



**PATINAGE
QUÉBEC**

Management and Hiring of Coaches

Guide for Clubs and Coaches



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Management and Hiring of Coaches

Guide for Clubs and Coaches

Introduction

The guide 'Management and Hiring of coaches' for clubs and coaches has been written to help clubs in their process to hire coaches of Quebec. Please communicate with the Coaches Coordinator of Patinage Quebec, Diane Choquet, at dchoquet@patinage.qc.ca or 514.252.3073 # 3541 for any additional information or question.

Due to their roles and responsibilities in this sport, coaches become leaders in their respective clubs, schools, and for the members and their families. For this reason, it is important to ensure that clubs and school hire professional coaches, whom have the proper qualifications, skills, and the experience that will help the clubs, schools, and the members reach their goals. To ensure that that clubs and schools hire coaches that fit their programs and the needs of their members, it is crucial that clubs and schools have a detailed and coherent hiring process. By using this guide's hiring process, clubs and schools will ensure that the relationship they establish with new coaches will benefit their members and contribute to the success of the club or school for years to come.

All coaches hire by Skate Canada registered clubs must register annually with Skate Canada before they can begin coaching. Once registered, the coach will be able to print a proof of that he/she is in good standing at www.skatecanada.ca and present it to their club. Without that proof, the coach is not covered by Skate Canada's liability insurance. Thus, unregistered coaches put the safety of their club and skaters at risk. All clubs must annually request coaches produce proof of their registration and obtain a copy of said proof for their files.

Definition of Professional Skate Canada Coach

A professional Skate Canada coach is defined as a person teaching / coaching figure skating while also following the criteria to teach /coach as outlined in the rules and, from time to time, other provisions by the governing board of Skate Canada. The following description is a short outline of the responsibilities of a skating club's professional coach:

Role and Responsibilities of Professional Coaches (some examples below):

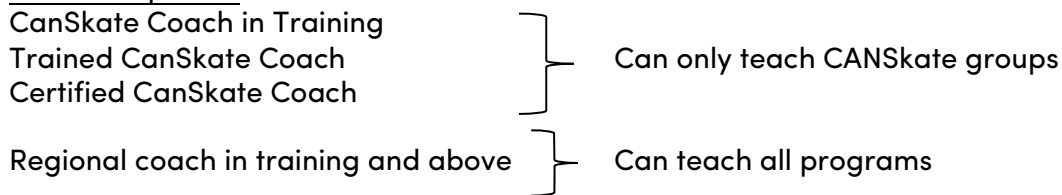
- Respect the Skate Canada Code of Ethics and keep coach registration up to date;
- Be an "expert" in teaching and skating;
- Identify and address potential moral and ethical issues;
- Demonstrate competencies and the necessary knowledge to guide parents, prepare skaters and members of the club's governing board on the topic of skating and training;
- Be clear, respectful, and honest during all communications with skaters, parents, and members of the governing board;
- Be able to transmit figure skating knowledge and skills, and take adequate and efficient decisions;
- Work among a team of coaches and other resources to offer the best possible training for skaters;
- Take on the role of mentor for other coaches when asked or when necessary;
- Clearly communicate to parents and executive members of the clubs the goals and objectives developed for the skaters;

- Keep up to date with rules and amendments of Skate Canada;
- Take on the responsibility to strive to improve one's skills and knowledge of Figure Skating
- Create lesson plans to improve organization and management skills
- Analyze and understand mistakes, and provide constructive criticism to skaters and parents;
- Identify a skater's who possess natural talents by using the criteria established by the club's development plan for that specific skater;
- Create learning / coaching environment that is fun, safe, and welcoming to all skaters;
- Provide First Aid when required;
- Take on extra responsibilities in a professional manner;
- Train, supervise, and evaluate program assistants;
- Plan and lead an information session with parents;
- Provide advice on topics linked to Figure Skating – ex: equipment, progressing towards other skating programs, future opportunities, etc.

Standards for Professional Coaches

People who teach: The people who teach in Skating clubs and schools must be registered as coach-members with Skate Canada and secure at least a certification in 'CanSkate Coach in Training' as well as a valid First Aid certification and valid BackCheck.

Area of Expertise:



Dance Partners

- Skaters who wish to accompany as a dance partner MUST be supervised by a coach at all times during the training session.
- Only dance partners who have acquired the status of 'Regional Coach in Training' can accompany skaters without a coach present.

Coaches' accreditation for competition

Skate Canada has created certification policies in regard to professional coaches to ensure the standards of the community of coaches and promote integrity among professional coaches. These standards also help manage the number of professional coaches present at an event, and guarantee everyone's safety. Please note that the following levels of NCCP certifications are required for the accreditation of events that take place within Canada. Please visit Skate Canada website at : <https://info.skatecanada.ca/index.php/en-ca/policies/127-coach-accreditation-policy-for-skate-canada-qualifying-events.html>

Procedure to Hire a Coach

Putting Someone in Charge: Hiring Committee

The governing board of each club or school must determine what procedure to put in place.

The whole of the governing board may participate (depending on the functioning of your governing board) or, the club's governing board can select a few people to create a hiring committee. If a hiring committee is selected, their responsibilities must be determined in detail and documented. The hiring committee does not necessarily hold the power to approve which coaches are hired, but the process as agreed by the Board of Directors. Overall, each club or school's governing board is responsible for the club or school's management and must ensure that all steps are completed by the hiring committee when it undertakes the process of hiring.

Writing a job Description

The next step for clubs is to create a description of tasks. The club will have to determine the following in this description of tasks:

- What NCCP coaching level is required for the club?
- How many hours and days was the club offer for training and teaching?
- Are there additional responsibilities required of the coaches, such as administrative work, helping with the end of year show, test days, or training for the Program Assistant (PA)?
- What kind of program or categories will the coach have to teach and train?

Writing a Contract

All coaches must have a contract with the club where they work. A contract is a tool that will benefit both the coach and the clubs and will help clarify the parameters of the role coaches are meant to fulfill in said specific club. It is important that the contract be written clearly to ensure that it is easily understood. It is preferable that the contract be looked over by a certified expert who is familiar with contracts and can help ensure that the document is well written. A contract may include as many clauses as necessary, and it is up to the coach and the clubs to make sure that all their individual needs are covered in the contract.

Checklist for Items to take into account in a work contract

Despite many verbal work contracts existing, it is always good to have a written version of said contract. A written work contract can be as simple or as detailed as necessary. The format of the contract can be informal (in the form of an offer letter from the club to the potential employee), or formal (a written contract, signed by both parties involved). What matters most is that it is clearly written, easy to understand and specific regardless of the level of formality or legality of the contract itself. This verification checklist is provided to highlight some of the elements that could be considered to be part of your own written work contracts. Like all contracts, if you have any questions or concerns in regard to how they must be written, and what effect they will have once signed, a qualified expert should be consulted before the contract is signed by either party.

At the very least, all Work Contracts must include the following items:

- **Duration** – What length of time is covered in the contract?
 - Is there a specific end date?
 - Is it indefinite and open-ended?
- **Status** – Is this a full-time, part-time, on contractual employment?
- **Salary** – What is the salary tied to the employment? How will it be calculated (Hourly, weekly, yearly)? When will the amount be paid?
- **Probation** – If this is a new coach, is there a probation period? (It is usually a good idea to have a probation period so that the clubs have a chance to evaluate whether or not the coach fits the needs of the clubs and fulfills requirements for the work).
- **Termination of Contract** – If the contract has an end date, what happens if the employer wishes to end the terms of the contract prematurely? (Please note that labour laws apply to all hired coached and must be respected as such).

Other items to consider including:

Some contracts contain some (or all) of the following details:

- ❖ **Vacations** – At what time will vacation take place and/or what salary will be given to the coach at that time (if any)? Is the salary the same or better than what is outlined in the rights of the coach as an employee under the labour laws? For example: You will receive an annual time off and/or a vacation pay along with statutory holidays.
- ❖ **Advantages** – What social advantages, if applicable? (Most labour laws do not force employers to offer sick leave, dental care, medical insurance, or life insurance). However, most labour laws do impose the implementation of maternal or parental leave for employees.
 - Example (Full-time Coach): As a coach, you will be admissible to opt into a social advantages program, as outlined in the attached pamphlet.
 - Example (Part-time Coach): As a coach, you are not admissible to the social advantages program.
- ❖ **Work Schedule** – Is the schedule fixed, varied, or ‘on demand’? Will there be a minimum and/or maximum work hours or days? Is this predetermined or will this be discussed between the club and coaches periodically?
- ❖ **Rules and Policies** – What rules and policies by the Club and Skate Canada must the coaches abide to? (If they are officially written, they can be written in the contract. If they are not officially written, you must be prepared to provide the basis for that specific rule or policy, to ensure that the prospective employee is aware of them).
- ❖ **Job Description / Job Requirements** – Are the outlined job requirements specific enough? Are enough details provided, or are the requirements more of a general guideline?
- ❖ **Contact Person** – To facilitate contact, you may choose to provide a contact person for them to reach out to for any questions and concerns about the contract, whether before or after signing. (Please note that the contract must be signed and finalized before the coach can begin teaching for the club).
 - Example: If you have questions or concerns regarding the contract, please contact (insert the name of the contact person as well as their phone number and/or email) so that they may address your enquiries before you accept this offer.
- ❖ **Acceptance and Acknowledgement** – It is always a good idea to make both parties involved sign the contract, so that both have a fully signed copy in case of any questions or issues in the future.
 - Example: To accept the offer, please sign this acknowledgement of reception and the letter of acceptance below. Please send back a signed copy to (insert contact person’s name). Keep a copy of this letter for your files.

Defining the Time Period

It is important for the club or the hiring committee to plan out a calendar for its activities so that everyone, employees, and members alike, can understand the deadlines the committee must abide to. The following is an example of what to include in a typical calendar:

- ❖ Determine a specific hiring date for the coach
- ❖ Determine a deadline for submitting/ receiving the different sections
- ❖ Determine when to post the job opening to the public
- ❖ Determine the deadline by which to choose candidates for interviewing
- ❖ Determine the date and time for the interviews and the date by which the prospective coaches will be contacted for an interview
- ❖ Determine a reasonable deadline for coaches to accept or refuse the job offer (a minimum delay of 24/48 hours is suggested to give time for the coach to make their intention known to the club).
- ❖ Include a time period for contract negotiations, if needed
- ❖ Include a time period for contract renegotiations, if needed
- ❖ Set a date for the signing of the contract
- ❖ At the end of the process, contact the candidates that were not chosen

Remember that the main goal of this process is to find a new coach that meets the criteria for the job and suits the needs of the club, thus it is important to be flexible when it comes to be time period, if necessary.

Advertising and Networking

Usually, candidates will not stumble on your job posting by a stroke of luck; you will need to take on the work of reaching a wide variety of people to connect your club to potential coaches. The best way to ensure the club finds the best suited person for its needs is to advertise and network. By using the job description as a base, the hiring committee will have to create an ad for the job posting as well as use different social networks to reach potential candidates. Networking within the club is also useful: asking around if current members or employees know of someone qualified who would be a good fit for the club.

The advertisement for the job posting should also indicate that interested coaches must answer the ad in writing (Letter or Email). Make sure to write an address (physical or online) for applicants to send their resume and letter of intent (if needed). Please ensure that the address given is the same on every form of the job posting to avoid confusion. Remember that clubs can also use local newspapers and the bulletin boards in their arenas to post their ad.

While the advertising of the job is important, it is preferable for the hiring committee to complete their job posting through their own network of contacts:

- Ask neighbouring clubs and schools if they know of any coaches looking for employment or coaches looking for extra hours.
- Reach out to and inform Patinage Québec as well as your coach-representative that you are looking to hire a new coach.
- Connect with previous club skaters to inquire if they would be interested in starting training through the NCCP to become a coach for the club in the future.

Reception of Job Applications

As candidate applications start coming in, the hiring committee will have to evaluate and sort them according to their relevance. If there are many candidates for a job, evaluate them using the job description. The best candidate will adapt their professional resume to highlight the competencies that make them qualified for your posting and show how these competencies will satisfy the job requirements. By doing this, the candidate is demonstrating their interest and enthusiasm for the job. The best candidates will also include a letter of intent along with their CV. The letter will be professional in style and format. A cover letter will also be a useful tool to get to know the applicant: it will demonstrate their capacity to communicate in a professional manner, and how they plan to implement their skills to the prospective job. In the best-case scenario, the best applicant will have most, if not all, the competencies and certifications needed.

If the hiring committee only receives one application, it will have to decide whether or not they meet the job requirements. If the candidate's qualifications and certification are not adequate for the job, the committee has the choice to either keep searching, or hire this coach immediately. Hiring someone who does not have all the qualifications and qualities required for the job can be costly, incur a loss of time, and may affect the club's business and affairs.

Interview Process

Once the hiring committee has established a list of potential candidates, it is always a good business practice to meet them for an interview to confirm their qualifications and evaluate whether or not they are suitable for the position. The committee will have to contact the candidate(s) they wish to interview, select a date and time, as well as a location for the interview. It is strongly suggested that prior to the interview, the committee create an interview guide with questions to ask the candidates. This guarantees that the person in charge of the interview can remain focused on the candidates, avoid forgetting any questions, and be consistent throughout all candidates interviewed.

During the Interview:

- ❖ Ask the candidate to talk about their past experience with skating and coaching
- ❖ Ask the candidate if they work well in a team-setting, to describe the previous experiences they have had working in teams, and what they view as a successful team setting.
- ❖ Ask them how often they seek out opportunities to better their competencies, how often they take on additional training, and what kind of training or seminar take on.
- ❖ Ask the candidate to give examples of past experiences dealing with specific situations. For instance, how has the candidate dealt with an dissatisfied client in the past? How do they react to a client (or their parents) putting into questions their billing practices or lesson planning?
- ❖ Go through the task description for the role they are applying for to make sure the expectations are clear to the candidate and that they agree with the requirements of the position.
- ❖ Explain to them how their performance will be evaluated and how often these evaluations will take place. (Will the club take into consideration client's comment to evaluate the coach? Will coaches be evaluated on their involvement and willingness to be involved in club activities? Will be club be evaluating coaches one a year& Twice a

year? More often? If your club has never done performance evaluations, now is a good time to start!).

- ❖ Discuss the type of club members to assess if the candidate is comfortable coaching children of different ages, adults, and athletes with special needs.
- ❖ Allow the candidate to ask questions. The interviewer can then assess their level of interest in the position, whether they have done "background research" regarding the club, and their communication skills.
- ❖ Let the candidate know when the club will take their decision, who will contact whom, and when it will be done.

The interviewer should make sure to assess "How" the candidate answers the questions, as this will give him insight into the candidate's personality, his professionalism, suitability for the position and communication skills.

Example of questions :

- ❖ How would you describe your teaching philosophy?
- ❖ Why did you choose the coaching career?
- ❖ Do you participate in the Coaching Association of Canada Professional Development Points Program, and give me an example?
- ❖ What is your favorite part of teaching and the part you find most difficult?
- ❖ What is your greatest accomplishment as a coach?
- ❖ Tell us about a situation you found particularly difficult. How did you handle it and what would you do differently?
- ❖ What do you do to keep up to date as a coach, give me an example?
- ❖ How do you balance the needs of competitive skaters and recreational skaters within the same club?
- ❖ What have you done in the past to develop program assistants?
- ❖ Did you face the challenge of having too few program assistants, how did you deal with that?
- ❖ If you were a parent or board member, what would be the priorities of the club?
- ❖ Tell us about a situation where you and a parent disagreed, and how you handled the situation?
- ❖ What ideas do you have to generate interest and enthusiasm for new skaters?
- ❖ Have you ever come across a situation where you felt you couldn't meet a skater's needs?
- ❖ Have you ever helped organize a competition, test day, end-of-year show, Halloween day, etc.?
- ❖ What is your philosophy on volunteering with the skating club?
- ❖ What is your philosophy regarding discipline on the ice?

Club checklist before making an offer

Name of coach: _____

Program for which the coach will be hired: _____

CanSkate Coach

- ❖ CanSkate in Training (minimum)
- ❖ Coach member in good standing with Skate Canada
- ❖ Valid first aid
- ❖ Valid "Respect and Sport" training
- ❖ Valid "Code of Ethics" training
- ❖ Valid BackCheck (18+)

*** This coach can only teach the CanSkate Program

Regional Coach

- ❖ Regional Coach Status - in Training (minimum)
- ❖ Coach member in good standing with Skate Canada
- ❖ Valid first aid
- ❖ Valid "Respect and Sport" training
- ❖ Valid "Code of Ethics" training
- ❖ Valid BackCheck (18+)

*** This coach can teach all STAR programs. There is a 3-year time frame once STAR training is completed to be certified at this level.

Make a job offer

Once all the interviews have been completed, the committee will have to decide if one of the candidates meets the requirements of the position. If so, a member of the committee will get in touch with the candidate, make him an offer and ask for a meeting date for the signing of the contract with the club. If not, continue to search and interview or modify the job description to better match the type of individual who can meet the needs of the club.

Remember that only Skate Canada coaches in good standing can teach at a Skate Canada member club. This is important because the National Coaching Certification Program (NCCP) ensures that a person wishing to become a coach has a minimum of coaching knowledge. This minimum knowledge base means the coach has the basics to coach and lead our skating programs.

Having a qualified coach is important to keep parents and skaters in your club happy and to keep them coming back the following year.

Performance feedback

- ❖ Be proactive:
 - Discuss expectations at the start of each season
 - Decide in advance on performance measures
 - Encourage frequent discussions
 - Regular meetings to discuss if there are any concerns and if there are any obstacles that can perhaps be removed/resolved so that the coach meets expectations

Annual review meeting

- ❖ Preparation
 - Collect the information
 - Analyze insights against performance metrics
 - Consider the entire evaluation period
 - Take notes in writing
 - Plan the date, time, and reserve a private place for the assessment

- ❖ Lead the meeting
 - State the purpose of the meeting
 - Explain the process
 - Confirm all objectives
 - Indicate the positives
 - Raise concerns
 - Get the coach's opinion
 - Troubleshoot
 - Set new goals

Pitfalls to avoid

- Superficial discussions
- Become defensive or argumentative
- Dwell on past deficiencies
- Discuss personality traits and attitudes
- Dwell on weaknesses, faults, or shortcomings
- Dwell on isolated incidents
- Compare trainers with each other or with you
- Interrupt
- Belittle the coach
- Talk about yourself
- Excessively poor ratings due to a personal dislike of the coach
- Overly positive reviews for fear of disagreement or argument
- Opinions, impressions, and feelings (use facts)

Things to remember

- Everyone deserves feedback
- Behaviors are appropriate or inappropriate depending on the situation
- Inappropriate behavior that is not corrected will be recognized as appropriate, therefore will not change

Fee Guidelines

CanSkate / CanPowerSkate:

It is essential that the coach and club work together to arrive at a reasonable rate for a CanSkate / CanPowerSkate session based on a one-hour session (i.e. the normal session: 45 minutes on ice / 15 minutes off ice). Arranging for any type of lesson (i.e. - CanSkate/CanPowerSkate group/private) should take place before arriving at the rink and follow-up should take place immediately after a lesson / session. For a CanSkate / CanPowerSkate session, a professional coach must base their fee on a full hour (60 minutes) of work including: planning and giving lessons, talking to parents / skaters and other coaches before and after a CanSkate session / CanPowerSkate, review CanSkate / CanPowerSkate progress sheets - summary of lessons / notes, recap of current lesson in preparation for next lesson, etc. All these areas are core Skate Canada program delivery areas for which the Skate Canada Professional Coach is responsible and accountable.

STARSkate Group:

As with the CanSkate program, there are several planning tasks that a coach is expected to accomplish. Providing quality instruction to skaters through group lessons will not only make the transition from CanSkate easier, but it will also provide skaters and parents with an affordable way to continue in a sport that is within their budget. Parents are often discouraged by the perceived (and often real) high costs of private lessons, as well as the practice time commitment. Group lessons are a simple, logical, and affordable lesson format. STARSkate provides an opportunity for personal development and the development of essential skills such as goal setting, self-discipline, time management, coping strategies for success and failure, confidence, and a healthy lifestyle. Make it happen for your skaters at a reasonable price. By offering group lessons, clubs can keep more coaches busy, for more time, and they can be more financially viable per hour.

Private lessons (STARSkate / Competitive skating):

Private lessons often begin at this stage. Coaches set an hourly rate for private lessons, and this can be a point of discussion with the club when negotiating the contract each year.

Remember that your customers have invested money in your club, so they deserve the utmost care. When a client receives simple, accurate information in advance, they are better equipped to make informed decisions about their child's participation in the sport. Not only will they be happy to get the information without having to look for it (sometimes it's not obvious where to find answers), but it will increase the customer's trust in the club.

Les leçons privées commencent souvent à cette étape. Les entraîneurs établissent un taux horaire pour les cours privés et cela peut être un point de discussion avec le club lors de la négociation du contrat chaque année.

Synchronized Skating

Synchronized skating is a discipline that includes a group of 8 to 24 skaters depending on the category. In addition, depending on the level of the skaters, the parents are often present during the various training sessions. It must be taken into consideration that the management of skaters and parents is special in synchronized skating since it is a team sport. Competition is the goal of a skating season and all steps to get there are the primary responsibility of the coach. Planning, organization is an addition to the usual training tasks of the coach.

Coach salaries

Factors Affecting Coaches Salary

Several factors should be considered before setting and communicating the base salaries for coaches. A combination of NCCP certification level or current status (Ex. CanSkate Coach), years of coaching experience, highest level of STAR tests achieved, competitive skating, college or university degree in sports science or in related fields as well as geographic area (cost of living will have an impact) all need to be well thought out in setting coach salaries.

Suggested Hourly Rates for Certified Coaches

The "Suggested Hourly Rate Grid" includes suggested hourly rates of pay for certified coaches. These guidelines have been established to provide direction and guidance to the coach, club, and parents of skaters. Hourly rates are a suggested starting point for negotiation and should be agreed upon by contract.

A benefit of this fee grid is that it provides recognition and promotion of the National Coaching Certification Program. Note: Before a coach can begin coaching, they must have achieved the minimum status of CanSkate Coach-in-Training (for CanSkate program only) or Regional Coach-in-Training (for STAR program), hold a valid first aid certificate, do the criminal background check (BackCheck), have successfully completed the "Respect and Sport" and "Code of Ethics" training, and register with Skate Canada as a coach.

The rates in the fee grid are based on the coaches NCCP certification level, personal skating experience, level of skaters trained, and personal test levels achieved. However, there may be other factors that increase the pay rate, and these should be considered.

- ❖ The level of education of the coach;
- ❖ Tests passed by coach as a skater;
- ❖ The level reached by the skaters trained by the coach;
- ❖ Coach's personal competition experience (Regional, Section, Challenge, National, World, Olympic and other significant events);
- ❖ Coach's level of experience in STAR training and competition;
- ❖ Geographical area (cost of living);
- ❖ Coach's expertise in specialized areas.

The rates in the fee grid are basic hourly rates only. Coaches usually charge for other services provided. Coaching fees and any other compensation should be included in a contract between club and coach on an annual basis. Coaches must inform parents in advance of all fees and charges. The grid included only make sense when read in conjunction with the explanations and tables provided. Please remember, these are suggested guidelines intended to provide generally accepted rates. They can be used as a starting point. As individual circumstances differ, so should the cost of assistance. To begin with, a coach who fits the majority in any category should fit into that category. For example, a coach who passed the Gold Skills Test, Novice Competitive Test, Gold Dances, No Pairs Test, and Gold Interpretation would fall into Category V.

Categories

Level of skating (as a coach and/or skater)

Note: A coach will be coded according to his tests passed as an athlete, or according to the tests passed by his students while he was coaching them. A trainer can claim a test higher than his own only if the student has passed all tests below the highest test passed with him.

Example: A coach who has a student who has passed all freestyle tests with him except the senior silver test, can only claim the junior silver test.

Use this guide to know the coach group:

NB: The coach must hold a majority of the tests on the list to belong to the category.

CATEGORY I: (the salary grid is for group I)

Note: to register for the "CanSkate Coach" training, you must have a minimum of one junior bronze test (STAR 5) and for the "Regional Coach" training, you must have a complete Senior Bronze (STAR 6), or a complete Freestyle STAR 5 and another complete STAR 5 assessment.

CATEGORY II:

Have passed the Junior Bronze Skating Skills Test (STAR 5)

Have passed the Junior Bronze Freestyle test (STAR 5)

Have passed the Junior Bronze Dance test (STAR 5)

Have passed the bronze interpretation test (STAR 5)

CATEGORY III:

Have passed the Junior Silver Skating Skills Test (STAR 8)

Have passed the Junior Silver Freestyle test (STAR 8)

Have passed the Junior Silver Dance test (STAR 7)

Have passed the silver interpretation test (STAR 7)

CATEGORY IV:

Have passed the Senior Silver Skating Skills Test (STAR 10)

Have passed the Senior Silver Freestyle test (STAR 10)

Have passed the Senior Silver Dance test (STAR 9)

Have passed the senior interpretation test (STAR 9)

CATEGORY V:

Have passed the Gold Skating Skills Test (STAR Gold)

Have passed the Gold Freestyle test (STAR Gold)

Have passed the Gold dance test (STAR Or)

Have passed the Gold interpretation test (STAR Or)

| | |
|----------|-------------------|
| Groupe 1 | Base salary |
| Groupe 2 | Base salary |
| Groupe 3 | + \$ 1,00 / heure |
| Groupe 4 | + \$ 2,00 / heure |
| Groupe 5 | + \$ 3,00 / heure |

Suggested hourly salary grid

| NCCP Status | 0-2 Years | 3-5 Years | 6-8 Years | 9-12 Years | 13-15 Years | 16-18 Years | 19-21 Years | 22 + Years |
|----------------------------------|--------------|--------------|--------------|---------------|----------------|----------------|----------------|---------------|
| CanSkate In Training | 18 | | | | | | | |
| CanSkate Trained | 20 | 21 | | | | | | |
| CanSkate Certified | 21 | 23 | 25 | 27 | 29 | 31 | 34 | 37 |
| CanPowerSkate | 21 | 23 | 25 | 27 | 29 | 31 | 34 | 37 |
| Regional In Training | 22 | 23 | 24 | | | | | |
| Regional Trained | 23 | 24 | 26 | | | | | |
| Regional Certified | 25 | 27 | 29 | 31 | 33 | 36 | 39 | 41 |
| Provincial In Training | | 30 | 32 | 34 | 36 | 38 | 41 | 44 |
| Provincial Trained | | 30 | 32 | 34 | 36 | 38 | 41 | 44 |
| Provincial Certified | | 32 | 34 | 36 | 38 | 40 | 43 | 46 |
| National In Training | | 34 | 36 | 38 | 40 | 42 | 45 | 48 |
| National Trained | | 36 | 38 | 40 | 42 | 44 | 47 | 50 |
| National Certified | | 38 | 40 | 42 | 44 | 46 | 49 | 52 |
| Entraîneur national Niveau IV | | | 44 | 46 | 48 | 50 | 53 | 56 |
| Entraîneur national Niveau V | | | 46 | 48 | 50 | 52 | 55 | 58 |

Choose the best option from all of the following propositions:

- ❖ A coach who has participated as an athlete
 - in the Senior World Championships and/or the Olympic Games: add \$5 / hour
 - in the Junior World Championships: add \$4 / hour.
 - in the Junior/Senior Canadian Championships: add \$2 / hour.

- ❖ A coach (all disciplines combined) who has accompanied an athlete or a team :
 - At the Senior World Championships or Olympic Games : add \$15/hour
 - At the Junior World Championships: add \$10/hour
 - At Senior/Junior Grand Prix competitions: add \$8/hour
 - At Canadian Championships: \$5 / hour

Guide to typical expenses and acceptable fees

| | |
|---|---|
| Synchronized skating | Add \$ 8,00 per hour to the grid. |
| Private lesson | Base salary. |
| Semi-private lesson * (2-3 skaters) | Due to the extra hours spent organizing and administering group and semi-private lessons, skaters can expect an increase in fees. Base salary + \$2.00 per hour, per skater. |
| Private Group lesson * STARSkate: 4-8 skaters | Base salary + \$2.00 per hour, per skater. |
| Group lesson: CanSkate : 4-10 skaters CanPowerSkate | Base salary + \$4.00 per hour. |
| Program Assistant Training | Total hours X base salary + \$5.00 per hours for each training OR Flat rate negotiated between the coach and the club |
| End of year show (Carnival) | Off ice: Base salary for preparation will have to be negotiated with the club. This includes the preparation of the music, the choreography, the formation of the groups, the planning. On the ice: Base salary + \$2.00 per hour. |
| Tests | Free Skating: 1 lesson (15 min) for each part of the test. Dance: 1 lesson (15 min) per dance. Skating Skills : 1 lesson (15 min). Interpretation : 1 lesson (15 min). |
| Dance partner | Partner: \$10.00 per dance based on experience Coach: 1 lesson (15 min) per dance for your skaters All other expenses incurred by Coach-Partners and Partners are divided equally among participating skaters. |
| Competition | Skaters should expect to pay coach expenses when traveling to competitions. It is common to divide these expenses among all the skaters presents. Coach expenses may include labor, food, lodging, and missed lesson time. Competition fees must be negotiated prior to departure. Practice and Events - 2 lessons (30 minutes) per registered event per skater. |

* Note:

The difference in the fees for group and semi-private lessons is due to the extra hours spent planning, organizing, and administering lessons and billings.

* Synchronized Skating:

The salary allocated for the preparation and/or editing of the music and the creation of the choreography must be negotiated with the club.

Coach Guide

We encourage coaches to consult the “Coach Guide” produced by Skate Canada. Here is the link to access it: <https://info.skatecanada.ca/index.php/en-ca/guides/313-nccp-guide.html>

We would like to highlight Section 7 regarding **Ethical Coaching Behaviour and Best Practices**. Here is a section regarding the Relationship between the coach and the parent or guardian

Coach and parent/guardian relationships

- Establish a coaching contract or agreement with your skaters’ parent/guardian in writing.
- Clearly outline your available coaching services including fees (coaching, assessment, music, competitions, travel/mileage, etc.) and method of payment accepted prior to providing any services as agreed or contracted by the parent/guardian (preferably in written form)
- Work with the parent/guardian and provide information to allow them to make an informed decision about a realistic and affordable course of action for their skater’s development.
- Issue invoices in a professional manner:
 - Consistent frequency (weekly, biweekly, monthly, etc.)
 - Indicate number of lessons, nature of lessons and fee for each
 - Maintain business records of all lessons, invoices and payments
- Establish an effective and agreeable way to communicate
- Ensure to have parent/guardian permission before posting pictures of skaters to social media (personal, club or business).
- Involve the parent/guardian in decisions pertaining to their skater’s development.
- If in a team coaching environment, ensure the parent/guardian is aware and agrees with lessons from all coaching colleagues within the team.
- Respect the fact that a parent/guardian has the right to contract a new coach as a result of a coaching change.