



TRUE SPORT
lives here

Coach Selection Process

A values-based and principle-driven guide to coach selection

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Introduction

The **<insert Club name>**'s mission is to "**<insert Club mission statement>**" OR provide a competitive **<insert sport>** experience that inspires excellence, promotes good health, develops character and builds strong relationships that strengthen our community. We recognize a broad range of abilities and commitment among our athletes. We strive to provide age-appropriate instruction and competition within the constraints of time and available resources.

The **<insert Club name>** does not discriminate on the basis of gender, race, sexual orientation, national origin or religious affiliations. We seek to place athletes, with similar desires and objectively assessed abilities, together to maximize their enjoyment and development.

In the right environment, sport comes closer than almost any other cultural activity in delivering equal opportunity for all. This environment – one that is fair, safe and open to everyone – creates a sport experience that will teach the right lessons and will celebrate physical and ethical achievements. This is what we know as good sport. It is with this intent that we are committed to a fun and fair environment that develops self-confidence and leadership skills. This commitment begins with our Coach Selection Process and continues with our Player Selection Process.

Our sport and its coaches teach skills and strategy, and contribute to building character in youth. Although competition and the desire to win is an important element of any sport, when good sport is sacrificed for winning at all costs, the sport, the athletes, the coaches and the community lose something special. The future of our sport lies with great coaches and, as such, we are committed to recruiting, developing and mentoring the best coaches available and to ensuring they deliver programming that is fair, safe and open to everyone.

To achieve these goals, the **<insert Club name>** is committed to creating an atmosphere where NCCP trained or certified coaches, the True Sport Principles and the Responsible Coaching Movement are implemented, working in balance with one another at all times. The objectives of the **<insert Club name>** are:

- To develop **<insert sport>** skills and teach athletes how to compete to the best of their abilities (**Go For It**);
- To develop sportsmanship, fair play, pride and achievement through involvement in **<insert sport>** (**Play Fair**);
- To teach athletes, coaches and parents the importance of respecting all those who come to play including respect for teammates, coaches, opponents, referees and officials (**Respect Others**);
- To provide a competitive sport experience that is enjoyable and rewarding for the athletes (**Keep It Fun**);
- To ensure that the athletes are developed in a way that promotes and protects their safety and wellbeing (**Stay Healthy**);
- To create opportunities for everyone to play regardless of ability, gender, race, sexual orientation, national origin or religious affiliations (**Include Everyone**); and
- To foster an understanding among our athletes that their community supports their **<insert sport>** dreams and the importance therefore of behaving as positive role models and in ways that contribute to improving the quality of life in their community (**Give Back**).

The **<insert Club name>** is committed to the True Sport Principles. By promoting sport at its best—good sport – we seize the opportunity to instill character in our kids, strengthen our communities and increase our opportunities for excellence.

We welcome you to join us on this journey!

<insert Club name and logo> Technical Committee

Glossary of Terms

Board of Directors (BOD): A transparent and unbiased body of elected or appointed members who jointly oversee the activities of a sport organization. The duties of the BOD are set by the organization's bylaws. These members understand their legal and fiduciary responsibilities, exercise due diligence that is consistent with their duty of care, are familiar with the club's activities and are fully informed of the financial status of the club.

Technical Director Selection Committee (TDSC): A committee representing the BOD who recommends Technical Director (TD) candidates to be interviewed by the BOD in a consistent, fair and transparent way using a standardized approach that is free of conflict of interest and executive interference.

Technical Director (TD): A paid, full-time, part-time or volunteer position responsible for managing the sport's operations, including but not limited to coach selection, player selection process and athlete/player development. This position may also be referred to as Head Coach (HC) or Director of Coaching (DOC).

Screening Committee: A committee established to develop and build accurate and specific job descriptions, interview candidates, review references from previous child-serving organizations, provide orientation sessions and develop supervision protocols. The Screening Committee is also responsible for evaluating and assessing coach performance. The Screening Committee is comprised of two individuals with extensive *<insert sport>* experience, one individual with experience in communications/leadership/management, one parent representative, the TD and a representative of the BOD.

Screening Officer: A member of the Screening Committee responsible for reviewing any positive Police Record Checks (E-PICs), Vulnerable Sector Checks (VSCs) and Screening Disclosure Forms. The Screening Officer determines whether a candidate is suited to coach based on the review of the Criminal Record Checks and the Screening Disclosure Form. The Screening Officer may consult with independent experts including lawyers, police, risk management consultants, volunteer screening specialists, or another specialist. The Screening Officer is expected to communicate with the Screening Committee if they flag any infractions with the candidates' Criminal Record Check and Screening Disclosure Form, never disclosing the identity of the candidate. If you are an employer of youth, please see the Background Screening Matrix in [Additional Resources](#).

Athlete/Player Selection Committee (A/PSC): A committee established to select athletes/players for teams at all levels of play in a consistent, fair, transparent way using a standardized approach that is free of conflict of interest and executive interference by coordinating coaches and a pool of independent evaluators for the evaluation period.

Independent Pool of Evaluators (IPE): A group of coaches selected from the current pool of club coaches or trained evaluators to conduct independent evaluations of athletes within a specific age group using the same criteria as the club coaches. The IPE is determined by the Director of *<insert sport>* Operations (or equivalent position on the BOD) and/or the TD, and should not include any coaches from teams to which non-selected players will next proceed to tryout.

Director of *<insert sport>* Operations: A member of the BOD appointed to oversee technical programs and the implementation of **Long-Term Development for Sport and Physical Activity**. The Director of *<insert sport>* Operations serves as the Chair of the Technical Committee (if applicable) and is the liaison between the TD and the BOD.

Player Selection Process: A consistent, fair and transparent process that identifies the level of play that is most suited to players *at this moment in time* in order to place them on a team that is best suited to their abilities, level of commitment and social needs.

An **assessment** is a measure of a performance or skill in order to offer feedback, to document strengths and growth, and to provide directives for improving future performance - for both learning and teaching. An assessment is learner centred, curriculum based, frequently anonymous and not graded.

An **evaluation** is focused on making a judgment or determination concerning the quality of a performance or use of skills against a set of standards. Evaluations are designed to document what level of achievement has been attained by judging it and determining its “value,” either by comparison to similar achievements or to a standard. It may consider marks and grades, and may reflect skill components and game scenarios.

Here are some guidelines for effective assessments and evaluations:

- Effective assessment is a continuous, on-going process; a way to gauge learning over time.
- Effective assessment and evaluation are integrated into all aspects of the curriculum, providing coaches, athletes and parents with relevant, useful data to gauge progress and determine the effectiveness of the program.
- A variety of evaluative tools are necessary to provide the most accurate assessment of an athletes’ learning and progress.
- Evaluation must be a collaborative activity between coaches and athletes. Athletes must be able to assume an active role in evaluation so they can begin to develop individual responsibilities for development and self-monitoring.
- Evaluation needs to be authentic. It must be based on the natural activities of **<insert sport>** and the skills those athletes demonstrate in their game, match, race, etc.
- The growth and maturity characteristics of young athletes may influence the processes of exclusion and inclusion, that is, some athletes will be excluded from participation and others will be included on the basis of their growth and maturity status.

Programming should be directed at providing the best possible training throughout childhood and adolescence to all individuals interested in participating in **<insert sport>** and to encourage them to continue to play irrespective of how successful they might be during their childhood years. This approach should lead to a broader base of individuals participating in **<insert sport>** through adolescence into adulthood, thus reaping the health-related benefits of their sport. It should also provide a larger pool of individuals and therefore may include a greater number who could potentially excel in the sport.

For more information about athlete assessment and evaluation, see the **Athlete/Player Selection Process, Appendix 6.**

An Approach to Coach Selection

The **<insert Club name>**’s Approach to Coach Selection is designed through a values lens with athlete safety and development in mind. The ultimate goal of **<insert Club name>** is to provide participants with the best possible experience in a fair, safe and open environment where they can grow as both participants and young people. An important component of this is ensuring that **<insert Club name>** selects coaches who have using the Coach Selection Process to ensure athlete safety and development . The Coach Selection Process identifies the steps required to ensure that **<insert Club name>** selects the individuals who are most appropriate for the position.

The following sections outline the steps of the Coach Selection Process for **<insert Club name>**. The **<insert Club name>** is committed to developing a **<insert sport>** club for the entire community that provides participants with the best possible experience in an environment where they feel safe and valued as people first and participants second.

Coach Selection Process

The <insert Club name>'s Screening Committee will oversee the Coach Selection Process in a consistent, fair, and transparent manner using a standardized approach that ensures there are no conflicts of interest or executive interference.

The hiring process consists of many components. For a sample checklist outlining this process, see [Appendix 1](#).

The <insert Club name>'s Coach Selection Process is comprised of the following seven steps:

1. Job Description

A Coach job description will:

- Be posted on the <insert Club name>'s website;
- Outline job duties, key responsibilities and performance criteria;
- State the <insert Club name>'s commitment to creating a fair, safe and open environment for participants;
- Outline <insert Club name>'s expectations for coaches; and
- Outline <insert Club name>'s thorough screening process.

A sample job description can be found in the National Occupational Classification ([NOC Code 5252](#)).

2. Application Process

The application process will commence at the end of the previous season to:

- Determine interested candidates;
- Determine which coaches intend to return for the following season;
- Re-appoint returning coaches based on their Coach Evaluation ([Appendix 2](#));

Consider granting coach assignments for two-year terms with annual review to:

- Reduce the formal review process required each season;
- Build faith in coaches (volunteer or paid);
- Build relationships and social capital; and
- Build consistency within programs and understanding of club operations.

3. Application Form

A sample Coach Application Form can be found in [Appendix 3](#). Application forms will:

- Be submitted online whenever possible;
- Include questions about coaching philosophy;
- Include questions about specific training or experience working with children relevant to the age and stage of the athlete;
- Include questions pertaining to the True Sport Principles;
- Include a question about past and/or current criminal convictions, if applicable;

- Require the submission of an age and stage practice plan that will be reviewed during the interview;
- Require consent to access the coach's NCCP transcript to review technical details of the coach's background;
- Require consent to obtain information from a reference(s);
- Ask for at least two references, as per the [Responsible Coaching Movement Background Screening Matrix](#) standards of a Level 3 "High Risk Position." Candidates are required to provide the contact information for one personal and one professional reference; and
- Include a Screening Disclosure Form for applicants to complete and submit with the [application](#).

4. Interview Phase by the Screening Committee

Prior to the interview phase, the Screening Committee will inform the candidate about the criminal record checks required for the position.

Coach interviews for positions with *<insert club name>* will:

- Be conducted by the Screening Committee;
- Include questions about technical areas and coaching philosophy;
- Include behavioural and situational questions that emphasize providing a fair, safe and open environment for participants;
- Include questions about the practice plan provided;
- Be held in *<insert month(s)>*;
- Be up to one (1) hour in duration; and
- Be completed by *<insert date>*, with selection announcements made by *<insert date>*.

A sample Interview Guide can be found in [Additional Resources](#).

5. Reference Checks

Reference checks for positions with *<insert Club name>* will:

- Be conducted by the Screening Committee after the interview process;
- Be completed prior to offering the position;
- Highlight the applicant's previous or current position;
- Identify the applicant's suitability to being in a position of trust with athletes; and
- Capture whether there is any reason why the applicant would not be suited to coach in the *<insert Club name>*.

A sample Reference Check Form can be found in [Appendix 4](#).

In addition to checking the candidate's references, the *<insert Club name>* will conduct other relevant searches to ensure a thorough background check.

6. Criminal Record Checks

The *<insert Club name>* understands that screening coaches is important to providing a fair, safe and open environment. In addition to the Screening Disclosure Form from the application, the candidate must obtain the necessary Criminal Record Checks required for the position.

The required background checks for positions with *<insert Club name>* will be:

- Communicated to the candidate prior to the interview;
- Submitted to *<insert Club name>* by *<insert deadline>*;
- Reviewed by the Screening Officer prior to offering the position; and
- Used by the Screening Officer to determine if the applicant is eligible or ineligible to coach within *<insert Club name>* considering local human rights legislation.

In the event of adverse findings, the Screening Officer is expected to communicate with the Screening Committee.

A template Screening Policy can be found in [Additional Resources](#). The policy will:

- Define the three different types of criminal record checks;
- Provide guidelines to determine which individuals will be subject to screening;
- Outline requirements for each category or level of position (i.e.: low, medium or high risk);
- Include information about the roles and responsibilities of the Screening Officer;
- Outline the procedures for reviewing the screening requirements; and
- Provide additional information about offenses, records and criminal convictions that are deemed infractions and will result in expulsion (see [CAC Code of Conduct](#) for more information).

The appointment of coaches is subject to approval by the *<insert Club name>*'s Screening Officer and the Screening Committee.

7. Coach Orientation

Following the appointment of the coaches, the *<insert Club name>* will host an orientation session to:

- Introduce the *<insert Club name>*'s mission, vision and values;
- Review *<insert Club name>*'s expectations of coaches;
- Introduce True Sport and the seven True Sport Principles;
- Highlight the *<insert Club name>*'s commitment to the Responsible Coaching Movement with emphasis on the Rule of Two (see [Additional Resources](#)); and
- Review *<insert Club name>*'s Code of Conduct (see [Additional Resources](#)).

Coaches may be required to take additional education and training to meet *<insert Club name>* required standards of training.

For an overview of documentation required for the Coach Selection Process, refer to the [Responsible Coaching Movement Background Screening Matrix in Appendix 5](#).

Additional Resources

Safe Sport for All

The Government of Canada, in collaboration with provincial and territorial governments and the sport community, has taken several actions to help prevent and address incidents of harassment, abuse and discrimination in Canadian sport.

Canadian Sport Helpline

The bilingual national toll-free confidential helpline for harassment, abuse and discrimination provides a safe place for victims and witnesses of incidents of harassment, abuse and discrimination in sport to report their concerns. The Canadian Sport Helpline will provide callers with advice on the next steps they can take, as well as direct them to the most appropriate national and local services and resources available to them, including the police, child protection services, existing provincial/territorial helplines, or any other relevant services. It provides professional listening and referral services by phone and text at 1-888-83-SPORT (77678) and by email at info@abuse-free-sport.ca, from 8 a.m. to 8 p.m. ET, seven days a week.

For more information, visit www.abuse-free-sport.ca.

Sport for Life: Quality Sport Checklist

A tool used by community and club leaders to assess and improve the quality of sport programming in a club or community setting:

- [Quality Sport Checklist for Communities and Clubs](#)

The True Sport LTAD Matrix

The True Sport LTAD Matrix identifies ethical literacy as a key component of the overall Sport for Life (S4L) LTD model. It is based on the fundamental principles of True Sport and provides guidelines for developing ethical literacy in children and youth, an essential element of well-rounded participants and citizens.

- [True Sport LTAD Matrix](#)

Responsible Coaching Movement

The Responsible Coaching Movement (RCM) is a system-wide call to action for organizations to implement realistic change to make environments safer for the participants, coaches and volunteers. RCM is coordinated by the Coaching Association of Canada and the Canadian Centre for Ethics in Sport.

As a first step towards implementing the RCM, each organization is encouraged to review their policies and procedures using the [Responsible Coaching Movement Audit Checklist](#).

To reduce risk in sport, the Responsible Coaching Movement focuses on:

The Rule of Two:


The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. Its purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions in emergency situations.

- [CAC Rule of Two Definition](#)
- [Rule of Two Implementation Matrix](#)
- [CAC Code of Conduct](#)

Background Screening, including Criminal Record Checks: The background screening process involves using a number of different tools to ensure coaches and volunteers meet the necessary security requirements to coach or work with athletes. These tools include comprehensive job postings, criminal record checks, interviews, reference checks and on-going supervision. In addition, child and youth training with specific special needs populations may be required.

- [Background Screening Matrix](#)
- [Template Screening Policy](#) (Found in Responsible Coaching Resources under Background Screening drop down)
- [Template Screening Disclosure Form](#) (Found in Responsible Coaching Resources under Background Screening drop down)
- [Volleyball Alberta Screening Disclosure Form](#)
- [Scouts Canada Screening Interview Guide](#)
- [Volunteer Canada 10-Steps of Screening](#)

Appendix 1 – Screening Checklist


SCREENING CHECKLIST

All potential employees/volunteers of your child-serving organization should be screened, regardless of whether they come into direct contact with children or not.

CANDIDATE: _____

- ☐ Cover letter
- ☐ Resumé
- ☐ Standardized application form that states that providing deliberately misleading information is cause for disqualification or dismissal. It should also include consent to verify the information provided and to conduct screening checks

The application form should include the candidate's:

- ☐ Employment history, including dates of employment and addresses of all prior employers
- ☐ Contact information for past supervisors
- ☐ Job duties
- ☐ Reason(s) for leaving past employment
- ☐ Pertinent training
- ☐ Whether the applicant has been found guilty of (or is currently the subject of) allegations of child abuse or sexual harassment, or whether s/he has ever resigned while such allegations were pending
- ☐ References – both personal and professional
- ☐ Consent to verify information

- ☐ Structured interviews
- ☐ Vulnerable sector screening
- ☐ Criminal record check
- ☐ Child abuse registry check
- ☐ Reference checks
- ☐ Internet check
- ☐ Full screening is complete (employment offer made)

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Appendix 2 – Coach Evaluation Form

Please consult with the co-coaches, assistant coaches, mentor coaches, athletes and parents (as appropriate to age and stage of the participant) to complete this evaluation form. It will be reviewed by the Screening Committee only. (* denotes mandatory fields)

Name	
Email	
*Team/Age Group	
*Coach	

Observed Behaviour (True Sport Principles)	Weak Strong				
	1	2	3	4	5
The coach arrives and is ready on time <i>(Respect Others)</i>					
Practices are organized, purposeful and relevant to skill level <i>(Stay Healthy)</i>					
The coach sets clear boundaries for all athletes <i>(Respect Others)</i>					
The coach makes the best possible use of time available for practices/training <i>(Respect Others)</i>					
The coach is prepared for competition – game plan, strategy, tactics, etc. <i>(Go For It)</i>					
The coach prepares a practice plan for each session <i>(Go For It)</i>					
The coach explains skills simply and accurately <i>(Include Everyone)</i>					
The coach demonstrates skills properly and uses correct techniques <i>(Stay Healthy)</i>					
The coach involves athletes in demonstrations in an appropriate way <i>(Include Everyone)</i>					
The coach encourages questions and creates a non-threatening environment <i>(Have Fun)</i>					
The coach is effective at developing all athletes on the team <i>(Include Everyone)</i>					
The coach has the ability to analyze athletes' strengths and weaknesses <i>(Go For It)</i>					
The coach's conduct during competition is supportive and appropriate <i>(Play Fair)</i>					
The coach is enthusiastic and positive <i>(Have Fun)</i>					
The coach demonstrates a sense of fair play and promotes sportsmanship <i>(Play Fair)</i>					

Observed Behaviour (True Sport Principles)

	Weak		Strong		
	1	2	3	4	5
The coach is a good role model and sets a positive example at all times <i>(Give Back)</i>					
The coach meets with the athlete in transparent, open and observable environments <i>(Respect Others)</i>					
The coach treats all athletes equally and enforces rules consistently <i>(Include Everyone)</i>					
The coach uses appropriate verbal and non-verbal communication <i>(Respect Others)</i>					
The coach provides both positive and constructive feedback <i>(Go For It)</i>					
The coach appears to enjoy the responsibility of coaching <i>(Have Fun)</i>					
The coach encourages athletes when losing or after a loss <i>(Respect Others)</i>					
The coach has a good relationship with athletes, respects athletes and is respected by athletes <i>(Respect Others)</i>					
The coach encourages athletes, praises efforts, builds confidence <i>(Respect Others)</i>					
The coach displays appropriate behaviour towards athletes <i>(Respect Others)</i>					

Did the athlete participate in this evaluation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional comments:	

Appendix 3 – Coach Application Form

Investing in <insert sport> - Investing in Community

<Insert Club name> shares the belief that good sport can make a great difference in the lives of individuals and a great difference in the quality of life in our communities. As part of <insert Club name>'s commitment to True Sport and creating a fair, safe and open environment for athletes, you are asked to complete the following coach application form. We thank you in advance for your time and dedication.

General Information

Name:	
Email:	
Phone Number:	<input type="checkbox"/> cellphone <input type="checkbox"/> home <input type="checkbox"/> work
Address:	
City, Province:	
Postal Code:	
NCCP Number:	
Have you ever been convicted of a criminal offense (**must be 18 or older to answer)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have a child participating in this age group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Current employer:	
Current occupation:	

Application Information

Please indicate which position(s) you are applying for in order of preference:

Head Coach	Assistant Coach	Male	Female	Co-ed	Team & Level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching and Child-Serving Organization Experience

Please list your coaching and child-serving organization experience, starting with the most recent.

Year	Position	Association/Organization	Team/Role

Coaching Certification

Please provide a copy of your NCCP transcript and note any other training pertinent to this application below:

Certification	Date Completed	Additional Notes (e.g. certification number)

Additional Questions

The following questions reflect our commitment to True Sport.

Describe what “good sport” looks like to you:
Embracing the True Sport Principles is important to ensuring a fair, safe and open environment for athletes. Explain how these principles resonate with you and are reflected in your coaching philosophy?
Describe how you will bring the True Sport Principles to life with your team/athletes on and off the field of play:
Please provide an example of a time when you had to make a tough decision based on your personal values. What was the outcome?

Practice Plans

Please submit a practice plan that is relevant to the age and stage of the team for which you are applying. If applying to more than one team, please submit a practice plan for each team.

References

I, _____, give permission to **<insert Club name>** to contact the persons listed below for the purpose of obtaining reference information. These persons are authorized to disclose such information.

Please submit the names and contact information for one personal and one professional (if applicable, from a child-serving organization) reference.

Name	Email	Phone

Complete the Template Screening Disclosure Form (found in Responsible Coaching Resources under Background Screening drop down) and submit it with the application

Applicant's signature:	
Date:	

Appendix 4 – Reference Check Form

REFERENCE CHECK FORM

Name: _____

Reference Name: _____

Company Name: _____

Company Address: _____

Company Phone: _____ Dates of applicant's employment: _____ to _____
(mm/yyyy) (mm/yyyy)

QUESTIONS FOR THE REFERENCE

Describe your relationship to the candidate: _____

Describe the key responsibilities of the candidate in his/her most recent position: _____

Tell me about the candidate's general strengths and weaknesses: _____

What was the candidate's reason for leaving? _____

Would you hire the candidate again? _____

Have you ever had reason to be concerned about the candidate's behaviour with children?

Do you know of any complaints/allegations made by parents, other staff, or children about the candidate?

Do you know of any reason why the candidate should not come into contact with children?

How did the candidate deal with authority and accountability?

On a scale of 1-10, how strongly would you recommend this person for the position? _____

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Appendix 5 – Background Screening Matrix

Responsible Coaching Movement - Background Screening Matrix

	Level 1 - "Low Risk Positions"			Level 2 - "Medium Risk Positions"			Level 3 - "High Risk Positions"		
	Non-Volunteer Parents	Youth Volunteers	Occasional Volunteers	Assistant Coaches	Volunteer Head Coaches	Directors	Paid Head Coaches	Travel Team Coaches	Team Managers
 Coaching Association of Canada Association canadienne des entraîneurs		✓	✓	✓	✓	✓	✓	✓	✓
Application Form									
One Letter of Reference									
Two Letters of Reference		✓					✓	✓	✓
Position Briefing / Orientation	✓	✓	✓	✓	✓	✓	✓	✓	✓
Driver's Abstract (if requested)				✓	✓	✓	✓	✓	
Screening Disclosure Form			✓	✓	✓	✓	✓	✓	✓
Criminal Record Check (E-PIC)				✓	✓	✓	✓	✓	✓
Vulnerable Sector Verification (VSV)							✓	✓	✓
	Level 1 - "Low Risk" - Individuals involved in low risk assignments are not in a supervisory role, not directing others, not involved with financial/cash management, and/or do not have access to minors or people with a disability.			Level 2 - "Medium Risk" - Individuals involved in medium risk assignments may be in a supervisory role, may direct others, may be involved with financial/cash management, and/or who may have limited access to minors or people with a disability.			Level 3 - "High Risk" - Individuals involved in high risk assignments occupy positions of trust and/or authority, have a supervisory role, direct others, are involved with financial/cash management, and have access to minors or people with a disability.		

Appendix 6 - Athlete/Player Selection Process

If possible, the *<insert Club name>* evaluates athletes in two phases to ensure they are placed on a team or in a program that is suited to both their abilities and level of commitment. This multi-pronged approach allows the athletes to be evaluated at the end of the season when they are at their peak, allowing evaluators and coaches to get a general sense of where athletes may be placed for the following season. The second pre-season evaluation period allows athletes to be assessed for whichever level they wish, providing athletes with a **<7-14>** day window to demonstrate their physical and technical abilities.

NOTE: In some cases, there may be evidence that supports confirming the placement of an athlete after the end-of-season evaluation period.

The club is responsible for developing and approving club guidelines in relation to evaluation criteria and its implementation. These guidelines ensure that athletes are assessed based on age-appropriate club curriculum developed in accordance with Long-Term Athlete Development in Sport and Physical Activity, the Four Corners Development Model and *<insert National Sport Organization LTD guidelines>*. The evaluation criteria should include assessment of an athlete's competency in the following areas:

Technical/Tactical | Social/Emotional | Physical | Psychological/Mental

The Athlete/Player Selection Committee (A/PSC) shall determine the weighting of each criterion.

This process requires all coaches from every level, and their assistants, to work together throughout the evaluation period:

- Evaluations by all coaches count throughout the assessment period;
- Coaches that participate in athlete selection for their team, must be at every evaluation session for their respective age group; and
- The A/PSC will identify a coach to lead the evaluation sessions under guidelines provided by the A/PSC.

The following research and initiatives have contributed to the development of the *<insert Club name>*'s Player Selection Process.

- *<insert National Sport Organization>*'s NCCP Coach education and training;
- *<insert National Sport Organization>*'s Player Development Guide;
- Impact of Long-Term Development in Sport and Physical Activity;
- Four Corner Development Model (Sport For Life)
- True Sport Principles and Guidelines for Communities; and
- Winning versus Development Objectives (Horst Wein).

For more information about athlete evaluations, please refer to the Player Selection Process.

Long-Term Development in Sport and Physical Activity

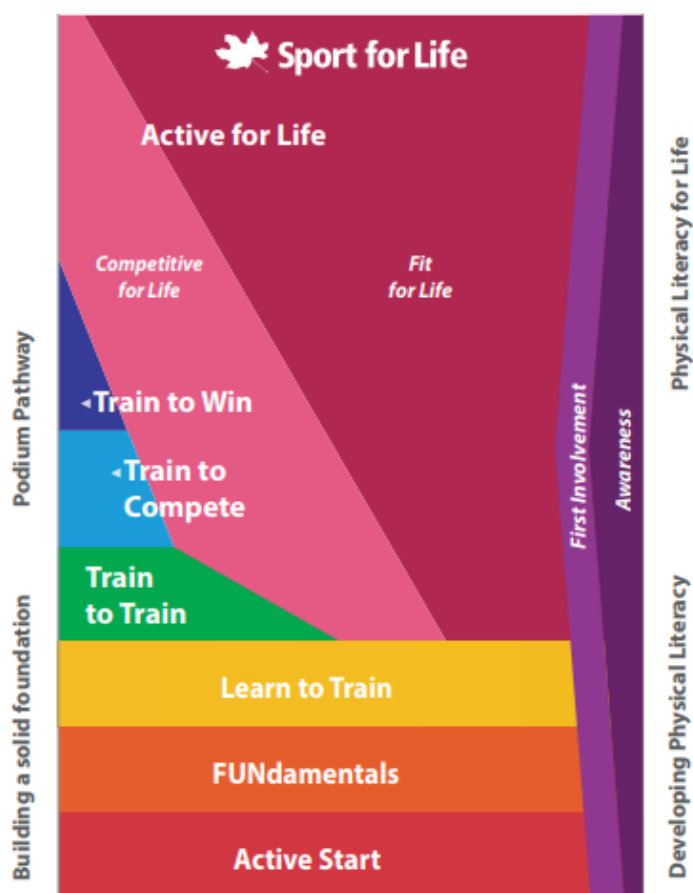
Sport for Life (S4L) is an organization dedicated to improving the quality of sport and physical activity in Canada. S4L links sport, education, recreation and health through the alignment of community, provincial and national programming.

Long-Term Development in Sport and Physical Activity is a multi-stage training, competition and recovery pathway guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood.

Long-Term Development in Sport and Physical Activity is a framework for the development of every child, youth, and adult to enable optimal participation in sport and physical activity. It takes into account growth, maturation and development, trainability, and sport system alignment.

The seven stages of the Long-Term Development in Sport and Physical Activity are Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete, Train to Win and Active for Life. The first three stages combined form the physical literacy base upon which the excellence stream (Train to Train, Train to Compete and Train to Win) and lifelong engagement in physical activity (Active for Life) are built.

S4L, with Long-Term Development in Sport and Physical Activity, represents a paradigm shift in the way Canadians lead and deliver sport and physical activity in Canada.



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Four Corner Development Model

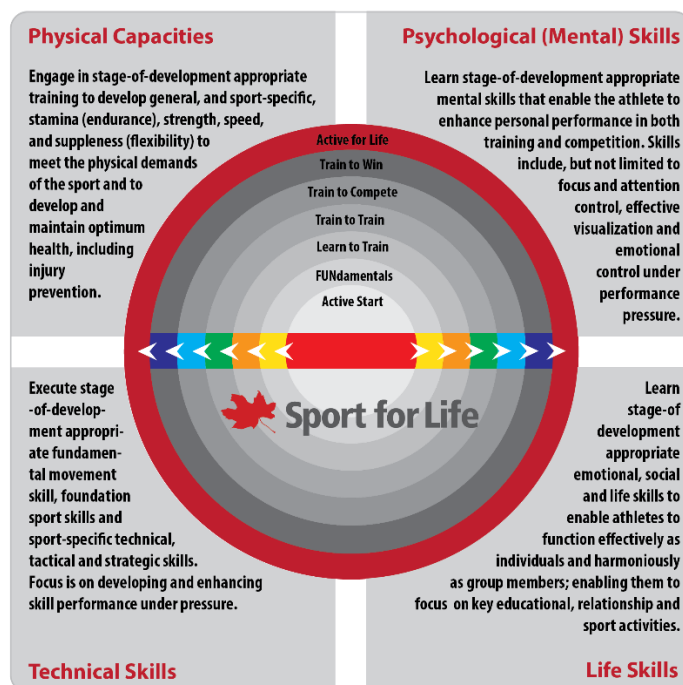
The Four Corner Model of the Athlete Development Matrix consists of technical/tactical/strategic, physical capacity, sport psychology, and holistic life-skill development including building social-emotional resilience. Each corner of the model reflects an aspect of a player's development that has to be considered. The gradual development of athletes is fundamental to the enjoyment, technical competency, and retention in the game. The Four Corner approach ensures the sport experience meets the four key needs of the participant.

Although priorities will vary during the athlete's different stages of development, the model provides a basic framework for coaches to work within. In addition to the four main components, there are a number of additional "contributions" from a large number of people, such as parents, teachers, schools and local clubs. The model is deliberately interlinked, which means that activity in any one corner will produce a reaction throughout all aspects of the model. For example, a practice technique may impact physical balance and co-ordination while producing increased confidence and enhanced social standing within the group. Often coaches focus solely on the technical, tactical and physical preparation, when life skills and sport psychology including social-emotional development are equally important. The key message to coaches is not to consider any of the program's aspects in isolation.

As the development pathway for individual athletes is unique and diverse, the needs of each athlete will ebb and flow in all four corners. While the need for added support for some players will be minimal, others will require much more applied and specific support.

A participant's performance in training and competition can be influenced by many factors, all of which need to be considered when forming an opinion on that participant's progress and true ability. These factors may include date of birth relative to the rest of the group, body type, adolescent growth spurt in all four corners, physical maturity, psychological maturity, social maturity, previous experience, opposition, position suitability, instructions given to the player and recent playing activity.

While there are many elements of the Four Corner Model common across sports, there are elements unique to any given sport. For this reason, Canadian national sport organizations have developed individual Athlete Development Matrix documents that provide details of what is important at which stage of participant development in each corner of the model.



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True Sport Principles

True Sport is dedicated to the notion that good sport can make a great difference. It is our mission to deliver programs and initiatives that:

- Enable participants, parents, coaches, sport organizations and officials to articulate and act upon their deeply held belief in the virtues of good sport.
- Enable participants, parents, coaches, sport organizations and officials to identify with others holding similar values.
- Create a fair, safe and open atmosphere where good sport can grow stronger through inclusive competition at all levels.

To achieve these goals, we promote the following True Sport Principles that Canadians believe represent a good sport experience. For sport to be truly good and have the opportunity to make the greatest difference, all seven of these principles need to be in play at all times, working in perfect balance with one another.

Go For It

Rise to the challenge – always strive for excellence. Discover how good you can be.

Play Fair

Play honestly – obey both the letter and spirit of the rules. Winning is only meaningful when competition is fair.

Respect Others

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

Keep It Fun

Find the joy in sport. Keep a positive attitude both on and off the field of play.

Stay Healthy

Place physical and mental health above all other considerations – avoid unsafe activities. Respect your body and keep in shape.

Include Everyone

Share sport with others. Ensure everyone has a place to play.

Give Back

Find ways to show your appreciation for the community that supports your sport and helps make it possible.

True Sport Guidelines for Communities

The True Sport Guidelines for Communities are action statements that describe how communities can put True Sport into action. Use them as a benchmark or a simple reminder about what your community is trying to achieve through sport.

Recognize Sport as a Valuable Community Asset

Help sport live up to its full potential. Enable it to contribute to the well-being of the entire community.

Champion Ethical Conduct

Commit to fair play. Make respect for the rules, officials, coaches and players a priority – both on and off the field.

Promote Inclusion

Remove barriers. Encourage participation. Make it possible for everyone to get involved and stay involved.

Strengthen Connections

Create opportunities for people to get together through sport. Make newcomers feel welcome. Promote friendship, trust, cooperation and respect.

Support Excellence

Teams and athletes carry the hearts and hopes of the community whenever they compete. Help them to be the best they can be.

Foster Healthy, Active Lifestyles

Inspire people to get active and stay active. Offer a variety of sport opportunities – both structured and unstructured – that are inviting, enjoyable and rewarding for all.

Create Safe and Welcoming Environments

Develop, protect and nurture places and spaces that are hospitable and conducive to the safe enjoyment of sport.

Celebrate Contribution

Recognize and honour the people – coaches, organizers, officials and volunteers – whose contribution makes sport possible and positive in the community.

Winning vs. Development Objectives

Good sport should never be sacrificed for winning at all costs. The following guidelines demonstrate how to make player development a priority. (Developed by Horst Wein, University lecturer and coach from Germany)

Winning At All Costs	Player Development
If the more physically advanced players can guarantee a win, their behaviour and practice attendance are seen as less important than their performance.	Everyone is held to the same standard and given equal opportunity. Effort and behaviour on and off the field of play are key selection factors.
Underdeveloped, younger and less skilled players are forgotten.	Everyone has the right to play, regardless of physique and ability.
The focus on tactics is overemphasized.	Players can gain tactical experience in games.
Players must obey the coach's orders because winning is the only thing that matters.	A participatory environment is encouraged. The focus is less about winning, and more about improving performance.
Winning only happens when players are taught to be dishonest, create traps and deceive opponents and referees.	Win or lose, players are taught the values of sportsmanship, honesty and respect for rules.
Players do as the coach's game plan says, without any room for improvisation.	Improvisation, creativity and imagination from the players is encouraged by the coach.
Players specialize in their roles prematurely.	Coaches give the players the opportunity to experience different positions.
Some players aren't provided with opportunities to play.	Everyone plays, regardless of ability.
Physical skill is overemphasized because these factors get results most quickly.	Players gain coordination and the ability to play under different conditions when they are exposed to various competitions each season.
Younger players are prematurely exposed to competition that is not age-appropriate.	Younger players are exposed to age-appropriate competition (i.e. 3 vs. 3 for 6 yr. olds), which makes for a more efficient learning environment.
In the interest of winning, training relies primarily on traditional methods of teaching.	In the interest of understanding the game and making fewer mistakes, training emphasizes the discovery of skills and capacities in simplified games.
Everything connected to the sport is valued over the individual. Dubious behaviour is frequently accepted.	Priority is given to personal development through sport. Sport is regarded as "training for life."

go for it play fair
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