



# TAEKWONDO CANADA

## Performance Coach Entry Portfolio

### Competition-Development



National  
Coaching  
Certification  
Program



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## Revision History

Revision	Date	Comments
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National  
Coaching  
Certification  
Program



## PARTNERS IN COACH EDUCATION

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

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## Introduction

Congratulations for embarking on the first steps to becoming a Performance Coach in Taekwondo Canada's National Coaching Certification Program. As a first step in the certification process you will be required to complete the PERFORMANCE COACH ENTRY PORTFOLIO. The completed portfolio must be submitted to Taekwondo Canada prior to engaging in the Performance Coach Program.

The purpose of this entry portfolio is to:

1. Provide you with an opportunity demonstrate certain coaching competencies.

AND

2. Allow you to demonstrate your readiness for engaging in the Performance Coach Competition Development context.

The entry portfolio will require you to complete the following tasks:

Task 1 – Leadership Challenge (Portfolio Module)

Task 2 – Managing Conflict (CAC online)

Task 3 – Leading Drug Free Sport (CAC online)

Task 4 – EAP – Away Camp/Competition (Portfolio Module)

Task 5 – Comp-Dev MED (CAC online evaluation)

Task 6 - Making Head Way (Concussion Training – CAC online)

Instructions for each task are included. If you do not feel that you are ready to complete the task, specific training workshops will be made available to assist you in gaining this training and experience. Contact Taekwondo Canada, or your evaluator about clinics in your area.

## Performance Coach Profile

Name			CC	
	Surname	First Name	number:	
Address				
	Apt.	Street		
	City	Province	Postal Code	
Phone	( )	( )	( )	
	Home	Business	Fax	
E-mail				
Number of years coaching				
Primary context of athlete coached				
Name of Club				
Head Coach				

## Coaching Context Description

Number of Athletes		Average practice time	
Youngest Athlete Age		Number of practices / week	
Oldest Athlete Age		Number of weeks per year	

## Code of Conduct – Coach to Sign

It is expected that every NCCP accredited coach, instructor, learning facilitator and evaluator will read, understand, and sign the following Code of Conduct:

### **Preamble**

In my role as Instructor, Coach, Learning Facilitator or Evaluator LF/Evaluator having engaged in National Coaching Certification Program (NCCP) for Taekwondo Canada, I, \_\_\_\_\_, expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the removal of designated qualifications or suspension.

### **Code of Conduct**

I shall:

#### ***Training***

1. Successfully participate in all NCCP training and evaluation components and be granted appropriate accreditation for NCCP events that I engage. (i.e. Coach Pathway).

#### ***Goals and Key Personnel Support***

2. Align with the common goals and objectives of the Taekwondo Canada as they service the membership at large.
3. Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.
4. Support key personnel and systems of the NCCP and partner organizations (CAC, Sport Canada, Provincial/Territorial Governments, NSOs).

#### ***CAC Code of Ethics***

5. Demonstrate ethical behaviour at all times and commit to the CAC Code of Ethics.
6. Attend all required professional development and continuously seek to improve personal abilities and performance on a regular basis.

#### ***Behaviour***

7. Exhibit exemplary professional behaviour at when performing duties with coaches, parents, athletes and participants in taekwondo.
8. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.



9. Place the best interest of the coaches, athletes, parents and participant that I interact in accordance to LTAD recommendations and ahead of my personal interests.

### ***Harassment***

10. Refrain from all forms of harassment: Physical, emotional, mental, or sexual.
11. For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:
- a. The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;
  - b. Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:
    - i. Are offensive and unwelcome,
    - ii. Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or teammates.

### ***Responsibility***

If there is disagreement or misalignment on issues, it is the responsibility an NCCP accredited Instructor, Coach, Learning Facilitator or Evaluator to seek alignment with the objectives, goals and directives of Taekwondo Canada.

Please be advised that the Taekwondo Canada board will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

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

---

Name (Please print)

---

Signature

---

Date

## Performance Coach Entry Portfolio Assessment Checklist

Date			
Coach			CC number:
	Surname	First Name	

	Portfolio Requirements	Check	Date (dd/mm/yyyy)
Evaluation Tasks	Task 1: Leadership Challenge (Coach Portfolio – Comp-Dev Multi-Sport Module: Coaching and Leading Effectively)		
	Task 2: Managing Conflict (CAC Online Evaluation / Comp-Dev Multi-Sport Module: Managing Conflict)		
	Task 3: Leading Drug Free Sport (CAC online evaluation / Comp-Dev Multi-Sport Module: Leading Drug Free Sport)		
	Task 4: Emergency Action Plan (Away – Camp/ Competition)		
	Task 5: Competition Development MED (CAC online evaluation)		
	Task 6: Making Head Way - Concussion Awareness – (CAC online training)		
Note: In order for coaches to complete the online evaluation they must complete prior training. The above modules are required in order to be accepted into the Performance Coach program.			

## Portfolio Marking Checklist

Check	Evidence of Achievement	Comments
Leadership Challenge	Clear Message	
	Adheres to NCCP Code of Ethics	
	Adheres to TC Code of Conduct	
	Clear purpose	
	Identify Values	
	Include Leadership Style	
	Communicated to others	
	Identifies Vision and Mission	
	Organizational alignment or conflict	
	Resolve Values based conflict	
Emergency Action Plan	Has EAP for Training or Competition (Away)	
	Medical Profiles	
	First Aid Kit	
	Charge and Call Person	
	Telephone / Cell phone	
	Directions	
	Has Away EAP	
	Updated medical profiles	
	Organized and Secure Medical profiles	
	Checklist of First Aid Items	
Procedures to implement		
Rank (NI, MS, ES)	Criteria	
	Develop strategies to address and resolve conflicts in sport	
	Take appropriate measures to promote drug free sport	
	Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	
	Apply 6 step ethical decision-making process	
	Design an Emergency Action Plan (Away – Camp/Competition)	
Evaluator		
Signed		Date
Evaluator		
	Surname	First Name

*Evaluators MUST NOT recommend any coach as a Certified if they observe ANY of the following behaviours, as they undermine values of Taekwondo Canada and the National Coaching Certification program.*

- *Any incident of disrespectful, offensive, abusive, racist or sexist comments or behaviours directed towards others, including but not limited to athletes, coaches, officials, administrators, spectators and sponsors.*
- *Repeated unsportsmanlike conduct such as angry outbursts or arguing.*
- *A single physically abusive incident with willful intent to injure.*
- *Activities or behaviours that interfere with a competition or with any athlete's preparation for a competition.*
- *Pranks, jokes or other activities that endanger the safety of others.*
- *Use of techniques or programs that may endanger the safety of others.*
- *Use or promotion of banned performance enhancing drugs or methods.*
- *Willfully and knowingly plagiarizing or copying work from other coaches for the purpose of providing evidence for evaluation.*

*If any of the above actions are observed during the observation, the coach must fail. The incident must be documented and notification sent to Taekwondo Canada. In order to be considered for re-evaluation the coach must initiate an appeal procedure as outlined in the Taekwondo Canada NCCP operations manual*

# Portfolio Tasks

## Task 1 – Leadership Challenge (Coaching and Leading Effectively)

The purpose of the leadership challenge is to assist you in understanding and developing best leadership practices, actions of a leader, dealing with challenges leaders face, philosophy, and a leadership plan.

During the NCCP Coaching and Leading Effectively workshop you would have learned about values, actions, and leadership philosophy. The leadership exercises in this portfolio module will guide you in developing a leadership philosophy and a plan for yourself.

The portfolio also provides you with some reference material that was used during the Coaching and Leading Effectively Multi-Sport Module. If you completed the workshop, you will be able to use the coach workbook as evidence for your portfolio. You should consider refining some of the elements that were covered in the workshop before submitting this for evaluation. You may also integrate learning from the Managing Conflict Multi-Sport Module to further develop your leadership challenge.

### Leadership Challenges Scenarios:

Read through the scenarios below and select one that is most consistent with your current coaching situation and answer the following questions.

#### Scenario #1: Instilling cohesion in your support team

It's the beginning of a new season. Your athletes have progressively developed in their individual events so that the club is a legitimate contender for the national club championship title. You continue to look for ways to support their progress. You have two new assistant coaches; one assistant has coached younger athletes for the past three years, and the second coach is new to the area. You've also been able to find a massage therapist and a strength and conditioning specialist who'll work with you for the first time. You want to make sure that everyone will work well together during the season, especially since this is the largest support team you've ever had.

#### Scenario #2: Rebuilding fundamental skills

You're midway through the early part of the competitive season, where your athletes' goal is to qualify for the national championships. You conclude after studying the videotapes of four athletes that they won't be able to perform at a higher level unless they break down and rebuild their key skills. While most athletes who came up through your club have sound fundamentals, these four athletes have just joined your club.

#### Scenario #3: Blending veterans and rookies

Your club has many unique personalities and a few eccentrics, as well as having a five-year age span. The younger athletes are talented but lack a work ethic; the veterans aren't quite as talented but have a strong work ethic, which has helped them be competitive at the national level. Unfortunately, this year's diversity is creating friction and cliques. You've been taking the approach of coaxing the younger athletes along, knowing that eventually their talent will enable the club to be among the best in the country. Different veteran team members have hinted to you separately that having different sets of rules is creating conflict in the club.

Based on a scenario above identify a change you would like to make. Familiarize yourself with the different leadership practice on pages 14 to 18, then, for each leadership practice, describe one or two actions to take to support making that change using the worksheet below.

**Selected scenario:** \_\_\_\_\_

**The change I would like to make:**

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Leadership Practice: Actions to Take
<b>Model the Way:</b>
<b>Inspire a Shared Vision:</b>
<b>Challenge the Process:</b>
<b>Enable Others to Act:</b>
<b>Encourage the Heart:</b>

## Identifying Your Leadership Challenges

Use the list below to help you think about the challenges you are currently facing as a coach. If you have any challenges that are not on the list, add them to the list.

- ☐ **Absence of internal leadership**
- ☐ **Improving team communication**
- ☐ **Increasing athlete accountability**
- ☐ **Being consistent about commitments throughout the year**
- ☐ **Being consistent about commitments within the team/group**
- ☐ **Dealing with a wide range of ability levels**
- ☐ **Significantly changing tactical philosophy**
- ☐ **Managing parental pressure**
- ☐ **Long-term athlete development**
- ☐ **Replacing a coach**
- ☐
- ☐
- ☐
- ☐

## Leadership Practices

James M. Kouzes and Barry Z. Posner developed a leadership model based on research with over 75,000 individuals in a wide range of leadership roles, formal and informal, about the experiences where they were able to accomplish something extraordinary. Through analysis and ongoing research about individuals' personal-best leadership experiences, Kouzes and Posner discovered a recurring pattern of five leadership practices.

Kouzes and Posner identified a series of behaviours that are present when leaders achieve extraordinary results. They also found that the more frequently leaders used the behaviours associated with each practice, the more effective<sup>1</sup> they were. Their research has been replicated by others, and the original findings have been reinforced.

Although there are five practices, there is no linear sequence in their practice. Leadership requires practising all of these behaviours to various degrees at different times.

The five leadership practices of exemplary leadership and the ten leadership commitments that are “the behaviours that serve as the basis for learning to lead” are presented below.<sup>2</sup>

Five Leadership Practices	Associated Behaviours
<b>Model the Way</b>	<ol style="list-style-type: none"> <li><b>1. Clarify Your Values</b> by finding your voice and affirming shared ideals</li> <li><b>2. Set the Example</b> by aligning actions with shared values</li> </ol>
<b>Inspire a Shared Vision</b>	<ol style="list-style-type: none"> <li><b>3. Envision the Future</b> by imagining exciting and ennobling possibilities</li> <li><b>4. Enlist Others</b> in a common vision by appealing to shared aspirations</li> </ol>
<b>Challenge the Process</b>	<ol style="list-style-type: none"> <li><b>5. Search for Opportunities</b> by seizing the initiative and looking outward</li> <li><b>6. Experiment and Take Risks</b> by constantly generating small wins and learning from experience</li> </ol>
<b>Enable Others to Act</b>	<ol style="list-style-type: none"> <li><b>7. Foster Collaboration</b> by building trust and facilitating relationships</li> <li><b>8. Strengthen Others</b> by increasing self-determination and developing competence</li> </ol>
<b>Encourage the Heart</b>	<ol style="list-style-type: none"> <li><b>9. Recognize Contributions</b> by showing appreciation for individual excellence</li> <li><b>10. Celebrate the Values and the Victories</b> by creating a spirit of community</li> </ol>

<sup>1</sup> Effective refers to the achievement of goals and the satisfaction of followers.

<sup>2</sup> Kouzes and Posner, p. 26.

## Applying the Leadership Practices to Coaching

### Guidelines for Coaches to Model the Way

- ✓ Talk about your coaching philosophy with your athletes and anyone who is part of your team.
- ✓ Check that you do what you say you will do.
- ✓ Look for ways to draw attention to critical values and priorities, and stand by them when challenged.
- ✓ Demonstrate the same behaviours you expect of your athletes.
- ✓ Tell stories about when and how you or your athletes were able to learn something new.
- ✓ Take a personal interest in everything that happens around your athletes and their training and competitive environment.
- ✓ Share training plans so that everyone clearly understands the way ahead.
- ✓ Break training cycles and the skills or strategies to be learned into segments and partial segments.
- ✓ Use photographs, videos, images, and demonstrations that show the ideal or target performance.
- ✓ Ask for volunteers who are willing to show others how something is done.
- ✓ Establish and maintain traditions.
- ✓ Emphasize the benefits of making sacrifices or doing things for the good of the group.
- ✓ Focus on producing small wins along the way; it builds your athletes' confidence and strengthens their commitment to long-term goals.

### Guidelines for Coaches to Inspire a Shared Vision

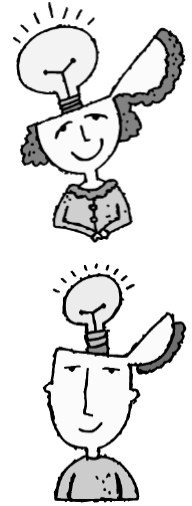
- ✓ Speak from your heart.
- ✓ Be clear about your purpose for coaching.
- ✓ Talk with energy about your and your athletes' goals and aspirations.
- ✓ Enthusiastically endorse your athletes' belief in their ability to achieve their potential.
- ✓ Trust your intuition.
- ✓ Test your assumptions constantly.
- ✓ Study what others are saying about the future of your sport and coaching methods.
- ✓ Develop your interpersonal skills so you can relate easily to others.
- ✓ Always speak positively and point out the positive aspects of any situation.
- ✓ Translate intangible ideas into pictures and metaphors.
- ✓ Use visualization and rehearsal.
- ✓ Listen, listen, and listen.





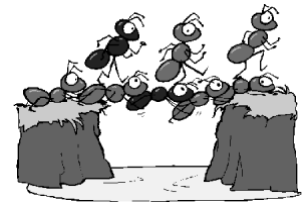
### Guidelines for Coaches to Challenge the Process

- ✓ Examine all possibilities for improving training, equipment, strategy, tactics, competition rituals, etc.
- ✓ Question accepted practices.
- ✓ Learn about successful athletes, teams, organizations, leaders, and coaches.
- ✓ Schedule opportunities for your own learning.
- ✓ Assign athletes or support team staff to search out new ideas.
- ✓ Make it safe for athletes and others on your coaching team to try new ideas.
- ✓ Shake up normal routines.
- ✓ Treat every new challenge as an adventure.
- ✓ Look outside your sport for interesting ideas.
- ✓ Work with ideas that may initially sound strange.
- ✓ Experiment, experiment, experiment.



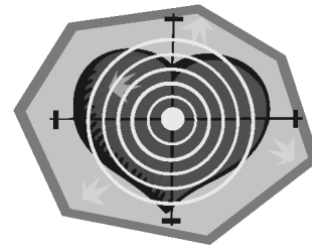
### Guidelines for Coaches to Enable Others to Act

- ✓ Recognize that your ability to lead is based on teamwork, trust, and empowerment.
- ✓ Develop a relationship with your athletes based on trust and confidence so that they are willing to take the risks that result in progress toward their goals.
- ✓ Ensure that athletes and anyone supporting them can learn the skills, strategies, and tactics they need.
- ✓ Involve others in planning and problem solving.
- ✓ Give athletes and others opportunities to influence decisions that will affect them.
- ✓ Make it easy for your athletes and others to ask you questions.
- ✓ Look for occasions outside training or competitions to interact with athletes and support team members.
- ✓ Trust and respect the talent, experience, and skills of others.
- ✓ Delegate tasks that are relevant and meaningful.
- ✓ Use your network to make it easier for others to get things done.
- ✓ Focus on progress, not setbacks.
- ✓ Point out when someone does something for the first time or helps out the team.
- ✓ Involve the broadest possible group to support you and your athletes.
- ✓ Give others credit for their input and ideas.
- ✓ Send letters of appreciation to supporters, volunteers, sponsors, etc.
- ✓ Display your teams or club's trophies and awards.
- ✓ Go first.
- ✓ Educate, educate, educate.



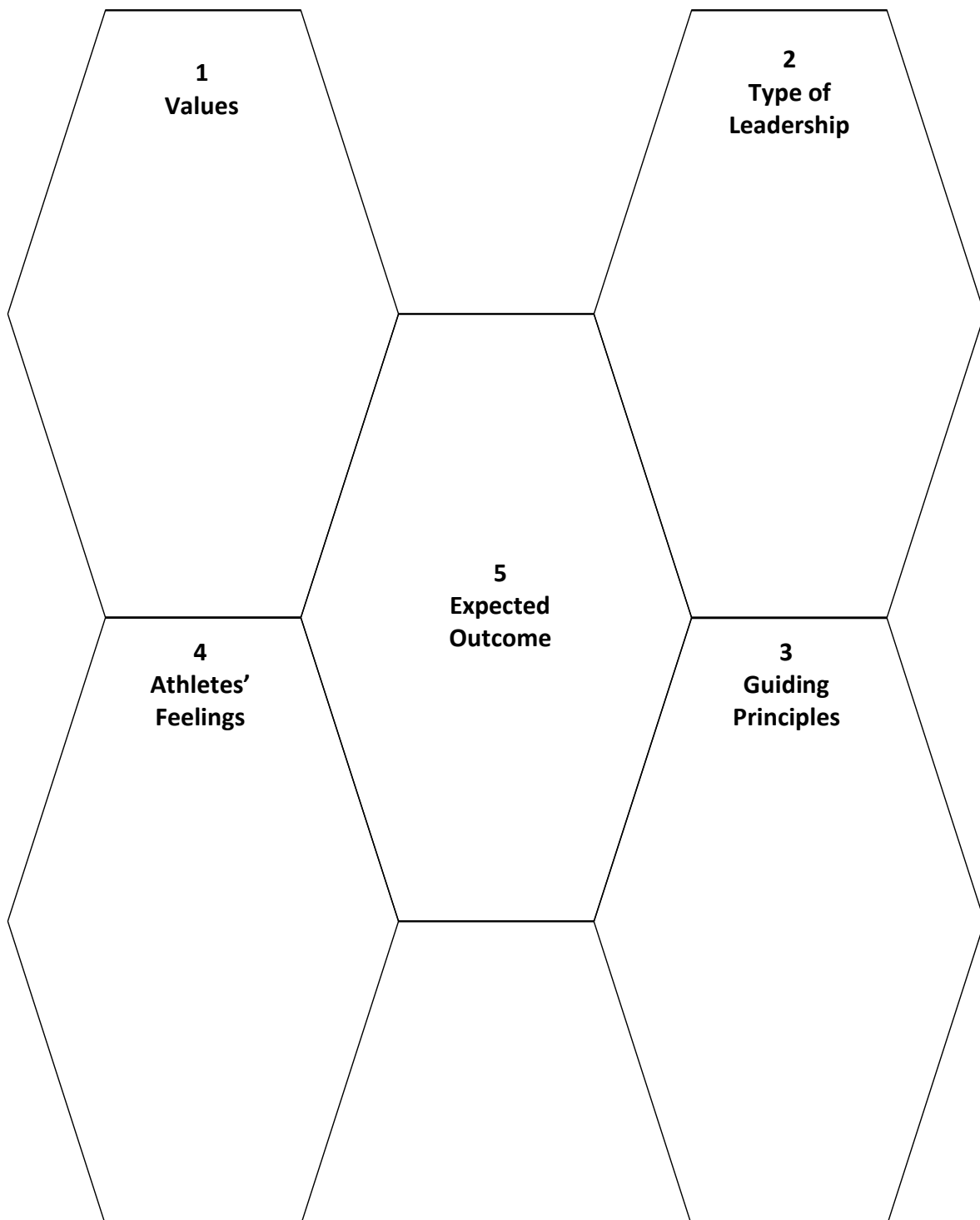
### Guidelines for Coaches to Encourage the Heart

- ✓ Make frequent use of small gestures — a smile, a pat on the back, a quick text message, a morning off practice, etc.
- ✓ Call attention to athletes who set a good example or times when the team executes well.
- ✓ Involve others in developing reward and recognition programs.
- ✓ Create recognition that's personalized, and make such recognition a special occasion.
- ✓ Link recognition and rewards to specific goals or performance standards.
- ✓ Celebrate individual recognition in a group.
- ✓ Be creative about rewards and recognition.
- ✓ Tell stories of athletes or coaches who exemplify the standards you set.
- ✓ Provide ongoing feedback.
- ✓ Schedule celebrations.
- ✓ Be a cheerleader, in your own preferred way.
- ✓ Pay attention to yourself, and do things to maintain your energy.
- ✓ Stay in love with your sport and coaching.
- ✓ Have fun, laugh, and enjoy every coaching experience.



## Present Your Philosophy

- Read Why a Coaching Philosophy Is an Essential Ingredient of Leadership on pages 27-29 then complete the scenario below.
- Imagine your club or team has agreed to provide you the time to take advantage of a six-month coaching development experience working with an internationally known coach in another country. The only condition you need to agree to in order to be accepted for this fully supported experience (including salary while away) is that you immerse yourself completely in the situation. You will be asked not to communicate at all with your current club or team. You have worked very hard to secure this rare opportunity because it has enormous benefits for the short and long term.
- **Before you leave, you want to be sure that the coaches who are taking over your athletes in the interim and the volunteers who have agreed to support them will stay true to your coaching philosophy. You want the images to be strong cues about how to coach while you are away.**
- **Use the diagram below to summarize the key messages you want to reinforce. Think about the following, and record them in the diagram.**
  - 1) **Three values you want the coaches to protect while you're away**
  - 2) **The type of leadership you expect the coaches to demonstrate**
  - 3) **The guiding principles for the behaviour of the coaches and volunteers**
  - 4) **The way athletes should feel during this six months**
  - 5) **The outcome you expect on your return**



## Your Leadership Philosophy

Based on the key points in the diagram above, create your own coaching philosophy that you will present to your athletes, club/school and parents in the space below.

## Your Leadership Plan

Create a *Leadership Plan*, using the table on page 23-26 and selecting a challenge that you identified in section 1 above. Use the following checklist to determine whether the plan will bring about the necessary changes:

- ☐ Will each action help the group work well together?
- ☐ Will each action help athletes or the group of athletes learn skills, tactics, or strategies?
- ☐ Will each action help athletes or the group of athletes achieve their goals?
- ☐ Will each action foster collaboration by building trust and relationships?
- ☐ Will each action strengthen others by increasing their self-determination and confidence?
- ☐ Will each action send a clear and concise message that athletes and those who support them will understand?
- ☐ Is the statement of your coaching philosophy clear and concise?
- ☐ Will each action reflect your coaching philosophy?
- ☐ Will each action contribute to the leadership practices you addressed in?

## My Leadership Plan

Challenge/Change
<p><b>The leadership challenge / change I want to make is:</b></p>
<p><b>What needs to be different to resolve this challenge?</b></p>

[illegible]



Component	Action	Implementation Date
<p><b>Clear Message</b></p> <p>Thinking about your leadership challenge,</p> <ul style="list-style-type: none"> <li>❑ List the topics you need to deliver clear messages about to ensure the changes occur</li> <li>❑ Choose one topic in the list, circle it in the list you just made, and use the headings provided to plan how to get the message across.</li> </ul>	<p><b>Topics</b></p>     <p><b>Getting the Message Across</b></p> <p><i>1. I See</i></p>     <p><i>2. I Think</i></p>     <p><i>3. I Feel</i></p>     <p><i>4. I Need</i></p>	

Component	Action	Implementation Date
<b>Facilitation</b> Identify the What?, So What?, Now What? questions to ask in a debrief related to your leadership challenge	<b>Debrief</b> <b>What?</b>  <b>So What?</b>  <b>Now What?</b>	

## Why a Coaching Philosophy is an Essential Ingredient of Leadership

While it's important to be competent and confident, a coach must have credibility to be a truly effective leader.

What exactly is credibility? Kouzes and Posner have found that irrespective of demographics, culture, and organizational type, people look for these four characteristics<sup>3</sup> in leaders they would follow:

- ☐ Honesty
- ☐ Forward-looking
- ☐ Inspiring
- ☐ Competent

Honesty is absolutely essential for a coach who wants to be an effective leader. Athletes and others will willingly follow only coaches who are worthy of their trust, truthful, and ethical. If there is a question about the coach's honesty, being competent, dynamic, and inspiring will not be enough to cause athletes to overlook this basic missing ingredient.

A coach's personal credibility, like his or her reputation, is earned over time. Without credibility to earn the commitment of athletes, a coach is left to use position, power, coercion, and rewards to gain compliance. Athletes who comply with guidance in training or performance may perform adequately but are unlikely to reach their full potential. When coaches resort to gaining athletes' compliance, they change the focus of the leadership relationship from serving the interests of the athlete to serving their own interests.

Considering that coaching has three main purposes — providing a positive sport experience for athletes, providing the opportunity for athletes to achieve their full potential through sport, and using sport as a holistic means of individual development — it is true failure when a coach does not do all he or she can to serve the interests of athletes working toward these ends.

Given the responsibility associated with coaching, it is critical that any interventions take place within the bounds of ethical practice as embodied in the five core ethical principles expressed in the *NCCP Code of Ethics*:

- ☐ Physical safety and health of athletes
- ☐ Coaching responsibly
- ☐ Integrity in relations with others
- ☐ Respect of athletes
- ☐ Honouring Sport

Strengthening leadership credibility starts with a coaching philosophy that makes clear the fundamental reason for coaching and the coach's core values. To further strengthen credibility, a coach must be able to build the commitment of athletes and everyone who is part of the larger support team to the same-

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<sup>3</sup> In the fourth edition of *The Leadership Challenge*, the percentage of Canadians selecting the four characteristics were 88% Honesty; 88% Forward-looking; 73% Inspiring; and 60% Competent.

shared vision and values. The degree to which the actions of coaches, athletes, and those who surround them match their words also strengthens leadership credibility.

Coaching is a significant commitment that involves coming face-to-face with your competencies, your confidence, and your coaching philosophy and constantly working on all three elements. Knowing yourself is the basic ingredient of your leadership credibility. Knowing yourself requires that you discover the following:

- ❑ Your **coaching competencies** give you the skills to turn your words into action
- ❑ Your **confidence** in your abilities gives you the will to use those skills
- ❑ Your **coaching philosophy** gives you the right words to say

Developing your coaching philosophy means identifying the purpose of your coaching, your coaching values and choosing your leadership style. Together, these three elements form your coaching philosophy.

### 1. Purpose

Decide which of the reasons for coaching — providing a positive sport experience for athletes, providing the opportunity for athletes to achieve their full potential through sport, and using sport as a holistic means of individual development — is your priority.

### 2. Leadership Style

Do you aspire to lead in a participative manner, such as that described by the leadership practices? Or is it your style to be more directive — sometimes called *command and control* — or *laissez-faire*. You want to make an explicit decision and work toward putting that style in practice by acquiring the requisite skills.

### 3. Values

The third element of your coaching philosophy requires that you be clear about what you want to do and how you wish to behave. You need to define what means are acceptable to you as a coach. Values are indispensable if you are to lead.

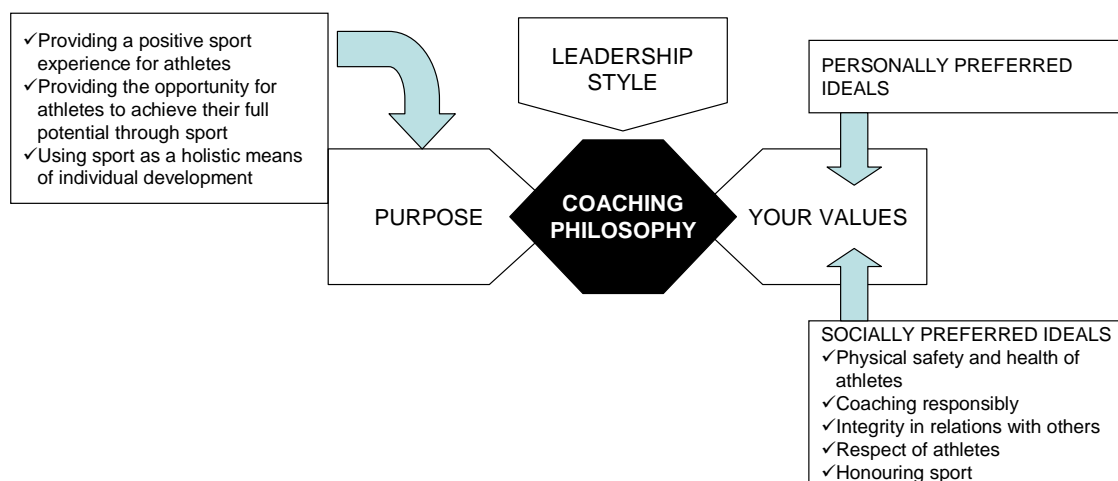
- ✓ Values guide your conduct across the variety of coaching settings and situations.
- ✓ Values tell you what to do and what not to do, and they help you identify the conflict in a situation.
- ✓ Values clarify our priorities and help us decide when to act.
- ✓ Values give us energy as leaders. We are motivated by what is important to us.

A value is an enduring, deeply held belief that is a statement of personally or socially preferred ideals. When you determine your values as a coach, you need to pay attention not only to what is important to you but also what is important to society. The values set out in the *NCCP Code of Ethics* are an example of socially preferred ideals, having been formulated over time by consulting across a broad spectrum of coaches, athletes, and others involved in sport about what is essential in sport:

- ✓ Physical safety and health of athletes
- ✓ Coaching responsibly
- ✓ Integrity in relations with others

- ✓ Respect of athletes
- ✓ Honouring sport

## Elements of Your Coaching Philosophy



## Task 2: Managing Conflict (CAC Online Evaluation)

The purpose of this task is to establish your ability to manage conflict emerging in multiple areas of sport: competition, sport program and management, athletes, parents, and administration.

Credit for this task will be granted upon completion of the Managing Conflict Online Evaluation which can be accessed through the NCCP Locker on the Coaching Association of Canada Website ([www.coach.ca](http://www.coach.ca)). To take the Managing Conflict Online Evaluation - please click on the "My Locker" tab at the top of the CAC website page, and then select "eLearning". Please note that you can do the evaluation for a fee without doing the training workshop. It is highly recommended to do the training workshop for this module; the online evaluation will then be free of charge.

Evidence for completing this task will be the submission of your NCCP coach Transcript. Please attach your transcript to the portfolio upon submission.

## Task 3: Leading Drug Free Sport Online (CAC Online Evaluation)

The purpose of this task is to establish your ability take appropriate measures to promote drug-free sport. This includes facilitating and educating athletes on the Canadian Centre for Ethics in Sport policies and procedure, and promoting a philosophy of fair play and drug-free sport

Credit for this task will be granted upon completion of the Leading Drug Free Sport Online Evaluation which can be accessed through the NCCP Locker on the Coaching Association of Canada Website ([www.coach.ca](http://www.coach.ca)). To take the Leading Drug Free Sport Online Evaluation - please click on the "My Locker" tab at the top of the CAC website page, and then select "eLearning". Please note that you can do the evaluation for a fee without doing the training workshop. It is highly recommended to do the training workshop for this module; the online evaluation will then be free of charge.

Evidence for completing this task will be the submission of your NCCP coach Transcript. Please attach your transcript to the portfolio upon submission.

## Task 4: EAP (Create EAP for Away – Camp/Competition Specific)

This task requires you to design an emergency action plan for competitions or camp (training) in which you travel to with your athletes as a coach (away). 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. At an away camp or competition, you should have your athletes medical information accessible to you. For this task you must provide evidence of a completed medical form for the athlete(s) (medical information) as part of the evaluation.

The training for this task was provided in the NCCP Multi-sport Module Planning a Practice, and also reinforced during Taekwondo NCCP Foundational workshops. The portfolio provides examples and reference material for developing an EAP.

**An EAP** should be prepared for the facility or site where you have traveled to compete or train (camp).

An EAP can be simple or elaborate and 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. You must know how to do this both home and out of country. Have spare change in the event you need to use a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, 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. Know where the nearest hospital is at whatever location you are competing. Have insurance information for all athletes readily available.
7. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
8. Designate in advance a “call person” (the person who contacts 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 these templates to assist you in completing this task**

EMERGENCY ACTION PLAN		
EMERGENCY PHONE #'S	911  Coach: PH: (    )  Coordinator: PH: (    )	Checklist: <ul style="list-style-type: none"> <li><input type="checkbox"/> Location of telephones are identified.</li> <li><input type="checkbox"/> Emergency telephone numbers are listed.</li> <li><input type="checkbox"/> Cell-phone, battery well charged</li> <li><input type="checkbox"/> Change available to make phone calls from a pay phone</li> </ul>
	Address of Competition/Training Site:       Address of Nearest Hospital:	DIRECTIONS: Accurate directions to the site:
FACILITY ADDRESS	NAME:  PH: (    )  ALTERNATE 1:  PH: (    )  ALTERNATE 2:  PH: (    )	Roles and responsibilities:
	NAME:  PH: (    )  ALTERNATE 1:  PH: (    )  ALTERNATE 2:  PH: (    )	Roles and responsibilities:
CHARGE PERSON		
CALL PERSON		
PARTICIPANT INFORMATION		
FIRST AID KIT		



## 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		
Insurance/ Medicare Number					

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

Family Doctor		
	Name	Phone

### Health History

### Details:

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"/>	
Concussions	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Other (including recent surgery)	Yes <input type="checkbox"/> No <input type="checkbox"/>	

## Task 5: Making Ethical Decision (Comp-Dev MED Online Evaluation CAC)

The purpose of this task verifies your familiarity with the NCCP Ethical Decision Making process applied to the Competition Development context. You will have completed the Competition-Introduction Online Evaluation to achieve certification as a Dojang coach. This evaluation follows the same process, but examines a context specific scenario related to the Train to Compete stage of development. This evaluation is mandated by the Coaching Association of Canada for Comp-Dev certification.

Credit for this task will be granted upon completion of the **Make Ethical Decisions Comp-Dev Online** Evaluation, which can be accessed through the NCCP Locker on the Coaching Association of Canada Website ([www.coach.ca](http://www.coach.ca)). To take the Make Ethical Decisions Comp-Dev Online Evaluation - please click on the "My Locker" tab at the top of the CAC website page, and then select "eLearning".

Evidence for completing this task will be the submission of your NCCP coach Transcript. Please attach your transcript to the portfolio upon submission.

## Task 6: Making Head Way in Sport (Concussion Training – CAC online)



The purpose of this task is to increase your awareness of concussion in Sport. This online learning module is designed to help you gain the knowledge and skills required to ensure the safety of your athletes, and covers: what to do to prevent concussions, how to recognize the signs and symptoms of a concussion, what to do when you suspect an athlete has a concussion, and how to ensure athletes return to play safely.


Credit for this task will be granted upon completion of the Making Head Way in Sport online learning module which can be accessed through the NCCP Locker on the Coaching Association of Canada Website ([www.coach.ca](http://www.coach.ca)). To take the Making Head Way in Sport module - please click on the "My Locker" tab at the top of the CAC website page, and then select "eLearning". Select the Making Head Way in Sport Module. There is no charge for taking this module


Evidence for completing this task will be the submission of your NCCP coach Transcript. Please attach your transcript to the portfolio upon submission.


## Appendix 1: Performance Coach Matrix


### Performance Coach Context: Module 1: Outcomes, Criteria for Training and Evaluation


Module	Outcome	Criteria	Training	Evaluation
Entry Portfolio	<i>Manage a Program</i>	Develop strategies to address and resolve conflicts in sport	 <b>NCCP Competition</b> <b>Development Multi Sport Modules</b> Managing Conflict (0.5 Day) Leading Drug Free Sport (0.5 Day) Coaching and Leading Effectively (1.5 Days)	<b>Module 1: Entry Portfolio: (Signed Code of Conduct)</b> Task 1 – Leadership Challenge Task 2 – Managing Conflict (Online) Task 3 – Leading Drug Free Sport (Online) Task 4 – EAP (Away / Event Specific) Task 5 – Comp-Dev MED evaluation Task 6 – NCCP Making Head Way (Online)
		Take appropriate measures to promote drug free sport		
	<i>Making Ethical Decision</i>	Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics		
		Apply 6 step ethical decision-making process		
	<i>Planning</i>	Design an Emergency Action Plan	 <b>Taekwondo Canada – Entry Module Webinars</b> Webinar 1: Introductory Webinar – Program Description Webinar 2: Planning for Taekwondo with LTAD	

Outcome: Make Ethical Decisions (Task 5 CAC Online)	
Criterion: Apply a 6 step ethical decision-making process	
Achievement	Evidence: Add Sport-specific Examples
<b>Highly Effective</b>	<input type="checkbox"/> <b>Meet “Above Standard” and:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Score 100% for the Make Ethical Decisions online evaluation for the Competition – Development context</li> <li><input type="checkbox"/> Evaluate the effectiveness with which others use the NCCP MED process</li> <li><input type="checkbox"/> Help to train other coaches and athletes to effectively use the NCCP MED process</li> </ul>
<b>Above Standard</b>	<input type="checkbox"/> <b>Meet “Standard for Core Certification” and:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Score 90% or above for the Make Ethical Decisions online evaluation for the Competition – Development context</li> <li><input type="checkbox"/> Solicit and consider critical reflections from independent observers on the effectiveness of the plan and how it was implemented</li> <li><input type="checkbox"/> Provide a critical reflection about the effectiveness of the plan and how it was implemented</li> <li><input type="checkbox"/> Identify subsequent steps as well as timelines for action if the informal resolution doesn’t work</li> </ul>
<b>NCCP Standard Core Certification</b> 	<input type="checkbox"/> Complete Make Ethical Decisions online evaluation for the Competition – Development context with a passing score (75%) using the following steps: <ul style="list-style-type: none"> <li>o Appropriately use the terminology related to the NCCP MED process</li> <li>o Identify the facts in a series of context-appropriate complex scenarios that feature both legal/ethical implications</li> <li>o Identify what is at stake (i.e. legal vs. ethical, and potential reasons for ethical issues) in a series of context-appropriate complex scenarios that feature both legal/ethical implications</li> <li>o Identify potential decisions that could be made or actions undertaken, and consider what might result in each case</li> <li>o Identify the pros and cons of each potential decision that could be made</li> <li>o Select an option for the decision that is consistent with the pros identified</li> <li>o Correctly identify factors that can influence decision-making in the situation proposed</li> <li>o Correctly recognize the moral dilemma(s) present in a complex, context-specific situation [A complex scenario requires the interpretation of a legal and ethical issue that has multiple (&gt; 3) decisions including several (&gt; 6) consequences and stakeholders (&gt; 3).]</li> <li>o Apply the “Do no harm principle” in the process of validating the option for decision</li> <li>o Develop an action plan by identifying appropriate measures and steps to be implemented</li> <li>o Use the “Warn, don’t threaten” approach when implementing actions or decisions</li> </ul>
<b>Below Standard</b>	<input type="checkbox"/> Do not complete the Make Ethical Decisions online evaluation for Competition – Development context <ul style="list-style-type: none"> <li><input type="checkbox"/> Score below the pass standard for the Make Ethical Decisions online evaluation for Competition – Development context</li> </ul>

Outcome: Make Ethical Decisions (Task 1)	
Criterion: Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	
Achievement	Evidence: Add Sport-specific Examples
<b>Highly Effective</b>	<input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Develop strategies to address and resolve conflicts in sport <input type="checkbox"/> Resolve values based conflict
<b>Above Standard</b>	<input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Identifies Vision and Mission <input type="checkbox"/> Organizational Alignment or conflict
<b>NCCP Standard Core Certification</b> 	<input type="checkbox"/> Include clear and concise messages in your coaching philosophy <input type="checkbox"/> Ensure that your coaching philosophy adheres to the NCCP Code of Ethics <input type="checkbox"/> Ensure that your coaching philosophy adheres to the SPORT’s Code of Conduct <input type="checkbox"/> Identify the purpose of your coaching in the philosophy <input type="checkbox"/> Identify your coach values in the philosophy <input type="checkbox"/> Identify your leadership style in the philosophy <input type="checkbox"/> Provide evidence of communication of philosophy to athletes, parents, and other stakeholders as appropriate
<b>Below Standard</b>	<input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Outcome: Planning (Task 4)	
Criterion: Design an emergency action plan	
Achievement	Evidence: Add Sport-specific Examples
<b>Highly Effective</b>	<input type="checkbox"/> <b>Meet “Above Standard” and:</b> <ul style="list-style-type: none"> <li>Identify a process for updating and maintaining medical profiles</li> <li>Critically reflect on how EAP implementation worked in the past and identify changes that are needed to enhance responses in emergency situations</li> <li>Reflect on an athlete injury which has occurred during coaching and identify the effectiveness of the response and/or preventative measures</li> <li>Provide evidence of consultation with specialists (Physiotherapists, trainers etc.) to ensure that emergency response procedures are current and that appropriate roles are defined</li> <li>Sport uses EAP as a model of best practice</li> </ul>
<b>Above Standard</b>	<input type="checkbox"/> <b>Meet “Standard for Core Certification” and:</b> <ul style="list-style-type: none"> <li>Maintain well organized participant profiles in a secure location to protect privacy</li> <li>Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis</li> <li>Identify specific steps or procedures in the plan if an injury occurs</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<input type="checkbox"/> Present a complete emergency action plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> <li>Locations of telephones (cell and land lines)</li> <li>Emergency telephone numbers</li> <li>Location of medical profile for each athlete under the coach’s care</li> <li>Location of fully-stocked first-aid kit</li> <li>Advance “call person” and “charge person”</li> <li>Directions or map to reach the activity site</li> </ul>
<b>Below Standard</b>	<input type="checkbox"/> Do not present an emergency action plan in writing <input type="checkbox"/> Include less than six critical elements outlined in the NCCP Standard for Core Certification

Outcome: Manage a Program (Task 3)	
Criterion: Take appropriate measures to promote drug-free sport.	
Achievement	Evidence: Add Sport-specific Examples
<b>Highly Effective</b>	<input type="checkbox"/> <b>Meet “Above Standard” and:</b> <input type="checkbox"/> Identify contingency plans that enable selected athletes to be tested without having an adverse affects on other athletes <input type="checkbox"/> Work with other coaches to teach and/or model fair play and drug-free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation
<b>Above Standard</b>	<input type="checkbox"/> <b>Meet “Standard for Core Certification” and:</b> <input type="checkbox"/> Develop a system to monitor athletes’ use of nutritional supplements and drugs and provide updated evidence of current supplements or drugs being used by the athlete(s) <input type="checkbox"/> Demonstrate a thorough understanding of testing protocols and procedures used by drug testing officials <input type="checkbox"/> Work with managers, other coaches or specialists to manage drug-testing procedures in order to minimize possible distractions that may influence athlete performance during competition <input type="checkbox"/> Appropriately support athlete during drug testing procedures
<b>NCCP Standard for Core Certification</b> 	<input type="checkbox"/> Assist athletes to recognize banned substances as identified by the Canadian Centre for Ethics in Sport by providing access to appropriate reference material, or use sport expert <input type="checkbox"/> Assist in educating athletes in drug-testing protocols at major competitions (may occur with sport science specialist) <input type="checkbox"/> Identify and reinforce the consequences for the use of banned substances <input type="checkbox"/> Provide educational opportunities to athletes on the use of nutritional supplements <input type="checkbox"/> Monitor athletes for the use of nutritional supplements and drugs (may be indicated on Medical information forms) <input type="checkbox"/> Promote and model philosophy of fair play and drug-free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation
<b>Below Standard</b>	<input type="checkbox"/> Do not educate the athletes about drug-testing procedures and/or protocols <input type="checkbox"/> Do not educate athlete whether a supplement or drug may be recognized as a banned substance <input type="checkbox"/> Do not identify the consequences resulting from the taking nutritional supplements or drugs to enhance performance <input type="checkbox"/> Be unaware of drug-testing procedures and/or protocols that are required by the sport for competition <input type="checkbox"/> Do not identify athlete’s use of nutritional supplements and/or prescription drugs on medical information forms <input type="checkbox"/> Choose to ignore possible instances where nutritional supplements or drugs may be used to enhance performance during competition

Outcome: Manage a Program (Task 2)	
Criterion: Develop strategies to address and resolve conflicts in sport	
Achievement	Evidence: Add Sport-specific Examples
<b>Highly Effective</b>	<input type="checkbox"/> <b>Meet “Above Standard” and:</b> <input type="checkbox"/> Work with other coaches (assistants) to help these coaches develop strategies to resolve conflicts encountered during their coaching <input type="checkbox"/> Mentor others (e.g., athletes, parents, officials, and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context
<b>Above Standard</b>	<input type="checkbox"/> <b>Meet “Standard for Core Certification” and:</b> <input type="checkbox"/> Enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques <input type="checkbox"/> Develop proactive strategies to address situations where athlete(s) do not meet expectations (performance, behaviour or expectations), and deal with these situations in a manner that is assertive and conducive to the resolution of conflicts
<b>NCCP Standard for Core Certification</b> 	<input type="checkbox"/> Identify common causes of conflict in SPORT, and individuals/groups likely to find themselves in a conflict situation <input type="checkbox"/> Take proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding <input type="checkbox"/> Use effective techniques and strategies to resolve conflict when personally involved, so that positive relationship with athletes and participants, parents, officials, and other coaches are maintained
<b>Below Standard</b>	<input type="checkbox"/> Do not develop strategies to prevent conflict from arising <input type="checkbox"/> Do not implement strategies that may assist in proactively dealing with the causes of potential conflicts in sport <input type="checkbox"/> Do not apply an ethical decision-making process in resolving conflicts that are derived from situations that have ethical implications <input type="checkbox"/> Use techniques and strategies to resolve conflict that undermines the relationship among individuals or others involved in the situation



## Appendix 2: The NCCP Code of Ethics

The NCCP Code of Ethics is based on five fundamental principles:

1. **Respecting Participants**
2. **Coaching Responsibly**
3. **Maintaining Integrity in Relationships**
4. **Honouring Sport**
5. **Preserving the physical safety and health of participants**

### Respect for Participants

The principle of *respecting participants* challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the basic assumption that each person has value and is worthy of respect. Acting with respect for participants means that coaches:

Do not make some participants feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age, or any other conditions;

Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination –participants’ rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are in vulnerable or dependent positions, and therefore less able to protect their own rights;

- Interact with others in a manner that enables all participants in sport to maintain their dignity;
- Build mutual support among fellow coaches, officials, participants, and their family members.

### Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general and participants in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants).

In addition, *coaching responsibly* implies that coaches:

- Act in the best interest of the participant’s development as a whole person
- Recognize the power inherent in the position of coach

- Are aware of their personal values and how these affect their behavior
- Acknowledge the limitations of their knowledge and competence in their sport
- Accept the responsibility to work with other coaches and professionals in sport in the best interests of the participants.

### Maintaining Integrity in Relationships

The principle of *maintaining integrity in relationships* means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

### Honouring Sport

The principle of *honouring sport* challenges coaches to recognize, act on, and promote the value of sport for individuals and teams, and for society in general. Honouring sport implies that coaches:

- Act on and promote clearly articulated values related to coaching and sport
- Encourage and model honourable intentions and actions.

### Preserving the physical safety and health of participants

The theme of safety and health must be a part of all coaching. Preserving the physical safety and health of participants implies that coaches:

- Ensure the training or the competition environment is safe at all times.
- Be prepared to react appropriately and in a time efficient manner in case of an emergency situation.
- Ensure participation in training or competition activities does not pose a threat to the safety or health of the athlete beyond the normal risks of the sport.
- Not allow an injured athlete to participate in training or in competition if such participation increases the likelihood of further injury.