

# Canadian Snowboard Coaching Program

## Operations Manual

Adopted September, 2009



Coach Development, Training, and Evaluation

Program Standards and Planning

# Canadian Snowboard Coaching Program

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## **INTRODUCTION**

### **Canadian Snowboard Coaching Program**

The Canadian Snowboard Coaching Program is the section of Canada~Snowboard that develops the materials and delivers the courses that give coaches the tools needed to provide the highest quality of instruction to athletes at all levels of competitive snowboarding.

The philosophy of the CSCP is “Better Riders Through Better Coaches”.

The CSCP’s plan for long term coaching development has been created in conjunction with the National Coach Certification Program (NCCP) and is based on Canada~Snowboard’s Long Term Athlete Development Model (VISION 2020).

The CSCP recognizes the new NCCP’s approach of competency based education training to provide for more competent coaches by conducting training using modern adult education principles such as facilitated learning, self-directed modules, and the evaluation of both coaches and facilitators. In workshops or modules delivered in person, the overall teaching format will be based on mentorship and facilitation of learning by participants. Competency-based education and training is founded on the concept of learning by doing. Coaches develop and refine their skills when they are given the opportunity to apply the concepts. The workshops are designed to allow participants to practice the core skills required in each coaching context and to enable them to reflect on how they may apply what they have learned in their own programs.

The CSCP’s Coaching Development Model provides four contexts for the development of snowboard coaches:

- ④ Basic Coach
- ④ Comp Intro Coach
- ④ Comp Dev Coach
- ④ High Performance Coach

These are described in detail in the Coach Development section below. In addition, entry into coach training at each context will be outlined in the *Coach Pathway* which can be found at [www.csf.ca/en/coaching](http://www.csf.ca/en/coaching).

There will be Facilitator Handbooks, tools, and resources developed for each context, including the integration of multisport theory components into the workshop modules, activities, and reference. Each module within the Workshops will describe expected ‘learning outcomes’ and the criteria and evidence on which coaches will be evaluated.

### **Mission, Values, and Vision**

The Mission of the CSCP is to further competitive snowboarding at all levels in Canada through the provision of a professional development program for current and prospective coaches that is based on cutting edge methodologies with respect to athlete development and professional education, and reflects the ethics of professional coaching as these are presented by Coaches of Canada.

In pursuit of its Mission the CSCP is guided by the following values:

- ☞ All Canadians shall have the right and opportunity participate and pursue excellence in snowboarding without fear of discrimination or harassment.
- ☞ Snowboarding as a lifestyle and sporting experience is valued in and of itself.
- ☞ Snowboarding is based on and reflects achievement, enjoyment, responsibility, safety, teamwork, respect, and fairness.
- ☞ Snowboarding includes the pursuit of excellence and the desire to win within a fair and ethical environment.
- ☞ The rules of competitive snowboarding are applied equitably, and disputes are addressed in a manner which respects the fundamental principles of due process and natural justice.
- ☞ Fun is an essential part of sport.

The vision of the CSCP is to have in place, no later than 2020, a snowboard coach development program which:

- ☞ Has a surrounding snowboard sport environment which is, and is generally recognized as, athlete centered and coach drive.
- ☞ Includes only coaches who exemplify the highest standards of ethical conduct.
- ☞ Makes a significant contribution to the physical, moral, and social development of Canadians through snowboarding.
- ☞ Provides athletes, through quality coaching, the opportunity and the means for personal enjoyment and the pursuit of excellence.
- ☞ Provides coaches with opportunities for ethical education and development, and the enhancement of personal health and well being.
- ☞ Provides coaches with encouragement and support for personal achievement, self-esteem, teamwork, and social interaction and cohesion.
- ☞ Provides coaches and athletes with opportunities for pride and identity through personal achievement.
- ☞ Is recognized in Canada and internationally as an ongoing model of best practices.
- ☞ Includes a critical mass of at least 30 coaches, at the fully trained Comp Intro or higher level of professional development, who share a common vision and assume leadership roles within the development of the sport.

### **Long Term Athlete Development Model**

The CSCP is an integral part of Canada-Snowboard's Long Term Athlete Development Model.

The LTAD Model, which is explained in detail in the document [Vision: 2020](#) (available at [www.csf.ca](http://www.csf.ca)), sets out the process of an athlete's participation in sport from the earliest acquisition of basic skills through participation in the Olympic Winter Games and beyond – “from playground to podium”. It is based on the participant's developmental (both physiological and mental) age, rather than chronological age.

Canada~Snowboard has adapted the conceptual LTAD Model to the development of athletes in our specific sport. The Canada~Snowboard LTAD Model has the following stages:

- ⑤ Active Start
- ⑤ FUNdamentals
- ⑤ Learn to Ride
- ⑤ Training to Train
- ⑤ Training to Compete
- ⑤ Learn to Win
- ⑤ Training to Win
- ⑤ Riding for Life

The development of snowboard-specific competition skills takes place at the Learn to Ride through Training to Win stages of the model. At each of these stages, coaches must have the appropriate training. The CSCP Coach Development Model is aligned to the LTAD Model as follows:

Athlete Stage	Coaching Context
Learn to Ride	Basic Coach
Train to Train	Competition Introduction (Comp Intro)
Train to Compete	Competition Development (Comp Dev)
Train to Win	High Performance

## **Partners**

The CSCP's partners in its coaching development program are:

- ⑤ The Coaching Association of Canada, which manages the National Coaching Certification Program (NCCP) and is the leader in the transition by all sports to competency-based coaching development (the “new NCCP”).
- ⑤ Coaches of Canada, which is the body responsible for the management of coaching as a recognized profession.
- ⑤ The other sections of Canada~Snowboard's Sport Development Program, especially those responsible for the LTAD Model, the Officials Development Program, and entry-level program (RBC Riders).
- ⑤ The provincial and territorial snowboard associations, which are responsible for the vast majority of the delivery of competitive snowboard programs across the country.

## Work To Date – and Work To Do

The CSCP was established in 2007, when Canada-Snowboard took over the responsibility for coach development and education from the Canadian Association of Snowboard Instructors.

Milestone developments since that time have included:

- ☞ Creation of the Coach Development Model.
- ☞ Creation of the content for the Basic Coach course.
- ☞ Adoption of a program standard for the Learning Facilitators required for the *Comp Intro and Basic Coach* courses.
- ☞ Training of a core of Learning Facilitators to deliver courses across Canada.
- ☞ Publication of this Operations Manual, which defines the standards and processes for delivering coach training and development programs for competitive snowboarding in Canada. This manual will be a 'living' document, requiring continual updating as each new element of the coaching and athlete development contexts and pathways is introduced.
- ☞ Adoption of the Coaches of Canada coaching Code of Ethics as applicable to all coaches recognized by the CSCP.

Major initiatives currently under way include:

- ☞ Inclusion of all CSCP coaches in the NCCP database.
- ☞ Application for final approval from the CAC for the Comp Intro course.
- ☞ Preparation and review of the Comp Dev course prior to submission to the the CAC for final approval.
- ☞ Inclusion, where desired, of provincial/territorial snowboard associations in delivery of Basic Coach courses.

Longer term initiatives are:

- ☞ Development of the resources for the High Performance Coach training and certification contexts.
- ☞ Development of resources and tools to effectively implement the coach and athlete development pathways -- such as workshops, workbooks and portfolios.

# **SNOWBOARD COACH DEVELOPMENT**

## **Foundation**

The CSCP Coach Development Program is based on the conceptual foundation of the LTAD Model and the competency-based “new NCCP”. From this foundation the CSCP has developed a system of coach development contexts, which provide appropriate opportunities for education in each of three “streams” of coaching: the Introductory stream; the Competition stream; and the High Performance stream. Each of these streams is sub-divided into two parallel “channels” - “style” and “speed” – reflecting the two basic divisions of competitive snowboarding.

The system is not hierarchical. The only mandatory aspect is the entry point of the Basic Coach course, which must be taken (or challenged) by all coaches. Following that entry point a coach may, assuming he or she has the appropriate experience and technical ability, take courses at any level in any of the coach development contexts.

The Canadian Snowboard Coaching Program is focused on the Competition stream.

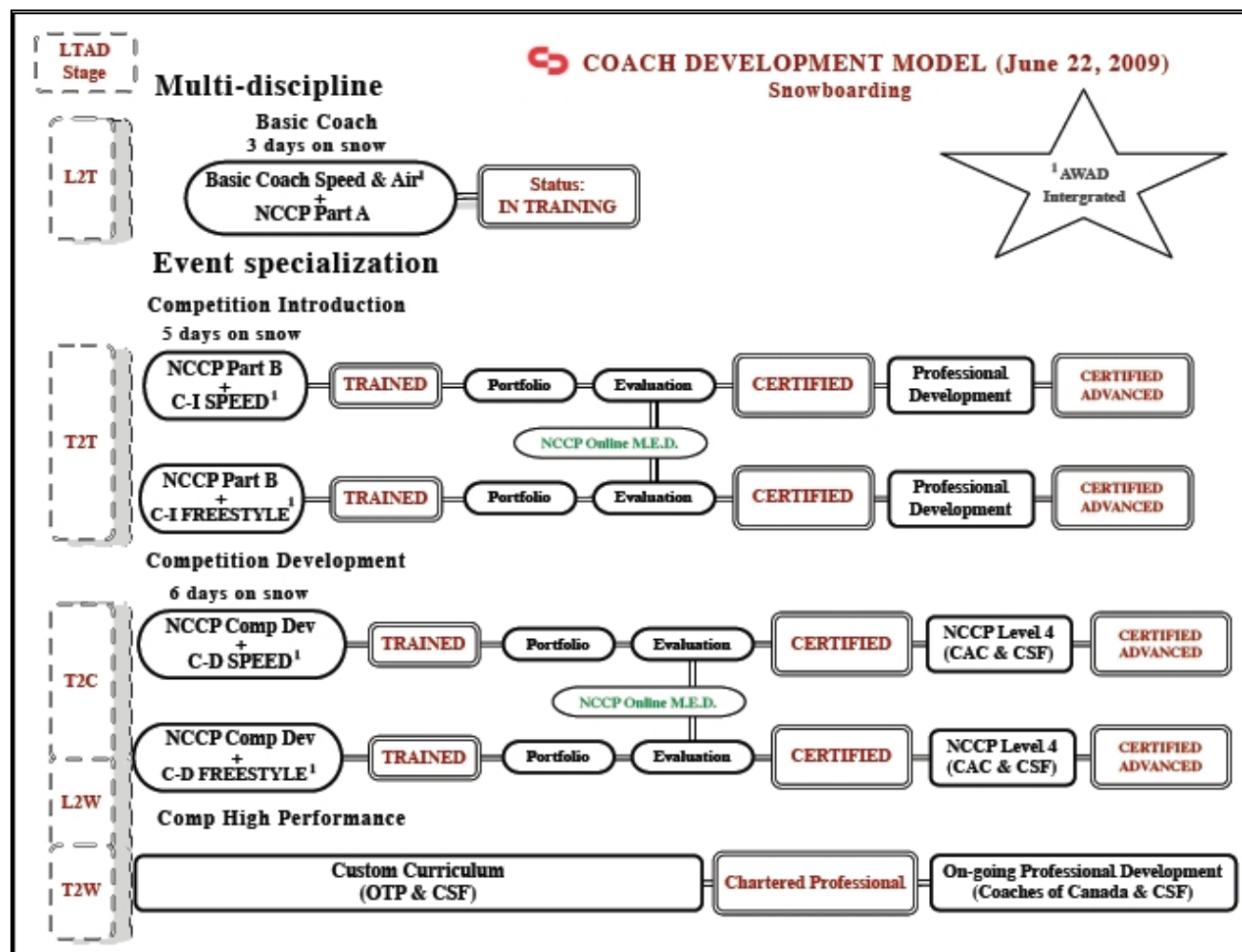
## **Coach Development Model**

All CSCP coaches must complete the Basic Coach course. This is a three day course combining on-snow and classroom education. Completion of this course allows the coach to be recognized by the CSCP as having ***In Training*** status.

Most coaches in club or provincial/territorial programs will then move on to the Competition Introduction stream – in either of the “style” or “speed” channels. This starts with a five day on-snow course. Completion of this course provides the coach with ***Trained*** status. The coach then works on developing – through her or his real life coaching activities – a portfolio of seven “competencies”. At an appropriate point, each of these is evaluated by a Learning Facilitator. Successful evaluation of all seven competencies will earn the coach ***Certified*** status. Delivery of the Comp Intro materials is done through Learning Facilitators who are trained and appointed by the CSCP.

Coaches who are working with higher level athletes – those in the Train To Compete stage of the LTAD Model – will move into the Competition Development stream (again, in either the “style” or “speed” channel). The process is the same as in Comp Intro. A six day on-snow course provides ***Trained*** status. This is followed by work on a portfolio of seven competencies. The Learning Facilitators for the Comp Intro stream will be developed by the CSCP in conjunction with Canada~Snowboard’s High Performance Program.

The fourth stream of the Coach Development Model is Competition High Performance. This consists of specialized training provided through the High Performance Program.



## Trained Coaches and Certified Coaches

There is an important distinction between the designations of a “**Trained**” coach and that of a coach who is designated as both “**Trained**” and “**Certified**”. A “trained” coach who has completed a course is not automatically certified. “Trained” and “certified” are classifications established by the CAC to highlight the distinction between the successful completion of a course in which the theories and tools of coaching are presented (“trained” status), and the successful application of these theories and tools through delivery of coaching to athletes (“certified” status). A coach who has completed the Basic Coach course is recognized as **In Training** until he or she successfully completes a Comp Intro or Comp Dev course.

## **Coaching Association of Canada Training and Certification**

A coach is described as:

- In Training – when a coach has completed **some** of the required **training** for a context;
- Trained – when a coach has completed **all** required **training** for a context;
- Certified – when a coach has completed **all evaluation** requirements for a context.

The new NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context as defined by the sport. However, to become certified in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 60 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

### **Basic Coach**

The three day Basic Coach course is the first step for a person who has never been trained to be a snowboard coach.

The Basic Coach (or entry level coach) typically tends to work with individuals who are new to the competitive side of snowboarding:

- ❧ **Athlete development level:** learning basic skills, consolidating fundamental snowboarding skills
- ❧ **LTAD stages:** Learn to Ride, Train to Train
- ❧ **Training volume:** on snow 1 to 2 days a week
- ❧ **Context of competition:** club to regional, e.g. RBC Riders, first time FIS, local pro or industry events
- ❧ **Course content:** fundamental principles of:

- Biomechanics
- Air and speed
- Coaching
- Planning a session
- Analyzing performance
- Preparing athletes for a competition
- Long Term Athlete Development

In order to receive "**In Training**" status as a Basic Coach, the individual must purchase a CSCP License (\$40), and must fulfill the following accreditations (NOTE: although the order shown is preferred, it is not mandatory; i.e. one may already have both NCCP A and/or B before taking the Basic Coach course).

- ☞ CSCP Basic Coach Course
- ☞ NCCP Part A or B (coaching theory courses applicable to all sports)

### **Comp Intro Coach**

The five day Comp Intro course is the first workshop to take after Basic Coach. This is also the first workshop for event specialization:

- ☞ Comp Intro Style: Halfpipe, Big Air, Slopestyle, etc.
- ☞ Comp Intro Speed: SBX, PGS, PSL

The Comp Intro Coach typically tends to work with competitors who are building a career on the competitive side of snowboarding:

- ☞ **Athlete development level:** consolidating basic skills and event specialization
- ☞ **LTAD stage:** Train to Train
- ☞ **Training volume:** on snow 2 to 4 days a week
- ☞ **Context of competition:** provincial to national: FIS, NorAm, pro, industry events
- ☞ **Course content:** Specific principles of:
  - Biomechanics
  - Style or speed
  - Coaching athletes in training environment
  - Analyzing performance
  - Coaching athletes in competition environment
  - Long Term Athlete Development

In order to receive "**Trained**" status as a Comp Intro Coach, the individual must purchase a CSCP License (\$40), and must fulfill the following accreditations (NOTE: although the order shown is preferred, it is not mandatory; i.e. one may already have both NCCP A and B before taking the Comp Intro course).

- ☞ CSCP Basic Coach
- ☞ CSCP Comp Intro Course (Style or Speed)
- ☞ NCCP levels A and B

In order to receive full "**Certified**" status as a Comp Intro Coach, the individual must fulfill the following additional accreditations

- ☞ Completion of a coaching portfolio approved by a designated Evaluator
- ☞ On snow evaluation by a LF during a three hour training session with athletes

## **Comp Dev Coach**

The 6-day Comp Dev is designed for career coaches. As with Comp Intro, there are two currents:

- ☞ Comp Dev Style: Halfpipe, Big Air, Slopestyle, etc.
- ☞ Comp Dev Speed: SBX, PGS, PSL

The Comp Dev coach typically tends to work with athletes well established on their competitive careers, on a provincial development team or top performance provincial team athletes:

- ☞ **Athlete development level:** Refining and varying basic skills, acquiring and consolidating advanced skills
- ☞ **LTAD stages:** Train to Compete and Learn to Win
- ☞ **Training volume:** on snow 5 or more times a week, in a year round program
- ☞ **Context of competition:** national to international: NorAm, Europa Cup, South America Cup, Canada Winter Games, World Cup, pro, and industry events
- ☞ **Course content:** Advanced principles of:
  - Biomechanics
  - Style or speed
  - Coaching athletes in training environment
  - Analyzing performance
  - Coaching athletes in competition environment
  - Designing a snowboard program
  - Managing a snowboard program
  - Long Term Athlete Development

In order to receive "**Trained**" status as a Comp Dev Coach, the individual must purchase a CSCP License (\$40), and must fulfill the following accreditations (NOTE: although the order shown is preferred, it is not mandatory; one may already have any or all of the NCCP courses before taking the Comp Dev course):

- ☞ CSCP Basic Coach
- ☞ CSCP Comp Intro Course, or letter of endorsement from PT/SA or Canada~Snowboard to skip the Comp Intro Course
- ☞ NCCP levels A, B, and C

In order to receive full "**Certified**" status as a Comp Dev Coach, the individual must fulfill the following additional accreditations:

- ☞ Completion of a coaching portfolio approved by a designated Evaluator
- ☞ On snow evaluation by a LF during a three hour training session with athletes

- ❧ On snow evaluation by a LF during a six hour competition with athletes

## **Comp High Performance Coach**

The Comp High Performance Coach typically tends to work with athletes on a national or national development team, or designated as having significant high performance potential.

- ❧ **Athlete development level:** Refining and varying advanced skills
- ❧ **LTAD stages:** Train to Win and Winning for a Living
- ❧ **Training volume:** on snow five or more times a week, in a multi year program
- ❧ **Context of competition:** International: World Cups, World Championships, Olympic Winter Games, and major pro events
- ❧ **Course content:** Courses are provided through the National Coaching Institutes (NCIs). NCI courses cover the following subjects (more detailed information is provided in Appendix 4):
  - Energy Systems
  - Physical Preparation
  - Nutrition
  - Recovery and Regeneration
  - Mental Preparation for Coaches
  - Mental Preparation for Athletes
  - Program Design
  - Long Term Athlete Development
  - Leadership and Ethics
  - Sport-Specific Performance Factors
  - Environmental Factors and Performance
  - Coach Effectiveness
  - Coaching Philosophy
  - New Technologies
  - Biomechanical Analysis of Advanced Skills
  - The Business of Coaching
  - Canadian Sport System
  - Diploma Practicum

In order to receive full "**Certified**" status as a Comp High Performance Coach, the individual must purchase a CSCP License (\$40), and must fulfill the following additional accreditations (NOTE: although the order shown is preferred, it is not mandatory; one may already have their NCCP Level C before taking the Comp Dev course):

- ❧ CSCP Basic Coach
- ❧ CSCP Comp Dev Course
- ❧ Letter of endorsement from Canada~Snowboard
- ❧ NCCP levels A, B, and C
- ❧ NCI sport specific tasks 9 and 11
- ❧ NCI Diploma (NCCP Level IV)

## **Challenges, Equivalencies, and Reinstatement**

Certain individuals may be eligible to “challenge” the certification program for recognition at any stage of the Competition stream of the CSCP. These are:

- ❧ Legacy coaches (coaches with previous training under the old NCCP) trained and experienced in the equivalent context.
- ❧ Coaches returning from competing or coaching internationally or professionally.
- ❧ Athletes in or retired from the Canada~Snowboard High Performance Program.
- ❧ Coaches whose status has become “inactive”.

Similarly, coaches with certification or experience from other nations may be eligible to “challenge” for recognition at any stage of the Competition stream of the CSCP.

All requests to challenge the certification program must be directed to the Canada~Snowboard Sport Development Manager. The Sport Development Manager will assign a Learning Facilitator to review the experience, education, and competencies of the challenge application. Decisions to grant status based on challenges will be made by the Coaching Experts Committee, considering the recommendation of the Coaching Experts Committee.

Coaches who do not meet the conditions for License renewal set out below, and thus are considered “inactive”, may apply for reinstatement of their CSCP coaching status and License.

All requests for reinstatement must be directed to the Canada~Snowboard Sport Development Manager. The Sport Development Manager will assign a Learning Facilitator to review the experience, education, and competencies of the reinstatement application. Decisions to grant reinstatement will be made by the Coaching Experts Committee, considering the recommendation of the Learning Facilitator.

The practice of qualifying for a CSCP license on the basis of previous completion of a CASI coaching course (i.e. “grandfathering”) has been discontinued. As of 01 September, 2009, only individuals who have successfully completed a CSCP Basic Coach course will be eligible for a CSCP Coaching license.

## **Maintaining Coaching Status**

A CSCP Coaching license must be renewed every year.

In addition to an updated Criminal Record check (see section below) and payment of the annual license fee, the following conditions apply to the renewal of a CSCP Coaching license:

- ❧ **Basic Coach** – demonstration of active coaching activity within the previous three years, or re-taking of the Basic Coach course.
- ❧ **Comp Intro Trained Coach** – successful evaluation of at least two aspects of the coaching portfolio within the previous three years, as well as participation in a CSCP designated professional development activity within the previous two years.
- ❧ **Comp Intro Certified Coach** – participation in a CSCP designated professional development activity within the previous three years.
- ❧ **Comp Dev Trained Coach** – successful evaluation of at least two aspects of the coaching portfolio within the previous three years, as well as participation in a CSCP designated professional development activity within the previous two years.
- ❧ **Comp Dev Certified Coach** – participation in a CSCP designated professional development activity within the previous three years.
- ❧ **Comp High Performance Coach** – review of coaching portfolio by the Coaching Experts Committee within the previous three years, and participation in a CSCP designated professional development activity within the previous three years.

CSCP designated professional development activities will be announced not later than January 1 of each year. CSCP designated professional development activities will ordinarily include the following:

- ❧ CSCP Coaching Courses
- ❧ CSCP MLF and LF Workshops
- ❧ Undergraduate Degree courses in Human Kinetics/Kinesiology
- ❧ High Performance Program activity evaluations and Yearly Training Plan development.

### **Criminal Record Check**

In order to obtain a license as a CSCP Coach, and in order to be granted “In Training”, “Trained”, or “Certified” status, an individual must obtain a criminal record check through BackCheck. This form is available under “Downloads” in the Coaching section of the Canada-Snowboard website ([www.canadasnowboard.ca](http://www.canadasnowboard.ca)).

The criminal record check must be updated on an annual basis.

A CSCP license will not be granted to an individual whose criminal record check reports a conviction related to the vulnerable sector search. A decision with respect to granting a CSCP license to an individual whose criminal record check reports a conviction on any other offence shall be made by the Coaching Experts Committee.

## **PROGRAM DELIVERY**

### **Program Leadership**

The following persons have responsibilities for the design, development, and delivery of the CSCP:

- ∞ Canada~Snowboard Sport Development Manager
- ∞ Canada~Snowboard High Performance Program Director
- ∞ CSCP Experts Committee
- ∞ Master Learning Facilitators
- ∞ Learning Facilitators
- ∞ Evaluators

The Sport Development Manager is the senior staff person responsible for the CSCP. This person is accountable to the Chief Executive Officer for all aspects of the CSCP, including the development of course content, the training of personnel, the delivery of courses, the work of the Experts Committee, liaison with sport delivery partners, and communications to internal stakeholders. The Sport Development Manager shall be the Chairperson of the Experts Committee.

The High Performance Director is responsible for ensuring the seamless integration of the CSCP and the LTAD Model as they apply to athletes within LTAD stages “Learn to Win” and “Training to Win”. The High Performance Director shall be an ex-officio member of the Experts Committee.

The Experts Committee shall consist of the Sport Development Manager, the High Performance Director, and up to four other persons. These persons shall be appointed on the basis of their ability to bring a significant expert perspective to the Committee, reflecting factors such as coaching experience, coaching expertise, knowledge of coaching education, knowledge of LTAD, and problem solving and critical thinking skills. All appointments to the Experts Committee shall be made by the Chief Executive Officer upon the recommendation of the Sport Development Manager, and shall be for renewable two year terms.

Learning Facilitators are the persons who deliver the CSCP courses to coach candidates. Master Learning Facilitators are, correspondingly, the persons who train Learning Facilitators and evaluate their performance. Evaluators are the persons who assess the competencies of coaches seeking Certified status, as these are set out in their coaching portfolio. The CSCP will recruit and develop this roster of training personnel by seeking candidates with demonstrated core competencies of valuing, leading, interacting, problem-solving and critical thinking skills.

All personnel tasked with carrying out the objectives and programs related to coach training and development will be required to sign a Code of Conduct adopting the principles of the NCCP and respecting the objectives and mission of the CSCP.

## **Learning Facilitators**

Learning Facilitators (LFs) are the persons who deliver the CSCP courses to coach candidates, and who evaluate the Coaching Portfolios of Trained Coaches.

Learning Facilitator resource materials (Guides, Learning Outcomes, Evaluation Criteria, and Evidences Sought), are set out in separate materials available in the Coaching section of the Canada~Snowboard website ([www.csf.ca](http://www.csf.ca)).

The CSCP will develop and maintain a roster of LFs to deliver coach training in each context utilizing the adult learning principles advocated in the new NCCP. P/TSAs will be expected to assist in recruiting LFs. The CSCP will be responsible for LF training, utilizing the services of approved Master Learning Facilitators (MLFs).

LF candidates will be trained in skill and learning outcomes as shown in the attached *Appendix 3 – LF Competencies Transcript*. Upon completion and verification of the training and skill sets, LFs will be assigned by the CSCP to conduct training as required and suitable.

Potential LFs will have the following skill sets:

- ☞ Good understanding and background in the full spectrum of snowboarding skill development, particularly at relevant LTAD stage or stages;
- ☞ Good understanding of the growth and development principles related to the age groups and LTAD for each context;
- ☞ Good understanding of the appropriate skill training for any context in which they may be trained;
- ☞ Good understanding of the principles applied in Ethical Decision Making.

LFs must attend any required training sessions and successfully complete the LF training assignments. LFs will be required to be Certified (or, in the transition period through 2012, Trained) at the context stage for which they will serve as an LF.

Applications for LF training and designation shall be made to the Sport Development Manager. Applicants will be selected for LF training in consultation with the appropriate P/TSA.

The Sport Development Manager will perform an annual review of LFS with all Master Learning Facilitators. An external evaluation of each Learning Facilitator will be undertaken after the LF's fifth delivery of the course or every 3 years. The external evaluation will be undertaken by a MLF designated by the Sport Development Manager. If possible, this evaluation will be undertaken jointly with a MLF from the host province or territory. If a LF is not evaluated externally after the fifth course OR after 3 years, the LF will be suspended pending evaluation and/or retraining.

## **Master Learning Facilitators**

The CSCP will develop a roster of Master Learning Facilitators (MLFs), who will conduct training of the Learning Facilitators identified by the CSCP as suitable candidates to conduct coach training workshops and modules.

MLF candidates will be reviewed and approved by the CSCP Experts Committee. MLFs must attend any required training sessions and successfully complete the MLF training assignments. MLFs, once their training has been completed, will then be authorized to conduct LF training in each context of the CSCP.

The skill and learning outcomes (the “competencies”) that MLFs are required to demonstrate are set out in *Appendix 3*. Upon completion and verification of the training and skill sets, MLFs will be assigned to conduct training in each coaching context as required and appropriate. Such assignments and designations will be made by the CSCP Experts Committee. In initial program deliveries, MLFs will be encouraged to use mentoring and to team facilitate.

MLFs will be sought with the following backgrounds:

- ☞ Experience in training or instructional methods, preferably in an adult education setting.
- ☞ Experience in delivery of snowboarding technical training to adults.
- ☞ Knowledge of the NCCP coach training paradigm.

The following are required before MLF designation is granted:

- ☞ Successful completion of the NCCP Level C theory course.
- ☞ Comp Dev Trained status.
- ☞ Successful completion of a MLF training session.

Exceptions will be considered on an individual basis

It will be the responsibility of the CSCP to conduct MLF training on a national basis. It is recognized that a full roster of MLFs with the desired broad range of facilitation skills will not be available during the initial stages of program development in most contexts. It is the intention of the CSCP to identify, train, and monitor potential MLFs in order to meet this skill gap. Initial candidates will be mentored and encouraged in their training by more experienced MLFs and by MLFs from multisport agencies.

## **Evaluators**

The CSCP will develop and maintain a roster of Evaluators to conduct the evaluation of coaches’ portfolios, according to established criteria and guidelines. The skill set for Evaluators is the same as for LFs, and is set out in *Appendix 3*, the LF Competency Transcript. Through 2012, all LFs and MLFs will also function as Evaluators without additional training.

The Sport Development Manager will be responsible for recruiting and approving Evaluators. Evaluators will be sought with the following skill sets:

- ☞ Good understanding and background in the full spectrum of snowboarding skill development.
- ☞ Good understanding of the growth and development principles related to the age groups and LTAD for each context.
- ☞ Good understanding of the appropriate skill training for any context in which they may be trained.
- ☞ Demonstrable skills in the core competencies of valuing, leading, interacting, problem-solving and critical thinking.

Evaluators must attend any required training sessions and successfully complete the Evaluator training assignments. Evaluators will be required to be Certified (or, in the transition period through 2012, Trained) at the context stage for which they will serve as an Evaluator.

Applications for Evaluator training and designation shall be made to the Sport Development Manager. Applicants will be selected for Evaluator training in consultation with the appropriate P/TSA.

### **Recruitment, Retention, Education, and Renewal**

The CSCP will develop and maintain an appropriate number of Learning Facilitators, Master Learning Facilitators, and Evaluators (collectively called “LFs” for the purposes of this section). This number may vary over time, but will be sufficient to address program delivery requirements and regional needs, without putting an undue burden on any individual. For the period through 2012, the goal is a total of 20 individuals.

Potential LFs may include the following:

- ☞ Course Conductors under the old NCCP paradigm;
- ☞ CASI Course Conductors
- ☞ Retired High Performance Program athletes.
- ☞ LFs active in other sports of NCCP multi-sport certification activities.
- ☞ Participants in conferences, courses, and other professional development activities.
- ☞ Coaches with successful programs.

Status as a LF will be granted for a term of three years. This status will be automatically reviewed for a further three year term provided that the LF has conducted at least two learning or evaluation activities, has participated in at least one professional development activity, and not received an unsatisfactory LF evaluation (see Appendix 3) during the three year term.

LFs who have been inactive for three years must apply to the Sport Development Manager for re-instatement. A final decision on re-instatement will be made by the

Coaching Experts Committee, based on the recommendation of the Sport Development Manager. Considerations will include level of ongoing activity in the sport, professional development activities undertaken, and the nature of previous LF assessments.

The CSCP will provide LFs with opportunities to conduct clinics, professional development opportunities, and regular communication with respect to both process and content.

### **Evaluation of Courses and Learning Facilitators**

Upon completion of each coaching course, participants will be provided with an opportunity to evaluate the course and the LF. Evaluations will be collected by the MLF in attendance or forwarded to a designated MLF for review.

Course evaluation forms will be designed for each course. Evaluation criteria will be based on the learning outcomes sought for that learning experience, and the LF or MLF will be evaluated on the skills sets sought for each context and their ability to deliver the course to program standards. Evaluations will be part of the LF Guide for each context.

LFs who are consistently rated highly on their Evaluations will be considered for mentorship roles with other LFs. They may also be considered for training as a LF in additional contexts or as a Master Learning Facilitator.

LFs who are consistently rated poorly on their Evaluations will be afforded an opportunity to improve their performance at a subsequent course. This course will be monitored by an MLF. If little or no performance improvement is assessed, the LF will be removed from active status until further training is taken.

## **Program Management**

### **CSCP Experts Committee**

The CSCP Experts Committee will manage the program, including development of tools and resources, program design requirements, integration of Coaching Development with LTAD, and training of Master Learning Facilitators and Learning Facilitators. Such other duties as may be required will be determined through discussion between the Sport Development Manager and the CEO.

### **Recruitment and Development**

The CSCP shall have the following responsibilities with respect to recruitment and development, in order to maintain an appropriate number of LFs and Evaluators:

- ❧ Provide an appropriate number of opportunities for LFs to conduct courses. An appropriate number will depend on the LF and the time they have available.
- ❧ Review the evaluations that are completed by participants after the courses.
- ❧ Monitor the activities, performance, and training of LFs, in conjunction with MLFs, to ensure that LFs meet the standards expected and maintain the most current training.
- ❧ Monitor opportunities for further education and training and make these opportunities known to LFs.
- ❧ Review the performance of LFs receiving unfavorable evaluations. Discuss the matter with the LF; attend the next workshop; observe the workshop; and take appropriate action during and after the workshop as required. This action can range from providing tips on how to improve, to removing LF status either permanently or until further training is provided.

### **Training**

The CSCP shall have the following responsibilities with respect to training LFs and Evaluators:

- ❧ Develop and train a roster of MLFs to conduct LF.
- ❧ Review and approve, if appropriate, candidates proposed for MLF by the provincial and territorial snowboard associations.
- ❧ Develop LF, MLF, and Evaluator training guidelines and approve the training program.
- ❧ Review training programs to ensure they meet requirements of the various coaching streams and contexts.
- ❧ Train or provide resources to individuals responsible for formal observation/evaluation/verification of LFs and Evaluators.

- ❧ In consultation with provincial and territorial snowboard associations, determine numbers needed, taking into account regional and language balances.
- ❧ Review the roster of active Evaluators and LFs annually and determine training requirements.

### **Program Monitoring, Evaluation, and Quality Control**

The CSCP will conduct a quality review of this program and its resource requirements on an annual basis. This review will consider the following items:

- ❧ Results of any program review conducted by the Coaching Association of Canada and/or funding agencies such as Sport Canada.
- ❧ Recommendations for improvements by stakeholders involved in delivery of programs or affected by the training programs.
- ❧ Items raised by Evaluation Forms submitted by Coaches and Facilitators at the end of courses.
- ❧ Funding requirements for training, including the recruitment and training of additional personnel.
- ❧ Requirements for the training and development of personnel to meet the linguistic and geographic profiles of P/TsAs.
- ❧ Reports from P/TsAs as to the number of workshops conducted, number of coaches participating, roster of active LFs and MLFs, and number of evaluations completed.

The provisional agenda for the annual Program Management Review is:

1. Report on activities conducted during prior year.
2. Evaluation of activities against targeted objectives.
3. Review of actions arising from prior year's Program Management Review
4. Review of program review input, including:
  - ❧ Program review/audits by CAC, Sport Canada or other funding agency.
  - ❧ Recommendations for improvements by stakeholders.
  - ❧ Suggestions for improvements on evaluation forms.
  - ❧ Funding requirements for training of personnel.
  - ❧ Review of linguistic and geographic profiles and gaps.
  - ❧ Reports by P/TsAs on numbers of workshops, coaches, training courses, roster of active personnel, and number of evaluations concluded.
5. Review of recommendations by NCCP Coaching Program, including areas of:
  - ❧ Training and skills upgrading of personnel.
  - ❧ Evaluations and feedback from coaches participating in training.
  - ❧ Improvements in program delivery.
6. Review of communications plan.
7. Identification of actions to be taken.

The CSCP will review and adopt improvements as developed by the National Coaching Certification Program on an ongoing basis. The principles of continuous improvement and professional development for coaches shall be applied.

## **Financial Matters**

The CSCP shall establish fee guidelines and parameters for coach training programs offered and developed under its authority.

Canada~Snowboard will, from time to time, set fees to recover costs related to program design, development, contracting responsibilities for tools and resources, administration at a national level and costs related to maintaining national databases.

The current fee structure is:

- ☞ Basic Coach Course (3 Days):
  - Participant fee: \$295
  - LF payment fee: \$200/day
- ☞ Comp Intro Course (5 Days):
  - Participant fee: \$495
  - LF payment fee: \$250/day
- ☞ Comp Dev Course (6 Days):
  - Participant fee: \$495
  - LF payment fee: \$300/day

P/TSAs are encouraged, through their own resources and through sources such as provincial/territorial funding bodies, to subsidize course fees for participants.

The following expenses may be claimed by LFs:

- ☞ Printing as needed and approved by the Sport Development Manager.
- ☞ Mileage – \$0.36/ kilometer.
- ☞ Meals – \$58.10/day as set by each province with minimums.

Any additional expenses must be approved by the Sport Development Manager. LFs must provide the Sport Development Manager with a signed Expense Claim and receipts (receipts are not needed for meals and mileage). Expense allowances include GST / PST. In order to be reimbursed for expenses, LFs must provide the CSCP/NCCP with the NCCP database form for the course.

## **Communications**

The CSCP recognizes the importance of a consistent and well developed communications plan to keep all stakeholders fully informed of program developments and benefits. It shall establish an electronic distribution network to communicate

changes, updates, and developments. This such network will include P/TSAs, LFs, MLFs, Evaluators, funding partners, and other interested parties..

A review of the communications plan will be conducted as part of the annual Program Management Review.

### **Planning**

The CSCP shall establish an annual Operations Plan. It shall also set out medium term objectives (for the coming four years), and long term objectives (for the coming eight years).

The Operations Plan and the medium and long term objectives shall be reviewed on an annual basis.

The Operations Plan and the medium and long term objectives are attached to this manual as Appendices 3, 4, and 5.

PROVISIONAL

## Appendix 1

### Learning Facilitator/Evaluator Code of Conduct

*It is expected that every LF will read, understand, and sign the following Code of Conduct:*

In my role as a LF/Evaluator for the CSCP and in conjunction with the NCCP

I, \_\_\_\_\_ (name & CC #), expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my LF/Evaluator Certification Status.

I shall:

1. Successfully participate in all LF and/or Evaluator training and evaluation components in order to be granted LF/ Evaluator certification (i.e. LF Pathway).
2. Maintain LF/Evaluator certification through attending all required professional development, and continuously seek to improve personal abilities and performance on a regular basis.
3. Maintain a minimum requirement of availability to deliver one course per year.
4. Be a member of the Canadian Snowboard Federation, and align with its goals and objectives as it services the membership at large.
5. Support sponsors, suppliers, employers, and/or other partners of the CSCP coach education program.
6. Support the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Governments, local snowboarding clubs) in their shared goal and vision to delivery high quality, ethical coach education programs.
7. Demonstrate professionalism (in dress, language, and presentation) as a coach educator in all aspects of course delivery, through behaviors consistent with the NCCP Code of Ethics, the use of due process, and the principles and values of fair play.
8. Place the best interest of the coaches taking part in the workshops/ evaluation events ahead of my personal interests.
9. Refrain from all forms of physical, emotional, mental, and/or sexual harassment, recognizing that sexual harassment includes either or both of the following:
  - ❧ 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; and
  - ❧ engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that are offensive and

unwelcome, or create an offensive, hostile or intimidating environment, and can be reasonably expected to be harmful to the recipient and or teammates.

I agree that if there is disagreement or misalignment on issues, it is the responsibility of myself as the LF/Evaluator to seek alignment with the objectives, goals, and directives of the CSCP.

I understand and agree that the CSCP Experts Committee is empowered to take disciplinary action should any breach by myself of the Code of Conduct occur.

I hereby declare that I have read this CSCP Learning Facilitator/Evaluator Code of Conduct, and understand and accept the provisions contained herein.

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

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## Appendix 2

### Learning Facilitator Competencies Assessment Form

Competency	Criteria/Standard	Competent (date, initials)	Not yet competent (date, initials)	Not demonstrated (date initials)
A Demonstrate presentation skills	1 Voice is clear and projected so all can hear			
	2 Message is expressed clearly and without unnecessary jargon			
	3 Free of discriminatory language and behavior			
	4 Voice modulated and varied (NOT monotone!)			
	5 Interacts with Candidates (names, eye contact)			
	6 Delivery style suits content and Candidates			
	7 Confident, supportive, and friendly manner			
	8 Non-verbal communication (mannerisms, gestures) supports not distracts			
	9 Appearance gives a professional impression			
	10 Session is planned & is well structured			
	11 Session is logically delivered			
	12 Delivery without over-dependence on notes			
	13 Delivery is on time			
B Creates and facilitates a learning environment	14 Welcomes and speaks with participants on arrival (climate)			
	15 Room and equipment layout reduced barriers and encouraged interaction			
	16 Creates a non-threatening and supportive climate in which learning is emphasized (not testing) (climate)			
	17 Makes sessions fun and enjoyable (enjoyment)			
	18 Gives participants opportunities to practice skills			
	19 Helps participant to apply knowledge and skills to his/her own coaching (relevant)			
	20 Adapts delivery style and pace to meet participants' varying learning styles and needs (learner-centered)			

	21 Creates interaction between participants			
	22 Uses a variety of learning methods			
	23 Helps participants to self-reflect			
	24 Provides every participant with positive feedback			
	25 Facilitates rather than lectures and instructs			
C Assess participants on the course against criteria	26 Demonstrates familiarity with competence criteria and standards			
	27 Makes objective assessments			
	28 Uses questions to determine competence			
	29 Records assessment decisions			
D Plan and organize workshops and complete administration	30 Pre-course administration carried out in line with CSCP/NCCP protocol			
	31 Venue meets CSCP/NCCP guidelines			
	32 Starts and finishes course on time			
	33 Resources and equipment available, tested and working before participants arrive			
	34 Post-course administration completed in line with CSCP/NCCP protocol			
	35 All competencies are covered in line with LF or MLF Handbook			
Communicate an enthusiasm for the ethos of the sport and for coaching	36 Demonstrates passion and commitment for the sport			
	37 Exhibits behavior in line with CSCP/NCCP standards			

## Final Report & Action Plan

**Overall Assessment**

**Agreed Action Plan**

**Name of LF**

**Assessor**

## Appendix 3

### NCI Diploma in High Performance

#### National Coaching Institutes

The seven National Coaching Institutes are the centres of higher education for coaches in Canada.

The NCIs offer, to national sport organization-approved candidates, highly interactive practical courses leading to a NCI Diploma in High Performance through the following program options:

- ☞ A one-year program available at the NCI-BC.
- ☞ A two-year program available at each of the other six NCIs across Canada.
- ☞ A customized learning program that could involve study at more than one NCI or an extended period of study.

An NCI Diploma in High Performance Coaching may lead to NCCP Level 4 certification with the approval of the candidate's NSO.

#### Diploma Course Of Study

The NCI Diploma Program integrates classroom study with a coaching practicum in partnership with a highly qualified Master Coach. The knowledge, skills, and attitudes required in a coach at the top of the profession are developed through a wide variety of applied courses.

The Program deals with three main areas:

**1) Planning, designing, and implementing a sport program within your own athlete context**

The learning process involves investigation of the athlete development model, analysis of athlete needs, goal setting, designing a plan, implementation of the plan, monitoring, and evaluation. All of the proceeding occurs via exploration of information sources, discussion with peers, Master Coaches, and resource instructors.

Key themes may include: energy systems, strength and conditioning, nutrition, recovery and regeneration, mental preparation for coaches and athletes, planning and periodization, biomechanics, coaching effectiveness, environmental factors, athlete long-term development, and business management.

**2) Practical coaching**

At the NCI, you'll have an expert Master Coach to consult and assist you in applying what you learn in the classroom to your day-to-day coaching activities.

You will have the opportunity to build on and be inspired by the knowledge and experience of your peers.

Key themes may include: Coaching Effectiveness – an analysis of your coaching interventions involving both classroom reviews and practical coaching feedback from your Master Coach; Review with your Master Coach of such topics as crafting the training environment, vision for the team, coach/athlete relationship, and operating in competition.

### **3) Leadership and ethics in coaching**

The study of leadership is a dynamic, relationship-driven process involving interactions among leaders, resource instructors, Master Coaches and your own colleagues. The NCI provides the opportunity for you to learn about yourself through thoughtful and reflective self-assessment, and the development of a self-improvement action plan.

Key themes may include: values clarification, critical thinking, communication skills, ethics, philosophy, the Canadian sport system, self-analysis, assessment of strengths and weaknesses, leadership practices, group dynamics, teambuilding, problem solving.

## **Required Courses/ Tasks**

### **Diploma Practicum**

NCI coaches work within the high performance stream with athletes on a regular basis. A workbook is used to record observations and critical reflections. Tutorials are conducted with the Master Coach(es) to review their approach to athlete preparation, training, and competition. The NCI coach is expected to assume responsibility for the preparation of athletes.

### **Energy Systems**

Understand the energy demands of your sport, methods to train and increase the power and capacity of the energy systems; control of intensity; sequencing of training; and tapering for peak performance.

### **Physical Preparation**

Learn teaching progressions for strength, flexibility, and agility exercises; how to manipulate loading parameters.

### **Nutrition**

Develop nutritional strategies for training and competition; develop a nutritional plan and become familiar with a variety of sport nutrition topics such as hydration, supplements, nutrition during travel, weight control, and eating disorders.

### **Recovery and Regeneration**

Understand the causes of fatigue and select appropriate recovery modalities; understand injuries and the mechanisms for healing and recovery as part of the normal training process; non-adaptive responses to training/stress.

### Mental Preparation for Coaches

Analyze coaching interventions; deal with conflict in elite athletes and practice effective communication; psychological implications of injuries in elite athletes and strategies of intervention.

### Mental Preparation for Athletes

Identify the mental training needs of athletes; help them refine a variety of mental imagery skills and learn how to cope with distractions; integrate and sequence mental training activities within the yearly plan.

### Program Design

The systematic integration and sequencing of training and competition activities within a comprehensive sport program; planning and periodization models; major and minor peaks to produce optimal athletic performance; volume and intensity of training; recovery.

### Long Term Athlete Development

Discuss how athletes should progress in sport from childhood on; skill acquisition leading to specialized skill development; talent identification; sport-specific long-term planning.

### Leadership and Ethics

An intense learning experience to help you initiate and support positive changes in your work environment, with an emphasis on values clarification, critical thinking, communication skills, leadership practices, and group dynamics.

Course work is also required in the following areas:

- Coach Effectiveness
- Coaching Philosophy
- New Technologies

### Optional Courses/Tasks ((subject to availability))

#### Sport-Specific Performance Factors

##### Environmental Factors and Performance

Adapt a training program according to environmental influences; effects of altitude and thermal stress on training and performance; dealing with travel and time changes.

##### Biomechanical Analysis of Advanced Skills

Apply the principles of biomechanics to the detection and correction of errors in technique and to injury prevention; video analysis and applications.

*The Business of Coaching*

Learn management and marketing concepts; learn how to create a business plan and manage financial projects; identify ways to access professional services for high performance coaches.

*Canadian Sport System*

Develop an understanding of the Canadian sport system and the role of the coach within that system.

PROVISIONAL

## Appendix 4

### 2009/10 Operations Plan

#### **Direction for the Short Term (now-June 2010)**

Deliver 25 basic coach courses for 135 trained basic coaches.

**Quebec** – deliver 3 basic coach courses, 1 comp intro course, speed and style, 1 mlf workshop, identify and mentor an LF for Quebec. (2010 – no LFs)

**Ontario** – deliver 5 basic coach courses, 1 comp intro speed, 1 style, 1 mlf workshop, identify and mentor 4 new LF's for Ontario. (2010 – no LF's) (cert for bc but too busy, Lindsay Young, Jeremy Shields)

**Atlantic** – deliver 3 basic coach courses, 2 in NS, 1 in NL. 2 mlf workshop (NS, NB) LFs – Steve (speed/basic) and Natasha (basic).

**Manitoba** – deliver 1 basic coach course, Russ Davies is the LF.

**Saskatchewan** – deliver 2 basic coach course, Russ Davies is the LF

**Alberta** – deliver 4 basic coach courses, comp intro (1 speed, 1 style). LF – Adam Robertson (basic.speed), Jared Anderson (basic), Arnold Wiebe (basic), Cass Smith (basic), Kevin Higgins (basic – intraining), 1 MLF workshop

**British Columbia** – deliver 10 basic coach, comp intro (1 speed, 1 style), comp dev (1 speed, 1 style), 2 MLF workshops (Whistler), 1 MLF workshop LF – Dustin, Andrew George, Levi Froese, Connor Martin, Bill Laing (LF – in training), Matt Galina, (cert. But too busy: Adam Higgins)

**Territories** – 2 basic coach (1 nwt, 1 yukon), 2 LF (Arnold Wiebe) NWT LF, Mary Binsted (Yukon).

**30 scheduled Basic coach courses (an increase of 20%, from Ont/Que mainly), 8 comp intros (4 speed, 4 style) (an increase in 700%). 1 comp dev course (speed/style).**

In 2009, it was felt that we didn't have enough exposure and didn't have enough LFs to run courses, even if the demand was there.

- Increase awareness and promote courses better.
- Posters (Dustin will contract Candice Drouin, completion of artwork – July, posters printed/delivered – September 11<sup>th</sup>).
- Provide literature (details of CSCP, what an LFW is, how courses work, marketing piece, what our courses are, LF workshop course descriptions) to PSO's
- Ensure LF's and adequate training in place to deliver courses.

#### **Coach Association of Canada Approval**

- Full Comp Dev. (timeline: June 2010)
- Includes refining material, evaluating outcome of 2010 Olympics and previous season results
- Full Comp Intro approval with (timeline: July)
- Translation of Comp Dev to French

#### **Professional formatting/layout (Dustin Heise)**

- Basic coach translated material
- Comp Intro French/English learning reference manuals.
- Comp Intro French/English workbook
- Comp dev English reference manual
- Comp dev work boot

**Comp Dev course**

Revise comp dev material, polish and familiarize ourselves w CI material.

**Comp Intro course**

Review and polish content of courses. Send to Adam,

**Basic coach course**

Content stays the same, no review, revision required

1. Upgrading those who have already *trained* at the Level 1 and Level 2 coaching courses to become *certified* coaches.
2. Delivering in-service workshops, clinics and seminars to already certified coaches.

The basis for this decision is founded upon quality control. The proposal will:

- address the variation in developmental needs that exist within the geography of Snowboarding Canada;
- offer an opportunity for clinics and workshops to target specific developmental needs of Canadian Coaches who obviously possess a wide and varying range of skills, knowledge and abilities;
- offer opportunities to identify appropriate people for upper level accreditation rather than delivering upper level accreditation to coaches without the skills, knowledge, abilities and personal attributes to gain the benefits of such accreditation; and,
- identify those coaches with the appropriate skills, knowledge, ability, experience, enthusiasm and personal attributes to become more highly accredited and more attune to becoming high performance coaches.

The development effort is founded upon the variations of performance levels that exist within Snowboarding Canada. The current program places an emphasis upon hierarchical learning as opposed to this nation's needs for a broad range of development opportunities that address the variations that exist in this nation. Snowboarding Canada does not need large numbers of coaches with higher levels of accreditation. It is essential that an emphasis is placed upon basic education accompanied by opportunities that emphasize quality control and opportunities for all accredited personnel to have their particular strengths recognized as well as opportunities offered for them to develop their repertoire of coaching skills and knowledge in the areas that they identify as needing further assistance.