

Certification Standards for the Performance Coach Context

This section outlines the certification standards that apply in Volleyball Canada's Performance Coach context.

To ensure the highest degree of objectivity possible when evaluating coaches, Volleyball Canada's NCCP certification requirements are based on *outcomes*, *criteria*, and *evidences*.

Outcomes are the overall tasks coaches must be able to perform, and which are deemed important by both the NCCP and Volleyball Canada.

For certification purposes, Performance Coaches will be evaluated in the following outcomes:

1. Make Ethical Decisions (Multisport)
2. Manage a Sport Program (Multisport)
 - a. Leading Drug Free Sport
 - b. Managing Conflict
3. Manage a Sport Program (volleyball-specific)
 - a. Communication
 - b. Managing Logistics
4. Analyze Performance
 - a. Detect/Correct Errors (Basic Skills)
 - b. Detect/Correct Errors (Intermediate Skills)
5. Performance Planning
 - a. Yearly Training Plan
 - b. Plan a Practice
6. Provide Support to Athletes in Training
 - a. Multisport – Completion of the Making Head way module on concussions
 - b. Teaching Skills & Tactics while Applying Volleyball Canada's Methodology
7. Support the Competitive Experience

Criteria are the components of an outcome that will be evaluated. In other words, criteria indicate *what will be evaluated in an outcome*. There can be several criteria associated with a given outcome, and **ALL** must be completed successfully.

Lastly, **evidences** are the observable behaviour that a coach must display. In other words, they represent *what the Evaluator must observe and measure* to confirm that the candidate meets the NCCP standard for each criterion.

This section presents a series of tables that outline the criteria and the evidences that are associated to each outcome. A scale of achievement ranging from “below standard” to “highly effective” is also provided.

To meet the certification requirements in place for a given criterion, a coach must achieve the “NCCP Standard for Core Certification”, or better.

Important Notes - The outcome *Make Ethical Decisions* described below is evaluated online, and marked by an automated system. The minimum certification requirements listed in this section for this particular outcome have been integrated into the automated online marking system.

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

Outcome: Make Ethical Decisions	
Criterion: Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
NCCP Standard Core Certification 	<ul style="list-style-type: none"> <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
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Important Notes

The outcomes *Analyze Performance – Detect & Correct Errors of Intermediate Volleyball Skills & Tactics* and *Analyze Performance – Detect & Correct Errors of Basic Volleyball Skills & Tactics* described in the following pages are evaluated online, and marked by an automated system.

The minimum certification requirements listed in this section for this particular outcome have been integrated into the automated online marking system.

Notes: The tables entitled *Analyze Performance – Basic Skills & Tactics* and *Analyze Performance – Intermediate Skills & Tactics* as part of their preparation or submissions are provided for information only.

Outcome: Analyze Performance – Basic Skills & Tactics	
Criterion 1: Detect performance errors of Basic Volleyball Skills & Tactics (Indoor and Beach)	
Achievement	
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score ranging between 90 and 99 % during the online evaluation.
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score of 90% or more during the online evaluation. <input type="checkbox"/> Correctly use Volleyball Canada’s skill development, progression checklists and/or tactical parameters to analyze whether basic Indoor and Beach techniques and tactics are executed correctly <input type="checkbox"/> Identify if situation is safe for the athlete. <input type="checkbox"/> Identify if task is appropriate for the level of development of the player. <input type="checkbox"/> Identify if vantage point is adequate for observation. <input type="checkbox"/> Identify if the action performed requires correction. <input type="checkbox"/> Identify correctly the critical error involved in the action. <input type="checkbox"/> Identify correctly the primary cause of the critical error (cue reading, decision-making, or execution).
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score below 75 % during the online evaluation.

Outcome: Analyze Performance – Basic Skills & Tactics	
Criterion 2: Correct performance – Basic Beach and Indoor Skills & Tactics	
Achievement	
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score ranging between 90 and 99 % during the online evaluation.
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score of 90% or more during the online evaluation. <input type="checkbox"/> Identify adequate correction(s) given the errors done by the players. <input type="checkbox"/> During the correction, apply correctly Volleyball Canada’s technical or tactical development guidelines applicable to basic Beach and Indoor skills and tactics. <input type="checkbox"/> Prescribe appropriate activities or drills that assist players to make correction in performance.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score below 75 % during the online evaluation.

Outcome: Analyze Performance – Intermediate Skills & Tactics	
Criterion 1: Detect Performance Errors of Intermediate Volleyball Skills & Tactics <i>(Beach OR Indoor, depending on the discipline in which the coach is seeking certification)</i>	
Achievement	
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score ranging between 90 and 99 % during the online evaluation.
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score of 90% or more during the online evaluation. <input type="checkbox"/> Correctly use Volleyball Canada’s skill development, progression checklists and/or tactical parameters to analyze whether basic Indoor and Beach techniques and tactics are executed correctly <input type="checkbox"/> Identify if situation is safe for the athlete. <input type="checkbox"/> Identify if task is appropriate for the level of development of the player. <input type="checkbox"/> Identify if vantage point is adequate for observation. <input type="checkbox"/> Identify if the action performed requires correction. <input type="checkbox"/> Identify correctly the critical error involved in the action. <input type="checkbox"/> Identify correctly the primary cause of the critical error (cue reading, decision-making, or execution).
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score below 75 % during the online evaluation.

Outcome: Analyze Performance – Intermediate Skills & Tactics	
Criterion 2: Correct performance - Intermediate Skills & Tactics <i>(Beach OR Indoor, depending on the discipline in which the coach is seeking certification)</i>	
Achievement	
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score ranging between 90 and 99 % during the online evaluation.
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score of 90 % or more during the online evaluation. <input type="checkbox"/> Identify adequate and specific correction(s) given the errors by the players. <input type="checkbox"/> Establish an adequate link between the correction and the performance. <input type="checkbox"/> During the correction, apply correctly Volleyball Canada’s technical or tactical development guidelines. <input type="checkbox"/> Prescribe appropriate activities that assist players to make correction in performance.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a score below 75 % during the online evaluation.

Important Notes

The outcomes described in the following pages are evaluated by a Volleyball Canada Evaluator:

- Performance Planning and
- Performance Planning Related Components
- Manage a Sport Program
- Provide Support to Athletes in Training
- Support the Competitive Experience

Outcome: Performance Planning	
Criterion: Outline a program structure based on training and competition opportunities	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with Volleyball Canada’s long-term athlete development framework <input type="checkbox"/> Yearly program plan is used as a model for other coaches of the Competition – Development context
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present yearly planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program, consistent with Volleyball Canada’s long-term athlete development framework and/or principles <input type="checkbox"/> Identify relative importance of competition in Yearly Training Plan <input type="checkbox"/> Determine if yearly program should be based on a single or double periodization approach, and identifies Periods/Phases as necessary <ul style="list-style-type: none"> o If the yearly program should be based on a double periodization approach, Periods/Phases are identified as necessary throughout the program, and are of an appropriate duration <input type="checkbox"/> Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program
NCCP Standard for Core Certification 	<p>On a yearly planning calendar:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present logistical information <input type="checkbox"/> Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.) <input type="checkbox"/> Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan <input type="checkbox"/> Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition) <input type="checkbox"/> Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition).
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Only present basic athlete information and seasonal logistics (practices and competitions) <input type="checkbox"/> Do not present a planning calendar of logistical information

Outcome: Performance Planning	
Criterion: Identify appropriate measures to promote athlete development	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify systemic strategies or measures to offset critical program elements that are prevalent in the sport, and that show major inconsistencies with recommended guidelines on long-term athlete development available through Volleyball Canada <input type="checkbox"/> The remedial measures or solutions developed are used as a model for other coaches of the Competition – Development context
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine if trends observed in own program are generalized with the sport <input type="checkbox"/> Propose solutions that describe sound remedial or other corrective measures in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with Volleyball Canada’s long-term athlete development framework and/or principles
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Calculate the ratio of training to competition opportunities within own program <input type="checkbox"/> Compare the ratio of training to competition opportunities within own program to recommended Volleyball Canada norms pertaining to long-term athlete development <input type="checkbox"/> Use data from performance analyses and normative data pertaining to expected performance standards at Competition – Development to identify whether training and competition opportunities of own program are adequate for athlete progression <input type="checkbox"/> Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with Volleyball Canada’s long-term athlete development norms / principles and (2) are adapted to the needs of Competition-Development athletes
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not calculate training to competition ratios <input type="checkbox"/> Do not present appropriate strategies or solutions to assist in aligning training and competition ratios to Volleyball Canada long-term athlete development norms

Outcome: Performance Planning	
Criterion: Integrate yearly training priorities into own program	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate sport-specific components, physical components as well as specific mental strategies into program design (e.g., visualization, goal setting, etc.) <input type="checkbox"/> Factor in critical programming decisions that have to be made to the Yearly Training Plan in order to address/correct specific performance factors, and re-adjusts training priorities and objectives in a way that (1) reflects the anticipated time required to induce the desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors <input type="checkbox"/> The yearly program developed is a model for the Competition – Development context in the sport
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify adjustments to Volleyball Canada template to better reflect own program situation, while remaining consistent with Volleyball Canada long-term athlete development guidelines and principles <input type="checkbox"/> Prioritize key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of such factors/components/objectives with each period of the plan
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Use Volleyball Canada sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan <input type="checkbox"/> Use Volleyball Canada sample yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan <input type="checkbox"/> Identify for a given week in the program: <ul style="list-style-type: none"> o The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week o Whether there is a gap between the “minimum training time required to induce specific training effects” and the “time available for training”, using NCCP and/or NSO guidelines o The organization and sequence training priorities on a weekly basis based on timing within Yearly Training Plan
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use Volleyball Canada’s sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan <input type="checkbox"/> Do not use Volleyball Canada’s sample yearly program template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan

Outcome: Performance Planning	
Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make modifications to the objectives, duration, and methods used in certain sessions to optimize adaptations, and provide rationale for such decisions based on specific evidence gathered from observation and athlete monitoring <input type="checkbox"/> Make optimal use of the principles and guidelines related to the proper sequencing of training sessions during a week given the logistics and constraints of the Yearly Training Plan <input type="checkbox"/> The organization and sequencing of training priorities identified are used as a model for other coaches of the Competition – Development context
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take into account fatigue indices from previous weeks’ training and competition activities to organize and sequence weekly training priorities and objectives <input type="checkbox"/> Take into account fatigue indices from previous weeks’ training and competition activities to select most appropriate methods to use in specific training sessions <input type="checkbox"/> Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance, and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc.
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Manage and prioritize training time appropriately and present a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in Volleyball Canada’s template for the week of the program <input type="checkbox"/> Account for logistical constraints in the yearly training plan when sequencing weekly training activities <input type="checkbox"/> Present a 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities <input type="checkbox"/> Strategically position training sessions relative to each other within the week that accounts for; anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term <input type="checkbox"/> Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans <input type="checkbox"/> Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Present a plan to develop athletic abilities that is inconsistent with the training priorities and objectives identified for the week of the program <input type="checkbox"/> Do not take into account the logistical constraints that apply to your own program when sequencing the training activities within the week <input type="checkbox"/> Do not apply the principles and guidelines related to the proper sequencing of training sessions in your weekly plans

Outcome: Performance Planning	
Criterion: Develop a tapering and peaking program in preparation for important competitions	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Customize programming decisions in the area of peaking and tapering on the basis of evidence and analyses from previous implementations <input type="checkbox"/> Design a peaking and tapering program that indicates an awareness of specific individual athlete needs <input type="checkbox"/> Document the effects of planned tapering and peaking procedures, and use this to contribute to the advancement of knowledge in the sport and a model for other coaches
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt tapering and peaking procedures to key competitions of the Yearly Training Plan <input type="checkbox"/> Design a peaking and tapering program that spans over a period longer than one week, consistent with established procedures in Volleyball or scientific evidence
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the competition/training activities for the week preceding an important competition <input type="checkbox"/> Appropriately adapt activities for tapering and peaking during the week preceding an important competition, based on the correct application of the following principles: <ul style="list-style-type: none"> o Reduce the training volume throughout the taper phase o Maintain sufficient volume of high-intensity training o Decrease the level of fatigue generated during training sessions o Maintain or schedule a slight reduction in the weekly frequency of training sessions o Activities performed during the taper period are highly specific to the athlete's competitive demands <input type="checkbox"/> Identify specific measures and strategies that contribute to maximizing the athletes' potential for performance in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; team cohesiveness; logistics; etc.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Design activities aimed at ensuring a tapering and peaking effect that are not consistent with established guidelines and available scientific evidence <input type="checkbox"/> Design a plan for tapering and peaking that reflects measures applicable only to the few days that immediately precede the important competition, and not to the whole week leading to the important competition <input type="checkbox"/> Do not clearly reflect established principles and guidelines for tapering and peaking in the weekly program <input type="checkbox"/> Do not change activities and training loads during the week preceding the important competition

Outcome: Plan a Practice	
Criterion 1: Identify appropriate logistics for practice	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear rationale for each goal and objective, based on objectively identified players’ needs <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of players
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make a thorough reflection about all potential risk factors and takes into account players’ individual history at the time of planning <input type="checkbox"/> Provide an appropriate rationale for chosen session goals <input type="checkbox"/> Include detailed logistical evidence that would allow an assistant or other coach to implement the session and achieve the desired learning or training effects
NCCP Standard for Core Certification 	<p>Using Volleyball Canada’s practice planning template:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify age, ability, and competitive level of players <input type="checkbox"/> Identify potential risk factors (environmental, mechanical, human) at the time of planning <input type="checkbox"/> Clearly identify one or more goals for the practice that are consistent with the appropriate week of the YTP. <input type="checkbox"/> Identify adequate activities for the main segments of the training session: warm-up, main part, and cool-down. <input type="checkbox"/> Outline facilities and equipment required to achieve training goal(s) <input type="checkbox"/> Provide a timeline for the session’s activities <input type="checkbox"/> Select activities whose duration and general characteristics support the achievement of the session’s goal(s) <input type="checkbox"/> Select activities whose duration and general characteristics are adapted to the age and ability level of the players, as well as the part of the session in which they are scheduled.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify practice plan goals, or identify vague practice plan goals <input type="checkbox"/> Do not clearly identify main segments or timelines of the training session <input type="checkbox"/> Do not include information about players <input type="checkbox"/> Do not identify required facilities and equipment <input type="checkbox"/> Do not identify potential risk factors <input type="checkbox"/> The timeline for the activities is not appropriate given the goals identified, or the age and ability level of the players <input type="checkbox"/> Selected activities do not support the achievement of the session’s goal(s) <input type="checkbox"/> Selected activities are not adapted to the age and ability level of the players, or the part of the session in which they are scheduled.

Outcome: Plan a Practice	
Criterion 2: Design activities that support player development, consistent with the objectives and priorities of the seasonal plan.	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select activities that address the specific needs of the players based on analysis of performance during training or competition <input type="checkbox"/> Include activities that integrate mental skill development (goal setting, visualization, arousal control, focus) <input type="checkbox"/> Adapt activities to assist a player returning from injury (physical, mental, and emotional considerations) <input type="checkbox"/> Ensure optimal types of practice (part; progressive-part; whole; blocked; massed; constant; distributed; variable; random) are purposely selected to promote technical and tactical development, consistent with the NCCP and Volleyball Canada’s technical and tactical development guidelines
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include variations of activities or training conditions that can be used to create specific challenges to elicit a particular training effect. Plan activities that train effective decision-making in the players and develop their ability to read and adapt to the playing conditions, consistent with performance analyses made previously in training or in competition. <input type="checkbox"/> Identify appropriate work–rest ratios, target training loads, or target intensities for activities <input type="checkbox"/> Sequence activities appropriately in the main part to promote learning, skill development, and to induce desired training effects. Adequate sequencing refers to the timing of practice activities within the practice
<p>NCCP Standard for Core Certification</p> 	<p>Using Volleyball Canada’s practice planning template:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe planned activities through illustration, diagram, and/or explanation <input type="checkbox"/> Indicate key factors (coaching points) that will be identified in the activities of the training session <input type="checkbox"/> Identify duration of overall session and of each segment and ensure that such durations are adequate given the age and the level of the players, and consistent with the length of a typical session (2 hours). <input type="checkbox"/> Ensure activities are purposeful and linked to overall goal(s) and training priorities outlined in week 7 of the selected plan. <input type="checkbox"/> Ensure activities reflect awareness and control for potential risk factors <input type="checkbox"/> Ensure activities are consistent with Volleyball Canada’s guidelines for methods 1, 2, and 3, and with Simulated Play. <input type="checkbox"/> Ensure activities contribute to the development of athletic abilities that are important in Volleyball, and that they match the players’ physical maturation level
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not link activities of training session to training objectives, priorities and or progressions identified in week 7 of the selected seasonal plan.. <input type="checkbox"/> Do not reflect awareness of safety concerns in session plan <input type="checkbox"/> Identify activities that are not adequate for the part of the session in which they are planned. <input type="checkbox"/> Include activities that are not conducive to the achievement of the overall goal(s) of the training session, or that are not adapted to the player’s age, maturation level, or experience. <input type="checkbox"/> Include activities that are not consistent with Volleyball Canada’s guidelines for methods 1, 2, and 3, and with Simulated Play.

Outcome: Plan a Practice	
Criterion: Identify logistics and appropriate background information for practice	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide evidence of superior use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify athletes’ age, abilities, and performance level <input type="checkbox"/> Identify basic information including date, time, location, number of athletes, level of athletes <input type="checkbox"/> Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal <input type="checkbox"/> Indicate where the practice fits within the yearly program <input type="checkbox"/> Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion <input type="checkbox"/> Identify the duration of the practice and each practice segment on a timeline <input type="checkbox"/> Where applicable, and given logistics of the practice, identify potential risk factors
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Athletes’ age and performance level are not identified <input type="checkbox"/> Do not identify basic information including date, time, location, number of athletes, level of athletes <input type="checkbox"/> Do not indicate basic logistical needs (i.e. facilities and equipment) to match the overall goal <input type="checkbox"/> Do not clearly identify main segments or timeline of practice <input type="checkbox"/> Do not adequately reflect or take into account available facilities and equipment

Outcome: Plan a Practice	
Criterion: Identify appropriate activities in each part of the practice	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete <input type="checkbox"/> Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives <input type="checkbox"/> Individual athlete needs are reflected in the planned activities through variations, notes, etc. <p><i>Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis.</i></p>
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include activities to enhance effective decision-making required by the athlete and enable athletes to take greater ownership over decisions that may be required during competition <input type="checkbox"/> Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view <input type="checkbox"/> Integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes) <input type="checkbox"/> Create activities for the specific needs of the participant or team based on analysis of performance in competition <input type="checkbox"/> Provide a clear rationale for the goal and/or objective of each activity <p><i>Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects.</i></p>
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure the clearly identified goal(s) that is/are consistent with the following: long-term athlete development model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan <input type="checkbox"/> Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities <input type="checkbox"/> Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human) <input type="checkbox"/> Ensure activities are meaningful, purposeful and link to overall practice goal <input type="checkbox"/> Include a list of key teaching points that relate to the overall practice goal <input type="checkbox"/> Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points) <input type="checkbox"/> Ensure activities are aimed at improving athletic abilities and are consistent with the SPORT long-term athlete development model <input type="checkbox"/> Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year <input type="checkbox"/> Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective <p><i>Evidence contributes to an adequate learning environment and will elicit improvements in sport-specific performance factors. Types of practice relate to the following: Part practice, Progressive part practice, Whole practice, Massed practice, Distributed practice, Constant practice, Variable practice, Random practice. Stages of skill development relate to the following: Acquisition, Consolidation, Refinement.</i></p>
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide limited evidence to show how the plan will create an adequate environment to learn or to improve performance <input type="checkbox"/> Provide vague and not clearly identified practice goals <input type="checkbox"/> Do not link activities to overall purpose of practice <input type="checkbox"/> Do not reflect awareness of safety in activities <input type="checkbox"/> Include activities that are inconsistent with NCCP growth and development principles <input type="checkbox"/> No evidence is observed in the plan

Outcome: Plan a Practice	
Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> ❑ Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a practice in SPORT ❑ Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice ❑ Coach’s approach/method for sequencing activities during a practice is used as a model by the sport
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> ❑ Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, provide a progression that reflects knowledge and understanding of the athletes’ response to specific loading parameters and patterns ❑ Maintain documentation of the effects of specific sequences of activities for the purpose of conducting future analyses
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> ❑ Provide a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic / competitive situations ❑ When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes: <ul style="list-style-type: none"> ○ Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up: <ul style="list-style-type: none"> ▪ <i>Pure speed (alactic power)</i> ▪ <i>Acquisition of new motor patterns</i> ▪ <i>Coordination/technique at high speed</i> ▪ <i>Speed-strength (power)</i> ▪ <i>Maximum strength</i> ○ Athletic abilities that can be improved in a state of light fatigue: <ul style="list-style-type: none"> ▪ <i>Speed endurance (alactic capacity; lactic power)</i> ▪ <i>Technique (consolidation of motor patterns)</i> ○ Athletic abilities that can be improved in a state of moderate fatigue: <ul style="list-style-type: none"> ▪ <i>Lactic capacity</i> ▪ <i>Maximal aerobic power</i> ▪ <i>Strength endurance</i> ▪ <i>High power aerobic endurance</i> ▪ <i>Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)</i>
Below Standard	<ul style="list-style-type: none"> ❑ When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines ❑ Sequence only some of the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), with the recommended principles and guidelines ❑ Plan an order or sequence of activities that reflects neither the awareness nor the integration of recommended principles and guidelines

Outcome: Plan a Practice	
Criterion: Design an emergency action plan	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a process for updating and maintaining medical profiles <input type="checkbox"/> Critically reflect on how EAP implementation worked in the past and identify changes that are needed to enhance responses in emergency situations <input type="checkbox"/> Reflect on an athlete injury which has occurred during coaching and identify the effectiveness of the response and/or preventative measures <input type="checkbox"/> Provide evidence of consultation with specialists (Physiotherapists, trainers etc.) to ensure that emergency response procedures are current and that appropriate roles are defined <input type="checkbox"/> Sport uses EAP as a model of best practice
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy <input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis <input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a complete emergency action plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> o Locations of telephones (cell and land lines) o Emergency telephone numbers o Location of medical profile for each athlete under the coach’s care o Location of fully-stocked first-aid kit o Advance “call person” and “charge person” o Directions or map to reach the activity site
Below Standard	<ul style="list-style-type: none"> <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	
Criterion: Take appropriate measures to promote drug-free sport.	
Achievement	Evidence: Successful completion of the online evaluation
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <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
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <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
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <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
Below Standard	<ul style="list-style-type: none"> <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	
Criterion: Manage administrative aspects of the program and oversee logistics	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate ability to work with other coaches (assistants/peers) using established leadership qualities and practices such as: <ul style="list-style-type: none"> - Formulating and sharing a vision - Values-based decision-making - Collaborative approaches - Encouraging others - Empowering others - Celebrating accomplishments <input type="checkbox"/> Recommend improvements to the process and performance appraisal procedures used with other coaches (assistants) <input type="checkbox"/> Produce and implement a process and procedures for performance appraisal to be used with other coaches (assistants) <input type="checkbox"/> Be an effective mentor for other coaches <input type="checkbox"/> Train other coaches on how to effectively mentor or supervise other coaches, and how to conduct performance appraisals <p><i>Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end.</i></p>
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a written assessment of the equipment, facilities, and human/financial resources needed to support the athletes program <input type="checkbox"/> Provide a direct and quantifiable contribution to fund raising initiatives <input type="checkbox"/> Advocate program needs to sport administrators or other relevant authorities in order to access grant or sponsorship opportunities <input type="checkbox"/> Factor in the input of other coaches (assistants) when developing programs <input type="checkbox"/> Supervise other coaches (assistants) and apply performance appraisal procedures <input type="checkbox"/> Delegate activities appropriately to other coaches (assistants) and acknowledge their ideas and input into the program <input type="checkbox"/> Develop budget for programs and activities, and allocate effectively financial resources
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a communication tool which outlines the philosophy and objectives of the program <input type="checkbox"/> Provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders <input type="checkbox"/> Identify expectations for behaviour and commitment and identify appropriate consequences <input type="checkbox"/> Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) <input type="checkbox"/> Work with program volunteers and/or administrators to prepare budgets and other financial logistics <input type="checkbox"/> Provide an example of your selection criteria and indicated why they are fair and equitable.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not present a communication tool which outlines the philosophy and objectives of the program <input type="checkbox"/> Do not provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders <input type="checkbox"/> Do not identify expectations for behaviour and commitment and identify appropriate consequences <input type="checkbox"/> Do not facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) <input type="checkbox"/> Do not work with program volunteers and/or administrators to prepare budgets and other financial logistics

Outcome: Manage a Program	
Criterion: Develop strategies to address and resolve conflicts in sport	
Achievement	Evidence: Successfully complete online evaluation
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <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
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <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
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify common causes of conflict in volleyball, 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
Below Standard	<ul style="list-style-type: none"> <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

Outcome: Provide Support to Athletes in Training	
Criterion: Ensure that the practice environment is safe	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement safety measures and preventative actions that reflect learning from past experiences <input type="checkbox"/> Teach and model safety measures and preventative actions to other coaches <input type="checkbox"/> Share reflections on established sport risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in sport <input type="checkbox"/> Recommend actions or procedures that can contribute to enhancing established safety practices <input type="checkbox"/> The coach’s safety measures and preventative actions are used as a model within the sport
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present an emergency action plan (EAP) that reflects improvements based on previous implementation <input type="checkbox"/> Forecast on potential safety issues and make appropriate preventative adjustments to the practice environment <input type="checkbox"/> Effectively implement an emergency procedure adapted to the sport in case of injury or accident
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey the practice site <input type="checkbox"/> Minimize risk to athletes before and throughout the practice (e.g., appropriate use of equipment, adapting to environmental factors, and other factors as identified by the sport) <input type="checkbox"/> Reinforce and teach appropriate competitive rules to enable a safe practice environment <input type="checkbox"/> Present an emergency action plan (EAP) that contains elements specific to the practice facility being used: <ul style="list-style-type: none"> o Location of telephones are identified (cell and land lines) o Emergency telephone numbers are listed o Location of medical profiles and coordinates for each athlete under the coach’s care is identified o Location of fully-stocked first-aid kit identified o Advance “call person” and “charge person” are designated o Directions to reach the activity site are provided
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the potential risks but does nothing to adjust the practice to enable safety. <input type="checkbox"/> Present an incomplete emergency action plan (less than six of the critical elements) <input type="checkbox"/> Do not survey practice environment prior to practice <input type="checkbox"/> Seem unaware of potential risks to safety <input type="checkbox"/> Do not address dangerous factors in the training environment <input type="checkbox"/> Do not reinforce or teach competitive rules to enable a safe practice environment

Outcome: Provide Support to Athletes in Training	
Criterion: Implement an appropriately structured and organized practice	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice <input type="checkbox"/> Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment <input type="checkbox"/> Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice <input type="checkbox"/> Work with other coaches to define appropriate roles in the organization and structure of practice <input type="checkbox"/> Structure and organization of the practice are used as a model for other coaches
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address individual athlete needs in a way that preserves the practice structure and organization for the group <input type="checkbox"/> Implement practice activities to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity <input type="checkbox"/> Implement practice activities that enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition <input type="checkbox"/> Implement appropriate mental training strategies (visualization, relaxation, re-focusing, arousal control) during the practice to assist athletes to achieve task goal or practice objective based on demands that may be encountered during competition
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome athletes prior to practice <input type="checkbox"/> Communicate the practice goals/objectives to athletes <input type="checkbox"/> Dress appropriately for active coaching <input type="checkbox"/> Present a practice plan with well-defined goals and objectives (this could be from the GPP Plan that was submitted to the VC Evaluator) <input type="checkbox"/> Ensure equipment is available and used appropriately throughout the practice <input type="checkbox"/> Ensure available space is used appropriately throughout practice <input type="checkbox"/> Ensure main practice segments are evident (warm-up; main part; cool-down) <input type="checkbox"/> Ensure activities and their duration are appropriate for each segment <input type="checkbox"/> Ensure practice activities are consistent with training priorities and developmental objectives of the yearly program <input type="checkbox"/> Match delivery of practice with practice plan’s goal(s) <input type="checkbox"/> Develop skill(s), tactics, and/or athletic abilities in the main part of the practice <input type="checkbox"/> Sequence practice activities adequately to enhance learning or specific training effects <input type="checkbox"/> Maximize practice time such that participants have appropriate duration, transition, and waiting times <input type="checkbox"/> Provide breaks for appropriate recovery and hydration
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use appropriate warm-up activities <input type="checkbox"/> Do not provide evidence of a practice plan <input type="checkbox"/> Do not clearly divide practice into main segments <input type="checkbox"/> Do not provide clear practice goals <input type="checkbox"/> Use space and time poorly <input type="checkbox"/> Use activities that are not appropriate for athletes of the Competition – Development context

Outcome: Provide Support to Athletes in Training	
Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance	
Achievement	Evidence
Highly Effective	<p>Meet "Above Standard for Core Certification" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach athletes to self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems <input type="checkbox"/> Work with other coaches to identify optimal corrective measures to enhance athlete performance <input type="checkbox"/> Model and teach effective coaching interventions to other coaches at the same context <input type="checkbox"/> Enable athletes to take greater ownership over specific performance factors and learning objectives
Above Standard	<p>Meet "Standard for Core Certification" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use technology to gather information about athletes' performance and learning, or to enhance learning in athletes <input type="checkbox"/> Encourage calculated risks in accordance to the NCCP Code of Ethics <input type="checkbox"/> Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions <input type="checkbox"/> Identify interventions that are evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances <input type="checkbox"/> Implement interventions that identify when to make appropriate decisions to enhance performance of a skill or tactic <input type="checkbox"/> Provide individualized mental training strategies for each athlete based on performance needs and personal characteristics <input type="checkbox"/> Provide a rationale for choosing interventions that are used during the practice <input type="checkbox"/> Provide feedback or questioning strategies that assist the athlete to recognize what to focus on and how to do it in order to achieve positive mental training throughout the practice
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Create opportunities to interact with all athletes <input type="checkbox"/> Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance <input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities for athletes to ask questions <input type="checkbox"/> Identify individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions that optimize learning <input type="checkbox"/> Explain 1-3 key factors or teaching points and check for clarification <input type="checkbox"/> Align key learning points with sport's skill development model and adapt to the level of the athletes <input type="checkbox"/> Use sport's "referent model" to detect and correct performance <input type="checkbox"/> Provide constructive feedback and instruction towards both the group and individuals <input type="checkbox"/> Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback <input type="checkbox"/> Promote a positive image of volleyball and model the image to athletes and other stakeholders <input type="checkbox"/> Uses respectful language towards athletes when providing verbal interventions
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Use an explanation but do not identify any key learning points <input type="checkbox"/> Use demonstration but do not position participants to see and hear <input type="checkbox"/> Make limited intervention to clarify key learning objectives <input type="checkbox"/> Do not recognize when an intervention is needed in order to enhance the learning potential of a situation or activity <input type="checkbox"/> Make interventions that are not purposeful and do not contribute to enhancing learning for the athlete

Outcome: Provide Support to Athletes in Training	
Criterion: Makes adjustments to the practice based on athletes' response to the training tasks	
Achievement	Evidence
Highly Effective	<p>Meet "Above Standard" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives <input type="checkbox"/> Make adjustments to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and sport psychologists) <input type="checkbox"/> Create modifications that can be made to activities given specific training objectives and athlete needs <input type="checkbox"/> Make adjustments to activities in order to verify the degree of learning by the athlete, as opposed to limiting his or her judgments to performance alone
Above Standard	<p>Meet "Standard for Core Certification" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust progressions to ensure optimal achievement of practice objectives, and provide rationale for choice of progression based on observations made during the practice <input type="checkbox"/> Select appropriate mental strategy (visualization, relaxation, re-focusing, arousal control) to facilitate athlete to achieve practice goal or objective based on observation made during the practice <input type="checkbox"/> Adjust individualized mental training activities for each athlete based on performance needs and personal characteristics <input type="checkbox"/> Provide an appropriate rationale for your decisions
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Modify practice activities to deal with specific circumstances or logistics (e.g., weather, timing, resources, etc.) as required <input type="checkbox"/> Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view <input type="checkbox"/> Reduce or increase work intensity, work periods, or length of pauses as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals <input type="checkbox"/> Implement and adapt corrective measures based on defined "referent model" used to analyze the cause of performance errors during practice <input type="checkbox"/> Facilitate achievement of task goal (training objective) by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue <input type="checkbox"/> Provide appropriate rationale for coaching decisions and justify how adjustments enhance the practice objectives
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Make adjustments to activities in which athletes are not learning that are incomplete and do not improve the situation <input type="checkbox"/> Make adjustments that simplify or elevate the degree of difficulty of tasks that do not improve the situation <input type="checkbox"/> Do not recognize that an activity clearly requires adjustments for safety reasons <input type="checkbox"/> In a situation where learning is clearly not occurring during an activity: <ul style="list-style-type: none"> <input type="checkbox"/> Do not recognize the causes of the situation (emotional, cognitive, physical/motor) <input type="checkbox"/> Do not adjust the demands of the task in order to make it a reasonable challenge for athletes <input type="checkbox"/> In a situation where the task is clearly too easy for the athletes: <ul style="list-style-type: none"> <input type="checkbox"/> Do not recognize the situation <input type="checkbox"/> Do not adjust the demands of the task in order to make it a reasonable challenge for athletes <input type="checkbox"/> Do not provide a rationale for any adjustment made to activities during the practice

Outcome: Provide Support to Athletes in Training	
Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to volleyball	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop new and innovative general and/or sport-specific training protocols that are consistent with scientific principles <input type="checkbox"/> Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities <input type="checkbox"/> Use of methods and protocols by the coach to develop and/or maintain athletic abilities relevant to volleyball are used as a model for other coaches of the Competition – Development context
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select and implement training protocols and methods to address individual athlete weaknesses <input type="checkbox"/> Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc. <input type="checkbox"/> Use new and innovative training protocols and methods consistent with current scientific research data and sport-specific observations at the elite level <input type="checkbox"/> Consult with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice <input type="checkbox"/> Correctly implement training methods and protocols to develop and/or maintain <u>all</u> athletic abilities relevant to volleyball
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement general and sport-specific training protocols and methods to appropriately develop and/or maintain (each sport should identify the ones that are relevant to sport context and required for certification purposes): <ul style="list-style-type: none"> o aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength <input type="checkbox"/> Ensure selected training protocols and methods are adapted to the age and training experience of the athletes <input type="checkbox"/> Ensure selected training protocols and methods are adapted to the time of the yearly program <input type="checkbox"/> Ensure the use of training protocols and methods is based on an evaluation of performance and comparison with normative data for the <u>sport/discipline/gender/age group</u>
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a limited number of methods that effectively contribute to the development of some athletic abilities relevant to volleyball <input type="checkbox"/> Identify and implement training protocols and methods that are adequate given the age of the athletes, but that are not adapted to their training experience <input type="checkbox"/> Implement training protocols and methods that are not adequate or sufficiently sport-specific given the time of the yearly program <input type="checkbox"/> Do not purposely create conditions whereby athletic abilities relevant to volleyball are trained during practice <input type="checkbox"/> Do not implement methods that effectively contribute to the development of athletic abilities relevant to volleyball

Outcome: Support the Competitive Experience	
Criterion: Implement procedures that promote readiness for performance pre-competition	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition <ul style="list-style-type: none"> ○ Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance <input type="checkbox"/> Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities <input type="checkbox"/> Work with experts in specific areas to enhance pre-competitive procedures
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels <input type="checkbox"/> Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury) <input type="checkbox"/> Present a strategy to monitor competition goals or gather evidence of athlete performance <input type="checkbox"/> Work with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition <input type="checkbox"/> Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor and provide guidance for nutritional and hydration strategies that will assist athlete’s physical performance in competition <input type="checkbox"/> Ensure athletes perform appropriate volleyball physical warm-up <input type="checkbox"/> Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance <input type="checkbox"/> Provide athletes with clear information regarding their roles in order to enhance individual and team performance in competition <input type="checkbox"/> Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives <input type="checkbox"/> Assess the individual mental state of athletes relative to the demands of the competition <input type="checkbox"/> Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction) <input type="checkbox"/> Develop a game or competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition <input type="checkbox"/> Identify tactics and strategies that are consistent with athletes’ stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents <input type="checkbox"/> Identify tactics and strategies that are consistent with the rules of competition and principles of fair play <input type="checkbox"/> Explain tactics and strategies in a way that is clear for the athletes and check for understanding <input type="checkbox"/> Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not be prepared and have difficulty organizing athletes for competition <input type="checkbox"/> Athletes are unaware of competition schedule or plan <input type="checkbox"/> Rush pre-competition preparation and do not make equipment readily available

Outcome: Support the Competitive Experience	
Criterion: Make decisions and interventions that promote sport-specific performance during competition	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances <input type="checkbox"/> Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve non-competing athletes in meaningful roles and learning situations related to the competition <input type="checkbox"/> Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate <input type="checkbox"/> Communicate with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance <input type="checkbox"/> Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.)
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Observe athletes from the most optimal vantage point based on volleyball rules and/or competitive objective/goals <input type="checkbox"/> Behave in a controlled manner and show respect towards officials, opponents, and own athletes <input type="checkbox"/> Make use of the opportunities to interact directly with athletes during competition (time outs; breaks; interventions between matches, etc.) where appropriate as defined by competitive rules for the sport <input type="checkbox"/> Provide athletes with volleyball-specific information that identifies what and how to achieve greater performance by focusing on solutions and potential actions <input type="checkbox"/> Ensure that athletes or team are focused on the task, not the result or scoreboard <input type="checkbox"/> Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for sport <input type="checkbox"/> Identify strategies to analyze key performance factors during the competition to assist in correctly identifying potential causes of error, and/or areas for improvement <input type="checkbox"/> Make interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies) <input type="checkbox"/> Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport <input type="checkbox"/> Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance <input type="checkbox"/> Make adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g., injury) <input type="checkbox"/> Correctly interpret competitive rules and make necessary adjustments that positively impact athlete or team performance
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Criticize athletes’ performance during the competition and/or between competitive events <input type="checkbox"/> Act distracted during the competition and do not focus on key element in the athlete or team performance <input type="checkbox"/> Do not observe athletes performance during the competition

Outcome: Support the Competitive Experience	
Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition	
Achievement	Evidence
Highly Effective	<p>Meet "Above Standard" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance <input type="checkbox"/> Work with athletes to identify possible adjustments to future training or practice goal and/or objectives <input type="checkbox"/> Work with other coaches and/or sport-specific specialists in the analysis of the competition to report on and implement strategies to improve subsequent practices <input type="checkbox"/> Consult sport-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate <input type="checkbox"/> Where appropriate, provide opportunities to engage media after the competition to give objective comments on performance
Above Standard	<p>Meet "Standard for Core Certification" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically reflect on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition <input type="checkbox"/> Critically reflect on training orientations and priorities in the Yearly Training Plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition <input type="checkbox"/> Critically reflect upon and implement confidence and skill building interventions after the competition <input type="checkbox"/> Identify and coordinate a recovery plan that can be accessed by athletes <input type="checkbox"/> Critically reflect on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation <input type="checkbox"/> Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved <input type="checkbox"/> Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance <input type="checkbox"/> Use analysis taken during the competition to review, interpret, and modify individual and/or team goals <input type="checkbox"/> Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate <input type="checkbox"/> Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances <input type="checkbox"/> Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide athlete with an analysis of the competition, but do not debrief or ask the athletes for input on analysis <input type="checkbox"/> Identify some key areas for improvement, but do not provide a plan for implementing improvements in subsequent practices <input type="checkbox"/> Reflect on preparation for the competition and interventions used during competition, but do not identify areas for improvement <input type="checkbox"/> Ignore athlete(s) after the competition, or berate athlete(s) performance <input type="checkbox"/> Do not identify how to factor the athlete/team performance during competition into subsequent practice <input type="checkbox"/> Do not implement appropriate recovery or regenerative strategies after the competition

Outcome: Support the Competitive Experience	
Criterion: Oversee logistics/support to create favourable conditions for performance	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement adequate contingency plans when confronted with unforeseen or ambiguous factors that affect the competition <input type="checkbox"/> Manage assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.) effectively and professionally
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (e.g., thermal stress, altitude, jet lag, time zone changes, pollution) <input type="checkbox"/> Develop and communicate written guidelines pertaining to expectations of self, athletes, parents, and other stakeholders before, during, and after competitions <input type="checkbox"/> Manage expenses and financial considerations related to competitive event
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that necessary Volleyball equipment is ready and available to use, and is in good/safe condition <input type="checkbox"/> Provide athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location, rallying points, etc. <input type="checkbox"/> Provide clear procedures and team regulations pertaining to expected standards of behaviours while away from home <input type="checkbox"/> Coordinate safe and timely athlete and equipment transportation <input type="checkbox"/> Clarify competition rules prior to the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders <input type="checkbox"/> Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment <input type="checkbox"/> Ensure athletes meet nutritional expectations by providing appropriate information on when and what to eat <input type="checkbox"/> Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.)
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not address major organizational details that have adverse effects on the athletes preparation for competition that were clearly within coaches control

Outcome: Support the Competitive Experience	
Criterion: Implement pre-competition mental training procedures that promote readiness for performance	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop focus plans with athletes <input type="checkbox"/> Involve athletes in developing focus plans <input type="checkbox"/> Incorporate the training of focus into practice <input type="checkbox"/> Integrate visualization into athlete’s training plans <input type="checkbox"/> Integrate dealing with distractions into athletes’ training plans <input type="checkbox"/> Develop outcome, performance, and process goals with athletes <input type="checkbox"/> Incorporate the training of focus into the phases and periods of athletes’ training plans <input type="checkbox"/> Debrief performance with athletes
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Outcome: Support the Competitive Experience	
Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies	
Achievement	Evidence
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify common injuries in volleyball <input type="checkbox"/> Identify prevention and recovery strategies for common injuries in volleyball <input type="checkbox"/> Incorporate the 12 PAK of performance and prevention into athletes’ training programs <input type="checkbox"/> Incorporate dynamic warm-ups into athletes’ training programs <input type="checkbox"/> Choose skills and drills that ensure body segments contribute optimally to skill execution <input type="checkbox"/> Apply functional evaluations for athletes’ return to play <input type="checkbox"/> Apply recovery and regeneration techniques to prevent fatigue and overtraining <input type="checkbox"/> Provide athletes and parents with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance in training and competition
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots