



## Self-assessment by the MLF Candidate

**Instructions:** Self-reflection is a powerful tool. Take a moment to reflect on your role as an MLF 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 MLF Candidate (your name here).pdf**.

MLF Candidate: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Structures and Manages the Training Environment Appropriately		
Criteria	Check One	Evidence
<b>Arrival at the Training Site</b>	<input type="checkbox"/>	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
	<input type="checkbox"/>	I arrived in time to set the training area up and ensure that all materials were ready for use
	<input type="checkbox"/>	I arrived too late to set up the training area and ensure that all materials were ready for use
<b>Use of Equipment</b>	<input type="checkbox"/>	I tested and set up all equipment (AV, laptops, slides, etc.) before participants arrived and used it well during training
	<input type="checkbox"/>	I demonstrated the ability to use AV/computer equipment
	<input type="checkbox"/>	I had problems with AV/computer equipment that interfered with participants' training
Outcome: Facilitates the Achievement of Learning Outcomes		
Criteria	Check One	Evidence
<b>NCCP Model</b>	<input type="checkbox"/>	I explained the NCCP model and the competency-based approach to training and referred participants to sport-specific examples
	<input type="checkbox"/>	I explained the NCCP model and the competency-based approach to training
	<input type="checkbox"/>	I did not explain either the NCCP model or the competency-based approach to training
<b>Learning Outcomes</b>	<input type="checkbox"/>	I assigned activities and debriefed them in a manner that encouraged participants to reflect on the learning outcomes and NCCP competencies
	<input type="checkbox"/>	I clearly identified learning outcomes and the NCCP competencies
	<input type="checkbox"/>	I moved from task to task without clearly explaining the purpose of each task or relating tasks to one another
<b>Learning Activities</b>	<input type="checkbox"/>	I adapted learning activities to participants' learning pace and learning stage
	<input type="checkbox"/>	I made minor adjustments to learning activities in the <i>Learning Facilitator Guide</i>
	<input type="checkbox"/>	I did not adapt learning activities to participants' learning pace or stage

<b>Outcome: Facilitates the Achievement of Learning Outcomes</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Links with Participants' Experience</b>		<input type="checkbox"/> I helped participants discover links between current practices and desired outcomes
		<input type="checkbox"/> I provided common learning experiences when appropriate and debriefed them
		<input type="checkbox"/> I made limited use of participants' experience and learning activity debriefs
<b>Critical Reflection</b>		<input type="checkbox"/> I debriefed, when appropriate, participants' feelings and reactions, understanding of the process, and ability to direct their own learning
		<input type="checkbox"/> I helped participants identify areas for change or improvement
		<input type="checkbox"/> I made limited use of questions and debriefing about current practices
<b>Use of NCCP Materials</b>		<input type="checkbox"/> I used participants' experience to enhance the workbook activities and create links with the reference material
		<input type="checkbox"/> I used LF guide, workbook, and reference material effectively
		<input type="checkbox"/> I did not make effective use of the workbook and reference material
<b>Knowledge of Module Content</b>		<input type="checkbox"/> I directed participants to other material and resources, including sport-specific material
		<input type="checkbox"/> I used my thorough knowledge of the module's content to help participants critically reflect on their current coaching practice
		<input type="checkbox"/> I lacked knowledge of the module's content and was unable to fully answer questions relevant to completing tasks
<b>Participants' Engagement in Learning Activities</b>		<input type="checkbox"/> Participants were stimulated to ask questions, explore new ideas, etc.
		<input type="checkbox"/> Participants were actively engaged in learning throughout the training session
		<input type="checkbox"/> Participants were not obviously engaged in the learning process
<b>Timelines</b>		<input type="checkbox"/> I respected recommended timelines and addressed all learning outcomes within the timelines
		<input type="checkbox"/> I did not respect recommended timelines and did not address all learning outcomes
<b>Outcome: Displays Appropriate Communication and Leadership to Enhance Participants' Learning</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Image of Canadian Sport</b>		<input type="checkbox"/> I promoted a positive image of Canadian sport and modelled NCCP values and philosophy
		<input type="checkbox"/> I presented a negative image of Canadian sport and modelled inappropriate values and behaviours
<b>Communication: Presenting</b>		<input type="checkbox"/> I used my position, voice, and teaching aids in a manner that captured participants' attention, engaged participants, and reinforced learning
		<input type="checkbox"/> I made effective use of position, voice, and teaching aids
		<input type="checkbox"/> I made poor use of position, voice, or teaching aids

Outcome: Displays Appropriate Communication and Leadership to Enhance Participants' Learning		
Criteria	Check One	Evidence
<b>Communication: Listening</b>		<input type="checkbox"/> I used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
		<input type="checkbox"/> I used listening and questioning techniques effectively
		<input type="checkbox"/> I made limited use of effective listening and questioning techniques
<b>Communication: Non-verbal</b>		<input type="checkbox"/> I used non-verbal cues to enhance the message being delivered
		<input type="checkbox"/> My non-verbal cues were consistent with the message being delivered
		<input type="checkbox"/> My non-verbal cues were inconsistent with the message being delivered
<b>Respectful Language</b>		<input type="checkbox"/> I effectively addressed comments from participants that were racist, sexist, or demeaning to others
		<input type="checkbox"/> I used language that was respectful and promoted inclusion
		<input type="checkbox"/> 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
<b>Self-directed Learning</b>		<input type="checkbox"/> Participants were stimulated to explore, problem-solve, and value learning
		<input type="checkbox"/> I helped participants become self-directed learners
		<input type="checkbox"/> I did not encourage participants to become self-directed learners
<b>Feedback</b>		<input type="checkbox"/> I engaged participants in two-way discussions about their development
		<input type="checkbox"/> I provided feedback that was positive, specific, and informative
		<input type="checkbox"/> I provided feedback that was negative or judgemental or both
Outcome: Manages Group Tasks to Optimize Participants' Learning		
Criteria	Check One	Evidence
<b>Explanations of Group Tasks</b>		<input type="checkbox"/> I created an environment where participants took responsibility for completing tasks
		<input type="checkbox"/> I explained group tasks clearly and concisely and allowed for questions of clarification
		<input type="checkbox"/> I either did not explain group tasks clearly and concisely or did not allow questions of clarification
<b>Application of Group-development Theory</b>		<input type="checkbox"/> I adapted the formation and management of groups to the situation
		<input type="checkbox"/> I applied group-development theory to the formation and management of groups
		<input type="checkbox"/> I created and managed groups in a manner that did not reflect their stage of development

<b>Outcome: Manages Group Tasks to Optimize Participants' Learning</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Group Interaction</b>		<input type="checkbox"/> I created an environment of positive interdependence, where learners understood they needed one another to successfully complete tasks
		<input type="checkbox"/> I created and modified groupings to enhance interaction and learning
		<input type="checkbox"/> I did not use groupings to enhance interaction and learning
<b>Group Process</b>		<input type="checkbox"/> I used the group process to help participants develop interpersonal, communication, and valuing skills
		<input type="checkbox"/> I intervened in the group process to ensure that participants communicated effectively and showed respect for one another
		<input type="checkbox"/> I did not intervene in the group process to ensure that participants communicated effectively and showed respect for one another
<b>Leadership within the Group</b>		<input type="checkbox"/> I allowed participants to experience a variety of leadership opportunities within the group
		<input type="checkbox"/> I assigned roles, including leadership, within groups
		<input type="checkbox"/> I allowed one or two participants to dominate the leadership role
<b>Outcome: Supports Participants during Training</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>NCCP Model</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> I explained the NCCP model, emphasizing the streams and contexts relevant to the participant's sport
		<input type="checkbox"/> I was unable to explain the NCCP model to the group
<b>Principles of Adult Learning</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> I gave participants general feedback about their application of the principles of adult learning
		<input type="checkbox"/> 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
<b>Group-development Theory</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> I identified a range of ways of grouping participants and held supportive discussions about the effectiveness of each grouping
		<input type="checkbox"/> I could not explain how to group participants to support completing tasks and achieving learning outcomes

<b>Outcome: Supports Participants during Training</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Guided Discovery</b>		<input type="checkbox"/> I gave participants opportunities to experiment and test facilitation strategies that enhance the learning environment
		<input type="checkbox"/> I encouraged participants to innovate and extend their repertoire of facilitation techniques to help achieve learning outcomes
		<input type="checkbox"/> I interfered with participants' attempts to support learners in innovative ways
<b>Outcome: Supports Participants during Co-facilitation</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Prebrief Meeting</b>		<input type="checkbox"/> I prebriefed participants before they co-facilitated a module and let them express their feelings/concerns about the training, their goals, actions, and activities for the module they facilitated
		<input type="checkbox"/> I prebriefed participants before they co-facilitated a module to define roles and tasks during the co-facilitation, shared my plan for the training with participants, and let participants choose the activities they were most comfortable with
		<input type="checkbox"/> I did not meet with participants before watching them co-facilitate a module
<b>Intervention during Co-facilitation</b>		<input type="checkbox"/> I provided opportunities for guided discovery, allowing participants to learn through experience and from feedback, gave participants feedback at appropriate times during co-facilitation, and encouraged participants to ask MLFs questions at appropriate times during co-facilitation
		<input type="checkbox"/> I respected the roles and responsibilities established in the prebrief and gave participants feedback at appropriate times during co-facilitation
		<input type="checkbox"/> I intervened often or at inappropriate times during co-facilitation or failed to intervene when it was required
<b>Reflective Conversation</b>		<input type="checkbox"/> 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 MLFs questions during co-facilitation
		<input type="checkbox"/> 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 facilitation skills
		<input type="checkbox"/> I told participants what they needed to do to improve and gave them an Action Plan to follow
<b>Outcome: Observes and Evaluates Participants</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Arrangement of the Prebrief</b>		<input type="checkbox"/> I contacted participants at least 1 week before the on-site evaluation
		<input type="checkbox"/> I contacted participants in the week before the on-site evaluation
		<input type="checkbox"/> I did not contact participants before the on-site evaluation

Outcome: Observes and Evaluates Participants		
Criteria	Check One	Evidence
<b>Completion of the Prebrief</b>		<input type="checkbox"/> I gave participants an opportunity to outline their plan for the module they were going to deliver, 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
		<input type="checkbox"/> I gave participants an opportunity to outline their plan for the module they were going to deliver, reviewed the Evaluation Tool, and encouraged participants to ask questions about the on-site evaluation
		<input type="checkbox"/> I did not prebrief participants or did not, during the prebrief, let them explain their plan for the module they were planning to deliver, review the Evaluation Tool, or let them ask questions about the on-site evaluation
<b>Collection and Use of Data</b>		<input type="checkbox"/> I used the Learning Facilitator 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
		<input type="checkbox"/> I used the Learning Facilitator Evaluation Tool to collect data and used the data to give participants some examples of their successes and challenges
		<input type="checkbox"/> I based my observations on impressions and feelings and had trouble selecting the standard of performance for participants to reach
<b>Completion of the Debrief</b>		<input type="checkbox"/> 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 the training, and synthesize new learnings from the experience
		<input type="checkbox"/> I asked questions that led participants to reflect on their performance
		<input type="checkbox"/> I asked vague questions, asked questions that focused on weaknesses in participants' performance, or provided feedback without giving participants an opportunity to discuss it
<b>Completion of an Action Plan</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> I worked with participants to develop an Action Plan for growth and professional development
		<input type="checkbox"/> No action plan was created

<b>Outcome: Observes and Evaluates Participants</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Recommendation about the Participant's Certification</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> I made a recommendation about the participant's certification and submitted the paperwork to the governing organization
		<input type="checkbox"/> 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
<b>Outcome: Supports or Informally Mentors Participants after Training</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Opportunities for Communication</b>		<input type="checkbox"/> I planned follow-up meetings with all participants or reached out to participants via emails or phone calls
		<input type="checkbox"/> 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
		<input type="checkbox"/> I did not respond to questions from participants after training
<b>Professional Development</b>		<input type="checkbox"/> I created the instructional design for and facilitated professional development (PD) events
		<input type="checkbox"/> I worked with P/TCRs, NSOs, or P/TSOs to identify PD needs; I also planned and implemented PD events that met participants' needs
		<input type="checkbox"/> I did not participate in the development or delivery of PD events
<b>Cognitive Coaching</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> 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
		<input type="checkbox"/> 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
<b>Commitment to the NCCP</b>		<input type="checkbox"/> I undertook leadership opportunities that support the implementation and widespread use of the NCCP in Canadian sport
		<input type="checkbox"/> I spoke positively of the NCCP and behaved in line with the <i>NCCP Coach Developer Code of Conduct</i>
		<input type="checkbox"/> I did not positively reflect the values of the NCCP
<b>Support for the Policies of the NCCP and Governing Organizations</b>		<input type="checkbox"/> I contributed to the creation or implementation of the policies of the NCCP or governing organizations
		<input type="checkbox"/> I modelled the policies of the NCCP and governing organizations
		<input type="checkbox"/> I did not support, through my actions, the policies of the NCCP and governing organizations
<b>Professional Development</b>		<input type="checkbox"/> I attended PD events required for facilitators, promoted PD events to other facilitators, and helped plan and implement such events
		<input type="checkbox"/> I attended PD events required for facilitators and promoted such opportunities to other facilitators
		<input type="checkbox"/> I did not attend PD events regularly
<b>Organization and Implementation of the Coach Developer System</b>		<input type="checkbox"/> 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
		<input type="checkbox"/> I contributed to the organization and implementation of the Coach Developer system
		<input type="checkbox"/> I was not involved in the organization and implementation of the Coach Developer system

Comments: