Self-assessment by the MCD Candidate

Instructions: Self-reflection is a powerful tool. Take a moment to reflect on your role as an MCD and then fill in the self-assessment form below. If you filled in the electronic version of the form, save the file as **Self-assessment by the MCD Candidate (your name here).pdf**.

MCD Candidate: _____

Sport: _____ Date: _____

Outcome: Structures and Manages the Training Environment Appropriately		
Criteria	**Check One**	**Evidence**
Arrival at the Training Site		❑ I arrived well in advance of the start time, arranged the training area to enhance interaction among participants, distributed workshop material, and set up flip charts and other learning aids
		❑ I arrived in time to set the training area up and ensure that all materials were ready for use
		❑ I arrived too late to set up the training area and ensure that all materials were ready for use
Use of Equipment		❑ I tested and set up all equipment (AV, laptops, slides, etc.) before participants arrived and used it well during training
		❑ I demonstrated the ability to use AV/computer equipment
		❑ I had problems with AV/computer equipment that interfered with participants' training

Outcome: Facilitates the Achievement of Learning Outcomes		
Criteria	**Check One**	**Evidence**
NCCP Model		❑ I explained the NCCP model and the competency-based approach to training and referred participants to sport-specific examples
		❑ I explained the NCCP model and the competency-based approach to training
		❑ I did not explain either the NCCP model or the competency-based approach to training
Learning Outcomes		❑ I assigned activities and debriefed them in a manner that encouraged participants to reflect on the learning outcomes and NCCP competencies
		❑ I clearly identified learning outcomes and the NCCP competencies
		❑ I moved from task to task without clearly explaining the purpose of each task or relating tasks to one another
Learning Activities		❑ I adapted learning activities to participants' learning pace and learning stage
		❑ I made minor adjustments to learning activities in the *Learning Facilitator Guide*
		❑ I did not adapt learning activities to participants' learning pace or stage

Outcome: Facilitates the Achievement of Learning Outcomes

Criteria	Check One	Evidence
Links with Participants' Experience		❑ I helped participants discover links between current practices and desired outcomes
		❑ I provided common learning experiences when appropriate and debriefed them
		❑ I made limited use of participants' experience and learning activity debriefs
Critical Reflection		❑ I debriefed, when appropriate, participants' feelings and reactions, understanding of the process, and ability to direct their own learning
		❑ I helped participants identify areas for change or improvement
		❑ I made limited use of questions and debriefing about current practices
Use of NCCP Materials		❑ I used participants' experience to enhance the workbook activities and create links with the reference material
		❑ I used LF guide, workbook, and reference material effectively
		❑ I did not make effective use of the workbook and reference material
Knowledge of Module Content		❑ I directed participants to other material and resources, including sport-specific material
		❑ I used my thorough knowledge of the module's content to help participants critically reflect on their current coaching practice
		❑ I lacked knowledge of the module's content and was unable to fully answer questions relevant to completing tasks
Participants' Engagement in Learning Activities		❑ Participants were stimulated to ask questions, explore new ideas, etc.
		❑ Participants were actively engaged in learning throughout the training session
		❑ Participants were not obviously engaged in the learning process
Timelines		❑ I respected recommended timelines and addressed all learning outcomes within the timelines
		❑ I did not respect recommended timelines and did not address all learning outcomes

Outcome: Displays Appropriate Communication and Leadership to Enhance Participants' Learning

Criteria	Check One	Evidence
Image of Canadian Sport		❑ I promoted a positive image of Canadian sport and modelled NCCP values and philosophy
		❑ I presented a negative image of Canadian sport and modelled inappropriate values and behaviours
Communication: Presenting		❑ I used my position, voice, and teaching aids in a manner that captured participants' attention, engaged participants, and reinforced learning
		❑ I made effective use of position, voice, and teaching aids
		❑ I made poor use of position, voice, or teaching aids

Outcome: Displays Appropriate Communication and Leadership to Enhance Participants' Learning		
Criteria	**Check One**	**Evidence**
Communication: Listening		❑ I used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
		❑ I used listening and questioning techniques effectively
		❑ I made limited use of effective listening and questioning techniques
Communication: Non-verbal		❑ I used non-verbal cues to enhance the message being delivered
		❑ My non-verbal cues were consistent with the message being delivered
		❑ My non-verbal cues were inconsistent with the message being delivered
Respectful Language		❑ I effectively addressed comments from participants that were racist, sexist, or demeaning to others
		❑ I used language that was respectful and promoted inclusion
		❑ I used language that was racist, sexist, or demeaning to others or allowed others to use language that was racist, sexist, or demeaning to others
Self-directed Learning		❑ Participants were stimulated to explore, problem-solve, and value learning
		❑ I helped participants become self-directed learners
		❑ I did not encourage participants to become self-directed learners
Feedback		❑ I engaged participants in two-way discussions about their development
		❑ I provided feedback that was positive, specific, and informative
		❑ I provided feedback that was negative or judgemental or both

Outcome: Manages Group Tasks to Optimize Participants' Learning		
Criteria	**Check One**	**Evidence**
Explanations of Group Tasks		❑ I created an environment where participants took responsibility for completing tasks
		❑ I explained group tasks clearly and concisely and allowed for questions of clarification
		❑ I either did not explain group tasks clearly and concisely or did not allow questions of clarification
Application of Group-development Theory		❑ I adapted the formation and management of groups to the situation
		❑ I applied group-development theory to the formation and management of groups
		❑ I created and managed groups in a manner that did not reflect their stage of development

Outcome: Manages Group Tasks to Optimize Participants' Learning

Criteria	Check One	Evidence
Group Interaction		❑ I created an environment of positive interdependence, where learners understood they needed one another to successfully complete tasks
		❑ I created and modified groupings to enhance interaction and learning
		❑ I did not use groupings to enhance interaction and learning
Group Process		❑ I used the group process to help participants develop interpersonal, communication, and valuing skills
		❑ I intervened in the group process to ensure that participants communicated effectively and showed respect for one another
		❑ I did not intervene in the group process to ensure that participants communicated effectively and showed respect for one another
Leadership within the Group		❑ I allowed participants to experience a variety of leadership opportunities within the group
		❑ I assigned roles, including leadership, within groups
		❑ I allowed one or two participants to dominate the leadership role

Outcome: Supports Participants during Training

Criteria	Check One	Evidence
NCCP Model		❑ I explained the NCCP model and suggested innovative ways to deliver it; I also emphasized the streams and contexts relevant to the participant's sport and answered his or her questions about the model
		❑ I explained the NCCP model, emphasizing the streams and contexts relevant to the participant's sport
		❑ I was unable to explain the NCCP model to the group
Principles of Adult Learning		❑ I evaluated and provided feedback to participants on how well their application of the principles of adult learning helped meet learning outcomes and met learners' needs
		❑ I gave participants general feedback about their application of the principles of adult learning
		❑ I was unable to recognize the application of the principles of adult learning in a learning environment or give participants constructive feedback about its use
Group-development Theory		❑ I provided feedback or suggestions about how to group participants effectively (e.g., homogenous versus heterogeneous groupings); I also used a variety of sharing techniques such as jigsaw and rotating recorders
		❑ I identified a range of ways of grouping participants and held supportive discussions about the effectiveness of each grouping
		❑ I could not explain how to group participants to support completing tasks and achieving learning outcomes

Outcome: Supports Participants during Training		
Criteria	**Check One**	**Evidence**
Guided Discovery		❏ I gave participants opportunities to experiment and test facilitation strategies that enhance the learning environment
		❏ I encouraged participants to innovate and extend their repertoire of facilitation techniques to help achieve learning outcomes
		❏ I interfered with participants' attempts to support learners in innovative ways
Outcome: Supports Participants during Co-delivery		
Criteria	**Check One**	**Evidence**
Prebrief Meeting		❏ I prebriefed participants before we co-delivered and let them express their feelings/concerns about their goals and their plan
		❏ I prebriefed participants before we co-delivered to define roles and tasks during the co-delivery and let them choose the activities they were most comfortable with
		❏ I did not meet with participants before co-delivering with them
Intervention during Co-delivery		❏ I provided opportunities for guided discovery, allowing participants to learn through experience and from feedback, gave participants feedback at appropriate times during co-delivery, and encouraged participants to ask me questions at appropriate times during the co-delivery
		❏ I respected the roles and responsibilities established in the prebrief and gave participants feedback at appropriate times during co-delivery
		❏ I intervened often or at inappropriate times during co-delivery or failed to intervene when it was required
Reflective Conversation		❏ I asked leading questions to get participants to reflect on their performance and identify areas that needed improvement, gave participants feedback, and encouraged participants to ask me questions during co-delivery
		❏ I asked leading questions to get participants to identify areas that needed improvement and worked with participants to develop an Action Plan to enhance their skills
		❏ I told participants what they needed to do to improve and gave them an Action Plan to follow
Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Arrangement of the Prebrief		❏ I contacted participants at least 1 week before the evaluation
		❏ I contacted participants in the week before the evaluation
		❏ I did not contact participants before the evaluation

Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Completion of the Prebrief		❑ I gave participants an opportunity to outline their plan, ask questions to better understand the plan, reviewed the Evaluation Tool, and asked questions that led participants to reflect on their plan and modify it based on the Evaluation Tool
		❑ I gave participants an opportunity to outline their plan, reviewed the Evaluation Tool, and encourages participants to ask questions about the evaluation
		❑ I did not prebrief participants or did not, during the prebrief, let them explain their plan, review the Evaluation Tool, or let them ask questions about the evaluation
Collection and Use of Data		❑ I used the Evaluation Tool to collect data, selected the standard of performance for participants to reach, and used the data gathered to give participants numerous examples of their strengths and weaknesses
		❑ I used the Evaluation Tool to collect data and used the data to give participants some examples of their successes and challenges
		❑ I based my observations on impressions and feelings and had trouble selecting the standard of performance for participants to reach
Completion of the Debrief		❑ I asked questions that 1) led participants to reflect on their performance, 2) helped them determine how to identify their strengths and improve their performance, and 3) let them express their feelings, analyze, and synthesize new learnings from the experience
		❑ I asked questions that led participants to reflect on their performance
		❑ I asked vague questions, asked questions that focused on weaknesses in participants' performance, or provided feedback without giving participants an opportunity to discuss it
Completion of an Action Plan		❑ I worked with participants to develop an Action Plan; I also confirmed that participants understood the purpose and value for growth and professional development of each item in the Action Plan
		❑ I worked with participants to develop an Action Plan for growth and professional development
		❑ No action plan was created

Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Recommendation about the Participant's Certification		❑ I made a recommendation about the participant's certification, based my recommendation on observations made during the evaluation of the participant's performance, confirmed that the participant understood the recommendation, and sent the recommendation to the governing organization within 5 business days
		❑ I made a recommendation about the participant's certification and submitted the paperwork to the governing organization
		❑ I made a recommendation about the participant's certification but didn't support it with observations made during the evaluation of the participant's performance; didn't confirm that the participant understood or agreed to the recommendation; didn't submit the paperwork to the governing organization

Outcome: Supports or Informally Mentors Participants after Training		
Criteria	**Check One**	**Evidence**
Opportunities for Communication		❑ I planned follow-up meetings with all participants or reached out to participants via emails or phone calls
		❑ I planned follow-up meetings with participants identified, in collaboration with P/TCRs or NSOs, as needing support and responds to questions from participants after training
		❑ I did not respond to questions from participants after training
Professional Development		❑ I created the instructional design for and facilitated professional development (PD) events
		❑ I worked with P/TCRs, NSOs, or P/TSOs to identify PD needs; I also planned and implemented PD events that met participants' needs
		❑ I did not participate in the development or delivery of PD events
Cognitive Coaching		❑ I reflected on, questioned, and evaluated my thinking to understand how it affects performance, was a flexible and confident problem-solver, and encouraged others to be the same
		❑ I was driven by a desire to learn, embraced challenges, persisted in spite of obstacles, learned from criticism and feedback, and encouraged others to adopt these attitudes
		❑ I did not exhibit a desire to improve and learn, did not intervene in situations where this attitude was needed, and did not encourage others to develop these attitudes

Outcome: Provides Leadership in the Coach Developer System		
Criteria	**Check One**	**Evidence**
Commitment to the NCCP		❑ I undertook leadership opportunities that support the implementation and widespread use of the NCCP in Canadian sport
		❑ I spoke positively of the NCCP and behaved in line with the *NCCP Coach Developer Code of Conduct*
		❑ I did not positively reflect the values of the NCCP
Support for the Policies of the NCCP and Governing Organizations		❑ I contributed to the creation or implementation of the policies of the NCCP or governing organizations
		❑ I modelled the policies of the NCCP and governing organizations
		❑ I did not support, through my actions, the policies of the NCCP and governing organizations
Professional Development		❑ I attended PD events required for facilitators, promoted PD events to other facilitators, and helped plan and implement such events
		❑ I attended PD events required for facilitators and promoted such opportunities to other facilitators
		❑ I did not attend PD events regularly
Organization and Implementation of the Coach Developer System		❑ I provides direction in the organization and implementation of the Coach Developer system; I also routinely updated governing organizations on NCCP policy and CAC initiatives
		❑ I contributed to the organization and implementation of the Coach Developer system
		❑ I was not involved in the organization and implementation of the Coach Developer system

Comments: