



Level 4/5 Coaching Program

Program Outline and Description

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Section 1 Squash Canada Coaching Program

1.1 Goals of Squash Canada Coaching Program

The general goals of the Coaching Program are a shared responsibility among the P/T squash associations, Squash Canada and the CAC.

- To set and maintain standards for the training and certification of squash coaches in Canada;
- To train and certify high caliber coaches to meet the needs of Squash Canada's high performance system;
- To facilitate linkages between the Canadian squash coaching program and international coaching through the World Squash Federation.

Meeting the goals of the Level 4/5 coaching program are mainly the responsibility of Squash Canada.

- Ensuring that the Level 4/5 coaching program meets the needs of the Squash Canada's high performance system,
- Approving applicants to the Level 4/5 program,
- Selecting knowledgeable presenters for squash specific Level 4/5 tasks,
- Providing assistance to presenters in evaluating squash coaches for generic Level 4/5 tasks.

1.2 Description of Squash Canada Coaching Program

Squash Canada's coaching program includes the training and evaluation of squash coaches from schoolteachers to National Team coaches, through a series of progressive coaching levels. Squash Canada oversees the program, including its development, implementation and evaluation and uses its formal link to the World Squash Federation Coaching Committee to stay current on coaching developments at the world level.

Squash Canada's Coaching Program is also part of Canada's National Coaching Certification Program (NCCP) which consists of five levels of certification. The first three levels cater to coaches of players, novice up to Provincial standard. All three levels include three components; theory, technical and practical. The Coaching Association of Canada (CAC) maintains the theory component of the NCCP and sets guidelines for the technical and practical components. Each individual sport is responsible for developing its own technical and practical components. The programming and delivery and the practical requirements for squash in Canada are standardized across the country in both official languages, French and English.

1.3 Description of Squash Canada Level 4/5 Coaching Program

Levels 4 and 5 of the coaching program are organized differently from Levels 1-3, and consist of coaches completing a series of "Tasks" or "Modules". Tasks are designated as either Generic or Specific. These designations identify what type of information each task contains. Specific tasks cover information that relate to a particular sport; whereas a generic task's content and information can be related to all sports.

As a minimum requirement, Squash Canada requires the completion of twelve (12) tasks, identifying task #9, #12, #13 & #14 as mandatory for certification at Level 4.

The completion of twenty (20) tasks is needed for certification at Level 5.

Owing to the varied nature, difficulty and complexity of some of these tasks, they are administered and delivered by a range of institutions and through different methods. Some formal institutions include the University of Calgary, the University of British Columbia, and the University of Saskatchewan. These university programs offer a concentrated series of generic tasks over a 1-2 year period. In addition to these formal institutions, there are also "National Coaching Institutes" in various major cities. (Details of these institute locations can be found on the Coaching Association of Canada website at www.coach.ca). In both cases, coaching mentors are available to guide the coach through the tasks. Specific tasks are also organized and delivered by Squash Canada. A number of courses are often grouped together and delivered on a weekend or during a coaching conference. Coaches are encouraged to take advantage of the many ways these courses are offered.

A detailed description of each of the tasks follows in section 2 of this manual.

1.4 Listing Level 4/5 Tasks

All of the tasks are listed for the Level 4/5 program and each one is identified as either generic or sport specific. In addition the type of method used to deliver the course is also given.

- Task #1: Energy Systems, (Generic, Course)
- Task #2: Strength Training for Elite Athletes, (Generic, Course)
- Task #3: Squash Performance Factors, (Sport-Specific: Self-Directed)
- Task #4: Nutrition for Optimal Performance, (Generic, Course)
- Task #5: Environmental Factors and Performance, (Generic, Course)
- Task #6: Recovery and Regeneration, (Generic, Course)

- Task #7: Psychological Preparation for Coaches, (Generic, Course)
- Task #8: Psychological Preparation for Elite Athletes, (Generic, Course)
- Task #9: Practical Coaching: Advanced Strokes Training, (Sport-Specific: Course)
- Task #10: Biomechanical Analysis of Advanced Skills, (Sport Specific: Course)
- Task #11: Advanced Squash Strategy and Tactics, (Sport-Specific: Course)
- Task #12: Planning and Periodization: Optimal Sequencing of Sport Science, Training, and Competitive Activities, (Generic, Course)
- Task #13: Analysis of Squash Performance Factors, (Sport-Specific: Self-Directed)
- Task #14: Practical Coaching: Training Camps, (Sport-Specific: Course)
- Task #15: Practical Coaching: Competitive Tours, (Sport-Specific: Self-Directed)
- Task #16: Athlete long-term Development, (Generic, Course)
- Task #17: Leaderships and Ethics, (Generic, Course)
- Task #18: Self-awareness and Personal Management, (Generic, Course)
- Task #19: Canadian Sport System, (Generic, Self Directed)
- Task #20: National Team Program, (Sport-Specific: - Self-Directed/Course)

Furthermore, Level 4/5 tasks address specialized subject areas and can be grouped into the following categories:

- Training Methods and Applied Exercise Physiology (Tasks #1, #2, #4, #5, #6)
- Sport Psychology (Tasks #7 and #8)
- Sport-Specific Performance Factors (Tasks #3 and #13)
- Technical, Tactical, Practical, and Managerial Aspects of High Performance Coaching (Tasks #9, #11, #14, #15, and #20)
- Biomechanics (Task #10)
- Optimal Planning and Sequencing of High Performance Programs (Task #12)
- Growth and Maturation/Athlete Long-term Development (Task #16);
- Leadership (Task #17)
- Self-awareness and Personal Management (Task #18)
- Canadian Sport System (Task #19)

1.5 Level 4/5 Coaching Program Entry Qualifications

Entry into the Level 4/5 Squash Coaching Program is open to coaches who meet the following criteria.

- Full Certification at Level 3 in the “High Performance Stream”

Note: Coaches certified Level 3 in the “Teaching Stream” can only be admitted to the tasks of the Level 4 program that are Generic or the Specific tasks # 3,10,13. Should a coach pass into the “High Performance” stream they will be entitled to take the remaining tasks.

- Actively coaching elite athletes (provincial caliber at a minimum)

When these criteria are met, a coach is required to make application to Squash Canada, which must include a résumé and cover letter detailing coaching (including age, level and events of the athletes coached and their highest competitive achievements) and educational experiences.

1.6 Certification Requirements for National and Provincial Coaches

In order to be eligible for salary support from Sport Canada, National Coaches must have NCCP Level 4 certification as a minimum. This requirement applies to head national coaches, full-time assistant national coaches, junior national coaches, development team coaches, event/discipline coaches, full-time centre coaches (including shared support positions) as well as part time national-level coaches who receive a contribution equal to at least 50% of the amount outlined on the Sport Canada salary grid. It should be noted that certification at Level 4 is not a requirement for assistant national coaches, junior national coaches, development team coaches, or event/discipline coaches who receive honoraria only, or to coaches contracted on a project basis.

Effective in 1995, Sport Canada requires all Canadian Pan American Games head coaches to have Level 4 certification. Pan American Games assistant coaches must be certified at Level 3 in the High Performance Stream.

Effective in 1996, Sport Canada requires all Canadian Olympic coaches to have Level 4 certification.

Certification at Level 4 is a requirement for the designation Chartered Professional Coach, as established by the Canadian Professional Coaches Association (CPCA).

1.7 Administrative Process

Tasks are submitted to Squash Canada within 18 months of taking the course. Upon completion, two copies will be submitted to Squash Canada who will send a copy to the designated marker. The marked task will be returned to Squash Canada, who will then return the task to the coach and submit the appropriate documentation to the Coaching Association of Canada.

Section 2 Level 4 Coaching Program Task Description

Note: Assessments are included for sport specific tasks only.

Task #1: Energy Systems (generic)

Goal:

Based on the actual demands of the sport, the coach will design, implement, and evaluate specific training programs and activities to improve the athlete's energy systems.

Learning objectives:

Upon completion of this task, the coach will:

- * demonstrate a thorough understanding of the characteristics of the three energy systems of the human body (alactic, lactic, and aerobic) and of their trainability.
- * understand the factors that limit the performance of each energy system
- * demonstrate a thorough understanding of the energy demands of his/her sport or event
- * be familiar with various types of training methods/protocols of the three energy systems
- * know specific methods to estimate the intensity of training, as well as the limitations of these methods
- * design general and specific training programs aimed at developing the energy systems, and sequence the same optimally within microcycles and macrocycles of the yearly training plan
- * be familiar with laboratory and field tests aimed at assessing the athlete level of fitness in each of the three energy systems, as well as with normative data pertaining to such tests
- * monitor the progress made by the athletes in the area of energy systems training, and adjust training programs when appropriate based on the actual athlete progression
- * know how to access and/or retrieve sport-science information pertaining to the energy systems.

Task #2: Strength Training for Elite Athletes (generic)

Goal:

Based on the actual demands of the sport, the coach will design, implement, and evaluate specific training programs and activities to improve the athlete strength qualities.

Learning objectives:

Upon completion of this task, the coach will:

- * understand the key physiological and neurological factors determining strength
- * understand the difference between the various types of strength
- * understand and apply to his/her sport the concept of optimal strength development
- * thoroughly understand the strength demands of his/her sport or event, and identify the type(s) of strength that need to be developed
- * be familiar with various types of loading protocols for the development or maintenance of strength qualities, and their neurological and physiological effects
- * be familiar with normative data on absolute and relative strength in high performance athletes in a variety of sports and in his/her own sport
- * design sport-specific training programs aimed at developing/maintaining strength qualities, and sequence the same optimally within microcycles and macro-cycles of the yearly training plan, taking into consideration the impact strength training may have on the development/maintenance of other performance factors (skills, other physical qualities, etc.)
- * select equipment and exercises appropriate for the development or the maintenance of strength in his/her sport, and teach athletes how to properly execute specific strength training exercises
- * teach appropriate weightlifting techniques for selected exercises, and correct improperly executed movements
- * implement a strength training program, monitor the progress made by the athletes, and, if appropriate, adjust the program
- * know how to access and/or retrieve sport-science information pertaining to the development of strength.

Task #3: Squash Performance Factors- Project (specific)

Goal:

The coach will complete an in depth analysis of a squash specific performance factor that cannot be covered in any other Level 4/5 task, due to its degree of specificity and/or specialization. A self-directed research project will be completed by the coach on a sport-specific performance factor or other topic that directly relates to high performance coaching or high performance athlete preparation.

The content must be practical and directly applicable to high performance athletes and the game of squash.

Learning objectives:

Upon completion of this task, the coach will:

- * formulate an hypothesis
- * choose a sample to collect data
- * select an appropriate method of data collection from a variety of techniques
- * accurately collect sufficient amounts of data
- * thoroughly evaluate the data collected
- * draw logical conclusions based on the results of the data
- * provide practical recommendations.

Assessment:

This assessment will be monitored and evaluated by a Master Course Conductor, National Coach or an approved Level 4 Coach. The assessment is made up of two components:

1. Research Proposal: A detailed proposal will be submitted by the coach, outlining the purpose, rationale or significance, methodology, project schedule including completion date and a list of references/resource materials. An inventory and rating scale will be used by the marker to assess the proposal.

2. Research Paper: A final report will be completed by the coach showing the results of the research conducted by the coach. These results will demonstrate an analysis of the data collected with suggestions and recommendations.

Task #4: Nutrition for Optimal Performance (generic)

Goal:

The coach will design, implement, and evaluate nutritional strategies aimed at optimizing the athlete performance in training and competition.

Learning objectives:

Upon completion of this task, the coach will:

- * be familiar with similarities and differences of training and competitive diets
- * be capable of performing a basic nutritional analysis.
- * develop a nutritional plan as part of his/her yearly planning instrument.
- * develop a nutritional plan in preparation for a major competition.
- * evaluate the effectiveness of his/her nutritional plan.

Task #5: Environmental Factors and Performance (generic)

Goal:

To be able to design, implement, and evaluate specific strategies, programs, and activities aimed at optimizing the athlete performance in a variety of environmental conditions.

Learning objectives:

Upon completion of this task, the coach will:

- * know physiological effects of acute changes in altitude and hypoxia on the body's various functions and on overall physical performance in a variety of sports
- * provide recommendations for training, acclimatizing, and performing at different altitudes
- * understand the effect of extreme temperature stress on performance
- * be able to recommend training programs for acclimatizing, and performing in the heat and the cold.

Task #6: Recovery and Regeneration (generic)

Goal:

The coach will design, implement, and evaluate specific strategies, programs, and activities aimed at optimizing the athlete recovery and regeneration for specific training loads/stimuli.

Learning Objectives:

Upon completion of this task, the coach will:

- * know the factors that may cause fatigue
- * understand that recovery is an integral component of a well-planned training program
- * understand that recovery is a holistic process, e.g. physical, neurological, and mental, and be familiar with basic principles in each of these areas for the planning and implementation of a recovery program
- * understand the time delays necessary for the recovery process to occur
- * know the general characteristics of fatigue and non-adaptive responses to training: overtraining (for the metabolic-physiological component of training); overuse (from a mechanical/structural point of view); and burnout (psychological and mental attitude towards training and competition)
- * be familiar with the concept and specific symptoms of overtraining
- * be familiar with simple tools that can help monitor the athlete recovery process, and detect signs of overtraining
- * understand the importance of proper and timely nutrition and hydration in the recovery process, and why
- * incorporate recovery modalities within his/her regular training programs and activities
- * recognize nonadaptive responses to training, and overtraining symptoms.
- * know the effect of Central Nervous System fatigue on the ability to train speed, strength and skills
- * be familiar with the regenerative effect of recovery modalities such as stretching, massage, hydrotherapy, rest, and alternative activities
- * understand the respective roles and responsibilities of coaches and athletes in the planning and implementation of a recovery program, and develop a plan of action to ensure athletes actually follow the recovery program that is planned
- * complete an inventory of the various recovery modalities that can be accessed by his/her athletes (self-administered no equipment; self-administered with equipment; assisted no equipment; assisted with equipment), evaluate the cost factor involved, and determine when such modalities should be best used by the athletes

- * select recovery modalities that are appropriate to the training stimulus (e.g. endurance, strength/power, speed, skill, flexibility), and sequence the same optimally on a daily and weekly basis
- * understand the responsibilities of both the coach and the athlete in planning for and implementing a recovery program
- * understand the following aspects of athletic injuries: psychological implications for the athlete, type of activities that can be performed to facilitate recovery and/or maintain fitness during the healing process, implications of returning to training/competition following incomplete recovery from an injury, factors the coach must consider when an athlete resumes training following an injury
- * design a program for an injured athlete aimed at maintaining fitness during the recovery phase
- * design a training program for an athlete coming back from an injury and aimed at preparing him/her for regular training and competition activities
- * identify possible alternative or corrective activities for his/her sport.

The course is divided into 5 themes:

1. Analysis of coaching interventions
2. Development of a mental plan for training and competition
3. The problem of role accumulation and conflict in national team athletes
4. Effective communication
5. Psychological implications of injuries in elite athletes and strategies of intervention by the coach

Task #7: Mental Preparation for the Coach for Training and Competition (generic)

Goal:

To provide coaches with the additional psychological skills and knowledge to help them perform their coaching responsibilities with the most effectiveness.

Learning Objectives:

Upon completion of this Task, the coach will:

- * identify the psychological barriers that coaches experience
- * learn and apply strategies for arousal control
- * develop motivation techniques for maintaining a positive attitude
- * become aware of attention styles and shifts
- * discover strategies and practice procedures for developing visualization
- * explore the ethics of sports psychology.

Task #8: Psychological Preparation for Elite Athletes (generic)

Goal:

To provide coaches with the opportunity to refine their working knowledge of applied sport psychology to provide optimal support to athletes in the area of mental preparation.

More specifically, the coach will enhance his or her ability to plan, design, implement, and evaluate mental training programs that meet the needs of elite athletes effectively assist his/her elite athlete(s) prepare mentally for optimal performance, both in training and competition.

Learning objectives:

Upon completion of this task, the coach will:

- * examine and clarify their role in the process of providing support to elite athletes in the area of mental preparation
- * identify the mental skills necessary for elite athletes to perform optimally in their sport or event
- * assess the key mental training needs of their athlete(s)
- * develop specific strategies and provide pre-competition support that will enhance the level of performance readiness of their athlete(s)
- * develop and implement practical mental training programs aimed at refining the ability of the athlete(s) to adjust to a variety of situations during training or competition
- * integrate and sequence mental training programs within the yearly plan.

Task #9: Practical Coaching: Advanced Strokes Training (specific)

Goal:

The coach will know how high performance players modify strokes to achieve various tactical objectives. i.e. deceiving, disguising, countering, grip variations.

Learning objectives:

Upon completion of this task, the coach will:

- * observe International players and their uses of the modified strokes
- * present and demonstrate how the modified strokes are used
- * organize and implement a training session and future practices associated with the modified strokes
- * detect & correct athlete's errors through appropriate feedback

Assessment:

The evaluation will be a combination of written and practical assignments.

1.
 - a) Submit video footage that contains examples of four (4) different modified strokes (at least one must involve deception). Each modified stroke should demonstrate how it is played effectively and ineffectively.
 - b) Complete the Modified Stroke Evaluation and include with the corresponding video footage.
 - * Only include video footage that is relevant to lead up & execution of the shot;
 - * Video footage may include slow motion sequences as well.
 - * Video footage must be either of Senior National or PSA/WISPA level athletes.
 - * Video footage must be on a standard VHS tapes (camcorder tapes are not acceptable)
2.
 - a) Teach a modified strokes lesson to an "Open" player , on video.
 - b) Submit a written explanation of the lesson using the template provided.
 - c) Provide two (2) additional written lesson/training plans which have suitable progressions and provide for future development of the modified stroke.

Task #10: Biomechanical Analysis Of Advanced Squash Skills (specific)

Goal:

To have the coach develop squash specific strategies or approaches that will contribute to the enhancement of the technical performance of his or her athletes through the applied knowledge of biomechanical principles.

Learning Objectives:

Upon completion of this task, the coach will:

- * conduct a biomechanical analysis of advanced squash skills and techniques
- * use this information to better understand the factors that limit technical performance in high performance competition
- * select or design specific drills or activities that will contribute to correct technical faults, and to justify such decisions on the basis of biomechanical principles
- * identify potential risks of sport injury, and design specific activities that will contribute to preventing them
- * use the concepts of rebound and spin and the properties of the ball in the development of advanced stroke techniques.

Task #11: Practical Coaching: Advanced Strategy And Tactics (specific)

Goal:

The coach will know and effectively be able to teach the principles and elements associated with strategies and tactics used by high performance athletes, teams and groups.

Learning objectives:

Upon completion of this task, the coach will:

- * do comparative analysis of the types of strategies and tactics used by various National and PSA/WISPA players. (International trends)
- * know the strategies and tactics used by high performance athletes, and teams of athletes
- * plan short and long term lessons to improve the high performance athlete strategically and tactical skills within the context of the Yearly Planning Instrument

- * use appropriate methodologies for presenting and teaching strategies and tactics to high performance athletes
- * conduct off-site video assisted match analysis specific to strategies & tactics.

Task #12: Planning and Periodization: Optimal Sequencing of Sport Science, Training and Competitive Activities (generic)

Goal:

The systematic integration and sequencing of sport science, medical and sport-specific training and competitive activities to achieve optimal athletic performance within an annual and/or pluri-annual perspective.

Learning objectives:

Upon completion of this task, the coach will:

- * conduct a thorough analysis of the demands of his/her sport
- * understand the predominant energy systems of the sport and the system(s) that provide(s) energy at the critical moment(s) of the competition
- * know the technical requirements of his/her sport and what is required at the national/international level to perform optimally in a particular context
- * understand the tactical requirements of his/her sport and what is required at the national/international level to perform optimally in a particular context
- * be knowledgeable of the psychological requirements of his/her sport and what is required at the national/international level to perform optimally in a particular context
- * assess the training status/athletic profile of his/her athletes and how it compares to international norms
- * have a comprehensive understanding of the latest training principles
- * apply the training principles to the athlete's planning
- * be familiar with various planning and periodization models and concepts.

Task #13: Analysis of Squash Performance Factors (specific)

Goal:

To provide the coach with the knowledge and methodologies necessary to conduct systematic analysis of performance factors of high performance athletes, and to be able to use the analysis in making effective coaching decisions.

Learning Objectives:

Upon completion of this Task, the coach will:

- * value the importance of objective analysis for high performance athletes
- * know the previous research related to performance analysis
- * understand the importance of objective analysis in the coaching process
- * become familiar with the process of observation in the squash environment including computer assisted squash analysis, real-time analysis (with heart-rate monitor), computer video interactive analysis
- * use information gathered from analysis to enhance the quality of coaching and decision-making.

Assessment: (Individual Research Project)

The project will be self-directed. The applicant will submit a detailed proposal first, outlining their objectives for the project. The Squash Canada Level 4/5 Review Board will evaluate the practical application to high performance coaching or athlete preparation and approve the format.

The final completion will be evaluated by a Master Course Conductor, National Coach or approved Level 4 Coach.

Task #14: Practical Coaching: Training Camps (specific)

Goal:

The coach will be able to successfully plan, conduct, and evaluate a high performance training camp.

Learning Objectives:

Upon completion of this task, the coach will:

- * plan logistics of the camp
- * communicate with high performance athletes and other persons involved
- * organize training sessions on and off court
- * evaluate progress
- * demonstrate leadership.

Assessment:

This practical and written assessment will be monitored and evaluated by a Master Course Conductor, National Coach or an approved Level 4 Coach. The assessment is made up of three components:

1. Proposal Evaluation: The candidate will **submit a proposal** at least 4 weeks prior to the commencement of the camp, and will include planning in the following areas: athletes, facilities and equipment, program of activities, duration and dates, practices, competitions, meetings, recreational activities, testing and evaluations, staff and support personnel, budget, public relations.

2. Coach Evaluation: The coach's ability to **implement the plan** of the camp outlined in the proposal will be evaluated on six components using an inventory and a rating scale 1-5.

They are as follows: objectives, organization, psycho-social climate, communication, style, feedback.

3. Camp Evaluation: The coach will **prepare a final report** including a day-to-day log of the events of the camp, evaluations from players and other coaches, a camp evaluation, a self-evaluation and a financial report of the expenses incurred.

Task #15: Practical Coaching; Competitive Tours (specific)

Goal:

The coach will be able to plan, conduct, and evaluate a high performance competitive tour.

Learning Objectives:

Upon completion of this task, the coach will:

- * develop general and specific objectives for the competitive tour, based on the performance level of the athletes, the Yearly Planning Instrument (YPI), and the National Teams Program (objectives and limitations)
- * communicate effectively the objectives and requirements for involvement of the competitive tour to athletes and support staff
- * design specific training, recovery and social activities to optimize athlete performance during the tour
- * intervene appropriately and adjust activities as required with regard to the athlete needs for preparation and performance
- * organize and conduct individual and team meetings with athletes and support staff
- * plan the logistics of the tour
- * manage the financial aspects of the competitive tour
- * supervise support staff where necessary
- * Prepare a report on the competitive tour, that includes an evaluation of the achievements of the tour objectives and the positive/negative aspects of the tour.

Assessment:

This practical and written assessment will be monitored and evaluated by a Master Course Conductor, National Coach or an approved Level 4 Coach. The assessment is made up of three components:

1. Proposal Evaluation: A proposal will be submitted by the candidate at least 4 weeks prior to the commencement of the tour, and will include planning in the following areas: athletes, facilities and equipment, program of activities, duration and dates, practices, competitions, meetings, recreational activities, testing and evaluations, staff and support personnel, budget, public relations. An inventory and rating scale will be used by the marker to assess the proposal.

2. Coach Evaluation: The coach's ability to **implement the plan** of the tour outlined in the proposal will be evaluated on six components using an inventory and a rating scale 1-5.

They are as follows: objectives, organization, psycho-social climate, communication, style, feedback

3. Tour Evaluation: A final report will be prepared by the coach including a day-to-day log of the events of the tour, evaluations from players and other coaches, a tour evaluation, a self-evaluation and a financial report of the expenses incurred.

Task #16: Athlete Long-term Development (generic)

Goal:

To design sport programs and activities that are appropriate for the optimal long-term development of the athlete, given age, gender, stage of development, and performance potential.

Learning objectives:

Upon completion of this Task the coach will:

- * be familiar with the basic principles of talent identification, and design a talent identification program appropriate for his or her sport
- * understand the various stages of growth and maturation in children and adolescents, and the differences that exist between genders
- * be familiar with the activities, training methods, and training intensities that are appropriate at various ages, and of differences that may exist according to gender or degree of maturation
- * be familiar with the risks associated with the use of inappropriate training loads or activities in children and adolescents
- * understand the specific content of each stage of a systematic long-term athlete development program, and design a long-term athlete development program appropriate for his or her sport.

Task #17: Leadership and Ethics (generic)

Goal:

To encourage participants realization of their potential and responsibilities as leaders in the Canadian sport system.

To understand and apply the concept of values-based leadership practices.

To enhance participants; leadership practices through critical reflection, participant-observer position, increased tolerance of ambiguity, and improved intervention skills.

To discuss and reflect on ethical issues affecting high performance coaches.

Learning objectives:

Upon completion of this course, participants will:

- * learn about leadership theory in the context of values, communication skills, conflict management and team building
- * reflect on perspectives and evaluate their ability to tolerate ambiguity
- * improve their ability to listen actively and practice intervention skills
- * become familiar with the concept of "Participant-Observer," and practice dealing with issues from a participant-observer standpoint
- * become familiar with and use the concept of "critical reflection" in their leadership interventions
- * assess themselves as leaders using an influence style inventory
- * complete the Leadership Practices Inventory to assess themselves in critical leadership areas
- * have a group of selected observers complete a Leadership Practices Inventory and receive feedback on how others perceive them in critical leadership areas
- * compare their own and the observers; perception of leadership skills and practices, and use this information to develop a personal plan of action
- * develop a vision of what they want to accomplish as leaders in the mid- to long-term
- * implement the information about leadership for positive change in their coaching and work environments
- * understand and value the development of leadership skills in the management of change
- * discuss and reflect on ethical issues that affect coaches in today world, using as a point of reference the Canadian Professional Coaches Association Coaching Code of Ethics.

Task #18: Self-awareness and Personal Management (generic)

Goal:

To create an awareness of specific issues and situations that may represent roadblocks in the personal or professional life of high performance coaches, and how these can eventually have an impact on their coaching performance.

To develop or refine strategies or action plans to deal with these roadblocks as effectively as possible.

Learning objectives:

Upon completion of this task, the coach will:

- * assess his/her current personal and professional skills and lifestyles
- * become aware of his/her projected personal and professional image
- * develop a vision for his/her personal and professional life
- * assess his/her predisposition to stress and burnout, and develop strategies (short- and long-term) for stress management
- * assess his/her time management skills, and develop strategies for stress management
- * understand the importance of clarifying roles and responsibilities through contracts and job descriptions, and list the various areas and programs she/he is currently responsible for as a high performance coach
- * understand the principles and procedures for a fair and thorough performance appraisal.

Task #19: Canadian Sport System (generic)

Goal:

To enhance the understanding of the various components of the Canadian sport system by high performance coaches to learn how to access specific programs or services that will improve the support provided to athletes.

Learning objectives:

Upon completion of this task, the coach will:

- * become aware of the evolving nature of the Canadian sport system and of issues and trends affecting sport in Canada
- * determine the degree to which systems are designed to support the athletes needs
- * examine the "systems within a system" concept in which the coach and athletes are one important local system within a general national group of systems
- * identify and use specific components, programs, etc. of the current sport system as part of a strategy to enhance the quality of services and support provided to athletes
- * reflect on how one can introduce positive change in the Canadian sport system, to increase the quality of services and support provided to athletes.

Task #20 National Team Program (specific)

Goal:

The coach will understand the role of the National Team Program in the development of high performance athletes, and be familiar with the various factors that make up the National Team Program.

Learning Objectives:

Upon completion of this Task, the coach will:

- * know the National Teams philosophy, vision and objectives of the program
- * be familiar with the policy and procedures of the implementation of the program and involvement in major games
- * understand the roles and responsibilities of the athletes and coaches involved.
- * be aware of the restrictions and constraints of the program

- * acquire critical thinking skills and reflection skills for making suggestions and recommendations for future improvement of the program.