Learning Facilitators (LFs)

How LFs get trained

LF training is competency-based; in other words, LF training focuses on developing the knowledge, skills, and attitudes that LFs need to provide support to coaches in training workshops.

Step 1: LF core training

Step 2: GCG sport specific LF training

Step 3: Co-delivery

How LFs get certified

Evaluation should take place after LFs have had a number of opportunities to co-deliver or independently deliver the module on which they are being evaluated.

LF evaluation:

1. An MCD is assigned, by their Provincial Federation, to evaluate the LF.
2. The MCD contacts the LF to pre-brief with them.
3. The MCD observes the LF delivering the course, and completes the *Evaluation Tool*.
4. The LF and MCD debrief following the course observation. During the debrief, the MCD and LF develop and sign an *Action Plan*.
5. The MCD forwards a copy of the Evaluation Tool and Action Plan to the Provincial Federation.
6. The Provincial Federation enters the required information into the Locker.

To become certified, a Learning Facilitator must achieve *Exceeds Expectations* or *Meets Expectations*:
   o Structures and manages the training environment appropriately
   o Facilitates the achievement of learning outcomes
   o Displays appropriate communication and leadership to enhance coach learning
   o Manages group tasks to optimize coaches' learning

Co-Delivery for LF's

Introduction

Informal co-delivery has long been a part of successful coaching. Less experienced coaches have acquired essential coaching knowledge and skills by watching more experienced coaches in action, performing similar coaching tasks, and getting feedback from their more experienced colleagues.

The National Coaching Certification Program (NCCP) has established a structured version of this informal co-delivery for use in all Coach Developer (CD) training and certification. The following sections:

- ❑ Define co-delivery as it applies to Coach Developers
- ❑ Present the principles underlying Coach Developer Co-delivery
- ❑ Describe the steps in Coach Developer Co-delivery

Definition

Coach Developer Co-delivery is a structured four-step process in which a Coach Developer delivers NCCP training with another Coach Developer.

Principles of NCCP Coach Developer Co-facilitation

Three key principles underlie NCCP Coach Developer Co-delivery, and all three are designed to ensure that Coach Developer Co-delivery nurtures less experienced CDs and helps them develop.

- ❑ **Co-delivery emphasizes the professional development and training of the less experienced CD.** Successful co-delivery improves the CD-awareness and CD-knowledge of less experienced CDs; it also develops their individual skills and talents, improves their capacity to facilitate NCCP training, and helps fulfil their CD aspirations. Co-delivery is **NOT** about more experienced CDs cloning themselves — the focus is on less experienced CDs becoming, with the guidance of more experienced CDs, the facilitator they want to be.

- ❑ **The co-delivery environment provides a positive and supportive setting for learning.** Creating a safe and supportive environment is one of the most important responsibilities of more experienced Coach Developers. For their part, less experienced Coach Developers focus on learning and trying new things, trusting that they will not be criticized or negatively judged. More experienced Coach Developers observe and provide feedback to less experienced Coach Developers, seeking always to learn from those they are mentoring and to ensure their full development as CDs.

- ❑ **The co-delivery environment fully engages Coach Developers.** For less experienced CDs to learn and try new things (see the preceding principle), they must be fully engaged

in the co-delivery process and ready to change some of their ways of thinking. More experienced CDs help these changes along by paying close attention throughout and asking less experienced CDs questions that guide them to realizations about and solutions to their delivery methods.

Steps in Co-delivery

Coach Developer Co-delivery is a four-step process:

1 **Pre-planning meeting.** The purpose of the meeting is to plan the training to be co-delivered. This involves the following:

   a The two CDs divide up the module(s) they will co-deliver.

   b **Both** CDs outline the goals and actions for the module(s) they will deliver. Together they determine the indicators they will use to gauge the success of the training and some adaptations they have made in the past to improve learning.

   c The less experienced CD may use this time to ask the more experienced CD how he or she previously delivered the module(s). One CD may also ask questions that will help the other CD plan and facilitate his or her module(s). These questions usually focus on the goals and tasks of the module(s), the CD's actions, learners' actions, and the challenges associated with delivering the module(s) or task(s).

2 **Observation.** The purpose of the observation step is to gather information that can be discussed in the third step in co-delivery, the reflective conversation. The more experienced CD observes the less experienced CD, based upon the goals, processes, and indicators discussed in the pre-planning meeting. The less experienced CD then observes the more experienced CD and develops a series of questions to discuss in the reflective conversation. These questions should focus on how the more experienced CD delivered the module(s)/task(s). For instance:

   ❑ Why did you change the groups at a specific point in time?

   ❑ Why did you deviate from your plan?

   ❑ What did you learn about the group as you delivered the training?

3 **Reflective conversation.** The reflective conversation serves two purposes:

   a It gives the more experienced CD an opportunity to summarize and give feedback on the data gathered in Step 2, Observation, and to get the less experienced CD's reactions to this summary and feedback. This usually involves asking the less experienced CD questions that get him or her to analyze and reflect on what he or she learned and to think about how to transfer this learning to his or her next delivery.

   b It allows the less experienced CD an opportunity to present what he or she observed and to ask the more experienced CD about these observations. (See Step 2, Observation, for examples of such questions.)

4   **Administration.** The experienced Coach Developer OR the governing organization enters the co-delivery event in the NCCP Database (the Locker).

Co-delivery Feedback Form

Instructions: Thank you for deciding to co-deliver with another Coach Developer (CD). Such co-delivery is important to the ongoing growth of our coaches and programs. We want to continually improve our processes. Please take a few minutes to provide feedback to the other CD on your co-delivery experience.

MCD's/Cd's Name: _____   Co-delivering CD: _____

Sport: _____   Date: _____

Outcome: Supports Participants during Co-delivery		
Criteria	**Check One**	**Evidence**
Prebrief Meeting		❑ The MCD prebriefed me before we co-delivered and let me express my feelings/concerns about my goals and my plan
		❑ The MCD prebriefed me before we co-delivered to define roles and tasks during the co-delivery and let me choose the pieces I was most comfortable with
		❑ The MCD did not meet with me before co-delivering with me
Intervention during Co-delivery		❑ The MCD provided opportunities for guided discovery, allowing me to learn through experience and from feedback, gave me feedback at appropriate times during co-delivery, and encouraged me to ask questions at appropriate times during co-delivery
		❑ The MCD respected the roles and responsibilities established in the prebrief and gave me feedback at appropriate times during co-delivery
		❑ The MCD intervened often or at inappropriate times during co-delivery or failed to intervene when it was required
Reflective Conversation		❑ The MCD asked leading questions to get me to reflect on my performance and identify areas that needed improvement, gave me feedback, and encouraged me to ask questions during co-delivery
		❑ The MCD asked leading questions to get me to identify areas that needed improvement and worked with me to develop an Action Plan to enhance my skills
		❑ The MCD told me what I needed to do to improve and gave me an Action Plan to follow

Comments:

Learning Facilitator Evaluation Tool

National Coaching Certification Program

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

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Canada

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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

LEARNING FACILITATOR EVALUATION TOOL

This Evaluation Tool lists the evidences you must look for in your onsite evaluations of Learning Facilitators and presents a Summary of Evaluation that allows you to determine the Learning Facilitator's standard of performance.

The evidences in the Evaluation Tool are presented in terms of the four criteria Learning Facilitators must meet:

- ❑ Structures and manages the training environment appropriately
- ❑ Facilitates the achievement of learning outcomes
- ❑ Displays appropriate communication and leadership to enhance coach learning
- ❑ Manages group tasks to optimize coaches' learning

The Evaluation Tool includes a Summary of Evaluation. This Summary determines the standard of performance as:

- ❑ Exceeds Expectations
- ❑ Meets Expectations
- ❑ Needs Improvement

Once you have conducted a few evaluations, you may want to use the Evaluation Table on page 9.

The following key is used throughout this document:

- ❑ **E** Exceeds Expectations
- ❑ **M** Meets Expectations
- ❑ **NI** Needs Improvement

Learning Facilitator: _____

Sport: _____

Structures and Manages the Training Environment Appropriately

For each evidence category below (Arrival at the Training Site and Use of Equipment), select the evidence that best describes what you observed.

	Select One	Comments
Arrival at the Training Site		
❑ Arrives well in advance of the start time, arranges the training area to enhance interaction among coaches, distributes module material, and sets up flip charts and other learning aids	E	
❑ Arrives in time to set the training area up and ensures that all materials are ready for use	M	
❑ Arrives too late to set up the training area and ensure that all materials are ready for use	NI	
Use of Equipment		
❑ Tests and sets up all equipment (AV, laptops, slides, etc.) before coaches arrive and uses it well during coach training	E	
❑ Demonstrates the ability to use AV/computer equipment	M	
❑ Has problems with AV/computer equipment that interfere with coach training	NI	

Facilitates the Achievement of Learning Outcomes

For each evidence category below (NCCP Model, Learning Outcomes, Learning Activities, etc.), select the evidence that best describes what you observed.

	Select One	Comments
NCCP Model		
❑ Explains the NCCP model and the competency-based approach to training and refers coaches to sport-specific examples	E	
❑ Explains the NCCP model and the competency-based approach to training	M	
❑ Does not explain either the NCCP model or the competency-based approach to training	NI	
Learning Outcomes		
❑ Assigns activities and debriefs them in a manner that encourage coaches to reflect on the learning outcomes and NCCP competencies	E	
❑ Clearly identifies learning outcomes and the NCCP competencies	M	
❑ Moves from task to task without clearly explaining the purpose of each task or relating tasks to one another	NI	
Learning Activities		
❑ Adapts learning activities to coaches' learning pace and learning stage	E	
❑ Makes minor adjustments to learning activities in the *Learning Facilitator Guide*	M	
❑ Does not adapt learning activities to coaches' learning pace or stage	NI	
Links with Coaches' Experience		
❑ Helps coaches discover links between current coaching practices and desired coaching outcomes	E	
❑ Provides common learning experiences when appropriate and debriefs them	M	
❑ Makes limited use of coaches' experience and learning activity debriefs	NI	

	Select One	Comments
Critical Reflection		
❑ Debriefs, when appropriate, coaches' feelings and reactions, understanding of the process, and ability to direct their own learning	E	
❑ Helps coaches identify areas for change or improvement in coaching methods	M	
❑ Makes limited use of questions and debriefing about current coaching practices	NI	
Use of NCCP Materials		
❑ Uses coaches' experience to enhance the *Coach Workbook* activities and create links with the *Reference Material*	E	
❑ Uses the *Learning Facilitator Guide*, *Coach Workbook*, and *Reference Material* effectively	M	
❑ Does not make effective use of the activities in the *Coach Workbook* or the *Reference Material*	NI	
Knowledge of Module Content		
❑ Directs coaches to other material and resources, including sport-specific material	E	
❑ Uses his or her thorough knowledge of the module's content to help coaches critically reflect on their current coaching practice	M	
❑ Lacks knowledge of the module's content and is unable to fully answer questions relevant to completing tasks	NI	
Coaches' Engagement in Learning Activities		
❑ Coaches are stimulated to ask questions, explore new ideas, etc.	E	
❑ Coaches are actively engaged in learning throughout the training session	M	
❑ Coaches are not obviously engaged in the learning process	NI	
Timelines		
❑ Respects recommended timelines and addresses all learning outcomes within the timelines	M	
❑ Does not respect recommended timelines and does not address all learning outcomes	NI	

Displays Appropriate Communication and Leadership to Enhance Coach Learning

For each evidence category below (Image of Canadian Sport, Communication, Respectful Language, etc.), select the evidence that best describes what you observed.

	Select One	Comments
Image of Canadian Sport		
❑ Promotes a positive image of Canadian sport and models NCCP values and philosophy	M	
❑ Presents a negative image of Canadian sport and models inappropriate values and behaviours	NI	
Communication: Presenting		
❑ Uses his or her position, voice, and teaching aids in a manner that captures coaches' attention, engages coaches, and reinforces learning	E	
❑ Makes effective use of position, voice, and teaching aids	M	
❑ Makes poor use of position, voice, or teaching aids	NI	
Communication: Listening		
❑ Uses a variety of listening and questioning techniques and adapts them to suit both individuals and groups	E	
❑ Uses listening and questioning techniques effectively	M	
❑ Makes limited use of effective listening and questioning techniques	NI	
Communication: Non-verbal		
❑ Uses non-verbal cues to enhance the message being delivered	E	
❑ Non-verbal cues are consistent with the message being delivered	M	
❑ Non-verbal cues are inconsistent with the message being delivered	NI	
Respectful Language		
❑ Effectively addresses comments from coaches that are racist, sexist, or demeaning to other coaches	E	
❑ Uses language that is respectful and promotes inclusion	M	
❑ Uses language that is racist, sexist, or demeaning to other coaches or allows coaches to use language that is racist, sexist, or demeaning to other coaches	NI	

	Select One	Comments
Self-directed Learning		
❑ Coaches are stimulated to explore, problem-solve, and value learning	**E**	
❑ Helps coaches become self-directed learners	**M**	
❑ Does not encourage coaches to become self-directed learners	**NI**	
Feedback		
❑ Engages coaches in two-way discussions about coach development	**E**	
❑ Provides feedback that is positive, specific, and informative	**M**	
❑ Provides feedback that is negative or judgmental or both	**NI**	

Manages Group Tasks to Optimize Coaches' Learning

For each evidence category below (Explanations of Group Tasks, Application of Group-development Theory, Group Interaction, etc.), select the evidence that best describes what you observed.

	Select One	Comments
Explanations of Group Tasks		
❑ Creates an environment where coaches take responsibility for completing tasks	E	
❑ Explains group tasks clearly and concisely and allows for questions of clarification	M	
❑ Either does not explain group tasks clearly and concisely or does not allow questions of clarification	NI	
Application of Group-development Theory		
❑ Adapts the formation and management of groups to the situation	E	
❑ Applies group-development theory to the formation and management of groups	M	
❑ Creates and manages groups in a manner that does not reflect their stage of development	NI	
Group Interaction		
❑ Creates an environment of positive interdependence, where learners understand they need one another to successfully complete tasks	E	
❑ Creates and modifies groupings to enhance interaction and learning	M	
❑ Does not use groupings to enhance interaction and learning	NI	
Group Process		
❑ Uses the group process to help coaches develop interpersonal, communication, and valuing skills	E	
❑ Intervenes in the group process to ensure that coaches communicate effectively and show respect for one another	M	
❑ Does not intervene in the group process to ensure that coaches communicate effectively and show respect for one another	NI	

	Select One	Comments
Leadership within the Group		
❑ Allows coaches to experience a variety of leadership opportunities within the group	**E**	
❑ Assigns roles, including leadership, within groups	**M**	
❑ Allows one or two coaches to dominate the leadership role	**NI**	

Evaluation Table

	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
Structures and manages the training environment appropriately				
❑ Arrival at the Training Site				
❑ Use of Equipment				
Facilitates the achievement of learning outcomes				
❑ NCCP Model				
❑ Learning Outcomes				
❑ Learning Activities				
❑ Links with Coaches' Experience				
❑ Critical Reflection				
❑ Use of NCCP Materials				
❑ Knowledge of Module Content				
❑ Coaches' Engagement in Learning Activities				
❑ Timelines				
Displays appropriate communication and leadership to enhance coach learning				
❑ Image of Canadian Sport				
❑ Communication: Presenting				
❑ Communication: Listening				
❑ Communication: Non-verbal				
❑ Respectful Language				
❑ Self-directed Learning				
❑ Feedback				
Manages group tasks to optimize coaches' learning				
❑ Explanations of Group Tasks				
❑ Application of Group-development Theory				
❑ Group Interaction				
❑ Group Process				
❑ Leadership within the Group				

Summary of Evaluation

To become certified, a Learning Facilitator must achieve *Exceeds Expectations* or *Meets Expectations* on all four criteria. All Learning Facilitators will receive an Action Plan. Learning Facilitators whose performance is described as *Needs Improvement* will complete, with you, an Action Plan designed to bring the Learning Facilitator to the level of *Meets Expectations*.

You have three choices regarding the Learning Facilitator's status:

❑ The Learning Facilitator is recommended as a Certified Learning Facilitator

❑ The Learning Facilitator can be re-evaluated after completing an Action Plan

❑ The Learning Facilitator is not recommended as a Certified Learning Facilitator

Your final determination of the Learning Facilitator's status should be based upon the data gathered about each of the four criteria. This data should be considered within the entire context of the training you observed, as well as your own professional judgment, experience, and common sense. For example:

❑ If the Learning Facilitator achieved the *Needs Improvement* standard in two of the criteria without having a significant negative effect on the overall training, you could recommend that the Learning Facilitator complete an Action Plan and then be re-evaluated.

Note, however, that you MUST NOT recommend the Learning Facilitator as a Certified Learning Facilitator if you observe any of the following behaviours, as they undermine the effectiveness of the NCCP and people's views of the Program:

❑ Presents a negative image of Canadian sport and models inappropriate values and behaviours

❑ Finishes without addressing all learning outcomes

❑ Lacks knowledge of the module's content and is unable to fully answer questions relevant to completing tasks

❑ Uses language that is racist, sexist, or demeaning to other coaches

❑ Allows coaches to use language that is racist, sexist, or demeaning to other coaches

❑ Provides feedback that is negative or judgmental or both

❑ Creates and manages groups in a manner that does not reflect their stage of development

Action Plan

LF'S NAME:	DATE:
MCD'S NAME:	

Outcome: Provides support to coaches in training workshops		
Criteria	**Standard**	**Next Steps**
Structures and manages the training environment appropriately	Exceeds expectations Meets expectations Needs improvement	
Facilitates the achievement of learning outcomes	Exceeds expectations Meets expectations Needs improvement	
Displays appropriate communication and leadership to enhance coach learning	Exceeds expectations Meets expectations Needs improvement	
Manages group tasks to optimize coaches' learning	Exceeds expectations Meets expectations Needs improvement	

The signatures below signify an acceptance of the Evaluation and the Action Plan.

LF'S Signature:	
MCD's Signature:	

MCD's Recommendation:

The Learning Facilitator is recommended as a Certified Learning Facilitator

The Learning Facilitator can be re-evaluated after completing an Action Plan

The Learning Facilitator is not recommended as a Certified Learning Facilitator

Note: All Learning Facilitators will receive an Action Plan.

MCD's Signature: _____Date: _____

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