plan and implement a skill from the Bobsleigh/Skeleton Skill referent model. The table below outlines the specific elements that should be in the practice. This table can be used as a guide in planning your Bobsleigh/Skeleton practice.

| Practice Segment      | Elements to be included in the plan  |
|-----------------------|--|
| Introduction          | Purpose is to greet athletes and let them know what will be taking place. It should also identify key safety considerations that could be factored into the practice   |
| Warm-up / Flexibility | Purpose is to prepare the body for the efforts that will be produced during the main part. This segment of the practice should progress from a general to a specific warm-up and should include specific exercises for Bobsleigh/Skeleton. |
| Main Part             | Purpose is to engage athletes in activities that will help them to improve Bobsleigh/Skeleton-specific abilities and fitness.  |
|                       | This section should identify appropriate technical elements, key performance factors and athletic abilities that will be addressed for specific Bobsleigh/Skeleton skills  |
| Cool Down             | Purpose is to begin recovery, and should include appropriate activities like light cardio and stretching, which allows athlete to progressively transition into a normal activity level after practice                                     |
| Conclusion            | Purpose is to debrief and inform about next practice, competition, and should include wrap-up of key training principals from the day.   |

The following templates can be used to assist you in creating a lesson plan.

If you do not feel that you are ready to complete this task, you may want to take a specific training workshop to assist you in gaining the necessary experience. Please contact your assigned evaluator or the Bobsleigh Canada Skeleton for appropriate workshops and clinics in your area.







| <b>Practice Part</b>   | <b>Time</b>   | <b>Key Elements</b>   |
|--|---|---|
| <p><b>Main part</b></p> <p>Purpose is to engage athletes in activities that will help them to improve sport-specific abilities and fitness</p> | <p><i>Variable; usually 20-30min, depending on age of student</i></p> | <p><b>3 OR MORE ACTIVITIES LINKED IN THE PROPER ORDER</b></p> <ul style="list-style-type: none"> <li>➤ Activities that challenge the athletes so that they can learn and improve while enjoying themselves</li> <li>➤ Athletes engaged most of the time in an activity (i.e. not standing around or waiting in line)</li> <li>➤ Athletes allowed enough practice for each activity</li> <li>➤ Activities that are adapted to the age, fitness, and ability levels of the athletes and are relevant to the Bobsleigh/Skeleton</li> </ul> |
| <p><b>Cool-down</b></p> <p>Purpose is to begin recovery</p>  | <p><i>2-3 min</i></p>   | <ul style="list-style-type: none"> <li>➤ A gradual decrease in intensity</li> <li>➤ Stretching, especially of those muscles most used</li> </ul>  |
| <p><b>Conclusion</b></p> <p>Purpose is to debrief and inform about next practice or competition</p>  | <p><i>2-3 min</i></p>   | <ul style="list-style-type: none"> <li>➤ Provide and ask for feedback on what went well and suggest how improvement can be made</li> <li>➤ Inform about the next practice or competition (e.g. logistics, goals and emphasis)</li> <li>➤ Lead team cheer</li> <li>➤ Speak with each athlete before he/she leaves</li> </ul>   |

## Observation in Practice Evaluation Overview

### Coach Profile

|                |         |        |            |          |     |   |     |             |  |  |  |  |  |  |
|----------------|---------|--------|------------|----------|-----|---|-----|-------------|--|--|--|--|--|--|
| <b>Name</b>    |         |        | CC number: |          | C   | C |     |             |  |  |  |  |  |  |
|                | Surname |        | First Name |          |     |   |     |             |  |  |  |  |  |  |
| <b>Address</b> |         |        |            |          |     |   |     |             |  |  |  |  |  |  |
|                | Apt.    | Street |            |          |     |   |     |             |  |  |  |  |  |  |
|                |         |        |            |          |     |   |     |             |  |  |  |  |  |  |
|                | City    |        |            | Province |     |   |     | Postal Code |  |  |  |  |  |  |
| <b>Phone</b>   | ( )     |        | ( )        |          | ( ) |   |     |             |  |  |  |  |  |  |
|                | Home    |        | Business   |          |     |   | Fax |             |  |  |  |  |  |  |
| <b>E-mail</b>  |         |        |            |          |     |   |     |             |  |  |  |  |  |  |

|                          |  |                         |  |                         |  |
|--------------------------|--|-------------------------|--|-------------------------|--|
| Number of years coaching |  | Primary athlete context |  | Name of Club / Facility |  |
|                          |  |                         |  | Head coach / Sensei     |  |

#### Main emphasis of practice

Identify potential areas of emphasis by prioritizing each potential cause of athlete performance. Circle the priority: H=High; M=Medium; L=Low

| Athlete Information                     |  |  |  |
|---|--|--|--|
| Number of Athletes                      |  | Average duration of practice                             |  |
| Youngest Athlete Age                    |  | Number of practices / week                               |  |
| Oldest Athlete Age                      |  | Number of weeks per year                                 |  |
| Average number of competitions per year |  | Average number of events or length event per competition |  |
| Phase in yearly training plan           |  | Next competition (days or weeks)                         |  |

|             |   |   |   |
|-------------|---|---|---|
| Equipment   | H | M | L |
| Environment | H | M | L |
| Affective   | H | M | L |
| Cognitive   | H | M | L |
| Physical    | H | M | L |
| Tactical    | H | M | L |
| Technical   | H | M | L |

| Practice Goals                                 |
|--|
| Indicate the 3 main objectives of the practice |

1.

---



---

2.

---



---

3.

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## PRACTICE PLANNING WORKSHEET

Note: This worksheet is a sample. The plan that you submit as part of your portfolio may require more detail to meet the evaluation standard.

|                     | CLUB      | DATE  | TIME |
|---------------------|-----------|-------|------|
|                     | LOCATION  | GOALS |      |
|                     | EQUIPMENT |       |      |
| <b>Introduction</b> | Time      |       |      |
| <b>Warm-up</b>      | Time      |       |      |
| <b>Main Part</b>    | Time      |       |      |
| <b>Cool down</b>    | Time      |       |      |

---

|            |      |  |
|------------|------|--|
| Conclusion | Time |  |
|------------|------|--|

#### **Task 4: Submit a yearly training plan (see Performance Planning Module)**

This task, requires you to prepare a one page Yearly training plan outlining:

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

#### **Task 5: Submit a Competition Report.**

The purpose of this task is to assess your ability to manage a provincial team (or equivalent) program. It consists of providing a post competition report including

- Goals
- Scheduling (training, team meals, curfew, travel, etc)
- Results (team and individual)
- Issues, solutions
- Recommendations for the future
- Etc

#### **Task 6: Submit a Leadership Plan (see leadership Module)**

Use the plan developed in the Leadership module or equivalent.

## **Task 7: Complete Make Ethical Decisions (MED) On-line Evaluation.**

### **Proof of successful completion**

The purpose of this task verifies your familiarity with the NCCP Ethical Decision Making process. You will be required to:

Submit verification of successfully completing the MED online evaluation. This evaluation is available on the Coaching Association of Canada website at: [www.coach.ca](http://www.coach.ca). Upon completion of this online module you can obtain a copy your "Coach Transcript" from the Coaching Association of Canada website verifying the successful completion of this task. You can obtain your transcript on-line by entering your NCCP Coaching Certification Number, or contact the Bobsleigh/Skeleton Canada to obtain a copy.

***It is strongly recommended that you take the appropriate training in the Outcome: Make Ethical Decisions prior to engaging in the online evaluation. This module is available through your provincial / territorial coaching association or coordinator. Please contact your evaluator for further information on accessing this training.***

## **Task 8: Complete Managing Conflict On-line Evaluation.**

Proof of successful completion

## **Task 9: Complete Drug Free Sport, On-line Evaluation**

Proof of successful completion



## Competition Development Portfolio Evaluation Kit

## **COMPETITION DEVELOPMENT PORTFOLIO EVALUATION**

- Competition Development Evaluations will involve a portfolio review, practice observation and competition observation
- The portfolio review will be completed by a Multi-Sport Evaluator
- The practice observation and competition observation will be completed by a Sport Specific Evaluator
- Bobsleigh Canada Skeleton will assign the Sport Specific Evaluator
- The Multi-Sport Evaluator will be assigned by the local PTCR

### **PORTFOLIO EVALUATION INTRODUCTION**

- The portfolio evaluation enables the Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with their national sport organisation and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Multi-Sport Evaluator will review the portfolio using the appropriate evaluation tools and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the Evaluator will notify the coaches National Sport Organisation to schedule the formal observation.

#### **Step 1:**

Register for Coach Certification with your National Sport Organisation

#### **Step 2:**

Complete the Portfolio requirements and submit to National Sport Organisation

#### **Step 3:**

Engage in formal observation of a practice session and competition upon approval from Multisport Evaluator

#### **Step 4:**

Engage in debrief with Evaluator and Action Plan for further coaching initiatives.



## Coach Profile

|                                    |         |  |            |  |             |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------------------------------|---------|--|------------|--|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Name                               |         |  | CC number: |  |             |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                    | Surname |  | First Name |  |             |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Address                            | Apt.    |  | Street     |  |             |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                    |         |  |            |  |             |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                    | City    |  | Province   |  | Postal Code |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Phone                              | ( )     |  | ( )        |  | ( )         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                    | Home    |  | Business   |  | Fax         |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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   |  |

## Portfolio Checklist

| Items for Submission   | Yes/No                   | Date (dd/mm/yyyy) |
|--|--------------------------|-------------------|
| Emergency Action Plan  | <input type="checkbox"/> |                   |
| 4 Practice Plans (One for each phase of the yearly training plan (General Preparation Phase, Specific Preparation Phase and Competition Phase) and one dry-land practice plan. | <input type="checkbox"/> |                   |
| Yearly Training Plan   | <input type="checkbox"/> |                   |

|   |                          |  |
|---|--------------------------|--|
| Competition Report  | <input type="checkbox"/> |  |
| Leadership Plan   | <input type="checkbox"/> |  |
| Bobsleigh/Skeleton Skill Analysis Referent Model                  | <input type="checkbox"/> |  |
| Completed MED evaluation confirmation                             | <input type="checkbox"/> |  |
| Completed Drug Free Sport On-Line evaluation confirmation         | <input type="checkbox"/> |  |
| Completed Managing Conflict Sport On-Line evaluation confirmation | <input type="checkbox"/> |  |

## PORTFOLIO OUTCOMES

### Outcome – Plan a Practice

| Criterion: Identify logistics and appropriate background information for practice                              |                          |          |
|--|--------------------------|----------|
| The coach is able to . . .   | Check List               | Comments |
| Identify athletes' age, abilities, and performance level   | <input type="checkbox"/> |          |
| Identify basic information including date, time, location, number of athletes, level of athletes               | <input type="checkbox"/> |          |
| Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal                      | <input type="checkbox"/> |          |
| Indicate where the practice fits within the yearly program   | <input type="checkbox"/> |          |
| Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion | <input type="checkbox"/> |          |
| Identify the duration of the practice and each practice segment on a timeline                                  | <input type="checkbox"/> |          |
| Where applicable, and given logistics of the practice,   | <input type="checkbox"/> |          |

|   |                          |                 |
|---|--------------------------|-----------------|
| identify potential risk factors   |                          |                 |
| Criterion: Identify appropriate activities in each part of the practice   |                          |                 |
| Ensure the clearly identified goal(s) that is/are consistent with the following: Sport's long-term athlete development model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan | <input type="checkbox"/> |                 |
| Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities   | <input type="checkbox"/> |                 |
| Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human)  | <input type="checkbox"/> |                 |
| Ensure activities are meaningful, purposeful and link to overall practice goal  | <input type="checkbox"/> |                 |
| Include a list of key teaching points that relate to the overall practice goal  | <input type="checkbox"/> |                 |
| Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points)   | <input type="checkbox"/> |                 |
| Ensure activities are aimed at improving athletic abilities and are consistent with the Sports long-term athlete development model  | <input type="checkbox"/> |                 |
| Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year                               | <input type="checkbox"/> |                 |
| Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective  | <input type="checkbox"/> |                 |
| Criterion: Design an emergency action plan  |                          |                 |
| <b>The coach is able to present an emergency action plan with the following critical elements:</b>  | <b>Check List</b>        | <b>Comments</b> |
| Location of telephones are identified (cell and land lines)   | <input type="checkbox"/> |                 |

|  |  |  |
|--|--|--|
| Emergency telephone numbers are listed   | <input type="checkbox"/>                 |  |
| Location of medical profiles and coordinates for each athlete under the coach's care is identified | <input type="checkbox"/>                 |  |
| Location of fully-stocked first-aid kit identified   | <input type="checkbox"/>                 |  |
| Advance "call person" and "charge person" are designated   | <input type="checkbox"/>                 |  |
| Directions to reach the activity site are provided   | <input type="checkbox"/>                 |  |
| <b>All elements must be present for certification</b>  | <b>Complete</b> <input type="checkbox"/> | <b>Incomplete</b> <input type="checkbox"/> |

### Outcome – Design a Sport Program

|   |                          |                 |
|---|--------------------------|-----------------|
| Criterion: Outline a program structure based on training and competition opportunities  |                          |                 |
| <b>The coach is able to . . .</b>   | <b>Check List</b>        | <b>Comments</b> |
| Present logistical information on a planning calendar   | <input type="checkbox"/> |                 |
| Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.)                         | <input type="checkbox"/> |                 |
| Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan           | <input type="checkbox"/> |                 |
| Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition)      | <input type="checkbox"/> |                 |
| Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition)                            | <input type="checkbox"/> |                 |
| Criterion: Identify appropriate measures to promote athlete development   |                          |                 |
| Calculate the ratio of training to competition opportunities within own program   | <input type="checkbox"/> |                 |
| Compare the ratio of training to competition opportunities within own program to recommended NCCP / Sport's norms pertaining to long-term athlete development | <input type="checkbox"/> |                 |
| Criterion: Integrate yearly training priorities into own program  |                          |                 |

|   |  |  |
|---|--|--|
| Use NCCP or your sport's yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan   | <input type="checkbox"/>                 |  |
| Use NCCP or your sport's yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan  | <input type="checkbox"/>                 |  |
| <b>Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations</b>  |  |  |
| Manage and prioritize training time appropriately and present a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the NCCP  | <input type="checkbox"/>                 |  |
| Account for logistical constraints in the yearly training plan when sequencing weekly training activities   | <input type="checkbox"/>                 |  |
| Present a 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities   | <input type="checkbox"/>                 |  |
| Strategically position training sessions relative to each other within the week that accounts for: anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term | <input type="checkbox"/>                 |  |
| Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans   | <input type="checkbox"/>                 |  |
| Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program  | <input type="checkbox"/>                 |  |
| <b>All elements must be present for certification</b>   | <b>Complete</b> <input type="checkbox"/> | <b>Incomplete</b> <input type="checkbox"/> |

### Outcome – Manage a Program

|  |                          |                 |
|--|--------------------------|-----------------|
| <b>Criterion: Manage administrative aspects of the program and oversee logistics</b> |                          |                 |
| <b>The coach is able to . . .</b>  | <b>Check List</b>        | <b>Comments</b> |
| Present a communication tool which outlines the philosophy                           | <input type="checkbox"/> |                 |

|   |  |  |
|---|--|--|
| and objectives of the program   |  |  |
| Provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders | <input type="checkbox"/>                 |  |
| Identify expectations for behaviour and commitment and identify appropriate consequences                    | <input type="checkbox"/>                 |  |
| Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.)              | <input type="checkbox"/>                 |  |
| Work with program volunteers and/or administrators to prepare budgets and other financial logistics         | <input type="checkbox"/>                 |  |
| <b>All elements must be present for certification</b>   | <b>Complete</b> <input type="checkbox"/> | <b>Incomplete</b> <input type="checkbox"/> |

Evaluator's Recommendation:

- The Coach is recommended to proceed with the formal observation evaluation
  
- The Coach's portfolio requires further improvement

The signatures below signify an acceptance of the Portfolio Evaluation:

Coach's Signature

---

Evaluator's Signature

---



## **Observation In training**

There are 3 parts to the Observation in Training, the Pre Brief, the Observation and the Debrief.

### **Pre-Brief:**

It is a meeting with the evaluator that happens immediately preceding the Observation in Training. During the pre-brief, you must submit a referent model skill analysis and the practice plan for the practice you will deliver that day. Take a few minutes to describe to the evaluator what you will be doing during the practice.

## **Complete Bobsleigh/Skeleton Skill analysis Referent Model**

The purpose of this task is to assess your ability to analyze Bobsleigh/Skeleton competition skills by creating a referent model using the worksheet. The referent model that you create should identify a skill that you normally teach athletes at a provincial team or equivalent level. An example of a skill referent model is provided in the following table.

The following steps are provided to assist you in creating a referent model.

### **Step One: IDENTIFY A SKILL**

Your evaluator may assign you a particular skill, or you may select a skill that is appropriate for the athletes you are coaching. Indicate the skill in the template and the environment in which you would intend on observing the skill

### **Step Two: IDENTIFY OUTCOME**

For the skill that you have identified define the outcome for the intended performance. The outcome is a broad statement that describes the intended performance or expected execution or form. The outcome should define when the skill / tactic is clearly achieved or not achieved.

### **Step three: IDENTIFY KEY PERFORMANCE INDICATORS OR FACTORS:**

For the skill and outcome that you have defined, identify the key performance factors that identify how the outcome could be achieved. The key performance indicators or factors should describe optimal or effective execution of the skill. These indicators or factors are the Bobsleigh/Skeleton specific technical or tactical elements that help to describe how the outcome is achieved.

### **Four: IDENTIFY POTENTIAL CAUSES AND GAPS (Deviations)**



In this step you will be required to prioritize the potential causes of performance error, and identify instance when an intervention may be required. In the column labeled priority indicate using an H=High, M=Medium and L=Low to prioritize each potential cause (Equipment, Environment, Affective, Cognitive/Mental, Physical/Motor, Tactical, Technical). In the column labeled “Key indicators for intervention (GAP)” identify possible detectable signs that may require an intervention. For each cause the questions is; ***when does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?***

**Step five: IDENTIFY COMMON CORRECTIVE MEASURES**

In the column labeled “Common Corrective Measures” indicate the type of intervention that you would implement. This step defines the appropriateness of a correction and whether it actually relates to the potential cause that was observed in the participant’s performance. Where appropriate, indicate a common correction for a particular cause that will assist in creating better performance. Corrective measures could be categorized as 1) Teaching Interventions and 2) Activity or Drill Modifications.

## Skill Analysis Referent Model - Template

| <b>Sport:</b>   |                | <b>Context:</b>                             |   |
|---|----------------|---|---|
| <b>SKILL</b>  | <b>OUTCOME</b> | <b>Key Performance Indicators / Factors</b> |   |
|   |                | ●   |   |
| <b>Analysis of Causes</b>   |                | <b>Priority<br/>H / M / L</b>               | <b>Key indicators for<br/>intervention (GAP)<br/>Deficiencies</b> |
| <b>Equipment</b><br>Examines sport specific equipment that could be a limiting factor on the performance. Eg. Gi too long/short. Protective pads too big/small.   |                | L   |   |
| <b>Environment</b><br>Examines any environmental factors that could lead to performance deficiencies? Eg. Surface, weather, lighting etc.   |                | L   |   |
| <b>Affective</b><br>Examines internal factors that could be related to the performer's perception of the task, performance or activity. Eg. Fear, motivation, interest, etc.  |                | M   |   |
| <b>Cognitive / mental</b><br>Examines factors that relates to the performers thoughts or thought processes that are used to execute a given task or action. Eg. Lack of understanding, confusion, choice of decision, concentration etc.        |                | M   |   |
| <b>Physical / Motor</b><br>Examines the physical abilities that could have limiting affects on the performance, task or activity. Eg. Strength, stamina, flexibility etc.   |                | H   |   |
| <b>Tactical</b><br>Examines the intent of the skill execution within the overall strategies that enable successful performance. Asks whether the tactic may be too demanding for the technical skills that are required to achieve the outcome. |                | H   |   |
| <b>Technical</b><br>Examines the execution and or biomechanics of skill execution and identifies specific performance factors/goals that are required to achieve a given outcome.   |                | H   |   |

## **Complete Bobsleigh/Skeleton Practice Plan**

*You may use 1 of the practice plans you included in your portfolio or you can use a new plan. Your Evaluator will assess the plan, and you will be given feedback on areas for improvement.*

**Observation in Training:**

You deliver the Practice Plan you presented in the pre-brief. The evaluator will be using the evaluation tools to observe evidences of your competencies.

**Debrief:**

*Your Evaluator will assess your Skill Analysis Referent Model, the Practice Plan and Practice Delivery and you will be given feedback on areas for improvement.*

**See evaluation excel tool (Pre Brief and Observation in training)**

**Observation In Competition**

You must have successfully completed the portfolio and observation in training assessments before signing up for the Observation in Competition. There are 3 parts to the Observation in Competition, the Pre Brief, the Observation in Competition and the Debrief.

**Pre-Brief:**

Is a meeting with the evaluator that happens immediately preceding the Observation in Competition. During the pre-brief, you must describe your competition plan. Take a few minutes to describe to the evaluator what you will be doing during the competition.

**Observation in Competition:**

The evaluator will observe you in person or through video before, during and after an event.

**Competition Debrief:**

The debrief is the occasion to verify evidences not seen in the observation. You will be given feedback on areas for improvement It is also the best time to talk about next steps and

**See evaluation excel tool (Pre Brief and Observation in Competition)**

## Action Planning

- The purpose of the Action Plan is to establish short-term and long-term goals for the coach's development. This includes specifying, in order, the steps to take to accomplish these goals. For example, the Action Plan could list steps the coach will take to complete his or her evaluation or to improve in certain areas. For instance, a coach could be encouraged to attend specific workshops or clinics that would assist in the successful achievement of a particular outcome or criterion.
- The Action Plan includes the Evaluator's assessment of a coach's ability to meet the required criteria according to the NSO's achievement scale.
- The Action Plan should be developed collaboratively by the Evaluator and the coach.
- The three main areas that an Evaluator(s) or mentor(s) must consider in action planning are organized to align with a Sport's achievement scale (based on the NCCP generic Sportification Tables).

**Below Standard** — For outcomes or criteria that were below standard, the Evaluator must indicate what the coach needs to improve. The Evaluator should be as specific as possible in identifying what the coach needs to do to complete a successful evaluation of particular outcome or criterion. Outlining specific evidence from the Sportification Tables may help identify areas for improvement. Depending on sport policies this may involve a re-submission or a re-observation.


**NCCP Standard for Core Certification** — In this section, the Evaluator should note outcomes for which the coach has met the standards. The Evaluator should identify to the coach what, if anything, the coach still needs to complete to obtain a certified status (e.g., sign a code of conduct, update a professional membership status, or complete additional portfolio pieces.). Once again this will depend on the policies set by the sport governing bodies.

**Above Standard / Highly Effective** — For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities for the coach to continue to improve. This may involve further evaluation towards an advanced gradation status or additional professional development opportunities. It is dependent on the sport's coach development structure and the coach's development goals.

# Action Plan Template

|                                     |  |          |       |
|-------------------------------------|--|----------|-------|
| <b>Action Planning (Next Steps)</b> | <p><b>NEEDS IMPROVEMENT</b><br/>Identify what the coach needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.</p>   |          |       |
|                                     | <p><b>MEETS EXPECTATIONS</b><br/>Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.</p>   |          |       |
|                                     | <p><b>EXCEEDS EXPECTATIONS</b><br/>In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in coach.</p> |          |       |
| <b>Evaluator</b>                    |  |          |       |
|                                     |  |          |       |
| Signed                              |  | Date     |       |
| <b>Coach</b>                        |  |          |       |
|                                     |  |          |       |
| Signed                              |  | Date     |       |
| <b>Evaluator</b>                    | Surname  |          | First |
|                                     |  |          |       |
| <b>Phone</b>                        | ( )  | ( )      | ( )   |
|                                     | Home   | Business | Fax   |
| <b>E-mail</b>                       |  |          |       |


# Evaluation Matrix


| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
|---|--|
| <b>Criterion: Ensure that the practice environment is safe</b>  |  |
| <b>Achievement</b>  |  |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement safety measures and preventative actions that reflect learning from past experiences</li> <li><input type="checkbox"/> Teach and model safety measures and preventative actions to other coaches</li> <li><input type="checkbox"/> Share reflections on established Bobsleigh/Skeleton risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Recommend actions or procedures that can contribute to enhancing established safety practices</li> <li><input type="checkbox"/> The coach’s safety measures and preventative actions are used as a model within the Bobsleigh/Skeleton</li> </ul>  |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present an emergency action plan (EAP) that reflects improvements based on previous implementation</li> <li><input type="checkbox"/> Forecast on potential safety issues and make appropriate preventative adjustments to the practice environment</li> <li><input type="checkbox"/> Effectively implement an emergency procedure adapted to the Bobsleigh/Skeleton in case of injury or accident</li> </ul>   |
| <b>3- NCCP Standard Core Certification</b><br><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Survey the practice site</li> <li><input type="checkbox"/> Minimize risk to athletes before and throughout the practice (e.g., appropriate use of equipment, adapting to environmental factors, and other factors as identified by Bobsleigh/Skeleton)</li> <li><input type="checkbox"/> Reinforce and teach appropriate competitive rules to enable a safe practice environment</li> <li><input type="checkbox"/> Present an emergency action plan (EAP) that contains elements specific to the practice facility being used:               <ul style="list-style-type: none"> <li>o Location of telephones are identified (cell and land lines)</li> <li>o Emergency telephone numbers are listed</li> <li>o Location of medical profiles and coordinates for each athlete under the coach’s care is identified</li> <li>o Location of fully-stocked first-aid kit identified</li> <li>o Advance “call person” and “charge person” are designated</li> <li>o Directions to reach the activity site are provided</li> </ul> </li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the potential risks but does nothing to adjust the practice to enable safety.</li> <li><input type="checkbox"/> Present an incomplete emergency action plan (less than six of the critical elements)</li> <li><input type="checkbox"/> <i>Do not survey practice environment prior to practice</i></li> <li><input type="checkbox"/> <i>Seem unaware of potential risks to safety</i></li> <li><input type="checkbox"/> <i>Do not address dangerous factors in the training environment</i></li> <li><input type="checkbox"/> <i>Do not reinforce or teach competitive rules to enable a safe practice environment</i></li> </ul>  |

| <b>Outcome: Provide Support to Athletes in Training</b>        |  |
|--|--|
| <b>Criterion: Ensure that the practice environment is safe</b> |  |
| <b>Achievement</b>   |  |
| <b>1- Fail</b>   | <input type="checkbox"/> Presence of any of the listed Deal Breakers |


| <b>Outcome: Provide Support to Athletes in Training</b>                        |   |
|--|---|
| <b>Criterion: Implement an appropriately structured and organized practice</b> |   |
| <b>Achievement</b>   |   |
| <b>5- Highly Effective</b>   | <p><b>Meet “Above Standard” and:</b></p> <input type="checkbox"/> Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice<br><input type="checkbox"/> Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment<br><input type="checkbox"/> Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice<br><input type="checkbox"/> Work with other coaches to define appropriate roles in the organization and structure of practice<br><input type="checkbox"/> Structure and organization of the practice are used as a model for other coaches  |
| <b>4- Above Standard</b>   | <p><b>Meet “Standard for Core Certification” and:</b></p> <input type="checkbox"/> Address individual athlete needs in a way that preserves the practice structure and organization for the group<br><input type="checkbox"/> Implement practice activities to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity<br><input type="checkbox"/> Implement practice activities that enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition<br><input type="checkbox"/> Implement appropriate mental training strategies (visualization, relaxation, re-focusing, arousal control) during the practice to assist athletes to achieve task goal or practice objective based on demands that may be encountered during competition |



| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
|---|--|
| <b>Criterion: Implement an appropriately structured and organized practice</b>  |  |
| <b>Achievement</b>  |  |
| <p><b>3- NCCP Standard Core Certification</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome athletes prior to practice</li> <li><input type="checkbox"/> Communicate the practice goals/objectives to athletes</li> <li><input type="checkbox"/> Dress appropriately for active coaching</li> <li><input type="checkbox"/> Present a practice plan with well-defined goals and objectives (this could be the plan from the Plan a Practice outcome or a plan from the Design a Bobsleigh/Skeleton Program outcome)</li> <li><input type="checkbox"/> Ensure equipment is available and used appropriately throughout the practice</li> <li><input type="checkbox"/> Ensure available space is used appropriately throughout practice</li> <li><input type="checkbox"/> Ensure main practice segments are evident (warm-up; main part; cool-down)</li> <li><input type="checkbox"/> Ensure activities and their duration are appropriate for each segment</li> <li><input type="checkbox"/> Ensure practice activities are consistent with training priorities and developmental objectives of BOBSLEIGH/SKELETON's yearly program</li> <li><input type="checkbox"/> Match delivery of practice with practice plan's goal(s)</li> <li><input type="checkbox"/> Develop skill(s), tactics, and/or athletic abilities in the main part of the practice</li> <li><input type="checkbox"/> Sequence practice activities adequately to enhance learning or specific training effects</li> <li><input type="checkbox"/> Maximize practice time such that participants have appropriate duration, transition, and waiting times</li> <li><input type="checkbox"/> Provide breaks for appropriate recovery and hydration</li> </ul> |
| <p><b>2- Below Standard</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not use appropriate warm-up activities</li> <li><input type="checkbox"/> Do not provide evidence of a practice plan</li> <li><input type="checkbox"/> Do not clearly divide practice into main segments</li> <li><input type="checkbox"/> Do not provide clear practice goals</li> <li><input type="checkbox"/> Use space and time poorly</li> <li><input type="checkbox"/> Use activities that are not appropriate for athletes of the Competition – Development context</li> </ul>  |
| <p><b>1- Fail</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>   |


| Outcome: Provide Support to Athletes in Training  |   |
|---|---|
| Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance                          |   |
| Achievement   |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach athletes to self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems</li> <li><input type="checkbox"/> Work with other coaches to identify optimal corrective measures to enhance athlete performance</li> <li><input type="checkbox"/> Model and teach effective coaching interventions to other coaches at the same context</li> <li><input type="checkbox"/> Enable athletes to take greater ownership over specific performance factors and learning objectives</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use technology to gather information about athletes' performance and learning, or to enhance learning in athletes</li> <li><input type="checkbox"/> Encourage calculated risks in accordance to the NCCP Code of Ethics</li> <li><input type="checkbox"/> Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions</li> <li><input type="checkbox"/> Identify interventions that are evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances</li> <li><input type="checkbox"/> Implement interventions that identify <b>when</b> to make appropriate decisions to enhance performance of a skill or tactic</li> <li><input type="checkbox"/> Provide individualized mental training strategies for each athlete based on performance needs and personal characteristics</li> <li><input type="checkbox"/> Provide a rationale for choosing interventions that are used during the practice</li> <li><input type="checkbox"/> Provide feedback or questioning strategies that assist the athlete to recognize <b>what to</b> focus on and <b>how to</b> do it in order to achieve positive mental training throughout the practice</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create opportunities to interact with all athletes</li> <li><input type="checkbox"/> Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance</li> <li><input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities for athletes to ask questions</li> <li><input type="checkbox"/> Identify individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions that optimize learning</li> <li><input type="checkbox"/> Explain 1-3 key factors or teaching points and check for clarification</li> <li><input type="checkbox"/> Align key learning points with Bobsleigh/Skeleton's skill development model and adapt to the level of the athletes</li> <li><input type="checkbox"/> Use Bobsleigh/Skeleton's "referent model" to detect and correct performance</li> <li><input type="checkbox"/> Provide constructive feedback and instruction towards both the group and individuals</li> <li><input type="checkbox"/> Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate</li> <li><input type="checkbox"/> Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback</li> <li><input type="checkbox"/> Promote a positive image of BOBSLEIGH/SKELETON and model the image to athletes and other stakeholders</li> <li><input type="checkbox"/> Uses respectful language towards athletes when providing verbal interventions</li> </ul> |


|   |  |
|---|--|
| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
| <b>Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance</b> |  |
| <b>Achievement</b>  |  |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use an explanation but do not identify any key learning points</li> <li><input type="checkbox"/> Use demonstration but do not position participants to see and hear</li> <li><input type="checkbox"/> Make limited intervention to clarify key learning objectives</li> <li><input type="checkbox"/> Do not recognize when an intervention is needed in order to enhance the learning potential of a situation or activity</li> <li><input type="checkbox"/> Make interventions that are not purposeful and do not contribute to enhancing learning for the athlete</li> </ul> |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>   |

| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
|---|--|
| <b>Criterion: Makes adjustments to the practice based on athletes' response to the training tasks</b>                                 |  |
| <b>Achievement</b>  |  |
| <b>5- Highly Effective</b>  | <p><b>Meet "Above Standard" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives</li> <li><input type="checkbox"/> Make adjustments to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and Bobsleigh/Skeleton psychologists)</li> <li><input type="checkbox"/> Create modifications that can be made to activities given specific training objectives and athlete needs</li> <li><input type="checkbox"/> Make adjustments to activities in order to verify the degree of learning by the athlete, as opposed to limiting his or her judgments to performance alone</li> </ul>  |
| <b>4- Above Standard</b>  | <p><b>Meet "Standard for Core Certification" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust progressions to ensure optimal achievement of practice objectives, and provide rationale for choice of progression based on observations made during the practice</li> <li><input type="checkbox"/> Select appropriate mental strategy (visualization, relaxation, re-focusing, arousal control) to facilitate athlete to achieve practice goal or objective based on observation made during the practice</li> <li><input type="checkbox"/> Adjust individualized mental training activities for each athlete based on performance needs and personal characteristics</li> <li><input type="checkbox"/> Provide an appropriate rationale for your decisions</li> </ul>   |
| <b>3- NCCP Standard Core Certification</b><br><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Modify practice activities to deal with specific circumstances or logistics (e.g., weather, timing, resources, etc.) as required</li> <li><input type="checkbox"/> Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view</li> <li><input type="checkbox"/> Reduce or increase work intensity, work periods, or length of pauses as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals</li> <li><input type="checkbox"/> Implement and adapt corrective measures based on defined "referent model" used to analyze the cause of performance errors during practice</li> <li><input type="checkbox"/> Facilitate achievement of task goal (training objective) by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue</li> <li><input type="checkbox"/> Provide appropriate rationale for coaching decisions and justify how adjustments enhance the practice objectives</li> </ul>   |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make adjustments to activities in which athletes are not learning that are incomplete and do not improve the situation</li> <li><input type="checkbox"/> Make adjustments that simplify or elevate the degree of difficulty of tasks that do not improve the situation</li> <li><input type="checkbox"/> Do not recognize that an activity clearly requires adjustments for safety reasons</li> <li><input type="checkbox"/> In a situation where learning is clearly not occurring during an activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not recognize the causes of the situation (emotional, cognitive, physical/motor)</li> <li><input type="checkbox"/> Do not adjust the demands of the task in order to make it a reasonable challenge for athletes</li> </ul> </li> <li><input type="checkbox"/> In a situation where the task is clearly too easy for the athletes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not recognize the situation</li> <li><input type="checkbox"/> Do not adjust the demands of the task in order to make it a reasonable challenge for athletes</li> </ul> </li> <li><input type="checkbox"/> Do not provide a rationale for any adjustment made to activities during the practice</li> </ul> |

| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
|---|--|
| <b>Criterion: Makes adjustments to the practice based on athletes' response to the training tasks</b> |  |
| <b>Achievement</b>  |  |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul> |

| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
|---|--|
| <b>Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to the Bobsleigh/Skeleton</b> |  |
| <b>Achievement</b>  |  |
| <b>5- Highly Effective</b>  | <p><b>Meet "Above Standard" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop new and innovative general and/or Bobsleigh/Skeleton-specific training protocols that are consistent with scientific principles</li> <li><input type="checkbox"/> Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities</li> <li><input type="checkbox"/> Use of methods and protocols by the coach to develop and/or maintain athletic abilities relevant to BOBSLEIGH/SKELETON are used as a model for other coaches of the Competition – Development context</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet "Standard for Core Certification" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select and implement training protocols and methods to address individual athlete weaknesses</li> <li><input type="checkbox"/> Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc.</li> <li><input type="checkbox"/> Use new and innovative training protocols and methods consistent with current scientific research data and Bobsleigh/Skeleton-specific observations at the elite level</li> <li><input type="checkbox"/> Consult with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice</li> <li><input type="checkbox"/> Correctly implement training methods and protocols to develop and/or maintain <u>all</u> athletic abilities relevant to BOBSLEIGH/SKELETON</li> </ul> |


| <b>Outcome: Provide Support to Athletes in Training</b>   |  |
|---|--|
| <b>Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to the Bobsleigh/Skeleton</b> |  |
| <b>Achievement</b>  |  |
| <p><b>3- NCCP Standard Core Certification</b></p>            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement general and Bobsleigh/Skeleton-specific training protocols and methods to appropriately develop and/or maintain : <ul style="list-style-type: none"> <li>○ maximal aerobic power; flexibility; coordination; balance; agility; maximum strength; speed-strength</li> </ul> </li> <li><input type="checkbox"/> Ensure selected training protocols and methods are adapted to the age and training experience of the athletes</li> <li><input type="checkbox"/> Ensure selected training protocols and methods are adapted to the time of the yearly program</li> <li><input type="checkbox"/> Ensure the use of training protocols and methods is based on an evaluation of performance and comparison with normative data for the <u>Bobsleigh/Skeleton/discipline/gender/age group</u></li> </ul>   |
| <p><b>2- Below Standard</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement a limited number of methods that effectively contribute to the development of some athletic abilities relevant to BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Identify and implement training protocols and methods that are adequate given the age of the athletes, but that are not adapted to their training experience</li> <li><input type="checkbox"/> Implement training protocols and methods that are not adequate or sufficiently Bobsleigh/Skeleton-specific given the time of the yearly program</li> <li><input type="checkbox"/> Do not purposely create conditions whereby athletic abilities relevant to BOBSLEIGH/SKELETON are trained during practice</li> <li><input type="checkbox"/> Do not implement methods that effectively contribute to the development of athletic abilities relevant to BOBSLEIGH/SKELETON</li> </ul> |
| <p><b>1- Fail</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>   |


| Outcome: Analyze performance  |   |
|---|---|
| Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.       |   |
| Achievement   |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate the athlete(s) to detect key technical performance factors and to understand how and why these errors affect overall performance</li> <li><input type="checkbox"/> Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance</li> <li><input type="checkbox"/> Coach’s approach/method for analyzing technical performance is used as a model by the Bobsleigh/Skeleton</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance</li> <li><input type="checkbox"/> Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance</li> <li><input type="checkbox"/> Correctly and consistently apply biomechanical principles while performing analyses of advanced Bobsleigh/Skeleton-specific technical elements</li> <li><input type="checkbox"/> Correctly and consistently apply biomechanical principles to identify potential risks of Bobsleigh/Skeleton injury resulting from incorrect technical execution</li> <li><input type="checkbox"/> Consistently observe technical elements from the best vantage points and scan all the athletes</li> <li><input type="checkbox"/> Consistently communicate <b>how</b> and <b>why</b> the critical error contributes to the performance</li> </ul>   |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe technical execution from adequate vantage point(s) as defined by Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Identify outcome (intention) of a technical skill and specify performance factors that define optimal performance based on Bobsleigh/Skeleton-specific referent model</li> <li><input type="checkbox"/> Identify critical cause(s) that may contribute to improved technical performance (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance</li> <li><input type="checkbox"/> Communicate how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate</li> <li><input type="checkbox"/> Identify critical decisions or decision-making factors (including timing of decision) that must be considered by athletes while performing specific technical elements</li> <li><input type="checkbox"/> Correctly identify potential impact(s) on individual or team tactics that may result from incorrect execution of technical elements</li> <li><input type="checkbox"/> Reinforce application of competitive rules that relate to skill execution when appropriate</li> <li><input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the technical elements identified</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe the skill from only a single vantage point to detect performance factors</li> <li><input type="checkbox"/> Explain <b>how</b> the error relates to the overall performance but do not indicate <b>why</b></li> <li><input type="checkbox"/> Identify some performance factors that contribute to errors in performance, but do not select the most critical factor that will have the greatest impact on performance</li> <li><input type="checkbox"/> Scan the practice environment infrequently and pay little attention to skill execution</li> <li><input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors</li> <li><input type="checkbox"/> Do not correctly use or refer to the skill development/progression checklist of BOBSLEIGH/SKELETON to evaluate technical execution</li> </ul>   |

|  |  |
|--|--|
| <b>Outcome: Analyze performance</b>  |  |
| <b>Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.</b> |  |
| <b>Achievement</b>   |  |
| <b>1- Fail</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul> |


|  |   |
|--|---|
| <b>Outcome: Analyze performance</b>  |   |
| <b>Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b> |   |
| <b>Achievement</b>   |   |
| <b>5- Highly Effective</b>   | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities</li> <li><input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on the athlete’s ability to perform in competition, and make appropriate decisions regarding athlete’s participations in such competitions</li> <li><input type="checkbox"/> Work with other coaches to correct athlete performance and mentor other coaches to identify optimal corrective measure</li> <li><input type="checkbox"/> Coach’s approach/method for correcting technical performance is used as a model by the Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Facilitate athlete(s) to identify individual technical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)</li> </ul> |
| <b>4- Above Standard</b>   | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance</li> <li><input type="checkbox"/> Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction</li> <li><input type="checkbox"/> Consistently identify <i>why</i> the correction will have a beneficial effect on performance, <i>what</i> to improve, and <i>how</i> to improve technical performance</li> <li><input type="checkbox"/> Help athletes to increase awareness of errors in technical execution by asking appropriate questions</li> <li><input type="checkbox"/> Consistently focus athletes’ attention towards external cues or on the anticipated effects of the movement</li> </ul>   |




| Outcome: Analyze performance  |  |
|---|--|
| Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries         |  |
| Achievement   |  |
| <p><b>3- NCCP Standard Core Certification</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific corrective measures based on analysis of potential causes of performance errors, consistent with the skill/development progression checklist or “referent model” defined by BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Identify why the correction will have a beneficial effect on performance and how to improve performance using prescriptive interventions</li> <li><input type="checkbox"/> Use adequate demonstrations to model correct performance</li> <li><input type="checkbox"/> Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance</li> <li><input type="checkbox"/> Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes’ capabilities</li> <li><input type="checkbox"/> Ensure 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). E.g., external focus: “Concentrate on keeping a specific object or implement in a certain position during the movement” versus Internal focus: “Concentrating on keeping a specific part of the body in a certain position during the movement”</li> <li><input type="checkbox"/> Reinforce application of competitive rules that relate to skill execution when appropriate</li> <li><input type="checkbox"/> Where appropriate, ask participant’s consent for physical contact when assisting in correcting a skill error</li> </ul> |
| <p><b>2- Below Standard</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe movement phases consistent with the skill/development progression checklist of BOBSLEIGH/SKELETON, but do not implement these guidelines in the field</li> <li><input type="checkbox"/> Correct the athlete(s) by indicating <i>what</i> they did rather than identifying specific strategies for how to improve technical performance</li> <li><input type="checkbox"/> Prescribe activities and/or drills that only partially assist the athletes in correcting technical performance</li> <li><input type="checkbox"/> Provide corrections that identify vague external factors rather than specific factors that contribute to improved technical performance</li> <li><input type="checkbox"/> Do not prescribe appropriate activities and/or drills to assist athlete in correcting technical elements</li> </ul>  |
| <p><b>1- Fail</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>   |

| Outcome: Analyze performance  |   |
|---|---|
| Criterion: Detect tactical elements that have to be improved or refined to enhance performance  |   |
| Achievement   |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate the athlete(s) to detect key tactical performance factors and to understand how and why these errors affect overall performance</li> <li><input type="checkbox"/> Work with other coaches to detect individual or team tactics/strategies and mentor other coaches to identify critical elements in the detection of tactic or strategy</li> <li><input type="checkbox"/> Coach’s approach/method for analyzing technical performance is used as a model by the Bobsleigh/Skeleton</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of tactical performance</li> <li><input type="checkbox"/> Make appropriate use of technology/methods to conduct tactical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance</li> <li><input type="checkbox"/> Provide a rationale for identifying appropriate tactics/strategies that need improvement based on Bobsleigh/Skeleton-specific analysis of performance of own athletes, or opposition where appropriate</li> <li><input type="checkbox"/> Consistently observe tactical elements from the best vantage points and scan all the athletes</li> <li><input type="checkbox"/> Consistently communicate <b>how</b> and <b>why</b> the critical error contributes to the performance</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze opponents, athletes coached, and/or event for strengths, weaknesses, and opportunities</li> <li><input type="checkbox"/> Observe tactical execution from adequate vantage point(s) as defined by Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Correctly use tactical development/progression checklist or “referent model” defined by BOBSLEIGH/SKELETON to evaluate tactical execution of an athlete’s performance</li> <li><input type="checkbox"/> Identify outcome (intention) of a tactic/strategy and specific performance factors that define optimal performance based on Bobsleigh/Skeleton-specific referent model</li> <li><input type="checkbox"/> Identify critical cause(s) that may contribute to an enhancement of a tactic/strategy (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance</li> <li><input type="checkbox"/> Communicate how and why the critical error(s) impact(s) performance</li> <li><input type="checkbox"/> Identify critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific tactics/strategies</li> <li><input type="checkbox"/> Correctly identify potential technical elements that may impact the execution of individual or team tactics/strategies</li> <li><input type="checkbox"/> Reinforce application of competitive rules that relate to tactics/strategies when appropriate</li> <li><input type="checkbox"/> Identify critical programming decisions that have to be made in the short-term to correct the tactical elements identified</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe the tactical elements from a single vantage point to detect performance factors</li> <li><input type="checkbox"/> Only explain <b>how</b> the error relates to the overall tactical performance but do not indicate <b>why</b></li> <li><input type="checkbox"/> Identify some performance factors that contribute to errors in tactical performance, but do not select the most critical factor that will have the greatest impact on performance</li> <li><input type="checkbox"/> Scan practice environment infrequently and pay little attention to the execution of tactical elements</li> <li><input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key tactical factors</li> <li><input type="checkbox"/> Do not correctly use or refer to the tactical development/progression checklist of BOBSLEIGH/SKELETON to evaluate tactical execution</li> </ul>   |

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|---|--|
| <b>Outcome: Analyze performance</b>   |  |
| <b>Criterion: Detect tactical elements that have to be improved or refined to enhance performance</b> |  |
| <b>Achievement</b>  |  |
| <b>1- Fail</b>  | <input type="checkbox"/> Presence of any of the listed Deal Breakers |

| Outcome: Analyze performance  |  |
|---|--|
| Criterion: Correct tactical elements that have to be improved or refined to enhance performance                                   |  |
| Achievement   |  |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on future training activities</li> <li><input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on the athlete’s ability to perform in competition, and make appropriate decisions regarding athlete’s participation in such competitions</li> <li><input type="checkbox"/> Coach’s approach/method for correcting tactics/strategies is used as a model by the Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Work with other coaches to correct tactic/strategy and mentor other coaches to identify optimal corrective measure</li> <li><input type="checkbox"/> Facilitate athlete(s) to identify individual tactical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance</li> <li><input type="checkbox"/> Prescribe highly individualized or adapted activities to assist the athlete or team in applying the appropriate tactic/strategy</li> <li><input type="checkbox"/> Consistently identify <i>why</i> the correction will have a beneficial effect on performance, <i>what</i> to improve, and <i>how</i> to improve tactical performance</li> <li><input type="checkbox"/> Help athletes to increase awareness of errors in tactical execution by asking appropriate questions</li> </ul>   |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific corrective measures based on analysis of potential causes of tactical/strategic errors, consistent with the skill/development progression checklist or “referent model” defined by BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Identify why the correction will have a beneficial effect on performance and how to improve tactic/strategy using prescriptive interventions</li> <li><input type="checkbox"/> Evaluate when a specific intervention (teaching/modification of activity) is needed based on systematic observation of individual or team tactics and whether corrective measure will produce desired effects</li> <li><input type="checkbox"/> Use adequate demonstrations to model tactic or strategy</li> <li><input type="checkbox"/> Prescribe an appropriate activity and/or drill that assists athlete to make correction in tactic/strategy</li> <li><input type="checkbox"/> Ensure adequate motor engagement in the corrective task or activity for each athlete and identify if level of difficulty in the task is relevant to athletes’ capabilities</li> <li><input type="checkbox"/> Make appropriate tactical/strategic decisions based on specific analysis of competitive event</li> <li><input type="checkbox"/> Ensure that corrective measures replicate competition-like situations that will allow athletes to implement tactical/strategic corrections</li> <li><input type="checkbox"/> Reinforce application of competitive rules that relate to tactical/strategic intentions when appropriate</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe tactical execution consistent with the progression checklist of BOBSLEIGH/SKELETON, but do not implement these guidelines in the field</li> <li><input type="checkbox"/> Correct the athlete(s) by indicating <i>what</i> they did rather than identifying specific strategies for how to improve tactical performance</li> <li><input type="checkbox"/> Prescribe activities that only partially assist the athletes in correcting tactical performance</li> <li><input type="checkbox"/> Provide corrections that identify vague external factors rather than specific factors that contribute to improved tactical performance</li> <li><input type="checkbox"/> Do not prescribe appropriate activities and/or to assist athlete in correcting tactical performance</li> </ul>   |


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| <b>Outcome: Analyze performance</b>  |  |
| <b>Criterion: Correct tactical elements that have to be improved or refined to enhance performance</b> |  |
| <b>Achievement</b>   |  |
| <b>1- Fail</b>   | <input type="checkbox"/> Presence of any of the listed Deal Breakers |

| <b>Outcome: Analyze performance</b>   |  |
|---|--|
| <b>Criterion: Evaluate if the athlete's Bobsleigh/Skeleton-specific fitness level is adequate for performance and for continued progression in Bobsleigh/Skeleton</b> |  |
| <b>Achievement</b>  |  |
| <b>5- Highly Effective</b>  | <p><b>Meet "Above Standard" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results</li> <li><input type="checkbox"/> Present the evaluation of Bobsleigh/Skeleton-specific fitness/athletic abilities as a model for other coaches in BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Contribute to the development of new and innovative general and Bobsleigh/Skeleton-specific evaluation methods, consistent with scientific principles</li> <li><input type="checkbox"/> Cross-reference the progresses made by athletes' in specific test with quantification analyses of training activities done over time in order to evaluate the effectiveness of own yearly program</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet "Standard for Core Certification" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make recommendations for talent identification and/or specialization based on Bobsleigh/Skeleton-specific fitness for athletic abilities identified by BOBSLEIGH/SKELETON long-term development plan</li> <li><input type="checkbox"/> Use new and innovative evaluation protocols, consistent with current and emerging scientific research data and Bobsleigh/Skeleton-specific practices at the elite level</li> <li><input type="checkbox"/> Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries</li> <li><input type="checkbox"/> Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress</li> <li><input type="checkbox"/> Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities</li> <li><input type="checkbox"/> Make short and mid-term adjustments to the athletes' training program in order to reflect the degree to which athletic abilities are developed, and articulate a sound, evidence-based rationale for doing so</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br><br>                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement field or lab tests to evaluate athletes' Bobsleigh/Skeleton-specific fitness in the relevant athletic abilities for BOBSLEIGH/SKELETON: aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength</li> <li><input type="checkbox"/> Interpret the results of field or lab tests by comparing them to (1) normative data that are appropriate to the athletes' gender, age, and discipline, and (2) previous evaluation results</li> <li><input type="checkbox"/> Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities)</li> <li><input type="checkbox"/> Maintain records of evaluation results and ensure confidentiality of records according to BOBSLEIGH/SKELETON privacy policies</li> <li><input type="checkbox"/> Implement a system to monitor progress of Bobsleigh/Skeleton-specific fitness over time</li> <li><input type="checkbox"/> Use evaluation of Bobsleigh/Skeleton-specific fitness levels to make appropriate modifications to tactics/strategies used in competition</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not correctly interpret field or lab test results to make the type of training recommendations that will effectively contribute to enhancing the performance of athletes in the Competition – Development context</li> <li><input type="checkbox"/> Do not use field or lab tests that can be used to evaluate athletes' Bobsleigh/Skeleton-specific fitness in BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Do not interpret or use the results to field or lab tests to make appropriate training recommendations</li> </ul>  |


|   |  |
|---|--|
| <b>Outcome: Analyze performance</b>   |  |
| <b>Criterion: Evaluate if the athlete's Bobsleigh/Skeleton-specific fitness level is adequate for performance and for continued progression in Bobsleigh/Skeleton</b> |  |
| <b>Achievement</b>  |  |
| <b>1- Fail</b>  | <input type="checkbox"/> Presence of any of the listed Deal Breakers |







| <b>Outcome: Analyze performance</b>   |  |
|---|--|
| <b>Criterion: Perform a thorough analysis of the Bobsleigh/Skeleton demands at the elite level.</b>                               |  |
| <b>Achievement</b>  |  |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cross-reference analyses of the demands of Bobsleigh/Skeleton with the results of performance analyses of the athletes and identify program priorities and needs at Competition – Development</li> <li><input type="checkbox"/> Use your analyses to contribute to formalizing BOBSLEIGH/SKELETON knowledge and train other coaches of the Competition – Development context</li> <li><input type="checkbox"/> Train other coaches on how to use analyses of the demands of BOBSLEIGH/SKELETON at the elite level in order to identify initiatives that can be implemented to enhance the quality of the Competition – Development athletes’ preparation for excellence</li> </ul>  |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use analytical data collected to identify short and mid-term priorities for athlete development</li> <li><input type="checkbox"/> Use analytical data collected to incorporate short and mid-term priorities into yearly program to enhance performance and facilitate continued progression in Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Identify trends at the elite and/or international levels that may impact how athletes of the Competition – Development context train</li> <li><input type="checkbox"/> Identify the actual social/training/competitive conditions of your athletes and program, and identify discrepancies between those and the demands of BOBSLEIGH/SKELETON at the elite level</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify critical elements of information or statistics that serve to describe the requirements for international competitions</li> <li><input type="checkbox"/> Analyse the physiological demands of Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the motor demands of Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the mental demands of Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the technical demands of Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the tactical and decision-making demands of Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the training commitments required at the elite level in Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the conditions that are conducive to the achievement of the highest levels of performance in Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Analyse the actual social/training/competitive conditions of the athletes</li> <li><input type="checkbox"/> Use analytical data collected to make an analysis of demands of Bobsleigh/Skeleton at elite level and the context of your own program</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Have no clear point of reference with regard to the physical, technical, tactical, mental, and cognitive demands of BOBSLEIGH/SKELETON at the elite level</li> <li><input type="checkbox"/> Do not identify critical normative data pertaining to key performance factors</li> <li><input type="checkbox"/> Do not identify the number of years that are necessary to develop a competitive athlete at the elite level, and/or the volume and intensity of training that are required at critical stages of athlete development</li> </ul>   |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>   |



| <b>Outcome: Plan a Practice</b>   |   |
|---|---|
| <b>Criterion: Identify logistics and appropriate background information for practice</b>  |   |
| <b>Achievement</b>  |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes</li> </ul>  |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide evidence of superior use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes</li> </ul>  |
| <p><b>3- NCCP Standard Core Certification</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify athletes’ age, abilities, and performance level</li> <li><input type="checkbox"/> Identify basic information including date, time, location, number of athletes, level of athletes</li> <li><input type="checkbox"/> Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal</li> <li><input type="checkbox"/> Indicate where the practice fits within the yearly program</li> <li><input type="checkbox"/> Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion</li> <li><input type="checkbox"/> Identify the duration of the practice and each practice segment on a timeline</li> <li><input type="checkbox"/> Where applicable, and given logistics of the practice, identify potential risk factors</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Athletes’ age and performance level are not identified</li> <li><input type="checkbox"/> Do not identify basic information including date, time, location, number of athletes, level of athletes</li> <li><input type="checkbox"/> Do not indicate basic logistical needs (i.e. facilities and equipment) to match the overall goal</li> <li><input type="checkbox"/> Do not clearly identify main segments or timeline of practice</li> <li><input type="checkbox"/> Do not adequately reflect or take into account available facilities and equipment</li> </ul>  |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>  |


| Outcome: Plan a Practice  |   |
|---|---|
| Criterion: Identify appropriate activities in each part of the practice   |   |
| Achievement   |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete</li> <li><input type="checkbox"/> Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives</li> <li><input type="checkbox"/> Individual athlete needs are reflected in the planned activities through variations, notes, etc.</li> </ul> <p><i>Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis.</i></p>   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include activities to enhance effective decision-making required by the athlete and enable athletes to take greater ownership over decisions that may be required during competition</li> <li><input type="checkbox"/> Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view</li> <li><input type="checkbox"/> Integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes)</li> <li><input type="checkbox"/> Create activities for the specific needs of the participant or team based on analysis of performance in competition</li> <li><input type="checkbox"/> Provide a clear rationale for the goal and/or objective of each activity</li> </ul> <p><i>Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects.</i></p>   |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure the clearly identified goal(s) that is/are consistent with the following: Bobsleigh/Skeleton long-term athlete development model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan</li> <li><input type="checkbox"/> Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities</li> <li><input type="checkbox"/> Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human)</li> <li><input type="checkbox"/> Ensure activities are meaningful, purposeful and link to overall practice goal</li> <li><input type="checkbox"/> Include a list of key teaching points that relate to the overall practice goal</li> <li><input type="checkbox"/> Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points)</li> <li><input type="checkbox"/> Ensure activities are aimed at improving athletic abilities and are consistent with BOBSLEIGH/SKELETON long-term athlete development model</li> <li><input type="checkbox"/> Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year</li> <li><input type="checkbox"/> Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective</li> </ul> <p><i>Evidence contributes to an adequate learning environment and will elicit improvements in Bobsleigh/Skeleton- specific performance factors. Types of practice relate to the following: Part practice, Progressive part practice, Whole practice, Massed practice, Distributed practice, Constant practice, Variable practice, Random practice. Stages of skill development relate to the following: Acquisition, Consolidation, Refinement.</i></p> |

| <b>Outcome: Plan a Practice</b>  |   |
|--|---|
| <b>Criterion: Identify appropriate activities in each part of the practice</b> |   |
| <b>Achievement</b>   |   |
| <b>2- Below Standard</b>   | <input type="checkbox"/> Provide limited evidence to show how the plan will create an adequate environment to learn or to improve performance<br><input type="checkbox"/> Provide vague and not clearly identified practice goals<br><input type="checkbox"/> Do not link activities to overall purpose of practice<br><input type="checkbox"/> Do not reflect awareness of safety in activities<br><input type="checkbox"/> Include activities that are inconsistent with NCCP growth and development principles<br><input type="checkbox"/> No evidence is observed in the plan |
| <b>1- Fail</b>   | <input type="checkbox"/> Presence of any of the listed Deal Breakers  |

| <b>Outcome: Plan a Practice</b>   |   |
|---|---|
| <b>Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations</b> |   |
| <b>Achievement</b>  |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a practice in BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice</li> <li><input type="checkbox"/> Coach’s approach/method for sequencing activities during a practice is used as a model by the Bobsleigh/Skeleton</li> </ul>   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, provide a progression that reflects knowledge and understanding of the athletes’ response to specific loading parameters and patterns</li> <li><input type="checkbox"/> Maintain documentation of the effects of specific sequences of activities for the purpose of conducting future analyses</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br>       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic / competitive situations</li> <li><input type="checkbox"/> When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes: <ul style="list-style-type: none"> <li>○ Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up: <ul style="list-style-type: none"> <li>▪ <i>Pure speed (alactic power)</i></li> <li>▪ <i>Acquisition of new motor patterns</i></li> <li>▪ <i>Coordination/technique at high speed</i></li> <li>▪ <i>Speed-strength (power)</i></li> <li>▪ <i>Maximum strength</i></li> </ul> </li> <li>○ Athletic abilities that can be improved in a state of light fatigue: <ul style="list-style-type: none"> <li>▪ <i>Speed endurance (alactic capacity; lactic power)</i></li> <li>▪ <i>Technique (consolidation of motor patterns)</i></li> </ul> </li> <li>○ Athletic abilities that can be improved in a state of moderate fatigue: <ul style="list-style-type: none"> <li>▪ <i>Lactic capacity</i></li> <li>▪ <i>Maximal aerobic power</i></li> <li>▪ <i>Strength endurance</i></li> <li>▪ <i>High power aerobic endurance</i></li> <li>▪ <i>Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)</i></li> </ul> </li> <li>○ Athletic abilities that can be improved in a state of moderate to high fatigue: <ul style="list-style-type: none"> <li>▪ <i>Low power aerobic endurance</i></li> <li>▪ <i>Flexibility</i></li> </ul> </li> </ul> </li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines</li> <li><input type="checkbox"/> Sequence only some of the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), with the recommended principles and guidelines</li> <li><input type="checkbox"/> Plan an order or sequence of activities that reflects neither the awareness nor the integration of recommended principles and guidelines</li> </ul>   |


| <b>Outcome: Plan a Practice</b>   |  |
|---|--|
| <b>Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations</b> |  |
| <b>Achievement</b>  |  |
| <b>1- Fail</b>  | <input type="checkbox"/> Presence of any of the listed Deal Breakers |


| <b>Outcome: Analyze performance</b>  |   |
|--|---|
| <b>Criterion: Evaluate the efficacy of the athletes/team to perform up to potential in competition</b> |   |
| <b>Achievement</b>   |   |
| <b>5- Highly Effective</b>   | <p><b>Meet “Above Standard” and:</b></p> <input type="checkbox"/> Identify new and Bobsleigh/Skeleton-specific variables that enable Competition – Development coaches to assess the athletes’ efficacy to perform in competition<br><input type="checkbox"/> Make correct links between a variety of elements found in the evidence-based report when assessing the athletes’ efficacy to perform up to potential in competition<br><input type="checkbox"/> Identify optimal strategies that effectively enable athletes to enhance preparedness for competition and/or efficacy to perform<br><input type="checkbox"/> Train other coaches of the Competition – Development context on how to assess and monitor the athletes’ efficacy to perform in competition<br><input type="checkbox"/> The approach developed or used by the coach to assess and monitor his or her athletes’ efficacy to perform in competition is used as a model for other Competition – Development coaches of BOBSLEIGH/SKELETON |
| <b>4- Above Standard</b>   | <p><b>Meet “Standard for Core Certification” and:</b></p> <input type="checkbox"/> Produce an evidence-based report that documents socio-economical factors that may impact the athlete’s situation and ability to perform<br><input type="checkbox"/> Develop a system to collect and manage relevant information about the athletes’ efficacy to perform in competition<br><input type="checkbox"/> Use sophisticated methods and procedures to gather evidence and to judge the athletes’ efficacy to perform up to potential in competition<br><input type="checkbox"/> Regularly assess the athletes’ efficacy to perform up to potential in competition, and monitors progress  |

| <b>Outcome: Analyze performance</b>   |  |
|---|--|
| <b>Criterion: Evaluate the efficacy of the athletes/team to perform up to potential in competition</b>  |  |
| <b>Achievement</b>  |  |
| <b>3- NCCP<br/>Standard<br/>Core<br/>Certification</b><br><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Produce an evidenced-based report that documents the following aspects: <ul style="list-style-type: none"> <li>o team or club short and long-term goals</li> <li>o athletes' short and long-term goals</li> <li>o assessment of the athlete's commitment to training and to competition</li> <li>o assessment of the athlete's motivation for training and for competing</li> <li>o assessment of the athlete's ability to manage distractions before and during competition</li> <li>o assessment of the athlete's ability to focus and concentrate at critical moments of the competition</li> <li>o assessment of the athlete's ability to manage stress before and during competition</li> <li>o assessment of the athlete's ability to effectively cooperate with others during competition</li> <li>o assessment of the athlete's ability to effectively apply tactics (intention, execution, timing, follow-up actions to exploit situation; etc.)</li> <li>o assessment of the group's cohesiveness and ability to function as a collective</li> <li>o assessment of potential sources of conflict or tension among athletes</li> <li>o assessment of the athlete's nutrition or hydration status</li> <li>o assessment of the athlete's general health status</li> </ul> </li> <li><input type="checkbox"/> Identify specific strategies aimed at enabling athletes to enhance preparedness for competition and/or efficacy to perform</li> </ul> |
| <b>2- Below<br/>Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not address all identified elements in the report</li> <li><input type="checkbox"/> Provide an evidenced-based report with insufficient level of detail and/or do not sufficiently identify specific strategies aimed at enabling athletes to enhance preparedness for competition and/or efficacy to perform</li> <li><input type="checkbox"/> Produce an anecdotal report, not an evidenced-based report</li> </ul>   |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>   |


| <b>Outcome: Support the Competitive Experience</b>  |  |
|---|--|
| <b>Criterion: Implement procedures that promote readiness for performance pre-competition</b> |  |
| <b>Achievement</b>  |  |
| <b>5- Highly<br/>Effective</b>  | <p><b>Meet "Above Standard" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition <ul style="list-style-type: none"> <li>o Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance</li> </ul> </li> <li><input type="checkbox"/> Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities</li> <li><input type="checkbox"/> Work with experts in specific areas to enhance pre-competitive procedures</li> </ul> |




| <b>Outcome: Support the Competitive Experience</b>  |   |
|---|---|
| <b>Criterion: Implement procedures that promote readiness for performance pre-competition</b>                                     |   |
| <b>Achievement</b>  |   |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels</li> <li><input type="checkbox"/> Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury)</li> <li><input type="checkbox"/> Present a strategy to monitor competition goals or gather evidence of athlete performance</li> <li><input type="checkbox"/> Work with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition</li> <li><input type="checkbox"/> Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor and provide guidance for nutritional and hydration strategies that will assist athlete’s physical performance in competition</li> <li><input type="checkbox"/> Ensure athletes perform appropriate BOBSLEIGH/SKELETON physical warm-up</li> <li><input type="checkbox"/> Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance</li> <li><input type="checkbox"/> Provide athletes with clear information regarding their roles in order to enhance individual and team performance in competition</li> <li><input type="checkbox"/> Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives</li> <li><input type="checkbox"/> Assess the individual mental state of athletes relative to the demands of the competition</li> <li><input type="checkbox"/> Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction)</li> <li><input type="checkbox"/> Develop a competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition</li> <li><input type="checkbox"/> Identify tactics and strategies that are consistent with athletes’ stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents</li> <li><input type="checkbox"/> Identify tactics and strategies that are consistent with the rules of competition and principles of fair play</li> <li><input type="checkbox"/> Explain tactics and strategies in a way that is clear for the athletes and check for understanding</li> <li><input type="checkbox"/> Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not be prepared and have difficulty organizing athletes for competition</li> <li><input type="checkbox"/> Athletes are unaware of competition schedule or plan</li> <li><input type="checkbox"/> Rush pre-competition preparation and do not make equipment readily available</li> </ul>   |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>  |

| <b>Outcome: Support the Competitive Experience</b>  |   |
|---|---|
| <b>Criterion: Make decisions and interventions that promote Bobsleigh/Skeleton-specific performance during competition</b>        |   |
| <b>Achievement</b>  |   |
| <b>5- Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances</li> <li><input type="checkbox"/> Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance</li> </ul>  |
| <b>4- Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involve non-competing athletes in meaningful roles and learning situations related to the competition</li> <li><input type="checkbox"/> Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate</li> <li><input type="checkbox"/> Communicate with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance</li> <li><input type="checkbox"/> Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.)</li> </ul>  |
| <b>3- NCCP Standard Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe athletes from the most optimal vantage point based on BOBSLEIGH/SKELETON rules and/or competitive objective/goals</li> <li><input type="checkbox"/> Behave in a controlled manner and show respect towards officials, opponents, and own athletes</li> <li><input type="checkbox"/> Make use of the opportunities to interact directly with athletes during competition (time outs; breaks; interventions between matches, etc.) where appropriate as defined by competitive rules for Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Provide athletes with Bobsleigh/Skeleton-specific information that identifies what and how to achieve greater performance by focusing on solutions and potential actions</li> <li><input type="checkbox"/> Ensure that athletes or team are focused on the task, not the result or scoreboard</li> <li><input type="checkbox"/> Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Identify strategies to analyze key performance factors during the competition to assist in correctly identifying potential causes of error, and/or areas for improvement</li> <li><input type="checkbox"/> Make interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies)</li> <li><input type="checkbox"/> Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the Bobsleigh/Skeleton</li> <li><input type="checkbox"/> Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance</li> <li><input type="checkbox"/> Make adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g., injury)</li> <li><input type="checkbox"/> Correctly interpret competitive rules and make necessary adjustments that positively impact athlete or team performance</li> </ul> |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Criticize athletes’ performance during the competition and/or between competitive events</li> <li><input type="checkbox"/> Act distracted during the competition and do not focus on key element in the athlete or team performance</li> <li><input type="checkbox"/> Do not observe athletes performance during the competition</li> </ul>   |
| <b>1- Fail</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>  |





| <b>Outcome: Support the Competitive Experience</b>  |  |
|---|--|
| <b>Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition</b>            |  |
| <b>Achievement</b>  |  |
| <b>5- Highly Effective</b>  | <p><b>Meet "Above Standard" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance</li> <li><input type="checkbox"/> Work with athletes to identify possible adjustments to future training or practice goal and/or objectives</li> <li><input type="checkbox"/> Work with other coaches and/or Bobsleigh/Skeleton-specific specialists in the analysis of the competition to report on and implement strategies to improve subsequent practices</li> <li><input type="checkbox"/> Consult Bobsleigh/Skeleton-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate</li> <li><input type="checkbox"/> Where appropriate, provide opportunities to engage media after the competition to give objective comments on performance</li> </ul>  |
| <b>4- Above Standard</b>  | <p><b>Meet "Standard for Core Certification" and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically reflect on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition</li> <li><input type="checkbox"/> Critically reflect on training orientations and priorities in the Yearly Training Plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition</li> <li><input type="checkbox"/> Critically reflect upon and implement confidence and skill building interventions after the competition</li> <li><input type="checkbox"/> Identify and coordinate a recovery plan that can be accessed by athletes</li> <li><input type="checkbox"/> Critically reflect on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation</li> <li><input type="checkbox"/> Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors</li> </ul> |
| <b>3- NCCP Standard Core Certification</b><br><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved</li> <li><input type="checkbox"/> Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance</li> <li><input type="checkbox"/> Use analysis taken during the competition to review, interpret, and modify individual and/or team goals</li> <li><input type="checkbox"/> Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate</li> <li><input type="checkbox"/> Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances</li> <li><input type="checkbox"/> Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition</li> </ul>   |
| <b>2- Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide athlete with an analysis of the competition, but do not debrief or ask the athletes for input on analysis</li> <li><input type="checkbox"/> Identify some key areas for improvement, but do not provide a plan for implementing improvements in subsequent practices</li> <li><input type="checkbox"/> Reflect on preparation for the competition and interventions used during competition, but do not identify areas for improvement</li> <li><input type="checkbox"/> Ignore athlete(s) after the competition, or berate athlete(s) performance</li> <li><input type="checkbox"/> Do not identify how to factor the athlete/team performance during competition into subsequent practice</li> <li><input type="checkbox"/> Do not implement appropriate recovery or regenerative strategies after the competition</li> </ul>  |

| <b>Outcome: Support the Competitive Experience</b>   |  |
|--|--|
| <b>Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition</b> |  |
| <b>Achievement</b>   |  |
| <b>1- Fail</b>   | <input type="checkbox"/> Presence of any of the listed Deal Breakers |

| <b>Outcome: Support the Competitive Experience</b>   |  |
|--|--|
| <b>Criterion: Oversee logistics/support to create favourable conditions for performance</b>  |  |
| <b>Achievement</b>   |  |
| <b>Highly Effective</b>  | <b>Meet "Above Standard" and:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement adequate contingency plans when confronted with unforeseen or ambiguous factors that affect the competition</li> <li><input type="checkbox"/> Manage assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.) effectively and professionally</li> </ul>   |
| <b>Above Standard</b>  | <b>Meet "Standard for Core Certification" and:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (e.g., thermal stress, altitude, jet lag, time zone changes, pollution)</li> <li><input type="checkbox"/> Develop and communicate written guidelines pertaining to expectations of self, athletes, parents, and other stakeholders before, during, and after competitions</li> <li><input type="checkbox"/> Manage expenses and financial considerations related to competitive event</li> </ul>   |
| <b>NCCP Standard for Core Certification</b><br> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that necessary BOBSLEIGH/SKELETON equipment is ready and available to use, and is in good/safe condition</li> <li><input type="checkbox"/> Provide athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location, rallying points, etc.</li> <li><input type="checkbox"/> Provide clear procedures and team regulations pertaining to expected standards of behaviours while away from home</li> <li><input type="checkbox"/> Coordinate safe and timely athlete and equipment transportation</li> <li><input type="checkbox"/> Clarify competition rules prior to the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders</li> <li><input type="checkbox"/> Ensure that Bobsleigh/Skeleton-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment</li> <li><input type="checkbox"/> Ensure athletes meet nutritional expectations by providing appropriate information on when and what to eat</li> <li><input type="checkbox"/> Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.)</li> </ul> |

|   |   |
|---|---|
| <b>Outcome: Support the Competitive Experience</b>  |   |
| <b>Criterion: Oversee logistics/support to create favourable conditions for performance</b> |   |
| <b>Achievement</b>  |   |
| <b>Below Standard</b>   | <input type="checkbox"/> Do not address major organizational details that have adverse effects on the athletes preparation for competition that were clearly within coaches control |
| <b>1- Fail</b>  | <input type="checkbox"/> Presence of any of the listed Deal Breakers  |

| <b>Outcome: Support the Competitive Experience</b>   |   |
|--|---|
| <b>Criterion: Implement pre-competition mental training procedures that promote readiness for performance</b>                          |   |
| <b>Achievement</b>   |   |
| <b>Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots</li> </ul>   |
| <b>Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots</li> </ul>  |
| <p><b>NCCP Standard for Core Certification</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop focus plans with athletes</li> <li><input type="checkbox"/> Involve athletes in developing focus plans</li> <li><input type="checkbox"/> Incorporate the training of focus into practice</li> <li><input type="checkbox"/> Integrate visualization into athlete’s training plans</li> <li><input type="checkbox"/> Integrate dealing with distractions into athletes’ training plans</li> <li><input type="checkbox"/> Develop outcome, performance, and process goals with athletes</li> <li><input type="checkbox"/> Incorporate the training of focus into the phases and periods of athletes’ training plans</li> <li><input type="checkbox"/> Debrief performance with athletes</li> </ul> |
| <b>Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots</li> </ul>  |
| <b>1- Fail</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>  |

| <b>Outcome: Support the Competitive Experience</b>   |   |
|--|---|
| <b>Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies</b>                     |   |
| <b>Achievement</b>   |   |
| <b>Highly Effective</b>  | <p><b>Meet “Above Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots</li> </ul>   |
| <b>Above Standard</b>  | <p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots</li> </ul>  |
| <p><b>NCCP Standard for Core Certification</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify common injuries in BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Identify prevention and recovery strategies for common injuries in BOBSLEIGH/SKELETON</li> <li><input type="checkbox"/> Incorporate the 12 PAK of performance and prevention into athletes’ training programs</li> <li><input type="checkbox"/> Incorporate dynamic warm-ups into athletes’ training programs</li> <li><input type="checkbox"/> Choose skills and drills that ensure body segments contribute optimally to skill execution</li> <li><input type="checkbox"/> Apply functional evaluations for athletes’ return to play</li> <li><input type="checkbox"/> Apply recovery and regeneration techniques to prevent fatigue and overtraining</li> <li><input type="checkbox"/> Provide athletes and parents with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance in training and competition</li> </ul> |
| <b>Below Standard</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots</li> </ul>  |
| <b>1- Fail</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Presence of any of the listed Deal Breakers</li> </ul>  |





# How to be a better coach



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

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

**Take a stand** against doping and cheating in sport.

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

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sport nutrition tips, read coach stories and more!