



# Weightlifting: Evaluation Competition Development





## PARTNERS IN COACH EDUCATION

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

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

Canada

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

- The Canadian Weightlifting Federation (training will prepare candidates for the Weightlifting -specific evaluation process.
- The NCCP Multi-sport training modules will prepare candidates for the generic coaching skills required by all coaches for this context. There is an expectation that candidates will complete the NCCP multi-sport modules before or following attending Weightlifting Specific Training delivered by the Canadian Weightlifting Federation and its affiliated Provincial/Territorial Sports Organizations. (PT/SO)
- Technical skill content is based on the Canadian Weightlifting Federation approved Reference Materials. Candidates are expected to know and use the approved Reference Materials and the key points contained in the material.
- The Canadian Weightlifting Federation (Comp-Dev) Evaluation Package is posted on the Canadian Weightlifting Federation website [http://www.halterophiliecanada.ca/accueil\\_en.html](http://www.halterophiliecanada.ca/accueil_en.html) for candidates to download and print.
- Candidates must complete the evaluation process to move from NCCP “Trained” status to NCCP “Certified” status. It is the responsibility of the coach candidate to contact the Canadian Weightlifting Federation and or the delegated PT/SO when he/she feels ready to proceed with evaluation.
- There are several steps in the evaluation/certification process. Each step is linked directly to coaching outcomes that the candidate must be able to perform. Each evaluation tool includes several evaluation criteria and these must be fulfilled to a minimum standard to meet certification requirements. Accredited Canadian Weightlifting Federation assigned by that federation will appraise the candidate’s performance.

**Note:** The Canadian Weightlifting Federation Program encourages inclusiveness. It is, therefore, incumbent on Canadian Weightlifting Federation certified coaches to be familiar with the NCCP literature and recommendations relating to players with disabilities. This information can be found on the CAC website (coach.ca) under Resource Library "Training Athletes with a disability". References can also be found in the International Weightlifting Association Technical rules with respect to athletes competing with prosthesis.

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## Section 1: Overview

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### TIMING OF EVALUATION

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

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

#### **On site evaluations**

- In Training
- In competition (Junior or Senior Nationals)

An appeal for the evaluation to be held at a competition other than the Junior or Senior Nationals will be entertained on an individual basis with submission of an appeal document to be reviewed by a Master Coach Developer. This appeal will only be entertained if the athlete in question has met either Junior or Senior National standards but is unable to attend the relevant competition for acceptable reasons.

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

Candidates must submit their portfolio for evaluation at least 8 weeks before the scheduled date of the, In Training on-site, evaluation. Candidates will be eligible for on-site evaluations only after their portfolio contents have been evaluated and meet the minimum standards.

#### **Conditions which lead to the need to be re-evaluated**

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

**SAFETY** - Endangering the health of a athlete or any other person regardless of whether the behaviour was accidental or intentional.

**HARASSMENT AND/OR ABUSE** - Demonstrating harassing or abusive behaviour towards an athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment

**DISREGARD FOR FAIRPLAY** - Violating the Canadian Weightlifting Federation rules and/or the Coaching Association of Canada Code of Ethics/Conduct

**LOSS OF CONTROL OF ATHLETE** - athlete is clearly not responding to directions of candidate by wandering off, and/or not following instructions, and/ or displaying unsafe, abusive and/or harassing behaviour.

**DEMONSTRATION OF DISRESPECT FOR PLAYERS, PEERS, VOLUNTEERS & EQUIPMENT** – Violation of the CAC's Code of Ethics/Conduct.

**INADEQUATE TECHNICAL KNOWLEDGE** – Candidate does not incorporate and teach according to the Canadian Weightlifting Federation Reference Materials.

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## OVERVIEW OF THE SEVEN (7) COACHING OUTCOMES

Overview of the seven (7) coaching outcomes and main performance criteria that have to be met Canadian Weightlifting Federation Competition Development Coach

**THE Canadian Weightlifting Competition Development Coach WILL:**

**MAKE ETHICAL DECISIONS** – Apply an ethical decision making framework to complex ethical situations that arise during the coaching process.

**PROVIDE SUPPORT TO ATHLETES IN TRAINING** - Develop a yearly training plan that integrates yearly training priorities as detailed in the Analyze Technical and Tactical Performance training manual.

During an on-site, In Training, evaluation, implement a training session plan that is enjoyable, safe, structured, and consistent with the NCCP values and adjust the training session based on athletes' response to the training tasks.

**ANALYZE PERFORMANCE** - Demonstrate the ability to detect and correct technical and elements that need refinement in order to enhance performance.

**SUPPORT THE COMPETITIVE EXPERIENCE – COMPETITIONS**

Identify competition-specific factors that impact performance and develop pre- and post-competition routines designed to enhance performance during competition.

**PLAN A PRACTICE** - Plan training sessions that are purposeful, organized, appropriate for developing competitors, and reflect safety considerations.

**DESIGN A SPORT PROGRAM**

Consistent with the Canadian Weightlifting Federation Athlete Development model (LTAD), design a competitive Weightlifting program aimed at developing athletes and improving their performance including a tapering and peaking program in preparation for important competitions.

**MANAGE A PROGRAM** – Manage selected administrative and logistical aspects of a competitive Weightlifting program including appropriate measures to promote drug free sport, strategies to resolve conflicts, the use of expertise to assist in program or athlete development and reporting athlete progress on a regular basis.

## EVALUATION STANDARDS AND METHODS -AT A GLANCE TABLE

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

| Criteria   | NSO Training (T) / Evaluation (E) Requirements | Training Availability in Multi-sport Modules or Sport-specific Module  | Evaluation Methodologies  |
|--|--|--|---|
| <b>NCCP Outcome: Analyze Performance</b>   |  |  |   |
| Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries  | <b>T E</b>                                     | Analyze Technical and Tactical Performance (Sport Specific module)<br><br><i>Prevention and Recovery (MSM)</i> | <b>REQUIRED</b><br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s)<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s)<br><br><b>OPTIONAL / SUPPLEMENTARY</b><br><input type="checkbox"/> Submission of video assignment           |
| Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries | <b>T E</b>                                     | Analyze Technical and Tactical Performance (Sport Specific module)<br><br><i>Prevention and Recovery (MSM)</i> | <b>REQUIRED</b><br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s)<br><b>OR</b><br>Video/DVD submission of coach working with appropriate level of athlete(s)   |
| <b>NCCP Outcome: Support the Competitive Experience</b>  |  |  |   |
| Implement procedures to promote readiness for performance pre-competition  | <b>T E</b>                                     | <i>Performance Planning (MSM)</i>  | <b>REQUIRED</b><br><input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) during competition<br><br><input type="checkbox"/> Submission of a competition warm up plan<br><input type="checkbox"/> Submission of competition report<br><input type="checkbox"/> Interview/debrief |
| Implement effective tactical procedures to support athletes potential for competitive standing                   | <b>T E</b>                                     | Analyze Technical and Tactical Performance (Sport Specific module)   |   |
| Make decisions and interventions that promote sport-specific performance during competition                      | <b>T E</b>                                     | <i>Coaching and Leading Effectively (MSM)</i>  |   |
| Use the competitive experience in a meaningful manner to further athletes' development after competition         | <b>T E</b>                                     | <i>Prevention and Recovery (MSM)</i><br><br><i>Psychology of Performance (MSM)</i>                             |   |
| <b>NCCP Outcome: Plan a Practice</b>   |  |  |   |
| Identify logistics and appropriate background information for the training session                               | <b>T E</b>                                     | <i>Planning a Practice (MSM)</i><br><br><i>Performance Planning (MSM)</i>                                      | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Training plans</li> <li>○ Workbook</li> <li>○ Logbook</li> <li>○</li> </ul>  |
| Identify appropriate activities in each part of the training session   | <b>T E</b>                                     | <i>Performance Planning (MSM)</i>  | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following:   |



| Criteria  | NSO Training (T) / Evaluation (E) Requirements | Training Availability in Multi-sport Modules or Sport-specific Module  | Evaluation Methodologies  |
|---|--|--|---|
|   |  |  | <ul style="list-style-type: none"> <li>○ Training plans</li> <li>○ Workbook</li> <li>○ Logbook</li> <li>○</li> </ul>  |
| Design and sequence activities appropriately within the training session to enhance performance or create optimal adaptations | <b>T E</b>                                     | <i>Performance Planning (MSM)</i><br><br><i>Developing Athletic Abilities (MSM)</i>  | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Training plans</li> </ul>  |
| Design an emergency action plan   | <b>T E</b>                                     | <i>Planning a Practice (MSM)</i>   | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of an emergency action plan  |
| <b>NCCP Outcome: Design a Sport Program</b>   |  |  |   |
| Outline a program structure based on training and competition opportunities   | <b>T E</b>                                     | <i>Performance Planning (MSM)</i><br>Analyze Technical and Tactical Performance (Sport Specific module)<br><br><i>Design a Basic Sport Program (MSM)</i> | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of o the following: <ul style="list-style-type: none"> <li>○ Yearly Training plan</li> </ul>   |
| Identify appropriate measures to promote athlete development  | <b>T E</b>                                     | <i>Performance Planning (MSM)</i><br>Analyze Technical and Tactical Performance (Sport Specific module)<br><br><i>Design a Basic Sport Program (MSM)</i> | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Project</li> <li>○ Assignment/task</li> <li>○ Workbook</li> <li>○ Interview</li> </ul> |
| Integrate yearly training priorities into own program   | <b>T E</b>                                     | <i>Performance Planning (MSM)</i><br>Analyze Technical and Tactical Performance (Sport Specific module)<br><br><i>Design a Basic Sport Program (MSM)</i> | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Yearly Training Plan</li> <li>○ Workbook</li> </ul>                                    |
| Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations                            | <b>T E</b>                                     | <i>Performance Planning (MSM)</i><br>Analyze Technical and Tactical Performance (Sport Specific module)  | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Weekly training plans</li> <li>○ Workbook</li> <li>○ Case scenario</li> </ul>          |
| <b>NCCP Outcome: Manage a Program</b>   |  |  |   |
| Take appropriate measures to promote drug-free sport  | <b>T E</b>                                     | <i>Leading Drug-free Sport (MSM)</i>   | <b>REQUIRED</b><br><input type="checkbox"/> Leading Drug-free Sport online evaluation   |

| Criteria   | NSO Training (T) / Evaluation (E) Requirements | Training Availability in Multi-sport Modules or Sport-specific Module | Evaluation Methodologies   |
|--|--|---|--|
|  |  |   |  |
| Manage administrative aspects of the program and oversee logistics | <b>T E</b>                                     | <i>Manage a Sport Program (MSM)</i>                                   | <b>REQUIRED</b><br><input type="checkbox"/> Evaluation of one or more of the following: <ul style="list-style-type: none"> <li>○ Assignment/task</li> <li>○ Formal observation</li> <li>○ Video/audio submission</li> <li>○ Interviews with parents, athletes, administrators</li> <li>○ Reports from parents, athletes, administrators</li> <li>Peer/Athlete/Mentor Coach Assessment</li> </ul> |
| Develop strategies to address and resolve conflicts in sport       | <b>T E</b>                                     | <i>Managing Conflict (MSM)</i>  | <b>REQUIRED</b><br><input type="checkbox"/> Managing Conflict online evaluation  |

Notes:

## Outcomes Review

| Outcomes Review                         | Administered by NSO appointed evaluator | On-line CAC Administered evaluation |
|---|---|-------------------------------------|
| Make Ethical Decisions                  |   | ✓                                   |
| Managing Conflict                       |   | ✓                                   |
| Leading Drug Free Sport                 |   | ✓                                   |
| Provide Support to Athletes in Training | ✓                                       |                                     |
| Analyze Performance                     | ✓                                       |                                     |
| Plan a Practice                         | ✓                                       |                                     |
| Design a Sport Program                  | ✓                                       |                                     |
| Manage a Sport Program                  | ✓                                       |                                     |
| Support the Competitive Experience      | ✓                                       |                                     |

## CWFHC Competition Development Coach Critical Path Overview

### Training Requirements

- Completion of the required Competition Development Multi-sport modules
- 1 CWFHC Analyze Technical and Tactical Performance Module

### Multi-sport Evaluations

- 3 on-line evaluations - Make Ethical Decisions (MED Competition Development), Managing Conflict (MC), Leading Drug Free Sport (LSFS)

### CWFHC Evaluations

- Portfolio
- Observation of Training session
- Observation In Competition

### Eligibility to apply for evaluation

- Completed CWFHC Analyze Tactical and Technical Performance module
- Have completed the 9 Competition Development multi-sport modules
- Have completed on-line the following 3 on-line evaluations MED, MC, LSFS
- Your application for evaluation is submitted to the CWFHC or P/TSO providing the above evidences by submission of the NCCP Coach Transcript.

- The CWFHC or appointed delegate organization (P/TSO) will inform you if you are accepted for evaluation and arrange with the coach for registration.

Please note that this system does not eliminate the opportunity for candidates to request permission to be excused from taking multi-sport training based on previous experience and or previous training however the mandatory on-line evaluations must be completed

Once you are accepted for evaluation

Evaluator is appointed

The Evaluator will contact you:

You will be apprised of the annual evaluation plan and timing for In Competition Evaluation Opportunities

A plan will be set up for In Training Evaluation to take place

# Weightlifting “Competition Development” Certification Pathway

## COACH TRAINING

☐ **Weightlifting “Analyze Technical and Tactical Performance Workshop**

☐ **Multi-Sport Modules**

- Advanced Practice Planning
- Coaching and Leading Effectively
- Developing Athletic Abilities
- Manage a Sport Program
- Leading Drug-free Sport
- Performance Planning (recommended to be done before Advanced Practice Planning)
- Managing Conflict
- Psychology of Performance
- Prevention and Recovery



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**Coach receives: NCCP “TRAINED” STATUS**

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## COACH EVALUATION

- ☐ Make Ethical Decisions Competition Development Online Evaluation Successfully Completed
- ☐ Managing Conflict on-line evaluation Successfully Completed
- ☐ Leading Drug-free Sport on-line evaluation Successfully Completed
- ☐ Develop portfolio
- ☐ Observation In Training & Debrief
- ☐ Observation In Competition & Debrief



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**Coach becomes: NCCP “CERTIFIED”**

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Maintenance of Certification Requirements – 5 years obtaining 30 points

## Section 2

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### COACH PORTFOLIO

#### **Introduction**

Congratulations for embarking on the first steps to becoming certified Competition Development Coach for the CWFHC. As a first step in the certification process you will be required to complete the CWFHC Competition Development Coach evaluation PORTFOLIO. The completed portfolio must be submitted to your evaluator no later than 8 weeks prior to engaging in formal observation of your coaching; (In Training) The following illustrates the steps you must take.

The purpose of this portfolio is to:

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

And

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

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### PORTFOLIO CONTENT TO BE SUBMITTED

#### **Administrative**

Your coach profile \*

Your athlete profile \*

Weightlifting Competition Development Coach Performance Review – Stakeholder Assessment\*

An Emergency Action Plan\*

\* Forms for these submissions are to be found in appendix 1 of this document

#### **Training plan to include:**

- a. dates of competitions through the cycle and projected results,
- b. a detailed General Development week.
- c. The last 6 weeks leading to the competition to show,
  - i. the last week of the preparation cycle, followed by
  - ii. one transition week, followed by
  - iii. four weeks of competition cycle\*.

\*Each of these weeks must show exercises, detailed loading (reps and sets) as well as volume.

2. A Competition Plan (must include projected attempts and warm-up plan)

## Reports and plans

- Athletes Progress Report
- A Prevention and Recovery Plan
- A Psychology of Performance Plan

## Proof of completion

- Make Ethical Decisions On-Line evaluation.
- Psychology Sport On-Line evaluation.
- Conflict On-Line evaluation.

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## AFTER PORTFOLIO REVIEW – THE NEXT STEPS

After submission and review of your portfolio your evaluator will arrange with you for your observation in training to be conducted. After your in-training evaluation you will plan for your in-competition evaluation with your evaluator.

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## OBSERVATION IN TRAINING PROCESS

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

### **Pre-brief:**

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

### **Observation in training:**

You deliver the Training Plan you presented in the pre-brief. The Evaluator will be using the Evaluation Tools to observe evidence of your competencies.

### **Debrief:**

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

## **Observation in training preparation tasks**

The purpose of this task is to demonstrate your ability to plan and deliver a Weightlifting training sessions in the yearly training plan based on your stated goals for each of the following periods.

The evaluator will review the 4 plans that you submitted in your portfolio, one each for periods listed below

- General Development Period
- Preparatory Period
- Competition Period
- Transition Period

Each plan must be developed using the Analyze Performance Referent Model and the Referent Model worksheet provided in this document.

Your Evaluator will assess the plans, and you will be given feedback on areas for improvement.

You will be advised prior to the observation in training which of the training plans you will be required to execute.

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## OBSERVATION IN COMPETITION

### **Observation in competition process**

Coaches must have successfully completed the portfolio and observation in training assessments before signing up for the Observation in Competition.

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

#### **Pre-brief:**

The pre-brief is a meeting with the evaluator that happens at an appointed time preceding the weigh –in and Observation in Competition. During the pre-brief, you must describe your competition warm-up plan to the evaluator and how you plan to deal with challenges that might occur.

#### **Observation in competition**

The evaluator will observe your performance during the competition from a suitable distance

#### **Debrief:**

You and your evaluator will engage in a discussion and review of your coaching performance after the completion of the competition.

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## FINAL NOTES

The intention is for this document to provide you with the details and supporting information for you to successfully complete the training and evaluation requirements for the Competition



Development Context. Your Evaluator will work with you to support this process and we wish all people striving to obtain this certification good luck and great coaching!

## APPENDIX 1

**Portfolio completion checklist:**

| <b>Item</b>  | <b>Notes</b> | <b>Completed</b> |
|--|--------------|------------------|
| Yearly Training Plan   |              |                  |
| 4 distinct Training Plans for different phases of the training |              |                  |
| Athlete progress report  |              |                  |
| Prevention and Recovery Plan                                   |              |                  |
| Psychology of Performance Plan                                 |              |                  |
| Warm up plan   |              |                  |
| Competition Report   |              |                  |
| Performance Review – Stakeholder Assessment                    |              |                  |
| Emergency Action Plan.   |              |                  |
| MED Online Evaluation confirmation                             |              |                  |
| Drug Free Sport On-Line evaluation confirmation.               |              |                  |
| Managing Conflict On-Line evaluation confirmation              |              |                  |

## **CWFHC Competition Development Coach Portfolio Forms Package**

- Your coach profile
- Your athlete profile
- Weightlifting Competition Development Coach Performance Review – Stakeholder Assessment
- An Emergency Action Plan
- 4 training plans, one for each phase of the yearly training plan (General Development Phase, Preparatory Phase, Competition Phase and Transition Phase. The last four weeks of training before the competition.

**CWFHC Competition Development Coach Profile**

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

**Coaching Context Description**

|                      |  |                                    |  |
|----------------------|--|------------------------------------|--|
| Number of Athletes   |  | Average training session time      |  |
| Youngest Athlete Age |  | Number of training sessions / week |  |
| Oldest Athlete Age   |  | Number of weeks per year           |  |

## Athlete Profile

| Athlete Profile Form  |     |        |              |
|---|-----|--------|--------------|
| Name:   | Age | Gender | Weight Class |
| LTAD Stage and training age in weightlifting  |     |        |              |
| Which national championships is your athlete preparing for Junior, Seniors or is he or she preparing for both?                    |     |        |              |
| How long has the athlete trained with you?  |     |        |              |
| What are your athletes technical performance strengths for the Snatch and Clean and Jerk  |     |        |              |
| What are your athletes technical performance gaps for the Snatch and Clean and Jerk   |     |        |              |
| Do you experience any particular challenges with this athlete with respect the training, i.e. attendance, focus, work ethic etc.  |     |        |              |
| Do you experience any particular challenges with this athlete with respect the competition, i.e., focus, performance anxiety etc. |     |        |              |
| Additional Information  |     |        |              |

## Weightlifting Competition Development Coach Performance Review – Stakeholder Assessment

### Performance Review – Stakeholder Assessment

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

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

**Completed by:**

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

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

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

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

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





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

CWFHC Competition Development Evaluation Guide  
**MEDICAL INFORMATION**

PLEASE PRINT CLEARLY

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

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

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

**Health History**

**Details:**

Allergies Yes ☐ No ☐ \_\_\_\_\_

Asthma (Respiratory) Yes ☐ No ☐ \_\_\_\_\_

Blackouts/Fainting Yes ☐ No ☐ \_\_\_\_\_

## CWFHC Competition Development Evaluation Guide

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

CWFHC Competition Development Evaluation Guide

## Observation in Training Evaluation Overview

| Training Goals |
|----------------|
|----------------|

|  |
|--|
| Indicate the 3 main objectives of the training session |
|--|

1.

---

---

2.

---

---

3.

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CWFHC Competition Development Evaluation Guide  
**TRAINING PLANNING WORKSHEET**

Note: This worksheet is a sample. The plan that you submit as part of your portfolio may require more detail to meet the evaluation standard and may be presented in a format that you would actually use for delivery of training

**CLUB** **DATE** **TIME**

**LOCATION** **GOALS**

**EQUIPMENT**

|                     |      |   |
|---------------------|------|---|
| <b>Introduction</b> | Time |   |
| <b>Warm-up</b>      | Time |   |
| <b>Main Parts</b>   | Time | Identify the sets and reps that you will be executing for each exercise in the training session |
| <b>Cool down</b>    | Time |   |

Conclusion

Time

## APPENDIX 3

**Reports to be submitted****Athlete progress report**

The purpose of this task is to assess your ability to manage your athlete's performance progress it consists of comparing his or her performance against previously set goals/benchmarks.

Use the plan developed in the Coaching and Leading Effectively module or equivalent.

**Prevention and recovery plan** (see Prevention & Recovery Module)

Use the plan developed in the Prevention & Recovery module

**Psychology of performance plan** (see leadership Module)

Use the plan developed in the Psychology of Performance module or equivalent.

**Competition warm up plan**

Submit a competition warm up plan you have used here at the provincial championships or other qualifying competition.

**Competition report**

Use the plan provided above to review your warm up plan and the athlete's competition performance

**Complete Make Ethical Decisions (MED) On-line Evaluation  
Proof of successful completion**

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

Submit verification of successfully completing the MED online evaluation for Competition Development. This evaluation is available on the Coaching Association of Canada website at: [www.coach.ca](http://www.coach.ca). Upon completion of this online module you can obtain a copy your "Coach Transcript" from the Coaching Association of Canada website verifying the successful completion of this task. You can obtain your transcript on-line from the Locker with the use of your NCCP Number and password.

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

## **Complete Managing Conflict On-line Evaluation. Proof of successful completion**

## **Complete Drug Free Sport, On-line Evaluation Proof of successful completion**

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### **APPENDIX 4**

## **Portfolio submission supporting information**

### **Emergency Action Plan (EAP)**

This task requires that you design and produce an emergency action plan for the training area in which you coach. An emergency action plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear headed way if an emergency occurs.

**An EAP** should be prepared for the facility or site where you normally hold training sessions and for any facility or site where you may go to attend special training sessions.

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

2. Designate in advance who is in charge in the event of an emergency (this may very well be you).
3. Have a cell-phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located.
4. Have emergency telephone numbers with you (facility manager, fire, police, and ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
5. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.

6. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one-way streets, or major landmarks.
7. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
8. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

## **Submit a yearly training plan based upon the athlete that you are preparing for Junior or Senior nationals**

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

Competitions, training camps and testing session’s dates

Training phases and cycles

Training priorities for each training phase

Linked to CWFHC LTAD

## **Complete 4 training plans**

The purpose of this task is to demonstrate your ability to plan a Weightlifting training session in each of the following yearly training plan phases

- General Development
- Preparatory
- Competition
- Transition

You will be required to submit 4 plans for the portfolio. Your Evaluator will assess the training plans, and you will be given feedback on areas for improvement. These plans will also help the Evaluator determine your readiness for a formal observation in training.

In order to provide objectivity in the evaluation for certification, you will be required to plan and implement skills using the CWFHC Referent Model a copy of this and the supporting information can be found in your CWFHC Analyze Technical and Tactical Performance Workbook and Reference Materials.



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

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

**Key elements of a training plan – (Use of this format in not required but the key elements should be included)**

| Training Part   | Time  | Key Elements  |
|---|---|---|
| <b>Introduction</b><br><br>Purpose is to greet athletes and let them know what will be taking place | variable<br><br><br><br><br><br><br>2-3 min | <b>Before practice begins:</b> <ul style="list-style-type: none"> <li>➤ Inspect facilities</li> <li>➤ Organize equipment</li> <li>➤ Greet each athlete</li> <li>➤ Assess the energy level of each athlete</li> </ul><br><b>At the beginning of practice:</b> <ul style="list-style-type: none"> <li>➤ Review the goals of the practice and the activities planned</li> <li>➤ Give safety instructions specific to the activities planned</li> </ul> |

|   |                         |   |
|---|-------------------------|---|
|   |                         |   |
| <b>Warm-up</b><br><br>Purpose is to prepare the body for the efforts that will be produced during each training exercise<br><br>Appropriate warm ups to be engaged in for each training exercise engaged in | 3-7 min<br><br>5-10 min | <b>General warm-up:</b> <ul style="list-style-type: none"> <li>➤ General exercises to loosen muscles and raise body temperature</li> <li>➤ Progressive stretching dynamic stretching</li> </ul> <b>Specific warm-up:</b> <ul style="list-style-type: none"> <li>➤ Bar warm up</li> <li>➤ A gradual increase in intensity leading to training level performance</li> </ul> |

| Training Section  | Time   | Key Elements  |
|---|--|---|
| <b>Main part</b><br><br>Purpose is to engage athletes in activities that will help them to improve sport-specific abilities and fitness | Variable; usually 20-30min, for each exercise depending on LTAD stage of the athlete | <b>3 OR MORE ACTIVITIES LINKED IN THE PROPER ORDER</b> <ul style="list-style-type: none"> <li>➤ Activities that challenge the athletes so that they can learn and improve while enjoying themselves</li> <li>➤ Athletes engaged most of the time in an activity</li> <li>➤ Athletes allowed enough execution time for each activity</li> <li>➤ Activities that are adapted to the age, fitness, and ability levels of the athletes</li> </ul> |
| <b>Cool-down</b><br><br>Purpose is to begin recovery  | 2-3 min  | <ul style="list-style-type: none"> <li>➤ Stretching, especially of those muscles most used</li> </ul>   |
| <b>Conclusion</b>   | 2-3 min  | <ul style="list-style-type: none"> <li>➤ Provide and ask for feedback on what went well and suggest how improvement can be made</li> </ul>  |

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|   |  |   |
|---|--|---|
| Purpose is to debrief and inform about next training session or competition |  | <ul style="list-style-type: none"><li>➤ Inform about the next practice or competition (e.g. logistics, goals and emphasis)</li><li>➤ Speak with each athlete before he/she leaves</li></ul> |
|---|--|---|

# How to be a better coach



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

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

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

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

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sport nutrition tips, read coach stories and more!