



NCI Handbook

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Supported by:



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Diploma Program Description

The National Coaching Institute Advanced Coaching Diploma is the pinnacle of a coaches' National Coaching Certification Program accreditation. The Diploma consists of four core themes; *Coaching Leadership, Coaching Effectiveness, Performance Planning, and Training and Competition Readiness*. Each theme requires coaches to complete a series of modules comprised of several units, workshops or labs (See Appendix A). Each thematic stream will require a specific evaluation in designated modules where coaches must demonstrate competency within the context of the athlete that he or she coaches. Coaches enrolled in the Diploma program will work with a designated master and/or mentor coach who will support them in their completion of program requirements. The diploma program requires a mid-point and final presentation based on specific criteria identified within each theme. The mid-point and final presentation will be reviewed by a panel of content specialists. Coaches are required to maintain ongoing attendance, build an electronic portfolio, and make various presentations throughout the program. The following handbook provides information on the diploma program. Any questions should be directed to the NCI-BC Director, David Hill, at dhill@cscpacific.ca.

Program Prerequisites

- Applicants must be accredited within the National Coaching Certification Program (recommend minimum level 3 certification or equivalent)
- Applicants must be endorsed by their National Sport Organization and/or International Sport Federation.
- Applicants must have a minimum of 3 years experience coaching a year round program evidenced by a detailed coaching resume.

Program Schedule and Duration

The part-time program duration is 21 months starting in September and ending in May the following year. Programming will be available in key locations throughout the province of BC starting in 2011. The program will include both a mid-point and final presentation to demonstrate specific criteria. The NCI will offer supplementary funding through the form of individualized coach grants for eligible coaches, available to cover travel and accommodation for Diploma coaches between all three locations. Coaches must be actively coaching and will be expected to build their coaching portfolio throughout the two year period.

Starting September 2011, the new part-time Diploma program is scheduled to run out of three 'hub' locations: Victoria, Vancouver and Whistler. The program will run in the fall from September – November (3 weekends) and spring from April – June (3 weekends) over a two year period. Coaches will be required to attend a minimum of 5 units of structured contact time (15 hours) per weekend, from Friday through Sunday morning. Additionally, evening courses will be interspersed throughout the semester one evening per week to ensure learning continues and key specialists are actively engaged in the program.

Attendance

Coaches are expected to attend all workshops, seminars and labs / practical activities. If coaches are unable to attend due to a coaching conflict, illness or a personal matter they must notify the

NCI-BC Director prior to the course to arrange alternative opportunities to make up workshop / seminar requirements.

Program Evaluation

NCI Diploma coaches will submit and maintain a portfolio of coaching experiences that demonstrate evaluation criteria within each module. Coaches will be required to complete all module requirements within designated timelines for each year of the program. The mid-point and final review presentations are required milestones for completion of Diploma. Failure to complete module requirements by designated timelines may result in the coach withdrawing from the Diploma program. (See dismissal policy below). Coaches will be graded based on ability to satisfy evidence for each criteria and as such may be assigned a grade indicating:

1. Limited
2. Meets Expectations
3. Model

Grading will be done by a designated mentor for a particular theme or in some circumstances a content specialist. A mid-point and final presentation will be required for successful completion of the Diploma program. In circumstances where the coach is unable to satisfy the demonstration of evidence of a criterion, they may:

1. Request an extension
2. Re-submit portfolio for assessment (Maximum of 3 submissions)

Failure to demonstrate Diploma program criteria may result in accreditation not awarded.

Program Extensions / Re-engagement fees

Coaches may apply for a one time program extension to defer completion of program requirements for a period up to 12 months. Program extensions must be applied for in writing to the Director of the NCI indicating the reason for the extension. Coaches must pay \$500 upon being granted an extension or forfeit their enrollment in the diploma. Failure to complete program requirements beyond the extension period may result in the coach re-engaging all or part of the Diploma program.

Community of Practice

NCI coaches will be added to the NCI-BC Community of Practice (CoP). This web-based tool will allow coaches to share information with other NCI coaches and content specialists. Coaches will be able to access task requirements (Old program) and other resources that are uploaded by content specialists for a particular diploma module. The NCI-BC Community of Practice can be accessed through the NCI-BC website at:

<http://office.cscpacific.ca/login.aspx?ReturnUrl=%2fDefault.aspx>

A username and password will be provided to the coach upon registration.

Program Costs and Fees

Canadian coaches are required to pay tuition of \$3000.00 per coach. Payment of tuition will be made in two installments, due by September 15th of each year (\$1500.00 per semester). Foreign

coach tuition is \$13000.00 (\$6500.00 per semester). Diploma Coaches who apply for a program extension will be required to pay an additional engagement fee of \$500.00.

Scholarships

Eligible NCI Diploma coaches may apply for grants and scholarships based on specific pre-requisites. Grants and scholarships are allocated to assist in enabling eligible candidates to complete program requirements. NCI Diploma coaches will be provided with a contract outlining the grant amount and payment requirement. Coaches who do not complete the program within designated timelines may forfeit their final grant installment. For more information on NCI-BC Grants please visit:

<http://www.cscpacific.ca/content/Coaches/GrantsAndBursaries/NCIDiplomaGrants.asp>

Scholarships for the NCI Diploma program are also available for female coaches through the Coaching Association of Canada's Women in Coaching program. Application for these scholarships is made on behalf of the NCI with a limited number available in each program area. For more information please visit: <http://coach.ca/eng/grants/women.cfm>.

Soccer coaches living in British Columbia can apply for a bursary from the Bob Bearpark Foundation. Application for Bearpark foundation bursaries can be made through the Coaches Association of BC. For more information please visit:

<http://www.coaches.bc.ca/funding-and-awards/bob-bearpark-coaching-bursary-fund>

NCI Diploma Practical Coaching

Coaches enrolled in the NCI diploma must actively coach athletes during the program. Coaches are responsible for setting up a suitable coaching opportunity. The NCI-BC will assist where possible in linking reasonable coaching opportunities. Coaches enrolled in the NCI diploma program would benefit from an assigned Mentor coach and this option will be discussed with the Director upon admission into the Advanced Coaching Diploma.

Value Added Programming

NCI Diploma program coaches will be able to access value added programming in their region as part of the Diploma program. Value-add sessions are dependent on regional availability and may include the Sport Excellence Speaker Series or technical/sport-specific workshops. NCI coaches may be granted reasonable access to Canadian Sport Centre Pacific staff for Performance Services. Performance Services may include fitness testing, video analysis, mental training and other performance enhancement areas depending on availability and service fees. Coaches wishing to access performance service must make a request to the NCI Director and VP of Performance Services.

More extensive practitioner services can be arranged through CSC-Pacific on a fee for service model.

Review Meetings

NCI Diploma coaches must engage in regular review meetings with the NCI Director throughout their diploma program to receive continued grants/scholarship support. Review meetings are intended to ensure progress through the Diploma program and coaches are required to submit proof or evidence of module completion. Coaches may use their e-portfolio to demonstrate program progress or, alternatively, submit a detailed report outlining progress in the diploma program.

Coaches of Canada Membership

All NCI Diploma Coaches must become members of the Coaches of Canada. The NCI-BC will reimburse coaches for a one time, one year membership fee. Coaches can achieve membership in several categories including:

- Charter Member
- Associative Member
- Practitioner Member
- Student Member

By being a member of Coaches of Canada, NCI Diploma Coaches will be expected to adhere to all standards required by a professional coach and outlined in the Coaches of Canada Code of Ethics and Code of Conduct. For the Coaches of Canada website please visit: www.coachesofcanada.com

Level 4 Task Completion

Accrediting Level 4 Tasks

The NCI-BC recognizes the effort and commitment demonstrated by coaches currently finishing off old Level 4 tasks on a task-by-task basis. Hence, it is important that these coaches are provided the necessary support to complete their Level 4 tasks within designated timelines and based on current requirements. The delivery of Level 4 tasks was phased out in December of 2010 and will no longer be available in the Old NCCP format. Coaches can take equivalent tasks within the new Diploma program by attending specific units designated by NCI-BC for a specific task. NCI Diploma units may be available online or in face-to-face formats.

Eligibility for task engagement

Coaches are encouraged to engage in the full NCI diploma program rather than engaging old Level 4 tasks. Intermittent task by task enrollment will only be considered on an individual basis. Coaches who wish to pursue level 4 tasks on a task by task (intermittent) basis must satisfy to the NCI Director all of the following requirements:

- Fully certified Level 3 or Equivalent tracked in NCCP database.
- A letter of endorsement from the National Sport Organization indicating that the coach can engage in Level 4 tasks, and verifying that the NSO will accredit these tasks upon completion.
- Task fee paid in full prior to engaging first unit.

Failure to provide these requirements will result in coach not being eligible to register for individual task. Please note, the option to engage the full diploma program is viable.

Cost for Task by Task approach

The total cost for a stand-alone tasks are identified below.

		All generic Tasks	Task 17 Leadership
Per unit fee = \$50.00.	Generic Tasks Typically require 4 units. Leadership requires 10 units	\$200.00	\$500.00
Administration Fees.	Processing grades with NSO and CAC. Online set up and costs. Leadership requires Leadership Practice Inventory License	\$100.00	\$150.00
Marking Fee	Standard fee paid to presenter upon completion of marking	\$100.00	\$100.00
Total Fee		\$400.00	\$750.00

Application and Fees for tasks can be paid online to CSC Pacific. Please go to:
<http://www.cscpacific.ca/Content/Coaches/NCIDiploma/Level4.asp?langid=1>
 Click on 'Level 4 Task Registration/ Payment'.

Scheduling of tasks

The flexibility of the new NCI Diploma will allow a transition for coaches wishing to accredit Level 4 tasks to improve their skills by attending selected workshops in a particular content area. In order to ensure continuity in the coach education pathway, where select sports will continue to credit Level 4 certification, the NCI will assist coaches in obtaining Level 4 tasks equivalent within the NCI Diploma program (Appendix B). A task equivalency mapping guide for the new curriculum has been created to ensure a smooth transition for coaches who require this option (Appendix C).

A schedule of tasks will be available at:

<http://www.cscpacific.ca/Content/Coaches/NCIDiploma/Level4.asp?langid=1>

Submitting Assignments

In order to assist coaches in building and completing their portfolio of evidence (complete assignments) for a particular task, the NCI has created rubrics for each task. The rubrics identify the Task Criteria defined by the Coaching Association of Canada. Coach assignments should clearly indicate how each criterion has been demonstrated. Coaches will be provided the appropriate rubric prior to engaging the task.

Coaches can submit assignments to task presenters directly through email, please ensure that all submissions are cc'd to coach@cscpacific.ca. Assignments must be completed within 6 months of taking the last unit of instruction. Assignments not submitted within 6 months may require an additional marking fee of \$100.00 to be collected.

Please note coaches engaging in a Task by Task approach who have a dispute with the NCI-BC will be handled in accordance to the policies outlined in this manual.

NCI BC Administrative Policies

Refund Policy

1. Coaches must apply in writing indicating intention to withdraw from the program.
2. If coaches withdraw prior to engaging any aspect of the program, tuition fee minus a non-refundable deposit are eligible for refund.
3. Coaches withdrawing after the start of program who:
 - a. Attend 10% of program instructional hours will be eligible for 70% refund
 - b. Attend between 10% and 30% of program instructional hours will be eligible for 50% refund
 - c. Attend more than 30% of program instructional hours will forfeit their refund

Dispute and Grade Appeal Policy:

Coaches who feel a need to resolve disputes of a serious nature or grades appeals in a fair and equitable manner will be required to;

1. Attempt to resolve dispute / grade directly with the contractor, master / mentor coach or content specialist of the NCI-BC
2. If a resolution is not satisfied the coach should submit to the NCI Director the nature of the dispute / grade appeal in writing.
3. The NCI Director will conduct whatever inquiries and/or investigations are necessary and appropriate to determine whether the student's concerns are substantiated in whole or in part. Those inquiries may involve further discussion(s) with the coach either individually or with appropriate NCI BC personnel involved.
4. The NCI Director will meet with NCI Diploma coach within 5 days of written notice to discuss whether the dispute / grade appeal is substantiated in whole or part. If there is evidence to substantiate the claim the Director will identify proposed resolution of the substantiated concern(s) / grade appeal.
5. The coach and the NCI personnel involved shall receive a written summary of the above determination. A copy of all documentation relating to every student's complaint should be signed by all parties and placed in the coach's file.
6. If the coach is not satisfied with the determination of the NCI Director, the coach must advise the NCI Director within 48 hours of being informed of the determination. The NCI Director will immediately refer the matter to the NCI Advisory Committee who will review the matter
7. The NCI Management Committee shall either confirm or vary the determination of the NCI Director. At this point the School's Dispute Resolution / Grade appeal Process will be considered exhausted.
8. If the issue is of a serious nature the CEO of the Canadian Sport Centre Pacific may, in his/her sole discretion and cost, engage the services of a third party mediator to assist in the resolution of the dispute.

Conduct and Dismissal Policy

The National Coaching Institute – BC expects all coaches to adhere to the National Coaching Certification Program and Coaches of Canada Code of ethics which is based on 5 principles:

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

NCI Coaches may be dismissed from the Diploma program based on:

1. Misconduct that is contrary to the NCCP code of ethics involving the coaching duties
2. Misconduct related to completion of Diploma Program requirements.

Coaching misconduct may include but is not limited to:

Any cause identified within the “Coaching Code of Ethics” that warrants a complaint procedure outlined within the Coaches of Canada Code of Conduct and may include:

- Repeated incidents 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
- Single physically abusive incident
- Inappropriate sexual relations with athlete
- 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
- Abusive use of alcohol where abuse means a level of consumption which impairs the individual’s ability to speak, walk or drive; causes the individual to behave in a disruptive manner; or interferes with the individual’s ability to perform effectively and safely
- Use of illicit drugs and narcotics
- Use or promotion of banned performance enhancing drugs or methods

NCI Diploma Program misconduct may include but is not limited to:

Any conduct beyond that outlined in the coaching code of ethics that relates to completion of NCI Diploma Program requirements and may include;

- Repeated truancy in accordance with the NCI attendance expectations.
- Disrespectful behavior toward other coaches, staff or contractors.
- Disruptive classroom behavior.
- Cheating or plagiarism in completing task assignments or building portfolio
- Damage to or theft of NCI equipment or property

- Inability to complete all diploma requirements outlined in each coach's individual contract.

Dismissal Procedure

Any of the following, if substantiated, will result in immediate dismissal without a warning letter or probationary period:

- Sexual assault.
- Physical assault or other violent acts committed on or off campus against any coach or athlete.
- Verbal abuse or threats.
- Vandalism or theft of school property.

All other concerns related to a student's conduct shall be referred to the NCI-BC Director to process in accordance with this policy and procedure identified below.

1. All concerns relating to student misconduct shall be directed to the NCI-BC Director and may be brought forward by staff, students or the public.
2. If the nature of the complaint involves misconduct in coaching, it will be processed according to the Coaches of Canada Code of Conduct.
3. If the nature of the complaint involves NCI Diploma program misconduct, it will be processed according to the Dispute / Grade appeal policy except that when a complaint has been substantiated the NCI Director may:
 - a. Give the student a warning setting out the consequences of further misconduct;
 - b. Set a probationary period with appropriate conditions; or
 - c. Recommend that the student be dismissed from the Institution.
4. When dismissal is recommended by the NCI Director, the CEO of Canadian Sport Centre Pacific will be notified, and will deliver a letter to the NCI Coach outlining the grounds for dismissal and any refund owing according to the refund policy, or, possibility for future re-engagement in program.

Appendix A: Curriculum Overview

Part Time	Y1 Sep – Nov	Y1 Apr – Jun	Y2 Sep – Nov	Y2 Apr - Jun
Coaching Leadership (24 units)	Effective Leadership Behavior (4 Units) Creating Your Coaching Philosophy (3 units)	Leading Change (3 units) Living your Coaching Philosophy (3 units)	Building Effective Teams (5 units)	Leading a Program (6 units)
Coaching Effectiveness (21 units)	Analyzing Coaching and Athlete Performance (6 units)	Skill Development and Biomechanics (5 units)	Innovating practices and coaching interventions (4 units)	Monitoring athletes in training and competition (6 units)
Performance Planning (23 units)	Auditing Sport Performance (9 units)	Developing Integrated Training Plans (6 units)	Detailing the Training Plan (5 units)	Managing the Training Plan (Mentor)
Training and Competition Readiness (18 units)	Health and Safety (3 units)	Talent Identification and Selection (3 units)	Preparing for competition (7 units)	Strategic planning for training and competition (5 units)
Total Units	45 UNITS		38 UNITS	

Mid Point Presentation

Final Presentation

Appendix B: Old NCCP Level 4 Task Descriptions

Task #	Name	Description
1	Energy Systems	Based on the actual demands of the sport, the coach will design, implement, and evaluate specific training programs and activities to improve the athlete's energy systems.
2	Strength and Conditioning	Based on the actual demands of the sport, the coach will design, implement, and evaluate specific training programs and activities to improve the athlete's strength qualities.
4	Nutrition	The coach will design, implement, and evaluate nutritional strategies aimed at optimizing the athlete's performance in training and competition.
5	Environmental Factors	To understand how environmental conditions can influence performance, and design, implement, and evaluate specific strategies, programs, and activities aimed at optimizing the athlete's performance in a variety of environmental conditions.
6	Recovery and Regeneration	The coach will design, implement, and evaluate specific strategies, programs, and activities aimed at optimizing the athlete's recovery and regeneration for specific training loads/stimuli.
7	Mental Preparation for coaches	Through the design, implementation, and assessment of specific tools and strategies, to help coaches prepare mentally to provide athletes with optimal support both in training and competition.
8	Mental Preparation athletes	To provide coaches with the opportunity to refine their working knowledge of applied sport psychology to provide optimal support to athletes in the area of mental preparation.
10	Biomechanics	To have the coach develop specific strategies or approaches that will contribute to the enhancement of the technical performance of his or her athletes through the applied knowledge of biomechanical principles.
12	Planning and Periodization	Students will identify the systematic integration and sequencing of sport science, medical and sport-specific training and competitive activities to achieve optimal athletic performance within an annual and/or pluriannual perspective.
13	Coaching Effectiveness	To provide the coach with the knowledge and the methodologies necessary for conducting systematic analyses of the factors that determine performance at the elite level, and to use such analyses as a means of enhancing the effectiveness of the coach's decision-making process.
16	Long Term Athlete Development	Students will design sport programs and activities that are appropriate for the optimal long-term development of the athlete, given age, gender, stage of development, and performance potential.
17	Leadership	To make coaches realize their potential and responsibilities as leaders in the Canadian sport system. To understand and apply the concept of values-based leadership practices. To enhance participants' leadership practices through critical reflection, participant-observer position, increased tolerance of ambiguity, and improved intervention skills. To discuss and reflect on ethical issues affecting high performance coaches.
18	Self-awareness and Personal Management	To create an awareness of specific issues and situations that may represent roadblocks in the personal or professional life of high performance coaches, and how these can eventually have an impact on their coaching performance. To develop or refine strategies or action plans to deal with these roadblocks as effectively as possible.
19	The Canadian Sport System	To enhance the understanding of the various components of the Canadian sport system by high performance coaches to learn how to access specific programs or services that will improve the support provided to athletes.
9 & 11	Practical Coaching – Advanced Skills, Tactics and Strategies	To provide the coach with the knowledge and the methodology necessary for the effective teaching or correcting of advanced technical elements in high performance athletes. To provide the coach with the principles, knowledge, and methodology necessary for the effective teaching of strategies and tactical elements appropriate for high performance athletes or teams.

Appendix C: Equivalency Mapping from Level 4 to New Curriculum

Level 4 Task Equivalency					
Coaches must complete a minimum of 4 training units and complete Level 4 Task Assignment to get equivalency for a given level 4 task, except for task 17 leadership which requires a minimum of 10 units					
NOTES	Tasks #	Task Name	Theme	Module	Unit
Coaches must take required unit plus two optional units to make of 4 units/ Task		1 Energy Systems	Performance Planning	Auditing Sport Performance	Assessing Physiological Factors in Sport
		1 Energy Systems	Performance Planning	Detailing the Training Plan	Debriefing Physiological Impacts on the plan
		2 Strength and Conditioning	Performance Planning	Auditing Sport Performance	Optimizing Physical Abilities for Performance
		2 Strength and Conditioning	Performance Planning	Developing Integrated Training Plans	Planning Conditioning Programs
		5 Environmental Influences	Training and Competition Readiness	Preparing for competition	Environmental Impacts on Performance
		5 Environmental Influences	Training and Competition Readiness	Preparing for competition	Environmental Factors
	Optional		Performance Planning	Auditing Sport Performance	Testing and Monitoring Physical Abilities
	Optional		Performance Planning	Detailing the Training Plan	Detailing the Conditioning Program
	Optional		Performance Planning	Developing Integrated Training Plans	Developing Conditioning Plans
	Optional		Performance Planning	Developing Integrated Training Plans	Applying conditioning activities in the real world
Optional		Performance Planning	Developing Integrated Training Plans	Planning Meso and Microcycles	
Optional		Performance Planning	Developing Integrated Training Plans	Creating the yearly plan	
All units required		4 Nutrition	Performance Planning	Auditing Sport Performance	Sharing Nutritional Considerations
		4 Nutrition	Performance Planning	Auditing Sport Performance	Assessing Nutrition for Sport Performance
		4 Nutrition	Training and Competition Readiness	Preparing for competition	Healthy Eating for Competition
		4 Nutrition	Training and Competition Readiness	Preparing for competition	Best Nutritional Practice for Competition
3 out of 5 units + 1 optional		6 Recovery and Regeneration	Performance Planning	Detailing the Training Plan	Detailing the Recovery Plan
		6 Recovery and Regeneration	Performance Planning	Developing Integrated Training Plans	Planning for Prehabilitation
		5 Recovery and Regeneration	Training and Competition Readiness	Health and Safety	Injury Prevention
	Optional	Recovery and Regeneration	Training and Competition Readiness	Health and Safety	Sport Specific risk and emergency protocol
	Optional	Recovery and Regeneration	Training and Competition Readiness	Health and Safety	Risk management
All 3 required		7 Mental Prep for Coaches	Coaching Leadership	Effective Leadership Behaviour	Self and Stress Management
		7 Mental Prep for Coaches	Coaching Effectiveness	Analyzing Coaching and Athlete Performance	Learning and Intervention
		7 Mental Prep for Coaches	Coaching Effectiveness	Innovating practices and coaching intelligence	Integrating others into the practice
Coach selects 4 out of 5 units		8 Mental Prep for Athletes	Performance Planning	Auditing Sport Performance	Identifying mental factors impacting performance
		8 Mental Prep for Athletes	Performance Planning	Auditing Sport Performance	Assessing Mental Demands in Sport
		8 Mental Prep for Athletes	Training and Competition Readiness	Preparing for competition	Pre-Competition and Competition Strategies
		8 Mental Prep for Athletes	Training and Competition Readiness	Preparing for competition	Enhancing Mental Competition Readiness
		8 Mental Prep for Athletes	Training and Competition Readiness	Preparing for competition	Effectively Debriefing Performance
Coach selects 4 out of 5 units		10 Biomechanics	Coaching Effectiveness	Skill Development and Biomechanics	Performance Analysis for Skill Development
		10 Biomechanics	Coaching Effectiveness	Skill Development and Biomechanics	Demonstrating Analysis and Correction
		10 Biomechanics	Coaching Effectiveness	Skill Development and Biomechanics	Correcting Performance
		10 Biomechanics	Coaching Effectiveness	Skill Development and Biomechanics	Biomechanics Theory to Practice
		10 Biomechanics	Coaching Effectiveness	Skill Development and Biomechanics	Analyzing Movement and Force

Coach selects 4 out of 8 units for each task respectively	12 & 16 Planning and LTAD 12 & 16 Planning and LTAD 12 & 16 Planning and LTAD 12 & 16 Planning and LTAD 12 & 16 Planning and LTAD 12 & 16 Planning and LTAD 12 & 16 Planning and LTAD 12 & 16 Planning and LTAD	Performance Planning Performance Planning Performance Planning Performance Planning Performance Planning Performance Planning Performance Planning Performance Planning	Auditing Sport Performance Auditing Sport Performance Detailing the Training Plan Detailing the Training Plan Developing Integrated Training Plans Developing Integrated Training Plans Developing Integrated Training Plans Managing the Training Plan	Sharing Trends in sport Audit Sport Using LTAD Debriefing the planning process Creating the Taper Plan Planning Meso and Microcycles Planning Conditioning Programs Creating the yearly plan Working with Mentor
Coach selects 10 unit but must ensure that units are taken in all modules.	17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership 17 Leadership	Coaching Leadership Coaching Leadership	Building Effective Teams Building Effective Teams Building Effective Teams Building Effective Teams Building Effective Teams Creating Your Coaching Philosophy Creating Your Coaching Philosophy Creating Your Coaching Philosophy Creating Your Coaching Philosophy Creating Your Coaching Philosophy Creating Your Coaching Philosophy Creating Your Coaching Philosophy Creating Your Coaching Philosophy Leading Change Leading Change Leading Change Living your Coaching Philosophy Living your Coaching Philosophy Living your Coaching Philosophy	Team Dysfunction Problem Solving in Groups Planning Team Building Activities Collaborative Decision Making Building effective team culture Developing a philosophy Creating mission and philosophy Coaching Values Developing a philosophy Creating mission and philosophy Coaching Values Strategic Decision Making Managing Resistance to Changes Implementing and Evaluating Change Values based decision making Values based conflict Codes of conduct
Coaches must take required unit plus two optional units to make of 4 units / Task	18 Personal Awareness / Business of C 18 Personal Awareness / Business of C 19 Canadian Sport System 19 Canadian Sport System Optional Optional Optional Optional Optional Optional Optional	Coaching Leadership Coaching Leadership	Leading a Program Strategic planning for training and com Leading a Program Leading a Program Leading a Program Leading a Program Leading a Program Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com Strategic planning for training and com	Managing staff performance Strategic planning for major events Determining Roles and responsibilities Advocating for Change Performance Review Effective Communication and communication tools Developing power and influence Working with Support Teams Developing and managing budgets Creating event plan through collaboration Building and using a support team

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