



**National
Coaching
Certification
Program**

Competition- Development MATRIX

Diving Plongeon Canada Competition – Development Coaching Course

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


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<i>Outcome: Provide Support to Athletes in Training</i>	
Criterion	Ensures that the practice environment is safe
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach periodically reviews accident incident reports with the facility and other coaches to improve the DEAP procedures based on past experience. • Coach updates all coaching and facility staff on any changes to the DEAP protocol. • Coach mentors other coaches to ensure a consistency of protocol in emergency situation.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach surveys the practice environment on an ongoing basis (e.g. Stability of diving boards, integrity of trampolines, etc.). • Coach completes a safety checklist weekly, noting any significant repairs that are required so that action can be taken. • Coach takes steps to minimize risk to athletes before and throughout the practice (e.g. appropriate use of dryland equipment and carefully watching the actions of the divers). • Coach can identify potential dangerous situations and makes adjustments (e.g. closely watching the flight patterns of the divers and other technical aspects of the dive that relate to the safety of the diver). • Coach enforces a set of safety rules and empowers the athletes in developing safe practice habits by observing each other at all times (e.g. using spotters while on trampoline, follows safety protocol for diving from stacked towers). • Coach presents a Diving Emergency Action Plan (DEAP) specific to the facility that includes: <ol style="list-style-type: none"> 1. Location of telephones (cell or land lines) 2. Emergency telephone numbers list 3. Location of medical profiles for each athlete 4. Location of Fully-stocked first-aid kit 5. Advance “call person” and “control person” are designated 6. Directions to reach the pool facility 7. Any other factors related to the specific pool facility 8. Accident incident report protocol 9. Role of lifeguards vs. coaches • Coach acts as a liaison between lifeguards / pool staff and other coaches within the program, and establishes clear signals to communicate that help is or is not needed. • Coach learns from past experiences and improves safety measures and preventative actions (e.g. when an accident occurs that is unobvious to the lifeguards, and attention is slow, the coach sets up a meeting with the lifeguards to go over clear signals for “urgent!” and “do not panic!”)
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach does not survey practice environment on a regular basis. • Coach seems unaware of potential risks to safety: clearly there are factors in the training facility that should have been addressed. • Coach does not supervise the athletes when they are performing higher risk activities. • Coach does not recognize common diving technical risks (e.g. unsafe distance from the board, leading with head and shoulders on a reverse take-off, etc.). • Coach recognizes potential technical risks but does nothing to adjust the practice to enable safety (e.g. does not actively address the risks by prescribing corrective land activities and lead ups). • Coach is not able to present a DEAP or presents a DEAP that is missing critical elements.

Outcome: Provide Support to Athletes in Training	
Criterion	Leads a structured and organized practice
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • As a result of appropriate training, athletes are actively engaged in maintaining a high degree of structure, organization and efficiency for the practice (e.g. athletes quickly and automatically set up mats or equipment used in specific parts of the practice). • Coach implements practice activities that create athlete ownership (e.g. if athlete has a frequent technical mistake, then each time the athlete makes that mistake, he or she takes initiative to perform specific corrective drills before the next dive). • Divers are enjoying a well structured practice. • Coach works with other coaches to create a weekly practice schedule that outlines effective use of equipment and space, enhancing the structure of practice for all groups (e.g. so that all coaches know when specific dryland equipment and boards are available to them).
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach dresses appropriately for diving (e.g. neat and tidy, prepared to perform physical manipulations, to get splashed, and to jump in the water if required in an emergency situation). • Coach welcomes athletes, elicits information about how each is feeling and prepares them for training. • Coach provides a written practice plan for the training session. • Coach clearly communicates the practice goals and the individual objectives for each athlete. • Coach is ready to begin the practice activities on time. • Practice follows a clear timeline for activities and drills. • All equipment is available and ready to use. • Coach creatively organizes the practice to maximize learning potential (e.g. using circuit training on dryland equipment where safely possible, etc.)
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach is not dressed appropriately (e.g. clothing will not allow for adequate physical manipulation of the athletes, or is so informal that the coach does not look professional). • Coach is late for practice. • Coach does not address the athletes individually before practice, identify how they are feeling, and/or communicate to them their individual athlete goals. • Coach does not have a written plan for practice. • The use of space and time is inefficient, too much time is wasted setting up equipment and/or bumping into other groups during training.


<i>Outcome: Provide Support to Athletes in Training</i>	
Criterion	Provides corrections that enhance learning of technical objectives
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach helps athletes to be self aware of his/her own performance tendencies (e.g. athlete knows if he or she has performed a specific correction before receiving feedback from the coach). • Coach appropriately uses technology to gather information about athlete performance, or to enhance learning in athletes (e.g. uses video or tivo at appropriate times). • Coach gives appropriate corrections based on whether the athlete is in a learning phase or competitive phase and prescribes drills and activities appropriately (e.g. corrections will be more general right before a competition and may be very technical and specific during a learning phase). • Coach uses individualized mental training strategies for each athlete based on performance needs and personal characteristics.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach can identify individual learning styles (e.g. auditory, visual and kinesthetic) and acts accordingly. • Coach tells the athlete about both the correct and incorrect elements of their dive, uses respectful language, and maintains a positive outlook when correcting dives. • Explanation or demonstration has 1 - 3 key learning points and prescribes movement drills to enhance learning between dives. • Coach can determine if the athlete is capable of performing the desired correction (e.g. if the athlete has the physical capabilities and the background training experience to do the correction) and if the athlete understands the correction given. • Coach can determine whether the athlete has performed the desired correction or not. • Coach provides clear and concise feedback that identifies what to improve and how to improve (e.g. "Your rotation is slow because your arms are not in the correct position on take-off. You need to get your arms through sooner."). • Coach occasionally asks questions of the athlete to assess and promote: <ol style="list-style-type: none"> 1. Visual awareness (e.g. Did you see the water at the somersault?) 2. Body awareness (e.g. Was your stomach tight during the entry?) 3. Assess the athlete's understanding of the correction (e.g. What position should your arms be in for take off?) • Coach encourages the athlete to maintain an internal focus (e.g. body positioning, tightness, etc.) as well as the ability to interpret external cues (e.g. spotting, board movement, etc.). • Coach creates a culture where athletes seek out information and interaction between efforts (e.g. athletes automatically look to the coach for a correction after every dive). • Key factors or teaching points are explained and checked for clarification at a time or in a way that least disrupts the flow of the practice for all athletes.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach corrects all athletes using the same methods despite differences in learning styles or specific needs. • Coach tells the athlete what they did wrong, but does not provide specific instructions on how to correct the technical error (e.g. "You are short and out too far."). • The coach's technical corrections are not purposeful (e.g. athlete does not understand the correction given or is not capable of performing it yet). • Coach is derogatory or overly negative when correcting the performance of the athletes. • Coach does not ask for any feedback from the athletes.


Outcome: Provide Support to Athletes in Training	
Criterion	Adjusts practice demands based on athlete's response to training
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach makes appropriate adjustments to training based on consultation with other training specialists (physiotherapists, trainers, and sport psychologists) who are present. • Coach can identify a variety of progressions and selects the ones that have the highest probability of enhancing learning and achieving the desired training effects.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach modifies practice activities as necessary to deal with unforeseen safety, logistical issues and special circumstances (e.g. pool closure, coaching staff illness, equipment issues, athlete accident, etc.) • Coach adapts technical training activities where necessary: <ul style="list-style-type: none"> ○ to provide challenges from a technical point of view (e.g. attempting a new dive on a day when the athlete shows confidence) ○ to take into account a lack of mental / physical / emotional readiness (e.g. deciding not to attempt a new dive today) ○ when the activities planned to not have the desired outcome (e.g. athlete requires additional repetitions to make a correction) ○ so that training will better address specific training objectives (e.g. adapting drills and progressions if the ones planned are not improving the athlete's readiness for a skill) ○ so that training will better address individual athlete needs (e.g. if an athlete requires further simplification of a progression in order to learn it) • Coach adapts volume and/or intensity of physical training (as defined by DPC's LTADM) when necessary based on the coaches perception of the athletes' fitness and/or fatigue. • Coach selects appropriate mental strategies to facilitate training based on observations made during the practice. <ul style="list-style-type: none"> ○ Visualization (e.g. helping the athlete visualize the desired movement when he/she is having difficulty performing a correction) ○ Relaxation (e.g. helping the athlete control his/her activation before attempting a new or difficult dive) ○ Re-focusing (e.g. helping the athlete to focus on the current dive after a missed dive) ○ Distraction control (e.g. helping the athlete to focus on the technical aspects of a dive rather than his/her fear of the outcome of the dive) • Coach is able to provide explanation for changes to the practice plan.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach does not recognize that an activity clearly requires adjustments for safety reasons, or adjusts the activity somewhat, but the remaining risk is still too high. • In a situation where learning is clearly not occurring during an activity: <ul style="list-style-type: none"> • Coach does not recognize that the activity is too difficult or too easy • Coach does not recognize the causes of the situation (emotional, cognitive or physical) • Coach does not adjust the task in order to make it a reasonable challenge for athletes • Adjustments are made to activities in which athletes are not learning are incomplete and improve the situation only partly. • Coach is incapable of providing an adequate rationale for adjustments made to activities during the practice. • Coach cannot justify how adjustments made to activities relate to the practice objectives.

<i>Outcome: Make Ethical Decisions</i>	
Criterion	Correctly applies the MED process NCCP
Exceeds Expectations	<ul style="list-style-type: none"> • The coach uses the NCCP make ethical decision process on an ongoing basis and correctly applies it to solve complex ethical situations that arise in his or her coaching practice. • The coach helps to train other coaches and athletes to effectively use the NCCP MED process. • The coach can recognize moderate and complex ethical situations that arise in his or her own coaching practice. • The coach correctly applies the NCCP make ethical decision process to these situations, and identifies solutions that effectively contribute to solving them. • The decisions / solutions identified by the coach show a thorough understanding of the NCCP Code of Ethics.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach is familiar with the steps of the NCCP MED process and with their sequence. • Coach appropriately uses the terminology related to the NCCP MED process. • Coach correctly identifies most of the facts in a series of context-appropriate complex scenarios that feature both legal / ethical implications and misses no critical facts. • Coach correctly identifies what is at stake (i.e. legal vs. ethical and potential reasons for ethical issues) in a series of context-appropriate complex scenarios that feature both legal / ethical implications. • Coach correctly identifies potential decisions that could be made or actions undertaken, and considers what might result in each case. • Coach correctly identifies the pros and cons of each potential decision that could be made. • Coach selects an option for the decision that is consistent with the pros identified. • Coach correctly identifies some factors that can influence decision-making in the situation proposed. • Coach correctly recognizes the moral dilemma(s) present in a complex, context-specific situation. • Coach applies the “Do no harm principle” in the process of validating the option for decision. • Coach develops an action plan by identifying appropriate measures and steps to be implemented.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach does not use the MED process when dealing with ethical issues, or uses only parts of the MED process, omitting critical steps. • Coach does not demonstrate the ability to correctly understand or apply the other steps of the process. • Coach correctly identifies potential decisions that could be made or actions undertaken, but has difficulty considering what might result in each case • Coach identifies most of key values at play in a simple ethical scenario, but has difficulty to do so with a moderately complex scenario. • Coach may or may not apply the “Do no harm principle” in the process of validating the option for decision


Outcome: Plan a Practice	
Criterion	Outlines Practice Plan
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Practice plan promotes a high degree of active engagement time, learning, and training on the part of athletes (e.g. the best possible safe use of available time and equipment).
Meets Certification Standards 	<ul style="list-style-type: none"> • The practice plan is organized into main segments that include: <ul style="list-style-type: none"> ○ Warm-up and flexibility ○ Strength and speed training ○ Dryland technical training ○ Water technical training ○ Cool down and stretch • The practice plan demonstrates goals that suit the competitive level of the athletes and current point within the yearly plan. • The duration of each practice segment are identified and agree in principle with DPC's LTADM. • The aspects of the plan that may be adapted based on athlete readiness are identified (e.g. new dives that may be attempted if the athlete is ready). • The intensity of practice segments provides for appropriate recovery, hydration and body temperature regulation.
Fails to Demonstrate	<ul style="list-style-type: none"> • The coach does not have a template to create a practice plan that includes all of the parts of practice. • The coach creates a plan, but it does not have much structure (e.g. no timelines or specific goals). • The goals and objectives are inappropriate for the current level of the athletes and/or the current point within the yearly plan.

Outcome: Plan a Practice


Criterion	Uses appropriate activities in each part of the practice
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • Coach collaborates with other competition-development coaches and can train developing coaches on how to effectively implement physical and technical training for diving. • Coach consults with specialist(s) to identify advanced strategies to address individual needs of athletes. • Coach uses new and innovative training methods that are consistent with emerging scientific research and/or observations of diving at the elite level. • Planned activities require athlete cognitive effort and provide appropriate challenges.
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach uses current and effective sport specific exercises and drills in training plan. • All activities in the practice plan are sport specific, meaningful and purposely arranged for the achievement of the practice goals. • Coach begins with basic exercises and drills before progressions become more difficult and complex. • Coach uses safe and effective exercises and drills, as per DPC's LTADM, to develop: <ul style="list-style-type: none"> ○ Speed / Agility ○ Flexibility ○ Coordination ○ Balance ○ Maximum strength ○ Power • Coaches uses safe and effective exercises and drill to develop good technique in: <ul style="list-style-type: none"> ○ Forward and backward take-offs ○ Forward, backward, inward and reverse rotations ○ Armstand and twisting techniques ○ Layout, tuck and pike positions ○ Forward and backward come-outs ○ Forward and backward entries ○ Kinesthetic awareness / Spotting • Coach selects appropriate exercises and drills based on: <ul style="list-style-type: none"> ○ the age and training experience of the athletes (as per DPC's LTADM) ○ the time of year (e.g. training phase vs. competition phase) ○ the individual athlete's strengths and weaknesses ○ the individual athlete's variables (e.g. training background, previous injuries, etc.) ○ the overall goals and objectives of the practice • Planned activities integrate appropriate mental strategies based on individual requirements as needed (e.g. visualization, relaxation, re-focusing and arousal control).
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Activities do not link to overall purpose of practice and/or the time of year. • Coach is not familiar with the athletic abilities relevant to diving or how to train them (e.g. the dryland portion of the workout is missing critical physical training elements). • Coach does not demonstrate an understanding of how to develop good technique for all the elements of diving (e.g. critical technical elements are not being trained during dryland and/or in the water). • Activities disagree with DPC's LTADM growth and development principles and/or are not appropriate for the training experience of the athletes. • The number of repetitions and difficulty of the exercises are too great or too easy for the current physical ability of the athletes. • All of the athletes are doing the same exercises and drills despite obvious variations in ability.

<i>Outcome: Plan a Practice</i>	
Criterion	Sequences activities within the practice to enhance learning potential
Achievement	Evidences
Exceeds Expectations	<ul style="list-style-type: none"> • Coach sequences activities based on an understanding of the athlete's response to specific types of training (e.g. knowing what is most difficult for each athlete and providing suitable progressions). • Coach collaborates with other competition-development coaches and can train developing coaches on how to sequence activities optimally during practice. • Coach documents the effects of specific sequences of activities for future references and for the purposes of conducting analyses.
Meets Certification Standards 	<ul style="list-style-type: none"> • The sequence of the warm up and dryland activities provides a logical and gradual progression that prepares the diver to perform. • Coach sequences practice activities based on the following principles regarding fatigue: <p><i>Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up:</i></p> <ul style="list-style-type: none"> • <i>Speed</i> • <i>Acquisition of new motor patterns</i> • <i>Maximum precision at competition standards</i> • <i>Power</i> • <i>Maximum strength</i> <p><i>Athletic abilities that can be improved in a state of light fatigue:</i></p> <ul style="list-style-type: none"> • <i>Technique (consolidation of motor patterns)</i> <p><i>Athletic abilities that can be improved in a state of moderate fatigue:</i></p> <ul style="list-style-type: none"> • <i>Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)</i> <p><i>Athletic abilities that can be improved in a state of moderate to high fatigue:</i></p> <ul style="list-style-type: none"> • <i>Flexibility</i> • Technical training is sequenced to provide necessary progressions for difficult dives from the most basic skills through to the most difficult (e.g. 201C, 203C, 204C in preparation for 205C).
Fails to Demonstrate	<ul style="list-style-type: none"> • The sequence of practice activities conflicts with recommended principles regarding fatigue • Coach discontinues use of adequate progressions over time (e.g. once a diver can perform a 205C, the coach no longer uses 201C or 203C to refine the dive and improve technique).


Outcome: Analyze performance


Criterion	Detects technical elements that have to be improved
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • Coach teaches the athletes to recognize the difference between proper and improper technique and how it affects the dive. • Coach collaborates with other coaches regarding technical errors and trains other coaches to identify them as well. • Coach conducts technical analyses (notational analysis, video, etc.) to reinforce technical corrections. • Coach correctly and consistently applies biomechanical principles while performing analyses of advanced sport-specific technical elements and to identify potential risks of sport injury resulting from incorrect technical execution. • Coach introduces the concept of compensating for technical flaws while stressing the primary goal of consistent flawless technique (e.g. when falling forward on front spinners, get arms and head up early rather than baulking).
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach watches dives from an adequate vantage point – e.g. from judge’s point of view, or from other angles as needed to view splits, twists, jumping to the side, casting, etc. • Coach can identify and describe the ideal performance of dives based on DPC’s LTADM skill standards • Coach correctly uses DPC’s LTADM skill standards to evaluate technical execution of dives. • For a given error in a dive, coach can identify the most impacting factor as: <ul style="list-style-type: none"> ○ Physical (e.g. lack of speed, strength, power, flexibility, coordination, balance, agility) ○ Technical (e.g. incorrect body positioning, movement patterns, alignment, rhythm etc.) ○ Mental (e.g. insufficient confidence in performing the skill) • Coach can explain how and why the technical error negatively impacts the dive (e.g. lack of consistency, precision or injury). • Coach references competitive rules and scoring impact that may result from technical error (e.g. armstand rules, position breaks, split tucks, etc.).
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Coach observes all dives from a single vantage point. • Coach is able to identify some performance factors that contribute to errors in technical precision, but cannot select the most critical factors that will have the greatest impact on performance. • Coach blames effort and motivation for lack of precision rather than correcting key technical factors (e.g. “You are short. You aren’t trying.”) • Coach does not correctly use or does not refer to DPC’s LTADM skills checklist to evaluate technical execution.


Outcome: Analyze performance


Criterion	Corrects technical elements that have to be improved
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • Athletes demonstrate the ability to identify some of their own technical errors. • Coach correctly identifies the amount of time / number of repetitions that may be necessary to correct the technical error. • Based on the estimate of the amount of time / number of repetitions necessary to achieve the correction, the coach identifies: <ul style="list-style-type: none"> • how important it is to correct this technical element now, in order to learn more difficult dives in the future (e.g. an improper take-off may hinder learning harder dives in that direction vs. perfecting a skill that will be used only temporarily and does not lead to more difficult dives) • how important this technical element is to the athlete's future in the sport (e.g. if the athlete does not learn to spot now, he/she may never have success at the elite level) • how training this technical correction will affect the athlete's ability to perform in competition (e.g. if upcoming competition results are important, this technical correction may not be the highest priority vs. this technical correction may be more important than participating in the next upcoming competition) • Works with other coaches to correct athlete performance and facilitates / trains other coaches to identify optimal corrective measures.
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach identifies specific corrections that are consistent with DPC's LTADM Coaching Reference Tool. • Coach identifies what to change, why the correction will have a beneficial effect on performance and how to do the correction. • Based on knowledge of the athlete, the coach prescribes the appropriate method of addressing the technical error (e.g. verbal explanation, simulation on land, specific exercises or drills, physical manipulation, demonstration, etc.). • Coach uses basic skills to improve complex skills (e.g. back entry drills, back dive tuck, back 1 ½ and back double to improve back 2 ½). • Coach gives corrections related to the specific technical movements a good dive, not the abstract notion to 'do a good dive'. • The coach uses appropriate physical contact and physical manipulation when assisting in correcting a technical error (e.g. purposeful, consistent with intended correction and within the athlete's comfort level). • Coach prescribes highly individualized activities to assist the athlete in making technical performance corrections.
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Coach understands diving technique based on DPC's LTADM skills checklist, but has difficulties implementing these guidelines in the field. • Coach provides corrections that are vague rather than identifying specific technical factors that contribute to improved performance (e.g. "It's short.") • Coach does not prescribe land activities or drills to assist in technical corrections. • Coach discontinues use of progressions over time (e.g. once a diver can perform a 205C, the coach no longer uses 201C or 203C to refine the dive and improve technique). • Coach corrects the athletes only verbally and does not use other methods to help the athlete understand the correction (e.g. physical manipulation, demonstrations, video, simulations on land, etc.)


Outcome: Analyze performance


Criterion	Detects and trains physical elements that have to be improved
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • Coach uses new and innovative evaluation protocols, consistent with current and emerging scientific research data and sport specific practices at the elite level. • Coach collaborates with other coaches to create testing procedures and protocols, and trains other coaches in interpreting the results. • Coach evaluates the effectiveness of his/her training program by comparing athlete physical test results over time. • Coach correctly identifies the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities • Based on the estimate of the amount of time and attention required to achieve the desired training effects of a physical ability, the coach identifies: <ul style="list-style-type: none"> • the short and long term impact of training this athletic ability (e.g. improved flexibility will greatly increase competition scores now and in the future) • the long term impact that not training this athletic ability now will have on the athlete's future in the sport (e.g. if speed is not developed during this window of trainability, the athlete may never become powerful enough to excel at the elite level) • Coach can identify the signs and symptoms of overuse to minimize injuries.
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach uses appropriate field tests to evaluate the athlete in the following areas: <ul style="list-style-type: none"> ○ Speed ○ Coordination ○ Flexibility ○ Balance ○ Agility ○ Strength ○ Power ○ Weight / Body Mass Index • Coach compares athlete's abilities in these areas to those of other athletes of the same gender, age, physical development and competitive level (norms based on standardized test results). • Based on identified physical strengths and weaknesses, coach modifies program appropriately (e.g. selection of appropriate exercises and drills to improve selected athletic abilities). • Coach maintains appropriate record of results (with appropriate level of detail and confidentiality) and compares results over time to measure athlete progress.
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Coach is not familiar with and/or does not use field tests to evaluate athlete's sport-specific diving fitness. • Coach uses some field tests, but neglects to test some critical factors of sport-specific diving fitness. • Coach does not use the results of field tests to set appropriate training goals and plan training activities.


<i>Outcome: Analyze performance</i>	
Criterion	Evaluates the athletes' ability to consistently perform in competition
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> •
Meets Certification Standards 	<ul style="list-style-type: none"> • The coach has a clear idea of the performance potential of the athletes based on observation in practice and scoring records over time (e.g. average score, best score). • In anticipating performance at competition, the coach considers the following: <ul style="list-style-type: none"> • athlete's desire to perform in front of people and to be evaluated • athlete's ability to manage distractions before and during competition • athlete's ability to focus and concentrate at critical moments of the competition • athlete's ability to manage stress before and during competition • the athlete's ability to effectively perform dives in competition, compared to in practice • athlete's general health status (e.g. nutrition, hydration, injury, etc.) • athlete's diving quality leading up to competition over the previous 3 weeks • athlete's list of dives: whether most dives are well seasoned or new
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach's impression of athlete's ability to perform up to his or her potential in competition is unrealistic and not evidenced-based. • Coach considers only a few factors when anticipating an athlete's performance at an upcoming competition (e.g. considers only the best dives, who has the highest DD, etc.). • Coach does not help the athlete to develop a personalized preparation plan for competition.


<i>Outcome: Analyze performance</i>	
Criterion	Analyses the demands of diving at the elite international level
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach studies the demands of diving at the elite level and identifies program priorities and needs at the Competition-Development level. • Coach identifies the conditions that are conducive to the achievement of the highest levels of diving (e.g. scientific support, logistics, training facilities, equipment, support, funding). • Coach identifies discrepancies between the conditions at the elite level and those in his/her own program.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach understands and can provide a description of the following at the elite level: <ul style="list-style-type: none"> • Techniques (e.g. standard of execution and form) • Athletic abilities (e.g. physical / motor standard abilities) • Mental abilities (e.g. techniques for handling stress situations) • Competitive requirements (e.g. number, frequency and quality) • Training requirements (e.g. frequency, volume and intensity) • Coach takes initiative to remain current of emerging scientific research and to observe changes in technique at the elite level.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach cannot identify the number of years that are necessary to develop a competitive athlete at the elite level, and/or the volume and intensity of training that are required at critical stages of athlete development. • Coach has no clear point of reference with regard to the physical, technical, tactical, mental, and/or cognitive demands of diving at the elite level.


Outcome: Support the Competitive Experience	
Criterion	Creates favourable logistical conditions for performance before leaving for competitions
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach continues to improve strategies and develop new strategies for specific competitions based on previous experiences at them (e.g. nutritional plan for competitions that do not provide food for athletes). • Coach implements adequate contingency plans when confronted with unforeseen factors that effect the competition. • Manages expenses and financial considerations related to competitive event.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coaches considers the following when designing the competitive schedule for the year: <ul style="list-style-type: none"> • Timing of competitions and number of competitions within a given period of time • Time differences between home and competition site • Time necessary to travel to competition site, and travel conditions • Logistics and accommodation available at the competition site • Nutritional issues at the competition site • Training opportunities and schedules available at the competition site • Coach creates strategies to enable the athletes to perform better given the above factors (e.g. to deal with jet lag, time zone changes, methods of transportation, etc.). • Coach identifies the level of importance of each competition for each individual athlete, and to identify which competitions can be used for experimenting with new dives versus which competitions have the final score / placing as the most important aspect. • Coach provides athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, cost, competition location, etc. • Coach works professionally with other coaches, support staff and chaperones to ensure roles and responsibilities are clearly outlined prior to the competition. • Coach provides clear procedures and team regulations pertaining to expected standards of behaviours while away from home. • Coach clarifies competition rules prior to the competition (e.g. eligibility, rules, selection procedures when required) and communicates appropriate information to athletes and others as required. • Coach coordinates safe and timely athlete transportation. • Coach seeks out as much information as possible regarding the competition site (e.g. what dryland equipment is available, the layout of the pool, etc.).
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach can identify only a few of the logistical factors that may impact the athletes' performance. • There are major organizational details that have not been addressed that may have adverse effects on the athlete's preparation for competition that were clearly within the coach's control (e.g. arriving too close to the start of competition to feel properly prepared, choosing a hotel that is far form the pool, etc.) • There are factors outside of the coach's control that could negatively affect the athlete's performance, yet the coach does not help the athlete to create strategies to better enable them to perform (e.g. not modifying warm-up activities based on equipment available at the pool). • Athletes, parents and others have not received pertinent information about the competition ahead of time.


<i>Outcome: Support the Competitive Experience</i>	
Criterion	Pre-Performance: Actions help the athlete get ready to perform
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach monitors other coaches, support staff, chaperones, etc. to ensure effectiveness of prescribed pre-competitive roles and responsibilities. • Coach implements pre-competitive strategies that assist athlete to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, and/or social factors (e.g. team cohesion, athlete interaction). • Coach develops highly individualized pre-competitive procedures that reflect the athlete's past experiences and prepare for the demands of higher competitive levels. • Coach is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach works with athlete to identify appropriate performance goals and objectives. • Coach chooses appropriate list of dives for diver's stage of development, yearly and competition-specific objectives. • Coach refines roles and responsibilities of coaches, staff and chaperones based on actual circumstances on site. • Specific strategies are developed to help each athlete prepare better for competition (e.g. pre-competition and competition routines, competition simulations in practice, etc.) • Coach can recognize patterns for each athlete under various circumstances and implement the appropriate strategies (e.g. altering pre-competition / competition routines, dive order and dive selection, etc.) • Coach develops a competition plan with each athlete that outlines their individual approach to the competition based on previous experiences, the competitive environment and other factors (e.g. injury). • Coach clarifies competition details important for athlete's performance (e.g. use of whistle, cuts, diver order, breaks in competition, how to deal with conditions such as weather, etc.). • Coach monitors and provides guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition. • Coach ensures athlete performs appropriate diving physical warm-up. • Coach assesses the athlete's pre-competition mental / emotional state and takes appropriate steps to ensure preparedness. • Coach manages own anxiety/stress level in an effective way leading up to competition, in order not to become a source of distraction for the athletes.
Fails to Demonstrate	<ul style="list-style-type: none"> • Athletes do not know who (e.g. coach, support staff, chaperone, etc.) is in charge of various aspects of managing the team (e.g. curfew, meals, pre-competition plan, etc.). • Athletes are unaware of competition schedule and/or pre-competition plan. • The athletes seem unaware of competition rules and/or details (e.g. use of whistle, cuts, break, etc.) • Pre-competition preparation is rushed and/or nutrition and hydration strategies seem haphazard. • The diver's list of dives does not seem appropriate for the diver's stage of development. • Coach's own anxiety/stress is obvious and may be a source of distraction for the athletes.


<i>Outcome: Support the Competitive Experience</i>	
Criterion	During Competitive Performance: Actions help the athlete perform
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • Coach can provide a rationale for actions during the competition that impacted athlete performance. • Coach involves non-competing athletes in meaningful roles and learning situations related to the competition. • Coach uses or develops tools to gather notational data during the competition (e.g. paper, video, computer software, etc.)
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach behaves in a controlled manner and shows respect towards officials, opponents and athletes. • Coach knows when to intervene between rounds / events and knows how to properly engage the athlete to affect a positive change. • Coach provides athletes with 1 to 3 reminders that focus on general aspects of each dive (e.g. does not give the athlete too much technical information when it is time to perform). • Coach assists the athletes in managing their mental state during competition. • Coach makes sure that athletes who are distracted by end results or “the scoreboard” are focused on the technical tasks instead. • Coach monitors competition goals, gathers evidence of athlete performance and identifies areas for improvement. • Coach makes adjustments as necessary in response to how the competition unfolds. • Coach manages own anxiety/stress level in an effective way during the competition, in order not to become a source of distraction for the athletes.
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Coach criticizes athlete’s performance during the competition and/or between competitive events. • Coach is distracted during the competition and does not focus on the athlete’s performance. • Interaction with the athlete during competition is detached or inadequate. • Coach provides the athlete with far too much technical information during competition. • Coach provides information about rules or strategies to deal with competition conditions (e.g. weather) during the event rather than being fully clarified before the event.


<i>Outcome: Support the Competitive Experience</i>	
Criterion	After competition: Uses the competitive experience in a meaningful manner to further athlete's development
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • After competitive events, the coach helps athletes to reflect critically by prompting them to choose successful strategies for subsequent performances. • Where appropriate, coach provides opportunities to engage media after the competition to give objective and positive comments on performance. • Coach critically reflects on training methods and priorities in the yearly plan and determines if adjustments are warranted based on athletes' results and/or behaviour in competition • Coach critically reflects on the relevance and timing of his or her actions (or decisions not to act) during the competition, and identifies which ones may be repeated and/or modified in the next competition situation.
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach assesses pre-competition and competitive plan after the event and identifies which aspects of the plan were successful and which could be improved (e.g. if the diver was distracted by the scoreboard or other competitors, reassess the diver's routine between dives to avoid this in the future). • Coach reviews performance with each athlete and discusses how to improve performance, and promotes athlete ownership and responsibility for performance. • Coach uses post-competition assessment to identify future training and competitive goals. • Coach implements recovery and regeneration strategies to maintain optimal performance for the next training session or competition (e.g. provides a break from training).
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Coach ignores athlete after the competition, or berates athlete's performance. • Coach provides athlete with an analysis of the competition, but does not debrief or ask the athletes for input. • Coach identifies some key areas for improvement, but cannot provide a plan for implementing improvements in subsequent practices. • Coach reflects on preparation for the competition and actions used during competition, but cannot identify areas for improvement. • Coach does not allow for appropriate recovery or regenerative strategies after the competition.


Outcome: Design a Sport Program	
Criterion	Outlines yearly training and competition plan
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • The structure of the program can address specific individual athlete weaknesses based on analysis over time, and ensures adequate progression. • The yearly planning calendar identifies goals and objectives related to skill development, physical conditioning and athlete performance for each period of the program, consistent with DPC's LTADM. • Coach uses the results of evaluations or other performance analyses to identify training and competition needs for the program. • Yearly plan incorporates physical, technical and mental training strategies. • Coach adjusts DPC's LTADM template to better reflect own program situation, while remaining consistent with guidelines for growth and development, physical training and skill development. • Coach can effectively adapt the yearly plan in response to external factors beyond his/her control (e.g. getting competition dates late in season, competition dates changing, etc.).
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach presents logistical information on a planning calendar and includes dates of external factors to training such as exams, holidays, etc. • Schedules competitions within own program based on DPC's LTADM recommendations. • Coach decides on the number of competitions for the year, identifies the relative importance of each competition and of competition in general. • Coach decides if the program will involve a single or double periodization. • Coach correctly divides the program into three main periods (Preparation, Competition, Transition) based on the timing and importance of competitions, and breaks down each Period into Phases (General Prep., Specific Prep., Pre-Competition and Main Competition) of appropriate durations. • Coach identifies areas of concentration and appropriate training activities for each period of the program, consistent with DPC's LTADM.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach does not present a planning calendar. • Coach is only able to present basic seasonal logistics (practices and competitions). • Coach bases training program and competition schedule on the historical model for the club, rather than attempting to align it with the recommendations of DPC's LTADM model (e.g. selects competitions based on location rather than on timing and quality). • Coach does not appropriately decide on a single or double periodization in the yearly program. • Coach cannot identify the differences in areas of concentration or appropriate training activities for the various phases of the season.

<i>Outcome: Design a Sport Program</i>	
Criterion	Integrates yearly training priorities into weekly practice plans
Achievement	Evidence
Exceeds Expectations	
Meets Certification Standards 	<ul style="list-style-type: none"> • For a given week of the program, the coach can identify total training time within the week and ensure training times are consistent with DPC's LTADM. • If the ideal training time is not possible, then goals and objectives are prioritized and adapted to realistic levels that can be achieved within the actual time available. • Coach submits a written 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities. • The coach takes into account fatigue from previous weeks' training and competition when setting weekly training priorities and objectives and selecting activities. • The coach plans training sessions within the week, to reflect anticipated fatigue levels, recovery time, training priorities, and competitions scheduled in the short term. • The weekly program integrates physical training, technical training and mental training applicable to the time of year. • Coach modifies the yearly and weekly plan as required (e.g. injury, loss of a skill, etc.).
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach does not use DPC's LTADM to identify training objectives throughout the yearly plan. • The coach submits weekly plans that are not consistent with the training priorities and objectives identified for those weeks of the program. • The coach does not take into account the logistical constraints that apply to his or her own program when planning for the week.

<i>Outcome: Design a Sport Program</i>	
Criterion	Prepares athletes for peak performance
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • The coach uses objective means to document and record the effects of using the principles below. • Coach adjusts the competition plan based on the objective results of the effects of using the principles below. • Coach takes into account the needs and characteristics of individual athletes when preparing for peak performance.
Meets Certification Standards 	<ul style="list-style-type: none"> • A description of the training activities for the week preceding an important competition is provided. • During the week preceding an important competition, activities are appropriately adapted based on the following principles: <ul style="list-style-type: none"> • <i>Reduction in the training volume (e.g. fewer dive repetitions, less speed / strength / power training)</i> • <i>Increase in high-intensity diving (e.g. competitive lists)</i> • <i>Maintenance / slight decrease in the level of fatigue generated during training sessions</i> • <i>Slight reduction in the length of training sessions</i> • <i>Activities performed are highly specific to the athlete's competitive needs</i> • There is emphasis on nutrition and hydration, rest / recovery, mental preparation and team cohesiveness.
Fails to Demonstrate	<ul style="list-style-type: none"> • The above principles and are clearly not reflected in the weekly plan preceding competition. • Activities and training loads remain unchanged during the week preceding the important competition.

<i>Outcome: Manage a Sport Program</i>	
Criterion	Manages administrative aspects of program and oversees logistics
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach demonstrates the ability to work with others using leadership qualities and practices such as: <ul style="list-style-type: none"> - Formulating and sharing a vision - Values-based decision-making - Collaborative approaches - Encouraging others - Empowering others - Celebrating accomplishments • Coach is an effective mentor for other coaches. • Coach appropriately delegates activities to assistant coaches and acknowledges their ideas and input into the program. • Coach can effectively and objectively appraise the performance of developing coaches and of other Competition-Development coaches using established guidelines and practices. • Coach works with administrators or on own to develop program philosophy, objectives, fundraising initiatives, grant and sponsorship opportunities, budgets for programs and activities and effectively allocates financial resources. • Provides a written assessment of the equipment, facilities, and human and financial resources needed to support the athletes program.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach has an effective professional relationship with other coaches of own club and other clubs, administrators, parents and others as required. • There is frequent communication from the coach regarding the program and other relevant information to at the parents, athletes and administrators (e.g. notes, email, newsletter, website, etc.) as required. • Coach identifies expectations for behaviour and commitment in athletes, parents and self, and identifies appropriate consequences. • Coach provides a schedule of competition and training commitments to athletes and parents. • Coach facilitates logistical planning for away competitions or training events (e.g. travel arrangements, hotel reservations, food, chaperones, etc.) as required. • Coach manages financial resources under his or her care effectively and responsibly.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach's professional relationship with other coaches, parents and administrators is not sufficient. • There is limited communication and/or program information shared between the coach and the administrators, parents or others (e.g. notes, email, newsletter, website, etc.) • No standards of behaviour have been identified or are enforced for athletes, parents and/or coaches. • Coach provides assistance in the process of facilitating logistics for away competitions or training events (i.e. travel arrangements, reservation of facilities, food, chaperones, etc.) but cannot oversee all aspects on his or her own.

<i>Outcome: Manage a Sport Program</i>	
Criterion	Promotes drug-free sport
Achievement	Evidence
Exceeds Expectations	<ul style="list-style-type: none"> • Coach develops a system to monitor athletes' use of nutritional supplements and drugs and can provide updated evidence of current supplements or drugs being used by the athlete(s) • Coach demonstrates a thorough understanding of testing protocols and procedures used by drug testing officials. • Coach appropriately supports athlete during drug testing procedures.
Meets Certification Standards 	<ul style="list-style-type: none"> • Coach assists athletes to recognize banned substances as identified by the Canadian Centre for Ethics in Sport by providing access to appropriate reference material, or uses a sport expert. • Coach assists in educating athletes in drug testing protocols at major competitions (or uses a sport science specialist). • Coach identifies and reinforces the consequences for the use of banned substances. • Coach provides educational opportunities to athletes on the use of nutritional supplements and monitors athletes for the use of nutritional supplements and drugs (may be indicated on athlete medical forms). • Coach promotes and models philosophy of fair play and drug free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation.
Fails to Demonstrate	<ul style="list-style-type: none"> • Coach is unaware of drug testing procedures and / or protocols that are required by the sport for competition. • Medical information forms do not identify athlete's use of nutritional supplements and or drugs. • Coach is aware of drug testing procedures and or protocols that are required by the sport for competition, but does not educate the athletes about procedures and or protocols. • Coach monitors athletes' use of nutritional supplements and drugs, but does not inform athlete whether the supplement or drug is recognized as a banned substance. • Coach intervenes where possible instances of nutritional supplements or drugs may be used to enhance performance, but does not identify and consequences for these actions.

<i>Outcome: Manage a Sport Program</i>	
Criterion	Conflict resolution
Achievement	Evidence
<p>Exceeds Expectations</p>	<ul style="list-style-type: none"> • Coach works with other coaches (assistants) to help these coaches develop strategies to resolve conflicts encountered during their coaching • Coach mentors others (eg. athletes, parents, officials and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context. • Coach enables athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques. • Coach develops proactive strategies to address situations where athletes do not meet expectations (performance, behaviour or expectations), and deals with these situations in a manner that is assertive and conducive to the resolution of conflicts.
<p>Meets Certification Standards</p> 	<ul style="list-style-type: none"> • Coach identifies common causes of conflict in diving, 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. • Coach takes proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding. • Coach uses effective techniques and strategies to resolve conflict when personally involved, so that positive relationship with athletes and participants, parents, officials and other coaches are maintained.
<p>Fails to Demonstrate</p>	<ul style="list-style-type: none"> • Coach uses techniques and strategies to resolve conflict that undermine the relationship among individuals or others involved in the situation. • Coach is aware of common causes of conflicts in sport but does not develop strategies to prevent conflict from arising. • Coach identifies strategies that may assist in proactively dealing with the causes of potential conflicts in sport, but does not implement these strategies. • Coach is unable to apply an ethical decision making process in resolving conflicts that are derived from situations that have ethical implications.