



NATIONAL COACHING CERTIFICATION PROGRAM
REVISED NCCP INFORMATION GUIDE FOR COACHES AND ASSOCIATIONS



Hockey Canada Revised National Coach Certification Program



Forward

Hockey Canada Coaching Committee has identified the need for this document as we enter a very critical stage of the transition from the current National Coaching Certification Program to the new NCCP that will require coaches to demonstrate their coaching competencies. The new NCCP model will align the development of hockey players with the development of Canadian coaches who are the leaders, teachers and organizers of young players in this country.

This document will serve as a guide for administrators, coaches, parents, players and other volunteers to better understand the intent and structure of the New NCCP model.

This document will be divided into three main components. **The First Component** will focus on the athlete development model and the history of how the current CBET model was derived. **The Second Component** will investigate the structure of the current model. Key principles of athlete development, coach development, growth and development, core and supplementary programs will be discussed. **The Third Component** will answer frequently answered questions regarding the new coach development model.

The Athlete Development Committee strongly believes that the structure of the new program will not only enhance the learning experience for coaches but ultimately will benefit the most important members of Hockey Canada the girls and boys who play the game.

Sincerely,

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The First Component

The Athlete Development Model

NCCP Historical Timelines

Where we go from here

Implementation Plans

The Second Component

The new NCCP Model

Defining the Streams of Coaching

Mapping out the coaching experience

What is certification?

What is equivalency?

The Third Component

Frequently asked Questions about the NCCP model

Who is accountable for the program?

How will the clinics be administered?

Why is this program better?



The First Component

The Athlete Development Model



The Athlete Centred Model

The experience that hockey players will have in the game is influenced by a number of external and internal factors. However, generally speaking the players will stay in the sport if their experience in the sport is a positive one. In order to do this we have to remember that the program needs to be centred on the participant's needs. This **Athlete Centred Model** has been the driving factor and focal point in the re-design of the NCCP.

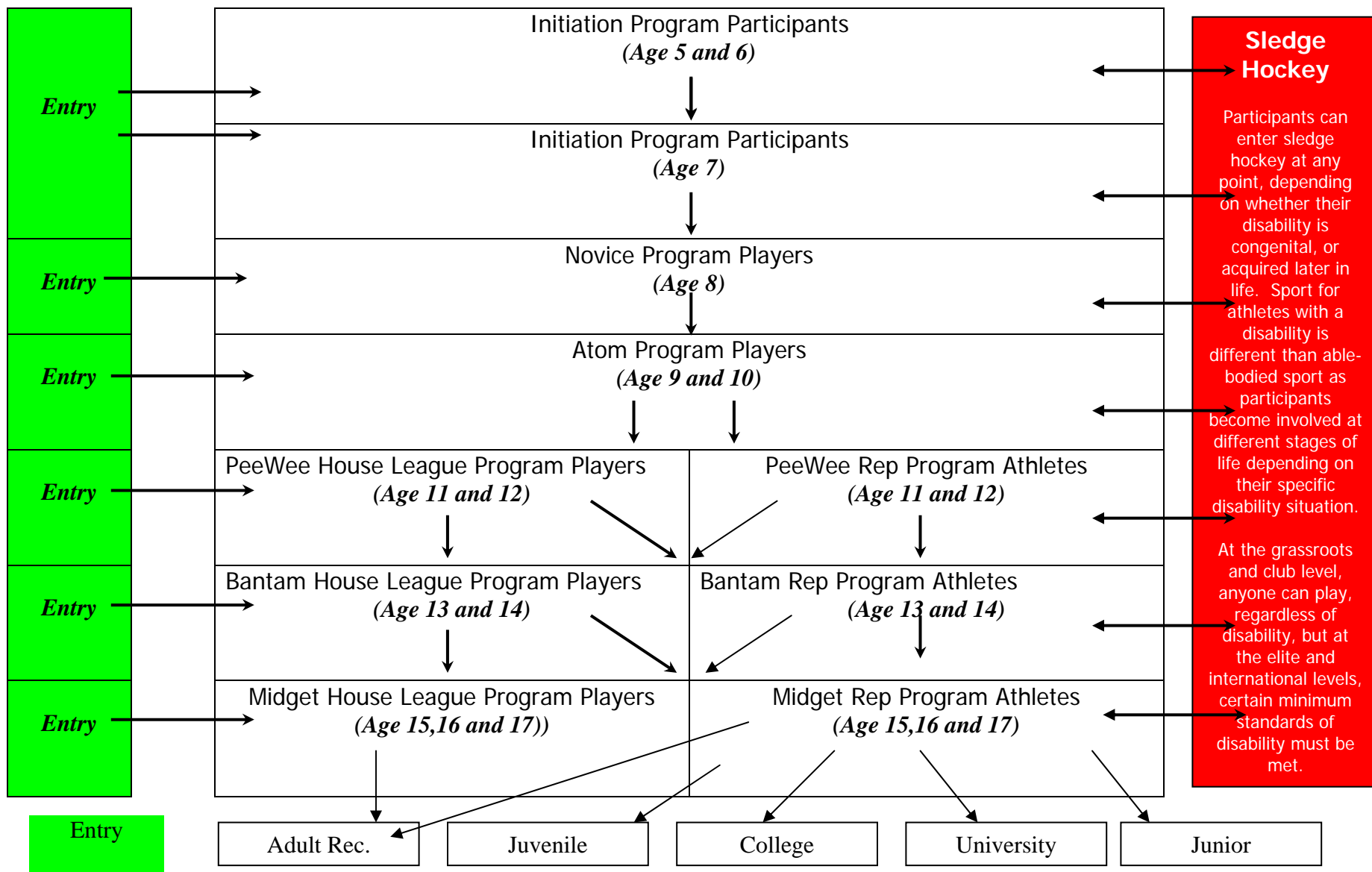
The athlete centred model solidly supports the Hockey Canada mission **to lead, develop and promote positive hockey experiences. Hockey Canada believes:**

- ◆ In a positive hockey experience for all participants, in a safe, sportsmanlike environment.
- ◆ In the development of life skills which will benefit participants throughout their lives.
- ◆ In the values of fair play and sportsmanship, including the development of respect for all people by all participants.
- ◆ In hockey opportunities for all people regardless of age, gender, colour, race, ethnic origin, religion, sexual orientation, or socio-economic status and in both official languages.
- ◆ In the importance for participants to develop dignity and self- esteem.
- ◆ To instill the values of honesty and integrity in participants at all times.
- ◆ In the promotion of teamwork, and the belief that what groups and society can achieve as a whole is greater than that which can be achieved by individuals.
- ◆ In the country of Canada, its tradition in the game of hockey, and the proud and successful representation of this tradition around the world.
- ◆ In the value of hard work, determination, the pursuit of excellence and success in all activities.
- ◆ In the benefits of personal and physical well- being.

The following model attempts to portray the options that a young player has when moving through the system. As is clearly outlined a player can enter into Canada's hockey system at any time. Evidence can be found that this is happening by taking a brief glance at the recreational leagues across the country.



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The following 3 charts detail the 3 main streams of hockey that athletes move through in their development. These Streams have been extrapolated from the information on the previous chart. The New NCCP model attempts to mirror this athlete model with the coaching development model to ensure that coaches are being educated with the necessary tools to meet the athletes needs.

Community Coach Stream

	Age Range	Competitive Context	Training Environment	Skill Emphasis
Community	5 – 10	<ul style="list-style-type: none"> • Initiation • Novice • Atom 	2-4 hours per week 1-2 practices/wk 1-2 games/wk	Technical Skills - 75 - 85 % Individual Tactics 15 - 25 % Team Tactics 10 % or less
Recreational	11-17	<ul style="list-style-type: none"> • Pee Wee House • Bantam House • Midget House 	2-4 hours per week 1 practice/wk 1-2 games/wk	Technical Skills - 75 - 85 % Individual Tactics 15 - 25 % Team Tactics 10 % or less
Adult Recreational	18 +	<ul style="list-style-type: none"> • Ad hoc leagues 	1-2 hours per week No practices 1-2 games/wk	N/A

Developmental Stream

	Age Range	Competitive Context	Training Environment	Skill Emphasis
Provincial	11-17	<ul style="list-style-type: none"> • Pee Wee Rep • Bantam Rep • Midget Rep 	4-6 hours per week 2-3 practices/wk 2-3 games/wk	Technical Skills - 35 - 45 % Individual Tactics - 15 - 25 % Team Tactics - 10 - 20 % Team Play - 10 - 15 % Strategy - 10 % or less
Regional	15-21	<ul style="list-style-type: none"> • Junior Hockey "B" and below • Senior Hockey 	4-6 hours per week 2-3 practices/wk 2-3 games/wk	Technical Skills - 35 - 45 % Individual Tactics - 15 - 25 % Team Tactics - 10 - 20 % Team Play - 10 - 15 % Strategy - 10 % or less



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	Age Range	Competitive Context	Training Environment	Skill Emphasis
National	15-40	<ul style="list-style-type: none">• Midget AAA• Junior A• Major Junior• University	6-10 hours per week 3-5 practices/wk 2-3 games/wk	
International	18-40	<ul style="list-style-type: none">• National Teams• Minor Professional• European Leagues	6-10 hours per week 3-5 practices/wk 2-3 games/wk	

**Skill Emphasis referenced from HOCKEY CANADA Skills Development Manuals*



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The Second Component

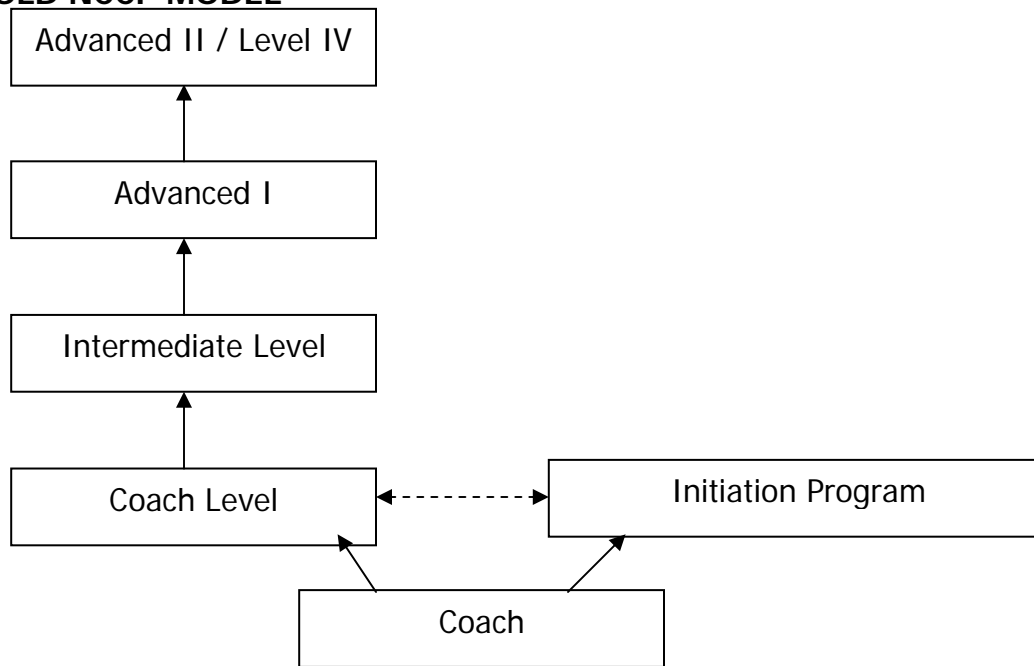
The New NCCP Model



Defining the Streams of Coaching

As was explained earlier in this document players participate in 1 of 3 streams of hockey in Canada. These players can be categorized as being at the Community/Recreational level, the Developmental level or the High Performance level. These could also be referred to as Training to Train, Training to Compete and Training to Win – as outlined by Istevan Bayli. To best serve the player in the Athlete Centred Model it is absolutely vital that the coach education match the streams of an athlete's development. With this in mind the new NCCP model evolved from the necessity to best serve the athlete as opposed to the former model for coach education where a coach (regardless of level they were coaching) entered the certification model at the bottom and proceeded upward (see diagram). This system also limited the coach whereby if they were a "career" coach of 10 year old players they were unable to further their education without moving to a level where a large portion of the curriculum was not applicable to the players who they were working with.

OLD NCCP MODEL





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The new certification/education model gives the coaches the flexibility to enter the program at any level of play and find the coaching certification program appropriate for them. Coaches will also be able to easily move from Stream to Stream if they desire to work with athletes in a different stream.

The athletes that the coach is coaching define each of the streams of coaching. A coach looking to enter the certification process has several options depending on the level of athletes they are coaching. The chart below (on this page) is intended to illustrate what stream of coaching a coach would enter. For example, if a coach were coaching PeeWee house they would enter the Community/Recreational Stream.

COMMUNITY COACH STREAM	DEVELOPMENTAL STREAM	HIGH PERFORMANCE STREAM
<ul style="list-style-type: none">• All coaches coaching Atom or below• PeeWee House• Bantam House• Midget House• Pure Recreational	<ul style="list-style-type: none">• PeeWee Rep• Bantam Rep• Midget Rep• Junior B and Below• Senior Hockey	<ul style="list-style-type: none">• Midget AAA• Junior A, Major Junior• University and College

Each branch partner of Hockey Canada will be responsible for defining within their branch what House league and Rep mean and where a given coach will enter into the model.

Overall, coaches in the new model will be educated with the ultimate goal being to improve the coaches ability in 5 main areas of competency:

- ◆ CRITICAL THINKING
- ◆ PROBLEM SOLVING
- ◆ INTERACTION
- ◆ VALUING
- ◆ LEADERSHIP



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Coach Stream		Developmental Stream	High Performance Stream
Core Programming		Core Programming	Core Programming
Coach 1 - COACH ENTRY POINT	Intro Coach For coaches working with 5-6 year olds COACH ENTRY POINT	Development 1- COACH ENTRY POINT	High Performance 1 - COACH ENTRY POINT
Clinic Pretask			Clinic Pretask
Clinic (8 hours)		Clinic (16 hours)	Clinic 6 Day Practical
Clinic Post-task (Throughout season)		Clinic Post Task (Throughout season)	Clinic Post Task Throughout Season
Supplementary Programming		Development 2 (*Professional Development) Clinic Pretask (Part of Development 1 Post Task)	High Performance 2 Clinic Pretask
		Clinic (16 hours)	Clinic 6 Day Practical
		Clinic Post Task (2 hours)	Clinic Post Task Throughout Season
		Supplementary Programming	Supplementary Programming



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More specifically, within each stream there have been outcomes identified based on coaching tasks. These outcomes are what the coach can expect to learn and eventually demonstrate for certification purposes

An example of outcomes for each of the new programs can be found below.

Community Coach Stream Overview

Goals of Participation	Fun, Fitness and Fundamentals
Frequency of Participation	1-2 times per week
Level of Competition	Low - within community
Proficiency of players	Acquiring basic skill, for many just getting started
Age of participants	Children and youth
Stage in the athletes development	FUNDamentals of game

Community Coach Stream Outcomes

1. Utilize a basic plan from relevant HOCKEY CANADA resources that serve as a priority checklist for on/off-ice activities throughout the season
2. Communicate and interact effectively with players, parents, officials and league administrators through parent meetings, team building and other team activities
3. Demonstrate awareness of the game environment and respond appropriately by encouraging participants and working with the fair play guidelines.
4. Utilize and conduct an effective on-ice practice for skill and tactic acquisition using appropriate drills in a safe and enjoyable atmosphere which respects the age and proficiency of the participants
5. Verify the safety of all facilities that the athletes are participating in.
6. Be a positive role model



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Development Stream Overview

Goals of Participation	Fun, Fitness, Fundamentals and performance on provincial level
Frequency of Participation	2-4 times per week
Level of Competition	Medium – regional to provincial rep level
Proficiency of players	Consolidating basic skills and tactics
Age of participants	Youth
Stage in the athletes development	Training to Train

Development Stream Outcomes - the Development 1 program can be divided into several key program outcome areas – as shown in the chart. The outcomes for the Development 2 program are on the following page.

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Program Management
<ul style="list-style-type: none"> ◆ Identification of the basic athletic abilities required to succeed in the game of hockey ◆ Assess the level of the team relative to the basic skills and tactics needed for performance at the regional or provincial level ◆ Identify appropriate corrective measures for players with regards to a specific skill of the game ◆ Communicate the analysis of an athlete to the athlete 	<ul style="list-style-type: none"> ◆ Utilize the skills manuals to select appropriate skill and drill progressions ◆ Identify risk factors and create an EAP for the team ◆ Set an appropriate structure for practice including good use of time, space and equipment ◆ Identify suitable objectives for each practice ◆ Understand the basic principles of drill design ◆ Understand the key technical skills, individual and team tactics in the game of hockey 	<ul style="list-style-type: none"> ◆ Understand the purpose of a seasonal plan and the components of that plan ◆ Be able to design a basic seasonal plan for a team at the rep level for a 6 month season ◆ Work with the athletes to set and monitor success indicators 	<ul style="list-style-type: none"> ◆ Verify that the facilities are safe ◆ Deliver one practice aimed at improving a specific skill or tactic in a way that is consistent with the current skills of the athlete ◆ Be able to adapt an activity to the skills of a particular group ◆ Apply basis teaching principles for demo and explanation ◆ Provide feedback relative to performance ◆ Use appropriate communication techniques to increase individual self esteem and team harmony 	<ul style="list-style-type: none"> ◆ Use appropriate communication strategies to build the team goals and guiding principles in consultation with players and parents ◆ Provide logistical information about scheduled practices, games and meetings ◆ Report to the athlete and/or the athletes parents the progress of the player through the program



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Development 2 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Coaching in Competition
<ul style="list-style-type: none"> ◆ Identification of the basic athletic abilities required to succeed in the game of hockey ◆ Assess the level of the team relative to the basic skills and tactics needed for performance at the regional or provincial level ◆ Identify appropriate corrective measures for players with regards to a specific skill of the game ◆ Communicate the analysis of an athlete to the athlete 	<ul style="list-style-type: none"> ◆ Identify suitable objectives for each practice ◆ Understand the basic principles of drill design ◆ Understand the key technical skills, individual and team tactics in the game of hockey ◆ Understand the team play systems of hockey and the requisite technical and tactical skills required to perform these systems ◆ Have a strong understanding of the uniqueness of the goaltender and how to integrate the goaltender into practice. 	<ul style="list-style-type: none"> ◆ Be able to design a basic seasonal plan for a team at the rep level for a 6 month season ◆ Work with the athletes to set and monitor success indicators ◆ Begin to establish methods to monitor the effectiveness of the program design ◆ Adjust the program based on athlete performance and success indicators along the way ◆ Understand the development of the athlete outside of the competitive season and what can be developed program-wise to benefit this athlete. 	<ul style="list-style-type: none"> ◆ Verify that the facilities are safe ◆ Deliver one practice aimed at improving a specific skill or tactic in a way that is consistent with the current skills of the athlete ◆ Be able to adapt an activity to the skills of a particular group ◆ Apply basis teaching principles for demo and explanation ◆ Provide feedback relative to performance ◆ Use appropriate communication techniques to increase individual self esteem and team harmony 	<ul style="list-style-type: none"> ◆ Identify appropriate goals and objectives for regional/provincial competitions ◆ Explain and teach the rules of the game ◆ Communicate basic nutritional needs ◆ Design and communicate basic tactics/strategies to employ during the game ◆ Design an appropriate warm-up and pre-game routine ◆ Analyze performance in a game setting ◆ Teach basic mental skills to promote concentration and relieve stress ◆ Encourage players and react appropriately within the game setting- toward officials, players and other coaches



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High Performance 1 Overview

Goals of Participation	Performance in Provincial and National Events
Frequency of Participation	4-6 times per week
Level of Competition	Provincial to National
Proficiency of players	Refining basic skills and tactics, acquiring and consolidating advanced team skills
Age of participants	Young adults
Stage in athletes development	Training to Compete

High Performance 2 Overview

Goals of Participation	Performance in National and International
Frequency of Participation	4-6 times per week
Level of Competition	Provincial to International
Proficiency of players	Refining and varying advanced skills
Age of participants	Young adults and adults
Stage in the athletes development	Training to Win



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High Performance 1 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Coaching in Competition	Program Management
<ul style="list-style-type: none"> ◆ Perform an analysis of the technical, tactical, physical, and mental demands of the sport. ◆ Assess the status of the athlete/participant and/or team vs. such demands, as required for performance in provincial/national level competitions. ◆ Identify appropriate corrective measures. Analyze the effects of contextual, social and environmental factors on performance. ◆ Communicate the result of the analysis to athlete and other stakeholders, where appropriate. ◆ Integrate performance analysis in program design. 	<ul style="list-style-type: none"> ◆ Match activities to performance analysis conducted in training and competition. ◆ Relate activities to training needs and program goals and priorities when establishing objectives of practice. ◆ Incorporate appropriate means and methods to achieve desired training effects. ◆ Adapt pre-designed activities and/or design activities suitable for the age group, selected athletic abilities, and performance level in order to achieve specific training effects. ◆ Set appropriate structure for practice. ◆ Identify risk factors. ◆ Develop EAP. ◆ Make good use of available time and equipment. ◆ Sequence activities optimally relative to each other within the practice 	<ul style="list-style-type: none"> ◆ Relate program to preceding and next stages of athletic development. ◆ Based on individual and/or team performance analysis, establish a sound seasonal or annual progression for the development of skills and other athletic abilities for athletes competing at provincial or national levels. ◆ Work with athletes to set goals and success indicators. ◆ Incorporate appropriate recovery strategies. ◆ Sequence practices optimally relative to other practices, and to competitions. ◆ Establish training and competitive priorities throughout the program. ◆ Use established methods to monitor the effectiveness of the program. ◆ Adjust program to achieve peak performance at selected times. 	<ul style="list-style-type: none"> ◆ Verify that facilities and equipment pose no safety risks. ◆ Provide guidance about choice and adjustment of equipment. ◆ Deliver a series of sessions aimed at improving required performance abilities of athletes competing at provincial/ national level, in a way that is consistent with the guidelines set for the age group, the sport ADM and that promotes self-esteem. ◆ Adapt the activity for individual or group needs and abilities. ◆ Apply teaching principles for explanation and demonstration. ◆ Provide feedback to athletes relative to their performance. ◆ Communicate appropriate recovery strategies to employ post-training. ◆ Relate interventions to training needs identified in performance analysis. ◆ Justify adjustments and interventions. ◆ Implement strategies to develop optimal cooperation among athletes. 	<ul style="list-style-type: none"> ● Identify appropriate goals and objectives for a provincial/national competition and communicate them to the athletes. ● Interpret correctly all competitive rules. ● Develop pre/post competition nutritional strategies to enhance performance and promote recovery. ● Based on performance analysis, communicate tactics and strategies to employ during the competition. ● Design appropriate competitive warm-up activities. ● Analyze performances during the competition, and suggest appropriate adjustments to competing athletes. ● Teach mental skills to promote concentration, control emotions, and manage distractions. ● Encourage participants. ● Behave respectfully toward participants, officials, parents, and spectators. 	<ul style="list-style-type: none"> ● Communicate his/her coaching philosophy and key principles guiding program decisions to the participants/athletes and other stakeholders, where appropriate. ● Provide logistical information about schedule of activities. ● Design appropriate procedures for athlete selection. ● Report assessment of the progression accomplished by the participant/athlete throughout the program to key stakeholders, where appropriate. ● Manage equipment and financial resources necessary for successful program implementation. ● Manage a group of athletes during competitions away from home. ● Work with assistants.



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High Performance 2 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Coaching in Competition	Program Management
<ul style="list-style-type: none"> • Describe the concept of performance in national/ international level competitions. • Perform an analysis of the technical, tactical, physical, and mental demands of the sport. Assess the status of the athlete vs. such demands, as required for performance in national/ international level competitions. • Identify appropriate corrective measures. • Analyze the effects of contextual, social and environmental factors on performance. • Communicate the result of the analysis to athlete/participant and other stakeholders, where appropriate. • Integrate performance analysis in program design. 	<ul style="list-style-type: none"> • Match activities to performance analysis conducted in training and competition. • Relate activities to training needs and program goals and priorities when establishing objectives of practice. • Incorporate appropriate means and methods to achieve desired training effects. • Adapt pre-designed activities and/or design activities suitable for the age group, selected athletic abilities, and performance level in order to achieve specific training effects. • Set appropriate structure for practice. • Identify risk factors. • Develop EAP. • Make good use of available time and equipment. • Sequence activities optimally relative to each other within the practice. 	<ul style="list-style-type: none"> • Based on individual and/or team performance analysis, establish a sound annual progression for the development of skills and other athletic abilities appropriate to the age of the athletes competing at national or international/national levels. • Work with athletes to set goals and success indicators. • Evaluate likely causes of fatigue and incorporate appropriate recovery strategies. • Sequence practices optimally relative to other practices, and to competitions. • Establish training and competitive priorities throughout the program. • Use established methods to monitor the effectiveness of the program, or and design others where appropriate. • Adjust program to achieve peak performance at selected times. 	<ul style="list-style-type: none"> • Deliver a series of sessions aimed at improving required performance abilities of athletes competing at national/ international level, in a way that is consistent with the guidelines set for the age group, the sport ADM, and that promotes self-esteem. • Adapt the activity for individual or group needs and abilities. • Apply teaching principles for explanation and demonstration • Provide feedback to athletes relative to their performance. • Communicate appropriate recovery strategies to employ post-training. • Relate interventions to training needs identified in performance analysis. • Justify adjustments and interventions. Implement strategies to develop optimal cooperation among athletes. Provide guidance about choice and adjustment of equipment for maximal performance. 	<ul style="list-style-type: none"> • Identify appropriate goals and objectives for a national/international competition and communicate them to the athletes. • Interpret correctly all competitive rules. • Develop pre/post competition nutritional strategies to enhance performance and promote recovery. • Based on performance analysis, communicate tactics and strategies to employ during the competition. • Design appropriate competitive warm-up activities. • Analyze performances during the competition, and suggest appropriate adjustments to competing athletes. • Teach mental skills to promote concentration, control emotions, and manage distractions. • Encourage participants. Behave respectfully toward participants, officials, parents, and spectators. 	<ul style="list-style-type: none"> • Communicate his/her coaching philosophy and key principles guiding program decisions to the participants/athletes and other stakeholders, where appropriate. • Provide logistical information about schedule of activities. • Design appropriate procedures for athlete selection. • Report assessment of the progression accomplished by the participant/athlete throughout the program to key stakeholders, where appropriate. • Manage equipment and financial resources necessary for successful program implementation. • Manage a group of athletes during high level competitions away from home. • Supervise assistant coaches and support staff. • Identify experts who can bring a contribution to the program, and evaluate their contribution.



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**Sample Community Coach Stream 1-Day
 Agenda**

8:00 a.m.	Registration
8:00 – 8:30	Introduction and Ice Breaker
8:30 – 10:30	Supporting the Athlete in the Team Environment <ul style="list-style-type: none"> • Communication Theory • Fair Play Codes • Parent Meetings
10:30 – 10:45	Nutrition Break
10:45 – 12:15	Supporting the Athlete in the Training Environment <ul style="list-style-type: none"> • Teaching Skills and Progressions • Error Detection and Correction
12:15 – 1:00	LUNCH
1:00 - 2:30	Supporting the Athlete in the Training Environment <ul style="list-style-type: none"> • Practice Planning
2:30 – 2:45	Nutrition Break
2:45 – 4:45	Supporting the Athlete in the Game Environment

Supplementary Coach Stream Modules

(What area of the environment is the module addressing)?

Module	Team Environment	Training Environment	Game Environment
Safety and Risk Mgmt	X	X	X
Fun & Games		X	
Intro. to Tactics		X	
Advanced Tactics		X	
Checking Skills		X	
Skill Analysis		X	
Goaltending		X	
Ind. Tactics		X	
Bench Management			X
Speak Out	X	X	X
Team Building	X	X	X
Teaching Rules		X	X
First Aid	X	X	X
Practice Mechanics		X	