



NCCP SWIMMING

COMPETITION-DEVELOPMENT  
ADVANCED GRADATION (CDAG)

EVALUATION TOOLKIT





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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## TABLE OF CONTENTS

1.	INTRODUCTION .....	4
1.1	THE NATIONAL COACHING CERTIFICATION PROGRAM (NCCP) .....	4
1.2	PURPOSE OF THIS DOCUMENT .....	4
2.	GENERAL INFORMATION AND ADMISSION PROCESS .....	4
2.1	SWIMMING CANADA HIGH PERFORMANCE .....	4
2.2	TARGETED COACH AUDIENCE .....	6
2.3	ADMISSIBILITY TO THE PROGRAM .....	7
2.4	ADMISSION REQUESTS .....	7
3.	COACH TRAINING AND ASSESSMENT .....	7
3.2	COACH PATHWAY .....	8
3.3	ACD THEMES AND MODULES .....	8
3.4	SPORT-SPECIFIC MENTORS .....	9
4.	COACH EVALUATION .....	9
4.1	IN-TRAINING EVALUATION .....	9
4.2	IN-COMPETITION EVALUATION .....	9
4.3	EVALUATION THROUGH THE ACD .....	9
5.	SWIMMING CANADA COACH DEVELOPERS .....	11
6.	COSTS .....	12
6.1	FULL PROGRAM, ASSESSMENT INCLUDED .....	12
7.	QUALITY CONTROL AND IMPACT ASSESSMENT .....	12
	APPENDIX A: CDAG OUTCOMES AND CRITERIA EVALUATION .....	13
	APPENDIX B: CHALLENGE PROCESS .....	15
	APPENDIX C: CDAG AND ACD EVALUATION SCALES .....	16
	APPENDIX D: CDAG EVALUATION FORM – SWIMMING CANADA .....	28

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### Version control

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### Main Writer

Suzanne Paulins

### Contributors

Jason Sjostrom

Jodi Hawley

Cari Din

Wendy Dobbin

Pippa Edwards

David Hill

Aurore Monin

Natasha Burgess Johnson

Adam Sollitt

Noreen Murphy

Neale Gillespie

Jacqueline Tittley

Isabelle Cayer

Peter Niedre

Stephanie Lambert

Wayne Parro

Gerard Lauzière

Marie-Pier Charest

### Swimming Canada

Arianna Di Giacomo-Maika

John Atkinson

Iain McDonald

Jackie Cool

Chad Webb

Marta Belsh

Pascal St-Pierre

Pierre Lamy

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## 1. INTRODUCTION

### 1.1 The National Coaching Certification Program (NCCP)

The NCCP is a training and certification program that gives coaches the confidence to succeed.

The NCCP is delivered as a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada (CAC). Since NCCP's inception in 1974, more than a million coaches and sport leaders have taken part in NCCP training, education, and certification activities.

The CAC works with over 65 different national sport organizations (NSOs) across Canada to develop sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport. The workshops range from three-hour, online, introductory workshops for beginner coaches and weekend workshops for intermediate coaches to intensive, two-year training programs for advanced coaches.

### 1.2 Purpose of this document

This manual contains guidelines and procedures to successfully develop and implement the Competition-Development Advanced Gradation (CDAG) context in Swimming.

Participants will receive NCCP credit. They can track their progress in The Locker, the NCCP database that supports the efforts of all Canadians involved in coach education.

## 2. GENERAL INFORMATION AND ADMISSION PROCESS

The CDAG recognizes competencies beyond the minimum standards, and are based on demonstrated expertise within the competition-development context. This program reinforces the competency-based curriculum approach, which begins by identifying the athletes' needs. This approach thereby determines what coaches must be able to do to meet these needs and effectively lead their athletes.

### 2.1 Swimming Canada High Performance

Swimming Canada defines high performance as:

*High Performance - "Top 8 World ranking with continual progression towards, and the achievement of, Olympic podium performances."*

For the Paralympic Program High Performances is defined as: A dedicated training environment, professional coaching supported by science and medicine, in and out of the pool, full-time commitment to achieving life-time best performances when it matters (i.e. – International summer meet) and a Top 5 in the world trending to improvement”

Swimming Canada recognizes that the pursuit of High Performance is a continuum, and that the above definition is broader than simply Olympic and Paralympic medal performances. Therefore, High Performance is viewed based off of three tiers of criteria in priority order (applies to both pool based and open water performances):

1. Podium performance at the Olympic and Paralympic Games
2. Podium performance at the FINA World Championships and WPS World Championships (long course)
3. Swimming in the Final (top 8) at either the Olympic Games or FINA World Championships (long course) or top 5 at the WPS World Championships & Paralympics.

In no particular order, athletes may be identified or targeted as having potential to achieve High Performance if:

- They have achieved published ‘On Track Times’ (podium pathway), and show significant evidence that these ‘On Track Times’ demonstrate continued development of complimentary events that support their primary event focus
- They have won a medal at either the FINA World Junior Championships and/or the Junior Pan Pacific Championships
- They have finished Top 8 at the FINA World Junior Championships
- Top 5 performance at WPS World Series event They are a senior athlete who has made a Top 16 performance at the Olympic Games/FINA World Championships (50m) and continue to post performances that indicate improvement towards Top 8 in the world.
- They are athletes progressing from FINA World Junior Championships and/or the Junior Pan Pacific Championships top 8 toward top 16 in the world.

These criteria do not restrict athletes from achieving High Performance status through these more conventional routes. However, outside of achieving the aforementioned criteria, a significant performance (Top 8) at the Olympic Games or FINA World Championships (long course) or Top 5 at the Paralympics or equivalent would be required to be identified as such. Sport Canada Carding is viewed as a way to support the continued development of targeted Canadian swimmers, and in itself is just one more step along the continuum of performance excellence.

As part of being identified as a High Performance swimmer, or targeted as having potential to achieve High Performance, there is an explicit requirement that the swimmer has a long course-focused training season; for most athletes, peaking only twice for the domestic trials meet and the targeted major summer meet. The swimmer would adhere to a 48+ week Yearly Training Plan, and most meets outside of the Spring Trials and Summer

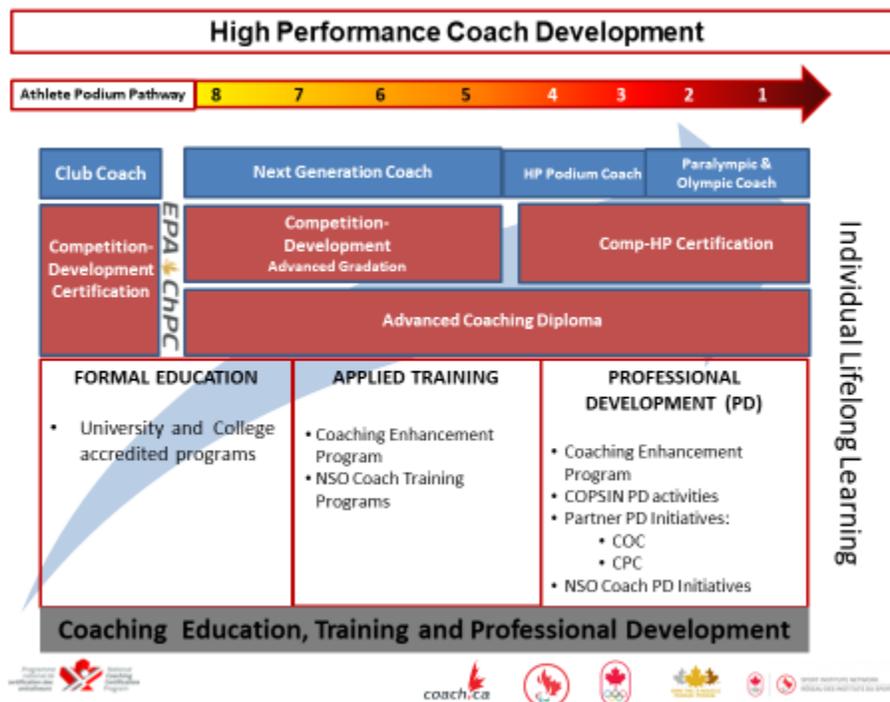
International meets, which are in-season and viewed as opportunities to rehearse long course racing strategies.

With respect to facility use and training space, High Performance training groups that conform to the outlined definitions and terms should be prioritized. Consideration should be given to an extended training group around any High Performance swimmers, provided that the High Performance program can justify alignment with its submitted High Performance Plan. Once the needs of the High Performance program and any extended training groups have been satisfied, the facility should then carefully consider limited access to any unused space and the potential detrimental impact this could have on the high performance group.

## 2.2 Targeted coach audience

High performance coaches are defined as those coaches working with athletes described through the high performance pathway above. The CDAG context is part of the pathway for high performance coaches and targets those who work with athletes in the podium pathway, or in the Train to Compete and Train to Win stages of athlete development (AD). Coaches **may** include:

1. High Performance Centre coaches and targeted Next Generation pathway coaches
2. NSO-identified coaches with potential to develop into coaches of high-performance athletes (those who are progressing along the podium pathway and meeting performance-related benchmarks as high-performance athletes)
3. Post-secondary institution coaches (U SPORTS, CCAA, NCAA)
4. Personal coaches of NSO-identified athletes



## 2.3 Admissibility to the Program

Eligibility is based on 5 selection criteria:

- Coach must have completed or be enrolled in the ACD program<sup>1</sup>;
- Coach must demonstrate suitable education and experience;
- Coach must be endorsed by the relevant NSO (Senior Manager, Domestic Operations);
- Coach must have active swimmers identified through the Swimming Canada Podium Pathway (on-track times);
- Coach must be NCCP Competition-Development Certified (Senior Coach)

## 2.4 Admission Requests

Coaches must complete and submit an application request to their NSO, along with a personal resume, including NCCP number and relevant coaching experience. The NSO is responsible for contacting the relevant Canadian sport centre/institute (CSC/CSI) to inform of a coach's admission. Coaches will then go through [The Locker](#) to register for the appropriate training in the Advanced Coaching Diploma (ACD). To frame the partnership and finalize the admission, a memorandum of understanding will be signed between the NSO, the CSC/CSI, and each coach.

# 3. COACH TRAINING AND ASSESSMENT

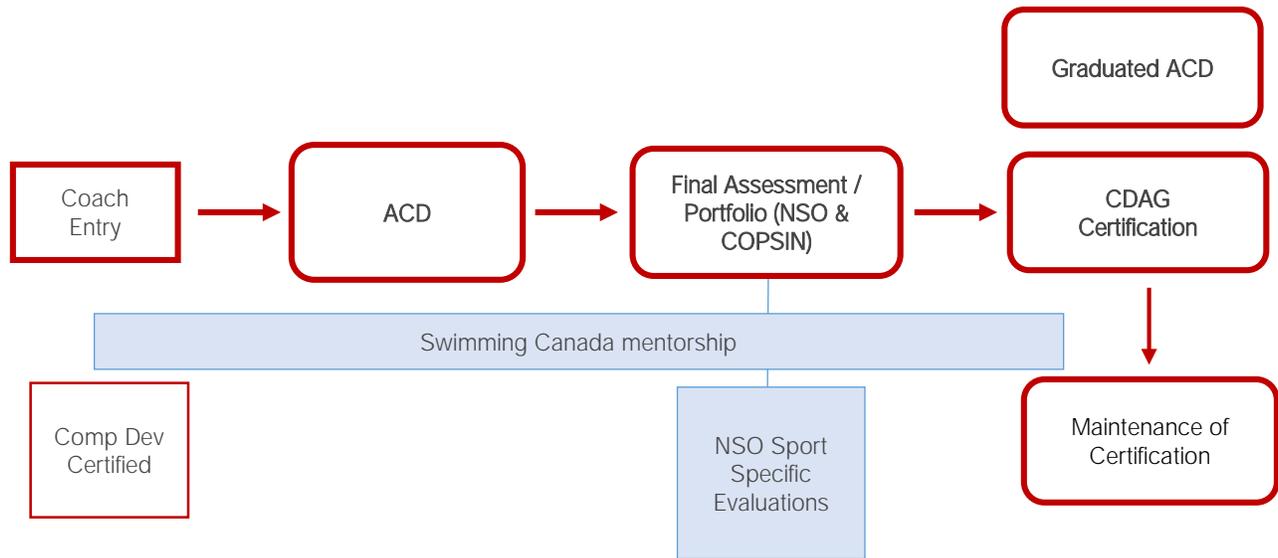
The CDAG outcomes and criteria (Appendix A) build on the minimum standards of both scope and depth for training and evaluation in the Competition-Development context. They are strongly aligned to those of the Advanced Coaching Diploma program, which is delivered through the Canadian Olympic-Paralympic Sport Institute Network (COPSIN). Coaches are trained and evaluated through a combined delivery between the COPSIN and strong partnership with Swimming Canada.

The ACD provides an opportunity for the active coach with a busy schedule to engage in advanced learning, and is available as a two-year, part-time program. Yet, the ACD program may also be obtained in more or less time, depending on the COPSIN's various delivery schedules.

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<sup>1</sup> Admission or Graduation in the Advanced Coaching Diploma does not guarantee CDAG admission as coaches must meet all of the following eligibility requirements

### 3.1 Coach pathway



### 3.2 ACD themes and modules

The ACD program is articulated around 4 themes, including 18 different modules.

<p style="text-align: center;"><b>Coaching leadership theme</b></p> <ul style="list-style-type: none"> <li>• Effective leadership behaviours</li> <li>• Creating your coaching philosophy</li> <li>• Leading change</li> <li>• Living your coaching philosophy</li> <li>• Building effective teams</li> <li>• Leading a program</li> </ul>	<p style="text-align: center;"><b>Performance planning theme</b></p> <ul style="list-style-type: none"> <li>• Profiling sport performance</li> <li>• Developing integrated training plans</li> <li>• Living the training plan</li> <li>• Managing the training plan with a mentor</li> </ul>
<p style="text-align: center;"><b>Coaching effectiveness theme</b></p> <ul style="list-style-type: none"> <li>• Teaching that enables learning</li> <li>• Analyzing and developing skills</li> <li>• Quantifying and monitoring performance</li> <li>• Demonstrating coaching effectiveness</li> </ul>	<p style="text-align: center;"><b>Training and competition readiness theme</b></p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Athlete identification and selection</li> <li>• Preparing for competition</li> <li>• Strategic planning for training and competition</li> </ul>

These 4 themes and 18 modules, along with any additional required NSO activities, contribute to the development of all the required CDAG outcomes and criteria as well as the 5 NCCP core competencies.

Throughout the program, each coach builds a portfolio and gets opportunities for continuous assessment of the criteria.

### **3.3 Sport-specific Mentors**

A coach admitted to the ACD is assigned to two Swimming Canada Mentors

- a) Master Coach Developer (MCD) Mentor  
The role of this mentor is to work with the coach through the ACD portion of their program and attend/participate in the ACD mid-point and final panel assessments. The MCD mentor will also participate in the in-training and in-competition observation, when possible, to support the High Performance Staff mentor.
- b) High Performance Staff mentor  
The role of this mentor is to work with the coach through the in-training and in-competition observation evaluation steps in partnership with the MCD team.

## **4. COACH EVALUATION**

Evaluation happens through the ACD midpoint and final panel assessment, “in-training” and “in-competition” evaluation.

### **4.1 In-Training Evaluation**

Coaches must successfully complete Swimming Canada In-Training evaluation (Appendix A)

### **4.2 In-Competition Evaluation**

Coaches must successfully complete Swimming Canada Evaluation In-Competition (Appendix A)

### **4.3 Evaluation through the ACD**

Coaches must successfully complete evaluations for each of the program modules, mid-point assessment, and final assessment as defined in the ACD Operations Manual. Coaches who have already graduated from the ACD may challenge CDAG certification (Appendix B).

Roles and responsibilities for ACD midpoint and final panel assessment for CDAG are:

- ACD Director (or designate)
  - This individual leads the process in collaboration with the NSO. The ACD director coordinates, in collaboration with the NSO, the scheduling for the respective assessment. The ACD Director and NSO work together to ensure the right experts are available to evaluate the portfolio and the presentations.

- ACD Coach Developers
  - Content specialists deliver the program. They promptly assess the achievement of criteria related to their domain of expertise (for example, psychology, nutrition, performance planning...etc.) by assessing the achieved criteria in the portfolio activities.
  - Mentors and content specialists are assessing the criteria on an ongoing basis throughout the ACD program and at midpoint and final presentations.
  
- ACD panel
  - The ACD Director, ACD Coach Developers (content specialists or mentors as needed) and CAC HP consultant assess the ACD midpoint and final presentations.
  - Together, the ACD panel members decide the coach's ACD graduation.
  - Additional panel members may be recommended.
  - Assessment is based on the program criteria and competencies demonstrated throughout the program.
  
- Swimming Canada Master Coach Developer and High Performance staff mentors, authorized by the NSO to grant CDAG, are part of the evaluation process to mark the CDAG Criteria (Appendix A) and make a final decision on certification.

## 5. SWIMMING CANADA COACH DEVELOPERS

a) Master Coach Developer Mentor

To fulfill their role, CDAG MCD mentors are expected to have:

- full NCCP Master Coach Developer Certification (For more information, please visit: <http://www.coach.ca/coach-developer-training-s16933>)
- taken the NCCP Mentorship module
- current or recent coaching experience as a NCCP-accredited coach

b) High Performance staff mentors are Swimming Canada Staff, or designates as approved by the Swimming Canada HP Director and Senior Manager Domestic Operations. (These HP staff mentor coaches will also be Registered or Chartered Professional Coaches (ChPC) through the CAC).

Swimming Canada will maintain a list of all approved Master Coach Developers and High Performance Staff mentor coaches.

## 6. COSTS

### 6.1 Full program, assessment included

Activity	Cost
ACD Non-refundable application	\$75
Complete ACD	\$4000
Sport fees (CDAG in-training and in-competition evaluation)	\$2000 + evaluator travel costs
CDAG Challenge process	\$2000 + evaluator travel costs \$ ACD Modules Challenge fees

Cost of the ACD program and Sport fees for CDAG in-training and in-competition are the responsibility of the coach. NSO may provide support, upon application, to cover the Sport fees, including evaluator travel costs, for CDAG in-training and in-competition evaluation.

## 7. QUALITY CONTROL AND IMPACT ASSESSMENT

The ACD undergoes a thorough, third-party assessment every 2 years to ensure quality assurance and evaluate impact. The ACD (including its content, delivery, and implementation) is assessed through the coaches, Master Coach Developers, subject matter experts, and ACD Director.

Swimming Canada will measure CDAG quality and impact assessment through the use of the 3+3 survey and evaluation of performance indicators on athlete performance.

- Performance indicators on athlete performance
- Feedback from the coaches enrolled in the program (3+3) Appendix D
- Feedback from the MCDs and HP staff mentors (3+3) Appendix D

Swimming Canada will align the development opportunities, when possible, to the Olympic and Paralympic cycles, to ensure the program is streamlined. This will take into account the difference between a 3-year outlook vs. 6-month outlook for coach candidates and learners.

Appendix A: CDAG Outcomes and Criteria Evaluation

Assessment legend (see Appendix C for detailed scale)

- ND: Not demonstrated
- 1: Above Core Certification
- 2: Highly Effective

NCCP CDAG Evaluation: Outcomes and criteria			
<b>NCCP Outcome: Make Ethical Decisions</b>			
Criteria	ACD mid & final assessment	NSO Observation In-Training	NSO Observation In-Competition
Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics			
<b>NCCP Outcome: Provide Support to Athletes in Training</b>			
Criteria	ACD	NSO Observation In-Training	NSO Observation In-Competition
Ensure that the practice environment is safe			
Implement an appropriately structured and organized practice			
Make interventions that enhance learning and are aimed at improving the athletes' performance			
Make adjustments to practice based on athletes' response to the training task			
Implement protocols and methods that contribute to the development of athletic abilities relevant to sport			
<b>NCCP Outcome: Analyze Performance</b>			
Criteria	ACD	NSO Observation In-Training	NSO Observation In-Competition
Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries			
Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries			
Detect tactical elements that have to be improved or refined to enhance performance			
Correct tactical elements that have to be improved or refined to enhance performance			
Evaluate if athletes' sport-specific fitness level is adequate for performance and for continued progression in the sport			
Perform a thorough analysis of the sport demands at the elite level			

NCCP Outcome: Support the Competitive Experience			
Criteria	ACD	NSO Observation In-Training	NSO Observation In-Competition
Implement procedures to promote readiness for performance pre-competition (mental, environmental, nutritional, logistical)			
Make decisions and interventions that promote sport-specific performance during competition			
Use the competitive experience in a meaningful manner to further athletes' development after competition			
NCCP Outcome: Plan a Practice			
Criteria	ACD	NSO Observation In-Training	NSO Observation In-Competition
Identify appropriate activities in each part of the practice			
Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations			
NCCP Outcome: Design a Sport Program			
Criteria	ACD	NSO Observation In-Training	NSO Observation In-Competition
Outline a program structure based on training and competition opportunities			
Identify appropriate measures to promote athlete development			
Integrate yearly training priorities into own program			
Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations			
Develop a tapering and peaking program in preparation for important competitions			
NCCP Outcome: Manage a Program			
Criteria	ACD	NSO Observation In-Training	NSO Observation In-Competition
Take appropriate measures to promote drug-free sport			
Develop strategies to address and resolve conflicts in sport			
Develop and implement fair selection procedures			
Report on athlete progress throughout the program			
Manage expertise to assist in program development or athlete performance			

Appendix B: Challenge process

Coaches who already graduated from the ACD can challenge CDAG certification.

Step 1	Challenge (if not completed) Advanced Coaching Diploma (ACD) Modules Coaches will need to work directly with the National Sport Institutes and incur any costs associated.
Step 2	CDAG admission
Step 3	Fee payment
Step 4	Completion of observation of in-training and in-competition environments to evaluate sport specific criteria (Appendix A): <ul style="list-style-type: none"> <li>• Swimming Canada Master Coach Developer mentor</li> <li>• Swimming Canada HP staff mentor</li> </ul>
Step 5	NSO requirements review conducted with COPSIN Lead or designate.
Step 6	Decision on achievement of CDAG.
Step 7	Communication of the decision and Action Plan development with the coach for lifelong learning or further training and/or certification.
Step 8	Evaluation activity submitted in the Locker by the Sport-specific coach developer and approved by the NSO and the CAC.

Appendix C: CDAG and ACD evaluation scales

<b>Make ethical decisions</b>	
<b>Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics.</b>	
Highly effective	Coach's philosophy and behaviours are used as a model by the sport. Train other coaches of the Competition – Development context on how to develop an ethical coaching philosophy and behave consistently with it. Make consistent values-based decisions especially in difficult situations. Support/mentor other coaches of the Competition-Development context in the implementation of their coaching philosophy, ethical behaviours, or self-reflection process.
Above core certification	Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics. Act consistently with stated philosophy, values, goals and applicable code of conduct. Role models the expected level of commitment and passion, recognizing potential distractions and minimizing their impact on own performance and that of others. Accepts accountability and responsibility for decisions and actions, critically reflects on constructive feedback, and evaluates personal leadership practices to refine them and achieve success.
<b>Provide Support to Athletes in Training</b>	
<b>Implement an appropriately structured and organized practice</b>	
Highly effective	Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice. Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice. Work with other coaches to define appropriate roles in the organization and structure of practice. Give athletes opportunities to apply creative solutions and offer suggestions that enhance the learning environment. Structure and organization of the practice are used as a model for other coaches.
Above core certification	Deliver activities appropriately sequenced for optimal adaptation and address individual athlete needs in a way that preserves the practice structure and organization for the group. Practice activities 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, enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition. Implement appropriate mental training strategies during the practice to assist athletes to achieve task, goal, or practice objectives based on demands that may be encountered during competition. During the debrief, the coach assesses how the planned session varied in relation to the practice that was actually implemented, and rationalizes reasons for changes and rationalizes goals and key activities used during the practice.

<b>Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport</b>	
Highly effective	Develop new and innovative general and/or sport-specific training protocols that are consistent with scientific principles. Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities. Use of methods and protocols by the coach to develop and/or maintain athletic abilities relevant to swimming are used as a model for other coaches of the Competition – Development context
Above core certification	Select and implement correctly relevant training protocols and methods to address individual athlete weaknesses. Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc. Consult with specialist(s) (physiotherapists, doctors, trainers) to identify new and advanced strategies, consistent with current scientific research data and sport-specific observations at the elite level, and enhance training
<b>Ensure that the practice environment is safe</b>	
Highly effective	Implement safety measures and preventive actions that reflect learning from past experiences. Share reflections on established sport risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in sport. Recommend actions or procedures that can contribute to enhancing established safety practices. The coach's safety measures and preventive actions are used as a model within the sport.
Above core certification	Present a health and safety audit that identifies risks and actions to reduce, eliminate, or transfer risk for the athletes. Demonstrate creation and management of an inclusive, doping- and abuse-free training culture
<b>Make interventions that enhance learning and are aimed at improving the athletes' performance</b>	
Highly effective	Prescribe highly individualized or adapted activities that will assist the athlete, unit, or team in making decisions, self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems. Upon request, provide appropriate rationale for coaching decisions, and describes why adjustments were necessary and how they enhanced the achievement of the intended objectives. Use technology effectively to analyze athlete and coach performance. Seek expertise to investigate how and when alternative methods can be implemented in training and introduced in real competitive situations and to determine their effectiveness. Model and teach effective coaching interventions to other coaches at the same context.
Above core certification	Prioritize practice objectives / goals based on analysis of competition to effect better performance. Identifies key performance indicators, and ensures those are well understood by the athlete. Uses innovative demonstrations, diagrams, simulations, etc. to model and represent correct performance. Extracts key variables from observations and prioritizes those that appear to have the highest impact on performance. Identifies potential causes of errors and possible corrective interventions that could impact skill performance. Identifies or develops

	<p>interventions that are encouraging, evaluative, prescriptive, and descriptive, and consciously selects the right type given the circumstances. Consciously determines when to inhibit feedback to promote critical thinking and consistently uses quality questions to facilitate awareness and promote critical thinking. Effectively communicates corrections to athletes and/or other coaches and encourage calculated risks in accordance to the NCCP Code of Ethics.</p>
<p><b>Make adjustments to the practice based on athletes' response to the training activities</b></p>	
<p>Highly effective</p>	<p>Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives. Make adjustments to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and sport psychologists). Create modifications that can be made to activities given specific training objectives and athlete needs.</p>
<p>Above core certification</p>	<p>Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions. Adjust progressions to ensure optimal achievement of practice objectives, to respond to specific conditions or logistics (e.g., weather, timing, available resources, etc.) and to reduce the risk of injuries. Identify monitoring strategies that could be used in the practice to assist in providing augmented feedback. Adjust the work intensity, work periods, or length of breaks as necessary to account for athletes' fitness and/or fatigue, consistent with intended goals. Identify adjustments in practice. Provide relevant rationale for choices.</p>
<p><b>Analyze Performance</b></p>	
<p><b>Detect tactical elements that have to be improved or refined to enhance performance</b></p>	
<p>Highly effective</p>	<p>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. Coach's approach/method for analyzing technical performance is used as a model by the sport.</p>
<p>Above core certification</p>	<p>Prioritize factors (Equipment, Environment, Physical, Psychological, Technical and Tactical) that impact tactical performance. Use a variety of observational strategies to identify the most critical aspects of tactical performance. Make appropriate use of technology/methods to conduct tactical analyses and monitor (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance and identify gaps that exist between current athlete tactical abilities and the optimal tactical demands required. Provide a rationale for identifying appropriate tactics/strategies that need improvement based on sport-specific analysis of performance of own athletes, or opposition where appropriate. Consistently communicate how and why the critical error contributes to the performance. Makes use of developed tools or strategies to monitor tactical factors that may impact performance.</p>

<b>Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.</b>	
Highly effective	Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance. Coach's approach/method for analyzing technical performance is used as a model by the sport.
Above core certification	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. Extract key variables from observations and prioritize those that appear to have the highest impact on performance. Identify potential causes of errors and possible corrective interventions that could impact skill performance. Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical element and to identify potential risks of sport injury resulting from incorrect technical execution. Consistently communicate how and why the critical error contributes to the performances. Assist athletes in developing their own skills in analyzing key tactical factors and to understand how and why they affect overall performance.
<b>Correct tactical elements that have to be improved or refined to enhance performance</b>	
Highly effective	Based on the estimated amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on future training activities and on the athlete's ability to perform in competition, and make appropriate decisions. Work with other coaches to correct tactic/strategy and mentor other coaches to identify optimal corrective measure. Coach's approach/method for correcting tactics/strategies is used as a model by the sport.
Above core certification	Select the appropriate intervention given the circumstances and the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance. Prescribe highly individualized or adapted activities to assist the athlete or team in applying the appropriate tactic/strategy. Consistently identify why the correction will have a beneficial effect on performance, what to improve, and how to improve tactical performance.

<b>Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries</b>	
Highly effective	Based on the estimated amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities and on the athlete's ability to perform in competition, and make appropriate decisions. Work with other coaches to correct athlete performance and mentor other coaches to identify optimal corrective measure. Coach's approach/method for correcting technical performance is used as a model by the sport.
Above core certification	Select the appropriate intervention given the circumstances and the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance. Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction and use appropriate time within a training session to address technical skill development. Consistently identify why the correction will have a beneficial effect on performance, what to improve, and how to improve technical performance.
<b>Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport</b>	
Highly effective	Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results. Present the evaluation of sport-specific fitness/athletic abilities as a model for other coaches in swimming. Contribute to the development of new and innovative general and sport-specific evaluation methods, consistent with scientific principles. 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.
Above core certification	Use new and innovative evaluation protocols consistent with current and emerging scientific research data and sport-specific practices at the elite level to conduct performance analyses on individual athletes during the program at regular intervals and critical times. Implement a regular monitoring system to evaluate fatigue to prevent overtraining, minimize injuries, track the evolution of specific performance factors/abilities and measure athlete progress. Use objective performance indicators and cross-reference this data in a systematic manner with athlete / team goals and observed progress in training to determine whether a specific intervention is needed to make short and mid-term adjustments to the athletes' training program and articulate a sound, evidence-based rationale for doing so. Planned activities address specific short-term needs identified during competition performance analyses, without jeopardizing overall mid- and long-term goals.
<b>Perform a thorough analysis of the sport demands at the elite level.</b>	
Highly effective	Cross-reference analyses of the demands of swimming with the results of performance analyses of the athlete. Train other coaches on how to use analyses of the demands of swimming 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 and identify program priorities and needs at Competition – Development. Use analyses to contribute to formalizing swimming knowledge and

	train other coaches of the Competition – Development context. Describe the gold medal profile of the sport/event coached (if relevant).
Above core certification	Precisely identify the actual social/training/competitive conditions of athletes and program, and identify discrepancies between those and the demands of swimming at the elite level. Analyze the conditions conducive to the achievement of the highest levels of performance in the sport. Identify critical information and/or statistics that help to describe the requirements of the sport and use collected data to identify short- and mid-term priorities to facilitate continued progression in the sport. Identify trends at the elite and/or international levels that may impact athletes of the Competition – Development context training.
<b>Design a sport program</b>	
<b>Outline a program structure based on training and competition opportunities</b>	
Highly effective	Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression. Yearly program plan is used as a model for other coaches of the Competition – Development context.
Above core certification	Identify a series of long-term benchmarks (athlete / program) with key performance indicators that can be monitored on a regular basis. Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program. Identify goals and objectives that clearly link to the key performance indicators identified. Present yearly planning calendar that identifies major program orientations (goals and objectives) related to all important performance factors. Identify relative importance of competition in Yearly Training Plan, determine if yearly program should be based on a single or double periodization approach, and identify appropriate periods/phases.

<b>Integrate yearly training priorities into own program</b>	
Highly effective	Factor in critical programming decisions that have to be made to the Yearly Training Plan in order to address/correct specific performance factors, and re-adjust training priorities and objectives in a way that (1) reflects the anticipated time required to induce the desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors.
Above core certification	Prioritize all key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of such factors/components/objectives with each period of the plan (Equipment, Environment, Psychological, Physical, Tactical, Technical) in each phase of the plan. Identify adjustments to NCCP or NSO template to better reflect own program situation, while remaining consistent with NCCP or NSO long-term athlete development guidelines, and Canadian Sport for Life principles.
<b>Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations</b>	
Highly effective	Make modifications to the objectives, duration, and methods used in certain sessions to optimize adaptations, and provide rationale for such decisions based on specific evidence gathered from observation and athlete monitoring. Make optimal use of the principles and guidelines related to the proper sequencing of training sessions during a week given the logistics and constraints of the Yearly Training Plan.
Above core certification	Determine the total number of practices and the duration of each practice for a given week in the plan. Identify appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors for a given week in the plan. Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance, and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc. Provide an explanation for each recovery strategy (method, technique or modality), and a brief rationale for choosing a particular strategy.
<b>Develop a tapering and peaking program in preparation for important competitions</b>	
Highly effective	Document the effects of planned tapering and peaking procedures, and use this to contribute to the advancement of knowledge in the sport and a model for other coaches. Customize programming decisions in the area of peaking and tapering on the basis of evidence and analyses from previous implementations.
Above core certification	Design a peaking and tapering program that spans over a period longer than one week, consistent with established procedures in swimming or scientific evidence that indicates an awareness of specific individual athlete needs. Develop a peaking index that identifies appropriate adjustments in volume and intensity prior to important competitions and adapt tapering and peaking procedures to key competitions of the Yearly Training Plan.

<b>Identify appropriate measures to promote athlete development</b>	
Highly effective	Identify systemic strategies or measures to offset critical program elements that are prevalent in the sport, and that show major inconsistencies with recommended guidelines on long-term development in sport and physical activity available through the NCCP or the NSO. The remedial measures or solutions developed are used as a model for other coaches of the Competition – Development context.
Above core certification	Determine if trends observed in own program are generalized with the sport. Propose solutions that describe sound, remedial, or other corrective measures in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with swimming’s athlete/swimmer development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles.
<b>Plan a practice</b>	
<b>Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations</b>	
Highly effective	Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice. Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a swimming practice. Coach’s approach/method for sequencing activities during a practice is used as a model by the sport.
Above core certification	Given (1) the training objectives sought for the practice and (2) the activities to be accomplished, provide a progression that reflects knowledge and understanding of the athletes’ response to specific loading parameters and patterns. Activities, their associated duration, and conditions of execution are appropriate for each segment. Activities are consistent with training priorities and developmental objectives of swimming’s yearly program. Plan identifies optimal use of the training time and equipment available to promote a high degree of active engagement, learning, and training on the part of athletes.
<b>Identify appropriate activities in each part of the practice</b>	
Highly effective	Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete. Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives. Evidence contributes to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis. Use health care professionals and other consultants to ensure a safe training environment.
Above core certification	Provide a clear rationale for the goal and/or objective of each activity. Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects. Integrate activity modifications that increase athlete cognitive effort and provide appropriate technical, tactical, physical challenges. Create activities for the specific needs of the participant or team based on analysis of performance in

	competition or decision-making point of view. 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) and enable athletes to take greater ownership over decisions that may be required during competition.
<b>Support the Competitive Experience</b>	
<b>Implement procedures that promote readiness for performance pre-competition (Nutritional, Mental, Environmental, Logistical)</b>	
Highly effective	Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance. Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities. Work with experts in specific areas to enhance pre-competitive procedures. Make appropriate use of technology methods to conduct advanced tactical analyses (specialized software, video, simulators) and produce evidence to reinforce observations.
Above core certification	Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels. Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury). Present a strategy to monitor athletes for acclimatization to environmental factors and competition goals, or gather evidence of athlete performance and make adjustments to enhance performance. Work with other coaches, support staff, and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition. Analyze the results and document specific conclusions.
<b>Make decisions and interventions that promote sport-specific performance during competition</b>	
Highly effective	During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances. Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance.
Above core certification	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. Use or develop tools to gather notational data during the competition and evaluate the tactical performance of athletes for the purpose of making on-site decisions or corrective interventions. Utilize tools or strategies to monitor tactical factors that may impact performance. When necessary, makes adjustments to initial tactics and strategies and identify measures and actions that should be implemented by the athlete. Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate and involve non-competing athletes in meaningful roles and learning situations related to the competition.

<b>Use the competitive experience in a meaningful manner to further athletes' development after competition</b>	
Highly effective	Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance. Work with them and other coaches or experts to identify and implement adjustments to future training or practice goals and/or objectives. Consult sport-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate. Where appropriate, provide opportunities to engage media after the competition to give objective comments on performance.
Above core certification	Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors. Critically reflect on training orientations and priorities in the Yearly Training Plan and on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition. Determine if adjustments are warranted based on athletes' results and/or behaviour in competition. Identify and coordinate a relevant recovery plan that can be accessed by athletes.
<b>Manage a Program</b>	
<b>Develop strategies to address and resolve conflicts in sport</b>	
Highly effective	Work with other coaches (assistants) to help them develop strategies to resolve conflicts encountered during their coaching. Mentor others (e.g., athletes, parents, officials, and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context.
Above core certification	Develop proactive strategies to address situations where team members do not meet expectations (performance, behaviour, or expectations). Share relevant information with expert(s) about the athletes and the program at the appropriate level of confidentiality and ensure members of the IST operate within established organizational policies and ethical parameters as identified by the CCES or provincial/territorial legislation. Deal with where athlete(s) do not meet expectations (performance, behaviour, or expectations) by using proactive strategies and in a manner that is assertive and conducive to the resolution of conflicts. Manage and resolve value-based conflicts and issues related to program change or innovation in ways that support team mission and enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques.
<b>Manage expertise to assist in program development or athlete performance</b>	
Highly effective	Recruit, supervise, and evaluate performance of assistant coaches and other program staff. Seek, through consultation and research, new or alternative approaches that have the potential to enable optimal performance. Consciously prepare for various situations/events that are predictable in competitive environments. Evaluate the contribution of expert(s) against success indicators and athlete feedback and make recommendations on their continued involvement and cost-effectiveness.

Above core certification	Create an environment which results in trust and respect among team members. Maintain effective working relationships with assistant coaches, experts, and other support personnel. Display emotional maturity, remain in control in difficult or stressful situations, recognize potential distractions, and minimize their impact on own performance and that of others. Develop, clarify, and adapt the roles and responsibilities of team members. Ensure members of the IST operate within established organizational policies and ethical parameters as identified by the CCES or provincial/territorial legislation. Identify appropriate staff for a project, and where appropriate, specify job descriptions and expectations. Schedule activities on a timeline that prioritizes those that require longer advance preparation. Share relevant information with expert(s) about the athletes and the program at the appropriate level of confidentiality.
<b>Report on athlete progress throughout the program</b>	
Highly effective	Based on analyses, critically reflect on the efficiency of certain established or common practices and procedures within the sport and identify new or alternative methods that have the potential to address current performance issues. Engage stakeholders in the development and implementation of program decisions in order to create positive change. Review programs, initiatives, and recommendations made by experts to ensure they are appropriate to the stages of development of athletes, program objectives, ethical practices, and current policies. Provide leadership that helps to create a clear vision of where to go and what to do next in order for athletes to continue to progress and achieve the desired performance levels.
Above core certification	Track specific athlete performance factors over an extended period of time. Can use objective performance indicators to cross-reference the data and conduct systematic, ongoing reviews and monitoring of program. Analyze the gaps that exist between the current state and perceived best practice. Communicate with specialists, other coaches, or athletes to identify training and practice considerations. Evaluate the effectiveness of the plan through research of potential alternative methods/approaches. Use a systematic approach in planning changes to the strategic program and intervenes where necessary to ensure corrective measures are implemented. Engage athletes and other key stakeholders (parents, club authorities, sport administrators, etc.) in a dialogue on how to address some of the issues identified around athlete progress.
<b>Develop and implement fair selection procedures</b>	
Highly effective	Work collaboratively with other coaches, clubs, and stakeholders to create a coordinated network and system for the identification and recruitment of talent. Develop and implement measures, criteria, and procedures that produce a fair, transparent, and ethical process for athlete identification and recruitment in their program. Using web-based or other mediums, communicates the talent identification and talent development initiatives and opportunities available in their program to athletes, parents, clubs, and other stakeholders in the development stream.

Above core certification	Develop and publish selection criteria and procedures in a manner that is consistent with NSO/PSO guidelines. Provide precise and appropriate selection criteria and procedure in advance of selection camps and / or competitions. Produce a rationale for athlete selection that reflects the correct application of the published criteria and procedures and submits it on time to the designated NSO/PSO official. Announce athlete selection publicly according to NSO/PSO policies, maintaining the required level of confidentiality. Ensure there is a reasonable time period in which to inform non-selected athletes of the decision, and engage in a dialogue about the rationale for the decision and alternatives to prepare for future selection. Identify appeal procedures and guidelines to be used in the event of a selection dispute. Share ideas, strategies, etc. with coaches, clubs, administrators, and other key stakeholders in the Competition-Development stream in support of cohesive approaches to the systematic development of athletic talent.
Take appropriate measures to promote drug-free sport	

Appendix D: CDAG Evaluation Form – Swimming Canada

CDAG 3+3 Feedback for Coaches, MCDs, and HP Staff Mentors

Name:

Please list three things you felt were positive about your participation in the CDAG program:

- 1.
- 2.
- 3.

Please list three things you think we (Swimming Canada) could consider improving or implement in the future with regards to the CDAG program:

- 1.
- 2.
- 3.



Photo: Wheelchair Basketball Canada

## Coaching Athletes With A Disability

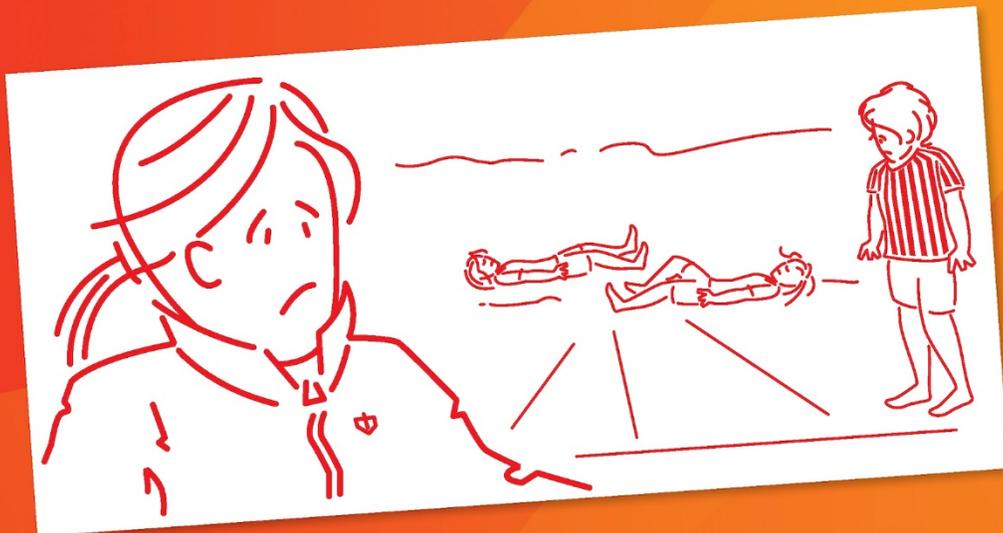
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