



National Coaching Certification Program



Manage a Skydiving Program Coach Workbook Context – Competition Development














Coaching
Association
of Canada



Association
canadienne
des entraîneurs

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

Partners in Coach Education

The programs of this organization are funded in part by Sport Canada.



© This document is copyrighted by the Coaching Association of Canada (2009) and its licensors. All rights reserved.

Printed in Canada.



ACKNOWLEDGMENTS

Main Writer

John McCarthy

The Canadian Sport Parachuting Association expresses its thanks to the Coaching Association of Canada for their permission to adapt materials.

TABLE OF CONTENTS

The Purpose of This Document

1. Introduction	1
1.1 NCCP Core Competencies.....	2
1.2 Learning Outcomes.....	2
1.3 Overall Context.....	3
1.4 Topics.....	4
2. Administration	5
2.1 Analyzing Critical Elements of a Program.....	5
2.2 Philosophy, policies and objectives of a program.....	5
2.3 Identifying your program demands from an administrative perspective.....	7
2.4 Identifying the program demands from a logistical perspective.....	8
2.5 Identifying the program demands from a human resources perspective	9
2.6 Determining the Duties, Responsibilities and Expectations of the Participants	10
2.7 Communication throughout the Program	11
3. Self-assessment	16
4. Action Card	17
5. Great Ideas	18

The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada (CAC) in cooperation with its National Coaching Certification Program (NCCP) partners collect, use and disclose only such information from individuals as is required for the purpose of providing services or information to them, managing NCCP coach education records, conducting research and such other purposes as described in CAC's Privacy Policy.

CAC does not sell, trade, barter, or exchange for consideration any Personal Information obtained. CAC's collection, use and disclosure of personal information shall be done in accordance with its Privacy Policy, a copy of which is available at www.coach.ca.

The Purpose of This Document

This Coach Workbook is your record of what you did and what you learned in the Manage a Skydiving Program workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach. We therefore recommend that you save your Workbook and consult it regularly to ensure continuous improvement of your coaching skills.

This workbook refers often to *Reference Material*, information developed to deepen your knowledge of key coaching topics. *Reference Material* is included with this Coach Workbook.

1. INTRODUCTION

1.1 NCCP Core Competencies

As you progress through this module, you will work on developing *five core competencies* that will help you become a more effective coach and have a more meaningful impact on athletes' experience. The competencies are problem-solving, valuing, critical thinking, leadership, and interaction. Here are just some of the ways these competencies come into play in the Managing a Skydiving Program workshop:

Problem-solving

- ❑ Determine the logistic requirements of the training and competitions with respect to the microcycles and the yearly plan
- ❑ Design the program so that it uses time and resources efficiently and effectively

Valuing

- ❑ Ensure that the program reflects the needs of the skydivers and their goals

Critical Thinking

- ❑ Compare current knowledge, skills, and attitudes with the information provided in the *Reference Material* and peer coaches

Leadership

- ❑ Work with other coaches to efficiently manage training and competition plans

Interaction

- ❑ Identify the responsibilities and roles of the skydivers, assistant coaches and volunteers
- ❑ Develop and utilize an Integrated Support Team efficiently

1.2 Learning Outcomes

- The NCCP distinguishes between training and certification. The Manage a Skydiving Program module is one of a number of *training* opportunities in the Competition – Development context. To become *certified* in this and other coaching contexts, you must be evaluated, and you must provide *evidence* in the evaluation that you meet certain *criteria*.

The following table contains the *criteria* and *evidence* that apply to this module.

CRITERIA	EVIDENCES	
Manages administrative aspects of program and oversees logistics.	<ul style="list-style-type: none"> • Present a communication tool which outlines the philosophy and objectives of the program • Provide a schedule of competition and training commitments to athletes and other key stakeholders. • Identifies expectations for behavior and commitment and identifies appropriate consequences. • Facilitates logistics for away competitions (i.e. travel arrangements, food, etc.). • Works with program volunteers and or administrators to prepare budgets and other financial logistics. 	Portfolio submission Oral presentation and cross-examination Observed Training
Report on athlete progress throughout program.	<ul style="list-style-type: none"> • Presents an assessment of the status of relevant performance indicators at periodic stages of the program to athletes and to other key stakeholders (club authorities, sport administrators, etc.). • Identifies and communicates appropriate levels of progression and steps for improvement throughout the program. • Presents evidence of debriefing session or interview with athlete and/or other key stakeholders to discuss progress in relation to goals. • Ensures privacy of information and restricts access to appropriately identified stakeholders 	Portfolio submission Oral presentation and cross-examination Observed Training
Takes appropriate measures to promote drug-free sport.	<ul style="list-style-type: none"> • Assists athletes to recognize banned substances as identified by the Canadian Centre for Ethics in Sport by providing access to appropriate reference material, or use sport expert. • Assists in educating athletes in drug testing protocols at major competitions (may occur with sport science specialist) • Identifies and reinforces the consequences for the use of banned substances. • Provides educational opportunities to athletes on the use of nutritional supplements. • Monitors athletes for the use of nutritional supplements and drugs (may be indicated on Medical information forms) • Promotes and models philosophy of fair play and drug free sport as identified Canadian Centre for Ethic in Sport, or provincial legislation. 	Portfolio submission Oral presentation and cross-examination Observed Training
Develop strategies to address and resolve conflicts in sport.	<ul style="list-style-type: none"> • Identifies common causes of conflict in skydiving, and individuals/groups likely to find themselves in a conflict situation. • Coach applies ethical decision making process to resolve conflicts that are derived from situations that have ethical implications. • Takes proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding. • Uses effective techniques and strategies to resolve conflict 	Portfolio submission Observed Training

	when personally involved, so that positive relationship with athletes and participants, officials and other coaches are maintained.	
Makes interventions and decisions that reflect an awareness of the athletes' social context.	<ul style="list-style-type: none"> • Takes into account variables such as school, work, and family when establishing program priorities and expectations with athletes. • Takes into account cultural variables when establishing program priorities and expectations with athletes. 	Portfolio submission Oral presentation and cross-examination Observed Training

Achievement Standards	NI	MS	ES
<i>NI=Needs Improvement , MS = Meets Standard, ES = Exceeds Standard</i>			
Manages administrative aspects of program and oversees logistics.	<3	4	>5
Report on athlete progress throughout program.	<2	3	>4
Takes appropriate measures to promote drug-free sport.	<4	5	>6
Develop strategies to address and resolve conflicts in sport.	<3	3	>4
Makes interventions and decisions that reflect an awareness of the athletes' social context.	0	1	2>
	<12	16	>21

After completion of this module you should be able to:

- Convey the priorities, philosophy, and objectives of your program
- Identify the logistics necessary to run an effective program
- Assist in the development of budgets and in financial administration
- Work with volunteers and key stakeholders toward a common goal
- Track the performance of skydivers and the effectiveness of the program
- Collect and use data to improve programs and to train other coaches

1.3 Overall Context

This module is one of many offered in the National Coaching Certification Program. For more information on the NCCP and the workshops it offers, visit <http://www.coach.ca/eng/certification/index.cfm>.

1.4 Workbook Topics

There are five main topics on managing a program in this workbook:

- ❑ The policies and agreements contained in a program
- ❑ The logistics of travel, training, competition and equipment
- ❑ Human resources – assistants, volunteers, stakeholders
- ❑ Communication – advertising the program
- ❑ Talent – recruiting, identification and selection for their program

There are additional topics to compliment the management of a skydiving program included in the reference material for coach education and further development:

- ❑ Conflict management – avoidance and resolution
- ❑ Advanced talent recruiting, identification and selection
- ❑ Progress reporting and record keeping for program development
- ❑ Sport nutrition and a drug-free sport
- ❑ Nutritional Supplements – Education and Monitoring

2. ADMINISTRATION

2.1 Analyzing Critical Elements of a Program

The first step in program management is to analyze the elements that are critical for the development of the program. This involves:

- ❑ Auditing your program demands from an administrative perspective – finances, contracts, program promotion, fundraising and sponsorship, media relations, record keeping, etc.
- ❑ Identifying the logistical requirements of training and competition including travel and equipment.
- ❑ Identifying the human resources requirements of your program. Developing the Integrated Support Team
- ❑ Identifying issues and solutions

You will be required to work through a number of tasks that will help you achieve the objectives identified above. Follow the directions provided for each question.

2.2 Philosophy, policies and objectives of a program

Rationale: The goal of this activity is to identify the philosophical aspects of training and competition as seen from the coach's and skydivers' perspectives.

This will help to develop the policies of the program and to ensure that the objectives of the program can meet the wants and needs of the participants.

Examples:

Philosophy – to be available to those individuals who wish to become competitive skydivers

Policy – to create a fair and positive atmosphere of learning through talent identification and skills development camps with a focus on competitive skills

Objective – to expose individuals to competitive skydiving training

.....

Philosophy – to inspire a team to succeed

Policy – to create a structured program including developmental meets

Objective – to coach an existing team to reach their goal

.....

Philosophy – to aid at least one dedicated athlete to achieve their goal(s)

Policy – to use efficient training methods and emphasize mental toughness

Objective – to identify intro skill level and desire, set interim goals and develop competitive technical, tactical and mental skills

Insert your program philosophy, policy and objectives here:

Read the items in the left-hand column in the table below. They might come into play when you are deciding how the program will function. Are there any factors you wish to add to those in the first column? If so, do so now.

For each item, list the considerations to be taken into account that will affect the design of your program and thereby influence your policies (e.g. the team hopes to medal at the nationals but some members have limited resources).

Items	Considerations
Skydiver goals for the season	
Training/Competition commitments of the skydiver	
Time commitment of the coach	
Competition schedule	(e.g. pre-season meet during exams)
Work/School commitments	(e.g. limited vacation time)
Finances	
Travel	
Coaching fees?	
Entry level into program	
Individual or team program	

2.5 Identifying the program demands from a human resources perspective

Developing your Integrated Support Team

Identify those persons who would be considered essential and a benefit in making your program work efficiently.

Human resources for a program	
Need to have	Nice to have

2.6 Determining the Duties, Responsibilities and Expectations of the Participants

Maintaining control of your program

Administration item	Person(s) Responsible – Coach, IST, Skydiver	Importance of item		
		High	Med	Low
Control of budgeting and finances				
Travel and accommodation logistics				
Training site selection				
Training scheduling	e.g. Coach	X		
Coaching fees				
Finding sponsors				
Sponsorship agreements				
Fundraising				
Certificates of proficiency, ratings required, sporting licenses, etc.				
Contractual agreements and waivers				
Code of conduct	Everyone	X		
Competition Selection				

Save this for future reference and modification.

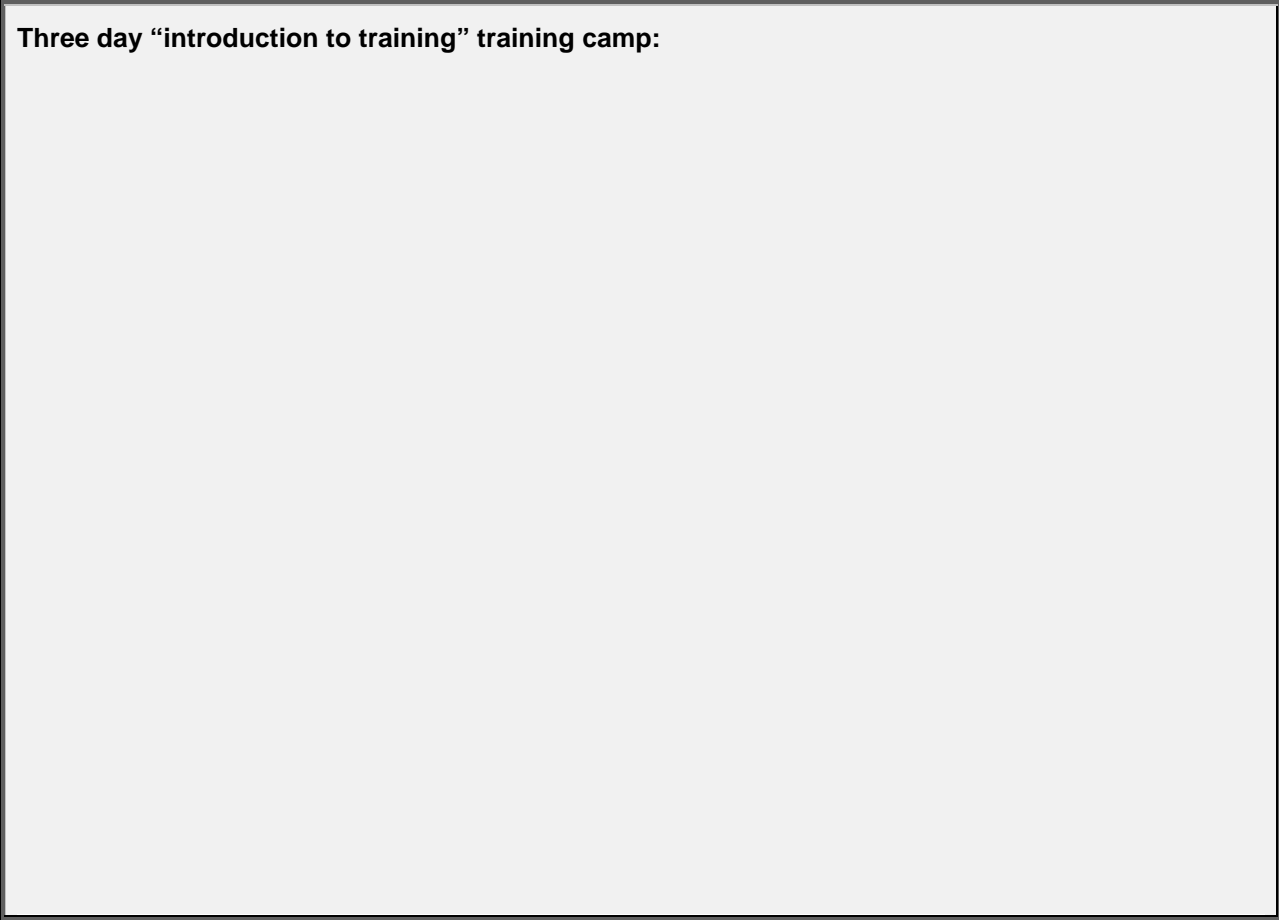
2.7 Communication throughout the Program

Advertising your program

This is an individual exercise. The learning facilitator will ask you to outline a three day “Introduction to Training” training camp for your discipline. It should contain the following:

- A short description of yourself and your qualifications
- The aim of the camp
- The dates and location of the camp
- The target group
- The entry level and qualifications of the participants
- Contact information

Three day “introduction to training” training camp:



Talent Identification and Selection

Write down a few key prerequisites for skydiver participation in your program.

Criteria for entrance into the program:

Determine/test skydiver's skill level and abilities at the start of program– technical, tactical, physical, emotional (beginning benchmark) *(See: Talent Identification)*

Beginning Assessment:

Implementing the selection process

Implementation of the process is generally dictated by the start date of a program.

Example:

The program is to begin with physical conditioning at home in September and an on-site training camp in October in Arizona.

There will be three tryouts to determine entry into the program: the first in June, the second in July and the last in August.

Therefore, the implementation would begin the previous spring with advertising the program.

Tryout testing ideas:

It is important to inform those individuals that do not meet the requirements of the program in a respectful manner.

For those who do not meet the requirements, explain the reasons why they did not and what they can do to meet the criteria in the future.

Skydiver Assessment/Progression Tools

Things to be tested	Test
Discipline Knowledge	
Physical Literacy	
Emotional Control	
Cognitive Skill	
Mental Skill	
Discipline Skill	
Tactical Skill	

Debriefing records

Coach's note to self: Keep debrief records!

Refer to "Plan a Practice".

Hand written or electronic notes are immediate, task oriented, include observations, athlete feedback and corrective actions.

Periodic review to track performances of athletes as well as program.

Used for progress reports.

Performance indicators

Scores

Test results

Goals/Benchmarks reached

Other:

Progress reporting

Reference materials: Skydiver/Team Progression Template and Athlete Report

Note: Adhere to confidentiality agreements when reporting on the skydiver's progress.

Strategies to address and resolve conflict (NCCP MSM)

Common causes of conflict	Proactive measures to prevent and resolve conflict

Applying ethical decision making process

Effective techniques and strategies to resolve conflict

Measures to promote a drug-free sport (NCCP MSM)

Check the reference material for the Canadian Centre for Ethics in Sport, F.A.I., World Anti Doping Association web sites for the following:

- ❑ Identifying banned substances
- ❑ Drug testing protocol
- ❑ Consequences for the use of banned substances
- ❑ Therapeutic use exemptions
- ❑ Sample collection procedures

Nutritional supplements - education and monitoring (NCCP MSM)

Below is a sample of one of the articles than can be found in the nutrition section of the CAC web site:

DIETARY SUPPLEMENTS, INCLUDING HERBAL PRODUCTS MAY:

- ❑ Contain undeclared ingredients, contaminants, and/or banned substances.
- ❑ Contain thousands of chemicals, including drugs or related substances that may produce a positive doping test.
- ❑ Include rare or unusual ingredients (bark, roots, flowers) with unknown properties and could include banned substances.
- ❑ Contain a variable concentration of the active ingredient from one batch to the next.

Health Canada established the *Natural Health Products Directorate* to ensure that all vitamins, minerals, herbal and homeopathic medicines meet their regulations for quality, safety, and efficacy.

Check labels for an eight-digit number, preceded by the letters DIN (Drug Identification Number), NPN (Natural Product Number), or DIN-HM (DIN-Homeopathic Medicine), which mean the supplement meets standards of formulation and labeling.

However, none of these designations will guarantee that a dietary supplement meets the WADA criteria for prohibited substances and athletes are reminded that they take supplements at their own risk.

However, for a higher level of assurance, look for products tested by NSF Certified for Sport™ or HFL. Products that have the NSF or HFL certification have been tested for the presence of banned substances.

Dietary Supplements can be expensive. Can you consume food rather than dietary supplements?

- ❑ Use nutrition information panels on food labels to compare the carbohydrate, protein, fat, vitamin, and mineral content of common foods with the nutrient profile of supplement products.
- ❑ Calculate the cost per week or month for each nutritional product — Is food more economical?

Rate the taste of nutritional products and food — which do you prefer?

4. ACTION CARD

Date: _____

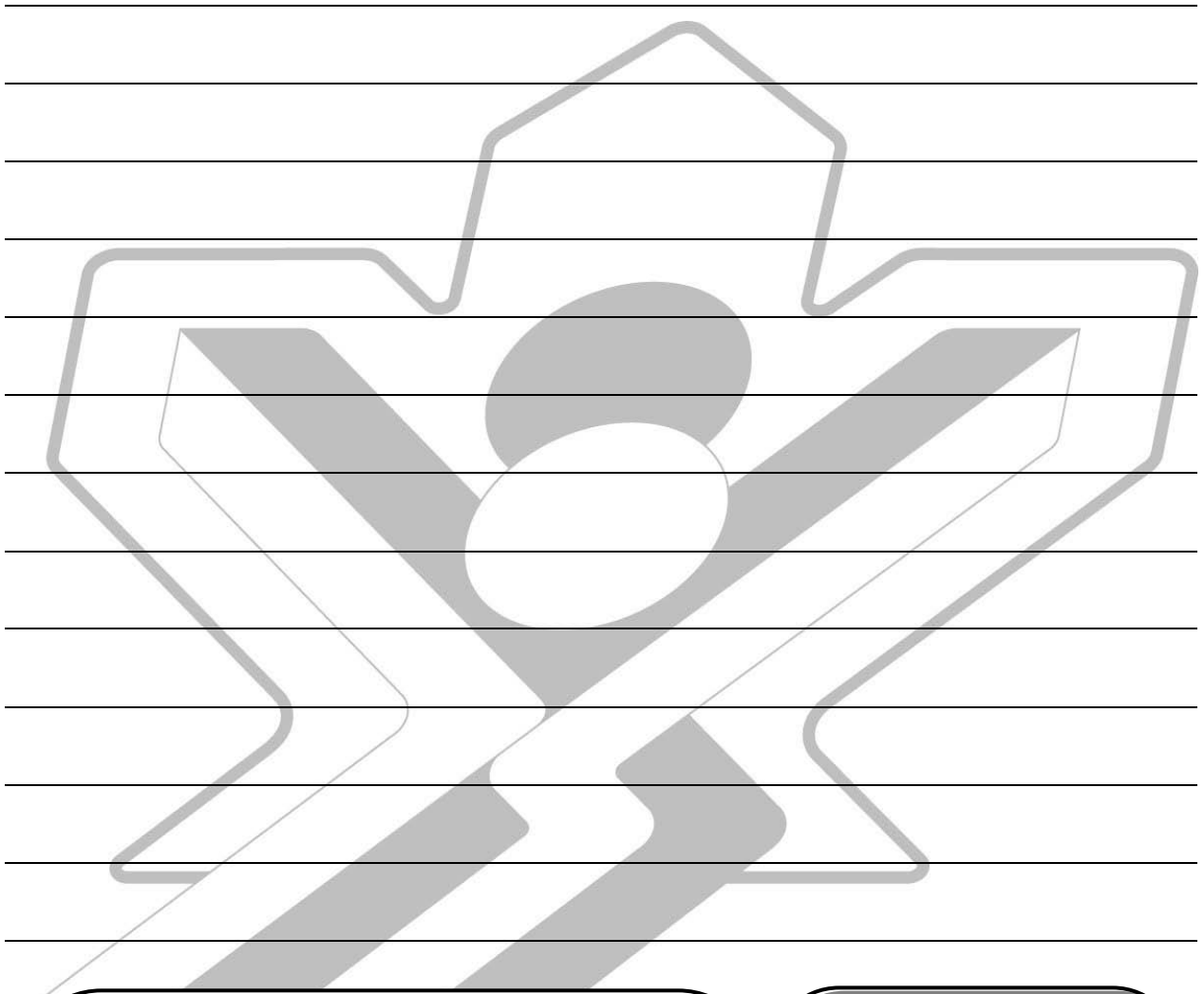
Location: _____

I will START...

I will STOP...

I will CONTINUE...

5. GREAT IDEAS



New friends in coaching from this workshop...

For coaching tips and more information about coaching workshops, visit the Coaching Association of Canada website at:



www.coach.ca



Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive website that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!



Coaching
Association
of Canada



National
Coaching
Certification
Program