



Coaching
Association
of Canada



National
Coaching
Certification
Program



How to Develop LEARNING FACILITATORS

Multi-Sport Learning Facilitators in British Columbia



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INTRODUCTION

This policy was created to ensure that all of British Columbia's multi-sport Learning Facilitators (LFs) meet a minimum standard of competency in planning, preparation and course administration, program delivery/facilitation, knowledge of the NCCP structure and professionalism based on the NCCP philosophy. This document is intended to aid the Coaches Association of British Columbia (Coaches BC) in effectively and efficiently identifying, selecting, training, and evaluating multi-sport LFs.

Learning Facilitator development is designed to provide LF Candidates with the basic skills they will need to facilitate NCCP workshops. LF Candidates acquire and refine these skills in an eight-step development process called the Pathway for Learning Facilitator Development.

This document also includes a number of required forms and templates used in different steps of the Pathway.

Note: This document is one of a set of three documents collectively called the *Learning Facilitator Handbook*. The other two documents are:

- ❑ *Learning Facilitator Handbook: Reference Material*
- ❑ *Learning Facilitator Training Workshop*

THE PATHWAY FOR LEARNING FACILITATOR DEVELOPMENT

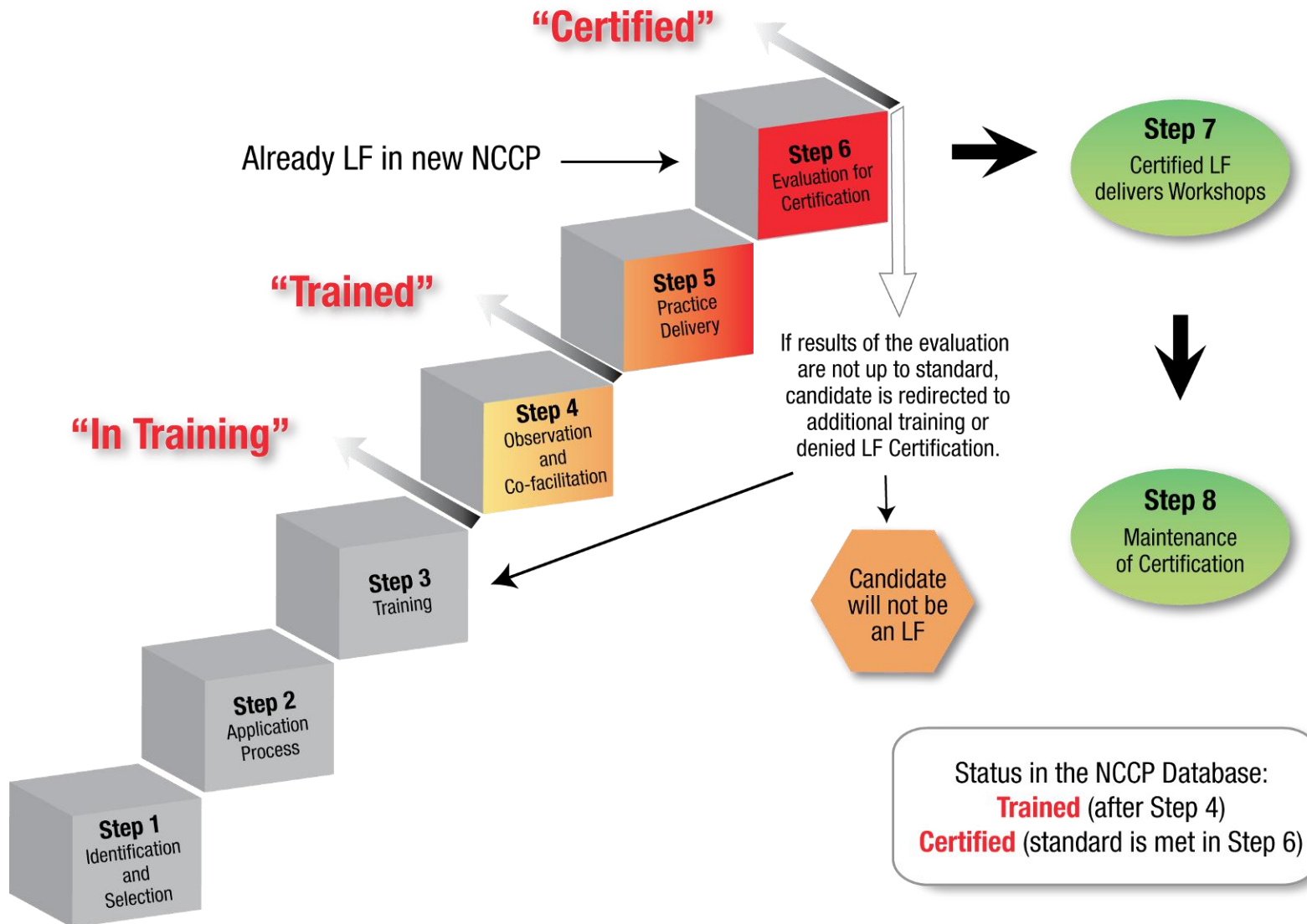
The Pathway for LF Development consists of these eight steps:

- Step 1: Identification and Selection of Learning Facilitator Candidates
- Step 2: Application Process
- Step 3: Training
- Step 4: Observation and Co-facilitation
- Step 5: Practice Delivery
- Step 6: Evaluation for Certification
- Step 7: Certified LF Delivers Workshops
- Step 8: Maintenance of Certification

See the next page for a diagram of the Pathway.

The individual steps in the Pathway are described in the pages that follow the diagram.

Pathway for Learning Facilitator Development



STEP 1: IDENTIFICATION AND SELECTION OF LEARNING FACILITATOR CANDIDATES

Within the NCCP competency-based approach, the role of the Certified LF is considered a facilitator of learning (guide from the side) instead of the focus being subject matter expert and instructor (sage on the stage), as was in the “Theory” portion of the previous version of the NCCP program. Therefore, Certified LFs should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach for the multi-sport modules. (See Appendix G for Multi-Sport Modular Course Descriptions)

LF Candidates with a background that includes academic work (degrees, diplomas, certificates), professional development and in-service experiences, advanced coaching credentials, qualifications and experience in teaching and facilitating adults, along with other proficiencies and experience, will be considered for selection as an LF. The following are the Minimal Standards for LF Candidates in British Columbia. (See Appendix A for a detailed British Columbia LF Application Form)

- a) Academic Education: A Relevant Bachelor Degree in Sport Development, Coaching, Kinesiology, Human Kinetics, Human Performance, or Physical Education.
- b) Adult Education Experience (Formal Credit and Informal Non Credit Instruction): A candidate should have successfully taught, and evaluated, learning in formal adult education credit courses during the past 2 years.

Alternatively/Additionally: Candidates may present, in lieu of (or in addition to) the above, his/her informal adult education experiences in Non Credit Instruction during the past 2 years (e.g. Continuing Studies, Continuing Education).

Alternatively/Additionally: Candidates may present, in lieu of (or in addition to) the above, his/her coach education experiences as instructor of the technical component of one or more sports during the past 2 years.

- c) Coaching Education/Certification:

Coaching Association of Canada (CAC) Policy 4.1.2

To qualify for selection as a Learning Facilitator, an individual must have successfully completed the context-specific online evaluation of Make Ethical Decisions. In addition, the individual must meet the following context-specific prerequisites:

Competition — Introduction

- Pre-2010: Course Conductor in Levels NCCP OR Level 3 certified coach in Levels NCCP OR Competition – Introduction Trained AND have successfully completed the online evaluation for Make Ethical Decisions in the Competition – Introduction context.*
- Post-2010: Course Conductor in Levels NCCP OR Level 3 certified coach in Levels NCCP OR Competition – Introduction Certified.*
- Post-2012: Competition – Introduction Advanced Certified.*

Competition — Development

- Pre-2012: Level 3 Course Conductor in Levels NCCP OR Level 3 certified coach in Levels NCCP OR Competition – Development Certified.*
- Post-2014: Competition – Development Advanced Certified.*

- d) Competitive Coaching Experience: Candidates must have a minimum of 5 years of recent competitive coaching experience involving the NCCP's "Beginning Competition" level and/or the "Developmental" level and/or the "High Performance" level.
- e) Membership/Affiliations: Candidates must be current members in good standing of Coaches BC.

Facilitation Competencies Required

The NCCP is a competency-based system which, by definition, stresses "Essential Abilities" or "What Learners Do" with their knowledge. This encompasses LFs and places equal emphasis on a number of specific facilitation competencies required of the LF Candidate as listed below:

- Coaching experience in a competitive coaching situation.
- Teaching and facilitation experience in an adult education environment.
- Ability to demonstrate a thorough understanding of the new NCCP structure.
- Ability to apply the principles of adult learning in facilitating the courses.
- Subject matter expertise in the various modules offered.
- Ability to demonstrate an understanding of and clearly articulate how to apply the content, reference materials, and the learning process to achieve the various learning outcomes.
- Ability to relate to coaches of various sports in this specific context through sound facilitation interventions, reflection and summative and formative feedback.
- Ability to demonstrate an understanding of and competence in the use of the technology e.g. computers, internet.
- Ability to lead a learning situation using effective communication and presentation skills such as listening, clarifying, reflecting, questioning, reviewing and debriefing.
- Ability to engage learners.
- Ability to value diverse perspectives, opinions, and ideas.
- Models behaviours that are consistent with the NCCP Code of Ethics, values, and philosophy.
- Work as a team member with other LFs and program administrations to affect ongoing development of the program.
- Demonstrates professionalism as a coach educator.

Competencies of the LF Candidates are indicated on the LF Evaluation Form (see Appendix F).

Note: When establishing a pool of candidates, Coaches BC tries to balance the regional training requirements with the need to have appropriate representation of all regions in British Columbia.

If all the criteria are met, there are two ways to become an LF candidate:

- Master Learning Facilitators (MLFs), Advanced Learning Facilitators (ALF) and Coaches BC can identify LF Candidates.
- Individuals can nominate themselves.

STEP 2: APPLICATION PROCESS

All candidates interested in becoming a multi-sport Certified LF are expected to complete and submit the following information:

- Cover Letter
- Completed Application Form (Appendix A)
- Signed British Columbia Learning Facilitator Code of Conduct (Appendix B)
- Transcript of Official NCCP Certification Status (with indication of successfully completed Make Ethical Decisions Online Evaluation – 90% or more)
- Personal Resume

Once the LF Candidate has completed the application form and all the relevant documents, he/she sends them to Coaches BC by one of the following medias:

Email (*preferred method): lwatson@coachesbc.ca

Address: Coaches Association of BC
#200 – 3820 Cessna Drive
Richmond, BC
V7B 0A2

Coaches BC will then review the applications and related qualifications of the candidates and select the most qualified candidates. These candidates move on to Step 3 in the Pathway.

Note: Coaches BC has the right and responsibility to limit the number of LF Candidates selected in some regions based on priority and need in that area.

Taken together, Step 1 and Step 2 constitute the <i>selection</i> of Learning Facilitators.

STEP 3: TRAINING

The purpose of LF Training is to provide LF Candidates with the basic skills they need to facilitate an NCCP workshop.

The Learning Facilitator Training Workshop consists of eight modules. Every LF Candidate must attend Modules 1 through 8 of the training.

CAC Policy 4.1.3.

All NCCP Learning Facilitators must be formally trained or mentored or both. Training must address all of the Learning Facilitator specific outcomes identified in the Learning Facilitator Handbook.

Following the Learning Facilitator Training Workshop, LF Candidates complete a self-assessment of their facilitation skills and knowledge acquired during the workshop. The ALF reviews each LF Candidate's self-assessment and proposes an appropriate Action Plan (Appendix D).

The MLF forwards the record of the training of the LF Candidate to Coaches BC, and Coaches BC then forwards a registration form to the CAC for entry into the CAC database (Trained LF).

Upon completion of the Learning Facilitator Training Workshop, all individuals will be registered on the Coaching Association of Canada database as "trained" Learning Facilitators, but not yet "certified". This certification will only come about as a result of a successful evaluation of their abilities and their competency level in this new education paradigm (see Steps 4-6). This will require newly Trained LFs to meet a number of minimum standards to achieve and maintain their certification.

STEP 4: OBSERVATION AND CO-FACILITATION

After completing all 8 Modules of the Learning Facilitator Training Workshop, Trained LFs are required to observe a complete workshop of the context being trained in. Trained LFs must observe a facilitator who is either a Certified LF or an ALF. Trained LFs are required to prepare a report analyzing the workshop for the LF they observed.

Trained LFs are then required to co-facilitate a portion of a workshop. LFs in training in the Competition stream are required to co-facilitate for a minimum of six hours.

CAC Policy 4.1.4

Learning Facilitators with Trained status must co-facilitate with a Certified Learning Facilitator or an ALF.

After each observation session, the Certified LF or ALF uses the LF Co-facilitation Assessment Tool (Appendix C) to debrief the Trained LF (use Appendix E, LF Observation Tool-Data Collection, to record feedback). The Certified LF or ALF also updates the Trained LF's Action Plan (Appendix D) to guide the Trained LF in his or her development.

The first time a Trained LF co-facilitates a workshop, it must be with either a Certified LF or an ALF. Future co-facilitations may be with another Trained LF if they have satisfactorily co-facilitated with a Certified LF or ALF. The co-facilitators must agree on the modules each will present during their workshop. A debriefing session takes place after each co-facilitation, and each of the Trained LF updates his or her Action Plan.

STEP 5: PRACTICE DELIVERY

In this step, the final step before evaluation, the Trained LF delivers a workshop independently.

It is recommended that Trained LFs perform at least two independent facilitations before moving on to Step 6, Evaluation for Certification. This will provide each candidate with the opportunity to become familiar with the program's content and the appropriate timelines required for successful delivery. Following each independent facilitation, Trained LFs complete a self-assessment of their facilitation skills and debrief with an ALF (in person or by telephone) using the LF Co-facilitation Assessment Tool (Appendix C). Trained LFs update their Action Plan again, this time with a plan to improving their next independent facilitation.

STEP 6: EVALUATION FOR CERTIFICATION

In this step, a Trained LFs knowledge, skills, and attitudes are evaluated. The evaluation process helps Trained LFs achieve certification by acknowledging the skills they have acquired and, if necessary, identifying the components that need improvement before certification will be granted. Trained LFs will be evaluated on their ability to effectively deliver the program content, and not on the participant coach's ability to perform at the completion of the course.

The NCCP expects Certified LFs to guide coaches in the development of the five core competencies (valuing, interacting, leading, problem-solving, and critical thinking) by engaging them in their own learning. Trained LFs will be trained and evaluated on the basis of their ability to do the following:

1. Implement an appropriately structured and organized workshop.
2. Facilitate the achievement of outcomes or learning objectives.

3. Display appropriate communication and leadership to enhance coach learning.
4. Manage administrative aspects of the modules and the NCCP.
5. Manage the group to optimize coach learning.

Competencies of the Certified LF are also indicated in the LF Evaluation Form (Appendix F).

Evaluation of facilitation competencies is a fundamental part of the LF Training Program. Applicants must be receptive to developing and applying a broad repertoire of facilitation competencies and to having these assessed by a Certified LF or MLF.

CAC Policy 4.1.5

All NCCP Learning Facilitators must be successfully evaluated by an Advanced Learning Facilitator while facilitating a workshop to become a Certified Learning Facilitator. Only Certified Learning Facilitators may facilitate independently. (Note: Coaches BC has changed CAC policy to read “Advanced” from the original “Master” to reflect BC’s terminology and structure)

Evaluation Process

When Trained LFs believe that they are ready to be evaluated, they choose the workshop date on their schedule when they want to be evaluated. The Trained LF must give at least one month notice so that Coaches BC has time to contact and arrange a Certified LF or MLF to perform the evaluation. Note: All Learning Facilitators must be evaluated no later than one year from the time that they have completed their training and one Certified LF or MLF will be assigned per course being reviewed (including video submissions, if required).

The Certified LF or ALF will attend the first day of the workshop to conduct the evaluation of the Trained LF. The LF Evaluation Form (Appendix F) will be used as the tool in observing and evaluating the Trained LF. Prior to the evaluation, the Trained LF will have received the Evaluation Form with which they will be evaluated. Prior to the observation, the evaluator should discuss the assessment tool and the process with the LF.

Following the observation/evaluation session, the Trained LF and evaluator will meet to review the assessment. The review will relate to the effectiveness of the Trained LF in facilitating the course according to the criteria for the competencies. Minimum performance standards will have to be met for each competency of the evaluation.

After the evaluation, the ALF debriefs the Trained LF, and a decision is made about whether to grant certification:

- If certification is to be granted, the ALF forwards the record of the evaluation to Coaches BC. Coaches BC then sends a registration form to CAC for entry in the CAC database.
- If certification is not to be granted, the ALF and Trained LF update the Action Plan and develop a plan to meet the minimum standards in the areas that still need improvement in the next evaluation.

When Trained LFs are evaluated, their skills and knowledge are measured against the minimum standards. All Trained LFs will be provided with a written summary of the evaluation that has been performed. This evaluation will be given to the Trained LF, with a copy provided to Coaches BC, and a copy to be retained by the Evaluator. All documentation must be submitted to Coaches BC no later than seven (7) working days from the date of the course reviewed.

Assumptions about Certification and Evaluation

- Certification should identify and confirm that the LF is competent at doing certain things deemed important.

- Certification should promote favourable behaviours that have a positive impact on coach development.
- Certification is not about recognizing the perfect LF, but rather about acknowledging that an LF has demonstrated evidence of competence in the minimum standards identified in the NCCP.
- A common evaluation framework is desirable across sports and in a multi-sport setting for a given coaching context; at the same time, there must be flexibility to reflect diversity among sports.
- It is possible to recognize and respect individual teaching/facilitating styles while validating the presence of critical evidence.
- Adequate training or relevant experiences should occur before evaluation.
- NCCP training activities should adequately prepare LFs to meet the standards for certification.
- Evidence demonstrated during the evaluation may not reflect all of the elements or objectives identified during training activities.

Evaluation Tools

Tools for LF evaluation include the following:

- LF Co-facilitation Assessment Tool (Appendix C)
- LF Action Plan (Appendix D)
- LF Observation Tool — Data Collection (Appendix E)
- LF Evaluation Form (Appendix F)

Taken together, Steps 3 through 6 constitute the <i>certification</i> of Learning Facilitators.

STEP 7: CERTIFIED LF DELIVERS WORKSHOPS

After being certified, LFs continue to deliver workshops and to perfect their facilitation skills. Some LFs may wish to contribute further to the development of the NCCP by working with Trained LFs in co-facilitation situations or by working toward becoming an Advanced Learning Facilitator.

STEP 8: MAINTENANCE OF CERTIFICATION

To maintain their status, Certified LFs must adhere to Coaches BC guidelines as outlined below. The LF status is checked every 2 years by Coaches BC and an LF is placed 'at risk' for one year (time to meet requirements) if requirements are not met. After a 1 year grace period, LF status is removed and the LF must complete an identified professional development opportunity to regain their status.

Required:

- Facilitate or co-facilitate at least 1 workshop every year.
- Be re-evaluated every 5 years to maintain LF status OR attain Advanced LF status.
- Maintain membership "in good standing" with Coaches BC.
- Must adhere to all tenets of the BC Learning Facilitator Code of Conduct (Appendix B).
- It is expected that Learning Facilitators will take part in on-going professional development that is pertinent to coach education and/or facilitation skills development. Coaches BC will identify those on-going educational opportunities required by Learning Facilitators that will be needed to maintain their certification (will participate in at least one Coaches BC approved "PD" session per year.)
- Comply with (fulfill) all Coaches BC policies and administrative requirements for NCCP delivery.
- Participate in any Coaches BC sessions or programs for LF updating and/or re-certification.

Recommended:

- Participate in an online community of LFs that facilitates ongoing learning and shared leadership in the delivery of the NCCP.

CAC Policy 4.1.6

Learning Facilitators must maintain Certified status by completing designated professional development requirements and facilitating the specified minimum number of modules/workshops.

ADVANCED LEARNING FACILITATORS

Coaches BC is the body responsible for the training of LF Candidates and selects its own Advanced Learning Facilitators (ALFs). All ALFs should meet the recommended experience and abilities identified for LF Candidates, as well as, meet the following criteria for the selection of ALFs:

- Have five years of experience as a Certified LF.
- Have received positive evaluations as a Certified LF.
- Certified at least one gradation higher than the level for which they provide training.
- Have successfully completed the Make Ethical Decisions Online Evaluation (90% +).
- Are trained or educated in an area related to coaching or coach education.
- Have experience in coaching or a specific sport.
- Demonstrate ability to assume a leadership role in the development and facilitation of ongoing professional development and in-service opportunities for Trained LFs and participate in MLF workshops when requested.

A primary role of ALFs will be to train, observe, evaluate and support Trained and Certified LFs. In addition, ALFs should play a key role in the promotion of the NCCP.

It is expected that ALFs will have more responsibility in a supportive role with Trained and Certified LFs during courses and in LF development. ALFs should be willing and able to lend support to LFs, program administrators and delivery host agencies.

The duties of an ALF should include:

- Planning and facilitating LF training
- Advising Coaches BC on issues related to the NCCP
- Evaluating or mentoring LF Candidates
- Support and mentor LFs

As the NCCP evolves so will the role of the ALF.

In the majority of provinces/territories, the ALF will be able to handle the load of evaluating the LFs. In some jurisdictions, it may be necessary and desirable to train other professionals in the sport system to become "Trained" evaluators of Learning Facilitators. Individuals can be recruited to perform this function regionally in specific provinces and territories. The potential evaluators should have many of the skills of an ALF without having to perform ongoing ALF tasks. The following are some examples of who might be recruited to be trained as evaluators: sport consultants, national/regional coaches, school, college, and university personnel with expertise in teaching supervision and knowledge of sport, coaching, and the NCCP.

CAC Policy 4.2.1

Master Learning Facilitators will be selected based on a standardized process defined and communicated publicly by the supervising organization. As a minimum prerequisite, Master Learning Facilitator candidates must have facilitated the module for which they seek Master Learning Facilitator status.

APPENDICES

Appendix A: British Columbia Multi-Sport Learning Facilitator Application Form

Appendix B: British Columbia Learning Facilitator Code of Conduct

Appendix C: Learning Facilitator Co-Facilitation Assessment Tool

Appendix D: Learning Facilitator Action Plan

Appendix E: Learning Facilitator Observation Tool – Data Collection

Appendix F: Learning Facilitator Evaluation Form

Appendix G: Multi-Sport Modular Course Descriptions

APPENDIX A
BRITISH COLUMBIA MULTI-SPORT LEARNING FACILITATOR
APPLICATION FORM

British Columbia Multi-Sport Learning Facilitator Application Form

Section I: Applicant Information

Name: _____ NCCP CC#: _____
First Last

Address: _____ Date of Birth: _____
Mailing Address DD/MM/YYYY

_____ BC _____ Gender: Male Female
City Postal Code

Phone: () _____ E-mail Address: _____

Languages Spoken: _____

Section II: Position Applying For

Check which position you are interested in applying for.

- Competition-Introduction LF Competition-Development ALF Competition-Development LF

Section III: Workshop Environment

Choose your environment with which you would like to facilitate. (choose more than one if applicable)

- Community Centers High Schools University/Colleges If so, which one?
 Provincial Sport Organizations Aboriginal Communities

Section IV: Education

a) List all Post Secondary Education completed. (including Degree(s), Diplomas(s) and/or Certificate(s) received) List in date order, most recent first.

Dates of Study From/To	Name of Institution	Credit Received (i.e. degree, diploma, etc)	Program Title

b) List advanced coach education completed.

Dates of Study From/To	Institution/Program Description	Credit Received

c) List any recognized training courses or sessions completed specific to Adult Education (including sport and non-sport specific).

Dates of Study From/To	Name of Institution	Session/Program Title

Section V: Facilitation and/or Adult Education Experience

NCCP Learning Facilitator/Course Conductor

Dates (most recent first)	Course/Program/Module	Organization

Other Adult Education Environments/Speaking Engagements

Dates (most recent first)	Program/Workshop/Event	Organization

Section VI: Coaching, Consultation and Leadership Experience

a) Memberships:

Coaches BC Member: Yes No Note: Must be a member prior to granting position.

Other Current Coaching/Sport Membership: _____ Sport Association Affiliation: _____

b) Competitive Coaching Experience

Sport Coached	Year(s)	Position/Role	Level of Competition	Gender of Athletes	Age of Athletes
		<input type="checkbox"/> Head Coach <input type="checkbox"/> Assistant Coach <input type="checkbox"/> Mentor Coach	<input type="checkbox"/> Introduction – beginning competition (Formerly Level 1 & 2) <input type="checkbox"/> Developmental – Provincial or Canada Games level athletes (Formerly Level 3) <input type="checkbox"/> High Performance – National or International level athletes (Levels 4 & 5)	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Co-ed	<input type="checkbox"/> Children <input type="checkbox"/> Pre-Adolescents <input type="checkbox"/> Adolescents <input type="checkbox"/> Young Adults <input type="checkbox"/> Older adults
		<input type="checkbox"/> Head Coach <input type="checkbox"/> Assistant Coach <input type="checkbox"/> Mentor Coach	<input type="checkbox"/> Introduction – beginning competition (Formerly Level 1 & 2) <input type="checkbox"/> Developmental – Provincial or Canada Games level athletes (Formerly Level 3) <input type="checkbox"/> High Performance – National or International level athletes (Levels 4 & 5)	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Co-ed	<input type="checkbox"/> Children <input type="checkbox"/> Pre-Adolescents <input type="checkbox"/> Adolescents <input type="checkbox"/> Young Adults <input type="checkbox"/> Older adults

Comments:

Section VII: Content Area Expertise

From the list below, and utilizing the module description, rank in order the modules you believe you will be best suited to facilitate. 1=most suited; 6=less suited

NOTE: ONLY fill out for the NCCP context you are applying for. (i.e. Competition-Introduction OR Competition-Development)

Competition – **Introduction** Modules

- ___ Planning a Practice
- ___ Make Ethical Decisions
- ___ Nutrition
- ___ Design a Basic Sport Program
- ___ Teaching & Learning
- ___ Basic Mental Skills

OR

Competition-**Development** Modules

- ___ Leading Drug Free Sport
- ___ Managing Conflict
- ___ Psychology of Performance
- ___ Coaching & Leading Effectively
- ___ Prevention & Recovery
- ___ Developing Athletic Abilities

Section VIII: Additional Questions

Additional NCCP information can be found on the CAC website at:

- Overview of CAC: http://www.coach.ca/eng/about_cac/overview.cfm
- Training and certification: particularly the Learning Facilitator and Evaluator section (password = communication) <http://www.coach.ca/eng/certification/lf/index.cfm>
- Frequently asked questions: http://www.coach.ca/eng/certification/nccp_for_coaches/faq.cfm
- Inside Coaching: http://www.coach.ca/eng/inside_coaching/index.htm

1. Describe the strengths you will bring to the position of LF?

2. What are the five core competencies outlined in the NCCP?
3. In your own words, what is the role of the LF in developing these competencies in the coach learner?
4. Please provide a brief description of your coaching philosophy and/or what you think BC coaches need to know.

Section IX: References

Please provide 2-3 references to support your teaching/facilitation skills with whom we may contact.

Full Name	Title/Organization	Phone	Email
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Section X: Other Relevant Information

Please provide any further information relevant to this application.

Section XI: Declaration

I hereby certify that the information I have provided with this application is true and complete.

Signature of Applicant

Send your application and the following documents by one of the following medias:

Email (*preferred method): info@coaches.bc.ca
Address: Coaches Association of BC
#200 – 3820 Cessna Drive
Richmond, BC
V7B 0A2

Application Checklist:

- Cover Letter
- Completed Application Form
- Signed NCCP Code of Conduct
- Transcript of NCCP Certification Status (with indication of completed the Make Ethical Decisions Online Evaluation – 90% or more)
- Member in good standing of Coaches BC
- Personal Resume

APPENDIX B

BRITISH COLUMBIA LEARNING FACILITATOR CODE OF CONDUCT

British Columbia Learning Facilitator Code of Conduct

It is expected that every Learning Facilitator (LF) will read, understand, and sign the following Code of Conduct:

In my role as a LF in workshops of the National Coaching Certification Program (NCCP) for the Coaches Association of British Columbia (Coaches BC), I,

_____ (Name and CC#)

expressly agree to conduct myself in a manner consistent with this Code of Conduct. I understand my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my LF Certification Status.

I shall:

1. Successfully participate in all LF training and evaluation components and be granted a LF certification (i.e. LF Pathway).
2. Become a member and align with the common goals and objectives of Coaches BC as they service the membership at large.
3. Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.
4. Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada (CAC), Sport Canada, Provincial/Territorial Governments, Provincial Sport Organizations (PSOs), National Sport Organizations (NSOs)).
5. Demonstrate ethical behaviour at all times and commit to the CAC Code of Ethics and Coaches BC Code of Conduct.
6. Attend all required professional development and continuously seek to improve personal abilities and performance on a regular basis.
7. Exhibit exemplary professional behaviour at workshop sites.
8. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
9. Place the best interest of the coaches taking part in the workshops/evaluation events ahead of my personal interests.
10. Refrain from all forms of harassment: Physical, emotional, mental, or sexual.
For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:
 - a) The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;
 - b) Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:
 - i. Are offensive and unwelcome,
 - ii. Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or other workshop participants.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the LF to seek alignment with the objectives, goals and directives of the Coaches Association of BC.

Please be advised that the Coaches Association of BC's Board of Directors will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare having read the above and understand and accept the terms and conditions outlined.

Name (Please print)

Signature

Date

APPENDIX C

LEARNING FACILITATOR CO-FACILITATION ASSESSMENT TOOL

Learning Facilitator Co-facilitation Assessment Tool (used to debrief)

LF in Training: _____

Event: _____

ALF/Certified LF: _____

How Do You Feel?

LF explores his or her feelings about the facilitation and its outcomes.

MLF encourage LF in training to share these feelings, listening actively in a non-judgemental fashion.

What Happened?

LF recalls data about what happened during the activity.

MLF creates and posts a chronological list of events.

What Did You Learn?

MLF begins this phase by presenting a principle and asking the LF in training for data that supports or rejects it.

LF comes up with principles based on the activity and discusses them.

How Does This Relate to the Real World?

MLF and LF discuss the relevance of the activity (which can be used as a metaphor) for the LF in the real-world setting.

What If?

MLF encourages LF to apply his or her insights to new contexts. MLF uses alternative scenarios to speculate on how people's behaviours would change.

LF offers his or her own scenarios and discusses them.

What Next?

LF suggests a plan of action to improve weaknesses.

ALF discusses and completes Action Plan.

Opportunities and/or resources to be utilized by LF.

APPENDIX D
LEARNING FACILITATOR ACTION PLAN

Learning Facilitator Action Plan

Use this tool as a guide throughout your Learning Facilitator development process.

Name of LF in Training: _____

Name of ALF/Certified LF: _____

Date: _____

Step 3 - Training

LF candidate participates in training workshop or mentoring process

<p>Strengths:</p> <p>Weaknesses:</p> <p>Plan of action:</p> <p>Action completion date:</p>

Step 4 – Observation 1

<p>Strengths:</p> <p>Weaknesses:</p> <p>Plan of action:</p> <p>Action completion date:</p>

Step 4 – Co-facilitation 1

<p>Strengths:</p> <p>Weaknesses:</p> <p>Plan of action:</p> <p>Action completion date:</p>

Learning Facilitator Action Plan (cont'd)

Step 4 – Co-facilitation 2 (if necessary)

Strengths:

Weaknesses:

Plan of action:

Action completion date:

Step 5 – Practice delivery 1 (Self-assessment)

Strengths:

Weaknesses:

Plan of action:

Action completion date:

Step 5 – Practice delivery 2 (Self-assessment)

Strengths:

Weaknesses:

Plan of action:

Action completion date:

Learning Facilitator Action Plan (cont'd)

Step 5 – Practice delivery 3 (Self-assessment) (If necessary)

<p>Strengths:</p> <p>Weaknesses:</p> <p>Plan of action:</p> <p>Action completion date:</p>
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Step 5 – Practice delivery 4 (Self-assessment) (If necessary)

<p>Strengths:</p> <p>Weaknesses:</p> <p>Plan of action:</p> <p>Action completion date:</p>
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Step 5 – Practice delivery 5 (Self-assessment) (If necessary)

<p>Strengths:</p> <p>Weaknesses:</p> <p>Plan of action:</p> <p>Action completion date:</p>
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APPENDIX E

LEARNING FACILITATOR OBSERVATION TOOL – DATA COLLECTION

Learning Facilitator Observation Tool — Data Collection

Use this tool to make notes throughout the debriefing discussions with your MLF/Certified LF.

Note: Be content specific if required)

Name of LF in Training: _____

Name of MLF/Certified LF: _____

Date: _____

Any Other Relevant Information: _____

Module Information:	Comments:

Module Information:	Comments:

APPENDIX F
LEARNING FACILITATOR EVALUATION FORM

Learning Facilitator Evaluation Form

MLF/Certified LF must fill out based on Trained LFs facilitation. One copy to be given to Trained LF and one copy to be sent to Coaches BC.

Name of LF in Training: _____

Name of MLF/Certified LF: _____

Date: _____

Module(s) Evaluated: _____

Scoring		
1	NI – Needs improvement. Evidence is incorrect / incomplete.	
2	MMS – Meets minimum standard. Evidence is observed consistently throughout the workshop.	
3	A – Advanced. Exceptional quality and attention to detail throughout the whole workshop.	
	Evidence	Mark
Implement an appropriately structured and organized workshop	Greets each coach as they arrive	
	Is ready at least 30 minutes before the scheduled start of the workshop	
	Ensures that all materials are ready and available to use	
	Sets up facility to enhance interaction among coaches	
	Applies critical path to facilitate coaches in identifying and solving problems	
	Provides breaks to reduce fatigue and stimulate learning	
	Starts and finishes on time	
	Takes into account participants' prior experiences	
	Ensures that coaches stay on task to achieve outcome or learning objective	
	Manages groups to ensure inclusion and interaction among coaches	
	Provides opportunities to interact with all coaches based on individual needs	
	Demonstrates ability to use equipment (AV or other) to maximize engagement time	
Promotes a positive image of Canadian sport and models NCCP values and philosophy		
		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; padding: 5px; margin: 0 auto;"> Total / 39 </div> </div>

Learning Facilitator Evaluation Form (cont'd)

Scoring			
1	NI – Needs improvement. Evidence is incorrect / incomplete.		
2	MMS – Meets minimum standard. Evidence is observed consistently throughout the workshop.		
3	A – Advanced. Exceptional quality and attention to detail throughout the whole workshop.		
	Evidence	Mark	Comments
Facilitate the achievement of outcomes or learning objectives	Clearly identifies the outcome or learning objectives to coaches		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Total / 21</div> </div>
	Facilitates coaches to draw on prior experience to identify key issues related to the task or outcome		
	Uses experience from other coaches, reference materials, or resources to provide links between current coaching paradigm and desired coaching outcome		
	Facilitates coaches to identify areas for change or enhancement of coaching methods		
	Uses questioning to enable critical reflection		
	Helps coaches find solutions and resolve problems		
	Demonstrates thorough knowledge of module contents to assist coaches to critically reflect on current coaching practice		
Display appropriate communication and leadership to enhance coach learning	Ensures participants display mutual respect		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Total / 21</div> </div>
	Models openness to learning		
	Demonstrates and promotes active listening		
	Adapts delivery to maximize different learning styles		
	Voice is loud enough for all coaches to hear		
	Selects position in relation to group to gain attention of all coaches		
	Uses language that is respectful and promotes inclusion		

Learning Facilitator Evaluation Form (cont'd)

Scoring			
1	NI – Needs improvement. Evidence is incorrect / incomplete.		
2	MMS – Meets minimum standard. Evidence is observed consistently throughout the workshop.		
3	A – Advanced. Exceptional quality and attention to detail throughout the whole workshop.		
	Evidence	Mark	Comments
Manage administrative aspects of the modules and the NCCP	Ensures that facilities are available and appropriate for Module 1-4 activities		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; padding: 5px;">Total / 18</div> </div>
	Articulates NCCP philosophy and structure to coaches in workshop		
	Answers questions regarding NCCP and provides appropriate sources for more information		
	Accurately processes required paperwork		
	Correctly completes NCCP registration form and submits it to appropriate organizing body		
	Ensures that facilities are available and appropriate for Module 5-8 activities		
Manage the group to optimize coach learning	Manages group discussion to allow coaches appropriate opportunity to express ideas and thoughts		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; padding: 5px;">Total / 9</div> </div>
	Adapts delivery to accommodate the nature of the group		
	Demonstrates an understanding of the stages of group development		

Learning Facilitator Evaluation Form (cont'd)

Result (NI, MMS, A)	Criteria for Provide Support to Coaches in Training Workshops	NI (Needs Improve- ment)	MMS (Meets Minimum Standard)	A (Advanced)
	Implement an appropriately structured and organized workshop	< 22	22-28	> 28 (no 1s)
	Facilitate the achievement of outcomes or learning objectives	< 12	12-16	> 16 (no 1s)
	Display appropriate communication and leadership to enhance coach learning	< 12	12-16	> 16 (no 1s)
	Manage administrative aspects of the modules and the NCCP	<10	10	< 10 (no 1s)
	Manage the group to optimize coach learning (optional)	<6	6	> 6 (no 1s)

Comments from MLF/Certified LF: _____

Signature of MLF: _____

Signature of Trained LF: _____

APPENDIX G

MULTI-SPORT MODULAR COURSE DESCRIPTIONS

Multi-Sport Modular Course Descriptions

Competition-Introduction Multi-Sport Module Descriptions

Planning a Practice

After finishing this module, coaches will know how to plan safe, fun practices that meet their athletes' needs and reflect the Long-term Athlete Development Model of their sport. In particular, they will be able to; explain the importance of logistics in the development of a practice plan, establish an appropriate structure for your practices, and identify appropriate activities for each part of the practice and design an Emergency Action Plan.

Make Ethical Decisions

After finishing this module, coaches will be able to apply a process for making ethical decisions that is based on the *NCCP Code of Ethics*. In particular, they will be able to; establish the facts in a situation, decide whether the situation involves legal or ethical issues, identify their options and possible consequences, evaluate their options, choose the best option, and implement their decision.

Nutrition

After finishing this module, coaches will have a better understanding of basic sport nutrition and the steps they can take to help their athletes maintain good dietary habits. They will also leave with several assessment tools that will enable them to keep working on their own to improve their effectiveness in this area. In particular, coaches will be able to; provide guidance to athletes or parents on pre-competition nutrition, provide guidance to athletes or parents on post-competition nutrition, take appropriate measures to ensure that athletes stay hydrated during training and competition, and educate athletes about the use of nutritional supplements.

Design a Basic Sport Program

After finishing this module, coaches will know how to design a basic sport program that meets the training and competition needs of their athletes. In particular, coaches will be able to; develop a program structure based on opportunities for training and competition, establish indicators of athlete development in their program, and develop practice plans that reflect seasonal training priorities.

Teaching & Learning

After finishing this module, coaches will be able to take a critical look at their own teaching. They will also leave with several assessment tools that will enable them to keep working on their own to improve their effectiveness as a teacher. In particular, coaches will be able to; implement an appropriately structured and organized practice, and make interventions that promote learning.

Basic Mental Skills

After finishing this module, coaches will be able to take a critical look at their ability to help their athletes with mental skills. They will also leave with several assessment tools that will enable them to keep working on their own to improve their effectiveness in this area. In particular, coaches will be able to; help athletes be mentally prepared for competition, and integrate mental-preparation strategies into practices.

Multi-Sport Modular Course Descriptions (cont'd)

Competition – Development Multi-Sport Module Descriptions

The Competition – Development context focuses on training coaches who are working with athletes who are in the training to train or training to compete stages of long-term athlete development.

Leading Drug-free Sport

The Leading Drug-free sport module focuses on the ability of the coach to apply the NCCP Ethical Decision-making Model to sport situations with ethical implications for drug-free sport. This is critical as their athletes at this context are competing at national events, national multi-sport games or beginning to compete internationally where drug-testing is probable. Application of the decision making process reinforces the coaches need to have knowledge of the consequences of using banned substances in sport. Coaches identify educational strategies that they can use to educate athletes about drug-testing protocols at major competitions and take greater responsibility for their sport values and actions.

Managing Conflict

Coaches trained in Managing Conflict will be able to identify common sources of conflict in sport, as well as individuals and groups likely to find themselves in conflict situations. They will gain skills in taking steps to prevent and resolve conflict resulting from misinformation, miscommunication, or misunderstanding. They will also develop skills that empower them to listen and speak for themselves in conflict situations so as to maintain positive relationships with athletes, parents, officials, and other coaches. Modeling such behaviour by a coach is the basis for athletes to enhance emotional development and handle the conflict of national and/or international competition.

Coaching and Leading Effectively

The Coaching and Leading Effectively module focuses on coaches applying intervention techniques that enhance learning with the aim to improve athletes' performance and to promote group and skill development. Coaches will learn how to promote a positive image of sport and model the image to athletes and those supporting their performance. The module provides coaches with a process that they can use to deliver clear messages and explanations when communicating with athletes and those supporting their performance. Coaches also identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

Psychology of Performance

The Psychology of Performance module focuses on developing coaches' ability to guide athletes through the building of advanced mental preparation skills and focusing skills. It provides coaches with tools to assist athletes in learning how to manage distractions and conduct visualization so they can prepare themselves technically and tactically for training and competitive conditions. The coaches gain knowledge and ideas on how to work with athletes or teams to identify appropriate outcome, performance, and process goals related to their ability to focus on performance. Coaches also gain debriefing skills that both they and athletes can apply to assist athletes in assessing their performance in training and in competition.

Developing Athletic Abilities

Coaches trained in the Developing Athletic Abilities module will be able to implement general and sport-specific training protocols and methods to appropriately develop or maintain sport-specific athletic abilities. Coaches focus on applying training principles and variables to training methods that build an athletes' fitness in endurance, strength and speed as a well sport specific conditioning. After completing the module coaches will also be able to select and adapt testing and training protocols and methods to athletes training from 6-9 to 9-12 times per week in single to triple periodization.

Prevention and Recovery

The Prevention and Recovery module trains coaches in identifying common injuries in their sport and developing appropriate prevention and recovery strategies so that their athletes can continue to train and compete injury-free. Coaches learn how to support training and recovery with appropriate information and guidance on hydration, nutrition, and sleep as key factors for preventing injury. With this module, coaches will develop the ability to choose skills and drills that help athletes perform skills correctly and ensure athletes perform appropriate warm-ups and cool-downs. Training is provided so coaches can develop functional evaluations for their athletes' return to play and implement recovery and regeneration techniques to maintain or return to optimal performance in training and competition.