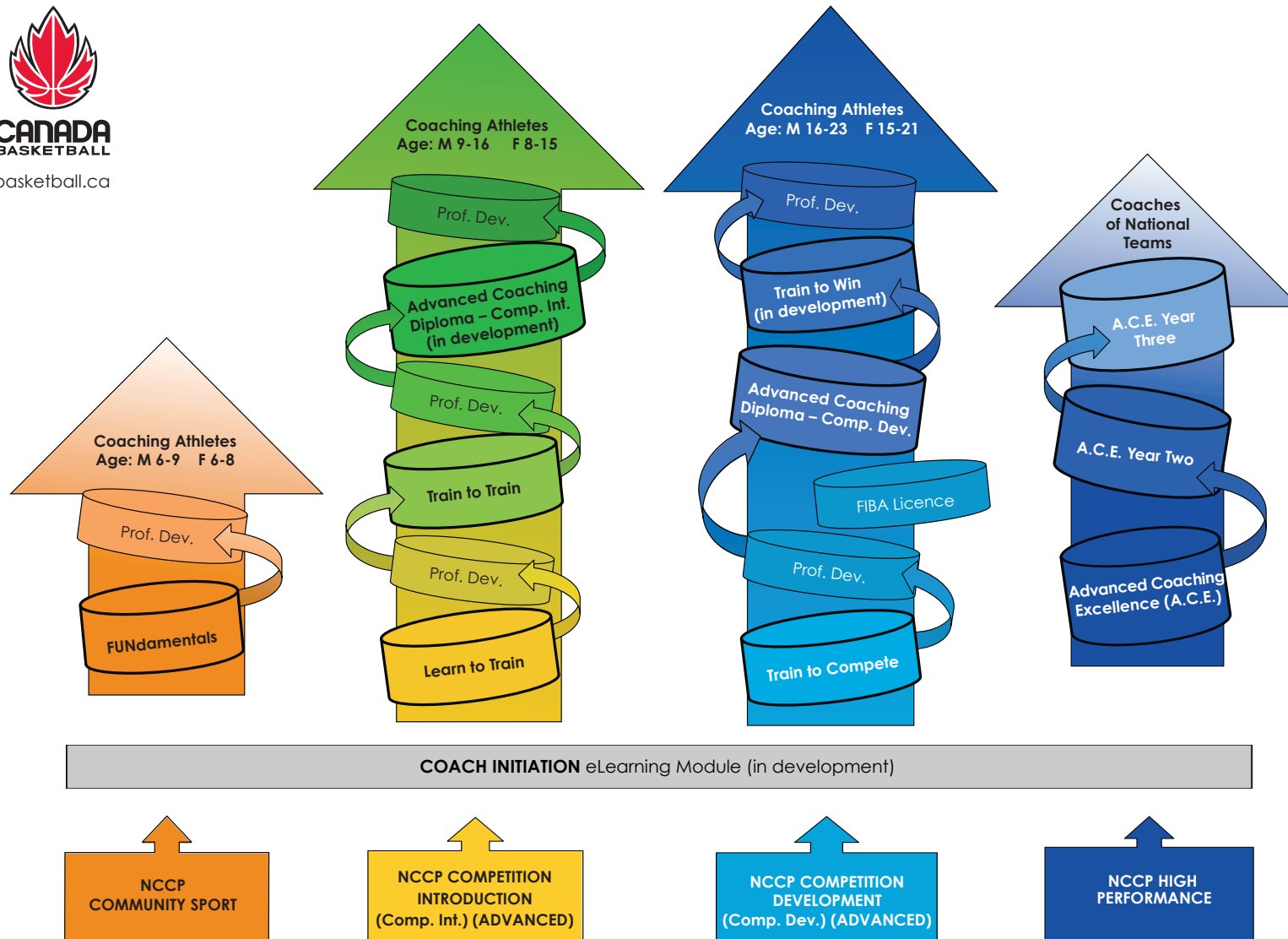


NCCP – COMPETITION INTRODUCTION LEARN TO TRAIN: COACH PORTFOLIO



CANADA
BASKETBALL





Canada Basketball NCCP Coach Education Model

TABLE OF CONTENTS

Introduction.....	4
TASK 1: Coach Profile	5
TASK 2: Coach Self-Assessment Form	8
TASK 3: Parent Assessment Form.....	11
TASK 4: Association Assessment Form.....	14
TASK 5: Participant Assessment Form	17
TASK 6: Design an Emergency Action Plan (EAP)	19
What's in an EAP?	19
Sample Emergency Action Plan	21
TASK 7: Create a Referent Model.....	23
Analyze Performance Referent Model - Framework	25
TASK 8: Complete Practice Plans.....	27
The Structure of a Practice.....	29
Practice Planning Checklist	31
Basketball Practice #1	32
Basketball Practice #2	33
Task 9: Complete Make Ethical Decisions (MED) On-line	34
Task 10: Building Character	34
Task 11: Coach Action Steps.....	39
Task 12: Contact your P/TSO	40
Appendix 1	41
Appendix 2.....	42
Appendix 3.....	43
Appendix 4.....	44
Appendix 5.....	47
Appendix 6.....	48
Appendix 7.....	50
Appendix 8.....	52
Appendix 9.....	53
Appendix 10.....	55

Introduction

Congratulations on taking the first step towards achieving certification as an Introduction to Competition Coach. As a first step in the certification process, you will be required to complete the COACH PORTFOLIO. The completed portfolio must be submitted to your evaluator. The following diagram illustrates the steps you must take.

STEP 1	STEP 2	STEP 3	STEP 4
Register for Introduction to Competition certification through the provincial website, by contacting your P/TSO, or through Game Plan.	Complete the requirements of the Portfolio and send to P/TSO Evaluator through Game Plan.	Engage in formal observation of a practice session upon approval from Evaluator.	Engage in debrief with Evaluator and Action Plan for further coaching initiatives.

The purpose of this portfolio is to:

1. Provide you with an opportunity to demonstrate certain coaching competencies.
2. Share ideas and concepts with other coaches.
3. Develop an action plan for future development.

The portfolio will require you to complete the following tasks:

1. Coach Profile
2. Coach Self-Assessment Form
3. Parent Assessment Form
4. Association Assessment
5. Participant Assessment
6. Complete an Emergency Action Plan
7. Complete a Referent Model
8. Complete Practice Plans
9. Complete Make Ethical Decisions On-line Evaluation
10. Build Character
11. Action Steps
12. Arrange for a debrief with Evaluator

Instructions for each of these tasks are included in the portfolio. The standards for the evaluation are included in the Appendix, identifying an evaluation matrix for each coaching outcome.

TASK 1: Coach Profile

Name					NCCP #										
	Surname		First Name												
Address															
	Apt.	Street													
	City			Province			Postal Code								
Phone	()			()			()								
	Home			Business			Fax								
E-mail															
Best time for Evaluator to contact for a debrief _____ Number to contact _____															
Number of years coaching															
Primary context of athlete coached															
Name of Club / School															
Association															
Previous involvement in sport (player, referee, administrator)															

Context Description







Number of Athletes		Number of practices before first competition	
Youngest Athlete's Age		Average length of practice time	
Oldest Athlete's Age		Number of practices / week	
Number of practices in the season		Starting date	
Number of competitions in the season		Ending date	

Portfolio Checklist

Item	Yes	Item	Yes
Task 1: Coach Profile completed		Task 7: Complete a Referent Model	
Task 2: Coach Self-Assessment completed		Task 8: Complete Practice Plans	
Task 3: Parent Assessment completed		Task 9: Complete Make Ethical Decisions On-line Evaluation	
Task 4: Association Assessment completed		Task 10: Build character	
Task 5: Participant Assessment completed		Task 11: Action Steps	
Task 6: Complete Emergency Action Plan		Task 12: Contact Evaluator	

Your Coaching Philosophy

Place an (X) on the arrow to indicate where on the continuum your coaching philosophy falls on the following issues. Then, give specific examples (2) to validate how you demonstrate these qualities in your coaching. If you fall in the middle, show how you balance the two ends.

Development		Winning
<p style="text-align: center;">Examples</p> <p>1.</p> <p>2.</p>		
Global player		Specialized
<p style="text-align: center;">Examples</p> <p>1.</p> <p>2.</p>		
Equal participation		Top players play
<p style="text-align: center;">Examples</p> <p>1.</p> <p>2.</p>		
Conceptual in nature		Set plays
<p style="text-align: center;">Examples</p> <p>1.</p> <p>2.</p>		
Youth sport should be fun		Sport must be serious
<p style="text-align: center;">Examples</p> <p>1.</p> <p>2.</p>		
Multi-sport participation		Specialization in one sport
<p style="text-align: center;">Examples</p> <p>1.</p> <p>2.</p>		

TASK 2: Coach Self-Assessment Form

This assessment form is to be completed by the coach after having completed his/her season.

Coach Name		
	Surname	First Name

For each item listed below, use the following rating scale:

1 Strongly Disagree (SD)	2 Disagree (D)	3 Agree (A)	4 Strongly Agree (SA)
--------------------------------	----------------------	-------------------	-----------------------------

Rate each statement below by placing an X in the appropriate box to the right.		SD	D	A	SA
1	I ensured that the practice environment had minimal safety risks.	1	2	3	4
2	I responded to injuries that occurred during practice.	1	2	3	4
3	I ensured that practice stayed on time and did not go over expected timelines.	1	2	3	4
4	I used activities that were too challenging and/or dangerous for the athlete's level of development.	1	2	3	4
5	I provided specific goals for the athletes to achieve during practice.	1	2	3	4
6	I assisted the athletes in developing positive values and behaviors that could be used in other areas of their lives.	1	2	3	4
7	I ensured that all equipment was available and ready to use.	1	2	3	4
8	I scolded and punished athletes when not performing to expectations.	1	2	3	4
9	I provided positive feedback that helped the athletes to improve.	1	2	3	4
10	The athletes had fun.	1	2	3	4
11	The athletes' fitness level improved by taking part in this program.	1	2	3	4
12	The athletes have the ability and desire to play next year.	1	2	3	4
13	I held a pre-season meeting with the parents.	1	2	3	4
14	I plan to coach next season.	1	2	3	4

Please answer the following questions:

1. What is the best lesson(s) you learned about coaching children at this stage of development that you would share with other coaches?
2. Give an example of one of the best activities/drills you did with the players. Show how you modified this activity:
 - a) Work on an ability (fundamental movement such as speed, balance, co-ordination, agility, etc.)
 - b) How you loaded the drill (physically, mentally, emotionally) to move the players to a higher stage of skill development.
3. What is one thing you would change if you had to do over?

4. In what areas do you require information to assist you in becoming a better coach?

5. If you have decided *not* to coach next year, what is the reason for your decision?

TASK 3: Parent Assessment Form

This assessment form is to be completed by a parent of one of the participants who would have experienced your working with the children. This form must be submitted as part of the coaching portfolio.

Coach Name		
	Surname	First Name

Number of times you witnessed the coach working with the children: _____

For each item listed below, use the following rating scale to rate the coach candidate.

1 Strongly Disagree (SD)	2 Disagree (D)	3 Agree (A)	4 Strongly Agree (SA)
--------------------------------	----------------------	-------------------	-----------------------------

Rate each statement below by placing an X in the appropriate box to the right.		SD	D	A	SA
1	The coach ensured that the practice environment had minimal safety risks.	1	2	3	4
2	The coach responded to injuries that occurred during practice.	1	2	3	4
3	The coach ensured that practice stayed on time and did not go over expected timelines.	1	2	3	4
4	The coach used activities that were too challenging and/or dangerous for the athletes' level of development.	1	2	3	4
5	The coach provided specific goals for the athletes to achieve during practice.	1	2	3	4
6	The coach assisted the athletes in developing positive values and behaviors that could be used in other areas of their lives.	1	2	3	4
7	The coach ensured that all equipment was available and ready to use.	1	2	3	4
8	The coach scolded and punished athletes when not performing to expectations.	1	2	3	4
9	The coach provided positive feedback that helped the athletes to improve.	1	2	3	4
10	The athletes had fun.	1	2	3	4
11	The athletes' fitness level improved by taking part in this program.	1	2	3	4
12	The athletes have the ability and desire to play next year.	1	2	3	4
13	The coach held a parent meeting at the beginning of the program.	1	2	3	4

Please answer the following questions:

1. The one thing I liked the most about the coach was his/her ability to...?
2. An area in which the coach could improve in his/her ability to...is...?
3. In what area(s) did the players improve?

4. The best activity the children did was...?

5. How did the coach ensure the players had fun?

Parent		
Print Name	Sign Name	Date

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

TASK 4: Association Assessment Form

This assessment form is to be completed by someone from your association who has witnessed you coaching the players during the season. This form must be submitted as part of the coaching portfolio.

Coach Name		
	Surname	First Name

Number of times you witnessed the coach working with the children: _____

For each item listed below, use the following rating scale to rate the coach candidate.

1 Strongly Disagree (SD)	2 Disagree (D)	3 Agree (A)	4 Strongly Agree (SA)
--------------------------------	----------------------	-------------------	-----------------------------

Rate each statement below by placing an X in the appropriate box to the right.		SD	D	A	SA
1	The coach held a parent meeting at the beginning of the program.	1	2	3	4
2	The coach had a good working relationship with the parents.	1	2	3	4
3	The coach engaged others to assist in running the program.	1	2	3	4
4	The coach ensured that the practice environment had minimal safety risks.	1	2	3	4
5	The coach responded to injuries that occurred during practice.	1	2	3	4
6	The coach ensured that practice stayed on time and did not go over expected timelines.	1	2	3	4
7	The coach provided specific goals for the athletes to achieve during practice.	1	2	3	4
8	The coach assisted the athletes in developing positive values and behaviours that could be used in other areas of their lives.	1	2	3	4
9	The coach met the goals set down by the association at the beginning of the season.	1	2	3	4
10	The coach was not able to meet the deadlines set by the association.	1	2	3	4
11	The coach was able to complete the administrative requirements set down by the association.	1	2	3	4
12	The athletes had fun.	1	2	3	4

Association Member		
Print Name	Sign Name	Date
Role in association:		

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

TASK 5: Participant Assessment Form

This assessment form is to be completed by two players who participated on the team this past season. These forms must be submitted as part of the coaching portfolio.

Coach Name		
	Surname	First Name

Please complete the following questions:

1. The one thing I liked the most about the coach was his/her ability to...?
2. What lessons did you learn from playing basketball that you can use in other areas of your life?
3. In what area(s) did you improve as a player?

4. The best activity that we did this year was...?

5. How did the coach ensure the players had fun?

6. How could the program improve to help players next year?

Player		
Print Name	Sign Name	Date

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

TASK 6: Design an Emergency Action Plan (EAP)

This task requires you to design an emergency action plan for the basketball gym in which you coach. An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

What's in an EAP?

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of its EAP.

An EAP can be simple or elaborate, but should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in the event you need to use a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, and ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate in advance a "call person" (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

You can use the following templates to assist you in completing this task.

EMERGENCY ACTION PLAN

EMERGENCY PHONE #S	911 Coach: PH: () Coordinator: PH: ()	Checklist <input type="checkbox"/> Location of telephones are indicated (cell or landlines) <input type="checkbox"/> Emergency telephone numbers are listed <input type="checkbox"/> Cell phone, battery well charged <input type="checkbox"/> Change available to make phone calls from a pay phone
FACILITY ADDRESS	Address of facility: Address of nearest hospital:	Directions Provide accurate directions to the site:
CHARGE PERSON	Name: PH: () Alternate 1: PH: () Alternate 2: PH: ()	Roles and Responsibilities <ul style="list-style-type: none"> • Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements • Designate who is in charge of the other participants • Protect yourself (wears gloves if he/she is in contact with body fluids such as blood) • Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding) • Wait by the injured person until EMS arrives and the injured person is transported • Fill in an accident report form
CALL PERSON	Name: PH: () Alternate 1: PH: () Alternate 2: PH: ()	Roles and Responsibilities: <ul style="list-style-type: none"> • Call for emergency help • Provide all necessary information to dispatch (e.g., facility location, nature of injury, what, if any, first aid has been done) • Clear any traffic from the entrance/access road before ambulance arrives • Wait by the driveway entrance to the facility to direct the ambulance when it arrives • Call the emergency contact person listed on the injured person's medical profile
PARTICIPANT INFORMATION	Participant profile information and emergency contact information is attached. (Where?)	
FIRST AID KIT	Location of first aid kit is identified. (Where?)	

Sample Emergency Action Plan

Contact Information

Attach the medication profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers: 9-1-1 for all emergencies

Cell phone number of coach: (xxx) xxx-xxxx

Cell phone number of asst. coach: (xxx) xxx-xxxx

Phone number of home facility: (xxx) xxx-xxxx

Address of home facility: Algonquin Municipal Park
123 Park Lane,
between Chestnut St. and Poplar St.
City, Province/Territory XXX XXX

Address of nearest hospital: Mercy General Hospital
1234 Queen Elizabeth Drive
City, Province/Territory XXX XXX

Charge person (1st option): Suzie Chalmers (coach)

Charge person (2nd option): Joey Lemieux (assistant coach)

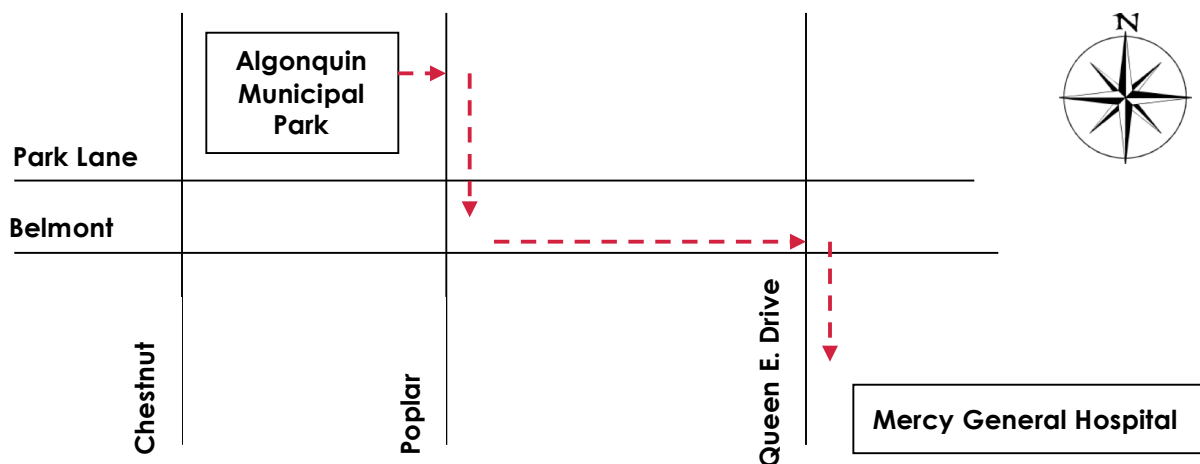
Charge person (3rd option): Angela Stevens (parent, usually on site)

Call person (1st option): Brad Fontaine (parent, cell xxx-xxxx)

Call person (2nd option): Sheila Lachance (parent, cell xxx-xxxx)

Call person (3rd option): Stefano Martinez (parent, cell xxx-xxxx)

Directions to Mercy General Hospital from Algonquin Municipal Park:



Medical Information

PLEASE PRINT CLEARLY

Athlete Name					
Birth Date	(dd/mm/yy)	Age		Male <input type="checkbox"/>	Female <input type="checkbox"/>
Address					
	Street				
	City	Province	Postal Code		
Medicare Number					

Parent's Name					
Address					
	Street				
	City	Province	Postal Code		
Phone #'s					
	Home	Work	Cell		

Family Doctor		
	Name	Phone

Health History

Allergies	Yes <input type="checkbox"/> No <input type="checkbox"/>
Asthma (Respiratory)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Blackouts/Fainting	Yes <input type="checkbox"/> No <input type="checkbox"/>
Chest pain	Yes <input type="checkbox"/> No <input type="checkbox"/>
Diabetes	Yes <input type="checkbox"/> No <input type="checkbox"/>
Epilepsy	Yes <input type="checkbox"/> No <input type="checkbox"/>
Hearing Disorder	Yes <input type="checkbox"/> No <input type="checkbox"/>
Heart Condition	Yes <input type="checkbox"/> No <input type="checkbox"/>
Recurring Headaches	Yes <input type="checkbox"/> No <input type="checkbox"/>
Seizures	Yes <input type="checkbox"/> No <input type="checkbox"/>
Glasses	Yes <input type="checkbox"/> No <input type="checkbox"/>
Contact Lenses	Yes <input type="checkbox"/> No <input type="checkbox"/>
Injuries (specify)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Medications (specify)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other (including recent surgery)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other:	

Details:

TASK 7: Create a Referent Model

The purpose of this task is to assess your ability to analyze basketball performance by creating a referent model using the worksheet on page 26. The referent model that you create should identify a skill that you normally teach basketball players in the Competition-Introduction context.

The diagram on page 25 entitled “Analyze Performance Referent Model – Framework” describes a decision tree that a coach may consider when detecting and correcting skill error. This diagram provides the basis for creating a referent model, which will have varying degrees of detail depending on the type of sport and context of athlete.

The following steps are provided to assist you in creating a referent model.

Step 1: Identify a Skill

You may be assigned a particular skill by your evaluator, or you may select a skill that is appropriate for the player you are coaching. Indicate the skill in the template and the environment in which you would intend on observing the skill.

Step 2: Identify Outcome

For the skill that you have identified, define the outcome for the intended performance. The outcome broad statement describes the intended performance or expected execution or form. The outcome should define when the skill / tactic is clearly achieved or not achieved.

Step 3: Identify Key Performance Indicators or Factors

For the skill and outcome that you have defined, identify the key performance factors that identify how the outcome could be achieved. The key performance indicators or factors should describe optimal or effective execution of the skill. These indicators or factors are the sport-specific technical or tactical elements that help to describe how the outcome is achieved.

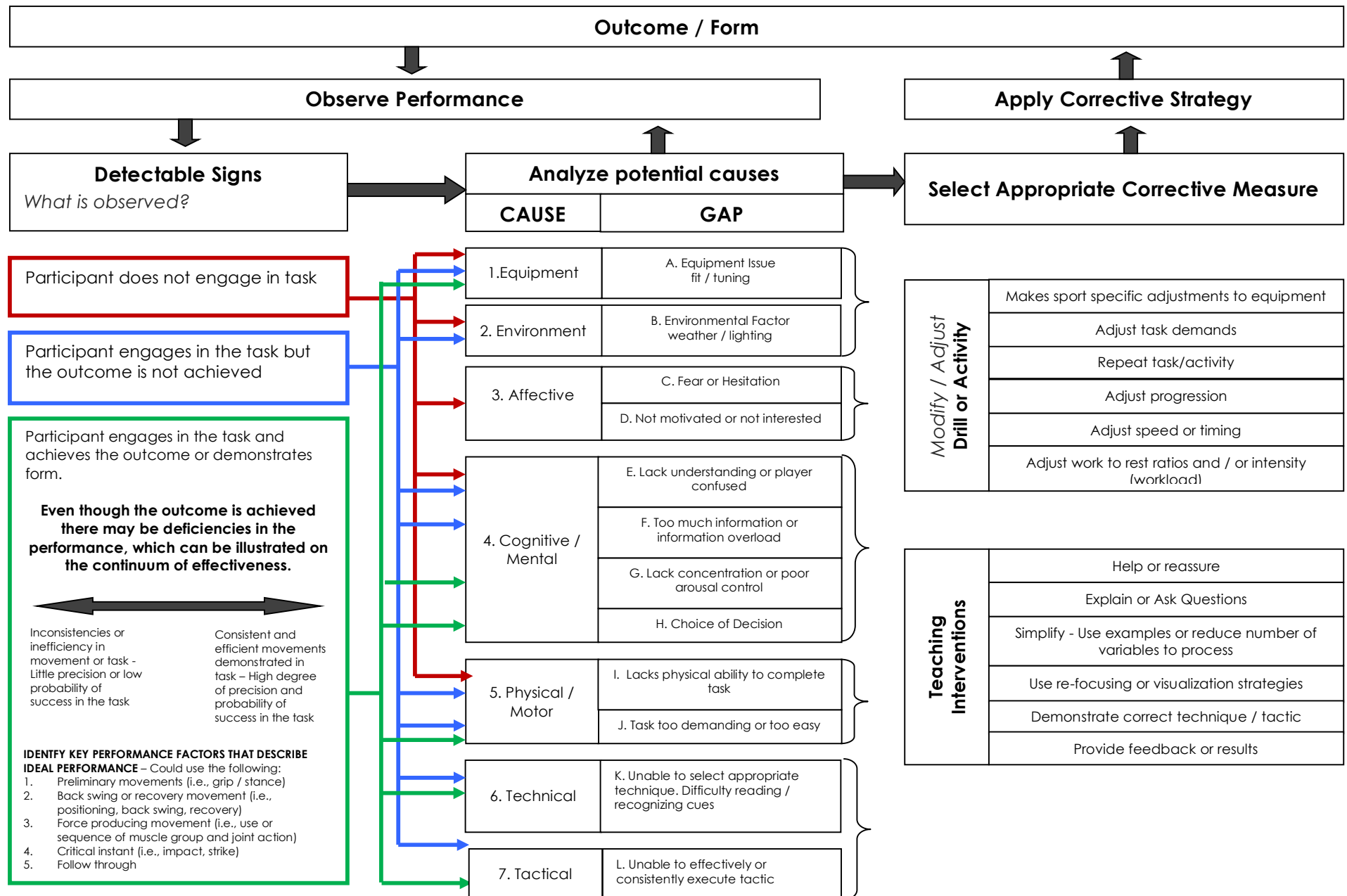
Step 4: Identify Potential Causes and Gaps (Deviations)

In this step, you will be required to prioritize the potential causes of performance error, and identify instances when an intervention may be required. In the column labeled “priority”, indicate using an H=High, M=Medium and L=Low to prioritize each potential cause (Equipment, Environment, Affective, Cognitive/Mental, Physical/Motor, Tactical, Technical). In the column labeled “Key indicators for intervention (GAP)”, identify possible detectable signs that may require an intervention. For each cause, the question is: **When does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?**

Step 5: Identify Common Corrective Measures

In the column labeled “Common Corrective Measures,” indicate the type of intervention that you would implement. This step defines the appropriateness of a correction and whether it actually relates to the potential cause that was observed in the participant's performance. Where appropriate, indicate a common correction for a particular cause that will assist in creating better performance. Corrective measures could be categorized as 1) Teaching Interventions and 2) Activity or Drill Modifications.

Analyze Performance Referent Model - Framework



<i>Sport: Basketball</i>		<i>Context: Competition Introduction</i>	
SKILL		OUTCOME	Key Performance Indicators / Factors
Analysis of Causes	Priority H / M / L	Key indicators for intervention (GAP)	Common Corrective Measures
Equipment Examines sport-specific equipment that could be a limiting factor on the performance. E.g., poor footwear, poor fit, etc.			
Environment Examines any environmental factors that could lead to performance deficiencies? E.g., surface, weather, lighting, etc.			
Affective Examines internal factors that could be related to the performer's perception of the task, performance, or activity. E.g., fear, motivation, interest, etc.			
Cognitive / Mental Examines factors that relate to the performer's thoughts or thought processes that are used to execute a given task or action. E.g., lack of understanding, confusion, choice of decision, concentration, etc.			
Physical / Motor Examines the physical abilities that could have limiting effects on the performance, task, or activity. E.g., strength, stamina, flexibility, etc.			
Technical Examines the intent of the skill execution within the overall strategies that enable successful performance. Asks whether the technique may be too demanding for the technical skills that are required to achieve the outcome.			
Tactical Examines the execution and/or biomechanics of skill execution and identifies specific performance factors/goals that are required to achieve a given outcome.			

TASK 8: Complete Practice Plans

The purpose of this task is to demonstrate your ability to plan a training session. You will be required to submit TWO plans for the portfolio. The plans will be assessed by your Evaluator and you will be given feedback on areas for improvement. These plans will also help the Evaluator determine your readiness for a formal observation. The second practice plan will be the one you will implement at your formal observation. You will be evaluated on your delivery of this plan for certification purposes.

In order to provide objectivity in the evaluation for certification, the coach candidate will be required to plan and implement a practice that teaches a defined skill(s) and uses basketball-specific training methods. The coach should select skill(s) that is/are commonly coached in the Competition-Introduction context. The table below outlines the specific elements that should be in the practice. This table can be used as a guide in planning the basketball training sessions.

Practice Segment	Elements to be Included in the Plan
Introduction	Purpose is to greet athletes and let them know what will be taking place. It should also identify and key safety considerations that could be factored into the practice.
Warm-up / Fundamental Movements	Purpose is to prepare the body for the efforts that will be produced during the main part. This segment of the practice should progress from general fundamental movements into a more basketball-specific warm-up.
Main Part	Purpose is to engage athletes in activities that will help them to improve sport-specific abilities and fitness.
Fundamental Technical Strategy	Key performance measures are identified to assist the athlete in developing the basketball-specific skill(s) that are appropriate for this stage of development.
	Key performance measures are evident that will ensure the athletes' abilities to increase their decision-making abilities on when to use the skill(s).
	Key performance measures should be identified. Modified games approach should be evident to train the skill(s) being emphasized.
Cool Down	Purpose is to begin recovery, and should include appropriate recovery activities or light aerobic work.
Conclusion	Purpose is to debrief and inform about next practice or competition.

Practice #1

This can be for any concept or skill deemed important for the stage of development of your athletes.

Practice #2

This is the practice at which you will be observed.

- It need only be **one hour** in length.
- Within the main part, you must cover the skill of shooting where you will be working on error detection and correction.
- You need to show how you load a drill.
- Show where decision-making is being developed.
- You will be required to have your up-to-date emergency action plan and medical records on hand.
- You must ensure a safe practice facility.
- You will need time following the practice to debrief with the Evaluator. Maximum of 1 hour.

The Structure of a Practice

Key Elements to Plan in Each Part

Practice Part	Time	Key Elements
Introduction Purpose is to greet athletes and let them know what will be taking place	<i>variable</i> <i>2-3 min</i>	Before practice begins: <ul style="list-style-type: none"> Inspect facilities Organize equipment Greet each athlete Assess the energy level of each athlete At the beginning of practice: <ul style="list-style-type: none"> Review the goals of the practice and the activities planned Give safety instructions specific to the activities planned
Warm-up Purpose is to prepare the body for the efforts that will be produced during the main part	<i>5-10 min</i> <i>8-15 min</i>	General warm-up: <ul style="list-style-type: none"> General exercises or games to loosen muscles and raise body temperature Dynamic movements / movement prep activities that work on developing the core and fundamental movements Specific warm-up: <ul style="list-style-type: none"> Brief activities that athletes already know that mimic the movements of the main part (may even be the same activity, but at lower intensity) A gradual increase in intensity that will not tire the athlete A quick transition between the end of the warm-up, the explanations/instructions given for the first activities of the main part, and the activities themselves
Main part Purpose is to engage athletes in activities that will help them to improve sport-specific	<i>Variable; usually 30-60 min or more</i>	<i>3 or more activities linked in the proper order</i> <ul style="list-style-type: none"> Activities that challenge the athletes so that they can learn and improve while enjoying themselves Athletes engaged most of the time in an activity (i.e., not standing around or waiting in line) Athletes allowed lots of practice for each activity Activities that are adapted to the age, fitness, and ability levels of the athletes and are relevant to the sport

abilities and fitness		
Cool-down Purpose is to begin recovery	5-10 min	<ul style="list-style-type: none"> • A gradual decrease in intensity <i>Recovery activities</i>
Conclusion Purpose is to debrief and inform about next practice or competition	3-5 min	<ul style="list-style-type: none"> • Provide and ask for feedback on what went well and suggest how improvement can be made • Inform about the next practice or competition (e.g., logistics, goals and emphasis) • Lead team cheer • Speak with each athlete before he/she leaves

Structure and Organization

- ☐ The practice is organized and well-structured (introduction, warm-up, main part, cool-down, conclusion).
- ☐ The length of the practice is appropriate for the age and ability level of the participants.
- ☐ Full use is made of available facilities and equipment to achieve the practice goals.
- ☐ The practice includes a variety of activities.
- ☐ Activities are planned so there is minimal waiting time for participants.
- ☐ The transition from one activity to the next is planned in such a way as to minimize the time wasted.
- ☐ Activities are presented in the appropriate order in the main part of the practice.

Choice of the Activities

- ☐ The activities are appropriate to the developmental stage of the participants.
- ☐ The activities are adapted to the skill and fitness level of the participants.
- ☐ The activities have well-defined goals, and the purpose of the tasks involved is clear.
- ☐ The activities are relevant to the sport.

Success and Challenge

- ☐ The activities present reasonable challenges to the participants.
- ☐ The activities are chosen or designed so that the success rate by the participants when performing the task is no less than 70%.

Safety

- ☐ Potential environmental, equipment and facilities, and human risk factors have been considered, and the activities are designed accordingly.
- ☐ An Emergency Action Plan is available.

Basketball Practice #1

Date													
Coach Name							NCCP#:						
	Surname			First Name									
Athlete Information				LTAD Stage					Practice #				
Number of Athletes			Athlete Age Range/Gender				Amount of time			Time in season			
Equipment required													
Athletic abilities emphasized													
Skills emphasized													
Concepts emphasized													
Practice Segment	Time Allocated	Activity						Key points					
Introduction													
Warm-up													
Main Part													
Cool Down													
Conclusion													

Basketball Practice #2

Date																
Coach Name									NCCP#:							
	Surname				First Name											
Athlete Information				LTAD Stage						Practice #						
Number of Athletes			Athlete Age Range/Gender				Amount of time				Time in season					
Equipment required																
Athletic abilities emphasized																
Skills emphasized																
Concepts emphasized																
Practice Segment	Time Allocated	Activity							Key points							
Introduction																
Warm-up																
Main Part																
Cool Down																
Conclusion																

Task 9: Complete Make Ethical Decisions (MED) On-line

The purpose of this task is to verify your familiarity with the NCCP Ethical Decision Making process. You will be required to:

1. Submit verification of successfully completing the MED online evaluation. This evaluation is available on the Coaching Association of Canada website at: www.coach.ca. Upon completion of this online module, you can obtain a copy your "Coach Transcript" from the Coaching Association of Canada website verifying the successful completion of this task. You can obtain your transcript on-line by entering your NCCP Coaching Certification Number.

It is strongly recommended that you take the appropriate training in the Outcome: Make Ethical Decisions prior to engaging in the online evaluation. This module is available through your provincial / territorial coaching association or coordinator. Please contact your evaluator for further information on accessing this training.


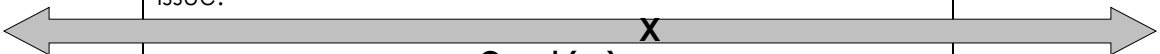
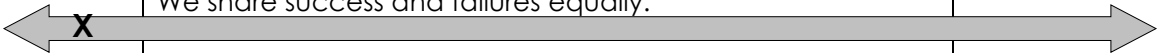
Task 10: Building Character

Canada Basketball and the NCCP strongly believe that sport can build character. This only happens if the coach makes a conscious effort to teach these behaviors to his/her players. This document is to help you as a coach think about what values and behaviors you want you, your players, your assistants, your managers, and team followers to display.

- Choose a behavior that you want your team to display and define it.
- How high of a priority is this value to you? Examples: commitment, responsibility, respect for others, tolerance, doing your best, doing what is right, dealing with adversity, perseverance
- All behaviors occur on the Bell Curve. Too little of the behavior is a weakness. Too much is also a weakness. This is called the "Double Power" of things. Fill in the table describing what it would look like to have too little, too much and just the right amount of this behavior.
- Rank your team (players), coaches, and others on how well you are currently doing with this behavior. Give specific examples to justify your ranking.
- Pick an action(s) step(s) for future improvements and innovations.
- Define who and how people will benefit from this action. If it is only to the benefit of one person or group, you may want to re-evaluate the action.

See the example on the next page.

Building Character: Example

Behavior		
Loyalty – based on the principle of integrity, gratitude and recognition		
Priority <u>High</u>		
Weakness (-) Not enough of the quality	Strength (+) The right amount	Weakness (-) Too much of the quality
Gossip – speak about people behind their backs	Give credit to others Makes use of the “window and the mirror” – give praise to others when things go right Look at yourself first when things go wrong When asked your opinion, you give it honestly. Once the group decision is made, you support it as if it was your own.	Take too much credit for work done by others Others cover up wrong doings under the guise of loyalty
Rank your current effectiveness <div style="text-align: center;">  <p>Team (Players)</p> <p>Example The players are constantly talking behind each others back. I suspect that some of the players are complaining to their parents about the commitment we are asking them to make. They are not able to talk to the coaches about this issue.</p>  <p>Coach(es)</p> <p>Example We meet before the paractice and discuss how we are going to teach. We never disagree in front of the players. We share success and failures equally.</p>  <p>Others (parents)</p> <p>Example I have heard the parents talking about the other players. Even during the game, things are being said that undermines what we as coaches are trying to teach.</p> </div>		
Action Plan Start <input type="checkbox"/> Stop <input type="checkbox"/> Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Maintain <input type="checkbox"/>		

How / When / By Whom

Have a team building session on loyalty next Monday before practice. Use an effectiveness grid to rate ourselves on our current loyalty. Get players to work in groups to define the actions that show loyalty and those that show disloyalty. Choose the top 5 things we want to do as a team. The players will then rate themselves individually on how well they are doing.

Some actions I want them to increase are:

- Giving credit to teammates for making an assist
- Not being so caught up in individual stats
- Not talking about each other so negatively
- Not coming to me complaining about teammates
- Talk to the coaches about team issues (playing time) instead of trying to solve them through their parents

I will monitor their actions over the next couple of weeks and look for the specific behaviors we agree upon. Make a note of the number of times these behaviors occur.

I need to also have a meeting with the parents to educate them on how their “backstabbing” of other players is infecting the team. I will wait until after the team meeting to have this meeting. I will tell the parents of the behaviours the players have agreed upon.

Who Benefits / Rationale

Players ☒ – It will be a more positive environment. Can be more honest with each other. Not afraid to share openly what they really feel. A life lesson they can take with them to other areas of their life.



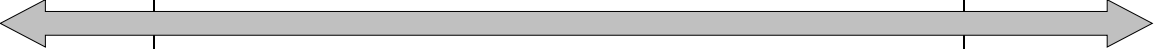
Coach ☒ – We will work together better as a team. Look to see the positive in the players.

Parents ☒ – Will help them understand how this is still a developmental stage that their children are going through. They will better understand their role in that development.

Administrator ☒ – Will not have to field as many calls of people complaining. Will increase trust in our program.

Others ☐

Building Character Table

Behavior (action) _____ Definition or rationale		
Priority ____		
Weakness (-) Not enough of the quality	Strength (+) The right amount	Weakness (-) Too much of the quality
Rank your current effectiveness		
	Team (Players)	
		
	Example	
	Coach(es)	
		
	Example	
	Others	
		
	Example	
Action Plan		
Start <input type="checkbox"/> Stop <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Maintain <input type="checkbox"/>		

How / When / By Whom
Who Benefits / Rationale Players <input type="checkbox"/> Coach <input type="checkbox"/> Parents <input type="checkbox"/> Administrator <input type="checkbox"/> Others <input type="checkbox"/>

Task 11: Coach Action Steps

Taking time for personal reflection of one's experiences is recognized as a great step in personal growth. Reflect on your coaching experience over this past year. Fill out your action steps for future your development.

I intend to **START...**

I intend to **STOP...**

I want to **MAINTAIN...**

I want to **DECREASE ...**

I want to **INCREASE ...**



Task 12: Contact your P/TSO

to arrange a debrief with an Evaluator

Go on the Provincial Basketball website for your province:

1. Register with your P/TSO.
2. You will be required to send your portfolio to the Evaluator ahead of time.
3. Arrange a time for the Evaluator to phone to briefly discuss your portfolio. It can take 10 to 20 minutes to complete.

Note: In some circumstances, the observation can be done by sending a DVD to the Evaluator. This option should be discussed with the Evaluator.

Congratulations on your decision to become a certified Introduction to Competition Coach! Keep checking the Canada Basketball and Game Plan websites or your Provincial/Territorial basketball website for maintenance clinics in your area.

Appendix 1

Coach Assessment and Evaluation: What is the Difference?

Assessment	Evaluation
<p>What is it?</p> <ul style="list-style-type: none"> Assessment is a step in the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome. Assessment is a formative process. Assessment provides information and feedback on the coaches' performance at a given time. It is cross-sectional and context-specific. Assessment may be objective or subjective. 	<p>What is it?</p> <ul style="list-style-type: none"> Evaluation is the process whereby a judgment is made on the ability of the coach to demonstrate one or more outcomes to an established standard. Evaluation is a summative process. Evaluation is cumulative and may require several assessment methods. Evaluation is objective and provides a benchmark.
<p>An Assessor:</p> <ul style="list-style-type: none"> provides feedback and information to coaches based on outcomes and criteria; uses valid and objective assessment tools to gather information on the coaches' performance for a given outcome; makes recommendations to improve coach performance. 	<p>An Evaluator:</p> <ul style="list-style-type: none"> passes a judgment on the coaches' competency in a specific context based on outcomes and criteria that have a defined standard; uses valid and objective evaluation tools that define performance for a given outcome and criterion; if external, has been identified by the NSO to conduct an evaluation of a coach and has not been involved in the training of the coach; grants credits towards certification.
<p>What are the qualities of an Assessor?</p> <p>An Assessor:</p> <ul style="list-style-type: none"> may have context-specific knowledge and experience; has some knowledge of the outcome being assessed; may be an athlete, parent, administrator, or another coach; may also function as a mentor coach. is identified by the P/TSO, according to NCCP and NSO standards. 	<p>What are the qualities of an Evaluator?</p> <p>An Evaluator:</p> <ul style="list-style-type: none"> is considered an "expert" in the context and in the sport; is well versed in the NCCP evaluation standards and process; is a leader in the sport's community of coach; is free of bias and subjectivity; is selected and trained by the NSO, according to NCCP and NSO standards.

Appendix 2

Coach Marking Guide Overview – to be submitted by evaluator to the P/TSO

Coach Name			NCCP #									
	Surname	First Name										
Portfolio Requirements			Submit	Pass	Date (dd/mm/yyyy)							
<input type="checkbox"/> Task 1: Coach Profile												
<input type="checkbox"/> Task 2: Coach Self-Assessment Form												
<input type="checkbox"/> Task 3: Parent Assessment Form												
<input type="checkbox"/> Task 4: Association Assessment												
<input type="checkbox"/> Task 5: Participant Assessment												
<input type="checkbox"/> Task 6: Complete an Emergency Action Plan												
<input type="checkbox"/> Task 7: Complete a Referent Model												
<input type="checkbox"/> Task 8: Complete Practice Plans												
<input type="checkbox"/> Task 9: Complete MED On-line Evaluation												
<input type="checkbox"/> Task 10: Build Character												
<input type="checkbox"/> Task 11: Action Steps												
Pre-observation Checklist				Yes	Date (dd/mm/yyyy)							
Portfolio marked by evaluator (using portfolio task marking tools)												
Portfolio approved by evaluator. Coach candidate is ready for formal observation												
Marked portfolio sent back to coach with feedback.												
Required skills to be assessed during the practice are identified to the coach candidate for observation												
Formal observation procedure sent to coach with evaluation tools.												
Date and time of formal observation confirmed.												
Submitted practice plan is reviewed by the evaluator before beginning of practice												
Pre-observation feedback given to coach to outline role of the evaluator and the process for the observation and debriefing												
Clarify any questions or concerns.												
Certification Approval Checklist				Yes	Date (dd/mm/yyyy)							
Portfolio complete and marked												
Formal observation implemented												
Debrief of coach												
Action Plan												
Administration – Appropriate records and registration forms sent to P/TSO												
Evaluator												
Signed						Date						
Evaluator												
	Surname					First Name						

Appendix 3: Plan a Practice Evaluation Tool

Coach				NCCP#:	C	C							
		Surname	First Name										
Plan a Practice													
	Y/N	Evidence of Achievement		Comments									
Organization		• Goal identified											
		• Date, Time, Location, Athletes?											
		• Logistics identified											
		• Goal consistent to LTAD											
		• Main segments evident											
		• Timeline identified											
		• Key factors identified											
Emergency Action Plan		• Emergency phones											
		• Directions and Map											
		• Medical Profiles											
		• First aid kit											
		• Designated "Charge person" and "control person"											
	Mark	Evidence of Achievement		Comments									
Appropriate Activities		• Activities are described											
		• Appropriate time allotted											
		• Maximize skill development											
		• Activities include key factors											
		• Athletic abilities integrated											
		• Duration consistent with LTAD											
		• Safety identified											
		• Activities link to goal											
		TOTAL POINTS											
Y/N	Planning Element												
	Identifies appropriate logistics for practice												
	Design an emergency action plan												
	Identifies appropriate activities in each part of the practice												
Evaluator													
Signed		Date											
Evaluator Printed Name													

Appendix 4: Practice Evaluation Worksheet

Name: _____ Date: _____ Site: _____				
	Time	Coach actions Communicate, intervention, demo, observe, positioning	Frequency	Comments
Introduction	Start			
	Finish			
Warm-Up	Start (Talk/Activity)			
	Finish			

Name: _____ Date: _____ Site: _____				
	Time	Coach actions Communicate, intervention, demo, observe, positioning	Frequency	Comments
Main Part	Start (Talk/Activity)			
	Finish			

Name: _____ Date: _____ Site: _____				
	Time	Coach actions Communicate, intervention, demo, observe, positioning	Frequency	Comments
Cool Down	Start (Talk/Activity)			
	Finish			
Conclusion	Start (Talk/Activity)			
	Finish			

Appendix 5

Learn to Train

NCCP Competency Template – Intervention Frequency

Intervention Frequency: The purpose of this tool is to track the intervention frequency based on the descriptions that are outlined. The extent of this analysis may be to examine only one segment of the lesson. Consideration may be given to the various types of intervention, however, more volume to be tracked the more difficulty in using the tool. Indicate whether the intervention was to an **individual** (I) or the **team** (T).

Date											
Coach											
Name					NCCP #:						
	Surname		First Name								
Category	Type	Description					Frequency ✓	Total			
Feedback	Evaluative	The coach assesses the quality of the performance. E.g., That's Great, Good Job, Not enough, other motivational prompts.									
	Prescriptive • Repeating • Explaining	The coach tells the participant how to execute the skill the next time. E.g., "Concentrate on creating lifting the ball prior to release."									
	Descriptive • Correcting • Observe what was done right	The coach describes to the participant what they have just done E.g., "You are dropping you right arm". "You had both feet pointing at the target."									
Question	General Question	The coach asks a closed ended question or seeks to clarify understanding. E.g., Do you have any questions? Are you okay?									
	Probe Question	The coach asks open-ended questions or seeks to have participant critically reflect. E.g., What did you think about the movement? What do you think would make it better?									
Non-Verbal	Demonstration	The coach demonstrates skill by giving a model of performance. I.e., self, other participant, video, etc..									
	Kinesthetic or modification • Adapting	The coach intervenes by placing the participant, implement, or body part in a certain position to assist development of movement pattern, or adds guides, adjusts or modifies activity or drill.									
	Body Language	The coach uses non-verbal intervention. E.g., Smile, pointing, etc..)									
COMMENTS:											
Evaluator											
Signed						Date					
Evaluator											
	Surname					First Name					

Appendix 6

Learn to Train
Analyze Performance

The purpose of this tool is to assist an evaluator to gather data on a coaches' ability to analyze performance based on the REFERENT MODEL that has been defined for the skill of **shooting a basketball**. Follow the procedure outlined below:

Indicate the **outcome** of the skill.

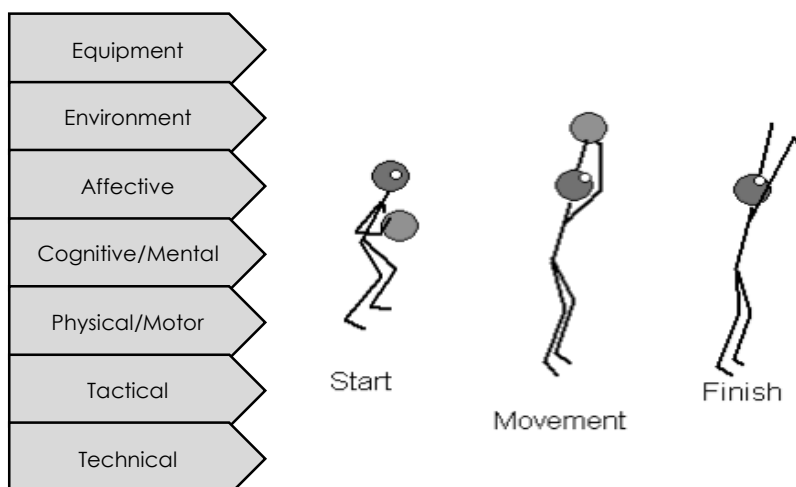
Observe the participant and identify causes of skill errors by placing a "D" (DETECT) in the most appropriate box. Consider affective, cognitive, environment, physical and or technical / tactical causes. Where the main cause is technical, indicate the "D" on the sport specific picture where the main cause of performance is identified.

While observing the participant also observe the coach **and identify corrective interventions made by the coach by indicating a "C" (CORRECTION) in the corresponding box that relates to a corrective measure. Where the correction is technical in nature, indicate a "C" on the sport specific picture where the correction was intended. If the corrective measure involved a modification to the activity, indicate a "C" in the box below the potential cause.**

Error Detection Correction

Date										
Coach										
Name				NCCP#:						
	Surname		First Name							
Outcome: Analyze Performance										
SKILL										
OUTCOME										

Notes



Indicate the three main key factors identified in the athletes performance.	Use the rankings below to indicate the degree to which the correction benefited the key factors identified by the evaluator
	<p>Consistently wrong correction for detected factors – Did not correct the primary cause of the performance.</p> <p>Good corrections identified for key elements in the detection – Most corrections identified primary cause for performance.</p> <p>Excellent corrections identified for key element in the detection. Good balance of intervention strategies</p>

Appendix 7

Learn to Train NCCP Competency Checklist

Instructions: This checklist is used in a formal observation to identify whether the evidence of achievement were demonstrated.

Outcome	Criteria	Evidence of Achievement	Yes	No
Plan a Practice (Evaluated Prior to Practice)	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?		
	Organization to enhance learning	Was the participants' age and sex are identified on plan?		
		Did the lesson have a clearly identified goal, consistent with the sport ADM and the actual level of the participants?		
		Was the use of facilities and equipment are outlined and did it match lesson goals?		
		Was a timeline for the activities is provided.?		
		Was the duration of overall lesson and each lesson segment is clearly identified, and consistent with athlete abilities and NCCP growth and development principles?		
		Did the selected activities contribute to the development of skill (s) and were they appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)?		
		Did the selected activities reflect awareness of and control for potential risk factors?		
Provide Support to Athletes in Training (Evaluated during the practice)	Safety	Was sport specific equipment checked prior to the practice?		
		Prior to beginning of individual training session, did the coach inspect the training area for safety risks?		
		Are the coach and staff trained in first aid? Is staff qualified to treat sparring related injuries?		
		Were emergency phone numbers located in proximity of the emergency phones?		
		Does the coach have basic medical profiles of athletes? (Allergies, medications, etc...)		
		Was there an appropriately stocked first aid kit?		
		Were coaches able to direct EMS to training site in close proximity to the telephone and emergency numbers?		
		Were the locations of the emergency exits clearly marked?		
		Are emergency phone numbers located in proximity of the emergency phones?		
	Structure	Was the coaches appropriately dressed?		
		Was the equipment is available and ready to use?		

		Did the practice have clear practice segments, including an appropriate warm-up, main segments, and a cool-down?		
		Did the coach have the practice plan readily available?		
		Were the goals outlined in the practice plan achieved?		
		Were breaks are provided for recovery and hydration?		
		Did the practice have a clear timeline for activities and drills, and was activity time is maximized?		
		Did the coach utilize of space and equipment in an optimal fashion?		
		Did the practice activities contribute to the development of skills or tactics?		
	Coach Intervention	Did the explanations identify 1–3 key learning points?		
		Were demonstrations used, and were participants in an optimal position to see and hear?		
		Was feedback is 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 uses respectful language when providing verbal interventions?		
		Did the feedback and instruction that clearly identifies what to improve and how 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?		
Analyze Performance	Detect and Correct	Did the coach move around the practice environment to observe skills from the most optimal vantage points?		
		Was the coach able to select the most critical factor that had a direct impact on performance?		
		Was the coach able to identify all potential causes of the skill error as outline in the referent model?		
		Did the coach detect discrepancies between observed performance and the referent model?		
		Did the instructor use adequate demonstrations to model correct performance?		
		Were the skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve)		
		Did the coach make specific corrections that identified how to improve the performance		
		Were the corrections that were identified consistent to the referent Model?		
		Were appropriate drills and or activities prescribed that helped the athlete to make a correction in performance?		

Appendix 8

Learn to Train Debriefing Template

Date										
Coach Information										
Name					NCCP #:	C	C			
	Surname		First							
Address	Apt.	Street								
	City				Province			Postal Code		
	()				()			()		
Phone	Home				Business			Fax		
E-mail										
Pre-observation	Preparation Checklist					Meeting				
	<ul style="list-style-type: none"> Necessary practice parameters are identified to the coach. Practice plan is made available and evaluated before practice EAP made available and evaluated before practice Evidence required in the practice (evaluation tools) made available to the coach. Pre-observation feedback given to coach to identify possible issues or concerns Date and time of observation confirmed 					<ul style="list-style-type: none"> Discuss process for observation, including evidence sought. Clarify any questions or concerns. Identify goals and objectives and discuss with the coach. Identify the context and logistics – Location in Season, Athlete Development Stage, etc. 				
Debriefing (Reflections and Comments)	Steps in Process									
	1. Opening: Asking key questions									
	<p>Examples:</p> <ul style="list-style-type: none"> How did you feel? What did you think went well and why? What might you have done better and how you would change it? Did you consider other ways to do that? 									
	2. Facilitation: Leading the coach in guided discovery to probe areas for further evidence									
Debriefing (Reflections and Comments)	<p>Examples:</p> <ul style="list-style-type: none"> If [safety situation] occurred, explain what you could have done? I noticed that you did _____. Why did you do that, or what might you have done differently? 									
	3. Closing: Summarizing key points and providing feedback									
	<p>Examples:</p> <ul style="list-style-type: none"> Overall I thought that you did _____ well. You may want to consider trying _____ in the future. I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice. 									

Appendix 9

Learn to Train NCCP Competency Overview

Instructions: This evaluation is used following a debrief to provide a global evaluation of each criterion. Use the rating system described below to rate the attainment of each criterion in the table.

Commitment	Competency			
	Criteria Rating	⊗ Low Limited demonstration of evidences for evaluation criterion	☹ Moderate Demonstrates enough evidences for evaluation criterion but may lack quality or consistency	😊 High Demonstrates all evidences for evaluation criterion with quality and consistency
	😊 High - Clearly understands what is needed to achieve criterion and demonstrates a willingness to further coach competency.	H Points = 3	I Points = 4	J Points = 5
	☹ Moderate – Accepts that achievement of criterion will benefit coaching, but may be hesitant or not know how to implement changes in coaching.	E Points = 2	F Points = 3	G Points = 4
	⊗ Low – Little understanding about how evaluation criterion can be achieved and demonstrates little interest in furthering coach competency.	A Points = 1	B Points = 2	C Points = 3

Rate the following criterion based on the matrix above by indicating the letter (A-J) that corresponds to the appropriate competency and commitment. Indicate the corresponding score.

Outcome: Provide Support to Athletes in Training		
Criteria	Rate	Score
Ensure that the practice environment is safe		
Implement an appropriately structured and organized practice		
Make interventions that promote learning		
Outcome: Plan a Practice		
Organize a series of lesson activities into a plan that enhances the learning of one or more skills		
Designs an emergency action plan		
Outcome: Analyze Performance		
Detects performance errors		
Corrects performance errors		

Comments:

Appendix 10



Learn to Train
NCCP Coach Observation – Action Plan

Criteria Evaluated		Rank (NI, ME, EE)	Check E = Successful evaluation N=Not ready
Plan a practice - Organization to enhance learning			
EAP			
Provide Support to Athletes in Training Safety			
Structure and Organization			
Coach Intervention			
Analyze Performance Detect and Correct			
MED - Validation of on-line			
Action Planning (Next Steps)	NEEDS IMPROVEMENT Identify what the coach needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.		
	MEETS EXPECTATIONS Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.		
	EXCEEDS EXPECTATIONS In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in coaching.		
Evaluator			
Signed		Date	
Coach		NCCP#:	
Signed		Date	
Evaluator	Surname		First
Phone	() () ()		() () ()
	Home	Business	Fax
E-mail			



National
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