2021

NCCP
Competition 3
MAG/WAG
(Development)

EVALUATION CHALLENGE Templates

National Coaching Certification Program

GYM CAN

Acknowledgements

This resource has been compiled from several resources produced by the Coaching Association of Canada, in particular the Evaluation Toolkit.

Gymnastics Canada would like to thank, in particular, Gymnastics Saskatchewan and all the coaches and Evaluators who participated in the pilot evaluations. The contribution of CAC consultants Gérard Lauzière, and Isabelle Cayer is also greatly appreciated.

We would also like to thank Alynn Bomok who contributed many hours towards the development, piloting, and revisions of this tool.

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



The programs of this organization are funded in part by the Government of Canada.

Canada

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Competition 3 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE THE DOCUMENTS YOU HAVE TO COMPLETE IN ORDER TO BUILD YOUR PORTFOLIO

Use the Guidelines for Success document to guide you through the minimum standards for success.

Checklist of Portfolio Contents

1. Coach Information
   - ❑ Coach Profile
   - ❑ Coach Philosophy

2. Planning
   - ❑ Program Description
   - ❑ Athlete Inventory
   - ❑ Training Plan with two periodization's
     - One-year plan with two peak cycles OR a two-year plan

3. Athlete Monitoring
   - ❑ Athlete Efficacy Assessment (Pre-competition)
   - ❑ Skill Inventory and Forecast (5 skills each event) (2 athletes)
   - ❑ 2 Progress Reports
     - *You are encouraged to also enclose a sample of your monitoring and testing program*

4. Pre-Competition
   - ❑ Readiness Plan for Athletes
   - ❑ Focus Plan

5. Competition Information for Athletes (and Parents)
   - ❑ Competition Plan
   - ❑ Emergency Action Plan for the event/venue

❑ 6. Proof of Making Ethical Decisions online evaluation on The Locker

❑ 7. Proof of Managing Conflict and Leading Drug Free Sport Online Evaluation Completed on The Locker

❑ 8. Proof of True Sport Clean 101 Online evaluation completed through Canadian Centre for Ethics in Sport: https://cces.ca/e-learning

9. Post-Competition
   - ❑ Competition Report
   - ❑ Coach self-assessment
   - ❑ 2 athlete feedback surveys
   - ❑ Co-coach feedback survey

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Coach Profile Form

Name: _____

E-mail address: _____ NCCP #: _____

Club: _____

Level you are Coaching		**Number of years coaching**	
Other coaching experience, or involvement in sport (athlete, judge, admin, etc.)		**Personal goal in coaching** (what you want to achieve)	
Number of Athletes		**Athlete age range, and differences in athletes age/stage of growth**	
Average years of experience of athletes		**My athlete's goal(s)**	

Coach's Supervisor's Endorsement

I have verified and confirm that this applicant has completed the Competition 3 (Introduction) Coaching Portfolio and is ready for evaluation.

I also confirm that this applicant developed all the components of this evaluation.

Supervisor's signature: _____ Email: _____

Select your Discipline:

- ☐ Women's Artistic Gymnastics
- ☐ Men's Artistic Gymnastics
- ☐ Acrobatic Gymnastics
- ☐ Trampoline Gymnastics
- ☐ Rhythmic Gymnastics

Coach's signature: _____ Date: _____

☐ My Coaching Portfolio (containing all required documents) is complete.

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Coach Philosophy Form

Why do I coach (my purpose)?

What do I like most about coaching?

My leadership style is…

What is important for me when I coach/what are my coaching values?

What are my coaching objectives?

What is my personal goal in coaching? Who is the coach I desire to be?

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The coaching requirements for me based on the gymnastics rules in effect for the level of my athlete are:

_____

_____

_____

What are my expectations for my athletes?

_____

_____

_____

What are my athletes' expectations of me?

_____

_____

_____

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Program Description

Number of athletes		**Athlete ages and years of experience**	
Athlete performance level(s)		**Total number of practices in the season**	
Gymnastics LTAD Stage(s)		**Number of competitions in the season**	
Differences in my athletes' ages/stages of growth		**Ratio of training to competition**	
Season start and end dates		**Similarities or differences in my program ratio to the LTAD expectations**	
Number of practices / week		**Length of preparation period, and # of training sessions within**	
Days of the week training will occur (frequency vs. rest)		**Length of competition period, and # of training sessions within**	
Duration of practice times (note if different with period of the season)		**Length of transition period, and # of training sessions within**	

The goals of my program:

The physical abilities priorities of my program

- Pre-competition:
- Competition:
- Transition:

The skill development objectives of my program

- Pre-competition:
- Competition:
- Transition:

The psychological training objectives of my program

- Pre-competition:
- Competition:
- Transition:

Performance objectives of my program (if applicable):

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Athlete Inventory

Athlete Name:	
Age:	
Years of experience:	
LTAD Stage:	
Stage of Growth (with considerations for next two years):	
Short Term Goals:	
Long Term Goals:	
Specific Goal for Competition (process and outcome):	
Explanation of athlete's commitment to training:	
Explanation of athlete's motivation for training and competing:	
Explanation of athlete's ability to manage distractions before and during competition:	
Explanation of athlete's ability to focus and concentrate at critical moments of competition:	
Explanation of athlete's ability to manage stress before and during competition:	
Explanation of athlete's ability to cooperate with others:	
Explanation of athlete's ability to apply knowledge of rules (timing, execution, etc.):	
Assessment of athlete's nutrition/hydration:	
Assessment of athlete's overall health:	

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Multi-Year Training Plan

| | | |

Athlete Efficacy Assessment (Pre-Competition)

Please circle one number for each statement where:
0 (not at all), 1(once in a while), 2 (sometimes), 3 (fairly often), 4 (frequently)

As a Coach I see this athlete…

1. Demonstrate focus during warm up, and throughout training	1	2	3	4
2. Demonstrate attention to detail	1	2	3	4
3. Act as a person that teammates look up to	1	2	3	4
4. Keep my Goals in mind during training	1	2	3	4
5. Following a Nutrition plan where they have enough energy to complete workouts and stay healthy through high stress times	1	2	3	4
6. Encouraging and supporting teammates in training and competition	1	2	3	4
7. Enthusiasm about the future and what can be accomplished	1	2	3	4
8. Has a realistic understanding about the requirements of levels	1	2	3	4
9. Gives 100% of whatever they have to give each day	1	2	3	4
10. Works on what they can control and improve upon	1	2	3	4
11. Blames bad days on external issues beyond what they can control	1	2	3	4
12. Drinks enough water throughout training as well as daily	1	2	3	4
13. Makes Training a priority and make sacrifices to be at training	1	2	3	4
14. Stays positive during hard times	1	2	3	4
15. Takes correction well and uses it positively	1	2	3	4
16. Doesn't take correction well and dwells on negativity	1	2	3	4
17. Stays emotionally in control through all types of situations	1	2	3	4
18. When they are frustrated they can recover and re focus appropriately	1	2	3	4
19. Has the ability to stay focused through visualization	1	2	3	4
20. Communicates with coach about daily factors that would have an impact during training (Exams, Family events, Health Status, injury, recovery)	1	2	3	4
21. Enjoys the sport and is passionate about the little victories	1	2	3	4

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Skill Inventory & Forecast

Apparatus	Current Inventory Skills	Skills in Year 1	Skills in Year 2

Progress Report

Athlete: _____ Date: _____

General Attributes	Excellent	Good	Emerging	Needs Improvement	Comments
Attendance					
Work Ethic					
Confidence					
Cooperation					
Skill Acquisition					
Other:					

Physical Attributes	Excellent	Good	Emerging	Needs Improvement	Comments
Strength					
Flexibility					
Power					
Other:					

Performance Notes:

On-Track to Reach Goals? (Short Term, Long Term)

Summary & Next Steps:

Coach Signature:_____ Athlete Signature: _____

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Pre-Competition Readiness for Athletes

Name of competition: _____

Objective for Competition: _____

Date of competition: _____

Name of athlete: _____

Phase:	**Pre-Competition**
Area	
Physical Preparation	a. What you did as a coach to prepare gymnast physically? b. What modification did you have to make? c. Why?
Skill Preparation	a. What you did as a coach to prepare gymnast for competition skills / routines? b. What modification did you have to make? c. Why?
Injury Prevention	a. What you did as a coach to ensure injury-free gymnast? b. What modification did you have to make? c. Why?
Nutritional Preparation	a. What you did as a coach to prepare the gymnast for optimum pre-competition nutrition, hydration, and sleep that will contribute to optimal performance in training and competition? b. What modification(s) did you have to make? c. Why?
Psychological Preparation	a. Strategies you used as a coach to prepare gymnast for optimum pre-competition psychological preparedness. b. What modification(s) did you make? c. Why?
Logistics Preparation	a. Competition and training schedule before event (provide detailed timelines) b. What are travel plans? (coordinate safe and timely athlete transportation) c. What are the roles and responsibilities for assistants, other coaches, managers/chaperones, parents? d. What are the procedures and team regulations pertaining to expected standards of behaviours
Communication	a. What are the written guidelines pertaining to expectations of self, athletes, parents, and other stakeholders before, during, and after competitions?

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Focus Plan

FOCUS SKILL	Period and Phase				
	Preparation		Competition		Transition
	General	Specific	Pre-competition	Competition	
Visualization					
Dealing with distractions					
Setting effective goals					
Debriefing performance					

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Competition Plan

Event:	
Dates:	
Event Objective:	
Venue Location:	
Travel Information:	
Club travel:	
Parent/Guardian Role:	
Coach Role:	
Chaperone Role:	
Additional Notes:	

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Emergency Action Plan

Medical Information of Athletes:

Emergency phone numbers:	**9-1-1 for all emergencies**
Location of phones:	
Cell phone numbers:	
Location of first-aid kit:	
Address of home facility:	
Address of nearest hospital:	
Charge person (1st option):	
Charge person (2nd option)	
Charge person (3rd option):	
Call person (1st option):	
Call person (2nd option)	
Call person (3rd option):	

Directions to Hospital from Facility:

Roles and Responsibilities:

Charge Person

1.
2.
3.
4.

Call Person

1.
2.
3.

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Competition Report

Apparatus:	Start Value:	Execution:	Final Score:	Difficulty	Deductions & Compositions

Results	Comparison to pre-determined objectives and goals for competition

Results	Analysis of athlete performance that lead to the results	Factors that may have impacted performance

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Reflection			
Athlete readiness prior to competition	Effectiveness to meet the competition objectives	Focus plan and its effectiveness to meet the competition objectives	Necessary changes to the year plan that may be needed for the next season

Debrief		
Plans for changes to competition strategies or next steps for the athlete	Debrief questions that were discussed post competition with the athlete	Pros of the competition (insights gained or best practices) and Cons of the competition (issues or concerns that need to be reported, and who you will report them to)

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Competition 3 Coach Self-Assessment

Coaches who perform self-reflections are known to advance in their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition 3 skills. **For each statement, select the rating that best represents how you feel about your own coaching today.**

Coaches who perform self-reflections are able to advance their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition 3 outcomes and criteria.

Select the rating that best represents how you feel about your coaching today.

Date: _____

I Analyze My Athlete's Performance By…	Always	Often	Some-times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills				
Monitoring and assessing my athlete's potential based on their commitment and motivation				
Monitoring and assessing my athlete's potential based on their ability to focus, manage distractions and control stress				
Monitoring and assessing my athlete's potential based on their nutritional and general health status				
Understanding the technical progression of level appropriate skills for all apparatus				
Prescribing an appropriate activity or drill to assist the athlete to improve their performance				
Selecting appropriate corrections, and explaining how and why that correction changes performances				
Asking questions to athletes that facilitate their own awareness of skill errors				
Understanding the competitive rules and relating them to the athletes				
Making decisions in the benefit of the athlete today and in their long term future in the sport				

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I Manage A Program By…	Always	Often	Sometimes	Never
Teaching competition rules and ensuring athletes understand the effects of their performance				
Identifying expectations for behaviour and commitment along with appropriate consequences				
Demonstrating ability to work with other coaches				
Presenting reports of athlete progress throughout the program				
Ensuring privacy of athlete information and take steps to maximize confidentiality				
Allowing athletes and/or parents opportunities to discuss progress in relation to individual goals				
Using effective communication skills to promote program objectives				

I Support The Competitive Experience By…	Always	Often	Sometimes	Never
Observing athletes from the most optimal vantage point while maintaining integrity of the competition rules				
Behaving in a controlled manner and showing respect towards officials, opponents, and own athletes				
Providing athletes with feedback that identifies what and how to achieve greater performance				
Ensuring that athletes (and/or team) are focused on the task and not distracted by other competitors, the audience, the environment, or the results/scores				
Providing quality feedback is appropriate for the individual athlete and at an appropriate time				
Assisting athletes in managing their mental state during competition that positively impacts athlete performance				
Correctly interpreting the competitive rules and rationalizing any changes to routines or performances for the achievement of a positive outcome for the athlete				
Critically reflecting on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition				
Assessing competition plans after the competition and identifying what aspects of the plan were successful, which were not, and what solutions could improve the plan				
Debriefing performance with athletes, providing constructive feedback that identifies what and how to improve				
Using analytical skills during or after the competition to review, interpret, and modify individual goals				
Using competition results to identify objectives of future practices (or competitions)				
Assisting athletes to reflect upon their competition experience and analyze it relative to their goals, from which to reset goals or establish new ones for future practices or competitions				
Implementing recovery and regeneration strategies to maintain optimal performance for the next training session or competition				

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Coach Development Action Plan

1. In which area(s) do you feel the strongest and why?

2. In which area(s) do you feel you still need to improve?

3. What do you plan to do to improve? By when do you plan to improve?

4. What help do you need from others (i.e. your club) to help you improve?

5. What is the most positive experience you have had coaching the Comp 3 content?

6. What has been one challenge you experienced while coaching the Comp 3 content?

7. What are your short and long-term coaching goals?

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8. What will help you achieve them?

Athlete Feedback Survey

Athlete Feedback of Coach

Athletes read the statement below, use the scale and select the rating for how frequently you experience the behaviour	Never - Sometimes - Often - Always 0 - 1 - 2 - 3	**Comments**
Coaches in Training	**Rating by Athlete**	**Comments/examples**
My coach clearly explains the activities I am expected to do in training.	0 - 1 - 2 - 3	
My coach helps me to understand the reason for the training activities.	0 - 1 - 2 - 3	
My coach ensures that training facilities and equipment are organized.	0 - 1 - 2 - 3	
My coach provides me with copies of training plans for short and long term.	0 - 1 - 2 - 3	
My coach plans practices that are motivating and productive.	0 - 1 - 2 - 3	
My coach works with me to set goals for training.	0 - 1 - 2 - 3	
My coach checks in on my energy level and well-being.	0 - 1 - 2 - 3	
My coach provides me with a variety and challenge in my conditioning programs.	0 - 1 - 2 - 3	
My coach is effective at analyzing my performance.	0 - 1 - 2 - 3	
My coach uses technology to help me see and understand my performance.	0 - 1 - 2 - 3	
My coach gives me drills or adjustments to help me perform better.	0 - 1 - 2 - 3	
My coach explains how and why corrections will change my performance.	0 - 1 - 2 - 3	
My coach uses questioning skills to see that I understand.	0 - 1 - 2 - 3	

Coaches in Competition	**Rating by Athlete**	**Comments/examples**
My coach helps me set goals for my competitions.	0 - 1 - 2 - 3	
My coach and I decide together which skills and combinations I should perform.	0 - 1 - 2 - 3	
My coach makes sure that everything at a competition supports my ability to perform well; for example, scheduling, nutrition needs, accommodation, transport to and from venues, training venues, etc.	0 - 1 - 2 - 3	
My coach prepares me to face a variety of situations in competition.	0 - 1 - 2 - 3	
My coach helps me focus on the process of performing well.	0 - 1 - 2 - 3	
My coach has a consistent routine at competition.	0 - 1 - 2 - 3	
My coach keeps me focused in competitions.	0 - 1 - 2 - 3	
My coach shows confidence in my ability during competitions.	0 - 1 - 2 - 3	
My coach ensures equipment is organized at competition.	0 - 1 - 2 - 3	
My coach provides advice on how to perform under pressure.	0 - 1 - 2 - 3	
My coach understands the competitive rules and is able to relate them to me.	0 - 1 - 2 - 3	

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Competition 3 (Development) MAG/WAG – Coach Evaluation Templates

Coaches Communication	Rating by Athlete	Comments/examples
My coach communicates in a respectful way.	0 - 1 - 2 - 3	
My coach provides feedback in a helpful way on a continuous basis.	0 - 1 - 2 - 3	
My coach has an ongoing dialogue with me about my progress in training and in competition.	0 - 1 - 2 - 3	
My coach gives me specific feedback for correcting technical errors.	0 - 1 - 2 - 3	
My coach provides me with feedback that helps me improve my technique.	0 - 1 - 2 - 3	
My coach provides visual examples to show how a skill should be done.	0 - 1 - 2 - 3	
My coach checks that I understand the techniques and strategies I'm being taught.	0 - 1 - 2 - 3	
My coach provides me with immediate feedback.	0 - 1 - 2 - 3	
My coach is a good listener.	0 - 1 - 2 - 3	

Effectiveness	Rating by Athlete	Comments/examples
My coach updates me on my progress towards my goals.	0 - 1 - 2 - 3	
I feel comfortable talking to my coach about my training and my goals.	0 - 1 - 2 - 3	
My coach shows understanding for me as a person.	0 - 1 - 2 - 3	
My coach makes an effort to get to know me.	0 - 1 - 2 - 3	
My coach helps me believe that I can be the best I can be.	0 - 1 - 2 - 3	
My coach understands the importance of finding balance between sport performance and other aspects of my life.	0 - 1 - 2 - 3	
When I am coached by my coach, I feel responsive.	0 - 1 - 2 - 3	
When I am coaches by my coach, I feel at ease.	0 - 1 - 2 - 3	
My coach runs effective meetings.	0 - 1 - 2 - 3	
My coach provides advice on how to be mentally tough.	0 - 1 - 2 - 3	
My coach provides advice on how to stay confident about my abilities.	0 - 1 - 2 - 3	
My coach provides advice on how to stay positive about myself	0 - 1 - 2 - 3	
When I am coached by my coach, I am ready to do my best.	0 - 1 - 2 - 3	
My coach behaves in an ethical manner; that is zero tolerance for performance enhancement drugs, sexual harassment, verbal/physical abuse, cheating.	0 - 1 - 2 - 3	

Questions	Response
In what ways is your coach most helpful to you as an athlete?	
One thing I wish my coach knew about me that would be help coach me better.	

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Co-Coach Feedback Survey

Co-Coach Feedback

Coaches read the statement below, use the scale and select the rating for how frequently you observe or experience your co-coach's behaviours. Put N/A in the comments if you are unable to provide a rating.	Never - Sometimes - Often - Always 0 - 1 - 2 - 3	Comments
Coaches in Training	**Rating by Co-Coach**	**Comments/examples**
This coach clearly explains the activities to athletes in training.	0 - 1 - 2 - 3	
This coach helps me the athletes to understand the reason for the training activities.	0 - 1 - 2 - 3	
This coach ensures that training facilities and equipment are organized.	0 - 1 - 2 - 3	
This coach provides athletes and other coaches with copies of training plans for short (days to weeks) and long term (months to a year).	0 - 1 - 2 - 3	
This coach plans practices that are motivating and productive.	0 - 1 - 2 - 3	
This coach works with the athletes to set goals for training.	0 - 1 - 2 - 3	
This coach checks in on athletes' energy level and well-being.	0 - 1 - 2 - 3	
This coach provides sufficient variety and challenge in physical conditioning programs.	0 - 1 - 2 - 3	
This coach is effective at analyzing performance.	0 - 1 - 2 - 3	
This coach uses technology to help athletes see and understand their performance.	0 - 1 - 2 - 3	
This coach provides appropriate drills or adjustments to help athletes perform better.	0 - 1 - 2 - 3	
This coach explains how and why corrections will change an athlete's performance.	0 - 1 - 2 - 3	
This coach uses questioning skills to confirm that athlete's understand.	0 - 1 - 2 - 3	

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Competition 3 (Development) MAG/WAG – Coach Evaluation Templates

Coaches in Competition	Rating by Co-Coach	Comments/examples
This coach helps athletes set goals for competitions.	0 - 1 - 2 - 3	
This coach works with the athletes (and other coaches) to decide together which skills and combinations they should perform.	0 - 1 - 2 - 3	
This coach makes sure that everything at a competition supports the athlete's ability to perform well; for example, scheduling, nutrition needs, accommodation, transport to and from venues, training venues, etc.	0 - 1 - 2 - 3	
This coach prepares athletes to face a variety of situations in competition.	0 - 1 - 2 - 3	
This coach helps athletes stay focused on the process of performing well.	0 - 1 - 2 - 3	
This coach has a consistent routine at competition.	0 - 1 - 2 - 3	
My coach keeps athletes focused in competitions.	0 - 1 - 2 - 3	
This coach shows confidence in their athlete's ability during competitions.	0 - 1 - 2 - 3	
This coach ensures equipment is organized at competition.	0 - 1 - 2 - 3	
This coach provides advice to athletes on how to perform under pressure.	0 - 1 - 2 - 3	
This coach is knowledgeable about the competitive rules in effect, and educates the athletes about them.	0 - 1 - 2 - 3	

Coaches Communication	Rating by Co-Coach	Comments/examples
This coach communicates in a respectful way.	0 - 1 - 2 - 3	
This coach provides feedback in a helpful way on a continuous basis.	0 - 1 - 2 - 3	
This coach has an ongoing dialogue with athletes about their progress in training and in competition.	0 - 1 - 2 - 3	
This coach gives specific feedback for correcting technical errors.	0 - 1 - 2 - 3	
This coach gives positive reinforcement when they see correct technique.	0 - 1 - 2 - 3	

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This coach provides visual examples to show how a skill should be done.	0 - 1 - 2 - 3	
This coach checks that athletes understand the techniques and strategies being taught.	0 - 1 - 2 - 3	
This coach provides athletes with immediate feedback.	0 - 1 - 2 - 3	
This coach is a good listener.	0 - 1 - 2 - 3	

Effectiveness	**Rating by Co-Coach**	**Comments/examples**
This coach includes me and updates me on athlete goals and their progress towards those goals.	0 - 1 - 2 - 3	
I feel comfortable talking to this coach.	0 - 1 - 2 - 3	
This coach shows understanding for those they work with.	0 - 1 - 2 - 3	
This coach makes an effort to get to know those they work with.	0 - 1 - 2 - 3	
This coach understands the importance of finding a balance between sport performance and other aspects of life.	0 - 1 - 2 - 3	
This coach runs effective meetings.	0 - 1 - 2 - 3	
This coach provides advice on how to be organized and mentally prepared.	0 - 1 - 2 - 3	
This coach provides advice on how to be organized and mentally prepared.	0 - 1 - 2 - 3	
This coach provides advice or examples on how to build or maintain confidence.	0 - 1 - 2 - 3	
This coach provides advice or examples on how to stay positive.	0 - 1 - 2 - 3	
This coach behaves in an ethical manner; that is zero tolerance for performance enhancement drugs, sexual harassment, verbal/physical abuse, cheating.	0 - 1 - 2 - 3	

Questions	**Response**
In what ways is the coach most effective?	
In what ways could this coach advance their expertise?	

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