



Karate Canada: NCCP Operations Manual

(Version 1.2, 2016)





PARTNERS IN COACH EDUCATION

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



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



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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

Introduction

Purpose of this Document

The National Coaching Certification Program (NCCP), launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, and national/provincial/territorial sport organizations, gives coaches the confidence to succeed.

The CAC works with over 65 different National Sport Organizations, including Karate Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

This *Karate Canada NCCP Operations Manual* contains guidelines and procedures for successful implementation of the NCCP. It is not intended to replace the *NCCP Policies and Implementation Standards*, nor does it serve as development guidelines.

Karate Canada developed coach training programs under the NCCP. Concurrently, it entered into a planning process to develop a plan for Long Term Athlete Development (LTAD). These two initiatives were integrated to provide a world-class program for developing coaches, instructors, and participants to reach their maximum potential.

Version Control

The following outlines the version history of this document, and identifies any notable changes.

Revision Date	Revisions
2016/10/05	Version 1.2 2016
YYYY/MM/DD	

1 KARATE CANADA AND NCCP

1.1 Mission, Vision, and Values

Karate Canada is a corporation constituted under Part II of the Canada Corporations Act. Its objective is

- ❑ to describe and incorporate all activities related to the promotion, organization, regulation and popularization of the sport of karate all over Canada;
- ❑ to protect the physical and emotional health of athletes and promote the interests of karate throughout Canada.

1.2 Partners in Coach Education

The CAC, the provincial/territorial NCCP delivery agencies, the National Sport Organizations (NSOs), and the federal-provincial/territorial governments are individually and collectively responsible to:

- ❑ Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;
- ❑ Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long-Term Athlete Development (LTAD);
- ❑ Ensure that coaching and sport leader development programs are available in both French and English;
- ❑ Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the Federal-Provincial/Territorial Priorities for Collaborative Action;
- ❑ Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;
- ❑ Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

1.2.1 Coaching Association of Canada (CAC)

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

1.2.2 Provincial/Territorial Coaching Representatives (PTCRs)

The Provincial/Territorial Coaching Representatives provide leadership, development, and support in delivering the NCCP.

- ❑ Alberta: Alberta Sport Connection
- ❑ British Columbia: ViaSport BC
- ❑ Manitoba: Coaching Manitoba
- ❑ New Brunswick: Coach NB
- ❑ Newfoundland and Labrador: Sport Newfoundland and Labrador
- ❑ Northwest Territories: Sport North Federation
- ❑ Nova Scotia: Department of Health and Wellness, Active Living Branch
- ❑ Nunavut: Sport and Recreation Division
- ❑ Ontario: Coaches Association of Ontario
- ❑ Prince Edward Island: Sport PEI
- ❑ Quebec: SportsQuébec
- ❑ Saskatchewan: Coaches Association of Saskatchewan
- ❑ Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3 National Sport Organization (NSO)

- ❑ Karate Canada

The Karate Canada NCCP operations committee oversees and guides the implementation of the NCCP. The committee is comprised of 3-4 members representing different geographic regions within Canada.

1.2.4 Provincial/Territorial Sport Organizations (PTSOs)

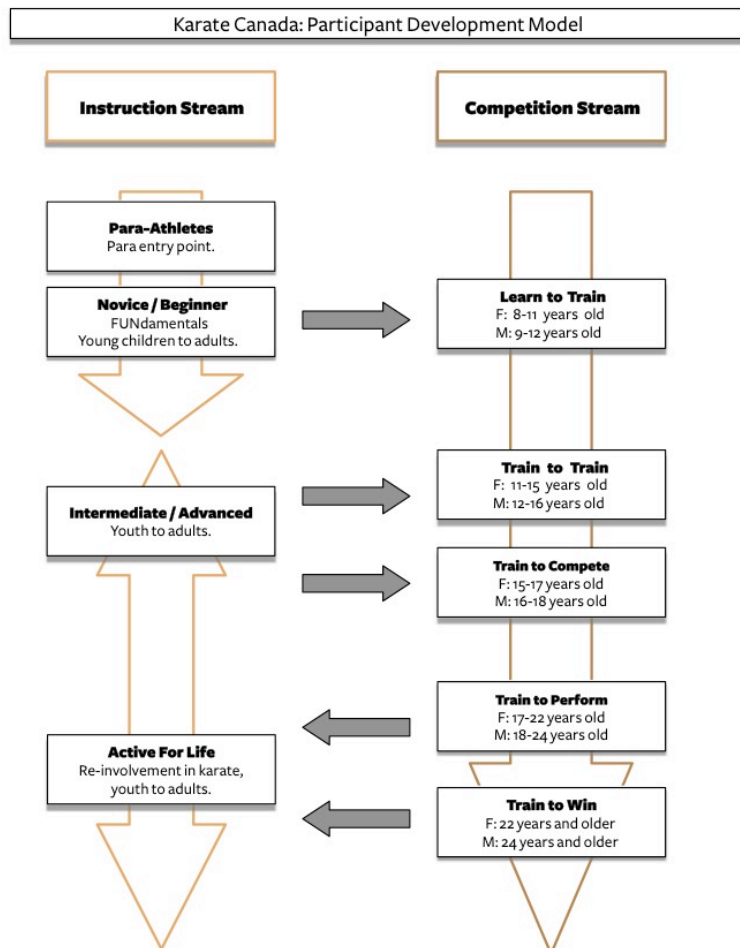
- ❑ Alberta: Karate Alberta
- ❑ British Columbia: Karate BC
- ❑ Manitoba: Karate Manitoba
- ❑ New Brunswick: Karate New Brunswick
- ❑ Newfoundland and Labrador: Karate Newfoundland and Labrador
- ❑ Nova Scotia: Karate Nova Scotia
- ❑ Ontario: Karate Ontario
- ❑ Prince Edward Island: PEI Karate Association (PEIKA)
- ❑ Quebec: Karaté Québec
- ❑ Saskatchewan: Prairies Karate Association (PKA)

1.3 Participant Development Model (PDM)

1.3.1 The Participant Development Model (PDM)

In karate, at the present, there are two streams in which participants engage in the sport/martial art; Instruction stream and Competition stream.

The Instruction stream is the entry point for all participants. It comprises two training levels of participants:



- ❑ Beginners/novice: approximately white to orange belts (FUNDamentals, learn to train)
- ❑ Intermediate and Advanced: participants ranging from green to black belts (train to train, train to compete, active for life)

The Competition stream includes athletes participating in different levels of competition:

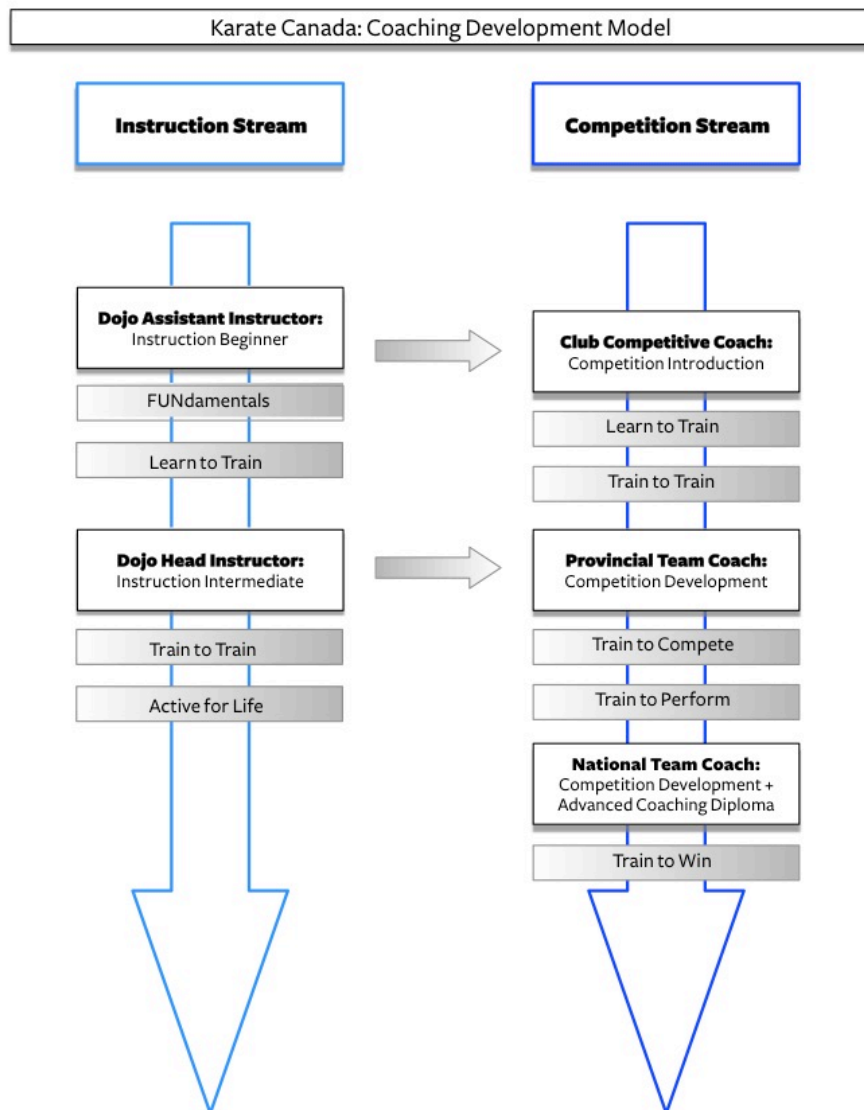
- ❑ Regional/provincial (learn to train, train to train)
- ❑ National (train to compete)
- ❑ International (train to perform, train to win)

1.4 Coach Development Model (CDM)

1.4.1 The Coach Development Model (CDM)

Based on Karate Canada's CDM, coach education will be developed in five coaching contexts:

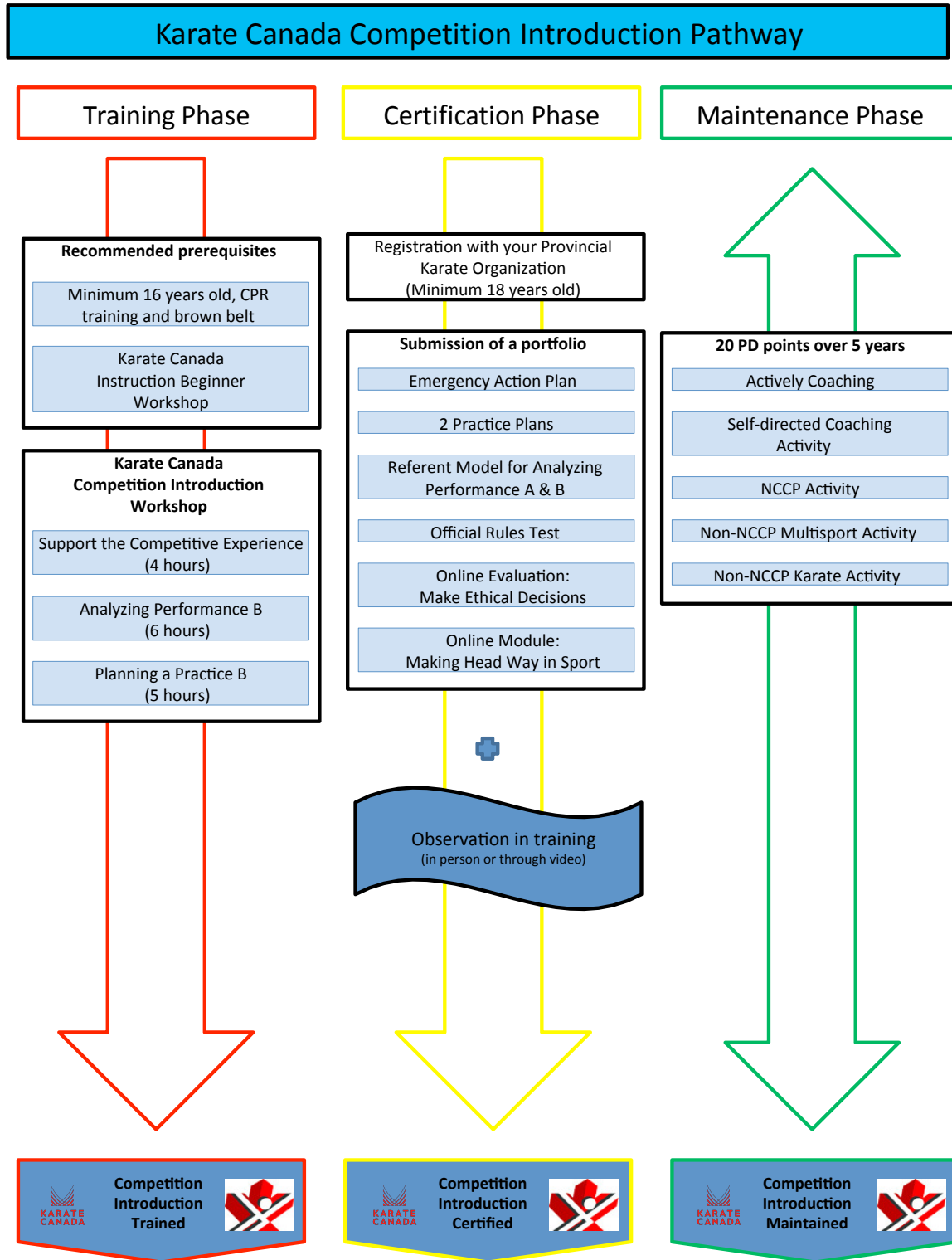
- Karate Instruction Beginner
- Karate Instruction Intermediate (To be developed)
- Karate Competition Introduction
- Karate Competition Development
- Karate High Performance (To be developed)



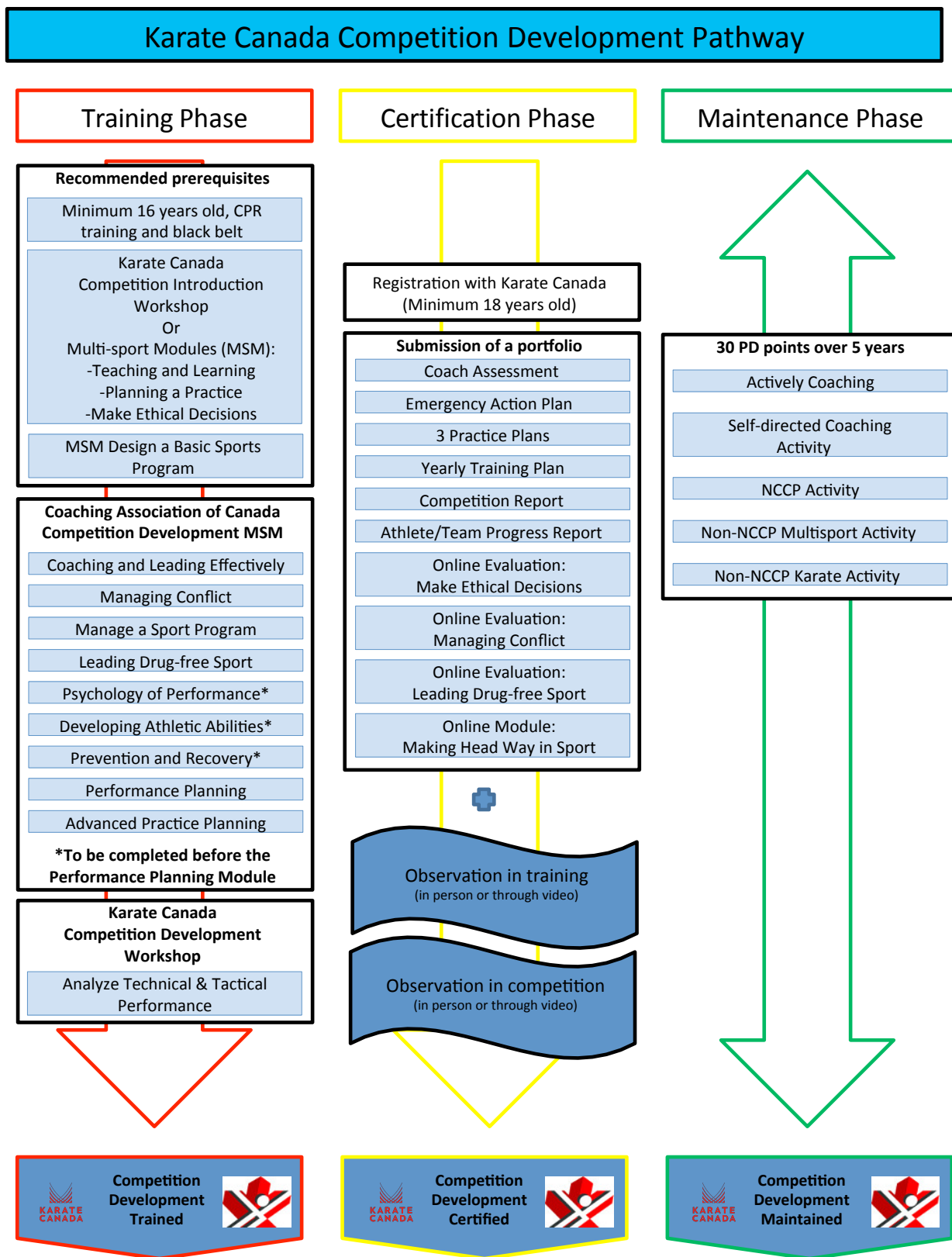
The Competition Coach Pathway

There are currently two Competition Coach Pathways:

Karate Competition Introduction



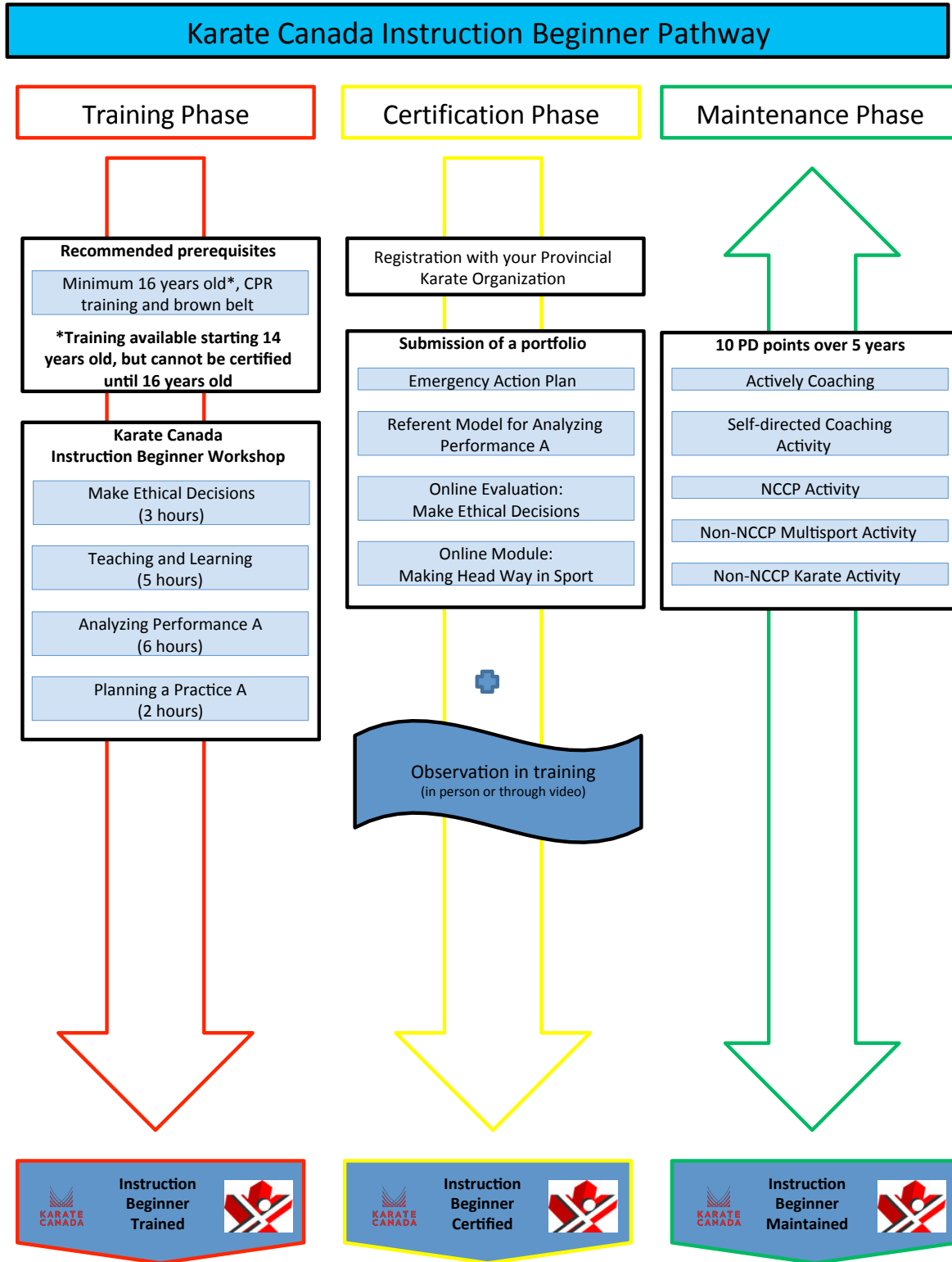
Karate Competition Development



1.4.2 The Instruction Pathway

There is currently one Instruction Pathway:

Karate Instruction Beginner



1.5 Long-Term Athlete Development

The Karate Canada's Long-term athlete development guide is designed to be used by parents, athletes, coaches, sensei and administrators and provides an overview of the stages of long-term athlete development within the sport and art of Karate. It outlines the ten key factors of LTAD and provides suggested activities for each stage of development. Recommendations for competition and training ratios are provided in addition to a brief competition review created to encourage dialogue on the current competitive system.

[http://www.karatecanada.org/docs/ltad/Karate for Life.pdf](http://www.karatecanada.org/docs/ltad/Karate%20for%20Life.pdf)

2 THE NCCP MODEL



National Coaching Certification Program
 The Goal: Coaches who can demonstrate their competence



*Certification is valid for no longer than 5 years and professional development is required to maintain certification.

COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNdamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by the sport and be considered “trained”.

To become “certified” in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- ❑ **In Training** – when they have completed some of the required training for a context;
- ❑ **Trained** – when they have completed all required training for a context;
- ❑ **Certified** – when they have completed all evaluation requirements for a context.

For more information, please visit: <http://www.coach.ca/trained-vs-certified-s16468>.

2.2 Contexts



COMPETITION COACH

2.2.1 Competition

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national, and international competitions.

There are three levels of workshops for competition coaches that reflect the stages of athlete development: Introduction, Development, and High performance.

- ❑ The **Karate Competition Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.
- ❑ The **Karate Competition Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.
- ❑ The **Karate High Performance** context would typically be reserved for coaches of athletes in the Train to Win stage of long-term athlete development, although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this stream will require specific skills and abilities in order to meet the needs of their athletes.

For more information, please visit: <http://www.coach.ca/competitive-coaches-s15435>.



INSTRUCTOR

2.2.2 Instruction

Instructors in the Instruction stream must have sport-specific skills and training, whether at the beginner or advanced skill levels. Many are former participants in the sport.

The Instruction stream has three different levels of workshops: Beginners, Intermediate performers, and Advanced performers.

- ❑ Instructors in the **Karate Instruction Beginner** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level – it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.
- ❑ Instructors in the **Karate Instruction Intermediate** context would have to be very specialized and would specifically be there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

For more information, please visit: <http://www.coach.ca/instructors-s15436> and <http://www.coach.ca/where-do-i-fit--s15433>.

2.3 Workshops and Modules

2.3.1 Sport-specific Training

The CAC works with over 65 different National Sport Organizations, including Karate Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

For more information, please visit <http://www.coach.ca/sport-specific-training-s16547>.

2.3.2 Multi-sport Training

Many of these modules have been integrated by sports into their own sport-specific workshops while other sports require their coaches to take them separately through our network of Provincial and Territorial Coaching Representatives.

All of these multi-sport modules can help you reach higher as a coach, and can also be counted towards Maintenance of Certification. The ones with the Karate Canada logo in the title bar are mandatory for the appropriate contexts.

For more information please visit <http://www.coach.ca/multi-sport-training-s15501>.

ABORIGINAL COACHING MODULES



If you work with, or supervise youth of Aboriginal heritage, this workshop is an essential resource. If you wish to understand, relate to, and apply Aboriginal cultural perspectives that will allow you to motivate, inspire, and lead those youth towards a successful and meaningful lifestyle, this workshop was designed for you.

This interactive workshop is available to both Aboriginal and mainstream organizations who have Aboriginal youth in their sport, social, or employment programs. Aboriginal Sport Circle's trained instructors will facilitate discussions which include role playing and group activities to engage all participants. This type of interactive setting has provided a fun, fulfilling, and positive learning experience for both participants and facilitators alike.

The workshop includes unique methods and perspectives not found in mainstream coaching certification programs. It is holistic in its approach and includes teachings of the Medicine Wheel, the four gifts, as well as the values within the four pillars and many other issues that are unique to Aboriginal culture.

The Aboriginal Coaching Modules were designed to provide culturally relevant courses for coaches and people working with Aboriginal youth and athletes.

ADVANCED PRACTICE PLANNING



For individual training sessions to effectively contribute to the overall objectives of an annual training plan, a coach must understand the outcome of each training session and how their cumulative effects will contribute to athletic development.

The Advanced Practice Planning module examines the impact of daily training sequencing, and the manipulations that can affect training outcomes.

This 5-hour module is a great follow-up to the Planning a Practice module. It is recommended that the Performance Planning module be taken before Advanced Practice Planning.

After completing the Advanced Practice Planning module, you will be able to:

- identify the factors that affect practice planning;
- ensure that practice plans are consistent with the microcycles and phases of which they are part;
- sequence exercises in a practice so that their order is consistent with the research on sequencing;
- develop a plan for training athletic abilities over a microcycle;
- develop a plan for training technical and tactical abilities over a microcycle; and
- develop a plan for a microcycle that helps athletes taper before a competition.

BASIC MENTAL SKILLS

The Basic Mental Skills module gives you the ability to:

- recognize signs indicating that an athlete may need to improve his/her goal setting, focus, and anxiety control skills; and develop tools to help the athlete to make improvements in these areas;
- run simple guided activities that help athletes improve basic mental skills.

COACHING AND LEADING EFFECTIVELY

The Coaching and Leading Effectively module gives you the skills needed to:

- promote a positive image of sport, and model it to athletes and those supporting their performance;
- deliver clear messages and explanations when communicating with athletes and their supporters;
- identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

COACHING IN SECONDARY SCHOOLS

This 3-hour workshop is designed to assist in the development of core competencies that will increase your effectiveness as a coach of school sport and help you have a meaningful impact on student-athletes. More specifically, you will be able to:

- apply and integrate Canadian Sport for Life into school sport programming;
- apply an ethical decision-making process to school sport scenarios;
- apply a school sport philosophy and the NCCP Code of Ethics to your school sport program;
- integrate safety standards into school sport coaching;
- manage school sport policies and procedures; and

- apply the roles and responsibilities of a school sport coach.

These workshops are delivered by the School Sport Organizations in the following provinces only:

- BC School Sports <http://www.bcschoolsports.ca/coaching>
- Ontario Federation of School Athletic Associations (OFSAA) <http://www.ofsaa.on.ca/programs/coaching-ontario-schools-cios>
- School Sports Newfoundland Labrador <http://www.schoolsportsnl.ca/high-school/>

DESIGN A BASIC SPORT PROGRAM



Design a Basic Sport Program will teach you to:

- create a sound outline for your sport program that includes competition and training events;
- compare your program to those outlined by the NCCP in terms of long-term athlete development;
- assess the athletic development opportunities your program offers, and identify ways to remedy any weaknesses;
- interpret the information in a sample program, identifying training priorities and objectives at certain periods;
- establish a link between your program's training objectives and the content of practice sessions.

DEVELOPING ATHLETIC ABILITIES



After completing the Developing Athletic Abilities module, you will:

- be able to implement general and sport-specific training protocols and methods to effectively develop or maintain the athletic abilities necessary for your sport;
- know how to apply training principles and variables to training methods that build fitness, endurance, strength, speed and sport-specific conditioning;
- be able to select and adapt testing and training protocols.

INCLUDES: 2 hour online pre-workshop session

EMPOWER +



An incredible addition to our NCCP workshop lineup, Empower + is an intense and thought provoking 4-hour workshop that will teach you how to enhance the well-being of the athletes in your care and be a positive role model in the world of sport.

In an interactive and dynamic learning environment, our expert facilitators will guide you through how to enhance athlete welfare by:

- recognizing the potential for, and presence of maltreatment in sport;
- learning when and how to intervene when you observe or suspect maltreatment.

You will bring your coaching to new heights by:

- implementing the NCCP's renowned six-step decision-making model;
- mastering the art of the difficult conversation; and
- creating a list of key positive athlete development strategies you can implement in your coaching right away.

This NCCP workshop will set you up for success in coaching and in life!

FUNDAMENTAL MOVEMENT SKILLS (FMS)



The Fundamental Movement Skills of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination, form the basis for future sport skill development and for the life-long enjoyment of physical activity.

The FMS module will give participants the skills to:

- analyze and identify the various stages of development for the fundamental movement skills;
- apply a six-step process to teaching the fundamental movement skills;
- create safe games where children can practise fundamental movement skills.

Learn how to OBSERVE and IMPROVE the fundamental movement skills through the format listed below which is best suited to you and your line of work.

Community Leader

- Target: Recreation leaders, sport camp leaders, etc.
- Format: 8 hour workshop.

High School Leadership

- Target: High school students.
- Format: Composed of 9 lesson plans delivered by the Physical Education Teacher at your school.

LEADING DRUG-FREE SPORT



After taking Leading Drug-free Sport you will be able to:

- fully understand and explain the consequences of using banned substances in sport;
- educate athletes about drug-testing protocols at major competitions;
- encourage athletes to safeguard their sport values and take greater responsibility for their personal actions;
- apply the NCCP Ethical Decision-Making Model to your coaching as it relates to keeping your sport and athletes drug-free.

MAKE ETHICAL DECISIONS (MED)



By successfully completing the Make Ethical Decisions workshop you will be fully equipped to handle virtually any ethical situation with confidence and surety.

MED is one of the NCCP's cornerstone workshops, and leaves coaches with no doubt as to what to do when the going gets tough.

Upon completing the MED module you'll be able to:

- analyze a challenging situation and determine if it has moral, legal or ethical implications;
- apply the NCCP Ethical Decision-Making Model to properly respond to each situation in a way that is consistent with the NCCP Code of Ethics.

MAKING HEAD WAY



After completing the Making Head Way in Sport module, you will understand:

- what to do to prevent concussions;
- how to recognize the signs and symptoms of a concussion;
- what to do when you suspect an athlete has a concussion; and
- how to ensure athletes return to play safely.

MANAGE A SPORT PROGRAM



As coaches begin to take on more responsibility, they are expected to plan and execute tasks that go beyond the delivery of daily training and the management of the daily training environment.

The Manage a Sport Program module provides coaches with the opportunity to plan and interact with program budgeting, setting staff and team expectations, arranging team travel, building athlete agreements, and reporting on athlete/team progress.

This 4-hour module is perfect for any club head coach, provincial team coach, aspiring team manager, or technical administrator.

After completing the Manage a Sport Program module, you will be able to:

- manage administrative aspects of the program and oversee logistics;
- manage staff's roles and responsibilities;
- manage camp and tournament finances and travel; and
- report on athlete progress throughout program.

MANAGING CONFLICT



The Managing Conflict module will allow you to:

- identify common sources of conflict in sport;
- determine which individuals or groups are most likely to find themselves in situations involving conflict;

- learn important skills that will help you prevent and solve conflict resulting from misinformation, miscommunication or misunderstanding;
- develop skills that will empower you to listen and speak effectively in conflict situations while maintaining positive relationships with athletes, parents, officials and other coaches.

MENTORSHIP



The 7-hour Mentorship module is designed to prepare individuals to step into their role as a mentor with clarity of purpose, and confidence in their actions. The training reaffirms and strengthens their abilities and skills as a mentor, while expanding upon the mentor's knowledge of the mentoring process. Completing the training will provide the mentor with standards and protocols for the implementation of mentoring within their coaching community.

By the end of the training, the mentor will:

- understand the concept of mentoring;
- understand the process of cognitive coaching;
- acquire and perform the communication skills required to be an effective mentor; and
- utilize the 3 steps of the mentoring process.

Training will include small group tasks, discussions, and debriefs. The emphasis will be on practicing the communication skills required of a mentor.

NUTRITION



After taking the Nutrition module you will be able to:

- determine if foods and beverages consumed by your athletes before, during and after training are adequate;
- offer suggestions for more suitable food and beverage alternatives when necessary;
- gain a better understanding of the best way to promote healthy food choices that are consistent with basic sport nutrition principles to both athletes and their parents.

PERFORMANCE PLANNING



In order to achieve peak performance, an athlete's training program needs to be periodized according to the demands of their sport, as well as their individual development needs. The Performance Planning module allows coaches to reflect on the structure of a yearly plan, and appropriately sequence training and development priorities so as to achieve peak performance.

This 12.5-hour module is a perfect next-step after the Design a Basic Sport Program module. It is recommended that the Performance Planning module be taken before the Advanced Practice Planning module.

After completing the Performance Planning module, you will be able to:

- perform a thorough analysis of the demands of your athletes' sport at the elite (high-performance) level;

- outline a program structure based on training and competition opportunities;
- identify appropriate measures for promoting athlete development within your own program;
- integrate yearly training priorities into your own program;
- organize and sequence training priorities and objectives on a weekly basis to optimize adaptations; and
- evaluate the ability of your athletes/team to perform up to their potential in competition.

INCLUDES: approximately 2-hour pre-workshop session

PLANNING A PRACTICE



The Planning a Practice module will give you the skills to:

- organize a well-structured practice plan with safe, age-appropriate activities you've designed to match the proficiency level of participants;
- identify potential risk factors that could impact the sport and practice activities;
- create an emergency action plan;
- identify practice goals and design activities that offer the best training benefits for the athletic skills required in your sport.

PREVENTION AND RECOVERY



After taking Prevention and Recovery you will have the knowledge needed to:

- identify common injuries in your sport and develop appropriate prevention and recovery strategies to keep your athletes injury-free during training and competition;
- offer valuable information and guidance on hydration, nutrition and sleep as they relate to injury prevention;
- choose skills and drills that help athletes perform appropriate warm-ups and cool-downs;
- develop functional evaluations for an athlete's return to play;
- implement recovery and regeneration techniques to help an athlete maintain or return to optimal performance post injury.

PSYCHOLOGY OF PERFORMANCE



Completing Psychology of Performance will allow you to:

- help athletes learn to manage distractions and use visualization techniques to prepare themselves technically and tactically for training and competition;
- learn how to work with athletes or teams to identify performance and process goals related to their ability to focus on performance;
- learn debriefing skills that can be used to help athletes assess their performance in both training and competition.

RESISTANCE TRAINING



A must-have for competitive coaches, this 4-hour dynamic and interactive introductory workshop will teach you how to prevent injuries and increase athlete performance through proven resistance training tools. After finishing this module, you will be able to use resistance exercises that are appropriate to your athletes' stage(s) of development to develop strength. In particular, you will be able to:

- identify appropriate resistance training exercises and sequences of exercises for developing strength; and
- help athletes correctly perform resistance training exercise and monitor their training programs.

TEACHING AND LEARNING



Upon completing the Teaching and Learning module you will be able to:

- assess your own beliefs regarding effective teaching;
- analyze certain coaching situations to determine if they promote learning;
- create conditions that promote learning and self-esteem through:
 - appropriate consideration of the affective, cognitive and motor dimensions of learning;
 - the use of words and methods that relate to an athlete's preferred learning style;
 - a sound organization;
 - active supervision; and
 - the use of well-formulated feedback offered at the right time and with the right frequency;
- use teaching assessment grids to gather objective information on teaching effectiveness, and use this data to develop an action plan to enhance your own effectiveness as a teacher and coach.

3 EVALUATION AND CERTIFICATION

3.1 Objectives

Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. While evaluation for certification is not required in the Community Sport stream, sports in that stream may choose to certify coaches.

3.2 Principles of Evaluation in the NCCP

- ❑ Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- ❑ Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- ❑ Evaluation in the NCCP reflects the diversity among sports in a given context.
- ❑ Evaluation recognizes and respects individual coaching styles.
- ❑ Evaluation in the NCCP is evidence-based.
- ❑ The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- ❑ The evidence in NCCP evaluations may come from several sources.
- ❑ Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- ❑ Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- ❑ Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

Additional Points

- ❑ Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- ❑ Evaluation is preceded by NCCP training or relevant experience.
- ❑ NCCP training activities prepare coaches to meet certification standards.

3.3 Outcomes, Criteria, and Evidence

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- ❑ Outcomes
- ❑ Criteria
- ❑ Evidence

OUTCOMES: These are the overall tasks coaches must be able to perform

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes*, and they are:

- Provide Support to Athletes in Training,
- Make Ethical Decisions
- Plan a Practice
- Analyze Performance
- Support the Competitive Experience
- Design a Sport Program
- Manage a Program

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

CRITERIA: These are the components of an outcome that will be evaluated

Every outcome is associated with one or more criteria.

Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

EXAMPLE – Provide Support to Athletes in Training Criteria:

- *Community Sport – Initiation context: Lead participants in appropriate activities*
- *Competition – Introduction context: Implement an appropriately structured and organized practice*

EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

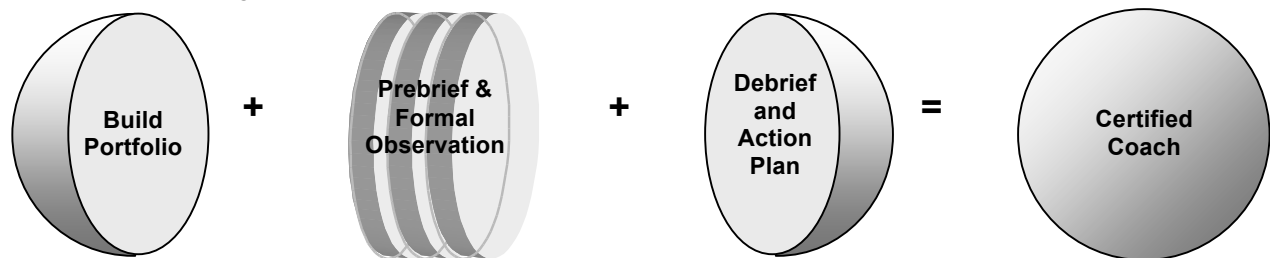
EXAMPLE – Competition – Introduction Criterion and Evidence for the Provide Support to Athletes in Training Outcome

- *Criterion: Implement an appropriately structured and organized practice*
- *Evidence: Deliver a practice that matches the goals identified in the practice plan; activities contribute to development of skills, tactics, or athletic abilities; equipment is available and ready to use*

3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- Portfolio evaluation
- Prebrief
- Formal observation
- Debrief
- Action planning
- Reporting/Administration



3.4.1 Portfolio Evaluation

- The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the Coach Evaluator should notify the appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.5 Certification Standard

Certification standard refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. For example, a five-point achievement scale might be:

- 5 Expert
- 4 Advanced
- 3 NCCP Minimum Standard – includes the evidence that describes the minimum standard for what a coach does
- 2 Near Standard
- 1 Well Below Standard

While the achievement scale may differ, *all* must include the NCCP Minimum Standard.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.

3.6 NCCP Database (the Locker)

The NCCP Database tracks the outcomes and criteria with a (T) for the criteria that have been trained, and with an (E) for the criteria that have been evaluated. The Database does *not* track evidence.

3.7 Administration and Logistics of Evaluation

There are some administrative aspects that sports should consider when designing evaluation protocols. The following are examples of some of the administrative aspects that sports may consider implementing.

3.7.1 Payment and Honoraria of Evaluations

The following schedule outlines the recommended guidelines regarding the payment of Evaluators if one Evaluator is responsible for facilitating the evaluation process.

- ❑ Upon registering for the evaluation process the coach pays the fee to the appropriate sport governing body (PTSO or NSO).
- ❑ The Evaluator receives two (2) payments from the appropriate sport governing body: one upon completing the marking of the portfolio evaluation; and the second upon submission of the evaluation documentation, action plan copy, and event entry in the NCCP Database (the Locker).
- ❑ If more than one Evaluator is involved in the evaluation process, then the NSO must identify appropriate payment schedules for specific contributions towards a coach candidate's evaluation. This may involve specific requirements for the evaluation of certain NCCP outcomes.

3.7.2 Appeals and Audits of Evaluations

Any individual can appeal an unsuccessful evaluation. The objective of Karate Canada's evaluation process is to provide sufficient checks and balances throughout a candidate's certification process to help facilitate completion of the evaluation requirements. Only in extraordinary circumstances should an individual be denied certification. Valid reasons for denying certification may include:

- ❑ Any behaviour which is inconsistent with that outlined in the NCCP code of ethics
- ❑ Any violation of Karate Canada's code of conduct
- ❑ Inability to reasonably demonstrate criteria and evidences required within a designated coaching context

3.7.3 Recommended Appeal procedure for Coaches

Appeals must be submitted to Karate Canada NCCP committee, which will assign a review committee to investigate the appeal. The review committee will consist of one member of Karate Canada's NCCP Committee, an evaluator and a coach whose qualifications are appellant to the situation.

The appeal must include:

- ❑ The coach candidate portfolio with the Evaluator's marking template.
- ❑ A video tape of the coach candidate's practice session, or all templates used during the observation by the Evaluator.

- ❑ All documentation related to the formal evaluation(s), debriefing procedure and action plan.

Upon completing the review, a report should be provided outlining the critical factors in the evaluation process that can be improved or required by the coach candidate or Evaluator, and determine if the appeal is valid.

A cost of \$150 is associated with an appeal process and is payable to Karate Canada.

If an appeal is successful, the coach will receive their certification in the specified coaching context.

If an appeal is unsuccessful, the coach will need to re-engage in the evaluation process. If another formal observation is warranted then it must be completed with a different Evaluator and include the payment of designated fees. The National Sport Organization is responsible for ensuring a different evaluator is available for the subsequent evaluation.

3.8 Recognition of Coaching Competence

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to “DO” certain things deemed important to meet the needs of the participants they coach. The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for the NSO or other partners to “judge” the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for “training” modules that they do not complete, but will be able to achieve “certified” status upon a successful evaluation. This only applies in contexts where certified status is available to coaches. There is no such thing as “equivalency”.

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

To pursue recognition of coaching competence, coaches can challenge the evaluation in any context that they want to achieve certification. Challenging the evaluation will require:

- ❑ An application to Karate Canada or the PTSO (according to the context) identifying relevant prior learning experience, which will be evaluated by a qualified Evaluator
- ❑ A \$50 check to Karate Canada or the PTSO for the assessment of prior learning.
- ❑ Completion of the NCCP Make Ethical Decisions online evaluation in the designated context.
- ❑ Successful completion of the evaluation requirements in the designated context, which will trigger a certified status in the chosen context.

4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

According to the International Council for Coaching Excellence (ICCE), Coach Developers “are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants.” In short, Coach Developers need to be experts in learning, as well as experts in coaching.

NCCP Coach Developers include Learning Facilitators, Coach Evaluators, and Master Coach Developer.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:



Training: Coach Developer candidates must complete rigorous training, and this training is now being made consistent across Canada. The following training is required by all Coach Developers:

- ❑ **Core Training:** Provides Coach Developers with the skills to perform their role.
- ❑ **Content-specific Training (sport or multi-sport):** This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
- ❑ **Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.

Once a Coach Developer has all of the above training pieces they are considered “TRAINED”.

Evaluation: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: “CERTIFIED”.

For more information, please visit: <http://www.coach.ca/coach-developer-training-s16933>.

4.1 Identification and Selection of Coach Developers

There are two ways to become a Coach Developer candidate:

- ❑ Master Coach Developer (MCD), Provincial/Territorial Sport Organizations (PTSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.
- ❑ Individuals can nominate themselves.

When establishing a pool of candidates, partners should try to balance the regional training requirements for their sport with the need to have appropriate representation of all regions in Canada. Many candidates are coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study. The competencies of the Coach Developers are clearly indicated in the Evaluation Tools.

Individuals who nominate themselves are sent the template for the Letter of Self-nomination and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (PTSO) or Provincial/Territorial Coaching Representative (PTCR), along with their resume and NCCP Certification Transcript, if applicable.

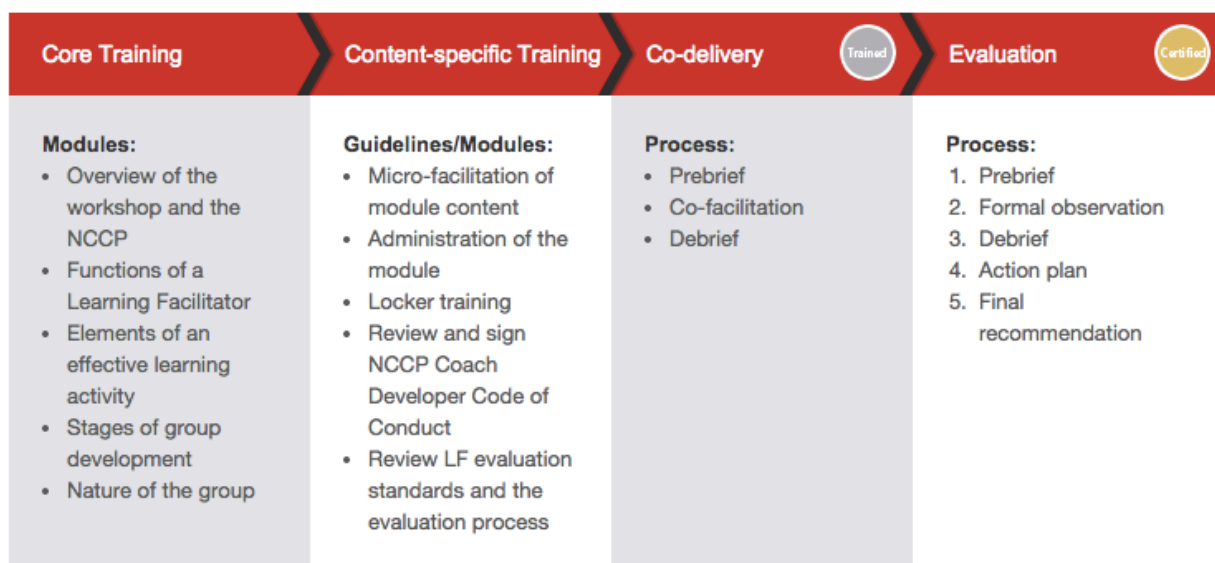
4.2 Learning Facilitator

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:



For more information, please visit: <http://www.coach.ca/learning-facilitator-p156718>.

4.2.2 Selecting Learning Facilitators

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators.

It is recommended that Learning Facilitators are:

- Trained or certified in the context they are delivering in;
- Good communicators: have the ability to speak clearly and communicate professionally;
- Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;
- Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;
- Good organizers: are well prepared, organized, and professional;
- Also: approachable, ethical, responsible, and self-confident.

It is recommended that Learning Facilitators have the following sport-specific experience, background, and abilities:

- Prior experience in NCCP or coach education
- Minimum five years actively instructing/coaching participants in the appropriate context
- Ability to communicate in English and/or French
- Currently active in karate
- Experience in adult education
- Degree in kinesiology

4.2.3 Core Training

Core Training for Learning Facilitators is a mandatory component of training for Learning Facilitators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the PTCR in each province or territory.

4.2.4 Content-specific Training

Content-specific Training is a mandatory component of training for Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training is a one-day training to prepare Learning Facilitators for the content they will deliver. It involves half a day of micro-facilitation (practicing how to deliver workshop-specific content) and half a day on NCCP administration, review of the code of conduct and review of the evaluation standards and process.

4.2.5 Co-delivery

All Learning Facilitators must co-facilitate a workshop with an experienced Coach Developer prior to facilitating a workshop on their own.

- Co-facilitation should occur within one year of Content-specific Training.
- Co-facilitation is part of training and therefore the person being trained will not be paid.
- A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

4.2.6 Evaluation

All Learning Facilitators must be evaluated to become certified Learning Facilitators.

- Learning Facilitators should be evaluated within one year.
- Learning Facilitators will be evaluated ideally in person or by video submission.
- Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- All Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.2.7 Maintenance of Certification

All Learning Facilitators are required to attain 20 PD points over 5 years to maintain their certification. Furthermore, they need to facilitate at least two workshops in any Karate Canada coaching context and stay up to date with LF training.

4.2.8 Honorarium

See section 5.3

4.2.9 Appeals Process for Learning Facilitators and Evaluators

Appeals must be submitted to Karate Canada NCCP committee, which will assign a review committee to investigate the appeal. The review committee will consist of one member of Karate Canada's NCCP Committee, the Coaching Association of Canada Consultant, and an LF or Evaluator whose qualifications are appellent to the situation.

The appeal must include:

- Evaluator outlining areas of deficiency
- A letter from the appeal candidate outlining the case
- All documentation used in the evaluation process
- Previous workshop assessments

Upon completing the review, a report should be provided outlining the critical factors in the evaluation process that can be improved or required by the coach candidate or Evaluator, and determine if the appeal is valid.

A cost of \$150 is associated with an appeal process and is payable to Karate Canada.

If an appeal is successful, the LF or Evaluator will receive their certification in the specified coaching context.

If an appeal is unsuccessful, the LF or Evaluator will need to satisfy requirements outlined by the review committee, which may include: required additional training, re-evaluation by the review committee, suspension of facilitation or evaluation activities.

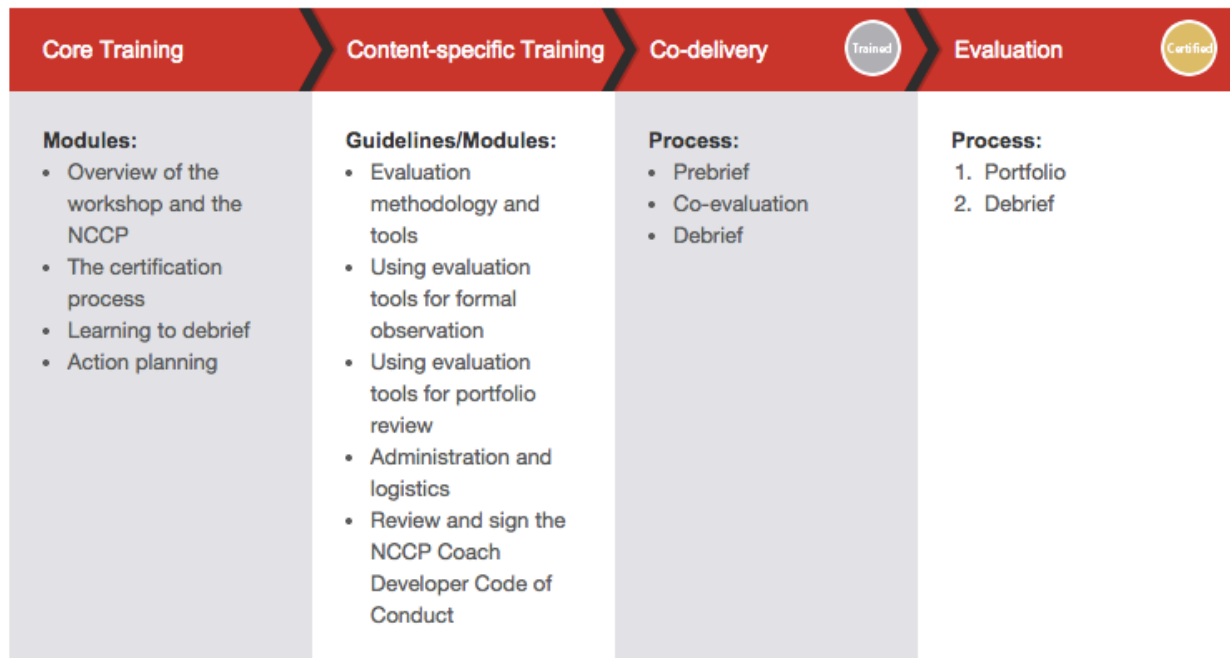
4.3 Coach Evaluator

A Coach Evaluator's role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

4.3.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:



For more information, please visit: <http://www.coach.ca/coach-evaluator-p156721>.

4.3.2 Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

It is recommended that Coach Evaluators have:

- a minimum of three years actively coaching;
- successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;
- prior experience in NCCP or coach education or familiarity with NCCP;
- credibility with their peers;
- high ethical standards and leadership skills;
- ability to communicate in English and/or French;

- a desire to see the coach certification system as well as the sport grow;
- time and energy to commit to the evaluation process;
- proven guiding and facilitation skills and/or experience in adult education;
- the ability to be critically reflective and ask questions; and
- the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate.

4.3.3 Core Training

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the PTCR in each province or territory.

4.3.4 Content-specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators. Content-specific Training will include a micro-evaluation component, using sport-specific evaluation tools.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training is a one-day training to prepare Coach Evaluators for the tools they will use in evaluation.
- Workshops will be conducted on a National delivery basis and will occur a minimum of every five years.

4.3.5 Co-delivery

All Coach Evaluators must co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

- Co-evaluation should occur within six months of Content-specific Training.
- Co-evaluation is part of training and therefore the person being trained will not be paid.
- A Coach Evaluator candidate may be required to perform co-evaluation a number of times before performing an evaluation on their own.

4.3.6 Evaluation

All Coach Evaluators must be evaluated to become a certified Coach Evaluator.

- Coach Evaluators should be evaluated within one year.
- Coach Evaluators will be evaluated by submitting a portfolio.
- All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

4.3.7 Maintenance of Certification

All Coach Evaluators are required to attain 20 PD points (including an Evaluator update, if provided by Karate Canada) and facilitate a minimum of 2 evaluations over 5 years to maintain their certification.

4.3.8 Honorarium

See section 5.3

4.4 Master Coach Developer

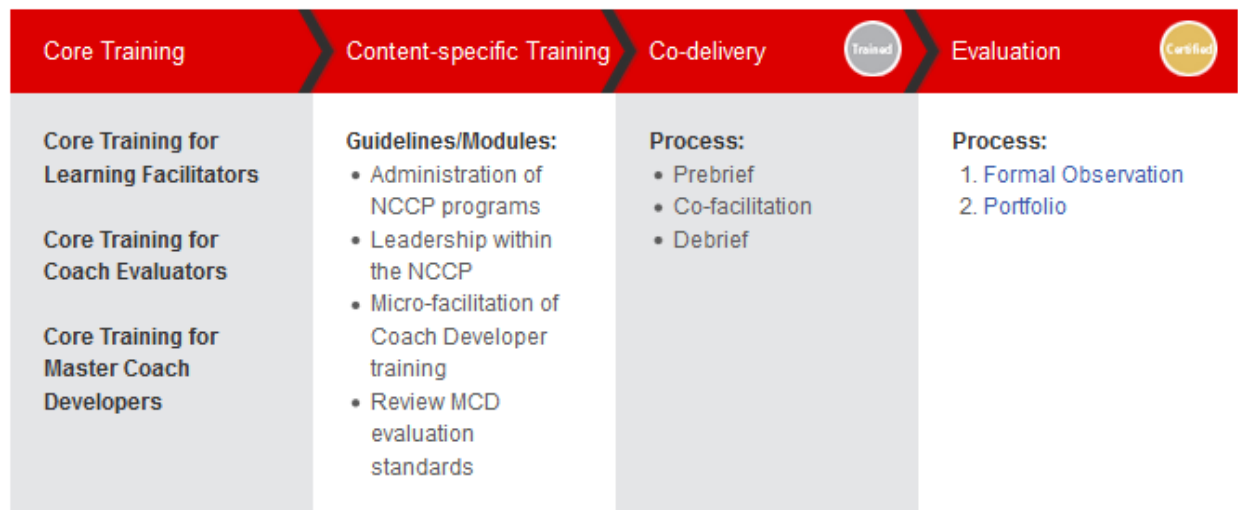
The role of the Master Coach Developer (MCD) is to train, to evaluate, to support, and to mentor Coach Developers, i.e. Learning Facilitators (LFs), Coach Evaluators (CEs), and other MCDs. In addition, MCDs play a key role in promoting the NCCP.

Master Coach Developers must possess adequate knowledge and expertise in facilitation to assist in training Coach Developers and to lead workshops and professional development experiences for Coach Developers.

It is expected that Master Coach Developers will have more responsibility in a supportive role with Coach Developers during workshops, evaluations, and in Coach Developer development. MCDs should be willing and able to lend support to Coach Developers, program administrators, and delivery host agencies.

4.4.1 How to Become a Master Coach Developer

All Master Coach Developers complete the following steps:



For more information, please visit: <http://www.coach.ca/master-learning-facilitator-p156720>.

4.4.2 Selecting Master Coach Developers

Karate Canada is responsible for the training and selection of its own Master Coach Developers. The criteria for the selection of MCDs vary from governing body to governing body. While the specifics may vary, MCDs usually:

- Have five years of experience as a Learning Facilitator and/or Coach Evaluator;
- Are Certified as a Learning Facilitator and/or Coach Evaluator;
- Have successfully completed the Make Ethical Decisions online evaluation;
- Are trained or educated in an area related to coaching or coach education;
- Have experience in coaching or a specific sport.

The number and duties of MCDs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of an MCD usually include:

- Helping with selection of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers

- ❑ Training of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers
- ❑ Evaluation of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers
- ❑ Mentoring of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers

It is recommended that Master Coach Developers have the following sport-specific experience, background, and abilities:

- ❑ Demonstrated contribution to Karate Canada or a PTSO development (i.e. working committees, executives, etc.)
- ❑ Minimum 10 years actively instructing and coaching
- ❑ Degree in kinesiology or physical education an asset

4.4.3 Core Training

Core Training for Learning Facilitators, Core Training for Coach Evaluators, and Core Training for Master Coach Developers are mandatory components of training for Master Coach Developers.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the PTCR in each province or territory.

4.4.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Coach Developers. Content-specific Training will include a micro-facilitation and/or a micro-evaluation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- ❑ Content-specific Training is a one-day training to prepare Master Coach Developers Facilitators for the content they will deliver. It involves half a day of learning how to incorporate micro-facilitation into LF training and half a day on NCCP administration and leadership as well as a review of the evaluation standards and process.

4.4.5 Co-delivery

All Master Coach Developers must co-facilitate LF training and/or CE training with an experienced Coach Developer prior to facilitating training on their own.

- ❑ Co-facilitation should occur within one year of Content-specific Training.
- ❑ Co-facilitation is part of training and therefore the person being trained will not be paid.
- ❑ A Master Coach Developer candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.4.6 Evaluation

All Master Coach Developers must be evaluated to become a certified MCD.

- ❑ Master Coach Developers should be evaluated within one year.
- ❑ Master Coach Developers will be evaluated by submitting a portfolio.

- ❑ All Master Coach Developers must complete the Make Ethical Decisions online evaluation.

4.4.7 Maintenance of Certification

All Master Coach Developers are required to attain 20 PD points (including staying up to date with MCD training) and to engage in ongoing delivery of Karate NCCP over 5 years to maintain their certification.

4.4.8 Honorarium

See section 5.3

4.4.9 Appeals Process

See section 4.2.9

5 BUSINESS MODEL

5.1 Communication

5.1.1 Inclusivity, Accessibility, and Official Languages

All components of the NCCP should be accessible to and inclusive of: any gender, visible minorities, the aboriginal community, and of persons with a disability. The language and content should be appropriate for the varied target groups. In addition, all materials for each context must be launched simultaneously in both official languages, following final approval.

5.1.2 Copyright

The CAC must hold co-copyright with the respective NSO on all materials produced by the NSO with CAC financial support. The principles of this agreement are as follows:

- The NSO must ensure to provide all copyright warnings for the user;
- The NSO must include and use the approved NCCP recognition guidelines. The CAC will provide the NSO with the materials in electronic format (or camera-ready artwork) in both official languages, for incorporation into NSO final materials;
- World co-copyright is held jointly by the respective NSO and the CAC with a corresponding credit line to the NSO;
- The NSO may distribute and sell non-integrated materials as it sees fit and will retain 100% of any income it receives from its own sale of materials. The sale of integrated materials will be governed by stipulations in the memorandum of agreement signed by the CAC and the NSO;
- The CAC may, at its discretion, use the materials in composite products related to coach education.

5.1.3 Identification and Credit

All NCCP materials produced require the following:

- Use of the coach.ca and NCCP logos on the title page or screen of all NCCP materials;
- Proper credit given to the Government of Canada;
- Clear acknowledgment of the NSO and CAC co-copyright for materials developed with CAC financial support, and sole NSO copyright for materials developed without CAC financial support;
- Use of the phrase “Printed in Canada” on all printed materials;
- Materials from other sources be properly credited;
- Version number and production date.

The following statement must appear in the credits:

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

Please contact your Coaching Consultant to access a template that includes these statements.

The following statement must appear in the Coach Resources (workbooks):

The Collection, Use, and Disclosure of Personal Information

“The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.”

CAC permissions must be obtained for re-printed materials including content, photos, and illustrations.

5.2 Responsibilities and Planning

5.2.1 National Sport Organization (NSO)

Request to deliver workshops or evaluation for Competition Development should be sent to Karate Canada.

Karate Canada will assign a qualified LF or Evaluator for the evaluation.

Information for course delivery will be available from Karate Canada. Workbooks and portfolios can be made available to workshop participants and instructor/coach candidates prior to designate NCCP activity.

5.2.2 Provincial/Territorial Sport Organizations (PTSOs)

Request to deliver workshops or evaluation for Instruction Beginner and Competition Introduction must be received by PTSOs.

PTSOs will assign a qualified LF or Evaluator for the evaluation

5.2.3 The Locker (the NCCP Database)

An NCCP online registration form must be submitted through the Locker to Karate Canada identifying all participants engaging in NCCP activities.

NCCP online registration forms will be reviewed to ensure operational policies are followed. Upon approval, forms will be sent to CAC for further approval and to track participant accreditation in NCCP.

5.2.4 Succession Planning

How many LF, MCD in each province and by when the Organization will strive to maintain: two MCD in the Maritimes, two MCD in Quebec, two MCD in Ontario, two MCD within Manitoba, Saskatchewan, and Alberta as well as two MCD in BC for Instruction Beginner and Competition Introduction. MCD will identify potential candidates out of the pool of LF/CE.

For Competition Development the goal is to have a pool of a minimum of two MCD and three LF/CE.

5.2.5 Recruitment, Retention, and Recognition

A Coach Developer Recognition Award will be presented on a yearly basis (effective in 2016) at Karate Canada National Championships' Banquet. MLF/ME and PSOs are encouraged to nominate Coach Developers.

5.3 Fee Structure, Payment, and Honorarium

5.3.1 Workshop Registration Fees and Coach Developer Honorarium

Suggested financial support policy for delivery of Karate Canada NCCP

	Instruction Beginner	Competition Introduction	Competition Development
	Workshop		
Workshop fee	KC member: \$150 Non-member: \$255	KC member: \$150 Non-member: \$255	KC member: \$100 Non-member: \$170
Number of participants	8 to 20	8 to 20	8 to 20
Fee going to Karate Canada	\$20/person <i>KC will charge the provinces twice a year through reports from the locker</i>	\$20/person <i>KC will charge the provinces twice a year through reports from the locker</i>	\$20/person <i>KC will charge the provinces twice a year through reports from the locker</i>
LF Honorarium	\$400 for trained LF \$500 for certified LF	\$400 for trained LF \$500 for certified LF	\$400 for trained LF \$500 for certified LF
	Evaluation		
Fee for coach	KC member: \$220 <i>Evaluation not available for non-members</i>	KC member: \$220 <i>Evaluation not available for non-members</i>	KC member: \$320 <i>Evaluation not available for non-members</i>
Fee going to Karate Canada	\$20/person <i>KC will charge the provinces twice a year through reports from the locker</i>	\$20/person <i>KC will charge the provinces twice a year through reports from the locker</i>	\$20/person <i>KC will charge the provinces twice a year through reports from the locker</i>
CE Honorarium	\$200 \$250 for Challenge	\$200 \$250 for Challenge	\$300 \$350 for Challenge
Travel expenses	Coach being evaluated to pay travel expenses for Evaluator (\$0.40 beyond 50km or airfare cost)	Coach being evaluated to pay travel expenses for Evaluator (\$0.40 beyond 50km or airfare cost)	Coach being evaluated to pay travel expenses for Evaluator (\$0.40 beyond 50km or airfare cost)
	Other		
Appeal fee	\$150	\$150	\$150
Challenge fee	\$270	\$270	\$370

*Please note fees in gray are mandatory, all other fees are suggestions from Karate Canada. Final amounts are subject to each PTSOs.

5.4 Recommendations and legislation

5.4.1 Recommendations

Coaching context	Certification level
Dojo Assistant Instructor	Instruction Beginner Certified
Dojo Head Instructor	Competition Introduction Certified
Provincial Team Coach	Competition Development Certified
National Team Coach	Competition Development Certified + Advanced Coaching Diploma

5.4.2 Legislation

Karate Canada National Championships NCCP policy

In order to assure that Provincial Coaching Staff are obtaining the proper training to provide their athletes with the best possible support and in alignment with Sport Canada Expectations, Karate Canada is establishing the following requirements for coaches who wish to participate in the National Championships and other coaching related events.

- ❑ For 2016 National Championships at least 75 % of any provincial coaching staff must have achieved a minimum of Competition Introduction “Trained” status and any designated head coach must have achieved Competition Development “in Training” – which requires completion of the one (1) Karate specific module.
- ❑ For 2017 National Championships 100% of any provincial coaching staff must have achieved a minimum of Competition Introduction “Trained” status and any designated head coach must have achieved Competition Development “in Training” – with completion of the one (1) Karate specific module + six out of the nine (6/9) Multi-sport modules.
- ❑ For 2018 National Championships, all coaches must have achieved a minimum of Competition Introduction “trained” status, 75% of any provincial coaching staff must have achieved a minimum of Competition Development “Trained” status and any designated head coaches must have achieved Competition Development “Certified” – which requires the coach successfully completes the Evaluation process. The ideal goal is to have at least one (1) male and one (1) female coach Competition Development Certified by this point.

5.5 Maintenance of Certification and Professional Development

The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in Professional Development programs which reinforce the values of lifelong learning and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Maintenance of certification is essential to:

- ❑ Ensuring coaches stay current with new coaching practices and knowledge;
- ❑ Maintaining the integrity of the NCCP;
- ❑ Maintaining consistency with the standards of other professions;
- ❑ Reinforcing the values of lifelong learning and continuous improvement.

Certification within the NCCP shall be valid for a maximum period. The concept of “life-span of NCCP certification” shall apply to coaches who:

- ❑ Are already certified according to the standards of the Levels-NCCP.
- ❑ Are certified according to the standards of the Levels-NCCP while it is still in effect.
- ❑ Are certified according to the standards of an NCCP context’s core certification and gradations.

Maintenance of certification must be based on active coaching and professional development.

	Minimum Professional Development credits required if the period for renewal of certification is:
Context (includes any gradation)	5 years
Instruction Beginner	10 points
Competition Introduction	20 points
Competition Development	30 points

An NSO may require more than the minimum number of Professional Development credits in any or all contexts in which it assigns “Certified” or “Trained” status.

Professional development opportunities and points allocated are as follows:

	Active Category	Points	Limitations
Sport Specific	Active Coaching	1 point/year for every season coached OR 1 point/year for learning Facilitator or Evaluator activity	To a maximum number of points equal to the number of years of the certification renewal period, e.g. 3 points, if certification period is 3 years
	NCCP Activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP Activity	1 point/hour of activity up to 3 hours maximum	No minimum or maximum
	Coach self-directed activity	3 points for the valid certification period	Maximum of 3 points for certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses re-evaluation
Multi-sport	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/ hour of activity up to 3 points maximum	To a maximum of 50% of the required PD credit for the context in a certification renewal period

For more information, please visit: <http://www.coach.ca/maintenance-of-certification-s16745>.

5.6 Quality Control

5.6.1 Course Evaluation

Feedback Forms are used for course evaluations, see section 6.6.

5.6.2 Program Monitoring and Evaluation

The VIP report will be used to verify implementation of the program. Karate Canada will also collate feedback from LFs and CEs.

5.6.3 Revision and Update Cycle

Updates will be done every four years.

Instruction Beginner and Competition Introduction will be revised in 2016. Competition Development will be revised in 2020.

5.7 Minimum Age Restrictions

- ❑ Coaches may access training events at 14 years of age;
- ❑ Coaches may not become “certified” until 16 years of age (no exceptions) for Instruction Beginner and 18 years of age for both Competition contexts;
- ❑ Everyone under 16 getting “Trained” or “In Training” status will also have an additional U16 designation on their transcript (no exceptions);
- ❑ All eligible statuses of a U16 coach are automatically revised on their 16th birthday;
- ❑ Partners will be responsible for managing the access to events.

6 TOOLS

6.1 NCCP Code of Ethics



NCCP Code of Ethics



What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both "the good and right thing to do". For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the *NCCP Code of Ethics*

The *NCCP Code of Ethics* deals with the fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.



NCCP Code of Ethics



Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Coaches
Physical safety and health of athletes	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
Respect	Ensure that everyone is treated equally, regardless of age, ancestry, colour, race, citizenship, ethnic origin, place of origin, language, creed, religion, athletic potential, disability, family status, marital status, gender identity, gender expression, sex, and sexual orientation
	Preserve the dignity of each person in interacting with others
	Respect the principles, rules, and policies in force
Honouring sport	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

6.2 NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.

Preamble

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for the _____ (governing organization), I, _____ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

Code of Conduct

I shall:

- Participate in all required training and evaluation components of the Coach Developer pathway.
- Support the common goals and objectives of _____ (governing organization) as it services the membership at large.
- Avoid discrediting specific sponsors, suppliers, employers, or other partners.
- Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, National Sport Organizations).
- Demonstrate ethical behaviour at all times and commit to the *NCCP Code of Ethics*.
- Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.
- Exhibit exemplary professional behaviour at workshops or evaluation sites.
- Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.
- Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.
- Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:
 - Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
 - Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of _____ (governing organization).

Please be advised that the Board of Directors of _____ (governing organization) will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

Name (please print)

Signature

Date

6.3 Template for Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

Dear _____, (PTSO, NSO)

Please be advised of my interest in becoming a Coach Developer, in the following role

- Learning Facilitator
- Coach Evaluator
- Master Coach Developer

for the following contexts and/or workshops

-
-
-

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to karate.

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

Signed

Dated

Email address

Primary phone number

Encl.: Résumé
Letter(s) of Support

6.4 Template for Coach Developer Application Form

Date _____

Location _____

Name _____

NCCP# _____

Sport _____

Languages _____

Application Checklist:

- ___ Cover letter
- ___ Completed Coach Developer Application Form
- ___ Completed Letter/Preliminary Coach Developer Worksheet
- ___ Completed Make Ethical Decisions online evaluation – 90% or more
- ___ Résumé of your coaching experience, education and achievements
- ___ Names and phone numbers for 2 references

Declaration

I hereby certify that the information I have provided with this application is true and complete.

Signed

Dated

Email address

Primary phone number

6.5 Template for Coach Developer Letter/Preliminary Worksheet

Date _____

Name _____

NCCP# _____

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

1. To learn more about you
2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.
2. Describe the skills, abilities, and characteristics of an effective Coach Developer.
3. What experience do you have working in adult education?
4. What strengths do you bring to the position of Coach Developer?
5. What skills and abilities do you think you need to develop to become an effective Coach Developer?
6. In your own words, describe the structure of the NCCP.
7. What are the five core competencies outlined in the NCCP?

8. In your own words, what is the role of the Coach Developer in developing these competencies?

9. Define:
 - Outcome:
 - Criteria:
 - Evidence:

10. In your own words, outline the purpose of Coach Developer training.

6.6 Template for Feedback Form

It is important to get feedback from participants to help Karate Canada to improve our NCCP programs and quality of our coaches. The course you have just completed has been designed to provide you with skills and knowledge to become a more effective coach. Your feedback on the content presented and the ability of the course host to deliver this course will assist us in ensuring that the level of coach education is maintained at the highest level. Please take a moment to complete this short evaluation. All commentary will be held confidential.

Coach Developer: _____ Date: _____

Workshop: _____ Location: _____

- 1 Did not meet expectations
- 2 Below Expectations
- 3 Met Expectations
- 4 Above Expectations
- 5 Exceeded Expectations

Technical

_____ The registration process was simple and easy to complete

_____ The technology used was easy to follow and effective

_____ The price of the course was fair and reflected the quality of service provided

Additional Comments

Course Content and Materials

_____ The course materials were easy to follow

_____ The course content reflected the course description and goals

_____ The course content provided the information necessary to be a better coach

Additional Comments

Coach Developer

- _____ The facilitator was available for questions
- _____ My workbook was marked in a timely manner
- _____ The facilitator was knowledgeable on the course material
- _____ The facilitator enabled me to reflect on ways that I might improve as a coach

Additional Comments

Overall Impression

- _____ I enjoyed taking the course
- _____ This course provided me with valuable tools and resources that I can use in my coaching endeavours
- _____ I would recommend this course to other coaches

Please list 3 positive aspects related to any area of the course

Is there anything you would recommend changing, adding or omitting from this course?

Additional Comments

How to be a better coach



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Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
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Take a stand against doping and cheating in sport.

Thirst for knowledge
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