

# Karate Canada Competitive Introduction Portfolio



*Programme  
national de  
certification des  
entraîneurs*



*National  
Coaching  
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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.



Coaching Association of Canada  
Association canadienne des entraîneurs



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### **The Collection, Use, and Disclosure of Personal Information**

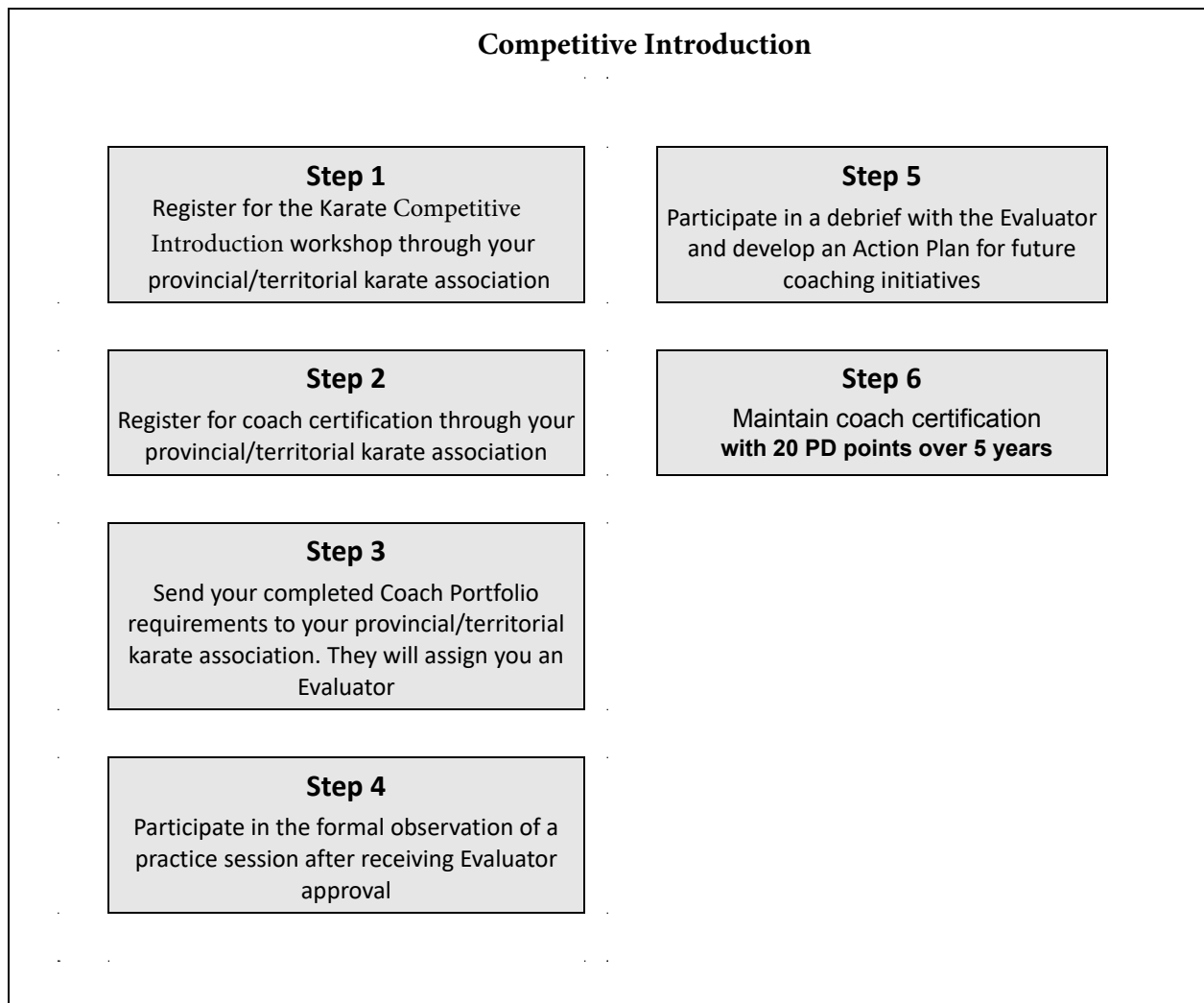
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## INTRODUCTION

Competitive Introduction is the second workshop in the Competition Introduction context. You must complete the Portfolio and submit it to an Evaluator before they can agree to formally evaluate your coaching.

The following diagram shows all the steps in the training and certification process.



The purpose of the Coach Portfolio is to provide coaches with an opportunity to demonstrate coaching competence and readiness for formal observation.

Task 1 - Complete a Coach Profile Form

Task 2 - Instructor/student 360 Assessment

Task 3 - Complete an Emergency Action Plan (EAP)

Task 4 - Complete a Karate Basic Skill Analysis Referent Model

Task 5 – Complete the Online Evaluation of Make Ethical Decisions

Task 6 - Complete and officials rules assessment form

Task 7 - Prepare 2 practice plans

The forms for each task are included in the following sections. Where necessary, instructions for each task are included.

If you do not feel ready to complete a task, sign up for training workshops that will help you gain the required training and experience. Contact your provincial Karate organization or the Evaluator assigned to you to find out about workshops in your area.

**Note:** The standards for the evaluation of each coaching outcome are included in the Coach Evaluation Matrix in Appendix 1.

## TASK 1 – COMPLETE A COACH PROFILE FORM

Coach Profile Form										
<b>Name</b>				NCCP Number						
	Family			First Name						
<b>Address</b>										
	Apt.	Street								
	City			Province			Postal Code			
<b>Phone</b>	( )			( )			( )			
	Home			Business			Fax		Mobile	
<b>E-mail</b>										
Number of years coaching										
Primary context of athlete coached										
Name of club										
Head coach										
<b>Coaching Context Description</b>										
Number of athletes						Average practice time				
Youngest athlete's age (y)						Number of practices/week				
Oldest athlete's age (y)						Number of weeks/year				

## Task 2: Karate Competitive Introduction Coach Assessment FORM

### Performance Review – Stakeholder Assessment

This form should be used to provide feedback to the coach on their ability to manage a sport program. The form can be submitted as part of a portfolio and used by a trained and accredited evaluator to validate the achievement of the criteria from other sources.

Please check the appropriate box for the person submitting this assessment.

	Participant/student		Sensei/ Mentor/ Other Instructor
--	---------------------	--	----------------------------------

Rate the responses to the statement by circling the frequency that you perceive that the coach achieve each evidence (never, sometime, often, always, non applicable)

My Coach manages administration and logistics by..	Never	Sometimes	Often	Always	NA
Providing me with current information about the program in the form of newsletter, email, website or announcements.					
Identifying his or her philosophy of the program					
Identifying a clear indication of program costs					
Ensuring that participants understand rules and consequences for not following the rules					
Working with program volunteers to help run the program					
Making sure that there are no surprise costs that could have been avoided					
Providing me with progress reports on my Karate competition skills					
Making sound recommendations on the development of the program					
Supervising other coaches (assistants)					
My Coach helps to resolve conflicts by...	Never	Sometimes	Often	Always	
Clearly outlining expectations for behaviour and commitment to Karate					
Promoting and facilitating communication among stakeholders					
Clarifying communication to resolve perceptions of misinformation					
Promoting positive relationships among stakeholders					
Facilitating individuals to understand the causes of potential conflicts					



Applying consistent leadership and fairness when dealing with conflicts					
<b>My Coach takes measures to promote drug free sport by...</b>	Never	Sometimes	Often	Always	
Helping me to recognize banned substances.					
Providing me appropriate education about drug testing protocols					
Reinforcing the consequences for the use of banned substances					
Helps me understand appropriate use of nutritional supplements					
Asking me to identify drugs or supplements that I am currently taking					
Promoting fair play and drug free sport					

Name of Coach/Student: \_\_\_\_\_

DATE: \_\_\_\_\_

## TASK 3 – DESIGN AN EMERGENCY ACTION PLAN (EAP)

Preparing an Emergency Action Plan (EAP) in advance will help you respond responsibly and calmly in an emergency.

Your EAP should be prepared for the facility or site where your practices normally take place or for any facility or site used for special training sessions. An EAP can be simple or elaborate. It should cover the following items:

- Advance designation of the person in charge in an emergency (this may be the coach).
- A fully charged cell phone. If this is not possible, specify the location of a pay phone and have spare change available.
- Emergency telephone numbers (facility manager, fire, police, ambulance), as well as contact numbers (parents/guardians, next of kin, family doctor) for athletes.
- A medical profile for each athlete that can be given to emergency medical personnel. Include a signed consent from the parent/guardian authorizing medical treatment in an emergency.
- Directions to the site for Emergency Medical Services (EMS) so they can reach the site as rapidly as possible. Include information such as the closest major intersection, one-way streets, and major landmarks.
- An accessible and properly stocked first aid kit (all coaches are strongly encouraged to pursue first aid training).
- Advance designation of a call person who contacts medical authorities and assists the person in charge. The call person should be able to provide precise instructions to drivers of emergency vehicles so that they can reach the facility as quickly as possible.

Go to your Locker profile and click on the eLearning module to complete the Emergency Action Plan eLearning module. Complete the free EAP module and print out your EAP to include to your portfolio.

## TASK 4 – CREATE A SKILL ANALYSIS REFERENT MODEL

Creating a Skill Analysis Referent Model allows you to assess your ability to analyze karate performance.

### Referent Models

The Referent Model shown on the next two pages describes a decision tree you can use to detect and correct errors in skills. This diagram provides the basis for creating a Referent Model. The amount of detail in your model will depend on the skill you select and context you are coaching. The steps in the model are as follows:

#### The Intention Phase

Think of a skill or tactic that is commonly used in your sport, and then think about how athletes should perform the key elements — the details of skills that affect final performance — of each movement phase. This is the *intended performance*.

#### The Detection Phase

The detection phase involves:

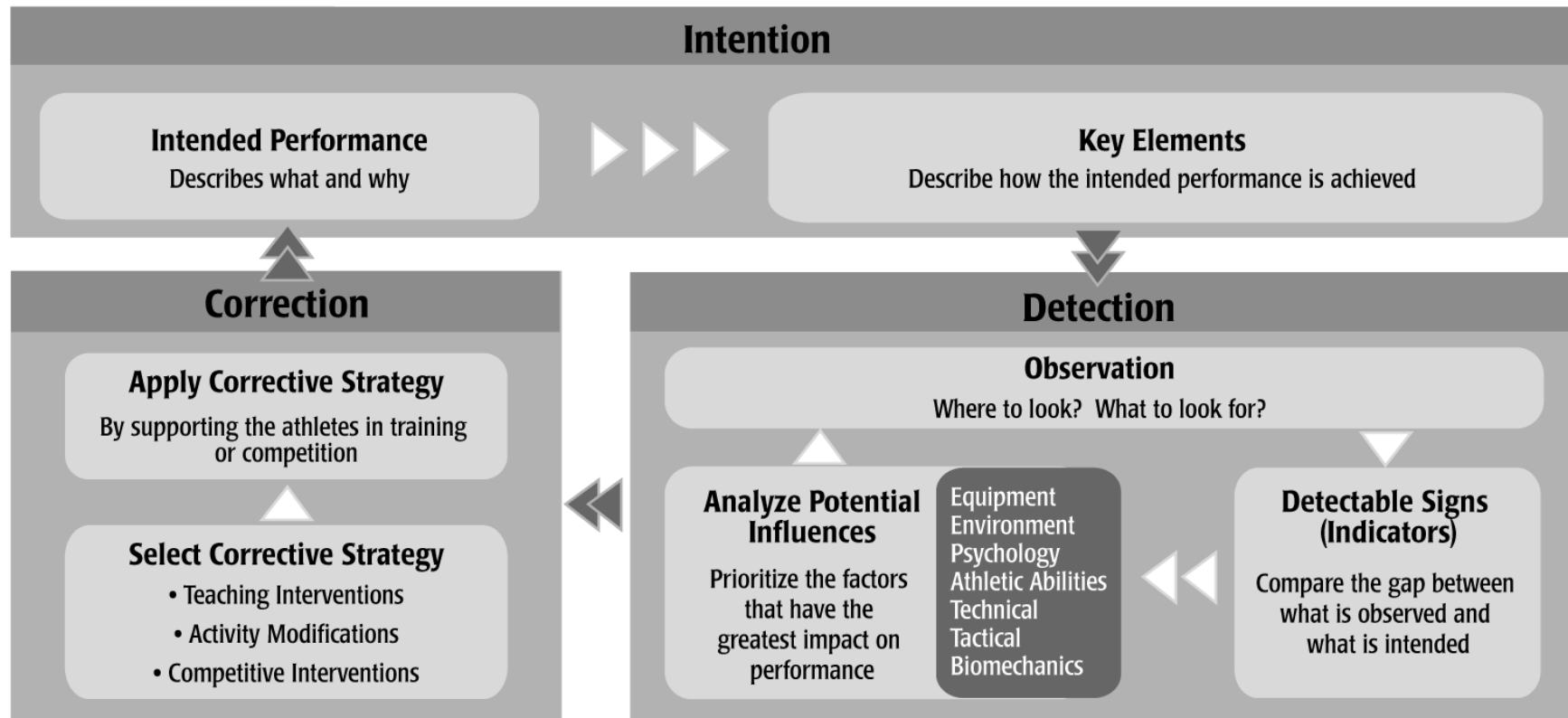
- ❑ *Observing performance.* The observation will require you to choose several vantage points to best identify the outcome and key elements. Different vantage points may reveal different key elements or other potential influences on performance. It is important that the observation strategy provide the best picture of the intended performance.
- ❑ *Detecting gaps.* As you observe performance, you will begin looking for gaps between observed and intended performance.
- ❑ *Identifying reasons for the gaps.* Reasons for gaps include equipment, the environment, psychology, athletic abilities, tactics, technique, and biomechanics.

You may cycle through these steps several times before making a decision on what to correct. The key question is: **When does the gap between observed and intended performance reach a point that makes a coaching intervention necessary?**

#### The Correction Phase

The correction phase helps you close the gap between observed and intended performance. Corrective measures include teaching interventions, modifications of activities or drills, and competitive interventions. Applying the corrective measure requires that you consider how you will implement it in practice or competition.

# Analyze Performance Referent Model



Analysis of Factors						
Equipment	Environment	Psychology	Athletic Abilities	Technical	Tactical	Biomechanics
<input type="checkbox"/> Fit	<input type="checkbox"/> Weather	<input type="checkbox"/> Fear	<input type="checkbox"/> Strength	<input type="checkbox"/> Key elements	<input type="checkbox"/> Decision-making	<input type="checkbox"/> Planes of motion
<input type="checkbox"/> Tuning	<input type="checkbox"/> Surface	<input type="checkbox"/> Motivation	<input type="checkbox"/> Stamina	<input type="checkbox"/> Phases of	<input type="checkbox"/> Competition	<input type="checkbox"/> Biomechanical
<input type="checkbox"/> Type	<input type="checkbox"/> Lighting	<input type="checkbox"/> Self-efficacy	<input type="checkbox"/> Speed	movement	plan	principles
	<input type="checkbox"/> Altitude	<input type="checkbox"/> Belief	<input type="checkbox"/> Flexibility		<input type="checkbox"/> Selection/ Substitution	
	<input type="checkbox"/> Pollution	<input type="checkbox"/> Concentration				
		<input type="checkbox"/> Focus				
		<input type="checkbox"/> Arousal control				
		<input type="checkbox"/> Cue recognition				
		<input type="checkbox"/> Perception				
Detectable Signs or Indicators of Gaps						

Corrective Measures		
Teaching Interventions	Modifications of Activities or Drills	Competitive Interventions
<input type="checkbox"/> Help or reassure	<input type="checkbox"/> Adjust equipment	<input type="checkbox"/> Adjust equipment
<input type="checkbox"/> Explain or ask questions	<input type="checkbox"/> Adjust task demands or repeat	<input type="checkbox"/> Changing tactics or game plan
<input type="checkbox"/> Simplify – Reduce number of variables to process, or use examples	<input type="checkbox"/> Adjust progression	<input type="checkbox"/> Making substitutions
<input type="checkbox"/> Use mental skills strategy (e.g., re-focusing, visualization, or goal setting)	<input type="checkbox"/> Adjust speed or timing	<input type="checkbox"/> Change selection
<input type="checkbox"/> Demonstrate or model correct performance	<input type="checkbox"/> Adjust space or change environment	<input type="checkbox"/> Use mental skills strategy (e.g., re-focusing, visualization, or goal setting)
<input type="checkbox"/> Provide feedback or results	<input type="checkbox"/> Adjust work/rest ratios or intensity	<input type="checkbox"/> Provide feedback or results
<input type="checkbox"/> Adjust for athlete learning styles		

## Skills for Your Referent Model

If you are coaching in the Instruction – Beginners context, use one of the following skills to construct your Referent Model:

- Specific skill of a kata
- Jab (Kizami-zuki)
- Front leg Roundhouse Kicks to the head (*Mawashi-Geri*)
- Back Leg roundhouse Kick to the body (*Mawashi-Geri*)
- Hook Kick(*Ura-Mawashi Geri*)
- Step in Punch (Oi-Zuki)

## Skill Analysis Referent Model Worksheet

Sport: Karate		Context: Competitive Introduction	
Skill	Intended Performance	Key Elements	
Analysis of Factors	Priority H/M/L	Detectable Signs (Indicators) for Intervention (Gap)	Corrective Measures
<b>Equipment</b> Sport-specific equipment that could limit performance (poor footwear, poor fit, etc.)	_____		
<b>Environment</b> Environmental factors that could lead to performance deficiencies (surface, weather, lighting etc.)	_____		
<b>Psychology</b> Internal factors that could affect perception of task, performance, or activity (fear, confusion, concentration, motivation, interest, etc.)	_____		
<b>Athletic Abilities</b> Physical abilities that could limit performance (strength, stamina, flexibility, etc.)	_____		
<b>Technical</b> Aspects of skill execution that affect performance (key elements, phases of movement)	_____		
<b>Tactical</b> Factors associated with a skill's intent that could affect performance (decision-making, for example)	_____		
<b>Biomechanics</b> Aspects of biomechanics that could affect performance (planes of motion, biomechanical principles)	_____		

An example of a completed Referent Model is provided on the following page.

## Example of Karate Skill Analysis Referent Model

Sport: Karate		Context: Instruction – Beginners/ Competition – Introduction	
Skill	Intended Performance	Key Elements	
<input type="checkbox"/> Basic timing and distance <input type="checkbox"/> Observed in all elements of practice	<input type="checkbox"/> Attacking or defending at correct distance, with proper timing	<input type="checkbox"/> Distance differs for hand and foot techniques. <input type="checkbox"/> Hand techniques generally applied at close range. Kicks generally applied at greater range <input type="checkbox"/> Timing must be adjusted to range and movement of opponent	
Analysis of Factors	Priority H/M/L	Detectable Signs (Indicators) for Intervention (Gap)	Corrective Measures
<b>Equipment</b>	L	<input type="checkbox"/> Trips on uniform (karategi) pants <input type="checkbox"/> Unable to see hands <input type="checkbox"/> Pads fall off	<input type="checkbox"/> Ensure proper fit
<b>Environment</b>	L	<input type="checkbox"/> Steps out of bounds <input type="checkbox"/> Slips on mat	<input type="checkbox"/> Training in boundary-specific situations <input type="checkbox"/> Clean mat
<b>Psychology</b>	M	<input type="checkbox"/> Turns head away/closes eyes	<input type="checkbox"/> Design drills to maintain eye contact with opponent/target
<b>Athletic Abilities</b>	M	<input type="checkbox"/> Slow or weak	<input type="checkbox"/> Train fast-twitch muscles <input type="checkbox"/> Resistance band training
<b>Technical</b>	H	<input type="checkbox"/> Uses wrong technique	<input type="checkbox"/> Apply appropriate key performance factors
<b>Tactical</b>	H	<input type="checkbox"/> Too close/too far	<input type="checkbox"/> Deepen distance training
<b>Biomechanics</b>	M	<input type="checkbox"/> Poor balance	<input type="checkbox"/> Drills for balance



## TASK 5 – COMPLETE THE ONLINE EVALUATION OF MAKE ETHICAL DECISIONS

Evaluating the Make Ethical Decisions (MED) module online at [www.coach.ca](http://www.coach.ca) will increase your familiarity with the NCCP ethical decision-making process.

Do the following in the order specified:

1. Participate in an appropriate MED training module. This module is available through provincial or territorial sport organizations or coordinators. Contact your Evaluator for further information about accessing this training.
2. Submit proof that you have completed an MED module. You may do this online or through your KC NCCP Committee member.
3. Complete the online evaluation of the MED module. To do this, go to [www.coach.ca](http://www.coach.ca), select *Training and Certification*, click on *Index*, and click on the icon on the right-hand side of the page for the online evaluation of MED. This page gives you all the information you need to complete the evaluation.

## TASK 6 – COMPLETE AN OFFICIALS RULES ASSESSMENT FORM

This assessment form must be completed by a national referee who knows you have participated in an officials' course that teaches the official World Karate Federation (WKF) rules.

Officials Rules Assessment Form - Competition - Introduction					
Coach Name					
		Family name		First name	
For each item listed below, use the following rating scale to rate the coach candidate.					
1	2	3	4		
Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)		
<b>Rate each statement below by placing an X in the appropriate box to the right.</b>					
		SD	D	A	SA
1.	Coach has a basic understanding of competition rules	1	2	3	4
2.	Coach has a competent understanding of competition rules	1	2	3	4
3.	Coach has a basic understanding of the repechage system in competition	1	2	3	4
4.	Coach is competent in the repechage system in competition	1	2	3	4
Yes or No to questions 5 and 6			Yes	No	
5.	Coach is already a certified official				
6.	Coach has already passed a rules exam				
Even if the coach has already passed rules exams, please assess 1-4.					
<b>Officials Assessor</b>					
Signed			Date		
Assessor					
	Family name		First name		

By signing this assessment, an assessor is endorsing that the coach candidate is ready to be formally observed by an Evaluator in a practice.

## TASK 7 – COMPLETE TWO PRACTICE PLANS

This task demonstrates your ability to plan a karate lesson. You must submit the first plan before requesting formal evaluation. An Evaluator will assess the plan and give you feedback on areas for improvement. This plan will also help the Evaluator determine your readiness for formal observation.

Your second practice plan will be used in your formal observation.

Both plans must show how you would plan and implement a skill from the appropriate Skill Analysis Referent Matrix. This will ensure objectivity in the evaluation for certification.

**Note:** The process for performance analysis is the same in Instruction – Beginners as it is in Competition – Introduction, but the skill analysis matrices are different. In Instruction – Beginners, the focus is on analyzing the performance of karate *beginners*; in Competition – Introduction, the focus is on analyzing the performance of karate *competitors*.

The table below outlines the specific components that should be in your practice plans. Use this table as a guide in planning a karate practice.

Practice Segment	Key Components
Introduction	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces athletes and lets them understand what will happen</li> <li><input type="checkbox"/> Identifies key safety considerations that should be factored into the practice</li> </ul>
Warm-up/Flexibility	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepares the body for the physical demands of the main part of the plan</li> <li><input type="checkbox"/> Progresses from a general to a specific warm-up and includes karate-specific exercises</li> </ul>
Main Part	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engages athletes in activities that will help them improve karate-specific abilities and fitness</li> <li><input type="checkbox"/> Includes training of both the aerobic and anaerobic lactic systems, as well as technical components</li> </ul>
Technical Session (Part A)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies appropriate details for the technical session, as well as key elements and athletic abilities that will be covered</li> </ul>
Technical Session (Part B)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outlines appropriate activities, key elements, and athletic abilities that will be covered</li> <li><input type="checkbox"/> Describes specific <i>kata</i> or <i>kumite</i> training</li> </ul>
Cool-down	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins recovery</li> <li><input type="checkbox"/> Includes appropriate activities such as stretching or light aerobic activity</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Debriefs the practice</li> <li><input type="checkbox"/> Informs athletes about the next practice or competition</li> <li><input type="checkbox"/> Includes a wrap-up of key training principles from the practice</li> </ul>

Use the forms on the following pages to create your practice plans.

## Structure of a Practice Plan

Segment	Time	Key Components
<b>Introduction</b>	Variable	Before practice begins: <ul style="list-style-type: none"> <li><input type="checkbox"/> Inspect <i>dojo</i></li> <li><input type="checkbox"/> Organize equipment in <i>dojo</i>, as well as on the athlete</li> <li><input type="checkbox"/> Greet each athlete</li> <li><input type="checkbox"/> Assess the energy level of each athlete</li> </ul>
	2 - 3 min	At start of practice: <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the goals of training and planned activities</li> <li><input type="checkbox"/> Give any additional instructions specific to planned activities</li> </ul>
<b>Warm-up</b>	5 -10 min	General warm-up: <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign general exercises or games to loosen muscles and raise body temperature (determined by age)</li> <li><input type="checkbox"/> Assign progressive stretching (dynamic is most appropriate at start)</li> </ul>
	8 -15 min Varies with age and level	Specific warm-up: <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign brief activities that athletes already know that mimic the movements of the main part (may even be the same activity, but at lower intensity); work the right energy system</li> <li><input type="checkbox"/> Ensure a gradual increase in intensity that will not tire athletes</li> <li><input type="checkbox"/> Ensure a quick transition between the end of the warm-up, explanations/instructions given for first activities of the main part, and the actual activities</li> </ul>
<b>Main Part</b>	Variable; usually ≤ 60 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign 3 or more activities linked in suitable order</li> <li><input type="checkbox"/> Ensure activities challenge athletes to learn and improve while enjoying themselves</li> <li><input type="checkbox"/> Use the energy systems and muscles needed for the training required</li> <li><input type="checkbox"/> Include a break for hydration</li> <li><input type="checkbox"/> Ensure athletes are actively engaged most of the time (not standing around or waiting)</li> <li><input type="checkbox"/> Assign lots of practice for each activity, and repetition of drills if needed</li> <li><input type="checkbox"/> Ensure activities are adapted to athlete's age/gender/ability</li> </ul>
<b>Cool-down</b>	5 -10 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gradually decrease intensity</li> <li><input type="checkbox"/> Ensure slow passive stretch of muscles most used</li> </ul>
<b>Conclusion</b>	3 - 5 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide and ask for feedback on what went well, and suggest improvements</li> <li><input type="checkbox"/> Tell athletes about next practice or goal</li> <li><input type="checkbox"/> Ask athletes about concerns or questions</li> <li><input type="checkbox"/> Speak personally with each athlete before he or she leaves to assess personal questions, agendas</li> </ul>

Practice plan									
<b>Team :</b>			<b>Date:</b>			<b>Time :from</b>		<b>to</b>	
<b>Age/Level :</b>									
<b>Site :</b>		<b>Objectives:</b>							
<b>Equipment :</b>									
<b>Introduction</b>								<b>Key points / safety</b>	
<b>Warm-up</b>								<b>Key points / safety</b>	
	<b>Plan a general and specific warm-up</b>							<b>Key points / safety</b>	
<b>Main part</b>								<b>Key points / safety</b>	
	<b>Pay attention to the order of activities</b>							<b>Equipment required</b>	
<b>Cool down</b>								<b>Key points / safety</b>	
<b>Conclusion</b>								<b>Key points / safety</b>	

Plan de séance d'entraînement						
<b>Équipe :</b>			<b>Date :</b>			<b>Durée : de</b> <input type="text"/> <b>à</b> <input type="text"/>
<b>Âge/Niveau :</b> <input type="text"/>						
<b>Lieu :</b> <input type="text"/>			<b>Objectif :</b> <input type="text"/>			
<b>Équipement Requis :</b> <input type="text"/>						
<b>Introduction</b>						<b>Messages clés/sécurité</b>
						<input type="text"/>
<b>Échauffement</b>	Prévoir un échauffement général et spécifique					<b>Messages clés/sécurité</b>
						<input type="text"/>
						<b>Équipement requis</b>
						<input type="text"/>
<b>Partie principale</b>	Porter attention à l'ordre des activités					<b>Messages clés/sécurité</b>
						<input type="text"/>
						<b>Équipement requis</b>
						<input type="text"/>
<b>Retour au calme</b>						<b>Messages clés/sécurité</b>
						<input type="text"/>
<b>Conclusion</b>						<b>Messages clés/sécurité</b>
						<input type="text"/>

# APPENDIX 1 – NCCP CODE OF ETHICS



## Leadership and professionalism

*This principle considers the inherent power and authority that a coach holds.*

### Ethical standards of behavior

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's wellbeing is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



## Health and safety

*This principle considers the mental, emotional, physical health and safety of all participants.*

### Ethical standards of behavior

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants Prioritize a holistic approach when planning and delivering training and competition Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



## Respect and integrity

*This principle considers respect and integrity, which are the rights of all participants.*

### Ethical standards of behavior

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent, and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



## Rule of two

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



## Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to [coach@coach.ca](mailto:coach@coach.ca) or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches refer to the Coaching Association of Canada's Code of Conduct.

## APPENDIX 2 – OVERVIEW OF EVALUATION OUTCOMES

Coaches must be evaluated with context-specific athletes. This usually means athletes who train in the karate *dojo* setting and are learning basic karate skills and concepts for competition. Novice adults could also be used in the evaluation.

The following chart outlines karate priorities in the Competition – Introduction contexts.

Competition – Introduction Priorities		
Acquire basic competition skills	Improve flexibility	Develop full potential
Learn sport ethics	<i>Dojo</i> vs. competition	Train energy systems
Understand competition rules	Competition experience	Start competing
Learn tactics and strategies	Body-specific training	Nutritional needs

### Overview of Evaluation Outcomes

Outcome	Criteria	Method
<b>Ethical Decision-making</b> Instruction – Beginners and Competition – Introduction	<input type="checkbox"/> Applies ethical decision-making process	<input type="checkbox"/> MED online evaluation
<b>Support Athletes In Training</b> Instruction – Beginners and Competition – Introduction	<input type="checkbox"/> Ensures safe practice environment <input type="checkbox"/> Implements structured and organized practice <input type="checkbox"/> Develops interventions to promote learning	<input type="checkbox"/> Formal observation at practice (Preferred) <input type="checkbox"/> Portfolio submission and evaluation <input type="checkbox"/> Video submission analysis (Logistics optional)
<b>Analyzing Performance</b> Instruction – Beginners and Competition – Introduction	<input type="checkbox"/> Detects and corrects performance for beginner athletes <input type="checkbox"/> Detects and corrects performance for athletes starting competition	<input type="checkbox"/> Formal observation at practice (preferred) <input type="checkbox"/> Formal observation of video (logistic optional) <input type="checkbox"/> Pre-observation portfolio submission
<b>Planning a Practice</b> Competition – Introduction	<input type="checkbox"/> Organizes series of lesson activities into plan that enhances learning of one or more skills <input type="checkbox"/> Designs an Emergency Action Plan	<input type="checkbox"/> EAP submitted in Coach Portfolio <input type="checkbox"/> Observation at practice (preferred) <input type="checkbox"/> Video submission analysis (logistics option)
<b>Support the Competitive Experience</b> Competition – Introduction	<input type="checkbox"/> Prepares for competition readiness <input type="checkbox"/> Makes effective interventions during and after competition	<input type="checkbox"/> Submission of Coach Portfolio for assessment <input type="checkbox"/> Formal observation at competition <input type="checkbox"/> Mentorship with certified coach



## NCCP Minimum Requirements for Certification

The competency-based NCCP evaluates important knowledge, skills, and attitudes in a variety of coaching settings. The evaluation must reflect the framework of ethical coaching practice promoted by Sport Canada. NCCP certification is outcomes-based and requires evidence-based evaluation. Certification supposes (1) the coach can demonstrate certain criteria and (2) sufficient evidence has been gathered to assess whether a specific goal has been achieved.

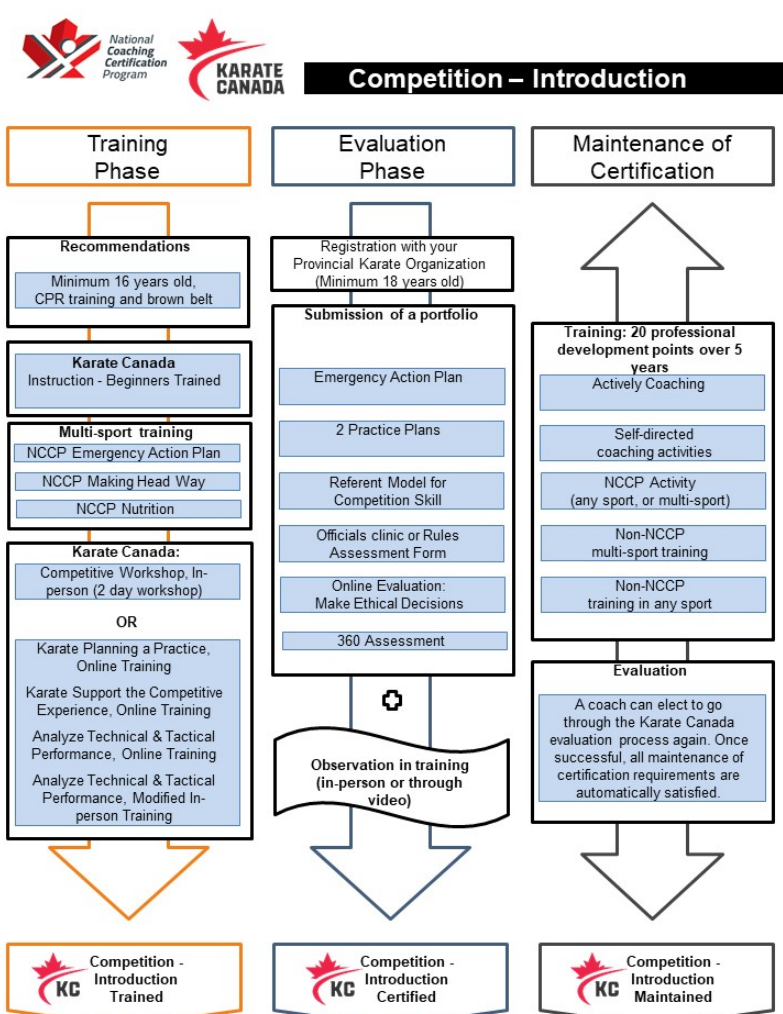
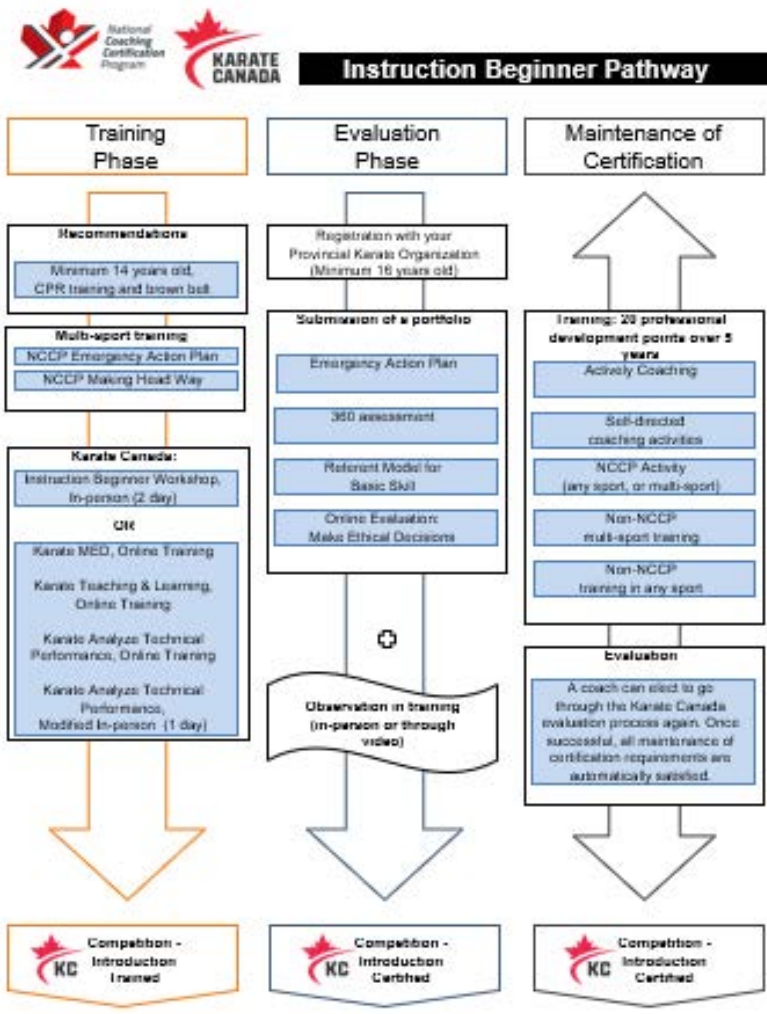
The certification process also requires the following:

- The evaluation process must help coaches achieve certification by identifying the evidence and descriptors used to assess any given criterion.
- Only NCCP-trained and NCCP-accredited Evaluators can determine whether a coach has achieved any given criterion.
- Evidence of achievement may be obtained from several sources and must adhere to the minimum recommendations for gathering evidence based on the specific outcomes that are being evaluated.
- Coaches seeking certification must be formally observed by an external Evaluator as they coach athletes or participants in a specific coaching context.

Certification is valid for three years. Coaches must provide proof of activity during this period to maintain certification. A coach is deemed active if he or she meets the following requirements:

- Actively teaches in the *dojo*
- Attends or participates in one of the following activities (additional activities may be recognized if preapproved by a provincial NCCP representative):
  - Professional development training
  - NCCP training modules (Multi-Sport Modules or karate-specific modules)
  - First aid training
  - Training sessions by Master Evaluators, Learning Facilitators, or Master Learning Facilitators
  - Workshops provided by multi-sport provincial sport organizations
  - Competition coach seminars/symposiums or training camps offered by provincial or national sport organization coaching committees
  - Mentorship by a certified Competition – Introduction coach

# APPENDIX 3 – KC Coaching Pathways



## APPENDIX 5 – EVALUATION CRITERIA AND FORMS

(Achievement of outcomes will be determined using these tools)

### Competitive Introduction Factors for Evaluation

Outcome	Criteria	Evidence of Achievement	Yes	No	Comments
Planning a Practice (Evaluated Prior to Practice)	Practice Plan	Did the practice plan identify a goal or a series of key elements to be addressed during the practice?			
		Did the practice plan identify basic information including date, time, location, number and level of athletes?			
		Were basic logistical needs identified on the practice plan? (e.g., facilities, equipment)			
		Was the practice plan organized into main segments that included an introduction, a warm-up, a main part, a cool-down, and a conclusion?			
		Was the duration of the practice and each practice segment identified?			
		Did the practice plan include a list of key factors or teaching points that relate to the overall goal?			
	EAP	Did the EAP identify the location of telephones and emergency telephone numbers?			
		Did the EAP provide directions for how to reach the facility?			
		Did the EAP identify a 'charge person' and 'control person.'			
		Were the roles and responsibilities of the 'charge person' and 'control person' identified?			
		Did the EAP describe how to respond to an injury that needed medical attention?			
	Type of Activity	Were practice activities effectively described (diagrams, explanations, key points)?			
		Was enough time allotted for planned activities to develop goal skills or tactics?			
		Did the practice plan include activities appropriate to athlete developmental level and contribute to skill development?			
		Were key factors (teaching points) identified for each practice activity?			
		Was duration of each practice activity identified on practice plan and were they consistent with NCCP growth and development principles?			
		Did planned activities reflect awareness of and controls for potential risk factors?			
		Were planned activities purposeful and linked to overall practice goal?			
		Were practice activities effectively described (e.g., diagrams, explanations)?			

Outcome	Criteria	Evidence of Achievement	Yes	No	
Supporting Athletes in Training (Evaluated during the practice)	Safety	Was sport-specific equipment checked before practice?			
		Before starting individual training session, did coach inspect training area for safety risks?			
		Are coach and staff trained in first aid? Is staff qualified to treat sparring-related injuries?			
		Were emergency phone numbers located near emergency phones?			
		Does the coach have basic medical profiles of athletes? (Allergies, medications, etc.)			
		Is an appropriately stocked first aid kit available?			
		Were instructions to direct EMS to training site near phone and emergency numbers?			
		Were locations of emergency exits clearly marked?			
		Are emergency phone numbers located near emergency phones?			
	Structure and Organization	Was the coach appropriately dressed?			
		Was the equipment available and ready for use?			
		Did the practice have clear practice segments, including appropriate warm-up, main segments, and cool-down?			
		Did the coach have a practice plan readily available?			
		Were goals outlined in the practice plan achieved?			
		Were breaks provided for recovery and hydration?			
		Did the practice have a clear timeline for activities and drills, and was activity time maximized?			
		Did the coach optimize use of space and equipment?			
		Did the practice activities contribute to development of skills or tactics?			
	Coach Intervention	Did explanations identify 1-3 key learning points?			
		Were demonstrations used, and were athletes in optimal position to see and hear?			
		Was feedback positive, specific, and communicated to both individuals and the group?			
		Did the coach maintain a positive outlook and acknowledge the athletes' needs and thoughts?			
		Did the coach use respectful language when providing verbal interventions?			
		Did feedback and instruction clearly identify <i>what</i> and <i>how</i> to improve?			
		Did the coach constructively reinforce athletes' effort and performance?			
		Were athletes made aware of behaviour expectations and were these appropriately reinforced during the practice?			
	Analyzing Performance	Detect	Did the coach move around practice environment to observe skills from optimal vantage points		
			Could the coach identify the key factor that directly impacted performance?		
Could the coach identify all potential causes of skill error as outlined in reference model?					
Did the coach detect discrepancies between observed performance and reference model?					
Correct		Did the coach use adequate demonstrations to model correct performance?			
		Were skill/performance corrections prescriptive (emphasize how to improve, not just what to improve)?			
		Did the coach make specific corrections that identified <i>how</i> to improve performance?			
		Were identified corrections consistent with the referent model?			
		Were appropriate drills and or activities prescribed that helped the athlete to correct performance?			

### Appendix 5 - NCCP Competition – Introduction: Competition Intervention Strategies

Coach			CC Number	C	C					
	Surname		First Name							
<b>Supporting the Competitive Experience</b>										
<b>Timeline of Competition/Training Events and Coaching Actions</b>										
Indicate time of major events (Scoring/Substitution/Major stoppages/Injuries) in matches and identify coaching actions using the following codes:										
M	Motivation -positive			CS	Communicates with spares					
SP	Scold or punish			CM	Communicates with coaches/ managers					
TT	Technical/tactical feedback			CR	Communicates with referee					
NI	No intervention			MP	Manages players (substitutions)					
Time	Event	Coach Action		Time	Event	Coach Action				
<b>Evaluator</b>										
Signed					Date					

# 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:  
physical, mental/emotional, and social.

**Take a stand** against doping and cheating in sport.

**Thirst for knowledge**  
attend coaching courses, get certified, stay up to date.

**Brought to you by**  
the Coaching Association of Canada [www.coach.ca](http://www.coach.ca)



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